



Panorama

An Integrated Course on Social Studies

8

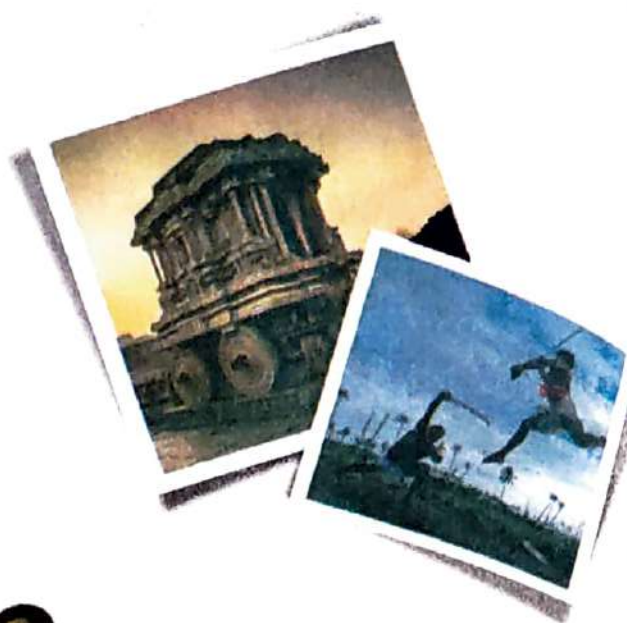
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New Edition

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Preface



Social Study is the branch of Science devoted to the study of societies and relationships among individuals within those societies. Thus, it becomes essential to select and channelize material prudently into a meaningful Social Study curriculum for the school that will enable learners to develop a critical understanding of diversities of society.

The book in your hand belongs to skill-based series "Panorama" on Social Study for Classes 1 to 8. It adopts a multidisciplinary approach to ensure holistic learning for young learners.

This series has planned pedagogical elements as highlighted in the **NEP 2020** that imbue **21st Century skills**, aligns with the vision of the **NIPUN Bharat** (National Initiative for Proficiency in Reading with Understanding the Numeracy). It is also based on the rationalized content in **NCERT syllabus** and supports **SDGs** (Sustainable Development Goals) adopted by United Nations.

The **Panorama** series includes:

Learner Friendly Content: Considering the importance of 'cognition' aspect of learning, the content prepared is such that the learners are able to gauge the given concepts. Special attention has been paid to the language aspect with regard to this feature.

Real Life Connect: Attaching utmost priority to **NEP 2020** and **NIPUN Bharat**, this feature has been incorporated. The questions and the activities have been designed in such a way that the learners feel connected with the content and can easily understand its relevance in real life.

Activity Based Learning: The **Panorama** series drifts away from the concept of 'rote-learning' and promotes holistic development (**HD**) of the learners. Activity Based Learning shall allow the learners to understand the concepts in a fun filled manner.

Integrated Learning: This feature provides an inter-curricular opportunity for learners to demonstrate their knowledge and skills across multiple subject areas. This feature, therefore accomplishes the prime aim of **NIPUN Bharat** programme.

Conceptual Clarity and Revision: Each chapter consists of the finest content so as to help learners get crystal clear understanding of all important concepts. Moreover, the **Competency Based Assessment Papers** act as a perfect revision resource. **Olympiad Model Paper** is also provided to prepare learners for competitive examinations.

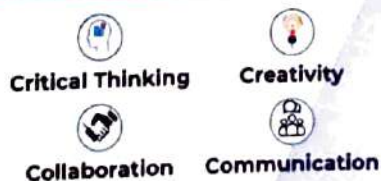
Skill Enrichment Zone: The series has been designed in a way that the learners are able to acquire the various skills laid down in **NEP 2020** and those essential in this 21st century. These include niche skills like *Critical*
—Publishers

21st CENTURY SKILLS

LITERACY SKILLS



LEARNING SKILLS (THE FOUR C'S)



LIFE SKILLS



Panorama

An Explicit Edition
Based on NEP 2020



PRIOR KNOWLEDGE

- India occupies the major part of South Asia.
- The name Bharat and India have deep historical roots.
- Archaeology and Literary are two main sources of history.

LITERACY SKILL

Prior Knowledge

It refers to the information about the topic that the learner already knows, thus helps to recall previous knowledge.

LEARNING OBJECTIVES

- Time Frame
- An Overview of the Period
- Sources to Know about Indian History
- Major Changes during this Period
- The Changing Nomenclature of Subcontinent and Regions

LEARNING SKILL

Learning Objectives

It defines the focused topics of the chapter, thus helps to be familiar with it.


GET GOING

Imagine that you are a historian wanting to find out about how agriculture changed in a remote tribal area after Independence. List the different ways in which you would find information on this.

COGNITIVE SKILL

Get Going

It contains warm up activities to arouse the interest in the chapter.

 A chronicler is a person who writes accounts of important or historical events. Kalhan is regarded as the first Indian chronicler of Indian history.

LITERACY SKILL

Light bulb

It gives interesting information related to the topic and highlight amazing facts to make learning joyful.

Thought Shot

It contains the in-text questions within the topics to reinforce the knowledge of learners.

LITERACY SKILL

Thought Shot

Can you think of any problem with this way of looking at Indian history?

 Critical Thinking 

Try It!

If you were given an opportunity to write the history of India, on what basis will you divide the Indian history into different periods?

COGNITIVE SKILL

Creativity

Try It!
It contains different type of activities which enhance the ability of learners in many ways.

LITERACY SKILL

Mind Map

It contains a brief and concise matter of the chapter in a flowchart form, thus helps in revision.



EXERCISE

- Tick (✓) the correct option.
- Historians have divided history into periods. (a) three (b) four (c) two (d) five
 - People who beautifully write a document are called: (a) copyists (b) publishers (c) calligraphists (d) printers
 - Who directed the film 'Pathar Panchali'? (a) Raj Kapoor (b) Satyajit Ray (c) Guru Dutt (d) Aditya Chopra
 - The Industrial Revolution is a term used for important changes in: (a) agriculture (b) manufacturing (c) technology (d) All of these
- (MCQs)

INTELLECTUAL SKILL

Exercise
It contains a variety of questions to assess all around learning.

COGNITIVE SKILL

Skills Enrichment Zone
It contains various activities that will help the learners to sharpen their skills.

Skills Enrichment Zone

ACTIVITY
I. Organise and participate in the group discussion on the topic "Valuable Sources of History".

SEARCH WORK
II. Give an account of any two historical buildings of the British period in your state.

PROJECT WORK
III. Talk to any elder member of your family to find out about her/his life. You can question her/him on the following:

- Place and year of birth
- Name of parents and grandparents
- Education and friends
- Dreams and aspiration
- Job
- Life then and now

CS Communication
CS Information
HD Interaction with Others

Out of the Box!

Critical Thinking


- What is the problem with the periodisation of Indian history that James Mill offers?
- All inventions are not good for human mankind. How?

LEARNING SKILL

Out of the Box!
It contains the thought provoking questions to address the main elements of NEP 2020.



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1. WHEN, WHERE AND HOW?

PRIOR KNOWLEDGE

- ⊙ India occupies the major part of South Asia.
- ⊙ The name Bharat and India have deep historical roots.
- ⊙ Archaeology and Literary are two main sources of history.

LEARNING OBJECTIVES

- ⊙ Time Frame
- ⊙ An Overview of the Period
- ⊙ Sources to Know about Indian History
- ⊙ Major Changes during this Period
- ⊙ The Changing Nomenclature of Subcontinent and Regions

GET GOING

Imagine that you are a historian wanting to find out about how agriculture changed in a remote tribal area after Independence. List the different ways in which you would find information on this.

History is certainly about changes that occur over time. It is about finding out how things were in the past and how things have changed. As soon as we compare the past with the present we refer to time, we talk of "before" and "after". Living in the world we do not always ask historical questions about what we see around us. We take things for granted, as if what we see has always been in the world we inhabit. But most of us have our moments of wonder, when we are curious and we ask questions that actually are historical. Watching someone sip a cup of tea at a roadside tea stall you may wonder-when did people begin to drink tea or coffee? Looking out of the window of a train you may ask yourself-when were railways built and how did people travel long distances before the age of railways? Reading the newspaper in the morning you may be curious to know how people got to hear about things before newspapers began to be printed.

All such historical questions refer us back to notions of time. But time does not have to be always precisely dated in terms of a particular year or a month. Sometimes it is actually incorrect to fix precise dates to processes that happen over a period of time. People in India did not begin drinking tea one fine day; they developed a taste for it over time. There can be no one clear date for a process such as this. Similarly, we cannot fix one single date on which British rule was established, or the national movement started, or changes took place within the economy and society. All these things happened over a stretch of time. We can only refer to a span of time, an approximate period over which particular changes became visible.



TIME FRAME

There was a time when history was an account of battles and big events. It was about rulers and their policies. Historians wrote about the year a king was crowned, the year he married, the year he had a child, the year he fought a particular war, the year he died and the year the next ruler succeeded to the throne. For events such as these, specific dates can be determined and in histories such as these, debates about dates continue to be important.

As you have seen in the history textbooks of the past two years, historians now write about a host of other issues and other questions. They look at how people earned their livelihood, what they produced and ate, how cities developed and markets came up, how kingdoms were formed and new ideas spread, and how cultures and society changed.

Which Dates ?

By what criteria do we choose a set of dates as important? The dates we select, the dates around which we compose our story of the past, are not important on their own. They become vital because we focus on a particular set of events as important. If our focus of study changes, if we begin to look at new issues, a new set of dates will appear significant.

AN OVERVIEW OF THE PERIOD

In 1817, James Mill, a Scottish economist and political philosopher, published a massive three-volume work, 'A History of British India'. In this, he divided Indian history into three periods - Hindu, Muslim and British. This periodisation came to be widely accepted.



James Mill

Thought Shot

Can you think of any problem with this way of looking at Indian history?

21st
CS

Critical Thinking

Mill thought that all Asian societies were at a lower level of civilisation than Europe. According to his telling of history, before the British came to India, Hindu and Muslim despots ruled the country. Religious intolerance, caste taboos and superstitious practices dominated social life. British rule, Mill felt, could civilise India. To do this it was necessary to introduce European manners, arts, institutions and laws in India. Mill, in fact, suggested that the British should conquer all the territories in India to ensure the enlightenment and happiness of the Indian people. According to Mill, India was not capable of progress without British help.

In this idea of history, British rule represented all the forces of progress and civilisation. The period before British rule was one of darkness.

Moving away from British classification, historians have usually divided Indian history into 'ancient', 'medieval' and 'modern'. This division too has its problems. It is a periodisation that is borrowed from the West where the modern period was associated with the growth of all the forces of modernity—science, reason, democracy, liberty and equality. Medieval was a term used to describe a society where these features of modern society did not exist. Can we uncritically accept this characterisation of the modern period to describe the period of our study? As you will



see in this book, under British rule people did not have equality, freedom or liberty. Nor was the period one of economic growth and progress. Many historians therefore refer to this period as 'colonial'.

What is Colonial ?

The British came to conquer the country and establish their rule, subjugating local *nawabs* and *rajās*. They established control over the economy and society, collected revenue to meet all their expenses, bought the goods they wanted at low prices, produced crops they needed for export. They brought about changes in values and tastes, customs and practices, when the subjugation of one country by another leads to these kinds of political, economic, social and cultural changes, we refer to the process as colonisation.

Try IT!

If you were given an opportunity to write the history of India, on what basis will you divide the Indian history into different periods?



Creativity



SOURCES TO KNOW ABOUT INDIAN HISTORY

A large bulk of sources including written records in English and regional languages are available for the Modern Period of Indian history. These include both administrative and non-administrative sources. Let's take a brief look at the important sources to have a better understanding of how they are useful.

Administrative Sources

Administrative sources are written records of the British rule in India prepared by administrators, officials and historians appointed by the colonial government. These are mainly of two types—official records and surveys.

1. Official Records: Official records of the British administration are a very important source as the British believed that every instruction, plan, policy, decision, agreement, and investigation had to be clearly written. This recording was considered very important and so there emerged an administrative culture of preparing documents for internal communication, notings, and reports. Record rooms attached to administrative institutions were set up, as they felt all important documents and letters need to be preserved. Archives and museums were also set up to preserve records. Letters and memos that moved from one branch of the administration to another in the early years of the nineteenth century can still be read in the archives. We can also study the notes and reports that district officials prepared, or the instructions and directives that were sent



A piece of writing showing the skill of calligraphy



A chronicler is a person who writes accounts of important or historical events. Kalhan is regarded as the first Indian chronicler of Indian history.



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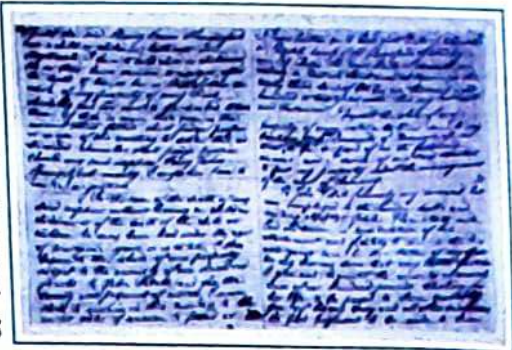
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by officials at the top to provincial administrators. In the early years of the nineteenth century these documents were carefully copied out and beautifully written by calligraphists. By the middle of the nineteenth century, with the spread of printing, several copies of these records were printed and handed over to each government department.

2. Surveys : These were also given a lot of importance by the British because they believed that surveys would enable them to effectively administer the country and know the people better.

By the early nineteenth century, **detailed surveys** were being carried out to map the entire country. In the villages, **revenue surveys** were conducted. The purpose was to know the topography, soil quality, plants, and animals of different localities besides their histories, and cropping patterns—all the facts necessary to administer the region. From the end of the nineteenth century, **census** operations were held after every ten years. These helped the British officials prepare detailed records of the number of people in all the provinces of India.



An old painting

The census surveys includes report on the size and distribution of population and its nature on the basis of age, occupation, sex, caste, religion, etc.

Non-administrative Sources

A large number of magazines, journals, newspapers and books were published during this period following the invention of the printing press.

1. Biographies and Autobiographies : A number of biographies were written by important people during this period. Several autobiographies were also written by both important and ordinary people. Among these writers, there were many talented women also. They criticised the social differences between men and women. One of the most important writers of this period was Tarabai Shinde who wrote *Stripurush Tulna*.



Tarabai Shinde

2. Literary and Political Writings : Many short stories, plays, and novels were written during this period. One of the early historical novels in Bengali was Bhudeb Mukhopadhyaya's *Angurima Binimoy*. Sarat Chandra Chatterjee used to tell stories in simple language which made him very popular. Bankim Chandra Chatterji was another great Bengali novelist of this period. However, the greatest of all who wrote in Bengali was none other than Rabindranath Tagore, popularly known as "Kaviguru" or "Gurudev". Among other great writers of this period, Munshi Premchand pioneered a new era in the history of modern Indian novel. His novels are filled with all kinds of powerful characters drawn from all levels of society. His Hindi novel *Godaan* is like an epic on Indian peasantry. It talks about the oppression of peasants during the British period. Novels were written in different languages. *Indulekha* was the first modern novel in Malayalam. Books that contain speeches of important leaders like Nehru or Gandhi are also very important sources.



3. Newspapers, Periodicals and Magazines: These are very important sources. They include editorials, cartoons, news and letters. They throw light on various perspectives of society. Among the earliest newspapers in India, *Mirat-ul-Akhbar* founded by Ram Mohan Roy and published in Persian, and *Kesari* founded by Bal Gangadhar Tilak are well-known. As printing spread, newspapers were published and issues were debated in public. Leaders and reformers wrote to spread their ideas, poets and novelists wrote to express their feelings.



Raja Ram Mohan Roy Bal Gangadhar Tilak



Dadasaheb Phalke

4. Films: Documentary and feature films help us to know the history. They appeal to public greatly as they are very important sources of entertainment. Dadasaheb Phalke was one of the pioneers of Indian cinema. Films like *Pather Panchali* by Satyajit Ray present the true picture of Bengal's famine and rural life during the colonial period. Similarly, historical films like *Shaheed Bhagat Singh*, *Gandhi*, *The Making of the Mahatma*, and *Mangal Pandey* and *Kesari* make our sources of history come alive.

5. Maps: Maps of towns, cities, villages, coastal areas, roads, rivers, bridges and railway tracks were made by the British. They are very useful at present to know about different kinds of rural and urban settlements in British India.

6. Architectural Sources: The India Gate, Rashtrapati Bhavan, Parliament House and Connaught Place built by Sir Edwin Lutyens and Herbert Baker offer an insight into the art and architecture of the period under study.

- 7. Others:**
- (a) **Photographs** give us a true picture of different historical events and leaders.
 - (b) **Paintings** of Bharat Mata in different styles reflect the progress in the attitudes of Indian nationalists of this period. So, paintings of various kinds are a very important source.
 - (c) **Advertisements** give us an idea about the kind of products sold and how they were made appealing to the people.
 - (d) **Radio Broadcasts** of important leaders, speeches (Nehru's speech on the eve of the Independence Day) and songs are preserved. Songs like *Vande Mataram*, *Rang de Basanti*, *Amar Shonar Bangla*, *Kadam Kadam Vadhaye Ja*, etc. are preserved in the Radio archives.
 - (e) Besides the above mentioned sources, there are **direct sources** which are stories told to us by our grandparents and great grandparents who were witnesses to the freedom movements. They too give us the true picture of the time.

Thought Shot

What kind of records do you think the British would have kept?

21st CS

Information



MAJOR CHANGES DURING THIS PERIOD

One of the most significant events that took place during modern period was what historians call the **Industrial Revolution**.

The Industrial Revolution is a term used for important changes and progress in the fields of agriculture, manufacturing, mining, transport and technology that occurred in Europe between the later half of the eighteenth century and the beginning of the nineteenth century. These changes affected the social, economic and cultural lives in different countries of Europe.

The Industrial Revolution started in England, and spread throughout Europe, North America, and the rest of the world. In England and elsewhere, almost every aspect of daily life was influenced in some way or the other by the progress brought about by the Industrial Revolution.

As a result of the Industrial Revolution, England's industrial production increased much more than ever before in the past. So, England stopped importing goods and products from outside. Instead, England now felt the need to expand the market to sell industrial goods beyond its own boundaries. As goods were produced in bulk, they were cheaper than hand-made goods.

With the aim to search for more markets, the English East India Company was founded in England in 1600. Thomas Roe, the envoy of the British king James I, visited the court of the Mughal emperor Jahangir and secured trading rights for the traders and merchants of his country. After about a century, a later Mughal emperor Farrukhsiyar granted important trading rights to English merchants through a royal *farman*. Gradually, the East India Company took over the total control over India's economy, society and culture, turning India into a **British colony**.

Following the Industrial Revolution, a competition began among the European powers to explore and build colonies that would serve as markets for products made in their respective countries and also supply resources to support industrial production in the imperialist countries. As a result, India became a colony of the British empire.

After 1757, the first time that many provincial rulers of India, supported by their people, revolted against the British was in 1857. As we shall read later, the Revolt of 1857 was suppressed. But even before the Revolt, the people living in different regions of India had realised that if they stood united, it was possible to overthrow the British. With this thought, a great love for the nation and desire to get independence from the foreign rule rose among the Indian people. It came to be known as **nationalism**. The first great expression of Indian



Watt's steam engine which was one of the most important inventions of the Industrial Revolution.



India in the mid-eighteenth century

nationalism was the Revolt of 1857. Following the Revolt of 1857, there was also transfer of power from the East India Company to the British crown. Thus, India came under direct rule of the British government after the Revolt of 1857. In 1947, after a long struggle, India finally gained independence from the British rule. Till the eighteenth century, India was a major exporter of cotton and silk textiles. However, the main purpose of the East India Company was only to promote the trade of its own products manufactured in England. After the Industrial Revolution, cotton and silk textiles became one of the most important English products. So, by the nineteenth century, when India was under British rule, cheap English textiles were imported into India from England. This decreased the sale of Indian textiles and started the process of **de-industrialisation**, which is the opposite of industrialisation. In this way, many traditional Indian industries were destroyed. The final result was that, **capitalism** emerged as the basis of economy. It meant that making profit became the only motive of the imperial power. In this book, we shall read about the ways used by the British to conquer the country and establish their rule. We shall also see how they controlled the economy and society, collected revenue to meet their expenses, bought the goods they wanted at low prices and produced crops they needed for export. Moreover, we shall understand the changes brought about by the British in values, tastes, customs and practices of India.

THE CHANGING NOMENCLATURE OF SUBCONTINENT AND REGIONS

The Indian subcontinent includes India and its neighbours—Pakistan, Bangladesh, Bhutan, Nepal, Maldives and Sri Lanka. It is almost like a continent and its geographical features are different from the rest of Asia. It is surrounded by three water bodies—the Bay of Bengal, the Indian Ocean and the Arabian Sea. It is interesting to know that during the British rule, the term 'India' was used not only for the country but for most of what we call the Indian subcontinent today. As the map on previous page shows, there were no fixed borders or boundaries at that time between our country and its neighbours like Afghanistan, Nepal, and even Burma (now Myanmar). Among other neighbours, Pakistan came into existence only during the last days of the British rule while Bangladesh (earlier known as East Pakistan) achieved nationhood in 1971. Instead of national boundaries, there were regional or provincial boundaries dividing various states ruled by their own rulers. Gradually, as the British became the strongest political power, most of the states shown in the map on previous page came under their direct rule. Since India was under British rule, it was named British India.

Try It!

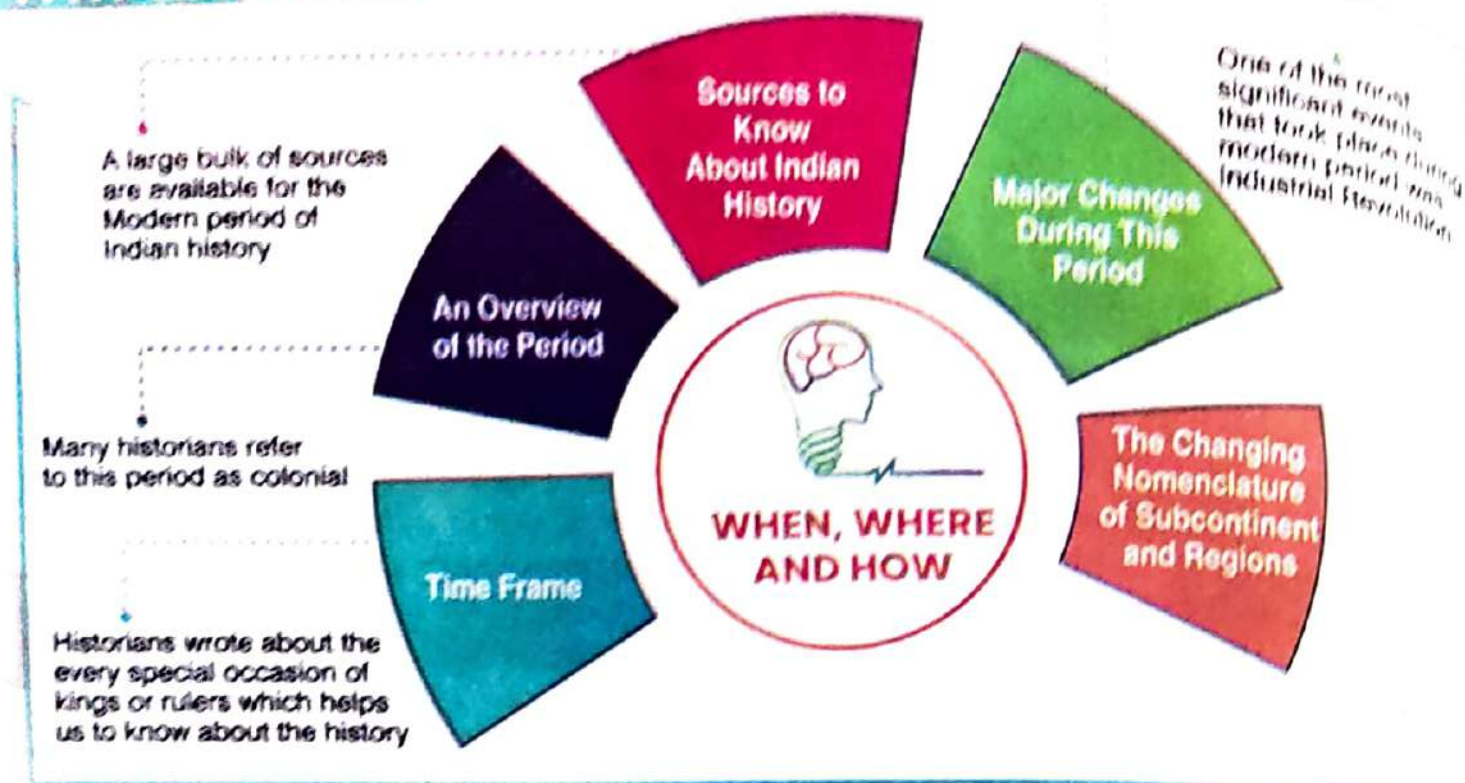
EL

Experiential Learning

Prepare a project file on your family, tracing the developments in terms of social, economic, religious and technological changes that have taken place since your grandfather's time. You may take help of your family members.



MIND MAP



EXERCISE

I. Tick (✓) the correct option.

- Historians have divided history into periods.
(a) three (b) four (c) two (d) five
- People who beautifully write a document are called :
(a) copyists (b) publishers (c) calligraphists (d) printers
- Who directed the film 'Pather Panchali'?
(a) Raj Kapoor (b) Satyajit Ray (c) Guru Dutt (d) Aditya Chopra
- The Industrial Revolution is a term used for important changes in :
(a) agriculture (b) manufacturing (c) technology (d) All of these
- The English East India Company's Rule in India ended in :
(a) 1856 (b) 1857 (c) 1858 (d) none of these

II. Fill the gaps.

- Many historians therefore refer to this period as
- Leaders and a wrote to spread their ideas.
- The Industrial Revolution started in
- India became a colony of the empire.

Write 'T' for True and 'F' for False.

1. A large number of magazines and books were published during modern period.
2. Photographs give us a true picture of different historical events and leaders.
3. India is surrounded by two water bodies.

Answer the following question briefly.

1. Why do we divide history into several chapters?
2. Explain the term Industrial Revolution. When did it start? Which countries did it affect?
3. Why do we continue to associate history with dates?
4. How did the process of De-industrialisation start in India? What did it result in?
5. Explain the process of colonisation. Why did India become a colony of the British?
6. Why did the British preserve official documents?

Answer the following questions in detail.

1. During the British Rule in India, all Asian societies were seen at a lower level of civilisation than Europe. Comment.
2. Explain the importance of the official records as a historical source.
3. Write about any two non-administrative sources.
4. Why did the British attach a lot of importance to surveys? Give example of a survey which is carried on till date.
5. How did the British generate a sense of nationalism among the Indians?



Skills Enrichment Zone

ACTIVITY



- i. Organise and participate in the group discussion on the topic "Valuable Sources of History".

SEARCH WORK



- ii. Give an account of any two historical buildings of the British period in your state.

PROJECT WORK



- iii. Talk to any elder member of your family to find out about her/his life. You can question her/him on the following:

- Place and year of birth
- Name of parents and grandparents
- Education and friends
- Dreams and aspiration
- Job
- Life then and now

21st CS

Communication



17th CENTURY FOR THE WORLD



21st CS

Information



HD

Interaction with Others



Critical Thinking



Out of the Box !



- What is the problem with the periodisation of Indian history that James Mill offers?
- All inventions are not good for human mankind. How?



2. FROM TRADE TO TERRITORY

PRIOR KNOWLEDGE

- ⊙ Mughals invaded India and became powerful.
- ⊙ It was disintegrated after the death of Aurangzeb in 1707.

LEARNING OBJECTIVES

- ⊙ European Trading Companies in India
- ⊙ Motives of the Mercantile Trading Companies
- ⊙ British Policies of Expansion (From a Trader to a Ruler)
- ⊙ The Founding of the British Rule in India

GET GOING

Imagine that you are living in England in the late eighteenth century. How would you have reacted to the stories of British conquests? Remember that you would have read about the immense fortunes that many of the officials were making.

The vast nation was travelled by various western powers like the British, French, Dutch and Portuguese in search of sea routes towards the east and finding the trade opportunities. In this chapter, we will study about the different European companies, their motives and how East India Company expanded its trade to Indian territory.

EUROPEAN TRADING COMPANIES IN INDIA

The Portuguese in India

The Portuguese were the pioneers in finding a new alternative sea route to India. Throughout the sixteenth century, they secured many rights from local rulers to trade in India and established a number of colonial settlements on the western coast of India. Though Calicut (Now Kozhikode) was the first city where they landed, their important colonial settlements were located in Goa, Daman and Diu.

The success of Portuguese traders in India led to a race among European powers for a share of trade. Trading companies were formed which had the support of their respective governments. Thus, English, Dutch, French and Danish trading companies were formed in the seventeenth century. In due course, the Portuguese were forced to surrender the monopoly of the Eastern trade to their European rivals.

The Dutch East India Company

The Dutch merchants started their company in 1592. In 1595, **Cornelis de Houtman** set out for India and returned with a large cargo. Soon, many trading companies came into existence. In



1602, all the Dutch companies were amalgamated into the Dutch East India Company. They concentrated their attention on the Spice Islands in the Far East.

The Dutch conquered Malacca from the Portuguese in 1641 and acquired Ceylon (Now Sri Lanka) in 1658. In India, they occupied Nagapatnam on the Madras (Now Chennai) coast and Chinsurah in Bengal. However, the Dutch position in India was insignificant.

The Danes in India

Encouraged by the other European merchants, the Danes too embarked upon sharing the Indian trade. They established a settlement at Tranquebar in Tanjore district in 1620. In 1676, they occupied **Serampur**. However, they could not find a foot hold in India. Finally, they sold their settlements to the British in 1845.

The English East India Company


After the defeat of Spain in 1588, the English became a supreme naval power in Europe. A group of English merchants organised a company to trade with the East. On 31st December, 1600, Queen Elizabeth granted a charter to the company to trade in the East Indies. Captain Hawkins landed at Surat at India in 1612 and sought permission to set up a factory at Surat. In 1615, Sir Thomas Roe visited Court of Jahangir and secured certain trading concessions for the English Company from the Mughal Emperor.

The English also set up their trading stations at Aramgaon and Masulipatnam. The English Company bought the site of Madras (Chennai) in 1639 and also obtained permission to set up a fortified factory, called **Fort St George**. In 1633, factories were set up at Balasore and Hariharpur, and at Hugli in 1651.

In 1661, the English Company got the Island of Bombay (Now Mumbai) from Charles II at a nominal rent, it was fortified in 1668. They secured permission from Aurangzeb to build a factory on the site of Calcutta (Now Kolkata). Job Charnock laid the foundation of Calcutta () at Sutanati by building a factory there. It was fortified in 1698 and was called Fort William. By a *firman* from the Mughal Emperor in 1717, the English Company got the right to trade freely in Bengal and also to settle around Calcutta. The Company made progress and eliminated the rivals in India. It took advantage of the unstable political condition of India and succeeded in establishing British rule in India.

The French East India Company

In 1664, the French East India Company was formed. In December 1667, the first French factory was established at Surat by Francis Caron, the Director General of the Company. Another factory was established at Masulipatnam. In 1672, Francis Martin was appointed the Director General. He was one of the real founders of the French Company in India. He founded the settlement of Pondicherry (Now Puducherry), under a grant from the ruler of Bijapur. The French also established their settlements at Chandernagar, Balasore and Qasim Bazar on the east coast and Mahe on the west coast. In 1739, they established Karaikal on the Coromandel coast.



The factory was not a place of manufacture, but it consisted of a warehouse or godown for goods, an office for maintaining records and residential quarters for the servants of the Company. The name Factory was given as the officials of the Company were called 'factors'. These factories were fortified against the threats by Indians and other trading companies. These often grew into small towns.



The French company had its headquarters in Pondicherry (Puduchery). It had its naval base in the Indian Ocean in the Mauritius and Reunion Islands which were far away from India. Although the French were the last to arrive in India, yet they were the only rival of the English in the region. Their intense rivalry resulted in the three Carnatic wars in India.

MOTIVES OF THE MERCANTILE TRADING COMPANIES

The word Mercantile is used for an enterprise that makes profit basically through trade—buying goods at a cheaper price and selling those goods at higher prices. The above mentioned mercantile companies started with trade at first and set up trading centres at various places. They bought goods at cheap rates and sold them at the highest rates. Gradually, they thought of exercising political control by controlling the revenues of the state. Exercising political control would help them to have monopoly over trade and lead to further exploitation of their colony.

From 1750, industrialisation started in Britain. France also underwent an Industrial Revolution soon after and in about 120 years, most countries of Europe were industrialised. Thus, the need for markets and colonies arose. It led to a bitter competition among the European powers.

At that time, India was politically disunited. Moreover, it could supply raw materials and labour to Britain at cheaper prices and serve as a market for their finished goods. Thus, the companies who traded there could make huge profits. So, trading companies from different European countries set up their colonies in India.

In the eighteenth century, England and France dominated trade in India. It is important to remember here that trading companies flourished only by eliminating rival companies. Actually, bitter rivalry and trade war made each trading company build forts around its factories. Each company tried to prevent the supply of goods and sink each other's ships. All this led to rivalry between the English and French companies. However, the EEIC eventually won all the battles. The other trading companies were soon ousted by the EEIC.



British East India Company's
London Headquarters

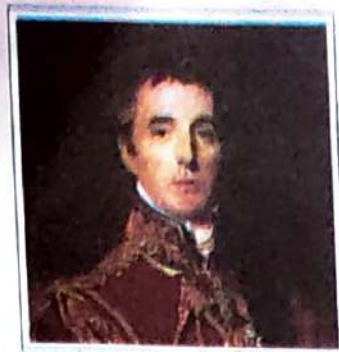
BRITISH POLICIES OF EXPANSION (FROM A TRADER TO A RULER)

The British mainly followed three policies to extend their control over India. Of these, the first was the **policy of direct conquest** through which British directly conquered areas by fighting battles and wars. Bengal (including the provinces of the modern-day West Bengal, Bihar and Odisha) and Punjab were the best examples of regions that were conquered through direct conquest.

The other two policies of expansion followed by the British are known as the **Policy of Subsidiary Alliance and Doctrine of Lapse**.

Policy of subsidiary alliance was started by Governor-General Lord Wellesley. Under this method, any Indian state could use British army for their protection and Indian ruler had to make payments for this. In case of failure of payments, the British official called 'Resident' took away part of their territory as penalty. The resident was creating hindrance in the court decisions of the rulers.

The **Doctrine of Lapse** was initiated by the Governor-General Lord Dalhousie (1848-1856). The doctrine declared that if an Indian ruler died without a male heir, his kingdom would 'lapse', i.e., become part of company territory. Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Jhansi (1854) were annexed by simply applying this doctrine.



Lord Dalhousie

Thought Shot

What according to you could be the main reason due to which the British rose to power in India?



Curiosity

THE FOUNDING OF THE BRITISH RULE IN INDIA

Robert Clive is regarded as the founder of British rule in India. Starting his career as a clerk in the East India Company, he would rise through the ranks to command British forces at the Battle of Plassey. The battle would lay the foundations of British rule in India as Bengal would be annexed by them.

The Carnatic Wars

The leading countries that were involved in the trade wars were Portugal, Holland, France, England and Denmark. England and France had been traditional rivals in Europe. Their rivalry also extended to their colonial possessions.

The conflict of trade interests between them eventually ended with the three Anglo-French Wars or the Carnatic Wars that were fought from 1746 to 1763 in India as under :

In the **First Carnatic War** (1744-1748), Dupleix got his first victory against Nawab Anwar-ul-Din of Arcot. From the military point of view, it was a small battle. But its historical significance was profound. In the **Second Carnatic War** (1749-1754), the French under the leadership of Dupleix, the French Governor of Pondicherry, succeeded in placing their candidates on the thrones of Hyderabad and Arcot. With the second victory, Dupleix's ambitions soared further. But the intervention of Robert Clive, a brave employee of the English East India Company, changed the British fortune in 1752. Clive succeeded in the capturing Arcot from the French and putting the British candidate on the throne. His further successes during the course of the **Third Carnatic War** (1757-1763) saw the British emerge as the strongest European power in India.


After the Carnatic wars, the theatre of conflict shifted to Bengal. In 1757, the French lost Chandernagar in Bengal to the British. In the same year, Clive laid the foundation of the British empire in India by defeating Siraj-ud-Daulah, the Nawab of Bengal, in the Battle of Plassey.

Battle of Plassey (1757)

The Battle of Plassey was fought between the English and Siraj-ud-Daulah, the Nawab of Bengal in 1757. On 23 June, 1757, the armies of Siraj-ud-Daulah and the English East India Company met at Plassey. The British forces were led by Robert Clive. Mir Jafar, the Commander-in-Chief of the Nawab and a large section of the Nawab's army, loyal to Mir Jafar did not take part in the battle.



Jagat Seth, the richest banker of Bengal, also refused to help the Nawab. It was a decisive battle and had far reaching consequences. The Nawab was defeated and put to death. Mir Jafar was made the Nawab. He was mere a **puppet** in the hands of the English who became the virtual rulers of Bengal. The English got the right to free trade in Bengal, Bihar and Orissa (Now Odisha) and got the territory of 24 Parganas. The resources of Bengal helped the English to defeat their European rivals. Thus, the Battle of Plassey laid the foundation of the British empire in India and paved the way for the British mastery over the whole of India.



Plassey is an anglicised pronunciation of Palashi and the place derived its name from the *Palash* tree known for its beautiful red flowers that yield *Gulal*, the powder used in the festival of Holi.

Thought Shot

Mir Jafar betrayed Siraj-ud-Daulah in the Battle of Plassey for the throne. This became the biggest reason for Siraj-ud-Daulah's defeat. Which value was lost by Mir Jafar?

HD

Observation

Battle of Buxar (1764)

The Battle of Buxar was fought between the English and the combined forces of Mir Qasim, Shah Alam (the Mughal Emperor) and Shuja-ud-Daulah (the Nawab of Awadh). Mir Jafar was a mere puppet in the hands of the English. The responsibility of running the administration lay on his shoulders but he had no powers. The English charged him with the neglect of administration and deposed him in 1760. His son-in-law, Mir Qasim was made the Nawab of Bengal. He was an able, efficient and strong ruler. He formed an alliance with Shuja-ud-Daulah, the Nawab of Awadh and Shah Alam, the Mughal Emperor. The combined armies of the three clashed with the English at Buxar on 22 October 1764, where they were badly defeated.

Historians have attached great importance to the Battle of Buxar. It was not merely the Nawab of Bengal but also the Mughal Emperor of India who were defeated in this battle. It gave the English an opportunity to bring under their control the north-western frontier of the Subah.

Treaty of Allahabad (1765)

Clive entered into a treaty with Nawab Shuja-ud-Daulah who surrendered Allahabad (Now Prayagraj) and Kara to the Company and also agreed to pay 50 lakh rupees as war compensation. Mir Qasim was deposed. Mir Jafar was made the Nawab once again. In 1765, Clive signed the Treaty of Allahabad with the Mughal Emperor Shah Alam II. By this treaty, the Mughal Emperor was taken under the Company's protection and was granted an annual pension of 26 lakh rupees in return for a *Firman*, which granted the Company *the Diwani* of Bengal, Bihar and Orissa in perpetuity.

The Treaty of Allahabad marked the end of the Nawab's authority in Bengal and led to the establishment for the dual government there. By this system, the Nawab looked after the administration of law and order, whereas the Company kept in its own hand the charge of collecting the revenue. In brief, "The Nawab was given responsibility without power and the Company enjoyed power without responsibility".



Growth of British Influence

Warren Hastings was appointed as the Governor of Bengal in 1772. He abolished the 'Dual Administration System' and took over the entire administration of Bengal. He stopped the emperor's annual grant. He also took away Allahabad and Kara from the emperor and sold these territories to the Nawab of Awadh. Hastings wanted to make Awadh a strong buffer state between the Company's territories and that of the Marathas.

Wars with Hyder Ali and Tipu Sultan

During the latter half of the eighteenth century, the kingdom of Mysore and the EEIC fought a series of wars, called **Anglo-Mysore Wars**.

One very important reason for the First Anglo-Mysore War was that Mysore had control over the trade on the Malabar coast. This trade was very lucrative for EEIC, especially in spices like pepper and cardamom. In the First Anglo-Mysore War, Hyder Ali, the ruler of Mysore, defeated the British. Later, in the Second Anglo-Mysore War, Tipu Sultan, the son of Hyder Ali, fought with great courage and outshined his rivals that included the combined forces of the British, Marathas, and Nizam. In 1785, Tipu stopped the export of sandalwood, pepper and cardamom from the ports of his kingdom. He never gave permission to local rulers to trade with the Company. He also modernised his army with French help. Due to these reasons, the EEIC wanted to crush Tipu as he hampered the economic and political interests of the Company. At last, Tipu was defeated in the Fourth Anglo-Mysore War. The British won the Battle of Seringapatam in 1799. Tipu, popularly called the **Tiger of Mysore**, lost his life in this battle. After the conquest by the EEIC, Mysore was restored to the royal house of the Wodeyars who had been the traditional rulers of the state.



Hyder Ali



Tipu Sultan

Wars with the Marathas

In all, three wars were fought between the British and the Marathas. These are called the **Anglo-Maratha Wars**. The First Anglo-Maratha War started in 1775 and lasted till 1782. The period for the Second War was from 1803 to 1805 while the Third War was fought between 1817 and 1819.

Why were the Anglo-Maratha Wars fought and how did they help the British build a vast empire? Let us take a brief look at how and why the wars started, proceeded and ended.

First Anglo-Maratha War : In 1772, Narayan Rao became the Peshwa of the Maratha Empire. But, in a palace conspiracy that soon followed, he was killed. Raghunath Rao, Narayan Rao's uncle, became the new Peshwa by deceit, although he was not the legal heir.

In order to retain his position, Raghunath Rao sought help from the British at Bombay and signed the Treaty of Surat on March 6, 1775. According to the treaty, Raghunath Rao gave the territories of Salsette and Bassein to the British, along with a part of the revenues from Surat and Bharuch districts. In return, the British promised to support Raghunath Rao. Soon, a war broke out again between Raghunath Rao supported by the British on one side and powerful Maratha chiefs like Nana Phadnis who supported the claim of Sawai Madhav Rao, the son of Narayan Rao, to the Maratha throne.



Soon after, a serious difference arose among the British officials themselves, with one section of them opposing Raghunath Rao. A new treaty, called the **Treaty of Purandhar** was signed by which Raghunath Rao was pensioned and sent away. But the revenues of Salsette and Broach districts were retained by the British. The Bombay government rejected this new treaty and gave shelter to Raghunath Rao. In 1777, Nana Phadnis led the Marathas in a series of wars with the British. Peace was finally restored in 1782 and the First Anglo-Maratha War ended with the signing of the Treaty of Selbai. According to this treaty, Raghunath Rao was re-installed as the Peshwa.

Second Anglo-Maratha War : It broke out during the reign of Peshwa Baji Rao II, the son of Raghunath Rao. Baji Rao II lived under the shadow of his father. So, he was hated by the Maratha chiefs who regarded Raghunath Rao as a traitor. In October 1802, Peshwa Baji Rao II was defeated by Yashwant Rao Holkar, the Maratha ruler of Indore, in the Battle of Poona. He fled to British protection. Soon, he signed the Treaty of Bassein with the EEIC, ceding territory for the maintenance of a subsidiary force and agreeing to co-operate with no other power.

The Peshwa's surrender to the British power isolated him from the Maratha chieftains including the Scindias of Gwalior and the Bhonsles of Nagpur and Berar. The Scindias and Bhonsles were defeated by the British in a series of battles fought at Laswari, Delhi, Assaye and Argaon. In 1803, Raghaji II Bhonsle of Nagpur and Daulat Rao Scindia of Gwalior signed the Treaty of Deogaon and the Treaty of Surji-Anjangaon with the British. By these treaties, the British became the masters of Cuttack, Ganga-Yamuna Doab, the Delhi-Agra region, parts of Bundelkhand, Broach, some districts of Gujarat and the fort of Ahmednagar.

However, Yashwant Rao Holkar, the third important Maratha chief, continued his fight against the British. By the Treaty of Rajghat, the Holkars got back most of their territories while retaining control over a large part of Rajasthan.

Third Anglo-Maratha War : It started with invasion of Maratha territory by British troops led by Governor General Lord Hastings in 1817. The so-called purpose of the invasion was to take action against the Pindaris, a band of robbers from Central India.

The Peshwa, supported by the Bhonsle and Holkar rulers, rose against the British. A series of defeats led to the breakup of the Maratha Empire and the loss of Maratha independence. The Peshwa was defeated in the battles of Khadki and Koregaon. These defeats forced him to flee. He was finally captured and placed on a small estate at Bithur, near Kanpur, with a pension. Most of his territory was annexed and it became part of the Bombay Presidency. The Maharaja of Satara was restored as the ruler of his territory as a princely state. In 1848, this territory was also annexed by Lord Dalhousie.

Other powerful Maratha chiefs like the Holkars of Indore, the Scindias of Gwalior, and the Bhonsles of Nagpur were also subjugated by the British.

Bhonsle and Holkar chiefs were defeated in the battles of Sitabuldi and Mahidpur, respectively. With their defeat, the Maratha kingdoms of Nagpur and Indore became parts of the British Empire.

After the Third Anglo-Maratha War ended in 1819, the Maratha power ended and the Company had control over the entire area South of Vindhya.

Poona was no longer the seat of power of the Peshwa, the traditional head of the Marathas.

Try It!

Write a short article to be published in your school magazine, sharing your feelings on the ambitious and authoritative policies introduced and followed by the company officials. Give your article a powerful heading.

CC

Integrated with English

MIND MAP

The British mainly followed three policies to extend their control over India

Their motives were to make profit through trade-buying goods at cheaper price and selling those goods at highest price

- Portuguese
- Dutch East India
- Danes
- English East India
- French East India



EXERCISE



1. Tick (✓) the correct option.

(MCQs)

1. In which year was the Dutch East India Company formed?

(a) 1600



(b) 1602

(c) 1616

(d) 1664

2. Governor General put an end to the dual system of government in Bengal.

(a) Lord Cornwallis



(b) Warren Hastings

(c) Arthur Wellesley

(d) Robert Clive

3. In which year was the English East India company formed?

(a) 1600



(b) 1602

(c) 1616

(d) 1664



4. In which year Battle of Plassey was fought between Siraj-ud-Daulah and Robert Clive?
 (a) 1747 (b) 1757
 (c) 1787 (d) 1799
5. The Battle of was fought between the English and combined forces of Mir Qasim, Shah Alam and Suja-ud-Daulah.
 (a) Plassey (b) Mysore
 (c) Buxar (d) Anglo-Maratha
6. After which war was the Treaty of Allahabad was made?
 (a) Battle of Plassey (b) Battle of Buxar
 (c) Anglo-Sikh War (d) Anglo-Maratha War

II. Fill the gaps.

- In 1615, Sir Thomas Roe visited court of and secured certain trading concession for the English Company.
- The French Company had its headquarters in
- The British mainly followed policies to extend their control over India.
- Policy of Subsidiary Alliance was started by Governor-General

III. Write 'T' for True and 'F' for False.

- On 31st December, 1600, Queen Elizabeth granted a charter to the East India Company to trade in the East Indies.
- From 1750, industrialisation started in Britain.
- After the Carnatic wars, the Theatre of Conflict shifted to Bihar.

IV. Answer the following questions briefly.

- What attracted European trading companies to India?
- Explain the 'Doctrine of Lapse'.
- What were factories? Why were they called so?
- In what way was the Battle of Plassey significant for the British?
- What were the motives of the mercantile trading companies? Describe the changes that occurred in the comparison of the company's army.

V. Answer the following questions in detail.

- Why was there an intense rivalry among the different European trading companies?
- Mention the three policies of expansion adopted by the British in India. Explain them.
- Why is the Battle of Buxar considered more important than the Battle of Plassey?
- What were the terms of the Treaty of Allahabad?
- Why was the East India Company angry with Hyder Ali and Tipu Sultan?
- What were the terms of the Treaty of Purandhar? How was peace finally restored in the Maratha kingdom?



Skills Enrichment Zone

PICTURE STUDY



This is an artistic rendition of the court, in which the *Diwani* of Bengal, Bihar and Odisha were handed to the company. Answer the following:

- What did the *Diwani* grant the company?
- Who is handing over *Diwani* to whom?

21st CS

Communication



HD

Learning from Information

ACTIVITY



Collect pictures, stories, poems and information about any of the following—'The Rani of Jhansi, Mahadji Sindhia, Haider Ali, Maharaja Ranjit Singh, Lord Dalhousie or any other contemporary ruler of your region.

SEARCH WORK



After the British conquest of Bengal, Calcutta grew from a small village to a big city. Find out about the culture, architecture and the life of Europeans and Indians of the city during the colonial period.

21st CS

Information



PROJECT



Divide the class into different groups and ask each of those groups to make a PowerPoint Presentation on any one aspect of the chapter such as the British Policies of Expansion, Carnatic Wars, Anglo-Maratha Wars, etc.

21st CS

Technology/Digital Resources



Out of the Box!

21st CS

Critical Thinking



- The English East India Company got the right to trade with the East. What does it mean?
- How did one trading company get ahead of other trading companies in the colonial race? What was the result?





3. ADMINISTRATIVE STRUCTURE (GROWTH OF COLONIAL ARMY & CIVILIAN ADMINISTRATION)

PRIOR KNOWLEDGE

- ⊙ The East India Company tried to devise suitable methods to conquer control and administer the company.

LEARNING OBJECTIVES

- ⊙ Regulating Act (1773 AD)
- ⊙ Pitt's India Act (1784 AD)
- ⊙ Charter Acts
- ⊙ Administrative Setup Under the Company
- ⊙ Judicial Organization

GET GOING

It is seen in the history that Indian Princes were lost to the British forces. They were strongly defeated and conquered by the Britishers. According to your perspective what were the possible reasons of their defeat and what values were not secured by them in the interest of nation?

Within a short span of less than a century (1767-1857), the British became the masters of the whole of India. The administration of the British territories in India was entirely in the hands of the East India Company. There were three main objectives of the British administrative policy in India:

- (1) to increase the Company's profits from trade,
- (2) to strengthen and maintain the British hold over India and
- (3) to make their possessions profitable to the British in all respect.

The commercial officials of the Company comprised the earliest British administrative officials in India. The victory at the Battle of Plassey (1757) and the Battle of Buxar (1764) brought rich resources of Bengal and Bihar within the control of the British. However, the greed of the Company's officials led to its financial bankruptcy. The system of dual government in Bengal, as introduced by Robert Clive, resulted in oppression of the peasantry, ruin of the Zamindars and an overall decline in agricultural production, industry and trade. The devastating famine of Bengal in 1770 added to the woes of the people of Bengal. The Company suffered severe financial losses while its officials amassed huge profits and wealth. These corrupt officials after their retirement lived a luxurious life in Britain and were nick-named as 'Nabobs'.

The Company required a lot of funds to carry on wars. It appealed to the British Parliament for a loan of 10 lakh pounds. The British Parliament was shocked at this because while the Company was asking for loans to make up for financial losses, its officials were returning home with enormous wealth. Questions were also raised in the British Parliament about the right of

trading company to acquire powers of territorial sovereignty. The Parliament asserted its right to control the Company's affairs as a pre-condition for granting the loan.

There began the enactment of a series of regulations which brought the Company under the control of the Crown. The process began with the Regulating Act of 1773 and culminated in 1858 when the Company's powers were taken over by the British Crown. The Company ceased to exist in 1873 and India became a precious jewel in the Crown of the British Empire.

Thought Shot

The English established a Rule of Law in India. Do you agree with this view or not? Give reasons.

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CS

Critical Thinking

REGULATING ACT (1773 AD)

The main provisions of the Regulating Act were as under :

1. The Governor of Bengal was made the Governor General of British India. Warren Hastings was appointed the first Governor General of India.
2. There would be a council of four members to assist the Governor General.
3. The Governor General was empowered to control the Presidencies of Bombay and Madras in matters of war and peace with the native states. But in case of emergency, they could act on their own.
4. The Act provided for a Supreme Court at Calcutta with a Chief Justice and three assistant Judges. Sir Elija Impey was appointed the Chief Justice. The Supreme Court was empowered to try civil, criminal and other cases.
5. The Directors of the Company were required to submit their accounts of income and expenditure before the British Treasury.

The Regulating Act was the first step towards Parliamentary control over the Company and a centralised administration in India.

PITT'S INDIA ACT (1784 AD)

Pitt, the British Prime Minister, introduced the famous bill known as 'The Pitt's India Bill'.

1. This Act created a Board of Control to supervise, direct and control the political affairs of the Company.
2. It provided for a committee of secrecy consisting of three Directors which was to replace the Court of Directors in political and military matters.
3. The political and commercial functions of the Company were separated.
4. The expenses of the Board of Control were to be borne by the Company.
5. The Council of the Governor General was to consist of three members instead of four. One of them was to be the Commander-in-Chief of India.
6. The Governor General was to be appointed by the Directors with the approval of the Crown.

Pitt's India Act is a landmark in the constitutional history of India. It introduced the system of dual control from England. The Act helped the unification of India by making the Governor



General supreme. The British Parliament claimed supremacy over the Company's possessions in India. The Act lasted till 1858 when the Government of India directly passed into the hands of the British Crown.

CHARTER ACTS

The English East India Company got the right to trade with India by the Royal Charter issued in 1600. It was renewed every twenty years. The Act of 1786 made Cornwallis the Commander-in-Chief of the Indian forces. He was also given the power to over-ride his council on his own responsibility. In 1793, the Company was given a new Charter Act. The Act of 1793 was a very long one. It repealed many old laws and consolidated the existing ones. However, it did not make any changes.

Charter Act of 1813

An influential section comprising rich businessmen demanded to abolish the monopoly of the Company in trade. Although stalwarts like Warren Hastings, Malcom and Munro defended the monopoly of the Company. The Act of 1813 brought about many changes in it.

Main provisions of the Act of 1813 included the following :

1. The Company was deprived of its monopoly trade with India. The Indian trade was thrown open to all the English people.
2. The Company was required to keep its commercial and territorial accounts separately.
3. The Company was authorised to make laws, regulations and articles of war for the Indian troops.
4. The local governments in India were empowered to impose taxes and punish the guilty.
5. The Act provided for religious learning and education of the Indians.
6. The Act made special provisions of the administration of justice in cases in which the British and Indians were involved.
7. The Act provided for the appointment of Bishop for religious welfare of the Europeans in India.

Charter Act of 1833

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

It centralised the administration of the English Company in India. Governor General of Bengal became the Governor General of India. Presidencies of Bombay, Madras and Bengal, and the other British possessions were placed under the control of the Governor General in Council.

President of the Board of Control became the Minister for Indian affairs.

The Charter Act also brought about the legislative centralisation of India. A uniform system of laws for the whole country was brought about.

A Law Member was added to the Executive Council of the Governor General.

DICTIONARY

Stalwart : very loyal to someone or something.




5. Madras and Bombay were to keep their separate armies under their Commanders-in-Chief.
6. The Act provided for the codification of laws in India.

Charter Act of 1853

It further increased the control of the British Parliament over the affairs of the Company. The main provisions of the Act were the following:

1. Law Member was made a full member of the Executive Council of the Governor General. Consent of Governor General was made essential for all legislative proposals.
2. Provinces were allowed to send one representative each to the Central Legislative Council. The Chief Justice of the Supreme Court of Calcutta (Now Kolkata) was to be an ex-officio member of the Council.
3. A separate Governor for the Presidency of Bengal was to be appointed.
4. The number of the Directors was reduced to 18 and 6 were to be nominated by the Crown.
5. The Act authorised the Crown to appoint a Law Commission in England.

The Act of 1853 marked the beginning of a Parliamentary system in India. It reduced the powers of the Company. The British Crown became the effective ruler of India.



The council established by the Government of India Act of 1858 was an advisory body that formed a link between the Indian colony and British Parliament in England.

Thought Shot

Why do you think the British introduced so many reforms and acts to improve the administration of India?

HD


Curiosity

ADMINISTRATIVE SETUP UNDER THE COMPANY

The English East India Company was a trading company whose main purpose was to explore more and more markets. The Governor Generals adopted the policy of rapid expansion of the British empire in India. They tried to establish the administrative setup of the Company in order to maintain peace, law and order in the country. Lord Cornwallis founded the administrative set of the Company on a firm footing. Civil Service, the army, the police and the judicial organization were the main pillars of the British rule. They were directly controlled by the Governor General in Council.

Civil Services

The Governor General's Council was assisted by a large number of officials who constituted the civil service. The Indian Civil Service became one of the most efficient, powerful and prestigious services in the world.



Satyendranath Tagore (Rabindranath Tagore's brother) was the first Indian, who cleared the Civil Service examination, held at England.

In the beginning, the Company's officials and employees included traders and clerks who discharged the duties of the administrative officers as well. They were low paid, inefficient and

corrupt. Clive and Warren Hastings tried to wipe out corruption through regulations but they failed to organise an efficient civil service. Lord Cornwallis is regarded as the real founder of the British Civil Services in India. He introduced strict regulations for the officials. He banned private trade by the Company's officials and raised their salaries. In course of time, these officers became the highest paid civil servants in the world. The prestige and high salaries of these services began to attract youngmen of aristocratic families. Earlier, members of influential British families were mainly nominated to these services. By the Act of 1853, a system of open competition to the Indian Civil Services was introduced. The higher posts were restricted to Englishmen. The subordinate posts remained open to Indians.

Young recruits to the Civil Services in India had no knowledge of the Indian affairs. Therefore, Lord Wellesley established the Fort William College at Calcutta to train them. In 1806, however, the work of training the officials was shifted to Haileybury College in England.

From the administrative point of view, the British India was divided into several districts, each under a Collector who was the key man in the administration and over all responsible for the collection of revenue and maintenance of law and order.

Army

The army was important for the protection and extension of British empire in India. The Company's army was first raised during the Carnatic wars. Later, the Presidencies developed their independent armies.

The bulk of the army consisted of Indian soldiers and sepoys who chiefly came from the present Uttar Pradesh and Bihar. They were available at lower salaries. The highest position held by an Indian soldier was that of a Subedar. They were a disciplined force, well trained in the use of the latest arms and ammunition. As national sentiments were almost absent at that time, these Indian soldiers were loyal to their British masters. However, the discrimination against the Indian soldiers ultimately led to the Revolt of 1857.



Sepoys of British Army of the East India Company

Police

Lord Cornwallis organised the police into a regular force. In 1791, a Superintendent of Police was appointed for Calcutta. Other towns were placed under the control of *Kotwals*. The districts were divided into '*thanas*'. Each '*thana*' was placed under the control of a '*Daroga*'. Later on, each district was placed under the control of a Superintendent of Police. The villages had '*Chowkidars*'. The police were ill-paid and hence were corrupt. They oppressed the people and, therefore, were unpopular with the people. The high posts in the police department were reserved for the British. The police succeeded in curbing the anti-social elements and also helped in suppressing the growing national spirit.



JUDICIAL ORGANIZATION

In the beginning, the administration of justice was carried out on the basis of the traditional laws of the Indians. The '*Shastras*' in case of the Hindus and the '*Shariat*' in the case of the Muslims, formed the basis of justice. Warren Hastings established a Civil and a Criminal Court in each district. Two '*Court of Appeal*', '*Sadar Diwani Adalat*' and '*Sadar Nizamat Adalat*' were also set up. A digest of the Hindu and Muslim laws was compiled to guide the judges. In 1774, the Supreme Court was established at Calcutta to try the servants of the Company. Navin Kumar, a high caste Brahmin, was sentenced to death by the Supreme Court under British law. The Indians greatly resented against it. In 1781, it was decided that the English laws would be applicable to Englishmen in India and not to Indians.

In 1793, the acceptable customs of the Indians were compiled. The new code was known as the '*Bengal Regulations, 1793*'. Thus, a system of written laws was introduced in India for the first time. However, the Indian System of Law was fully codified in 1833 by the Indian Law Commission under Lord Macaulay. The new system of law was known as the '*Indian Penal Code*', the Civil Procedure Code and the Code of Criminal Procedure.

In 1865, The '*Sadar Diwani*' and the '*Sadar Nizamat*' adalats were abolished and High Courts were established at Calcutta, Madras and Bombay.

Features of the British Judicial System

The British established the 'Rule of Law' in India which meant that all were equal before the law. All distinctions based on caste and religion were done away with. The British Judicial System had the following characteristic features :

1. Enacted laws replaced customary laws.
2. Judicial uniformity was established with the codification of laws that applied to both the ruler and the ruled.
3. Litigation became very expensive, hence out of reach of the poor masses.
4. Although the judicial system professed equality before the law, the Europeans were tried in special courts by British judges.

Thus the East India Company was transformed from a trading company to a territorial colonial power. The arrival of new steam technology in the early nineteenth century also aided this process. Till then it would take anywhere between six and eight months to travel to India by sea. Steamships reduced the journey time to three weeks enabling more Britishers and their families to come to a far-off country like India.

By 1857 the Company came to exercise direct rule over about 63 per cent of the territory and 78 per cent of the population of the Indian subcontinent. Combined with its indirect influence on the remaining territory and population of the country, the East India Company had virtually the whole of India under its control.



Try IT!

HD

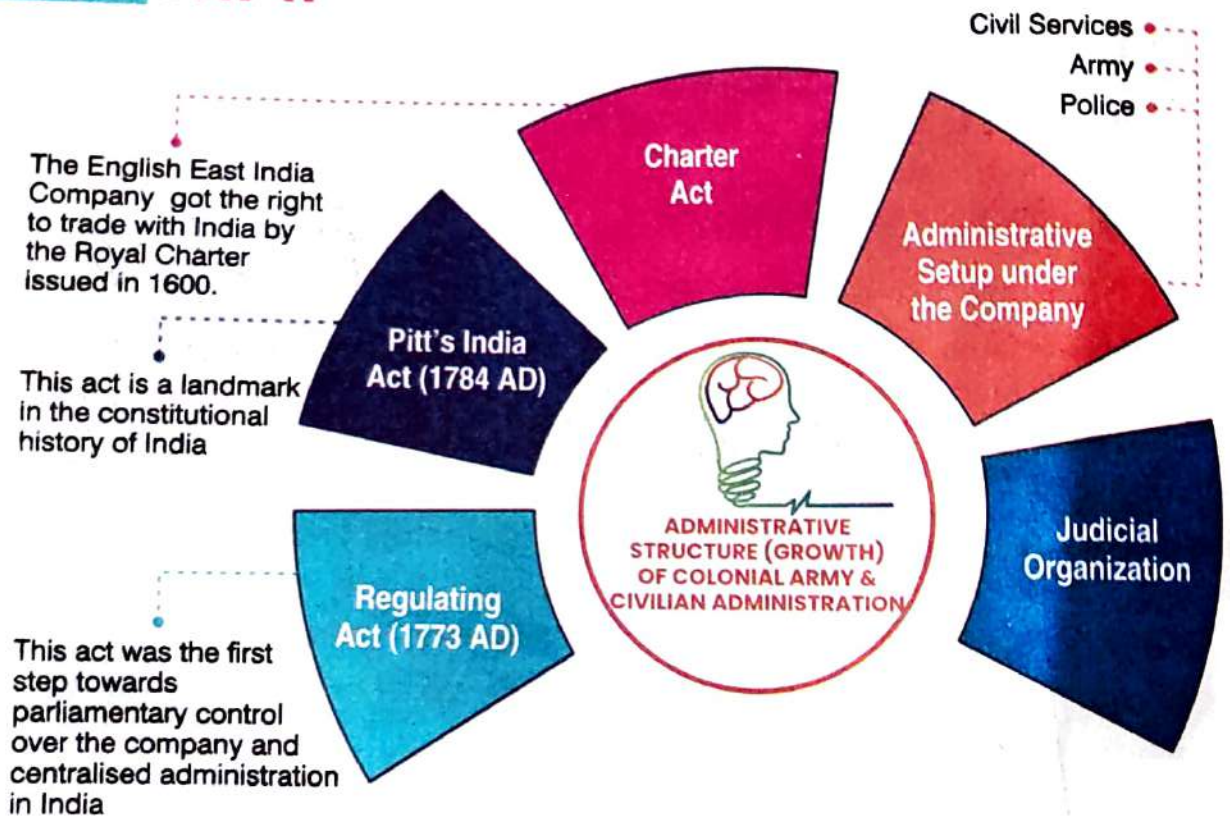
Coordination and Cooperation with Others

Compare the judicial system of the British before independence with the present one.

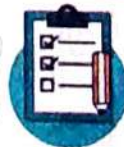
Hold a group discussion on the above topic. Divide the class into two groups. Each group should have a group leader, a moderator and a recorder :

- The group leader should ensure that all students participate in the discussion.
- The moderator should ensure that there is no crosstalk.
- The recorder should record the observations made by all the students, which shall be presented to the teacher afterwards.

MIND MAP



EXERCISE



1. Tick (✓) the correct option.

1. A special court to try the Company's officials was setup by:

- (a) Lord Cornwallis (b) Regulating Act (c) Pitt's India Act (d) Lord Mount Batten

2. An efficient Indian Civil Service was organised by:

- (a) Robert Clive (b) Lord Cornwallis (c) Warren Hastings (d) None of these



3. A special police department was first organised by :
(a) Clive (b) Warren Hastings (c) Lord Cornwallis (d) Governor General

ii. Fill the gaps.

1. The Governor of was made the Governor General of British India.
2. The Charter Act of further brought about a reduction in the power of company.
3. The system of open competition to the Indian Civil Service was introduced by the Act of
4. Lord organised the police into a regular force.

iii. Write 'T' for True and 'F' for False.

1. The first Governor General of India was Cornwallis.
2. The Charter Act of 1813 abolished the Company's monopoly of trade altogether.
3. The highest position an Indian could hold in the army was that of a Subedar.
4. The Supreme Court was established in Delhi.

iv. Answer the following questions briefly.

1. When and where was the Supreme Court of India established? Who was the first Chief Justice?
2. Write the name of the first Indian who cleared the Civil Service Examination.
3. When was the Company's army first organised?

v. Answer the following questions in detail.

1. Name the three pillars of the British rule in India. How were they organised under the East India Company?
2. What is the importance of Pitt's India Act?
3. Write a note on the Indian Civil Service as organised by the British to rule their Indian territories.
4. Describe the chief features of the British judicial system in India.

Skills Enrichment Zone

SEARCH WORK



Technology / Digital Resources



- i. Find out whether we have retained any of the administration measures introduced by the British till today.
- ii. Find out about the Indians who passed the Civil Services examination during the British rule. Compile your findings in a chart.

PROJECT



Information



- iii. Collect more information on the army and the police of the British in India.

Out of the Box !



Critical Thinking



Why was the police under the British corrupt?



4. RULING THE COUNTRYSIDE

PRIOR KNOWLEDGE

- ⊙ British came in India as traders.
- ⊙ They turned rulers and became a dominant power by the end of the eighteenth century.

LEARNING OBJECTIVES

- ⊙ Land Revenue Settlements
- ⊙ Commercialisation of Agricultural Economy
- ⊙ Peasant Revolts : Indigo Revolt or Blue Rebellion

GET GOING

You might have read about farmers committing suicide in India and elsewhere due to poverty. Whom do you think is responsible for the poor farmer life in India?



During the Ancient and Medieval periods, farmers who cultivated a piece of land could hold it for a very long period. In many cases, it belonged to the family for generations. Farmers used to pay a portion of the produce from the land as tax. In return, his right to hold and cultivate that piece of land remained intact. Due to this system, villages could produce enough food crops to fulfill the needs of the people living there. Thus, the village, became self-sufficient in terms of agricultural production. During the reign of Sher Shah Suri, the system of measuring land and giving *patta* or written record to its owner was started for the first time. According to this system, revenue to be paid by the farmers depended on the fertility of the land. Whenever natural disasters like drought or famine affected any region, the amount of revenue to be collected was reduced. Sometimes, when it was found that the situation was too critical, the affected group of farmers was even exempted from the payment of any tax or rent.

However, after the arrival of the British, a lot of changes came about in the collection of taxes in rural areas. One of the most important changes was in the way the British collected revenue. To start with, they imposed collection of revenue in cash which was earlier in kind. Secondly, they also forced thousands of villages to cultivate cash crops.

The villages, which produced only cash crops, had to depend on other villages for food supplies. This kept many villages from becoming self-sufficient economic units.

The interdependence of villages on one another made it easier for the British to rule them. It also helped the British to impose similar rules and regulations on each village. However, as it has been said earlier, the main purpose of the British in India was to fulfil their own interests by maximising revenue and profits. So, unlike the rulers of the Ancient and Medieval periods, they gave no support to the farmers. Due to their harsh taxation policies, many peasants left their villages while many became landless.



LAND REVENUE SETTLEMENTS

The British came to India with the sole aim of generating profit. So, when the Company got the Diwani rights formally in 1765 from the Mughal emperor, they thought of working out the best possible deal to ensure maximum revenue thereby deriving maximum profit. This would also meet the growing expenses of the Company. They wanted to buy the goods at the cheapest possible rate from India and sell most of their own products.

After getting the Diwani rights for Bihar, Bengal and Odisha, the East India Company continued with the traditional methods of collecting revenue. However, the British officials soon started amassing huge wealth from the peasants. While it added to their personal wealth and prestige, it harmed the overall interests of the East India Company as a trading company. So, the officials brought in a number of reforms in revenue administration.

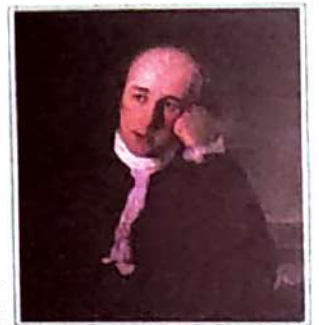
The first reform introduced by the British came in the form of the *Ijaradari system*. It was followed by three other types of land revenue settlements introduced during the latter half of the eighteenth century through to the nineteenth century. These were called the **Permanent Settlement**, **Ryotwari Settlement** and **Mahalwari Settlement**. Let us have a look at each of these :

Ijaradari System

As the first Governor-General of the East India Company, Warren Hastings found that income from land revenue was not enough to meet the expenses of the Company.

A massive famine that broke out in Bengal further reduced revenues to a great extent. So, he decided to introduce a system by which the right to collection could be given to the highest bidder for five years. This system came to be called *Ijaradari* or *Revenue Farming System*. Those who were given this right came to be known as *Ijaradars*.

However, the shortcomings of this system soon resulted in its failure. One of the most important reasons was that bidding had no link with the land's actual productivity. Besides, no interest was shown by the *Ijaradars* or revenue farmers in improving the land, because it was auctioned periodically. As the *Ijaradars* wanted to get more and more revenue to pay to the East India Company, peasants were subjected to relentless exploitation.



Warren Hastings

Permanent Settlement

It was introduced in Bengal in 1793 by Lord Cornwallis. The Zamindars (like Jagirdars) were owners of land in their estates as long as they paid a percentage of the revenue they collected. This right was hereditary.

They were to part with 89 per cent of the amount they collected and the rest they could keep with themselves. This revenue was permanently fixed for ten years.



Lord Cornwallis with his associates



Effects

- ◆ It created for the British a new class of loyalists in the form of *Zamindars*. The British deliberately created this class as they needed supporters to continue their rule.
- ◆ Area of cultivation increased as many wastelands and forests were brought under cultivation.
- ◆ The system was very oppressive as it created a class of landless peasants. Land from the peasants was taken away if they failed to pay the revenue. So, the condition of the peasants became worse.
- ◆ The settlement benefitted the *Zamindars* more than the British, because the land revenue collected from the peasants went up as the areas under cultivation increased but the amount they had to pay to the East India Company remained the same.
- ◆ *Zamindars* had no interest in improving the land.

Ryotwari Settlement

The term 'ryot' means a peasant. As its name indicates to some extent, this settlement was between the Peasant or the ryot and the East India Company. Ryotwari settlement was introduced by Thomas Munro in the Madras Presidency during 1820-27. Gradually, it was extended all over South India. This was also called the **Munro** system. There were no intermediaries like the *zamindars* between the peasants and the British. The peasants paid directly to the British. Munro felt that the British should act as father figures protecting the ryots under their charge. However, the taxes charged were very high amounting to around 55 per cent of the produce.

Effects

- ◆ The method of collection was very rigid. A peasant had to pay taxes even when his crops were destroyed. He often depended on moneylenders.
- ◆ The peasant became landless if he failed to pay the taxes.
- ◆ There was no improvement in land as the peasant was very poor and led a hand-to-mouth existence.
- ◆ Due to poverty, many regions were deserted by the peasants as they fled to find other jobs.



Thomas Munro, Governor of Madras (1819-26)

Mahalwari Settlement

The term '*mahal*' means a village. *Mahalwari* settlement was introduced in the modern-day Uttar Pradesh, certain parts of Madhya Pradesh and Punjab by Holt Mackenzie in 1822. The settlement was between the village headman and the British.

According to Mackenzie, the village was a very important part of the system that needed to be preserved. He instructed the collectors to inspect and measure the fields, record the customs and rights of the people living in different groups and calculate the revenue which the village headman had to pay.

As per this settlement, the village Headman or Taluqdar was responsible for collecting the revenue from the villagers and hand it over to the British. The rate of revenue was approximately half of the total produce.

Effects

- ◆ Large parts of land were taken away by moneylenders as the peasants could not repay the loan that they had taken to pay the high taxes.
- ◆ The condition of the peasants became pathetic because their well-being depended on the mercy of the village headman who alone had the right to collect revenue.
- ◆ All this later led to agrarian riots.

Try It!

Write in about 100 + 50 words the kind of revenue settlement you would implement if you became the Minister of Rural Affairs of your country.

HD

Intra-personal

Impact of the British Land Revenue Policies

As we read above, the East India Company introduced a number of land revenue settlements to earn revenue to the maximum possible extent. While these settlements made the condition of the peasants miserable, they also affected India's overall economic condition in many ways.

To start with, land became a commodity that could be sold and purchased. Generally, the peasants did not sell their land willingly but were forced to do so due to the extremely high rates of taxes. As a result, they also had to work as labourers to pay off their debts. It resulted in an increase in the practice of *Begari* or Bonded Labour.

Another negative effect of the British policies of revenue administration was that agriculture became a stagnant occupation for those who actually tilled and cultivated the land. The British took no real interest to improve it. The zamindars too, did not make any effort on their part to improve the productivity of land. Neither did they try to educate the farmers nor did they provide even the basic facilities like those of irrigation, ploughs or other tools and implements, fertilisers and seeds.

As a result, the productivity of the land declined causing **dearth** of foodcrops and famines. Besides, as we have read earlier, due to a shift towards commercial cultivation, the villages lost their self-sufficiency.

COMMERCLALISATION OF AGRICULTURAL ECONOMY

The British encouraged the growth of cash crops (crops that were sold for cash). They wanted to provide raw materials to the western markets. They encouraged the cultivation of opium and indigo. They also persuaded cultivators in various parts of India to produce other crops : jute in Bengal, tea in Assam, sugarcane in the United Provinces (Now Uttar Pradesh), wheat in Punjab, cotton in Maharashtra and Punjab, rice in Madras. They fixed very low purchase prices for such crops even though they yielded much more profit to them than food crops. They often appointed contractors to produce the crops. This led to economic interdependence among villages and unified the economy of India. Thus, villages lost their self-sufficient economy.



Opium is a drug made from poppy seeds. The British smuggled opium to China and purchased Chinese tea. Three major wars for the opium trade were fought in China between the British and the Chinese. These are called the Opium Wars.



MY DICTIONARY

dearth : a lack of something.



(37)

Social Studies-B



Indigo Cultivation

Indigo is a blue dye extracted from a tropical plant used to colour textiles. This dye was in great demand in England. The Caribbean Islands had supplied indigo till 1790. However, their production declined gradually and Indian indigo flourished in the markets.

The demand for Indian indigo grew further as by the end of the eighteenth century, Britain began to industrialise and its cotton production increased rapidly. Soon, the Bengal indigo started dominating the world market. From 30 per cent in 1788, its share went up to 95 per cent in the early nineteenth century.

Gradually, as the trade of indigo grew, people were attracted to the high profits from indigo cultivation and a number of Englishmen came to India to become Indigo planters.

Two main systems of indigo cultivation were **Nij** and **Ryoti**.

Nij System: The planters produced indigo in lands that they controlled directly. Either the planter bought the land or rented it from others. Hired labourers were appointed to produce indigo.

Some of the difficulties faced by cultivators in this system can be summed up as follows:

- ◆ Indigo could be cultivated only on fertile lands and these lands were already very densely populated.
- ◆ It was difficult to expand the area under cultivation.
- ◆ Only small plots scattered over the region could be acquired.
- ◆ Large areas in compact blocks were needed by the planters to cultivate.
- ◆ Planters faced conflicts when they tried to evict the peasants and lease the land around the factory.
- ◆ There was also the requirement of many ploughs and bullocks. Investing in them was difficult as they were also required in the rice fields at the same time.

Ryoti System : The planters under this system forced the villagers or ryots to sign a contract. Many times the village headman was forced to sign the contract on behalf of the ryots. Cash advances were given to the persons who signed the contract at low rates of interest. However, the ryot had to cultivate indigo on 25 per cent of his area. The cultivators prepared the soil, sowed the seeds and looked after the crop while the planters provided the seeds and the tools of farming. After the crop was harvested and delivered to the planters, a new loan was given to continue plantation on a particular piece of land.



Different Stages of Indigo Plantation & Production




The word, 'Indigo' has been derived from Indikon (Greek) and Indicum (Latin), which means 'from India.'



Some of the difficulties that the cultivators faced in this system of cultivation are briefly discussed below:

- ◆ The loan was never ending.
- ◆ The cultivators got very little money for the indigo they produced.
- ◆ The planters wanted indigo to be cultivated on the best soils.
- ◆ Indigo had deep roots and it exhausted the soil rapidly. Land could not be sown with rice after indigo was harvested.



The peasants of Uttar Pradesh defied the big landlords through a tenants movement for security of tenure led by small landlords and rural poor.

PEASANT REVOLTS : INDIGO REVOLT OR BLUE REBELLION

Peasant Unrest in East Bengal : The various revenue laws by the British Government hit the peasants hard. They were dispossessed of their lands. The **Chuar rebellion** of Bihar and Bengal broke out in 1796 and continued up to 1816. This widespread rebellion could not be suppressed easily. This peasants' rebellion was directed against the indigo planters, zamindars and moneylenders. The Moplah peasants of Malabar (North Kerala) organised twenty-two rebellions between 1836-1854.

In March 1859, thousands of *ryots* in Bengal refused to grow indigo. As the rebellion spread, *ryots* refused to pay rents to the planters, and attacked indigo factories armed with swords and spears, bows and arrows. Women turned up to fight with pots, pans and kitchen implements. Those who worked for the planters were socially boycotted and the *gomasthas*-agents of planters-who came to collect rent were beaten up. *Ryots* swore they would no longer take advances to sow indigo nor be bullied by the planters' *lathiyals* - the lathi-wielding strongmen maintained by the planters.

The indigo system was intensely oppressive. But those who are oppressed do not always rise up in rebellion. They do so only at times.

In 1859, the indigo *ryots* felt that they had the support of the local zamindars and village headmen in their rebellion against the planters. In many villages, headmen who had been forced to sign indigo contracts, mobilised the indigo peasants and fought pitched battles with the *lathiyals*. In other places even the zamindars went around villages urging the *ryots* to resist the planters. These zamindars were unhappy with the increasing power of the planters and angry at being forced by the planters to give them land on long leases.

Thought Shot

Why did the indigo peasants decide that they would no longer remain silent? What gave them the power to rebel?

2nd
CS

Critical Thinking

The indigo peasants also imagined that the British government would support them in their struggle against the planters. After the Revolt of 1857, the British government was particularly worried about the possibility of another popular rebellion. When the news spread of a simmering revolt in the indigo districts, the Lieutenant Governor toured the region in the winter of 1859. The *ryots* saw the tour as a sign of government sympathy for their plight. When in Barasat, the magistrate Ashley Eden issued a notice stating that *ryots* would not be compelled to accept indigo contracts, word went around that Queen Victoria had declared that indigo need not be sown. Eden was trying to placate the peasants and control an explosive situation, but his action was read as support for the rebellion.



As the rebellion spread, intellectuals from Calcutta rushed to the indigo districts. They wrote about the misery of the ryots, the tyranny of the planters and the horrors of the indigo system.

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. The Commission held the planters guilty and criticised them for the coercive methods they used with the indigo cultivators. It declared that indigo production was not profitable for ryots. The Commission asked the ryots to fulfil their existing contracts but also told them that they could refuse to produce indigo in future.

Peasant Unrest in Bihar

After the Indigo Revolt, the plantations shifted from Bengal to Bihar. There also, several revolts took place. In Champaran, the workers at the indigo plantation revolted in 1867-68. After a gap of around five decades, in 1917, Mahatma Gandhi took up their cause and thus began the Champaran Movement against indigo planters. Through the Satyagraha Movement, he solved their problem. He was responsible for the removal of some of the worst evils from the indigo system in Bihar.

Try IT!

21st
CS

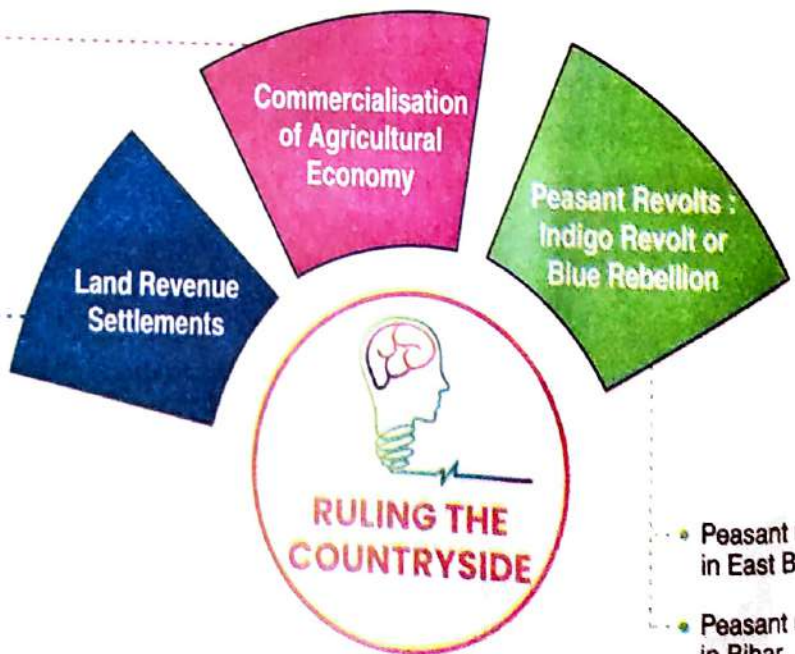
Creativity



Consider yourself as an Indigo cultivator in Bengal. Write a detailed note regarding your frustration and anger on being forced to take loans from planters to grow indigo.

MIND MAP

This led to the economic interdependence among villages and unified the economy of India. Thus villages lost their self-sufficient economy



- Ijaradari system
- Permanent settlement
- Ryotwari settlement
- Mahalwari settlement

- Peasant unrest in East Bengal
- Peasant unrest in Bihar



EXERCISE



I. Tick (✓) the correct option.

(MCQs)

- The first land settlement introduced by the British was
(a) *Ijaradari* (b) *Mahalwari*
(c) *Ryotwari* (d) *Sati*
- This system of revenue collection was introduced by Lord Cornwallis :
(a) Mahalwari system (b) *Ijaradari* system
(c) Permanent settlement (d) *Ryotwari* system
- Which among the following was also called the Munro system?
(a) Mahalwari (b) *Ryotwari*
(c) Permanent (d) *Nij*
- Nij* system was associated with :
(a) sugar (b) coffee
(c) indigo (d) tea
- Gomashtas* were agents of :
(a) planters (b) villagers
(c) weavers (d) officers

II. Fill the gaps.

- started Patta system first time in India.
- Ijaradari* system was introduced by
- introduced the permanent settlement in Bengal in 1793.
- Ryotwari* settlement was introduced by in the Madras presidency during 1820-27.
- The term 'Ryot' means a
- In March thousands of ryots in refused to grow indigo.

III. Write 'T' for True and 'F' for False :

- After the arrival of British, a lot of changes came about in the collection of taxes in rural areas.
- Permanent settlement was introduced in Bihar in 1793.
- The British encouraged the row of cash crops.
- After the Indigo Revolt, the plantations shifted from Bihar to Bengal.

IV. Answer the following questions briefly.

- What did the interdependence of village lead to? How did the harsh policy of the British affect the peasants?
- Who gave the company the *Diwani* right formally? What did the company aim at?

- Name the different system of revenue collection introduced by the British in different parts of the country.
- Explain the *Mahalwari* system.
- Describe the main features of Permanent settlement.
- Why were *ryots* reluctant to grow indigo?

V. Answer the following questions in detail.

- Who introduced the *Ijaradari* system? What were the terms of the system? Why did it fail?
- How was the *Mahalwari* system different from the Permanent settlement?
- How far do you agree with the view that the Permanent settlement benefitted the landlords more than the government?
- What factors led to the commercialisation of agriculture under the British?
- Explain the *Nij* system of indigo production. Mention the difficulties faced by the cultivators in this system of cultivation.
- Describe the uprisings of the Indigo Cultivators in Bengal.



Skills Enrichment Zone

PICTURE STUDY



HD

Observation

- Look into the history of either tea or coffee plantations in India. See how the life of workers in these plantations was similar to or different from that of workers in indigo plantations.



PROJECT



21st
CS

Technology / Digital Resources



- Find out how indigo is produced and explain it in the class with the help of a diagram.
- Find out more about the Champaran Movement and Mahatma Gandhi's role in it.

Out of the Box!



21st
CS

Critical Thinking



Indigo plantation was a boon for the Company. Justify the statement.
The Indigo production in Bengal was eventually collapsed. Why?



5. TRIBAL SOCIETIES

PRIOR KNOWLEDGE

- ⊙ Tribal people live in forests.
- ⊙ These people are completely dependent on forests to their survival.

LEARNING OBJECTIVES

- ⊙ Tribal Way of Life
- ⊙ Changes within Tribal Economies and Societies in the Nineteenth Century
- ⊙ Tribal Revolts

GET GOING

You might have heard the term *Adivasi* which means 'original inhabitants' or 'natives'. Why this term is used for the tribal people living in different regions of our country?



Till the arrival of the British, there were the groups of people who lived in remote areas far away from cities or towns in forests and hills. These people are known as **tribals** or *adivasis*.

The word **tribe** generally refers to a state of tribalism which is *ethnic* as well as *political*. Tribe is also known as *Janajati* or *Adivasi* or *Vanvasi*. **Andre Beteille** opines, "A tribe is a self-contained unit. It constitutes a society in itself."

There are 645 tribal communities in India recognised as Scheduled Tribes.

TRIBAL WAY OF LIFE

The term 'tribe' is usually applied to the aboriginal population inhabiting the most inaccessible hilly and mountainous tracts of India. A tribal group speaks a definite language, belongs to a distinct racial group, follows a typical religion and performs the various rituals. The tribals have remained in isolation for ages. However, in the last few decades these indigenous people have greatly suffered from the development projects. They have been displaced from their traditional lands and ways of life. They have been forced to adopt a new lifestyle.

The tribals live in natural surroundings. Their habitations consist of a few huts, which have generally stone-paved or plastered floors, mud walls and thatched roofs. They subsist on local resources. They practise a variety of economic activities like hunting, food gathering, fishing, animal husbandry and farming.



Each tribal group occupies a definite territory and practises a distinct mode of economy. Some of them like the Gonds were able to form their independent states during the Medieval Period, as do the tribes of the north-east in modern times. The Gonds of Madhya Pradesh held their traditional Gond territory and ruled over the independent Gondwana state from the fourteenth to the eighteenth century until they were subjugated by the Marathas. They primarily lived by hunting, fishing and food gathering, and later switched over to shifting cultivation. The Bhils were nomadic by nature, but they have taken to sedentary life of settled cultivators. The Santhals have continued to be sedentary cultivators, many of them switched over to casual workers in plantation, mines and industry. Such changes in the economy of tribals were brought about by interaction between the tribes and non-tribes.

It is well-known that the Indian tribes learnt the art of agriculture quite early in history, although tribal agriculture remained mostly subsistence in character.



The seven north-eastern states of Assam, Meghalaya, Arunachal Pradesh, Nagaland, Manipur, Mizoram and Tripura have just 12% of the country's tribal population.

Six states were created in the region on the basis of dominant tribal identity, specified as under :

(i) Nagaland (Nagas), (ii) Manipur (Nagas and Kukis), (iii) Mizoram (Mizos), (iv) Tripura (Tripuris), (v) Meghalaya (Khasis, Jaintias, Garos) and (vi) Arunachal Pradesh (Adi, Apathani, Bengni, Mishimi, Monpa, Tagin, Tangsa). Tribes are mostly a rural phenomenon. About 93% of the tribal population lives in rural areas. In Mizoram, the tribes have been significantly drawn into the urban way of life.

CHANGES WITHIN TRIBAL ECONOMIES AND SOCIETIES IN THE NINETEENTH CENTURY

The British revenue administration in the nineteenth century found the communitarian mode of land ownership still intact in many tribal areas. However, the practice did not continue for long. Gradually, lands were transferred to non-tribal peasants clandestinely.

The tribal people were alienated from their land. The developmental activities, like the laying of roads, rail tracks, mining, etc., in the hilly and forested areas depleted the resources of the tribals bringing uncertainty, misery and poverty into them. It had an adverse impact on their society. Such developments in the Chhota Nagpur region, in particular, resulted in structural changes in the tribal economies in several ways :

- (i) The tribes were displaced from their lands or deprived of access to the forests, but they were not satisfactorily rehabilitated.
- (ii) The influx of the non-tribal people led to a notable demographic change in the tribal hamlets.
- (iii) Eviction of tribals from their traditional lands caused occupational changes.
- (iv) The marginalisation of tribals made their living conditions worse.

DICTIONARY

hamlets : a very small village.



44

Social Studies-8





Tribals are an indigenous part of a country and we should respect their values and lifestyle. They contribute in many ways to the society. Can you think of a few ways how they contribute to the society?

TRIBAL REVOLTS

There were many tribal revolts during the nineteenth century. The main cause of these revolts was the disruption of the traditional lifestyle of the tribals.

Tribal revolts led to many **confrontations** between the well-equipped army of the British and the tribal rebels. Many times, the oppressed non-tribal people also joined the revolts.

Some of the major revolts are :

Tribal Revolts in the North-Eastern Region

The north-eastern region of India consists of seven states where tribal population is quite dominant. As a result of their continued oppression, many tribal communities protested against their exploitation at the hands of British rulers.

The **Khasis** are a prominent tribe of Meghalaya occupying the hilly region between **Jaintia** Hills and the **Garo** Hills. They stood in revolt against the British who constructed a road passing through their area. Their revolt continued for four years (1829–1833). The Khasis revolted under the leadership of Tirut Singh of Nongkhlaw. They burnt the European settlements. The Khasi created much panic among the British officials. Ultimately, Tirut Singh surrendered in January 1833.

Another rebellion by hill tribe **Singpho** broke out in 1830. The Assamese too called upon other hill tribes like the Khamtis, Garos and Nagas to rise against the British. They attacked the British troops stationed in Assam and killed many of them. They rose in revolt again in 1839 and killed many British people. The Nagas broke into **insurrection** in 1844.

The Kukis, inhabiting the Lushai Hills and other hills of Manipur, raised revolts in 1826, 1844 and 1849. They raided British territory and held the British forces at Bay until they were subdued in 1850.

Tribal Revolts in the Chhota Nagpur Region

The Chhota Nagpur region consists of thickly forested hills and plateaus extending in the states of West Bengal, Jharkhand and Odisha. It forms the habitat of several tribes including Santhals, Kols, Mundas, Khonds, etc.

The **Kols** were the first to rise in revolt against the gradual extension of the British authority in their area. These freedom-loving people **zealously** guarded their frontiers for a long time. They resisted the attempt of the British officials to enter their territory. Many of their villages were burnt and people killed. In 1827, they surrendered but only temporarily.

MY DICTIONARY

confrontation : a fight or an argument;


insurrection : violent action against the rulers of a country;

zealously : in a very enthusiastic and eager way.



The **Mundas** also inhabit the Chhota Nagpur region. They rose in revolt against the revenue policy of the British granting farming rights to outsiders. The rebellion soon spread over Ranchi, Hazaribagh, Palamau and Manbhum districts. The revolt was finally suppressed in March 1832 but their activities continued. They finally submitted to the British authority in 1837.

The **Khonds** of the Chhota Nagpur region lying in Orissa (Now Odisha) also rose in rebellion against the British in 1846. They feared that the British would dispossess them of their lands, force bonded labour and impose heavy taxes. The rebellion was suppressed in 1848 and the Khonds were pacified when their exiled chief was reinstated as the head of the Khonds.



The rate of interest on loans to the poor and illiterate Santhals varied from 50 per cent to 500 per cent.

The **Santhal** rebellion of 1855-56 was the culmination of a series of tribal uprisings in the Chhota Nagpur region. The Santhals living in Singbhum, Hazaribagh, Bhagalpur, Monghyr, Birbhum, Bankura and Mayurbhanj for a long time were feeling harassed by the administrative and economic policies of the British. The imposition of the governmental control over the forests, the land settlement measures and the implementation of general laws had a **shattering** effect on the tribal economy and way of life. The simple tribal folks were exploited and cheated by outside traders and moneylenders. The British also were a party to their exploitation. At this time, the Santhals were inspired by the movement of socio-cultural reforms. Consequently, around 10,000 Santhals led by Siddhu and Kanhu gathered to free their country of the foreign oppressors and set up a government of their own. The rebellion assumed a formidable shape within a month. Postal and railway communications were disrupted. The end of the Company's rule and the commencement of the Santhal regime were proclaimed. The houses of the European planters, British officers, railway engineers, *zamindars* and moneylenders were attacked. Ultimately, the Government had to yield to their demands and pass the Bengal Tenancy Act. The Santhal area was reorganised in a separate entity known as the 'Santhal Parganas' and the Santhals were recognised as a national minority.

Birsa Munda : The Mundas, also called 'Horoko', are a major tribe of India inhabiting the Chhota Nagpur Plateau region in Jharkhand. They practise sedentary cultivation. After the revolt of 1857, another attempt was made by Birsa Munda. He joined the German mission but reverted to the original Munda faith of his ancestors. Later, he **promulgated** a new faith and attracted many disciples who saw Birsa as a prophet or incarnation of God, possessing supernatural power. The popularity of Birsa Munda alarmed the British Government. The British authorities arrested him but later had to release him following a tough resistance of the tribals. Soon after his release, Birsa resumed his activities. Facing a severe famine and epidemics the tribals



Birsa Munda

resisted the imposition of non-tribal peasantry on them which dispossessed them of their lands. Birsa Munda started organising a militant force by training them into warfare. His trained followers attacked mission houses, British settlements, police stations and residences of the new

MY DICTIONARY

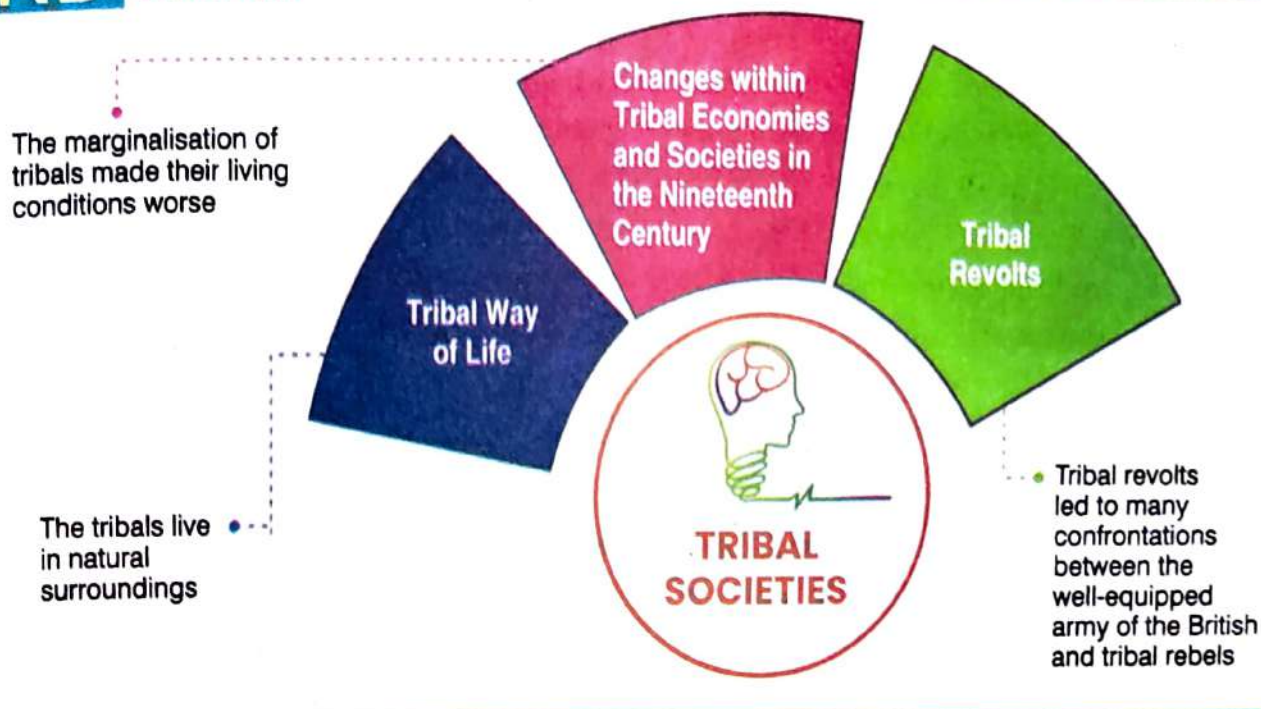
shatter : to destroy something completely;

promulgate : to promote a belief among many people.



zamindars. In the encounter-activities, some of the rebellions were arrested and many others were killed. A hunt was organised to capture Birsa Munda. He was arrested and put in jail where he died of cholera.

MIND MAP



EXERCISE



I. Tick (✓) the correct option.

(MCQs)

1. How many tribal communities in India recognised as Scheduled Tribes?

(a) 655

(b) 770

(c) 645

(d) 845

2. Tirut Singh was the leader of the :

(a) Munda

(b) Khasi

(c) Kuki

(d) Santhal

3. The Mundas are also called :

(a) Horoko

(b) Santhal

(c) Khasi

(d) Khond

II. Fill the gaps.

1. The tribals live in surroundings.

2. About % the tribal population lives in rural areas.

3. The Santhals inhabit the region.

4. The Mundas practise sedentary



III. Write 'T' for True and 'F' for False.

1. The tribal people were alienated from their land.
2. The khasis are a prominent tribe of Meghalaya occupying the hilly region between Jaintia and Garo hills.
3. The Kols were the last to rise in revolt against the gradual extension of the British authority in their area.
4. In the encounter activities, some of the rebellions were arrested and many others were killed.

IV. Answer the following questions briefly.

1. What do you understand by the term 'tribe'?
2. Name the principal tribes inhabiting the north-eastern region and the Chhota Nagpur region.
3. Where do the Santhals live? What is their chief occupation?
4. Who was Birsa Munda?

V. Answer the following questions in detail.

1. What changes occurred in the tribal economies and societies in the nineteenth century?
2. Give an account of the revolts in the north-eastern region.
3. Give an account of the Santhal rebellion.
4. Describe the role of Birsa Munda in organising his people against the *zamindars* and the British rule.



Skills Enrichment Zone

ACTIVITY



- i. Find out from your parents, friends or teachers, the names of some heroes of other tribal revolts in the twentieth century. Write their story in your own words.



Creativity



SEARCH WORK



- ii. Choose any tribal group living in India today. Find out about their customs and way of life and how their lives have changed in the last 50 years.



Indian Ethos

PROJECT



- iii. Like Birsa Munda, Alluri Sita Rama Raju united the tribals to fight against the British in Andhra Pradesh. As an awestruck journalist, write a newspaper report highlighting the similarities and dissimilarities between the two.



Information



Out of the Box!



Critical Thinking



Can you think of a few reasons why the tribals performed shifting cultivation?





6. WHEN PEOPLE REBEL : 1857 AND AFTER

PRIOR KNOWLEDGE

- ⊙ We have read about some of the tribal revolts that took place in the Indian subcontinent.

LEARNING OBJECTIVES

- ⊙ When does a Revolt Occur?
- ⊙ Nature of the Revolt
- ⊙ Actors of the Revolt
- ⊙ Causes of the Revolt
- ⊙ Course of the Revolt
- ⊙ Spread of the Revolt
- ⊙ Suppression of the Revolt
- ⊙ Causes of the Failure of the Revolt
- ⊙ Effects of the Revolt
- ⊙ Changes in Colonial Rule after 1857

GET GOING

Have you heard about Rani Lakshmibai of Jhansi? In what ways would she have been an unusual woman for her times?



The British adopted various policies of expansion to dominate the subcontinent politically. These policies caused widespread discontent among different classes of people. Numerous uprisings of the tribal people that broke out in the nineteenth century indicated this to a large extent.

In this chapter, we will study how other sections of the society such as the princes and *zamindars*, soldiers and common people reacted to the British policies. The revolt of these sections of the Indian society against the British rule is famous in history as the Revolt of 1857.

WHEN DOES A REVOLT OCCUR?

The revolt of 1857 was the result of the culmination of popular discontent that had been accumulating for a long time against the policies of the British in India. During the span of hundred years from 1757 till 1857 there was extension of political power and economic exploitation. It created dissatisfaction and distrust both among the Indian elite and the masses, which resulted in several local risings prior to the Revolt. You have earlier read about the peasant rebellions and the tribal uprisings. These uprisings were evidence of the gradually increasing discontent of the Indian people against British rule.

The British rule in India faced many revolts. The Revolt of 1857 was the most severe one. It almost shook the foundation of the British Empire in India. It was also for the first time that so many Indian rulers came together to **oust** the foreign power from the country.

NATURE OF THE REVOLT

The nature of the revolt is much debated. In fact, from the point of view of its extent and the nature of its participation, the revolt is considered as the first struggle for Indian Independence. The British administrators of the time, however, called it a '**Sepoy Mutiny**'. There is no denying the fact that the revolt was an organised movement. "It possessed a national philosophy and represented a national outlook in the context of those days". In principle it was directed against the foreigners and represented a desire for independence in whatever form.

ACTORS OF THE REVOLT

Nawabs and Rajas

In Chapter 2, we have seen how the East India Company made puppet nawabs in Bengal. Under the **dual system of governance**, the nawabs had no real power while they were burdened with administrative responsibilities. Real power remained with the British, who used it to exercise the right to collect revenue. Through the policy of the Doctrine of Lapse, the British brought a number of kingdoms under their control. However, the rulers of some of these kingdoms were opposed to this policy as they did not want to lose their freedom and autonomy as independent rulers. Queen of Jhansi Lakshmibai, Nana Saheb, the son of the Maratha Peshwa Baji Rao II and Begum Hazrat Mahal, the Queen of Awadh were the best-known among them. Rani Lakshmibai wanted her adopted son to be recognised by the Company as heir to the throne. Similarly, Peshwa Baji Rao's son Nana Sahib wanted his father's pension. The problem of Awadh was that of losing its independence completely. In 1856, it became one of the last states annexed on grounds of misgovernance. In Delhi, the Mughal ruler Bahadur Shah Zafar's family was shifted out of Red Fort. The British refused to recognise his sons as kings and declared Bahadur Shah Zafar as the last king of the Mughals.

All important positions of administration were occupied by the British. This made the educated class unhappy. The Civil Service Examination was made tougher for the Indians to qualify.

Peasants

The self-sufficiency of the village economy was lost due to the British policy of commercialisation of agriculture which made the peasants grow cash crops instead of food crops. The peasants were subjected to inhuman oppression and made to sell the crops at nominal prices. They also had to pay very high taxes. Thus, their condition became miserable.

There was no scope for the improvement of land and its fertility. Many resorted to taking loans from the moneylenders but the failure to pay back the loan made them give up their land and serve as landless labourers. Many migrated to towns in search of livelihood.

MY DICTIONARY

oust : to force somebody out of a position of power.



Soldiers

The Indian soldiers called **sepoys** also reacted to the sufferings of the peasants as their families were staying in the villages. Moreover, the sepoys were unhappy as they were not given high positions in the military. Their pay was lower than the British and their conditions of service was bad. They failed to get any allowance and were made to cross seas to fight wars which was regarded by a large section of Indians as anti-religious. In 1856, a law was passed, according to which every person who was employed in the Company's army had to cross seas and serve whenever required.

Try IT!



Integrated with English

Imagine it is 1857. Create a poster highlighting the issues and ambitions of the Indian sepoys. Use eye-catching headlines and powerful adjectives to put across the message.

Common People


People felt insecure by the activities of the Christian missionaries who were opening schools in the country. They felt that the missionaries were trying to convert them to Christianity. A new law was passed in 1850 to make conversion to Christianity easier.

Moreover, the laws which were passed to reform society, free it from the evils like Sati, and allow widow remarriage, were disliked by the conservative sections of the society. They did not like the British interfering in their traditional customs and social practices.

CAUSES OF THE REVOLT

There were several causes which led to the great Revolt of 1857 :

- (1) **Political Causes** : The policies of conquests and annexations not only affected the Indian ruling class but also the Indian sentiments in general. The conquests were followed by policies which protected the interests of the colonial government. This **enraged** the Indian rulers, such as Rani Lakshmbai of Jhansi, Nana Saheb (the adopted son of the deceased Peshwa), the Nawab of Awadh, the Mughal emperor Bahadur Shah II and the Rajput leader Kunwar Singh.
- (2) **Economic Causes** : A large number of landlords lost their *jagirdari* rights. Nearly 20,000 big landlords lost their land during the Governor Generalship of Dalhousie in the Deccan alone. The resumption of rent free tenure under William Bentinck had dispossessed many landholders from their right on land. In Awadh too many rich *talugdars* lost their ownership of land. The ordinary peasant also suffered **grievously** under the new systems of revenue settlement which immensely increased rural indebtedness. The economic conditions of the artisans and the indigenous merchants community was equally deplorable. The British commercial policy completely ruined the Indian handicraft industry.
- (3) **Social Causes** : The British social policies proved **detrimental** for the Indian society as a whole. Social reform measures, the promotion of western education at



In 1850, a law was passed by the British allowing a converted Indian to Christianity to inherit ancestral property. This led further support to the mass fear that their religion was under threat.

MY DICTIONARY

enrage : to make somebody very angry;
grievously : to a very severe;
detrimental : obviously harmful.



the expense of oriental learning, the introduction of railways and telegraph and the disparaging of Hindu religion by the Christian missionaries, etc., were considered damaging to the fabric of the traditional Indian society.

- (4) **Military Causes** : The Indian soldiers in the army were subjected to all kind of humiliation by their British officers. They were paid **meagre** amount as salary. At every stage their religious sensibilities were hurt. The upper caste Hindu recruits particularly felt disturbed by the prospect of travelling overseas which was a social taboo.
- (5) **The Immediate Causes** : The new Enfield Rifles or the Enfield-Pritchett Rifles were introduced in the army. The cartridges were smeared with animal fat. It was a sin for both the Hindu and the Muslim soldiers to use their teeth to tear off those cartridges before use. But the British authorities forced the Indian soldiers to do so. This was the immediate and the most powerful cause of the revolt.

Thought Shot

21st CS

Critical Thinking

Do you think if the company had not come up with the Enfield rifles, there would still be a revolt against the British? Give reasons.

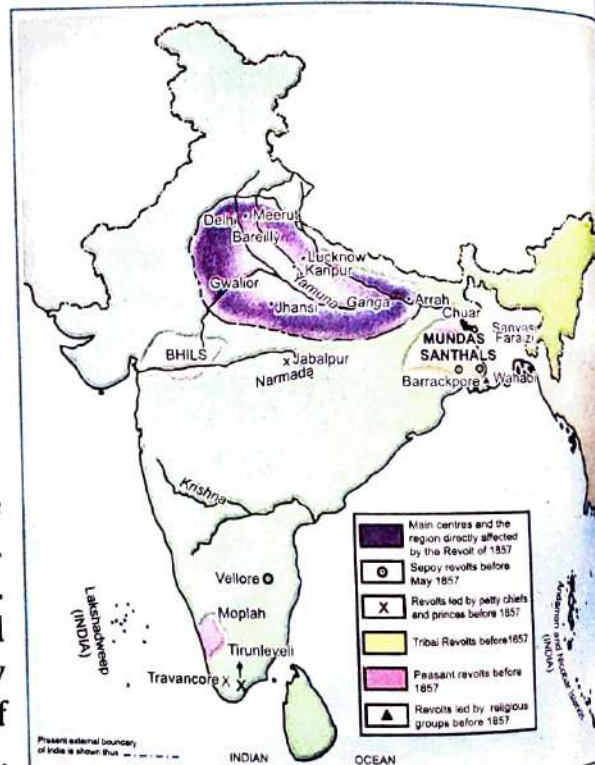
COURSE OF THE REVOLT

Following Mangal Pandey's execution in Barrackpore, some sepoys stationed in Meerut army refused to use the new cartridge in the army drill on May 9, 1857. Eighty-five soldiers who disobeyed the officers were dismissed and subsequently sentenced to 10 years imprisonment. The outcome of the developments at Meerut was extraordinary and unexpected for the British.

Journey from Meerut to Delhi

On May 10, the soldiers marched to the prison and released the imprisoned sepoys. They killed British officials, captured guns and ammunitions and set fire to the buildings and properties of the British. Then they marched to Delhi. Early next day, they reached Delhi and the regiment in Delhi also rose up in rebellion when the news spread. They repeated the same kind of action against the British as they did in Meerut and thereafter made Bahadur Shah Zafar as their leader. Actually, they declared war on the British and asked them to leave India.

They wanted the British rule to be replaced by the rule of **Bahadur Shah Zafar**, the Mughal emperor. Initially, he was reluctant to assume the leadership. However, he eventually accepted this demand and wrote letters to all chiefs and rulers of the country to be proactive and organise a confederacy of Indian states to rise and fight against the British.



MY DICTIONARY

meagre : too small in amount.

This inspired the rebels tremendously and instilled in them the confidence, courage and vigour to fight the British.

The leaders and centres of the Revolt where it spread from Delhi

Centre	Leader	Commander-in-chief/assisted by
Delhi	Bahadur Shah Zafar	Bakht Khan
Kanpur	Nana Sahib	Tantiya Tope and Azimullah
Lucknow (Awadh)	Begum Hazrat Mahal	Maulvi Ahmadullah
Bareilly	Khan Bahadur Khan	
Bihar (Arrah)	Kunwar Singh	
Jhansi	Rani Lakshmi Bai	
Kalpi	Tantiya Tope	

SPREAD OF THE REVOLT

The revolt spread from Delhi to most of northern India. Everybody started rallying around the Mughal emperor Bahadur Shah Zafar. One witnessed unrest and uprising among people in Assam, Bihar, Sindh, Rajasthan, Maharashtra, Bengal, Odisha, Hyderabad and Punjab. These uprisings were soon suppressed by the British. However, fierce battles were fought with the British in areas like Awadh, Gwalior, Rohilkhand, Bundelkhand areas around Agra, Allahabad (Now Prayagraj), Meerut, western Bihar and Jhansi.

In **Bareilly**, **Khan Bahadur Khan**, a pensioner in the British government, led the revolt on May 31. In **Jhansi**, **Rani Lakshmi Bai**, the great leader who is often compared to Joan of Arc, declared, "We fight for independence; if victorious we shall enjoy the fruits of our victory; if defeated and killed we shall earn eternal glory and salvation." However, as the British captured the fort and the city, she, along with her rebels, fled and joined Tantiya Tope at Kalpi. Together they decided to march to Gwalior.



Rani Lakshmi Bai



Kunwar Singh

Meanwhile, the troops of Kunwar Singh, the courageous *zamindar* of Jagdishpur (Bihar), destroyed European property and indigo factories in Arrah. In **Kanpur**, the Revolt was led by Nana Sahib, the adopted son of the last Peshwa. Tantiya Tope and Azimullah helped him. His troops are said to have fired at the 40 boats of the British which were about to leave for Allahabad (Now Prayagraj).

MY DICTIONARY



vigour : physical strength and good health.



Regional Focus : Awadh

Awadh, with its capital Lucknow, remained the centre of the revolt for eight months. As we have read earlier, Dalhousie had annexed Awadh which angered the sepoys. Moreover, thousands of landed estates of *taluqdars* had been taken away and many people were rendered jobless. With the end of the Nawab's rule his palace was ruined, jewellery auctioned and the royal family was



The British Residency Building in Lucknow

reduced to poverty. Begum Hazrat Mahal, along with the support of the sepoys, peasants, *taluqdars* and the chiefs of Awadh, led the Revolt bravely. British forces, women and children took refuge in the Residency Building on the banks of the Gomti river. The *siege* by the sepoys lasted for eight months. Children fell sick during the siege. Many died of cholera. Acute food shortage prevailed.

Many were killed or died due to sickness. However, the sepoys failed to throw the British out.



Nana Sahib

Try IT!

21st
CS

Technology / Digital Resources

In the Mandla region of Madhya Pradesh, Rani Avantibai Lodhi of Ranagarh raised an army against the British who had taken over the administration of her state. Read more about Rani Avantibai's rebellion on the Internet and discuss in class.

SUPPRESSION OF THE REVOLT

The British Governor General mobilised all his forces and placed them under his best commanders. They burnt villages, massacred villagers and hanged thousands of people in public. Delhi was captured back in September 1857. The Mughal ruler Bahadur Shah II who had taken refuge in the Humayun's Tomb was captured, kept as prisoner and put on trial. He was later found guilty of rebellion and deported to a prison in Rangoon where he died in 1862. His two sons and grandsons were murdered. It is said they were blown off the canon's mouth at the Kabuli gate, which was renamed as *Khooni Darwaza*. Earlier, Lakshmi Bai was killed while fighting on June 17, 1858. Nana Sahib was defeated and escaped to Nepal. Tantiya Tope was hanged after a brief trial in April 1859. Begum Hazrat Mahal left for Nepal. Other leaders died in the battle. The British rule was thus restored by the end of 1859. Hundreds of sepoys, rebels, nawabs and rajas were tried and hanged.

CAUSES OF THE FAILURE OF THE REVOLT OF 1857

The Revolt ended in utter failure because of several factors mentioned below:

1. The mutiny was localised. It could not embrace the entire country to become an All-India struggle. Sindh, Punjab and Bengal remained quiet, Rajputana and Mohammed remained loyal to the British. The Gurkhas of Nepal and the Scindhias helped the British to suppress the revolt.

MY DICTIONARY

siege : a situation in which an army surrounds a town for a long-time, so that nobody can get in or out.



2. The rebels failed on account of lack of central leadership. Rani of Jhansi was not an experienced general. General Bakht Khan was a brilliant man, but he was not in charge of the whole show. The rebels were brave and selfless but they were ill-disciplined.
3. The rebels lacked arms of modern warfare.
4. The rebels had no forward looking programme and no common plan of action. The uprising in different parts were not well coordinated.
5. The leaders of the Revolt were brave and patriotic but they were not good Generals. They lacked military training.
6. The rebels lacked resources both in men and money while the British had immense supply of men, money and arms. The telegraphic system and other means of communication enabled the British to procure help whenever they needed.
7. The moneylenders were made the targets of the attack by the villagers. Naturally, they grew hostile to the revolt. Merchants of big cities like Bombay, Calcutta, Madras, etc., supported the British because their economic interests lay in the hands of the British.
8. The educated Indians too did not support the rebels.
9. The rebels ignored the peasant. While all other sections of society were appealed to assist the Revolt. The peasant, who formed the bulk of population, were totally ignored.
10. The year 1857 was favourable to the British in many ways. The Crimean War was over in 1856. The Chinese War was just over. Internationally, the Indian rebels were isolated.
11. The British had control over the seas. British troops from abroad were at their command.

EFFECTS OF THE REVOLT

1. The Revolt of 1857 marked the end of the rule of the East India Company by an Act passed by the British Parliament in August, 1858. The rule of India was transferred to the British Crown.
2. A minister in the British Cabinet, known as the Secretary of State for India, was made responsible for the administration of India.
3. The Governor General of India was to be called the Viceroy of India. Lord Canning was appointed the first Viceroy of India.
4. In November 1858, Queen Victoria issued a proclamation assuring the Indians of a better treatment. A general pardon was granted to the rebels except those who were guilty of killing British subjects.
5. The Doctrine of Lapse was abolished and the princes were assured that their rights and honours would be respected.
6. The Crown promised not to interfere in the social and religious practices of the people.
7. Indians were, henceforth, to be associated with the administration. They were to be included in the Legislative Councils.
8. The army was reorganised. The Bengal Army virtually ceased to exist. Community regiments were formed. The Brahmin element was heavily reduced and replaced by Gurkhas, Sikhs, Jats, Rajputs, Punjabis and the Pathans. The artillery was to be banned exclusively by Europeans.

9. The Revolt of 1857 created a lot of bitterness between the Indians and the Englishmen.
10. The Revolt resulted in the tightening of the control of India from London. The British, henceforth, pursued the policy of 'Divide and Rule' to prevent Indians from uniting.
11. Last, but not the least, the Revolt of 1857, was a great struggle of the Indian people for freedom from British imperialism. It paved the way for the rise of national movement.

CHANGES IN COLONIAL RULE AFTER 1857

The British had regained control of the country by the end of 1859 but they could not carry on ruling the land with the same policies any more.

Given below are the important changes that were introduced by the British :

1. The British Parliament passed a new Act in 1858 and transferred the powers of the East India Company to the British Crown in order to ensure a more responsible management of Indian affairs. A member of the British Cabinet was appointed Secretary of State for India and made responsible for all matters related to the governance of India. He was given a council to advise him, called the India Council. The Governor-General of India was given the title of Viceroy, that is, a personal representative of the Crown. Through these measures the British government accepted direct responsibility for ruling India.
2. All ruling chiefs of the country were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted sons. However, they were made to acknowledge the British Queen as their Sovereign Paramount. Thus the Indian rulers were to hold their kingdoms as subordinates of the British Crown.
3. It was decided that the proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased. It was also decided that instead of recruiting soldiers from Awadh, Bihar, Central India and South India, more soldiers would be recruited from among the Gurkhas, Sikhs and Pathans.
4. The land and property of Muslims was confiscated on a large scale and they were treated with suspicion and hostility. The British believed that they were responsible for the rebellion in a big way.
5. The British decided to respect the customary religious and social practices of the people in India.
6. Policies were made to protect landlords and *zamindars* and give them security of rights over their lands.

Thus, we find that a new phase of colonial rule began in India after 1857.

Thought Shot

If all the Indians revolted against the British together on the same day and at the same time, do you think the result of the revolt would have been different? Discuss.

21st
CS

Communication



MIND MAP

Following Mangal Pandey's execution in Barrackpore, some sepoys stationed in Meerut army refused to use the new cartridge in the army drill on May 9, 1857

The revolt spread from Delhi to most of northern India

The British Governor General mobilised all his forces and placed them under his best commanders

- Political
- Economic
- Social
- Military
- Immediate

- Nawabs and Rajas
- Peasants
- Soldiers
- Common people



The revolt ended in utter failure because of several reasons

The nature of the revolt is much debated

The revolt of 1857 was the result of the culmination of popular discontent that had been accumulating for a long time against the policies of the British in India

EXERCISE



I. Tick (✓) the correct option.

(MCQs)

- The new rifle that was introduced in the British army was the :
(a) Brown Bers rifle (b) AK-47 rifle
(c) Baker rifle (d) Enfield-Pritchett rifle
- At which place Bahadur Shah Zafar was imprisoned?
(a) Delhi (b) Rangoon
(c) Calcutta (Kolkata) (d) Jaipur
- Kunwar Singhs' troops destroyed European property indigo factories, etc, in :
(a) Arrah (b) Lucknow
(c) Kanpur (d) Delhi
- Which leader said the following lines : "We fight for independence. If victorious we shall enjoy the fruits of our victory. If we are killed we shall earn eternal glory and salvation"?
(a) Tantiya Tope (b) Rani Lakshmi Bai
(c) Bakht Khan (d) Bahadur Shah Zafar

II. Fill the gaps.

- The revolt of 1857 was the most one.
- Under the system of governance, the nawabs had no real power while they were burdened with administrative responsibilities.
- wanted her adopted son to be recognised by the company as heir to the throne.
- On the soldiers marched to the prison and released the imprisoned sepoys.
- The British social policies proved for the Indian society as a whole.
- Tantiya Tope was after a brief trial in April 1859.

III. Write 'T' for True and 'F' for False.

- Bahadur Shah II was proclaimed "Emperor of Hindustan".
- Mangal Pandey led the Revolt in Meerut.
- Scindhia remained loyal to the British.
- The Nizam supported the rebels.

IV. Answer the following questions briefly.

- How were the peasants affected under the British rule?
- Name the important centres of the Revolt of 1857.
- Why were the soldiers discontented with the British?
- What was the immediate cause of the Revolt of 1857?
- What was the role of Rai Lakshmi Bai in the Revolt of 1857?

V. Answer the following questions in detail.

1. Why were the rulers unhappy under the British rule?
2. What were the political and economic causes of the revolt of 1857?
3. How did the British suppress the Revolt?
4. What were the consequences of the Revolt of 1857?
5. In what ways did the British change their policies as a result of the rebellion of 1857?



Skills Enrichment Zone

PICTURE STUDY



- I. Prepare a poster on the theme "Leaders of the First war of India's Independence".

AI

Art Integration

MAP WORK



- II. On the outline map of India, show the important centres of the revolt of 1857.

21st
CS

Information



PROJECT



- III. Make a well-documented project on any one of the leaders of the revolt of 1857. The project should not have more than twelve A4 size sheets. Include the following tasks in proper sequence :

- About the leader (if she/he is a ruler then background of her/his ruling dynasty)
- Family life of the leader
- Ambitions and policies of the leader
- Relations with the English East India Company
- Details of conflict between the leader and the English East India Company
- Relevant photographs of the leader, place where the leader fought with the English, the English officers involved in the struggle
- How is the leader remembered today?

HD

Learning from Information



ACTIVITY



- IV. Divide the class into two groups. Group 'A' may imagine themselves as the British trapped inside the Lucknow Residency at the time of the revolt. Group 'B' may be the Indians who lived in Lucknow outside the Residency. Discuss your experiences in such a situation.

EL

Experiential Learning

Out of the Box !



21st
CS

Critical Thinking



- Some nationalist historians have called the Revolt of 1857 the first war of independence. However, many modern historians refuse this claim by saying that neither was it the first nor was it a war of Independence. What do they mean?
- What impact did Bahadur Shah Zafar's support to the rebellion have on the people and the ruling families?





7. EDUCATION AND BRITISH RULE

PRIOR KNOWLEDGE

- ⊙ Education plays a very important part in our life.
- ⊙ Knowledge is the greatest power in the world.

LEARNING OBJECTIVES

- ⊙ Indigenous Education System
- ⊙ Introduction of Western Education
- ⊙ The New Education System
- ⊙ Growth of National Education

GET GOING

Can you spread education around you; among the not so privileged sections of society? How?

Every person has a right to education, and it is also essential for a person's growth. However, India is still facing the problem of having a large section of uneducated population.

Education is of great importance. It forms the basis of our civic life. Indians always had a culture of arts and sciences but it was mostly confined to their customs and traditions.

As we know that the British conquered territories in India and took control over the resources. Different British officials had different views about the Indian culture and education system.

INDIGENOUS EDUCATION SYSTEM

Before the arrival of the British, India followed a very flexible education system. Every village and town in India had a school.

Elementary Education

There were *Pathshalas* for the Hindus and *Maktabs* for the Muslims. These were the centres of elementary education for children. In these places, children were taught to read, write, do simple mathematical exercises and remember the texts of their respective religions. They were also taught the basic writing skills.

Higher Education

The centres of higher education were mostly located in developed cities and were fewer in number. They were mostly patronised by the rulers or nobles. The students coming to these centres were mostly from the upper classes.

After completing their elementary education, students would join these centres to study further. The Hindus received higher education in *Tols* where the medium of instruction was Sanskrit. The Muslims were taught in *Madarsas* where the medium of teaching was Persian.



Law, logic, science, mathematics, religious literature, philosophy, medicine, astronomy were among the main subjects taught in these education centres.

However, their system did impart literacy to a large part of the population and continued in most part of the company's territory for some time. But eventually the Indian system of education suffered under the company rule as the grants that it had received from the Indian rulers were withdrawn.

INTRODUCTION OF WESTERN EDUCATION

The East India Company showed very little interest in the promotion of education in India. Only a few educational institutions were set up by the Company to ensure a steady supply of Indians to the law courts set up by the company in India. Their knowledge of classical languages was utilised by the British to establish correspondence with the native states. The first institution of such type was the Calcutta Madarsa set up by Warren Hastings in 1781 for the study of Muslim law and related subjects. Sanskrit College was established by Jonathan Duncan at Banaras in 1791 for the study of Hindu law and philosophy. Fort William College was established in 1800 for the training of civil servants of the Company in languages and customs of Indians.

Thought Shot

Why do you think the British wanted to introduce Western education in India? Were they actually thinking of a modern development of India, or just fulfilling their selfish interests?

21st
CS

Critical Thinking



THE NEW EDUCATION SYSTEM

Around the beginning of the nineteenth century, there were three main agencies who took interest in this field :

Christian Missionaries

During the 19th century, the English missionary activists like Charles Grant and William Wilberforce compelled the East India Company to give up its policy of non-intervention in education. They thought that modern education would destroy the faith of the Indians in their own religions and they would follow Christianity.

Moreover, such educated Indians would be loyal to the Government and would easily accept British manufactured goods.

Charles Grant is considered the father of modern education as it was because of his efforts that the Charter Act of 1813 came in force.

Charter Act, 1813

As the first step towards the development of education in India, the Charter Act of 1813 provided a sum of rupees one lakh for the development of education in India. But there was no clear-cut educational policy for India. On the issue of the content and medium of education, there were two groups among the administrators and enlightened Indians. One group, called the 'orientalists' favoured the study of traditional learning, using vernacular languages. The other group, called the 'anglicists' advocated the study of western learning through English as the medium of instruction. Raja Ram Mohan Roy advocated the western learning. Ultimately, in 1835 the Government decided in favour of the promotion of European literature and sciences among the

Indians. Lord Macaulay, the architect of modern western education in India, wrote a note in support of the anglicists. It was approved by Lord William Bentinck, the Governor General of India. The Act of 1835 formally introduced English education in India, and English was made the medium of instruction in the new schools and colleges opened by the Government.

Thought Shot

Lord Macaulay once said '.... a single shelf of a good European library was worth the whole native literature of India and Arabia.' What did he mean by this statement?

Critical Thinking

Wood's Despatch, 1854

In 1854, Charles Wood, the Secretary of State, sent a despatch (official report) which brought about further changes in the education policy in India. His report is described as the 'Magnificent Carta' of English education in India.

The main recommendations of the Wood's Despatch were:

- ◆ Teaching of western education would be the aim of government's education policy.
- ◆ Medium of instruction in higher classes to be English language.
- ◆ Made provisions for setting up vernacular (local language) primary schools in villages. Anglican vernacular high schools and affiliated colleges at the district level.
- ◆ Offering grants to private schools which appointed qualified teachers and offered a proper standard of education.
- ◆ Setting up universities modelled on London University in Bombay, Madras and Calcutta.
- ◆ Giving due importance to the setting up of technical colleges for vocational instruction.
- ◆ Department of Public Instruction to be set up under the charge of a director in each province.
- ◆ Teacher recruitment and training institutions to be set up all over the country.

Effects of New Education System

There were some major defects in the educational system under the British:

1. The new educational system neglected the education of the masses.
2. The English medium education completely neglected the study of Indian literature, history, law and philosophy.
3. Educational centres were located mainly in Urban areas so the rural population had no provisions for education.
4. The education of girls was neglected.
5. The few institutions that had been set up only imitated the western system of education that does not match the needs of the country.

The British wanted to educate a few Indians from the upper strata of the society who would in the course of time, educate the masses and spread modern ideas. This was called the 'Downward filtration theory' as it was expected to filter the education downwards. This system, however never worked in practice.

The only favourable thing that came about from the new education system was that English became a language of communication among the educated Indians and they could now easily understand the dealings of the British. They were also introduced to modern liberal ideas which in the long run aroused more patriotic feelings in them.

Try It!

11

Experiential Learning

- Divide the class into two groups and have a role play. One group can be the orientalists and support traditional Indian education, while the other group can be the anglicists and support Western education. Make your arguments on the basis of your reading of the chapter.

GROWTH OF NATIONAL EDUCATION

Agenda For National Education

There were many thinkers in India who wanted a wider spread of education. Some thinkers actually felt that Western education would help modernise India. They urged the British to open more educational institutions. Some wanted alternative systems of education to be created for people so that they had a chance of being educated through a system that was truly national. However, in Rangpur (Now in Bangladesh), a new movement called the **National Education Movement** began. It gave birth to the first National School in Bengal. This was in protest against the repressive measures of the British.

Satish Chandra Mukherjee founded the organisation of National Council of Education or the NCE in 1906. He also established the National College and school under NCE at Calcutta. Its aim included imparting education through the medium of the learner's vernacular thereby making the process of learning easy. English was retained as a compulsory second language. The practice of giving practical knowledge relating to different subjects was also started. Provisions were made for the study of physical sciences, liberal arts, culture, and humanism. One could research in ancient Indian history, philosophy, economics, politics, arts and sciences.

National institutions like Kashi Vidyapith and Jamia Milia Islamia came up in 1920.

Mahatma Gandhi and **Rabindranath Tagore** also reacted against the British education policy. They both wanted to **instill** Indian identity among students.

Mahatma Gandhi said western education created a sense of inferiority and enslaved Indians. Gandhi wanted a system of education which would help Indians regain their sense of dignity and pride. He felt the medium of instruction should be Indian languages as English was not in tune with their social surroundings. He stressed on the concept of self help and highlighted the practical use of education because it was self employment which would liberate millions of Indians from their poverty. He stressed on oral knowledge rather than reading from the textbooks followed by writing which the English emphasised. According to Gandhi, craft, art, health and education should all be integrated into one scheme. This scheme was called **Nai Talim** (New Education Programme).

He believed education ought to develop a person's mind and soul. People needed to use their hands to work and learn a craft and gather knowledge about how various things operated. This would also develop their minds and improve their understanding and skills.

MY DICTIONARY

instill : to make somebody think or feel something.



Tagore, on the other hand, wanted the students to learn in an informal environment in tune with nature. To realise his vision, he established an educational institution called **Vishwabharati at Shantiniketan** in Bolpur (Bengal) in 1901. Located in a rural setting, it was about 100 kms from Calcutta in West Bengal. He believed children could cultivate their creativity living in harmony with nature. Open air education was initiated by him. Childhood according to him should be a time of self-learning and teachers should be imaginative enough to understand the child and provide help in developing their curiosity.



Education under the open sky on the premises of Vishwabharati University

While Mahatma Gandhi was totally against western education system and its worship of machines and technology, Tagore tried to combine elements of modern western civilisation with what he saw as the best within the Indian tradition. He stressed the need to teach science and technology along with art, music and dance at Shantiniketan.

This institution developed into the present-day Vishwabharati University in 1951.

Try IT!



Technology/Digital Resources

Do research on Gandhi's 'Nai Talim' with the help of Internet and prepare a PowerPoint presentation. You may include the basic ideas and features of this concept, the struggle and opposition faced by Gandhi, and its ultimate success.

Wardha Scheme of Education

In 1937, the Congress ministry assumed responsibility of administration in seven major provinces of India. One of their major concerns was educational reform. In October 1937, an All-India National Educational Conference was held at Wardha. It was presided over by Mahatma Gandhi. The conference decided that free and compulsory education would be provided for seven years on a nation-wide basis. The medium of instruction had to be the mother-tongue of the students who received education.

The conference accepted the proposal made by Mahatma Gandhi that the process of education throughout this period should be centred around some form of manual and productive work. It was said that all other abilities to be developed or trained, be linked to the central idea of practical education with due regard to the environment of the child.

The conference then appointed a committee with Dr Zakir Hussain as its chairman. The Committee submitted its report on December 2, 1937 and the scheme of education suggested by it is popularly known as the "Wardha Scheme". Some of its important features are as follows :

1. There should be stress on some basic craft that may serve as the centre of instruction. The idea is to impart the entire education through some industry or vocation.



- The purpose of the scheme should be to make pupils self-supporting after the completion of their course.
- Every individual should learn how to earn his living through some kind of manual skill. This is also considered non-violent, since an individual does not snatch away the living of others with the help of a machine.
- Instruction should be closely coordinated with the child's life. Thus, it should be focussed on his home, village crafts, and occupations.

CASE STUDIES : BARODA AND ALIGARH

Baroda

Baroda or Vadodara is the third most populated town in Gujarat, after Ahmedabad and Surat. It is known for the Maharaja Sayaji Rao University of Baroda. The University is famous for its faculty of Technology and Engineering and Fine Arts Departments.

The whole credit for conceiving the vision of such a great university goes to **Maharaja Sayaji Rao III**. He was a great genius and a man of versatile interests. He instituted a series of reforms in educational, social and economic fields. He established a network of schools, libraries and hospitals throughout his state. He turned his capital into a city of **majestic** buildings and gardens. He advocated Swadesh and helped the National Movement. He was the maker of modern Baroda.

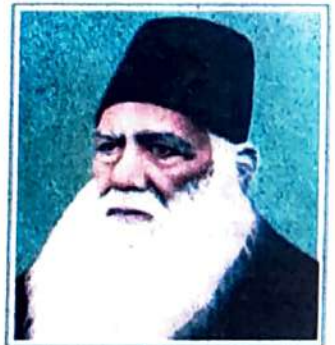


Maharaja Sayaji Rao III

In 1881, Maharaja **Sayaji Rao III** laid the foundation of the Baroda college which later grew into a full-fledged university. Students from all over the country and even abroad joined the university to receive education in engineering, technology and fine arts. This University caters to the needs of over 30,000 students. It has 13 faculties and 17 residential hostels.

Aligarh

Aligarh is a **prominent** town in western Uttar Pradesh. It is known for the Aligarh Muslim University founded in 1920. In fact, the Aligarh Muslim University grew out of the Mohammadan Anglo-Oriental College in Aligarh, established in 1875. **Sir Syed Ahmed Khan** (1817-1898), the great Muslim reformer and educationist, was the force behind setting up the college by Hidayatullah Khan.



Sir Syed Ahmed Khan

The Muslims in India were, by and large, economically and educationally backward. They looked upon western education with suspicion. Sir Syed Ahmed Khan was deeply concerned at the depressed position of his community. He persuaded the fellow Muslims to accept social, religious and educational reforms. He also tried to win over the Government's goodwill for the Muslim community. He strongly felt the need of learning English language and literature for better participation in public life and for getting better opportunities to enter the government services. Sir Ahmed's aim was to combine British education system with Islamic values. By doing so he wanted to preserve and promote Islamic culture and religion.

The Anglo-Mohammadan College was one of the first residential institutions in India. It produced a

MY DICTIONARY

majestic : impressive because of its size or beauty.



new educated class of the Muslims who were eager to take an active part in politics. This college was first **affiliated** with the Calcutta University and later with the Allahabad University. It began publishing magazines, established many schools for girls and added more subjects to the curriculum. Ultimately, in 1920, it developed into a University, named as Aligarh Muslim University. Sultan Jahan Begum was the first Chancellor of the Aligarh Muslim University.

The University has produced many prominent leaders, writers and scholars of the sub-continent. The University has a strength of nearly thirty thousand students and eighty department of study. It draws many students from abroad also.

Try IT!

IE

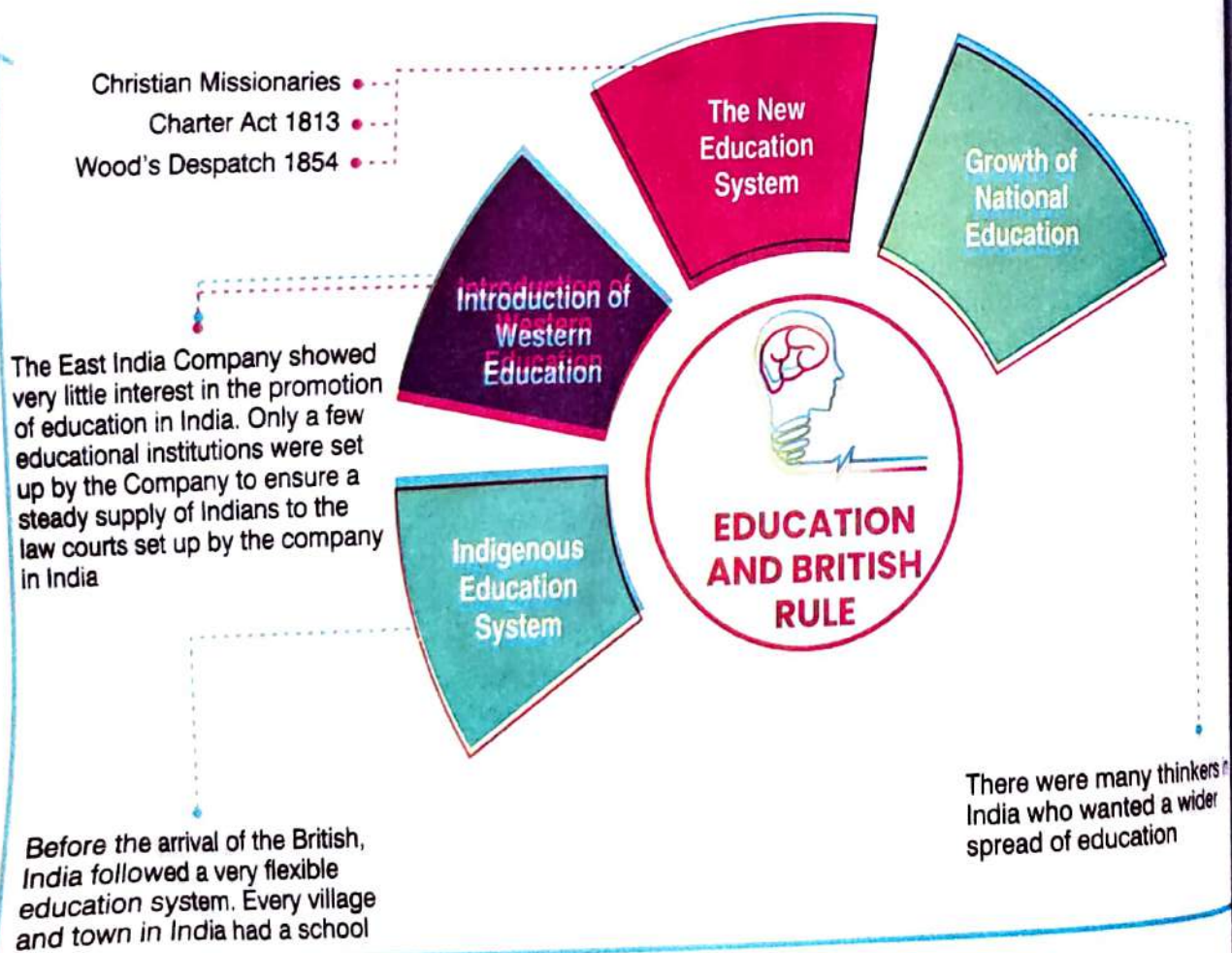
Indian Ethos

Analyse how for the Indian reformers were successful in their efforts to popularise western education along with traditional Indian literature and culture.

MY DICTIONARY

affiliate: to connect an organization to a larger organization.

MIND MAP



EXERCISE



I. Tick (✓) the correct option.

(MCQs)

- The Hindu college was started in Banaras in 1791 by :
(a) Vidyasagar (b) Vivekananda
(c) Gandhiji (d) Jonathan Duncan
- Who founded the organisation of National Council of Education?
(a) Mahatma Gandhi (b) Satish Chandra Mukherjee
(c) Rabindranath Tagore (d) T.B. Macaulay
- Who was the chairman of Wardha committee?
(a) Mahatma Gandhi (b) J. L. Nehru
(c) R. N. Tagore (d) Dr Zakir Hussain
- Maharaja Sayaji Rao set up a university in the princely state of :
(a) Hyderabad (b) Baroda
(c) Kathiawar (d) Jamnagar

II. Fill the gaps.

- Different officials had different views about the Indian education system.
- The received higher education in Tols.
- The education of was neglected.
- Tagore wanted the students to learn in an informal environment in tune with
- is a prominent town in Western Uttar Pradesh.

III. Write 'T' for True and 'F' for False.

- The centres of higher education were mostly located in rural areas.
- Charles Grant is considered the father of modern education.
- The National Education Movement began in Rangpur.
- Mahatma Gandhi was totally in favour of western education system.
- Maharaja Sayaji Rao III laid the foundation of Baroda college.

IV. Answer the following questions briefly.

- Why did William Jones feel the need to study Indian history, philosophy and law?
- Why did James Mill and Thomas Macaulay think that European education was essential in India?
- What do you mean by *Pathshala* and *Madarsa*?

V. Answer the following questions in detail.

- What kind of education was prevalent prior to the British rule? Discuss?
- Examine the provisions of the Charter Act of 1813.
- Describe Wood's Despatch.



4. Explain Gandhi's views on education.
5. Explain Tagore's views on education. How did Tagore and Gandhi differ?
6. Describe the growth of the Mohammadan Anglo-oriental college at Aligarh into a university.

Skills Enrichment Zone

ACTIVITY

 Collaboration

- I. One of the basic goals of introducing western education in India was to form a social class which would be Indian in blood and colour but English in taste and opinions. Do you think that the English succeeded in doing so? Get into groups of six and hold an intra-class discussion. Each group will then present its conclusion.

PROJECT

 Information

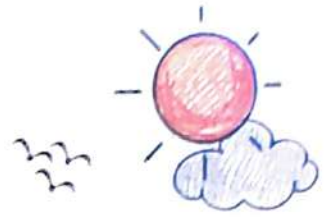
- II. Find out from your grandparents about what they studied in school.
- III. Find out about the history of your school or any other school in the area you live and make a project on it.

Out of the Box !

 Critical Thinking

- Why did most Indian reformers set up schools and institution of higher learning?
- Education in ancient India was not meant for all. Similarly, education in British India was also not meant for all. What do you understand by this statement?

8. WOMEN AND REFORM



PRIOR KNOWLEDGE

- ⊙ In 18th century, women lived in an age characterised by gender inequality.
- ⊙ It was the man dominated society.
- ⊙ All the power and pleasure were only for men.
- ⊙ Women passed their lives as dependent on their man.

LEARNING OBJECTIVES

- ⊙ Why so Many Reformers Focused on the Women's Question?
- ⊙ Works of Swami Dayanand Saraswati and Arya Samaj
- ⊙ Women Reformers
- ⊙ Reforms Among the Muslims
- ⊙ Reforms Among the Parsees
- ⊙ Impacts of the Reform Movements

GET GOING

How often do you get to hear things like, "girls should not be out late", "women's responsibility is to cook and take care of the house,"? Such gender stereotypes are still prevalent in our society. Many other evils relating to women are still present in our society. Name two of them.



During the British Rule, the Indian society suffered from various ills. The chief among them was the indifferent attitude of the society towards women. Women suffered from the following disabilities:


- (1) **Low Status:** Women had no independent status in the family and the society. Their economic dependence on man was a major cause of their low status. They were considered inferior to men in all respects. Under the patriarchal system the will of the husband prevails in all decisions.
- (2) **Neglect of Education:** In ancient times women were given equal right to education. During the medieval period, their education was neglected, because they were neither required to seek employment nor to study scriptures.
- (3) **Child Marriage:** Child marriage of girls was common due to the custom of dowry. Although child marriage was banned by law in 1860, it is still a common practice in some areas. The minimum age of marriage for girls was fixed at 10 years, which was increased to 12 years in 1891 and 13 years in 1925. The Sharda Act of 1930 fixed 14 years as the marriageable age for girls. In 1955, the Hindu Marriage Act fixed the age at 15 years.
- (4) **Sati System:** Sati was an old funeral custom in which the widow was immolated alive on her husband's funeral pyre. The act was supposed to be voluntary on the widow's part and was deemed as an act of peerless piety. In practice though, it was sometimes forced on the widow by various social pressures. The custom gained popularity by the seventh century.

MY DICTIONARY

peerless : unequalled.



In the early nineteenth century, the Sati custom was prevalent in Hugli and Nadia (Bengal), Ghazipur (Uttar Pradesh) and Shahabad (Bihar). In South India, this custom prevailed in Ganjam (Odisha), Masulipatnam (Andhra Pradesh) and Tanjore (Tamil Nadu). In Rajasthan, Punjab and Kashmir, however, this custom was prevalent among the women of high castes. Over all, the custom was more prevalent among Brahmins and Rajputs.



During the Rajput Period 'Jauhar', the practice of the voluntary immolation of all the wives and daughters of defeated warriors, in order to avoid capture and consequent molestation, was prevalent. The custom was limited to the Kshatriya caste named Rajputs, who formed the upper and the ruling classes, and castes of Rajasthan. Women who practiced it gained respect in the community.

- (5) **Prohibition of Widow Remarriage:** While men could marry more than one wife or remarry after becoming widower, widowed women were not allowed to remarry. They lived a miserable life of neglect and despair. They were sometimes forced to commit suicide or leave the house in disgust.
- (6) **Purdah System:** *Purdah* is the practice of requiring women to cover their bodies so as to cover their skin and conceal their form. It was practised by Hindu and Muslim women alike, but mostly by Muslim women. It has now developed as an institution. It signifies restrictions on mobility of women, curtailment of their right to interact freely; it is a symbol of subordination of women.
- (7) **Dowry System:** The ancient custom of *Kanyadan* ("giving away of daughter"), where the father presented his daughter with jewellery and clothes at the time of her marriage, and *Varadakshina* ("gifting the groom") where the father presented the groom with kith and kin, are in essence the dowry system.
- Extracting of dowry in return for agreeing to a wedding has been illegal since 1960. Despite this, there have been many cases of attempted murder of newly married women whose parents are unable to pay the dowry amount demanded by the in-laws. Hundreds of women die each year because of dowry deaths. Many die each day in intentional bride burning. Dowry system has been one of the prime reasons that the birth of a female child is considered a bane for the family. It is why 'female foeticide' and 'female infanticide' are becoming frequent.
- (8) **Domestic Violence:** Domestic violence is also seen in the form of physical abuse. This is higher among the lower socio-economic classes.
- (9) **No Inheritance in Property:** In the society, women had no right to inherit their father's or husband's property.

WHY SO MANY REFORMERS FOCUSED ON THE WOMEN'S QUESTION?

So, many reformers focused on the condition of women, because women were discriminated for several things. To fight against the social evils and to awaken their future, several reformers struggled. Some educated Indians joined the social reform movement.

Thought Shot

Your mother is an editor of a leading magazine. Recently you begin to notice the behaviour of your friend's family who treats your mother with immense respect, while she ill treats your friend's mother, because she is a housewife. What will you tell your friend regarding this so that she/he understands the value of a housewife and housework.

21st
CS

Social Skills

Case Study : The Work of Reformers in Maharashtra

In the nineteenth century, the society in Maharashtra was ridden with many socio-religious evils. The first reform movement in Maharashtra for the uplift of women was led by Gopal Hari Deshmukh in the 1840's. He educated and awakened the people through his writings in Marathi. For his concern for the welfare of the people and promotion of social and religious equality, he earned the title of 'Lokahitavadi'.

Jyotiba Govindrao Phule

Jyotiba Rao Phule, popularly called 'Jyotiba' or 'Mahatma Phule', founded the **Satya Shodhak Samaj**. He was a **zealous** social reformer who took up earnestly the cause of women and the **downtrodden** people in Maharashtra. He reached out to the widows and helped them to remarry. In 1854, he also started a school to educate the children of the depressed classes. His campaign for the economic regeneration of the depressed classes and the removal of untouchability soon acquired the character of an anti-Brahmin movement. Nonetheless, his endeavours went a long way in creating a consciousness about the plight of the depressed classes among the people. In his efforts, he was actively supported by social reformers like Jagannath Shankar Seth and Bhau Daji.

Prarthana Samaj

Keshab Chandra Sen's tour in Maharashtra led to the foundation of the **Prarthana Samaj** (Prayer Society) in Mumbai (Bombay) in 1867. Leader like Atmaram Pandurang, R G Bhandarkar and M G Ranade, Gopal Krishna Gokhale and N M Joshi lent great strength to the activities of this Samaj. The society conducted night schools for working people and associations of women for education of girls. It also ran an orphanage and an asylum at Pandarpur. Two great members of this Samaj were Mahadev Govind Ranade and R G Bhandarkar.

Mahadev Govind Ranade was an eminent social reformer and scholar. He campaigned against child marriage, *purdah* system and advocated for widow remarriage. He was a great advocate of the Hindu-Muslim unity. He particularly began a purity movement which included temperance and anti-**nautch** agitations, admission of converts from other faiths into Hinduism and reduction in marriage expenses. Under his spiritual guidance the **Deccan Education Society** was founded in 1884. It opened a small school, which later grew into the famous Fergusson College of Pune.

The Work of Reformers in Bengal

In the early nineteenth century, Indian society was suffering from oppression of women and inhuman practices like infanticide, sati, etc. Some educated Indian were deeply influenced by the liberal philosophy of the West based on the urge of rationalism and humanism and felt the urge of removing the irrational social and religious practice. They led many radical reform movements.

Raja Ram Mohan Roy

Raja Ram Mohan Roy belonged to an educated and respected family of Hugli (Bengal). He was a great scholar, religious and social reformer, educationist, journalist and an internationalist. In

MY DICTIONARY

zealous : using great energy and enthusiasm;

downtrodden : made to suffer bad treatment;

nautch : (in South Asia) a traditional dance performed by professional dancing girls.

1828, he founded the **Brahmo Sabha**, a group of progressive thinkers, which was renamed as **Brahmo Samaj** in 1830. He undertook the task of social reforms. He condemned the dreadful practice of sati. To him, this **remorseless** practice was nothing less than a grave crime, which ought to be abolished. He created a strong public opinion against the sati practice and then urged Lord William Bentinck to abolish the system of sati and make it punishable by law. He raised his voice against the seclusion of women, polygamy, child marriage, female infanticide and pleaded for the education of women and widow remarriage.

After the death of Raja Ram Mohan Roy, **Keshab Chandra Sen** organised a new Samaj called the **Brahmo Samaj of India**, which exercised great influence in the struggle for social reform. It encouraged the education of women, campaigned for widow remarriage and legislation to prevent child marriages.


Ishwar Chandra Vidyasagar

Ishwar Chandra Vidyasagar was a great scholar, reformer, rationalist and humanist. He was a staunch supporter of women's education. He helped to establish the Bethune School, the first Indian school for girls in 1849. He set up 35 schools for girls. His greatest contribution was to the cause of widow's uplift and girls education. His efforts were appreciated by Governor General Dalhousie. The Widow Remarriage Act, 1856 was brought about by the efforts of Ishwar Chandra Vidyasagar.

Swami Vivekananda

Swami Vivekananda (Narendranath Datta) was born on 12th January, 1863 at Calcutta (Kolkata). He studied western philosophy in the Scottish church college in Calcutta.

After the death of his guru Ram Krishna Paramahansa, Swami Vivekananda became a monk to spread his teachings. He founded the Ramakrishna mission in 1897 to carry on the humanitarian and social work. He advocated the study of western science along with *Vedanta*.



In 1893, Swami Vivekananda attended the World Parliament of Religions at Chicago in the USA as a representative of Hinduism. While portraying Hinduism as a religion of tolerance and universal acceptance, he won many Westerners as his followers.

Henry Vivian De-rozio

Henry Vivian De-rozio was a contemporary of Raja Ram Mohan Roy. He was deeply inspired by the revolutionary ideas of liberty, equality and fraternity that had inspired French Revolution. At the young age of 17, he became a teacher in Hindu College at Calcutta. He encouraged radical ideas among his students and attracted a large number of followers known as 'Derozians'. He brought about an intellectual revolution among his followers. He organised the 'Young Bengal', an association of students, who carried on the 'Young Bengal Movement'. They advocated for **emancipation** of women, eradication of social evils and promotion of women education.

MY DICTIONARY

remorseless : showing no pity;
emancipation : to free from control.



Suppose you are a reformer of the past time and you work for the uplift of the women. Write about it expressing empathy for the Indian women and your deeply entrenched will to uproot all the evils against them.



WORKS OF SWAMI DAYANAND SARASWATI AND ARYA SAMAJ

Swami Dayanand was born in an orthodox Brahmin family in Gujarat in 1824. Quite early in life he lost his faith in idol worship. In 1875, he formally established the first *Arya Samaj* unit at Bombay. The Samaj soon became a bulwark against social vices. It vigorously promoted female education, widow remarriage and all kinds of philanthropic works including special schools for girls. The Arya Samaj worked for the uplift and emancipation of women.

WOMEN REFORMERS

In a male dominated society, where women got no education and where mobility outside home was restricted, the reform movement was dominated by men. However, women belonging to progressive families learnt to read and write. Many of them could express their discontent and anger through their writings. A few like Savitribai could actually be part of the changing times. But often they had to face criticism from the orthodox elements in society.


Savitribai (1831–97) was the first woman teacher in modern Maharashtra. She married Jyotiba Phule when she was nine. She studied with his support. In 1848 they opened five schools in Pune and in 1851 a special school for girls from depressed castes. They also opened orphanages for widows. On her death anniversary the Postal Department released a postal stamp.

Pandita Ramabai laid the foundation for the movement for women's liberation in India. She travelled to England in 1883 and USA between 1886 and 1889 to raise money for *Sharda Sadan*, the widow's home in Pune. Her letter written to the

Governor of Bombay about the way women patients were treated during the plague of 1897 caused a stir in the British Parliament. She faced the **wrath** of the orthodox society for her liberal ways.

Rokeya Hussain, a Bengali woman, started a school for Muslim girls in Bihar with her husband's support. As the member of the Association for Muslim Women, she was involved in many activities. She wrote a number of essays, especially about the practice of purdah. She had to face much criticism.

Sarojini Naidu (1879-1949), the well known woman poet and social activist, helped in setting up the All India Women's Conference and demanded full voting rights for women as early as 1917.



Pandita Ramabai was born in an orthodox Brahmin family. At the age of twelve she could recite 20,000 Sanskrit verses by her. Her parents died in the famine of 1876 at a young age, she had to lead a life of unbearable hunger and hardships. She became a widow at an early age of twenty-two. She then went to Poona (modern Pune) where she founded the Mahila Arya Samaj. She learned English and visited England, where she became a Christian.

MY DICTIONARY



wrath : very great anger.



REFORMS AMONG THE MUSLIMS

The greatest Muslim reformer was Sir Syed Ahmed Khan. As a social reformer, he focused on the backward condition of women. He advocated removal of purdah and spread of education for women. He condemned polygamy and easy divorce.

Muslim women were conservative and did not get any opportunity to receive English education. By the end of the nineteenth century, with the support of Sultan Jahan Begum, the Begum of Bhopal, they were able to publish magazines that criticized the purdah system and other practices.

REFORMS AMONG THE PARSEES

Naoroji Furdonji started the Religion Reform Association to modernize Parsee society. Dadabhai Naoroji used his newspaper *Rast Goftar* to propagate widow remarriage and other reforms.

Guru Nanak, the founder of Sikhism, was probably the first religious leader in the world whose message is recorded in writing to have granted women equal status to man in all aspects of life. In about 1500, Guru Nanak preached the message of equality between men and women. He advocated that women are allowed to lead religious assemblies, to perform and lead congregational hymn singing called *Kirtan* or *Bhajan*, become members of religious management committees, to lead armies on the battlefield, have equality in marriage, equality in Amrit.


To re-inforce the message of equality among the genders, Guru Nanak says in Sri Guru Grantha Sahib: "In the earth and in the sky, I do not see any second. Among all the women and the men, His light is shining".

IMPACTS OF THE REFORM THE MOVEMENTS

The impact of the reform movements against customs which were irrational, led to awareness among the people. This, in turn, paved the way for laws to be enacted.

Some of the laws which came into effect were:

- (1) Regulation prohibiting infanticide had been passed in 1795 and 1802.
- (2) In 1829, sati practice was banned.
- (3) In 1843, slavery was declared as illegal.
- (4) In 1856, widow remarriage was legal.
- (5) In 1872, intercaste marriages were made legal.
- (6) In 1972, according to the Sharda Act, the marriageable age of girls was made 14 years and for the boys, 18 years.



The first women to get the right to vote were those of New Zealand in 1893, followed by the Australian women in 1902. The United Kingdom gave women the right to vote in 1918, while the USA freed their women politically in 1920. The French women had to wait till 1944 and the Italian women till 1945 for the privilege. The first Asian country to give the right to vote to women was Mongolia, in 1924, followed by Ceylon (Sri Lanka) in 1931. The Indian women got the right to franchise in 1935.

Women were also encouraged to be educated by the efforts of many reformers and they were also given the right to inherit property.

Women in India are still facing some discrimination, especially in the rural communities and in some cultures, but the trend is positive. The rights of women have been improving steadily and now women enjoy equality in many important fields of human life including the right to vote, in politics, in many job situations, in education, in armed forces, in many commercial departments, in religious duties, etc. However, much work still needs to be done for the women to achieve complete equality.

MY DICTIONARY 
congregation : a gathering.

Autobiographies, Biographies and other Literature used to Reconstruct the Histories of Women

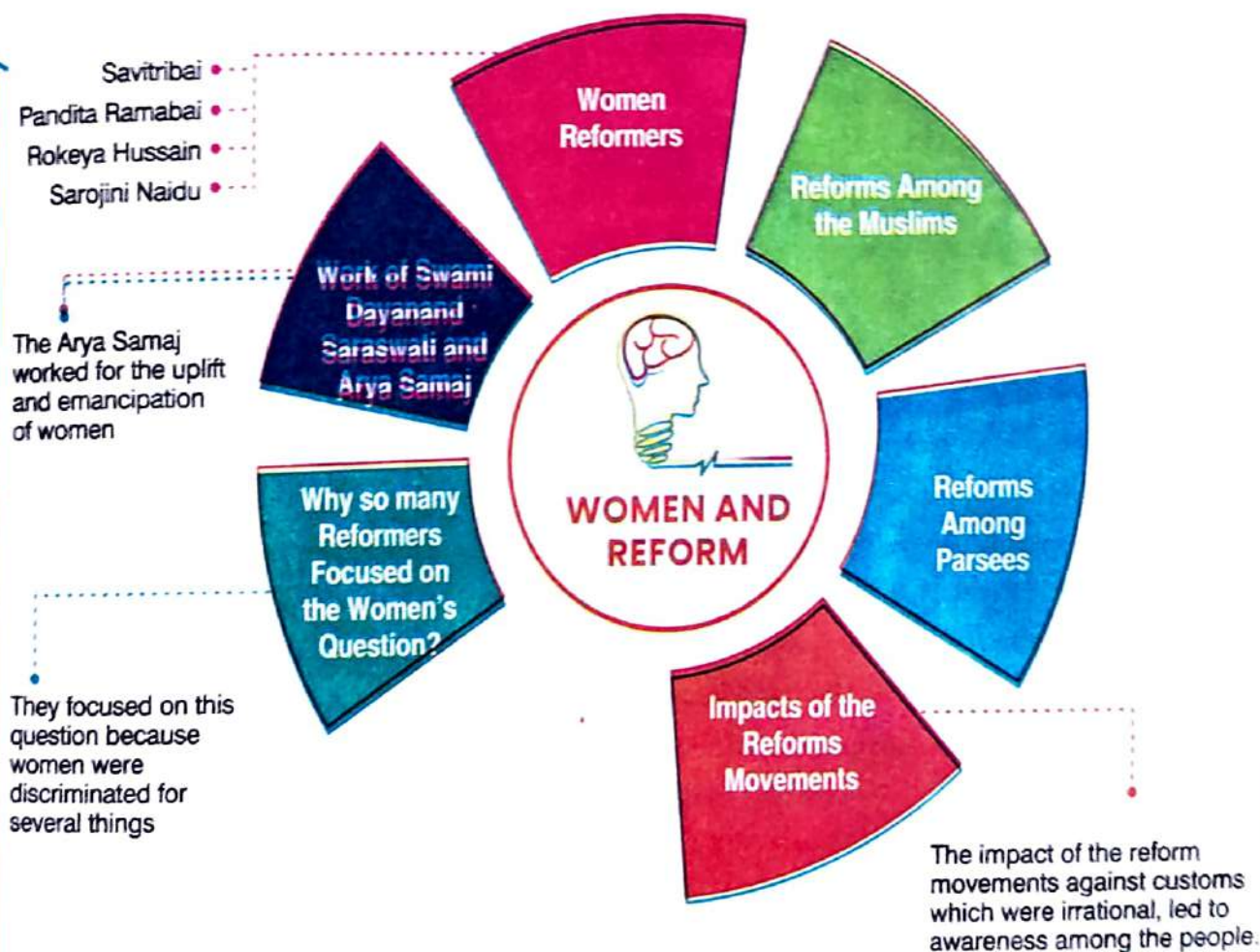
- ◆ **Ras Sundari Devi's** autobiography **Amar Jiban**, was the first autobiography to be written in Bengali. It illustrates the restrictions on Bengali women on being educated.
- ◆ **Ramabai Ranade** edited and published the speeches of M G Ranade after his death. In her autobiography she writes about the problems she faced when she tried to study.
- ◆ **Ishwar Chandra Vidyasagar** published a newspaper **Shome Prakash**. Many of his articles featured in this newspaper. He wrote a series of articles in defence of widow remarriage.

Try It!

Learning from Information

Write a detailed analysis of the social condition of women during pre and post British period. What kind of social evils did the women face then and now, and what changes have been witnessed as an improvement in the present time?

MIND MAP



EXERCISE



I. Tick (✓) the correct option.

- 'Lokhitavadi' title was given to :
(a) Keshab Chandra Sen (b) Gopal Hari Deshmukh
(c) Govind Ranade (d) None of these
- The custom of sati was banned by :
(a) Raja Ram Mohan Roy (b) Lord William Bentinck
(c) Lord Macaulay (d) None of these
- The Widow Remarriage Act was brought about by the untiring efforts of :
(a) Raja Ram Mohan Roy
(b) Ishwar Chandra Vidyasagar
(c) Keshab Chandra Sen
(d) None of the above

II. Fill the gaps.

- In 18th century, all the power and pleasure were only for
- The Brahma Sabha was founded in
- The first women's uplift movement in Maharashtra was led by.....
- In widow remarriage was legal.

III. Write 'T' for True and 'F' for False.

- Many reformers focused on the women's condition.
- The sati practice was more prevalent in Bengal.
- Savitribai was the first woman teacher in Maharashtra.
- Ishwar Chandra Vidhyasagar published a newspaper Shome Prakash.

IV. Answer the following questions briefly.

- Name any four major social ills women suffered from during the nineteenth century.
- Who was Raja Ram Mohan Roy ?
- Who was Swami Dayanand Saraswati? How did he contribute for women's uplift ?
- Who was the most prominent Muslim reformer ? What is his main contribution ?

V. Answer the following questions in detail.

- Explain the reasons, why were the reformers focused on the women's question ?
- Describe the contribution of Maharashtra in the women's uplift.
- Describe the contribution of Bengal to the upliftment of women.
- What was the role of women reformers in women's emancipation ?



Skills Enrichment Zone

THINK SMART



21st
CS

Communication



- I. During the medieval period, Rajput queens used to perform Jauhar, a practice of mass suicide by throwing themselves into fire. Jauhar was practised by these queens after their husbands, defeat in wars, as an act of protection of their virtue and royal status. What do you think of this practice committed by Rajput queens, would you have supported it? Share your views in the class.

PROJECT



HD

Learning with Information

- II. Choose any reformer from this chapter. Make a project on that reformer and her/his reforms. You can include the following points to make your project interesting :
- Family background
 - Education
 - Social evils that were prevalent during that time.
 - Reformer's contribution in eradicating these social evils.

ACTIVITY



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CS

Communication



- III. Organise and participate in the group discussion on the topic 'Position of Women in 19th Century.'

Out of the Box !



21st
CS

Critical Thinking



- Why do you think Indian woman still lag behind their male counterparts in the field of education?
- Imagine if you were getting married at your present age, how would you feel?



9. CASTE SYSTEM AND REFORMS

PRIOR KNOWLEDGE

- ⊙ The varna ashram system of the Hindus gradually degenerated into caste system.
- ⊙ It divided Indian society into many groups which made national integration difficult.

LEARNING OBJECTIVES

- ⊙ Evils of the Caste System
- ⊙ Arguments for Reforms in the Caste System
- ⊙ Impacts of the Reform Movements
- ⊙ Ideas and Efforts of Reformers

GET GOING

The social structure of the ancient India was formed on the basis of the Varna system which gradually evolved into the caste system. Do you recall what were the four Varnas?

The word 'Caste' expresses a hierarchical relationship. According to French scholar **Louis Dumont**, the caste system is based on the notion of purity and pollution. Those who are at the top of pollution-purity hierarchy (ladder), are given the highest place, while those at the bottom are accorded the lowest status.

In Rig Vedic period, people had the freedom to change their profession. During the Post-Vedic period, the caste system became more rigid. The caste system began to be associated with birth and became hereditary. The caste system became complex as several sub-castes came into existence.

EVILS OF THE CASTE SYSTEM

As the caste system grew rigid, several evils crept into the society :

- (1) A person born into a particular caste was forced to adopt his family profession. The strict caste rules did not permit any change of profession. People could not develop skills other than their own. It hindered the free development of society, which became stagnant.
- (2) The division of society into various castes gave rise to social inequalities. The low castes were treated as inferior. They were deprived of the privileges enjoyed by the higher castes.
- (3) The rigid caste rules and regulations did not permit inter-caste in a marriage or inter-dining.
- (4) The rigid caste regulations narrowed the outlook of people and checked the growth of society.

ARGUMENTS FOR REFORMS IN THE CASTE SYSTEM

The nineteenth century saw changes in caste-ridden society. Caste reforms were initiated by some enlightened and educated Indians in the nineteenth century. The reformers were motivated by a spirit of enquiry to replace blind faith in current traditions, beliefs, systems and customs of



the society. They were also aware of the fact that the cause of our subjugation was the internal weaknesses of our social structure. Educated Indians were greatly moved by the western ideas of humanism and rationalism and as such, they began to look at the strengths and short comings of society in order to remove the weaknesses.

The following factors were responsible for initiating reforms in the caste system :

- (1) The rigid caste system had divided the Hindu society. The social disunity was disastrous for Hindu society.
- (2) The educated reformers believed that the hereditary caste system was a great hindrance in the development of one's talents and personal advancement.
- (3) The rigid caste rules made the Hindu religion unpopular. The lower caste resorted to conversion of faith (mainly Christianity).
- (4) The caste system was largely responsible for the development of a narrow outlook among the Indians, it did not allow the Indians to mix freely with the foreigners and adopt radical views.
- (5) The 'Shudras' were considered untouchables. They lived in seclusion and lead a miserable life. They were exploited by the upper castes.
- (6) The caste system was responsible for a low physical development, national poverty, hindrance in intellectual progress, aversion for social reforms, limits on individual liberty, hindrance in the development of nationalism, class conflicts, moral degradation and a false sense of pride among the upper castes. This created inequalities and disunity in society.

Thought Shot



Critical Thinking



If you were a 19th century social reformer what would you have done to remove social inequalities that existed?

Ideas and Efforts of Reformers

Sri Narayana Guru (1854-1939) : Sri Narayana Guru was born into an Ezhavas family of Travancore (Kerala) in 1854. The Ezhavas were considered untouchable. He acquired Sanskrit education, so far considered a prerogative of the upper castes only. He devoted himself to the cause of the uplift of the Ezhavas and other oppressed people. In 1903, he established the Sri

Narayana Dharma Paripalan Yogam. This organisation carried on a crusade to allow untouchables to worship in Hindu temples. He established several temples without the images of the deities. His organisation became a powerful political force of South India in the early twentieth century.

E V Ramaswami Naicker (1879-1973) : E V Ramaswami Naicker, popularly known as 'Periyar', was born in Madras (Chennai). He was pained to see the sad plight of the *dalits* who had suffered seclusion, oppression and exploitation for many centuries. He set up an organisation named as **Dravida Kazhgam**, which worked for the reservation of the low caste people in government jobs.

Sri Narayana Guru was a rare combination of a saint and social reformer. He said, "People must achieve threefold cleanliness of thought, word and deed."

Mahatma Gandhi (1869-1948) : Mahatma Gandhi rendered useful contribution for reforming the caste system and upliftment of the depressed classes. He condemned untouchability. He believed

MY DICTIONARY



prerogative : a special right that somebody has.



in the doctrine of equality as embodied in the *Gita*. Mahatma Gandhi undertook fast unto death when the British Government through the Communal Award of 1932, tried to separate the *Harijans* from the Hindus. He founded the *Harijan Sewak Samaj* in 1932 for the uplift of *Harijans*. He began the publication of a weekly paper *Harijan* in 1933 and through it he took up the cause of *Harijan*. '*Harijan*' meant the children of God. He himself began to live with the *Harijans* in their colony. He attached great importance to eradicate the evil practice of untouchability.

Case Study : Reform Movement in Maharashtra

Jyotiba Phule (1827-1890) : Jyotiba Phule was born in a low caste *Mali* family. He had personally experienced the humiliation and disgrace that the lower castes had to face in Hindu society. He founded the **Satya Shodhak Samaj** in 1873 which **crusaded** against the domination of the high castes. Its aim was to work for equal rights for the people of the oppressed class. He condemned the caste system and opened the gates of his Satya Shodhak Samaj for every one without any distinction of caste and religion.

After receiving patronage from the ruler of Kolhapur, they preferred to remain loyal to the British. He wrote in Marathi rather than English and spoke in favour of **Bahujana Samaj** (majority association). The second trend attacked the caste system. It became widely popular particularly in villages. **Dinkarrao Javalkar** began providing leadership to the Samaj from Poona which proved anti-British.


Dr B.R. Ambedkar (1891-1956) : Another caste movement was led by Dr B.R. Ambedkar. Dr Bhim Rao Ambedkar, the framer of the Indian Constitution and the best known leader of the Dalits fought for the rights of the Dalit community. He was born into the Mahar caste which was considered untouchable.

Mahatma Gandhi has used the term '*Harijan*' for the untouchable, which was rejected by Dr Ambedkar. Mahatma Gandhi believed that the practice of untouchability was a great obstacle in bringing the untouchable into the mainstream of Hinduism. But for Ambedkar the low status of untouchables could not be understood exclusively in terms of the practice of untouchability. Their economic and political subservience were equally important factors. He argued for the recognition of these people as untouchables and as a social minority as they were subjected to cumulative domination.

Dr Bhim Rao Ambedkar was awarded the Bharat Ratna Award posthumously in 1990.

Dr Ambedkar was the first person from his caste who went to England to become a lawyer. He led many efforts to gain entry into temples. Later in life he converted to Buddhism along with his 2,00,000 followers in his search for a religion that treated all members of the society equally.

In 1924, Dr Ambedkar laid the foundation of the **Akhil Bhartiya Bahishkrit Hitkarni Sabha** to improve a lot of the depressed classes and to promote education among them. He rendered free legal service to the depressed classes to fight against any injustice. He laid great emphasis on education of the depressed classes. For this purpose, he established the **Depressed Classes**



The term '*Harijan*' was initially coined by Narsi Mehta (1414-1481), a Bhakti poet, to refer to the children of devadasis (female temple dancers.)

MY DICTIONARY

crusade : a fight for something that you believe to be good.



Education Society and opened many schools and colleges to promote education among the downtrodden.

Dr Ambedkar struggled for the social and political rights of the depressed classes. He forced the British Government to remove all the restriction on the entry of the depressed class to different government and semi-government jobs. It was due to his efforts that the depressed classes got many seats in the Legislative Assemblies and Legislative Councils.

Case Study : Reform Movement in Andhra

Veerasingam (1848-1919) : Kandukuri Veeresalingam was born into an orthodox Brahmin family of Andhra Pradesh. He founded the **Rajamundry Association** in 1878. He worked as school teacher in his later life and waged a long battle for the rights of women, campaigned against the caste system and encouraged inter-caste marriages. He campaigned against untouchability. He was a great supporter of the oppressed and the downtrodden. He started a social organisation called **Hitkarini**.

IMPACTS OF THE REFORM MOVEMENTS

Social reformers contributed a lot in curing the religion and society and raise nationalism on a strong footing.

- (1) The reform movements made significant advances in improving the conditions and position of women, especially of depressed classes. Many laws were passed.
- (2) Many reformers set up schools for girls. It served the cause of their education.
- (3) Almost all the reformers attacked the caste system and the inhuman practice of untouchability. Inter-caste and inter-community marriage brought people together.
- (4) Most of the reform movements gave rise to feelings of nationalism as they united people by breaking down social barriers.
- (5) Unfortunately, most of the reformers worked within the framework of their community and as such, influenced only a small percentage of the population.

Thought Shot

The manhole cleaners often face humiliation and social discrimination in our societies. What will you do to ensure the protection of their dignity and respect for their profession?

SEL

Social Emotional Learning



Try IT!

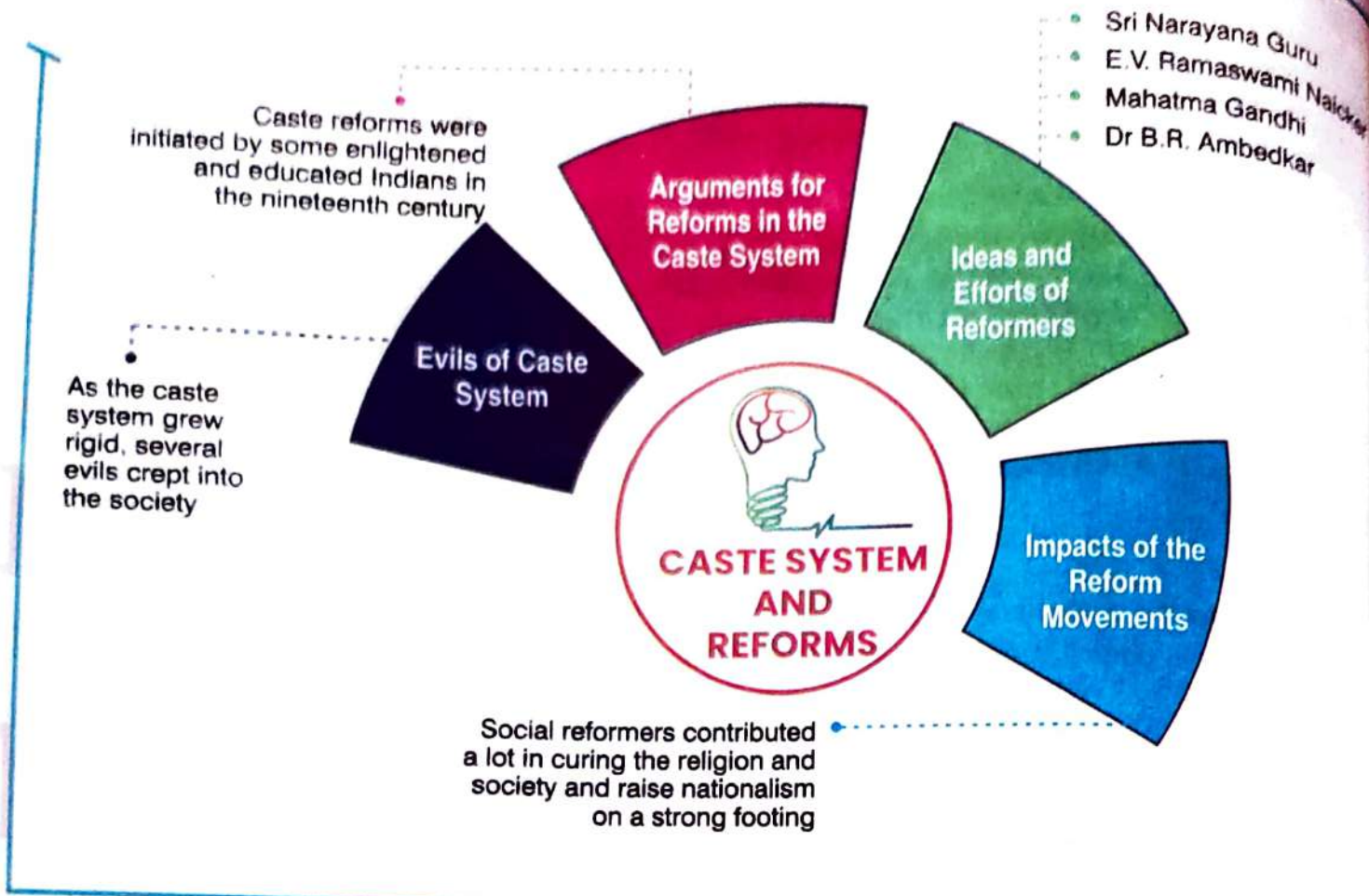
Create a poster as a member of the Satyashodhak Samaj promoting caste equality. You may use powerful phrases, slogans and messages if possible. Show your poster in class.

AI

Art Integration



MIND MAP



EXERCISE



I. Tick (✓) the correct option.

- Satya Shodhak Samaj was established by :

(a) Jyotiba Phule	<input type="checkbox"/>	(b) Sir Syed Ahmed Khan
(c) Ishwar Chandra Vidyasagar	<input type="checkbox"/>	(d) Swami Vivekanand
- Harijan Sewak Samaj was established by :

(a) Jyotiba Phule	<input type="checkbox"/>	(b) Mahatma Gandhi
(c) Swami Vivekanand	<input type="checkbox"/>	(d) B. R. Ambedkar
- Rajamundri Association was established by :

(a) Kandukuri	<input type="checkbox"/>	(b) Gandhiji
(c) Jyotiba Phule	<input type="checkbox"/>	(d) B.R. Ambedkar



II. Fill the gaps.

1. The division of society into various castes gave rise to social
2. was the worst kind of practice associated with the caste system.
3. The were considered untouchables.
4. Almost all the reformers attacked the caste system and the inhuman practice of

III. Write 'T' for True and 'F' for False.

1. Periyar Ramaswami was born in Madras state.
2. Jyotiba Phule was born in an orthodox Brahmin family.
3. Sri Narayana Guru founded the Rajamundri Association.
4. Dr Ambedkar belonged to the Mahar caste.

IV. Answer the following questions briefly.

1. What do you understand by caste system ?
2. Who was Jyotiba Phule ? What was his contribution in the field of caste reforms ?
3. Describe the work of Veeresalingam for caste reforms.
4. Who was Dr Bhim Rao Ambedkar ?

V. Answer the following questions in detail.

1. How did untouchability prove harmful for the Hindu society ?
2. Why did most of the reformers focus on the caste system ?
3. What did Gandhiji do for the cause of the depressed classes ?
4. Evaluate the work of Dr Ambedkar for the uplift of the depressed classes.
5. What are impacts of reform movement ?



Skills Enrichment Zone

FUN ACTIVITY



EL

Experiential Learning

- i. Perform a role play in class of Veeresalingam. Express that how he worked for scheduled caste people. One student can play Veeresalingam and other students can play as his supporter or opponent.

PROJECT



21st
CS

Creativity



- ii. Collect photographs of the social reformers and paste them in your scrapbook.

Out of the Box !



21st
CS

Critical Thinking



- Do you think caste discriminations have come to an end in present India?
- Why do you think the reformers started association to work against the repressive caste system?





10. COLONIALISM AND URBAN CHANGE

PRIOR KNOWLEDGE

- ⊙ Many Indian cities grew as urban centres during the pre-British period.

LEARNING OBJECTIVES

- ⊙ De-urbanisation or Urban Decline in the Nineteenth Century
- ⊙ Emergence of New Towns

GET GOING

You are a young British officer—a part of a team responsible for town planning of Calcutta (Kolkata). Give a first hand account of your experience.

The advent of the British in India had caused colonisation and urbanisation.

Colonialism refers to the principle or practice of having colonies. It also refers to the economic, political and social policies by which colonies are governed by the sovereign country (or the colonial power).

The colonisation of India had begun in 1510 AD when the Portuguese established new port town in Panaji (Goa) and later in Bombay in 1532. The Dutch set up their colonies in Machilipatnam (1605) and Nagapattinam (1658), and the French colonized Pondicherry (1673) and Chandranagore (1690). The British established themselves in Madras (1639) and Calcutta (1690). All these European settlements and the European presence as traders in many ports and inland cities, continued throughout the Mughal period, but without having any marked impact on the level of urbanisation in India. It is only in the early nineteenth century that the British established a firm territorial hold in India and India came under the British Crown in 1858. From that time until 1947, the British exercised unquestioned authority over the entire sub-continent. The entire country came under one political umbrella. The course of urbanisation after 1800 in all parts of India was determined by British colonial economic policies and social attitudes.

Urbanisation means change in the life and structure of places, making them more industrialised and urban.

DE-URBANISATION OR URBAN DECLINE IN THE NINETEENTH CENTURY

The consolidation of territorial power by the British in 1800 brought about a period of stagnation and decline of urban centres in India, which lasted for over a century. The 19th century urban scenario stands out in contrast to the Mughal period of urban growth. The main reasons for the decline of cities during this period are :



- (1) The lack of interest on the part of British in the prosperity and economic development of India.
- (2) The ushering in the industrial revolution in England in the later half of the 18th century, thus altering the very complexion of urbanization in England and in India at a later stage.

Around 1800 AD, India had 16 cities with a population of one lakh or more and about 1500 towns spread over all parts of the country. The over-all level of urbanization in 1800 AD, is estimated to be approximately 11%. Varanasi was the largest city in India in 1800 AD, followed by Calcutta, Surat, Patna, Madras, Bombay and Delhi having a population of only 1,50,000 each. Among these cities, only three (Calcutta, Madras and Bombay) were entirely new cities established by the British; the rest had their origins in Mughal or earlier times.

A major feature of the urbanization in early 19th century was the decline of the pre-British cities. Prominent among the cities that lost their former importance were Agra, Delhi, Lucknow, Ahmedabad, Srinagar, Cambay, Patna, Gaya, Baroda, Indore, Tanjore, etc. By 1872, the urban population of India had declined from 11% in 1800 to 8.7% in 1872. Calcutta by this time had become the premier city of India, with a population of nearly 8 lakh, and while the pre-British cities showed a marked decline in population, the British cities of Calcutta, Bombay and Madras showed remarkable growth.


The decline of urban places in India during the 19th century was primarily due to the negative attitude of the British towards the traditional industries of India, particularly the cotton textile industry. This attitude was largely a result of the industrial revolution in England and the growth of the textile industry in Manchester. India was the main market for British goods. India's traditional urban centres, which depended on the export of its industrial products, declined rapidly.

Another factor contributing to the decline of the urban centres of the pre-British period was the introduction of the network of rail-roads in India, in 1853. By 1900, the rail network had covered all parts of the country. The industry of the railways resulted in the diversion of trade routes into different channels and every railway station became a point of export of raw materials, thus depriving some of the earlier trade centres of their monopoly in trade. Many trading points on the Ganga river, such as Mirzapur, which was an important trade channel, lost their importance.

EMERGENCE OF NEW TOWNS

On the positive side, the railways contributed to the growth of the metropolitan cities and even some of the major inland towns. The railways also helped in the introduction of modern industries in the metropolitan cities of Calcutta, Bombay, Madras and Kanpur. The 19th century also saw the emergence of a new class of towns in the hill areas of the Himalayas and the South.

A number of new towns and new suburbs were built and the pattern of new town planning changed. They were setup by the British to meet the needs of colonialism.



In 1901, India had 25 cities with one lakh or more population and 69 cities with a population of 50,000 or over. In all, there were 1917 towns in India in 1901.

MY DICTIONARY

usher : the person who shows people to their seats in a theatre, church, etc.



During the 150 years of British rule, India's urban landscape went through a radical transformation. The major contributions of the British to the Indian urban scene may be explained as under:

(1) **Emergence of Metropolitan Cities**: By the start of the twentieth century, Calcutta, Bombay and Madras had become the leading cities of India. The older cities of the Mughal period had all **dwindled** into small towns and cities. Delhi, Varanasi, Ahmedabad, Agra and Allahabad (Prayagraj) had population of around 2,00,000 each, while Calcutta (Kolkata), the leading city, had a population of over 9 lakh.

Calcutta, Madras and Bombay were leading administrative, commercial and industrial cities. In 1911, the capital of the British Indian Empire was shifted to Delhi, and an entirely new city—New Delhi was built which got completed by about 1935.

(2) **Hill Stations and Plantation Settlement**: The British found the Indian summer season inhospitable. They found an escape in the hills where they spent summer. Even the national capital was shifted from Delhi to Shimla for six months. In 1870 AD, there were 80 hill stations in different parts in India. Shimla, Nainital, Mussoorie, Darjeeling, Shillong, Mahabaleshwar and Kodaikanal were the major hill stations.

Tea and coffee plantations also generated another type of settlements in the hill of Assam, Kerala, Tamil Nadu and Karnataka. These settlements were, however, small in size.

Thought Shot



Critical Thinking

If you are given an opportunity to establish a new city, what sort of site—hilly area, river bank, etc.—would you choose for it? What sort of design layout would you plan for that city? Share your views that what would you do for the people of your city?

(3) **Civil Lines and Cantonments**: The urban landscapes of a large number of pre-British towns and cities were modified during the British rule. The modifications are most noticeable at British administrative centres—the provincial capitals, the district headquarters and the *tehsil* level administrative centres. The Civil Lines were a new addition to all big administrative centres. The Cantonments were often built near major towns for security reasons. The Civil Lines and Cantonments accommodated the British Civilian and Military personnel. The Civil Lines contained administrative offices, courts and residential areas for the officers. The Civil Lines and Cantonments had large open spaces, bungalows, planned roads, etc. In all 114 Cantonments were built during the late 19th and early 20th century. They were mostly concentrated in the plains of Punjab and western Uttar Pradesh, the southern states had only five cantonments. These were built for armed forces. There were separate barracks for Indian soldiers.

(4) **Railways, Industrialization and Urbanization**: The introduction of railways in India created a national network of urban places, in which the metropolitan cities formed the primary foci, supported by the one lakh cities as satellite centres. The railways contributed to the expansion of trade and introduction of modern industry and thus indirectly helped the process of urbanization. New railway towns emerged in various parts of the country, e.g.

MY DICTIONARY

dwindle: to become smaller or weaker.



Jamalpur (Bihar), Waltair (Andhra Pradesh), Bareilly and Meerut (Uttar Pradesh), Nagpur (Maharashtra), etc.

Industrialization appeared in India quite late. Cotton textiles in Bombay and Ahmedabad, jute in Calcutta and coal mining in the Damodar basin were the early industries. Kanpur and Jamshedpur also emerged as big cities. Most industries were located in the colonial metropolitan cities of Bombay, Calcutta and Madras.



The idea of railways in India was first conceived in 1831-32 in the Presidency of Madras to improve the transport system in South India. However, it could not materialise until July 1856.

The thought of having a railway line to connect Bombay with Thane /Kalyan first occurred in 1843. On October 31, 1850, the newly formed Great Indian Peninsula Railway Company (GIP) started the work of constructing the Bombay-Kalyan line.

The formal inauguration ceremony of the first train in India was performed on April 16, 1853 when 14 railway carriages, carrying about 400 guests, left Bori Bunder. The train was hauled by three locomotives named Sultan, Sindh and Sahib. The train covered a distance of nearly 34 km in about one and a quarter hours.

- (5) **Urban Amenities and Urban Administration** : One of the major benefits of the British rule was the improvement in civic amenities in some major cities. Piped water supply, street lighting, domestic electricity supply, sewerage, modern shopping areas, parks, playgrounds for recreation were established in a number of cities. Urban administrative bodies were established to look after civic amenities in a number of cities from 1882. These municipalities were primarily concerned with the collection of local taxes, maintenance of roads, removal of garbage and night soil, primary education and public health.

Town planning was not introduced during the British period, although legislation for the improvement of slum areas was enacted in the first two decades of the twentieth century in Bombay and other provinces.

- (6) **Public Works** : Lord Dalhousie set up a separate 'Public Works Department' in every Presidency. The new Department took up the task of constructing roads, canals and bridges. During the first half of nineteenth century, the Ganga and the Yamuna canals, Bari Doab canal in Punjab and the Godavari and Krishna canals in south India were constructed. In the later half of the century, Agra canal (1874), Sirhind canal (1878) and several other canals in Punjab were constructed between 1890 and 1899.



Lord Ripon, known as the 'Father of Local Self-Government', passed a resolution in May, 1882 regarding Local Self-Government in Provinces. The Resolution aimed at the introduction of principles of self-government in municipal administration as in the case of rural boards. Up to the time of Lord Ripon, the local administration of towns, like that of rural areas, was not conducted on any uniform or definite principle. In big towns there was a municipal committee nominated by the Government with the District Magistrate at Chairman.



Delhi : A Case Study

Delhi, the capital of India, is of great historic importance. It lies astride the Yamuna river, a major tributary of the Ganga river. The most significant topographic feature of Delhi is the Delhi Ridge, an extension of the Aravalli Range.

Delhi's oldest city is known from the *Mahabharata* days. 'Indraprastha' was a splendid fortified city. During the long period from the early centuries BCE to the tenth century CE, Delhi remained an inhabited area. It was located on a commercial route. By the tenth century CE, the Rajput Tomers had settled in the south of Delhi. About 1060 CE, the Tomers shifted their capital to a walled citadel known as 'Lal Kot'. By the 1160's, the Rajput Chauhans had wrested Delhi from the Tomer rulers. Prithviraj Chauhan enlarged the older Lal Kot, although his capital was Ajmer (in Rajasthan). The enlarged Lal Kot was called 'Qila Rai Pithora'.

In 1192, the Ghori of Ghazni, defeated the Chauhans and occupied Qila Rai Pithora. Considerable changes were made in the city's interior to give it a new Islamic-Persian character. Qutubuddin Aibak built a jami mosque today known as the Quwwat-ul-Islam in citadel. Qutub Minar was also built to the mosque's south.

During the reign of Alauddin Khalji, the walled citadel of 'Siri' was built. The massive fortresses of Tughluqabad (c. 1320-25) and Adilabad (c. 1330) were also built up. In 1327, Muhammad Bin Tughluq created the city of 'Jahanpanah', which linked Siri, Tughluqabad and Adilabad.

Firoz Shah Tughlaq (1351-88) added yet another city, its citadel is today known as **Kotla Firoz Shah**. In 1398 Timur sacked Delhi and the city lost its political significance. During the Sayyids (1414-51) and the Lodis (1451-1526) rule, vast numbers of tombs were built. The mosque in the Lodi Gardens (1492) developed the most common mosque type in India.

Mughal Emperor Humayun (1530-56) commenced a walled city and citadel 'Din Panah' (today known as Purana Qila) near the tomb of Saint Nizam-ud-Din Auliya.

Shah Jahan founded his new walled city of Shahjahanabad, on the Yamuna river. His fort is popularly called 'Lal Qila' (Red Fort). Chandni Chowk was the most important part of Delhi. Later, Aurangzeb (1658-1707) added a small mosque inside the fort.

Delhi was sacked twice in the eighteenth century. In 1803, the British took Delhi. They shifted their military and civil operations north of Shahjahanabad. After 1857, the military took over the palace and converted it into a fort. They developed Delhi into a classic colonial town including the native city, the Cantonment and the Civil Lines. In 1867, the first regular railways train had entered the city from Calcutta. By 1910, the city had municipal governance, water distribution and sanitation systems, telephone and telegraph lines and electricity. In 1877, the first great *darbar* was launched to demonstrate the British dominion over India. In 1911, George V announced to shift the capital of India from Calcutta to Delhi. Raisina Hill, located south of the walled city was selected as the capital site. New Delhi was inaugurated in January 1931. Sir Edwin Lutyens was chosen as the architect. Viceroy's house, India Gate, Legislative Assembly, Connaught Place, etc., were erected.

Since independence, New Delhi has grown tremendously as a city. The India Gate on the Rajpath was built in the memory of the soldiers of the British Army who lost their lives in the First World War. Another memorial, Amar Jawan Jyoti was added to commemorate the martyrs of the Indo-Pak War of 1971.

The **Viceroy House** (known as Rashtrapati Bhawan), is a grand building with more than 340 rooms. Its architecture is inspired by the Parthem of Rome, the Sanchi Stupa and the Mughal buildings. The Mughal Gardens are an added attraction.



The Parliament House lies to the north-west of Vijay Chowk. It is a huge circular columned building with three semi-circled chambers for the Lok Sabha, the Rajya Sabha and the Central Library. It is an epitome of Indian democracy.

The **Secretariat** incorporates the North block and the South block. It was designed by the famous British architect Herbert Baker. The building includes many features of the Mughal and Rajput styles of architecture. The building houses headquarters of several central ministries. The **Connaught Place** and the **Connaught Circus** are important landmarks of commercial activity.

Try IT!

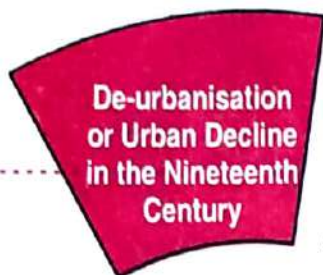


Creativity



Imagine you were present at the 1911 grand darbar of Delhi, which celebrated king George's coronation in England and declared Delhi as the capital of British India. How would have you felt?

MIND MAP



The decline of urban places in India during the 19th century was primarily due to the negative attitude of the British towards the traditional industries of India, particularly the cotton textile industry



A number of new towns and new suburbs were built and the pattern of new town planning changed. They were setup by the British to meet the needs of colonialism

EXERCISE



I. Tick (✓) the correct option.

(MCQs)

1. Around 1800 AD, India had how many cities with a population of one lakh?

(a) 20

(b) 18

(c) 16

(d) 14



2. Who is known as the father of Local self-government?

(a) Lord Ripon



(b) Lord Canning



(c) Lord Curzon



(d) Lord Clive



3. The viceroy house is also known as :

(a) Connaught Place

(c) Sansad Bhavan



(b) Commercial House

(d) Rashtrapati Bhavan

II. Fill the gaps.

1. refers to the principle or practice of having colonies.

2. was the first port town occupied by the Portuguese.

3. In 1872, had become the premier city of India.

4. Delhi was made the capital of India in

III. Write 'T' for True and 'F' for False.

1. The British introduced the railways in India in 1858.

2. Pondicherry was established by the French.

3. King George V declared the transfer of capital from Calcutta to Delhi in 1911.

4. The Civil Lines contained offices and residences of British official.

IV. Answer the following questions briefly.

1. What do you mean by urbanisation?

2. Name some of the major British monuments in Delhi.

3. Who set up a separate Public Works Department during the British rule?

4. Name the city with the highest population in India in 1800.

V. Answer the following questions in detail.

1. What led to the decline of cities in India during the 19th century?

2. Explain the role of railways in the growth of metropolitan towns and decline of pre-British towns in India.

3. Why were the municipalities established in big cities during the British rule?

4. Write a note on the British influence on urbanisation in India.



Skills Enrichment Zone

ACTIVITY



- i. Have a debate in the class on the topic 'The British led India to the path of urbanisation'. Form two groups, let one group speak in the favour of the topic, while the other speaks against it.



Communication



PROJECT



- ii. With the help of Internet, prepare a project file of some popular colonial towns/cities/structures and their present condition. You may use visuals for a proper comparative study. Add any additional information that you find.



Technology / Digital Resources



Out of the Box !



Critical Thinking



- Why do you think the British created New Delhi, as a symbol of their power, while completely ignored the old Delhi?
- How did the arrival of the British give rise to different needs in cities?





11. THE CHANGING WORLD OF ARTS

PRIOR KNOWLEDGE

- Art is a way of reflecting one's thoughts.
- The art of a particular time period captivates the environment the religious or political ideas and the social changes that took place within it.

LEARNING OBJECTIVES

- Developments in the Fields of Art
- History of Modern Art
- Developments in Literature
- Development of Architecture

GET GOING

Imagine you are an aspiring poet/painter during the colonial period and are heavily influenced by the agitation caused by the oppressive British rule. You want to write a poem or paint a picture, highlighting your feelings about the British oppression. Create your own poem/painting and share it in class.

The period of two centuries between 1757 and 1947 is referred to as the period of colonialism and nationalism. This period marks a break with the past and heralds transformations in various fields of arts, literature and architecture.

DEVELOPMENTS IN THE FIELDS OF ART

The following factors influenced the development of modern art in India :

- Earlier, the Indian art was patronised by nawabs and princes. Under the British rule, it underwent a great change.
- From the 1780's, India became a major attraction for landscape and portrait painters from England. With them arrived the art of oil painting, water colours techniques of engraving and lithography. James Forbes, John Grants, James Baillie Fraser and Charles D'Oyly were famous British painters and engravers. The portrait painters included Tilly Kettle and John Zoffany.
- Western style oil portraits on oriental themes were in vogue in the early and mid nineteenth centuries. At about the same time, the genre of 'history painting' also developed. British painters glorified the imperial power in their paintings.
- In the late eighteenth century, provincial courts at Murshidabad, Awadh, Hyderabad, Arcot and Thanjavur bore witness to the opposing pictorial conventions of miniature and illusionist oil painting.
- A new category of 'Company Painting' grew which catered to the new British demands for accurate copying of the background scenery, lifestyle, etc., of the colonial masters.



- (6) There also existed popular picture production that flourished around temples, pilgrim centres and the Black Towns of colonial cities. It was branded as 'bazaar art'. One of the best known of the bazaar art emerged as Kalighat Painting in Calcutta.
- (7) In the mid-nineteenth century, there began printing and the mechanical replication of picture. The themes ranged from **almanacs** and scriptures to romantic and adventure fiction.
- (8) By the 1880's, the above genres and styles faced rapid extinction and the entry of new printing techniques, e.g. lithography, oleography and new modes of shading and anatomy drawings.

History of Modern Art

The modern Indian art may be studied under three chronological phases : the colonial western phase, the nationalist phase and the modern phase.

The **western phase** is associated with the practice of oil painting and the adoption of the academic realistic style. New schools of art set up in the metropolitan cities—Chennai (1850), Kolkata (1854), Mumbai (1856) and Lahore (1878). For 'fine arts' western academic art set the norm while in the 'decorative arts', India's traditional crafts were seen to excel. Mumbai in the late nineteenth and early twentieth century became the home of academic artists, most of whom emerged from Sir JJ School of Art and specialised in portrait, landscape and sculpture.

Raja Ravi Verma (1848-1906), a **scion** of the Royal family of Travancore and a self taught oil painter, is the most exemplary product of the westernising phase. He excelled in oil painting. He was the most popular mythological painter. He established his own oleography press on the outskirts of Mumbai to launch mass production of his paintings.

The **nationalist phase** began in 1905 with the anti-colonial swadeshi agitation in Bengal. Abanindranath Tagore (1871-1951) first evolved the Indian style painting. He stylised water colour (wash) paintings. His paintings explored themes from Mughal history, Jayadeva's *Gita Govinda*, Kalidasa's *Ritu Samhara* and *Meghaduta*. His students included Nandalal Bose, and some Japanese artists who formed the core of the New School of Indian Painting. By the 1920's the Bengal School of Painting had taken an all Indian character.

Beyond the nationalist phase, the story of **modern Indian art** came to centre at Rabindranath Tagore's new art teaching centre, the Kala Bhavan, set up in 1920 at Shanti Niketan, under the charge of **Nandalal Bose** (1882-1966). This art was rooted in a variety of oriental pictorial traditions ranging from Ajanta and Bagh Murals to Chinese brush painting and Japanese wood cuts, to the indigenous folk art of the *Pat Chitra*. **Benod Behari**



Saraswati,
Raja Ravi Verma



Benod Behari Mukherjee Painting

MY DICTIONARY

almanacs : a book published every year that contains information about the movements of the planets, the phases of the moon, etc;

scion : a young member of a family, especially a famous one.

Mukherjee (1904-80), the painter and **Ram Kinkar Baij** (1906-80), the sculptor were two other modern masters of Shanti Niketan. **Rabindranath Tagore** himself was a great artist. His paintings were individualistic, produced in water colours, crayons and mixed media.

Amrita Sherghil (1913-1941), the sole woman artist of the entire early history of art, deserves mention. She was a genius in oil painting and academic realism. She evolved a distinct ethnic facial type in her figures and made the ordinary people the subjects of her art.

Jamini Roy (1887-1974) was another prominent Bengali painter who produced the most successful 'modern folk' style of his time.

The names of E.B. Havell, A.K. Coomaraswamy, George Keyt, Fergusson, Percy Brown and Sir John Marshall also deserve mention.

After 1947, there emerged the Progressive Artists Group (PAG) which included **Maqbool Fida Husain**, **H.A. Gade**, **Syed Haider Raza**, **Sadanandji Bakre**, **Francis Newton Souza**, **Satisb Gujral**, etc. The main centre of art was Bombay. **M.F. Husain** is a great sign-board painter. Later, his paintings suggested the complex fabric of Indian life from *Mahabharat*, *Mother Teresa*, etc.

Satisb Gujral painted the miseries of the refugees through dark, angry colours and brush work. He was greatly influenced by Mexican Mural painters like **Diego Riviera** and **David Siqueiros**.



Satisb Gujral Painting

Art Schools : In the 19th century, many art schools were established by the British. They were initially opened at the Presidencies of Calcutta, Bombay, Madras and later on at other parts of the country as well. These schools promoted western styles of painting.

The Mysore and Thanjavur schools of art were popular in the south. These were Indian in their themes. In Bengal, **Abanindranath Tagore** (1871-1951) began a new style of painting, which was quite nationalist in its theme. This style developed into the Bengal School of Art. This school took inspiration from miniature paintings of Rajasthani and Mughal art and mural paintings of the Ajanta caves. They also took some style of Japanese paintings. **Rabindranath Tagore** also promoted this school of art.

Art evolves with time everywhere. Influences from the outside world make it richer. The art of modern India witnessed a perfect mix of indigenous art forms and the British art forms.

The **Baroda School of Art** was represented by **Shanti Dave**, **G.R. Santosh**, **Jyoti Bham**, **Ghulam Sheikh**, etc. The **Madras School of Art** flourished under the guidance of **D.R. Chaudhary** and **K.C.S. Panikkar** during the post-Independence period.

The Printing Press in India : The printing press emerged as an active instrument of social change in India.

Printing in India was mostly done through **lithography**. Lithography is a method of printing using stone or a metal plate with a completely smooth surface.



The first printing press in Calcutta (Kolkata) was established in 1778. Daniel's famous *Twelve views of Calcutta (Kolkata)* was among the earliest books printed in India.



Some East India Company officials were the first to attempt publication of newspapers in the country. But it was **James Augustus Hickey** who began publishing the first newspaper in India on 29 January 1780. The newspaper was **The Bengal Gazette**. Other newspapers that followed were **The Calcutta Gazette** in 1784, **The Bengal Journal** and **The Oriental Magazine of Calcutta** in 1785, **The Calcutta Chronicle** in 1786, **The Madras Courier** in 1788, and a year later, **The Bombay Herald**. The first newspaper in an Indian language was **samachar Darpan** in Bengali. The other important newspapers of the period were, **Amrita Bazar Patrika**, **Kesari**, **The Hindu**, **The Tribune**, **The Hindustan**, etc.

The printing press also played a vital role in the spread of the freedom struggle. Newspapers such as the **Sambad Kaumudi**, started by **Raja Rammohan Roy** in 1821, and the **Kesari**, started by **Lokmanya Tilak** in 1881, awakened the ideas of social reform, nationalism and freedom, inspiring them to rise in revolt against oppression.

Sculpture: In the post-Independence era, giant images in bronze were produced by **Ram Kumar Bajj** and **Meera Mukherjee**. **Somnath Wore** produced small bronzeworks. In Madras (Chennai), **P.V. Janakiram** and **S. Dhanapal** created iconic images in bronze and copper. **Piloo Pochkanwar** and **Adi Davierwalla** from Bombay and **Prodosh Dasgupta**, **Amarnath Sehgal** and **Sankar Chaudhary** from Delhi were other prominent sculptors. **Nagji Patel** and **Raghav Kaneria** created sensuous images of stone, while **B.S. Katt** replicated the ancient sculpture. **Himmat Shah** and **Subramaniam** rediscovered the tactile surfaces of clay and terracotta.

Abstract Art: The early pioneers in abstract art include **V.S. Gaitonde**, **Syed Haider Raza**, **Ram Kumar**, **Biren De**, **K.N. Panniker**, **J. Swaminathan**, etc.

Modern trends in Indian art have been given recognition and patronage by critics, individuals, government, etc. The National Gallery of Modern Art contains a large number of collections of modern art. The Lalit Kala Academy has published monographs on contemporary art and artists.



Abstract Painting

Thought Shot

21st
CS

Critical Thinking

From the beginning of the 19th century, educated and conscious Indians fought for the freedom of press. What motives do you think **Raja Ram Mohan Roy** and **Lokmanya Tilak** had behind publishing newspapers?

Changes in Performing Arts

Music, dance and theatre are the main performing arts. India had a rich heritage in these fields before the coming of the English in India. Our classical music, both the Hindustani and Carnatic styles, presents a rich heritage. We are simply thrilled by the rendering of the classical music vocal as well as instrumental.

Music and dance have also been influenced by the Renaissance in India.



Music: The *Sangeet Samaj* of Calcutta and *Jnanotttejak Mandir* of Bombay created awakening in the field of music. **Pandit P.N. Bhatkhande** inaugurated new education in music and infused a new spirit for music among people. **Vishnu Digambar** also tried to revive music. His disciples were spread all over northern India and Bombay. **Rabindra Nath Tagore** revived Indian music in Bengal. Many other institutions were set up at Delhi, Lucknow, Gwalior, Calcutta, Madras, Pune, etc., for the promotion of music. By his brilliant exposition and masterly demonstration of Indian music, **Dilip Kumar Roy** won admiration in western countries.

While classicists glorify the antiquity and sanctity of ancient Indian music, it is film music that has captured the minds and hearts of the audiences. Initially the film industry attracted many classical musicians, such as **Hirabai Barodekar**, **Zohra Bai**, **M S Subbulakshmi**, **Begum Akhtar**, as well as maestros **Alla Rakha Khan** (tabla), **Ravi Shankar** (sitar) and **Abdul Haleem Jaffar Khan** (sitar). **Sonu Nigam**, **Shreya Ghoshal**, etc., are also very famous singer.

Indi-pop was created by Indian musicians with a western orientation. Today, it has emerged as a great success. A song and dance number by Indi-pop singer, **Daler Mehndi** adds lustre to a picture. Pop filmi and Rap music is the latest addition in music. It is very popular. **Honey Singh**, **Badshah**, **Mika Singh**, **Neha Kakkar**, **Toni Kakkar**, etc., are some famous pop filmi singer rappers in India.

Arijit Singh is also a very famous singer. He sings filmi pop, Ghazal, Indian classical, etc.

Dance : Manipuri, Kathakali, Kathak, Bharatnatyam, Kuchipudi, Odissi, etc., are the various classical dance forms. Institutions like Kalakshetra, Kerala Kala Mandalam, Siddendra Kalakshetra, Bharatiya Kala Kendra, Kathak Kendra and Jawaharlal Nehru Manipur Dance Academy produced dance dramas. Folk forms like chhau were also brought into the mainstream and were used for choreography.

Uday Shanker, the famous choreographer of India, presented two dance-dramas in the late 1920's in England. During 1932-1960's he performed regularly in America. He established the **Uday Shanker India Culture Centre** in 1938 at Almora (in Uttaranchal) where he trained a new generation of dancers in the oriental style.

By the 1920's **Rabindranath Tagore** too had been exposed to the dance traditions of south-east Asia. Dance was part of the curriculum at his school in Shantiniketan. The Rabindrik or Tagore School of Dance became quite famous. **Uday Shanker's** contemporary, **Shanti Bardhan**, created a new dance vocabulary for his ballet 'Ramayana'.

Uday Shankar is known as the **Father of Modern Dance** in India.

In the 1980's leading classical dancers like **Mrinagini Sarabhai** and her daughter **Mallika**, **Yamini Krishnamurthy**, **Sonal Mansingh**, **Chandralekha**, **Kumudini Lakhia**, etc., became popular. In contemporary dance, the theme shifted from the mythological to the modern. **Manjushri Chaki Sircar** and her daughter **Rajanbati** have evolved the naranritya dance language. **Astad Deboo** and **Uttara Coorlawala** have evolved their individual styles.

Try IT!

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CS

Information



Collect information on Indian-pop singers and enlist them.



DEVELOPMENTS IN LITERATURES

As a result of the contact with western culture, education and literature, there was an awakening in India in the nineteenth century. Some educated Indians began exploring the glorious past of ancient India which restored their self-confidence. The social reformers preached in vernacular languages. Eminent writers composed literature in Hindi and other vernacular languages. However, Indian literature in the nineteenth and early twentieth century underwent many changes in style as well as content. Earlier works were mainly composed in verse. But later the scholars wrote in prose form. New forms of literature like drama, short stories, novels, etc., became more popular instead of epics and other voluminous works. The authors of this period mainly wrote on contemporary humanistic issues, in contrast to the earlier works which were based on religion, mythology and the life of rulers.

Main Features of Modern Indian Literature

- (1) The Indian writers adopted European literary forms such as sonnet, ode and blank verse poetry and narrative prose in novels along with their own literary traditions.
- (2) The content of literature was native or local.
- (3) Indian literature was nationalist in character. It laid emphasis on national liberation.
- (4) Writers glorified the past. They also criticised the old traditions and conventions.
- (5) Indian writers produced literature in vernacular languages.

The following forms of literature were produced :

(i) **Fiction** : Literature in Bengali language was produced in bulk. **Bankim Chandra Chatterjee** (1838-1894) wrote the famous novel 'Anand Math' which contains the national song 'Vande Mataram'. **Munshi Prem Chand** wrote many novels in Hindi including 'Godan' and 'Rangbhoomi'. **Vibhuti Bhusan's Pather Panchali**, **Tara Shankar's Ganadevta** and **Maniko's Padmanadir Majhi** are famous Bengali novels. Famous novelists include : **Phanishwar Nath Renu** (*Maila Anchal* in Hindi), **Gopinath** (*Proja* in Oriya), **Panna Lal Patel** (*Makelajeet* in Gujarati), **Sivaram Karanth** (*Choman Doodi* in Kannada), **Bhai Chandra Namade** (*Kosla* in Marathi), **Sarat Chandra Chattopadhyay** (in Bengali), **Jainendra Kumar** and **Yashpal** (in Hindi).

Bhartendu Harish Chandra, **Ganesh Shankar Vidyarthi** and **Maithili Sharan Gupt**, etc. wrote on social issues in simple Hindi. **Iqbal** composed Urdu poems on patriotic revolutionary and contemporary themes.

Keshav Sut, **Hari Narayan Apte**, **Agarkar**, **Balgangadhar Tilak** and **Chiplunkar** made rich contributions to Marathi literature. In Gujarati, **Narmad's** poetry and **Govardhan Ram's** novel 'Saraswati Chandra' made a tremendous impact. **Lakshmikanta Bezbarua** in Assamese, **Senapathi** and **Radhanath Roy** in Oriya, **K.V. Gowda Puttapa** in Kannada, Kerala, **Verma** and **V.K. Narayan Menon** in Malayalam, **Gurazada Appa Rao** in Telugu and **Vallathol** and **B. Subramaniam Bharati** in Tamil were pioneers in their respective languages. The literature of the early 20th century was deeply influenced by the struggle of freedom. It aroused patriotism among people and advocated reforms in Indian society.



(ii) **Short Story** : Rabindranath Tagore, Prem Chand, Yashpal, Jainendra Kumar, Saadat Hasan Manto, Rajender Singh Bedi, Krishan Chander, etc., were the famous story writers.

(iii) **Poetry** : Indian poetry, influenced by romanticism of European literature, differed in contents and themes. It laid stress on nationalism and as such, it was anti-feudalism and anti-imperialism. The notable Indian poets include : Rabindranath Tagore (Bengali), Iqbal (Urdu), Keshav Sut (Marathi), Subramaniam Bharti (Tamil), etc. In the early 1940's, Indian poetry took to realism and portrayed the lives of the masses. Agyeya and Muktibodh (Hindi), Faiz and Majaaz (Urdu), Jivan Ananda Das (Bengali), B.S. Mardhekar (Marathi), etc. represent the modern poetry.

(iv) **Drama** : Deenbandhu Mitra (1860) and Badal Sarkar (Bengali), Vijay Tendulkar (Marathi), Girish Karnad (Kannada), Mulk Raj Anand and R.K. Narayan (English) are noted dramatists/writers.

Rabindranath Tagore (1861-1941) was a versatile genius. He won Nobel Prize for literature for his immortal work *Geetanjali*. He emphasised national awakening and international humanism. He wrote in his mother tongue, i.e. Bengali. His novels include *Gora* and *Ghare Baire*, while *Galpa Guchchha* is a collection of short stories. He was an original creator in music. His paintings elucidate the high quality of his art.

Thought Shot



Critical Thinking



You have studied that how the field of literature and art get the progress. In your views what else can be done to promote the Indian literature and what values its progress depicts?

DEVELOPMENT OF ARCHITECTURE

The coming of the Europeans marks the introduction of European architecture in India in the sixteenth century. The Arabian Sea forts at Chaul in Maharashtra (1516) and Diu in Gujarat (1536) are reminders of the essentially military character of the Portuguese colonial enterprise. The churches of old Goa give the best idea of the 'baroque ecclesiastical' style in India. The Se' (1562-1651) is the largest cathedral in South Asia. The nearby Basilica of Bom Jesus (1605) is equally grand. The church is laid out on a cruciform plan with prominent transepts.

Daneborg at Trangambadi on the Bay of Bengal coast of Tamil Nadu (1620) is an example of Danish military architecture.

British settlements were also martial in character, as may be judged from the star-shaped, polygonal layouts of Fort William in Calcutta (Now Kolkata) (1757) and Fort St George in Madras (Now Chennai) (1783). English church architecture is neo-classical as in the Cathedral Church of St. Thomas in Bombay (Now Mumbai) (1672-1718). Neo-Gothic architecture become fashionable in the nineteenth century, as can be seen in St Paul's Cathedral in Calcutta (1839-80) and All Saints Cathedral in Allahabad (Now Prayagraj).

The same mix of styles characterize British civic monuments. One of the largest neo-classical projects of the era is Raj Bhavan in Calcutta (1799-1802), seat of the British governors and viceroys, until 1911. Other neo-classical projects include Rajiroji Hall in Madras (1802), Town Hall in Bombay (1833) and Senate Hall of Calcutta University (1864).




Similar features characterize many of the princely residences of the era, such as the Aina Mahal at Murshidabad in West Bengal (1829-37) and the Falaknama Palace outside Hyderabad (1872).

The Neo-Gothic style also proved serviceable for British civic monuments, e.g. the Convocation Hall and Rajabai Tower of Bombay University (1869-74), High Court (1869), Victoria Terminus (1888), and the Railway offices (1894). Neo-Gothic buildings are also found in Queen's College in Varanasi (1847) and High Court in Calcutta (1864-72).

An important innovation of the era was the Indo-Saracenic mode with its imaginative blend of neo-Gothic elements with cusped arches, *Chhatris* and bulbous domes drawn from late Mughal architecture. Monuments of Indo-Saracenic style includes those of Art Museum in Thiruvananthapuram in Kerala (1872), Senate House of Madras University in Chennai (1874-79), Lakshmi Vilas Palace in Vadodara (1881), Central Museum in Jaipur (1875-85), Senate House of Allahabad University (1883) and the K.G. Medical College in Lucknow (1912).

Islamic revivalism characterises the Prince of Wales Museum (1908-15) and the General Post Office (1909-14) in Mumbai, High Court (1916) and Osmania General Hospital (1919) in Hyderabad. Hindu revivalism may be seen in the Lakshmi Narayan Mandir in New Delhi (1938). The Rashtrapati Bhavan (earlier the Viceroy's House), sited at the Rajpath of Delhi (1912-29) and the nearby circular 'Sansad Bhavan' are a monumental version of neo-classicism created by **Edwin Lutyens**. Neo-classicism in Calcutta at this time is best represented by the Victoria Memorial (1921), designed by **William Emerson**. The Umaid Bhavan in Jodhpur, in Rajasthan (1929-44) is designed in an Art Deco manner by **Henry Vaughan Lanchester**.

After Independence, projects were taken up by architects of international repute. **Le Corbusier**, the Swiss-born architect contributed to the master plan of Chandigarh with his individual brand of modernism. The Indian Institute of Management, Ahmedabad was undertaken by the American architect **Louis Kahn**. **Charles Correa** created Gandhi Memorial Centre in Ahmedabad (1958-63) and the Jawahar Kala Kendra Complex in Jaipur (1986-91).



The Gothic architecture had dominated the architecture of cathedrals and churches during the twelfth and thirteenth centuries. The basic features of this architecture were rib vaults, sharply pointed arches and buttresses, lofty spires, stained glass windows and carved facades decorated with mythical creatures. St Peter's Church in Rome represents the first style, while Cathedral of Reims, Cathedral of Florence and the Pisa Tower in Italy represent the Gothic style of architecture.



Lakshmi Vilas Palace

DICTIONARY

rib vault : it is an architectural feature for covering a wide space.

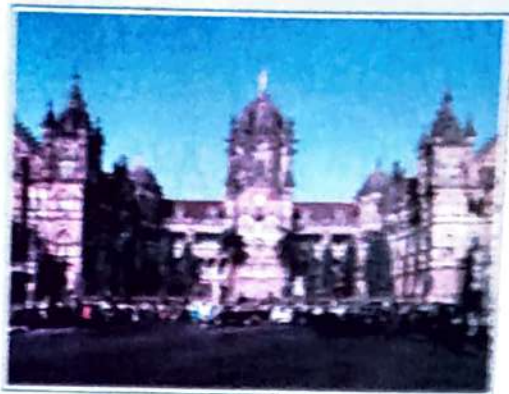


Case Studies : Mumbai And Chennai

Mumbai (formerly Bombay)

Bombay was acquired in 1661. It soon became the hub of commercial and cultural activities. Performing arts- dance, drama, music witnessed all round development. New styles of paintings were evolved. A large number of architectural structures remind us of the colonial days. These structures were made in Indo-European style.

The Victoria Terminus (renamed as Chhatrapati Shivaji Terminus), was built in 1888. Designed by **F.W. Starus**, it took about 10 years to complete. It is the westernmost end point of the Central Railway. It was put on the UNESCO World Heritage list in 2004.



Victoria Terminus
(now called Chhatrapati Shivaji Terminus),
Mumbai

Prince of Wales Museum (renamed as Chhatrapati Shivaji Maharaj Vastu Sangrahalaya) is located near the Gateway of India. It was designed by **George Willet**. It took 6 years to complete. The Museum is a combination of several architectural elements. Its high dome resembles that of the Taj Mahal at Agra. Its balconies and inland floors remind us of Mughal palaces. The Museum house rare and ancient exhibits of Indian history. It also has artefacts of the Indus Valley Civilization and relics of the objects of the Maurya and Gupta periods.

Gateway of India : It was built during 1914-17 to commemorate the visit of George V and Queen Mary for the Darbar at Delhi in 1911. It was completed by **George Willet** and **John Begg**.

Other buildings include General Post Office, Municipal Corporation (1889-93), Raja Bhai Tower, Bombay University (1857), Elphinston College, Old Secretariat, Public Works Department, Central Indian Railway Offices (1894-99), Chamber of Commerce (1836), State Police Headquarters (1872-76).

Chennai (formerly Madras)

Madras was the shortened name of the fishing village Madrassapatam where the English East India Company built a fort and trading post in 1644. By 1652, the factory of Fort St George was recognised as a Presidency. In 1688, the earliest Municipal Corporation of India was constituted here. By 1801, the British became masters of south India and Madras became their administrative and commercial capital. The famous buildings of the British period include the following :

Fort St George : It is the first British fortress in India, built in 1644. It is named after St George, the patron saint of India. Soon, it became the hub of commercial activities. It also helped in establishing British influence over the Carnatic region as well as the French forces based at Pondicherry (Puducherry). Today it houses the Tamil Nadu Legislative Assembly and Secretariat.

Cathedral of San Thome : It was built (in 1504 rebuilt 1893) in the honour of St Thomas, an apostle of Christ. It is rebuilt in a neo-gothic style.



Mumbai (formerly Bombay) was an ancient settlement. It was called 'Bom Bahia', or Fair Bay, by the Portuguese and corrupted by the British to Bombay. Its vernacular name 'Mumbai' suggests a derivation from the Goddess Mumba, a corrupted form of 'Maha Amba', or great mother, a goddess of the Koli fishing community, who are still residents of Mumbai's Colaba Causeway.



The High Court It was built in 1892. It is believed to be the second largest judicial complex in the world after London's. It is built in Indo-European style.

The War Memorial It is situated to the south of the Fort St George. It was built in 1939 in the memory of warriors who sacrificed their lives during the First World War.

MIND MAP



EXERCISE



I. Tick (✓) the correct option.

1. Rabindranath Tagore won Nobel Prize for his :

(a) Geetanjali

(b) Gora

(c) Ghare Baire

(d) Galpa Guchcha

2. 'Rangbhoomi' is a novel written by :

(a) Bankim Chandra Chatterjee

(b) Munshi Prem Chand

(c) Vibhuti Bhushan

(d) Bhartendu Harish Chandra

3. The Sea fort at Chaul in Maharashtra was built by :

(a) English

(b) French

(c) Danes

(d) Portuguese



Fill the gaps.

1. Victoria Memorial was designed by
2. The master plan of Chandigarh was prepared by
3. The Rashtrapati Bhavan was designed by
4. is the first British fortress in India.

Write 'T' for True and 'F' for False.

1. Sharat Chandra Chattopadhyay wrote Anand Math in Bengali.
2. Gateway of India is situated in Delhi.
3. The Victoria Terminus is also known as Chhatrapati Shivaji Terminus.
4. St. Thomas Cathedral Basilica is situated in Chennai.

Answer the following questions briefly.

1. Mention the famous civic monuments of the British period in Bombay (Mumbai).
2. Mention the famous buildings of the British period in Madras (Chennai).
3. What do you know about Rabindranath Tagore?
4. What are performing arts?

Answer the following questions in detail.

1. Write an account of the development of painting in India during the British rule.
2. Describe the progress of performing arts in India in the twentieth century.
3. Describe the various styles of architecture of the British monuments in India.
4. Write a note on the progress made in the field of fiction during the twentieth century.



Skills Enrichment Zone

ACTIVITY



1. Have a debate in the class on the 'Effects of British culture on Indian art forms'. You can speak in favour of or against the motion. Also give arguments from the present day influence of the western culture.



Communication



PROJECT



1. Make a project on colonial architecture. Use pictures of buildings from Madras and Bombay and paste them in the project.



Creativity



Out of the Box !



Critical Thinking



- What is the problem with the periodisation of Indian history? What kind of propaganda would have been carried on through the press by the nationalists on one hand and the British on the other hand?
- Do you think that our present-day newspaper promote unity amongst us? If Yes; how? or why that James Mill offers?



12. THE MAKING OF THE NATIONAL MOVEMENT 1870-1947

PRIOR KNOWLEDGE

- ⊙ During the 19th century many events occurred which had far-reaching consequences. The Revolt of 1857, many peasant and tribal revolts and movements, socio-cultural awakening and economic impact of imperialism changed the direction of Indian history. The feeling of nationalism was already generated amongst the Indians.

LEARNING OBJECTIVES

- ⊙ The Emergence of Nationalism
- ⊙ The Indian National Congress
- ⊙ The Growth of Mass Nationalism
- ⊙ The Advent of Mahatma Gandhi
- ⊙ The Developments from 1922-29
- ⊙ Quit India and Later

GET GOING

With the growth of the printing press. The nationalist movement could reach the masses. What other means contributed to the spread of nationalism among Indians?

The second half of the 19th century saw the crystallisation of political consciousness among the Indian people. This awareness led to the strengthening of the nationalist movement in India that culminated in her independence in August 1947.

THE EMERGENCE OF NATIONALISM

Nationalism is the feeling of oneness, brotherhood, and a sense of belonging within a nation. During the second half of the nineteenth century, nationalist spirit and consciousness began to take roots in the minds of the people of India. The Indians wanted to liberate themselves from the British rule and started on the long road of struggle for freedom. The Revolt of 1857 or the First War of Independence, which took place after almost 100 years of British rule, was the first great expression of this feeling in India. In this Revolt, as we have read earlier, people from different classes stood united and joined hands against a common enemy—the British. One of the major factors for the rise of nationalism in India was the economic exploitation of Indians. The British drained away the wealth of India by a well laid out policy which antagonised most Indians. Artisans and peasants suffered the most. Besides this, the exposure to western education made Indians aware of revolutions occurring in France and America from where they got ideas and now they wanted such a thing happening in their country. Development of transport and communication especially the introduction of railways indirectly promoted unity and brought India closer.

The growth of the press and nationalist literature instilled a sense of patriotism among people. It also disseminated ideas such as nationalism, democracy, socialism, liberty and fraternity. Indian Nationalism manifested itself in the growth of several associations formed after 1850. The Poona Sarvajanik Sabha, the Indian National Association, the Madras Mahajana Sabha, the Bombay Presidency Association and later the Indian National Congress. These associations aimed to empower people to take decisions regarding their country's affairs.

THE INDIAN NATIONAL CONGRESS


In the 1870s and 1880s, dissatisfaction with the British rule intensified after the passing of the Arms Act in 1878 during the viceroyalty of Lord Lytton. This Act prevented Indians from keeping arms. Another repressive Act passed by the British was the Vernacular Press Act which aimed to silence those who were critical of the government. If anything was found "objectionable" about the British government, the Act would **confiscate** the assets of newspapers. The Ilbert Bill in 1883 was resented strongly by the British. It provided for the trial of British or European persons by Indians and sought equality between British and European judges. However with the British opposition the Act was **repealed** but it reflected the racial attitudes of the British in India.

As a reaction to all this the **Indian National Congress** was established in Bombay in December 1885. Seventy two delegates from all over the country met here.

A retired British Official **A.O. Hume** played an important role in bringing Indians from various regions together. Dadabhai Naoroji, Pherozeshah Mehta, Badr-ud-Din Tyabji, W.C. Bonnerji, Surendranath Banerjee, Romesh Chunder Dutt and S. Subramanial yer were some of the most important. The Indian National Congress served as a platform to address the grievances of the Indians against the British. The formation of the Indian National Congress marked the beginning of India's freedom movement, also called the **National Movement**.

Moderates and Extremists

The years between 1885-1905 saw the evolution of the Indian National Congress, when the **Moderates** or the Petitioners dominated it. Soon there also emerged a section, which believed in more aggressive action. They came to be known as the **Extremists** or the **Radicals**. Differences in



The Indian National association was the first (nationalist) organisation founded in British India by Surendranath Banerjee and Ananda Mohan Bose in 1876. The objectives of this Association were to "promote by every legitimate means the political intellectual, and material advancement of the people". The Association attracted educated Indians and civic leaders from all parts of the country, and became an important forum for India's aspirations for independence. It later merged with the Indian National Congress.



A.O. Hume



Romesh Chandra Dutt

MY DICTIONARY

confiscate : to take something away from somebody as a punishment;

repeal : to officially make a law no longer valid.



their ideological and political methods to be adopted against British rule led to their split in the Surat session of the Congress in 1907.

Moderates (1885-1905) : The demands of the Congress during its first phase (1885-1905) were very modest and centered round constitutional reforms, economic relief, administrative reorganisation and defence of civil rights.

Although the moderates persisted with their demands, there was hardly any response from the government. They concluded that British economic imperialism meant subordination of Indian economy and drain of wealth to England. Therefore, they demanded rapid development of indigenous industries and agriculture. They also wanted Indian control over the public purse and raised the slogan of 'no taxation without representation'. The claim for Swaraj or self-rule also emerged by the beginning of the 20th century.

British hostility towards the Congress increased with the demands of the Congress. They encouraged the Aligarh Movement led by Sir Syed Ahmed Khan, which ultimately resulted in the formation of the Muslim League in 1906. Curzon's aggressive policies led to the control of university education and the partition of Bengal in 1905.

Although the Congress in its early phase failed to achieve concrete reforms in different spheres, yet it succeeded in creating a wider national consciousness. It trained people in political ideas and popularised the ideas of democracy and nationalism, propagated the modern outlook and exposed the evils of British rule. Prominent among the moderate leaders, who pioneered this phase were Dadabhai Naoroji, Surendranath Banerjee, Ramesh Chunder Dutt, Mahadev Govind Ranade and Gopal Krishna Gokhale.

Extremists (1905-1918) : Radical nationalist ideas in India had been growing since the revolt of 1857. By the turn of the century the discontent had become widespread among rural gentry, peasantry and workers. A large number of leaders became vocal in their demands and actions. These leaders came to be known as the radical nationalists or extremists. The second phase of the Indian nationalism started after 1905. The period between 1905-1918 is known as the extremist phase of National Movement. Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal, known as 'Lal-Bal-Pal', were the main extremist leaders. Tilak was known as 'Lokmanya'. He announced "Swaraj is my birth right and I shall have it."

Try IT!

Divide your class into two groups. Let one group be the moderates and the other one be the extremists, and enact a disagreement between them because of their different approach to attain freedom.

EL

Experiential Learning

16

Causes of Growth of Radical Nationalism

There were many reasons for the growth of radical nationalism :

- (1) The politically conscious Indians were disillusioned with the principle and methods of the moderated leadership.
- (2) There was disappointment with the Indian Council Act of 1892 and bitterness against the British authorities due to calamities like plague and famine.

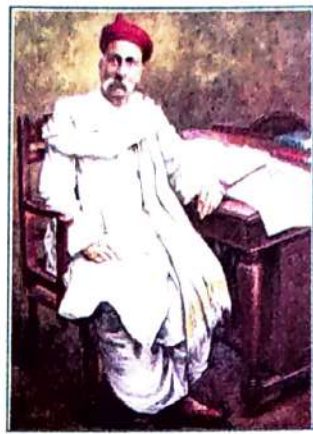


- (3) Repressive measures like the law against **sedition** in 1898 and the Official Secrets Act of 1899 added fuel to the fire.
- (4) Revolutionary movements in Ireland and Russia also inspired the Indians.
- (5) Emergence of a radical nationalist schools of thought with leaders like Aurobindo Ghose, Bal Gangadhar Tilak, Lala Lajpat Rai and Bipin Chandra Pal buttressed this inspiration.
- (6) Increase in unemployment with the spread of education was another reason.
- (7) The policies of Curzon culminating in the partition of Bengal in 1905 fanned the fire of mass opposition.

The extremists suggested programmes like the boycott of foreign goods, government services and titles and honours. Instead, they supported the *Swadeshi* movement and nationalist educational institutions.

Partition of Bengal (1905)

In 1905 Viceroy Curzon partitioned Bengal. At that time Bengal was the biggest province of British India and included Bihar and parts of Orissa (Odisha). The British argued for dividing Bengal for reasons of administrative convenience. But what did "administrative convenience" mean? Whose "convenience" did it represent? Clearly, it was closely tied to the interests of British officials and businessmen. Even so, instead of removing the non-Bengali areas from the province, the government separated East Bengal and merged it with Assam. Perhaps the main British motives were to curtail the influence of Bengali politicians and to split the Bengali people.



Bal Gangadhar Tilak
Notice the name of the newspaper that lies on the table. *Kesari*, a Marathi newspaper edited by Tilak, became one of the strongest critics of British rule.



Lala Lajpat Rai
A nationalist from Punjab, he was one of the leading members of the Radical group which was critical of the politics of petitions. He was also an active member of the Arya Samaj.

The partition of Bengal infuriated people all over India. All sections of the Congress—the Moderates and the Radicals, as they may be called—opposed it. Large public meetings and demonstrations were organised and novel methods of mass protest developed. The struggle that unfolded came to be known as the *Swadeshi movement*, strongest in Bengal but with echoes everywhere too in delite Andhra for instance, it was known as the *Vandematram movement*.

Swadeshi 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. Some

MY DICTIONARY

sedition : the use of words or actions that are intended to encourage people to be or act against a government.

Individuals also began to suggest that "revolutionary violence" would be necessary to overthrow British rule.

HD

Thought Shot

You are living in the India of 1905, and witness the political agitation going around you all the time. A bonfire taking place, as a symbol of Boycott movement, you threw many of your foreign goods in possession in the fire. Which value do you show here?

Birth of the Muslim League

The opening decades of the twentieth century were marked by other developments as well. A group of Muslim landlords and nawabs formed the All India Muslim League at Dacca in 1906. The League supported the partition of Bengal. It desired separate electorates for Muslims, a demand conceded by the government in 1909. Some seats in the **councils** were now reserved for Muslims who would be elected by Muslim voters. This tempted politicians to gather a following by distributing favours to their own religious groups.

Meanwhile, the Congress split in 1907. The Moderates were opposed to the use of boycott. The Moderates with Tilak's followers functioning from outside. After the split, the Congress came to be dominated by the Moderates. In December 1915, the Congress and the Muslim League signed the historic Lucknow Pact and decided to work together for representative government in the country.

THE GROWTH OF MASS NATIONALISM

After 1919, the struggle against British rule gradually became a mass movement, involving peasants, tribals, students and women in large numbers and occasionally factory workers as well. Certain business groups too began to actively support the Congress in the 1920s.

The First World War altered the economic and political situation in India. It led to a huge rise in the defence expenditure of the Government of India. The government in turn increased taxes on individual incomes and business profits. Increased military expenditure and the demands for war supplies led to a sharp rise in prices which created great difficulties for the common people. On the other hand, business groups reaped fabulous profits from the war. As you have seen, the war created a demand for industrial goods (jute bags, cloth, rails) and caused a decline of imports from other countries into India. So Indian industries expanded during the war, and Indian business groups began to demand greater opportunities for development.

The war also led the British to expand their army. Villages were pressurised to supply soldiers for an alien cause. A large number of soldiers were sent to serve abroad. Many returned after the war with an understanding of the ways in which imperialist powers were exploiting the people of Asia and Africa and with a desire to oppose colonial rule in India.

Furthermore, in 1917 there was a revolution in Russia. News about peasants' and workers' struggles and ideas of socialism circulated widely, inspiring Indian nationalists.



THE ADVENT OF MAHATMA GANDHI

It is in these circumstances that Mahatma Gandhi emerged as a mass leader. As you may know, Gandhiji, aged 46, arrived in India in 1915 from South Africa. Having led Indians in that country in non-violent marches against racist restrictions, he was already a respected leader, known internationally. His South African campaigns had brought him in contact with various types of Indians; Hindus, Muslims, Parsis and Christians; Gujaratis, Tamils and north Indians, and upper-class merchants, lawyers and workers.

Mahatma Gandhi spent his first year in India travelling throughout the country, understanding the people, their needs and the overall situation. His earliest interventions were in local movements in Champaran, Kheda and Ahmedabad where he came into contact with Rajendra Prasad and Vallabhbhai Patel. In Ahmedabad he led a successful millworkers' strike in 1918.

Let us now focus in some detail on the movements organised between 1919 and 1922.

The Rowlatt Satyagraha (1919)

In 1919 Gandhiji gave a call for a *satyagraha* against the Rowlatt Act that the British had, just passed. The Act 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 people's basic freedoms. 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* (strike). *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 although it was largely restricted to cities. In April 1919, there were a number of demonstrations and *hartals* in the country and the government used brutal measures to suppress them. The Jallianwala Bagh atrocities, his inflicted by General Dyer in Amritsar on Baisakhi day (13 April), were a part of this repression. On learning about the massacre, Rabindranath Tagore expressed the pain and anger of the country by renouncing his *knighthood*. During the Rowlatt Satyagraha, the participants tried to ensure that Hindus and Muslims were united in the fight against British rule. This was also the call of Mahatma Gandhi who always saw India as a land of all the people who lived in the country - Hindus, Muslims and those of other religions. He was keen that Hindus and Muslims support each other in any just cause.

Case Study : Khilafat Agitation

The Khilafat issue was one such cause. In 1920, the British imposed a harsh treaty on the Turkish Sultan or Khalifa. People were furious about this as they had been about the Jallianwala massacre. Also, Indian Muslims were keen that the Khalifa be allowed to retain control over Muslim sacred places in the erstwhile Ottoman Empire. The leaders of the Khilafat agitation, Mohammad Ali and Shaukat Ali, now wished to initiate a full-fledged Non-Cooperation Movement. Gandhiji supported their call and urged the Congress to campaign against "Punjab wrongs" (Jallianwala massacre), the Khilafat wrong and demand *swaraj*.

MY DICTIONARY

devilish : like a devil in evil and cruelty.

Non-Cooperation Movement

The Non-Cooperation Movement gained momentum through 1921-22. Thousands of students left government controlled schools and colleges. Many lawyers such as Motilal Nehru, C.R. Das, C. Rajagopalachari and Asaf Ali gave up their practices. British titles were surrendered and legislatures boycotted. People lit public bonfires of foreign cloth. The imports of foreign cloth fell drastically between 1920 and 1922. But all this was merely the tip of the iceberg. Large parts of the country were on the brink of a formidable revolt.

People's Initiatives

In many cases people resisted British rule non-violently. "In others, different classes and groups interpreting Gandhiji's call in their own manner, protested in ways that were not in accordance with his ideas. In either case, people linked their movements to local grievances. Let us look at a few examples:

In **Kheda, Gujarat**, **Patidar** peasants organised non-violent campaigns against the high land revenue demand of the British. In **coastal Andhra and interior Tamil Nadu**, liquor shops were picketed.

In the **Guntur** district of **Andhra Pradesh**, tribals and poor peasants staged a number of "forest *satyagrahas*", sometimes spending their cattle into forests without paying grazing fee. They were protesting because the colonial state had restricted their use of forest resources in various ways. They believed that Gandhiji would get their taxes reduced and have the forest regulations abolished. In many forest villages, peasants proclaimed *swaraj* and believed that "Gandhi Raj" was about to be established.

In **Sind** (now in Pakistan), Muslim traders and peasants were very enthusiastic about the Khilafat call. In Bengal too, the Khilafat-Non-Cooperation alliance gave enormous communal unity and strength to the national movement.

In **Punjab**, the Akali agitation of the Sikhs sought to remove corrupt *mahants* supported by the British from their gurdwaras. This movement got closely identified with the Non-Cooperation Movement. In Assam, tea garden labourers, shouting "*Gandhi Maharaj ki Jai*", demanded a big increase in their wages. They left the British-owned plantations amidst declarations that they were following Gandhiji's wish. Interestingly, in the Assamese Vaishnava songs of the period, the reference to Krishna was substituted by "Gandhi Raja".

Try It!

HD

Problem Solving

Imagine that in your neighbourhood area, a group of elder boys/girls have started bullying you. Whenever you go out, they tease you in some way or other, and try to pick a fight with you. What would you do to overcome this situation?

The People's Mahatma

We can see from the above that sometimes people thought of Gandhi as a kind of messiah, as someone who could help them overcome their misery and poverty. Gandhiji wished to build class

MY DICTIONARY

amidst : in or into the middle of (surrounded).



108

Social Studies-8



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. At times, ordinary people credited Gandhiji with their own achievements. For instance, at the end of a powerful movement, peasants of Pratapgarh in the United Provinces (now Uttar Pradesh) managed to stop illegal eviction of tenants; but they felt it was Gandhiji who had won this demand for them. At other times, using Gandhiji's name, tribals and peasants undertook actions that did not conform to Gandhian ideals.

THE DEVELOPMENTS FROM 1922-29

The Non-cooperation Movement was suddenly suspended in February 1922 when a crowd of peasants set a police station on fire in **Chauri Chaura** killing 22 policemen. The peasants were provoked as the police had fired on the peaceful demonstrators.

Two things happened simultaneously after the suspension of the movement. One section of the congress was engaged in constructive work and the other leaders like Motilal Nehru and C.R. Das wanted to fight council elections to influence government policies.

The **Rashtriya Swayamsevak Sangh** (RSS), a Hindu organisation, and the Communist Party of India were founded towards the mid-1920s. The revolutionaries were also active in this period who wanted to throw out the British by active resistance like killing, throwing bombs, and fighting the British so that they were forced to leave. Bhagat Singh, Rajguru, Sukhdev, Chandrashekar Azad, Ashfaqullah Khan, and Jatin Das were some of the prominent nationalist leaders with revolutionary ideals.



Bhagat Singh

In 1927, the British government decided to send a commission headed by Sir John Simon to enquire into the working of the 1919 Act and suggest future reforms. All seven members of the **Simon Commission** were Englishmen and it did not include a single Indian. In 1928, when the Commission came to India they were greeted with black flags with the people shouting the slogan of "Simon Go Back". In the 1929, Congress session, **Purna Swaraj** resolution was passed under the presidency of Jawaharlal Nehru at Lahore. January 26, 1930 was observed as the Independence Day all over the country.

Thought Shot

Simon Commission appointed in 1927 under the chairmanship of Sir John Simon. Indians were dissatisfied with this. What were the reasons behind? Also state what values of Indians this commission hurt.



Critical Thinking



Dandi March and the Civil Disobedience Movement : On March 12, 1930, Gandhiji started his historic salt march from his ashram in Sabarmati in Ahmedabad to Dandi, a village on western sea coast of India with 78 other members of his ashram. The reached Dandi on April 6, covering over 240 miles on foot and picking up a handful of salt. By gathering natural salt on the seashore, he broke the salt law. Salt was such a commodity which was consumed by the rich and poor alike. This started the **Civil Disobedience Movement** under the leadership of Gandhiji, the second mass movement with the demand of **Purna Swaraj**. During this movement, leaders like Sarojini



Naidu emerged. Peasants, tribals, and other women participated from all over the country. The government tried to suppress the movement brutally against peaceful satyagrahis. However the movement was temporarily suspended when the Gandhi-Irwin Pact was signed 1931. According to this pact, Viceroy Irwin agreed to release all prisoners who were imprisoned without any guilt and Gandhi decided to attend the Second Round Table Conference held in London in 1931.

As the Second Round Table Conference did not fulfil Gandhi's demand, he resumed the Civil Disobedience Movement which was finally suspended in 1934.

In 1935, the Government of India Act made the provision of provincial autonomy. In 1937, elections to the provincial legislature was announced. In seven out of eleven provinces, the Congress formed government. World War II broke out in 1939 and the Congress did extend its support to the British but in return they wanted the British to grant independence after the war was over. The Congress ministries resigned in protest as the British refused to agree to their demand.

QUIT INDIA AND LATER

In 1942, Gandhiji started the third and final mass movement—the Quit India Movement—with the famous slogan of **Do or Die**. He said, "Either you do or die in your effort to fight against the British". The movement spread despite the fact that Gandhi and other leaders were arrested. In many areas, people set up their own government. Symbols of state authority were attacked.

The British followed a policy of severe repression. Over 90,000 people were arrested by the end of 1943. Nearly a 1000 were killed in police firing.

Orders were passed in many areas to fire at crowds of agitating people from aeroplanes.

Towards Independence and Partition

In 1940, the Muslim League under the leadership of Muhammad Ali Jinnah demanded "independent states" for Muslims in the North Western and Eastern areas of the country. This may be because they were apprehensive that Muslims might go unrepresented. They may have been annoyed for having rejected their proposal of having a joint Congress-League government in the United Provinces in 1937.

After the end of World War II, the Labour party came to power in England and they agreed to grant India independence in 1945. The British started negotiations with the Congress and the League for the independence of India.

In 1946, elections to the provinces were held once again. The League's success in the seats reserved for the Muslims were very good and the Congress also did well. However, the League continued to press for "Pakistan". In March 1946, British sent the Cabinet Mission—a three member team under Stafford Cripps, to examine the demands but their suggestions failed to satisfy them. So, partition became unavoidable.



Gandhi's Dandi March



Muhammad Ali Jinnah with the Members of the Cabinet Mission

After the failure of the Cabinet Mission, the Muslim League under the leadership of M.A. Jinnah initiated mass agitation to get its demand for Pakistan fulfilled. It decided to observe August 16, 1946 as the Direct Action Day. Communal riots broke out in the streets of Calcutta on this day. They lasted for a few days, resulting in many deaths. Gradually, it spread to many parts of North India. Thousands of people were killed and lost their homes. Women and children were subjected to a lot of brutalities. Ultimately, Lord Mountbatten's proposal was accepted and India became independent on August 15, 1947 and Pakistan on August 14, 1947. Thus, we ultimately won freedom but only as a divided nation.



Lord Mountbatten

Try It!

Interview any person you know, who witnessed the freedom struggle as a first hand experience. Share your interview in class.

HD

Interaction with Others

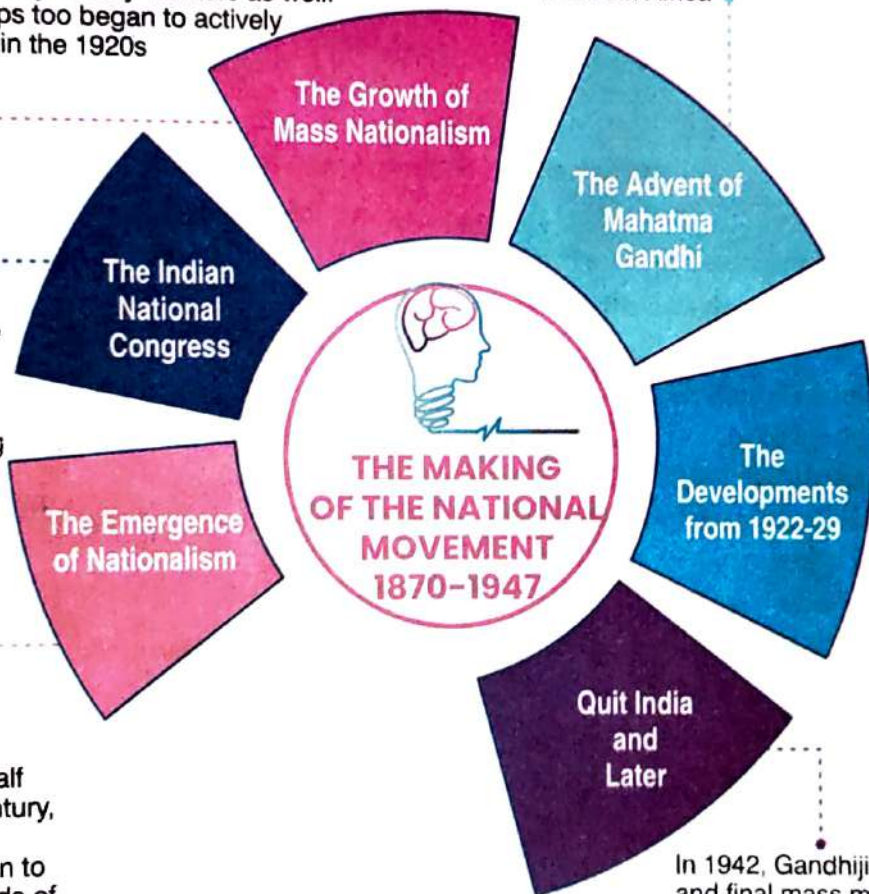
MIND MAP

After 1919, the struggle against British rule gradually became a mass movement, involving peasants, tribals, students and women in large numbers and occasionally factory workers as well. Certain business groups too began to actively support the Congress in the 1920s

In 1915, Gandhiji returned from South Africa. By that time, he had already achieved worldwide fame for his pioneering contribution to the anti-colonial agitation in South Africa

In the 1870s and 1880s, dissatisfaction with the British rule intensified after the passing of the Arms Act in 1878 during the viceroyalty of Lord Lytton. This Act prevented Indians from keeping arms

During the second half of the nineteenth century, nationalist spirit and consciousness began to take roots in the minds of the people of India



Rashtriya Swayamsevak Sangh (RSS)

Dandi March and the Civil Disobedience Movement

In 1942, Gandhiji started the third and final mass movement—the Quit India Movement—with the famous slogan of Do or Die



EXERCISE

I. Tick (✓) the correct option.

- This Viceroy's policy ironically led to the intensification of nationalist sentiment among the people.
(a) Lord Lytton
(b) Lord Ripon
(c) Lord Curzon
(d) Lord Canning
- Rabindranath Tagore expressed the pain and anger of the country by renouncing his knighthood as a reaction to:
(a) Rowlatt Act
(b) Jallianwala Bagh Massacre
(c) 1909 Act
(d) Khilafat Movement
- By which incidence Gandhiji withdraw the Non-Cooperation movement in 1922?
(a) Kanpur
(b) Chauri Chaura
(c) Meerut
(d) Dandi
- Who was the leader of Muslim League and demanded Pakistan?
(a) Mohd. Ali Jinnah
(b) Sultan Ali
(c) Abul Kalam
(d) Shaukat Ali

II. Fill the gaps.

- is this feeling of oneness, brotherhood and a sense of belonging within a nation.
- In 1905 Viceroy partitioned Bengal.
- In 1919 Gandhiji gave a call for a against the Rowlatt Act.
- The Jallianwala Bagh atrocities, inflicted by in Amritsar on Baisakhi day, were a part of this repression.

III. Answer the following questions briefly.

- Why were people dissatisfied with British rule in the 1870s and 1880s?
- Why was the Ilbert Bill of 1853 resented by the Europeans?
- Distinguish between the Moderates and the Radicals in terms of their composition objectives and methodologies.
- Why was Bengal partitioned?
- Why was the Rowlatt satyagraha launched? What was the Limitation of the movement?
- Write a note on Quit India movement.

IV. Answer the following questions in detail.

- Who were the Moderates? How did they propose to struggle against British rule?
- Why did Gandhiji choose to break the Salt law?
- Discuss those developments of the 1937-47 period that led to the creation of Pakistan.
- Why were the Khilafat and Non-cooperation movements launched? What were their outcome?
- Analyse the major developments in the Indian, National Movement between 1927 and 1930.

Skills Enrichment Zone

ACTIVITY

AI Art Integration

Create a poster, advertising the Boycott Movement, as one of the leaders of the movement. Write about any one leader of your choice in 100-150 words.

PROJECT

CS Technology/Digital Resources

- On a soft board, show important leaders and their messages or memorable lines stated by him.
- Find out which countries fought the First World War.
- Find out about the Jallianwala Bagh Massacre. What atrocities were committed there? How were they committed.

Out of the Box !

CS Critical Thinking

- 'India was unified under British rule as one Unit.' Explain.
- Why did Gandhiji choose 'Satyagraha' against the mighty British?

13. RESOURCES

PRIOR KNOWLEDGE

- ☉ Nature has a various variety of rocks, soils, rivers, minerals, natural vegetation, animals, etc. Early humans were unaware of utility of these gifts of nature. So, they were fully dependent upon the environment.

LEARNING OBJECTIVES

- ☉ Types of Resources
- ☉ Conservation of Resources
- ☉ Sustainable Development

GET GOING

- List out five resource you use in your home and five you use in your classroom.
- Suggest some innovative ways to conserve the resources. Also write down how you are doing your bit towards conserve of resources.

With the passage of time, human beings developed various techniques to convert natural resources into useful things which could satisfy their needs. Due to which, the gifts of nature became resources.

Resources refer to all the things that are available in the environment which help to satisfy human needs. For example, in our daily life we use many things like paper, pencil, cycle, utensils, rubber knife, etc. Thus, any material which is part of our environment, a part of earth, if it can be useful to human beings is a resource.

The use of a resource depends on its value. Every resource has its own value. Value refers to the importance of the material.

Time and technology are two important factors that can change substances into resources. Both are related to the needs of the people. People themselves are the most important resource. It is their ideas, knowledge, inventions and discoveries that lead to the creation of more resources. Each discovery or invention leads to many others. The discovery of fire led to the practice of cooking and other processes while the invention of the wheel ultimately resulted in development of newer modes of transport. The technology to create hydroelectricity has turned energy in fast flowing water into an important resource.

TYPES OF RESOURCES

Resources are generally classified into natural, human made and human.

Natural Resources


Resources that are obtained from nature and used without much modification are called natural resources. The air we breathe, the water in our rivers and lakes, the soils, minerals are all natural



resources. Many of these resources are free gifts of nature and can be used directly. In some cases tools and technology may be needed to use a natural resource in the best possible way. Natural resources can be classified on the basis of their level of origin development and use, stock and distribution.

Classification of natural resources on the basis of development and use:

1. **Actual Resource** : Resources whose quantity is known and which are being used at present are called actual resources, e.g. coal and petroleum.
2. **Potential Resource** : Resources whose entire quantity may not be known and which are not being used at present are called potential resources. Potential resources can be used in future once technology for that is properly developed. e.g. uranium reserves in Ladakh.



The part of the actual reserve that can be profitably used with the available means of technology makes the reserve resources.

Classification of natural resources on the basis of origin :

1. **Abiotic Resource** : Resources which come from non-living sources are called abiotic resources, e.g. soil, rocks and minerals.
2. **Biotic Resource** : Resources which come from living beings are called biotic resource, e.g. milk, leather, timber, etc.

Classification of natural resources on the basis of their exhaustibility:

1. **Renewable Resource** : Resources which can be quickly replenished are called renewable or **inexhaustible resources**. e.g. wind energy, hydel energy, solar energy, etc.
2. **Non-renewable Resource** : Resources which cannot be replenished in the near future are called non-renewable or **exhaustible resources**, e.g. coal and petroleum. It takes millions of years for the formation of coal and petroleum and hence they cannot be replenished in our lifetime.

Classification of natural resources on the basis of distribution :

1. **Ubiquitous Resource** : Resources which are available everywhere on the earth are called ubiquitous resources, e.g. air and water.
2. **Localised Resource** : Resources which are available at select locations on the earth are called localized resources, e.g. coal mines in Jharkhand.

Topography, climate and altitude are the major factors which affect the distribution of natural resources.

Thought Shot



Critical Thinking



Do you consider to be a renewable or a non-renewable resource? Give reasons for your answer.


Human Made Resources

When a natural resource undergoes drastic change by human intervention, it becomes human-made resource. For example; iron ore is processed to make steel and hence steel is a man-made resource. Buildings, bridges, railways, machines, etc., are examples of human-made resources. Technology is also a human-made resource.



Human Resources

Human resources are the people themselves. So human resources are needed for creating human-made resource. People are most important as they identify the value and use of resources. People develop skills and knowledge through education and learn to create more resources for humans. They conduct research to improve the quality of crops and other goods produced. Newer techniques are being developed every day to use lesser time and lesser resources, without affecting the quality of goods produced. Improving the quality of people's skills to enable them to create more resources is called **human resource development**. This is important for the conservation of resources for the future.



Human Resource refers to the number (quantity) and abilities (mental and physical) of the people. Though there are different views regarding treatment of humans as a resource, one cannot deny the fact that it is the skills of humans that help in transferring the physical material into a valuable resource.

Thought Shot

How do you think our world would be affected if human resources were not healthy?

2F
CS


Health & Well Being

CONSERVATION OF RESOURCES

The number of people on Earth is increasing every day, and their demands on resources are increasing too. Our natural resources are limited. Some of them can be renewed but that takes a very long time. We are using up the resources faster than the rate of renewal. If we continue in the same way, soon our resources will be completely depleted. Therefore, conservation is important.

Conservation is the protection of all our natural resources. It is a science that first examines how and why natural resources are being depleted or degraded, and then finds ways to solve the problem. Human activities have been identified as one of the main causes. Consider the degradation of air through air pollution, the degradation of environment by the clearing of forests, over-extraction of mineral resources, overgrazing of pastures by farm animals, poaching of animals—the list goes on.

All the natural resources are interrelated. If one part is affected, others also get affected in some way. If the forests are cut down, it destroys the habitat of wildlife, the reservoir of oxygen, as well as the soil, and the resources of wood and other products. People dependent on the forests lose their livelihood. Again, when air is polluted by one industry, it affects the air people breathe over a large area. This can lead to respiratory disease.



People who are devoted to the conservation of resources are called conservationists. They make plans to help environment and resources recover from damage. They also educate others about conservation.


SUSTAINABLE DEVELOPMENT

Our world is threatened today by global warming, water pollution, air pollution, and the careless use of natural resources. Our land and environment need to be protected. Our natural resources



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21
CS


Health & Well Being

CONSERVATION OF RESOURCES

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SUSTAINABLE DEVELOPMENT

Our world is threatened today by global warming, water pollution, air pollution, and the careless use of natural resources. Our land and environment need to be protected. Our natural resources



need to be sustained. When you are told to sustain your performance on the sports field, you are expected to keep going at the same level. Similarly, to 'sustain resources' means to use existing resources in such a way that these may be available for a longer period of time.

Making a balance between our need and conservation of resources is called **sustainable development**.

Sustainable development is to use resources without depleting them and also to look after the social and environmental effects of such use. So, we need to manage the use of resources wisely in such a way that there is sufficient food, water, and means of livelihood for the present as well as future generations. We should follow the three Rs of conservation for sustainable development.

Reduce: We should reduce consumption.

Reuse: We should reuse as many items as possible.

Recycle: We should recycle discarded items wherever possible.

Try It!

AI

Art Integration

Design a poster for the school display board to spread awareness on the need to conserve our natural resources.

MIND MAP

Conservation is the protection of all our natural resources. It is a science that first examines how and why natural resources are being depleted or degraded, and then finds ways to solve the problem. Human activities have been identified as one of the main causes

Making a balance between our need and conservation of resources is called sustainable development

Resources are generally classified into natural, human made and human



EXERCISE



(MCQ)

I. Tick (✓) the correct option.

- Which one of the following does not make substance a resource?
(a) Utility (b) Value
(c) Quantity (d) Worth
- Complete the statement : Non-renewable resources are :
(a) those which have limited stock (b) made by human beings
(c) derived from non-living things (d) those which have unlimited stock
- Which of the following is a renewable resource?
(a) Forests (b) Petroleum
(c) Minerals (d) Gold
- Which one of the following is a human made resource?
(a) Spring water (b) Tropical forests
(c) Medicines to treat cancer (d) Rocks

II. Fill the gaps.

- A is anything that has a value for humans.
- The non-renewable resources are also called resources.
- Land, water and soil are resources.
- The force of falling water is used to generate
- Sustainable development means to use resources without them.

III. Write 'T' for True and 'F' for False.

- Wind, water and sunshine are renewable resources.
- Health, education and technology are human resources.
- Iron-ore is a non-recyclable resource.
- Our natural resources need to be sustained.

IV. Answer the following questions briefly.

- What is a resource?
- What are natural resources?
- What are human-made resources?
- Why is human resource important?
- List some ways that can help conserve our resources.



v. Answer the following questions in detail.

1. Why are resources distributed unequally over the earth?
2. How many types of resources are there? Explain them carefully.
3. What do you understand by sustainable development?
4. How do humans affect natural resources?
5. Why do you think the use of resources should be sustainable?



Skills Enrichment Zone

ACTIVITY



Information



- i. Every individual can help in a small way to conserve the Earth's resources. Every small step counts. Divide class in two groups and discuss that how humans could conserve the resources in their daily lives.

PROJECT



HD

Observation

- ii. List from your surrounding as many resources as you can and put them under the categories—natural and human-made.

Out of the Box !



HD

Curiosity

Can a gift of nature become a resource in the future? How?

12 RESPONSIBLE CONSUMPTION AND PRODUCTION





14. LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES

PRIOR KNOWLEDGE

- ⊙ Natural environment offers several resources to man which fulfil the needs and wants of the people of that region.

LEARNING OBJECTIVES

- ⊙ Land Resource
- ⊙ Soil Resource
- ⊙ Water Resource
- ⊙ Natural Vegetation and Wildlife Resources

GET GOING


Water is a precious resource. But some people do not understand its value and waste it a lot. Can you tell the reason of water scarcity in the world?

The distribution of resources in the world is highly uneven. Some resources like land, soil, water, vegetation, animals, etc., are available everywhere, while minerals and energy resources are concentrated in a few regions only.

LAND RESOURCE

Land is among the most important natural resources. 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.

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



Ninety per cent of the world population occupies only thirty per cent of land area. The remaining seventy per cent of the land is either sparsely populated or uninhabited.

Types of Land

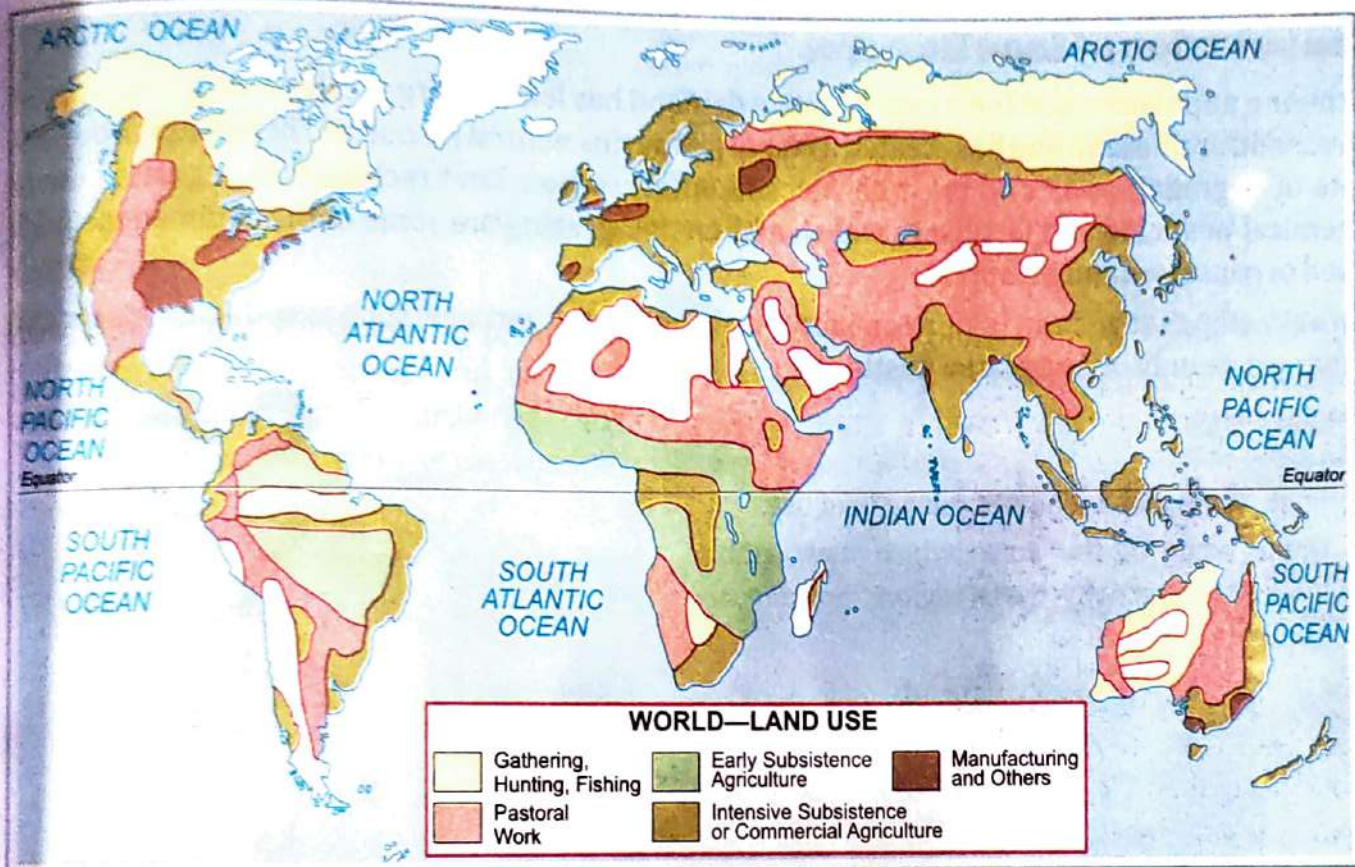
Land can also be classified on the basis of ownership as private land and community land. Private land is owned by individuals whereas, **community land** is owned by the community for common uses like collection of fodder, fruits, nuts or medicinal herbs. These community lands are also called **common property resources**.



People and their demands are ever growing but the availability of land is limited. The quality of land also differs from place to place. People started **encroaching** the common lands to build up commercial areas, housing complexes in the urban areas and to expand the agricultural land in the rural areas. Today the vast changes in the land use pattern also reflect the cultural changes in our society. Land degradation, landslides, soil erosion, desertification are the major threats to the environment because of the expansion of agriculture and construction activities.

Land Use

Land use tells us how land is being utilised by humans. Generally, land is used for different purposes such as agriculture, forestry, mining, building houses, roads and setting up of industries.



Distribution of arable land in the world

Following table shows the land-use pattern in selected countries of the world :

LAND-USE IN SELECTED COUNTRIES

Countries	Croplands	Percentage of area under		Other Uses
		Pasture	Forests	
Australia	6	56	14	24
Brazil	9	20	66	5
Canada	5	4	39	52
China	10	34	14	42

MY DICTIONARY

encroach : to use more of something than you should.

France	35	21	27	17
India	57	4	22	17
Japan	12	2	67	19
Russia	8	5	44	44
UK	29	46	10	16
USA	21	26	32	21
World	11	26	31	32

Conservation of Land Resource

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. Therefore, the present rate of degradation of land must be checked. Afforestation, land reclamation, regulated use of chemical pesticide and fertilisers and checks on overgrazing are some of the common methods used to conserve land resources.

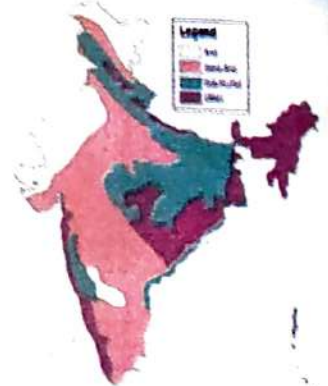
An easy step that you can take, as an individual, is to throw garbage, such as soda cans, paper and other waste only in designated dustbins.

Try It!

Look at the map of India showing land use. Name some of the areas which have arable land. Interpret why these regions are densely populated.



Observation

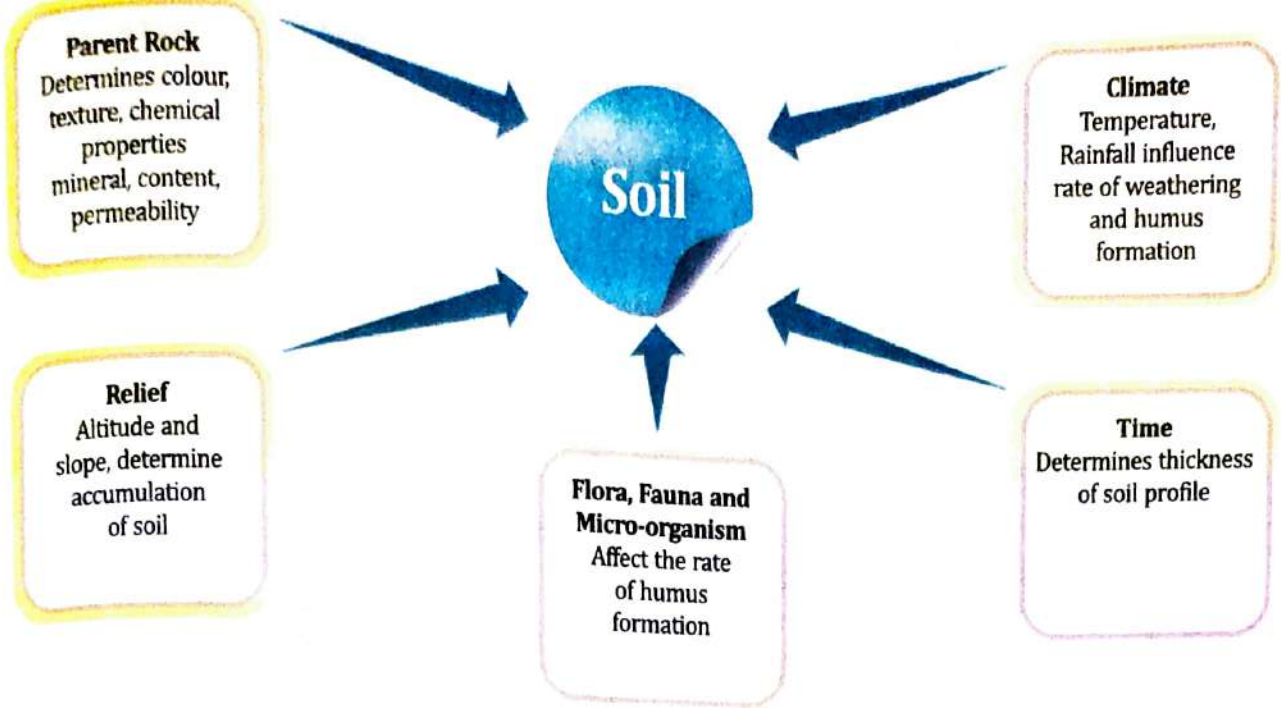


SOIL RESOURCE

The thin layer of grainy substance covering the surface of the earth is called soil. It is closely linked to land. Landforms determine the type of soil. Soil is made up of organic matter, minerals and weathered rocks found on the earth. This happens through the process of weathering. The right mix of minerals and organic matter make the soil fertile.

Factors of Soil Formation

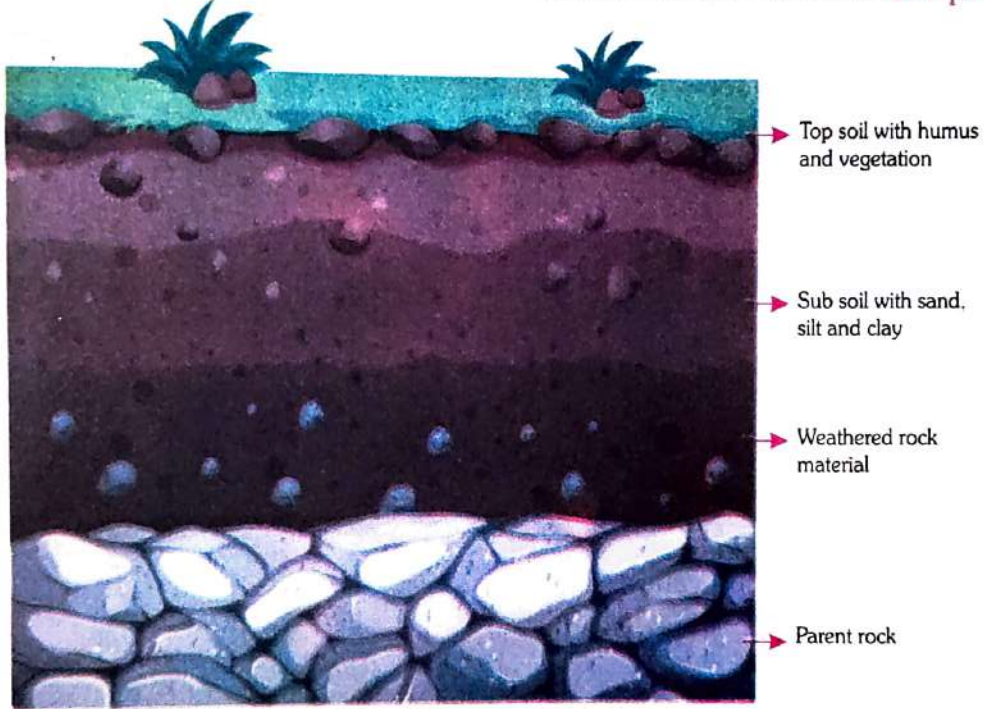
The major factors of soil formation are the nature of the parent rock and climatic factors. Other factors are the topography, role of organic material and time taken for the composition of soil formation. All these differ from place to place.




Factors affecting soil formation

Soil Profile

As several factors affect soil, its properties vary from place to place and over time. Even soil thickness, a basic property of soil, varies from a few centimetres to a few metres. Despite such variations, soils have a similar vertical structure *i.e.*, it forms in layers. Each layer is a horizon study figure below showing the various soil horizons. This structure is called the **soil profile**.

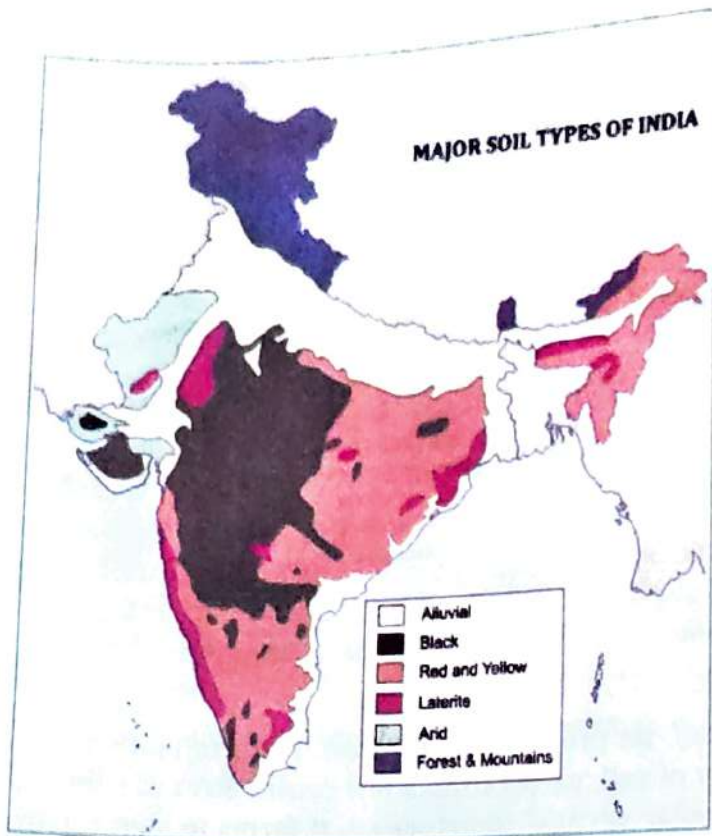


Soil profile

 It takes hundreds of years to make just one centimetre of soil.

Soils of India

Indian soils have formed under hot and humid climate and from different types of parent rock. So, the colour of the soils, their mineral composition, texture, structure, and organic content vary from place to place.



Soil of India map

Broadly, there are six types of soil in India :

SOIL TYPES — INDIA

Types of Soil	Features	Places Found	Crops grown
LATERITE SOIL	It is rusty-red due to the presence of iron oxides. It has very little moisture content	Madhya Pradesh, Assam and along the Eastern and Western Ghats	Cashew, tapioca, coffee, rubber
BLACK SOIL	It is black in colour because of the presence of certain salts or humus	Deccan plateau and also in plateaus of Madhya Pradesh, Saurashtra, Malwa and Maharashtra	Cotton, sugar cane, groundnut, millets, maize, pulses, safflower
ALLUVIAL SOIL	Most fertile soils, containing clay, silt and sand, most suitable for agriculture	Plains of northern India	Rice, wheat, sugar cane, jute and potato
DESERT SOIL	It is sandy, light brown or reddish in colour, favourable for vegetation if there is enough water content	Thar Desert of Rajasthan and also in some parts of Haryana and Punjab	Maize, millets, wheat (with irrigation)
MOUNTAIN SOIL	It is a very thin layer of soil	Hilly areas of Jammu and Kashmir, Assam, Arunachal Pradesh, Himachal and Uttrakhand	Tea, coffee, fruits, medicinal plants, rice, mill etc.

Soil Degradation and Conservation

Soil degradation is the decline in soil condition caused by its improper use or poor management, usually for agriculture, industrial or urban purposes. Both human and natural factors can lead to degradation of soils. Factors which lead to soil degradation are deforestation, overgrazing, overuse of chemical fertilisers or pesticides, rain wash, landslides and floods.

Soil conservation is the prevention of soil from degradation.

Some methods of **soil conservation** are listed below :

Mulching : The bare ground between plants is covered with a layer of organic matter like straw. It helps to retain soil moisture.

Contour barriers : Stones, grass and soil are used to build barriers along contours. **Trenches** are made in front of the barriers to collect water.

Rock dam : Rocks are piled up to slow down the flow of water. This prevents **gullies** and further soil loss.

Terrace farming : Broad flat steps or terraces are made on the steep slopes so that flat surfaces are available to grow crops. They reduce surface runoff and soil erosion.

Intercropping : Different crops are grown in alternate rows and are sown at different times to protect the soil from rain wash.

Contour ploughing : Ploughing parallel to the contours of a hill slope to form a natural barrier for water to flow down the slope.

Shelter belts : In the coastal and dry regions, rows of trees are planted to check the wind movement to protect **soil cover**.



Terrace farming



Contour ploughing



Shelter belts

Thought Shot

Discuss how afforestation can lead to soil conservation?

21st
CS

Communication



WATER RESOURCE

Water is a vital renewable natural resource. Three-fourth's of the earth's surface is covered with water. It is therefore appropriately called the '**water planet**'. It was in the primitive oceans that life began almost 3.5 billion years back. Even today, the oceans cover two-thirds of the earth's surface and support a rich variety of plant and animal life. The ocean water is however saline and not fit for human consumption. Fresh water accounts for only about 2.7 per cent. Nearly 70 per cent of this occurs as ice sheets and glaciers in Antarctica, Greenland and mountain regions. Due to their

MY DICTIONARY

trenches : a long cut in the ground;
gully : a small valley.



125

Social Studies-8



location, they are inaccessible. Only 1 per cent of freshwater is available and fit for human use. It is found as ground water, as surface water in rivers and lakes and as water vapour in the atmosphere. Fresh water is therefore, the most precious substance on the earth. Water can neither be added nor subtracted from the earth. Its total volume remains constant. Its abundance only seems to vary, because it is in constant motion, cycling through the oceans, the air, the land and back again through the processes of evaporation, precipitation and run-off. This as you already know is referred to as the 'water cycle.'

Humans use huge amounts of water not only for drinking and washing but also in the process of production. Water for agriculture, industries, generating electricity through reservoirs of dams are the other usages. Increasing population, rising demands for food and cash crops, increasing urbanisation and rising standards of living are the major factors leading to shortages in supply of fresh water either due to drying up of water sources or water pollution.

An average urban Indian uses about 150 litres of water every day.

Use	Litres per person per day
Drinking	3
Cooking	4
Bathing	20
Flushing	40
Washing clothes	40
Washing utensils	20
Gardening	23
Total	150

Have you ever heard about a water market? Amreli city in Saurashtra region with a population of 1.25 lakhs is completely dependent on purchasing water from the nearby talukas.

Problems of Water Availability

There is enough fresh water to meet the needs of the 6 billion people inhabiting the world but it is not distributed evenly.

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 most susceptible to droughts face great problems of water scarcity. Thus, water shortage may be a consequence of variation in seasonal or annual precipitation or the scarcity is caused by over-exploitation and contamination of water resources.

Conservation of Water Resources

Access to clean and adequate water sources is a major problem facing the world today. Steps have to be taken to conserve this dwindling resource. Even though water is a renewable resource, its overuse and pollution make it unfit for use. 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.



River Yamuna is getting polluted due to sewage, industrial effluents and garbage.

Most of these chemicals are non-biodegradable and reach human bodies through water. Water pollution can be controlled by treating these effluents suitably before releasing them in water bodies.

Forest and other vegetation cover slow the surface runoff and replenish underground water. Water harvesting is another method to save surface runoff. The canals used for irrigating field should be properly lined to minimise losses by water seepage. Sprinklers effectively irrigate the area by checking water losses through seepage and evaporation. In dry regions with high rates of evaporation, drip or trickle irrigation is very useful. The valuable water resource can therefore be conserved by adopting these means of irrigation.



A Water Sprinkler



Rainwater harvesting is the process of collecting rain water from roof tops and directing it to an appropriate location where it is stored for future use. On an average, one spell of rain for two hours is enough to save 8,000 litres of water.

Try IT!

Water is a vital renewable natural resource of the Earth. In the light of this statement, discuss the usefulness of water resources and what values it gives to mankind?

CC

Integrated with Environmental Studies



NATURAL VEGETATION AND WILDLIFE RESOURCES

Plants and trees that grow naturally without the help of humans is natural vegetation. Wildlife is an inherent part of forests.

Natural vegetation and wildlife exist only in the narrow zone of contact between the lithosphere, hydrosphere and atmosphere, that we call **biosphere**. In the biosphere living beings are inter-related and interdependent on each other for survival. This life supporting system is known as the **ecosystem**.

Vegetation and wildlife are valuable resources. Plants provide us with timber, give shelter to animals, produce oxygen we breathe, protect soils so essential for growing crops, act as shelter belts, help in storage of underground water, give us fruits, nuts, latex, turpentine oil, gum, medicinal plants and also the paper that is so essential for your studies. There are innumerable uses of plants and you can add some more. Wildlife includes animals, birds, insects as well as the aquatic life forms. They provide 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. The birds feed on insects and act as decomposers as well. Vulture due to its ability to feed on dead livestock is a scavenger and considered a vital cleanser of the environment. So animals big or small, all are integral to maintaining balance in the ecosystem.

Distribution of Natural Vegetation

The growth of vegetation depends primarily on temperature and moisture. The major vegetation types of the world are grouped as forests, grasslands, scrubs and tundra.

In areas of heavy rainfall, huge trees may thrive. The forests are thus associated with areas having abundant water supply. As the amount of moisture decreases the size of trees and their density reduces. Short stunted trees and grasses grow in the regions of moderate rainfall forming the grasslands of the world. Thorny shrubs and scrubs grow in dry areas of low rainfall. In such areas plants have deep roots and leaves with thorny and waxy surface reduce loss of moisture through transpiration. Tundra vegetation of cold Polar Regions comprise of mosses and lichens.



Coniferous and Deciduous

Today there are many more people in the world than there were two centuries back. To feed the growing numbers, large areas of forests have been cleared to grow crops. Forest cover all over the world is vanishing rapidly. There is an urgent need to conserve this valuable resource.

Conservation of Natural Vegetation and Wildlife

Forests are our wealth. Plants give shelter to the animals and together they maintain the ecosystem. Changes of climate and human interferences can cause the loss of natural habitats for the plants and animals. Many species have become vulnerable or endangered and some are on the verge of extinction. Deforestation, soil erosion, constructional activities, forest fires, tsunamis and landslides are some of the human and natural factors which accelerate the process of extinction of these resources. One of the major concerns is the poaching which result in a sharp decline in the number of particular species. The 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. These can be conserved by increasing awareness.

National parks, wildlife sanctuaries, biosphere reserves are made to protect our natural vegetation and wildlife. Conservation of creeks, lakes, and wetlands is necessary to save the precious resource from depletion. There is a balance in the environment if the relative number of species is not disturbed. Human activities in several parts of the world have disturbed the natural habitats of many species. Due to indiscriminate killings, several birds and animals have either become extinct or are on the verge of extinction.



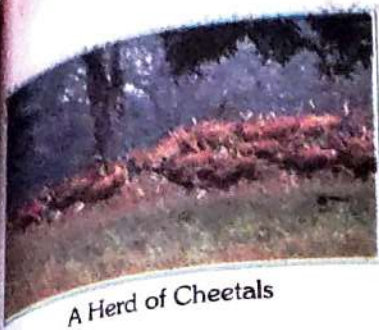
A Herd of elephants in Kaziranga National Park

Nearly 21% of all known mammals, 30% of all known amphibians, 12% of all known birds, 35% of conifers and cycads, 17% of sharks and 27% of reef-building corals have been listed under threatened species.



Black buck also needs protection.


Awareness programmes like social forestry and *Vanamahotasa* should be encouraged at the regional and community level. School children should be encouraged to bird watch and visit nature camps so that they appreciate the habitat of varied species.



A Herd of Cheetals

Many countries have passed laws against the trade as well as killing of birds and animals. In India, killing lions, tigers, deers, great Indian bustards and peacocks is illegal.

An international convention CITES has been established that lists several species of animals and birds in which trade is prohibited. Conservation of plants and animals is an ethical duty of every citizen.

 CITES (the Convention on International Trade in Endangered Species of Wild Fauna and Flora) is an international agreement between governments. It aims to ensure that international trade in specimens of wild animals and plants does not threaten their survival. Roughly 5,000 species of animals and 28,000 species of plants are protected. Bears, dolphins, cacti, corals, orchids and aloes are some examples.

Thought Shot

Why do the tropical rainforests have the most amazing variety of wildlife?

HD Curiosity

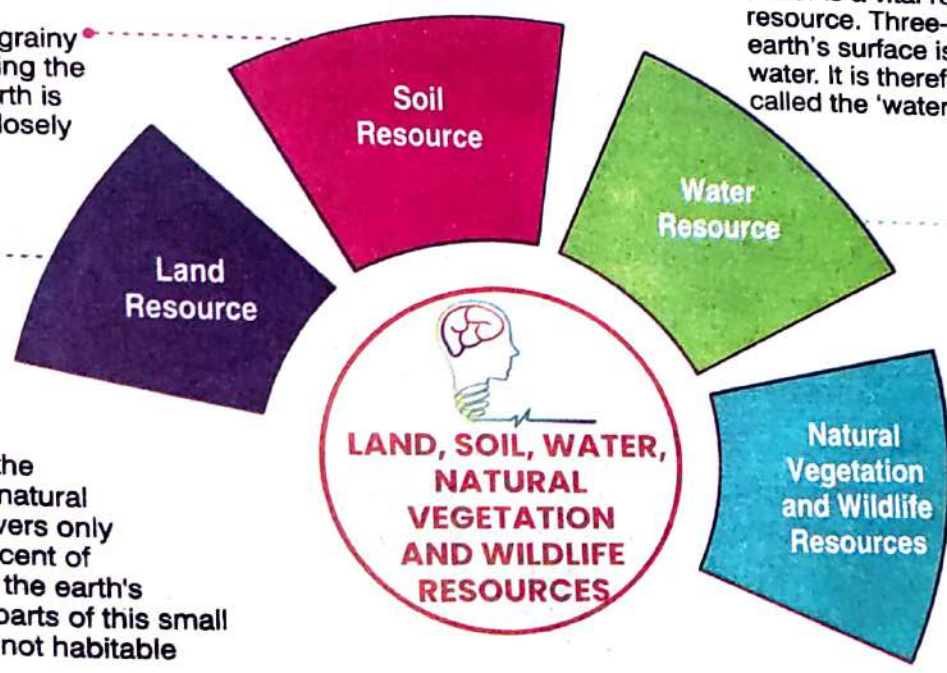
MIND MAP

The thin layer of grainy substance covering the surface of the earth is called soil. It is closely linked to land

Water is a vital renewable natural resource. Three-fourth's of the earth's surface is covered with water. It is therefore appropriately called the 'water planet'

Land is among the most important natural resources. 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

Plants and trees that grow naturally without the help of humans is natural vegetation. Wildlife is an inherent part of forests



EXERCISE



1. Tick (✓) the correct option.

- Which of the following is a soil conservation method?
(a) Contour ploughing (b) Overuse of fertilizers
(c) Water retention (d) Deforestation
- When two or more crops are grown on the same field one after the other, it is known as :
(a) mulching (b) intercropping
(c) crop rotation (d) selection of crops
- Which one of the following activities does not help in the conservation of water resources?
(a) Excessive use of tubewells (b) Treating polluted water
(c) Rainwater harvesting (d) Sprinkle Irrigation
- Wildlife that once existed on Earth but today not a single one of its species survives is called :
(a) endangered (b) extinct
(c) threatened (d) both (b) and (c)

Fill the gaps.

- land is owned by individuals.
- Indian soils have formed under hot and climate.
- Water is a renewal natural resource.
- Human activities in several parts of the world have disturbed the of many species.

Write 'T' for True and 'F' for False.

- The use of land is determined by the physical factors.
- Alluvial soil is found over lava deposits in the Deccan.
- Fresh water is most precious on earth.
- The growth of vegetation depends primarily on temperature and moisture.
- Natural vegetation and wildlife resources are not useful for us.

Answer the following questions briefly.

- Why is land the most important natural resource for humans?
- Which are the two main climatic factors responsible for soil formation?
- Name the different types of soils found in India.
- Name three ways for preventing soil degradation.
- Why is water considered a natural resource?
- How are water bodies polluted?
- Write an account of the major usage of water in the world.
- Name the major vegetation types of the world.



Answer the following questions in detail.

1. What are the various methods to conserve soil?
2. How is soil formed?
3. Name and explain the various factors which affect soil formation.
4. Write an account of soil types found in India.
5. How is the world trying to conserve water?
6. Why do you think the conservation of wildlife is essential?



Skills Enrichment Zone

PICTURE STUDY



HD

Observation

Look at the picture and write a short paragraph on what is being indicated in the picture.



ACTIVITY



1. Find out how water is treated in your city or town. What is the process followed for making drinking water safe for humans? Organise a trip to a water treatment plant, if possible. Prepare a one-page report on what you have learned.

EL

Experiential Learning

PROJECT



1. Find out the ways the land is being used (land use) in your neighbourhood, e.g. commercial (shop and offices), industrial (factories and mines), residential (houses, schools and hospitals), farming and forestry. Make a note of changes, if any, in the existing pattern.

EL

Experiential Learning

Out of the Box !



CS

Critical Thinking



- Why do you think the demand for freshwater is increasing?
- Why is the region of plains and river valleys thickly populated?



15. AGRICULTURE

PRIOR KNOWLEDGE

- ⊙ Agriculture is one of the most ancient occupations in the world. Today it has become one of the most important economic activities.

LEARNING OBJECTIVES

- ⊙ Factors Affecting Agriculture
- ⊙ Types of Farming
- ⊙ Types of Crops
- ⊙ Agricultural Development

GET GOING

There have been nearly 2 lakh farmer suicides in India from 1997 till 2010. Find out the reasons for such happenings and how they can be prevented.

The different economic activities performed by human beings are broadly grouped into three types—primary, secondary and tertiary.

Primary activities involve the extraction and production of natural resources. Main primary activities are agriculture, fishing, hunting, food gathering.

Secondary activities deal with processing of primary goods into finished goods. Manufacturing of steel, weaving of cloth and baking of bread are examples of this activity.

Tertiary activities include all types of services which support the primary and secondary activities. Transport, trade, banking, insurance and advertising are examples of tertiary activities.

The word agriculture is derived from Latin words **ager** or **agri** meaning soil and **culture** meaning cultivation. Agriculture is a primary activity that involves growing crops, fruits, vegetables, flowers and rearing of livestock. More than 50% of the population of the world depends on agriculture. Two-thirds of India's population is still dependent on agriculture.

Agriculture or farming can be treated as a system. The essential inputs are seeds, fertilisers, labour and machinery. Some of the operations involved are ploughing, sowing, irrigation, weeding and harvesting. The outputs from the system include crops, wool, poultry and dairy products.

FACTORS AFFECTING AGRICULTURE

Agriculture in an area depends on several physical and human factors. Physical factors include soil type, climate and nature of land (relief) whereas human factors include labour, capital and market.

Since so many factors affect agriculture, not all land can be cultivated. The land on which crops are grown is known as **arable land**.

Thought Shot

How do socio-economic factors influence agriculture?

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Information

The land which is left without cultivation to regain its fertility naturally is known as **fallow land**.



TYPES OF FARMING

Different kinds of farming are practised on the basis of geographical conditions, demand of the products, labour and level of technology. Farming can be classified into two main types. These are **subsistence farming** and **commercial farming**.

Subsistence Farming

In this type of farming, the farmer grows crops and keeps livestock for the needs of his or her family only. Small fields are cultivated with the help of family members. Subsistence farming can be further classified as **intensive subsistence** and **primitive subsistence farming**.

In **intensive subsistence** of farming, crops are grown on small fields with the help of simple tools and human labour. This type of farming is mostly practised in the densely populated countries of the monsoon region. Crops are grown more than once on the same field to meet the needs of the population. Rice is the main crop. Other crops include pulses, wheat, maize and oilseeds.

Primitive subsistence farming includes shifting cultivation and nomadic herding.

Shifting cultivation is mainly practised in forested areas of the tropical Africa, Amazon basin, parts of South-east Asia and parts of North-east India. These are the areas of heavy rainfall and quick regeneration of vegetation. A plot of land is cleared by cutting and burning bushes and trees. The ashes are thereafter mixed with the soil and crops like yam, cassava, maize and potatoes are grown. After two or three years, the soil loses its fertility and becomes unproductive and the land is abandoned and cultivator moves to a new plot. This method is also known as **slash and burn** agriculture.



Shifting cultivation

Nomadic herding is prevalent in **arid** and semi-arid regions of Sahara, Central Asia and parts of India like Rajasthan and Jammu and Kashmir. People move from place to place with their animals in search of fodder and water supply and are known as **nomads**. This type of movement arises in response to climatic constraints and terrain. Sheep, goats, camel and yak are most commonly reared. They provide meat, milk, wool, hides and other products to the herders and their families.

Shifting cultivation is known by different names in different parts of the world

- Milpa—Mexico
- Jhumming—North-east India
- Ladang—Malaysia
- Roca—Brazil

MY DICTIONARY



arid : very dry, with little or no rain.



Commercial Farming

In commercial farming, the crops are grown and livestock are reared for sale in the market. It is practised on large fields and most of the farming activities are done by machines. Commercial farming includes **commercial grain farming**, **mixed farming**, and **plantation agriculture**.

In **commercial grain farming** crops are grown for commercial purpose. Maize and wheat are common commercially grown grains. This type of farming is practised in temperate grasslands of North America, Europe and Asia. Farms are very large extending over hundreds of hectares and most of the work is done by machines. Severe winters restrict the growing season and only a single crop can be grown.

In **mixed farming**, cultivation of crops and rearing of animals is done on the same field. Cattle rearing for milk and meat is an important feature of mixed farming. This type of farming is practised in Europe, Argentina, Eastern USA, New Zealand, South Africa and South-east Australia.

Plantation agriculture is a commercial type farming where single crop of tea, coffee, cashew, rubber, sugarcane, banana or cotton is grown. It is described as large scale farming of a single crop and resembles factory production. The farm produce is processed in factories located near plantation. The development of a transport network is thus essential for such farming. Major plantations are found in the tropical regions of the world. Examples of this farming are rubber plantations in Malaysia, coffee plantations in Brazil, tea plantations in India and Sri Lanka and banana plantations in West Indies.

TYPES OF CROPS

A large variety of crops are grown to meet the growing needs of the population. Crops also supply raw materials for agro based industries. **Major food crops** are rice, wheat, millets and maize. **Fibre crops** are jute and cotton. Important **Beverage crops** are tea and coffee.

Rice : Rice is an essential staple food crop of tropical and sub-tropical regions and a major food crop of the world. Rice needs high temperature, high humidity and rainfall. It grows best in alluvial soil with a clayey layer.

The leading producer of rice in the world is China followed by India, Japan, Sri Lanka and Egypt. In favourable climatic conditions as in Bangladesh and West Bengal, two or three rice crops may be grown in a year.



Rice cultivation



Wheat harvesting

Wheat : Wheat is the second most important food crop next to rice. Wheat requires moderate temperature and rainfall during growing season and bright sunshine at the time of harvest. It needs loam soil or fertile silt. Wheat is grown extensively in USA, Canada, Argentina, Russia, Ukraine, Australia and India. In India it is grown in winter.

Millets: Millets are also known as coarse grains as they can be grown in areas of less fertile and sandy soil. It is a hardy crop that needs low rainfall and high to moderate temperature and adequate rainfall. There are three types of millets known as *Jowar*, *Bajra* and *Ragi*. Some leading producers of millets are India, Nigeria and China.



Maize cultivation



Bajra cultivation

Maize: Maize is also known as corn which is both a food crop and a feed crop as well. It requires moderate temperature, rainfall and lots of sunshine. It grows best in well drained fertile soil. Maize is grown in North America, Brazil, China, Russia, Canada, Mexico and India.

Thought Spot

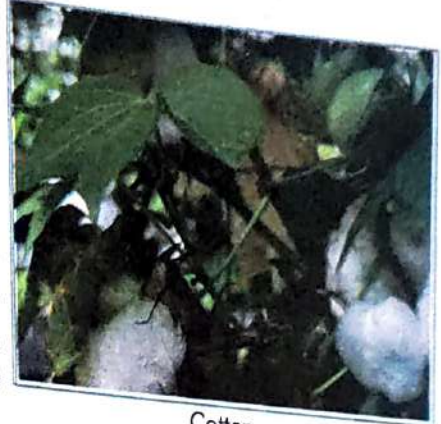
21st CS

Communication



Punjab is called the 'Granary of India'. Discuss.

Cotton: Cotton requires high temperature, low rainfall, 210 frost free days and bright sunshine for its growth. It grows best in black and alluvial soils. The major producers of cotton in the world are China, USA, India, Pakistan, Brazil and Egypt. It is one of the main raw materials for the cotton textile industry.




Cotton



Jute

Jute: Jute grows well on alluvial soil and requires high temperature, heavy rainfall and humid climate. It is a crop of the tropical regions. The leading producers of jute are India and Bangladesh. Jute is also known as the *Golden Fibre*.

 From humble origins in Africa, coffee cultivation wandered east and west, eventually forming a belt known as Bean Belt, roughly bounded by the tropics of capricorn and cancer.



Coffee plant

Coffee: Coffee is grown in regions of warm and wet climate and well drained loamy soil. Hill slopes are more suitable for growth of this crop. The major coffee producing countries in the world are Brazil, Columbia and India.

Tea: Tea is a beverage crop grown on plantations. It requires a cool climate with well distributed heavy rainfall throughout the year for its growth. It needs well drained loamy soil and gentle slopes. It is a labour intensive industry as leaves have to be picked by hands. Kenya, India, China and Sri Lanka produce the best quality tea of the world.

AGRICULTURAL DEVELOPMENT

Agricultural development means the efforts made to increase farm production for meeting the growing demand of increasing population. This can be done in various ways. Some of them are to increase the cropped area, the number of crops grown, improve irrigation facilities, use fertilisers and high yielding variety of seeds. Mechanisation of agriculture is also an important aspect of agricultural development. The agricultural development aims ultimately at increasing food security.

Development of agriculture has taken place in different parts of the world. Developing countries with large population usually practise intensive agriculture where crops are grown on small holdings mostly for the purpose of subsistence. The contrary, larger holdings are more suitable for commercial agriculture as in USA, Australia and Canada. Taking the illustration of two case studies of farms one from India and the other from the USA, we can make a distinction between agriculture in a developing country and agriculture in a developed country.

Thought Spot



Critical Thinking

A farmer grows wheat on his farm with temperature ranging between 21°C to 27°C and another farmer grows it with temperature ranging between 10°C and 25°C. Who do you think will be able to grow wheat and why? Also discuss about the hardwork of farmer.

Case Study : A Farm in India

There is a small village Faridpur in Bareilly district of Uttar Pradesh. Girdhari is a small farmer in this village who has farmland of about 2 hectares. Every alternate year he purchases high yielding varieties of seeds from the market. The land is fertile and Girdhari grows at least two crops in a year which are normally rice or wheat and pulses. The farmer takes advice of his friends besides elders and government agricultural officers about the farming practices. He hires a tractor for ploughing his field, though some of his friends still use traditional method of using bullocks for ploughing. There is a tubewell in the nearby field which he hires for irrigating his field.



Farming in India

Girdhari also has three buffaloes and few hens. The cooperative store is located nearby the town where he sells milk. He is a member of the co-operative society. The co-operative society also advises him on the type of food for his animals, safety measures to protect the health of the animals and artificial insemination.

All the members of his family help him in many farm activities. Sometimes, he takes credit from the agricultural co-operative society or a bank to buy high yielding variety seeds and implements. He sells his produce in the *mandi* that is located in the nearby town. Since most of the farmers lack in storage facilities, they are forced to sell the produce even when the market is not favourable to them. Of late, the government has taken some steps towards the development of storage facilities.

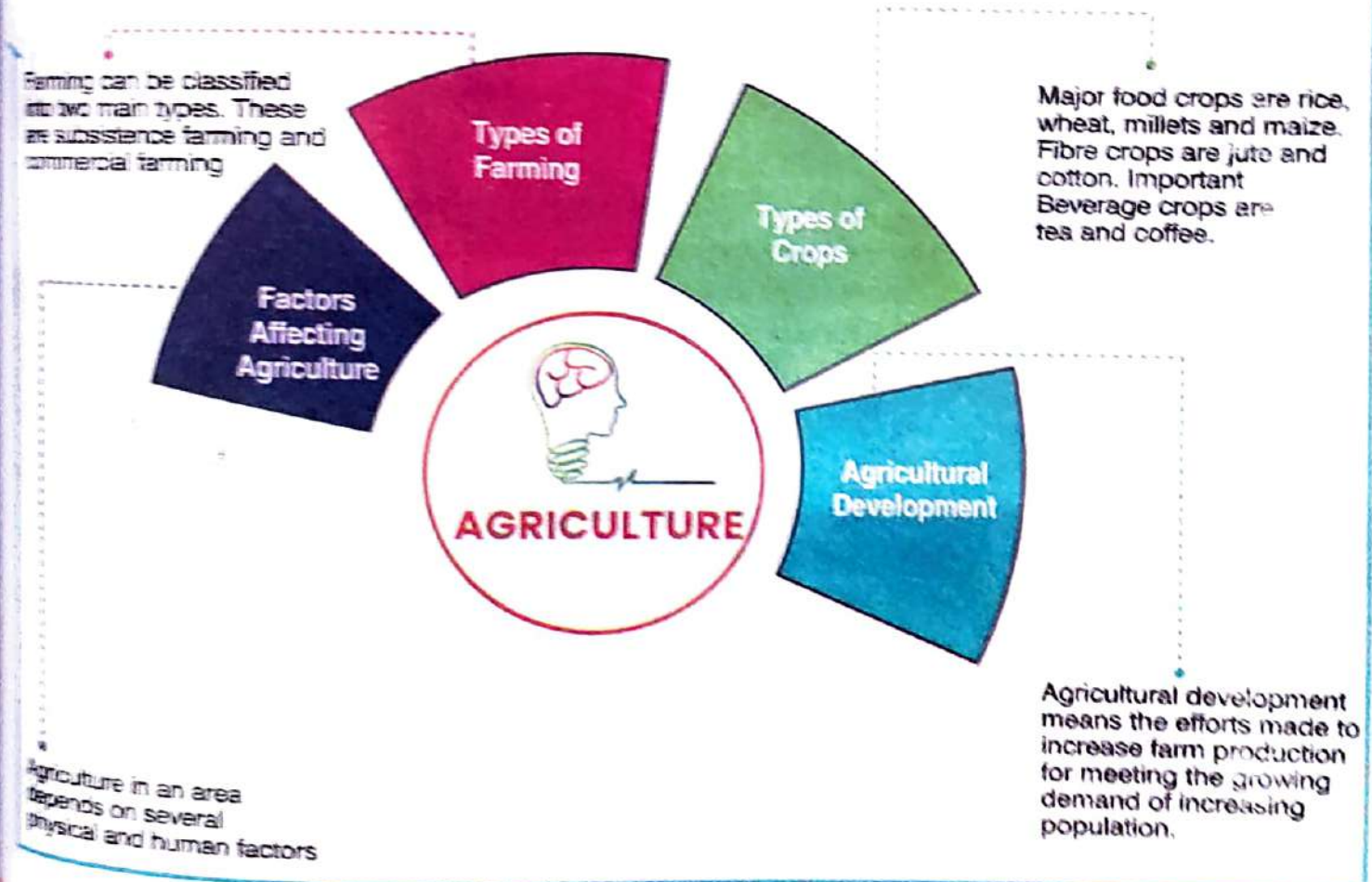
A Farm in the USA

In USA an average farm is very large. It is about 250 hectares in area while in India an average household is only 2.3 hectares in area. Some of the major crops grown are corn, wheat, soybean, sugarbeet and cotton.

Patrick Nash, a farmer in the Midwest USA in Iowa State owns about 270 hectares of land.

He grows corn on his field after being ensured that soil and water resources fulfil the needs of this crop. Adequate measures are taken for controlling pests that may damage the crop. From time to time, he sends the soil samples to a soil testing laboratory for the purpose of checking whether the nutrients are sufficient or not. Test results help him plan a scientific fertiliser programme. His computer is linked to the satellite that provides him with a precise picture of his field. This helps him in using chemical fertilisers and pesticides wherever and whenever they are required. He makes use of tractor, leveller, seed drill, combined harvester and thresher for the performance of various agricultural activities. The grains are stored in the automated grain storage or despatched to market agencies. It is evident that peasant in USA works like a businessman and like a peasant working as farmer.

MIND MAP



EXERCISE

(MCQs)

I. Tick (✓) the correct option.

- Which one of the following activities is not associated with agriculture?
(a) Sowing (b) Extracting
(c) Weeding (d) Harvesting
- What is another word for cultivable land?
(a) Arable (b) Agriculture
(c) Fallow (d) Perishable
- Golden fibre refers to
(a) tea (b) cotton
(c) rubber (d) jute
- What type of agriculture is slash-and-burn?
(a) Plantation
(b) Nomadic herding
(c) Shifting agriculture
(d) Dairy farming

II. Fill the gaps.

- More than per cent of the population of the world depends on agriculture.
- Agriculture practised only for the family's own needs is known as
- and are the two fibre crops.
- Labour is a factor that affects agriculture.
- The two most important staple food crops of the world are and

III. Write 'T' for True and 'F' for False.

- Small fields are cultivated with the help of machines.
- Wheat is the second most important food crop next to rice.
- Cotton requires low temperature and high rainfall.
- Mechanisation of agriculture is also important aspect of agriculture development.

IV. Answer the following questions briefly.

- What is meant by agriculture?
- Name the factors influencing agriculture.
- What is shifting cultivation? What are its disadvantages?
- What is plantation agriculture?
- What is mixed farming?

Answer the following questions in detail.

1. How would you differentiate between primary and secondary activities?
2. Differentiate between subsistence farming and commercial farming.
3. Name the fibre crops and name the climatic conditions required for their growth.
4. What is agriculture development?
5. Why are different crops grown in different regions?
6. Describe the physical conditions required for cultivation of wheat and maize crops.



Skills Enrichment Zone

PICTURE STUDY



HD

Observation

I. What is happening in this picture?

II. What are the climatic conditions required for the cultivation of different crops.



ACTIVITY



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Creativity



- III. Collect seeds of wheat, rice, jowar, bajra, ragi, maize, oilseeds and pulses available in the market. Bring them to the class and find out in which type of soil they grow.

PROJECT



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Information



- IV. Find out about organic farming in India from 1997 till 2010. Find out the reasons for such happenings and how they can be prevented. Make a project on it.
- V. Suppose you get a chance to meet a farmer from the Australia. Prepare a list of questions you would ask about the advanced methods of farming in his country.

Out of the Box !



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Critical Thinking



- Why is agriculture an important occupation throughout the world?
- Why do you think shifting cultivation though destructive is still practised in many parts of the world?





16. INDUSTRIES



PRIOR KNOWLEDGE

- ⊙ The term industry usually brings to mind the image of large factories and mills.
- ⊙ During 18th century, main industries in India were textiles, ship building and other arts and crafts.

LEARNING OBJECTIVES

- ⊙ Classification of Industries
- ⊙ Factors Affecting Location of Industries
- ⊙ Industrial System
- ⊙ Industrial Regions
- ⊙ Industrial Disaster
- ⊙ Distribution of Major Industries.

GET GOING

Conduct a field trip to any industrial region in the neighbourhood and write a report on the following lines :

- The type of industries located in the industrial region.
- The locational advantages.
- Number of employees working there.
- The nature of goods produced.
- Do they follow safety measures to prevent industrial accidents?

Have you ever looked at a bridge and wondered what material was used to make it? The steel used to make a bridge comes from iron ore. Here iron ore is the primary material or natural resource that mining (primary activity) extracts from the Earth. This is converted to steel in an industry. The raw materials are converted into finished goods through an activity called manufacturing. Manufacturing makes the material ready to be used by humans. It is an economic activity that creates things out of natural resources. Thus, it is the **secondary sector** that takes products from the primary sector as **raw materials** to make finished goods.

For example, the textile industry uses the cotton fibre as raw material to make cotton fabric, and wool from sheep to make woollen cloth.

CLASSIFICATION OF INDUSTRIES

Industries may be classified on the basis of, size, raw materials and ownership.

On the Basis of Size

Size indicates the amount of capital invested, the number of people employed and the volume of production. On the basis of size, industries can be classified into small scale industry and large scale industry.



Light industry or Small scale industry requires small capitals investment in plant and machinery. Production volume here is small. Silk weaving and food processing industries are small scale industries. **Cottage** or household industries is a type of small scale industry where the products are manufactured by hand. Making hand- crafts, basket weaving, home-baked cakes and pottery are some examples of cottage industry.



Small scale food processing industry

Heavy industry or Large scale industry includes those that need heavy capital investment in plant and machinery. The production volume here is large as compared to small scale industry. Production of automobiles and heavy machinery are large scale industries.



Heavy machinery plant in China

On the Basis of Raw Materials

Raw materials are used to manufacture goods. On the basis of raw materials, industries can be classified into four categories viz. agro-based, mineral-based, marine-based and forest-based.

Agro-based industries obtain raw materials from agriculture like plants and animals. Food processing, cotton textile, vegetable oil, dairy products, sugar and leather industries are examples of agro-based industries.

Mineral-based industries use minerals as raw material. Examples are iron and steel, aluminium and electric wires industries.

Marine-based industries use products from the sea and ocean as raw materials. For example, industries processing sea food or manufacturing fish oil.

Forest-based industries use forest products as raw materials. The industries associated with forests are paper, furniture and pharmaceutical industries.

On the Basis of Ownership

On the basis of ownership, industries can be classified into private sector, state owned or public sector, joint sector and cooperative sector.

Private sector industries are owned and managed by individuals or a group of individuals. Reliance Industries, TISCO (Tata Iron and Steel Company), Hindustan Motors and Exxon Mobil Corporation are private sector industries.

Public sector industries are owned and managed by the government. Examples are Steel Authority of India Limited, Bharat Heavy Electricals Limited, Hindustan Aeronautics Limited and ONGC (Oil and Natural Gas Corporation).

Joint sector industries are owned and operated jointly by the government and the private sector. Maruti Udyog Limited, Bharat Aluminium Company, Gujarat Alkalies, and Iron and Steel Industries at Bhilai, Bokaro are examples of joint sector industries.



Cooperative sector industries are owned and operated by the producers or suppliers of raw materials, workers or both. Sudha Dairy and Anand Milk Union Limited are success stories of cooperative sector industry.

Thought Shot

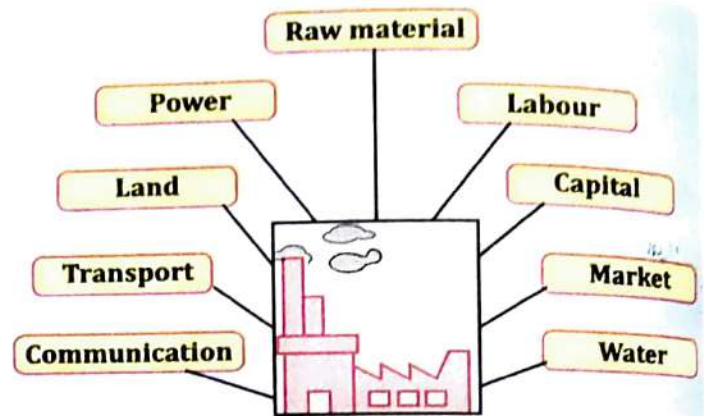
21st
CS

Communication

The economy of a country depends on the industries it has. The more industries a country has the more economically rich and stable it is. Discuss.

FACTORS AFFECTING LOCATION OF INDUSTRIES

The factors that affect location of industries are availability of raw material, labour, land, power, water, transport, capital and market. Industries are located where all or some of these factors are easily available. Sometimes the government offers subsidies in the form of lower rent or easy loans to industries that set up their plants in backward or remote areas. Industrialisation often leads to development and growth of towns and cities.



Locational factors for industries

INDUSTRIAL SYSTEM

In an industrial system, there are three things involved namely input, process and output.

Input consists raw material, labour and costs of land, transport, power and other infrastructure.

Process includes a variety of activities that convert raw materials into finished products with the application of suitable technology.

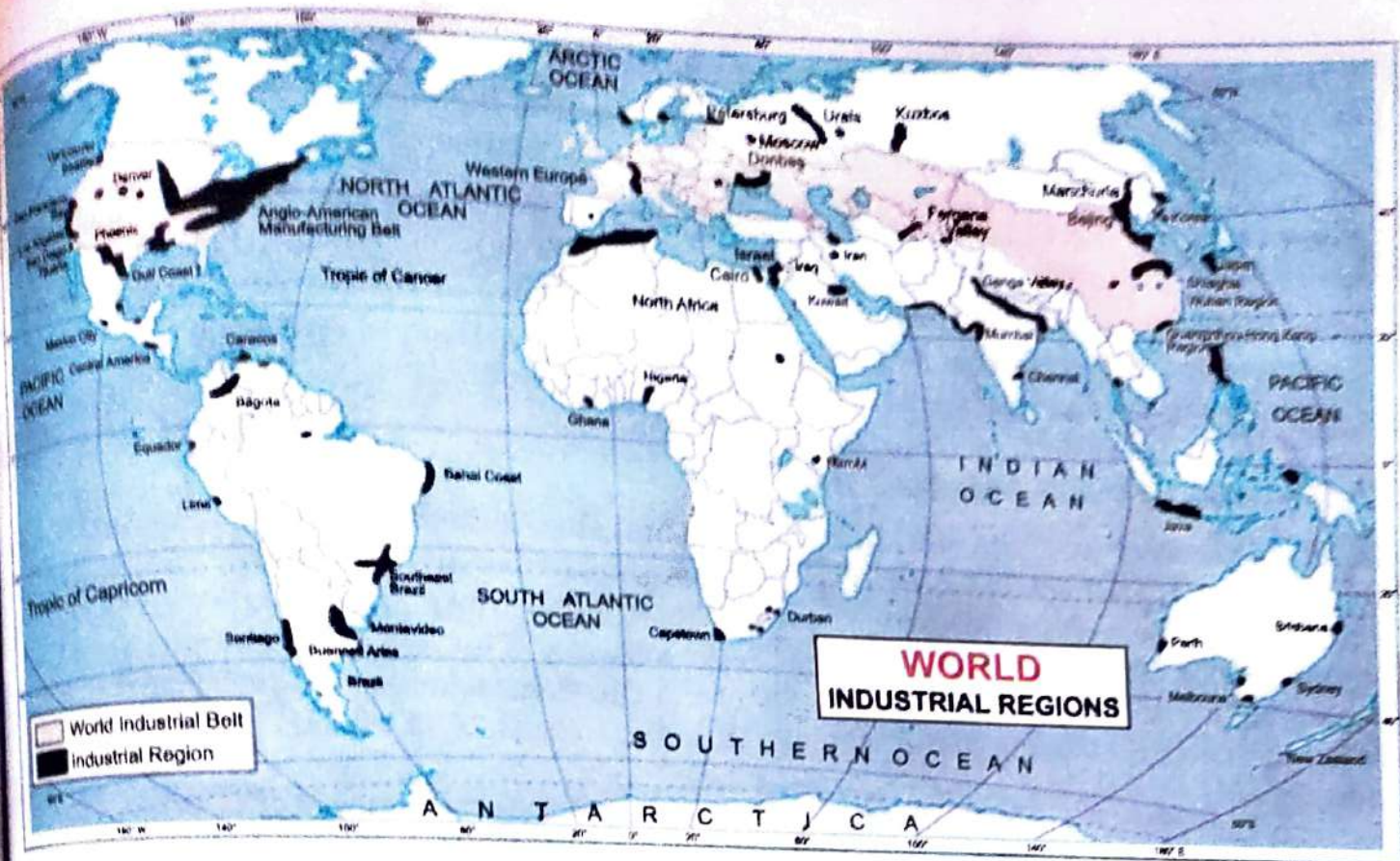
Output refers to the finished products and the income derived from it. *For example*, in a textile industry the inputs may be cotton, labour, factory and transport cost. The main processes involved in manufacturing would be ginning, spinning, weaving, dyeing and printing. The output is the cloth you wear.

INDUSTRIAL REGIONS

An industrial region is an area where there is a geographic concentration of various industries and is served by a good transport network, power grid and other commercial and economic facilities. Some of the major industrial regions of the world are eastern North America, Western and Central Europe, Eastern Europe and Eastern Asia. Major industrial regions should be located in temperate areas near sea ports and particularly near coal fields.

India has many industrial regions like Mumbai-Pune cluster, Hugli region, Bengaluru-Tamil Nadu region, Ahmedabad-Baroda region, Gurugram-Delhi-Meerut region, Chhota Nagpur industrial belt, Vishakhapatnam-Guntur belt and the Kollam-Thiruvananthapuram industrial cluster.





INDUSTRIAL DISASTER

Industrial disasters/accidents are severe mishaps that result in injuries to people and damage to property or the environment.

One of the worst industrial disasters that has taken place in India is the '**Bhopal Gas Tragedy**'. It was a gas leak incident on the night of 2-3 December 1984 at the Union Carbide India Limited (UCIL) pesticide plant in Bhopal, Madhya Pradesh. The official death toll was 3598 in 1989.

Thousands, who survived still suffer from one or many diseases like blindness, impaired immune system, gastrointestinal disorders, etc.



UCIL, Bhopal

Risk Reduction Measures

- (1) Densely populated residential areas should be separated far away from the industrial areas.
- (2) Monitoring the pollution level around the industrial region frequently.
- (3) Fire alarm and fighting systems should be improved.



The **Vishakhapatnam Gas Leak** also referred to as the vizag gas leak, was an industrial accident that occurred at the LG Polymers chemical plant in the RR Venkatapuram village of the Gopalapatnam neighbourhood, located at the outskirts of Vishakhapatnam, Andhra Pradesh, India, during the early morning of 7 May 2020.



- (4) Storage capacity of toxic substances should be limited.
- (5) Awareness among the people around the industrial region about the toxic gases released from industries, storage of hazardous substances and their effects in case an accident occurs.



Integrated with English

Try It!

Find out about industrial pollution in India and how it has affected the health of industrial workers and local residents. Think about industrial wastes dumped on roadsides, gas emissions and effluents in local rivers and lakes. Write an essay about it.

DISTRIBUTION OF MAJOR INDUSTRIES

The major industries of the world are the iron and steel industry, the textile industry and the information technology industry. The first two industries are older while the information technology is an emerging industry. The countries in which iron and steel industry is situated are Germany, USA, China, Japan and Russia. Textile industry is located in India, Hong Kong, South Korea, Japan and Taiwan. The major hubs of information technology industry are the Silicon Valley of Central California and Bengaluru in India. Here we will discuss about iron and steel industry only.

Iron and Steel Industry

Iron and steel industry comprises various inputs, processes and outputs like other industries. The products from the iron and steel industry are used as raw materials for other industries. Therefore, it is also known as the **feeder industry**.

The inputs for iron and steel industry include raw materials such as iron ore, coal, limestone, manganese, along with labour, capital, site and other infrastructure. The conversion process of iron ore into steel involves many steps. The raw material is put in the blast furnace where it undergoes smelting. After this, it is refined. The output obtained is steel that may be used as raw material by other industries.

Steel is tough and it can easily be cut, shaped or made into wire. Special alloys of steel can be made by adding small amounts of other metals like aluminium, copper and nickel. Alloys give steel toughness, unusual hardness or ability to resist rust.

It is not only the backbone of an economy but also a measure of its strength. Almost everything we use is either made of steel or iron or has been made with machinery and tools of these metals. Trains, trucks, ships and automobiles are made largely of steel. Even the needles and the safety pins you use are made from steel. Large buildings have steel framework. Farm machines are mostly made of steel. Minerals are mined with steel equipments. Oil wells are drilled with steel machinery. Steel pipelines transport oil.

Iron and steel industry, before 1800 A.D., was situated where raw materials, running water and power supply were easily available; later, the appropriate location for the industry was near coal fields and close to railways and canals. After 1950, this industry began to be located on bigger areas of flat land near sea ports. It is because by this time steel works had become very large and iron ore had to be imported from overseas.



In India, most of the iron and steel mills are located close to the centres of raw material supply. The centres also have the cheap labour, transport and market. All the main steel producing centres such as Jamshedpur, Bhilai, Burnpur, Durgapur, Rourkela, Bokaro are located in a region that spreads over four states- West Bengal, Jharkhand, Chhattisgarh and Odisha. Vijayanagar in Karnataka, Bhadravati, Salem in Tamil Nadu, Visakhapatnam in Andhra Pradesh are other important steel centres utilising local resources. The annual steel production in India has increased from about one million tons in 1947 to about 101.28 million tons in 2017.



Tata Iron and Steel Company Jamshedpur, India

Jamshedpur is a planned city which was founded by Jamsetji Tata in 1907. It was privately owned. After the Independence, the government took the initiative and set up several iron and steel plants. Geographically, Jamshedpur is the most conveniently situated iron and steel centre in the country. It is ideally located between the sources of two raw materials, iron ore and coal. Iron ore is obtained from Noamundi mine of Jharkhand and Badampahar mine of Odisha, manganese from Kendujhar district of Odisha, coking coal



Jamshedpur Steel Plant

from Jharia and coal fields of West Bokaro and limestone from Odisha. The rivers Kharkhali and Subarnarekha provide the cheapest means of water transport. Jamshedpur is well connected by means of railways and roadways, nearness to the port of Kolkata and the city provides a market for iron and steel goods.

In Jamshedpur, various other industrial plants were set up after TISCO (Tata Iron and Steel Company Limited). They produce chemicals, locomotive parts, machinery, thimble, agricultural equipment, cable and wire.

The growth and development of Tata Steel made Jamshedpur a hub of economic activities. A number of factories, technical institutes and metallurgical laboratories were set up in the city. Tata steel makes major contribution in the total iron and steel production of India. Today, it is the fifth largest producer of iron and steel in the world.

Iron and Steel Industry, Pittsburgh, USA

The major centre of the iron and steel industry in USA is Pittsburgh. The steel industry in Pittsburgh enjoys locational advantages for the development. Proximity to source of raw materials like iron and coal and the cheap inland water transport provided by the Great Lakes provide great advantages for this industry. The rivers Ohio, Monongahela and Allegheny provide abundant water for these industries. The development of land and water routes facilitates the marketing of finished products.

The Pittsburgh area has many factories other than steel mills. These mills use steel as their raw material to make many different products such as railroad equipments, rails and heavy machinery.

Information Technology (IT) Industry

It is an emerging industry at present providing employment to a large number of people in the world. The IT industry deals in the storage, processing and distribution of the information. It has developed all over the world due to the development of science and technology. The main factors guiding the location of this industry are resource availability, cost and infrastructure. The two leading centres of IT industries of the world are the Silicon Valley, California and Bengaluru, India. Bengaluru is situated in the Deccan plateau from where it gets the name 'silicon plateau'. The climate of Bengaluru called the Garden City of India has a pleasant climate all the year round. Silicon valley, is a part of Santa Clara valley, located next to the Rocky mountains of North America. The Silicon valley of California also has a temperate climate which has favoured the development of software industries.

Thought Spot



Information

Which industries come under 'Engineering Industry'? Find out some of its major centres in India.

The locational advantages of these two industries are discussed below :

Locational Advantages of Silicon Plateau, Bengaluru

- ◆ Bengaluru has the largest number of educational institutions and IT colleges in India.
- ◆ The city has the largest and widest availability of skilled managers with work experience.
- ◆ The State Government of Karnataka was the first to announce an IT policy in 1992.



◆ The city was considered dust free with low rents and low cost of living.

Locational Advantages of Silicon Valley, California

- ◆ Close to some of the most advanced scientific and technological centres in the world.
- ◆ Good access to markets and skilled work force.
- ◆ Pleasant climate with an attractive and a clean environment. Plenty of space for development and future expansion.
- ◆ Located close to major roads and airports.

Some other emerging IT hubs in metropolitan centres of India are Mumbai, New Delhi, Hyderabad and Chennai. Other cities such as Gurugram, Pune, Thiruvananthapuram, Kochi and Chandigarh are also important centres of the IT industry. Notwithstanding these facts, Bengaluru has always been gifted with the enviable advantage, as a city with highest availability of middle and top management talent.

Try IT!

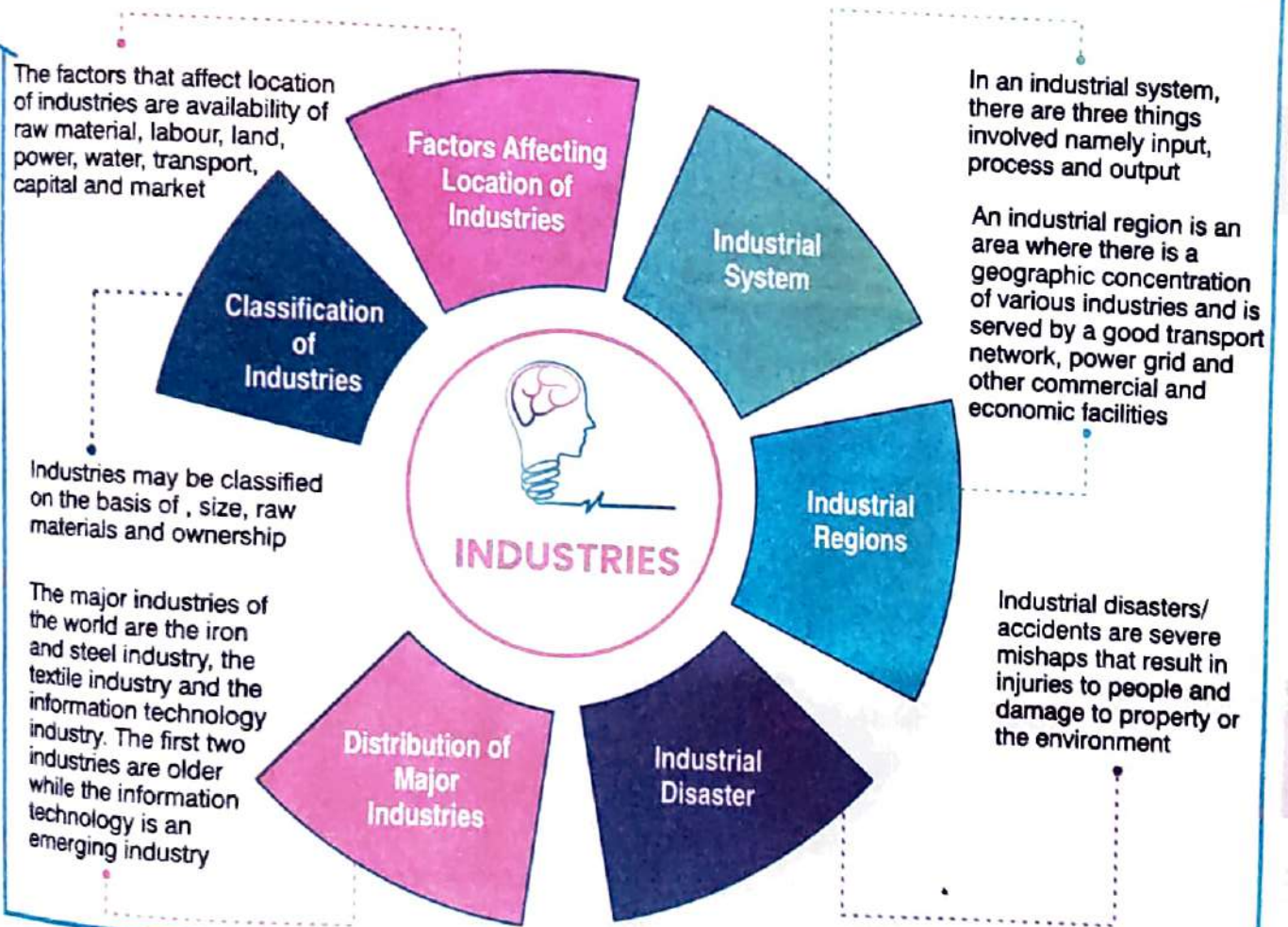
Hold a debate in the class on the topic: Can India emerge as a leader of IT industry in world by 2025?



Communication



MIND MAP



EXERCISE



I. Tick (✓) the correct option.

- Which of the following sectors means ownership by government?
(a) Private (b) Public
(c) Joint (d) Cooperative
- Which of the following sectors involves manufacturing?
(a) Primary (b) Secondary
(c) Tertiary (d) Both (b) and (c)
- Which of the following is an agro based industry?
(a) Iron and steel (b) Sugar
(c) Aircraft (d) Chemical
- Which of the following is a mineral-based industry?
(a) Sugar (b) Paper
(c) Iron and steel (d) Textile

II. Fill the gaps.

- A heavy industry is classified as such based on its
- The Industries associated with are paper, furniture and pharmaceutical industries.
- On the basis of, industries can be classified into private sector, state or public sector, joint sector and cooperative sector.
- sector industries are owned and operated jointly by the government and the private sector.
- is an emerging industry.

III. Give two examples of the following.

- Small scale industries : and
- Agro-based Industries : and
- Private sector Industries : and
- Cooperative sector industries : and
- Main steel producing centres : and

IV. Answer the following questions briefly.

- What do you understand by the term manufacturing?
- What is the meaning of secondary sector?
- What is Industrial system?
- What is the cooperative sector?
- Which are the main factors which influence the location of an industry?
- Which industry is often referred to as the backbone of modern industry and why?



Answer the following questions in detail.

1. Classify industries on the basis of their size and raw materials. Give examples.
2. What do you mean by Industrial disaster? Give an example of such disasters in India. What measures should be taken to reduce such disasters?
3. What are the inputs, processes and outputs of the iron and steel industry?
4. Why is iron and steel industry so important to us?
5. Write a short note on the information technology industry.



Skills Enrichment Zone

FUN ACTIVITY



- I. Look for the advertisements of a few companies which aim to market their products. Categorise them on the basis of the products and industry to which they belonged.
- II. Visit a small-scale industry. Discuss the observation you made in the class.

EL

Experiential Learning

PROJECT



- III. Prepare a PowerPoint presentation on any one of the following :
 - A large scale industry like Tata Steel.
 - A cooperative industry like Amul.

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Technology/Digital Resources



Out of the Box !



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Critical Thinking



- Manufacturing industries are important for the economic development of the country. Why?
- How does hot and humid climate favour spinning and weaving?



17. HUMAN RESOURCES

PRIOR KNOWLEDGE

- Our earth is blessed with a large variety of natural resources, such as land, water, soil, forests, animals and minerals. Humans are the biggest and the most important resource on earth.

LEARNING OBJECTIVES

- Population Distribution and Density
- Factors Influencing Population Distribution
- Growth of Population
- Characteristic of Population Distribution
- Population Composition

GET GOING

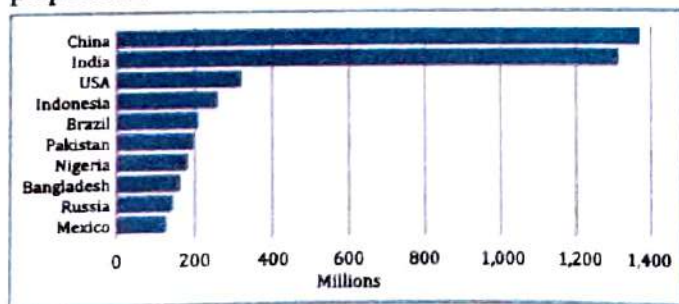
'Migration' involves the movement of people within a state, a country, or even internationally. Why do you think people mostly migrate from rural to urban areas?

It is humans who use the natural resources to create an economy and infrastructure that you have read about in the previous chapters. It is humans who built wealth for the nations. It is humans who have invented machinery and technology. And, it is humans who have devised space explorations. It is their skills, talent, abilities and knowledge, as well as ideas which are used for the production of goods, their distribution and consumption.

POPULATION DISTRIBUTION AND DENSITY

The way in which people are spread across the earth's surface is known as the pattern of **population distribution**. Population is not evenly distributed anywhere in the world. People mostly live in those areas, which are accessible, productive and rich in natural resources. More than 90% of the world's population lives in about 10% of the land surface.

Some areas are more populated and some are sparsely populated. The crowded areas are south and south-east Asia, northeastern North America and Europe. Very few people live in tropical deserts, high mountains, high latitude areas and areas of equatorial forests. Most of the people live north of the equator than south of the equator. Almost three-quarters of the world's total population live in two continents Africa and Asia.



World's most populous countries

About 60 per cent of the world's population lives in just 10 countries of the world. China, India and the USA together constitute more than 40 per cent of the world's population.

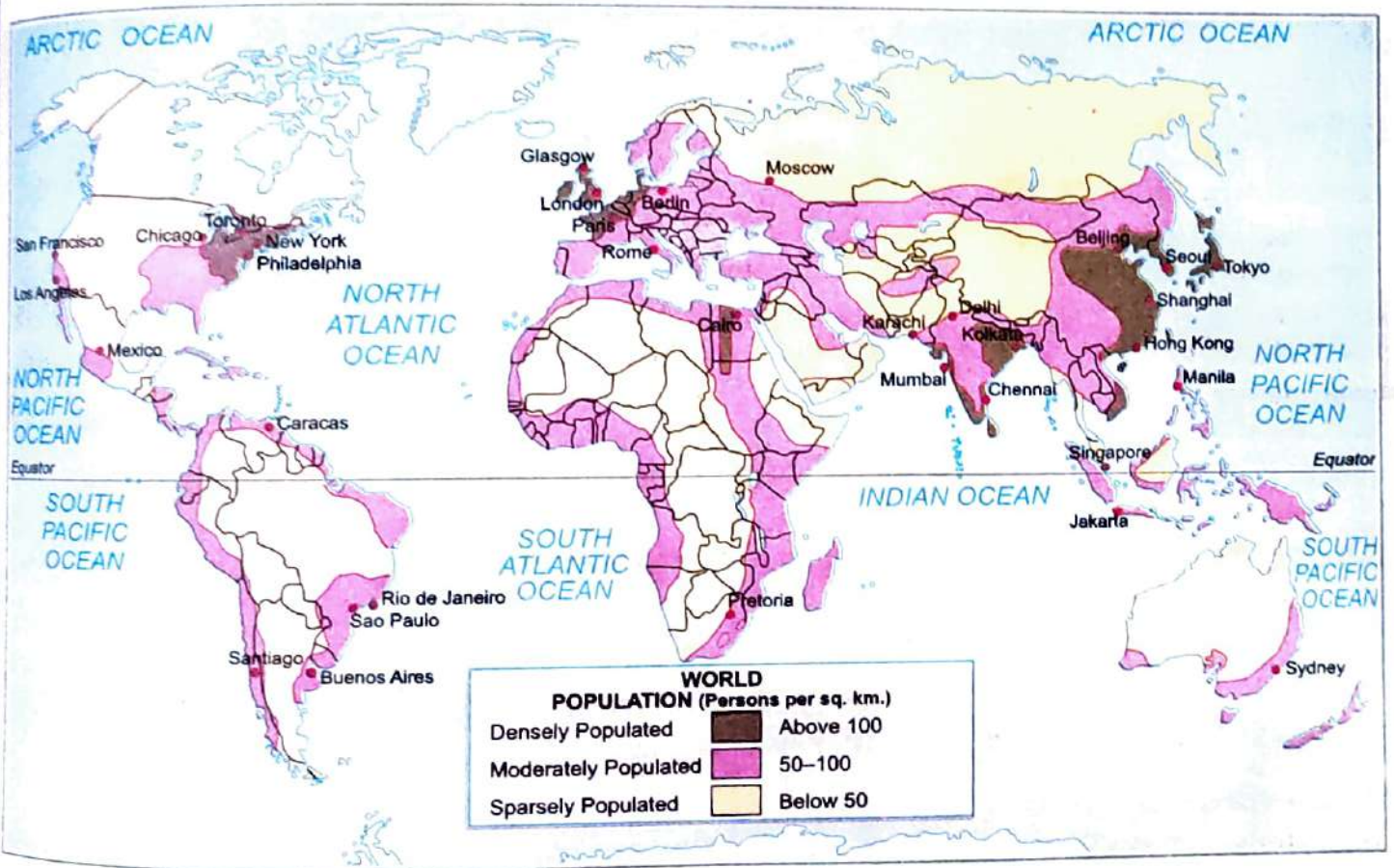
Just ten countries are inhabited by sixty per cent of the world's total population. Each of these countries comprises more than a 100 million people.

As you can observe, certain parts of the world are more populated than the others.

The number of people living in per unit area of land is known as the **population density**. Generally, it is measured per sq km, so the density of population is the number of people living in one sq km. The average density of population for the world is 49 persons per sq km. India has an average density of 360 persons per sq km but it varies from 13 persons per sq km in Arunachal Pradesh to more than 9000 persons per sq km in Delhi.

How can you find out the density of population of a country? It is quite simple. Take the total population of a country and divide it by the country's total area. The result is the number of people per sq km or the density of population.

For example, let us calculate the density of population for India.



World map showing population density

Total population = 1,184,006,000

Total area (sq/km) = 3,287,263

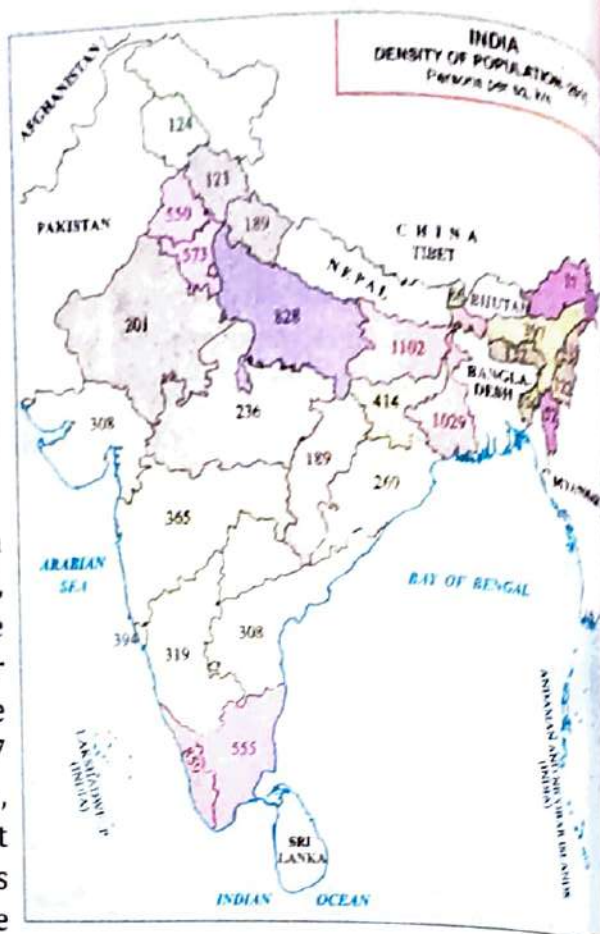
Density of population = 1,184,006,000

÷ 3,287,263 = 360.18

So, the density of population for India is 360 persons per sq km.

With an average density of 383 persons per square kilometre in 2011, India is one of the most densely populated countries of the world. However, Netherlands (407) and Belgium (368) in Europe and Japan (337) register higher densities. China, though most populous country in the world, has less density than India. The density of population in India has been consistently increasing over the years. In 1901, it was 77 only, which increased to 117 in 1951 and 383 in 2011.

Within the country, the density varies from region to region. According to Census 2011, Union Territories of Delhi and Chandigarh have the density of 11297 and 9252 persons per square kilometres respectively, whereas the density in Arunachal Pradesh and Mizoram is 17 and 52 persons per square kilometre, respectively. Bihar (1102) followed by West Bengal (1029), Kerala (859) and UP (828) has the maximum density of population. A new state Telangana formed in 2014. Its population density is 307. Recently in 2019, Jammu and Kashmir state has been divided in two Union Territories Jammu & Kashmir and Ladakh.



Try It!

Get into two groups and have an intra class debate on the topic 'Population- A boon or curse'.



Communication

FACTORS INFLUENCING POPULATION DISTRIBUTION

You have just seen how unevenly the population is distributed—East Asia, parts of Western Africa and central Europe seem to be the most crowded while northern Asia and northern America are sparsely populated. Why is there such a difference? Various geographic and human factors affect the distribution of population. Let us consider the factors here:

Geographical Factors

Topography : The plains have higher density of population as compared to the mountainous regions. The steep mountain slopes restrict the availability of agricultural land, transportation industries and settlement. The Northern Plains are the most densely populated areas in India.

Climate : Too hot, too cold, too dry and too wet areas are least populated unlike the areas with equable and temperate regions. Siberia, northern parts of Canada, Sahara and Europe have low population due to extreme climate.

Soil : Fertile soil provides suitable land for agriculture. Fertile plains such as Brahmaputra and Ganga in India, Huang He and Yangtze in China and Nile in Egypt are densely populated.

Water : Rivers are an important source of freshwater. They supply water for domestic purposes, industries, agriculture and transport. Thus, people tend to settle in the river valleys. Even in the deserts, oasis have permanent settlement.

Minerals : The presence of minerals also attract more people than the areas which are devoid of minerals. The gold rush of Australia and the discovery of oil in middle east countries led to the colonization of people in these areas.

Human Factors

Social : Areas that offer better education and housing systems and have better health facilities, such as Mumbai, have a higher concentration of people.

Cultural : Places with religious or cultural significance attract people. Some examples are Varanasi, Jerusalem and Vatican city.

Economic : Industrially developed regions provide large-scale employment opportunities to the people and thus support higher density of population like Mumbai, Osaka, Pittsburgh and London.

Political : Sometimes governments promote economic growth in certain areas by offering special discounts to industries to be located in those areas. These areas generally attract people, for example, Kandla special Economic Zone in Gujarat. Disturbed areas with unstable governments often have low density of population, for example, Afghanistan.

Thought Shot

Why a huge population is not necessarily an indicator of economic development?



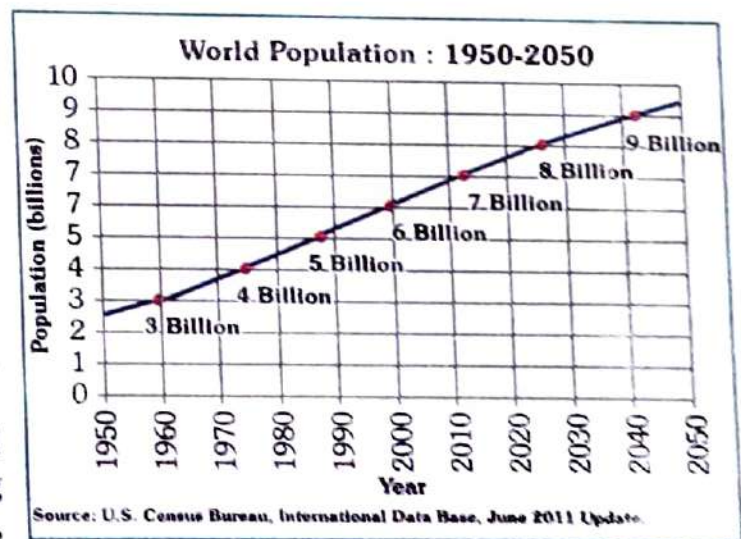
Critical Thinking



GROWTH OF POPULATION

The world's population is growing very rapidly. This rapid growth of population is called **population explosion**. In the last 50 years, the world population has more than doubled. In 2009, the figure had reached 6.8 billion. Look at the graph. It shows the growth of population from 1950 to the present day, and also estimates growth till about 2050, when it will reach 9.1 billion.

Experts believe that the maximum increase will be in the less developed countries and among the poorest populations. On the other hand, there will not be much increase in the developed countries. Also, it is believed that countries such as Germany, Italy and Japan, will have a lower population than what they have today! How do you think it is possible? These countries will have increasingly low birth rates and the death rates will be higher than birth rates. Let us consider how population has been growing.



World population growth



Population Change

The change in number of people over a period of time can be termed as **population change**. Population keeps changing every minute. There is a birth or a death being recorded every minute. The **birth rate** is the number of births per 1000 people while the **death rate** is the number of deaths per 1000 people. The difference between birth rate and death rate of a country is the **natural growth rate**. Every birth or death is recorded. You may think that one would balance the other. But that is not what is happening. The birth rate has remained high while the death rate has gone down. Why do you think it is so? People are living longer. So, **lower death rates** and **longer life expectancy** are factors responsible for such a rapid rise in population.

Life Expectancy

The average number of years that an individual is expected to live is known as **life expectancy**. It is an important indicator of the health and the quality of life in a country. People generally live longer where the factors such as improved healthcare, proper food supplies, better sanitation, and education are available. Where people do not have access to such facilities, the life expectancy is lower.

The higher the life expectancy, the better is the quality of life in a country. Sometimes, the life expectancy is also affected by war, disease, famines, and poor health.

CHARACTERISTIC OF POPULATION DISTRIBUTION

Population characteristics tell us about the makeup or nature of the population. For example, the age, sex ratio, literacy rates, and the rural/urban divide describe the qualities of population.

Age Structure

This refers to the composition of a country by age groups. It is an important element that **demographers** use to make projections for the future of the growth or decline of a population. Supposing that a country has more population under 16, it will need to plan for its resources to meet their needs for the future, such as education and healthcare. It will also indicate that population growth needs to be controlled. If a country has more population over 60, the country requires to meet a different set of needs, such as their dependence on the working population and their healthcare.

Sex Ratio

Another aspect of population is the number of males and females in it. Sex ratio is the ratio between males and females. It is expressed as the number of females per 1000 males. Generally, there are more males than females—the world average shows 987:1000, that is, for every 1000 males there are 987 females. Examples of countries with a high proportion of males to females are United Arab Emirates, Qatar, Kuwait



Women workers

and Oman. On the contrary, a few countries with more females to males are Chad, Armenia, El Salvador, Estonia, Macau, and Lebanon. In India, the sex ratio is 924:1000 or 924 females per 1000 males. The differences in the sex composition might be due to gender differences in death rate, migration, sex ratio at birth, and undercounting of women. It is important for the government to know about the sex ratio so that it can plan its resources accordingly.

Thought Shot

Why is it that the sex ratio is in favour of men in India? How do you think this will affect the economic development of India?

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Critical Thinking

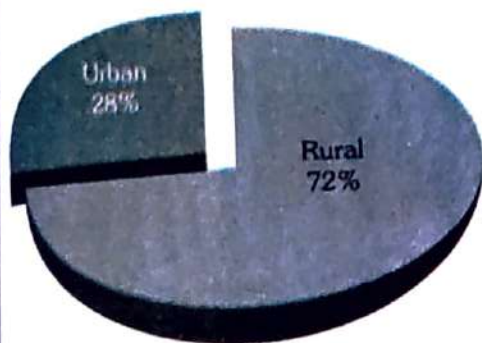


Literacy

This indicates whether a person can read or write. Literacy rates and the level of education show how developed a country is. This is because it is believed that a higher level of education and literacy leads to greater awareness, and help in the upliftment of economic and social conditions. The literacy rate in developed countries is usually high with Georgia at 100%, followed by Cuba, Estonia, and Latvia at 99.8%. On the other hand, Mali has a literacy rate of 35.47% while Niger has 39.7%. In India, the average literacy rate is 81.3%.



Literacy is important



Rural-urban divide in India

Rural-Urban Divide

The people who live in the villages make up the rural population while people living in cities make up the urban population. Though the world is urbanising very fast, the percentage of rural population is also increasing. It is believed that there were 3.3 billion rural people in 2005. The less developed regions have the maximum rural population, accounting for 3 billion of the total. Of this, the largest number of rural population lives in India (0.8 billion), China (0.8 billion), and Indonesia (0.1 billion).

In India, you will find that 65% of the population is rural. The number of people living in the villages varies a lot, from 1000 in some villages to about 10,000 in the highly populated villages. There are 40 cities in India with more than million people. Of these, eight are metropolitan cities with more than 4 million residents. The rural-urban composition of population is characterised by different occupations, different needs, and very different standards of living. It is the government's responsibility to provide basic amenities in rural areas and help improve the quality of rural life. Therefore, it is important to know how many people reside in rural or urban areas. Besides, this indicates how urbanised a country is.



Rural people



Conduct a survey in your school and surroundings to know the numbers of males and females. Answer these :

- How many males and females reside in the area?
- Is the sex ratio favourable to women?

POPULATION COMPOSITION

A country may be as much crowded as possible yet it has only little to do with its level of economic development. To illustrate, both Bangladesh and Japan are too densely populated. Japan is far economically developed in comparison to Bangladesh.

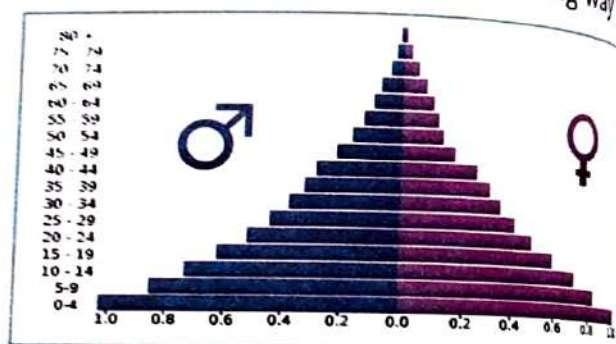
For understanding the role of people as a resource, it is requisite to know little more about their qualities. People differ to a great extent in their age, sex, health condition, literacy level, occupation and income level. Understanding these characteristics of the people is essential. Population composition implies the structure of the population.

The composition of population helps us in knowing the number and percentage of their birth, males or females, the age group they belong to, the education they have acquired and the type of occupation they are employed in, their income levels and health conditions.

By looking at the population pyramid, also called an **age-sex pyramid**, is an interesting way of studying the population composition of a country.

A population pyramid shows :

- ◆ the percentage of the total population, subdivided into males and females, in each of those groups.
- ◆ the total population divided into various age groups, e.g. 5 to 9 years, 10 to 14 years and so on.

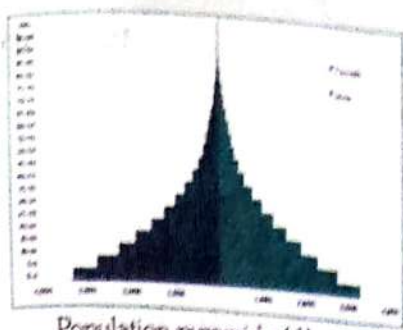


Population pyramid

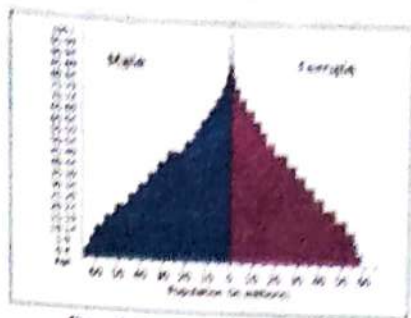
We come to know from the shape of the population pyramid, the position of the people living in that particular country. The number of children (below 15 years) is shown at the bottom and shows the birth level. The size of the top shows the number of the aged people (above 65 years) and reflect the number of deaths. Besides, we learn from the population pyramid the number of dependents in a country. The dependents are of two types—**young dependents** (aged below 15 years) and **elderly dependents** (aged over 65 years). Those who belong to the working age are economically active.

The population pyramid of a country with high birth and death rates is broad at the base and rapidly narrows towards the top. The reason is although, many children are born, a large percentage of them die in their infancy, only a few become adults and very few are old people. This situation is reflected by the pyramid shown for Kenya.

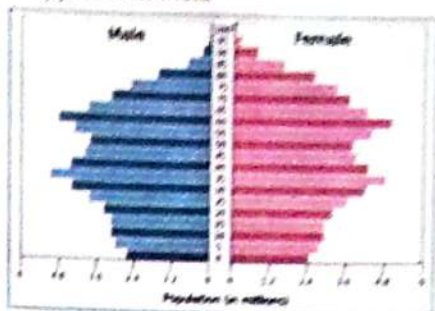
In those countries where death rates especially amongst the very young are on a decrease, the pyramid is broad in the younger age groups, the reason is more infants survive to adulthood.



Population pyramid of Kenya



Population pyramid of India



Population pyramid of Japan

This is evident from the pyramid for India. Such population contains comparatively larger number of young people. It implies a strong and expanding labour force. In countries like Japan, low birth rates make the pyramid narrow at the base. Decreased death rates allow a number of people to reach old age. The rate of population growth affects the economic and social status of a country. It influences the gainful utilization of natural resources. It has been observed that in developed countries, the growth rate of population is low. Thus, the standard of living is high. It is the reverse in underdeveloped and developing countries.

Thought Shot



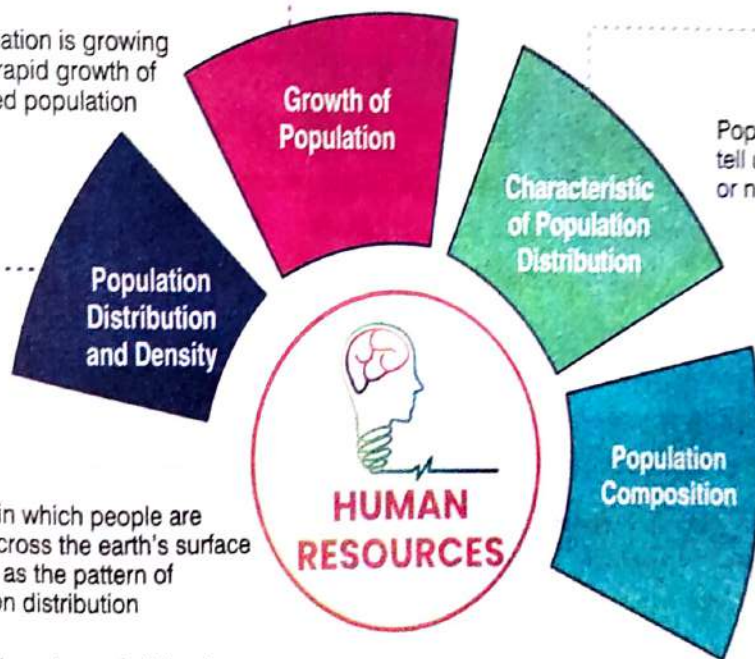
Communication



"Population pyramid helps in understanding the population of a country". Discuss.

MIND MAP

The world's population is growing very rapidly. This rapid growth of population is called population explosion



Population characteristics tell us about the makeup or nature of the population

A country may be as much crowded as possible yet it has only little to do with its level of economic development

- The way in which people are spread across the earth's surface is known as the pattern of population distribution
- The number of people living in per unit area of land is known as the population density

EXERCISE



I. Tick (✓) the correct option.

- The number of persons living in per unit area is called :
(a) total population (b) working population
(c) population density (d) census
- What term indicates that a person is able to read and write?
(a) Density (b) Migration
(c) Literacy (d) Education
- How many cities are there in India with a population of more than 4 million?
(a) 35 (b) 8
(c) 15 (d) 21
- Which of the following factors would encourage high concentration of population?
(a) Desert land (b) Abundant water
(c) Abundant forests (d) High mountains
- What is a population pyramid?
(a) A graphical representation of the age, sex composition of a population
(b) When the population density of an area is so high that people live in tall buildings
(c) Pattern of population distribution in large urban areas
(d) None of the above

II. Fill the gaps.

- Almost of the world's total population live in two continents Africa and Asia.
- The plains have density of population as compared to the regions.
- Sex ratio is ratios between and females.
- The rate of growth affects the economic and social status of a country.

III. Write 'T' for True and 'F' for False.

- More than 90% of the world's population lives in about 30% of the land surface.
- The average density of population for the world is 59 persons per sq km.
- Disturbed areas with unstable governments often have low density population.

IV. Answer the following questions briefly.

- What is density of population?
- How does topography influence population distribution?
- What is sex ratio?
- What is meant by population composition?
- Write a short note on population change.



Answer the following questions in detail.

1. What are the causes for the uneven distribution of population in the world?
2. The world population has grown very rapidly. Why?
3. What factors influence the distribution of population and how?
4. What is a population pyramid and why is it used for population studies?
5. Discuss the different components of population composition.



Skills Enrichment Zone

ACTIVITY



1. Visit the village administrative office/panchayat office/municipality/municipal corporation. Get the details of how they are recording the deaths and births happening in the area under their control.

MAP WORK



1. On a political map of India, mark the most densely populated state as well as the latest densely populated state.

PROJECT



1. Prepare a questionnaire for population study of your school covering the following points :
Family size, sex, age, literacy level, occupation, income, etc. Prepare a report based on the above information.

EL

Experiential Learning

21st
CS

Information



HD

Interaction with others

Out of the Box !



21st
CS

Critical Thinking



- Why do you think human beings are considered a resource?



18. THE INDIAN CONSTITUTION

PRIOR KNOWLEDGE

- ◉ An organised social life needs certain rules and regulations.
- ◉ We have to observe certain rules while playing games, or even walking or driving on the roads.
- ◉ We must observe some rules of common behaviour in all our activities similarly.

LEARNING OBJECTIVES

- ◉ Why Does a Country Need a Constitution?
- ◉ Drafting of the Constitution
- ◉ Features of Indian Constitution
- ◉ Constitutional Amendment
- ◉ Need for Laws
- ◉ Dissent

GET GOING

Suppose you are late for school. As you are about to cross the road, the traffic signal turns orange. What will you do in such a situation? Give reasons.

A country needs a government which is run according to certain set of rules and regulations. Therefore, all the states have their own constitution and systems of government.

The constitution of a country is a set of rules, regulations and provisions that describes the basic beliefs and values the country is based on. It lays down the basic structure of the government, according to which the country is to be governed.

WHY DOES A COUNTRY NEED A CONSTITUTION?

Today most countries in the world have a constitution. While all democratic countries are likely to have a constitution, it is not necessary that all countries that have a constitution are democratic. The constitution serves several purposes. **First**, it lays out certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A constitution helps serve as a set of rules and principles that all persons in a country can agree upon as the basis of the way in which they want the country to be governed.

The **second** important purpose of a constitution is to define the nature of a country's political system. In countries that have adopted a democratic form of government or polity, the constitution can play a crucial role in laying out certain important guidelines that govern decision-making within these societies.

In a democracy, we choose our leaders so that they can exercise power responsibly on our behalf. However, there is always the possibility that these leaders might misuse their authority and the constitution usually provides safeguards this. In democratic societies, the constitution often lays down rules that guard against this misuse of authority by our political leaders. Another important function that a constitution plays in a democracy is to ensure that a dominant group does not use its power against other, less powerful people or groups.

DRAFTING OF THE CONSTITUTION

The Constituent assembly of India was elected to write the constitution of India. Its members were elected by the members of the provincial legislative assemblies. It met for the first time in New Delhi on 9 December, 1946. When India gained independence, the Constituent Assembly served as the first parliament.

On 29 August 1947, a Drafting Committee was set up under the chairmanship of Dr B.R. Ambedkar to prepare a Draft Constitution for India. The Constituent Assembly took almost three years to complete drafting the constitution for Independent India.

The Constitution was formally adopted on 26 January 1950. On that day, India became a **republic**.



Dr B.R. Ambedkar

Thought Shot

HD

Curiosity

You have heard the term 'Constitutive.' What does it mean and also provide one example of 'Constitutive rules' from your everyday life.

The constituent Assembly, which first met on December 9, 1946 took precisely 2 years, 11 months and 18 days to come up with final result.

FEATURES OF INDIAN CONSTITUTION

Our constitution aims to establish a secular, sovereign, democratic society for its citizens, who belong to diverse backgrounds. Hence, the constitution has some very special features. Let us look at some of them :

The Preamble

The preamble is an introduction to the Constitution, which contains the fundamental values, philosophy, aims and objectives on which our Constitution is based. The preamble highlights the fundamental values and guiding principles of our Constitution. It serves as a guide for both the Constitution as well as the judges who interpret the same. However, the preamble is not enforceable in a court of law.

The preamble to our Constitution serves two purposes :

- It indicates the source from which the Constitution gets its authority.
- It also states the objects which the Constitution seeks to establish and promote.

The opening words of the Preamble. "We, the people"—shows that power is in the hands of the people of India.



Sovereignty

Sovereignty is the freedom to govern oneself within a territory and to be free from any external control. All Indians are free to govern themselves and to make laws. There should be no external interference of any kind in the functioning of the government.



Federalism

Federalism means government at two levels. In India, there is a Central Government and governments for every state. It is not possible for one government at the centre to rule a large country like India. So, the Constitution ensured that there are governments at different levels. The Constitution also tries to make the two levels of government autonomous by clearly defining the subjects on which each government can make laws. The subjects are categorised into union and state lists. Both the governments can make laws on the subjects mentioned in a concurrent list.

Parliamentary Form of Government

The Constitution of India provides for the establishment of a parliamentary form of government in which the entire administration is carried out in the name of the President of India; but, actual power remains with the Prime Minister. Thus, the Prime Minister and the Council of Ministers, are collectively answerable to Parliament. The moment a no-confidence motion is passed against the government in the Parliament, the government has to resign.

Separation of Powers

The government of our country has three main organs—the Legislature, the Executive and the Judiciary. The Constitution clearly demarcates and defines the powers and roles of all the three organs. The legislature frames laws, the executive implements them and the judiciary resolves disputes and maintains law and order. No organ, however, has absolute authority. The legislature and the executive can act as a check on each other's powers. The Constitution also clearly defines the powers and functions of the judiciary.

Fundamental Rights

Those rights which are considered essential for the well being of a citizen of a country are termed as **Fundamental Rights**. These are included in Part III of the Constitution. No organ of the government can violate our Fundamental Rights. Judiciary has the supreme power to protect our Fundamental Rights. If someone feels that any of his/her right is violated, he/she can approach the court to get his/her right implemented. The Constitution guarantees six Fundamental Rights to its citizens. They are :

1. Right to Equality (Articles 14-18)
2. Right to Freedom (Articles 19-22)
3. Right against Exploitation (Articles 23 and 24)
4. Right to Freedom of Religion (Articles 25-28)
5. Cultural and Educational Rights (Articles 29 and 30)
6. Right to Constitutional Remedies (Articles 32-35)

1. **Right to Equality** : All persons are equal before the law. This means that all persons shall be equally protected by the laws of the country. It also states that no citizen can be discriminated against on the basis of their religion, caste or sex. Every person has access to all public places including playgrounds, hotels, shops, etc. The state cannot discriminate against anyone.



matters of employment. This right also abolishes the practice of untouchability in any form. It also states that the government can make special provisions for upliftment of certain groups of the society, such as scheduled castes, scheduled tribes and other backward classes.

Right to Freedom : This includes the right to freedom of speech and expression, the right to form associations, the right to move freely and reside in any part of the country and the right to practice any profession, occupation or business.

Right against Exploitation : The Right against exploitation allows Indian citizens to stand up against any kind of exploitation that he/she might be going through. Article 23 prohibits forced labour. Article 24 prohibits employment of children below the age of 14 years in factories or mines.

Right to Freedom of Religion : Many religions are practised in India. Articles 25-28 of our Constitution define our country as secular. This implies that all religions are equal before the law. There is no state religion. All citizens of India have the freedom to practise and propagate his/her religion.

Cultural and Educational Rights : India is a vast country, where people of diverse cultures and traditions live together. They have the right to safeguard their culture, language and script. They also have the right to open their own educational institutions. The Constitution of India states that no citizen shall be denied admission to any educational institution maintained by the State and Central Government.

Right to Constitutional Remedies : This allows citizens to move to the court if they believe that any of their Fundamental Rights have been violated by the state.

Thought Shot

SEL

Social Emotional Learning

The constitution bans child labour. But everyday we see small children working in roadside dhabas, tea stalls, shops and even in our homes. How do you think we can prevent child labour?



Secularism

Secularism is one of the most important features of our Constitution. The Constitution states that the state has no religion; that all citizens have fundamental right to follow and propagate their own religion and that it is the duty of the state to protect life, liberty and property of all citizens, provide security to them and enable them to exercise their Fundamental Rights. The state cannot discriminate between the citizens on the grounds of religion.

In many countries, the state favours one particular religion. People belonging to other religions living in that country may face discrimination.

Directive Principles of State Policy

Part IV of our Constitution contains guidelines given to the government to ensure the welfare of the people. These guidelines are called **Directive Principles**. These principles are directives to promote a just social order. The importance of these principles can be judged from the fact that the Supreme

Court has referred to them as the 'Conscience of the Constitution'. It is essential that the government follows these principles in administrative and legislative (law-making) matters. Although these principles are considered primary in governance, they are not enforceable in any court of law.

Fundamental Duties

Rights cannot exist in isolation. Rights and duties are inter-related. People will understand the value of rights only if they are under the obligation to perform certain duties. For this purpose the 42nd Amendment Act of 1976 added some responsibilities to our constitution called the **Fundamental Duties**.

The Fundamental Duties are as follows :

- ◆ We should protect the sovereignty, unity and integrity of our country.
- ◆ We should show respect to our national symbols like the National Anthem and the National Flag.
- ◆ There were certain ideals like democracy, non-violence and secularism that inspired our freedom fighters during the national movement. We must respect these ideals and follow them in our daily life.

Thought Shot

Suppose, if there are no fundamental rights and only fundamental duties were defined in our constitution, do you think our constitution would still be called a good and democratic constitution?

21st
CS

Critical Thinking

CONSTITUTIONAL AMENDMENT

The government frames laws for the benefit of the citizens. Since independence, many social values and norms in our country have changed. As a result, sometimes laws framed earlier may seem outdated and there is a need to amend or even replace them with suitable laws in tune with the changing times. The process of making a change to the constitution is called **constitutional amendment**.

When the majority feels that a law is outdated or needs change and the consensus is that the new law will bring about positive changes in society, it can be incorporated in the constitution. Therefore laws are always changing and evolving.

For example, the framers of the Indian Constitution took positive steps to give women an equal status. These provisions are part of the Fundamental Rights and the Directive Principles which provide that the state shall try to ensure equality between man and woman.

The Hindu Succession Amendment Act of 2005 is a step towards giving equal status to women. This new law tries to end discrimination by giving equal rights to sons and daughters in the parental property.

The provisions for making "changes" in the constitution that are contained in the constitution itself make our constitution a living and adaptable document.



Our constitution has been inspired by constitutions across the world:

- From the British Constitution: Parliamentary form of government, rule of law, institution of the Speaker.
- From the US Constitution: Fundamental Rights, federal structure of government and independence of the judiciary.
- From the Irish Constitution: The Directive Principles.
- From the French Constitution: the ideals of Liberty, Equality and Fraternity.



Efforts Made for the Marginalised Communities to Realise their Rights

The Constitution as well as the Government have made sincere efforts for the welfare of the marginalised communities, e.g. the Scheduled Castes, the Scheduled Tribes and other Backward Castes to realise their rights.

Constitutional Provisions

- (1) Article 15 (1) provides that there will be no discrimination on the basis of creed, race, sex, caste or birth place, but if any special provision is made for the backward classes including the Scheduled Castes and the Scheduled Tribes, it will not be considered discrimination.
- (2) Article 17 of the Constitution has banned the practice of untouchability. Now it is a punishable offence.
- (3) According to Article 25 (2) (b), all the religious institutions will remain open for the Hindu castes and classes.
- (4) According to Article 29 (2), admission to any educational institution of the government or government aided institution cannot be denied to any citizen of India on the basis of creed, caste, race or language.
- (5) According to Article 335, full consideration will be kept for the service and posts of the Scheduled Castes and Scheduled Tribes in the central and state government offices.
- (6) According to Article 338, the President of India will appoint a special officer who will enquire and report to the President about the implementation of the safeguards guaranteed by the Constitution for the Scheduled Castes and Tribes.
- (7) According to Article 339, a commission will be instituted for enquiry and report to the President about the administration of scheduled areas and the welfare of the Scheduled Tribes.
- (8) Article 46 of the Directive Principles of State Policy provides that the state will protect and develop the educational and economic interests of the weaker sections, especially Scheduled Castes and Scheduled Tribes, and will protect them from social injustice and exploitation.
- (9) Articles 330 and 332 give the right of reservation of seats to the Scheduled Castes and Scheduled Tribes in the Lok Sabha and the State Assemblies according to the proportion of their population to the total population in a state.

No civilized society can lead a peaceful life unless its people abide by the rules and regulations.

Try IT!

SEL

Social Emotional Learning

In each of the following situations, identify the minority. Write one reason why you think it is important to respect the views of the minority in each of these situations.

- (a) In a school with 30 teachers, 20 of them are male.
- (b) In a city, 5 per cent of the population are Buddhists.
- (c) In a factory mess for all employees, 80 per cent are vegetarians.
- (d) In a class of 50 students, 40 belong to more well-off families.



NEED FOR LAWS

Laws regularise the civic life of the community. People cannot live together for any length of time without having certain recognised rules of conduct. So, laws are important for the smooth running of society as well as for establishing peace and order in the state.

If there are any social and religious customs like child marriage, infanticide, the Sati system and the practice of dowry that hampers the progress of the society and the country, it must be removed at the earliest. Otherwise it will plague the society, destroy social structure and hinder national progress. Giving and taking dowry is banned in India and those violating this rule are put behind bars. Thus laws, e.g., the **Dowry Prohibition Act of 1961**, act as a deterrent to the people who favour and commit this evil.

Deep rooted ills cannot be removed all at once but continuous efforts and more stringent laws can help to reform the society.

Try It!

EL

Experiential Learning

Organise a play in your class on an evil of dowry system to create awareness on the issue.

DISSENT

Laws are necessary for the smooth working of the community. These laws are implemented by the legislature and must be followed. But, sometimes these laws are broken, not for individual benefit but for the larger interest of the society. This disagreement of laws is known as dissent. To elaborate the concept- Laws and Dissent, we will discuss the two events of different political contexts, one before and the other after the independence of India.

The Salt Satyagraha of 1930

The British imposed salt tax according to which the manufacturing of salt became a British monopoly. No individual was allowed to make salt. Gandhiji launched Salt Satyagraha against this tax. On 12th March 1930, Gandhiji along with his followers left the Sabarmati Ashram at Ahmedabad and walked to Dandi, a village on the west coast of India. He reached Dandi on 6th April 1930. Here, he protested against the tax by making salt. It signified a challenge to the authority of the government. The Dandi March marked the beginning of the Civil Disobedience Movement.



Dandi March was a protest against the salt tax

An Anti-Liquor Agitation

According to Article 47 of the Indian Constitution on the Directive Principles of State Policy, it is the duty of the state to improve public health and the state shall be instructed to prohibit the consumption of intoxicating drinks and drugs except for medical purposes.



Many rural poor and daily wage earners waste their hard earned money on liquor, which is injurious to health and deprive their families of a decent standard of living. Mahatma Gandhi did his best to root out this evil from the society.

Many groups and individuals responded to the Directive Principles of State Policy in different ways. Some of them were in favour of closing down liquor shops as well as hotels and restaurants, where it (liquor and beverages) was served. The people of Pathers and adjoining villages of Uttar Pradesh were very poor and illiterate. A liquor shop was opened there in 1989. The women of the area tried to persuade the owners of the shop to shift to another place, but they failed. Soon they approached the district administration at Saharanpur to get it closed. But they did not succeed. On 31st March 1993, they sat on an indefinite *dharna* in front of the shop to get it closed. On 23rd June 1993, they marched towards the District Magistrate's office to give him their memorandum to close the shop. On the way, they also faced the lathis of the police, leaving about 50 women injured. Finally on 29th June, 1993 they succeeded in fulfilling their demand. The Governor ordered the district administration to close the shop. Ultimately, it was shut down on 2nd July, 1993.

Thought Shot

As student what 'laws' or 'rules' would you like your school authorities impose on students for their betterment?

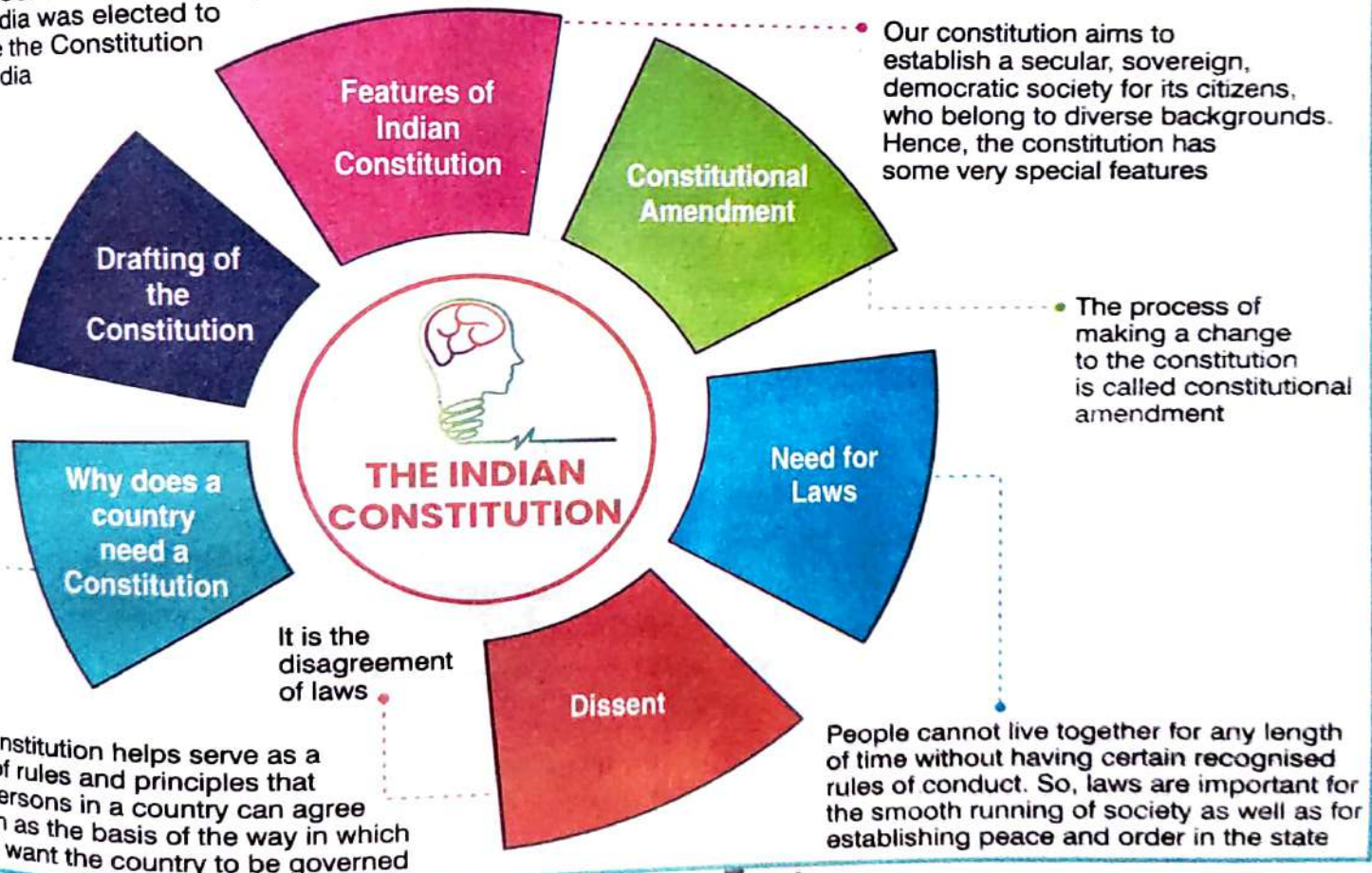
21st Cs

Critical Thinking



MIND MAP

The Constituent assembly of India was elected to write the Constitution of India



EXERCISE



I. Tick (✓) the correct option.

- The rules and principles essential for efficient and proper governance of a country are mentioned in the
(a) Preamble (b) Constitution
(c) Parliament (d) Constituent Assembly
- Our Constitution came into effect on :
(a) 15 August 1947 (b) 26 January 1945
(c) 26 January 1950 (d) 26 August 1950
- The Hindu Succession (Amendment) Act, 2005 gives :
(a) more rights to daughters (b) more rights to sons
(c) equal rights to daughters (d) no rights to daughters
- Which of these taxes was defied by Gandhiji?
(a) Wheat tax (b) Sugar tax
(c) Spice tax (d) Salt tax
- The anti-liquor agitation was led by the women of which state?
(a) Tamil Nadu (b) Karnataka
(c) Andhra Pradesh (d) Uttar Pradesh

II. Fill the gaps.

- Our government formulates laws according to the principles given in the
- was the chairman of the Drafting Committee of the Indian Constitution.
- The Constitution of India was formally adopted on
- The preamble is an to the constitution, which contains the, and on which our constitution is based.
- The Constitution of India guarantees certain rights to all its citizens.

III. Write 'T' for True and 'F' for False.

- Preamble is an introduction to the constitution.
- The Indian Constitution is in a written form.
- Secularism means that the state declares one religion as the state religion.
- Fundamental Rights are guaranteed by the Constitution.
- The Constitution prevents the misuse of power of the three organs by giving importance to only one.

IV. Answer the following questions briefly.

- What is a constitution?
- Why does a democratic country need a constitution?



3. What is Preamble?
4. Why is our constitution called a living document?
5. Why are laws essential?
6. What do you mean by Federalism?

Answer the following questions in detail.

1. Write a short note on drafting of the Indian Constitution.
2. Elaborate on any three features of the constitution.
3. What is a dissent? Discuss one example of a dissent.
4. What is constitutional amendment? What is its importance?
5. What does the word 'Secular' imply?
6. Explain 'Right to Equality' and 'Right to Freedom'.



Skills Enrichment Zone

PICTURE STUDY



- i. What do you understand by the given picture? Is it good or bad for a society? How can we create awareness on the issue?



SEL

Social Emotional Learning

ACTIVITY



- ii. Hold a debate in your class on the topic:
'Dissent should always be expressed peacefully in a democracy.' Speak against or in favour of it.

21st
CS

Communication



PROJECT



- iii. Collect the Preamble of the American Constitution and compare it with the Preamble to the Indian Constitution.

HD

Learning from Information

Out of the Box !

21st
CS

Critical Thinking

- What would happen if there were no restrictions on the power of elected representatives?
- Will the government intervene if some religious group says that their religion allows them to practise infanticide? Give reasons for your answer.



19. WHY DO WE NEED A PARLIAMENT?

PRIOR KNOWLEDGE

- ⊙ India as we know, became independent on 15 August 1947. Preceding this was a long and difficult struggle in which many sections of society participated.
- ⊙ People from various backgrounds joined the struggle and they were inspired by the ideas of freedom, equality and participation in decision-making.
- ⊙ The dreams and aspirations of the freedom struggle were made concrete in the constitution of independent India that laid down the principle of universal adult franchise, i.e., that all adult citizens of the country have the right to vote.

LEARNING OBJECTIVES

- ⊙ Adoption of Parliamentary Democracy
- ⊙ Essential Features of the Parliament
- ⊙ Functions of the Parliament
- ⊙ Relationship Between the Two Houses of the Parliament
- ⊙ How a Bill Becomes a Law?
- ⊙ Divisions of Powers Between the Centre and the State
- ⊙ The Union Executive

GET GOING

Suppose you are a member of Parliament and you want some amendments in constitution so as a member of Parliament what amendments would you suggest in the constitution?

Parliament can be defined as a meeting or an assembly for discussing and debating national or public issues. In practical terms, a legislative body or the Union Legislature is called **Parliament**. It is the supreme law-making body. Thus, the government is truly democratic as it is a government 'by the people, for the people, and of the people'.

In the Indian parliamentary form of the government, the parliament is supreme and the executive is accountable to the legislature. The President is the head of the executive, but all the executive powers are actually exercised by the Council of Ministers with the Prime Minister and his Council of Ministers with the Prime Minister as its head. The Prime Minister and his Council of Ministers are members of Parliament.

ADOPTION OF PARLIAMENTARY DEMOCRACY

The framers of our Constitution chose the parliamentary form of government because of the following reasons:

- ◆ Many of our leaders were familiar with the working of the parliamentary system in Britain. They wanted a similar system for Independent India.

- Since the parliament is composed of people's representatives, it ensures the success of democracy.
- The parliamentary system ensures a responsible government, one that is accountable to the people. Newly independent India needed a responsible government.
- The framers of our constitution also realised that in a parliamentary form of government, the legislature would always act as a check on the executive, and thus, there was no chance of emergence of a dictator.

Try IT!

The democratic system of government first stated in Europe during the period of Renaissance. After that democracy spread to all parts of the world. Before the advent of democracy, monarchy was the most prevalent system of governance. Discuss in absence of democracy what would have been the situation of fundamental rights in India.

21st
CS

Communication

22

ESSENTIAL FEATURES OF THE PARLIAMENT

The parliament is the voice of the people of India. It is the authority that makes new laws and modifies or abolishes old laws. The parliament has two houses- the Lok Sabha and the Rajya Sabha.

Lok Sabha

The **lower house of parliament** is called the Lok Sabha. It is also known as house of the people. This is because its members are elected directly by the people. The Lok Sabha cannot have more than 552 members. Out of these, 530 members are elected from the states and 20 members are elected from the Union Territories. Seats are allotted to each state on the basis of its population. The President can nominate two members from the Anglo-Indian community if they are not adequately represented. Any person who is a citizen of India and is at least 25 years old can contest the Lok Sabha elections. The person should not be mentally unsound or declared bankrupt. He must also not hold any office of profit. The Lok Sabha serves a tenure of five years.

Procedure for Election : Members of the Lok Sabha are elected through the general elections. Elections take place every five years. For the purpose of elections the country is divided into

Constituencies. A constituency is a geographical area represented by a Member of Parliament. Only one person is elected from each constituency. All citizens above 18 years have right to vote. People cast their votes through a secret ballot. These days electronic voting machines are commonly used in elections.

Elections in India follow the First-Past-the-Post electoral system. It is also called **simple plurality**. In this voting system, a single winner is chosen in a given constituency by virtue of his/her getting more votes than any other individual representatives. However, in a majority voting system, the person or the party that receives more than half of the total votes cast, is declared the winner.

- The fifth Lok Sabha (1971-1977) had an extended term due to emergency which had been declared in 1975.
- The presence of the one-tenth of the members of the Lok Sabha forms quorum.



After the electoral results are announced, the leader of the party with maximum seats among the elected members is invited by the President to form the government. The other parties will then form the opposition.

Speaker : The newly elected members of the Lok Sabha elect its Chairman and Vice-Chairman known as the Speaker and the Deputy Speaker. The Vice-Chairman or Deputy Speaker who acts as speaker of the Lok Sabha when the Speaker is on leave or resigns from his post.

Rajya Sabha

The Rajya Sabha is the **upper house of the parliament**. It is also called the Council of States. It has 250 members, 12 of whom are chosen by the President for their competence in the fields of literature, science and social services. These members are known as **nominated members**. The remaining members are elected by states and the Union Territories by the method of indirect elections. The elected members of the legislative assembly of a state and members of the college of an Union Territory participate in the Rajya Sabha elections. The more populous states have more members. The members serve for a period of six years, with one-third of the members retiring every two years. Thus, the Rajya Sabha is a permanent body and is never dissolved. The Vice-President of India is the ex-officio Chairperson of the Rajya Sabha. The Deputy Chairperson of the Rajya Sabha is elected from its members and takes care of the day-to-day matters of the house in the absence of the Chairperson.

The Parliament in Session

The period during which the House meets to conduct its business is called a session. The Constitution empowers the President to summon each House. The parliament, according to the Constitution, must meet at least twice a year. There should not be a gap of more than six months between the two sessions. If it so happens then the President has the power to :

- ◆ summon either House.
- ◆ dissolve the House of the People in consultation with the Prime Minister.
- ◆ discontinue the meeting of either House, without dissolving it.

A minimum of one-tenth of the total number of members should be present to transact the business of the parliament.

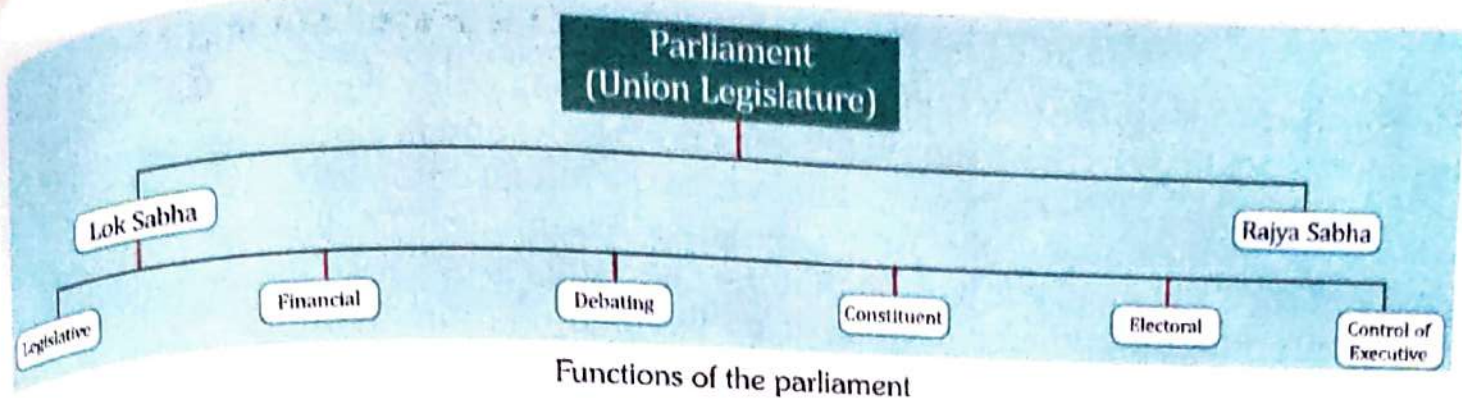
Try It!



Having learnt about the Indian Parliament system you must now get a practical idea of how it works. Organise into groups of the ruling party and the opposition and conduct a mock Parliament session taking up the roles of MPs.

FUNCTIONS OF THE PARLIAMENT

The parliament performs many functions.



Functions of the parliament

Legislative function: All laws are introduced as bills in the parliament. Approval of both the houses is necessary for the passing of a bill. A bill, as you can recall, is the initial draft form of a law. The parliament legislates on all subjects mentioned in the union list and concurrent list, and as residuary subjects.

Financial function: If the government wants to introduce any new taxes, it has to get the approval of the Lok Sabha. These taxes are utilised by the government to execute its welfare and development programmes. The departments involved in this implementation have to give an account about the money spent. Through the annual budget, the legislature also ensures that the government does not overspend.

Debating function: The parliament is the highest platform for debate on any issue of national importance, in the country. These discussions are important as the opinion of the people on important national and international issues can be heard.

Constituent function: The parliament has the power to make changes or amendments to the constitution. All constitutional amendments have to be approved by a majority in both houses of parliament.

Electoral function: The parliament performs some electoral functions like electing the president and the vice-president of India.

Control of the executive: The executive of the government includes the prime minister, the council of ministers, and the president. The executive is accountable to the legislature and all the policies of the government have to be approved by the parliament. Moreover, the legislature can pass a **no-confidence motion** against the government, if it is not happy with the working of the executive.

The executive is also assisted by an administrative machinery called the **bureaucracy** or the **civil service**. They are employed by the government to assist the ministers in formulating policies and implementing them. The bureaucracy is expected to be politically neutral and should not take any political positions on policy matters. They help in drafting the policies and their implementation.



The Parliament of India

Thought Shot

21st CS **Information**

Is it possible to remove the government from power if the members of the parliament are not satisfied with the functioning of the government? If yes, how?

RELATIONSHIP BETWEEN THE TWO HOUSES OF THE PARLIAMENT

Theoretically speaking, the Lok Sabha and the Rajya Sabha enjoy equal powers. But we cannot overlook the fact that the Lok Sabha represents the people and is elected by the people. On the other hand, the Rajya Sabha represents the states of the Indian union and its members are elected indirectly by the members of the State Legislative Assemblies. They never have to go to the people. In such a situation, it is natural that the Lok Sabha is given an upper hand in almost all matters concerning the parliament. We shall discuss their relations as under.

Difference over the Legislative Matters

Legislative enactments belong to two categories—(a) Ordinary Bills and (b) Money Bills.

- (a) **Ordinary Bills:** An ordinary bill can originate in either House of the Parliament and must be passed by both the Houses of the Parliament before going in for the President's assent. But in case of a deadlock between the two Houses over a bill, it is to be resolved in a joint session of both the Houses with the Speaker of the Lok Sabha in the Chair. As the membership of the Lok Sabha is more than double the membership of the Rajya Sabha, it is the will of the Lok Sabha that prevails on the strength of its majority in the joint session.
- (b) **Money Bills:** The procedure for a money bill is a little different. A money bill can be introduced in the Lok Sabha only. Unlike other bills, the Rajya Sabha has to return it within 14 days from the day it receives the bill. If the money bill is not returned by the Rajya Sabha within 14 days, it is deemed to be passed by both the Houses. Again if the Rajya Sabha suggests changes in the bill, it is not binding upon the Lok Sabha to accept them. The Lok Sabha, thus has an upper hand in case of a money bill. There is no provision of a joint sitting in case of money bill.

Control over the Executive

The parliament keeps a check on the ministers and their work. Members of parliament have the right to question the ministers about the policies and programmes of the government. This is usually done in the **Question Hour**. During the **Zero Hour**, which starts immediately after the Question Hour, the members can raise issues of public interest. If the members are not satisfied with the functioning of the government, the Lok Sabha can pass a vote of no-confidence to remove the government from power.

HOW A BILL BECOMES A LAW?

Legislative proposals are brought before either house of parliament in the form of bills.

A bill becomes an act of parliament when it is passed by both houses of parliament and assented to by the president. Bills are introduced in the parliament by ministers or members of the house.

There are three stages through which a bill has to pass before it becomes a law.

- ◆ A minister, or member seeks the permission of the house to introduce a bill. The member then states its purpose. All members of the house are given copies of the bill. This is called the **first reading**.
- ◆ At the **second reading** stage, there are discussions on the bill. Members may suggest changes which are taken into consideration.

A committee of selected members may scrutinise the bill at this stage.

The bill is presented to the members after it is drafted with the changes. This is the **third reading** stage. This final form is put to vote. If the majority of the members vote in favour of it, the bill is passed and sent to the other house.

After a bill is sent to the other house, it goes through all the stages it has gone through in the first house. The second house may return the bill with suggestions. If these suggestions are not accepted by the first house, the president calls for a joint session of the two houses. When the bill is passed by the joint session, it is sent for the president's assent.

The president can either sign the bill or send it back with suggestions. After further discussion, the parliament returns the bill to the president with or without the suggested changes. When the bill is returned, the president signs it, and then the bill becomes a law. It is then referred to as an **Act**.

Try IT!

Having learnt about the Indian parliament system. You must now get a practical idea of how it works. Organise into groups of the ruling party and opposition and conduct a mock Parliament session taking up the roles of MPs.

EL

Experiential Learning

DIVISION OF POWER BETWEEN THE CENTRE AND THE STATE

The constitution has divided the subject for law-making between the parliament and the state legislatures. These subjects are mentioned in three lists: the **union list**, the **state list**, and the **concurrent list**.

The union list has 100 subjects of national importance on which we need a uniform policy throughout the country. Defence, foreign affairs, banking, communication, and currency are included in the union list. The state list contains 61 subjects of state and local importance, on which the state government makes laws. Police, trade, commerce, agriculture and irrigation are included in the state list. The concurrent list includes 52 subjects of common interests to both union government and state government, such as education, forests, trade unions, marriage, adoption and succession. In case there is a conflict on any law made by both central and the state governments on a concurrent list subject, the law made by the central government prevails. Subjects which do not fall in any of these three lists, such as, computer software, internet and dual citizenship, are listed in the **residuary list**.

THE UNION EXECUTIVE

The union executive consists of the president the vice-president, and the council of ministers with the prime minister as the head.

The President

In parliamentary democracies, the duties of the heads of the states are generally ceremonial. The president is elected by members of an electoral college consisting of elected members of both houses of parliament and the legislative assemblies. The president must be a citizen of India, not less than 35 years of age, and eligible for election as member of the Lok Sabha. His term of office is five years.



Powers of the President

Legislative powers

- ◆ The president summons and **prorogues** or ends all the sessions of parliament and addresses the first session.
- ◆ He can dissolve the parliament on the advice of the council of ministers.
- ◆ Bills can become laws only after the president's assent.
- ◆ A money bill requires his permission to be introduced.
- ◆ He calls a joint session of the two houses to solve any disagreement over a bill.
- ◆ The president has the power to issue an **ordinance** when the parliament is not in session.

Executive powers

- ◆ The president appoints the prime minister, the central council of ministers on the prime minister's advice, judges of the Supreme Court and High Courts, and governors of the states.
- ◆ The president is the supreme commander of our defence forces and appoints the chiefs of the army, navy, and the air force.
- ◆ He can pardon and reduce the sentence of a person sentenced by a court. The death penalty can be changed by him.
- ◆ When there is a failure of the constitutional machinery in a state, he can assume any of the functions of the government of that state.
- ◆ The president can proclaim **emergency** in the country if he feels that the security of the country is threatened, by war or external aggression of, armed rebellion.

Case Study

The Debate and the Amendment: Regarding the actual powers of the President, there was once a debate between the first Prime Minister, Jawaharlal Nehru and the first President of India, Dr Rajendra Prasad.

Nehru stated that the President did not have any real power, though his position was of great authority and dignity. But Dr. Prasad raised the issue, of the President's ability to act independently. He asserted that the President was not bound to act on the advice of the Council of Ministers. The Council of Ministers' duty was to simply aid and advise the President. However, the then Attorney General and Nehru supported the view that Indian Constitution was based on the British Parliamentary system, which stated that the advice of the Council of Ministers was absolute and binding on the President. Nehru clarified that the Indian President is not just a figure head, but his/her position is of great authority and dignity. He may **intercede** in the affairs of the state and has the power to caution and to warn.



Jawaharlal Nehru



Dr Rajendra Prasad

MY DICTIONARY

prorogue : discontinue a session without dissolving it;
intercede : intervene on behalf of another.

However, the 42nd Amendment passed in 1976 made it mandatory for the President to heed the advice of the Prime Minister and the Council of Ministers.

The Vice-President

The vice-president is elected by an electoral college consisting of members of both houses of parliament. He must be a citizen of India, not less than 35 years of age, and eligible for election as a member of the Rajya Sabha. His term of office is five years.

The vice-president is the ex-officio chairman of the Rajya Sabha and acts as president when the president is unable to carry out his functions.

The Prime Minister

The prime minister holds the highest position in the cabinet of ministers. He is the leader of the majority party which heads the government. His functions are as follows:

- The prime minister selects the members of the council of ministers for appointment by the president.
- He/she allocates **portfolios** to the ministers.
- The prime minister presides over the meetings of the council of ministers. He/she coordinates the working of different ministries and is also the chief decision-maker.
- He/she is the chairperson of the National Planning Commission which is instrumental in the economic advancement of the country.
- The prime minister communicates to the president all decisions of the council of ministers relating to the administration of the country and proposals for legislation.
- The prime minister represents the country in high level meetings and international organisations that require the attendance of the person who holds the highest government office. He also addresses the nation on various issues of national importance.
- The prime minister can use his discretion over disposal of two national funds (i) the Prime Minister's National Relief Fund, and (ii) the National Defence Fund used to provide relief to families of those killed in natural calamities like floods, cyclones, and earthquakes and to victims of major accidents and **riots**.

Council of Ministers

The real powers of the executive lie with the prime minister and his council of ministers. The executive works through different departments of government, called portfolios, like defence, finance, industry, agriculture, and railways. The council of ministers comprise cabinet ministers, ministers of state with independent charge, ministers of state who work with cabinet ministers, and deputy ministers.

The prime minister and his council of ministers work as a team on the principle of collective responsibility. They are jointly responsible to the parliament for any decision taken by them.

MY DICTIONARY

heed : to pay attention to advice, a warning, etc.

riot : a situation in which a group of people behave in a violent way in a public place.



Try IT!

Suppose that you are elected as the student leader for middle wing classes. What according to you, would be your role towards students, teachers and the school?

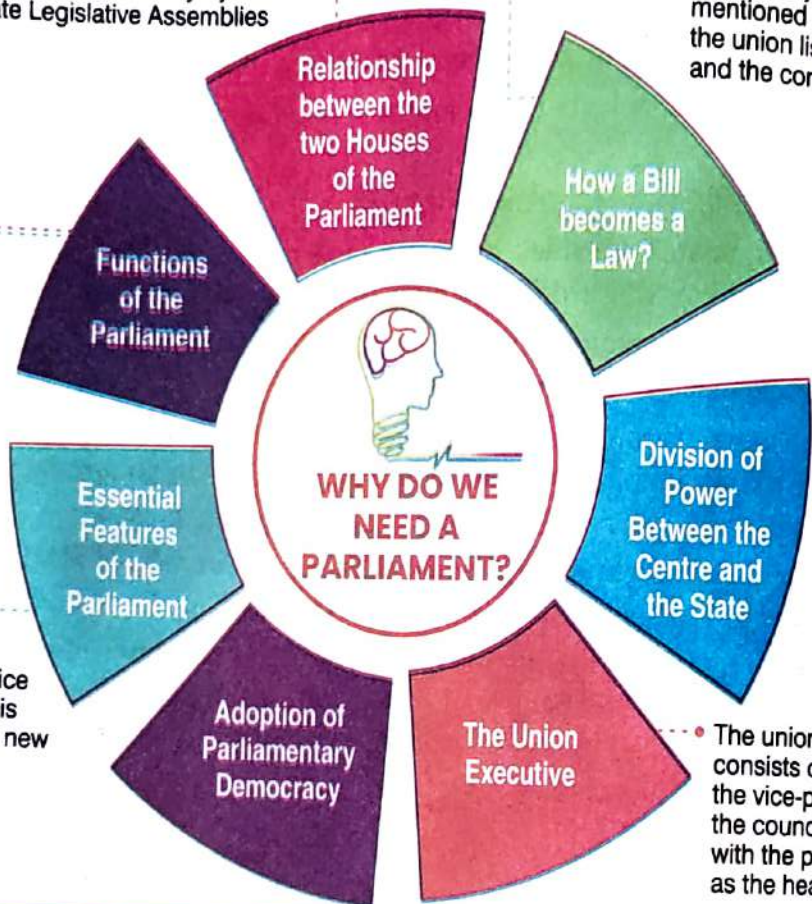
MIND MAP

Theoretically speaking, the Lok Sabha and the Rajya Sabha enjoy equal powers. But we cannot overlook the fact that the Lok Sabha represents the people and is elected by the people. On the other hand, the Rajya Sabha represents the states of the Indian union and its members are elected indirectly by the members of the State Legislative Assemblies

A bill becomes an act of parliament when it is passed by both houses of parliament and assented to by the president

The constitution has divided the subject for law-making between the parliament and the state legislatures. These subjects are mentioned in three lists: the union list, the state list, and the concurrent list

Legislative
Financial
Debating
Constituent
Electoral
Control of Executive



The parliament is the voice of the people of India. It is the authority that makes new laws and modifies or abolishes old laws

The union executive consists of the president, the vice-president, and the council of ministers with the prime minister as the head

EXERCISE



I. Tick (✓) the correct option.

- The Lower House of the parliament is the :
 (a) Lok Sabha (b) Rajya Sabha (c) Constitution (d) Prime Minister
- The president can nominate members to the Lok Sabha :
 (a) 2 (b) 3 (c) 4 (d) all of these

The states have been allocated seats in the Rajya Sabha :

(a) 245



(b) 233



(c) 238



(d) 240

Fill the gaps.

1. The parliament has two houses; the and the
2. For the purpose of elections the country is divided into
3. The period during which the House meets to conduct its business is called a
4. A is the initial draft form of a law.

Write 'T' for True and 'F' for False.

1. Rajya Sabha is also known as house of the people.
2. The Vice-President of India is the ex-office chairperson of the Rajya Sabha.
3. The members of the Rajya Sabha are elected by the people.
4. The minimum age for the membership of the Lok Sabha is 30 years.

Answer the following questions briefly.

1. What is Parliament? Name its two houses.
2. Why did India opt for parliamentary system of government?
3. Write a short note on money bill.
4. How are the members of Rajya Sabha elected?

Answer the following questions in detail.

1. Distinguish between Lok Sabha and Rajya Sabha.
2. Discuss the stages through which a bill passes before it becomes a Law.
3. Discuss some functions of the President.
4. What are the functions of the Prime Minister?
5. What is the concurrent list? Mention the major subjects contained in this list.



Skills Enrichment Zone

ACTIVITY



- I. Make a visit to the Parliament when it is in session and watch the proceedings. Write down your observations.

EL

Experiential Learning

ACTIVITY



- II. Find out the different branches of the civil services and their duties in general. Prepare a report and present in class. For example, IPS or the Indian Police Service and the duties it fulfils in the areas of public peace and order, crime prevention, collection of intelligence, VIP security, counter-terrorism, border policing, railway policing, tackling smuggling, drug trafficking, and disaster management.

21st
CS

Information



21st
CS

Critical Thinking



Out of the Box !

- What role does bureaucracy play in the administration of the country?
- Arvind wants to contest the Lok Sabha election. He is above 25 years of age and a citizen of India. However, he was involved in a case of domestic violence and has also taken bribes on numerous occasions. Do you think he is still eligible to contest the election?





20. UNDERSTANDING LAWS

PRIOR KNOWLEDGE

- ⊙ You must have read about the Vernacular Press Act, 1878 in history.
- ⊙ The Act was aimed at restraining vernacular newspapers from publishing criticism against British policies in India. Under this Act, many newspapers were fined and their editors jailed for spreading seditious propaganda against the British.
- ⊙ This law, however, did not apply to English newspapers.

LEARNING OBJECTIVES

- ⊙ Rule of Law
- ⊙ The Making of New Laws
- ⊙ The Importance of Public Opinion
- ⊙ Implication of Laws
- ⊙ Some Important Laws

GET GOING

Read the following situation and answer the questions that follow.

A government official helps his son go into hiding because his son has been given a ten-year jail sentence by a District Court for a crime that he has committed.

Do you think that the government official's action were right? Should his son be exempt from the law just because his father is economically and politically powerful?

Now-a-days, newspapers are full of reports that criticise the government and highlight its shortcomings. You must have wondered how a law like this could have been passed.

RULE OF LAW

Rule of law is the essence of the Indian Constitution. The framers of our Constitution were very clear that all persons in independent India would be equal before the law. The law cannot discriminate between persons on the basis of their religion, caste or gender. What the rule of law means is that all laws apply equally to all citizens of the country and no one is above the law. Neither a government official, nor a wealthy person nor even the President of the country is above the law. Any crime or violation of law has a specific punishment as well as a process through which the guilt of the person has to be established.

In ancient India, there were **innumerable** and often overlapping local laws. Different communities enjoyed different degrees of autonomy in administering these laws among their own. In some cases the punishment that two persons received for the same crime varied

MY DICTIONARY


innumerable : too many to be counted.



Depending on their caste backgrounds, with lower castes being more harshly **penalised**. This slowly began to change as this system of law began to further evolve during the colonial period. The idea of following the law of equality was fairly new to India. In the past, people had been subject to discriminatory and arbitrary laws during British rule. The Vernacular Press Act, 1878 stated that only newspapers in Indian languages would be subject to censure and not the English ones. The Rowlatt Act was another law passed by the British in March 1919 to control public unrest and to repress any protest against the British. Under this Act, the government could imprison any person suspected of terrorism, without trial. Indian nationalists protested and criticised 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 law as including ideas of justice. By the end of the 19th century, the Indian legal profession also began emerging and demanded respect in colonial courts. They began to use law to defend the legal rights of Indians. Indian judges also began to play a greater role in making decisions. Therefore, there were several ways in which Indians played a major role in the **evolution** of the rule of law during the colonial period.

After Independence the Constitution became the basis on which our representatives of parliament began framing the laws for the country. The parliament passes new laws as well as revises existing ones in order to meet the evolving needs of the society.

Every year our representatives pass several new laws as well as revise existing ones. The Hindu Succession Amendment Act 2005, according to this new law, sons, daughters and their mothers can get an equal share of family property. Similarly, new laws have been enacted to control pollution and provide employment.




The MNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) earlier called NREGA is a law that aims at enhancing the security of livelihood of people in rural areas by guaranteeing a minimum of one hundred days of employment.

THE MAKING OF NEW LAWS

Often, different groups in society raise the need for a particular law. An important role of the parliament is to be sensitive to the problems faced by people and it is the primary function of the legislature to formulate laws which address these problems.

The role of the citizens is crucial in formulating laws, because it is their needs which are being addressed. The media, specially the newspapers and television, helps in highlighting issues that need addressing.

The making of laws for a country is a dynamic process. While framing the constitution, members of the Constituent Assembly were undivided on the fact that there should be no arbitrary rules and that rule of law would prevail. All citizens in independent India are equal before the law because no one can be above the law.



The Government of India announced the demonetisation, commonly called **notebandi**, of all ₹500 and ₹1,000 banknotes on 8 November 2016. The main objective of this move was to curb the black money, corruption and fake money menace. The currency is of denomination of ₹200, ₹500 and ₹2000.

MY DICTIONARY

penalised : to punish somebody for breaking a law or rule.



What is Law?

Law is a system of rules, usually imposed through a Government or institution and is applied to govern a group of people. It shapes politics, economics and society in numerous ways. Law can be classified under different categories :

Laws

Criminal Law

Contract Law

Property Law

International Law

Equity and Trust Laws



Lady Justice or Justitia is the Roman Goddess of Justice. It is a personification of the moral force that underlies the legal system. Her blindfolded eyes symbolize equality under the law and impartiality towards all the people who are governed by it. The weighing scales represent the balancing of people's interest under the law, and her sword denotes the law's force of reasons. The statue of the Lady of Justice can be seen in all the courts of Law, the world over.



How New Laws are Made?

Laws are indicators of change and initiate positive transformation into society.

There are many ways through which this takes place and different groups in society express the need for a particular law. In a democratic government, it is the opinion, interests, and hopes of the people that outline the structure of laws. A government that truly represents the people carries on governance in accordance with the opinion of the people. In fact, a democracy derives its authority from the people. Public opinion and the media play a significant role in the passing of legislations.

Different social groups who feel strongly about evils in society, groups representing minorities and environmental activists often voice their concern and press the need for new legislative policies. Our lawmakers have to exercise a lot of caution in this respect. While they have to show concern and compassion for these problems, they cannot favour any particular group. The cause of women's rights and the problem of child labour are two issues that received nationwide concern and initiated appropriate legislations.

THE IMPORTANCE OF PUBLIC OPINION

Public opinion is the belief or the voice of the common man. Public opinion is considered to be an essential aspect for successful working of a democracy. Public opinion is the expression of the views of citizens. It is on this basis that a government functions. The strength of a democracy lies in respecting the opinion of the people.

How the Needs of the People Help the Government in Devising Laws?

The common people's needs to act as a guide to the government with respect to policy formation. While formulating laws, the government always takes note of these needs which will serve the common good. Government's policies are consistently affected by people's opinion on various issues. Public opinion helps the government to formulate laws in the given situation.



Public opinion controls and checks the government from becoming irresponsible. It always keeps the government alert and on its toes, conscious of the fact that people will not bring it back to power again if it goes against the wishes of the people.

Formulation of laws in any country attracts worldwide attention. South Africa was subject to censure by many countries when apartheid was prevalent there. International relations with other countries are influenced by our public opinion and legislations. Legislation on issues like the protection of human rights, environmental issues, terrorism, and discrimination based on race or religion have a global impact. Governments are alert of international public opinion while enacting laws.

Thought Shot

How do you think the public opinion influences law making? Also tell that what is the role and value of the public in any democratic country.

21st
CS

Critical Thinking

IMPLICATION OF LAWS

Sometimes, laws that are passed by the parliament or the legislatures might be against the interests of certain sections of society. Not all the laws that are passed are popular and liked by everyone. Because they feel that intention behind it is unfair and harmful. Hence, people might **criticise** this law, hold public meetings, write about it in newspapers, report to TV news channels, etc. In a democracy like ours, citizen can express their unwillingness to accept **repressive** laws framed by the parliament. When a large number of people begin to feel that a wrong law has been passed, then there is pressure on the parliament to change this.

For example, various municipal laws on the use of space within municipal limits often make hawking and street vending illegal. No one will dispute the necessity for some rules to keep the public space open so that people can walk on the pavements easily. However, one cannot deny the fact that hawkers and vendors provide essential services cheaply and efficiently to the millions living in a large city. This is their means of livelihood. Hence, if the law favours one group and disregards the other it will be controversial and lead to conflict. People who think that the law is not fair can approach the court to decide on the issue. The court has the power to modify or cancel laws if it finds that they do not adhere to the Constitution.

The citizens of every nation have to remember that the role as citizens does not end with electing their representatives. The citizens have to be aware of what is happening around through newspaper and the media and review the work done by their elected representatives. The citizens have a right to criticise the actions of the government if they feel there is a need to do so. Hence, it is the extent, involvement and enthusiasm of the people that helps the parliament perform its representative functions properly.



The Prevention of Terrorism Act passed during the NDA government was repealed by its successor, the UPA. The abolition of POTA was the Manmohan Singh government's first major policy decision after assuming office in 2004.



SOME IMPORTANT LAWS

The Hindu Succession (Amendment) Act, 2005

The Hindu Succession (Amendment) Act, 2005, an amendment to the Hindu Succession Act, 1956, received the assent from President of India on 5th September 2005 and was given effect from 9th September 2005. It was essentially meant for removing gender discriminatory provisions regarding property rights in the Hindu Succession Act, 1956. It was a revolutionary step in the field of Indian legislation regarding rights of women in India. The amendment has tremendously balanced the property rights of male and female siblings. However, the law has no retrospective effect despite it being a social legislation.

The Protection of Women from Domestic Violence Act, 2005

This is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian Government from 26th October 2006. The Act provides for the first time in Indian law a definition of domestic violence, with this definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual and economic abuse. It is a civil law meant primarily for protection orders and not meant to penalize criminally.

Right to Information Act, 2005

Right to Information (RTI) is an Act of the parliament of India to provide for setting out the practical regime of the right to information for citizens and replaces the erstwhile Freedom of Information Act, 2002. Under the provisions of the Act, any citizen of India may request information from a 'public authority' (a body of government or instrumentality of state) which is required to reply expeditiously or within 30 days. The Act also requires every public authority to computerise their records for wide dissemination and to proactively certain categories of information so that the citizens need minimum recourse to request for information formally. The law was passed by the parliament on 15th June 2005 and came fully into force on 12th October 2005.

Right to Education Act

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India enacted on 4th August 2009, which describes the modalities of the importance of free and compulsory education for children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution. The title of the RTE Act incorporates the words 'free and compulsory'.



'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the

Child labour is a crime committed against millions of children around the world. Forms of child labour, include bonded child labour, children doing domestic work, and the recruitment and use of children for armed conflict or drug trafficking.



appropriate government and local authorities to provided and ensure admission, attendance and completion of elementary education by all children in the 6 - 14 age group.

Thought Shot

Is literacy the same as education? What do you think is the difference between literacy and education?



Critical Thinking



Protest Against a Law

In November 2010, Irom Sharmila, the 'Iron lady of Manipur', completed ten years of hunger strike demanding withdrawal of the Armed Forces (Special Powers) Act, 1958, from Manipur and other states of the north-east. AFSPA is a law made to control insurgency in the country. This law gives authority to the security personnel to arrest or shoot, on mere suspicion, in order to "maintain public order" in areas it considers "disturbed". However, the security forces sometimes misuse their powers and target ordinary people.

On November 1, 2000, in Malom, in Manipur, ten people waiting for their buses were allegedly gunned down by the security personnel. Other similar incidents of killing of innocent people took place in other parts of the state as well. In protest, Irom Sharmila went on a hunger strike to demand the withdrawal of AFSPA from Manipur. She refused to eat unless this unjust legislation was repealed. Later the government arrested her, and began force-feeding her. She has been released, and re-arrested innumerable times since then. For over ten years she has stood by her demand, refusing to eat. She has spent most of these years alone in jail, in Imphal.

MIND MAP

An important role of the parliament is to be sensitive to the problems faced by people and it is the primary function of the legislature to formulate laws which address these problems

The Importance of Public Opinion

Implication of Laws

Sometimes, laws that are passed by the parliament or the legislatures might be against the interests of certain sections of society. Not all the laws that are passed are popular and liked by everyone

The Making of New Laws

Rule of Law

• Rule of law is the essence of the Indian Constitution



Some Important Laws

- The Hindu Succession (Amendment) Act, 2005
- The Protection of Women from Domestic violence Act, 2005
- Right to Information Act, 2005
- Right to Education Act

EXERCISE



(MCQs)

I. Tick (✓) the correct option.

- The Vernacular Press Act was passed in :
(a) 1947 (b) 1980 (c) 1878 (d) 2005
- The need for a particular law is expressed by :
(a) the politicians (b) Central Government
(c) State Government (d) different groups in the society
- Irom Sharmila protest was against :
(a) RTI (b) RTE (c) POTA (d) AFSPA

II. Fill the gaps.

- Rule of law means is that all laws apply to all citizens of the country.
- According to Act 2005, sons, daughters and their mothers can get an equal share of family property.
- are indicators of change and initiate positive transformation into society.

III. Write 'T' for True and 'F' for False :

- The idea of following the law of equality was fairly new to India.
- Public opinion is the expression of the views of government.
- The title of the RTE Act incorporates the words free and compulsory.

IV. Answer the following questions briefly.

- What do you mean by rule of law?
- Why was the idea of equality before law fairly new to India?
- State two laws enacted recently.

V. Answer the following questions in detail.

- Why do our lawmakers have to exercise a lot of careful attention while making laws?
- What is public opinion and how is it important in framing new laws?
- How do the needs of the people help the government to devise laws?



Skills Enrichment Zone

ACTIVITY



- There are several issues that need to be addressed with new laws. For example, the problem of stray dogs, beggars, judicious use of water. Have a group discussion in class on this issue.

PROJECT



- Find out details about a child labour and write a report on his/her life, giving reasons for his working and what the child would like to achieve in future.

Out of the Box !



How can the problem of child labour be addressed?

Which Act, passed in 2005, is a major step towards ensuring equality in the society? How?

21st
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Communication

EL

Experiential Learning

21st
CS

Critical Thinking



21. THE JUDICIARY



PRIOR KNOWLEDGE

In India we have the rule of law. Laws apply equally to all persons and that a certain set of fixed procedures need to be followed when a law is violated.

LEARNING OBJECTIVES

- ⊙ Role of Judiciary
- ⊙ Independent Judiciary
- ⊙ Structure of Courts in India
- ⊙ Different Branches of the Legal System
- ⊙ Does Everyone have Access to the Courts?

Write your views on the saying 'Justice delayed is justice, denied'.

GET GOING

To enforce the rule of law, we have a judicial system that consists of the mechanism of courts that a citizen can approach when a law is violated. As an organ of government, the judiciary plays a crucial role in the functioning of India's democracy. It can play this role only because it is independent and impartial. It also has many levels. Let us look at the function and structure of the judiciary.

ROLE OF JUDICIARY

Judiciary is that organ of the government which decides the dispute of the individuals according to laws, gives punishment to those who break the laws and awards punishment according to law. Judiciary also decides disputes that arise between the people and the government and between the states and the centre or between the states themselves. In democracy, an independent and impartial judiciary is a necessity. It safeguards not only the rights and liberties of the people, but even the democratic set up. It is also the guardian of the constitution which is the supreme law of the land. It enforces the laws in the dispute before it, interprets the laws and gives a new dimension to the existing laws.

Broadly speaking, the work that a judiciary does can be divided into dispute resolution, judicial review and upholding the law and enforcing fundamental laws.

INDEPENDENT JUDICIARY

The Indian constitution protects the citizens from any partial judgement. And, this gives the power to the judiciary to make decisions based on the rules of the law, in case of any dispute. Due to such authority, the judiciary of the country is an independent body. The constitution has ensured independence of the judiciary through a number of measures.



- ◆ The appointment of judges does not involve political parties. A person must have experience as a lawyer to be appointed as a judge. He cannot be appointed arbitrarily.
- ◆ The judiciary is not financially dependent on either the Executive or the Legislature. The wages or salary of the judges does not need the approval of the Legislature.
- ◆ The judges hold office till the age of retirement. This security of tenure or permanent status ensures that the judge functions without apprehension. The removal of judges is a very difficult procedure so that security is assured to the members of the judiciary.

Thought Shot

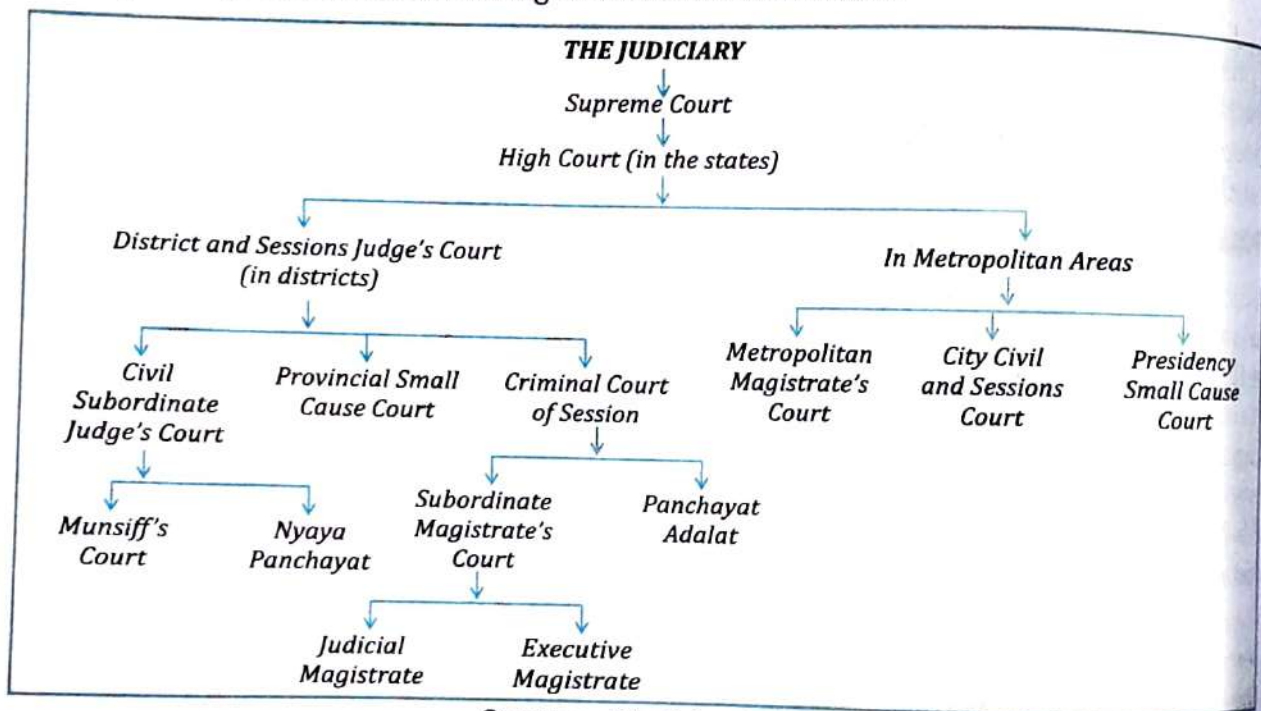
21st
CS

Communication

Why do you believe that an independent judiciary is essential to democracy? Also discuss about the values of independent judiciary.

STRUCTURE OF COURTS IN INDIA

There are three different levels of courts in our country. There are several courts at the lower level while there is only one at the apex level. The courts that most people interact with what are called **subordinate** or **district courts**. These are usually at the district or Tehsil level or in towns and they hear many kinds of cases. Each state is divided into districts that are presided over by a District Judge. Each state has a High Court which is the highest court of the state. At the top is the Supreme Court that is located in New Delhi and is presided over by the Chief Justice of India. The decisions made by the Supreme Court are binding on all other courts in India.



Structure of Judiciary in India.

Supreme Court

The Supreme Court is at apex of the judicial hierarchy. Delhi, the national capital, is the seat of the Supreme Court. It makes the final decisions which are then abided by all the courts of our country.



Supreme Court of India

The opening ceremony of Supreme court of India was organised in the Chamber of Princes in the Parliament Premises.

Do you know that for a period of 12 years i.e., from 1937-1950, the chamber of Prince was used as the bench of the Judicature of India and also the Supreme Court up to the time when it obtained its current building in 1958.

Composition: The Chief Justice, appointed by the President of India heads the Supreme Court. There are other judges (maximum 30) working with him. These judges are also appointed by the President in consultation with the Chief Justice.

The judges of the Supreme Court have to be citizens of India with ten years experience as **advocates** or five years experience as **High Court judges**. They could also served members of distinguished **juries**. Supreme Court judges retire at the age of 65.

Functions and Powers of the Supreme Court

The Supreme Court of India has to perform specific functions within the limitations imposed by the Constitution. The functions can be elaborated under the following heads.

Original Jurisdiction: The **original jurisdiction** empowers the Supreme Court to hear and decide certain cases in the first instance, i.e. these cases cannot be heard in any other court. Some of these cases are:

- ◆ Disputes between two states.
- ◆ Disputes between the Central Government and one or more State Government.
- ◆ Issue of **writs** for the enforcement of fundamental rights.
- ◆ Cases which concern the violation of the Constitution by the government or anyone else.

Appellate Jurisdiction: The Supreme Court is the apex court for jurisdiction in India. When someone is not satisfied with the decision given by the High Court of a state, he/she may ask the Supreme Court to review the judgement. The Supreme Court may re-consider that case. This is called **appellate jurisdiction** of the Supreme Court.

Advisory Jurisdiction: The advisory jurisdiction empowers the Supreme Court to advise the President on Constitutional issues when asked for. However, the president is not bound to follow its advice.

MY DICTIONARY

writ : a legal order to do or not to do something, given by a court of law.

Public Interest Litigation cases can be filed only if public interest is affected. For example: Where a factory/industrial unit is causing air pollution that is adversely affecting people. Where there are no street lights in an area causing inconvenience to people. Where trees are being cut for construction causing environmental pollution. For removal of hoardings and signboards from busy roads. This concept is unique to the Supreme Court of India only and perhaps no other court in the world has exercised this extraordinary jurisdiction.



Court of Record: The Supreme Court acts as the court of record also. All the decisions and decrees issued by the Supreme Court itself, are duly printed and kept in record for future reference in the court as well as for the use of lawyers in their pleadings. Important decisions by the High Courts of the land are also kept in record for future by the Supreme Court.

High Court

The Constitution of India also provides for the establishment of the High Court in each state. At state level it is the highest organ of judicial administration. There are 25 High Courts in India for 28 States and 8 Union Territories.

The High Court exercises its powers within the territorial jurisdiction of the concerned state. However, the parliament has been given the power of putting even more than one state under one High Court. *For example*, Haryana and Punjab have a common High Court at Chandigarh.

Composition : A High Court is composed of Chief Justice and a number of judges depending on the size of the state. The President, in consultation with the Chief Justice of the Supreme Court and the Governor of the state, appoints the Chief Justice and the other judges. Other judges are appointed by the President in consultation with the Chief Justice of India, Governor of the state and the Chief Justice of the concerned High Court.

To be eligible to be a judge of the High Court, a person must be a citizen of India and a High Court advocate for at least 10 years, or a holder of a judicial office in India for at least 10 years.

The judges of the High Court can be removed by the President in the same manner as the judges of the Supreme Court through the process known as **impeachment**. A High Court judge holds office till the age of 62 years.

Functions and Powers of the High Court

The High Court deals with those cases which fall within the jurisdiction of a state. The following are some of the most important functions performed by a High Court:

Original Jurisdiction: Indian Constitution, under Article 226, empowers the High Court to issue a writ to any person or authority within its jurisdiction for the enforcement of fundamental rights against their violation. It also hears directly the disputes related to state elections.

Appellate Jurisdiction: The High Court hears appeals on both civil and criminal cases against the decision of Subordinate Courts (District Court) and reviews their judgement. The High Court has the power to give fresh verdict in such cases.

Advisory Jurisdiction: According to Article 227 of the Indian Constitution, the High Court can extend its power of superintendence to all courts in his jurisdiction, except those dealing with armed forces operating within its territorial jurisdiction. Under Article 228, the High Court can also supervise the functioning of the Subordinate Courts. It enjoys the powers of judicial review like the Supreme Court of India.

MY DICTIONARY

decree : an official order given by a government, a ruler, etc;

plead : to ask somebody for something in a very strong and serious way.

Court proceedings take too many years to settle in India. Suggest some remedies so that the legal system can be improved.

Subordinate Courts

Each state is divided into various districts. The courts which function in these districts are called Subordinate Courts. They hear civil and criminal cases which pertain to the district in which the court is formed. The courts that hear civil cases at the district level are called **District Courts** and those that hear criminal cases are called **Sessions Courts**.

Types of Subordinate Courts:

- ◆ The **District Judge's Court** is the highest civil court in a district. It can hear cases related to land, property, money transactions, marriage, divorce, will and guardianship. It also hears appeals against the judgements of the lower courts. In some districts, Additional District Judges assist the District Judge.
- ◆ The **Court of Sessions Judge** is the highest criminal court in a district. It is presided over by the District Judge, who is therefore, called the District and the Sessions Judge. In the Sessions Court, criminal cases of murder, dacoity and robbery are tried. The Sessions Judge hears appeals against the judgements of lower courts.
- ◆ **Revenue Courts** are those that hear cases which involve the payment of revenue. The highest revenue court in a state is the Board of Revenue. The highest revenue court in a district is the court of the collector. Appeals from his court are heard in the State High Court.
- ◆ **Nyaya Panchayats** serve as village-level courts that settle minor cases. A group of villages is served by one Nyaya Panchayat. These small law courts can only impose fines for minor crimes. District courts take up appeals from these courts.

Lok Adalats

The process of seeking justice is time consuming and expensive in our country. For these reasons, Lok Adalat or the 'People's Court' was set up to provide speedy justice. A Lok Adalat is presided over by a retired judge along with two other members, usually a lawyer and a social worker. The disputing parties put forward their own cases without advocates. The cases are solved through mutual understanding. No appeal can be made against the order of the Lok Adalat.

Case Study

Here's how a case moves from a lower court to a higher court.

In 1988, Shiv Sagar was allotted a house by the government under government residence scheme. He started living there. He had a joint family, with two of his younger brothers too occupying the flat. A few years later in 1991, Shiv Sagar's younger brothers filed a civil suit against him claiming that the house is a joint property and so has to be divided among all the three. The trial court dismissed the claims of their brothers, who then appealed to the district court. In the meantime, Shiv Sagar filed a suit questioning the rights of his brothers in the property. The district court heard the claims and upheld Shiv Sagar's rights towards his house. The brothers moved the case to the high court which finally gave the verdict in favour of Shiv Sagar. It also imposed a fine on the two brothers for harassing Shiv Sagar.



Try It!

Hold a mock lok adalat in class and settle some imaginary claims about tenancy, marriage disputes, and road accidents.

Different Branches of the Legal System

The Indian legal system has two main sections: **Civil Law** and **Criminal Law**. And the rules for each of these laws vary from each other. As the highest judiciary authority, the supreme court takes care of the both civil and criminal issues. Look at the following table to understand some of the significant differences between criminal and Civil Law.

Criminal Law	Civil Law
1. Deals with the acts that are defined as offences by law. For example, theft, harassing a woman to bring more dowry, murder, etc.	Deals with any harm or injury to rights of individuals. For example, disputes relating to sale of land purchase of goods, rent matters, divorce cases.
2. In general course, it begins with lodging of an First Information Report (FIR) with the police who make investigation in the circumstances of the commission of the crime after which a case is filed in the court.	A petition has to be filed before the relevant court by the affected party only. In a rent matter, either the landlord or tenant can file a case.
3. In case someone is found guilty, the accused can be awarded imprisonment and also fined.	The court gives the specific relief asked for. For instance, in a case between a landlord and a tenant, the court can order the flat to be vacated and pending rent to be paid.

Does Everyone Access To The Courts?

In principle, all citizens of India can access the courts in this country. This implies that every citizen has a right to justice through the courts. The courts play a very significant role in protecting our Fundamental Rights. If any citizen believes that their rights are being violated, then they can approach the court for justice to be done. While the courts are available for all, in reality access to court has always been difficult for a vast majority of the poor in India. Legal procedures involve a lot of money and paperwork as well as take up a lot of time. For a poor person who cannot read and whose family depends on a daily wage, the idea of going to court to get justice often seems remote.

To sort out this problem, the Supreme Court of India has devised a mechanism known as Public Interest Litigation (PIL) to increase access to courts.

Due to large size of the country, the power to decide Fundamental Rights is given to both the Supreme Court and High Courts. If in reality the Fundamental Rights are violated these courts can immediately issue a writ for the enforcement of Fundamental Rights.

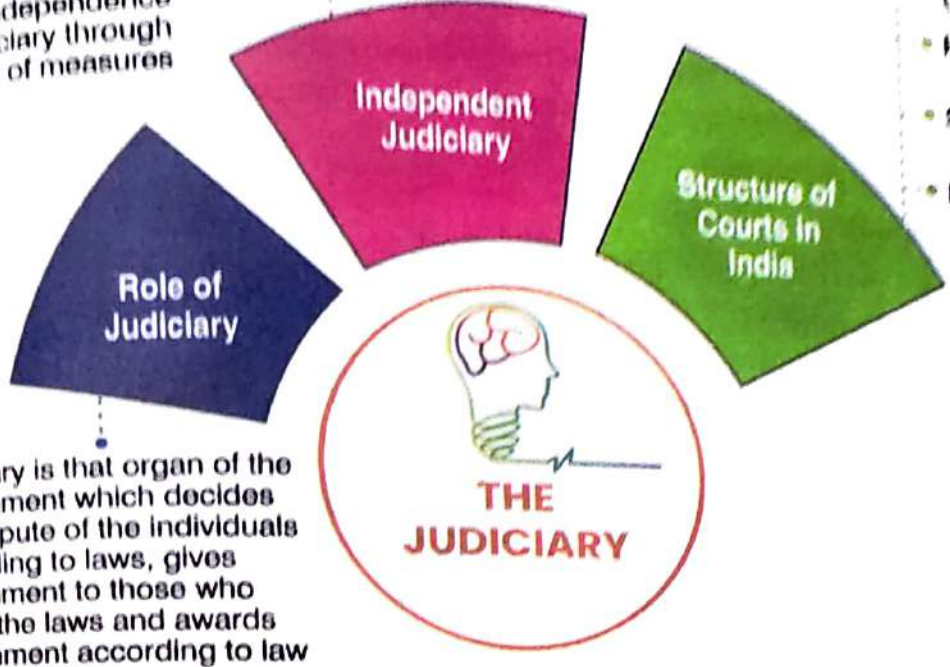
PIL may be filed in the Supreme Court or in the High Court by a group of people or an organization on behalf of those people whose Fundamental Rights are being violated. The PIL is only admitted by either Supreme Court or High Court when they get satisfied that the case is really for the public causes.



Tip !! Suppose that you have filed a PIL against social issue and succeeded in bringing about a solution. Write a diary entry about how the case proceeded and the verdict pronounced.

MIND MAP

The constitution has ensured independence of the judiciary through a number of measures



Judiciary is that organ of the government which decides the dispute of the individuals according to laws, gives punishment to those who break the laws and awards punishment according to law

EXERCISE



I. Tick (✓) the correct option.

(MCQs)

- The Chief Justice heads the

(a) High Court	<input type="checkbox"/>	(b) Supreme Court	<input type="checkbox"/>
(c) Session Judge Court	<input type="checkbox"/>	(d) All of these	<input type="checkbox"/>
- The Chief Justice and the other judges are appointed by the

(a) President	<input type="checkbox"/>	(b) Prime Minister	<input type="checkbox"/>	(c) Public	<input type="checkbox"/>	(d) Parliament	<input type="checkbox"/>
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- In which of the following cities is the Supreme Court of India located?

(a) Mumbai	<input type="checkbox"/>	(b) Kolkata	<input type="checkbox"/>	(c) Chennai	<input type="checkbox"/>	(d) Delhi	<input type="checkbox"/>
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II. Fill the gaps.

- In democracy an and judiciary is a necessity.
- There are different levels of courts in our country.

- Each state has a _____ court which is the highest court of the state.
- _____ is the highest court of India and is situated at _____.
- The supreme court of India has _____ Chief Justice and _____ other judges.
- The judges of the supreme court retire at the age of _____.

III. Write 'T' for true and 'F' for false.

- The judiciary can be influenced by the legislature.
- The wages or salary of the judges does not need the approval of the legislature.
- A person must not have experience as a lawyer to be appointed as a judge.
- High Court makes the final decisions which are then abided by all the courts of our country.
- The jurisdiction, functions and responsibilities of the Supreme Court are defined by the constitution.

IV. Answer the following questions briefly.

- List the main functions of the judiciary.
- Why is the Supreme Court called the court of records?
- Define Appellate Jurisdiction.
- What are District Courts?
- What are Subordinate Courts? Name the different types of Subordinate Courts.

IV. Answer the following questions in detail.

- How does the constitution ensure independence of the Judiciary?
- Discuss the composition of the Supreme Court and the High Courts.
- What are the powers of the Supreme Court? Describe any one of them?
- What are the qualifications of judges of the Supreme Court and High Courts?
- Write a short note on Lok Adalat.
- Does everybody in India have equal access to the court? Elaborate.

Skills Enrichment Zone

ACTIVITY



- Hold a debate on the topic "The Justice system of India is very fast". You can speak for or against it.



Communication

PROJECT



- On a chart paper, draw the structure of the judiciary in India. Clearly mark the various levels of courts, their powers and functions. Put it up in the class.



Creativity

Out of the Box!

- Why do you think a case moves from a lower court to a higher court?
- As a Chief Justice of India, how will you improve the working of the Supreme Court?



Critical Thinking





22. UNDERSTANDING MARGINALISATION AND SOCIAL JUSTICE

PRIOR KNOWLEDGE

- ⊙ Some people are born into families that are well off and can afford to give a good life and education to their children.
- ⊙ But not everyone in society gets the same privileges.

LEARNING OBJECTIVES

- ⊙ Marginalised Groups
- ⊙ Social Justice
- ⊙ Reservations
- ⊙ Effects of Social Inequality on Economic inequality
- ⊙ Untouchability
- ⊙ Manual Scavenging

GET GOING

You may have heard the term **Scheduled Tribes**. It is used to denote "Adivasis" by the Indian Government in various official documents. In your city or village, who would you think are the people live in schedule tribe. What would you do for them to raise their living standards?

In spite of the promises of equality made in the constitution, there remains inequality in the society. There are some sections of the society who have long been treated unequally and have been pushed towards a low social status.

MARGINALISED GROUPS

Marginalised groups are those groups of the society which remained ignored in the past due to various social and economic causes. These groups are denied basic rights, and sometimes do not have access to resources and opportunities. As a result, economic progress and development of the country hardly benefits them. They remain poor, underprivileged and socially, culturally and politically backward. Marginalisation is a process where certain groups suffer deprivation and are pushed to edge of the society. The Scheduled Castes, the Scheduled Tribes, other Backward Classes and the Minorities are included in the marginalised groups.

- (1) **Scheduled Castes:** There is no specific definition of the Scheduled Castes. Castes which were formerly treated as 'untouchables' in the society are called Scheduled Castes. As per the Census of 2011, the Scheduled Castes population was registered as 201 million (16.6% of the total population of the country).
- (2) **Scheduled Tribes:** The Constitution does not specifically define the Scheduled Tribes. However, they represent communities which are economically backward and inhabiting mostly the remote hilly and thickly forested areas. They comprise 104 million population (8.6% of the country's total population).



- (3) **Backward Classes:** Backward Classes too have not been defined in the Constitution. They have been recognised as the weaker sections of the society, other than the Scheduled Castes and the Scheduled Tribes.
- (4) **Minorities:** Minorities, both lingual and religious, are those who have less number of their own sect or religion in a region or state. As per the Census of 2011, they numbered 235 million (nearly 19.5% of India's total population). The Muslims, the Christians, the Sikhs, the Buddhists, the Zoroastrians and the Jains are considered as minorities.

Thought Shot

Are there people who are still marginalised? How do you think you can create awareness about caste discrimination and marginalisation?

SEL

Social Emotional Learning



SOCIAL JUSTICE

Justice has always been treated as an important legal concept in India since ancient time. In fact, it has been playing an important role in the social life of people. In modern time, justice means those social conditions by which a harmonious and right coordination is made between individuals conduct and the welfare of the society.

There are many forms of justices, **social justice** is one of them. Social justice implies that there should not be any discrimination among citizens from the social point of view. They should have all opportunities for self-development. Social justice exists in a society where all the individuals are equal and all human beings are provided with adequate opportunities for self-development.

No discrimination is made on the basis of religion, caste, colour, etc.

Indian society has many social inequalities pertaining to caste, colour, creed, language, sex, etc. Besides, there exists economic inequalities in society. The weaker sections of society are still exploited by the affluent section. In order to establish social equality, it is essential to establish economic equality. Economic equality means that:

- (1) Wealth should not be concentrated in a few hands, while another group of society remains wreathing in poverty.
- (2) Economic equality aims at providing at least bare minimum necessities to the people. The poor are guaranteed to fulfil their basic requirements.
- (3) Economic equality aims at providing equal remuneration for equal work. There should be no discrimination on the basis of caste, creed, sex or religion.

Constitutional Provisions Relating to Social Justice

The establishment of social justice is essential but difficult. Every state has its **peculiar** problems. It is difficult to implement social justice in a society. India is a very big country with innumerable interest-groups which collide with one another several times. They fight for religion and caste considerations. In spite of this, some general considerations are listed below:

- (1) In order to attain social justice, caste and colour discriminations should be abolished. The evil of caste system has been stemmed out by the Constitution of India. Under Article 15,



untouchability and misbehaviour with backward classes have been legally banned. But social evils cannot be removed with legal and constitutional means. This needs social awareness also.

- (2) There are certain areas of the society where state interference retards the growth of their development. Social customs and traditions should be kept free from the state interference. Similarly, moral values should be allowed to grow in free atmosphere. States propagate secular values and should protect the existing diversity in religions.
- (3) In all civilised societies that there should not be any discrimination in the use of public places. There should be free access to the use of parks, cinemas, eating places, schools, wells, tanks, shops, etc. The Constitution of India bans the discrimination in the use of the above noted things in the name of religion, colour, caste, community or language.

As already discussed the interests of the Scheduled Castes, Scheduled Tribes, other Backward classes have been safeguarded by the Constitution and the constitutional provisions are being implemented sincerely and effectively. For minorities every effort is being made to facilitate them besides preserving and maintaining their cultural identity. In this context, Article 29 and Article 30 of the Constitution of India, need to be mentioned :

According to Article 29: (i) Any section of the citizens residing in the territory of India or any part thereof, having a distinct language script or culture of its own shall have their right to conserve the same. (ii) No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on the grounds only of religion, race, caste, language or any of them. **According to Article 30 :** In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, (i) The state shall ensure that the amount fixed by or determined under such laws for the acquisition of such property in such as would not restrict or **abrogate** the right guaranteed under that clause. (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

In our country, the Minority Commission has been set up to look into the problems of the minorities and to solve them **amicably**. The President can nominate two members of the Anglo-Indians in the Lok Sabha if that community is not adequately represented in the House.

RESERVATIONS

The Constitution does not allow discrimination among citizens of India. However, it does allow the government to extend some special benefit to those sections of society which are underprivileged. This is done to make sure that they do not lag behind from the rest of the society and come at par with others in social and economic status. The Indian government helps these weaker sections by reserving some sets for them in educational institutions.

MY DICTIONARY

abrogate : repeal or do away with (a law, right or formal agreement);
amicable : made or done in a friendly way.



Provisions

Under the present reservation policy, the central government reserving in employment sector or education sector cannot exceed more than 50%.

In some institutions, the government reserves seats for women.

There are reservation on the basis of caste, gender, religion and domicile.

Limitations

This is certainly a good step in the right direction. These provisions have been made by the government to raise the economic and social status of the marginalised and deprived classes. However, it also has its limitations. Initially the reservations were provided only for a certain period. However, this provision has now become a tool of exploitation at the hands of politicians. In order to fill their vote banks, they continue to extent the time limit.

There are no surveys conducted to check how far these reservations have helped the people of such classes. These surveys can give us a clear picture of the reforms and if the socio-economic status of these sections has improved, then they may be included in the general category, giving them enhanced social status. If their position has not improved then the causes of their lagging behind should be ascertained and resolved.

The reservation which are based on caste and religious considerations are biased towards these people of the so-called higher class who come under general category but are quite backward socially and economically.

In a nutshell, efforts should be made to all citizen empowered socially and economically irrespective of their caste and religion.

Thought Shot

21st
CS

Critical Thinking

Do you think that having a reservation quota for the people of the marginalised section is a positive step taken by the government? How do you think it affects members of other communities.

EFFECTS OF SOCIAL INEQUALITY ON ECONOMIC INEQUALITY

Social inequality means the difference between the status of people living in society.

Economic inequality means the inequal wealth distribution in between the rich and the poor. Both the above are closely related. In a society, people with low social status are looked down upon. They are not given important jobs which bring higher earnings. This makes them economically deficient. They are also not encouraged to receive education to improve their skills; hence they remain poorly educated and find it hard to get good jobs.

Due to social pressures and lack of education, most of the people continue with the professions traditionally practised by their castes. Hence, they have no hope of progress on social or economic fronts.

Women too suffer because of their lower social status. Since they expected to remain economically dependent on others, they are often denied formal education. Those who work have to face many restrictions on the type of work they could do and the property they could own.



UNTOUCHABILITY

Untouchability has been practised in India since ancient times. It is the practice of separation followed by the upper caste Hindus against the lower caste Hindus. It has manifested itself in the following forms :

- (1) Not allowing the Scheduled Castes to enter the temples and to perform any rituals there.
- (2) Prohibiting the Scheduled Castes from bathing in the common pond or drawing water from the common wells.
- (3) Refusing education to the Scheduled Caste children.
- (4) Not allowing the Scheduled Caste people even to walk through the residential area or through the main village streets of the dominant castes.
- (5) Discrimination against Scheduled Castes in the field of employment and jobs.
- (6) Offering food and tea to the Scheduled Castes in separate utensils.
- (7) Forcing the Scheduled Castes to do menial jobs and unclean occupations.
- (8) Denying inter-dining and inter-marriages to the Scheduled Castes by the upper castes.

After Independence, however, social injustice and untouchability have undergone a lot of change. Untouchability has been abolished by law and declared a punishable crime. Caste rigidities have also been greatly reduced. Nowadays, studying, travelling, working, dining and even inter-marriages have become common to all castes. The work of social reformers like Jyotiba Phule, Mahatma Gandhi, Dr Bhim Rao Ambedkar, etc. coupled with constitutional provisions have contributed a lot in upliftment of the depressed communities (marginalised classes). Persons belonging to these classes are now heading many administrative departments. They enjoy equal rights and facilities.

Try IT!

EL Experiential Learning

Can you think of instances of caste discrimination that you see every day? Do you yourself follow some form of caste or racial discrimination? Think about it!

MANUAL SCAVENGING

The practice of carrying human excreta in baskets on their heads by sweepers is known as **manual scavenging**. This practice continued for centuries in the country until the flush system was evolved. Such a practice was undoubtedly shameful. Therefore, activists of the Human Rights condemned this practice and declared manual scavenging as negation of the Dalit's dignity and rights. Reformers and activists also condemned "manual scavenging is the worst form of negating human rights of the Dalits who are forced to live in object conditions."

Laws Concerned with Manual Scavenging

The Government passed a law against manual scavenging. The Employment of Manual Scavengers of Dry Latrines (Prohibition) Act, 1993 punishes the employment of scavengers or

the construction of dry latrines with imprisonment for up to one year/or a fine of ₹2000. Offenders are also liable to prosecution under the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989.

The employment of manual scavengers, however, still continues. A report (1999) admits that the progress in this matter is not satisfactory. A major reason for this is the inadequate attention paid by the state governments and concerned agencies.

The Human Rights activists suggest that the Government of India should press all the states to strictly implement the law concerned with manual scavengers and prosecute the erring officials. The Government should ensure that all manual scavengers are rehabilitated.

The Sulabh International Service Organisation was started by Dr Bindeshwar Pathak in 1970. This organisation builds scavenging free flush toilets for hygienic disposal of human waste. Thus, many 'pay and use' public toilets have been set up. This not only liberated manual scavengers but also helped in generating biogas and bio-fertilisers.

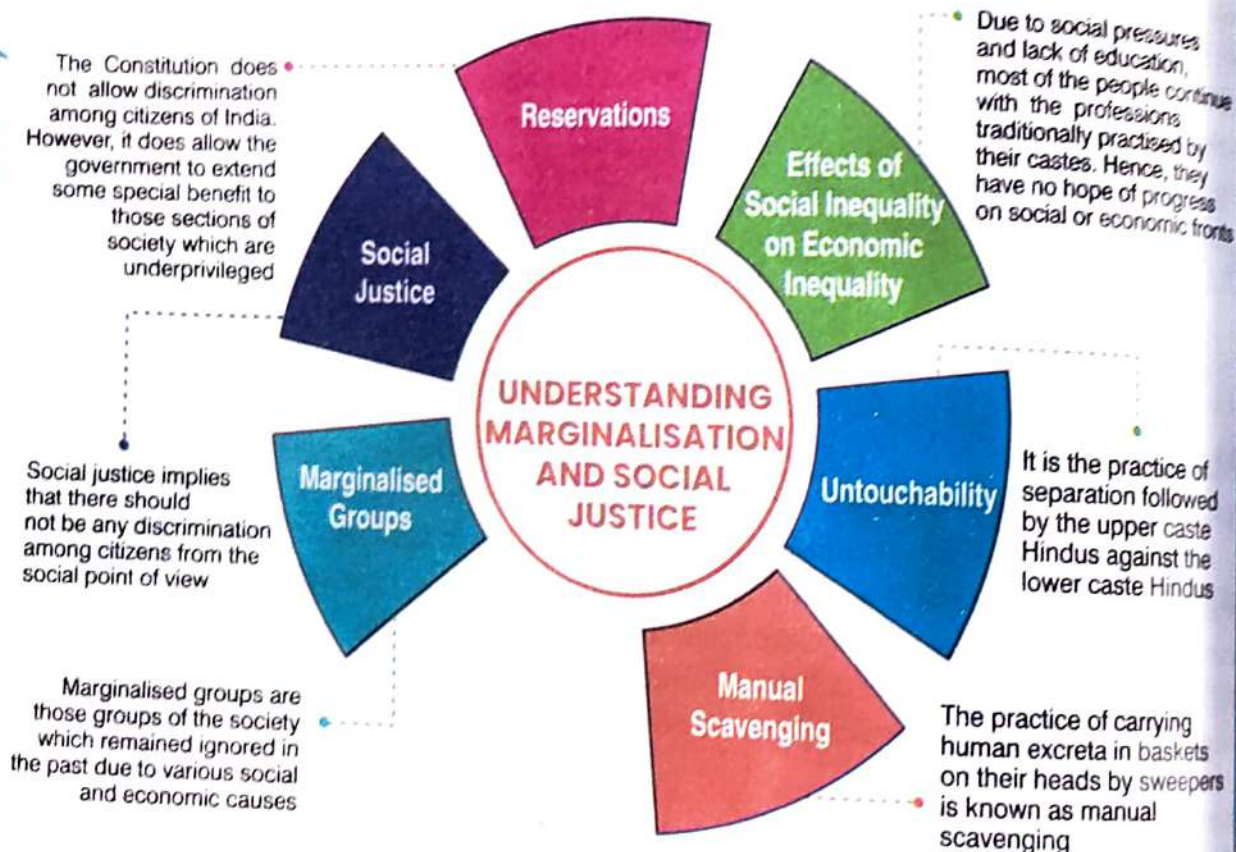
Thought Shot

SEL

Social Emotional Learning

Do you feel that things around you need to change? Are there people who are still marginalised? How do you think you can create awareness about the caste discrimination and marginalisation?

MIND MAP



EXERCISE

Tick (✓) the correct option.

- The practice of carrying human excreta in baskets on their heads by sweepers is known as : (MCQs)
(a) social equality (b) manual scavenging (c) social justice (d) economic equality
- There is no specific definition of the :
(a) minorities (b) backward classes (c) scheduled castes (d) scheduled tribes
- As per the census of 2011, the scheduled castes population was registered as :
(a) 18% (b) 21% (c) 16.6% (d) 27%

Fill the gaps..

- The are considered as minorities.
- Social groups which remained ignored in the past are known as Groups.
- is the practice of carrying human excreta in baskets on their heads by sweepers.

Write 'T' for True and 'F' for False.

- Minority commission has not been set up to look into the problems of the minorities in our country.
- Article 29 and 30 deal with safeguarding the rights of the other Backward Castes.
- Untouchability has not been in practice since centuries but it is the evil of modern era.

Answer the following questions briefly.

- Who are the marginalised groups ?
- Define the Scheduled Castes.
- Who are the Scheduled Tribes ?

Answer the following questions in detail.

- Explain the meaning of social justice. Do you think that social justice exists in India ?
- What is untouchability ? Mention its different forms.
- What is manual scavenging ? Describe the law on the manual scavenging.



Skills Enrichment Zone

ACTIVITY



- Visit a tribal area and watch the life of the tribal community living there. Do you find their way of life as being different from that of a villager ?

PROJECT



- Look around your neighbourhood and find out how people are discriminated against, on the basis of caste. Interview people who you feel are being victimised by society. Design a poster to educate people on human rights.

Out of the Box !



- What should command more respect in the society; education or caste?
- Would you agree with the statement that economic marginalisation and social marginalisation are interlinked? Why?



Experiential Learning



Art Integration



Critical Thinking



23. ECONOMIC PRESENCE OF THE GOVERNMENT

PRIOR KNOWLEDGE

- ⊙ India is a welfare state committed to the welfare and development of its people.
- ⊙ A country's strength largely depends on its economic and social development.

LEARNING OBJECTIVES

- ⊙ Economic Presence of the Government in Infrastructure Sectors
- ⊙ Economic Presence of the Government in Social Sectors.

GET GOING

You have seen that most of the private hospitals and private schools located in major cities and not in towns or rural areas? Can you give a reason of this?

There is no doubt about the fact that the government plays a very vital role in the economic development of the country. Besides maintaining law and order and defending the country in the event of a war, the government is also responsible for the development of the country, and creating an environment for its economic growth and progress.

ECONOMIC PRESENCE OF THE GOVERNMENT IN INFRASTRUCTURE SECTORS

Infrastructure is a key driver of the overall development of Indian economy. It also means the public facilities needed for day-to-day life. This sector primary comprises water supply.

Water, healthcare, and sanitation which are the facilities necessary for our survival. Electricity, public transport, and educational institutions are also necessary for people to live a comfortable life. These are known as **public facilities**.

Public facilities fulfill people's basic needs and that benefits of public facilities can be shared by many. In a modern democratic society, it is the responsibility of the government to provide basic public facilities to the people.

These economic functions are planned and executed keeping many things in mind.

Developing sound infrastructure requires extensive taxes and funds, right planning and proper execution.

Taxes and Funds

Taxes are the main source of revenue for the government. The government undertakes various welfare activities and maintains public facilities with the help of the income from the taxes it



levies. The different types of taxes include income tax, sales tax, entertainment tax, property tax, export/import tax, entry tax, customs duties, and cesses.

Every year the **annual budget** is presented in parliament. It accounts for the expenses the government has incurred on implementation of its programmes in the past year. It also declares how much it foresees spending in the coming year.

In the budget, the government also announces the allocation of money to various new programmes.

Planning

Development in social and economic spheres requires proper planning.

After Independence, the Government thought of planning to improve its economy. The need for planning was due to the following reasons:

- (1) The British had exploited our economic resources. It was necessary to make the best use of available resources to improve the country's economy.
- (2) After Independence, India faced many problems. Therefore, planning was necessary to set goals and priorities.
- (3) There was immediate need to bring relief to the neglected poor people. Long term planning alone could solve their problems.
- (4) Planning was necessary for an all round development of the country.

The Planning Commission/NITI Aayog

There was a dire necessity to introduce planning to combat various economic problems like poverty, under-development, unemployment, etc. Therefore, Planning Commission was set up in 1950 under the Chairmanship of the Prime Minister.

Tasks of the Planning Commission:

- (1) The Planning Commission sets the economic goals and objectives according to the needs of the country.
- (2) It supervised the utilisation of available resources.
- (3) It regulated the proper distribution of goods produced.
- (4) It enabled the government to make the benefits of development.

Achievements of the Planning Commission

- (1) It has enabled the government to strengthen the country's economic infrastructure.
- (2) It has maintained a balance between agricultural and industrial development.
- (3) It has laid emphasis on heavy industries which has benefitted both agricultural as well as industrial sectors.
- (4) Industrial development has been accompanied by the development of a network of roads, railways, waterways and airways.
- (5) Huge power projects have been set up to increase power generation which is essential for all sectors including agriculture, industry, transport and communications.



- (6) Planning has minimised regional balances through equal distribution of resources.
- (7) Planning has been made on socialist pattern, where most of the heavy industries are largely controlled by the State, while consumer goods industries are in private sector. India has, thus, a mixed economy. So far, twelve plans have been completed.

The Central Government has replaced the Planning Commission into NITI Aayog on 1st January, 2015. NITI belongs to 'National Institute for Transforming India'. NITI Aayog is the premier policy of the Government of India, providing both directional and policy inputs. First time Chief Ministers also connected to it. Prime Minister is the Chair-Person of NITI Aayog. Centre and State, both will make those policies which will be apply at root level.

Industries

A strong infrastructure forms the foundation of the economic development of the country. Therefore, after Independence the Indian Government attempted to establish a number of large scale industries in public sector, e.g. Indian Railways, Oil India Ltd., Shipping Corporation of India, Steel Authority of India, Oil and Natural Gas Commission, National Thermal Power Corporation, National Hydroelectric Power Corporation, Bharat Heavy Electricals Ltd., Hindustan Machine Tools, Indian Telephone Industries, Hindustan Aeronautics Ltd., etc. are some of the major public sector enterprises.

Iron and steel industry is the basic industry which is essential for setting up other industries. After Independence, several major steel plants were set up at Bhilai, Durgapur, Bokaro, Rourkela, Vishakhapatnam, Salem, etc.


Heavy Engineering Corporation was set up at Ranchi where machine plants for sugar, cement, paper, textile and iron and steel, etc. manufactured. Hindustan Machine Tools (Bengaluru, Pinjore, Hyderabad and Kalamassery) produce small and medium-sized machines. Bharat Heavy Electricals Ltd. (Bhopal, Tiruchirapalli, Hyderabad, Hardwar, Jammu and Bengaluru) produces a variety of electrical machinery, e.g. generators, transformers, water turbines, steam turbines, etc. Hindustan Aeronautics Ltd. (Bengaluru, Nasik, Koraput, Lucknow, Kanpur, Hyderabad) manufactures helicopters, Fighting planes, etc., while Vijayanta Tanks are manufactured at Avadi (Tamil Nadu), frigates and warships at Mazagaon Docks, and railway engines at Chittaranjan and railway coaches at Perambur (near Chennai).

Petroleum is the most important source of energy for transport sector. Crude oil is refined at various places, e.g. Nunmati, Barauni, Koyali, Chennai, Kochi, Haldia, Bongaigaon, Mathura, Mumbai, Karnal and Jamnagar.

In addition to the above, industries like cement, fertilizers, drugs and pharmaceuticals, petrochemical, paper, newsprint, textiles, sugar, etc. were also set up.

Multi-purpose Projects

India has huge water resources in the form of rivers. Various River Valley projects were set up on major rivers to harness hydroelectricity and use the water for irrigation and other purposes. These projects serve many purposes and are therefore, called multi-purpose projects. They generate electricity, provide water for irrigation, check floods, and soil erosion, provide facility for afforestation, navigation,



These projects attracted tourists from far flung areas. Pt Jawahar Lal Nehru called these projects as the "New temples of Modern India."



fishing and entertainment. Some of the major multi-purpose projects include:

Project	River	States
1. Bhakra Nangal Project	Satluj	Himachal, Punjab, Rajasthan
2. Damodar Valley Project	Tributarries of the Damodar	West Bengal, Jharkhand
3. Hirakud Project	Mahanadi	Odisha
4. Tungabhadra Project	Tungabhadra	Andhra Pradesh and Karnataka
5. Nagarjuna Sagar Project	Krishna	Andhra Pradesh and Telangana
6. Rihand Project	Rihand	Uttar Pradesh and Chhattisgarh
7. Chambal Project	Chambal	Madhya Pradesh and Rajasthan
8. Narmada Valley Project	Narmada	Madhya Pradesh, Gujarat and Maharashtra

Energy

Energy or power resources are essential for industries, transport and agriculture. Coal, petroleum, atomic minerals and water are the major sources of power. These resources are used to generate electricity. Coal and petroleum are used for traction purpose also. The National Thermal Power Corporation (NTPC) has set up many coal-based power plants in the country. Similarly, the National Hydroelectric Power Corporation (NHPC) has set up plants at various rivers for generating hydroelectricity. In the north-eastern part of the country, the North Eastern Power Corporation (NEEPCO) is responsible for the generation of hydroelectricity. All these organisations are in the public sector. Electricity is also generated from atomic energy. Such plants are located in U.P., Rajasthan, Tamil Nadu, Maharashtra, Karnataka and Gujarat states.

Transport Sector

Transport sector includes land transport, air transport and sea transport. Roads and railways are the major means of land transport. Railways were introduced in India during the British rule. These are called the "lifelines of the country," because these facilitate movements of people and circulation of goods throughout the country.

Railways have connected distant and remote parts of the country and have integrated the whole country. Today, there exists 65,436 km long railway route and 115,000 km long running track, 9013 locomotives, 2,39,281 wagons and 62,924 coaches in the country.

India has one of the largest road networks in the world, aggregating to about 4.68 million km. The country's road network consists of Express Ways, National Highways, State Highways, District Roads and Village Roads. National Highways are the responsibility of the Central Government. These comprise nearly 1.7% of the total length of roads and carry about 40% of the total traffic of the country. In order to give boost to the economic development of the country, the Government has embarked upon a massive National Highways Development Project (NHDP) in the country, which is the largest highway project in the country.

Thought Shot

Economists say that developing a country's infrastructure encourages foreign investment. Do you agree with this statement? Justify your claim.

Critical Thinking

ECONOMIC PRESENCE OF THE GOVERNMENT IN SOCIAL SECTORS

Social Sector is an important sector for India's economy and includes several important component such as poverty alleviation, employment, curb inflation, medical and health care, and literacy and education.

Even after Independence, our country suffers from several socio-economic problems such as poverty, unemployment, corruption and inflation. Poor people have few means of sustenance and as such, they are unable to meet their bare minimum needs. Unemployment is rampant and continuous price-rise is adding to their miseries. Illiterate masses suffer from several health problems. The government is responsible for eradicating all these ills from society. Though planning has greatly helped in achieving growth and self-reliance in the economic field, but still a lot more is to be done to raise the living standard of people, to remove poverty, to reduce economic inequality and regional imbalance.

Framers of the Indian Constitution incorporated a number of provisions in the Constitution to effect socio-economic changes in our society. Preamble to the Constitution aims at assuring social, economic, political justice to the people. The Directive Principles commit the nation to be a welfare state. Literacy, health, longevity, decent standard of living and gender equality are the key to human development, unless these are achieved, human development shall remain unrealised.

Government's Efforts to Reduce Poverty

In 1980s, it was realised that the earlier strategies for removing poverty needed a long time to succeed. Moreover, some of them were not enforced strictly. The government then thought of taking a direct action of looking after the needy groups. Therefore, it adopted various policy measures and programmes known as the Poverty Alleviation Programmes. Most of them aim at providing employment or improvement of the asset-base of the poverty ridden families.

Some of the programmes are described below :

- (1) **Integrated Rural Development Programme (IRDP)**: This programme was incorporated in the sixth Five Year Plan to alleviate rural poverty. Under this programme productive assets and inputs are provided to identified rural families.
- (2) **Swarnajayanti Gram Swarajgar Yojana (SGSY)**: It aims at bringing existing poor families above the poverty line. This is a centrally sponsored scheme, operational in all the development blocks of the country since 1980. Under this scheme families below poverty line are provided with financial assistance.
- (3) **Jawahar Gram Samridhi Yojana (JGSY)**: It aims at generating employment for those who are under-employed in rural areas. This programme results in creation of community assets such as social forestry, soil conservation, minor irrigation projects, renovation of village wells, rural roads, dispensaries, schools, panchayat ghars, bus stands, etc.
- (4) **Prime Minister Rojgar Yojana (PMRY) and Swarnajayanti Shahari Rojgar Yojana (SJSRY)**: These schemes are aimed at the welfare of the educated unemployed in urban areas. Persons belonging to weaker sections are given priority.

MY DICTIONARY

sustenance: the food and drink that people need in order to live and stay healthy;

rampant: (used about something bad) existing or spreading everywhere in a way that is very difficult to control.

Employment Assurance Scheme (EAS) and Pradhanmantri Gramodaya Yojana (PMGY): These schemes were launched in 1999 and 2000-01, respectively, to create wage employment for families below poverty line and improving the quality of life of people in rural areas.

Pradhan Mantri Gramin Awaas Yojana (PMGAY): This scheme is a government flagship programme, created for providing housing for the Indian rural poor. A similar scheme for urban was launched in 2015 as Housing for All.

Government's Efforts to Reduce Unemployment

The government has undertaken many special programmes to generate employment opportunities. The major ones among them are :

Rural Works Programme: This programme aims at construction of civil works of permanent nature in rural areas.

Integrated Dryland Agricultural Development: Under this scheme, permanent works like soil conservation, development of land and water harnessing are undertaken.

National Rural Employment Programme: It aims to create community assets for strengthening rural infrastructure—like drinking water wells, community irrigations wells, village tanks, minor irrigation works, rural roads and schools.

Rural Landless Employment Guarantee Programme: It aims at generating gainful employment, creating productive assets in rural areas and improving the overall quality of rural life.

Industrial Training: The government has taken many steps to impart industrial training to generate skill development among labour force. Vocational education has been integrated at the school level as well.

Entrepreneurial Development: The government has implemented a number of schemes for providing low cost capital to the small enterprises and self employed persons. It has helped in the expansion of India's industries and businesses.

National Career Service: The objective of this project is to help job-seekers land up at the job they deserve.

Government's Efforts to Curb Inflation

The sharp and persistent rise in the price level is called *inflation*.

Frequent rise in prices create an atmosphere of uncertainty and hinders economic development. It increases the cost of living and the poor and the middle class people are the worst sufferers. Due to soaring prices, even consumer goods become costlier and scarce. It aggravates economic inequalities in society.

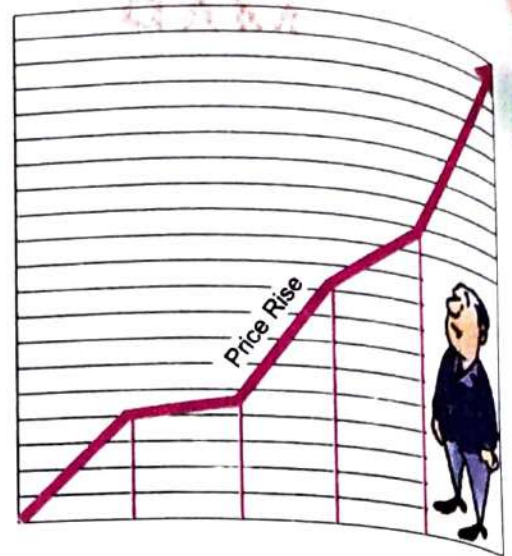
The government has taken the following steps to curb price rise :

Monetary Measures: Whenever there is price rise, Reserve Bank of India reduces the money circulation in the economy. This results in people's tendency to consume less, which in turn reduces the demand for goods and thereby lowers the prices.

Fiscal Measures: The government imposes taxes on high income groups and on many consummable goods with the intention of reducing the purchasing capacity of the people. When people have less money to spend, they consume less; it leads to decline in prices.

(3) **Public Distribution System:** It involves supply of essential commodities to the people through fair price shops. It ensures food security to the poor people, especially. This system also helps in controlling unscrupulous rise in prices of essential goods in the markets.

(4) **Administered Price Mechanism:** For preventing hoarding and keeping the prices of essential commodities within reasonable limits, and to facilitate their availability, the government fixes the prices and asks traders to sell goods in the market at fixed price levels. It is done under Essential Commodities Act, 1955, till recently, prices of cement, petrol, diesel, L.P.G., etc. were kept under Administered Price Mechanism.



Government's Efforts to Provide Medical and Health Care Facilities

The Government of India has taken up a wide range of activities in the field of health which includes population control, family welfare, prevention of food adulteration, drug control, immunisation and eradication of major communicable and non-communicable diseases. It has resulted in a significant improvement in the health status of the people. Plague and smallpox have been eradicated. Malaria has been controlled to a large extent. Programmes for eradication of diseases like polio, tuberculosis, AIDS, leprosy, cancer, blindness, iodine deficiency, diabetes, etc. have substantially helped in the reduction of mortality rate.

The Government has created an extensive network of Community Health Centres, Primary Health Centres and sub-centres to take care of health services in rural areas.

Ayushman Bharat Yojana or Pradhan Mantri Jan Arogya Yojana (PMJAY) or National Health Protection Scheme is national scheme that aimed at making necessary intervention in primary, secondary and tertiary health-care systems, in a holistic fashion. It is was launched in 2018, under the aegis of Ministry of Health and Family Welfare in India.

Government's Efforts for Literacy and Education

Literacy rates in India (74.04%) are lower than in many other developing countries like China (86%) and Sri Lanka (92%). Therefore, National Literacy Mission was launched in 1988 to impart functional literacy to non-literates. The Total Literacy campaign has been the principal strategy of the National Literacy Mission. The NLM has accorded priority for the promotion of female literacy.

The National Policy on Education (NPE), 1986, modified in 1992, emphasises universal access to elementary education through "Sarva Shiksha Abhiyan" (SSA) launched in 2001-02. National Programme for Education of Girls at Elementary Level is an important component of SSA.

Thought Shot

HD

Problem Solving

Do you think 100% literacy is possible in India; if not immediately but may be in the near futures? In what ways can this be achieved?

MIND MAP

Economic Presence of the Government in Infrastructure Sectors

Economic Presence of the Government in Social Sectors



Developing sound infrastructure requires extensive taxes and funds, right planning and proper execution

Social Sector is an important sector for India's economy and includes several important component such as poverty alleviation, employment, curb inflation, medical and health care, and literacy and education

EXERCISE



Tick (✓) the correct option.

(MCQs)

1. The Chairman of NITI Aayog is :

(a) President

(b) Prime Minister

(c) Planning Commissioner

(d) None of these

2. It makes a country strong :

(a) Economic development

(b) Social development

(c) Economic and Social development

(d) None of these

3. Bhakra Nangal Project was set up on the river :

(a) Thungabhadra

(b) Mahanadi

(c) Satluj

(d) Narmada

4. This programme was incorporated in the sixth Five Year Plan to alleviate rural poverty :

(a) SGSY

(b) JGSY

(c) IRDP

(d) PMRY

II. Fill the gaps.

1. The Planning Commission was set up in
2. The are called the 'lifelines' of the country.
3. National Highways are the responsibility of the government.
4. The NHDP is the largest project in the country.
5. Jawahar Gram Samridhi Yojna aims at generating employment in rural areas.

III. Write 'T' for True and 'F' for False.

1. Vijayant Tanks are manufactured at Kolpakkam. (Tamil Nadu)
2. Crude oil is refined at Jamnagar.
3. BHEL Plants are located at Bhopal, Bengaluru, Hyderabad, Hardwar, etc.
4. Roads are called the "lifelines" of the country.

IV. Answer the following questions briefly.

1. Mention the socio-economic problems that India suffers from.
2. What is a multi-purpose project? Mention any two major projects.
3. Describe any two poverty alleviation programmes.
4. Define inflation and mention any two steps taken by the government to curb it.
5. Write the full form of NITI Aayog.

V. Answer the following questions in detail.

1. What was the need to set up the Planning Commission?
2. What efforts have been made by the government to reduce unemployment?
3. Describe the role of the government in meeting the needs and aspirations of the people.
4. Name a few organisations in the public sector for the development of energy and industries.



Skills Enrichment Zone

ACTIVITY



- I. Write an essay on the topic "Why we need a Government?"



Integrated with English

PROJECT



- II. Should management of public facilities be given to private enterprise? Conduct a debate on this topic in class. Take into account the burden on the common man, efficiency in providing services and the idea of socialism.



Communication



Out of the Box !



Critical Thinking



Do you think the distribution of public facilities in our country is adequate and fair? Give an example of your own to explain.



HALF-YEARLY Assessment Paper

(Based on CBE)

Time:
Note: All questions are compulsory.

Marks:

Tick (✓) the correct option.

1. The English East India Company's Rule in India ended in : (MCQs)
- (a) 1856 (b) 1857
- (c) 1858 (d) 1860
2. Governor General put an end to the dual system of government in Bengal.
- (a) Lord Cornwallis (b) Warren Hastings
- (c) Arthur Wellesley (d) Robert Clive
3. *Gomasthas* were agents of :
- (a) planters (b) villagers
- (c) weavers (d) officers
4. At which place Bahadur Shah was imprisoned?
- (a) Delhi (b) Rangoon
- (c) Calcutta (Kolkata) (d) Jaipur
5. The custom of sati was banned by :
- (a) Raja Ram Mohan Roy (b) Lord Willian Bentinck
- (c) Lord Macaulay (d) None of these
6. The Sea Fort at Chaul in Maharashtra was built by :
- (a) English (b) French
- (c) Danes (d) Portuguese

Fill the gaps.

- In 1919 Gandhiji gave a call for a against the Rowlatt Act.
- Delhi was made the capital of India in.....
- The were considered untouchables.
- Tagore wanted the students to learn in an informal environment in tune with
- The Santhals inhabit the region.
- The Governor of was made the Governor General of British India.

Write 'T' for True and 'F' for False.

- The Charter Act of further brought about a reduction in the power of company.
- In the encounter activities, some of the rebellions were arrested and many others were killed.

3. Mahatma Gandhi was totally in favour of western education system.
4. Jyotiba Phule was born in an orthodox Brahmin family.
5. The Civil Lines contained offices and residences of British official.
6. The Victoria Terminus is also known as Chhatrapati Shivaji Terminus.

IV. Answer the following questions briefly.

1. Why was the Ilbert Bill of 1833 resented by the Europeans?
2. Who set up a Separate Public Works Department during the British rule?
3. Name any four major social ills women suffered from during the nineteenth century.
4. How were the peasants affected under the British rule?
5. Explain the *Mahalwari* system.
6. In what way was the Battle of Plassey significant for the British?

V. Answer the following questions in detail.

1. How did the British generate a sense of nationalism among the Indians?
2. Describe the chief features of the British judicial system in India.
3. What changes occurred in the tribal economies and societies in the nineteenth century?
4. Examine the provisions of the Charter Act of 1813.
5. Why did most of the reformers focus on the caste system.
6. Write a note on the progress made in the field of fiction during the twentieth century.

VI. Identify the following pictures and write their names.



ANNUAL Assessment Paper

(Based on CBE)

Time :
Note : All questions are compulsory.

Marks :

i. Tick (✓) the correct option.

1. Which one of the following is a human made resource?

(a) Spring water



(b) Tropical forests

(c) Medicines to treat cancer



(d) Rocks

2. Wildlife that once existed on Earth but today not a single one of its species survive is called :

(a) endangered



(b) extinct

(c) threatened



(d) both (b) and (c)

3. Which of the following sectors involves manufacturing?

(a) Primary



(b) Secondary

(c) Tertiary



(d) both (b) and (c)

4. Which of these taxes was defied by Gandhiji?

(a) Wheat tax



(b) Sugar tax

(c) Spice tax



(d) Salt tax

5. The need for a particular law is expressed by :

(a) The Politicians



(b) Central Government

(c) State Government



(d) Different groups in the society

6. Bhakra Nangal Project was set up on the river :

(a) Thungabhadra



(b) Mahanadi

(c) Satluj



(d) Narmada

(MCQs)



ii. Fill the gaps.

1. The are considered as minorities.

2. According to Act 2005; sons, daughters and their mothers can get an equal share of family property.

3. The Constitution of India guarantees certain rights to all its citizens.

4. A heavy industry is classified as such based on its

5. Labour is a factor that affects agriculture.

6. The force of falling water is used to generate

iii. Write 'T' for True and 'F' for False.

1. The growth of vegetation depends primarily on temperature and moisture.

2. The average density of population for the world is 59 persons per sq km.



3. The minimum age for the membership of the Lok Sabha is 30 years.
4. A person must not have experience as a lawyer to be appointed as a judge.
5. Untouchability has not been in practice since centuries but it is the evil of modern era.
6. Roads are called the "lifelines" of the country.

IV. Answer the following questions briefly.

1. Why is Supreme Court called the court of records?
2. How do the needs of the people help the government to devise laws?
3. What do you mean by Federalism?
4. How does topography influence population distribution?
5. Name the factors influencing agriculture?
6. Why is human resource important?

V. Answer the following questions in detail.

1. How is the world trying to conserve water?
2. What are the inputs, processes and outputs of the iron and steel industry?
3. Explain 'Right to Equality' and 'Right to Freedom'.
4. Why do our lawmakers have to exercise a lot of careful attention while making laws?
5. Mention the constitutional provisions relating to social justice.
6. Describe the role of the government in meeting the needs and aspirations of the people.

VI. Name the persons who hold these posts.

1. Speaker of the Lok Sabha
2. Chairman of the Rajya Sabha
3. Leader of the ruling party
4. Leader of the opposition party
5. President of our country
6. Chief Minister of your state

.....

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Note: All questions are compulsory.

- Which tribal group inhabited the Chota Nagpur regions?
A. Kol B. Onge
C. Bhill D. Munda
- Which of the following statements are correct?
(i) The British and the Marathas fought three wars.
(ii) The British annexed Sindh in 1849.
(iii) In 1833, a Law Commission was appointed to codify Indian laws.
A. (i) and (iii) only B. (i) and (ii) only
C. (ii) and (iii) only D. (i), (ii) and (iii)
- 'Doctrine of Lapse' was the policy devised by the Governor General of the East India company in India. This doctrine was based on the idea that in case a ruler of dependent state died childless, the right of ruling over the state reverted or lapsed to the sovereign. Who among the following devised this 'Doctrine of Lapse'.
A. Lord Dalhousie B. Lord Ripon
C. Lord Canning D. Lord Hastings
- Rabindranath Tagore established the :
A. Maharaja Sayajira University B. Aligarh Muslim University
C. Viswa Bharati University D. Kolkata University
- According to the Preamble, "We are independent and free and no other country can interfere in our affairs. We are free to make our own laws."
The states that we are a nation.
A. Republic B. Democratic
C. Secular D. Sovereign
- The Silent Valley National Park in Kerala is home to a large population of which endangered primate?
A. Chimpanzee B. Orangutan
C. Gorilla D. Lion-tailed macaque
- On 9th March 2010, Rajya Sabha passed a bill which proposes 33% of all seats in the Lok Sabha and state legislative assemblies to be reserved for the beneficiaries of the bill. What is that bill called?
A. Women's Reservation Bill B. Scheduled Tribes Reservation Bill
C. Jan Lokpal Bill D. None of these



8. He was an Indian Tribal freedom fighter, religious leader and a folk hero. His portrait hangs in the Central Hall of the Indian Parliament, the only tribal leader to have been so honoured, name him.
- A. Nana Sabeab
B. Birsa Munda
C. Karmi Hatu
D. Pasna Munda
9. The great industrialist and aviator J.R.D. Tata, known as th Father of Indian Civil Aviation, founded India's first commercial airlines which he named Tata Airlines. Which of the following had been transported from Karachi to Bombay (Mumbai) in its first flight?
- A. Books
B. Mails
C. Army rations
D. Uniforms
10. Chandra Shekhar Azad worked with two other martyrs to avenge the death of
- A. Bhagat Singh
B. Tanya Tope
C. Lala Lajpat Rai
D. Subhash Chandra Bose

Answer : 1. (D), 2. (A), 3. (A), 4. (C), 5. (D), 6. (D), 7. (B), 8. (B), 9. (B), 10. (C).

