# CONTENTS

## PART-A: HISTORY (OUR PASTS-III)

1. How, When and Where 3
2. From Trade to Territory The Company Establishes Power 6
3. Ruling the Countryside 12
4. Tribals, Dikus and the Vision of a Golden Age 17
5. When People Rebel (1857 and After) 21
6. Colonialism and The City The Story of an Imperial Capital 25
7. Weavers, Iron Smelters and Factory Owners 29
8. Civilising the “Native”, Educating the Nation 33
9. Women, Caste and Reform 37
10. The Changing World of Visual Arts 42
11. The Making of the National Movement: 1870s-1947 46
12. India After Independence 51
   - Worksheets 1 to 12 56–74

## PART-B: GEOGRAPHY (RESOURCES AND DEVELOPMENT)

1. Resources 75
2. Land, Soil, Water, Natural Vegetation and Wildlife Resources 77
3. Mineral and Power Resources 82
4. Agriculture 87
5. Industries 90
6. Human Resources 94
   - Worksheets 1 to 6 97–104

## PART-C: CIVICS (SOCIAL & POLITICAL LIFE-III)

1. The Indian Constitution 105
2. Understanding Secularism 108
3. Why do We Need a Parliament? 110
4. Understanding Laws 113
5. Judiciary 116
6. Understanding Our Criminal Justice System 119
7. Understanding Marginalisation 121
8. Confronting Marginalisation 124
9. Public Facilities 127
10. Law and Social Justice 129
   - Worksheets 1 to 10 131–140
Chapter 1 How, When and Where

Oral Questions
1. James Rennel
2. As powerful figures
3. James Mill
4. When the subjugation of one country by another leads to various kinds of political, economic, social and cultural changes, we refer to the process of colonisation.
5. Sepoy Mutiny
6. Surveys were important for effective administration.

Fill in the Blanks

True/False

Rapid-Fire Questions

Puzzle Time

True/False

Very Short Answer Type Questions
1. Dates become vital in history because we focus on a particular set of events as important.
2. The histories written by British historians in India began revolved around the life of British Governor-Generals. All the dates in these history books were liked to these
personalities to their activities, policies and achievements.

3. The last viceroy of India was Lord Mountbatten.

4. • It is done to give each chapter some coherence.
   • It is to tell a story in a way that makes some sense and can be followed.

5. We do so in an attempt to capture the characteristics of a time, its central features as they appear to us.

6. These sources are:
   • Official records of the British administration.
   • Archives and museums.
   • Letters and memos.

7. They did so to preserve important documents and letters there.

8. The Botanical Survey of India (1351) is an institution set up by the Government of India in 1890 to survey the plant resources of the Indian empire.

9. The British established botanical gardens to collect plant specimens and information about their uses.

10. In the villages, revenue surveys were conducted to know the topography, the soil quality, the flora, the fauna, the local histories and the cropping patterns. These facts were necessary to administer the region.

**Short Answer Type Questions**

1. There was a time when history was an account of battles and big events. It was about rulers and their policies. Historians therefore wrote about the year a king was crowned, the year he married, the year he had a child, the year he fought a particular war, the year he died, and the year the next ruler succeeded to the throne. For such events specific dates can be determined. Therefore, history is associated with dates.

2. James Mill is his book, A History of British India, divided Indian history into three periods—Hindu, Muslim and British. Although this periodisation was widely accepted, it has its own problem. It is not easy to refer to any period of history as ‘Hindu’ or ‘Muslim’. The reason is that a variety of faiths existed simultaneously in these periods. Further, it is also not fair to characterise an age only through the religion of the rulers of the time. This suggests that the lives and practices of the other do not really matter. It is noteworthy here that even rulers in ancient India did not all share the same faith.

3. This periodisation is borrowed from the west where the modern period was associated with the growth of all the forces of modernity i.e., science, reason, democracy, liberty and equality. Medieval was the term used to describe a society where these features of modern society did not exist.
But the characterisation of the modern period is difficult to accept because Indians did not enjoy equality, and liberty under the British rule. The British rulers also did not give much importance to economic growth and progress and the country remained backward. This period is, therefore, referred to as ‘colonial’ by many historians.

4. The British colonised India not in a day. They did it slowly and steadily. They first of all subjugated local nawabs and rajas. Then they looked control over the country’s economy and society. They collected revenue to meet all their expenses, bought the goods they wanted at low prices and produced crops they needed for export. What is more the British also brought about changes in values, tastes, customs and practices. In this way, they moulded everything in their favour and successfully colonised the country.

5. The British official records tell us what the officials thought, what they were interested in and what they wished to preserve for posterity. These records do not help us understand what other people in the country felt and what they lay behind their actions. For that we take help of other sources such as diaries of people, accounts of pilgrims and travellers, autobiographies of important personalities and popular booklets that where sold in local markets.

6. In the picture, Brahmanas are shown offering the Shastras to Britannia, frontispiece to the first map produced by James Rennel, in 1782. The picture here tries to suggest that Indians willingly gave over their ancient texts to Britannia—the symbol of British power—as if asking her to become the protector of Indian culture.

**Long Answer Type Questions**

1. The British thought that surveys were important for effective administration. Hence, they carried out detailed surveys by the early nineteenth century to map the entire country. In the villages, revenue surveys were conducted to know the topography, solid quality, the flora, the fauna, the local histories and the cropping patterns. All these facts were seen necessary to know about to administer the region. The British also started census operations from the end of the nineteenth century. Here it is noteworthy that census was held every ten years. These prepared detailed records of the number of people in all the provinces of India, noting information on castes, religions and occupation. The British also carried other surveys such as botanical surveys, zoological surveys,
archaeological surveys, anthropological surveys, forest surveys.

2. The British believed that the act of writing was important. Every instruction, plan, policy, decision, agreement, investigation had to be clearly written up. They were of the view that things could be properly studied and debated after that. This conviction produced an administrative culture of memos, notings and reports.

- The British also gave much importance to the preservation of important documents and letters. For this they set up record rooms attached to all administrative institutions such as the village tahsildar’s office, the collectriats, the lawcourts, they also set up archives and museums to preserve important records.

- Letters and memos that moved from one branch of the administration to another in the early years of the 19th century can still be read in the archives. One can also study the notes and reports that district officials prepared.

- The instructions and directives that were sent by officials at the top to provincial administrations can also be read. In the early years of the 19th century these documents were carefully copied out and beautifully written by calligraphists by the middle of the 19th century, with the spread of printing, multiple copies of these records were printed.

Chapter 2
From Trade to Territory
The Company Establishes Power

FORMATIVE ASSESSMENT

Oral Questions
1. A royal edict, a royal order
2. Factors
3. In 1600
4. The ruler of Mysore
5. Governor-General

Fill in the Blanks
1. Matchlock
2. Queen Elizabeth-I

3. nawab
4. Plassey
5. Salbai

True/False
1. True
2. True
3. False
4. True
5. False

Rapid-Fire Questions
1. A poor chowkidar of Sangoli in Kitoor, (in Karnataka today) who carried on the anti-British
resistance movement after Rani Channamma but was hanged by the British.

2. Edmund Burke
3. A heavy gun used by infantry soldiers
4. Collectorate
5. Alliance

Multiple Choice Questions
1. (d) The German
2. (c) 1651
3. (b) Robert Clive
4. (a) Mir Jafar
5. (c) Aurangzeb

Match the following
(i) — (b)  
(ii) — (a)  
(iii) — (d)  
(iv) — (h)  
(v) — (c)  
(vi) — (g)  
(vii) — (e)  
(viii) — (f)

Fill in the Blanks
1. Plassey
2. Alivardi Khan
3. Robert Clive
4. Seringapatam
5. Paramountcy
6. Mysore

True/False
1. False
2. False
3. True
4. True
5. True

Very Short Answer Type Questions
1. Aurangzeb’s successors were not powerful Mughal governors called subadars and big zamindars began asserting their authority and establishing regional kingdoms. As powerful regional kingdoms emerged in various parts of India, Delhi could not remain an effective centre.

2. The British originally came to India to trade with the country. They showed no interest in acquiring Indian territories.

3. The term mercantile means a business enterprise that make profit primarily through trade, buying goods cheap and selling them at higher prices.

4. This meant that no other trading group in England could compete with the East India Company.

5. With the royal charter the Company could venture across the oceans, looking for new lands from which it could buy goods at a cheap price and carry them back to Europe to sell at higher prices. The Company did not have to fear competition from other English trading companies.
6. Vasco da Gama was a Portuguese explorer. He discovered sea route to India in 1498 which helped the Portuguese to establish their presence in the western coast of India.

7. Aurangzeb’s farman’s had granted only the Company the right to trade duty free. But Company officials, who were carrying on private trade on side, were expected to pay duty. This they refused to pay causing loss of revenue for Bengal.

8. The Battle of Plassey became so famous because it was the first major victory of the Company in India. This strengthened the root of the Company in the Indian soil.

9. Many of the Company officials came from humble backgrounds and wanted to earn enough in India, so that they could lead a comfortable life after returning to Britain. Those who managed to return with wealth led flashy lives and were called ‘nawabs’ which was an anglicized version of the Indian word nawab.

10. The treaties that followed the Battle of Buxar forced Nawab Sirajuddaulah to give up much of his authority.

Short Answer Type Questions

1. When the Company began to manipulate existing privileges, the nawabs of Bengal became strict and the conflict between the two intensified. They refused to grant the Company concessions and demanded large tributes for the Company’s right to trade. They denied to Company any right to mint coons and stopped it from extending its fortifications. Accusing the Company of deceit, they claimed that the Company was depriving the Bengal government of huge amounts of revenue and undermining the authority of the nawab. It was refusing to pay taxes, writing disrespectful letters and trying to humiliate the nawab and his officials.

2. The East India Company devised a system known as ‘subsidiary alliance’ in order to expand its control over the Indian territory. According to the terms of this alliance, Indian rulers were not allowed to have their independent armed forces. They were to be protected by the Company, but had to pay for the ‘subsidiary forces’ that the Company was supposed to maintain for the purpose of this protection. If the Indian rulers failed to make to payment, then part of their territory was taken away as penalty. The states which become the victims of this system were, Awadh, Hyderabad and Mysore.

3. The assumption of Diwani was advantageous for the
East India Company in many ways. The Diwani allowed the Company to use the vast revenue resources of Bengal. This solved a major problem that the Company had earlier faced. Its trade with India had expanded no doubt but it had to pay most of the goods in India with gold and silver imported from Britain. The auto flow of these costly metals from Britain stopped after the assumption of Diwani now revenues from India could finance Company expenses. These revenues could be used to purchase cotton and silk textiles in India, maintain Company books and meet the cost of building the Company fort and offices at Calcutta.

4. Tipu Sultan was a powerful ruler of Mysore. Under his leadership the state had become very strong. Mysore controlled the profitable trade of the Malabar coast where the Company purchased pepper and cardamom. In 1785 Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the ports of his kingdom, and disallowed local merchants from trading with the Company. He also modernised his army with the help of the French in India. This infuriated the British and they decided to crush Tipu Sultan. For this they fought four wars with Mysore. The last was the Battle of Seringapatam in which the Company ultimately got victory. Tipu Sultan was killed defending his capital Seringapatam on 4 May, 1799. The Company placed Mysore under the former ruling dynasty of the Wodeyars and imposed a subsidiary alliance on the state.

5. The Doctrine of Lapse was the culmination of the Company’s territorial expansion policy. It was implemented by Lord Dalhousie, the Governor-General of India from 1848 to 1856. According to the doctrine if an India ruler died without a male heir his kingdom would ‘lapse’, that is, become a part of Company territory. Several kingdoms were annexed by applying this doctrine—Satara, Sambalpur, Udaipur, Nagpur, Jhansi and Awadh.

6. In the wave of annexations Lord Hastings initiated a new policy ‘paramountcy’. Now the Company claimed that its authority was paramount or supreme, hence its power was greater than that of Indian states. In order to protect its interests it was justified in annexing or threatening to annex any Indian kingdom. Lord Hastings’ this policy did not go unchallenged. Rani Channamma was the ruler of a small state of Kitoor (present-day Karnataka). When the British tried to annex her state, she took arms and led an anti-British resistance movement.
She was arrested in 1824 and died in prison in 1829. But Rayanna, a poor Chowkidar of Sangolin in Kitoor, carried on the resistance. He destroyed many British camps and records. But he was caught and hanged by the British in 1830.

7. In the late 1830s the East India Company became worried about Russia. It got feared that Russia might expand across India and enter India from the north-west. Hence, the British now wanted to secure their control over the north-west. They fought a prolonged war with Afghanistan between 1838 and 1842 and established indirect Company ruler there. Sind was taken over in 1843. However, it took some time to take over Punjab because of the resistance put by Maharaja Ranjit Singh. But after his death, it was annexed in 1849.

8. The principal figure in an Indian district was the collector. The main job of the collector was to collect revenue and taxes and maintain law and order in his district. There were judges, police officers and darogas to help him. His office was called the collectorate. It became the new centre of power and patronage that steadily replaced previous holders of authority.

**Long Answer Type Questions**

1. The Battle of Plassey was fought when the conflicts between the Bengal nawabs and the Company got intensified. The Company did not like Sirajuddaulah because he was a strong nawab of Bengal. It wanted a prepped ruler in his place who would willingly give trade concessions and other privileges. For this purpose the Company tried to help one of Sirajuddaulah’s rivals become the nawab. This infuriated Sirajuddaulah. He asked the Company to stop meddling in the political affairs of his dominion, stop fortifications and pay the revenues. When the Company refused to do so the nawab market with 30,000 soldiers to the English factory at kasimbazar, captured the Company officials and locked the warehouse. Then he marched to Calcutta where he was interrupted by the Company officials. Finally, in 1757, Robert Clive led the Company’s army against Sirajuddaulah at Plassey, known as the Battle of Plassey. Sirajuddaulah could not manage to win this battle because one of his commanders, named Mir Zafar supported Robert Clive by not fighting the battle. The victory of the Company in the Battle of Plassey strengthened its roots in the Indian soil. It was the first major victory the Company won in the country.

2. The East India Company was not satisfied with its
military power. It wanted to improve the army. For this purpose the Company started recruiting peasants into its army and training them as professional soldiers. This came to be known as the sepoy army. As warfare technology changed from the 1820s, the cavalry requirements of the Company’s army declined. This is because the British empire was fighting in Burma, Afghanistan and Egypt where soldiers were armed with muskets soldiers were armed with muskets and matchlocks. The soldiers of the Company’s army had to keep pace with changing military requirements and its infantry regiments now became more important.

The British also began to develop a uniform military culture. Soldiers were increasingly subjected to European-style training, drill and discipline that regulated their life far more than before. Often this created problems because caste and community feelings were ignored in building a force of professional soldiers. This hurt the Indian soldiers, known as sepoys which became a major cause for the 1857 revolt.

3. The East India Company crossed all limits in the process of annexation of Indian states that began in 1757 and continued till 1857. The Company rarely launched a direct military attack on an unknown territory. Instead it used a variety of political, economic and diplomatic methods to extend its influence before annexing an Indian kingdom:

(i) The Company appointed Residents in Indian states after the Battle of Buxar in 1764. Through the Residents, the Company officials began interfering in the internal affairs of Indian states. The Company forced the states into a ‘subsidiary alliance’ under which Indian rulers were not allowed to have their independent armed forces. They were to be protected by the Company, but had to pay for the subsidiary forces. If the Indian rulers failed to make payment, then part of their territory was taken away as penalty. Awadh and Hyderabad were forced to cede territories on this ground.

(ii) Under the policy of ‘paramountcy’ the Company claimed that its authority was supreme and therefore its power was greater than that of Indian states. In order to protect its interests it
was justified in annexing Indian states.

(iii) Then there was the Doctrine of Lapse which declared that if an Indian ruler died without a male heir his kingdom would lapse that is, become part of Company territory. Satara, Sambalpur, Udaipur, Nagpur, Jhansi and Awadh were annexed under this policy.

Chapter 3 Ruling The Countryside

FORMATIVE ASSESSMENT

Oral Questions
1. The cultivator or peasant.
2. A unit of measurement of land
3. Aurangzeb
4. The Governor-General of India when the Permanent Settlement was introduced.
5. United Provinces

Fill in the Blanks
1. indigo planters
2. planters
3. revenue
4. indigo
5. synthetic dyes

True/False
1. True  2. False  3. False
4. True  5. True

Rapid-Fire Questions
1. A famous poet and artist of 19th century Britain
2. Italy, France and Britain

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (b) 1770
2. (a) Charles Cornwallis
3. (b) Andhra Pradesh
4. (c) dye cloth
5. (d) planters

Match the following
(i) — (b)  (ii) — (a)  (iii) — (d)
(iv) — (e)  (v) — (c)

Fill in the Blanks
1. nij  2. men
3. Europe
1. The Mahalwari system was different from the Permanent Settlement in two ways:
   (i) Under the Mahalwari system the rate of revenue was not permanently fixed. It was divided that it would be revised periodically. But in the Permanent Settlement the rate of revenue was fixed permanently, that is, it was not to be increased ever in future.
   (ii) Under the Mahalwari system the charge of collecting the revenue and paying it to the Company was given to the village headman. But in the Permanent Settlement, this charge was given to the zamindar.

2. In the British territories in the south a new system was devised which came to be known as the ryotwar or ryotwari. It was first tried on a small scale by Captain Alexander Read in some of the areas of the south. Subsequently the system it was developed by Thomas Munro and it was gradually extended all over south India. Since there were no traditional zamindars in the south therefore the settlement was made directly with the cultivators or ryots. Their fields were separately

Very Short Answer Type Questions
1. The Company was appointed as the Diwan of Bengal on 12 August 1765.
2. As Diwan, the Company became the chief financial administrator of the territory under its control. Now it could administer the land and organise its revenue resources.
3. The Company wanted a large revenue income.
4. It killed ten million people in Bengal. About one-third of the population was wiped out.
5. The Company could increase its revenue by encouraging investment in land and by improving agriculture.
6. The Company introduced the Permanent Settlement in 1793.
7. They wanted their government to ban the import of indigo because they were worried by the competition from indigo.
8. Indigo produced a rich blue colour whereas the dye from woad was pale and dull.
9. The two main systems of indigo cultivation were nij and ryoti.
10. Indigo had deep roots and it exhausted the soil rapidly. After an indigo harvest the land could not be sown with rice. Therefore, peasants wanted to cultivate rice on the best soils.

True/False

Short Answer Type Questions
1. The Mahalwari system was different from the Permanent Settlement in two ways:
   (i) Under the Mahalwari system the rate of revenue was not permanently fixed. It was divided that it would be revised periodically. But in the Permanent Settlement the rate of revenue was fixed permanently, that is, it was not to be increased ever in future.
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2. In the British territories in the south a new system was devised which came to be known as the ryotwar or ryotwari. It was first tried on a small scale by Captain Alexander Read in some of the areas of the south. Subsequently the system it was developed by Thomas Munro and it was gradually extended all over south India. Since there were no traditional zamindars in the south therefore the settlement was made directly with the cultivators or ryots. Their fields were separately
surveyed before the revenue assessment was made. Munro thought that the British should protect the ryots under their charge. But soon this system failed. Peasants demands fixed by revenue officials. Ryots fled the countryside and villages became deserted in many regions.

3. Britain began to industrialise by the end of the eighteenth century. As a result, its cotton production expanded dramatically. This created an enormous new demand for cloth dyes. While the demand for indigo increased, its existing supplies from the West Indies and America collapsed for several reasons. Between 1783 and 1789 the production of indigo in the world fell by half. Cloth dyers in Britain now desperately looked for new sources of indigo supply.

4. After the assumption of Diwani in 1765, the Company began to enlarge its revenue income by purchasing fine cotton and silk cloth at a very cheap rate. Within five years the value of goods bought by the Company in Bengal doubled. Before 1765, the Company had purchased goods in India by imperting gold and silver from Britain. Now the revenue collected in Bengal could finance the purchase of goods for export. As a result, Bengal fell into deep economic crisis.

Artisans began to leave villages because they were forced to sell their goods to the Company at low prices. Peasants were unable to pay the dues that were being demanded from them. Artisanal production was in decline and agricultural cultivation collapsed. Then in 1770 a terrible famine occurred which wiped out Bengal’s one-third population.

5. The Permanent Settlement was introduced by the Company in 1793. As per the terms of the system, the rajas and taluqadars were recognised as zamindars. They were asked to collect rent from the peasants and pay revenue to the Company. The amount of revenue was fixed permanently, that is, it was not to be increased ever in future. It was felt that this would ensure regular flow of income or revenue into the Company’s coffers and at the same time encourage the zamindars to invest in improving the land. Since the revenue demand of the state would not be increased, the zamindars would benefit from increased production from the land.

6. Under the ryoti system, the planters forced the ryots to sign a contract, known as satta. At times they pressurised the village headmen to sign the contract got cash advances from the planters at low rates of interest to produce indigo. But the loan committed the
ryot to cultivating indigo on at least 25 per cent of the area under his holding. The planters provided the seed, and the drill, while the cultivators prepared the soil, sowed the seed and looked after the crop. After the harvest the crop was delivered to the planters.

7. The indigo cultivators faced grim situation under the ryoti system. When they delivered the crop to the planters after the harvest, they were given a new loan and the cycle started all over again. Peasants who were initially tempted to by the loans soon realised that the system of advances was too harsh. It dragged them into untold miseries. The price they got for the indigo they produced was very low and the cycle of loans never ended. There were other problems too. The planters usually insisted that indigo be cultivated on the best soils but the peasants preferred to cultivate rice. They were not interested in indigo cultivation as it exhausted the soil rapidly.

Long Answer Type Questions

1. Within the system of niij cultivation, the planters produced indigo in lands that they directly controlled. They either bought the land or rented it from other zamindars and produced indigo by directly employing hired labourers.

But there were problems with this system:

(i) The planters found it difficult to expand the area under niij cultivation. Indigo could be cultivated only on one fertile lands, and these were all density populated.

(ii) Labour was also not easily available. A large plantation required a vast number of hands to operate. And labour was needed precisely at a time when peasants were usually busy with their rice cultivation.

(iii) Niij cultivation on a large scale also required many ploughs and bullocks. Investing on purchase and maintenance of ploughs was a big problem.

(iv) Supplies from the peasants could not be easily obtained since their ploughs and bullocks were busy on their rice fields, exactly at the time that the indigo planters needed them.

2. The indigo peasants in Bengal were being oppressed by the planters for a long time. When it became unbearable they finally refused to grow indigo. With the spread of rebellion thousands of ryots refused to
pay reats to the planters and attacked factories armed with swords and spears, bows and arrows. Women turned up to fight with pots, pairs and Kitchen implements. Those who worked for the planters were socially boycotted and the gomasthar (agents of planters) who came to collect rent were beaten up.

In 1859, the indigo ryots got support of the local zamindars and village headmen in their rebellion against the planters. They mobilised the indigo peasants and fought pitched battles with the lathiyals (lathi-wielding strongmen kept by the planters). Worried by the rebellion, the government set up the Indigo Commission to enquire into the system of indigo production. The commission held the planters guilty and declared that indigo production was not profitable for ryots. The Commission told them that they could refuse to produce indigo in future after fulfilling their existing contracts. After the revolt, indigo production collapsed in Bengal. Now the planters turned to Bihar.

3. Indigo production involved the following processes—
- After harvest, the indigo plant was taken to the vats (a fermenting or storage vessel) in the indigo factory. Three or four vats were needed to manufacture the dye.
- Each vat had a separate function. The leaves stripped off the indigo plant were first soaked in warm water in a vat known as the fermenting vat for several hours.
- When the plant fermented, the liquid began to boil and bubble. Now the rotten leaves were taken out and the liquid drained into another vat that was placed just below the first vat.
- In the second vat, known as the beater vat, the solution was continuously stirred and beaten with paddles. When the liquid gradually turned green and then blue, lime water was added to the vat.
- Gradually the indigo separated out in flakes, a muddy sediment settled at the bottom of the vat and clear liquid rose to the surface. The liquid was drained off and the sediment i.e. the indigo pulp transferred to another vat, known as the settling vat, and then pressed and dried for sale.
Chapter 4 Tribals, Dikus and The Vision of A Golden Age

FORMATIVE ASSESSMENT

Oral Questions
1. Worshippers of Vishnu.
2. Broadcast
3. They belonged to a tribal group that lived in Chotanagpur.
4. The British in India.
5. So that the soil recovers fertility.

Fill in the Blanks
1. Orissa
2. Bewar
3. forests
4. tribals
5. cocoons

True/False
1. True
2. True
3. True
4. False
5. False

Rapid-Fire Questions
1. Tree

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (b) colour clothes and leather
2. (d) commercial farming
3. (a) Assam
4. (b) Maharashtra
5. (b) they would provide labour to the Forest Department

Match the following
(i)—(e)  (ii)—(a)  (iii)—(g)
(iv)—(b)  (v)—(h)  (vi)—(e)
(vii)—(f)  (viii)—(d)

Fill in the Blanks
1. rioting
2. peasant cultivators
3. Reserved
4. labour
5. hunters

True/False
1. True
2. False
3. False
4. True
5. False

Very Short Answer Type Questions
1. They said that Birsa had miraculous powers. He could cure all diseases and multiply grain.
2. Birsa himself declared that God had appointed him to save his people from trouble, free them from the slavery of dikus or outsiders.
3. (i) The tribal societies did not have the sharp social divisions.
(ii) All those who belonged to the same tribe thought of themselves as sharing common ties of Kinship.

4. Jhum cultivation is also known as shifting cultivation.

5. This meant that the scattered seeds on the field instead of ploughing the land and souring the seeds.

6. The British wanted tribal groups to settle down and become peasant cultivators because settled peasants were easier to control and administer than people who were always on the move.

7. Indian silk was known for its fine quality.

8. Birsa urged his followers to purify themselves, give up drinking liquor and stop believing in witchcraft and sorcery.

9. The political aim of the Birsa movement was to drive out missionaries, money-lenders, Hindu landlords and the government and set up a Munda Raj Birsa at its head.

10. They established forest villages in many regions to ensure a regular supply of cheap labour.

Short Answer Type Questions

1. It is difficult to do settled plough cultivation in areas where water is scarce and the soil is dry. The British were unaware of this fact. As a result, jhum cultivators who took to plough cultivation often suffered, since their fields did not produce good yields. Therefore, they insisted on continuing with their traditional practice in north-east India. Facing widespread protests, the British finally allowed them the right to carry on shifting cultivation in some parts of the forests.

2. The tribal chiefs were important people before the arrival of the British. They enjoyed a certain amount of economic power and had the right to administer and control their territories. In some places they had their own police and decided on the local rules of land and forest management.

Under British rule, their functions and powers changed considerably. They lost much of their administrative power and were forced to follow laws made by British officials in India. They also had to pay tribute to the British and discipline the tribal groups on behalf of the British. They lost the authenticity they had earlier enjoyed amongst their people.

3. The new forest laws badly affected the lives of the tribal people. The British extended their control over all forests and declared that forests were state property. Some forests were classified as Reserved forests for they produced timber which the British wanted. In these forests people were not allowed to move freely, practice jhum cultivation, collect fruits or hunt animals. As a result,
many of them moved to other areas in search of work and livelihood. Thus, their forests were forcibly taken from them and they were made homeless.

4. The tribals wanted to free them from the stavery of the dikus—missionaries, moneylenders, Hindu landlords and the colonial government by driving them out. They saw all these forces as the cause of their misery. The land policies of the British were distroying their traditional land system. Their livelihoods were under threat and their religion appeared to be in danger. Hindu landlords and moneylenders too were very harsh with them. They were taking over their land. So for missionaries were concerned, these were criticising their traditional culture. These facts account for the anger of the tribals against the dikus.

5. The movement was significant in two ways—
   (i) It forced the colonial government to introduce laws so that the land of the tribals could not be easily taken over by dikus.
   (ii) It proved once again that the tribal people had the capacity to protest against injustice and express their anger against colonial rule. They did this in their own specific way, inventing their own rituals and symbols of struggle.

6. Jhum cultivators, also known as shifting cultivators, practised cultivation on small patches of land, mostly in forests. The cultivators cut the treetops to allow sunlight to reach the ground; and burnt the vegetation on the land to clear it for cultivation. They spread the ash from the firing, which contained potash, to fertilise the soil. They used the are to cut trees and the hoe to scratch the soil in order to prepare it for cultivation. They scattered the seeds on the field instead of ploughing the land and sowing the seeds. Once the crop was ready and harvested, they moved to another field. Thus, they kept on moving within forests.

7. The Khond community of Orissa lived by hunting and gathering forest produce. Forests were essential for them. They regularly went out on collective hunts and then divided the meat amongst themselves. They ate fruits and roots collected from the forest and cooked food with the out they extracted from the seeds of the sal and mahua. They used many forest shrubs and herbs for medicinal purposes, and sold forest produce in the local markets.

**Long Answer Type Questions**

1. Birsa was born in a family of Mundas, a tribal group that lived in Chottanagpur, Jharkhand. From the very beginning he took great
interest in hearing tales of the Munda uprisings of the past and saw the sirdars (leaders) of the community urging the people to revolt. He was deeply influenced by many of the ideas he came in touch with in his growing up years. He started a movement that aimed at reforming tribal society. He urged the Mundas to give up drinking liquor, clean their village and stop believing in witchcraft and sorcery.

Birsa urged his followers to recover their glorious past. He talked of a golden age in the past when Mundas lived a good life, constructed embankments, tapped natural springs, planted trees and orchards, practised cultivation to earn their living. They loved their brethren and lived honestly. Birsa also wanted people to once again work on their lands.

His vision of a golden age appealed to the people of his region because they all wanted to lead a good life. They were unhappy with the changes they were experiencing and the problems they were facing under the British rule. They were very much eager to get rid of the restrictions that the colonial forest laws had imposed on them.

2. Tribal people were involved in several activities:

(i) Some of them were jhum cultivators. They cut the treetops to allow sunlight to reach the ground, and burnt the vegetation on the land to clear it for cultivation. They spread the ash from the firing, which contained potash to fertilise the soil. They used the axe to cut trees and the hoe to scratch the soil in order to prepare it for cultivation. They scattered the seeds on the field. Once the crop was ready and harvested, they moved to another field.

(ii) Some tribal people were hunters and gatherers. They saw forests as essential for survival. They regularly went out on collective hunts and then divided the meat amongst themselves. They used many forest shrubs and herbs for medicinal purposes.

(iii) Some tribal groups lived by herding and rearing animals. They were pastoralists who moved with their herds of cattle or sheep according to the seasons. When the grass in one place exhausted, they moved to another area.

(iv) Some tribal groups took to settled cultivation. They began to use the plough, and gradually got rights over the land they lived on.
3. The British efforts to settle shifting cultivators was not very successful. Settled plough cultivation is not easy in areas where water is scarce and the soil is dry. In fact, shifting cultivators who took to plough cultivation often suffered, since their fields did not produce good yields. So the shifting cultivators in north-east India insisted on continuing with their traditional practice. Facing widespread protests, the British had to ultimately allow them the right to carry on shifting cultivation in some parts of the forest. Also changes in the forest laws had a considerable effect on their lives. The British extended their control over all forests and declared that forests were state property. Some forests were classified as reserved forests for they produced timber which the British wanted. In these forests people were not allowed to move freely, practise shifting cultivation, collect fruits, or hunt animals. As a result, many shifting cultivators forced to move to other areas in search of work and livelihood.

Chapter 5
When People Rebel (1857 and After)

FORMATIVE ASSESSMENT

Oral Questions
1. Nana Saheb 2. 1856
3. Governor-General Canning
4. Religious warriors
5. For attacking British officers in Barrackpore.

Fill in the Blanks
1. 1859 2. Viceroy
3. widow 4. Peshwa
5. Bahadur Shah Zafar

True/False
1. True 2. True 3. False
4. True 5. False

Rapid-Fire Questions
1. The Indian soldiers in employ of the Company.
2. The person who refused allegiance.
3. Madhya Pradesh
4. She was defeated and killed.
5. Tantia Tope
6. They used the term *firanges* (foreigners) for the British.
7. The Mughal emperor agreed to support the rebels because they (rebels) proclaimed the emperor as their leader. The emperor had no way out except accepting the demands of the rebels.
8. Rani Avantibai Lodhi raised and led an army of four thousand against the British who had taken over the administration of her state.
9. She was the wife of the Mughal emperor Bahadur Shah Zafar. She was sent to prison in Rangoon along with her husband.
10. The British believed that Muslims were responsible for the rebellion in a big way.

**Multiple Choice Questions**

1. (a) Bahadur Shah Zafar  
2. (b) September 1857  
3. (d) Adivasis  
4. (b) Lord Dalhousie  
5. (b) Sea route  

**Match the following**

(i) — (e)  
(ii) — (a)  
(iii) — (e)  
(iv) — (b)  
(v) — (f)  
(vi) — (g)  
(vii) — (d)

**Fill in the Blanks**

1. Rangoon  
2. Viceroy  
3. British Queen  
4. Rani Lakshmibai  
5. cows and

**True/False**

1. False  
2. True  
3. False  
4. True  
5. True

**Very Short Answer Type Questions**

1. The name of the Mughal king was removed from coins minted by the Company.  
2. He took over Awadh under the pretext of misgovernment.  
3. There were mixed reactions. Some felt that the British were destroying their religion, their social customs and their traditional way of life. There were of course other Indians who welcomed the British reforms. They wanted to change existing social practices.  
4. They believed that if they crossed the sea they would lose their religion and caste.  
5. They were unhappy about their pay, allowances and conditions of service.
The Indian sepoys in the employ of the Company were unhappy about their pay, allowances and conditions of service. Some of the new rules violated even their religious sensibilities and beliefs. Those were the days when people in the country believed that if they crossed the sea they would lose their religion and cast. In such circumstances, the sepoys were told in 1824 to go to Burma by the sea route to fight for the Company. This infuriated them and they refused to follow the order. They, however, agreed to go by the land route. They were severely punished for their refusal. Since the issue remained alive in 1856, the Company passed a new law which stated that every new person who took up employment in the Company’s army had to agree to serve overseas if required.

3. The British were keen to reforms Indian society. So, they passed laws to stop the practice of sati and to encourage the remarriage of widows. They also promoted English-language educations. After 1830, the Company allowed Christian missionaries to function freely in its domain and even own land and property. In 1850, a new law was passed that made conversion to Christianity easier. This laws allowed an Indian who had converted to Christianity in inherit the property of this ancestors. Indian responded to these reforms in different ways. Many of them felt that the British were destroying their religion, their social customs and their traditional way of life. On the other hand, there were other Indians who were in favour of changes in existing social practices.

4. The British recaptured Delhi from the rebel forces in September 1859. Just after that they turned their eyes to Bahadur Shah Zafar. He was tried in court and sentenced to life imprisonment. He and his wife Begum Zinat Mahal were sent to prison in Rangoon in October 1858. Bahadur Shah Zafar died in the Rangoon jail in November 1862. Thus, the last years of his life were very pathetic because the British dealt with him so ruthlessly.

5. The Indian soldiers were bubbling with courage and confidence. They were determined to uproot the British rule in India and bring back Bahadur Shah Zafar to rule the land. They rushed to Delhi to from Meerut and gathered around the walls of the Red Fort where the Badshah lived, demanding to meet him. The ageing emperor was not willing to challenge the mighty British power but the soldiers persisted. They forced their way into the palace.
and proclaimed Bahadur Shah Zafar as their leader. The emperor ultimately accepted their demand.

6. The British tried their best to win back the loyalty of the people of India. They announced rewards for loyal landholders by allowing them to continue to enjoy traditional rights over their lands. Those who had rebelled were told that if they submitted to the British, and if they had not killed any white people, they would remain safe and their rights and claims to land would not be denied.

7. Since the mid-eighteenth century, nawabs and rajas had seen their power and influence wear away gradually. They had gradually lost their authority and honour. Hence, many ruling families tried to negotiate with the Company to protect their interests so that they could enjoy their influence to a considerable extent. For example, Rani Lakshmibai of Jhansi wanted the Company to recognise her adopted son as the heir to the kingdom after the death of her husband. Nana Saheb, the adopted son of Peshwa Baji Rao II, pleaded that he be given his father’s pension when the latter died. But the Company turned away these pleas.

Long Answer Type Questions
1. After the end of the popular rebellion of 1857, the British introduced some important changes in their policies. These changes were:

(i) The British Parliament passed a new Act in 1858 and transferred the powers of the East India Company to the British Crown in order to ensure a more responsible management of Indian affairs.

(ii) The Governor-General of India was given the title of viceroy, that is, personal representative of the crown.

(iii) All ruling chiefs of the country were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted sons.

(iv) It was decided that the proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased.

(v) The land property of Muslims was confiscated on large scale because the British held them responsible for the rebellion.

(vi) The customary religions and social practices of the people of India were given due respect.

(vii) Policies were made to protect landlords and zamindars and give them security of rights over their lands.
2. The British had to face defeat in several battles during their revolt. This caused a number of uprisings against the British in various states of India. One such rebellion occurred in the region of Awadh. The villagers took to arms and the landlords led them. But unfortunately, they were defeated by the British forces. The defeat of the rebel forces encouraged the British. They applied two major methods to suppress the rebellion. First of all, they tried and hanged a large number of rebel leaders who had dared to challenge their authority. But at the same time they showed a little bit soft altitude to those landholders who were loyal to them during the revolt. They announced rewards for them by allowing them to continue to enjoy traditional rights over their lands. Those who had killed any white people, they would remain safe and their rights and claims to land would not be denied.

Chapter 6
Colonialism and The City
The Story of an Imperial Capital

FORMATIVE ASSESSMENT

Oral Questions
1. Bombay, Madras, Calcutta
2. The process by which more and more people begin to reside in towns and cities
3. A tomb of a Sufi saint
4. Seventeenth century
5. Shahjahanabad

Fill in the Blanks
1. eighteenth 2. 1912
5. haveli

True/False
1. True 2. False 3. True
4. False 5. True

Rapid-Fire Questions
1. Rashtrapati Bhawan
2. A festival of flowers
3. Edward Lutyens and Herbert Baker
4. Robert Clarke
5. Effluents

Puzzle Time

Effluents
6. The British gained control of Delhi after defeating the Marathas in 1803.
7. This meant that India lived in the ‘black’ areas, while the British lived in well-laid-out ‘white’ areas.
8. At the end of the 19th century, the Shahjahani drains were closed as they could not serve the needs of the rapidly increasing population.
9. The Census of 1931 revealed that the walled city area was horribly crowded with as many as 90 persons per acre, while New Delhi had only about 3 persons per acre.
10. The British either destroyed the mosques or put to other uses after the Revolt of 1857.

Multiple Choice Questions
1. (a) Surat  2. (c) 11  
3. (a) 1911  
4. (b) establish the railway  
5. (d) Rajpath

Match the following
(i)—(d)  (ii)—(a)  (iii)—(e)  
(iv)—(b)  (v)—(c)

Fill in the Blanks
1. Delhi renaissance  2. Walled city  3. Presidency  
4. Surat  5. Bombay

D. True/False
1. T  2. F  3. F  
4. T  4. F

Very Short Answer Type Questions
1. Leeds and Manchester  
2. The colonial India was divided into three Presidencies for administrative purposes. These were Bombay, Madras and Bengal which developed from the East India Company’s ‘factories’ or trading posts at Surat, Madras and Calcutta.  
3. De-urbanisation was the process by which earlier centres of regional power collapsed with the defeat of the local leaders by the British and new centres of administration emerged.  
4. The city of Bombay began to grow when the East India Company started using Bombay as its main port in western India.  
5. There was no place higher than the Jama Masjid within the city of Delhi then.
than this mosque within the city then. There were several dargahs, khanqahs and idgahs in the city which symbolised the pride of Delhi’s residents.

2. New Delhi was a stark contrast to Shahjahanabad. Three differences in these two cities were:
   (i) Shahjahanabad was honily-crowded with a number of mohallas and bazaars. There were several narrow streets, but New Delhi was not crowded at. There were broad, straight streets lined with sprawling mansions set in the middle of large compounds.
   (ii) Shahjahanabad was built in an unplanned manner the over crowded spaces were unhygienic and unhealthy. There was no proper arrangement for sewage disposal. Drainage facilities were also not good. But the city of New Delhi was well-planned. It was clean and healthy. It had better water supply, sewage disposal and drainage facilities than the city of Shahjahanabad.
   (iii) The environment of Shahjahanabad was to chaotic. But New Delhi represented a sense of law and order.

3. The British knew the symbolic importance of Delhi. During the Revolt of 1857, they had realised that the Mughal emperor was still important to celebrate British power with pomp and show in the city the Mughal emperors had earlier ruled and the place which had turned into a rebel stronghold in 1857. In 1877, Viceroy Lytton organised a Durbar to acknowledge Queen Victoria as the Empress of India. In 1911, when King George V was crowned in England, a Durbar was hold in Delhi to celebrate the occasion. The purpose was again the same.

4. The glorious past of Shahjahanabad started disappearing after the Revolt of 1857. The Mughal Delhi’s famed canals properly began to be neglected. The system of wells i.e., baolis also broke down and channels to remove household waste were damaged. The population was also continuously growing this time. The broken down canals could not serve the needs of the growing population. At the end of the nineteenth century, the Shahjahani drains were closed. But the new system of open surface drains too was overburdened soon. The wealthier inhabitants complained about the overflowing open drains but they were ignored.

5. The colonial bungalow meant for one nuclear family. It was a large single-storeyed structure with a pitched roof, and usually set in one or two acres of open ground. It had separate living and dining rooms and bedrooms, and a
wide verandah running in the front, and sometimes on three sides—kitchens, stables and servants’ quarters were in a separate space from the main house. The house was run by dozens of servants.

6. The British exiled Bahadur Shah Zafar to Burma, dismantled his court, raised several of the palaces, closed down gardens and built barracks for troops in their places. They got the area around the fort completely cleared of gardens, pavilions and mosques. Mosques in particular were either destroyed, or part to other uses. No worship was allowed in the Jama Masjid for five years. One-third of the city was demolished and its canals were filled up. In the 1870s, the western walls of Shahjahanabad were broken to establish the railway and to allow the city to expand beyond the walls.

7. The Delhi Improvement Trust built areas like Daryaganj south for wealthy Indians. Houses were grouped around parks within the houses, space was divided according to new rules of privacy. Instead of spaces being shared by many families or groups, now different members of the same family had their own private spaces within the home.

**Long Answer Type Questions**

1. India got partitioned in 1947. This led to a massive transfer of populations on both sides of the new border. As a result, fierce rioting began. Thousands of people in Delhi were killed and their homes looted and burned. As streams of Muslims left Delhi for Pakistan, their place was taken by large numbers of Sikh and Hindu refugees equally from Pakistan. These refugees roamed the streets of Shahjahanabad, searching for empty homes to occupy. At times they forced Muslims to leave or sell their properties. Over two-thirds of Delhi Muslims migrated, almost 44,000 homes were abandoned. Terrorised Muslims lived in makeshift camps till they could leave for Pakistan.

At the same time Delhi became a city of refugees. At a result, the population of Delhi swelled. Most of these migrants were from Punjab. They stayed in camps, schools, military barracks and gardens, hoping to build new homes. New colonies such as Lajpat Nagar and Tilak Nagar came up at this time. Shops and stalls were set up. Schools and colleges were also opened.

The large migration from Punjab changed the social background of Delhi. The culture of the city became different.

2. New Delhi was constructed as a 10-square-mile city on Raisina Hill, south of the existing city. Two architects,
Edward Lutyens and Herber Baker, were called on to design the city and its buildings. The government complex in New Delhi consisted of a two-mile avenue, Kingsway, (now Rajpath), that led to the Viceroy’s Palace which is now called Rashtrapati Bhawan, with the secretariat buildings on either sides of the avenue. The features of these government buildings were borrowed from different periods of India’s imperial history, but the overall look was Classical Greece in fifth century BCE. For instance, the central dome of the Viceroy’s Palace was copied from the Buddhist stupa at Sanchi, and the red sandstone and carved screens of jalis were borrowed from Mughal architecture. New Delhi took nearly 20 years to build. The idea was to build a city that was a stark contrast to Shahjahanabad. Hence, in the city, these were to be broad, straight streets lived with sprawling mansions set in the middle of large compounds. The architects wanted New Delhi to represent a sense of law and order. They new city had to be a clean and healthy space.

Chapter 7 Weavers, Iron Smelters and Factory Owners

FORMATIVE ASSESSMENT

Oral Questions
1. Finely woven textile.
2. Indonesia
3. 1764
4. Mulmul and jamdani weaving.
5. Black Soil

Fill in the Blanks
1. Aurang
2. British
3. Khadi
4. Subarnarekha
5. nineteenth

True/False
1. True
2. False
3. True
4. False
5. True

Rapid-Fire Questions
1. An American geologist
2. Central India
3. The waste left when something metal.
4. Late nineteenth century.

5. The term derived from the word ‘bandhna’ (Hindi for tying) and referred to a variety of brightly coloured cloth produced through a method of tying and dying.

Puzzle Time

MPATOLABALAJ
CSOCAILMATHA
HTEXTBOPARTM
HMUSLINSOLD
ISOMAGLYTGBK
NYNLKGPBANN
TANDKOINDIAIJ
JDIFERENTON
IMPORTANTSUM
YADIDUSTRYA
BANDANASSMAR
6. The defeat of the nawab and rajas meant they would not use swords and armour which ultimately affected the iron and steel making industry.

7. By the late nineteenth century, the craft of iron smelting was in decline. In most villages, furnaces fell into disuse and the amount of iron produced came down.

8. The Agarias are a community of iron smelters living in villages in Central India.

9. Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white. The most important centres of jamdani weaving were Dacca in Bengal (now Bangladesh) and Lucknow in the United Provinces.

10. The region was dry and water, necessary for running the factory, was not to be found nearby.

Multiple Choice Questions
1. (c) Britain
2. (a) end of the eighteenth century
3. (d) Bengal
4. (b) Bombay
5. (c) South India

Match the following
(i) — (d)  (ii) — (a)  (iii) — (e)  
(iv) — (b)  (v) — (c)

Fill in the Blanks
1. Indian  2. Jamdani  
3. weaving  4. Indian  5. swords

True/False
1. True  2. False  3. False  
4. False  5. True

Very Short Answer Type Questions
1. The British government enacted the Calico Act to ban the use of printed cotton textiles i.e., chintz.

2. These European trading companies were — the Dutch, the French and the English.

3. Spinning jenny is a machine by which a single worker could operate several spindles on to which thread was spun. When the wheel was turned all the spindles rotated.

4. These regions were — Bengal, the coromandel coast stretching from Madras to northern Andhra Pradesh and the western coast in Gujarat.

5. Michael Faraday got fascinated by Indian wootz steel.

Short Answer Type Questions
1. Wootz was a special type of high carbon steel. It was produced all over south India. Wootz steel when made into swords produced a very sharp edge with a flowing water pattern. This pattern came from very small carbon crystal embedded in the iron. Wootz steel was produced in many hundreds of smelting furnaces in Mysore. In these furnaces, iron was mixed with charcoal and put inside small clay pots. Through an intricate
control of temperatures the smelters produced steel ingots that were used for sword making not just India but in West and Central Asia too.

2. India imported British steel for rails throughout the late nineteenth century. Expansion of Indian Railways had provided a huge market for rails that Britain produced. But the breaking out of the First World War in 1914 changed the whole scenario. Steel produced in Britain now had to meet the demands of war in Europe. So imports of British steel into India declined dramatically and the Indian Railways turned to TISCO for supply of rails. As the war dragged on for several years. TISCO had to produce shells and carriage wheels for the war. By 1919, the colonial government was buying 90% of the steel manufactured by TISCO. As time passed on TISCO became the biggest steel industry within the British empire.

3. Indian textiles became so famous in England by the early eighteenth century that wool and silk makers in the country began protesting against the import of Indian cotton textiles. Textile industries had just begun to develop in England at this time. Unable to compete with Indian textile, English producers wanted a secure market within the country by preventing the entry of Indian textiles. This competition with Indian textiles led to a search for technological innovation in England. In 1764, the spinning jenny was invented by John Kaye which increased the productivity of the traditional spindles. Then came the steam engine in 1786, invented by Richard Arkwright it revolutionised cotton textile weaving. Cloth could now be woven in immense quantities and cheaply too.

4. Indian textiles were famous all over the world for their fine quality and exquisite craftsmanship. But the development of cotton industries in Britain marred their fame. Textile producers in India got affected due to this in the following ways:

(i) Indian textiles now had to compete with British textiles in the European and American markets.

(ii) Exporting textiles to England also became increasingly difficult since very high duties were imposed on Indian textiles imported into Britain. By the beginning of the nineteenth century, English-made cotton textiles successfully ousted Indian goods from their traditional markets in Africa, America and Europe.

5. The textile factory industry in Indian faced several problems
Weavers belonged to communities that specialised in weaving. Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. Their skills were passed on from one generation to the next. Some of the communities famous for weaving are the tanti weavers of Bengal, the julahas or momin weavers of north India, sale and kaikollar and devangs of south India.

This is patola weave which was popular in the mid-nineteenth century. Patola was woven in Surat, Ahmadabad and Patan in India. It was so valued in Indonesia that it became part of the local weaving tradition there.

Long Answer Type Questions

1. European traders first came in contact with fine cotton cloth from India. Since it was carried by Arab merchants in Mosul (present-day Iraq), they began referring to all finely woven textiles as ‘muslin’— a word that acquired wide currency. When the Portuguese first came to India in search of spices they landed in Calicut on the Kerala coast in southwest India. The cotton textiles which they took back to Europe, along with the spices, came to be called ‘calico’ and subsequently calico became the general name for all cotton textiles. Printed cotton cloths

in the first few decades of its existence. It found it difficult to compete with the cheap textiles imported from Britain. In most countries, governments supported industrialisation by imposing heavy duties on import. This eliminated competition and protected infant industries. The colonial government of India usually refused such protection to local industries. However, cotton factory production in India increased suddenly during the First World War. This was the period when textile imports from Britain declined and Indian factories were called upon to produce cloth for military supplies.

6. The English East India Company’s growing interest in trade prompted it to occupy Indian territories. However, the pattern of trade changed over the decades. In the late eighteenth century the Company began purchasing goods in India and exporting them to England and Europe. The Company made huge profits through this sale. With the growth of industrial production, British industrialists began to see India as a vast market for their industrial products, and over time British manufactured goods began flooding in India which badly affected Indian crafts and industries.
called chintz, cossaes or khassa and bandanna were also very popular in western markets. The English word chintz comes from the Hindi word chhint, a cloth with small and colourful flower designs. From the 1680s there started a craze for printed Indian cotton textiles in England and Europe. In the same ways, the word bandanna now refers to any brightly coloured and printed scarf for the neck or head. Originally, the term derived from the word ‘bandhna’ which is Hindi for tying and referred to a variety of brightly coloured cloth produced through a method of tying and dying.

2. There were several reasons behind this:
   (i) The new forest laws introduced by the colonial government in India prevented people from entering the reserved forests. This created problems for the iron smelters. It became difficult for them to find wood for charcoal and iron ore. As a result, many gave up their craft and looked for other means of livelihood.
   (ii) In some areas the government did grant access to the forest. But the iron smelters had to pay a very high tax to the forest department for every furnace they used. This reduced their income.
   (iii) By the late nineteenth century iron and steel was being imported from Britain. Ironsmiths in India began using the imported iron to manufacture utensils and implements. This lowered the demand for iron produced by local smelters.
   (iv) By the early twentieth century, the artisans producing iron and steel faced a new competition that came up with the emergence of iron and steel industries in India.

Chapter 8
Civilising the "Native", Educating the Nation

FORMATIVE ASSESSMENT

Oral Questions
1. One who knows and studies several languages.
2. If refers to a local language or dialect as distinct from what is seen as the standard language.
4. To promote the study of Arabic, Persian and Islamic law.
5. They found it non-serious and light-hearted.
Fill in the Blanks
1. Warren Hastings
2. Orientalist
3. 1835
4. Missionary
5. Bengal; Bihar

True/False
1. False
2. False
3. True
4. False
5. True

Rapid-Fire Questions
1. 19th century
3. Rabindranath Tagore
4. Arabic
5. Flexible.

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (b) the study of ancient Sanskrit texts among Indians
2. (d) Bengal
3. (b) unscientific
4. (a) Calcutta
5. (c) Charles Wood

Match the following
(i) — (c)  (ii) — (e)  (iii) — (a)  (iv) — (b)  (v) — (d)

Fill in the Blanks
1. Oriental
2. Sanskrit
3. Pathshalas
4. Colonial
5. Oral

True/False
1. True
2. True
3. False
4. False
5. True

Very Short Answer Type Questions
1. *Asiatick Researches* was a journal started by William Jones together with Henry Thomas Colebrooke and Nathaniel Halhed.

2. William Jones and Henry Thomas Colebrooke.
3. They cherished high opinion about Indian civilisation. They felt that Indian civilisation had attained its glory in the ancient past, but has subsequently declined.

4. The Benaras Hindu College was established in 1791 to encourage the study of ancient Sanskrit texts that would be useful for the administration of the country.

5. Orientalists were scholars having deep knowledge of the language and culture of Asia.

6. The British used the term ‘Vernacular’ to mark the difference between the local languages of everyday use and English, the language of the imperial masters.

7. These institutions were seen as temples of darkness that were falling of themselves into decay.

8. Their task was to visit the
pathshala and try and improve the standard of teaching.

9. Mahatma Gandhi had a very low opinion about English education. He said that education in English crippled Indians, distanced them from their own social surroundings and made them strangers in their own land.

10. Once the child got admission in a school he could never do what he felt like doing.

Short Answer Type Questions

1. He felt that Indian civilisation had attained it glory in the ancient past, but had subsequently declined. In order to understand India it was necessary to discover the sacred and legal texts that were produced in the ancient period. He felt that only those texts could reveal the real ideas and laws of the Hindu and Muslims and only a new study of texts could form the basis of future development in India.

2. These Company officials were greatly influenced by the ideas of William Jones and Henry Thomas Colebrooke. They felt that institutions should be set up to encourage the study of ancient Indian texts and teach Sanskrit and Persian literature and poetry. The officials also thought that they were already familiar with, and what they valued and treasured, not subjects that were alien to them. They believed, that only then the British could hope to win a place in the hearts of the Indians. Only then could the alien rulers get respect from their subjects.

3. He was a great critic of the orientalist vision of learning. He saw India as an uncivilised country that needed to be civilised. He thought that no branch of Eastern knowledge could be compared to what England had produced. He urged that the British government in India stop wasting public money in promoting oriental learning for it was of no practical use. He emphasised the need to introduce European education in India. He felt that knowledge of English would allow Indians to read some of the finest literature the world had produced. It would make them aware of the developments in Western science and philosophy. Teaching of English could be a way of civilising people, changing their tastes, values and culture.

4. In pathshala there were no fixed fee, no printed books, no separate school building, no benches or chairs, no blackboards, no system of separate classes, no registers, no annual examinations, and no regular timetable. In some places classes were held under a banyan tree, in other places in the corner of a village shop or temple, or at the guru's home. Fee depended on the income of parents.
Teaching was oral and the *guru* decided what to teach, in accordance with the needs of the students. Students were not separated out into different classes. They sat together in one place. During harvest time when rural children were busy in the fields, classes were not held. The *pathshala* started once again when the crops had been cut and stored.

5. Mahatma Gandhi was highly critical of western civilisation and the worship of machines and technology. Tagore wanted to combine elements of modern western civilisation with what he saw as the best within Indian tradition. He emphasised the need to teach science and technology at *Shantiniketan* along with art, music and dance.

6. Tagore hated going to school. He found it suffocative and oppressive. He felt that childhood ought to be a time of self-learning, outside the rigid and restricting discipline of the schooling system set up by the British. Teachers had to be imaginative, understand the child and help the child develop her curiosity. According to Tagore, the existing schools killed the natural desire of the child to be creative, her own thoughts and desires.

7. Warren Hastings, the first Governor-General of India, was a staunch supporter of the Orientalists. He and other Orientalists needed Indian scholars to teach them the vernacular languages, tell them about local customs and laws, and help them translate and interpret ancient texts. Hastings took the initiative to set up the Calcutta Madrasa, and believed that the ancient customs of the country and Oriental learning ought to be the basis of British rule in India.

8. William Adam was a Scottish missionary. In the 1830s, he was asked by the Company to tour the districts of Bengal and Bihar and produce a report on the progress of education in vernacular schools. Adam did the same and produced an interesting report. He found that there were over one lakh *pathshala* in Bengal and Bihar. There were no more than 20 students in each of these *pathshala*. But the total number of children being taught in these small institutions was over 20 lakh. These institutions were set up by wealthy people, or the local community. The system of education in *pathshala* was flexible and suited to local needs. Teaching was oral and the teacher (*guru*) decide what to teach.

**Long Answer Type Questions**

1. In 1854, the Governor-General of India received an educational dispatch sent by the court of Directors of the East India Company in London. As it was issued by
Charles Wood, the President of the Board of Control of the Company, we call it Wood’s Dispatch. It opposed Oriental knowledge and highlighted the practical benefits of European education. European learning, it said, would enable Indians to recognise the advantages that flow from the expansion of trade and commerce and make them see the importance of developing the resources of the country. It was essential to introduce European ways of life to change their tastes and desires. This would create a demand for British goods, for Indians would begin to appreciate and buy things that were produced in Europe. Wood’s Dispatch also argued that European learning would improve the moral character of Indians. It would make them truthful and honest and thus supply the Company with civil servants who could be trusted and depended upon.

2. The Company took several measures to check the irregularities in pathshalas:
   (i) It appointed a number of government pandits. Each pandit was given the charge of looking after four to five schools. The task of the pandit was to visit pathshalas and try and improve the standard of teaching.
   (ii) Each guru was asked to submit a periodic reports and take classes according to a regular timetable.
   (iii) Teaching was now to be based on textbooks and learning was to be tested through a system of annual examinations.
   (iv) Students were asked to pay regular fee, attend regular classes and sit on fixed seats, and obey the new rules of discipline.
   (v) Pathshalas which accepted the new rules were supported through government grants. Those who were not willing to work within the new system received no government support.

Chapter 9 Women, Caste and Reform

FORMATIVE ASSESSMENT

Oral Questions
1. Virtuous women.
2. Those who want to hold old tradition and customs and oppose new changes.
3. Raja Rammohan Roy
4. Swami Dayanand Saraswati
5. Madigas

Fill in the Blanks
1. Patna
2. nineteenth
3. Buddhist
4. B.R. Ambedkar
5. untouchable
True/False
1. True 2. True 3. False
4. False 5. False

Rapid-Fire Questions
1. Sanskrit
2. For carrying Indian labourers to Mauritius to work in plantations.
3. They worked with dead animals.
4. A community of low-class people in Gujarat who worked for upper-caste landowners.

Puzzle Time
5. Jyotirao Phule

SUMMATIVE ASSESSMENT
Multiple Choice Questions
1. (b) Ramkrishna Paramhans
2. (a) Raja Rammohan Roy
3. (d) Swami Dayanand Saraswati
4. (c) Ishwarchandra Vidyasagar
5. (a) shoe making

Match the following
(i) — (c) (ii) — (f) (iii) — (a) (iv) — (g) (v) — (b) (vi) — (d) (vii) — (e)

Fill in the Blanks
1. Raja Rammohan Roy
2. Veerasalingam Pantulu
3. Suffrage
4. Chandala
5. Slavery

True/False
1. True 2. True 3. False
4. False 5. False

Very Short Answer Type Questions
1. He was one of the main leaders of the Brahma samaj.
2. The codes of Manu, the ancient law given and the Bhagavad Gita and the Ramayana.
3. His aim was to make everyone see the power of caste prejudices within society.
4. According to this Act, no man below the age of 18 and woman below the age of 16 could marry.
5. Here women were trained so that could support themselves economically.
6. In this festival, devotees underwent a peculiar form of suffering as part of ritual worship. With looks pierced through their skin they swung themselves on a wheel.
7. The Begums of Bhopal founded a primary school for girls at Aligarh. Another remarkable woman, Begum Rokeya Sakhawat Hossain started schools for Muslim girls in Patna and Calcutta.
8. Tarabai Shinde wrote the book Stripurushtulna which means a comparison between women and men. She has criticised the social differences between men and women.
9. The Veda Samaj was established in Madras in 1864. It worked to abolish caste distinctions and promote widow remarriage and women's education.

10. The Aligarh Movement was started by Sayyid Ahmed Khan in 1875. As a result of this movement, the Aligarh Muslim University came up which offered modern education, including western science, to Muslims.

Short Answer Type Questions

1. By the second half of the nineteenth century, movements began to be organised by ‘low’ caste leaders to establish social equality and justice. The Satnami movement in Central India was founded by Ghasidas. He belonged to a ‘low’ caste and organised a movement to improve the social status of the leather workers, who were seen as dirty and polluting. In eastern West Bengal, Haridas Thakur’s Matua sect worked among ‘low’ caste Chandala cultivators. Haridas questioned Brahmanical texts that supported the caste system. In what is present-day Kerala, Shri Narayana Guru advocated equality of all within a single sect or caste. By organising all these movements, the leaders tried to create a sense of self-esteem amongst the lower castes.

2. Jyotirao Phule was a ‘low caste’ leader. He was against the injustices of caste society and wrote a book named Gulamgiri in 1873. Jyotirao Phule attacked the Brahmans’ claim that they were superior to others, since they were Aryans. Phule argued that the Aryans were foreigners, who came from outside the sub-continent, and defeated and subjugated those who had lived in the country before the coming of the Aryans. As the Aryans established their dominance, they began booking at low caste people. Phule was of the opinion that the ‘upper’ castes had no right to their land and power. In reality, the land belonged to indigenous people, the so-called low caste.

3. Ramaswamy Naicker felt proud of being a member of the Congress. But he left it in extreme disappointment when he found that at a feast organised by nationalists, seating arrangements followed caste distinctions. The lower caste people were made to sit at a distance from the upper caste people. He felt greatly hurt that even the national movement was not from caste prejudices. Naicker was highly critical of Hindu scriptures such as a code of Manu, the ancient law-giver, and the Bhagavad Gita and the Ramayana. He said that these texts had been
used to establish the authority of Brahmans over lower castes and the domination of men over women.

4. About two hundred years ago there existed several unjust practices in Indian society. A few of them are given below:
   (i) Most children were married off at an early age.
   (ii) Both Hindu and Muslim men could marry more than one wife.
   (iii) Sati was practised in some parts of the country.
   (iv) Women’s rights to property were restricted.
   (v) Women and poor people had no access to education.
   (vi) In most regions, people were divided along lines of caste. Untouchables were seen as inferior human beings. They were not allowed to enter temples, draw water from wells used by the upper castes or bathe in ponds where upper castes bathed.

5. Sati was one of the evil practices of Indian society. Sati, meaning virtuous women, chose death by burning themselves on the funeral pyre of their husbands. Raja Rammohan Roy, a great social reformer, was against the practice of sati. He began a campaign against this practice. He was well-versed in Sanskrit, Persian and several other Indian and European languages. He tried to show through his writings that the practice of widow burning had no sanction in ancient texts. By the early nineteenth century, many British officials had also begun to criticism Indian traditions and customs. They listened to Rammohan Roy and finally in 1929, sati was banned.

6. Phule wrote a book named Gulamgiri in 1873. The word Gulamgiri means slavery. Some ten years before this, then American Civil War had been fought which brought an end to slavery in America. Phule dedicated his book to all those Americans who had fought to free slaves. In this way he established a link between the conditions of the lower castes in India and the black slaves in America.

7. He is E.V. Ramaswamy Naicker, popularly known as Periyar. He came from a middle-class family. He founded the self-respect movement to boost up untouchables. He argued that untouchables were the true upholders of an original Tamil and Dravidian culture which had been subjugated by Brahmans.

Long Answer Type Questions

1. Tarabai Shinde was a fearless critic of conservative ideas
that existed in Indian society. She got education at home at Poona. She published a book named *Stripurushtulna*. In this book, she criticised the social differences between men and women.

Pandita Ramabai was a great scholar of Sanskrit. She felt that Hinduism was oppressive towards women. She founded a widows’ home at Poona to provide shelter to them who had been treated badly by their husbands’ relatives. Here, women were trained so that they could support themselves economically.

The work of these great women alarmed the orthodox. Many Hindu nationalists felt that Hindu women were adopting western ways and that this would corrupt Hindu culture and erode family values. Orthodox Muslims were also carried about the impact of these changes.

2. Many reformers came forward to uproot the unjust practices that crippled Indian society. They founded reform associations at different places in the country to see their dreams come true.

(i) **The Brahmo Samaj:** It was formed in 1830 and prohibited all forms of idolatry and sacrifice. It believed in the Upanishads and forbade its members from criticising other religious practices.

(ii) **The Ramakrishna Mission:** Named after Ramakrishna Paramhansa, Swami Vivekananda’s guru, the Ramakrishna Mission stressed the ideal of salvation through social service and selfless action.

(iii) **The Prarthana Samaj:** It was established in 1867 at Bombay. It sought to remove caste restrictions, abolish child marriage, encourage the education of women and end the ban on widow remarriage.

(iv) **The Veda Samaj:** It was established in Madras in 1864. It worked to abolish caste distinctions, promote widow remarriage and women’s education. Its members condemned the superstitions and rituals of orthodox Hinduism.

(v) **The Aligarh Movement:** This movement was initiated by Sayyid Ahmed Khan, the founder of Aligarh Muslim University. The movement had an enormous impact in the area of educational reform.
Chapter 10 The Changing World of Visual Arts

FORMATIVE ASSESSMENT

Oral Questions
1. An accepted norm or style.
2. Wall painting
3. The idea of realism
4. A picture of a person in which the face and its expression is prominent.
5. George William

Fill in the Blanks
1. Kerr Porter 2. cultural
3. miniature 4. empty spaces
5. India.

True/False
1. False 2. True 3. True
4. False 5. True

Rapid-Fire Questions
1. A European painter

Multiple Choice Questions
1. (b) Emphasise British supremacy
2. (a) Thomas Daniell
3. (d) Haidar Ali’s victory over the English troops
4. (d) local miniature artists
5. (a) patuas

Match the following
(i) — (d) (ii) — (e) (iii) — (a)
(iv) — (b) (v) — (c)

Fill in the Blanks
1. real 2. commissions
3. mural
4. mythological
5. nationalist

2. Oil painting
3. Kumors
4. Social life under British rule.
5. To absorb the tastes and artistic styles of the British.

Puzzle Time

True/False
1. False 2. False 3. True
4. False 5. True

Very Short Answer Type Questions
1. The technique of oil painting.
2. These artists brought with them new styles and new conventions of painting. They began producing pictures which became widely popular in Europe.
3. Oil painting enables artists to produce images that looked real.
4. Their paintings emphasised the superiority of Britain its culture, its people, its power.
5. This style of painting depicted India as a quaint land, to be explored by travelling British artists, its landscape was rugged and wild and seemingly untamed by human hands.

6. (i) Picturesque landscape painting
(ii) Portrait painting.

7. Unlike the existing Indian tradition of painting portraits in miniature, colonial portrait were life-size images that looked life-like and real.

8. The theme of his paintings was based on Indian mythology. He dramatised on canvas scene after scene from the Ramayana and the Mahabharata.

9. The Calcutta Art Studio was established in the late-nineteenth century. It produced life-like images of eminent Bengali personalities as well as mythological pictures.

10. The figures in scroll paintings looked flat, not rounded.

**Short Answer Type Questions**

1. • Picturesque landscape painting was a popular imperial tradition of art. This style of painting depicted India as a quaint land, to be explored by travelling British artists. Its landscape was rugged and wild, seemingly untamed by human hands.
   • Thomas Daniell and his nephew William Daniell were the most famous artists who painted within this tradition.
   • They produced some of the most evocative picturesque landscapes of Britain’s newly conquered territories in India.

2. In the above painting, Reber Kerr Porter, the painter, depicts the storming of Seringapatam, the capital of Tipu Sultan by the British army. Tipu Sultan of Mysore was one of the most powerful enemies of the British. But he was defeated in 1799 at the famous battle of Seringapatam. The way the battle scene is painted shows the power and strength of the British army. The painter has shown the British troops storming the fort from all sides, cutting Tipu’s soldiers to pieces, climbing the walls, raising the British flag aloft on the ramparts of Tipu’s fort. It is a painting full of action and energy. The painting dramatises the event and glorifies the British triumph.

3. There were several reasons behind this:
   (i) The city was expanding as a commercial and administrative centre at this time.
   (ii) Colonial offices were coming up, new buildings and roads were being built, markets were being established.
   (iii) The city appeared as a place of opportunity where people could come to make a new
living. Scroll painters and potters too came and settled in the city in the hope of new patrons and new buyers of their art.

4. Many of the late-nineteenth century Kalighat paintings depicted social life under British rule. Often the artists mocked at the changes they saw around, ridiculing the new tastes of those who spoke in English and adopted western habits, dressed like sahibs, smoked cigarettes, or sat on chairs. They made fun of the westernised baboo, criticised the corrupt priests and warned against women moving out of their homes. They often expressed the anger of common people against the rich, and the fear many people had about dramatic changes of social norms.

5. The Daniells contrast the image of traditional India with that of life under British rule. The above figure seeks to represent the traditional life of India as pre-modern, changeless and motionless, typified by faqirs, cows and boats sailing on the river. The figure below shows the modernising influence of British rule, by emphasising a picture of dramatic change.

6. These two portraits were painted by Johann Zaffany. The painter has depicted Indians as submissive, as inferior, as serving their white masters, while the British are shown as superior and imperious: they flaunt their clothes, stand regally or sit arrogantly, and live a life of luxury. Indians are never at the centre of such paintings. They usually occupy a shadowy background.

7. British history paintings enjoyed great prestige and popularity during the late eighteenth and early nineteenth centuries. British victories in India served as rich material for history painters in British. These painters drew on first hand sketches and accounts of travellers to depict for the British public a favourable image of British actions in India. These paintings once again celebrated the British in terms of their power, their victories and their supremacy.

**Long Answer Type Questions**

1. Different traditions of imperial art and their features are given below:
   - **Picturesque landscape painting:** This style of painting depicted India as quaint land, to be explored by travelling British artists; its landscape was rugged and wild, seemingly untamed by human hands. Thomas Daniell and his nephew William Daniell were the most famous of the artists who painted within this tradition. They produced some of the most evocative picturesque landscapes of
Therefore, it was difficult to get an idea of the social surroundings within which they lived or worked.

(ii) The paintings tried to identify some of the visible features through which people and communities could be recognised with ease by people from foreign lands.

(iii) Like the different types of Indian plants, birds and animals depicted in Company paintings, the human figures were shown as mere specimens of different trades, castes and sects of a region.

3. With the establishment of British power many of the local courts lost their influence and wealth. They could no longer support painters and pay them to paint for the court. As a result, many of the artists turned to the British. At the same time, British officials, who found the world in the colonies different from that back home, wanted images through which they could understand India, remember their life in Indian and depict India to the western world. So, these officials employed local painters to produce a vast number of images of local plants and animals, historical buildings and monuments, festivals and processions, trades and crafts, castes and communities. These pictures were collected by the East India Company officials and, therefore, came to be known as Company paintings. Some of the features of these paintings are:

(i) In Company paintings, people were painted against empty spaces.

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Britain’s newly conquered territories in India.

- **Portrait painting:** This tradition of art became very popular in colonial India. These portraits were life-size images that looked life-like and real. The size of the paintings itself projected the importance of the patrons who commissioned these portraits. This new style of portraiture also served as an ideal means of displaying the lavish lifestyles, wealth and status that the empire generated.

- **History painting:** This tradition sought to create a public memory of imperial triumphs. These paintings celebrated the British in terms of their power, their victories and their supremacy.

2. British officials wanted images through which they could understand India, remember their life in India and depict India to the western world. So local painters began producing a vast number of images of local plants and animals, historical buildings and monuments, festivals and processions, trades and crafts, castes and communities. These pictures were collected by the East India Company officials and, therefore, came to be known as Company paintings. Some of the features of these paintings are:

(i) In Company paintings, people were painted against empty spaces.
Chapter 11
The Making of the National Movement: 1870s-1947

FORMATIVE ASSESSMENT

Oral Questions
1. Capacity to act independently without outside interference.
2. Of or for all the people.
3. Dadabhai Naoroji
4. In 1895
5. Khalifa

Fill in the Blanks
1. racial discrimination
3. Baishakhi Day
4. East Bengal 5. 1931

True/False
1. True 2. False 3. True
4. True 5. False

Rapid-Fire Questions
1. Sarojini Naidu

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (a) disallowed Indians from possessing arms.
2. (c) Bal Gangadhar Tilak
3. (c) Lord Curzon
4. (a) Swadeshi movement
5. (a) Jawaharlal Nehru

Match the following
(i)—(f) (ii)—(a) (iii)—(d) (iv)—(b) (v)—(c) (vi)—(h) (vii)—(e) (viii)—(j) (ix)—(g) (x)—(i)

Fill in the Blanks
1. radical 2. General Dyer
3. revenue 4. salt
5. National

True/False
1. True 2. False 3. True
4. False 5. True

Very Short Answer Type Questions
1. The use of violence to make a radical change within society is known as revolutionary violence.
2. The Poona Sarvajanik Sabha, the Indian Association, the Madras Mahajan Sabha, the Bombay Presidency Association and the Indian National Congress.
3. The dissatisfaction with British rule got intensified in the 1870s and 1880s.
1. There were several reasons behind this—
   (i) The British government passed the Arms Act in 1878 which disallowed Indians from possessing arms.
   (ii) In the same year the Vernacular Press Act was also enacted in an effort to silence those who were critical of the government. The Act allowed the government to confiscate the assets of newspapers including their printing presses if the newspapers published anything that was objectionable in the eyes of the government.
   (iii) In 1883, there was a figure over the attempt by the government to introduce the Ilbert Bill. The bill provided for the trial of British or European persons by Indians, and sought equality between British and Indian judges in the country. But when white opposition forced the government to withdraw the bill to pacify the white opposition.

2. (i) The Congress demanded a greater voice for Indians in the government and in administration.
   (ii) It wanted the Legislative Councils to be made more representative.

4. The Arms Act was passed in 1878. The Act disallowed Indians from possessing arms.

5. In 1833, the government introduced the Ilbert Bill, The bill provided for the trial of British or European persons by Indians, and sought equality between British and Indian judges in the country. But the government had to withdraw the bill to pacify the white opposition.

6. The British divided Bengal under the pretext of administrative convenience.

7. In deltaic Andhra, the Swadeshi movement was known as the Vandemataram Movement.

8. A group of Muslim landlords and nawabs formed the All India Muslim League at Decca in 1906.

9. In 1916, the Congress and the Muslim League signed the historic Lucknow Pact and decided to work together for representative government in the country.


11. The two important developments of this period were the formations of the Rashtriya Swayamsevak Sangh (RSS) and the Communist Party of India.

12. He was a lawyer from East Bengal. He was a major figure in the freedom movement and was very active in the Non-Cooperation Movement.
given more power and introduced in provinces where none existed.

(iii) It demanded that Indians be placed in high positions in the government. For this purpose, it called for civil service examinations to be held in India and not just in London.

(iv) Other demands of the Congress included separation of the judiciary from the executive, the repeal of the Arms Act and the freedom of speech and expression.

3. Most important jobs in the government were monopolised by White officials and the British generally assumed the Indians could not be given positions of responsibility. Since British officers were sending a major part of their large salaries to their homes, Indianisation, as it was hoped would also reduce the drain of wealth to England.

4. The First World War completely changed the economic situation in India. It led to a huge rise in the defence expenditure of the Government of India. As a result, the government increased taxes on individual incomes and business profits. Military expenditure and the demands for war supplies increased sharply. This led to a sharp rise in prices which made the life of the common people miserable. But it was a good time for the business groups. They reaped lucrative profits from the war. Here it is noteworthy that the war created demand for industrial goods such as jute bags, cloth, rails, etc. and caused a decline of imports from other countries into India. So, Indian industries expanded during the war.

5. Bengal got partitioned in 1905. At that time Bengal was the biggest province of British India that included Bihar and parts of Orissa. The British argued for dividing Bengal for reasons of administrative convenience. But these reasons were put forward by them to conceal their real motives. Noteworthy point that this step was closely tied to the interests of the British officials and businessmen. Even so, instead of removing the non-Bengali areas from the province, the government separated East Bengal and merged it with Assam. Perhaps the main British motives were to curtail the influence of Bengali politicians and to split the Bengali people.

6. People all over India were not ready to accept this at any cost. All members of the Congress opposed it. Large public meetings and demonstrations were organised and novel methods of mass protest developed. The struggle that came in existence was called
the Swadeshi movement. This movement was the strongest in general but it echoes reached everywhere too. The Swadeshi movement sought to oppose British rule and encouraged the ideas of self-help, swadeshi enterprise, national education, and use of Indian languages. British institutions and goods began to be boycotted on a large scale.

7. In 1927 the British government in England decided to send a Commission to India to decide its political future. The Commission was headed by Lord Simon. Since the Commission had no Indian representative, the decision created an outrage in India. All political groups joined together and decided to boycott the Commission. When the Commission arrived, the political groups boycotted it, holding banners saying ‘Simon Go Back’.

8. Khan Abdul Ghaffar Khan was also known as Badshah Khan. He was the founder of the Khudai Khidmatgars, a powerful non-violent movement among the Pathans of his province. Badshah Khan was strongly opposed to the Partition of India. He criticised his Congress colleagues for agreeing to the 1947 division. He was also called the Pashtun leader from the North-West Frontier Province.

Long Answer Type Questions

1. The provincial elections held in 1937 seemed to have convinced the League that Muslims were a minority and they may go unrepresented in a democratic set-up. In the same year the Congress rejected the League’s desire to form a joint Congress League government in the United Provinces. This annoyed the League too much. It began to widen its social support. It sought enlarge its support in the 1940s when most Congress leaders were in jail. At the end of the World War in 1945, The British opened negotiations between the Congress, the League and themselves for the independence of India. The talks failed because the League saw itself as the sole spokesperson of India’s Muslims. But the Congress rejected this claim since a large number of Muslims still supported it.

The provincial elections again held in 1946. But the League got grand victory only in the seats reserved for Muslims. This strengthened its demand for ‘Pakistan’. In March 1946, the British Cabinet sent a three-member mission to Delhi with a suggestion that India should remain united. But this mission failed. After the failure of the Cabinet Mission, the Muslim League decided on mass agitation for winning its Pakistan demand. It observed 16 August 1946
as ‘Direct Action Day’ which culminated in riots. By March 1947 violence spread to different parts of northern India. Many hundred thousand people were killed during the Partition. Thus, Pakistan was born amidst violence and bloodshed.

2. A full-fledged Non-Cooperation Movement against the British started in 1920 which gained momentum through 1921-22. The people of different classes and groups came forward and began interpreting Gandhiji’s call in their own manner. A large mass of people resisted British role non-violently but others’ technique of protest was violent. But in either case, people linked their movements to local grievances.

(i) In Kheda, Gujarat, Patidar peasants organised non-violent campaigns against the highland revenue demand of the British.

(ii) In coastal Andhra and interior Tamil Nadu, liquor shops were picketed. In the Guntur district of Andhra Pradesh, tribal and poor peasants protested because the colonial state had restricted their use of forest resources in various ways. They believed that Gandhiji would get their taxes reduced and have the forest regulations abolished.

(iii) In Sind (present-day Pakistan), Muslim traders and peasants were enthusiastic about the Khilafat call. In Bengal, the Khilafat Non-Cooperation alliance gave enormous communal unity and strength to the national movement.

(iv) In Punjab, the Akali agitation of the Sikhs sought to remove corrupt mahantas, who were supported by the British. This movement got closely identified with the Non-Cooperation Movement.

(v) In Assam, tea garden labourers left the British owned plantations and joined Mahatma Gandhi.

3. • Sardar Vallabhbhai Patel
He played an important role in the negotiations for independence during 1945-47. He served as President of the Congress in 1931. He is known as the ‘iron-man of India’.

• Maulana Azad
He was active participant in Gandhian movements and a staunch advocate of Hindu-Muslim unity. He opposed Jinnah’s two-nation theory.

• Subhash Chandra Bose
He was a radical nationalist with socialist ideals. In January 1941,
Being the first Prime Minister of Independent India, he played a major role in shaping the country’s destiny.

- **C. Rajagopalachari**
  He was a veteran nationalist and leader of the Salt Satyagraha in the South. He was popularly known as Rajaji. He served as a member of the Interim Government of 1946. When India got freedom, he became the first Indian Governor-General.

### Chapter 12 India After Independence

#### FORMATIVE ASSESSMENT

**Oral Questions**
1. The right to vote.
2. Madhya Pradesh
3. 1959
4. Foreign affairs
5. It was set up to help design and execute suitable policies for economic development.

**Fill in the Blanks**
1. Chambal
2. Babsaheb
3. linguistic
4. Soviet Union
5. Krishna Menon

**True/False**
1. True
2. False
3. True
4. True
5. False

**Rapid-Fire Questions**
1. Dr. B.R. Ambedkar
2. Almost 345 million
3. It adopted universal adult franchise.
4. language
5. official

**Puzzle Time**

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T R R A S S A M E S D Z K
E R F Y U O P E Q A M A
L E A B N M F L O P R X N
U F F O E N G A E D R R N
G H I E A S N C D B P T A
U J L M A R A T H D U H D
E R G H N A D E E R N G R
E O P O B E T J K L J G H
S E E R T D A J W K A H I
E L A I N S M M L E B J N
I W A Y M D I U T Z J K D
M A L A Y A L A M E D L U
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Question Bank Social Science-VIII

after independence, it did not keep its promise.

4. He was a Gandhian leader. He went on a hunger strike demanding the formation of Andhra state to protect the interests of Telugu speakers.

5. The protests became widespread and intense. Finally, the central government had to accept their demand. And on 1 October 1953, the new state of Andhra Pradesh came into being.

6. The Bhilai Steel Plant was considered an important sign of the development of modern India after Independence.

7. They met at Bandung, Indonesia, in 1955 to discuss how the countries of third world, i.e. Afro-Asian nations could continue to oppose colonialism and Western domination.

8. The non-aligned movement urged countries not to join either of the two major alliances named the USA and the USSR.

9. The 1950s and 1960s saw the emergence of the Cold War, i.e. power rivalries and ideological conflicts between the USA and USSR.

10. By the 1970s, a large number of countries had joined the non-aligned movement.

Short Answer Type Questions

1. Three problems that the newly independent nation of India faced were—
(i) The problem of rehabilitation of 8 million refugees who had come into the country from newly formed Pakistan.

(ii) Then there was the problem of the princely states. The number of such states were about 500. Each of them was ruled by maharaja or a nawab. The government had to persuade each of them to join the new nation.

(iii) The new nation had to adopt a political system that would best serve the hopes and expectation of its population which was so large and diverse. The first two problems had to be addressed immediately.

2. Three features of the Indian Constitution are:

(i) Universal adult franchise: Our Constitution guarantees all Indians the right to vote in state or national elections. This was a revolutionary step because never before had Indians been allowed to choose their own leaders.

(ii) Equality before the law: Our Constitution guarantees equality before the law to all citizens, regardless of their caste or religious affiliation. India is a country of diverse population comprising of extremely diverse communities such as the Hindus, the Muslims, the Sikhs, Jains the Christians, Parsis, etc. Under the new Constitution, all of them have the same right, the same opportunities and the same right before the law.

(iii) Special privileges for the forest and most disadvantaged Indians: A third feature of the Constitution is that it offers special privileges for the poorest and the most disadvantaged Indians. The practice untouchability was abolished.

3. Our Constitution provides three lists of subjects in order to bring a balance between the powers and functions of the central government and the state government. These lists are—

(i) Union List—Subjects such as taxes, defence and foreign affairs would be the exclusive responsibility of the centre.

(ii) State List—Subjects such as education and health would be taken care of principally by the states.

(iii) Concurrent List — The subject such an forest, agriculture list. These are subjects in which the centre and the states would have joint responsibility.
4. India's Independence was achieved at the cost of its division. This division had been made on the basis of religion. Despite the wishes and efforts of Mahatma Gandhi, freedom had come with dividing the country into two. As a result of the partition of India more than a million people had been killed in riots parts—India and Pakistan between Hindus and Muslims. Under such circumstances the country could not afford further divisions on the basis of language. Both Prime Minister Nehru and Deputy Prime Minister Vallabhbhai Patel were against the creation of linguistic states. They wanted to curb disruptionist tendencies that had come to the fore. Their first and foremost duty was to make the nation strong and untied.

5. At the time of Independence, poverty was widespread in India. Lifting India and its people out of this problem was a big task. Equally big task was to build a modern technical and industrial base for the country. To work out these tasks the government set up a Planning Commission in 1950. The Commission helped in formulating and executing suitable economic policies for development. There was a broad agreement on what was called a 'mixed economy' model. Here, both the state and the private sector would play important and complementary roles in increasing production and generating. In 1956, the second five year plan was formulated. This focused on the development of heavy industries such as steel and on the building of large dams. These sectors would be under the control of the state.

6. Our Constitution makers made several provisions to safeguard the interests of the scheduled tribes (adivasis) and the scheduled castes. The scheduled castes were guaranteed certain percentage of seats in legislatures as well as jobs in government departments. The scheduled tribes were also guaranteed reservation in seats and jobs. Like the scheduled castes, these Indians too had been deprived and discriminated against. The new privileges guaranteed these two most unprivileged communities of India by the Constitution were meant to make amends for this.

Long Answer Type Questions

1. India is still united and the democratic. These are the great achievements of our country. Many foreign observers had felt that India could not survive as a single country, that it would break up into many parts. Other believed that it would come under military rule. But nothing happened like this. As many as fourteen general elections have been
the Telugu-speaking districts of the Madras presidency. In October, 1952, a veteran Gandhian named Potti O. Sriramulu went on a hunger strike demanding the formation of Andhra state to protect the interest of Telugu speakers. His strike continued for fifty-eight days and on 15 December, 1952, he died. This intensified the protests. Finally, the Central government was forced to accept the demand and on 1 October 1953, the new state of Andhra came into being. After the creation of Andhra, other linguistic communities also became active. A State Reorganisation Commission was set up, which submitted its reports in 1956, recommending the redrawing of district and provincial boundaries to form separate provinces for Assamese, Bengali, Oriya, Tamil, Malayalam, Kannada and Telugu speakers respectively. The large Hindi-speaking region of the north India was also to be broken up into several states. In 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers. In 1966, the state of Punjab was divided into Punjab and Haryana. Punjab was made for the Punjabi speakers who were mostly Sikhs and Haryana was made for the rest who spoke versions of Haryanvi or Hindi.

2. The Congress leaders were already fed up with the division of India on the basis of religion. Now they were in no mood to further divide the country on linguistic lines in spite of their promises made during the freedom struggle. As a result, disappointment prevailed among the Kannada, Malayalam and the Marathi speakers. They were all looking forward to have their own states. The strongest protest came from the Telugu-speaking districts of the Madras presidency. In October, 1952, a veteran Gandhian named Potti O. Sriramulu went on a hunger strike demanding the formation of Andhra state to protect the interest of Telugu speakers. His strike continued for fifty-eight days and on 15 December, 1952, he died. This intensified the protests. Finally, the Central government was forced to accept the demand and on 1 October 1953, the new state of Andhra came into being. After the creation of Andhra, other linguistic communities also became active. A State Reorganisation Commission was set up, which submitted its reports in 1956, recommending the redrawing of district and provincial boundaries to form separate provinces for Assamese, Bengali, Oriya, Tamil, Malayalam, Kannada and Telugu speakers respectively. The large Hindi-speaking region of the north India was also to be broken up into several states. In 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers. In 1966, the state of Punjab was divided into Punjab and Haryana. Punjab was made for the Punjabi speakers who were mostly Sikhs and Haryana was made for the rest who spoke versions of Haryanvi or Hindi.
people. In his opinion India was not capable of progress without British help.

2. The British preserved the important official documents because these served as records of what the officials thought, what they were interested in and what they wished for. The British believed that writing was more importance than speaking as the documents in archives and museums can be utilised as reference at much later period whenever required for studying or debating.

3. Historians get information from various sources for writing history of a time these include old newspapers, diaries of people, accounts of pilgrims and travelers, autobiographic of important personalities and booklets. The important found in old newspapers in varied, based on incidents that have happened across the country. But the police reports are limited because they covered local incidents. It is, therefore, historians do not give much importance to police reports. They find old newspapers more purposeful.

4. During the British rule in India people did not have equality, freedom or liberty India never witnessed economic growth and progress. The British established control over the economy and society,
institutions had in British imagination. The National Archives of India serve as a record room of the British imagination. The National Archives of India serve as a record room of the British official documents. It is a repository of the non-currents records of the Government of India and holds them in trust for the use of administrators and scholars.

Old advertisements help us understand how markets for new products were created and new tastes were popularised. This 1922 advertisement for Lipton tea suggests that royalty all over the world is associated with this tea.

5. He is Warren Hastings, the first Governor-General of India. He occupied the high position from 1773 to 1784. He established the system of civil administration that was the basis of Anglo-Indian security and prosperity.

6. This is the National Archives of India which came up in the 1920s. When New Delhi was built, the National Museum and the National Archives were both located close to the Viceregal Palace. This location reflects the importance these

WORKSHEET-2

A. Tick (√) the correct options

1. (c) Third Anglo-Maratha War
2. (c) Aurangzeb
3. (d) 1799
4. (a) Mysore
5. (b) Warren Hastings

B. Match the Columns

(i) — (c) (ii) — (e) (iii) — (a) (iv) — (b) (v) — (d)

C. Fill in the Blanks

1. Presidencies
2. military
3. western
4. Mir Qasim
5. Governor

D. True/False

1. True
2. False
3. True
4. False
5. True

E. Answer the following questions

1. Under the Company’s rule, the British territories were divided into administrative units called presidencies. There were three presidencies namely Bengal, Madras and Bombay. Each Presidency was ruled by a Governor. The supreme head was the Governor-General. The main figure in an Indian district was the collector whose main job was to collect revenue and taxes and maintain law and order in his district with the help of judges, police officers and darogas.
2. Before the introduction of reforms in the sphere of justice, Maulvis and Hindu pandits interpreted Indian laws for the European district collectors who presided over civil courts. The criminal courts were still under a qazi and a mufti but under the supervision of collectors. But the Brahman pandits gave different interpretations of local laws based on different schools of the dharma shastra. Hence, it was necessary to bring about uniformity. For this, in 1775 eleven pandits were asked to compile digest of Hindu laws. N.B. Halhed translated this digest into English. By 1778 a code of Muslim laws was also completed for the benefit of European judges. Under the Regulating Act of 1773, a new Supreme Court was established, while a court of appeal—the Sadar Nizamat Adalat—the Sadar Nizamat Adalat—was also set up at Calcutta.

3. The Company wanted to destroy Maratha power in order to expand its control over Indian territories. For this the Company fought a series of wars with the Marathas. In the first war that ended in 1782 with the treaty of Salbai, there was no clear victor. The Second Anglo-Maratha war fought between 1803-05 on different fronts. As a result of this was British gained Orissa and the territories north of the Yamuna river including Agra and Delhi. Finally, the third Anglo-Maratha war of 1817-19 crushed Maratha power. As a result, the Peshwa (Principal Minster) was removed and sent away to Bithur near Kanpur with a pension. The Company new acquired complete control over the territories south of the Vindhyas.

4. The European companies that traded with India were:
   (i) The English East India Company
   (ii) The Dutch Trading Company
   (iii) The Portuguese Trading Company
   (iv) The French Trading Company

All these companies were interested in buying the some things. The five qualities of cotton and silk produced in India spices such as pepper, clove, cardamom and cinnamon too were in great demand.

When the East India Company successfully expanded its trade in Bengal, it persuaded the Mughal emperor Aurangzeb to issue a farman granting the Company the right to trade duty-free. Here it is noteworthy that Aurangzeb’s farman had granted only the Company the right to trade duty-free. But officials of the Company, who were carrying on private trade on the side, were expected to pay duty.
This toy tiger is now kept in the Victoria and Albert Museum in London. The British took it away when Tipu Sultan died defending his capital Seringapatam on 4 May 1799.

**WORKSHEET-3**

### A. Tick (✓) the correct options
1. (b) Bihar
2. (d) all of the above
3. (a) Robert Clive
4. (b) grew
5. (d) 1791

### B. Match the following

(i) — (c)  
(ii) — (a)  
(iii) — (e)  
(iv) — (b)  
(v) — (f)  
(vi) — (d)

### C. Fill in the Blanks
1. European; high
2. Bengal  
3. bullocks
4. Women  
5. Indigo

### D. True/False
1. True  
2. False  
3. True  
4. True  
5. False

### E. Answer the following questions
1. In the eighteenth century, French planters produced indigo and sugar in the French colony of St. Domingue in the Caribbean islands. The African slaves who worked on the plantations rose in rebellion in 1791. They burnt the plantations and killed their rich planters. In 1792 France abolished slavery in the French colonies. These events led to the collapse of the indigo plantations on the Caribbean islands.

2. These are two images of cotton prints. The image on the left shows a Kalamkari print created by the weavers of Andhra Pradesh in India. On the right is a floral cotton print designed and produced by William Morris, a famous poet and artist of 19th-century Britain. There is one thing common in the two prints is that both used a rich blue colour, called indigo.

3. From the last decades of the 18th century, indigo cultivation in Bengal expanded rapidly and Bengal indigo came to dominate the world market. In 1788, only about 30 per cent of the indigo imported into Britain was from India. By 1810, the production had gone up to 95 per cent.

4. See Short Ans. No. 5 under Summative Assessment. The Permanent Settlement created many problems: (i) The revenue that had been fixed was so high that the zamindars found it difficult to pay. As a result, many zamindars lost their zamindaris.
(ii) By the first decade of the nineteenth century the prices in the market rose and cultivation slowly expanded. This meant an increase in the income of the zamindars but no gain for the Company since it could not increase a revenue demand that had been fixed permanently.

(iii) In villages, the cultivator found this system extremely oppressive. The rent he paid to the zamindar was high and his right on the land was insecure. If anyone failed to pay the rent he was evicted from the land.

5. See Long Ans. No. 2 under Summative Assessment.

**WORKSHEET-4**

**A. Tick (√) the correct options**

1. (c) both (a) & (b)
2. (a) hunting
3. (c) Gaddis
4. (b) scratch the soil
5. (c) both (a) & (b)

**B. Match the Columns**

(i) — (d)  
(ii) — (a)  
(iii) — (e)  
(iv) — (b)  
(v) — (c)

**C. Fill in the Blanks**

1. land  
2. Assam; coal mines  
3. colonial  
4. plates  
5. labourer.

**D. True/False**

1. False  
2. False  
3. True  
4. True  
5. False

**E. Answer the following questions**

1. They are the coal miners of Bihar. They led a very tough life because they had to work deep down in the dark and suffocating mines. Their life was full of dangers. Death hovered around them all the time. It is worthy to mention here that in the 1920s over 2,000 workers died every year in the coal mines in India.

2. The four reasons are given below—
   (i) The changes in forest laws.
   (ii) The restrictions on their practices
   (iii) The new taxes they had to pay
   (iv) The exploitation by traders and moneylenders.

3. Hazaribagh, in present-day Jharkhand, was an area where the Santhals reared cocoons. The traders dealing in silk sent in their agents who gave loans to these tribal people and collected the cocoons. The poor growers were paid very low—₹ 3 and ₹ 4 for a thousand cocoons. These were then exported to Burdwan or Gaya where they were sold at five times the price. In this way, the traders made huge profits while the silk growers earned very little in spite of their hard labour.

4. The shifting cultivators lived in forests and such people were considered to be wild and
savage. The British wanted them to settle down and become peasant cultivators. The British also wanted a regular revenue source for the state. So they introduced land settlements. They measured the land, defined the rights of each individual to that land and fixed the revenue demand for the state. Some shifting cultivators were declared landowners, others tenants. Note—Also see Short Ans. No. 1 under Summative Assessment.

5. At times they exchanged goods. They got what they needed in return for their valuable forest produce. At other times they bought goods with the small amount of earnings they had. Some of them did odd jobs in the villages.

6. The tribals often needed to buy and sell in order to be able to get the goods that were not produced within the locality. This made them dependent on traders and moneylenders. Traders came around with things for sale, and sold the goods at high prices. Moneylenders gave loans with which the tribals met their cash needs. But the interest charged on the loans was usually very high which pushed them into dept and poverty. Therefore, they saw the moneylender and trader as evil outsiders and the cause of their misery.

7. See Short Ans. No. 1 under Summative Assessment.

WORKSHEET-5

A. Tick (√) the correct options

1. (a) Decision to support the rebellion
2. (b) Birjis Qadr
3. (d) Tantia Tope
4. (c) Kanpur

B. Match the Columns

(i)—(b)  (ii)—(c)  (iii)—(a)  
(iv)—(e)  (v)—(d)

C. Fill in the Blanks

1. British  2. cantonments
3. Delhi  4. lands
5. authority

D. True/False

1. True  2. True  3. True
4. False  5. False

E. Answer the following questions

1. In 1849, he announced that after the death of Bahadur Shah Zafar, the family of the king would be shifted to out of the Red Fort and given another place in Delhi to reside in.

2. It was stated in the new law that every new person who took up employment in the Company’s army had to agree to serve overseas if required.

3. They responded extraordinarily. The soldiers marched to jail in Meerut and released the imprisoned sepoys. They attacked and killed British officers.
They captured guns and ammunitions and set fire to the buntings and properties of the British and declared war on the British, the soldiers were determined to bring an end to their rule in the country.

4. After the recapture of Delhi in September 1857, the British had to fight for two years to completely suppress the massive forces of rebellion. Lucknow was taken in March 1858. Rani Lakshmibai was defeated and killed in June 1858. Tantia Tope however escaped to the jungles of Central India and continued to fight a guerrilla war with the support of many tribal and peasant leaders. But he too was captured, tried and killed in April 1859. The British told the rebels that if they submitted to the British, and if they had not killed any white people, they would remain safe and their rights and claims to land would not be denied. But at the same time, hundreds of sepoys, rebels, nawabs and rajas were tried and hanged.

5. The British could not suppress the rebellion for a long time. It soon spread across the plains of north India. Regiment after regiment mutinied and took off to join other troops at nodal points like Delhi, Kanpur and Lucknow. After them, the people of the towns and villages also rose up in rebellion and rallied around local leaders, zamindars and chiefs. Nana Saheb, the adopted son of the late Peshwa Baji Rao who lived near Kanpur, gathered armed forces and expelled the British garrison from the city. He proclaimed himself Peshwa. In Lucknow, Birjis Qadr, the son of the deposed Nawab Wajid Ali Shah, was proclaimed the new Nawab. They acknowledged the suzerainty of Bahadur Shah Zafar. In Jhansi, Rani Lakshmibai joined the rebel sepoys and fought the British along with Tantia Tope. In the Manila region of Madhya Pradesh, Rani Avantivai Lodhi of Ramgarh raised and led an army of four thousand against the British who had taken over the administration of her state. The British wee defeated in number of battles which filled the people of India with immense confidence.

6. See Short Ans. No. 7 under Summative Assessment.

7. The British wanted to capture Jhansi. So they refused the demand of Rani Laxmibai.

8. See Short Ans. No. 3 under Summative Assessment.

9. The greased cartridges supplied for the sepoys of the regiment at Meerut was the immediate cause for the mutiny. These sepoys refused to do the army drill using the new cartridges, which were suspected of being coated with the fat of cows and pigs.
10. After the death of Aurangzeb, the Mughal empire began losing its power and authority. It gave opportunity to regional rulers to strengthen their position. Hence, they established their independent kingdoms. These rulers fought with each other to gain more popularity and honour than others. This weakened the country as a whole which proved a blessing for the British.

11. After the death of Aurangzeb, the Mughal dynasty had lost its influence and many smaller power centres had started asserting their authority. Yet, the word of the Mughal king still held force for a number of ruling families. Threatened by the expansion of British rule, many of them felt that if the Mughal emperor could rule again, they too would be able to rule their own territories once more.

Bahadur Shah Zafar was not willing to support the rebels. But ultimately he had to accept their demand. The rebels proclaimed the emperor as their leader. Now they got their symbolic head who inspired them to fight the British with renewed confidence, hope and courage.

The British had not expected this to happen. But Bahadur Shah Zafar’s decision to support the rebellion changed the entire situation dramatically.

**WORKSHEET-6**

A. Tick (✓) the correct options

1. (c) Calcutta
2. (b) bakery
3. (a) Seringapatam
4. (b) villages

B. Match the Columns

(i) — (c)  (ii) — (e)  (iii) — (b)
(iv) — (f)  (v) — (a)  (vi) — (d)

C. Fill in the Blanks

1. Red Fort  2. Walled City
3. Lahore Gate Improvement Scheme
4. Nuclear

D. True/False

1. False  2. True  3. True
4. False  5. True

E. Answers the following questions

1. The Mughal aristocracy in the seventeenth and eighteenth centuries lived in grand mansions called *havelis*. These *havelis* too became targets of the British after the end of the popular rebellion of 1857. Since the Mughal *amirs* were unable to maintain these large establishments under conditions of British rule, they (*havelis*) therefore began to be subdivided and sold. Often the street front of the *havelis* became shops or warehouses. Some *havelis* were taken over by the upcoming mercantile class, but many fell into decay.
2. Before the Revolt of 1857, Delhi was very much different from other colonial cities such as Madras, Bombay or Calcutta. In these cities the living spaces of Indians and the British were sharply separated. Indians lived in the ‘black’ areas, while the British lived in well-laid-out ‘white’ areas. But in Delhi, the British lived along with the wealthier Indians in the walled city. They learned to enjoy Urdu and Persian culture and poetry and participated in local festivals.

3. It is the shrine of Nizamuddin Auliya located in Delhi. The present structure was built in 1562. The shrine is visited by Muslims from all over the world. Nizamuddin Auliya, like his predecessors, stressed love as a mean of realising God. For him his love of God implied a love of humanity. His vision of the world was marked by a highly evolved sense of secularity and kindness.

4. See Long Ans. No. 2 under Summative Assessment.

5. The poet Mir Taqi Mir used high sounding words to glorify Delhi. He said, “The streets of Delhi aren’t mere streets; they are like the album of a painter.”

6. During Shah Jahan’s time Delhi held a very special position. They city was consisted of a fort palace complex and the city adjoining it. Lal Qila or the Red Fort, made of red sandstone, contained the palace complex. To its west lay the walled city with 19 gates. The main streets of Chandni Chowk and Faiz Bazaar were broad enough for royal processions to pass. The Jama Masjid was among the largest and grandest mosques in India. Delhi was also an important centre of Sufi culture. It had several dargahs, khanqahs and idgahs. But its delights were enjoyed only by some. These were sharp division between rich and poor. Havelis or mansions were interspersed with the far more numerous mud houses of the poor.

7. In 1888, an extension scheme called the Lahore Gate Improvement Scheme was devised by Robert Clarke for the Walled City residency. The idea was to draw residents away from the Old City to a new type of market square, around which shops would be built. Streets in this redevelopment scheme strictly followed the grid pattern and were of identical width, size and character. Land was divided into regular areas for the construction of neighbourhoods.

8. This is the Rastrapati Bhawan, known as the Viceregal Palace during the British period. It is located in New Delhi. It has the President’s official residence, halls, guest rooms and offices. The building
may refer to the entire 130 hectare President Estate that additionally includes huge, presidential gardens known as Mughal Gardens, large open spaces, residences of bodyguards and staff, stables, other offices and civilities within its perimeter walls.

WORKSHEET-7

A. Tick (✔) the correct options
1. (a) iron smelters
2. (b) eighteenth century
3. (d) Britain
4. (b) ukku
5. (c) both (a) & (b)

B. Match the Columns

(i)—(b)  (ii)—(d)  (iii)—(a)  (iv)—(e)  (v)—(c)

C. Fill in the Blanks
1. TISCO  2. cheap  3. Indian Wootz  4. sword; armour  5. men

D. True/False

E. Answer the following questions
1. Around 1750, India was by the world’s largest producer of cotton textiles. Indian textiles had long been renowned both for their fine quality and exquisite craftsmanship. They were exquisite craftsmanship. They were extensively traded in Southeast Asia and West and Central Asia. From the sixteenth century European trading companies began buying Indian textiles for sale in Europe.
2. They purchased cotton and silk textiles in India by importing silver. But when the English East Indian Company gained political power in Bengal, it stopped importing precious metal to buy Indian goods. Instead, they collected revenues from peasants and zamindars in India and used this revenue to buy Indian textiles.
3. (i) The first stage of cloth production was spinning which was mostly done by women. The charkha and the takli were spinning instruments. The thread was spun on the charkha and rolled on the takli.
   (ii) When the spinning over the thread was woven into cloth by weavers who were mostly men.
   (iii) For coloured textiles, the thread was dyed by the dyer, known as rangrez.

4. This was because some types of cloths could not be supplied by machines. For example, machines could not produce saris with intricate borders or cloths with traditional woven patterns. These had a wide
demand not only amongst the rich but also amongst the middle classes. The textile manufactures in Britain also could not produce the very coarse cloths used by the poor people in India. Here it is worth-mentioning that Sholapur and Madura emerged as important new centres of weaving in the late nineteenth century. Later, during the national movement led by Mahatma Gandhi imported textiles were boycotted and the use of hand-spun and had-woven cloth was encouraged.

5. Cotton mills came up in India only in the mid-nineteenth century. Bombay was the first city where the first cotton mill was set up in 1854. It was close to the vast black soil tract of western India, where cotton was grown. When the cotton mills came up they could get supplies of raw material with ease. By 1900, over 84 mills started operating in Bombay. Mills came up in other cities too. The first mill in Ahmedabad was started in 1861. A year later a mill was established in Kanpur, in the United Provinces.

6. In this picture women are seen busy in spinning work in the cotton factory. Most workers in the spinning departments were women, while workers in the weaving departments were mostly men.

7. Smelting is the process of obtaining a metal from rock or soil by heating it to a very high temperature, or of melting objects made form metal in order to use the metal to make something new.

8. It is Tipu Sultan’s sword, made in the late eighteenth century. Tipu’s sword was special as it had in incredibly hard and sharp edge that could easily rip through the opponent’s armour. This quality of the sword came from a special type of high carbon steel called wootz. Wootz steel when made into swords produced a very sharp edge with a flouring water pattern.

9. Wootz steel was produced in many hundreds of smelting furnaces in Mysore. In these furnaces, iron was mixed with charcoal and put inside small clay pots. Through an intricate control of temperatures the smelters produced steel ingots that were used for sword-making.

10. Jamshedpur is located on the banks of the river Subarnarekha. Here there was water near iron ore deposits.

WORKSHEET-8

A. Tick (✅) the correct options

1. (b) mid-nineteenth century
2. (c) Warren Hastings
3. (a) Arabic, Persian and Islamic law
4. (b) Bengal
his education. It was sinful because it had enslaved Indians. It cast an evil spell on them. They were charmed by the West so much so that they appreciated everything that came from the west. They began even admiring British rule. He wanted an education that could help Indians recover their sense of dignity and self-respect.

3. Tagore wanted to set up a school where the child was happy, where he could be free and creative, where he was able to explore his own thoughts and desires.

4. Until 1813, the East India Company was opposed to missionary activities in India. It feared that missionary activities would provoke reaction amongst the local population and make them suspicious of British presence in India. Therefore, it was reluctant to directly support missionary education in India.

5. William Jones was versatile figure. In addition to being an expert in law, he was a linguist. He had studied Greek and Latin at Oxford, knew French and English. He had also learnt Persian. He also studied ancient Indian texts on law, philosophy, religion, politics, morality, arithmetic and the other sciences.

6. He is Henry Thomas Colebrooke. He was a scholar of Sanskrit and ancient sacred writings of Hinduism. He mastered Indian languages
and translated Sanskrit and Persian works into English. He had great respect for ancient cultures, both of India and the West.

### WORKSHEET-9

**A. Tick (✓) the correct options**

1. (c) Caste  
2. (d) She was against widow remarriage  
3. (b) E.V. Ramaswamy Naicker  
4. (a) Mumtaz Ali

**B. Match the Columns**

(i) — (c)  (ii) — (e)  (iii) — (a)  (iv) — (b)  (v) — (d)

**C. Fill in the Blanks**

1. equality; absence of casteism  
2. remarry  
3. Sanskrit  
4. inferior  
5. restricted

**D. True/False**

1. False  
2. False  
3. True  
4. True  
5. True

**E. Answers the following questions**

1. People were upset to see schools for girls.  
   (i) They feared that schools would take girls away from home, prevent them from doing their domestic duties.  
   (ii) Girls had to travel through public places in order to reach school. Many people felt that this would have a corrupting influence on them.  
   (iii) They felt that girls should stay away from public spaces. They should be educated at home.  
2. By the 1880s, Indian women began to enter get higher education in universities. Some of them trained to be doctors, some became teachers. Many women began to write and publish their critical views on the place of women in society. Tarabai Shinde, published a book, named Stripurushtulna, criticising the social differences between men and women. Pandita Ramabai wrote a book about the miserable lives of upper-caste Hindu women.

3. India has been a victim of the evil of caste system for centuries. Fortunately it is not so intense today as it had been earlier. About two hundred years ago, people were divided along lines of caste in most regions of India. Brahmans and Kshatriyas considered themselves as upper castes. Then there were Vaishyas who were engaged in trading and moneylending business. Then came peasants, and artisans such as weavers and potters and were referred to as Shudras. At the lowest rung were those who laboured to keep cities and villages clean or worked at jobs that upper castes considered polluting. The upper castes also treated many of these groups at the bottom as untouchables. They were not allowed to enter temples or bathe in ponds.
meant for upper castes. They were seen as inferior human beings.

4. He is Ishwarchandra Vidyasagar. He was a great supporter of women’s education. He established schools for girls in Calcutta. He felt that education for girls was necessary in order to improve the condition of women.

5. The knowledge of ancient texts filled the reformers with immense confidence and strength. Whenever they wished to challenge a practice that seemed harmful, they tried to find a verse or sentence in the ancient sacred texts that supported their point of view. They then suggested that the practice as it existed at present was against early tradition.

6. People such as Raja Rammohan Roy are described as reformers because they felt that changes were necessary in society and unjust practices needed to be done away with. They thought that the best way to ensure such changes was by persuading people to give up old practices and adopt a new way of life.

7. • The development of new forms of communication.
   • Books, newspapers, magazines, leaflets and pamphlets began to be printed and were available at cheap rates.
   • Ordinary people could read these and express their ideas in their own languages.
   • All kinds of issues could now be debated and discussed by men in the new cities.
   • These discussions could reach out to a wider public which ultimately paved the way for social changes.

WORKSHEET-10

A. Tick (√) the correct options
   1. (d) local miniature artists
   2. (c) Indian mythology
   3. (d) all of the above
   4. (c) both (a) & (b)
   5. (a) Japanese artists

B. Match the Columns
   (i) — (c)  (ii) — (e)  (iii) — (a)
   (iv) — (b)  (v) — (d)

C. Fill in the Blanks
   1. Gothic  2. national
   3. picturesque

4. Abanindranath Tagore
5. nineteenth century

D. True/False
   1. True  2. False  3. True
   4. False

E. Answers the following questions
   1. European photographers produced a variety of images of India in the mid-nineteenth century. For example:
      (i) Some of them being portrait painters began taking photographs
of imperial officials, presenting them as figures of authority and power.

(ii) Others travelled around the country searching for ruined buildings and picturesque landscapes.

(iii) Yet others recorded moments of British military triumph.

(iv) There were also those who photographed the cultural diversity of India in ways that tried to show how India was a primitive country.

2. A new group of nationalist artist that emerged in Bengal towards the end of the nineteenth century rejected the art of Ravi Varma because they found it imitative and westernised. They declared that such a style was unsuitable for depicting the nation’s ancient myths and legends. They felt that a genuine Indian style of painting had to draw inspiration from non-western art and traditions, and try to capture the spiritual essence of the East. So, they broke away the convention of oil painting and the realistic style, and turned for inspiration to medieval Indian traditions of miniature painting and the ancient art of mural painting in the Ajanta caves.

3. Raja Ravi Varma painted themes from Indian mythology. From the 1880s his mythological paintings became very popular among Indian princes and art collectors, who fulled their palace galleries with his works. Responding to the huge popular appeal of such paintings, Ravi Varma decided to set up a picture production team and printing press on the outskirts of Bombay. Here colour prints of his religious paintings were mass produced. Even the poor could now buy these cheap prints.

4. Kalighat painters painted images of gods and goddesses. Traditionally, the figures in scroll paintings looked flat, not rounded. Now Kalighat painters began to use shading to give them a rounded form, to make the images look three-dimensional. Yet the figures were not realistic and life-like. The special thing that is noticeable in the early Kalighat paintings is the use of a bold, deliberately non-realistic style, where the figures emerge large and powerful, with a minimum of lines, detail and colours.

5. By the late-nineteenth century, mechanical printing presses were set up in different parts of India. As a result, prints began to be produced in even larger numbers. These prints could therefore be sold cheap in the market. Even the poor could buy them.

6. The images were engraved in wooden blocks. The carved block was inked, pressed against paper, and then the
woodcut prints that were produced were coloured by hand. In this way, many copies could be produced from the same block. Therefore, it became possible to print cheap popular prints.

7. General Baird, who led the British army that stormed Tipu’s fort, is shown standing triumphantly in the middle. The lantern lights up Baird, making him visible to the spectator. Tipu Sultan lies dead in the left corner and his body is hidden in semi-darkness. His forces are defeated, his royal clothes torn and stripped off. The way everything is shown here seems to announce that dare this is the fate of those who dare to oppose the British.

WORKSHEET-11

A. Tick (√) the correct options
1. (a) it had no Indian representative
2. (c) Mohammad Ali Jinnah
3. (b) C. Rajagopalchari
4. (d) Calcutta

B. Match the following
(i) — (b)  (ii) — (d)  (iii) — (a)  (iv) — (e)  (v) — (c)

C. Fill in the Blanks

D. True/False

E. Answer the following questions
1. In 1919, the British government passed the Rowlatt Act. The Act curbed fundamental rights of the people of India. Now they had no freedom of expression. But at the same time police powers were strengthened. This enraged every Indian, and Gandhiji criticised the Act as tyrannical. He asked people to observe 6 April 1919 as a day of non-violent opposition to this Act, as a day of humiliation and prayer and hartal. Encouraged by Gandhiji people in Amritsar gathered in large numbers at Jallianwala Bagh on Baishakhi day i.e. 13 April to hold demonstrations against the Rowlatt Act. The government, however, took brutal measures to suppress them. General Dyer ordered the police to fire on the innocent people gathered in the walled compound of the Bagh. Thousands of people including women and children were killed. This tragic incident is known as the Jallianwala Bagh Massacre.
2. According to the salt law, the state had a monopoly on the manufacture and sale of salt. Mahatma Gandhi and other nationalist leaders reasoned that it was sinful to tax salt since it is such an essential item of our food.
The Salt March related the general desire of freedom to a specific grievance shared by everybody, and this did not divide the rich and the poor. Hence, Gandhiji along with his followers marked for over 240 miles from Sabarmati to the coastal town of Dandi where he broke the government law by gathering natural salt found on the seashore, and boiling sea water to produce salt.

3. In 1940 the Muslim League moved a resolution demanding independent states for Muslims in the north western and eastern areas of the country. However, the resolution did not mention the partition or Pakistan.

The development of such a notion was a steady process. From the late 1930s, the League began viewing the Muslims as a separate ‘nation’ from the Hindus. This type of idea may have been influenced by the history of tension between some Hindu and Muslim groups in the 1920s and 1930s. More importantly, the provincial elections of 1937 seemed to have convinced the League that Muslims were a minority, and they would always have to play second fiddle in any democratic structure. It feared that Muslims may even go unrepresented. The Congress’s rejection of the League’s desire to form a joint Congress-League government in the United Provinces in 1937 also disappointed the League.

4. The early nationalists were known as the Moderates. They were a group of political leaders in India active between 1885 and 1905. Their emergence marked the beginning of the organised national movement in India. The Moderate leaders wanted to develop public awareness about the unjust nature of British rule. They published newspapers, wrote articles, and showed how British rule was leading to the economic ruin of the country. They criticised British rule in their speeches and sent representatives of different places to mobilise public opinion.

5. Those who led the Indian National Congress in its early years were— Dadabhai Naoroji, Pherozeshah Mehta, Badruddin Tyabji, W.C. Bonnerji, Surendranath Banerji, Romesh Chandra Dutta and S. Subramania Iyer.

6. By the 1890s many Indians began questioning the political style of the Congress. Bipin Chandra Pal, Bal Gangadhar Tilak and Lala Lajpat Rai were important among them. They began to explore more radical objectives and methods. The Radicals were against the English rule in India. They were in favour of strikes and boycott to remove British
from India. They criticised the Moderates for their politics of prayers and emphasised the importance of self-reliance and constructive work. They argued that people must rely on their own strength, not on the good intentions of the government. People must fight for swaraj.

7. In 1920, the British imposed a harsh treaty on the Turkish Sultan or Khalifa. People were furious about this. Besides, Indian Muslims were keen that the Khalifa be allowed to retain control over Muslim sacred places in the erstwhile Ottoman Empire. This was called the Khilafat wrong.

WORKSHEET-12

A. Tick (√) the correct options
1. (b) New Delhi
2. (d) Dr. Rajendra Prasad
3. (b) 21
4. (b) Second World War

B. Match the Columns
(i)—(b) (ii)—(d) (iii)—(e) (iv)—(c)

C. Fill in the Blanks
1. separate states
2. inequalities
3. the USA; the USSR
4. political parties

D. True/False

E. Answer the following questions
1. Many members of the Constituent Assembly believed that the English language should leave India with the British rulers and the national language Hindi should replace it. But other members of the Assembly who did not speak Hindi, were of a different opinion. They did not want the imposition of Hindi on them.

T.T. Krishnamachari gave warning on behalf of the people of the South. Some even threatened to separate from India if Hindi was imposed on them. Finally, a compromise was made. It was decided that Hindi would be the official language of India and English would be used in the courts, the services, and communications between one state and another.

2. When it was recommended that Constitution should be framed for Independent India, the need for the formation of Constituent Assembly was felt finally, the Constituent Assembly came into existence for this purpose. Between December 1946 and November 1949, more than three hundred prominent Indians had a series of meetings on the country’s political future. The meetings of this Constituent Assembly were held in New Delhi but the participants came from all over Indian and from different political parties. These discussions resulted in the framing of the
Indian Constitution which was adopted on 26 January 1950.

3. Dr. Ambedkar was very concerned for the welfare of the community which he came from. He welcomed the provision of the universal adult franchise as it guaranteed political equality to all the Indians irrespective of caste, status, etc. But he was more concerned about the social and economic equality. Unless this equality comes, the underprivileged could not come in the mainstream of the country. They would continue to be discriminated against.

4. (i) Some felt that it had put inadequate emphasis on agriculture.

(ii) Others argued that it had neglected primary education.

(iii) Still other believed that it had not taken into account of the environmental implication of economic policies.

5. See Long Ans No. 1 under Summative Assessment.
Part-B: Geography (Resources and Development)

Chapter 1

Resources

Rapid-Fire Questions
1. yes
2. roads, dams
3. water, soil
4. yes

Puzzle Time

H E S R O S O X K E I K T
U X K E I V A L U K E S O T
M P O S Z C V B N M W T
A O W O E R T Y S O Y H E
N A U T R A D I K I L N N
B N M R E C Y C L I N G T
Q A S C Z X E D I G B U I
V A T E R Y I J N I G F A
Q W A S T G F Y B T V C U
C E N E W A B L D V Z X C
Q W T Y U G F H V C N J B
C Y J V F U C O A D N V H
S U S T A I N A B L E A W

Oral Questions
1. Anything that can be used to satisfy a need.
2. The exclusive right over any idea or invention.
3. Time and technology.
4. Resources whose quantity is known.
5. glass, mirror, dining table, plate, gas-stove.

Fill in the Blanks
1. non-living 2. non-renewable 3. ubiquitous 4. value

True/False

Multiple Choice Questions
1. (b) actual resources
2. (d) plant
3. (b) unknown
4. (c) medicines to treat cancer

Match the following

(i) — (c) (ii) — (d) (iii) — (f) (iv) — (a) (v) — (b) (vi) — (e)

Fill in the Blanks
1. health 2. natural 3. natural 4. value 5. resources

True/False

Very Short Answer Type Questions
1. Biotic resources are derived from living things.
2. Carefully utilising resources so that besides meeting the requirements of the present, also takes care of future generations.
3. Using resources carefully and giving them time to get renewed is called resource conservation.
4. Old newspapers and discarded clothes can be reused in making packets and shopping bags.
5. Farmers grow foodgrains for us. Scientists suggest various means to combat problems related to agriculture and improve farms production.
6. Education and skill help in making people a valuable resource.

Short Answer Type Questions

1. Human beings are considered a special resource. It is those who can make the best use of nature to create more resources by dint of their knowledge, skill and technology. It is they who make so many inventions and discoveries that can multiply the worth of several things. Each discovery or invention leads to many others. The discovery of fire led to the practice of cooking and other process while the invention of the wheel ultimately resulted in development of newer modes of transport. Thus, we can conclude by saying that it is the skills of human that help in transferring the physical material into a valuable resources. If there were no human resources, other resources would have no value.

2. On the basis of their development and use, resources can be classified into two groups—actual resources and potential resources. Actual resources are those resources whose quantity is known. These resources are being used in the present. Examples— the rich deposits of coal in Ruhr region of Germany and petroleum in the west Asia, the dark soils of the Deccan plateau in Maharashtra are all actual resources.

3. Renewable resources are those which get renewed or replenished quickly. Some of these resources such as solar and wind energy are unlimited and are not affected by human activities. However, careless use of certain renewable resources such as water, soil and forest can affect their stock. Non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished. Coal, petroleum and natural gas are some examples of non-renewable resources.

4. Utility or usability makes an object or thing a resource. Water electricity, rickshaw, pen mobile phone and fridge have something in common. They have all been used by us. It means they have utility. Hence, they all are resources. They satisfy our needs. Another factor is value or worth. Things become resources only when they have a value. Their use or utility gives them a value. All resources have some value. It may be economic value, for example, metal and non-economic value, for example, grandmother’s home remedies.

5. Based on their origin, resources can be abiotic or biotic. Abiotic resources are non-living while biotic resources are living. Soils, rocks, and minerals are examples of abiotic resources. Plants and animals are examples of biotic resources.
6. These are windmills. They are renewable energy resources. India has a great potential of wind power, so it can be used in generating energy. The largest windfarm cluster is located in Tamil Nadu from Nagarcoil to Madurai. One can find wind farms on the Gujarat coast too.

**Long Answer Type Questions**

1. Sustainable development is a utilising resource in such a way that we not only think of meeting our own requirements of the present but also we are aware of their conservation for our future generations.
   
   Some principles of sustainable development:
   
   (i) Respect and care for all forms of life.
   
   (ii) Improve the quality of human life.
   
   (iii) Conserve the earth’s vitality and diversity.
   
   (iv) Minimise the depletion of natural resources.
   
   (v) Change personal attitude and practices towards the environment.
   
   (vi) Enable communities to care for their own environment.

2. Using resources carefully and giving them time to get renewed is called resource conservation. It is necessary in order to avoid unpleasant circumstances that are sure to happen in near future. If we are not careful about this, even renewable resources can become scarce and the non-renewable ones can definitely get exhausted.

   There are many ways of conserving resources:

   (i) We should reduce the consumption of various resources.

   (ii) We should encourage recycling and reusing things.

   (iii) Deforestation should be stopped.

   (iv) We should not waste electricity because it comes from water and coal, which are limited.

   (v) The diversity of life on the earth should be conserved.

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**Chapter 2 Land, Soil, Water, Natural Vegetation and Wildlife Resources**

**FORMATIVE ASSESSMENT**

**Oral Questions**

1. The mass movement of rock, debris or earth down a slope.

2. Organic farming

3. Varied characteristics of land and climate.

4. In the coastal and dry regions

Fill in the Blanks
1. flora, fauna 2. illegal 3. ecosystem 4. droughts 5. silkworms

True/False

Rapid-Fire Questions
1. city 2. land 3. mountainous 4. constant 5. plants

Fill in the Blanks
1. saline 2. moisture 3. low 4. water 5. biosphere

True/False

Very Short Answer Type Questions
1. They lead very different lives because of the differences in quality of land, soil, water, natural vegetation, animals and the usage of technology. The availability of such resources is the main reason to differ from each other.

SUMMATIVE ASSESSMENT
2. The rugged topography, steep slopes of the mountains, low-lying areas susceptible to water logging, desert areas, thick-forested areas, etc. are normally sparsely populated or uninhabited.
3. Temperature and rainfall.
4. The Ganga-Brahmaputra plain of India offers a suitable land for agriculture. Hence, people choose to live there in large number.
5. National park is a natural area designated to protect the ecological integrity of one or more ecosystems for the present and future generations.
6. Rainwater harvesting is the process of collecting rainwater from roof tops and directing it to an appropriate location where it is stored for future use.
7. Parent rock determines soil’s colour, texture, chemical properties mineral, content permeability.
8. Weathering is the breaking up and decay of exposed rocks, by temperature changes, frost action, plants, animals and human activities.

Short Answer Type Questions

1. Land is used for various purposes such as agriculture, building house, setting up of factories, etc. This is commonly known as land use. The use of land is determined by physical factors such as topography, soil, climate, minerals and availability of water. The use of land is also determined by human factors such as population and technology.

2. The major causes of the degradation of land resources are—
   (i) Growing population and their ever growing demands.
   (ii) Large scale destruction of forest cover and arable land. These have created a fear of losing this natural resource. Therefore, it is necessary to check the present rate of land degradation. Some common methods which can be applied to conserve land resources are afforestation, land reclamation, regulated use of chemical pesticide and fertilisers and checks on overgrazing.

3. The factors responsible for soil formation are—
   (i) the nature of parent rock
   (ii) the climate
   (iii) the topography
   (iv) the role of organic material
   (v) the time taken for the composition of soil formation.

The above factors affect soil formation in this way: The parent rock determines colour, texture, chemical properties, mineral, content and permeability. The climate (temperature, rainfall) influences the rate of weathering and humus. The topography (altitude and slope) determines accumulation of soil. The flora, fauna and micro-organism affect rate of humus formation. And the last is the time which determines thickness of soil profile.

4. Wildlife includes animals, birds, insects as well as the aquatic life forms. It is essential to conserve them because of the following reasons.
   (i) We get several things such as milk, meat, hides and wool from animals.
   (ii) Insects like bees provide us honey, help in pollination of flowers and have an important role to play as decomposes in the ecosystem.
   (iii) The birds feed on insects and act as decomposers as well. Vulture due to its ability to feel on dead livestock is a scavenger and considered a vital cleanser of the environment.

So animals big or small, all
are integral to maintaining balance in the ecosystem. Therefore, they need to be conserved.

5. On the basis of ownership, land can be classified as—
   • private land
   • community land
Private land is owned by individuals whereas, community land is owned by the community for common uses like collection of fodder, fruits, nuts or medicinal herbs. The community lands are also called common property resources.

6. Three mitigation techniques of landslides are—
   (i) Hazard mapping to locate areas prone to landslides. Hence, such areas can be avoided for building settlements.
   (ii) Construction of retention wall to stop land from shipping.
   (iii) Increase in the vegetation cover to check landslides.
   (iv) The surface drainage control works to control the movement of landslide along with rainwater and spring flows.

7. Land is among the most important natural resources. Covers only about thirty per cent of the total area of the earth’s surface and all parts of this small percentage are not habitable. This very factor increases the importance of land. Whatever land remains, is used for different purposes such as agriculture, forestry, mining, building houses, roads and setting up of industries. Where will we live and carry out our activities if there is no land?

8. CITES stands for the Convention on International Trade in Endangered Species of Wild Fauna and Flora. It is an international agreement between governments. It aims to ensure that international trade in specimens of wild animals and 28,000 species of plants are protected. Bears, dolphins, cacti corals, orchids and aloes are some examples.

**Long Answer Type Questions**

1. Soil, an important natural resource, is being degraded very fast. Factors which lead to soil degradation are numerous such as deforestation overgrazing, rain wash, landslides, etc. Hence, soil must be conserved at all cost. Some soil conservation methods:
   (i) Mulching — The bare ground between plants is covered with a layer of organic matter like straw. It helps to retain soil moisture.
   (ii) Contour barriers — Stones, grass, soil are used to build barriers along contours. Trenches are made in front of the barriers to collect water.
   (iii) Rock dams — Rocks are piled up to slow down the flow of water. This prevents gullies and further soil loss.
(vi) Terrace farming— Broad and flat steps (terraces) are made on the steep slopes so that flat surface are available to grow crops. They reduces soil erosion.

(v) Inter cropping— Different crops are grown in alternate rows and are sown at different times to protect the soil from rain wash.

(vi) Shelter belts— Rows of trees are planted in coastal and dry areas to check the wind movement protect soil cover.

2. Water is a valuable natural resource. We can’t imagine a life without water. Hence, its conservation is important for all. The following measures can be adopted in this direction—

(i) Forest and other vegetation cover should be increased because they slow the surface runoff and replenish underground water.

(ii) Water harvesting should be encouraged to save surface runoff.

(iii) The canals used for irrigating fields should be properly lined to minimise losses by water seepage.

(iv) Sprinklers should be used to irrigate the area by checking water losses through seepage and evaporation.

(v) Drip or tickle irrigation method should be adopted in dry regions.

3. Evergreen forests occur in the regions near the equator and close to the tropics. These regions are hot and receive heavy rainfall throughout the year. As there is no particular dry season, the trees do not shed their leaves altogether. This is the reason they are called evergreen. The thick canopies of the closely spaced trees do not allow the sunlight to penetrate inside the forest even in the day time. Hardwood trees like rosewood, ebony, mahogany are common here. Andaman and Nicobar Islands, parts of north-eastern states and a narrow strip of the western slope of the Western Ghats are home of these forests.

Deciduous forests are found in the large part of India, northern Australia and in central America. These regions experience seasonal changes. Trees shed their leaves in the dry season to conserve water. The hardwood trees found in these forests are sal, teak, neem and shisham. Hardwood trees are extremely useful for making furniture, transport and constructional materials.
Chapter 3 Mineral and Power Resources

FORMATIVE ASSESSMENT

Oral Questions
1. The process of taking out minerals from rocks buried under the earth’s surface.
2. Tides
3. Iron
4. Rajasthan
5. Compressed Natural Gas

Fill in the Blanks
1. earth
2. hydroelectricity
3. shortage
4. birds
5. generated

True/False
1. False
2. True
3. True
4. True
5. False

Rapid-Fire Questions
1. Coal

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (b) mica
2. (d) Brazil
3. (a) Australia
4. (a) Geothermal energy
5. (d) Russia
6. (a) France
7. (c) Rajasthan and Madhya Pradesh

Match the following
(i)—(d) (ii)—(e) (iii)—(a) (iv)—(b) (v)—(c)

Fill in the Blanks
1. thermal
2. drilled
3. recycling
4. Manikaran
5. costly

True/False
1. True
2. False
3. True
4. False
5. True

Very Short Answer Type Questions
1. These areas are the Arctic ocean bed and Antarctica.
2. Minerals can be identified on the basis of their physical properties such as colour, density, hardness and chemical property such as solubility.
3. Salt, toothpaste, jewellery, drawing material, powder.
4. A rock is an aggregate of one or more minerals but without definite composition
of constituents of mineral. Three types of rocks in which minerals occur are—igneous rocks, metamorphic rocks and sedimentary rocks.

5. A naturally occurring substance that has a definite chemical composition is a mineral.

6. • Salt is used in food.
   • Graphite is used in pencil.
   • Aluminium is used in kitchen cookware.
   • Mica is used in toothpaste.
   • Gold is used in jewellery.

7. We need power or energy resources for industry, agriculture transport, communication and defense.

8. Fossil fuels such as coal, petroleum and natural gas are the main sources of conventional energy.

9. Ores of metallic minerals are located in igneous and metamorphic rock formations that form large plateaus.

10. It is because non-conventional sources such as solar energy, wind energy, tidal energy are renewable. Also they are environment-friendly.

Short Answer Type Questions

1. On the basis of composition, minerals are classified as
   (i) metallic and (ii) non-metallic minerals.
   (i) Metallic minerals — These minerals contain metal in raw form. For example, iron ore, bauxite, manganese ore. Metallic minerals may be ferrous or non-ferrous.
   Ferrous minerals contain iron. For example iron ore, manganese and chromites. A non-ferrous mineral does not contain iron but may contain some other metal such as gold, silver, copper or lead.
   (ii) Non-metallic minerals — These minerals do not contain metals. For example, limestone, mica and gypsum. Coal and petroleum are also non-metallic minerals.

2. Minerals are located in different types of rocks. Some are found in igneous rocks, some in metamorphic rocks while others occur in sedimentary rocks. Metallic minerals are generally located in igneous and metamorphic rock formations that form large plateaus. Iron ore in North Sweden; copper and nickel deposits in Ontario, Canada; iron, chromites and platinum in South Africa are examples of minerals found in igneous and metamorphic rocks. Non-metallic minerals such as limestone are located in sedimentary rock formation of plains and young fold mountains. Limestone deposits of Caucasus region of France, manganese deposits of Georgia, etc. are some examples. Coal and petroleum are also found in sedimentary strata.
3. (i) **Copper**— Its is a good conductor and is mainly used in electrical cables, electronics and chemical industries.

(ii) **Silicon**— Its is obtained from quartz and is used in computer industry.

(iii) **Aluminium**— It is obtained from its ore bauxite and is used in automobiles and airplanes, bottling industry, building and in kitchen cookware.

4. Wind is an inexhaustible source of energy. Its advantages are many:
   (i) It is non-polluting.
   (ii) Low-cost production of electricity is possible once it is set up.

   However, it has many disadvantages too. They are
   (i) It creates noise pollution.
   (ii) Setting up windmills is a costly affair.
   (iii) It disturbs radio and T.V. reception.
   (iv) Wind energy is harmful to birds.

5. | **Biogas**                          | **Natural gas**                   |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Biogas is a renewable source of energy.</td>
<td>(i) Natural gas is a non-renewable source of energy.</td>
</tr>
<tr>
<td>(ii) It is obtained from the decomposition of organic waste such as dead plant and animal material, animal dung and kitchen waste.</td>
<td>(ii) It is obtained as a by-product from the extraction of petroleum.</td>
</tr>
<tr>
<td>(iii) It is non-conventional source of energy and is used in cooking and lighting.</td>
<td>(iii) It is a conventional source of energy and can be used both as a domestic and industrial fuel.</td>
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</tbody>
</table>

6. The consumption of fossil fuel has increased enormously. This has led to their depletion at an alarming rate. It is estimated that if the present rate of consumption continues, the reserves of these fuel will get exhausted. Moreover, the toxic pollutants released from burning these fuel are also a cause of concern. This has led to the tapping of various non-conventional sources of energy such as solar energy, wind energy, tidal energy, etc. These sources of energy are not only renewable but also cleaner alternatives to fossil fuels.

7. **Advantages of firewood**—
   (i) It is easily accessible.
   (ii) It provides energy to a large number of people.
Disadvantages—
(i) The collection of firewood is time consuming.
(ii) It leaves polluting effects on the surroundings.
(iii) It promotes greenhouse effect.
(iv) It encourages deforestation.

8. (i) Petroleum and its derivatives are called ‘black gold’ as they are very valuable.
(ii) Coal is a bulky material. It loses weight on use as it is reduced to ash. It is, therefore, most industries are located around coal mines.

Long Answer Type Questions
1. (i) Solar energy is available abundantly. Therefore, its use should be increased in homes.
(ii) Biogas is an excellent fuel for cooking and lighting. It should be used by more and more households.
(iii) Use of pressure cooker in cooking should be increased.
(iv) We should not forget to switch off fans and lights when not required.
(v) We should minimise the use of electric dryers.

2. Non-conventional sources of energy are:
(i) Solar energy: This energy trapped from the sun can be used in solar cells to produce electricity. It is inexhaustible and non-polluting and is used in solar heaters, solar cookers and solar dryers. But getting this energy is an expensive affair.
(ii) Wind energy: This energy is exhaustible. In windmills, the high speed winds rotate the windmill which is connected to a generator to produce electricity. Wind farms having clusters of such windmills are located in coastal regions and in mountain passes where strong and steady winds blow. Wind energy is non-polluting. It is safe and clean. But it spreads noise pollution and disturbs radio and T.V. reception.
(iii) Nuclear power: It is obtained from energy stored in the nuclei of atoms of naturally occurring radio active elements like uranium and thorium. These fuel undergo nuclear fission in nuclear reactors and emit power in large amount. But it is expensive to get this energy.
(iv) Geothermal energy: It is the heat energy obtained from the inside of the earth. The temperature in the interior of the earth rises steadily as we go deeper and deeper. Sometimes this heat
energy may surface itself in the form of hot springs. This heat energy can be used to generate power. Geothermal energy in the form of hot springs has been used for cooking, heating and bathing for several years.

(v) Tidal energy: Energy generated from tides is called tidal energy. It can be harnessed by building dams at narrow openings of the sea. During high tides the energy of the tides is used to turn the turbine installed in the dam to produce electricity. This energy is non-polluting and inexhaustible. But it destroys wildlife habitats.

(vi) Biogas: It is obtained from the decomposition of organic waste. It is an excellent fuel for cooking and lighting and produces huge amount of organic manure each year. Obtaining biogas is a low cost affair, but it causes greenhouse effect.

3. Conventional sources of energy are—

(i) Firewood— It is widely used for cooking and heating in villages.

(ii) Coal— It is used as a domestic fuel, in industries and to generate electricity. Electricity from coal is called thermal power. The coal producing areas of India are Raniganj, Jharia, Dhanbad and Bokaro in Jharkhand.

(iii) Petroleum— It is found between the layers of rocks and is drilled from oil-fields located in off-shore and coastal areas. This is then sent to refineries which process the crude oil and produce diesel, petrol, kerosene wax, plastics and lubricants. The leading petroleum producers in India are Digboi in Assam, Bombay High in Mumbai and the deltas of Krishna and Godavari rivers.

(iv) Natural Gas— It is found with petroleum deposits and is released when crude oil is brought to the surface. It can be used as a domestic and industrial fuel. In India, Jaisalmer, Krishna-Godavari delta, Tripura and some areas such as offshore in Mumbai have natural gas resources.

(v) Hydel Power— Hydroelectricity is generated by fast flowing water. It is a renewable resource. One-fourth of the world’s electricity is produced by hydel power. Some important hydel power stations in India are Bhakra Nangal, Gandhi Sagar, Nagarjunasagar and Damodar valley projects.
Chapter 4  Agriculture

FORMATIVE ASSESSMENT

Oral Questions
1. Commercial rearing of silkworms.
2. Primary, secondary and tertiary
3. Land fit for growing crops.
4. Wheat and maize
5. Corn

Fill in the Blanks
1. wet 2. 250
3. businessman
4. primary 5. agricultural

True/False
1. True 2. False 3. True
4. False 5. True

Rapid-Fire Questions
1. Cultivation of grapes.

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (c) Storage 2. (b) Wheat
3. (a) Jute and cotton
4. (a) China
5. (d) all of the above.

Match the following
(i)−(b) (ii)−(d) (iii)−(a)
(iv)−(c) (v)−(c)

Fill in the Blanks
1. Maize 2. Brazil
3. larger 4. Subsistence
5. commercial

True/False
1. False 2. True 3. False
4. False 5. True

Very Short Answer Type Questions
1. Organic farming is a type of farming in which organic manure and natural pesticides are used instead of chemicals. No genetic modification is done to increase the yield of the crop.
2. It is the science and art of cultivation on the soil for growing crops, fruits, vegetables, flowers and rearing livestock. It is also called farming.
3. Favourable topography of soil and climate.
4. Farming is done by following a the under given system.
The important inputs are seeds, fertilisers, machinery and labour. The operations involved in farming are ploughing, sowing, irrigation, weeding and harvesting. The outputs from the system include crops, wool, dairy and poultry products.

5. Mixed farming is practised in Europe, eastern USA, Argentina, southeast Australia, New Zealand and South Africa.

6. USA, Canada, Argentina, Russia, Ukraine, Australia and India.

7. Munna Lal takes credit from a bank or the agricultural co-operative society to buy HYV seed and implements.

8. Subsistence farming is classified as intensive subsistence and primitive subsistence farming.

9. Nomadic herding is practised in the semi-arid and arid regions of Sahara, Central Asia and some parts of India, like Rajasthan and Jammu and Kashmir.

**Short Answer Type Questions**

1. Shifting cultivation is a method of farming in which a plot of land is cleared by felling the trees and burning them. The ashes are then mixed with soil and crops like maize, yam, potatoes and cassava are grown. After the soil loses its fertility, the cultivator moves to a new plot. Shifting cultivation is not environment-friendly because it involves deforestation and burning of trees. Hence, this practise should not be encouraged.

2. Plantation agriculture is a type of commercial farming where single crop of tea, coffee, sugarcane, cashew, rubber, banana or cotton are grown. In this farming a large amount of labour and capital is required. The producer may be processed on the farm itself or in nearby factories. The development of a transport network is, therefore, necessary for such farming. Plantation agriculture is practised in the tropical region of the world. Rubber is grown in Malaysia, coffee in Brazil, tea in India and Sri Lanka.

3. Subsistence farming is practised to meet the needs of the farm’s family. In this farming low levels of technology and household labour are used to produce small output. This is an old-fashioned method of farming. In commercial farming crops are grown and animals are reared for sale in market. This farming is done on large areas and the amount of capital used is also very large. Most of the work is done by machines. This is a modern method of farming.

4. Intensive subsistence agriculture is a type of farming in which the farmer cultivates a small plot of land using simple tools and more labour.
Climate with large number of days with sunshine and fertile soils permit growing of more than one crop annually on the same small plot. Rice is the main crop grown by farmers under this method. Other crops are wheat, maize, pulses and oilseeds. Intensive-agriculture is prevalent in the thickly populated areas of the monsoon regions of south, southeast and east Asia.

5. The USA is a developed country where farmers do commercial farming on large holdings. They grow crops on their fields after making sure that soil and water resources meet the needs of the crops. They take adequate measures to control pests that can damage the crops. From time to time they send the soil samples are sufficient or not. The results help them to plan a scientific fertiliser programme. They use tractors, seed drills, levellers, combined harvesters and threshers to perform various agricultural operations. In the last, they either store grains in the automated grain storage or dispatch them to market agencies. Thus, they act like true businessmen.

Long Answer Type Questions

1. Wheat, rice, maize and millets are major food crops.

   **Climatic conditions required for rice** — Rice needs high temperature, high humidity and rainfall. It grows best in alluvial clayey soil, which can retain water.

   **Climatic conditions required for wheat** — Wheat requires moderate temperature and rainfall during growing season and bright sunshine at the time of harvest. It thrives best in well-drained loamy soil.

   **Climatic conditions required for millets** — Millets (jawar, bajara and ragi) are coarse grains and can be grown on less fertile and sandy soil. It is a hardy crop that needs low rainfall and high to moderate temperature and adequate rainfall.

   **Climatic conditions required for maize** — Maize requires moderate temperature, rainfall and lots of sunshine. It needs well-drained fertile soil.

2. The important beverage crops are tea and coffee.

   **Climatic conditions required for tea** — Tea is grown on plantations. This requires cool climate and well-distributed high rainfall throughout the year for the growth of its tender leaves. It needs well-drained loamy soils and gentle slopes. It also needs labour in large number to pick up the leaves.

   **Climatic conditions required for coffee** — Coffee is also grown on plantations. It requires warm and wet climate and well-drained loamy soil. Hill slopes are more suitable for growth of this crop.
Chapter 5 Industries

FORMATIVE ASSESSMENT

Oral Questions
1. Production of automobiles.
2. Technical failure or irresponsible handling of hazardous material.
5. 1859

Fill in the Blanks

True/False

Rapid-Fire Questions
1. Eight 2. Bihar

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (a) joint sector industries
2. (d) furniture
3. (d) 8
4. (c) California
5. (b) Ahmedabad

Match the following
(i) — (b)  (ii) — (d)  (iii) — (a)  
(iv) — (e)  (v) — (c)

Fill in the Blanks

True/False

Very Short Answer Type Questions
1. Smelting is the process in which metals one extracted from their ores by heating beyond the melting point.
2. The term ‘industry’ refers to an economic activity that is concerned with production of goods, extractions of minerals or the provision of services.
3. Bangalore is located on the Deccan Plateau. Therefore, it is known as ‘Silicon Plateau’.
4. This is primarily due to the emergence of new textile centres in the country as well as non-upgradation of machines and technology in the mills of Ahmedabad.

Puzzle Time

M A B E N T L I S H C D T
I R O N A E I N I L A M E
N E T C T X N P L A T D C
E R N C P T G U R U L R H
R N D N B I U C O T T O N
A A L O N L I A N I N S O
L C S C M E S D S T E E L
L U T O U T T A G A R O O
B L R A N M A D R A S A G
P N Y L O N A L A T S S Y
A R A R H B O M B A Y S T
I N F O R M A T I O N T R

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I R O N A E I N I L A M E
N E T C T X N P L A T D C
E R N C P T G U R U L R H
R N D N B I U C O T T O N
A A L O N L I A N I N S O
L C S C M E S D S T E E L
L U T O U T T A G A R O O
B L R A N M A D R A S A G
P N Y L O N A L A T S S Y
A R A R H B O M B A Y S T
I N F O R M A T I O N T R
5. The information technology deals in the storage, processing and distribution of information.

6. These industrial plants produce chemicals, locomotive parts, agricultural equipment, machinery, tinplate, cable and wire.

7. (i) The iron and steel industry (ii) The textile industry (iii) The information technology industry

8. The inputs of an industrial system are the raw materials, labour and costs of land, transport, power and other infrastructure.

9. Industrial regions emerge when a number of industries locate close to each other and share the benefits of their closeness.

10. Agro-based industries use plant and animal-based products as their raw materials. For example, vegetable oil, dairy products, etc. Mineral-based industries use mineral ores as their raw materials. The products of these industries feed other industries. For example, iron made from iron ore is the product of mineral-based industry.

**Short Answer Type Questions**

1. On the basis of their size, industries can be classified into small scale and large scale industries.
   Small scale industries use lesser amount of capital and technology as compared to large scale industries that produce large volumes of products. Investment of capital is higher and the technology used is superior in large scale industries. Silk weaving and food processing industries are example of small scale industries whereas productions of automobiles and heavy machinery are examples of large scale industries.

2. The factors affecting the location of industries are the availability of raw material, land, water, labour, power, capital, transport and market. Industries are situated where some or all of these factors are easily available. Sometimes, the government provides incentives like subsidised power, lower transport cost and other infrastructure so that industries may be located in the backward areas.

3. An industrial system consists of inputs, processes and outputs. The inputs are the raw materials, labour and costs of land, transport, power and other infrastructure. The processes include a wide range of activities that convert raw material into finished products the outputs are the end product and the income earned from it. Take the example of the textile industry. The inputs may be cotton, human labour, factory and transport cost, the processes include ginning, spinning, weaving, dyeing and printing. The output is the shirt.
4. Iron and steel industry is often referred to as the backbone of modern industry. The reason behind this is that almost everything we use is either made of iron or steel or has been made with tools and machinery of these metals. Ships, trains, tricks and autos are made largely of steel. Oil wells are drilled with steel machinery. Steel pipelines transport oil. Minerals are mined with steel equipment. Farm machines have steel framework.

5. There were several reasons behind this:
(i) Sakchi was only 32 km away from Kalimati station on the Bengal-Nagpur railway line.
(ii) It was close to the iron ore, coal and manganese deposits as well as to Kolkata, which provided a large market.
(iii) TISCO gets coal from Jharia coalfields, and iron ore, limestone, dolomite and manganese from Orissa and Chhattisgarh. These places are close to Sakchi.
(iv) The Kharki and Subarnarekha rivers are close to Sakchi, that ensured sufficient water supply.

6. (i) Bangalore has the largest number of educational institutions and IT colleges in India.
(ii) The city was considered dust-free with low rents and low cost of living.

(iii) The state government of Karnataka was the first to announce an IT Policy in 1992.
(iv) The city has the largest and widest availability of skilled managers with work experience.

7. Apart from Bangalore, these are other emerging information technology hubs in metropolitan centres of India. These are Mumbai, New Delhi, Hyderabad and Chennai. Other cities such as Gurgaon, Pune, Thiruvananthapuram, Kochi and Chandigarh are also important centres of the IT industry. However, Bangalore is unique because the city is endowed with highest availability of middle and top management talent.

**Long Answer Type Questions**

1. Ahmedabad is located in Gujarat on the banks of the Sabarmati river. The first textile mill was set up here in 1859. It soon became the second largest textile city of India, after Mumbai. Favourable for the development of the textile industry in Ahmedabad. The city is situated very close to cotton growing area. This ensures easy availability of raw material. The climate is ideal for raw material. The climate is ideal for spinning and weaving. The flat terrain and easy availability of land is suitable for the establishment of the mills. The densely
industry developed in Osaka due to several geographical factors. The extensive plain around Osaka ensured that land was easily available for the growth of cotton mills. Warm humid climate is well suited to spinning and weaving. The river Yodo provides sufficient water for the mills. Labour is easily available. Location of port facilitates import of raw cotton and for exporting textiles. The textile industry at Osaka depends entirely upon imported raw materials which it gets from Egypt, India, China and USA. The finished product is mostly exported and had a good market due to good quality and low price.

2. Osaka is known as the 'Manchester of Japan' because it is an important textile centre of the country. The textile industry developed in Osaka due to several geographical factors. The extensive plain around Osaka ensured that land was easily available for the growth of cotton mills. Warm humid climate is well suited to spinning and weaving. The river Yodo provides sufficient water for the mills. Labour is easily available. Location of port facilitates import of raw cotton and for exporting textiles. The textile industry at Osaka depends entirely upon imported raw materials which it gets from Egypt, India, China and USA. The finished product is mostly exported and had a good market due to good quality and low price.

3. 

WORLD - POLITICAL 

...
Chapter 6 Human Resources

FORMATIVE ASSESSMENT

Oral Questions
1. The number of people living in a particular area.
2. The number of live births per 1000 people.
3. The number of deaths per 1000 people.
4. 1985
5. The number of people living in a unit area on the earth’s surface.

Fill in the Blanks
1. age-sex 2. plains 3. Migration 4. high 5. decreases

True/False

Rapid-Fire Questions
1. Asia and Africa
2. To improve people’s skills.
3. In 1804.
4. For diamond mines.
5. Population increases.

Puzzle Time

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (d) Germany
2. (a) 324 persons per square km
3. (d) all of the above
4. (c) 3 billion
5. (a) Bangladesh and Japan

Match the following
(i)—(e) (ii)—(d) (iii)—(f) (iv)—(a) (v)—(b) (vi)—(c)

Fill in the Blanks
1. densely 2. six 3. structure 4. narrow

True/False

Very Short Answer Type Questions
1. It is people with their demands and abilities that turn nature’s bounty into resources.
2. The way in which people are spread across the earth surface is known as the pattern of population distribution.
4. The average density of population in the whole world is 51 persons per square km.
5. Life expectancy is the number of years that an average person can expect to live.
6. Births and deaths are the natural causes of population change.
7. The difference between the birth rate and death rate of a county is called the natural growth rate.
8. When a person enters a new country, it is called immigration. When a person leaves a country, it is called emigration.

**Short Answer Type Questions**

1. Both the factors immediately affect the distribution of population. We know that people favourable conditions for farming, manufacturing and service activities. For example — the Ganga plains are the most densely populated areas of the world. On the other hand, mountains and plateaus do not provide these. For example, the Himalayas where people do not like to live and therefore these areas are sparsely populated. Thus, topography of a place matters a lot in human settlement.
   So far the climate of a place is concerned people usually avoid extreme climates, i.e. very hot or very cold. For example, Sahara desert, polar regions of Russia, Canada and Antarctica are thinly populated.

2. The world population has grown very rapidly because of better food supplies and medicines. Both these facilities have reduced death rate. So far the number of births is concerned, it is still high. As a result, the total increase in the world population is very high.

3. Social, cultural and economic factors also affect the distribution of population.
   **Social factors** — Some areas provide better housing, education and health facilities. People get attracted to these areas. For example, Pune is a densely populated area of India.
   **Cultural factor** — Places with religion or cultural significance also attract people. For example Varanasi, Jerusalem and Vatican City.
   **Economic factor** — Places having better employment opportunities are usually densely populated. For example, industrial areas like Osaka in Japan and Mumbai in India.

4. For a very long period of human history, until the 1800s, the population of the world grew steadily but slowly. This was because birth rate and death rate were almost the same. A large number of babies were born, but they died earlier too. This happened as a result of poor health facilities. Sufficient food was also not available for all the people. Farmers were not able to produce enough to meet the food requirements of all the people. Thus, non-availability of medical facilities and sufficient food kept the world’s population steady till 1800s.
5. Population composition refers to the structure of the population in respect with age, sex literacy-level, health condition, occupation and income level. The composition of population thus helps us know how many are males or females, which age group they belong to, how educated they are and what type of occupations they are employed in, what their income levels and health conditions are.

Long Answer Type Questions

1. A population pyramid is a graphical presentation of the age, sex composition of a population. It is also called an age-sex pyramid. A population pyramid shows that total population divided into various age groups, e.g. 5 to 9 years, 10 to 14 years. It also shows the percentage of the total population sub-divided into males and females, in each of those groups. The shape of the population pyramid gives us factual knowledge about the people living in that particular country. The number of children below 15 years are shown at the bottom and reflect the level of births. The size towards the top shows the numbers of aged people above 65 years and reflects the number of deaths. The population pyramid also help us know how many dependents (young dependents aged below 15 years and elderly dependents aged over 65 years) there are in a country.

The population pyramid of a country in which birth and death rates both are high is broad at the base and rapidly narrower getting towards the top. It means not all grow up to be adults and olds. Kenya shows such a pyramid. In countries like India, death ratio is decreasing and therefore the pyramid is broad in the younger age groups. In countries like Japan, low birth rates make the pyramid narrow at the base. Decreased death rates enable people reach old age.

2. (i) Factors that cause population change are—births, deaths and migrations. Births are usually measured using the birth rate, i.e. the number of live birth per 1,000 people. Death are usually measured using the death rate, i.e., the number of deaths per 1,000 people. Births and deaths are natural causes of population change. Migration is another way by which population the size of changes. People may move within a country or between countries. Countries like the USA and Australia have gained in numbers by immigration. Sudan is a country that has experienced a loss of population numbers due to emigration.
(ii) The general trend of migrations is from the less developed nations to the more developed nations in search of better employment opportunities. Within countries a large number of people move from the rural to urban areas in search of employment, education and health facilities.

WORKSHEET-1

A. Tick (✓) the correct options
1. (c) both (a) & (b)
2. (d) all of the above
3. (a) potential resource
4. (d) duster

B. Match the following
(i) — (b)  (ii) — (a)  (iii) — (d)  
(iv) — (c)

C. Fill in the Blanks
1. economic  2. resource  
3. Nagercoil  4. localised

D. True/False
1. True  2. False  3. True  
4. False  5. True

E. Answer the following questions
1. Technology is the application of latest knowledge and skill in doing or making things.
2. Improving the quality of people’s skills so that they are able to create more resources is known as human resource development.
3. If we are not careful then even renewable resources can become very scare and the non-renewable ones can definitely get exhausted. Hence, it is important to use both types of resources carefully.
4. Resources are distributed unequally over the earth because of the different natural conditions such as climate, altitude, terrain, etc., level of development and technological levels.
5. Ubiquitous resources are those which are found everywhere. Air is the most appropriate example of this type of resources. But those which are found only in certain places are localised resources. For example, copper and iron ore.
6. It is said that water is life. It means there would be no life if water disappears from the earth. Water is so essential that without it there would be no crops, animals and humans would dehydrate and die. There would be nothing to eat or drink.

WORKSHEET-2

A. Tick (✓) the correct options
1. (d) huge trees are grown
2. (b) moderate rainfall
3. (c) soil erosion
4. (d) all of the above

B. Match the following
(i) — (b)  (ii) — (d)  (iii) — (a)  
(iv) — (c)  (v) — (c)

5. (a) long roots
C. Fill in the Blanks
1. mosses  2. water
3. depletion
4. Three fourth’s
5. Water

D. True/False
1. True  2. False  3. True
4. False  5. True

E. Answer the following questions
1. The whole world, more or less, is facing the scarcity of water. Access to clean and adequate water sources is a major problem today. Even though water is a renewable resource its overuse and pollution make it unfit for use. The following are the major threats of this resource:
   (i) Discharge of untreated or partially treated sewage in water bodies.
   (ii) Discharge of agricultural chemicals and industrial effluents in water bodies. They pollute water with nitrates, metals and pesticides.
       Water pollution can be controlled by treating these effluents suitably before releasing them in water bodies.
2. The major vegetation types of the world are— forests, grasslands, scrubs and tundra. In areas of heavy rainfall, huge trees are normally thrive on. The forests are, therefore, associated with areas having abundant water supply. As the amount of moisture decreases, the size of trees and their density reduces. Hence, short stunted trees and grasses grow in the regions of moderate rainfall. Thorny shrubs and scrub grow in dry areas of low rainfall. In such areas plants have deep roots and leaves with thorny and waxy surface reduce loss of moisture through transpiration. Tundra vegetation that comprises of mosses and lichens is found in the cold polar regions.
3. (i) National parks, wildlife sanctuaries biosphere reserves are made to protect our natural vegetation and wildlife.
   (ii) Many countries have passed laws against the trade as well as killing of birds and animals. In India, killing of lions, tigers, deer, great Indian bustards and peacocks is illegal.

4. Forest fire is a threat to the entire region of fauna and flora. It occurs mainly due to three reasons—
   (i) Natural fire due to lightening, etc.
   (ii) Fire due to heat generated in the litter due to carelessness of people.
   (iii) Fire purposely caused by local inhabitants, mischief-makers, or miscreants, etc.
       Forest fire can be controlled by the following measures—
       (i) Prevention of fires through education.
(ii) Prompt detection of fires through well co-ordinated network of observation points, efficient ground patrolling and communication network.

5. Forests are the precious gift to mankind. They play an important role in maintaining the ecosystem. They are able of innumerable birds and animals. They provide us with timber, produce oxygen we breathe in, protect soil which is essential for growing crops, help in storage of underground water, give us fruits, nuts latex, gum, medicinal plants, turpentine oil and many more things. We cannot imagine life without forests. They purify our air which is essential for our healthy growth.

WORKSHEET-3

A. Tick (√) the correct options

1. (b) strong and steady winds blow there
2. (c) India
3. (b) Tamil Nadu
4. (c) Scotland
5. (d) Cooking food in an open pan kept on low flame.

B. Match the following

(i) — (c)  (ii) — (e)  (iii) — (a)  (iv) — (b)  (v) — (d)

C. Fill in the Blanks

1. USA, Europe
2. hot springs  3. panels
4. rock; oil  5. Australia

D. True/False

1. True  2. True  3. False
4. True  5. False

E. Answer the following questions

1. Rainwater or river water stored in dams is made to fall from heights. The falling water flows through pipes inside the dam over turbine blades placed at the bottom of the dam. The moving blades then turn the generator to produce electricity. This is how hydro-electricity is produced. The water discharged after irrigation. Some important hydel power stations in India are—Bhakra Nangal, Gandhi Sagar, Nagarjunsagar and Damodar Valley projects.

2. Petroleum is a thick black liquid. It is found between the layers of rocks and is drilled from oilfields located in off-shore and coastal areas. This is then sent to refineries which process the crude oil and produce a variety of products such as diesel, petrol, kerosene, wax, lubricants, etc. Petroleum and its derivatives are called black gold as they are very valuable. The chief petroleum-producing countries of the world are— Iran, Iraq, Saudi Arabia and Qatar.

3. Minerals are extracted by using various methods:
   (i) Mining— It is the process of taking out minerals
from rocks buried under the earth’s surface.

(ii) Open-cast mining — Some minerals lie at shallow depths and taken out by removing surface layer. This method is called open-cast mining.

(iii) Shaft mining — Some minerals lie at great depths. To extract such minerals, deep bores, known as shafts, are made. Therefore, this method is called shaft mining.

(iv) Drilling — Petroleum and natural gas lie far below the earth’s surface. They are extracted by boring deep wells and the process is called drilling.

(v) Quarrying — Some minerals lie very close to the surface. Such minerals are simply dug out by the process known as quarrying.

4. (i) Ferrous and non-ferrous — Ferrous minerals contain iron. For example — iron ore, manganese and chromites. Non-ferrous minerals do not contain iron but may contain some other metal. For example — gold, silver, copper.

(ii) Metallic and non-metallic — Metallic minerals contain metal in raw form. For example, iron ore, bauxite. Non-metallic minerals do not contain metals. For example, limestone, mica and gypsum.

5.

WORKSHEET-4

A. Tick (√) the correct options
1. (c) shifting cultivation
2. (b) India and Bangladesh
3. (c) pisciculture
4. (d) Brazil

B. Match the following
(i)—(c)  (ii)—(d)  (iii)—(b)  (iv)—(a)

C. Fill in the Blanks
1. Rice  2. tropical  3. nomadic herding  4. two

D. True/False

E. Answer the following questions
1. There are three types of economic activities—Primary, secondary, tertiary activities.
   (i) Primary activities include all those connected with extraction and production of natural resources. For example, agriculture, fishing and gathering.
   (ii) Secondary activities are concerned with the processing of natural resources. For example, manufacturing of steel, baking of bread and weaving of cloth.
   (iii) Tertiary activities provide support to the primary and secondary sectors through services. For example, transport, trade, banking, insurance, etc.

2. Physical inputs include sunshine, temperature, rainfall and soil.
   Human inputs include storage, labour, machinery and chemicals.

3. Nomadic herding is a type of farming in which herdsmen move from place to place with their animals for fodder and water, along defined routes. This type of movement arises in response to climatic constraints and terrain. The nomadic herders rear animals like sheep, camels, yak and goats for milk, meat, wool, hides and others products. This type of farming is practised in the semi-arid and arid regions of Sahara, Centra Asia and some parts of India, like Rajasthan and Jammu and Kashmir.

4. Jute and cotton are fibre crops.
   (i) Climatic conditions required for jute—It grows well on alluvial soil and requires high temperature, heavy rainfall and humid climate. This crop is grown in the tropical regions. India and Bangladesh are the leading producers of jute.
   (ii) Climatic conditions required for cotton—Cotton requires high temperature, light rainfall, two-hundred and
ten frost-free days and bright sunshine for its growth. It grows best on black and alluvial soils. China, USA, India, Pakistan, Brazil and Egypt are the leading producers of cotton.

5. See Answer No.1 under Worksheet.

6. Agriculture development refers to efforts made to increase farm production in order to meet the growing demand of increasing population. This can be achieved in many ways such as increasing the cropped area, the number of crops grown, improving irrigation facilities, use of fertilisers and high yielding variety of seeds. Mechanisation of agriculture is also another aspect of agricultural development. The ultimate aim of agricultural development is to increased food security.

## WORKSHEET-5

### A. Tick (√) the correct options

1. (c) Nylon  
2. (a) Mumbai  
3. (b) 1907  
4. (b) Public sector industry  
5. (d) all of the above

### B. Match the Columns

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<thead>
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### C. Fill in the Blanks

1. development; growth  
2. shaped  
3. steel plants  
4. cotton textile  
5. cotton  

### D. True/False

1. False  
2. True  
3. True  
4. False  
5. True

### E. Answer the following questions

1. Mumbai was chosen to set up the first successful mechanized textile mill. Once the industry got established in 1854, it expanded rapidly. There were several reasons behind this:

   (i) The warm and moist climate of Mumbai.  
   (ii) Location of port that facilitated import of machinery.  
   (iii) Availability of raw material and skilled labour.

2. Pittsburgh is an important steel city of the USA. It enjoys several locational advantages. Some of the raw material such as coal is available locally, while the iron ore comes from the iron mines at Minnesota, about 1500 km from Pittsburgh. Between these mines and Pittsburgh is situated on the banks of the famous Great Lakes waterway which is one of the world’s best routes for shipping ores cheaply. Trains carry the ore from the Great Lakes to the Pittsburgh area. The Ohio, the Monogahela and Allegheny rivers provide adequate water supply.
3. (i) Both the cities enjoy pleasant climate with an attractive and dust-free environment.
   (ii) Bangalore has the largest number of educational institutions and IT colleges in India. California is close to some of the most advanced scientific and technological centres in the world.
   (iii) Both the cities have good access to markets and skilled workforce.

4. (i) Mumbai–Pune cluster
   (ii) Bangalore–Tamil Nadu region
   (iii) Hugli region
   (iv) Ahmedabad–Baroda region
   (v) Chhotanagpur industrial belt
   (vi) Vishakhapatnam–Guntur belt
   (vii) Gurgaon–Delhi–Meerut region
   (viii) The Kollam–Thiruvananthapuram industrial cluster.

5. On the basis of ownership, industries can be classified into:
   (i) Private sector
   (ii) State owned or public sector
   (iii) Joint sector
   (iv) Cooperative sector
   (i) Private sector: Industries are owned and operated by individuals or a group of individuals.
   (ii) Public sector: Industries are owned and operated by the government. For example, Hindustan Aeronautics Limited, and Steel Authority of India Limited.
   (iii) Joint sector: Industries are owned and operated by the state and individuals or a group of individuals. For example, Maruti Udyog Limited.
   (iv) Cooperative sector: Industries are owned and operated by the producers or suppliers of raw materials, workers or both. For example, Anand Milks Union Limited and Sudha Dairy.

WORKSHEET-6

A. Tick (√) the correct options
   1. (b) Sudan
   2. (c) Bhopal
   3. (a) Europe
   4. (d) all of the above.
   5. (a) births, deaths and migration

B. Match the following
   (i) — (c)   (ii) — (a)   (iii) — (b)
   (iv) — (e)   (v) — (d)

C. Fill in the Blanks
   1. 10
   2. highest
   3. Osaka, Mumbai
   4. densely

D. True/False
   1. False
   2. False
   3. True
   4. True
   5. True
E. Answer the following questions

1. The population pyramid of India is broad in the younger age groups. It means that death rates especially amongst the very young are decreasing. It further means that more infants survive to adulthood. Such populations contain a relatively large number of young people and which means a strong and expending labour force.

2. Rates of population growth vary across the world. Although, the world’s total population is rising very fast, not all countries are experiencing this growth. Some countries like Kenya have high population growth rates. They had both high birth rates and death rates. Now death rates have fallen considerably due to improving health care facilities. But birth rates still remain high leading to high growth rates. In countries like United Kingdom, population growth is slowing because of both low death and low birth rates.

3. In Japan, birth rate is low. As a result, the population pyramid is narrow at the base. Decreased death rates allow a great number to people to reach old age.

4. The distribution of population in the world is extremely uneven. Some areas are very crowded and some are sparsely populated. The crowded areas are south and south east Asia, Europe and north eastern North America. Area like tropical deserts, high mountains, equatorial forests, etc. are sparsely populated. Many more people live north of the Equator than South of the Equator. Almost three-quarters of the world’s people live in two continents of Asia and Africa. Sixty per cent of the world’s population live in just 10 countries.

5. The general trend of international migrations is from the less developed nations to the more developed nations in search of better employment. Within countries a large number of people may move from the rural to urban areas in search of employment, education and health facilities.
Oral Questions
1. It refers to an independent people.
2. The practice of the illegal trade in human beings particularly women and children.
4. In the year 1947.
5. It means that laws apply equally to all persons and a certain set of fixed procedures need to be followed when law is violated.

Fill in the Blanks
1. 26th Jan., 1950
2. Parliamentary
3. religion
4. constitution

Multiple Choice Questions
1. (d) Press
2. (b) 1934
3. (d) all of the above
4. (c) the right to incite people to rebel against government
5. (c) Presidential form of government

Match the following
(i) — (b)  (ii) — (d)  (iii) — (a)  (iv) — (c)

Fill in the Blanks
1. arbitrary
2. democratic
3. minorities
4. father
5. constitution

True/False
1. True
2. False
3. True
4. False
5. True

Very Short Answer Type Questions
1. Human trafficking is the practice of the illegal buying and selling of different commodities across national borders. In the content of fundamental rights, it refers to illegal trade in human beings, particularly women and children.
2. Dr. Ambedkar believed that his participation in the
Constituent Assembly helped the scheduled castes get some safeguards in the draft constitution.

3. Federalism refers to the existence of more than one level of government in a country. In India, we have governments at the state level and at the central level. Panchyati Raj is the third tier of the government.

4. ‘Government’ is responsible for administering and enforcing laws. The government can change with elections. The state on the other hand refers to a political institution that represents a sovereign people who occupy a definite territory.

5. Our Constitution contains our national goals such as democracy, secularism. These goals are kept in mind while framing laws.

6. Republic means a system of government in which there is an elected President as the head of state and not a king or queen.

7. This Fundamental Right allows citizens to move to the court if they believe that any of their Fundamental Rights has been violated by the state.

8. If the Fundamental Rights of a citizen are violated, he or she can go to the court to seek justice. This is not so in case of the Directive Principles of State Policy.

**Short Answer Type Questions**

1. The Constitution serves several purposes:
   (i) It lays out certain ideals that form the basis of the kind of country that we as citizens aspire to live in.
   (ii) It plays a crucial role in laying out certain important guidelines that govern decision-making within societies.
   (iii) It helps to protect us against certain decisions that we might take that could have an adverse effect on the larger principles that many people believe in.

2. In a parliamentary system, the head of state is normally a different person from the head of government. It is a system of democratic governance of a state in which the executive branch derives its democratic legitimacy from, and is held accountable to, the legislature (Parliament). The executive and legislative branches are thus interconnected.

3. All persons are equal before the law. This means that all persons shall be equally protected by the laws of the country. It also states that no citizen can be discriminated against on the basis of their religion, caste or sex. Every person has access to all public places. The State cannot discriminate against anyone in matters of employment.

4. (i) The country was made up of several different communities who spoke different languages, belonged to different
religions, and had distinct cultures.

(ii) When the Constitution was being written, India was going through considerable turmoil because of its partition.

(iii) Some of the Princely States remained undecided about their future and the socio-economic condition of the vast mass of people appeared dismal.

5. According to the Constitution, there are three organs of the State – the legislature, the executive and the judiciary. In order to prevent the misuse of power by anyone branch of the State, the Constitution says that each of these organs should exercise different powers. This is separation of powers.

6. In a democracy, we choose our leaders so that they can exercise power responsibly on our behalf. However, there is always the possibility that these leaders might misuse their authority. This misuse of authority can result in gross injustice. Hence, our Constitution provides safeguards against this.

Long Answer Type Questions

1. The Fundamental Rights in the Indian Constitution include:
   (i) **Right to Equality**—See Short Ans. Type Q3.
   (ii) **Right to Freedom**—This includes the right to freedom of speech and expression, the right to form associations, the right to move freely and reside in any part of the country and the right to practice any profession, occupation or business.
   (iii) **Right against Exploitation**—The Constitution prohibits human trafficking, forced labour, and children working under 14 years of age.
   (iv) **Right to Freedom of Religion**—Religious freedom is provided to all citizens.
   (v) **Cultural and Educational Rights**—The Constitution states that all minorities, religions or linguistic, can set up their own educational institutions in order to preserve and develop their own culture.
   (vi) **Right to Constitutional Remedies**—This allows citizens to move the court if they believe that any of their Fundamental Rights have been violated by the State.

2. Key features of the Indian Constitution—
   (i) **Federalism**—This refers to the existence of more than one level of government in the country.
(ii) Parliamentary Form of Government—See Short Ans. Type Q2.

(iii) Separation of Powers—See Short Ans. Type Q5.

(vi) Fundamental Rights—These rights protect citizens against the arbitrary and absolute exercise of power by the State. The Constitution guarantees the rights of individuals against the State as well as against other individuals.

(v) Secularism—A secular State is one in which the state does not officially promote any one religion as the state religion.

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**Chapter 2 Understanding Secularism**

**FORMATIVE ASSESSMENT**

**Oral-Based Questions**

1. The United States of America
2. Jews
3. The term refers to the separation of religion from the State.
4. To force someone to do something.

**Fill in the Blanks**

1. Secular 2. religious 3. religion 4. domination

**True/False**


---

**SUMMATIVE ASSESSMENT**

**Multiple Choice Questions**

1. (a) gather in a public place for prayers
2. (d) all of the above
3. (c) abolition of untouchability
4. (b) strict separation between religion and the state

**Match the following**

(i) — (c)  (ii) — (d)  (iii) — (b)  (iv) — (a)  (v) — (c)

**Fill in the Blanks**

1. religions 2. tolerance 3. infanticide 4. enforce
True/False

Very Short Answer Type Questions
1. The independence that all persons shall have to understand things in their own way. In civics, it refers to a person's liberty to develop their own understanding and meaning of the religion they practice.
2. Secularism refers to the separation of religion from the state. The Indian constitution does not uphold any religion as state religion. Everybody is free to follow his/her own religion.
3. (i) In Hitler's Germany, Jews were persecuted and several millions were killed.
(ii) In Saudi Arabia, non-Muslims are not allowed to build a temple, church, etc. and nor can they gather in a public place for prayers.
4. Acts of discrimination take place more easily when one religion is given official recognition by the state at the expense of the other religions.
5. Untouchability was banned because the practice was based on discrimination. It prevented lower east community or dalits from entering the mainstream of the society.
6. The promotions of any one religion would violate the government’s policy of treating all religions equally.

Short Answer Type Questions
1. (i) One religions community does not dominate another.
(ii) Some members do not dominate other members of the same religious community.
(iii) The State does not enforce any particular religion nor take away the religious freedom of individuals.
2. The celebration of the religious festival within the school would have been a violation of the government’s policy of treating all religions equally. Government schools cannot promote anyone religion either in their morning prayers or through religious celebrations. Hence, most religious festivals are public holidays.
3. The Indian State prevents religious domination through a strategy of non-interference. This means that in order to respect the sentiments of all religious and not interfere with religious practices, the State makes certain exceptions for particular religious communities. For example, the Indian State recognises that wearing of pugri is central to a Sikh's religious practice and in order not to interfere with this, allows an exception in the law.
4. The Indian secularism works to prevent religious domination through a strategy of intervention. We cite the
example of abolition of untouchability in this regard. The Indian Constitution banned this practice by intervening in religion. And with it ended discrimination and exclusion of lower castes.

5. In Indian secularism, through the State is not strictly separate from religion it does maintain a principled distance vis-a-vis religion. This means that any interference in religion by the state has to be based on the ideals laid out in the Constitution.

**Long Answer Type Questions**

1. The Indian State works in various ways to prevent religious domination—

   (i) It uses a strategy of distancing itself from religion. The Indian State is not ruled by a religious group and nor does it support anyone religion.

   (ii) The second way in which Indian secularism works to prevent religious domination is through a strategy of non-interference.

   (iii) The third way in which Indian secularism works to prevent religious domination is through a strategy of intervention.

**Note:** Also See Short Ans. Type Q4 & 5 above.

2. In American secularism, the legislature cannot declare any religion as the official religion. Nor can they give preference to one religion. In this country, the separation between state and religion means that neither the state nor religion can interfere in the affairs of one another. In Indian secularism, the state can intervene in religious affairs. We know how the Indian Constitution intervened in Hindu religious practices in order to abolish untouchability. However, the state maintains a principled distance vis-a-vis religion.

**Chapter 3 Why do We Need a Parliament?**

**ORAL QUESTIONS**

1. 1909
2. Electronic voting machine
3. All adult citizens of the country have the right to vote.
4. Member of Legislative Assembly
5. Sansad

**FILL IN THE BLANKS**

1. representation
2. Rajya Sabha; Lok Sabha
3. state legislatures
4. communist
5. North Block

**TRUE/FALSE**

1. False
2. True
3. False
4. True
5. False
Rapid-Fire Questions
1. The Prime Minister of India
2. Prime Minister’s Office
3. It consists of the President, the Rajya Sabha and the Lok Sabha.
4. National Democratic Alliance
5. House of the People.

Multiple Choice Questions
1. (c) 2004  2. (c) five years  3. (d) 245  4. (d) 9  5. (a) Vice-President of India

Match the following
(i)—(c)  (ii)—(d)  (iii)—(a)  (iv)—(e)  (v)—(b)

Fill in the Blanks
directly; representatives; representative; universal adult franchise.

True/False

Very Short Answer Type Questions
1. ‘Coalition’ refers to the alliance formed by political parties after elections when no party has been able to get adequate seats to from a clear majority.
2. It empowers easy adult of the country to play his/her part in the formation of the government.
3. The Indian National Congress demanded that there be elected members in the legislature with a right to discuss the budget and ask questions.
4. (i) They were in response to the growing demands of the nationalists.
   (ii) They did not allow for all adults to vote nor could people participate in decision-making.
5. It did not mean that the government could do what it felt like, it meant that the government had to be sensitive to people’s needs and demands.
6. In a democracy, the idea of consent refers to the desire, approval and participation of people. It is the decision of people that creates a democratic government and decides about its functioning.
7. The executive is a group of persons who work together to implement the laws made by the Parliament.
8. It is the Prime Minister of the country who is equally responsible for the effective functioning of the government.

Puzzle Time
1. India became independent on 15 August 1947. Preceding this was a long and difficult struggle in which many sections of society participated. Their participation in the freedom struggle left little doubt in the mind’s of the nationalists that all persons in independent India would be able to participate in making decisions. Hence, they adopted the principle of universal adult franchise, i.e. that all adult citizens of the country have the right to vote.

2. One way of doing so is through elections. People would elect their representatives to the Parliament, then, one group from among these elected representatives forms the government. The Parliament, which is made up of all representatives together, controls and guides the government. In this sense, people, through their chosen representatives, form the government and also control it.

3. The Parliament has more and more people from different backgrounds. For example, there are more rural members as also members from many regional parties. Groups and peoples that were till now unrepresented are beginning to get elected to the Parliament. There has also been an increase in political participation from the Dalit and backward castes and the minorities. The communities that have been historically marginalised such as SCs and STs are given adequate representation in the Parliament.

4. The Indian Parliament consists of the President, the Rajya Sabha and the Lok Sabha. The Prime Minister of India is the leader of the ruling party in the Lok Sabha. The Rajya Sabha functions primarily as the representative of the states of India in the Parliament.

5. After the elections are over, the party that gets the largest number of seats in the Parliament, is invited to form the government by the President. But sometimes no single party gets a full majority. Then two or more parties join together and come forward to form a government. This is known as a coalition government. Since a coalition contains different parties, each with its own view on different issues, and sometimes the government may not last a full term. If there is a disagreement on any issue, any one or more of the parties withdraw support and the coalition government could fall.

6. The Lok Sabha is the Lower House of the Parliament. After the Lok Sabha elections, a list is prepared showing how many MPs belong to each political party. For a political party to form the government, they must have a majority of elected MPs. Since there are
543 elected (plus 2 nominated) members in the Lok Sabha, to have a majority a party should have at least half the number i.e. 272 members or more. These members are elected for a term of five years.

**Long Answer Type Questions**

1. The **Indian Parliament** performs various functions—
   (i) The Parliament selects the national government.
   (ii) It controls, guides and informs the government.
   (iii) It makes laws for the entire country.
   (iv) It keeps a check on the ministers and their work.
   (v) It can make amendments to our Constitution with a simple majority.

2. (i) The Lok Sabha is the **Lower House** of the Parliament. It is also known as the **House of the People** because the people of our country elect its members directly. The Rajya Sabha is the Upper House of the Parliament. It is also known as the Council of States.
   (ii) The Lok Sabha can have upto 545 members in which two members are nominated. In Rajya Sabha, there are 233 elected members plus 12 members nominated by the President.
   (iii) The Lok Sabha is not a permanent body. Its members are elected for a term of 5 years. The President can dissolve it before its term is over. But the Rajya Sabha is a permanent body. It is never dissolved.
   (iv) The Lok Sabha is more powerful than the Rajya Sabha.
   (v) The members of the Lok Sabha are elected by the adult citizens of the country whereas the members of the Rajya Sabha are elected by the elected members of the Legislative Assemblies of states.

---

**Chapter 4 Understanding Laws**

**Oral Questions**

1. All laws apply equally to all citizens of the country and no one can be above the law.
2. 1919
3. 2005
4. USA

**Fill in the Blanks**

1. laws
2. British
3. victims
4. law

**True/False**

1. True
2. True
3. False
4. False
Rapid-Fire Questions
1. The system of rules which a particular country or community recognises as regulating the actions of its members and which it may enforce by the imposition of penalties.
2. To find fault with a person.
3. The Act allowed the British government to imprison people without due trial.
4. 1870.

Multiple Choice Questions
1. (a) 2006  2. (c) court  3. (b) Parliament  4. (c) could arrest any person who protested the government.

Match the following
(i) — (b)   (ii) — (a)   (iii) — (d)   (iv) — (c)

Fill in the Blanks
1. trial  2. equal  3. repressive  4. decisions  5. Parliament

True/False

Very Short Answer Type Questions
1. They considered this Act arbitrary because persons were arrested for a variety of reasons that were seldom clarified before hand as well as because those arrested were often kept in jail without a trial.
2. Laws that brutally control persons and often prevent them from exercising their Fundamental Rights including Right to speech and Assembly can be called repressive laws.
3. This Act prohibited discrimination on the basis of race, religion or national origin in the USA.
4. The rule of law means is that all laws apply equally to all citizens of the country and no one can be above the law. But the sedition Act of 1870 contradicted this rule of law. Under this Act the British could arrest and detain any person they wanted. Thus, they were above this law.
5. People criticise laws when they find fault with the functioning of government.

Puzzle Time

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SUMMATIVE ASSESSMENT

1. What the rule of law means is that all laws apply equally to all citizens of the country and no one can be above the law. Neither a government official, nor a wealthy person nor even the President of the
country is above the law. Any crime or violation of law has a specific punishment as well as a process through which the guilt of the person has to be established.

2. Domestic violence refers to the injury or harm or threat of injury or harm caused by an adult male, usually the husband, against his wife. Injury may be caused by physically beating up the woman or by emotionally abusing her.

The protection of women from Domestic Violence Act, 2005 extends two rights to women:

(i) The right of women to live in a shared household,

(ii) The right of women to get monetary relief to meet their expenses.

3. (i) First that colonial rule was arbitrary.

(ii) Second that the Indian nationalists played a prominent role in the development of the legal sphere in British India.

4. The role of citizens is crucial in helping the Parliament frame different concerns that people might have into laws. From establishing the need for a new law to its being passed, at every stage of the process the voice of the citizens is a crucial element. This voice can be heard through TV reports, newspaper editorials, etc.

5. In a democracy like ours, citizens can express their unwillingness to accept repressive laws framed by the Parliament. When a large number of people begin to feel that a wrong law has been passed, they can approach the court. The court has the power to modify or cancel laws if it finds that they don’t adhere to the Constitution.

Long Answer Type Questions

1. Throughout the 1990s, the need for a new law was raised in different forums. In 1999, Lawyers Collective, a group of lawyers, law students and activists, after nation-wide consultations took the lead in drafting the Domestic Violence (Prevention and Protection) Bill. This draft bill was widely circulated. Meetings were held in different organisations. Several women’s organisations, National Commission for women made submissions to the Parliamentary Standing Committee. Finally the bill was introduced in the Parliament in 2002.

In December 2002, the Standing Committee submitted its recommendations to the Rajya Sabha and these were also labeled in the Lok Sabha. The Committee’s report accepted most of the demands of the women’s groups. Finally a new belt was reintroduced in the Parliament in 2005. After being passed in both
the Houses of the Parliament, it was sent to the President for his assent. The Protection of women from Domestic Violence Act came into effect in 2006.

2. (i) Unpopular and controversial laws are those laws which are unacceptable to people because they feel that the intention behind it is unfair and harmful.

(ii) People might criticise such laws, hold public meetings, write about it in newspapers, report to TV news channels, etc.

(iii) In such a situation, the Parliament changes this law.

(iv) The court has the power to modify or cancel laws if it finds that they don’t adhere to the Constitution.

Chapter 5 Judicial

FORMATIVE ASSESSMENT

Oral Questions
1. Supreme Court
2. District Judge
3. New Delhi
4. Yes
5. High Court

Fill in the Blanks
1. Chief Justice
2. three
3. integrated
4. courts
5. independent

True/False
1. True
2. True
3. False
4. True

Rapid-Fire Questions
1. Article 21
2. It deals with any harm or injury to rights of individuals.

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (d) all of the above
2. (a) 1966
3. (a) 21
4. (b) 26 Jan., 1950
5. (d) Public Interest Litigation.

Match the following

(i)—(d)  
(ii)—(c)
(iii)—(a)
(iv)—(e)  
(v)—(b)
Fill in the Blanks
1. Criminal
2. Bombay, Calcutta; Madras
3. Court
4. bonding
5. interpreting

True/False
1. False
2. False
3. True
4. True

Very Short Answer Type Questions
1. Criminal law deals with conduct or acts that the law defines as offences. For example, theft, harassing a woman to bring more dowry, murder.

2. (i) Dispute resolution 
   (ii) Judicial review
   (iii) Upholding the law enforcing Fundamental Rights.

3. The First is civil, which deals with matters like money, property, inheritance, marriage disputes, etc. The second is criminal which includes case of theft, physical injury, murder.

4. Appellate cases are appeals against the judgments of the High Courts. As the highest judicial authority the Supreme Court has the power to review the decisions of the High Courts and give its own judgments.

5. This means that other branches of the state like the legislature and the executive cannot interfere in the work of the judiciary. The courts are not under the government and do not act on their behalf.

6. Anyone can approach the courts if they believe that their right have been violated. The judiciary plays a crucial role in protecting these rights.

7. Short Answer Type Questions
   1. The main functions of the Indian judiciary are:
      (i) Dispute resolution
      (ii) Judicial review
      (iii) Upholding the law and enforcing Fundamental Rights.

   2. It is the independence of the judiciary that allows the courts to play a central role in ensuring that their is no misuse of power by the legislature and the executive.

   3. Three different levels of court in our country are:
      (i) Subordinate or district courts.
      (ii) High Court in each state.
      (iii) The Supreme Court at the apex level that is located in New Delhi.

   4. In India, we have an integrated judicial system, meaning that the decisions made by higher courts are binding on the lower courts.
5. There are certain cases that can only be decided by the Supreme Court. They have to originate in the Supreme Court and are, therefore, called original cases, for example, disputes between states.

**Long Answer Type Questions**

1. In principle, all citizens of India can access the courts in this country. This implies that every citizen has a right to justice through the courts. The courts play a very significant role in protecting our Fundamental Rights. If any citizen believes that their rights are being violated, then they can approach the court for justice to be done. While the courts are available for all, in reality access to courts has always been difficult for a vast majority of the poor in India. Legal procedures involve a lot of money and paper work as well as take up a lot of time. For a poor person who cannot read and write, and whose family depends on a daily wage, the idea of going to courts to get justice often seems remote.

2. In February 1980, Sudha Goel got married to Laxman Kumar. She began to live in her husband’s flat in Delhi with him and other members of his family. On 2 December 1980, Sudha died in hospital due to burns. Her family filed a case in court. When this case was heard in the Trial Court, four of her neighbours were called in as witnesses. These witnesses stated that Sudha had been subjected to torture by her in-laws and that they were demanding more cash, a scooter and a fridge on the birth of the first child. But Laxman and his mother told another story. According to them, Sudha’s sari had accidentally caught fire while she was heating milk. On the basis of this and another evidence, the Trial Court convicted Laxman, his mother and his brother-in-law and sentenced all three of them to death.

In November 1982, the three accused went to the High Court to appeal against this verdict of the Trial Court. The High Court acquitted all the three accused. In 1985, the Supreme Court heard the appeal against the acquittal of Laxman and the two members of his family. The apex court found Laxman and his mother guilty and acquitted the brother-in-law due lack of evidence against him. The Supreme Court decided to send the accused to prison for life.
Chapter 6 Understanding Our Criminal Justice System

**FORMATIVE ASSESSMENT**

**Oral Questions**
1. The questioning of a witness who has already been examined by the opposing side.
2. The interest of the State.
3. The interest of the accused.
4. As a public wrong.

**Fill in the Blanks**
1. fair trial
2. investigation
3. investigation
4. impartially

**True/False**
1. True
2. False
3. True
4. False

**Rapid-Fire Questions**
1. Article 21
2. Article 22

**SUMMATIVE ASSESSMENT**

**Multiple Choice Questions**
1. (b) state
2. (a) judge
3. (d) all of the above
4. (a) The police investigates into the crime.

**Match the following**
(i) — (c)  (ii) — (e)  (iii) — (a)  (iv) — (b)  (v) — (d)

**Very Short Answer Type Questions**
1. This refers to the trial judge informing the accused, in writing of the offence for which he/she will face trial.
2. Criminal justice is the system of practices and institutions of governments directed at upholding social control deterring and mitigating crime, or sanctioning those who violate laws with criminal penalties and rehabilitation efforts.
3. It is because the police may try to gather information as evidence by torturing or beating or inflicting punishment on the accused during the investigation.
4. When the police think that the evidence points to the guilt of the accused person, then they file a chargesheet in the court.
5. A criminal offence is considered to have been committed not only against the affected victims but also against the society as a whole.

6. The duty of a public prosecutor is to act impartially and present the full and material facts, witnesses and evidence before the court to enable the court to decide the case.

**Short Answer Type Questions**

1. Our important function of the police is to investigate any complaint about the commission of a crime. An investigation includes recording statements of witnesses and collecting different kinds of evidence. On the basis of the investigation, the police are required to form an opinion. It is not a job of the police to decide whether a person is guilty or innocent.

2. In court, it is the Public Prosecutor who represents the interests of the state. The role of the Prosecutor begins once the police has conducted the investigation and filed the chargesheet in the court. The Prosecutor must conduct the prosecution on behalf of the state. As an officer of the court, it is his/her duty to act impartially.

3. The judge conducts the trial impartially and in an apex court. The judge hears all the witnesses and any other evidence presented by the prosecution and the defence.

The judge decides whether the accused person is guilty or innocent on the basis of the evidence presented and in accordance with the law. If the accused is convicted, then the judge pronounces the sentence.

4. **FIR stands for First Information Report.** This information can be given to the police either orally or in writing. The FIR usually mentions the date, time and place of the offence, details the basic facts of the offence, including a description of the events.

**Long Answer Type Questions**

1. Article 22 of the Constitution and criminal law guarantee to every arrested person the following Fundamental Rights—

   (i) The Right to be informed at the time of arrest of the offence for which the person is being arrested.

   (ii) The Right to be presented before a magistrate within 24 hours of arrest.

   (iii) The Right not to be ill-treated or tortured during arrest or in custody.

   (iv) Confessions made in police custody cannot be used as evidence against the accused.

   (v) A boy under 15 years of age and women cannot be called to the police station only for questioning.
Chapter 7

Understanding Marginalisation

FORMATIVE ASSESSMENT

Oral Questions

1. The situation in which groups of people or communities are deprived of certain privileges or treated as different from others.

2. An area or locality that is populated largely by members of a particular community.

3. They are referred to as ‘Adivasis’.

4. Original inhabitants.

5. 4%

Fill in the Blanks

1. hierarchy 2. Madarsas 3. low

4. religious; linguistic

True/False


Puzzle Time

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Teacher’s Manual 121
SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (a) 8% 2. (b) Bihar 3. (d) all of the above. 4. (c) 13.4% 5. (c) Muslim

Match the following
(i)—(e) (ii)—(c) (iii)—(a) (iv)—(b) (v)—(d)

Fill in the Blanks
1. 500 2. burqa 3. 25% 4. educational 5. hierarchy

True/False

Very Short Answer Type Questions
1. Economic, social cultural and political factors work together to make certain groups in society feel marginalised.
2. Adivasis are the communities who lived, and often continue to live, in close association with forests.
3. There is very little hierarchy among Adivasi societies. This very fact makes them different from other communities.
4. Iron, copper, gold, silver, aluminium, platinum, uranium and zinc.
5. Paper, sandal, coffee, eraser, tea, timber.
6. Gobindha Marna was displaced due to a refinery project in Orissa.
7. Adivasis, Muslims, Scheduled Castes, Scheduled Tribes.
8. The term ‘minority’ is the most commonly used to refer to the communities that are numerically smaller in relation to the rest of the population.

Short Answer Type Questions
1. Adivasis are invariably portrayed in a very stereotypical ways. Besides this, we seem to know very little about the realities of their lives. This often wrongly leads to people believing that they are exotic, primitive and backward. Adivasis also feel marginalised due to their poor and low social status. This sense of difference and exclusion leads to communities not having access to resources and opportunities, and in their inability to assert their rights.
2. Groups may be marginalised due to the following reasons—
   (i) They speak a different language.
   (ii) They follow different customs or belong to a different religious group from the majority community.
   (iii) They are poor and are considered to be of low social status.
3. According to 2001 Census, Muslims are 13.4 per cent of India’s population and are considered to be a marginalised community in India today because in comparison to other communities, they have over
the years been deprived of the benefits of socio-economic development. They lack basic amenities, education and public employment.

4. Adivasis have been portrayed here in very stereotypical ways – in their traditional costumes, headgears and through their dancing. This leads us to think of them as being exotic and backward.

5. Muslim customs and practices are sometimes quite distinct from what is seen as the mainstream. Some not all – Muslims may wear a burqa, sport a long beard, wear a fez, and these become ways to identify all Muslims. Because of this, they tend to be identified differently and some people think they are not like the ‘rest of us’. Often this becomes an excuse to treat them unfairly, and discriminate against them. This social marginalisation of Muslims has led to them migrating from places where they have lived, often leading to the ghettoisation of the community.

Long Answer Type Questions

1. (i) Adivasis have lived in forests. But forest lands have been cleared for timber and to get land for agriculture and industry. (ii) Adivasis have also lived in areas that are rich in minerals and other natural resources. These are taken over for mining and other large industrial projects.

(iii) Powerful forces have often colluded to take over tribal land. Much of the time, the land is taken away forcefully and procedures are not followed.

(iv) According to official figures, more than 50 per cent of persons which are tribals displaced due to mines and mining projects.

2. The term ‘minority’ is most commonly used to refer to communities that are numerically small in relation to the rest of the population. The Indian Constitution recognised that the culture of the majority influences the way in which society and government might express themselves. In such cases, size can be a disadvantage and lead to the marginalisation of the relatively smaller communities. Thus, safeguards are needed to protect minority communities against the possibility of being culturally dominated by the majority. They also protect them against any discrimination and disadvantage that they may face.

3. (i) Forests were absolutely crucial to the development of all empires and settled civilisation in India. Metal ores, invaluable timber, most medicinal herbs and animal products – all came from the forests.
In addition, the continuation of life depended heavily on the forests, that help recharge many of India’s rivers.

Forests covered the major part of our country till the 19th century. Adivasis are the communities who lived and often continue to live in close association with forests. They had a deep knowledge of, access to, as well as control over most of these vast tracts at least till the middle of 19th century.

Empires heavily depended on Adivasis for the crucial access to forest resources.
human and animal waste/excreta using brooms, tin plates and baskets from dry latrines and carrying it on the head to disposal grounds some distance away.

2. In 1993, the government passed the employment of Manual Scavenger’s and Construction of Dry Latrines (Prohibition) Act. This law prohibited the employment of manual scavengers as well as the construction of dry latrines. So, the Safai Karamchari Andolan filed a PIL in 2003.

3. The petitioners complained that manual scavenging still existed and it continued in government undertakings like the railways.

4. The court directed every department/ministry of the union government and state governments to verify the facts within six months.

5. He filed his complaint under this Act to protest against the domination and violence of the powerful castes in his village.

6. The Act supported Rathnam by calling off the age old ritual in which a member of the Dalit community washed the feet of all the priests and then took path in the water used for this on the occasion of a ceremony held once in five years.

7. The government’s reservation policies give opportunities to specific groups such as the SCs and STs in order to bring them in the mainstream of society.

8. (i) Article 15 mentions that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex, etc.

   (ii) The Fundamental Rights section have drawn upon the right to freedom of religion and cultural and educational rights.

**Short Answer Type Questions**

1. Governments across India have their own list of Scheduled Castes, Scheduled Tribes and backward and most backward castes. The central government too has its list. Students applying to educational institutions and those applying for posts in government are expected to furnish proof of their caste or tribe status, in form of caste and tribe certificates. If a particular Dalit caste or a certain tribe is in the government list, then a candidate from that caste or tribe can avail of the benefit of reservation.

2. Both state and central governments create specific schemes for implementation in tribal areas or in areas that have a high Dalit population. For example, the government provides for free or subsidised hostels for students of Dalit and Adivasi communities so that they can avail of education facilities that may not be available in their localities. The reservation policy is also a
are constantly exposed to infections that affect their eyes, skin, respiratory and gastro-intestinal systems. They get very low wages for the work they perform. In 1993, the government passed the Employment of Manual Scavengers and Constructions of Dry Latrines (Prohibition) Act. This law prohibits the employment of manual scavengers as well as the construction of dry latrines.

2. Rathnam was a 20-year-old young Dalit boy, studying engineering in a college located in southern India. He refused to wash the feet of the priest on the festival day. It was a ritual carried on by his family till then. He said that he had no faith in this practice and that his family members were forced to perform this ritual because they were Dalits. Rathnam’s refusal angered both the powerful castes in the village. They believed that it was Rathnam’s education which allowed him to imagine that he could start comparing himself with them. Rathnam ruled a case in the local police station under the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989. Finally the age-old ritual came to an end.

3. The argument is that in a society like ours, where for centuries sections of the population have been denied opportunities to learn and work in order to develop new skills or vocations, a democratic government needs to step in and assist these sections.

4. Dalit groups in southern India asserted their rights. They refused to perform their so-called caste duties and insisted on being treated equally. They also refused to follow practices located in the humiliation and exploitation of Dalits. They also demanded new laws that would list the various sorts of violence against Dalits and prescribe strict punishment for those who indulge in them.

Long Answer Type Questions

1. Manual scavenging refers to the practice of removing human and animal waste/excreta using brooms, tin plates and baskets from dry latrines and carrying it on the head to disposal grounds some distance away. This job is mainly done by Dalit women and young girls. These manual scavengers are exposed to subhuman conditions of work and face serious health hazards. They
Chapter 9  Public Facilities

FORMATIVE ASSESSMENT

Oral Questions
1. The idea of equity, or the equal availability, affordability and quality of water for all.
2. This indicates that there is dearth of safe drinking water.
3. Equity in the schooling facilities available to all children.
5. In rural areas, water is needed both for human use and for the use by the cattle.

True/False

Puzzle Time

SUMMATIVE ASSESSMENT

Multiple Choice Questions
1. (c) television  2. (d) safe drinking water  3. (a) buses  4. (d) all of the above resources  5. (a) 135 litres per day

Fill in the Blanks
1. dysentery  2. tankers  3. animals  4. public  5. taxes

Very Short Answer Type Questions
1. Things like water, healthcare, sanitation, electricity, public transport, schools and colleges are essential facilities that need to be provided for everyone. These are known as public facilities.
2. The right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic use.
3. Our Constitution mentions that it is the right to every person, whether rich or poor, to have sufficient amounts of water to fulfil his/her daily needs at a price that he/she can afford. This is called universal access to water.
4. Food, water, shelter, sanitation, healthcare and
education are necessary for survival and are known as basic needs of human beings.

5. Safe drinking water can prevent many water related diseases such as diarrhoea cause untimely death of several Indians.

6. Once it is provided, its benefits can be shared by many people. For example, a school in the village will enable many children to get educated.

7. Private companies supply drinking water to city people in sealed bottles.

8. Mumbai’s suburban railway is well-functioning public transport system. It is the dense route in the world attending to 85 lakh passengers daily. Extending over a distance of 300 kilometres, these local trains allow people living far away from Mumbai in search of job/work in the city.

**Short Answer Type Questions**

1. The important characteristic of a public facility is that once it is provided, its benefits can be shared by many people. For instance, a school in the village will enable many children to get educated. Similarly, the supply of electricity to an area can be useful for many people.

2. The Constitution of India recognises the right to water as being a part of the Right to Life under Article 21. This means that it is the right of every person, whether rich or poor, to have sufficient amounts of water to fulfil his/her daily needs at a price that he/she can afford.

3. No, water in Chennai is not available to and affordable by all. Influential people like Mr. Ramagopal has enough water even on the day when the water supply is inadequate. Middle class people like Subramanium spends upto ₹500–600 per month on buying water from the tankers. But it is very difficult to get water for poor people like Padma.

4. Sanitation – Provision of facilities for the safe disposal of human urine and faeces. This is done by construction of toilets and pipes to carry the sewerage and treatment of waste water. This is necessary so as to avoid contamination. Extremely poor people are lacking access to sanitation.

5. If water supply is handed over to private companies, there will be a steep rise in the price of water; making it unaffordable for many.

**Long Answer Type Questions**

1. Things like water, health care, sanitation, electricity, public transport, schools and colleges are essential facilities that need to be provided for everyone. These are known as public facilities. Public facilities relate to people’s basic needs. Any modern society requires that these facilities are provided so that people’s basic needs are met. The Right to Life that
1. The water supply department in Mumbai raises enough money through water charges to cover its expenses on supplying water.

2. The water supply department in Mumbai raises enough money through water charges to cover its expenses on supplying water.

FORMATIVE ASSESSMENT

Chapter 10 Law and Social Justice

Oral Questions
1. An individual who buys goods for personal use and not to resale.
2. In factories and offices.
3. The Government of India.
4. Ahmedabad textile mills could not compete the powerlooms.
5. This Act specifies that wages should not be below a specified minimum.

Fill in the Blanks
1. safety laws
2. environmental
3. environment
4. harm

True/False
1. True
2. True
3. True
4. False
5. False

Rapid-Fire Questions
1. Methyl–isocyanate (MIC)
2. Persons or organisations that produce goods for sale in the market.

3. Compressed Natural Gas
4. It shows the presence of high levels of toxic substance in the air.
5. Everyone has a right to the enjoyment of pollution-free water and air for full enjoyment of life.

Puzzle Time

A D E E M A R K E T R G H
J I N V E S T M E N T R W
K J H G F D S A Q W E V O
M N B V C X O Z A S E P K
L K J H G S V B M A J O E
P R O D U C E R N F H L R
Z X C V I K R N B E G L O
Y T R E E E W N M V T F U W
P O I Y T I M K C Y F T E
C O N S U M E R X R D I R
C V B N M R N I L Z E S O T
E X P L O I T A T I O N Y
Multiple Choice Questions
1. (a) workers are paid fairly
2. (a) 1984
3. (c) construction sites
4. (d) emissions from vehicles
5. (b) don’t have stronger laws to check them

Fill in the Blanks

Very Short Answer Type Questions
1. They make higher profits by using unfair practices such as paying workers low wages, employing children for work, ignoring the conditions of work, ignoring the damage to the environment.
2. The government makes laws, enforces and upholds them so as to prevent unfair practices and ensure social justice.
3. Workers union is an association of workers. These are common in factories and offices. The leaders of the union bargain and negotiate with the employer on behalf of its members. The issues include wages, work rules, rules governing hiring, firing and promotion of workers’ benefits and workplace safety.
4. These laws help ensure that the relations between the worker, consumer and producer are governed in a manner that is not exploitative.
5. Enforcement of laws becomes more important when they (laws) seek to protect the weak from the strong.
6. The Union Carbide Company had deliberately ignored the essential safety.
7. People died on a large scale. Hundreds of thousands were maimed. Among those who survived, many developed severe respiratory disorders, eye problems and other disorders.
8. Accidents are common to construction sites because safety equipment and other precautions are easily ignored.

Short Answer Type Questions
1. We need a law on minimum wages to ensure that workers are not under-paid, or are paid fairly.
2. Enforcement of laws is essential in order to control the activities of individuals or private companies so as to ensure social justice.
3. Under this Act, the government has banned children under 14 years of age from working as domestic servants or as workers in dhabas, restaurants, tea shops, etc. It made employing these children a punishable offence.
4. One reason why foreign companies come to India is for cheap labour. Companies can save costs and earn higher profits.
5. Enforcement of safety laws is important in any factory to protect the interests of workers.
A. Tick (✓) the correct options
1. (c) 1946
2. (a) the elected representatives for implementing laws
3. (c) showing sympathy to the poor
4. (b) Right to property

B. Fill in the Blanks
1. six
2. 26th, November, 1949
3. IV
4. conscience

C. True/False
1. True  2. False  3. True
4. False  5. True

D. Answer the following questions
1. To limit the power of the executive, the Constituent Assembly included a number of provisions in the Constitution.

2. Our Constitution has guaranteed our Fundamental Rights. But it has also put down a list of Fundamental Duties for us to fulfil. Some of them are respecting our national symbols, following the noble ideas, loyalty towards our own country, respect for public property, etc.

3. See Short Ans. Type Q4 under Summative Assessment.

WORKSHEET-1

6. Union Carbide (UC), an American company had a factory in the city of Bhopal in which it produced pesticides. At midnight on 2 December 1984, methylisocyanate (MIC), a highly poisonous gas – started leaking from this UC plant. This caused a great disaster in the city.

Long Answer Type Questions

1. Emissions from vehicles are a major cause of air pollution. Factories discharge effluents in the water-bodies and then pollute them.
   Steps taken to reduce pollution –
   (i) The number of diesel vehicles should be decreased.
   (ii) Public transport should be encouraged.

2. The courts have given a number of judgements upholding the right to a healthy environment as intrinsic to the Fundamental Right to Life. The courts have come out with strong orders on environmental issues. These have sometimes affected people’s livelihoods adversely. For instance, the courts directed industries in residential areas in Delhi to close down or shift out of the city while the courts orders solved one problem, it created another. Because of the closure, many workers lost their jobs.
4. In addition to Fundamental Rights, the Constitution also has a section called Directive Principles of State Policy. This section was designed by the members of the Constituent Assembly to ensure greater social and economic reforms and to serve as a guide to the independent Indian state to institute laws and policies that help reduce the poverty of the masses.

5. See Short Ans. Type Q1 under Summative Assessment.

6. The first objective is that every citizen must be in a position to claim those rights. And secondly, these rights must be binding upon every authority that has got the power to make law.

**WORKSHEET-2**

**A. Fill in the Blanks**

1. minor 2. pugri
3. religion 4. dominate
5. state

**B. Answers the following questions**

1. In Indian secularism, the state can intervene in religious affairs. We know how the Indian Constitution intervened in Hindu religious practices in order to abolish untouchability. This practice was inhuman. The members of the upper caste dominated the lower castes. In order to prevent this religion-based exclusion and discrimination of lower castes, the Indian Constitution banned untouchability.

2. See Short Ans. Type Q3. under Summative Assessment.

3. See Short Ans. Type Q2. under Summative Assessment.

4. It is important to separate religion from the state for the following reasons:
   (i) Almost all countries of the world will have more than one religious group living in them. Within these religious groups, there will most likely to be one group that is in a majority. If this majority religious group has access to State power, then it could quite easily use this power and financial resources to discriminate against and persecute persons of other religions. This tyranny of majority could result in the discrimination, coercion and at times even the killing of religious minorities. Therefore, it is important to separate the state and religion in democratic societies.
   (ii) Another reason that it is important to separate religion from the state because we also need to protect the freedom of individuals to exist from their religion, embrace another religion or have the freedom to interpret religious teachings differently.
A. Tick (√) the correct options
1. (a) President
2. (b) making law
3. (c) 1951-52
4. (a) Alliance

B. Match the following
(i)—(b) (ii)—(d) (iii)—(a) (iv)—(e) (v)—(c)

C. Fill in the Blanks
1. 44.87 2. democracy 3. Parliament 4. bill

D. True/False

E. Answers the following questions
1. The opposition in the Parliament is formed by all the political parties that oppose the majority party or coalition formed. The largest among these parties is called the opposition party. The opposition party put a check on the ruling party. It plays a critical role in the healthy functioning of a democracy. It highlights drawbacks in various policies and programmes of the government and mobilise popular support for its own policies.
2. The Indian Parliament consists of the President and the two Houses – the Lok Sabha and the Rajya Sabha. The Lok Sabha is usually elected once every five years. The country is divided into numerous constituencies. Each of these constituencies elects one person to the Parliament. The candidates who contest elections usually belong to different political parties. Once elected these candidates become Members of the Parliament or MPs. These MPs together make up the Parliament.
3. In all matters dealing with finances, the Parliament’s approval is crucial for the government. The government puts its annual financial statement or the budget before the Parliament every year. This shows the income of the government in detail and how it will be spent. The Parliament has to pass it.
4. See Long Ans. Type Q2. under Summative Assessment.
5. (i) The Prime Minister’s Office (PMO), (ii) The Ministry of Defence, and (iii) the Ministry of External Affairs.
6. (i) The Ministry of Finance, and
   (ii) The Ministry of Home Affairs.

WORKSHEET-4

A. Tick (√) the correct options
1. (d) all of them
2. (d) all of the above

B. Fill in the Blanks
1. arbitrary 2. civil 3. nineteenth 4. controvertial 5. victims
C. True/False

D. Answers the following questions
1. Indian nationalists began protesting and criticising arbitrary use of authority by the British. They also began fighting for greater equality and wanted to change the idea of law from a set of rules that they were forced to obey, to law as including ideas of justice. By the end of the 19th century, the Indian legal profession also began emerging and demanded respect in colonial courts. They began to use law to defend the legal rights of Indians. Indian judges also began to play a greater role in making decisions.

2. Our role as citizens does not end with electing our representatives. Rather, it is then that we begin to use newspapers and the media to carefully chart the work that is being done by our MPs and criticise their actions when we feel it is required.

3. Any person protesting or criticising the British government could be arrested without due trial.

4. The Rowlatt Act of 1919 allowed the British government to imprison people without due trial.

5. This law is a very significant step because it recognises–(i) the right of women to live in a shared household. Women now can get a protection order against any further violence. (ii) Women can get monetary relief to meet their expenses.

WORKSHEET-5

A. Tick (√) the correct options
1. (c) 65  2. (b) The President  3. (a) 1862  4. (d) all of the above

B. Match the following
(i)—(b)  (ii)—(c)  (iii)—(a)  (iv)—(d)

C. Fill in the Blanks
1. executive  2. life  3. PIL  4. independent

D. True/False

E. Answer the following questions

<table>
<thead>
<tr>
<th></th>
<th>Criminal Law</th>
<th>Civil Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>(i) This law deals with conduct or acts that the law defines as offences. For example, theft, murder, etc.</td>
<td>(i) This law deals with any harm or injury to rights of individuals. For example, disputes relating to sale of land, etc.</td>
</tr>
</tbody>
</table>
It usually begins with the lodging of an FIR with the police who investigate the crime after which a case is filed in the court.

A petition has to be filed before the relevant court by the affected party only.

It found guilty, the accused can be sent to jail and also fined.

The court gives the specific relief asked for.

2. The judiciary has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the Constitution. This is called judicial review.

3. What this means is that the legislature and the executive cannot interfere in the work of the judiciary. The courts are not under the government and do not act on their behalf.

4. In the early 1980s, the Supreme Court devised a mechanism of Public Interest Litigation or PIL to increase access to justice. It allowed any individual or organisation to file a PIL in the High Court or the Supreme Court on behalf of those whose rights were being violated. The legal process was greatly simplified and even a letter or telegram addressed to the Supreme Court or the High Court could be treated as a PIL.

5. (i) The Supreme Court can pass judgement on original, appellate and advisory cases.

(ii) It hears and gives rulings on both civil and criminal cases.

(iii) The Supreme Court can give advise to the President on Constitutional issues when asked for it.

6. (i) Criminal (ii) Civil.

### WORKSHEET-6

<table>
<thead>
<tr>
<th>A. Fill in the Blanks</th>
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<tbody>
<tr>
<td>1. judge 2. stealing</td>
</tr>
<tr>
<td>3. defence lawyer</td>
</tr>
<tr>
<td>4. FIR</td>
</tr>
<tr>
<td>5. chargesheet</td>
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</tbody>
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<table>
<thead>
<tr>
<th>B. True/False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. False 2. True 3. True</td>
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<tr>
<td>4. True 5. False</td>
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</table>

<table>
<thead>
<tr>
<th>C. Answer the following questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Supreme Court of India has laid down specific requirements and procedures that the police and other agencies have to follow for the arrest, detention and interrogation of any person. These are known as the D.K.</td>
</tr>
</tbody>
</table>
Basu Guidelines. Some of the points that they include are—

(i) The police officials who carry out the arrest or interrogation should wear clear, accurate and visible identification and name tags with their designations.

(ii) A memo of arrest should be prepared at the time of arrest and should include the time and date of arrest.

(iii) The person arrested, detained or being interrogated has a right to inform a relative, friend or a well-wisher.

2. Article 21 of the Constitution that guarantees the Right to Life states that a person’s life or liberty can be taken away only by following a reasonable and first legal procedure.

3. What this means is that they all need to work to ensure that every citizen, irrespective of their class, caste, gender, religious and ideological backgrounds gets a fair trial when accused.

4. The judge like an umpire conducts the trial impartially in a game and in an open court.

5. The defence lawyer tries to defend his/her client. He/She cross-examines all the prosecution witnesses. He is also given an opportunity to present witnesses in the defence of his/her client.

WORKSHEET-7

A. Tick (√) the correct options

1. (c) 4
2. (a) Muslim men
3. (b) 59% 4. (d) Orissa
5. (a) 45%

B. Match the following

(i)—(d)  (ii)—(a)  (iii)—(b)  
(iv)—(e)  (v)—(c)

C. Fill in the Blanks

1. dams; mining
2. lowest
3. prejudice; powerlessness
4. cultural

D. True/False

1. True  2. True  3. False
4. True  5. False

E. Answer the following questions

1. Recognising that Muslims in India were lagging behind in terms of various development indicators, the government set up a high-level Committee in 2005. Chaired by Justice Rajinder Sachar, the Committee examined the social, economic and educational status of the Muslim community in India. The report discusses in detail the marginalisation of this community.

The Committee submitted report according to which the
average years of schooling for Muslim children between the ages of 7 – 16 is much lower than that of other socio-religious communities.

2. See Long Ans. Type Q3. under Summative Assessment.

3. In social environment groups of people or communities may have the experience of being excluded. Their marginalisation can be because they speak a different language, follow different customs, etc. They also feel marginalised because they are poor, considered to be of low social status. This sense of difference and exclusion leads to communities not having access to resources and opportunities and in their inability to assert their rights. They experience a sense of disadvantage and powerlessness vis-a-vis more powerful and dominant sections of society. In this way, economic and social marginalisation are interlinked.

4. The Sachar Committee Report debunked common belief about Muslims. It is commonly believed that the Muslims prefer to send their children to Madarsas. But the fact is that only 4% of Muslim children are in Madarsas, whereas 66% attend government schools and 30% private schools.

5. (i) Huge tracts of Adivasis, lands have gone under the waters of hundreds of dams that have been built in independent India.

(ii) In the North-east, their lands remain highly militarised and war-torn.

WORKSHEET-8

A. Fill in the Blanks

1. caste
2. women
3. scholarships
4. Rathnam
5. Mahar

B. True/False

1. False
2. True
3. True
4. False
5. False

C. Answer the following questions

1. Adivasi activists refer to the 1989 Act to defend their right to occupy land that was traditionally theirs.

We know that Adivasis are often unwilling to move from their land and are forcibly displaced. Activists have asked that those who have forcibly encroached upon tribal lands should be punished under this law.

2. • First, by insisting on their Fundamental Rights, the marginalised have forced the government to recognise the injustice done to them.
• Second, they have insisted that the government enforce these laws.

3. What this means is that no one can henceforth prevent Dalit from educating themselves, entering temples, using public facilities, etc. It also means that it is wrong to practice untouchability, and that this practice will not be tolerated by a democratic government.

4. By granting different forms of cultural rights, the Constitution tries to ensure cultural justice to the minority groups. The Constitution does this so that the culture of these groups is not dominated or wiped out by the culture of the majority community.

5. Firstly, it lists modes of humiliation that are both physically horrific and morally reprehensible and seeks to punish those who force a member of a SC/ST to drink or eat any inedible or obnoxious substance and forcibly removes clothes from the person of a member of a SC/ST. Secondly, it lists actions that dispossess Dalits and Adivasis of their meagre resources or which force them into performing slave labour.

WORKSHEET-9

A. Tick (✓) the correct options

1. (c) both (a) & (b)
2. (b) Sulabh  3. (a) flu

B. Fill in the Blanks

1. taxes
2. 68
3. poor
4. 44
5. failure

C. Answer the following questions

1. See Short Answer Type Q5. under Summative Assessment.

2. The government gets money for public facilities from the taxes collected from the people. The government is empowered to collect taxes and use them for such programmes. For instance, to supply water, the government has to incur costs in pumping water, carrying it over long distances, laying down pipes for distribution, treating the water for impurities and finally, collecting and treating waste water. It meets these expenses partly from the various taxes that it collects and partly by charging a price for water.

3. Yes, there is a general shortage of water for everyone in Chennai. Municipal supply meets only about half the needs of the people of the city, on an average. These are areas which get water more regularly than others. Those areas that are
close to the shortage points get more water whereas colonies further away receive less water.

4. Private companies begin to sell water at a price that only some people can afford.

5. Sulabh, a non-government organisation, has been working for three decades to solve the problems of sanitation facing low-caste, low-income people in India. It has constructed more than 7,500 public toilet blocs and 1.2 million private toilets, giving access to sanitation to 10 million people. The majority of the users of Sulabh facilities are from the poor working class.

6. I don’t think the distribution of public facilities in our country is adequate and fair. For example, remote areas of India don’t have adequate medical facilities.

WORKSHEET-10

A. Tick (✓) the correct options
1. (a) American Company
2. (c) Methyl-isocyanite
3. (b) Anderson
4. (d) all of the above

B. Fill in the Blanks
1. India; Bangladesh
2. Old ships
3. pumps
4. CNG

C. True/False
1. True 2. False 3. False
4. False

D. Answer the following questions
1. The Minimum Wages Act protects the interest of the workers.
2. By organising themselves into unions, workers can use their combined power to demand fair wages and better working conditions.
3. Before the Bhopal gas disaster, the environment was treated as a free entity and any industry couldpollute the air and water without any restrictions.
In response to the pressure from environmental activists and others, in the years following the Bhopal gas tragedy, the Indian government introduced new laws on the environment. Henceforth, the polluter was to be held accountable for the damage done to environment.
4. (i) Slums need to be cleaned.
(ii) Polluting factories should be moved to the outskirts of the city.
(iii) We should gradually move to cleaner technologies and processes in factories.
5. (i) At west Virginia (USA) computerised warning and monitoring systems were in place, whereas the UC plant in Bhopal relied on manual ganges and the human senses to detect gas leaks.

(ii) At the west Virginia plant, emergency evacuation plans were in place, but non-existent in Bhopal.

6. It all lies in the worth of a worker. In India, one worker can easily replace another. Since there is so much unemployment, there are many workers who are willing to work in unsafe conditions in return for a wage. Making use of workers’ vulnerability, employers ignore safety in workplaces.

7. Union Carbide set up its plant in India because cheap labour was easily available in the country.