

Social Edge

A Textbook of Social Studies

GRADE 8



History

1. British Power Expands

Exercise

- A. 1. (c) 2. (d) 3. (c) 4. (a) 5. (c)
- B. 1. pepper, cloves 2. Seringapatam 3. Punjab
4. Warren Hastings
- C. 1. Beginning from the seventeenth century, trading companies from Portugal, Holland, Denmark, England and France began to set up their base in India. They established their trading centres in different parts of the country, especially in the coastal areas. These centres were called 'factories', because the officials of the companies were called 'factors'.
2. The Indian rulers who signed the Subsidiary Treaty agreed to the following conditions :
- (i) They would not keep an army of their own.
 - (ii) They would keep a British army (a subsidiary force), which was supposedly for their protection, and pay for its maintenance. The ruler could also cede part of his territory to the British instead of maintaining the British army.
 - (iii) They would have to take permission from the British before entering into an alliance with another ruler or declaring war against another kingdom.
 - (iv) A British officer called the 'Resident' would be stationed at the ruler's court. No official of any other European power would be allowed in the court.
3. Haider Ali (1761-1782) and Tipu Sultan (1782-1799) were powerful Mysore rulers (now Mysuru) who opposed the British. The kingdom controlled a large part of the spice trade. Tipu, in particular, did not want the British to trade in this region. He was also friendly the French, which the British did not like. Between 1766 and 1799, four wars were fought between Mysore and the British. In the Fourth Anglo-Mysore War in 1799, the British defeated Tipu Sultan. He died on 4 May 1799 while defending his capital, Seringapatam.
4. The British also needed a large army to :
- (i) protect British territories from their rivals,
 - (ii) suppress internal revolts against the British,
 - (iii) protect the trading interests of Company,
 - (iv) conquer more territories.

The army comprised of Indian sepoy, the anglicized version of the Hindi word '*sipahi*'. Many of them were originally farmers. They were keen to join the Company's army as it was a very prestigious occupation. Most sepoy were recruited from areas at present included in Uttar Pradesh, Bihar and Jharkhand. British officers commanded the sepoy.

The British army was a well-trained and disciplined force. The sepoy were armed with muskets and were paid a regular salary. Though the sepoy were loyal to their British masters, they were very conscious of their caste and religion. The British found this out in 1857, when the sepoy revolted against the Company.

- D.**
1. The presence of a number of trading companies competing for goods such as spices (pepper, clove, cardamom, cinnamon), cotton, indigo, silk, saltpetre, etc. led to intense rivalry among them. All of them wanted to buy these goods at low prices in India and sell them at very high prices in Europe. As profits from trade were huge, each European country vied for a greater share of this trade. But, the quantum of trade was not sufficient to sustain all the companies. Slowly, the profits earned by them began to shrink and only way to increase profits was by eliminating competitors and ensuring a trade monopoly. The companies, supported by their respective governments, built their own armies and used force to achieve their goals.
 2. In the early seventeenth century, the English East India Company was just a trading company. It requested the Mughal emperors for trade concessions and privileges. After Aurangzeb's death, the Mughal Empire became weak. Taking advantage of this, the Company officials intensified their operations in Bengal, the richest of the Indian provinces. In 1717, they obtained the right to import and export goods without paying customs duty. But, some Company officials were also engaged in private trade. They too stopped paying duty on their private trade, resulting in an enormous loss of revenue to Bengal. This led to conflict between the nawabs of Bengal and the Company and it intensified in the first half of the eighteenth century. Bengal at this time was ruled by Murshid Quli Khan, Shuja-ud-Din and then Alivardi Khan. Alivardi Khan laid two conditions which the Company had to obey or lose its right to trade in Bengal. These conditions were as follows :
 - (i) The officials of the Company engaged in private trade shall pay customs duty or the privilege of not paying the duty will be withdrawn altogether.
 - (ii) The Company shall not extend its fortifications.
 3. This system of subsidiary arrangement was very advantageous to the British as they could maintain a large army at the cost of the Indian

rulers. This way, they indirectly controlled the defence and foreign affairs of the protected ally, and could overthrow the ruler and annex his territories any time they wanted. Also, the 'Resident' could interfere in the internal affairs of the kingdom to further the interests of the Company.

This way, the Indian ruler who accepted the Subsidiary Alliance became totally dependent on the British and could no longer take independent decisions. The high cost of maintaining the British army and the constant demands of the Resident also drained the states' treasury.

4. After Lord Dalhousie became the Governor-General in 1848, he began the final stage of annexations. He framed a policy called the Doctrine of Lapse, according to which, when the ruler of a kingdom under British protection (subsidiary state) died without a natural heir, his territory would automatically 'lapse', that is, become part of the British dominion, unless the adoption had been earlier approved by the British. This way, Dalhousie annexed Satara, Nagpur, Jhansi and many other kingdoms.
5. Warren Hastings and Lord Cornwallis provided a proper framework to the judicial set-up. They set up civil courts (*diwani adalats*) and criminal courts (*faujdari adalats*) at the district level. In 1833, a Law Commission was appointed to codify Indian laws. It compiled the Indian Penal Code (IPC) and established the principle of Rule of Law. It meant equality before law as it professed the ideal of 'One Law for All'. But it was rarely practised as the Europeans and Indians continued to be tried in the separate courts.

E. Do it yourself.

F. Do it yourself.



2. The Uprising of 1857

Exercise

- A. 1. (d) 2. (c) 3. (c) 4. (c) 5. (c)
- B. Do it yourself.
- C. 1. The British passed laws banning 'sati' and legalising widow remarriage. Women were encouraged to take up western education. Some sections of Indian society, however, looked at these measures with suspicion and interpreted them as interference in the country's social customs.

The social discrimination faced by the people due to the British attitude of racial superiority also led to much resentment. For example,

educated Indians were denied promotions and the opportunity to be appointed to high posts. Indians were not allowed to travel in first class compartments in trains (the railways had been introduced in India in 1853). When the time came, the educated Indians turned against the British.

2. On 24 April, 85 sepoy of the 3rd Bengal Light Cavalry, stationed at Meerut, refused to use the cartridges. On 9 May, they were publicly humiliated, dismissed from service and jailed. This led to a mutiny among the sepoy at Meerut who raised the banner of revolt on 10 May. They killed the British officers, released the imprisoned sepoy, seized arms and ammunition and set fire to British properties. Thus began the biggest armed resistance since the establishment of Company Raj.
3. From Meerut and Delhi, the uprising soon spread to other places in northern and Central India. It was particularly strong in Kanpur, Lucknow, Jhansi, Faizabad, Bareilly, Gwalior and Arrah. There were uprisings in other areas as well. Unrest prevailed even in places where no uprising occurred. At most places, the civilians too joined the sepoy. Where they actually did not participate, they helped the rebels by giving them food and shelter.

The revolt at various places was led by different leaders.

The Lucknow Residency was the scene of a major battle. On 31 May, 1857, the sepoy laid siege to the Residency. The British soldiers inside held on for more than five months. On 23 November, the Residency fell into the hands of the sepoy. They held on to it till 16 March, 1858.

4. Two main features of the Act of 1858 are :
 - (i) The British Parliament passed an act in August 1858 by which the rule of the English East India Company in India came to an end. This Act transferred all administrative powers to the Crown. All policies concerning India were to be framed by the government in Britain. The British government accepted direct responsibility for ruling India.
 - (ii) By this Act, a minister of the British Cabinet, called the Secretary of State, was appointed to manage affairs in India. He was responsible to the British Parliament. He was to be assisted by an advisory body called the India Council.

D. 1. Economic Causes : The main cause of popular discontent was the British policy of economically exploiting India. This affected all sections of society :

- (i) The peasant suffered due to high revenue demands and the strict policy of its collection. Most of the produce was taken away by the British. Most often, the peasant and his family starved. He was

forced to pay the land revenue, even when crops failed. He often borrowed money from the moneylender to pay it. If he was unable to pay back the loan, his land was taken away by the moneylender. Once rendered landless, the peasant found it even more difficult to survive.

- (ii) Artisans and craftsmen were ruined by unfair competition. In Britain, goods manufactured on machines were cheaper to produce but the Indian goods which were made by hand cost more than machine-made goods. Thus machine-made goods imported from Britain into India without any duty were much cheaper. People preferred to buy these goods. So, the traditional Indian handicraft industry was ruined.
- (iii) The old ruling classes were displaced by the British. People like priests, poets and musicians who earned a living by following religious and cultural professions, lost their source of livelihood due to the withdrawal of royal patronage.

Political Causes : The British policy of annexing territories displaced the ruling classes. The Mughal dynasty was all but gone. The rulers who accepted the Subsidiary Alliance lost their independence. Their armies were disbanded and they became dependent on the Company for all their needs. Doctrine of Lapse turned Rani Lakshmi Bai against the British. She led the revolt in Jhansi.

The annexation of Awadh by Lord Dalhousie 1856 was greatly resented as the nawabs of Awadh had always been loyal to the British. It was seen as an act of betrayal and back-stabbing by the British. It deeply hurt the sentiments of the people, particularly the sepoy, because most of them were from this region only.

2. After about 100 years of British presence in India, all the sections of Indian society were very unhappy. While the rulers resisted the annexation of their territories, the nobles were angered by the loss of their *zamindars*. The peasants hated the exploitative system of revenue collection. The tribal people feared a threat to their livelihood. The craftsmen were against the new economic policies which suddenly exposed them to competition with goods from abroad. Even the sepoy, the backbone of the British army, were unhappy as they were treated unfairly by the British officers.

The different sections of society expressed their anger through protests and revolts. Between 1757 and 1856, there were a number of revolts in different parts of the country. But as these protests were largely localized, the British suppressed them easily.

3. There was widespread discontentment against the British rule. By 1857, the stage was set for a massive outbreak. Only a spark was needed to set the country ablaze and it was provided by a rifle cartridge.

A new rifle, called the Enfield rifle or the Enfield-Pritchett rifle had been introduced in the army at this time. Its cartridges were covered with a greased paper wrapper which had to be bitten off before loading into the rifle.

News broke out and quickly spread that the grease was made from the fat of cows and pigs. Hindus consider the cow sacred while Muslims consider the pig dirty. Hence, sepoys of both communities were enraged at such disrespect shown for their religious sentiments. They felt that it was an attempt to make them outcastes.

4. **Causes of the Uprising's Failure** : The Revolt of 1857 failed due to many reasons. These are as follows :

- (i) The revolt did not spread to all parts of the country and nor was it supported by all groups and sections of society. Many Indian rulers refused to help the rebels while some were openly hostile to their cause and helped the British to suppress the revolt.
- (ii) The revolt was not properly organized. The uprisings in different parts of the country were uncoordinated. The rebels lacked a proper ideology or programme.
- (iii) The leadership of the movement was weak. Most leaders fought to liberate their own territories only. There was no national leader to coordinate the movement or give it a purpose and direction.
- (iv) While the rebels were short of weapons and finances, the Company's army had access to modern weaponry and unlimited funds.

5. British historians refer to the uprising as a 'Sepoy Mutiny' to underplay its importance. But the facts suggest otherwise. An uprising as long-lasting and as widespread as this cannot be explained by just the disaffection that the greased cartridges caused among the sepoys. The revolt did begin as a mutiny by the sepoys but it was soon supported by people from all sections of society. In some regions, the common people revolted much before the sepoys displayed their rebellious intent. The participation of peasants and artisans made the revolt a widespread and a popular uprising. This shows that it was a popular revolt.

The uprising was characterized by Hindu-Muslim unity. People of both communities fought together. Unity among different regions also existed. Rebels in one part of the country helped those fighting in other areas. Seeing the spread of the revolt and the participation of people, Indian historians have termed it as the 'First War of Independence'.

6. After 1858, British policies in India underwent major changes. This was done to strengthen their hold over India and prevent a repeat of countrywide uprising.

- (i) The British Parliament passed an act in August 1858 by which the rule of the English East India Company in India came to an end. This Act transferred all administrative powers to the Crown. All policies concerning India were to be framed by the government in Britain. The British government accepted direct responsibility for ruling India.
- (ii) By this Act, a minister of the British Cabinet, called the Secretary of State, was appointed to manage affairs in India. He was responsible to the British Parliament. He was to be assisted by an advisory body called the India Council.
- (iii) The Act also made changes in the functioning of the government in India. The Government of India was to be headed by the Governor-General. He was given the title of Viceroy. He was to be helped by an Executive Council and a Legislative Council. He would report to the Secretary of State in England.
- (iv) Queen Victoria assured the rulers of princely states that the government would not annex their territories. Sometimes, they even suppressed the internal revolts to help the rulers stay in power. The government tried to make them allies by stopping all annexations, withdrawing the Doctrine of Lapse, and awarding titles and honours to the rulers.

E. Do it yourself.

- F. 1. VICEROY 2. RESIDENCY 3. DELHI
 4. GURKHAS 5. BARRACKPORE 6. AWADH
 7. SEPOY

G. Do it yourself.

H. Do it yourself.



3. Education in British Times

Exercise

- A. 1. (c) 2. (c) 3. (d) 4. (b) 5. (a)
- B. 1. Before the British arrived in India, the education system in India was very flexible. There were '*pathshalas*' and '*madrasahs*' in which some students were taught by their teacher without any prescribed textbooks. All teaching was imported orally, generally at the house of the teacher. There was no fixed curriculum and the teacher taught whatever he deemed best for his students. Sanskrit, Persian and mathematics were the most popular subjects. Science and geography were not taught. There were also no examinations. The teacher had a lot of freedom quite unlike the system prevalent today.

2. Sir William Jones is a linguist who arrived in India in 1783. Here, he developed an interest in the Sanskrit language and studied ancient Indian texts on different subjects. He also translated many of them. This, he believed, would serve two purposes :
 - (i) It would help the British to know about Indian culture.
 - (ii) It would help Indians understand their own history and rediscover their lost heritage.
 3. The British believed that by educating a few Indians from the upper and middle classes, the government was actually paving the way for the education of the masses—for these handful of Indians were expected to educate the masses and spread modern ideas. This was the ‘downward filtration theory’, called so because education was expected to filter downwards. But this system never worked in practice.
 4. Mahatma Gandhi was completely against western education as he felt that such an education was not rooted in the reality of India. He wanted an education that would help Indians take pride in their past. He valued practical knowledge more than learning from books. He wanted all students to learn a craft so that they would become self-sufficient and develop a sense of dignity for labour. This, he believed, would lead to the development of the body, mind and soul. This was the essence of Gandhiji’s scheme of *Nai Talim* (New Education).
 5. The Indian reformers of the time were closely associated with the cause of furthering education. They believed that without education, it was difficult to bring about reforms in society. Reformers such as Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Swami Vivekananda and Swami Dayanand Saraswati set up schools and institutions of higher learning.
- C.
1. Many Britishers did not agree with the Orientalist vision as they believed that Indian learning was unscientific which supported superstitions. James Mill believed that to be useful, education needed to be practical. The Anglicists felt that Indians should be imparted western learning. His views were supported by Lord Thomas Macaulay who believed that, ‘Oriental learning was completely inferior to European learning’. So western learning, through English medium, was the best option in India.
 2. In 1854, the English East India Company sent an educational despatch known as the Wood’s Despatch to India. It emphasized the value of western learning and outlined many benefits of such an education :
 - (i) Western learning would expose Indians to the western way of life and create in India a demand for British goods.
 - (ii) Western learning would enable Indians to realize the advantages of an expanding trade and commerce.

- (iii) Western learning would impart among Indians the skills required for administration and ensure a continuous supply of people to work at the lower levels of the government. It would thus save the Company from employing Englishmen with high salaries. Also, since these people would be dependent on the British for their job, they would be loyal to the British and would want British rule to continue.
- 3. The educational guidelines laid down by the Wood's Despatch were :
 - (i) It made a provision for spreading education from primary up to the university level. Thus schools, colleges and universities were to be set up. In 1857, universities were set up in Calcutta, Bombay and Madras.
 - (ii) The medium of instruction at the primary level was to be vernaculars while at the higher levels, it would be English.
 - (iii) Education departments were to be set up in all the provinces to supervise education and provide financial aid to the educational institutions in the province.
 - (iv) Teacher recruitment and training institutions were to be set up all over the country.
- D. 1. Do it yourself.
2. Do it yourself.
- E. Do it yourself.
- F. Do it yourself.



4. Reformation of Indian Society

Exercise

- A. 1. (a) 2. (a) 3. (d) 4. (c) 5. (b)
- B. 1. (b) 2. (e) 3. (a) 4. (c) 5. (d)
- C. 1. During the eighteenth century, Indian society was divided along gender and caste lines. Women were not allowed to study and were married off while they were still very young. They did not have the right to inherit property. Their social position was very low and they were dependent on the menfolk in their family. Widows could not remarry. Caste restrictions were also very strict. The upper caste people stayed away from people of the lower castes. Enlightened Indians formed reform associations in different parts of the country, especially in Bengal, Maharashtra and South India to fight these evils.

2. The most barbaric social evil of the time was the custom of *sati*. In this, a widow was burnt alive on the funeral pyre of her husband. Raja Rammohan Roy was the most vocal opponent of this practice. He launched a campaign against it and his persistent efforts yielded results as *sati* was declared illegal in 1829.

Ishwar Chandra Vidyasagar launched a crusade for the betterment of the widows. He firmly believed that widows should be allowed to remarry, if they so wished. His efforts led to the passing of the Hindu Widows Remarriage Act in 1856, which permitted widow remarriage.

3. The Hindus were divided into castes and sub-castes and at the bottom came the untouchables. They were not allowed to draw water from common wells used by people of the high castes, to enter temples or study the *shastras* as they were thought to have a polluting effect on people. A high caste person did not eat or drink anything touched by an untouchable.
4. Jyotiba Phule was an Indian social activist and writer from Maharashtra. He founded Satyashodhak Samaj in 1873. It propagated caste equality and worked for the upliftment of the oppressed classes. In 1848, Jyotiba opened a school for girls belonging to the lower class.

- D.** 1. Some major associations that worked for socio-religious reforms are :
- Brahmo Samaj** : Raja Rammohan Roy founded the Brahmo Sabha (later called Brahmo Samaj) in 1828, in Calcutta, to work for social and religious reforms. Debendranath Tagore and Keshab Chandra Sen too were associated and were actively involved in its activities.
- Veda Samaj** : In 1864, the Veda Samaj, based on the ideals of the Brahmo Samaj, was founded in Madras by Chembeti Sridharalu Naidu. The association attacked superstitions and the caste system. It also promoted women's education and encouraged the remarriage of widows.
- Prarthana Samaj** : In 1867, Mahadev Govind Ranade and Ramakrishna Bhandarkar founded the Prarthana Samaj in Bombay. The association worked for improving the social status of women, widow remarriage, the abolition of the caste system and untouchability, Hindu-Muslim unity and the spread of modern education.
- Satyashodhak Samaj** : Jyotirao Govindrao Phule, affectionately called Mahatma Phule or Jyotiba, founded the Satyashodhak Samaj in 1873. Its membership was open to people of all religions. It propagated caste equality and worked for the upliftment of the oppressed classes.
- Arya Samaj** : Swami Dayanand Saraswati founded the Arya Samaj in 1875. Among other things, the association worked for the remarriage of widows.

Ramakrishna Mission : Swami Vivekananda founded the Ramakrishna Mission in 1897 to work for socio-religious reforms. His guru was Swami Ramakrishna Paramhansa.

2. "The condition of women in 19th century India was pitiable". Following are the main social evils that plagued them :
- (i) female infanticide, *i.e.* the practice of killing a girl soon after birth;
 - (ii) lack of education among girls;
 - (iii) child marriages;
 - (iv) the practice of widow burning or '*sati*' and the pitiable condition of widows;
 - (v) polygamy, *i.e.* the practice of having more than one wife; and
 - (vi) purdah system.
3. The reformers criticized caste inequalities. Raja Rammohan Roy desired a reform of Hinduism itself before the reform of Indian society. He believed that Hinduism should be free from the control of the Brahmins, who opposed progress and were responsible for the oppression of the lower castes.

Ishwar Chandra Vidyasagar and Swami Vivekananda also worked for caste reforms. Swami Vivekananda believed that caste was a social system and not a religious institution. What made a person supreme was not caste but her/his inherent qualities.

Jyotiba, Gopal Hari Deshmukh, Ramakrishna Bhandarkar, M.G. Ranade and Ramabai Ranade were the prominent reformers of western India. All of them spoke and wrote against the caste system. Jyotiba propagated caste equality and worked to uplift the status of the untouchables. He was against the dominance of the Brahmin priests. He opened many schools for people of low castes.

Kandukuri Veeresalingam was a popular leader committed to caste reforms. He began a Telugu journal to spread the message of social reform and caste equality. Chembeti Sridharalu Naidu also protested against the caste system. Sri Narayana Guru had experienced the oppressive caste system and so, devoted his life to the upliftment of the untouchables. Going against caste rules, he acquired Sanskrit education.

4. Mahatma Gandhi launched a nationwide movement against untouchability. He called people of the so-called lower castes 'Harijans' or 'children of god'. He founded the All India Anti-Untouchability League and began the weekly Harijan. B.R. Ambedkar wanted to end untouchability, caste discrimination and the exploitation of the harijans. He founded several journals to spread his message. Between 1927 and 1932, he led his followers in a

series of non-violent campaigns to assert the right of the untouchables to enter temples and draw water from public wells.

- E. 1. Do it yourself.
2. Do it yourself.
- F. Do it yourself.
- G. Do it yourself.
- H. Do it yourself



5. The National Movement : 1870-1915

Exercise

- A. 1. (c) 2. (c) 3. (d) 4. (a) 5. (d)
- B. 1. (d) 2. (a) 3. (b) 4. (c)
- C. 1. The British exploited India and all sections of society suffered under their rule. The peasants had to pay high taxes. The artisans were ruined by foreign competition. The factory workers received very low wages. The British made no attempt to encourage agriculture and industry and treated India as a source from where raw materials could be obtained cheaply and as a market which could absorb British goods. Employment opportunities for the educated Indians were very limited. India was made to pay for the upkeep of the British army and for the wars that Britain fought.
The steady drain of India's wealth led to an increase in poverty in the country. Frequent famines were an indication of this poverty. The attitude of superiority adopted by the British was also disliked. They considered themselves a superior race and the Indians as an inferior one. Certain hospitals and parks were reserved for Europeans only while in trains, some compartments were reserved for the white people and Indians were not allowed to travel in them. All these factors resulted in growing opposition to British rule.
- 2. The British believed that if the Indians were exposed to western thoughts and ideas, they would become supporters of British rule in India. They introduced modern western education to prepare some Indians to work at low posts in the administration. The British expected that since educated Indians would be dependent on them for employment, they would always remain loyal to them.
- 3. Surendranath Benerjee, Dinshaw Wacha, Pherozeshah Mehta and Gopal Krishna Gokhale were important moderate leaders. They were

‘moderate’ in their objectives and methods. They believed in constitutional methods and persuasion. They regularly sent petitions and resolutions to the government asking for :

- (i) promotion of education,
- (ii) freedom of speech and expression,
- (iii) expansion of welfare programmes.

4. The government announced the Indian Councils Act, popularly known as the Morley-Minto Reforms to pacify the moderate leaders. Its main features were as follows :

- (i) More members were to be inducted into the Central Legislative Council and the Provincial Legislative Councils.
- (ii) The system of separate electorates was introduced. The Muslims were grouped into separate constituencies from where only Muslim candidates could contest elections. This was done to pacify the leaders of the Muslim League, which had been formed a few years earlier.

D. 1. Three factors that led to the rise of nationalism in India are :

- (i) **Discontent Against British Rule** : The British exploited India and all sections of society suffered under their rule. The peasants had to pay high taxes. The artisans were ruined by foreign competition. The factory workers received very low wages. The British made no attempt to encourage agriculture and industry and treated India as a source from where raw materials could be obtained cheaply and as a market which could absorb British goods. Employment opportunities for the educated Indians were very limited. India was made to pay for the upkeep of the British army and for the wars that Britain fought.
- (ii) **Political, Administrative and Economic Unification of the Country** : Under British rule, India was unified as one unit. The British introduced a uniform system of governance throughout the country. Laws were uniformly applied to all after the introduction of modern industries. Economic life in India became interlinked. People from all parts of the country worked in these industries. Caste, community and regional feelings began to weaken. By working and travelling together, a feeling of solidarity and togetherness developed. The railways, telegraph and postal system helped people to come in contact with one another. People realized that British rule was responsible for their suffering. This anti-British feeling was a major factor that contributed to the rise of nationalism.
- (iii) **Role of the Press** : The Indian press played an extremely important role in strengthening national consciousness. The newspapers highlighted the anti-Indian policies of the British

government and made the people unite and work for a common cause. Both the English and the vernacular press acted as a medium to mobilize public opinion and create a feeling of national bonding. Though the government, by banning newspapers and books, tried to suppress the growing feeling of nationalism and patriotism but it failed.

2. Under British rule, India was unified as one unit. The British introduced a uniform system of governance throughout the country. Laws were uniformly applied to all after the introduction of modern industries. Economic life in India became interlinked. People from all parts of the country worked in these industries. Caste, community and regional feelings began to weaken. By working and travelling together, a feeling of solidarity and togetherness developed. The railways, telegraph and postal system helped people to come in contact with one another. People realized that British rule was responsible for their suffering. This anti-British feeling was a major factor that contributed to the rise of nationalism.
3. In 1833, Sir Ilbert, Lord Ripon's law member introduced a bill which came to be known as the Ilbert Bill. It had a provision which gave Indian judges the power to try cases involving Europeans. Immediately, the whole European community began an agitation opposing the bill. These protests forced the government to withdraw the bill. To the Indians, it was a proof that they could never expect equality from the British government.
4. The early years of the twentieth century saw the growth of a revolutionary movement in Bengal, Punjab and Maharashtra. Young men advocated the use of force to expel the British from India. They formed secret societies to train their members in the use of firearms and explosives. Two of the most active revolutionary societies were the Abhinava Bharat Society in Maharashtra and the Anushilan Samiti in Bengal.

The revolutionaries assassinated British officials. The Chapekar brothers assassinated two unpopular British officials in Maharashtra. In 1908, Khudiram Bose and Praffula Chaki threw a bomb at Kingsford, the district judge in Muzaffarpur (Bihar). An attempt was made on the life of Viceroy Lord Hardinge in 1912.

Some revolutionaries such as Lala Hardyal, Rashbehari Bose, Shyamaji Krishnavarma, Madam Bhikaji Cama, Muhammad Barkatullah, Sohan Singh Bhakna, V.D. Savarkar and Obeidulla Sindhi were also active abroad, especially in Europe and America. The Ghadar Party was a revolutionary association. Which published journals (one of them was *Ghadar*) to spread revolutionary ideas. It also sent revolutionaries to organize uprisings in India.

The British used all means to suppress the revolutionaries. While Khudiram Bose was hanged, Aurobindo Ghosh and Barindra Kumar Ghosh were put in jail. Some revolutionaries were sentenced to life imprisonment as well.

5. **Role of Press in Arousing National Consciousness :** The Indian press played an extremely important role in strengthening national consciousness. The newspapers highlighted the anti-Indian policies of the British government and made the people unite and work for a common cause. Both the English and the vernacular press acted as a medium to mobilize public opinion and create a feeling of national bonding. Though the government, by banning newspapers and books, tried to suppress the growing feeling of nationalism and patriotism but it failed.

Swadeshi and Boycott Movement : The partition of Bengal gave rise to two new methods of struggle—swadeshi and boycott. Swadeshi literally means ‘of one’s own country’. It was done to popularize goods manufactured in India so that Indian industries could prosper. The method of boycott focussed on asking people to boycott goods manufactured in Britain. This was to stop British treating India as a dumping ground for British goods.

Beginning from Bengal, the movements spread across the country. People began to use Indian-made goods and boycotted British goods. At some places, huge bonfires of foreign clothes were lit. People wearing clothes made from cloth manufactured in Britain were criticized. Some washermen even refused to offer their services to such people. Students and women played a very important role in these movements. They picketed shops selling foreign goods.

- E. Do it yourself.
F. Do it yourself.



6. The National Movement : 1915-1947

Exercise

- A. 1. (d) 2. (d) 3. (d) 4. (c) 5. (d)
- B. 1. Satyagrah at Champaran
2. Massacre at Jallianwala Bagh
3. Withdraw of the Non-Cooperation Movement
4. Kakori Conspiracy Case

5. Arrival of the Simon Commission
 6. The Dandi March
 7. Start of the Quit India Movement
 8. Achievement of Independence
- C.
1. He was born on 2 October 1869 at Porbandar (Gujarat) and he received his early education in India. Later, he went to England to study law. Then, he went to South Africa to practise law. While staying there, he fought against the oppression of the white rulers against the Indians living there. In this struggle, he evolved the concept of ‘satyagraha’ or non-violent struggle against oppression. This was based on truth or ‘satya’ and non-violence or ‘ahimsa’.
 2. The system of dyarchy or dual government was introduced in the provinces. The state subjects were divided into two—reserved and transferred. Subjects such as finance and police, which the British considered more important, were put in the reserved list and under the control of the Governor and his council. Subjects like education and public health, considered less important, were the responsibility of ministers who were responsible to the legislature. Real power, thus, remained with the British officials.
 3. On 13 April 1919 (the festival of Baiskahi was being celebrated on this day), people gathered in a park in Amritsar, called the Jallianwala Bagh, to protest against these arrests. The peaceful gathering was attended by men, women and children. General Dyer, the military commander of Amritsar, came to the park with some soldiers. Blocking the only entrance of the park, he ordered his men to open fire. The firing lasted for nearly 10 minutes, till all the ammunition was exhausted. Hundreds of people were killed and thousands were critically wounded.
 4. The government had a monopoly on the manufacture and sale of salt. People had to buy salt from the government. This issue touched the life of every Indian.
Gandhiji along with 78 followers left the Sabarmati Ashram at Ahmedabad on 12 March, 1930 and travelled towards Dandi, a village on the west coast of India. The group reached Dandi after walking for 25 days and covering a distance of 385 km. Here, Gandhiji collected the natural salt lying on the seashore and boiled it to make salt and broke the law. This way, he threw a challenge to the British government.
Salt soon became the symbol of people’s opposition to the government. In Gujarat, Sarojini Naidu protested in front of the salt depots. In Tamil Nadu, C. Rajagopalachari led a similar march from Trichinopoly to Vedaranyam. Lakhs of people, including a large number of women, participated in these protests.

5. The British responded with terrible brutality, and called the army out to assist the police. Protestors were arrested and tortured, and their homes raided and destroyed. There were instances of lathi-charge and firing on unarmed demonstrators. Over 60,000 people had been jailed by December 1942.
- D.**
1. Gandhiji's social ideology gave strength to his political activities and made the national movement a mass movement. His methods were so simple that even the common people could follow them and yet so effective that the British had no answer for them.
The first movement in which Gandhiji was involved was at Champaran in Bihar in 1917. Here, peasants on the indigo plantations were compelled to sell indigo at very low prices fixed by the European planters. Gandhiji protested against this and forced the government to increase the price at which the planters bought indigo from the cultivators. Later in 1918, he led the workers of the textile mills in Ahmedabad against the mill-owners. Finally, the mill-owners had to raise the wages of the workers. Gandhiji was also involved with the peasants of Kaira (Kheda) in Gujarat. His movement forced the government to suspend tax collection because the crops had failed that year.
 2. The Congress decided to start a Non-cooperation Movement under the leadership of Gandhiji as it was angered by the rigid attitude of the British. The movement was to protest against British repression in Punjab (the 'Punjab wrongs') and their policy towards Turkey. It was also for the attainment of self-government.
Chauri Chaura was a small town in Gorakhpur in Uttar Pradesh. A crowd of peasants was leading a protest march through the village on 5 February 1922. The police beat a volunteer who was picketing shops. This agitated the peasants and they set fire to the police station in which twenty-two policemen died. As Mahatma Gandhi was strictly against any violence, he immediately withdrew the movement.
 3. After the withdrawal of the Non-cooperation Movement, revolutionary activities were revived. The revolutionary leaders formed the Hindustan Republican Association (HRA) in 1924. Its objective was to overthrow the British through an armed revolution. In 1925, a group of revolutionaries stopped a train at Kakori (in Uttar Pradesh) and took away some government money. This money was to be used for revolutionary activities. Many such incidents continued throughout this period.
The British repression failed to stop the revolutionaries. In 1928, they assassinated a British police officer named Saunders, who had ordered a lathi charge on a peaceful demonstration led by Lala Lajpat Rai, during which Lalaji received fatal injuries and later died. In the same

year, the name of the Hindustan Republican Association was changed to Hindustan Socialist Republican Association (HSRA). The word 'socialist' was added to it as the revolutionaries, including Bhagat Singh, felt that socialism should be one of their goals.

4. In August 1935, the government announced the Government of India Act. Its main features were as follows :
 - (i) India was to become a federation if more than half of the princely states decide to join it.
 - (ii) Provincial autonomy was granted. The ministers of the provincial governments were to be responsible to the legislature. The power of the legislature was also increased. The right to vote, however, remained limited as only 14 per cent people had voting rights.
 - (iii) Dyarchy was abolished at the provincial level but introduced at the Centre. The Viceroy became more powerful and was not responsible to the legislature.
5. In 1943, the leadership of the Azad Hind Fauj came in the hands of Subhas Chandra Bose, popularly called 'Netaji'. He declared the formation of the Provisional Government of Independent India in Singapore on 21 October, 1943. He went to the Andamans and hoisted the Indian flag there. The Azad Hind Fauj attempted to enter India through the north-eastern route in 1944. He also took the help of Japan to organize an anti-British revolt. His slogans of '*Delhi Chalo*' and '*Jai Hind*' won a number of supporters to his cause. Women also joined his army in large numbers. A separate women's regiment, called the Rani Jhansi Regiment, led by Captain Lakshmi Swaminathan was formed.
6. **The Khilafat Movement :** The Khilafat Movement was organized by the Ali brothers—Mohammad Ali and Shaukat Ali—in protest against the injustices done to Turkey (which had fought against Britain) after the First World War. For the Indian Muslims, the Sultan of Turkey was the 'Caliph' (or *Khalifa*) and the head of the Muslims throughout the world. The Khilafat leaders put pressure on the British government to treat Turkey better. By this demand, Muslims in large numbers were drawn into the national movement. This movement became a part of the national movement. The Congress leaders too joined the agitation and popularized it.

The Pro-changers : After the Non-cooperation Movement was withdrawn, the Congress was divided into two groups. One group, led by C.R. Das, Motilal Nehru and Vithalbai Patel, wanted to end the boycott of the Legislative Councils as they felt that if the Congress continued to boycott the elections, people who were loyal to the British would get elected and then the government would have absolute power to do anything it wanted. So, they wanted the Congress

to take part in the elections, join the government and then destroy the working of the legislatures from inside. These pro-changers wanted to enter the legislatures and then make it impossible for the government to function by opposing all its policies.

Purna Swaraj Resolution : In December 1929, the Congress held its annual session at Lahore which was presided by Jawaharlal Nehru. Here, the Congress declared '*Purna Swaraj*' (Complete Independence) as its ultimate goal. It asked all Congressmen and nationalists to resign from the legislatures and not to participate in the forthcoming elections. It was decided that 26 January would hence forth be observed as 'Independence Day' every year. To achieve its demand, the Congress decided to start another mass movement.

- E. 1. Do it yourself.
2. Do it yourself.
- F. 1. Radical 2. Revolutionary 3. Revolutionary
4. Radical Lala 5. Radical 6. Moderate
- G. **Down (↓)**
1. HARIJAN 2. DANDI MARCH
5. BOMBAY 6. INA
 Across (→)
3. SATYAGRAHA 4. DYER
7. MOUNTBATTEN 8. LAHORE
- H. Do it yourself.



Geography

7. Resources and Their Kinds

Exercise

- A. 1. (c) 2. (a) 3. (a) 4. (c) 5. (c)
- B. 1. hydroelectricity 2. abiotic 3. exhaustible
4. knowledge, skill
- C. 1. **Natural Resources :** The endowments of nature such as land, air, water, soil, natural vegetation, minerals and fossil fuels are known as natural resources. Some resources can be used directly by us, i.e. without any modification or processing. But most natural resources have to be processed to produce goods fit for consumption.

For example, air, water and fruits can be used directly, but minerals have to be separated from their ores. Crude petroleum has to be refined to get petrol, diesel and wax. Thus, natural resources provide us raw materials, which have to be processed into useful products fit for human consumption.

Human-made Resources : Natural resources have limited uses in their crude form and may or may not satisfy human needs. Human beings are capable of transforming such natural resources into useful products by using their knowledge and skills to develop technology to do so. Human beings use natural resources to make buildings, roads, machinery and vehicles. These are known as human-made resources. Technology is also an example of a human-made resource.

2. **Biotic Resources :** Biotic resources are also known as living resources. They include plants, animals and microorganisms and their examples are forests, agricultural crops, and wild and domestic animals. Most biotic resources have the capacity to reproduce, provided the environmental conditions are favourable. Thus, they are renewable.

Abiotic Resources : Abiotic resources are obtained from physical or non-living environment. Land, water, air, minerals and power resources are abiotic resources which can be exhausted by excessive use. Their total reserve cannot be increased by human effort. Thus, they are non-renewable. These resources are in great demand for the development of industries. Their usefulness depends upon their value and accessibility.

3. **Potential Resources :** The resources whose total available quantity is not known at present are called potential resources. Such resources are not used at present, but may be used in the future. Potential resources need detailed surveys to estimate their quantity and quality. For example, Africa has great potential for the generation of hydroelectricity. This concept is based on the number of waterfalls, their height and the amount of falling water. But, they have not been developed due to lack of suitable technology. Such resources are not appreciably developed in most of the developing countries.

Actual or Developed Resources : Those resources whose total quantity and quality are at present known are called actual or developed resources. Surveys had been conducted to find out their total available reserve. A part of the actual resources can be developed. For example, about 200 years ago, wind blowing at a high speed was a potential resource. Today, many windmills have been installed in different parts of the world to harness wind energy. The windmills, such as in the Netherlands and Tamil Nadu, now generate electricity. Here high speed wind is an actual or developed resource.

4. **Ubiquitous resources** : Resources that are found everywhere such as air and sunlight are called ubiquitous.

Localized Resources : Resources which are found at certain places only are known as localized resources. Gold and silver are localized resources.

D. 1. Resource mean all the materials available in our environment which help us to satisfy our needs. These materials are converted into resources by value addition. This's done by processing them into finished products with suitable technology. Most industrial activities are based on the concept of value addition.

These gifts of nature become valuable resources with the passage of time. For example, a waterfall is a gift of nature. It has force, which can be used to drive a water wheel. When a technique was developed to harness this force of falling water, it became a resource. Now-a-days, falling water is used to generate hydroelectricity. Thus, this gift of nature has become a valuable resource.

2. The utility of any natural resource is determined by the following factors :

(i) The form in which it occurs.

(ii) The place where it occurs.

(iii) The efforts needed to process it.

(iv) The cost of processing it.

3. Human beings are an important resource as it is their knowledge and skill that lead to the creation of resources. For example, the mineral deposits in USA were not valuable to the natives, as they did not know their use. But, when the Europeans migrated to this region, they explored and developed the mineral deposits which acquired the value of a resource.

4. Conservation of resources is using natural resources carefully without wasting them. When we use natural resources properly for today's need and also conserve them for the future generations, it is called sustainable development. The use of resources should be sustainable.

E. 1. The mineral deposits in USA were not valuable to the natives, as they did not know their use. But, when the Europeans migrated to this region, they explored and developed the mineral deposits which acquired the value of a resource.

There are still many more things in the world whose actual value is either not known to us or we do not have suitable technology to use them. So, these things are not valuable today. But human needs in future can force them to develop a technology to convert these things into useful resources.

Many countries in the world have huge reserves of resources. But, they do not know how to exploit and develop them. So, such countries remain poor, backward and underdeveloped.

2. **Types of Resources :** The earth has enough resources. These are generally classified into natural resources, human-made resources and human resources.

Natural Resources : The endowments of nature such as land, air, water, soil, natural vegetation, minerals and fossil fuels are known as natural resources. Some resources can be used directly by us, *i.e.* without any modification or processing. But most natural resources have to be processed to produce goods fit for consumption.

For example, air, water and fruits can be used directly, but minerals have to be separated from their ores. Crude petroleum has to be refined to get petrol, diesel and wax. Thus, natural resources provide us raw materials, which have to be processed into useful products fit for human consumption.

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Human Resources : Human beings is the greatest resource of the earth. They are capable of making the best use of natural resources by their knowledge, skills and technology. Only human beings can discover, exploit, develop and convert the available or potential resources into useful products or wealth. Education and good health have helped human beings to become a valuable resource. So, any country which wants to progress must take care of both its natural and human resources.

3. **Renewable Resources :** Resources which may be renewed by reproduction are called renewable resources. They may also be renewed by physical, mechanical or chemical processes. Some such resources are unlimited, like solar and wind energy. These are called inexhaustible resources.

Non-renewable Resources : The resources which are available in limited quantities, such as minerals and fossil fuels, are called non-renewable or exhaustible resources. These resources once exhausted cannot be replaced. Most non-living things, which satisfy human needs are non-renewable as the natural process of their formation is very slow. The rapid population growth creates pressure on such resources.

4. In recent times, a lot of awareness about preservation and conservation of resources and the environment has come about. This is due to the fear of a situation which may arise as a result of large-scale destruction of natural resources. Each one of us has to make a sincere effort to save our natural resources for the future of our planet. Our future is actually dependent upon our ability to maintain and preserve the life support system which nature has provided. Thus, we must reduce the damage done to our natural environment.
- F. 1. Do it yourself.
2. Do it yourself.
- G. Do it yourself.
- H. Do it yourself.
- I. Do it yourself.



8. Land, Soil and Water Resources

Exercise

- A. 1. (c) 2. (d) 3. (a) 4. (c) 5. (c)
- B. 1. 29 2. fertility 3. black 4. arid, semi-arid
- C. 1. Land is used for different purposes such as cultivation, grazing, mining, setting up of industries, settlements etc. This land utilization is called land use. It depends upon various physical, economic and human factors such as relief, climate, soil, land tenure, technical knowhow of the people and duration of any particular occupation carried out in a certain area. The interplay of these factors has created many types of land use.
The amount of land used for a specific purpose varies from one region to another and from time to time. Physical factors like relief, climate and soil put certain limits on land use.
2. The process of soil formation develops well-marked horizontal layers, called soil horizons, in the soil profile. The soil horizons are usually named A, B, C and D from the uppermost layer of the soil to the parent rock below.
- Horizon A (Topsoil) :** The topmost layer is called Horizon A. It contains soluble minerals and organic material (humus) from decayed plants and animals. These are needed for the growth of plants. Leaching of soil is common in this layer.

Horizon B (Subsoil) : Horizon B is the layer below the topsoil in which sand, silt and clay are found. It is also known as the subsoil. It has more mineral content than horizon A, but has very limited organic matter. Horizon A and B together form the true soil.

Horizon C (Rock Fragments) : Small pieces of rocks are found in Horizon C. The true soil develops from these rock materials. These are not affected by biological processes.

Horizon D (Parent Rock) : Horizon D, below horizon C, has unbroken solid rock material.

3. The existing agricultural practices should be changed by adopting the following measures :

- (a) **Rotation of crops**, *i.e.* the cultivation of different crops on the same piece of land each year during different times.
- (b) **Terrace and contour-bunding** involves the construction of banks along the contours across the hill slopes.
- (c) **Contour ploughing** is the cultivation of land along the contours in order to check the flow of water, which otherwise can wash away the soil.
- (d) **Strip cropping** or the cultivation of erosion-inducing crops in rotation and alternation with erosion-resisting crops.
- (e) **Cover crops** are grown in order to cover the bare ground. These crops are grown mostly in orchards and plantations where the gestation period of tree crops is long.

4. Presently, the demand for freshwater has increased due to population growth. Now, more water is required to produce more food and cash crops, to meet domestic needs and the rising standards of living. The shortage of water is also caused by misuse, over exploitation and contamination of water resources.

D. 1. Proper plans must be made to use the land efficiently. This is done through :

- (i) adopting scientific techniques.
- (ii) providing irrigation facilities.
- (iii) increasing the use of manure and chemical fertilizers.
- (iv) conserving soil and forests.
- (v) afforestation and land reclamation.
- (vi) checking overgrazing.
- (vii) checking further spread of deserts.

2. The following types of soil are found in the country :

Alluvial Soil : Alluvial soil is most widespread. It is found in the north India plains and in the flood plains and deltas of the major rivers. It is formed due to the deposition of sediments by the rivers. It is very fertile and supports agriculture.

Black Soil : Black soil is formed due to weathering of volcanic rocks. So, it is also called **black lava soil**. It is made up of fine clayey material and can hold moisture. It is found in the Deccan Trap region and is locally called *regur*. It is best suited for cotton and sugarcane cultivation.

Red Soil : Old igneous rocks weather to form red soil. It is found in Peninsular India. Its red colour is due to high iron content. It is made fertile by adding manure and chemical fertilizers.

Laterite Soil : Laterite soil is formed when heavy rains wash away the fertile upper part of the soil. As a result, it is less fertile. It is found in the Western Ghats and in the flat uplands where heavy rainfall occurs. It can only support pastures and shrubs.

Mountain Soil : Mountain soil is mainly found on the hill slopes which are covered with forests. It is formed due to the deposition of organic matter and so, is rich in humus. It is suitable for tea, coffee and spice cultivation.

Desert Soil : Desert soil is found in hot and semi-arid regions. It has a thick layer of sand. It lacks humus content but has a high proportion of soluble salts. With proper irrigation, this soil can grow a variety of crops.

3. Various methods adopted for soil conservation are based on the local environment. Some of them are as follows :
 - (i) Overgrazing by animals must be checked. Fodder should be raised as a crop.
 - (ii) Afforestation or to increase the area under forest cover. Rows of trees should be planted at short distances in the field to provide shelter belts. It is the best way to conserve soil.
 - (iii) Fallowing or allowing the land to rest, so that the natural forces can replenish soil fertility.
 - (iv) Rock dams help to check the speed of water flow. Thus, it controls the occurrence of floods.
4. In view of the present shortage of freshwater in different parts of the world, it is necessary to conserve water and improve its quality. This can be done by adopting the given measures.
 - (i) Sprinklers can be effectively used to irrigate the fields using less quantity of water.
 - (ii) Rainwater harvesting is an important method to save surface runoff. During the rainy season, rainwater is collected and stored for use during dry periods. It is mostly practised in arid and semi-arid areas.
 - (iii) Industries discharge their waste products, such as nitrates, metals and pesticides into water and pollute it. This can be controlled by treating the impurities before releasing them into water bodies.

(iv) More trees should be planted as trees reduce surface runoff and recharge groundwater storage.

- E. 1. Do it yourself.
2. Do it yourself.
- F. Do it yourself.
- G. Do it yourself.
- H. Do it yourself.



9. Natural Vegetation and Wildlife Resources

Exercise

- A. 1. (a) 2. (d) 3. (d) 4. (a) 5. (c)
- B. 1. **Trees found in Equatorial Forests** : Mahagony, ebony, rubber, rosewood and ironwood.
2. **Trees found in Taiga Forests** : Sitka, douglas-fir larch, spruce and redwood.
3. **Animals found in Africa** : Elephants, hippos, rhinos, crocodiles, pythons, apes, gorillas, giraffes, zebras, tigers, lions, camels, etc.
4. **Animals found in Europe** : Polar bears, wild boars, wolves, wild sheep, native antelopes, etc.
- C. 1. Coniferous forests consist mostly of conifers which are evergreen, tall with straight trunks and needle-shaped leaves.
2. **Tropical Grasslands** : The tropical grasslands are found between the equatorial forests and the tropical deserts. During the summer season these regions receive moderate rainfall. They also experience a distinct dry season. Thus, tall grasses grow here. These grasslands are called the Savanna, which are found in almost every continent. A major part of the Savanna is now used for farming and livestock rearing. Some areas of these grasslands have turned into deserts due to poor land management.
Temperate Grasslands : The temperate grasslands are found between 30° to 55° latitudes in both the hemisphere. These are treeless and are located in the interior of the continents. These grasslands are found in transitional zone between the humid coastal areas and the mid-latitude deserts. The height of the grasses depends upon the amount and distribution of rainfall. These are known as Prairies in North America, Pampas in South America, Steppes in Eurasia, Velds

in South Africa and Downs in Australia. These grasslands are suitable for cattle rearing and large-scale cultivation of maize and wheat.

3. Clearance and destruction of natural vegetation, especially forests, have led to :
 - (i) barren hill slopes.
 - (ii) increased surface runoff.
 - (iii) less underground seepage of water.
 - (iv) soil erosion on a large scale.
 - (v) destruction of habitat of wild animals.
 - (vi) decrease in rainfall.
4. CITES is an international body, which stands for the Convention of International Trade in Endangered Species of Wild Fauna and Flora. It says that the conservation of wildlife and forests have to go together, as the existence of animals depends largely on forests. It prohibits the trade of products made from endangered wildlife.

D. 1. Natural Vegetation : The physical environment favours the growth of a large variety of plants in different parts of the world. The plants which grow naturally without any human interference are known as natural vegetation. The original natural vegetation of the earth has been changed by human beings. Presently, all types of plants, whether natural or modified, are included in natural vegetation.

Wildlife : All plants, animals, birds and organisms which live in their natural habitat are called wildlife.

Ecosystem : The interaction between the organisms and their physical environment in a particular area is called an ecosystem.

Taiga : The taiga forest belt extends between 50°N and 70°N latitudes. It has coniferous forests which are evergreen, tall with straight trunks and needle-shaped leaves.

Deforestation : Deforestation is the removal of forest cover.

2. Shrubs grow in regions with very high and low temperature and scanty rainfall. So, they are found either in hot deserts or in very cold regions such as the tundra.

Desert Vegetation : Hot and dry deserts are found in the western part of the tropical and subtropical regions. These experience very high temperature and very low rainfall. So, the vegetation here comprises of thorns, wax-coated leaves, thick and spongy stems and long roots. Cactus, thorny bushes and coarse grass are the main vegetation found here.

Tundra Vegetation : Tundra vegetation is found in the high latitudes of the Northern Hemisphere, especially in Eurasia and North America, and in the high altitudes of mountains. During the short summer season, when the snow cover melts, lichens, mosses and short grasses cover the ground. These are called meadows.

3. The typical wildlife found in each continent are :
- (i) **Africa** : Elephants, hippos, rhinos, crocodiles, pythons, apes, gorillas, giraffes, zebras, deer, tiger, lions, leopards, etc.
 - (ii) **South America** : Rhea, condor, elamas, anacondas, monkeys, jaguars, pumas, giant turtles, etc.
 - (iii) **Australia** : Kangaroos, Koalas, platypuses, lyrebird, emus, kingfishers, etc.
 - (iv) **Europe** : Polar bears, wild boars, walves, wild sheep, larks, cuckoos, skylarts, nightingales, etc.
 - (v) **North America** : Reindeer, arctic foxes, musk oxen, sablos polar bears, mooses, bisons, elks, beavers, hedges, etc.
 - (vi) **Asia** : Monkeys, leopards, sloths, tigers, elephants, lions, cranes, bears, foxes, minks, polar bears, sables, arctic foxes, etc.
 - (vii) **Antarctica** : Penguins, snow petrel, seals, albatrosses, etc.
4. **Conservation of Natural Resources** : Now, the importance of natural vegetation has been realized and various measures are being adopted in different countries to stop its exploitation and destruction. Some initiatives taken are as follows :
- (i) Increasing the area under forest cover
 - (ii) Protecting the forest reserves
 - (iii) Protecting forest from forests fires
 - (iv) Planting adequate trees to make provisions for future needs
 - (v) Discouraging the practice of shifting cultivation
 - (vi) Encouraging social forestry

Conservation of Wildlife : CITES is an international body, which stands for the Convention of International Trade in Endangered Species of Wild Fauna and Flora. It says that the conservation of wildlife and forests have to go together, as the existence of animals depends largely on forests. It prohibits the trade of products made from endangered wildlife.

Most wildlife can be protected by increasing awareness. School children should be encouraged to participate in various conservation programmes. Now, human beings have become conscious of the plight of wildlife. Many countries have developed national parks, wildlife sanctuaries and biosphere reserves to protect the natural vegetation and wildlife.

- E. 1. Do it yourself.
- 2. Do it yourself.
- F. Do yourself.
- G. Do it yourself.



10. Some Major Crops and Agricultural Development

Exercise

- A. 1. (b) 2. (c) 3. (b) 4. (b) 5. (c)
- B. 1. Rice 2. Christopher Columbus 3. inheritance
4. Plantation
- C. 1. **Rice** : China, India, Japan and Brazil.
2. **Wheat** : USA, Canada, Russia and India.
3. **Sugarcane** : India, Brazil, Cuba and Mexico.
4. **Jute** : India, Brazil, Bangladesh and China.
5. **Cotton** : India, USA, China and Brazil.
6. **Tea** : India, China, Sri Lanka and Japan.
- D. 1. Millet comprises of coarse grains like jowar, bajra, ragi and sorghum. As compared to other cereals, these grains have low nutritional value. These are grown in areas of high temperature, low rainfall and less fertile and sandy soil. The semi-arid parts of the tropical and subtropical regions are best suited for millet cultivation. The main millet-producing countries are India, USA, China, Nigeria, Brazil, Egypt and Niger. Millet is used as fodder for domestic animals in USA.
2. Jute, also known as the golden fibre, is the second most important vegetable fibre after cotton. It is also called the brown paper of wholesale trade, as it is mostly used to make packing materials. It is the cheapest fibre that can be dyed, but not easily bleached. Jute grows well in a warm and wet climate. Alluvial soil, rich in salts, is suitable. But, deltaic soil which is renewed every year by floods, is ideal for its cultivation. The crop is usually sown in March or April while its stems are cut in August or September. Jute growing and harvesting require abundant labour which is readily available in the densely populated tropical areas where it is grown. The main jute-producing countries are Bangladesh, India, Brazil, Taiwan, China, Thailand and Malaysia. Bangladesh and India are the leading jute producers in the world.
3. The Green Revolution has changed agriculture in India in the following ways :
- (i) Consolidation of landholdings
 - (ii) Introduction of HYV seeds
 - (iii) Ensured enough and timely availability of water through irrigation

- (iv) Farm mechanization
- (v) Adequate use of chemical fertilizers
- (vi) Use of pesticides and insecticides
- (vii) Provision of agricultural credit on soft terms from the banks
- (viii) Agricultural universities were set up to train the farmers.

It enhanced production and also improved the general, social and economic conditions of farmers and their families.

4. The geographical environment for farming in Prairies is discussed below :

- (i) The rolling plains are well-drained and suitable for extensive mechanized farming.
- (ii) Melting snow provides moisture to soil.
- (iii) The dark brown soil is full of humus and organic matter.
- (iv) The spring season is not cold and the summers are not very hot.
- (v) The transcontinental railway connects the region to the consuming centres and the port towns.

- E. 1. **Rice** : Rice plant needs high temperature about 25°C, during the growing season. It needs high humidity and rainfall about 150 cm to 200 cm.

Sugarcane : Sugarcane plant needs hot and humid climate. Average rainfall is needed.

Cotton : Cotton plant needs high temperature of about 27°C during the growing period. Rainfall of about 60 cm to 100 cm in frequent showers.

Jute : Jute grows well in a warm and wet climate. It requires heavy rainfall of about 120-150 cm.

Coffee : Coffee grows well in average temperature of about 22°C. Annual rainfall ranging between 150-250 cm is needed.

2. Geographical conditions necessary for the cultivation of wheat are :
- (i) Rolling or undulating plains areas.
 - (ii) Well-drained loamy soil is good, but black soil produces excellent quality grain.
 - (iii) Moderate temperature of about 15°C.
 - (iv) Moderate rainfall of about 75 cm during the growing season.
 - (v) Bright and sunny weather during the time of harvest.

Geographical conditions necessary for the cultivation of millet are :

- (i) These are grown in areas of high temperature, low rainfall and less fertile and sandy soil.
- (ii) The semi-arid parts of the tropical and subtropical regions are best suited for millet cultivation.

3. **Features of Indian Agriculture** : Main features of agriculture here are :

- (i) Subsistence agriculture is mostly practised. The farmer's family consumes almost the entire produce with little or no surplus to sell in the market.
- (ii) Landholdings are small because of the inheritance law. The land belonging to the father is divided among his sons and daughters. This leads to small and uneconomic landholdings.
- (iii) Agriculture is largely dependent on monsoon rain which is irregular and uncertain.
- (iv) Most of the work on the farm such as ploughing, irrigation, harvesting and threshing are done by animals and the farmer's family members.
- (v) The food crop production is the top priority.
- (vi) The area under fodder crop is almost insignificant.

Features of Agriculture in Prairies : Major features of agriculture in prairies are as follows :

- (i) Most farm work is done by machines and no labour is engaged.
- (ii) Crop rotation is practised to retain soil fertility.
- (iii) Contour ploughing and strip cropping are also practised.
- (iv) The yield per hectare is moderate, but per worker is very high.
- (v) Livestock is raised to supplement the farm income.
- (vi) There are separate sheds to keep livestock, fodder and machines.
- (vii) There is a small workshop to maintain the farm machinery.
- (viii) The farmer and his family live on the farm in a big house.
- (ix) The farmer earns enough money to maintain a high standard of living.

F. 1. Do it yourself.

2. Do it yourself.

G. Do it yourself.

H. Do it yourself.

I. Do it yourself.

J. Do it yourself.



11. Manufacturing Industries

Exercise

A. 1. (c)

2. (c)

3. (c)

B. 1. **Agro-based Industries :** Agro-based industries get raw materials from agriculture, *i.e.* plants and animals. Cotton textiles, silk textiles, jute textiles, vegetable, sugar, oil and food processing are agro-based industries.

Forest-based Industries : Forest-based industries obtain get materials from plants, trees, grasses and bushes. Paper, cardboard, lac, rayon, furniture and resin are forest-based industries.

2. **Small-scale Industries :** Small-scale industries use power-driven machines while the raw materials are obtained from outside and goods are sold through traders. They are owned by an individual and employ a small number of labourers. They produce cloth, toys, paper goods, furniture, utensils, electrical goods, machine parts and leather goods. Such industries play an important role in developing countries.

Large-scale Industries : Large-scale industries use heavy power-driven machines, huge capital investment, thousands of labourers and a complex management system. They procure raw materials from far-off places and send the finished products to distant markets. Iron and steel mills, textile mills, transport equipment and petrochemicals are large-scale industries.

3. **Public Sector Industries :** Public sector industries are owned and managed by the central or state governments or their agencies. Bharat Heavy Electricals Limited and Bhilai Steel Plant are examples of public sector industries.

Joint Sector Industries : Joint sector industries are owned and managed jointly by private firms and government agencies. Gujarat Alkalies and Chemicals Limited, Oil India Limited and Punjab National Bank are joint sector industries.

4. **Private Sector Industries :** Private sector industries are owned and managed by an individual or a group of individuals. Tata Steel Reliance Industries Limited and Hindustan Motors are private sector industries.

Cooperative Sector Industries : Cooperative sector industries are owned and managed by a group of people where the members are normally the producers of raw materials. Some examples of are food processing, handloom and dairy products. Amul is an example of cooperative sector industry.

- C. 1. Manufacturing is closely related to other occupations as it depends on them for raw materials, food for workers and market for finished goods. It also helps to remove poverty and unemployment.
Industry is any economic activity which is associated with the production of goods, such as the extraction of minerals, production of goods or provision of services. So, we have various industries like textiles (manufacturing), mining (extraction of minerals) and tourism (service provider).
2. The functioning of an industry is dependent on the industrial system which consists of inputs, processes and output.

Input comprises of raw materials, sources of power, labour, cost of land, machinery, transport and other infrastructure.

Processes comprise of various activities which change raw materials into finished products by using suitable technology.

Output comprises of the final finished product and the income earned after its sale.

For example, in a cotton textile mill, the inputs are raw cotton, the cost of setting up the factory, wages paid to labourers and transportation costs. The main processes involved in manufacturing are ginning, spinning, weaving, dyeing and printing. The output is the cloth or garment you wear.

3. The inputs for the iron and steel industry are iron ore, coal, manganese, limestone, labour, capital and other infrastructure.

The processes are refining iron ore and making steel. Iron ore is smelted in a blast furnace. The output obtained is iron and steel.

4. In the twenty-first century, Information Technology has enabled transfer of information from one place to another. This has made communication cheaper, quicker and easily accessible. The introduction and use of high-tech applications and gadgets like iTunes, iPods and Android have been revolutionary. E-commerce has provided a platform to small businesses to prosper. Education has been revolutionized by Virtual Learning Environments (VLEs) in which teaching and learning tools are designed using computers and Internet, thus enabling students to engage in virtual classrooms. The use of IT in medical field has positively affected the healthcare industry. The use of virtual healthcare teams, telemedicine and electronic health records are some examples of the use of IT in the healthcare sector.

- D. 1. Industries can be classified into several groups :

On the Basis of Raw Materials

Agro-based Industries : Agro-based industries get raw materials from agriculture, *i.e.* plants and animals. Cotton textiles, silk textiles, jute textiles, vegetable, sugar, oil and food processing are agro-based industries.

Mineral-based Industries : Mineral-based industries get raw materials from rocks and minerals. Iron and steel, aluminium and cement are mineral-based industries.

Pastoral-based Industries : Pastoral-based industries get raw materials from animals such as sheep, goats and cows. They use hides, bones, skins, flesh, horns and milk. Woollen textiles, leather goods and dairy products are pastoral-based industries.

Forest-based Industries : Forest-based industries obtain get materials from plants, trees, grasses and bushes. Paper, cardboard, lac, rayon, furniture and resin are forest-based industries.

Marine-based Industries : Marine-based industries get raw materials from seas and oceans. Processing of sea food and manufacturing fish oil are marine-based industries.

On the Basis of Size

The size of an industry depends upon the amount of invested capital, number of labourers employed and the amount of goods produced.

Cottage Industries : Cottage industries use local raw materials along with basic tools and equipment. These industries are mostly located in rural areas and their products are mainly for sale in the local markets. Labour is supplied by the family members. Farmers or craftsmen in their free time make goods like baskets, ropes, handloom cloth and leather items.

Small-scale Industries : Small-scale industries use power-driven machines while the raw materials are obtained from outside and goods are sold through traders. They are owned by an individual and employ a small number of labourers. They produce cloth, toys, paper goods, furniture, utensils, electrical goods, machine parts and leather goods. Such industries play an important role in developing countries

Large-scale Industries : Large-scale industries use heavy power-driven machines, huge capital investment, thousands of labourers and a complex management system. They procure raw materials from far-off places and send the finished products to distant markets. Iron and steel mills, textile mills, transport equipment and petrochemicals are large-scale industries.

On the Basis of Ownership

Private Sector Industries : Private sector industries are owned and managed by an individual or a group of individuals. Tata Steel Reliance Industries Limited and Hindustan Motors are private sector industries.

Public Sector Industries : Public sector industries are owned and managed by the central or state governments or their agencies. Bharat Heavy Electricals Limited and Bhilai Steel Plant are examples of public sector industries.

Cooperative Sector Industries : Cooperative sector industries are owned and managed by a group of people where the members are normally the producers of raw materials. Some examples of are food processing, handloom and dairy products. Amul is an example of cooperative sector industry.

Joint Sector Industries : Joint sector industries are owned and managed jointly by private firms and government agencies. Gujarat Alkalies and Chemicals Limited, Oil India Limited and Punjab National Bank are joint sector industries.

Multinational Corporations : Multinational corporations are founded or set up in collaboration with foreign investors or companies. Such industries are owned and managed by members of two or more countries. These include companies like Maruti Suzuki India Limited and The Coca-Cola Company.

2. Factors Affecting the Location of Industries

Industries are located only at such places, where raw materials are available easily and goods can be easily sold at lowest possible cost. These locations are selected after careful survey and much deliberation. A number of geographical, historical, economic, human and political factors influence the choices of locations. Some such factors are :

- (i) Large areas of level land
- (ii) Regular and assured supply of raw materials
- (iii) Adequate supply of skilled labourers at reasonable wages
- (iv) Cheap and adequate power supply
- (v) Nearness to market for quick sale of manufactured goods
- (vi) An efficient network of transport at reasonable rates
- (vii) Some industries, like paper need large quantities of water. Thus, such industries are usually located near rivers, canals or lakes.
- (viii) Availability of capital from banks and the government
- (ix) Government policies.

3. The present age is called the Computer Age. It is powered by Information Technology (IT), the science which uses computers and software to manage information. It is used for processing, protecting, storing, securing, receiving and retrieving information. While the computer machine is called hardware, the programs that we use in a computer is called software.

In the twenty-first century, Information Technology has enabled transfer of information from one place to another. This has made communication cheaper, quicker and easily accessible. The introduction and use of high-tech applications and gadgets like iTunes, iPods and Android have been revolutionary. E-commerce has provided a platform to small businesses to prosper. Education has been revolutionized by Virtual Learning Environments (VLEs) in which teaching and learning tools are designed using computers and Internet, thus enabling students to engage in virtual classrooms. The use of IT in medical field has positively affected the healthcare industry. The use of virtual healthcare teams, telemedicine and electronic health records are some examples of the use of IT in the healthcare sector.

E. Do it yourself.

F. Do it yourself.

G. Do it yourself.

H. Do it yourself.



12. Comparative Studies of the Industries

Exercise

- A. 1. (d) 2. (d) 3. (b)
- B. 1. **TISCO** : Tota Iron and Steel Company Limited
2. **BEL** : Bharat Electronics Limited
3. **HP** : Hewlett Packard
4. **CPU** : Central Processing Unit
5. **PC** : Personal Computer
6. **ICT** : Information Communication Technology
- C. 1. F 2. T 3. F
- D. 1. The growth and development of Tata Steel transformed sleepy Jamshedpur into a hub of economic activities. Many factories, technical institutes and metallurgical laboratories were set up in the city. Other factories such as machine tools, heavy vehicles, diesel engines and locomotives agricultural machinery and tin plates were also set up. 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.
2. In the last 20 years, a number of private sector electronic companies have been set up here. The electronic and computer industries are closely related. So, Bengaluru has today become the key location for information technology industry. The city enjoys the following advantages for the location of industry :
- (i) Presence of many high-tech industries
 - (ii) Highly educated and skilled labour force
 - (iii) Science, engineering and technology are well-developed
 - (iv) Strong support from the state and the central governments.
3. The Industrial and research activities in the Silicon Valley shifted to the development of software and Internet. This changed the world of Information Communication Technology (ICT). Silicon Valley survived this new revolution as many companies such as the Sun Microsystems, Cisco Systems and Netscape Communications began using Internet-based technology. Thousands of high technology companies have their head offices in the Silicon Valley now. The personal computer and software industry have helped the Silicon Valley become an industrial giant.

- E. 1. Jamshedpur has the following locational advantages :
- (i) High quality haematite, an ore of iron, is brought from the Singhbhum district of Jharkhand and the Mayurbhanj district of Odisha. The iron ore mines in these districts are only about 75 km to 100 km from Jamshedpur.
 - (ii) Good quality cooking coal is obtained from Jharia and Raniganj coal mines. These mines are located at a distance of about 150 km to 200 km.
 - (iii) Manganese is brought from Keonjhar district in Odisha.
 - (iv) Limestone and dolomite, to be used as flux materials, are obtained from the Sundergarh district of Odisha and Palamu, Hazaribagh and Ranchi districts of Jharkhand.
 - (v) Sufficient amount of water needed for cooling and washing is available from the Subarnarekha river and a reservoir at the Kharkai river.
 - (vi) Jamshedpur and its surrounding areas are thickly populated. So, labourers are easily available from the states of West Bengal, Bihar, Odisha, Jharkhand and Uttar Pradesh.
2. The factors responsible for the growth of iron and steel industry in Pittsburg are as follows :
- (i) An early beginning in 1903-04.
 - (ii) Fairly cheap and efficient transportation of high grade iron ore from the northern fields.
 - (iii) Availability of high grade cooking coal in large quantities from the nearby Appalachian coalfields.
 - (iv) Sufficient water supply from the rivers.
 - (v) Great Lakes provide easy and cheap inland water transport.
 - (vi) Availability of labourers, both skilled and unskilled, from the countries of Europe and other parts of USA due to high wages paid in the steel mills here.
 - (vii) Most furnaces and steel plants located along the river banks readily receive and dispatch heavy freight.
 - (viii) A large number of factories in this region provide a ready market for the finished products.
3. After the Second World War, the US Defence programmes in the field of airspace and electronics helped the growth and development of a number of industrial units in the Silicon Valley. The establishment of the Stanford Industrial Park, a centre of high technology, in 1951, played a key role in the development of the Silicon Valley.
A large number of small towns developed high technical structures to meet the increasing needs of the industry in and around the Silicon Valley. Prof Frederick Terman, a Stanford graduate, is known as the

‘Father of Silicon Valley’. He played an important role in its development as he asked his students in Stanford University to begin new units for the development of computer and electronic industry. He also asked the university to lease land to new graduates so that their research work could help in new projects.

- F. Do it yourself.
- G. Do it yourself.
- H. Do it yourself.



13. Human Resources

Exercise

- A. 1. (c) 2. (b) 3. (a) 4. (c) 5. (c)
- B. 1. T 2. T 3. T 4. F

- C. 1. The human capacity to convert natural resources into useful products depends on following factors :
 - (i) Literacy and possession of technical, vocational and professional skills.
 - (ii) Provision of proper tools and machines.
 - (iii) They must work hard and understand the dignity of labour.
 - (iv) They must get balanced and nutritious food.

- 2. **Thickly Populated Areas :** The fertile river valleys and the industrial regions are thickly or densely populated. Eastern and southern Asia are densely populated because intensive cultivation is practised in these regions.

The warm climate and fertile soil help in cultivation of crops almost throughout the year. Labour-intensive industries too have grown in most of the countries in these regions.

The main reasons for high density of population in western Europe and east-central North America are mineral resources, development of industries and climate suitable for human habitation. Each country of the world has some pockets of thickly populated areas. These are mostly the metropolitan urban areas.

Sparsely Populated Areas : Hot deserts, cold deserts and the high mountainous areas, sparsely populated areas. Tundra region in the north, the thickly forested areas of the Amazon and the Congo basins besides the Sahara Desert have sparse population because the physical environment is not favourable for human habitation.

- 3. The change of population means the change in the number of people living in a territory during a specific time, say a decade. Population

change is expressed either in absolute numbers or in percentage. It depends upon birth rate, death rate and migration.

Birth rate and death rate are the number of live births or deaths per thousand persons in a year respectively. The difference between the birth and death rate in a year is the annual growth rate of population. If the number of births exceed the number of deaths within a year, the population has increased but, if the number of deaths exceed births within a year, then the population will decrease.

4. The population pyramid of a developed country is narrow at the base while on the other hand the population pyramid of an underdeveloped country is broad at the base and tapers to the top.

- D.** 1. The factors which affect the distribution of population are :

Relief : The plains have higher density of population as compared to the mountainous regions as steep mountain slopes restrict the availability of agricultural land, industries, transportation and settlement. The northern plains are the most densely populated area in India.

Climatic Conditions : Temperature and rainfall influence the concentration of population in any area. Extreme climate discourages concentration while moderate climate favours human settlement. A majority of the population of Canada lives in a narrow belt with relatively warm climate.

Natural Vegetation : Hot and humid areas have dense and inaccessible forests. Such conditions discourage population habitation. So, the Amazon and the Congo basins have very low population density and no large settlements.

Soil : The fertile alluvial and lava soils support more population than the desert, mountain and laterite soils. That is why ancient civilizations developed in the river valleys due to fertile soil. In the present times, new farming techniques have changed the impact of soil in some regions to some extent.

Water Availability : Rivers provide freshwater for domestic purposes, agriculture, industries and transport. So, people tend to settle in the river valleys. Even in the deserts, oases have permanent settlements.

Mineral Resources : The areas rich in mineral deposits attract people leading to higher density of population. The gold mines in Australia attracted people to this otherwise barren desert land.

Industries : The development of industries in any region provides ample employment opportunities to people so they migrate to such areas, both from the surrounding areas and far-off places. The industrial areas support a very high density of population, such as north-eastern USA.

Means of Transport : The economic activities happen in areas with adequate and efficient transportation network. Most such cities are located either in the plains or along the coast, which have adequate transportation facilities. So, such places are thickly populated.

Urbanization : Urban centres have a diversity of economic activities. Additionally, urban areas also provide better living conditions than the villages. So, people migrate to cities in search of work. Urban areas have more than 5,000 persons living on per sq km of land.

2. **Density of Population :** Density of population is the number of people living in one sq km area of land. It varies from one area to another. Some areas have more than 1,000 persons living on one sq km whereas many areas are uninhabited.

Birth Rate : It expressed the number of live births per thousand persons in a year.

Death Rate : It expressed as the number of death in a year per thousand persons.

Annual Population Growth : The difference between the birth and death rate in a year is the annual population growth rate.

Age Composition : Age composition means the number of people in each age group. For example, the number of people in the age groups of 0-4 years, 5-9 years etc. Normally, the population of a country is broadly divided into—children (0-14 years), adults (15-59 years) and aged (60 years and above).

Sex Ratio : Sex ratio is the ratio between males and females. It is represented as the number of females per 1,000 males.

3. Following are some major components of population composition :
 - (a) **Age Composition :** Age composition means the number of people in each age group. For example, the number of people in the age groups of 0-4 years, 5-9 years etc. Normally, the population of a country is broadly divided into—children (0-14 years), adults (15-59 years) and aged (60 years and above).
 - (b) **Sex Ratio :** Sex ratio is the ratio between males and females. It is represented as the number of females per 1,000 males.
Normally, it should be balanced, but it has been noticed that male births exceed female births in nearly all the societies due to biological reasons. In underdeveloped countries, the sex ratio is mostly unfavourable to females. This is due to high female mortality. In many parts of the world, males migrate in search of work and this also disturbs the sex ratio. Thus, it has been noticed that in many European countries, Africa as well as Kerala in India, the number of females is more than the number of males.
 - (c) **Literacy :** People are not equally educated in every part of the world. Major factors that affect the literacy rate in different

regions of the world are the levels of economic development, urbanization, standard of living, social status of women, availability of educational facilities and government policies. The literacy rate is higher in urban areas than in rural areas. It is also more among the males than the females. Literacy directly influences the social and economic development of a country.

- E. 1. Do it yourself.
2. Do it yourself.
- F. Do it yourself. G. Do it yourself.
- H. Do it yourself.



Social and Political Life

14. The Indian Constitution

Exercise

- A. 1. (d) 2. (d) 3. (d) 4. (a) 5. (a)
- B. 1. F 2. T 3. F 4. F
- C. 1. The Constitution was adopted by the Constituent Assembly of India on 26 November 1949 but it came into effect on 26 January 1950. This day was chosen for its historical significance. It was as decided at the Lahore Session of the Congress in December 1929, that 26 January would be celebrated as the day of Purna Swaraj or 'Complete Independence'. So, when India became independent, 26 January was chosen as the day to declare India a republic.
2. In order to give the people of India the best possible Constitution :
- (i) The parliamentary system of government and single citizenship were adopted from the Constitution of UK.
 - (ii) The Fundamental Rights and the federal form of government were adopted from the Constitution of USA.
 - (iii) The Five-Year Plans and Fundamental Duties were adopted from the Constitution of the former USSR.
 - (iv) The Directive Principles of State Policy were adopted from the Constitution of Ireland.
3. **Sovereignty** : Sovereignty is the freedom to govern oneself in a country and without any external influence control. The country is free to govern itself and to make laws. There should not be any external interference in the functioning of the government.
- Democracy** : One of the most important features of our Constitution is Democracy. It means the government where people have the power to

vote and elect their representatives. These representatives then make laws on behalf of the people. In India, citizens who are 18 years and above have the right to vote. This is known as Universal Adult Franchise.

Elections are held every five years. If the people are dissatisfied with the government, they can vote it out. So, the ultimate power lies in the hands of the people.

4. Following are the major fundamental rights guaranteed by our constitution :
 - (i) Right to Equality
 - (ii) Right to Freedom
 - (iii) Right against Exploitation
 - (iv) Right to Freedom of Religion
 - (v) Cultural and Educational Rights
 - (vi) Right to Constitutional Remedies

- D. 1. Our Constitution was framed in 1949 and since then a number of changes have taken place in our country. Thus, it is essential to make changes or modifications to the Constitution according to the changing conditions. These modifications are made through a procedure called amendment. An amendment is a change in the provisions of the Constitution through an act. It has to be passed by both the Houses of Parliament and must be approved by the President.
2. **Socialism** : Socialism means that everyone must enjoy social and economic equality. Under social equality, everyone must have equal status and opportunities. Economic equality means the equitable distribution of wealth and a decent living standard for all.

Secularism : The Preamble states that India is a secular country. This means that our country has no state religion and all religions are treated equally. The Constitution also guarantees the Right to Freedom of Religion as a Fundamental Right. This includes the freedom to profess, propagate and practise any religion. This way, each and every religious group in India can practise and propagate its faith. It is the government's duty to protect the life, liberty and property of all its citizens without any discrimination against them on the basis of caste, creed, gender or religion.

Federalism : There is a federal form of government in India. This means that the country is governed at two levels, *i.e.* at the centre and at the state. The President is the constitutional head of the country, the Prime Minister heads the government at the centre and the Parliament makes laws for the country. At the state level, the Governor is the nominal head, the Chief Minister heads the government and the Vidhan Sabha or the State Legislature makes laws for the state. The

powers and functions of the centre and the state governments have been clearly in three lists—Union List, State List and Concurrent List.

Liberty : Liberty means absence of any subjective restraints on individual freedom that is necessary for her/his holistic development.

3. According to Articles 19-22, democracy cannot exist without individual freedom. The Indian Constitution guarantees six different freedoms to promote the ideal of liberty mentioned in the Preamble.

All citizens have the right to :

- (i) freedom of speech and expression.
- (ii) assemble peacefully and without arms.
- (iii) form associations and unions.
- (iv) move freely throughout the territory of India.
- (v) reside and settle in any part of India.
- (vi) practise any profession and carry on any occupation, trade or business.

Right to Freedom includes right to free and compulsory education to all children between six and 14 years. But the Right to Freedom must be used with caution. For example, the right to assemble does not mean that we become public nuisance and cause problems for others. In the same way, freedom of speech and expression allows people to express themselves freely without hurting or harming others.

The Right to Freedom also means that no citizen can be punished without being proved guilty in a court of law. No one can be punished for the same offence two times. Thus, this right protects us against injustice.

4. Right cannot exist in isolation. Rights and duties are inter-related. People will understand the value of rights only if they are obliged to perform certain duties. For this purpose, the 42nd Amendment Act of 1976 added some responsibilities of citizens to our constitution called the Fundamental Duties. The four main Fundamental Duties are :

- (i) We should protect the sovereignty, unity and integrity of our country.
- (ii) We should show respect to our national symbols like the National Anthem and the National Flag.
- (iii) We must respect these ideals of democracy, non-violence and secularism and follow them in our daily lives.
- (iv) We should promote harmony and brotherhood among people by giving up differences based on religion, language and region.

E. 1. Do it yourself.

2. Do it yourself.

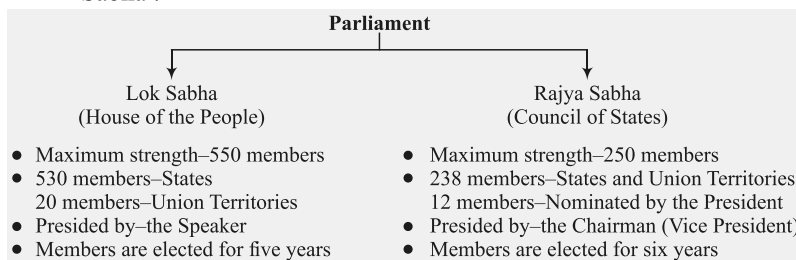
F. Do it yourself.



15. The Parliamentary System

Exercise

- A. 1. (c) 2. (c) 3. (d) 4. (a)
- B. 1. India choose the parliamentary system of government because of the following :
- As India was a British colony, it was influenced by the British parliamentary system of governance.
 - To give equal representation to the multiple religious and linguistic groups so that they could elect their representatives.
 - As the Executive is responsible to the Parliament, it reduces the chances of dictatorship.
2. The Rajya Sabha or the Council of States is the Upper House of the Parliament. There can be a maximum of 250 members in the Rajya Sabha, out of which 238 members represent the states and the Union Territories and 12 members nominated by the President. These members are elected by the members of the State Legislative Assemblies. The Vice President is the Presiding Officer or Chairman of the Rajya Sabha.
3. Following chart shows the difference between Lok Sabha and Rajya Sabha :



4. The Prime Minister is the head of the Council of Ministers which works as a team. It is collectively responsible and is answerable to the Parliament for any decision taken by it. If a vote of no-confidence is passed against the government, the Council of Ministers has to resign.
- C. 1. **Functions of the Parliament :** The Parliament performs several functions. Some of these are as follows :
- Introduction of New Laws :** The Parliament can introduce new laws and change the old ones. A law is first introduced in the form

of a bill. The bill is the draft of a proposed law. The bills is of three types. These are :

- ◆ Money Bills
- ◆ Ordinary Bills
- ◆ Constitutional Amendment Bills

(ii) **Financial Control over the Government's Income** : The Parliament maintains control over the income and expenditure of the government. It provides ways and means to raise the required revenue and also ensures that the granted money is spent for the authorized purposes. This way, it exercises financial control over the government through the Budget, the Consolidated Fund of India, grants and Contingency Fund.

Budget : The government places the budget or its annual financial statement before the Parliament. It shows the income of the government in detail and how the money is to be spent during a particular year.

(iii) **Control Over the Executive** : The Parliament also keeps a check on the ministers and their work as they are questioned by the members of Parliament about the policies and programmes of the government. The Question Hour is the allotted time for this purpose. During the Zero Hour, which begins immediately after the Question Hour, the members also 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 ruling party from power.

(iv) **Organ of Information** : The Parliament also works as an organ of information. Members of Parliament can request for any information except that which may threaten the country's security. This information provided by the Parliament is truthful and precise. This information is collated not only through debates but also through the specific medium of 'questions' to ministers. So, the Parliament is not just a law-making body, but also a multi-functional institution.

2. 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 her/his getting more votes than any other individual representative. 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.
3. **Constituency** : A constituency is a geographical area represented by a Member of Parliament. Only one person is elected from each constituency. All citizens above the age of 18 years cast their votes through a secret ballot.

Session : A session is the period during which the House meets to conduct its business. The President summons each House. The Parliament, according to the Constitution, must meet at least twice a year and there should not be a gap of more than six months between the two sessions.

Question Hour : The Parliament also keeps a check on the ministers and their work as they are questioned by the members of Parliament about the policies and programmes of the government. The Question Hour is the allotted time for this purpose.

Zero Hour : During the Zero Hour, which begins immediately after the Question Hour, the members also 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 ruling party from power.

President's Rule : When a state faces the breakdown of constitutional machinery, the President takes over the rule of the state. This is called President's Rule.

4. **Executive Powers :** The President has the power to appoint :
- (i) The leader of the majority party as the Prime Minister.
 - (ii) The Governors of states.
 - (iii) The Chief Justice and other judges of the Supreme Court and the High Courts.
 - (iv) The Chairman and members of the UPSC.
 - (v) The Attorney General.

Emergency Powers : The President has certain special emergency powers also. He can impose emergency :

- (i) in case of an external aggression or an armed rebellion.
- (ii) if the constitutional machinery of a state breaks down.
- (iii) if there is a threat to the financial stability of the country.

When a state faces the breakdown of constitutional machinery, the President takes over the rule of the state. This is called President's Rule.

The President is the constitutional head and exercises his powers on the advice of the Prime Minister and the Council of Ministers. But his position is one of authority and prestige.

The President may be removed from office on grounds of violating the Constitution. Impeachment is the process of removing the President from office.

- D. 1. Do it yourself.
2. Do it yourself.
- E. Do it yourself.



16. The Judiciary

Exercise

A. 1. (d) 2. (c) 3. (c) 4. (b) 5. (c)

B. 1. F 2. T 3. F 4. T

C. 1. **Original Jurisdiction** : Under the original jurisdiction, the Supreme Court hears and decides certain cases in the first instance, *i.e.* these cases cannot be heard in any other court.

Some such cases are :

- (i) Issue of writs for the enforcement of Fundamental Rights.
- (ii) Cases which concern the violation of the constitution by the government or anyone else.
- (iii) Disputes between two states.
- (iv) Disputes between the Union government and one or more state governments.

Appellate Jurisdiction : The appellate jurisdiction includes appeals against the judgements of the High Courts. As the Supreme Court is the highest judicial authority, it has the power to review the decisions of the High Courts in matters of civil and criminal cases and give its own judgements.

2. **The Supreme Court** : The Supreme Court sits at the top of the judicial hierarchy. It makes the final decisions which are then abided by all the courts of our country. It is located in New Delhi.

Composition : The Chief Justice heads the Supreme Court. He is assisted by a maximum of 33 judges.

Appointment : The President of India appoints the Chief Justice of India as per Article 124(2) of the Constitution of India. This selection is done on the advice of the Union Law Minister to the PM of India, and then the Prime Minister advises the President. Other judges are appointed by the President in consultation with the Chief Justice.

Eligibility : To be appointed as a judge of the Supreme Court, the person must :

- (i) be a citizen of India.
- (ii) have worked at least five years as a judge of a High Court, or at least 10 years as an advocate of a High Court, or be a distinguished jurist in the opinion of the President.

Term : The Supreme Court judges serve till the age of sixty-five as there is no fixed term of office for them. Supreme Court judges can be removed by the President on grounds of misuse of office, proven incapacity or misbehaviour. Impeachment is the process of removing

the Supreme Court judges. This process involves a motion which contains the charges against the said judge. The motion must be passed by a two-thirds majority of the members present and voting in both the Houses of Parliament.

The High Court : In a state, the High Court is the highest judicial authority. The Parliament has the power to establish a common High Court for two or more states. Presently, there are 25 High Courts in India.

Composition : Every High Court consists of a Chief Justice and other judges. The number of judges varies from state to state as the number of judges is decided according to the size of the state.

Appointment : The President of India appoints the Chief Justice of the High Court in consultation with the Chief Justice of India and the Governor of that state. The judges are appointed by the President in consultation with the Chief Justice of India, the Governor of that state and the Chief Justice of the High Court of that state.

Eligibility : To qualify for appointment as a judge of the High Court, the person must :

- (i) be a citizen of India.
- (ii) have worked 10 years as an advocate of a High Court or two or more such courts in succession.

Term : The judges of the High Court serve till the age of sixty-two. The procedure to remove the judges is the same as that of the Supreme Court judges.

- D.** 1. Two important functions of the Judiciary are :
- (i) The Judiciary helps to settle disputes if there is a conflict between different people, people and the state government, any two states or between the state governments and the Union government.
 - (ii) It maintains, upholds and enforces the Fundamental Rights of the citizens of India. Thus, if the citizens feel their rights have been violated, they can move court.
2. The President of India appoints the Chief justice of India as per Article 124(2) of the Constitution of India. This selection is done on the advice of the Union Law Minister to the PM of India, and then the Prime Minister advises the President. Other judges are appointed by the President in consultation with the Chief Justice.

Eligibility : To be appointed as a judge of the Supreme Court, the person must :

- (i) be a citizen of India.
- (ii) have worked at least five years as a judge of a High Court, or at least 10 years as an advocate of a High Court, or be a distinguished jurist in the opinion of the President.

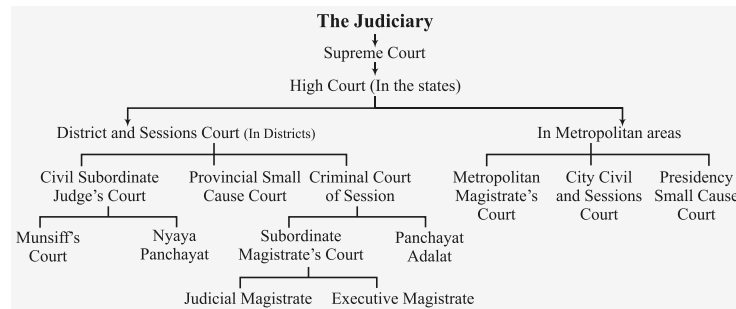
3. Jurisdiction of the High Court

- (i) The High Court issues writs for the enforcement of Fundamental Rights.
 - (ii) It controls and supervises the working of the Subordinate Courts.
 - (iii) It hears appeals in both civil and criminal cases against the decisions of the Subordinate Courts and reviews the judgements.
 - (iv) It passes rules on election petitions and other election-related disputes.
4. Each state is divided into various districts. The courts that function in the districts are called subordinate courts. The civil and criminal cases pertaining to a district are heard by the subordinate courts of that district.

Different types of subordinate courts are :

- (i) The District Judge's Court
- (ii) The Court of Session Judge
- (iii) The Revenue Courts
- (iv) The Panchayat Courts

E. 1.



2. The scope of authority of the Supreme Court to carry out judgements and enforce laws is called jurisdiction. The Supreme Court enjoys the following jurisdiction :

Original Jurisdiction : Under the original jurisdiction, the Supreme Court hears and decides certain cases in the first instance, *i.e.* these cases cannot be heard in any other court.

Some such cases are :

- (i) Issue of writs for the enforcement of Fundamental Rights.
- (ii) Cases which concern the violation of the constitution by the government or anyone else.
- (iii) Disputes between two states.
- (iv) Disputes between the Union government and one or more state governments.

Appellate Jurisdiction : The appellate jurisdiction includes appeals against the judgements of the High Courts. As the Supreme Court is the highest judicial authority, it has the power to review the decisions of the High Courts in matters of civil and criminal cases and give its own judgements.

Advisory Jurisdiction : Under the advisory jurisdiction, the Supreme Court advises the President on constitutional issues when asked for. But, the President is not bound to follow its advice.

3. **Types of Subordinate Courts :** In a district, the District Judge's Court is the highest civil court. It hears cases related to property, land, money transactions, marriage, divorce, will and guardianship. It also hears appeals against the judgements of the lower courts. Some districts have Additional District Judges also to assist the District Judge.

(i) The Court of the Sessions Judge is the highest criminal court in a district. The District Judge presides over it. He is called the District and the Sessions Judge. In the Sessions Court, criminal cases of murder, dacoity and robbery are tried. He also hears appeals against the judgements of lower courts.

(ii) The Revenue Courts deal with cases of land records. It also assesses and collects land revenue from landholders. The highest Revenue Court under the supervision of the High Court is the Board of Revenue, while the highest Revenue Court in a district is the Court of the Collector.

(iii) The Panchayat Courts deal with civil and criminal cases at the village level. These courts have various regional names such as the Gram Kutchery, Nyaya Panchayat etc. Three or four villages are clubbed together under a Nyaya Panchayat. The sentence of the Panchayat Court cannot be appealed against, but the parties involved can seek legal remedy in a court.

4. As process of seeking justice in our country is time consuming and expensive. 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 any advocate. The cases are solved by compromise and mutual understanding. No appeal can be made against the order of the Lok Adalat.

F. 1. Do it yourself.

2. Do it yourself.

G. Do it yourself.



17. Marginalization and Social Justice

Exercise

- A.** 1. (a) 2. (d) 3. (d) 4. (a) 5. (d)
- B.** 1. F 2. T 3. T 4. T 5. F
- C.** 1. The social process by which certain sections in the society are kept at a lower social standing is called marginalization.
Some main marginalized groups are :
- (a) Scheduled Castes
 - (b) Scheduled Tribes
 - (c) Other Backward Classes
 - (d) Minorities
2. India has a substantial known tribal population. Scheduled Tribes are the tribal communities or the tribes listed in the Indian Constitution. They are also known as Adivasis.
According to the 2011, Census of India, the Scheduled Tribes are 8.6 per cent of India's population. Most of the tribal population lives in Jharkhand, Odisha, West Bengal, Madhya Pradesh, Chhattisgarh, Telangana, Rajasthan, Gujarat, Maharashtra and Andhra Pradesh and in the north-eastern states. Some tribal groups in India are :
- (i) The Bhils of Rajasthan, Gujarat, Maharashtra and Madhya Pradesh.
 - (ii) The Santhals of Jharkhand, Odisha and West Bengal.
 - (iii) The Gonds of Madhya Pradesh, Chhattisgarh, Maharashtra and Telangana.
- Besides these, other tribal groups are Warli (Maharashtra) (Bishnoi Rajasthan), Khasi (Meghalaya) and Naga (Nagaland) and Apatani (Arunachal Pradesh), Mizo (Mizoram).
3. Two special rights given to the minorities by our constitution are :
- (i) Article 29(1) states that all citizens have the right to conserve their distinct languages, scripts and cultures.
 - (ii) Article 29(2) states that no citizen can be denied admission to any government or government-aided educational institutions on the basis of religion, race, caste or language.
4. Reservation means keeping certain percentage of seats exclusively in various government jobs and educational institutions. For the Scheduled Castes, Scheduled Tribes and OBCs by the government in

1953, the Kaka Kelkar Commission classified, 2,399 castes in India as 'backward'.

- D.**
1. Four provisions laid down in our constitution for the upliftment of the SCs are :
 - (i) Untouchability has been abolished. Its practice in any form is a punishable offence under Article 17.
 - (ii) Members of the Scheduled Castes cannot be denied entry to public places like temples, shops, hotels and restaurants. They cannot be discriminated against for using public wells and water tanks.
 - (iii) No child can be denied admission to any school or institution maintained by the State on the basis of her/his caste.
 - (iv) Seats are reserved for the Scheduled Castes in educational institutions and government jobs.
 2. Many directives have been laid down for the welfare of women under the Directive Principles of State Policy. Some of them are as follows :
 - (i) Article 15(3) directs the State to make special provisions for women and children.
 - (ii) Article 39(A) states that both men and women have the right to adequate means of livelihood.
 - (iii) Article 39(D) states that both men and women shall get equal pay for equal work.
 - (iv) Article 42 states that the State shall make provisions for securing just and humane conditions of work and for maternity relief.
 3. **Steps Taken for Their Upliftment of Children**
 - (i) The Indian Constitution prohibits employment of children. Under the Child Labour (Prohibition and Regulation) Act, 2006, employment of children in any occupation below 14 years has been prohibited.
 - (ii) Government schools have been set up to provide free education. In such schools, students are provided midday meals to ensure that they attend school.
 - (iii) Health centres have been set up in rural areas to provide free immunization to infants.
 - (iv) The United Nations agencies like the UNICEF and the UNESCO work for the betterment of children all over the world. The rights of children have been recognized by the United Nations Convention on the Rights of the Child. The government of India has launched an Integrated Child Development Scheme to improve the conditions of children in the country.
 4. People of the deprived sections of the society have faced both social and economic discrimination. For example, the Scheduled Castes and Scheduled Tribes were forced to follow menial and hereditary

occupations. As they had no access to education, they could not break free from the vicious cycle of poverty.

Wealth remained in the hands of only some people who exploited the lower caste people. After independence, various efforts were made for the upliftment of the Scheduled Castes and Scheduled Tribes through reservations and concessions.

5. Children are a very important section of Indian population. It is important that they receive proper care as they are the future of our country. Unfortunately, very small percentage of children receives proper care. A large number of them live in unhygienic conditions suffer from diseases and starvation, and do not go to school. They work for long hours at low wages to supplement the family income.

E. Do it yourself.

F. Do it yourself.



18. Government for Development

Exercise

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

B. 1. F 2. F 3. T 4. T

C. 1. **Importance of Five-Year Plans**

- (i) The Five-Year Plans were formulated to tackle problems of poverty, unemployment and price rise.
 - (ii) The Five-Year Plans led to an improvement in infrastructure such as, increased power generation, better communication and transportation. This in turn has facilitated industrial and agricultural development.
2. The government promotes small-scale industries by adopting the following measures :
- (i) Special tax incentives are given to set up industries in backward areas to help develop the small-scale sector.
 - (ii) Tax benefits are offered to set up small-scale industries.
 - (iii) Special training facilities are provided to set up small-scale industries.
 - (iv) Some products are reserved for exclusive manufacture by the small-scale industries.
3. Following are the programmes undertaken by the government in the field of education and health :

Education : The Sarva Shiksha Abhiyan was started in 2001. This programme encourages and promotes universal elementary education

for all children in the age group of 6-14 irrespective of their caste and gender.

Health : A number of Primary and Community Health Centres have been set up in the countryside. The National Rural Health Mission was begun in 2005 to provide better healthcare facilities to the rural population throughout the country. In the same way, the National Urban Health Mission was launched to provide healthcare for the urban poor living in the slums.

4. In 2005, the Bharat Nirman Plan was started for the development of rural areas. The objectives laid down in this plan are as follows :
 - (i) Provide clean drinking water.
 - (ii) Provide electricity to rural households.
 - (iii) Construction of all-weather roads to connect all villages.
 - (iv) Provide telephones for communication.
 - (v) Bringing as much as one crore hectares of land under irrigation.
 - (vi) Construction of 60 lakh houses for the poor.

- D.** 1. The Planning Commission was constituted on 15 March, 1950. Systematic economic development is possible through proper planning. The Prime Minister was the Ex-officio Chairperson of the Planning Commission.

The functions of the Planning Commission were :

- (i) To formulate plans for effective and balanced utilization of the country's resources.
 - (ii) To assess the resources of the country.
 - (iii) To examine the extent of utilization of resources and the progress of the plans.
 - (iv) To supervise fair distribution of benefits of development to the largest number of people.
 - (v) To identify the objectives of our economic policy.
2. The Green Revolution helped to increase the agricultural production by introducing modern agricultural machinery, high yielding variety (HYV) seeds, fertilizers and pesticides, and irrigation. Let us know more about them :

Modern Agricultural Machinery : Earlier, implements like the plough and trowel were used to till land. Slowly, new agricultural machinery like tractors, sowing machines, threshers and harvesters were introduced. These machines are more faster and efficient. But, traditional farming implements are still used in several parts of India.

High Yielding Variety Seeds : High yielding variety seeds, specially for wheat and rice are extensively used. They have helped to increase the output. Seed multiplication programmes for pulses, cereals, fibre, oilseeds, fodder crops and potatoes are implemented through the State

Farms Corporation of India Limited, National Seeds Corporation and other State Seed Agencies.

Fertilizers and Pesticides : The use of fertilizers was encouraged to increase the fertility of land. The government has established fertilizer manufacturing units in Trombay, Sindri, Rourkela and Neyveli and Nangal. The use of pesticides to control crop loss was also introduced.

Irrigation : Nearly 60 per cent of the agricultural land depends on rainfall for irrigation. Irregular, insufficient or late monsoon very often results in crop failure and less productivity. In addition, HYV seeds require abundant water. So the government has taken different initiatives to increase irrigational facilities.

3. The private sector comprises business activities by private individuals where profit earning is the main motive. Industries like the Hindustan Unilever Ltd., Johnson & Johnson and Reliance are some private sector industries. There is also a joint sector where the government and the private companies join hands to establish new enterprises.

The public sector comprises goods and services provided by the government for the benefit of the public. These goods and services are provided at comparatively cheaper prices than those offered by the profit-making companies. After independence, our government had set up heavy industries as these industries required a lot of investment. Hence, they were under the government's control. Some public sector industries are Hindustan Machine Tools (HMT), Bharat Heavy Electricals Limited (BHEL) and Steel Authority of India (SAIL). The money invested in these industries comes from the taxes we pay and the profits made by these public sector units.

4. Following are the main steps taken by the government to promote rural development in various fields :

Sanitation : Incentive-based programmes like Nirmal Gram Puraskar (2002) have been launched to promote rural sanitation. In urban areas, recycling and reuse of sewage is encouraged. For ensuring waste management, hygiene and sanitation across the nation, *Swachh Bharat Mission* was launched on 2 October 2014. It is being implemented in urban and rural areas.

Education : The Sarva Shiksha Abhiyan was started in 2001. This programme encourages and promotes universal elementary education for all children in the age group of 6-14 irrespective of their caste and gender.

Health : A number of Primary and Community Health Centres have been set up in the countryside. The National Rural Health Mission was begun in 2005 to provide better healthcare facilities to the rural population throughout the country. In the same way, the National

Urban Health Mission was launched to provide healthcare for the urban poor living in the slums.

Employment : The Mahatma Gandhi National Rural Employment Guarantee Act 2005 provides at least 100 days of guranteed wage employment every year to adult members of rural households below the poverty line.

Rural Development : In 2005, the Bharat Nirman Plan was started for the development of rural areas. The objectives laid down in this plan are as follows :

- (i) Provide clean drinking water.
- (ii) Provide electricity to rural households.
- (iii) Construction of all-weather roads to connect all villages.
- (iv) Provide telephones for communication.
- (v) Bringing as much as one crore hectares of land under irrigation.
- (vi) Construction of 60 lakh houses for the poor.

E. 1. Do it yourself. 2. Do it yourself.

F. Do it yourself.



Half-Yearly Model Test Paper

(From Lesson 1-9)

- A.** 1. (c) 2. (c) 3. (c) 4. (d) 5. (c)
- B.** 1. (b) 2. (e) 3. (a) 4. (c) 5. (d)
- C.** 1. On 24 April, 85 sepoys of the 3rd Bengal Light Cavalry, stationed at Meerut, refused to use the cartridges. On 9 May, they were publicly humiliated, dismissed from service and jailed. This led to a mutiny among the sepoys at Meerut who raised the banner of revolt on 10 May. They killed the British officers, released the imprisoned sepoys, seized arms and ammunition and set fire to British properties. Thus began the biggest armed resistance since the establishment of Company Raj.
2. Before the British arrived in India, the education system in India was very flexible. There were '*pathshalas*' and '*madrasahs*' in which some students were taught by their teacher without any prescribed textbooks. All teaching was imparted orally, generally at the house of the teacher. There was no fixed curriculum and the teacher taught whatever he deemed best for his students. Sanskrit, Persian and mathematics were the most popular subjects. Science and geography were not taught. There were also no examinations. The teacher had a lot of freedom quite unlike the system prevalent today.

3. During the eighteenth century, Indian society was divided along gender and caste lines. Women were not allowed to study and were married off while they were still very young. They did not have the right to inherit property. Their social position was very low and they were dependent on the menfolk in their family. Widows could not remarry. Caste restrictions were also very strict. The upper caste people stayed away from people of the lower castes. Enlightened Indians formed reform associations in different parts of the country, especially in Bengal, Maharashtra and South India to fight these evils.
4. The British believed that if the Indians were exposed to western thoughts and ideas, they would become supporters of British rule in India. They introduced modern western education to prepare some Indians to work at low posts in the administration. The British expected that since educated Indians would be dependent on them for employment, they would always remain loyal to them.
5. Resource mean all the materials available in our environment which help us to satisfy our needs. These materials are converted into resources by value addition. This's done by processing them into finished products with suitable technology. Most industrial activities are based on the concept of value addition.

These gifts of nature become valuable resources with the passage of time. For example, a waterfall is a gift of nature. It has force, which can be used to drive a water wheel. When a technique was developed to harness this force of falling water, it became a resource. Now-a-days, falling water is used to generate hydroelectricity. Thus, this gift of nature has become a valuable resource.

- D.**
1. There was widespread discontentment against the British rule. By 1857, the stage was set for a massive outbreak. Only a spark was needed to set the country ablaze and it was provided by a rifle cartridge.
A new rifle, called the Enfield rifle or the Enfield-Pritchett rifle had been introduced in the army at this time. Its cartridges were covered with a greased paper wrapper which had to be bitten off before loading into the rifle.
News broke out and quickly spread that the grease was made from the fat of cows and pigs. Hindus consider the cow sacred while Muslims consider the pig dirty. Hence, sepoys of both communities were enraged at such disrespect shown for their religious sentiments. They felt that it was an attempt to make them outcastes.
 2. The reformers criticized caste inequalities. Raja Rammohan Roy desired a reform of Hinduism itself before the reform of Indian society. He believed that Hinduism should be free from the control of the Brahmins, who opposed progress and were responsible for the oppression of the lower castes.

Ishwar Chandra Vidyasagar and Swami Vivekananda also worked for caste reforms. Swami Vivekananda believed that caste was a social system and not a religious institution. What made a person supreme was not caste but her/his inherent qualities.

Jyotiba, Gopal Hari Deshmukh, Ramakrishna Bhandarkar, M.G. Ranade and Ramabai Ranade were the prominent reformers of western India. All of them spoke and wrote against the caste system. Jyotiba propagated caste equality and worked to uplift the status of the untouchables. He was against the dominance of the Brahmin priests. He opened many schools for people of low castes.

Kandukuri Veeresalingam was a popular leader committed to caste reforms. He began a Telugu journal to spread the message of social reform and caste equality. Chembeti Sridharalu Naidu also protested against the caste system. Sri Narayana Guru had experienced the oppressive caste system and so, devoted his life to the upliftment of the untouchables. Going against caste rules, he acquired Sanskrit education.

3. The government announced the Indian Councils Act, popularly known as the Morley-Minto Reforms to pacify the moderate leaders. Its main features were as follows :
 - (i) More members were to be inducted into the Central Legislative Council and the Provincial Legislative Councils.
 - (ii) The system of separate electorates was introduced. The Muslims were grouped into separate constituencies from where only Muslim candidates could contest elections. This was done to pacify the leaders of the Muslim League, which had been formed a few years earlier.
4. In August 1935, the government announced the Government of India Act. Its main features were as follows :
 - (i) India was to become a federation if more than half of the princely states decide to join it.
 - (ii) Provincial autonomy was granted. The ministers of the provincial governments were to be responsible to the legislature. The power of the legislature was also increased. The right to vote, however, remained limited as only 14 per cent people had voting rights.
 - (iii) Dyarchy was abolished at the provincial level but introduced at the Centre. The Viceroy became more powerful and was not responsible to the legislature.
5. Proper plans must be made to use the land efficiently. This is done through :
 - (i) adopting scientific techniques.
 - (ii) providing irrigation facilities.
 - (iii) increasing the use of manure and chemical fertilizers.

- (iv) conserving soil and forests.
- (v) afforestation and land reclamation.
- (vi) checking overgrazing.
- (vii) checking further spread of deserts.



Annual Model Test Paper

(From Lessons 10-18)

- A.** 1. (b) 2. (c) 3. (a) 4. (d) 5. (c)
- B.** 1. F 2. T 3. T 4. T 5. F
- C.** 1. The Green Revolution has changed agriculture in India in the following ways :
- (i) Consolidation of landholdings
 - (ii) Introduction of HYV seeds
 - (iii) Ensured enough and timely availability of water through irrigation
 - (iv) Farm mechanization
 - (v) Adequate use of chemical fertilizers
 - (vi) Use of pesticides and insecticides
 - (vii) Provision of agricultural credit on soft terms from the banks
 - (viii) Agricultural universities were set up to train the farmers.
- It enhanced production and also improved the general, social and economic conditions of farmers and their families.
2. In the last 20 years, a number of private sector electronic companies have been set up here. The electronic and computer industries are closely related. So, Bengaluru has today become the key location for information technology industry. The city enjoys the following advantages for the location of industry :
- (i) Presence of many high-tech industries
 - (ii) Highly educated and skilled labour force
 - (iii) Science, engineering and technology are well-developed
 - (iv) Strong support from the state and the central governments
3. Following are the major fundamental rights guaranteed by our constitution :
- (i) Right to Equality
 - (ii) Right to Freedom
 - (iii) Right against Exploitation
 - (iv) Right to Freedom of Religion
 - (v) Cultural and Educational Rights
 - (vi) Right to Constitutional Remedies

4. The Rajya Sabha or the Council of States is the Upper House of the Parliament. There can be a maximum of 250 members in the Rajya Sabha, out of which 238 members represent the states and the Union Territories and 12 members nominated by the President. These members are elected by the members of the State Legislative Assemblies. The Vice President is the Presiding Officer or Chairman of the Rajya Sabha.
 5. Two important functions of the Judiciary are :
 - (i) The Judiciary helps to settle disputes if there is a conflict between different people, people and the state government, any two states or between the state governments and the Union government.
 - (ii) It maintains, upholds and enforces the Fundamental Rights of the citizens of India. Thus, if the citizens feel their rights have been violated, they can move court.
- D.** 1. The factors which affect the distribution of population are :
- Relief :** The plains have higher density of population as compared to the mountainous regions as steep mountain slopes restrict the availability of agricultural land, industries, transportation and settlement. The northern plains are the most densely populated area in India.
- Climatic Conditions :** Temperature and rainfall influence the concentration of population in any area. Extreme climate discourages concentration while moderate climate favours human settlement. A majority of the population of Canada lives in a narrow belt with relatively warm climate.
- Natural Vegetation :** Hot and humid areas have dense and inaccessible forests. Such conditions discourage population habitation. So, the Amazon and the Congo basins have very low population density and no large settlements.
- Soil :** The fertile alluvial and lava soils support more population than the desert, mountain and laterite soils. That is why ancient civilizations developed in the river valleys due to fertile soil. In the present times, new farming techniques have changed the impact of soil in some regions to some extent.
- Water Availability :** Rivers provide freshwater for domestic purposes, agriculture, industries and transport. So, people tend to settle in the river valleys. Even in the deserts, oases have permanent settlements.
- Mineral Resources :** The areas rich in mineral deposits attract people leading to higher density of population. The gold mines in Australia attracted people to this otherwise barren desert land.
- Industries :** The development of industries in any region provide ample employment opportunities to people so they migrate to such

areas, both from the surrounding areas and far-off places. The industrial areas support a very high density of population, such as north-eastern USA.

Means of Transport : The economic activities happen in areas with adequate and efficient transportation network. Most such cities are located either in the plains or along the coast, which have adequate transportation facilities. So, such places are thickly populated.

Urbanization : Urban centres have a diversity of economic activities. Additionally, urban areas also provide better living conditions than the villages. So, people migrate to cities in search of work. Urban areas have more than 5,000 persons living on per sq km of land.

2. **Socialism :** Socialism means that everyone must enjoy social and economic equality. Under social equality, everyone must have equal status and opportunities. Economic equality means the equitable distribution of wealth and a decent living standard for all.

Secularism : The Preamble states that India is a secular country. This means that our country has no state religion and all religions are treated equally. The Constitution also guarantees the Right to Freedom of Religion as a Fundamental Right. This includes the freedom to profess, propagate and practise any religion. This way, each and every religious group in India can practise and propagate its faith. It is the government's duty to protect the life, liberty and property of all its citizens without any discrimination against them on the basis of caste, creed, gender or religion.

Federalism : There is a federal form of government in India. This means that the country is governed at two levels, i.e. at the centre and at the state. The President is the constitutional head of the country, the Prime Minister heads the government at the centre and the Parliament makes laws for the country. At the state level, the Governor is the nominal head, the Chief Minister heads the government and the Vidhan Sabha or the State Legislature makes laws for the state. The powers and functions of the centre and the state governments have been clearly in three lists—Union List, State List and Concurrent List.

Liberty : Liberty means absence of any subjective restraints on individual freedom that is necessary for her/his holistic development.

3. **Functions of the Parliament :** The Parliament performs several functions. Some of these are as follows :

(i) **Introduction of New Laws :** The Parliament can introduce new laws and change the old ones. A law is first introduced in the form of a bill. The bill is the draft of a proposed law. The bills is of three types. These are :

- ◆ Money Bills
- ◆ Ordinary Bills
- ◆ Constitutional Amendment Bills

- (ii) **Financial Control over the Government's Income :** The Parliament maintains control over the income and expenditure of the government. It provides ways and means to raise the required revenue and also ensures that the granted money is spent for the authorized purposes. This way, it exercises financial control over the government through the Budget, the Consolidated Fund of India, grants and Contingency Fund.
- Budget :** The government places the budget or its annual financial statement before the Parliament. It shows the income of the government in detail and how the money is to be spent during a particular year.
- (iii) **Control Over the Executive :** The Parliament also keeps a check on the ministers and their work as they are questioned by the members of Parliament about the policies and programmes of the government. The Question Hour is the allotted time for this purpose. During the Zero Hour, which begins immediately after the Question Hour, the members also 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 ruling party from power.
- (iv) **Organ of Information :** The Parliament also works as an organ of information. Members of Parliament can request for any information except that which may threaten the country's security. This information provided by the Parliament is truthful and precise. This information is collated not only through debates but also through the specific medium of 'questions' to ministers. So, the Parliament is not just a law-making body, but also a multi-functional institution.
4. Reservation means keeping certain percentage of seats exclusively in various government jobs and educational institutions. For the Scheduled Castes, Scheduled Tribes and OBCs by the government in 1953, the Kaka Kelkar Commission classified, 2,399 castes in India as 'backward'.
5. The private sector comprises business activities by private individuals where profit earning is the main motive. Industries like the Hindustan Unilever Ltd., Johnson & Johnson and Reliance are some private sector industries. There is also a joint sector where the government and the private companies join hands to establish new enterprises.
- The public sector comprises goods and services provided by the government for the benefit of the public. These goods and services are provided at comparatively cheaper prices than those offered by the profit-making companies. After independence, our government had set up heavy industries as these industries required a lot of investment. Hence, they were under the government's control. Some public sector industries are Hindustan Machine Tools (HMT), Bharat Heavy Electricals Limited (BHEL) and Steel Authority of India (SAIL). The money invested in these industries comes from the taxes we pay and the profits made by these public sector units.