

NEW

GETTING AHEAD IN SOCIAL SCIENCE

8

History, Geography, Social and Political Life

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History

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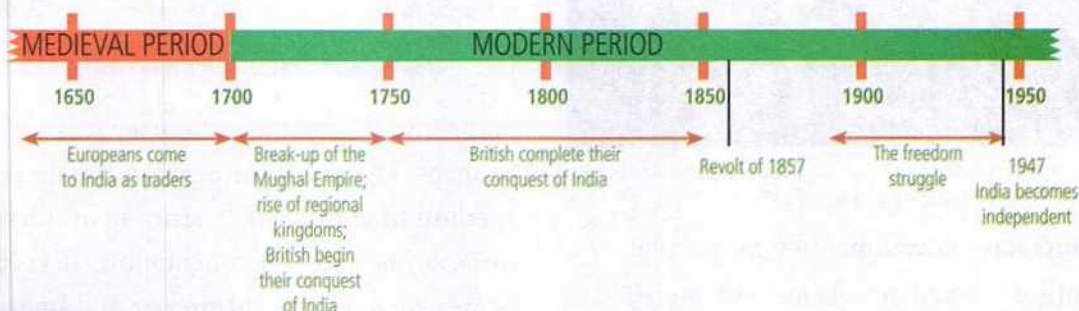


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1. Where, When and How— India and the Modern World



ENRICHMENT ACTIVITIES

Check how much you remember from your last year's history class.

- On the timeline above, mark the date of Aurangzeb's death.
- Name at least two powerful kingdoms that emerged in India after the break-up of the Mughal Empire.
- Choose one leader of medieval India who you feel had the greatest impact on the history of the land. Explain why you think so.

The history of a country is divided into the ancient, medieval and modern periods. Over the last two years, you have been introduced to the ancient and medieval periods of Indian history. This year, you will learn about the modern period of Indian history. This is usually considered to begin with the conquest of India by the British in the 18th century, extending till India became independent in

1947. However, this demarcation of modern history differs from country to country. For example, in the 16th century, Europe was already on the threshold of the modern period, while India was still in the medieval period.

FEATURES OF THE MODERN AGE

The Modern Age was a period of great and sweeping changes. These changes were the result of certain powerful forces that came, in time, to be recognised as the characteristic features of the Modern Age. They were:

- **Industrialisation**—the large-scale production of goods in factories using machines and power
- **Urbanisation**—the movement of people from villages to towns and cities in search of a better quality of life
- **Nationalism**—patriotism and a growing identification with one's homeland



Lord Clive meeting with Mir Jafar after the Battle of Plassey, a painting by Francis Hayman (c. 1762)

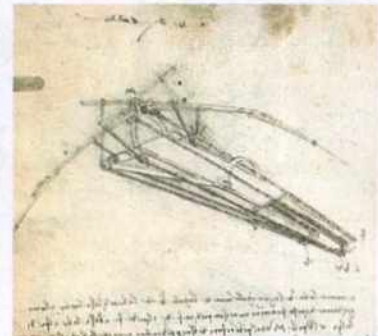
- **Democracy**—government by the people
- **Socialism**—a system where the State tries to ensure equitable distribution of wealth
- **Scientific and technological progress**—new inventions and discoveries that revolutionised human life
- **Exploration**—the search for new lands and sea routes
- **Humanism**—a greater concern for human welfare, dignity and values

FORCES OF CHANGE

What were the forces that were responsible for the changes that characterised the Modern Age? They were the Renaissance, the Industrial Revolution, the American and French Revolutions, and Nationalism. Most of these forces of change began in Europe and then spread across the world. India too was greatly influenced by these forces.

The Renaissance

The Renaissance was a movement that started in the 14th century in Italy, and lasted till the 17th century. Renaissance means 'rebirth', and the thinkers of this period sought to rediscover



Leonardo da Vinci was the typical 'Renaissance man,' as skilled in art as in science. Shown here are the Mona Lisa (left) and a design for a flying machine (right) both created by da Vinci.

and revive the learning of the ancient Greeks and Romans. The Renaissance gave rise to the **scientific method of enquiry**, i.e., learning by questioning, observation and experimentation. It encouraged people to think for themselves and question old beliefs and superstitions.

The Industrial Revolution

The Industrial Revolution was an economic revolution that started in Britain around 1750. Explorers like Vasco da Gama and Columbus had already discovered sea routes to the East and to the Americas in the 15th and 16th centuries. This led to an expansion in trade. As the demand for more products grew, the old 'domestic system' of artisans working at home with simple tools was replaced by the 'factory system', where large machines now produced much more of the same products, faster and at a fraction of the cost. The Industrial Revolution completely changed the way people lived.

One of the most important results of the Industrial Revolution was the growth of **colonialism**. The factories were producing goods on a large scale. For these goods to be sold, a large market was needed. The factories also needed raw materials like raw cotton, iron ore and coal on a large scale. This prompted Britain and other European countries



James Watt's steam engine (left) and James Hargreaves' spinning jenny (right)—were two important inventions of the Industrial Age that transformed the transport and textile industries respectively.

to search overseas for colonies as a market for the finished goods, and as a source of raw materials.

The American and French Revolutions and Nationalism

The American and French Revolutions, and the ideals of **liberty**, **equality** and **fraternity** they adopted, changed the lives of millions of people across the world. They inspired the people of many countries to rebel against domination and exploitation, and to fight for freedom and democracy.

These revolutions led to the growth of another powerful movement in 19th century Europe—**nationalism**. Nationalism is a strong feeling of love, pride and loyalty that people have for their country. It inspired Indians, in the late 19th century, to fight for independence from British rule.

INDIA IN THE MODERN WORLD

After Aurangzeb's death in 1707, the Mughal Empire went into a rapid decline. The later Mughal rulers did not have the capabilities needed to hold this vast empire together. Powerful new kingdoms were established by the Marathas and the Sikhs. The rulers of Hyderabad, Awadh, Carnatic and Bengal ruled independently over their provinces. These new powers constantly fought for supremacy among themselves.



British people relaxing in a club in India

This was also the time when merchants from Europe began establishing trading bases along India's coast. In the course of time, the Europeans took advantage of the rivalries among the Indian rulers and made their own bases stronger. The Europeans also fought among themselves for control over the hugely profitable trade with India. Soon, the British had established themselves as the main power in India. Within a hundred years, they had moved from being mere traders, to being the rulers of the Indian subcontinent.

This year you will learn about the impact of 200 years of British rule on India. You will also learn how, after years of being exploited, the Indians gradually came together to fight for their freedom, and how India finally became a free country in 1947.

SOURCES OF INFORMATION OF MODERN INDIAN HISTORY

Of the three periods of history, modern history has the most abundant sources of information to draw on. Sources of information can be of two types—**primary** and **secondary**.

- Primary sources of information are those that are original, or created at the time of the event

by people who witnessed the event. Artefacts from archaeological sites, coins, monuments, inscriptions, travelogues and autobiographies are all primary sources of information. For modern Indian history, primary sources of information also include government reports, letters, photographs, maps, diaries, newspapers, magazines and films. A lot of this material has been preserved in government museums and archives, from which they can be accessed when needed.

- Secondary sources of information are second-hand accounts of events. They are usually collected and put together by people who study the primary sources. Secondary sources include textbooks, biographies, magazines, newspapers and movies about historical events.

Both primary and secondary sources should be checked for bias (partiality) or exaggeration. This becomes particularly important when dealing with modern Indian history, where the British account of things is often vastly different from how Indians of the time have written about it.

Books, newspapers and magazines

The printing press, which was invented in Germany in the 15th century, came into common use in India in the 18th century. This resulted in the mass printing of books, newspapers, magazines and pamphlets, which are important sources of information for historians today. Books were printed in English and in the various regional languages. Many biographies of great people were written, which give us authentic information about the people and the times in which they lived.

Max Mueller wrote about the *Vedas* and Indian philosophy, though he had never been to India. His theories were to influence Western thoughts on India for several decades.

Government documents

British officials were very particular about keeping records of all official transactions. Government orders, acts and other important decisions of the government had to be meticulously recorded.

Sources of History

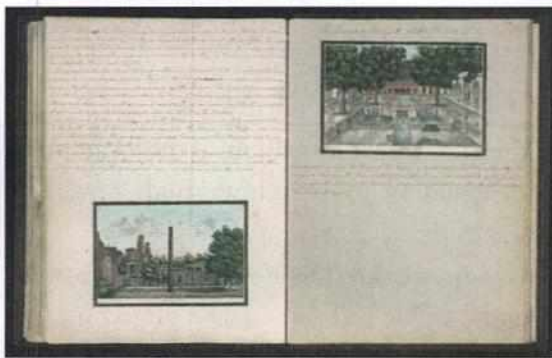
Robert Clive was a British commander who helped establish Britain's power in India. Clive's victory in the Battle of Plassey in 1757 enabled the East India Company to establish its rule over large areas of India. But he was recalled to Britain and faced trial on corruption charges. This is an extract from Robert Clive's speech in the British House of Commons, defending himself against the charges of corruption.

"The country of Bengal is called, by way of distinction, the paradise of the earth. It not only abounds with the necessaries of life to such a degree, as to furnish a great part of India with its superfluity, but it abounds in very curious and valuable manufactures, sufficient not only for its own use, but for the use of the whole globe. The silver of the west and the gold of the east have for many years been pouring into that country, and goods only have been sent out in return. This has added to the luxury and extravagance of Bengal.

This passage is a primary source of information. Write a commentary on it. A commentary is a written explanation, criticism or opinion about a book or some part of it.



A postcard showing Christmas being celebrated in India by a British family—such pictures illustrate better than words what life was like in British India.



Pages from Sir Metcalfe's book *Reminiscences Of Imperial Delhi*. It is an album of 89 folios of Mughal and pre-Mughal monuments of Delhi.

Hence, there is a rich fund of official British documents, official letters and correspondence, survey maps, district gazettes and census records to refer to.

Many of these documents are now preserved in the National Archives of India and at the National Museum, New Delhi. Government museums in Chennai, Mumbai and Kolkata also possess original



Glossary

Industrial Revolution: a sweeping change in methods of production brought about by mechanisation in the 18th century

colonialism: the policy of acquiring other countries as colonies

imperialism: the policy of dominating other countries

fraternity: brotherhood

liberty: freedom

Renaissance: a movement that saw the revival of ancient Greek and Roman art and literature

ENRICHMENT ACTIVITY

Ask your teacher to take you to a government museum. Make a list of the things you see there. Which period of Indian history is best represented? Children living in or near New Delhi should visit the Nehru Museum in the city.

documents of that time, like letters written by Jawaharlal Nehru and Mahatma Gandhi.

Historical buildings

The British built several buildings during their 200 year rule in India, some of which are still fairly well preserved. Some are, in fact, still in use. They represent a style very different from those practised by the previous rulers of India. Some of them were built to mark important events of the time—for example, the imposing Gateway of India was built to commemorate the visit of King George V and Queen Mary to Mumbai (Bombay) in 1911.



The Victoria Memorial, Kolkata, is a magnificent white marble building set up in memory of Queen Victoria, who died in January 1901. Built between 1906 and 1921, this monument serves as both a mausoleum and a museum to house artefacts of the British rule.



In Brief

- ▶ The modern period of Indian history is said to begin from 1700, when the British started establishing their rule in India.
- ▶ The modern period is marked by advances in science, technology and industry and the ideas of nationalism, socialism and democracy.
- ▶ For modern Indian history, the primary sources of information are government reports, letters, photographs, maps, diaries, newspapers, magazines, etc. Many of these are protected in archives and museums.
- ▶ The secondary sources of information on modern Indian history are writings and accounts by various people.
- ▶ The buildings erected by the British also serve as an important source of history of that period.



Enrichment Activities

- **Debate:** Have a debate in class on the topic "Industrialisation is a bane, not a boon."
- **Report writing:** Visit a museum and write a report on the most impressive section (according to you) of the museum, explaining why you like it.
- **Scrap book:** Collect pictures of any five memorials built by the British in India, and paste them in your scrap book. Also furnish the following information a) the location of the building b) when it was built c) why it was built.
- **Group work:** Divide the class into two groups. One half should do a project on the American Revolution, while the other half should do a project on the French Revolution. Which of the two do you think had a greater impact on the world? Defend your answer with examples.



Exercises

- I. **Fill in the blanks.**
 1. The _____ period of Indian history starts with the British conquest of India.
 2. The Industrial Revolution started in _____ around 1750.
 3. The _____ period gave rise to scientific method of enquiry.
- II. **True or false?**
 1. The demarcation of history into three periods is uniform all over the world.
 2. The movement of people from rural areas to towns and cities is known as urbanisation.
 3. Industrial Revolution refers to producing goods on a large scale using machines.
 4. The Gateway of India is in Delhi.
- III. **Answer the following questions.**
 1. What are the characteristic features of the Modern Age?
 2. What is meant by the term 'Industrial Revolution'?
 3. What is the meaning of 'nationalism'?
 4. What are the ideals that became popular because of the French Revolution?
 5. Write in detail about the various sources of information of modern Indian history.



Multiple Choice Questions

- Which event marks the beginning of the modern period of Indian history?
 - the death of Aurangzeb
 - the revolt of 1857
 - the beginning of the conquest of India by the British
 - the coming of the Europeans to India
- The feeling of patriotism and a growing identification with one's homeland is called
 - humanism
 - socialism
 - democracy
 - nationalism
- The Renaissance
 - means 'rebirth'
 - thinkers tried to rediscover the learning of the ancient Greeks and Romans
 - encouraged learning by observation and experimentation
 - all of the above
- As a result of the Industrial Revolution,
 - The old system of artisans working at home with simple tools was replaced by factories where large machines produced the same goods
 - More goods were made at half the time, but at double the cost
 - Trade came to a standstill as the goods made were too expensive
 - England became a colony of America
- One of the main reasons why the British could establish their rule over India was:
 - their superior intelligence
 - their greater physical strength
 - the colour of their skin
 - the rivalries between the Indian rulers
- Newspapers and magazines are
 - primary sources of information
 - secondary sources of information
 - both primary and secondary sources of information
 - neither a primary nor a secondary source of information
- The Gateway of India was built
 - to commemorate the visit of Queen Victoria to Calcutta
 - to commemorate the visit of King George and Queen Mary to Bombay
 - in memory of Queen Victoria
 - in memory of the soldiers who died fighting in the World Wars



HOTS: Think and Answer

In this chapter, you learnt about primary and secondary sources of information. Which do you think would be a more reliable source of information? Justify your answer.



Values that enrich

The American and French Revolutions changed the lives of millions of people around the world. What values did they fight for?



Life skills

Critical thinking/ Effective communication

Interview a person who has seen pre-independent India.

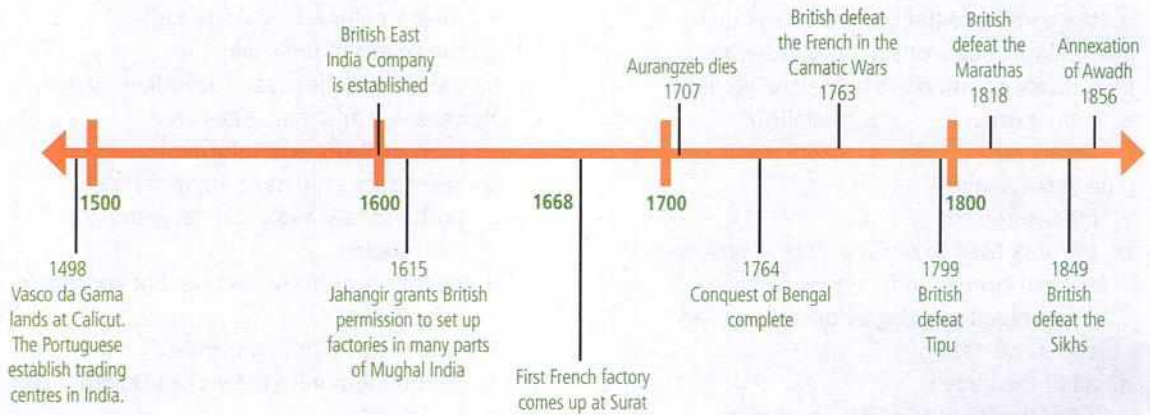
Now interview your parents who represent post-independent India.

Ask questions to find out the important events—personal, social and political—of their times.

Now compare their answers to see how needs and wants change from time to time.

You can present your findings and your views in the form of a write-up with interesting illustrations, and display it in the class.

2. The Establishment of Company Power



Study these two maps of India. What differences do you see between them? Do you notice the disappearance of many Indian kingdoms? Under whose rule was most of India by 1857? How did this happen? In this chapter you will see how over a period of just 100 years, the British established their rule over the Indian subcontinent.

VOYAGES OF DISCOVERY

Between the 7th and the 14th centuries, **Arab traders** dominated the trade between the East and the West. They took spices, textiles, sugar, indigo (used for dyeing cloth) and saltpetre (used for making gunpowder) from India by sea to ports on the Persian Gulf and the Red Sea. The goods were then carried over land to Europe.



Christopher Columbus of Spain sailed westward in 1492 to discover a sea route to India, but instead he discovered the Bahamas, islands off the coast of North America.



Vasco da Gama, another Portuguese explorer, rounded Africa and landed in Kozhikode (Calicut) on the western coast of India in 1498.

In 1453, **Constantinople**, the capital of the Eastern Roman Empire, fell to the **Turks**, and the Arabs could no longer take goods safely over land to Europe. So for the Europeans, it became essential to find a direct sea route to the East. For this purpose,



Bartolomeu Dias of Portugal reached the Cape of Good Hope at the southern tip of Africa in 1487.

a series of voyages were undertaken by European explorers, sponsored by the monarchs of Portugal, Spain and England.

As a result of these voyages of discovery, direct trade routes were established between the West and the East. The Arab domination of the Indian Ocean was replaced by that of the Portuguese, the first Europeans to establish a trading base in India. Soon, the Dutch, the British and the French followed.

THE FORMATION OF EUROPEAN TRADING COMPANIES IN INDIA

The rival European countries soon realised the enormous potential for wealth that lay in trade with India. Individual traders joined to form **trading companies**, which were supported by their respective governments. Their efforts to control trade with India led to increasingly bitter **trade wars** among the Dutch, the British, the Portuguese and the French.

The Portuguese had trading settlements at Goa, Daman, Diu, Salsette, Bassein and Santhome (near Chennai). The **Dutch East India Company** was formed in 1602, and established factories in Masulipatnam, Surat and Cochin.

The French were the last European power to enter India. The first French factory came up at Surat in 1668. France acquired Mahe in Malabar on the west coast in 1724. By 1740, the value of its trade with India was almost half that of the British East India Company.

THE BRITISH EAST INDIA COMPANY

The British East India Company was founded in 1600 by a group of enterprising businessmen. On 31 December 1600, Queen Elizabeth I granted a charter (written statement) to the Company, giving it permission to trade with India, in return for a share of its profits.

From trading post to presidency

The early visits of Company ships to the East were for exploration. The captains of the ships sought out suitable places and asked for permission to trade from local rulers. If trade proved profitable, the captains set up trading posts called **factories** (named after the officials of the Company, who were called 'factors'). In the more successful areas, groups of factories developed, which were known as **settlements**. Some of these settlements developed into centres to which other factories in the region reported and came to be called **presidencies**. The presidencies were administered by a governor and a council of senior factors.

The British made official contact with India for the first time in 1606. **Captain William Hawkins** landed in Surat in 1607, and went to Agra to secure trading privileges. In 1612, a *firman* was obtained from Mughal emperor Jahangir, giving permission to set up factories at Surat. Surat was nominated as the Company's centre of trade in the East. In 1615, King James I of England sent **Sir Thomas Roe** as



Sir Thomas Roe in Jahangir's court—part of a painting by Bichitr from the *Tuzk-e-Jahangiri*

ambassador to the court of Jahangir. Sir Thomas Roe received permission in 1616 to set up factories in any part of the Mughal Empire.

British trade with India increased, and so did their power. The city of Calcutta (Kolkata) grew from three villages where the Company was given rights to collect tax. Bombay soon became a British stronghold, and replaced Surat as the centre of the Company's activities on India's western coast. By 1709, the Company had an administrative structure in place with presidencies in Madras, Calcutta and Bombay. Traders from the regions around brought their goods to these ports to wait for the Company's annual fleets.

From traders to rulers—the British conquest of India

Starting out as traders operating from small trading outposts, the Europeans soon established powerful colonies in the East. (A **colony** is a country or region that is politically controlled by another distant country; **colonialism** is the rule of a country, for a long period, by another one.)

The European powers fought bitter battles among

themselves for control over the lucrative trade with the East, especially India. The Portuguese, however, were unable to retain most of their possessions in India after Spain conquered Portugal in 1580. The Dutch decided to focus their attention on their possessions in the East Indies. That left the British and the French. In Europe, Britain and France were already rivals. Their conflict in Europe fuelled their efforts to gain supremacy in India.

THE CARNATIC WARS

In India, the conflict between the French and the British was focussed around the Carnatic region (the south-eastern part of the Indian Peninsula). The three states of this region—Hyderabad, Carnatic and Mysore—were in constant conflict with each other. The British had a fortified settlement in Madras, and the French had one in Pondicherry.



Robert Clive of Britain and Joseph Dupleix of France—adversaries in the Carnatic wars

The French and the British took advantage of the rivalry between the Indian rulers. They allied themselves with rival groups and fought three wars between 1746 and 1763, which came to be called the **Carnatic Wars**. The British defeated the French comprehensively. By the end of the Third Carnatic War, the French retained only Pondicherry

and Chandernagore, and they were not allowed to fortify even these. The British were now the main European power in India.

Having gained a foothold in the South, the British turned their attention towards Bengal.

THE CONQUEST OF BENGAL

The province of Bengal included present-day Bengal, Bihar, Jharkhand and Odisha. It was one of the richest provinces of the subcontinent, known for its textiles and silk. The British started fortifying their factory at Fort William in Calcutta. Sirajuddaulah, the Nawab of Bengal, asked the British to demolish these fortifications. When they refused, he marched to Calcutta and occupied Fort William in 1756.

Robert Clive, the commander of the British troops, reached Calcutta from his recent victories in the Carnatic. He handled the situation using military strength and political shrewdness, and retook Fort William in 1757. But alarmed by the events, Clive decided to declare war on Sirajuddaulah.

The Battle of Plassey

Clive conspired with **Mir Jafar**, the commander-in-chief of the nawab's army. Clive promised to make Mir Jafar the nawab if he helped him defeat Sirajuddaulah. The armies of Sirajuddaulah and the British met at Plassey in 1757. Finding that Mir Jafar had turned traitor, Sirajuddaulah fled the battlefield. Mir Jafar was made nawab of Bengal by the British.

However, when Mir Jafar tried to control the corrupt trading practices of the British, he was replaced by his son-in-law, **Mir Qasim**, in 1760. Mir Qasim granted the British the right to collect revenues from Burdwan, Midnapur and Chittagong districts of Bengal.



Lord Clive meeting with Mir Jafar after the Battle of Plassey, by Francis Hayman (c. 1762)

The British were not just traders any more. They now controlled the nawab. The Battle of Plassey paved the way for British rule in India. Clive was rewarded with the post of governor of Bengal. Slowly Calcutta became the capital of British India.

The Battle of Buxar

Mir Qasim soon grew tired of British control and set about consolidating his power and position. To improve his finances, he tried to force the employees of the East India Company to pay duty for their private trade, which they were using to amass personal wealth. When he was unable to do so, he granted free trade to all Indians as well. This placed the Indian traders on equal footing with the Company's traders.

In 1763, Mir Qasim went to Awadh and entered into an alliance with **Nawab Shujauddaula** and the Mughal emperor **Shah Alam**, who was there as a refugee after the Third Battle of Panipat. In 1764, the combined forces of Mir Qasim, Shujauddaula and Shah Alam met the British at the **Battle of Buxar**. Clive defeated them.

Mir Qasim fled, while the others signed the **Treaty**

of **Allahabad** with the British. As a result, all territories were returned to the Nawab of Awadh, except Kora and Allahabad (Prayagraj), which were given to the emperor along with an annual pension. In return, the emperor was made to give the *diwani* of Bengal, Bihar and Orissa (Odisha) to the British. This gave the British the right to collect revenue and administer justice in this region.

Mir Jafar was brought back as nawab of Bengal. Though the nawab continued to be responsible for the administration of the province, the revenue from the land now went to the British. This was called the **system of dual government**, an unfortunate system that almost ruined Bengal. The Company did not use the revenue it collected to make any improvements in Bengal, which was steadily drained of its wealth. This system continued till 1772, when **Warren Hastings** became the governor of Bengal and abolished it.

With the conquest of Bengal ended the first phase of British conquest of India. They were now virtual rulers of Bengal, Bihar and Odisha. The nawabs of Awadh and Carnatic were their dependents. The Mughal emperor was their pensioner. The next and final phase of British conquest of India lasted from 1765 to 1857. In these almost 100 years they brought the whole of the Indian subcontinent under their rule. They did this using a combination of methods—wars, alliances and annexations.

THE MARATHAS

The British were keen on subjugating the Marathas. The Marathas, as you read last year, had become one of the most powerful forces in India by the middle of the 18th century. Under the dynamic leadership of **Chhatrapati Shivaji**, and later the **peshwas**, the Marathas challenged the might of the Mughals. Their ambitions of building an empire covering the

whole of India, however, received a setback when they were defeated by the Afghan ruler Ahmad Shah Abdali in the Third Battle of Panipat in 1761.

At this time, four centres of Maratha power emerged under different chiefs—most of Gujarat under the Gaekwads who ruled from Baroda, Berar under the Bhonsles who ruled from Nagpur, part of Malwa under the Holkars who ruled from Indore, and part of Malwa under the Scindias who ruled from Gwalior. The Marathas then took on the rising power of the British in a series of encounters which came to be called the Anglo-Maratha Wars.

The Anglo-Maratha Wars (1775–1818)

Three Anglo-Maratha Wars were fought between 1775 and 1818. The British supported the ageing Raghunath Rao for the post of peshwa, while the rest of the Marathas, under the leadership of Nana Phadnavis, were in favour of the young Madhav Rao II. This resulted in the first Anglo-Maratha War. After fighting for almost four years, the British were forced to acknowledge Madhav Rao II as the peshwa.

After the death of Nana Phadnavis in 1800, the Maratha chiefs started fighting openly among themselves. The British took advantage of this and comprehensively defeated the Marathas in the Third Anglo-Maratha War (1817–1818). The post of the peshwa was abolished, and large parts of the Maratha kingdom were annexed by the British. This marked the virtual end of Maratha rule in India.

THE CONQUEST OF MYSORE

One of the stiffest oppositions to British power in South India came from the state of Mysore. In 1761, Hyder Ali, a soldier, seized the throne of Mysore from its ruler, Chikka Krishna Raj. Under

Hyder Ali and his son, Tipu Sultan, Mysore was transformed into a powerful kingdom. They built up a powerful and modern army and challenged the might of the Marathas and the Mughals. When the British started taking an interest in the Carnatic, they came face to face with the rising power of Hyder Ali. Four battles were fought between the British and the kingdom of Mysore.

The Anglo-Mysore Wars (1766-1799)

As part of his attempts to expand his kingdom, Hyder Ali defeated the forces of the East India Company and besieged Madras in 1769. The British agreed to help Hyder Ali in case of an attack from the Marathas. However, when the Marathas attacked Mysore in 1771, the British failed to come to Hyder Ali's help. An angry Hyder Ali swore never to trust the British again.

In 1782, Hyder Ali died, leaving his son Tipu Sultan to carry on the fight. In the Third Anglo-Mysore War (1790–1792), Lord Cornwallis, the governor-general at that time, entered into an alliance with the Marathas and the Nizam of Hyderabad. Their joint forces defeated Tipu Sultan and two of his sons were taken hostage by the British.

In 1799, the British defeated Tipu at Seringapatam in the **Fourth Anglo-Mysore War**. Tipu died



Hyder Ali



Tipu Sultan

fighting. With the death of Tipu, the British were rid of one of their strongest enemies. The British annexed half his kingdom and gave Mysore back to the royal family, thereby ensuring their loyalty. This victory over Mysore paved the way for the total control of India by the British.

STRATEGIES USED BY THE BRITISH

Subsidiary alliances

Wellesley, the governor-general of India from 1798 to 1805, was an ambitious man. He wanted to make Britain the most important power in India. He waged wars and captured several territories. Another strategy he used to increase Britain's power was to enter into subsidiary alliances with the rulers of various states.

In the subsidiary alliance system, an Indian ruler had to maintain British troops in his state, either by giving some of his territory or by paying for the maintenance of the troops. This system allowed the British to maintain a large army at the expense of local rulers. The Indian ruler could not fight or sign treaties with any other power. The rulers who joined this system, like the Nizam of Hyderabad and the Nizam of Awadh, got security but lost



Painting of Wellesley in the Second Anglo-Maratha War



General Lord Cornwallis receiving Tipu Sultan's sons as hostages, by Robert Home (c. 1793)

their independence. Others who joined the system included the Marathas after the Third Maratha War, and most of the Rajput states.

Annexations

Annexation means to take control of a neighbouring territory, usually with the use of force. Wellesley annexed the smaller kingdoms of Travancore, Surat and Carnatic using this policy. The annexation was done in stages.

- First, under the pretext of protecting the Indian ruler, the British took virtual control of the state.
- Over time, the Indian rulers stopped maintaining their army even for self-protection.
- To pay for the maintenance of British troops, they collected more taxes, and the law and order situation deteriorated.
- The British then annexed the State on grounds of misrule.

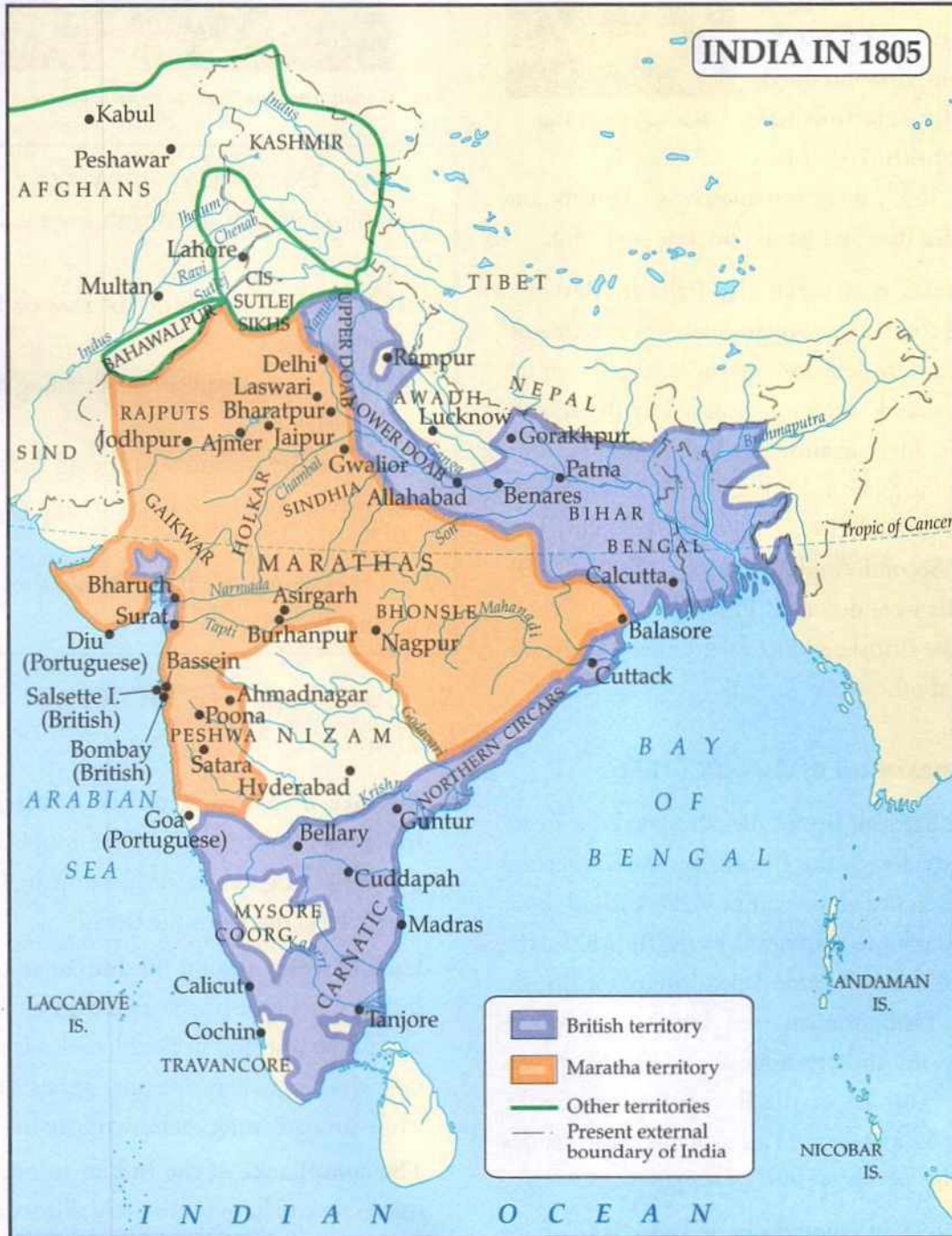
The Doctrine of Lapse

Traditionally in India, if a ruler did not have a child, it was an accepted practice to adopt one. But

the British refused to recognise such adoptions. So when the ruler of a subsidiary or protected state died without a natural heir, the state could not pass to the adopted child but was annexed to British territory instead. Satara (1848), Jhansi (1853) and Nagpur (1854) fell prey to this policy.

THE BRITISH COMPLETE THEIR CONQUEST

With the mainland of India under their control, the British now turned their attention to the states in the peripheries.



A map of India showing the territories controlled by the British

Punjab—the Anglo-Sikh Wars

Taking advantage of the declining power of the Mughal Empire, the Sikhs established a powerful empire in the 18th century under the leadership of Maharaja Ranjit Singh. Ranjit Singh maintained a friendly relationship with the British. After his death in 1839, there was anarchy in Punjab, and the **Khalsa** (the Sikh army) became powerful.



Maharaja Ranjit Singh

The Khalsa distrusted the British. Between 1845–1846, the First Anglo-Sikh War was fought. The Sikhs were defeated and the land between the rivers Beas and Sutlej was annexed by the British. Lingering anger against the British resulted in a revolt by the Sikhs in Multan. Lord Dalhousie, the governor-general, declared war on the Sikhs. This was the Second Anglo-Sikh War (1848–1849). The Sikhs were defeated. Punjab became a vassal state of the British, and its ruler Duleep Singh was pensioned off.

The annexation of Awadh (1856)

After the battle of Buxar, Awadh signed the Treaty of Allahabad with the British. In 1801, a second treaty was signed at the time of Wellesley, and about half of Awadh was taken away by the British and the nawabs of Awadh became dependents of the British. In 1856, Dalhousie annexed Awadh without any provocation, and its ruler Wajid Ali Shah was deposed. This act of the British was universally condemned and became one of the main causes behind the Revolt of 1857.

Thus, by 1856, the whole of India was under British rule.



Wajid Ali Shah, a patron of the arts, is said to have revived Kathak.

ENRICHMENT ACTIVITY

Track the growth of the British from traders to rulers.

- 16th century—acquisition of a few trade areas and warehouses
- 17th century—acquisition of trading stations and settlements
- 18th century—control of Indian states
- 19th century—the complete subjugation of India

Write two sentences giving details about each stage mentioned above.

REASONS FOR THE SUCCESS OF THE BRITISH

- **Absence of a strong central leadership in India**—with the decline of the Mughals, there was no strong central leadership in India to check the activities of the British.
- **Lack of unity among the Indian states**—the Indian states were unable to form a united front against the British. The British took advantage of their rivalries to play one ruler against the other while strengthening their own base in India.
- **The compliance of the Indian rulers**—many rulers chose to have a subsidiary alliance with the British rather than fight them. They wanted to

protect their comfortable lifestyles. They showed little regard for the poor and carried out few reforms for the benefit of the people.

- **Britain's superior army and navy**—the British soldiers had better firearms than the Indian soldiers. They were also often better

disciplined and better trained than their Indian counterparts.

All these factors contributed to the success of the British in India. Within a span of just around 100 years (1765–1857), the British in India transformed themselves from traders to the builders of the most powerful empire of the 19th century.



Glossary

- factory:** a trading settlement
- firman:** permission to trade
- diwani:** right to collect revenue
- colonialism:** the rule of a country, for an extended period of time, by another one
- fortification:** a structure built to defend a place



In Brief

- ▶ The Portuguese explorer Vasco da Gama landed in Kozhikode in present-day Kerala in 1498; other Europeans soon followed. The Portuguese, the Dutch, the British and the French established trading centres in India.
- ▶ By the early 18th century, British settlements at Madras, Bombay and Calcutta became centres of trade.
- ▶ Between 1746 and 1856, the British established their hold over most of India.
- ▶ The British defeated the French by 1763; captured Bengal, Odisha and Bihar in 1764; defeated Tipu Sultan of Mysore in 1799; defeated the Marathas in 1818 and the Sikhs in 1849.
- ▶ Using the policies of annexation, doctrine of lapse and subsidiary alliance they gained control over Travancore, Surat, Carnatic, Satara, Nagpur, Jhansi and Awadh.



Enrichment Activities

- **Project/Presentation:** Study the three maps of India shown in this chapter (India in 1765, in 1805 and 1857). Use what you learnt in this chapter to explain the changing boundaries of the states. Do a project, or presentation, on this. Explain the different strategies used by the British to gain control over India. Include the three maps and use them to support your explanations.
- **Map work:** By the beginning of 19th Century, the powerful European countries established their trading centres in India. On an outline map of India, mark the trading centres established by the Portuguese, Dutch, British and French. Use different colours for different countries. Remember to give a key indicating the colour representing the country.
- **Diary entry:** Christopher Columbus wanted to discover a sea route to India but landed in the Bahamas, islands off the coast of North America. How do you think he would have felt when he realised that he never did discover the route to India? Imagine you are Christopher Columbus, and write a diary entry describing your feelings.
- **Role Play:** Robert Clive conspired with Mir Jafar, and asked him to help the British in the Battle of Plassey. Form groups and enact a play. You can take your teacher's help to write the dialogue for the play.

- **Create a comic strip:** Create a comic strip, or paste pictures, to trace the growth of the British from traders to rulers. Begin from the time the British formed the East India Trading Company. You can specify the year

the various battles were fought with the French, and other Indian rulers and paste pictures accordingly. Tell the outcome of each war to show how the British slowly became the rulers of the country.



Exercises

I. Fill in the blanks.

1. Between the 7th and the 14th centuries the _____ traders carried goods from India over land to Europe.
2. King James I sent _____ as ambassador to the court of Jahangir.
3. The first French factory in India was set up at _____.
4. _____ was the chief commander of the British army at the Battle of Plassey.

II. True or false?

1. The original purpose of the Europeans in coming to India was trade.
2. The British were the first European traders to land in India.
3. Chandernagore was a Dutch settlement.
4. The British appointed Mir Qasim as the nawab of Bengal after the Battle of Plassey.
5. Tipu Sultan was killed in the Fourth Anglo-Mysore War.

III. Answer in brief.

1. Between whom was the Battle of Plassey fought?
2. Which Indian rulers took part in the Battle of Buxar?
3. What is the system of dual government?
4. Describe the system of subsidiary alliance.
5. What is the doctrine of lapse? Name a kingdom annexed by this means.
6. Write a short note on the annexation of Punjab by the British.
7. Which governor-general annexed Awadh in 1856? What was the significance of this act?

IV. Answer in detail.

1. Write a note on the Carnatic Wars.
2. Write a summary of the wars between Tipu Sultan and the British.
3. Write a detailed report on how the British overcame the power of the Marathas.
4. What were the reasons for the success of the British in India?



Multiple Choice Questions

1. Why did it suddenly become necessary in the mid-15th century for the Europeans to find a direct sea-route to the East?
 - a. the demand for goods from the East suddenly increased
 - b. the rulers of Europe wanted to colonise the East
 - c. the Turks captured Constantinople and made it difficult for the Arabs to carry goods safely over land to Europe
 - d. The Mongols had captured all the trade routes to Europe
2. Christopher Columbus discovered
 - a. the sea route to India
 - b. the sea route to Africa
 - c. the sea route to the Americas
 - d. Australia
3. The British East India Company was established

- a. in 1650 by a group of businessmen
 b. in 1600 by the queen of England
 c. in 1600 by a group of businessmen
 d. none of the above
4. In the beginning of its trade with India, the British East India Company's main centre of trade was
 a. Bombay b. Calcutta c. Madras d. Surat
5. A country or region that is politically controlled by another distant country is called
 a. an empire b. a colony
 c. a kingdom d. colonialism
6. After the Carnatic Wars
 a. the British defeated the French
 b. the British became the main European power in India
 c. the French were not allowed to fortify their settlements at Pondicherry and Chandernagore
 d. All of the above
7. How was Clive able to defeat Sirajuddaulah, the ruler of Bengal, in the Battle of Plassey?
 a. He took the help of the other Indian rulers
 b. He conspired with Mir Jafar, the commander-in-chief of the nawab's army
 c. He captured the Mughal emperor Shah Alam II and forced him to accept defeat
 d. He made the British factory at Fort William so strong that no one could capture it
8. How did the system of dual government ruin Bengal?
 a. Both the British and the Nawab made laws in Bengal, confusing the people and making them flee the kingdom
 b. The British collected the revenue from the land and sent it to England, while the Nawab had to administer the land but had no money to do it with
 c. The British forced the farmers of Bengal to grow tea instead of rice, which led to famines
 d. It led to the Battle of Buxar, which was so expensive that it destroyed the economy of Bengal
9. Who led the Marathas against the British in the first two Anglo-Maratha wars?
 a. Tipu Sultan b. Chhatrapati Shivaji
 c. Nana Phadnavis d. Madhav Rao II
10. Under the system of subsidiary alliance
 a. the Indian ruler had to maintain British troops in his state
 b. the Indian rulers could not fight or sign treaties with any other power
 c. the Indian rulers got security, but lost their independence
 d. all of the above
11. Why was Jhansi annexed by the British?
 a. Because it was being misgoverned by the Indian ruler
 b. Because the king died without leaving a natural heir
 c. Because the rulers of Jhansi refused to maintain British troops on their land
 d. Because the people of Jhansi revolted and killed several officers of the British army
12. What was the main reason for the success of the British in India?
 a. The strong central leadership provided by the Mughal emperor
 b. The complete unity among the Indian states
 c. The superior armies of the Indian rulers
 d. None of the above



HOTS: Think and Answer

In your opinion, which of the wars fought by the British was the turning point in the establishment of British rule in India? Give reasons for your answer.



Values that enrich

What would have happened if all the Indian rulers had shown a united front and resisted the advent of British power? What values did many of the rulers of India lack in this phase of Indian history?



Life skills

Logical reasoning/Public speaking

'United we stand. Divided we fall.'

Prepare a speech on the topic, explaining the importance of unity. Quote incidents from World History to support your points.



3. The British Administrative Structure in India (1765–1857)

When the British first came to India, they came as traders. However, as their territories in India grew, they felt the need to establish some form of administration. Thus, the earliest British administrators in India were officials of the East India Company. Their main concern was making profits, which they did at great cost to the Indian people and economy.

Many of the officials carried on trade with the locals privately, amassing personal fortunes in the process. They forced Indian artisans to sell them goods for low prices, which they then sold elsewhere at much higher rates. They demanded high revenues from the farmers which the farmers were often too poor to pay. By 1770, Bengal was in the grip of one of the worst famines ever. Millions died.

By now, the British government realised that many of the methods which the Company and its officials followed were corrupt and even cruel. In an effort to ensure better administration of, and control over, the Indian territories, the British government passed the Regulating Act of 1773.

Sources of History

All through the stifling summer of 1770 the people went on dying. The husbandmen sold their cattle; they sold their implements of agriculture; they devoured their seed-grain; they sold their sons and daughters, till at length no buyer of children could be found; they ate the leaves of trees and the grass of the field...

From The Annals of Rural Bengal, by W W Hunter

THE REGULATING ACT OF 1773

This act provided for the appointment of a governor-general in Calcutta, who was to supervise the governors of Madras and Bombay. Provision was made to set up a supreme court in Calcutta with a chief justice and three judges. The company's directors had to show all its correspondence and documents to the British government. Also, to curb corruption, all officials of the company had to furnish details of their assets.

However, this act was not very effective. The governors of Madras and Bombay resented the control imposed on them and often took independent decisions without consulting the governor-general. The members of the council also had differences with the governor-general. To remedy these gaps, Pitt's India Act was enacted in 1784. (William Pitt the Younger was prime minister of England at that time.)

The act was the first instance of direct interference by the British government in the Company's affairs in India.

PITT'S INDIA ACT OF 1784

This act provided for a Board of Control in Britain consisting of six commissioners for monitoring the affairs in India. The governor-general's council was reduced to three members, including one commander-in-chief. The governor-general was

given total control over the other two presidencies of Bombay and Madras. However, the Company retained its monopoly of trade.

Pitt's India Act laid the foundation for British administration in India. According to the terms of the act, all further conquests of territories in India were to be stopped. But the British did not adhere to it strictly. They resorted to fresh conquests to find newer sources of raw materials and fresh markets for their goods. But on the whole, Pitt's Act served its purpose. It laid a solid foundation for British rule in India. Pitt's Act was in force for almost 100 years, i.e., till 1857.

THE CHARTER ACTS OF 1813 AND 1833

The Charter Act of 1813 abolished the monopoly of the Company in all items traded with India except tea. Now anyone from Britain could trade with India. Further erosion of the Company's powers came with the Charter Act of 1833, when

the Company had to wind up its operations in India. The governor-general now had full control over all military, revenue and civil affairs of the Company.

Let us learn some more about the nature of British administration in India. The administrative set-up consisted of the civil service, the army, the police and the judiciary.

THE CIVIL SERVICES

Lord Cornwallis, the governor-general of India from 1786 to 1792, put in place a system that was later to develop into the Indian Civil Services. Lord Cornwallis separated the executive from the judiciary, and appointed judges for the latter. He recruited and trained capable and honest people, all British, for the post of collector, paid them high salaries to prevent corruption, and also prohibited them from accepting gifts. The British set up colleges to train these men, both in Calcutta and in Britain.

Sources of History

...the fact remains, that there never was a country, and never will be, in which the government of foreigners is popular. It will be the beginning of the end of our empire when we forget this elementary fact, and entrust the greater executive powers to the hands of the natives, on the assumption that they will always be faithful and strong supporters of our government. In this there is nothing disparaging or offensive to the natives of India. It simply means that we are foreigners, and that not only in our own interests, but because it is our highest duty towards India itself, we intend to maintain our dominion. We cannot foresee the time in which the cessation of our rule would not be the signal for universal anarchy and ruin, and it is clear that the only hope for India is the long continuance of the benevolent but strong government of Englishmen.

—James Fitzjames Stephen, an English lawyer and judge, 1829–1894

The extract given above describes an Englishman's view of British rule in India.

- How does he describe British power in India?
- Stephen felt that it is the 'duty' of the British to rule India. Do you agree? If the British were ruling India even today, what do you think India's condition would have been? Have a discussion in class.



A young British civil servant touring the hills

The British Empire in India was divided into districts that corresponded roughly to the sarkars of Mughal times. Each district was headed by a magistrate (also called the collector), who was an officer of the civil service. His function was to maintain law and order and collect revenue in the district.

The Charter Act of 1853 introduced the system of open competitive examination which was opened to all, including Indians. But since these examinations were held in Britain, very few Indians could take them. Also, no Indian could apply for posts above a certain level (judge, engineer, police officer, etc.). Satyendranath Tagore was the first Indian to qualify the civil services in 1863, followed by SN Bannerjee, RC Dutt and Biharilal Gupta.

THE ARMY

The British army in India consisted largely of Indian soldiers called **sepoys** (from the Hindi word *sipahi*). The officers were, however, all British. The sepoys were better paid and had better working conditions than soldiers in the employ of Indian rulers. The sepoys were the ones who led the Revolt of 1857.

THE POLICE

When new territories were annexed, law and order had to be maintained within them. For this, the British instituted the police. Cornwallis reorganised the police system. Each district was placed under a superintendent of police. The districts were further divided into **thanas**, and each thana was headed by a **daroga**. The towns were under the charge of **kotwals**. The village policeman came to be called the **chowkidar**. But the police were seen by the local people as corrupt and as harassers of the poor. In the police service too, Indians could not rise above a certain level as higher posts were reserved for the British.



Sepoys belonging to the Gun Lascar Corps, c. 1806

THE JUDICIARY

A basic function of a government is to ensure that people obey the laws. When the British started administering parts of India, initially they continued to apply Hindu laws or *shastras*,

and Muslim laws or *shariat*, when judging cases involving marriage, property, adoption, etc. But by 1793, the Bengal Regulation was introduced with definite codes from the Hindu and Muslim laws. This Bengal Regulation was translated into Indian languages for all to understand. This was the first time in India that a set of written laws came into

existence. By 1833, India's first law commission was established to codify the law system. This applied to Indians only; the British had separate courts. However, it is a fact that by these measures, the British introduced a **uniform code of law** for the whole country where everyone, irrespective of caste or creed, was treated equally.



Glossary

- famine:** widespread hunger due to lack of enough food
- monopoly:** exclusive right
- collector:** head of administration of a district
- sepoy:** Indian soldier



In Brief

- ▶ The earliest British administrators were officials of the East India Company; they only wished to amass wealth and did not care for the people's welfare.
- ▶ The British government passed the Regulating Act of 1773 to bring in a better system of administration.
- ▶ Pitt's India Act was enacted in 1784 to monitor the affairs of India; it gave total control of Madras and Bombay provinces to the governor-general.
- ▶ The Charter Act of 1813 abolished the monopoly of the Company in trade. The Charter Act of 1833 gave the governor-general full control over all Company affairs.
- ▶ The Indian Civil Service was the backbone of British rule in India.
- ▶ The British-ruled areas were divided into districts headed by a magistrate (collector).
- ▶ Though the civil service came to be open to Indians, since the examination for selection was held in England, few Indians could take it. The highest posts were reserved for the British.
- ▶ The British army in India consisted of Indian soldiers (sepoys) and British officers.
- ▶ Each district had a superintendent of police; the districts were further divided into thanas headed by a daroga.
- ▶ In 1833, the first law commission was established; all Indians became equal before the law.



Enrichment Activities

- **Diary entry:** Imagine that you are the Collector of a district. Write a diary entry describing the efforts you would take to live up to the expectations of people.
- **Role Play:** The farmers and the artisans suffered a great deal under the company officials. Write a skit on this theme and stage a play in class.
- **Project work:** The Indian Civil Service was called the backbone of the British rule in India.

Do a project on the Indian Civil Service, tracing its growth from inception to its current form as the Indian Administrative Service.

- **Debate:** 'India would have progressed faster and better if it had continued to be under British rule.' Have a debate in class on this topic.
- **Picture study/Diary writing:** This is a picture of Henry Cotton, a British civil servant, dispensing justice in Bengal. Study the picture. Now imagine you are one of the Indians who are waiting to meet Mr Cotton. Write a diary entry describing the scene, what you have come there for, how you are feeling, what was Mr Cotton's judgement and whether justice was done.



Exercises

I. Fill in the blanks.

1. The administrative act passed by the British in 1773 was the _____ Act.
2. The district magistrate was also known as the _____.
3. Under the British police system, districts were divided into _____.
4. A chowkidar belonged to the _____ department at the village.

II. True or false?

1. By the Regulating Act of 1773, a governor-general was appointed at Madras.
2. Pitt's India Act took away the monopoly of the East India Company.
3. The officers of the Indian Civil Service were selected by a competitive examination.
4. In the British army, the higher officers were all

British.

5. The British judiciary treated the Indians and the British as equals.

III. Answer the following questions.

1. What were the main features of the Charter Acts of 1813 and 1833?
2. Who were the sepoys? How was their working conditions?
3. Briefly describe the nature of the police system under British rule.
4. Describe the salient features of the Regulating Act of 1773.
5. 'The Pitt's India Act (1784) laid the foundation for British administration in India.' Explain.
6. What were the major features of the Indian Civil Service?



Multiple Choice Questions

- Why did the British government pass the Regulating Act of 1773?
 - To increase the land revenue imposed on Indian farmers
 - To regulate the trading practices of the Indian traders
 - To curb the corrupt practices of the officials of the East India Company
 - To prevent the Indian rulers from uniting against the British
- Which Act of the British government is said to have laid the foundation of British rule in India?
 - The Charter Act of 1813
 - The Charter Act of 1833
 - Pitt's India Act of 1784
 - The Regulating Act of 1773
- The Charter Act of 1833
 - abolished the monopoly of the Company in all traded items except tea
 - forced the Company to wind up its operations in India
 - allowed Indians to compete in the Civil Services
 - all of the above
- How was Cornwallis able to build an efficient and honest Civil Service which became the backbone of the British Empire in India? (More than one of the options could be correct.)
 - He recruited and trained men who were honest and capable.
 - He allowed them to accept gifts.
 - He paid them high salaries.
 - He told the civil servants to treat the Indians like foolish children and to never give them responsible jobs.
- The sepoys were
 - Indian soldiers in the British army
 - British soldiers in the British army
 - British soldiers in the armies of the Indian rulers
 - Officers in the British army



HOTS: Think and Answer

If the East India Company had been left unchecked by the British government to rule India, what would have been the fate of India ?



Values that enrich

Sundar gave up a lucrative offer from a multinational corporation to join the Indian Administrative Service (IAS). The IAS is the modern-day version of the ICS. Sundar wants to make a difference in the lives of the people in the district assigned to him. What values does Sundar support?



Life skills

Observation/Logical reasoning

Spend a day observing an IAS officer at work and write a report based on your observations.

You could mention:

- Her/ his position
- The people she/he meets in a day
- The planning she/he has to do
- The decisions he/she had to take
- Her/His approach to her/his higher officials
- The way he/she handles his/her subordinates

Would you like to become an IAS officer? Give reasons for your answer.

4. Rural Life and Society

In the ancient period in India, land was held for life. Farmers cultivated a piece of land for generations, and that land was seen as belonging to their family. Nobody could evict them so long as they paid a part of their produce as tax. Villages were largely self-sufficient.

During the rule of Sher Shah Suri, land was measured, and *pattas* (written records of land ownership) given for the first time. Revenue was charged depending on the fertility of the soil. You have already read about the *mansabdari* system under the Mughals in a previous class. In times of drought or famine the revenue was reduced, or at times even not collected.



Sher Shah Suri introduced land pattas.

THE LAND REVENUE POLICY UNDER THE BRITISH

Everything changed when the Company took control of revenue collection. Instead of a part of the produce, the Company demanded a fixed amount in cash. To pay the amount, farmers had to cultivate cash crops like cotton, poppy and indigo, which brought in more money than food crops like wheat or rice. Farmers who earlier grew their own food and were self-sufficient, now had to buy part of their requirements. The Indian villages were no longer self-sufficient.

In an effort to streamline the process, the British

instituted three forms of revenue collection in India. They were the **Permanent Settlement of Bengal**, the **ryotwari system** and the **mahalwari system**. Warren Hastings auctioned the right to collect revenue to the highest bidder. These new revenue collectors were called **zamindars**.

The Permanent Settlement of Bengal

In 1793, Cornwallis introduced the Permanent Settlement of Bengal. The zamindars were required to pay a fixed amount in cash on a fixed date as land revenue to the treasury, irrespective of what they could collect. Slowly the zamindars brought more areas under cultivation, and made more money while they paid the same fixed amount to the Company. Many zamindars benefited more than either the Company or the peasants.

ADVANTAGES FOR THE BRITISH

- The zamindars turned out to be firm supporters of the British.
- By fixing the land revenue, the British government ensured that it received the same fixed amount on a fixed date.
- It was easier to deal with a few zamindars than with hundreds of farmers.

DISADVANTAGES FOR THE FARMERS

- The zamindars ill-treated the farmers to extract the revenue.
- Small farmers who had to either sell or mortgage their lands to pay the revenue became landless labourers.

- Many land owners were evicted from their land by the British because they did not have *pattas* to prove that they owned the land.
- To meet increasing expenses the government had to increase the tax in other provinces.

Permanent Settlement was introduced in Bengal, Bihar, Odisha and coastal Andhra Pradesh. It was finally abolished after independence.

The Ryotwari System

A different system of revenue collection, called the Ryotwari System, was introduced in the Madras and Bombay presidencies between 1792 and 1827. Instead of the middlemen or the zamindars the settlement was now made directly between the Company and the *ryot* or the cultivator, who paid the government about half the value of the crop. The revenue amount was revised after 20 or 30 years depending on the fertility of the soil. Revenue from more fertile areas was revised more frequently. This system gave more security to the *ryots*. But because of the rigidity of the revenue collection,

farmers had to turn to moneylenders during years when the crops failed.

The Mahalwari System

The Mahalwari System existed in parts of Uttar Pradesh, parts of Central India, the North-West Province and parts of Punjab. In this system, the settlement was made between landlords, or heads of families, claiming to represent the entire village community or groups of villages (known as *mahal*), and the government. The landlords or heads of family were jointly responsible for the payment of the revenue to the Company. Here too the revenue was fixed for a period of 20–30 years, after which it was revised.

THE IMPACT OF THE REVENUE SYSTEMS ON THE CULTIVATOR

The new land revenue system introduced by the British changed the face of agriculture and land ownership in India.



A painting of a zamindar. Most of the new zamindars were loyal to the British.

- **Impoverishment of cultivators:** The revenue charged was so high, it led to the impoverishment of the cultivators. They were driven into debt at the hands of the moneylenders or became landless labourers.
- **Fragmentation of land holdings:** As an increasing number of farmers found themselves unable to pay the revenue, they auctioned or sold off their land part by part. This led to the fragmentation and subdivision of land. Small landholdings are not economical to cultivate.
- **Rise of absentee landlords:** The land of farmers (or even of zamindars) who were unable to pay the high tax was auctioned off to the highest bidder. The people who bought these lands were often rich traders from cities and towns. They rarely visited their farmland and had little or no interest in it. These absentee landlords were much harsher on the local farmers than the traditional zamindars.
- **Commercialisation of agriculture:** The cultivation of cash crops was encouraged by the government since it provided the raw material for industry. These cash crops earned the government large amounts of money but it

was grown at the cost of food grains, resulting in food shortage.

- **Neglect of land reforms:** The British introduced private ownership of land to ensure a steady revenue. It was believed that ownership would motivate the farmers to improve their land to increase output. However, the landlords were either absentee landlords with little interest in improving the land, or they were too poor to carry out reforms. This resulted in a steady erosion in the quality of land and the life of the farmers.

The poverty of the peasants, the high rate of land revenue, the growth of intermediaries and extreme indebtedness resulted in the decline of agriculture. Famines became common—between 1858 and the end of the century there were more than 20.

PEASANT REVOLTS

The extreme poverty of the peasants drove them to revolt. The Chuar revolt of Bihar and Bengal and the Moplah revolt of Kerala continued for nearly 20 years and the British found it difficult to put them down completely.

CASE STUDY: THE INDIGO REVOLT OF BENGAL AND BIHAR

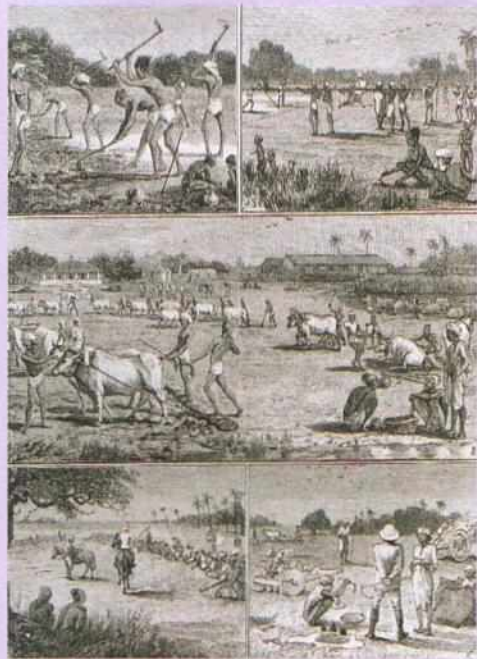
Throughout history, one of the most popular cloth dyes was the blue dye produced from the indigo plant. Indian indigo was famous for the rich blue colour it gave the cloth. To match the demand for Indian indigo, the British forced the peasants to grow indigo in the place of food grains. The Indian peasants of Bengal and Bihar refused to obey the British, and rose in rebellion. Farmers who refused to grow indigo were subjected to torture by the planters. Between 1866 and 1868, Champaran and Darbhanga in Bihar witnessed a massive uprising against British indigo planters. The rioters attacked indigo factories and the houses of British planters. Mahatma Gandhi fought against these practices and won some respite for the indigo farmers in 1918.

The revolt of the indigo planters was just one of several peasant revolts that rocked the Indian countryside between 1757 and 1857. However, none of them posed any great threat to British rule and the British continued to exploit India in as many ways as possible till the Revolt of 1857 shook them out of their slumber.

Dinabandhu Mitra wrote his famous novel *Neel Darpan* to highlight the plight of the indigo planters.

CASE STUDY: PUNJAB

Punjab was one province that actually benefited from the policies of the British. Climatically, Punjab is a dry region and any large-scale agriculture practiced here requires irrigation. Several thousand kilometres of canals were built by the British, crisscrossing the land. These canals transformed previously *banjar* (uncultivated) land into prime agricultural land. Colonies came up along these canals, called the Canal Colonies. Wheat, cotton and sugarcane were the main crops grown. The British built these canals mainly to increase the output of cash crops for the European markets; however, Punjab prospered.



Indigo cultivation: Indigo made the soil infertile. Land on which indigo had been grown could not be used to grow food crops later. Hence Indian farmers resisted cultivating indigo. But the British forced them. Note the whip in the Englishman's hands.



Glossary

famine: widespread hunger due to lack of food

agrarian: relating to agriculture

zamindar: a landlord who was responsible for tax collection

ryot: a cultivator

indigo: a plant from which a blue dye is produced



In Brief

- ▶ The British followed three systems for land revenue collection—the Permanent Settlement of Bengal, the Ryotwari System and the Mahalwari System.
- ▶ Under the Permanent Settlement system, a zamindar paid a fixed amount of revenue on a fixed date to the government; if he could not, he was evicted from the land.
- ▶ Under the Ryotwari System followed in Madras and Bombay presidencies, the ryot (cultivator) paid half of the revenue as tax directly to the government.
- ▶ Under the Mahalwari System, followed in the north and central parts of India, the landlords were collectively responsible for the tax payment to the Company.
- ▶ Because of the Company's land policies, the land holdings became fragmented; absentee landlords arose and oppressed the farmers; and food crops were neglected in favour of commercial crops.
- ▶ Famines became a regular feature; there were revolts in many parts including present-day Bihar and Kerala.
- ▶ However, the British built several canals connecting the five rivers of Punjab, and the farmers there prospered as a result.



Enrichment Activities

- **Map work:** On an outline map of India, mark the areas where each of these systems of land revenue collection was practiced:
 - a) The Permanent Settlement
 - b) The Ryotwari System
 - c) The Mahalwari System
- **Street Play:** Write and enact a skit condemning the treatment of the farmers by the zamindars and the need to do away with the zamindari system.
- **Speak out:** Have a debate in class on the topic: 'Agriculture is the backbone of modern India'.
- **Project work:** Do a project, or make a presentation on the indigo farmers of Bengal and Bihar. Discuss why the British encouraged the cultivation of indigo, how indigo cultivation affected the soil, the problems the farmers faced, and how they finally rose in revolt.



Exercises

I. Fill in the blanks.

1. The mansabdari system was introduced during the rule of _____.
2. _____ was a plant used for making a blue dye during British rule.
3. _____ and _____ in Bihar saw massive revolts by indigo farmers.
4. Cotton, poppy and indigo are _____ crops.
5. Rice and wheat are _____ crops.

II. True or False?

1. In ancient India, there were no written land records.
2. The British policies of land revenue led to fragmentation of the land.
3. The zamindars looked after the interests of the farmers well.
4. Indigo farmers benefited from British rule.
5. The farmers in Punjab benefited from the British government's actions.

III. Answer in brief.

1. What was the reform brought by Sher Shah Suri in land records?
2. Who were the zamindars? How did they come into existence?
3. How did the farmers of Punjab benefit from the British efforts?

IV. Answer in detail.

1. Describe the Permanent Settlement System of Bengal. Mention the advantages to the British and the disadvantages the farmers had in it.
2. Describe the salient features of the Ryotwari System. How was it different from the Permanent Settlement of Bengal?
3. What was the Mahalwari System? Mention a disadvantage the farmers had in it.
4. Explain the ill effects of the British agrarian policies on Indian agriculture.
5. Write a short note on the Indigo Revolt of 1866–1868.



Multiple Choice Questions

- How did the revenue policy change under the British administration? (More than one of the options could be correct.)
 - The Indian farmers, who earlier had to pay part of their produce as tax, now had to pay a fixed amount of revenue in cash.
 - The British started collecting half the produce of the farmers as land revenue.
 - The Indian farmers who earlier had to pay a fixed land revenue, even during times of drought, were now excused from paying revenue during years when their crops failed.
 - The British auctioned the right to collect land revenue to the highest bidders, who came to be called zamindars.
- What were the main advantages of the Permanent Settlement for the British?
 - By fixing the land revenue, the British government ensured that it received the same fixed amount on a fixed date.
 - The zamindars turned out to be firm supporters of the British.
 - It was easier for the British to deal with a few zamindars than with thousands of farmers.
 - All of the above.
- The Ryotwari System of revenue collection was introduced in
 - Bengal
 - Uttar Pradesh and Central India
 - Madras and Bombay presidencies
 - All of the above
- Under the Mahalwari System, the revenue was fixed for a period of
 - 10 years
 - 50 years
 - 20 to 30 years
 - 10 to 20 years
- Which of these was NOT a result of the revenue systems introduced by the British?
 - Impoverishment of the cultivators
 - Fragmentation of land holdings
 - Commercialisation of agriculture
 - The introduction of land reforms
- Who are absentee landlords?
 - labourers in a farm who absent themselves from work
 - rich traders from cities who buy farm land but rarely visit the farm or have any interest in it
 - zamindars who are put into prison by the British for non-payment of land revenue
 - British civil servants
- Why did the farmers of Champaran and Darbhanga revolt against the British in 1866?
 - The British forced the farmers to grow indigo in place of food crops.
 - They were fighting for India's independence from the rule of the British.
 - The British built canals for the people of Punjab, but did not do so in Bihar.
 - All of the above.
- How did Punjab benefit from the policies of the British?
 - The British gave half of the revenue they collected to the ruler of Punjab.
 - The people of Punjab were excused from paying land revenue to the British.
 - The British built several canals in Punjab which transformed the dry land into prime agricultural land.
 - A large part of the population of Punjab was taken into the British army.



HOTS: Think and Answer

What happens if the land holdings of the farmers are fragmented?



Life skills

Awareness

Visit a wholesale market and write a report on what you saw. Have a discussion in class.



Values that enrich

Sameer was a marginal farmer. He worked very hard, but barely managed to make ends meet. To increase the yield from his farm, he learnt new and cost effective techniques. What values can you learn from Sameer?

5. Colonisation and Tribal Societies

Sources of History

'One of the lesser known aspects of our fight against British rule is that tribal uprisings constituted an important part of the defiance of the colonial regime. Birsa Munda is an outstanding representative of one such movement in late 19th century in Chhota Nagpur region, who initiated a unique phase of our freedom struggle....'

—K R Narayanan, former president of India

Tribal or indigenous people are the original settlers of a land. They usually live in communities or groups, and own land collectively. Tribal communities lead a life that is closely interwoven with nature, and they are careful never to over-exploit it. As you have already learnt over the last two years, India has a sizeable tribal population. Towards the later half of the Medieval Period in India, i.e., by around 1500, tribal societies had started forming kingdoms, some of which became



A British doctor attending to women of the Santhal tribe in the 1900s.

powerful, like the **Gond** kingdoms of Madhya Pradesh and Chhattisgarh. However, the vast majority of tribal people continued to live deep inside forests, practising subsistence farming or herding. The Mughals left them largely undisturbed, as long as the tribal people paid a nominal amount of money to show their allegiance to them.

COLONIALISM AND THE TRIBAL PEOPLE

With the coming of the British, the largely peaceful life of the indigenous people was disrupted. During the second half of the 18th century, most of their areas in the North-East and in Central India were taken over by the British. This spelled disaster for the tribal people.

The tribal people had no concept of private ownership of land. Land was commonly owned by the members of a tribe, and the produce of the forest was theirs to use freely. The British introduced the concept of land that could be owned by individuals. With an eye on the fertile tribal land, the British imposed entirely new revenue systems on the tribal people—like the Permanent Settlement of 1793.

The tribal people had no written proof of ownership of land. Even if they were allowed to retain their land, they had to pay exorbitant rates of revenue. Unable to pay the revenue, the tribal people often went to the newly arrived moneylender for a loan,

usually at a very high rate of interest. If they could not pay the revenue or repay the loan, their land was taken away. Sometimes, they were tricked into signing away their land. Thus, land passed from the hands of the tribal people into that of non-tribal people. The tribal people who stayed on became paid workers in their own land.

The British tried to establish a centralised system of administration over tribal areas, a system which took away the freedom of the tribal people. By trying to establish law and order in these areas, the British exposed the tribes to exploitation at the hands of outsiders (or *dikus*, as they were called in the Chhota Nagpur area). Traders and moneylenders were often followed by settlers who bought up large tracts of tribal land. Increasing missionary activity made many tribal people feel that their culture was under threat.

The Chhota Nagpur region had iron ore, bauxite, coal and mica, minerals that were vital for British industries. It also had dense teak and sal forests. Timber was needed by the rapidly expanding British Empire for buildings, for the railways, and as fuel. Forests were cut down like never before. The tribal people were compelled to grow cash crops like poppy, indigo and cotton in these cleared stretches of land.

Many tribal groups in North-East India lived on land that was of strategic importance to the British. Through the North-East lay their link to Indo-China and Burma. This region also needed to be kept protected against possible attacks from China and Japan.

As a result of these economic, social and religious issues, there were a series of tribal revolts across India between 1765 and 1885—like the revolt of the Mal Paharias of Rajmahal Hills (1772), the

Chau Revolt (1774), the revolt of the Kols (1811 and 1833), the revolt of the Santhals (1855) and the Munda Rebellion (1885). There were also minor uprisings in some areas around Madras and in some of the districts of Bombay inhabited by Bhils. Let us take a look at some of the revolts.

THE TRIBAL REVOLTS OF CHHOTA NAGPUR

The strongest resistance to British policies came from the tribal communities of the Chhota Nagpur region of Jharkhand. Tribal groups were concentrated in the districts of Ranchi, Singhbhum and Santhal Pargana. The major ones were the Santhals, the Mundas, the Kols and the Oraons. Together they made up four-fifths of the indigenous population in the region.

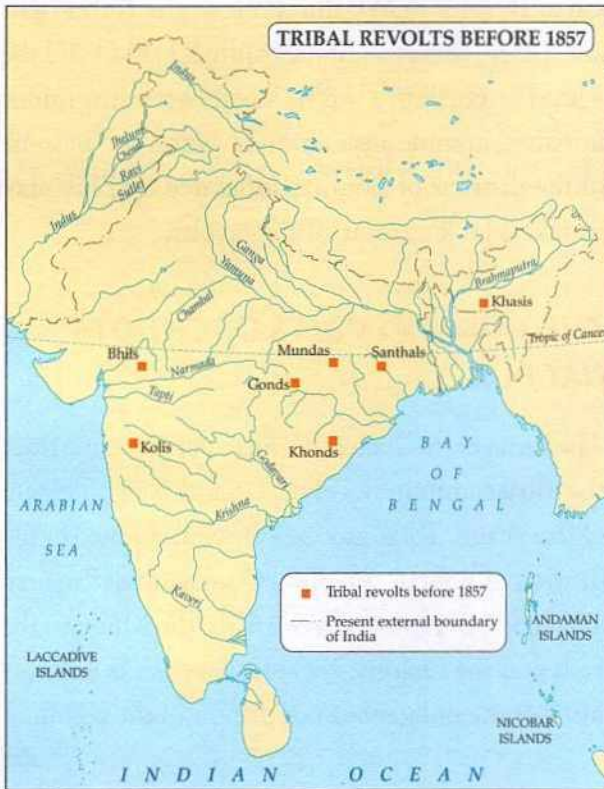
The Kol rebellion

In 1820, the Raja of Singhbhum acknowledged the supremacy of the British. The restless Kol tribes, however, resented the agreement and broke into a rebellion in 1831–1832. They were joined by the Munda tribe.

The immediate cause of the Kol uprising was the oppression of the local tribes by the non-tribal *thikadars* (contractors) or farmers of rented lands. The Kols, the Mundas and the Oraons joined and burnt the houses of many diku landlords and killed



The Kols



many of them. The British suppressed the rebellion with great effort. A register of all tribal land was completed in 1862. It was in favour of the landlords rather than the tribal people.

The Santhal rebellion

The Santhals occupied large areas of present-day Jharkhand. When the Permanent Settlement Act was passed in 1793, they found that the land was no longer theirs. It was now owned by the British, who gave it to the Santhals to cultivate, for which the Santhals had to pay revenue to the British. Their position was made worse by the activities of the moneylenders and traders who captured large areas of Santhal land citing non-payment of loans as the reason. Missionary activity was another cause of discontent. In the 1780s, **Tilka Manjhi** led a revolt of the Santhals which was soon repressed by the British.

Finally in 1855, the Santhals rose in a major rebellion. It was led by four brothers—**Sidhu, Kanhu, Chand** and **Bhairav**. The Santhals attacked and killed moneylenders, traders, police, and agents of the Company. They retook territory from Bhagalpur to Birbhum. But after the initial setback, the British sent in the army. Thousands of Santhals were killed, and the rebellion was crushed. However, the British government did pass the **Santhal Parganas Tenancy Act**, which tried to check the exploitation of the Santhals.

Birsa Munda and the Munda Revolt

The revolt of the Mundas sought to reassert their rights as the real owners of the soil, and to expel middlemen and the British. In 1865, the British government passed the **Indian Forests Act of 1865**, which gave them the right to declare any forest land to be government land. There was no provision for the traditional rights of the tribal people. The Forest Act VII of 1882 passed even more stringent restrictions on the use of forests and forest produce by the tribal people. When they continued their protest at such arbitrary acts, the British passed the **Criminal Tribes Act** in 1871, which labelled all the tribal groups that had rebelled against the British as criminals. The rebellions however continued. The most important uprising of the Mundas was the one led by **Birsa Munda** in the late 18th century.

Birsa Munda was a young Santhal who led the long struggle against the policies of the British that allowed the local zamindars and moneylenders to exploit the tribal people. Born in 1875, he lived for a short span of 25 years. He was deeply influenced by the unyielding protest of the tribal chieftains, or sardars, against the restrictions imposed by the British on the traditional rights of the Mundas on the produce of the forest and their land.

Several members of the Munda tribe submitted petitions for reclaiming their old ancestral right to free fuel, grazing and hunting. Birsa led a number of tribal farmers with a petition to cancel forest dues. Nothing came of it.

The tribal groups with their traditional methods of cultivation were unable to produce the amount of crop demanded by the British. So outsiders were brought in to cultivate the land. By 1874, the authority of the Munda chiefs was almost entirely replaced by that of the new landlords or *thekedars*. In some villages, the tribal people were reduced to the position of farm labourers.

Birsa started waging a series of wars against the British in the mid-1890s. His first uprising was suppressed in 1895. He then adopted **guerrilla warfare**, launching surprise attacks on places close to or loyal to the British. Then he launched a major attack on the British. Many people, mostly the police, were killed and many buildings damaged. Hundreds of Mundas also lost their lives in British firing. The revolt (or **ulgulan** as it was called in the local language) rocked the British. It is believed that Birsa was finally betrayed by one of his own people. He was arrested in 1900 and is believed to have died in jail. Today, he is referred to, respectfully, as Bhagwan Birsa Munda.

Recall: Which other Indian ruler used guerrilla warfare to fight his enemies?



Birsa Munda came to be known as Dharti Aba, or father of the Earth, among tribal communities.

TRIBAL REVOLTS IN THE NORTH-EAST

Last year you learnt of the indigenous societies of the North-East and of the powerful **Ahom** kingdom, which grew out of this society. The Ahoms ruled over Assam for almost 600 years, from 1228 till the advent of the British in 1826.

Before the coming of the British, there was considerable interaction between the indigenous and non-indigenous populations in North-East India. But between 1826 and 1947, the situation changed radically. To establish their control, the British followed the policy of **divide and rule** to ensure that there would be very little intermingling or contact between tribal and non-tribal communities. Most of the tribal areas in the North-East were declared '**excluded areas**' as per the Government of India Act of 1835. There was also a steady migration of non-tribal groups into the North-East as a result of the economic policies of the British. This led to friction and a feeling of increasing insecurity among tribal groups as they saw jobs being taken away by the migrants.

As in other parts of the country, soon tribal groups in the North-East started resenting and then actively fighting against the exploitative policies of the British. Of the several revolts that took place here, the major ones were the Khasi agitation of Meghalaya, and the rebellions in Assam and Manipur.

The Khasi and Jaintia Rebellion

The **Khasis** and **Jaintia** were powerful tribes who occupied the hilly tract between the Garo and the Jaintia hills in present-day Meghalaya. This region, long left undisturbed, became vital to the British for economic and strategic reasons. The British had acquired territories in Burma as a result of the First Burmese War (1824–1826). To reach it by land

they needed to build a road connecting Sylhet in the Brahmaputra Valley with Arakan in Burma. This road would pass through land belonging to the Khasis. After initially agreeing to the British request, the Khasis soon understood the underlying British desire to conquer all the hill territory lying between the Brahmaputra and Surma river valleys. When the Khasis asked the British to leave, they refused.



Postage stamp issued in honour of U Kiang Nongbah

Having established control over the Jaintia and Garo hills, the British now imposed several taxes on the tribal people. Angry at having to pay tax on their own land, the Jaintias rose in fierce rebellion under the leadership of **U Kiang Nongbah** in 1862. They were finally defeated by the superior might of the British, and Nongbah was hanged.

The Assam Rebellion

In 1823, the British discovered tea plants growing in the forests of Assam. Soon they established tea estates there for producing tea on a commercial scale. Tea became one of the biggest earners of revenue for the East India Company, and the need was felt to gain total control over Assam. Then, Burma invaded and occupied Assam from 1822 to 1826. Fearing the loss of their commercial interests in Assam, the British declared a counter-offensive



An engraving showing the stages in making tea in Assam (1850)

against Burma, and drove the Burmese forces out of Assam. The British then annexed it to their empire in India in 1838.

The British then started **tea plantations** in Assam. For this, vast tracts of tribal land were acquired using the provisions of the Waste Land Regulation. The plantations were run by the British or non-tribal people brought from other parts of India. The displaced tribal groups were largely employed as poorly paid tea pickers in the tea estates.

The tribal groups of Assam also had to pay very high revenue for the land they still held. As British exploitation increased, the tribal people of Assam rose in a series of rebellions—first at Phulaguri in 1861, from where it spread to Patidarrang, Nalbari and Lachima. The most notable uprising was the one at Patharughat in 1894. In 1920, the British formed Assam Province and created separate tribal districts, creating divisions between tribal and non-tribal groups and thereby ensuring that they would not unite to fight against the British.



Glossary

diku: outsider (in the Chhota Nagpur region)

munda: a village headman

guerrilla warfare: non-conventional warfare in which small groups of soldiers carry out surprise attacks on a larger army



In Brief

- ▶ The British acquired large tracts of tribal land and imposed huge land taxes on the tribal groups who had to depend on moneylenders.
- ▶ In 1831–1832, the Kols rebelled against non-tribal landlords, and in 1855 the Santhals revolted against the British.
- ▶ Birsa Munda of the Munda tribe led several rebellions against the British and the landlords in the 1890s.
- ▶ There was conflict between the Khasi tribe of the North-East and the British, who annexed their land to build a road to Burma. The Jaintias revolted under Nongbah in 1862.
- ▶ The British annexed Assam in 1838, and they started tea plantations, forcibly taking land from the tribes.



Enrichment Activities

- **Map Work:** Mark the following tribal revolts in an outline map of India.
 - a) Mundas b) Santhals
 - c) Bhils d) Gonds e) Khasis
 Name the type of forests in which the above mentioned tribes live. (Refer to the map in New Getting Ahead in Social Studies 4, page 76 and answer this question.)
- **Role Play:** Work in groups. Each group should choose a tribe and write a script to enact a revolt mentioned in the lesson.
- **Find out:** Find out the names of some tribal groups in your state.
- **Debate:** Since independence, tribal lands in many states have been taken over by the government for projects, like steel plants in Jharkhand and mining in Odisha and Chattisgarh. Do you think the government is justified in doing this? Were the tribal people who lost their land, adequately compensated by the government? Find out and have a discussion or debate in class.



Exercises

- I. **Fill in the blanks.**
 1. In the Chhota Nagpur area, outsiders who did not belong to tribal communities were called _____.
 2. In 1865, the British government passed the Forest Reputation Act, which gave them the right to declare forest land to be _____.
 3. _____ was the leader of the Jaintia revolt of 1862.
 4. The British wanted to build a road from Sylhet to _____ through the area inhabited by the Khasis.
 5. The _____ dynasty ruled Assam for almost 600 years in the medieval period.
- II. **True or false?**
 1. Tribal land is owned collectively by the community.
 2. The British forced the tribal people to pay high revenue on their lands.
 3. Chhota Nagpur is an area abundant in minerals.
 4. Birsa was a leader of the Santhal tribe.
 5. The British started tea plantations in Chhota Nagpur.

III. Answer in brief.

1. Name the major tribes of Chhota Nagpur.
2. What were the reasons for the rebellion of the Kols?
3. What was the outcome of the Santhal rebellion in 1855?
4. What was the reason for the conflict between the Khasis and the British?

5. Why was there conflict between the tribal groups of Assam and the British?

IV. Answer in detail.

1. How did colonialism affect the lives of the tribal people?
2. Write a brief summary of Birsa Munda and his struggles against the British.



Multiple Choice Questions

1. Which of these became a powerful tribal kingdom during the medieval times:
a. the Chauhans b. the Paramaras
c. the Gonds d. Marathas
2. How did colonialism affect the life of the tribal people? (More than one option could be correct.)
a. Many of them lost their land, as they had no written proof of ownership of land.
b. The British protected the rights of the tribal people and gradually absorbed them into British society
c. In an effort to pay the high revenues demanded by the British, the tribal people often ended up in debt to the moneylenders and lost their land.
d. The tribal people prospered under the British, who gave them jobs and educated them.
3. Why was the tribal land of North-East India of importance to the British?
a. The region had coal and bauxite which were vital for British industry.
b. The region had rich deposits of iron ore which was needed for British industry.
c. The land was of great strategic importance to the British as it was their link to Indo-China and Burma.
d. There were several important river ports here that were vital for British trade in India.
4. What was the immediate cause of the Kol uprising of 1831-32?
a. The oppression of the Kols by the British
b. The oppression of the Kols by the non-tribal contractors and landlords
c. The forced conversion of the Kols to Christianity
d. All of the above
5. The Santhal rebellion of the 1780s was led by
a. Chand b. Kanhu c. Birsa Munda
d. Tilkha Majhi
6. Why did the Mundas under Birsa Munda rise in revolt against the British?
a. By the Forest Regulation Act passed by the British, the Mundas had lost their traditional rights to the produce of the forest and their land
b. The British brought in outsiders to cultivate the land of the Mundas and forced the Mundas to grow cash crops on their land
c. All tribal groups that rebelled against the British were labeled criminals and treated as such
d. All of the above.
7. What was the cause of the Assam rebellion?
a. Vast tracts of tribal land were acquired under the Wasteland Regulation Act by the British for the cultivation of tea.
b. The tribal groups who were displaced were employed as highly paid employees in the tea estates.
c. The British forced the locals to grow indigo on their land.
d. None of the above



HOTS: Think and Answer

The British introduced the concept of private ownership of land. Why did this spell disaster for the tribal people?



Values that enrich

Kay belongs to the Khasi tribe in Meghalaya. Her parents are farmers. But Kay does not want to become a farmer. Kay wants to learn fashion designing and become an entrepreneur. Her parents want her take care of the farm and carry on the traditions of their family and tribe. What values do Kay and her parents believe in?



Life skills

Developing empathy and awareness

India has a large tribal population. The Government of India is making efforts to improve the overall condition of these tribal groups. In this process, however, we should remember that many of the ancient tribal traditions are based on scientific rules and modern principles. The government is trying to educate them without destroying their culture or traditions.

Should they be encouraged to join the mainstream culture, or should they be allowed to stay cut away from the rest of society, so as to preserve their unique identities? Have a discussion in class.

6. Crafts and Industries



Traditional Indian crafts like the weaving and dyeing of cloth went into a decline after the coming of the British. Seen here are three women dyeing, or colouring, a saree. (Bengal, 1800)

India, before the establishment of British rule, was a flourishing centre of craft and industry. It has been described as 'the industrial workshop of the world'. The cities had workshops or *karkhanas*, where several artisans could work on a piece together. In the villages, the artisans worked from home. They were helped by family members and used their own equipment. Such a system of production is called a cottage industry. The techniques of production of the Indian artisans were far more advanced than those of artisans in pre-Industrial Revolution Europe.

The rulers and wealthy traders formed a ready market for the goods made by Indian artisans, who produced

Sources of History

François Bernier, a French traveller, described a *karkhana* or factory in Delhi thus.

Large halls are seen in many places, called kar-kanays or workshops for the artisans. In one hall embroiderers are busily employed, superintended by a master. In another you see the goldsmiths; in a third painters; in a fourth varnishers in lacquer; in a fifth joiners, turners, tailors and shoemakers; in a sixth manufacturers of silk, brocade and those fine muslins of which are made turbans, girdles with golden flowers.... The artisans repair every morning to their respective kar-kanays, where they remain employed the whole day; and in the evening return to their homes.

From *Travels in the Mogul Empire* by François Bernier, translated by Irving Brock, 1826

Draw and paint a picture of a karkhana as described by Bernier.

exquisite pieces of jewellery, cotton and silk fabrics, and handicraft items. The artisans had guilds or associations to protect their interests. The merchants advanced money to them to produce things to be taken to other markets. There were flourishing cotton textile centres at Murshidabad, Benaras, Krishnanagar, Dhaka, Ahmedabad and Mathura.

Articles made by Indian artisans had a market across the world. The main exports in the 17th century were calico, muslin, yarn, raw cotton, raw silk, gold and silver artifacts, jewellery, leather, sugar, rice, indigo, pepper and other spices. The value of exports from India far exceeded the value of imports into India. Exports were mainly paid for in silver or gold.



Dhaka muslin—the cloth is so fine, it is almost transparent.

THE DECLINE OF INDIAN INDUSTRY

The establishment of British rule in India resulted in the slow but steady decline of local industries, and Indian artisans lost a large chunk of their market. The main reasons for the decline were:

- **Impact of the Industrial Revolution:** After the Industrial Revolution, Britain started producing machine-made goods and textiles that were much cheaper than Indian goods. They were also often better in quality. Indian handicrafts slowly died because they could not compete against the cheaper products from Britain that were flooding the Indian markets.
- **Loss of royal patronage:** Many of the products made by the Indian craftspeople were designed for the local aristocracy. When the British started taking over the country, the Indian princes, landlords and nobles could no longer patronise the artisans, as most of them now depended directly or indirectly on the British.
- **Loss of external markets:** There had been a great demand for Indian goods in Europe. British manufacturers felt threatened by this. By 1720, strict laws were passed by the British government banning the import of Indian textiles into Britain. Popular fabrics like Dhaka muslin and Lucknow chintz (a type of printed cloth) were eased out by the British textile industry. Thus, the Indian artisans also lost most of their external market.

- **Coercive tactics used by the British:** Company agents forced Indian farmers to cultivate cotton and sell it to them at cheap rates. Weavers were made to register with the Company, after which they were not allowed to work for others, or for themselves. Soon, only raw cotton was being exported from India, and readymade cloth was being imported.
- **Indifference of the British rulers:** In Britain, when artisans were displaced by the Industrial Revolution, the government made provisions to absorb them into the new factories which came up. However, in India, the East India Company made no such provisions. They were only interested in maximising their profits. Millions of artisans were left jobless, leading to misery and poverty. The displaced artisans returned to their villages and tried to take up agriculture. This put further pressure on the land, with pieces of land getting subdivided and fragmented.

The traditional industries of India thus went through very troubled times, and many finally disappeared altogether. India became reduced to only a source of raw materials for British industries and a market for their finished goods.

Revenue into Britain

The total money that went from India in the form of different taxes amounted to 361 million rupees in 1859, which rose to 851 million rupees in 1890. Such was the draining away of wealth from India. In 1879, manufactured goods made up only 8% of Indian exports, whereas imports rose up to 65%.

INDUSTRIALISATION IN INDIA IN THE 19TH CENTURY

The British government's attitude to industrial development in India was lukewarm. It did not

establish heavy industries in India as they would become competitors to British industries. However, the Revolt of 1857 and the growing national movement in India put pressure on the British to do something about the dying industries of India. The recurring famines in India forced the British to set up the Famine Commission in 1880. The commission strongly recommended the setting up of factories in India as this would reduce pressure on agriculture.

A separate Department of Commerce and Industry was established by Lord Curzon in 1905. The Swadeshi Movement started by Mahatma Gandhi, which stressed the need to develop indigenous industries, also gave a boost to the industrialisation of India.

THE BEGINNING OF MODERN INDIAN INDUSTRY

The modern methods of production were very different from those followed by the cottage industries India had prior to the coming of the British. Large-scale industries required large-scale movement of raw materials and finished products. For this, modern and efficient means of transport and communication were needed. India lacked both. So the British started building roads and railways across the country, linking the places which were sources of raw materials with the places of manufacture and the places of consumption. Steam navigation along the rivers was developed. Post and telegraph were introduced to speed up communication.

British money was largely invested in factories and mines. British investors built jute factories in Calcutta and cotton mills in Kanpur. This was followed by metal works, coal mines and oil wells. This encouraged the growth of ancillary (subsidiary) industries, usually run by Indians.

When World War I broke out in 1914, Britain was importing part of its steel requirements from India. It realised the need to develop industries in India to supplement factories in Britain manufacturing military equipments. Moreover it was becoming difficult to get their essential supplies from England due to the war. So the British were forced to start factories in India.

The country's first large-scale industries were set up in the middle of the 19th century with Bombay being the centre. Of the important organised industries in India, cotton, jute, iron and steel, paper and leather ranked high in the list.

Cotton textiles

Indian merchants started building cotton mills in Bombay and the surrounding areas by the middle of the 19th century. The first successful cotton mill was set up in Bombay in 1854 by Cowasjee Nanabhoy Davar. With the opening of cotton mills in Ahmedabad, the city soon became the second most important centre for textiles, closely followed by Madras. By the end of the 19th century, British capitalists opened many more cotton mills in places like Kanpur, Sholapur and Nagpur. But these mills had to face stiff competition from British mills, which had the support of the British government.



The British needed large amounts of raw materials to run their factories. They especially needed cotton for their textile mills. Hence, Company agents forced Indian farmers to cultivate cash crops like cotton instead of food grains and sell it to them at cheap prices. When farmers protested, they were beaten up. By the 1860s, the whole of central and western India (including Bombay, Rajputana, Berar, the Central Provinces and Hyderabad) changed into areas specialising in the production of cotton for export. This policy led to famines, and caused enormous suffering to the Indian farmers.

The jute industry

The jute mills were centred around Calcutta mainly because of the availability of raw materials. The first jute mill in Bengal started in 1855. The number of mills grew slowly to 64 by World War I.

Coal mining

In the 1850s, the British started building railway lines in India. The steam engines that pulled the trains were powered by coal. Coal was also needed by the iron and steel industry. As the need for coal grew, coal mines were opened in Bengal, Odisha and Bihar, which had rich seams of coal.

The sugar industry

Till the coming of the British, sugar-making in India was a cottage industry. But the huge demand for sugar from Europe led to the large-scale production of refined sugar in factories in Europe. The need to start the production of sugar locally in India was soon felt. Sugar factories were concentrated in Maharashtra because of the availability of sugarcane.

The iron and steel industry

Iron and steel is one of the most important and basic industries of a modern economy. Any building activity, whether it is of machines, houses, railways, ships or trucks, needs steel. The iron and steel industry in India started on a modest scale, but it soon grew by leaps and bounds. In 1907, the Tata Iron and Steel



Jamsetji Nusserwanji Tata

Company was founded by the visionary Jamsetji Nusserwanji Tata in Jamshedpur, Jharkhand. This was the first Indian-owned steel producing unit in India. The need for iron and steel increased in 1939 during World War II, and the industry received a boost.

The plantation industry

A plantation is a place where cash crops are grown on a large scale. You have already seen how Indian farmers were forced to cultivate cash crops in the place of food grains. Indigo, tea, jute, rubber and cotton, were some of the cash crops grown.

INDIGO

An important dye for the textile industry, indigo was cultivated on a large scale by the British colonists. Indian peasants were forced to work in indigo plantations under inhuman conditions.

TEA AND COFFEE

The British had monopoly over the majority of tea plantations of Bengal and Assam. Indians were made to work as labourers in these plantations. The same was the case with coffee, which was grown on a large scale in the south in the Coorg area. Indian tea and coffee were very much in demand in the world market.

RESULTS OF THE GROWTH OF MODERN INDUSTRIES

Artisans and craftsmen who were producing fine articles were now without jobs, and became labourers. Since modern industries were established in locations convenient to the British, some parts of India progressed while others remained undeveloped. You must remember that most of these factories were originally owned by the British, and all the profit went to them.

CASE STUDY: TEXTILES

In India, cloth has been made since the time of the Indus Valley Civilisation, i.e., for more than 5000 years now. India was known in the world for making cloth of the finest quality. It exported cloth to places like China and the Middle East. India continued to produce fine textiles, spun and woven by hand, till it was threatened by the textile mills of Britain after the Industrial Revolution. Mill goods from factories in places like Lancashire in England posed a threat to the survival of Indian handlooms. Moreover, by the end of the 19th century cheap Japanese fabrics in the Far Eastern markets made it necessary for Indian textile mills to switch over to producing cotton cloth for the local market instead of for export.

Between 1896 and 1905, there were around 200 mills producing cotton cloth that belonged to Indians. By now cotton fabrics from Indians mills tripled. But the threat from Lancashire continued.

After independence, the scenario changed completely. Government policies were designed to help boost the textile trade. The latest technology was brought in. Research and development (R and D) gave a new fillip to the industry. Cloth came to be used for purposes other than just clothing. Curtains, bed sheets and many other furnishing items came into wide use.

The textile industry, which was originally concentrated in a few states like Gujarat and Maharashtra, spread to more areas of the country (to as many as 80–90 towns and cities across India).

Let us see how textiles were made before the Industrial Revolution, and how the invention of machines changed the industry. This will help us understand better how and why the Industrial Revolution destroyed the traditional textile industry in India.

The Making of Cloth

The traditional way



The traditional way of carding (disentangling) cotton in India



Mahatma Gandhi spinning thread on a charkha



A woman weaving on a handloom using a traditional shuttle

With the help of machines after the Industrial Revolution



Carding and spinning cotton in a factory in 19th century Britain



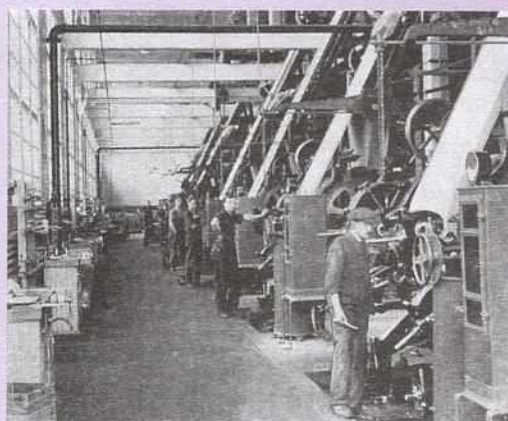
Looms in a factory using the flying shuttle, which doubled the speed of weaving. These machines, which could do the work of several humans at a fraction of the time, moved textile production from the homes of artisans to huge factories.

The traditional way



Block printing by hand is a laborious process.

With the help of machines after the Industrial Revolution



Printing machines worked fast and needed only supervision.

Before the Industrial Revolution, weaving cloth used to be a family enterprise, and the weaver used to take intense pride in the finished product. As a result of the Industrial Revolution, machines took over the production of cloth. Human beings just operated the machines now. Creativity was lost. The proud weavers were reduced to being mere operators of machines.

Think and answer—Do you think that our textile industry could have been saved if the British had set up mills with modern machines in India? Why did they not do this?



Glossary

calico: a coarse cotton cloth made in Calicut, much in demand in England

muslin: loosely woven, fine cotton fabric

chintz: a variety of printed fabric

artisan: a person skilled in handicraft



In Brief

- ▶ During British rule, Indian industry declined mainly because of the import of cheaper, machine-made goods from England.
- ▶ The first successful cotton mill in India was started in Bombay by Cowasjee Nanabhoy Davar. Jute mills were established in and around Calcutta.
- ▶ Coal mines were started in Bihar, Bengal and Odisha to supply the railways and industries.
- ▶ Jamsetji Tata established the first steel factory in India in Jamshedpur.
- ▶ The British also established tea plantations in Assam and Bengal and coffee plantations in Coorg.
- ▶ As a result of the establishment of modern industries, traditional artisans and craftsmen lost their livelihood.
- ▶ Since these industries were scattered, there was uneven development in the country.
- ▶ As most industries belonged to the British, the profits went to Britain.



Enrichment Activities

- **Debate:** Conduct a debate on the topic “Industrialisation has ruined the handicrafts industry in India.”
- **Creative Writing:** Imagine yourself as a pod of cotton, and write your journey from the cotton field to the market as a finished product.
- **Craft Work:** Weaving is one of the oldest crafts known to humans. To learn how to weave, go to www.wikihow.com/Make-Placemats-By-Weaving-Paperstrips. This site teaches you how to weave using paper. Once you have mastered this, you can move on to weaving purses out of wool. Ask your teacher to help you. Or you could go to <http://www.montessoriworld.org/Handwork/weave/weaving3.html>
- **Project Work:** Do a project, or make a presentation or website, on India’s first iron and steel plant set up in Jamshedpur by Jamsetji Nusserwanji Tata. Discuss why this location was chosen for the steel plant; what the raw materials needed by the steel industry are; the difficulties faced by Jamsetji Tata while setting up this plant; and its current contribution to India’s iron and steel production.



Exercises

I. Fill in the blanks.

1. Cowasjee Nanabhoy set up the first successful cotton mill at _____.
2. _____ was a major centre for the jute industry.
3. The British started _____ plantations in Assam and Bengal.
4. Jamsetji Tata started the steel plant at _____ in Jharkhand.

II. True or false?

1. Before British rule, India was a major centre of crafts and industry.
2. The indigo plant is used in making a dye for textiles.
3. Coorg became well known for its tea plantations.
4. Coal mines are concentrated in Bihar, Bengal and Odisha.

III. Answer in brief.

1. What were the major exports from India before the Industrial Revolution?
2. What was the impact of the Industrial Revolution on India?
3. What was the recommendation of the Famine Commission set up in 1880?
4. What was the impact of World War I on Indian industry?

IV. Answer in detail.

1. Describe how British rule resulted in the decline of the Indian industry.
2. Describe the beginning of industrialisation in India during the colonial period, citing any two industries as examples.
3. What was the result of the industrialisation of India?



Multiple Choice Questions

- Before the establishment of British rule, India
 - was an economically underdeveloped and industrially backward land
 - had a flourishing economy with many large textile and steel factories
 - was a flourishing centre of craft and industry
 - had to import all its requirements from other lands and had nothing of value to export
- What was the impact of the Industrial Revolution in Britain on the Indian industries?
 - The British introduced new methods of production in India and thus helped the Indian industries to improve the quality of their goods.
 - The British encouraged Indian industries by giving them loans and providing them with a market in Britain.
 - Indian industries slowly died as they were unable to compete against the cheaper machine-made products from Britain
 - All of the above.
- Which of these was not a cause for the decline of traditional industries in India during British rule?
 - Loss of royal patronage
 - Loss of external markets
 - The British moved all their factories to India
 - Indifference of the British rulers to the plight of the artisans displaced by the import of cheap cloth from Britain
- Why did the British start building roads and railways across India?
 - They wanted to help India to develop into an economically strong nation
 - They wanted to unite the people of India by opening ways of communication between the different regions of India
 - They needed to link the sources of raw materials with the manufacturing centres and the places of consumption
 - They enjoyed travelling and wanted to see the different parts of India
- The first successful cotton mill in India was set up
 - in Bombay by Cowasjee Nanabhoy
 - in Calcutta by Jamsetji Nusserwanji Tata
 - in Jamshedpur by JRD Tata
 - in Bombay by the British
- The jute industry was concentrated around
 - Bombay
 - Madras
 - Kanpur
 - Calcutta
- The Tata Iron and Steel Company was founded in
 - Sholapur
 - Nagpur
 - Bokaro
 - Jamshedpur
- Indigo was an important raw material for the
 - steel industry
 - textile industry
 - sugar industry
 - jute industry
- The flying shuttle revolutionised the
 - spinning of cotton
 - weaving of cotton cloth
 - carding of cotton
 - printing of cotton cloth



HOTS: Think and Answer

'Indian industries are totally dependent on agriculture.' Do you agree with this statement? Give reasons for your answer.



Values that enrich

Geeta exports silk shawls and stoles to the USA and Europe. She feels it is a way of reviving the silk industry in Varanasi. She wants to train young people in this craft so that they earn good money and carry on the tradition. What values does Geeta promote?



Life skills

Being aware

Handicrafts are an integral part of our culture. Different parts of our country create products using a rich variety of materials.

We should encourage Indian handicrafts in all possible ways. Browse the Internet to learn about girak, kalamkari, phulkari, bandhani, batik, madhubani and ikkat.

7. The Revolt of 1857

Over the past few chapters, you have seen how over a period of 100 years (1757–1857) the British established their rule over most of India. The political, economic, social and religious policies followed by the British government in India caused anger and discontent among various sections of the Indian people. During these 100 years, there were several uprisings against the British in different parts of the country. But these unrests were localised and were put down by the British.

However, tension continued to simmer below the surface. It finally erupted as the **Revolt of 1857**. The Revolt of 1857 was a large scale rebellion against British rule, which swept across northern and Central India in a series of violent uprisings. If it had succeeded, it would have marked the end of colonial rule in India. But after battling the rebels for almost two years, the British managed to crush the Revolt. They went on to rule India for

another 90 years. But the Revolt of 1857 had such far reaching consequences that some historians refer to it as the **First War of Indian Independence**. Let us study the causes, the main events and the consequences of this Revolt.

CAUSES FOR THE REVOLT OF 1857

The idea of an uprising had been brewing among the people but, when it finally happened, it was not planned. It broke out all of a sudden, and it shook the British. This Revolt was the first open protest against the British by such a large number of



Tantia Tope leading his army in a sepoy mutiny, Kanpur, 1857

The Revolt of 1857 was not the first expression of dissatisfaction of the Indians against British rule. There was a revolt in Bengal (late 18th century) by the sanyasis. Mohan Giri and Bhawani Pathak were two of its more famous its leaders. Then the sepoys in Vellore revolted in 1806. You have already learnt of the peasant and tribal revolts that rocked various parts of India. The Poligars revolted in South India. Its leaders included Marudupandi and Kattabomman, who were caught and hanged in public. Rani Chennamma of Kittur (Karnataka) fought a determined battle against the British until she died in 1829.

Discover more...

Indians, all at the same time. Also, this Revolt was not confined to a particular group of society or to a particular region. Though it started as a rebellion in Meerut by the sepoy of Awadh, people from various other walks of life joined in—the peasants, the zamindars and even some erstwhile rulers.

Sources of History

The public begin to perceive that not two or three, but a thousand, causes have been at work, and that if we are to retain India a radical reform, not only of our military and administrative systems, must be introduced, but our social and political relations with the Indian tribes, peoples, races, and nations, must undergo a change large and thorough enough to merit the name of a Revolution.

From The Illustrated London News, 22 August 1857

Write a commentary on this newspaper report of the Revolt. Would you call it biased? Or does it present to the British public a balanced explanation for the Revolt of 1857?

Economic causes

One of the most important causes of the Revolt was the economic policies pursued by the British in India. It caused immense hardship for the people. Britain used India as a source of raw materials for its own industries. In turn, it flooded India with cheap machine-made goods from Britain. As a result, Indian industries suffered a steep decline and millions of artisans were rendered jobless. To earn a living, the unemployed workers turned to agriculture, which increased the pressure on agricultural land, which was already under tremendous stress.

The land revenue systems put in place by the British were another major cause of discontent. The Permanent Settlement of Bengal fixed the revenue at such high levels that not only the poor peasants but even many zamindars found

it impossible to pay the amount required. The British took away their land and auctioned it. The highest bidders for the land were usually city-based traders who bought the land only as a means of making more money. They did not do anything to improve the productivity of the land. These absentee landlords pushed the peasants further and further into debt till they lost all their land, and became landless labourers bonded for life to the landlords and moneylenders.

As a result of these policies, there were recurring famines and many suffered extreme poverty. These impoverished peasants and the zamindars who were deprived of their land also joined the Revolt, hoping to have their problems solved.

Also, almost all the high posts in the army, civil services, police and judiciary were reserved for the British. The poor pay and stark contrast in living styles between the Indians and the British upset the educated Indians. They had hoped that education would give them better paying jobs and better prospects for promotion in the government services. This did not happen.

Religious and cultural causes

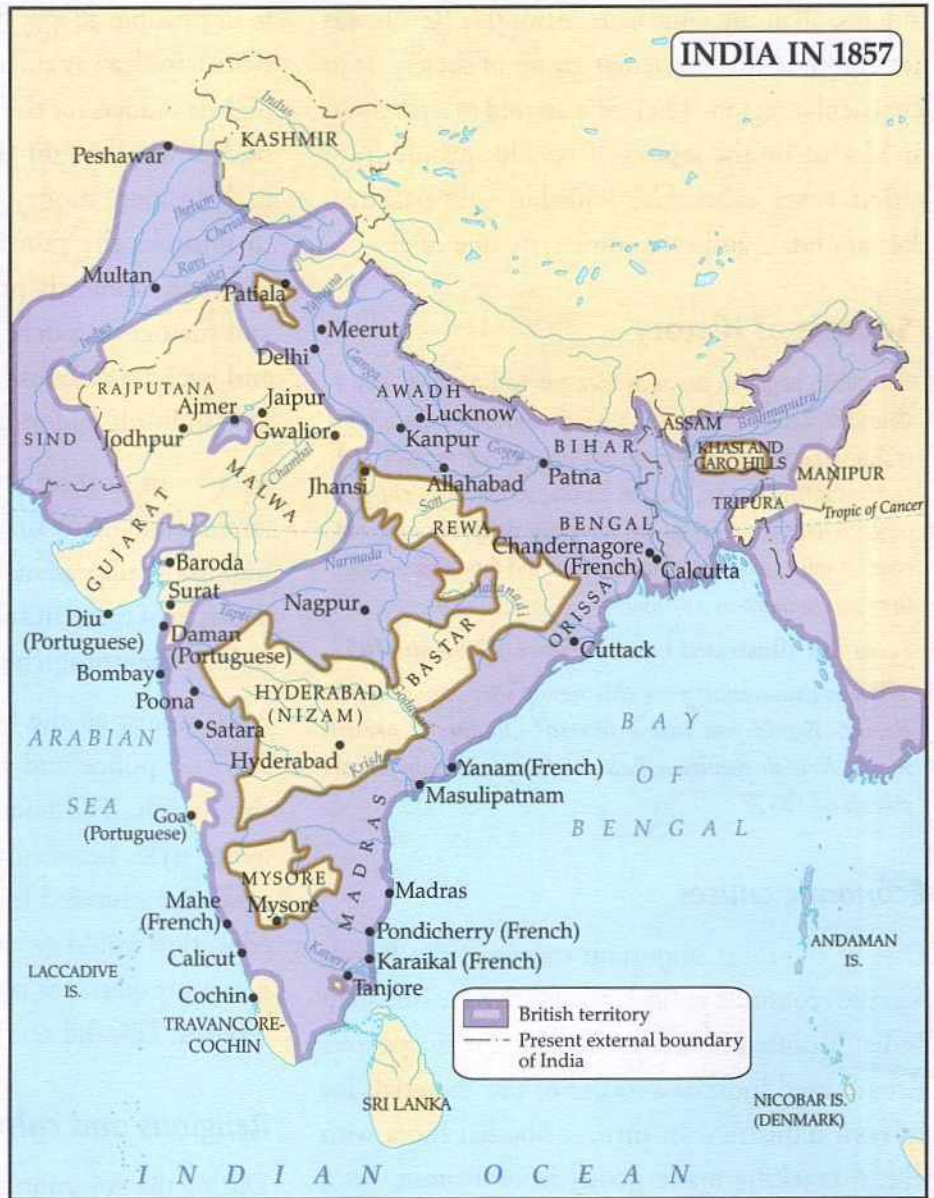
During the governor-generalship of Lord Bentinck (1828–1835), several social and educational reforms were introduced in India by the British. The British openly criticised some Hindu customs. Sati, the practice where widows were burnt alive on the funeral pyre of their husbands, was banned. The remarriage of widows was sanctioned by law. Schools were opened for the education of women. Many Indians thought that the British were interfering needlessly in their age-old customs. Even the introduction of English-medium education, was seen as a threat to Indian culture.

Muslim leaders in Bengal started the **Wahabi Movement** to protest against the rapid loss of power and wealth suffered by Muslims in India. Persian was removed as the official language of Bengal, and replaced with English. The Wahabi Movement became popular among the sepoys.

The growth of Christian missionary activity angered a section of Indian society. This anger grew after the British government passed a law which made it possible for children to inherit their father's property even if they changed their faith.

Military causes

In the army, Indians were not allowed to rise in



their jobs beyond the rank of sergeant. No Indian could become an officer. Many sepoys felt their religion was threatened by the policies of the British. According to a new act passed (the General Service Enlistment Act of 1856), the sepoys could be forced to go abroad to fight wars, though the Hindu faith prohibited them from crossing the seas.

Also, the sepoys who had fought in campaigns abroad now knew that they could fight as well as the British soldiers. They knew that the number of

Sources of History

What the British earned (in rupees per month)

Captain in the artillery: 448.50

Lieutenant in the infantry: 266.50

Ship's pilot in the navy: 700.00

What the Indians earned (in rupees per month)

Subedar: 82.00

Jamadar: 28.00

Havaldar: 19.00

Naik: 17.00

Sepoy: 8.50

Indian soldiers in the British army was many times more than that of the British. This gave the sepoys courage to rise in revolt.

Political causes

The conquest of India by the British had dispossessed many Indian rulers of their territories. The British policies for annexing more states, like the subsidiary alliance and the doctrine of lapse, caused resentment and insecurity among the Indian rulers. Sepoys in the Bengal regiment of the army were mostly from Awadh. The annexation of Awadh, on grounds of misgovernance, was seen by them as a great betrayal, and they were waiting to protest. Further, under the doctrine of lapse, the British annexed Jhansi. Nana Saheb, the adopted son of Peshwa Baji Rao II, was refused pension. Even the pension paid to the Mughal emperor was reduced drastically. In many regions, the Revolt was led by rulers who had lost their kingdoms to the British.

Once a State was annexed, the army was disbanded. All the soldiers lost their jobs and their income. They were reduced to poverty. Their hatred towards the British spread among the common people.

Sources of History

The mode by which the East India Company has possessed itself of Hindoostan ... [is] the most revolting and unchristian that can possibly be conceived. ... it is [a] system by which the government of different states of India has been wrested from their hands of their respective princes and collected into the grasp of the British power. ... The system which, for more than a century, was steadily at work ... is a system of torture.

From Colonization and Christianity: A Popular History of the Treatment of the Natives by the Europeans in all their Colonies by William Howitt, 1838

Immediate cause

By 1857, the nation was seething with resentment. It just needed a spark to set off the Revolt. This spark came from the new **Enfield rifle** that the British introduced in the army in 1857. To prevent the iron cartridge from rusting, it was smeared with grease. Before loading it, one end of the cartridge had to be bitten off. A rumour spread that the grease used was the fat of cows and pigs. The sepoys were enraged, believing that the British were deliberately using the greased cartridges to defile the religion of both the Hindus and the Muslims. (Muslims are forbidden from eating the meat of pigs, and Hindus consider cows sacred.). The soldiers refused to use the cartridge. **Mangal Pandey**, who led the Revolt, was hanged.

OUTBREAK OF THE REVOLT

On 9 May 1857, in Meerut, a group of soldiers mutinied and walked out of their military barracks. They were dismissed and sentenced to 10 years imprisonment for refusing to use the greased cartridges. On hearing of their imprisonment, other

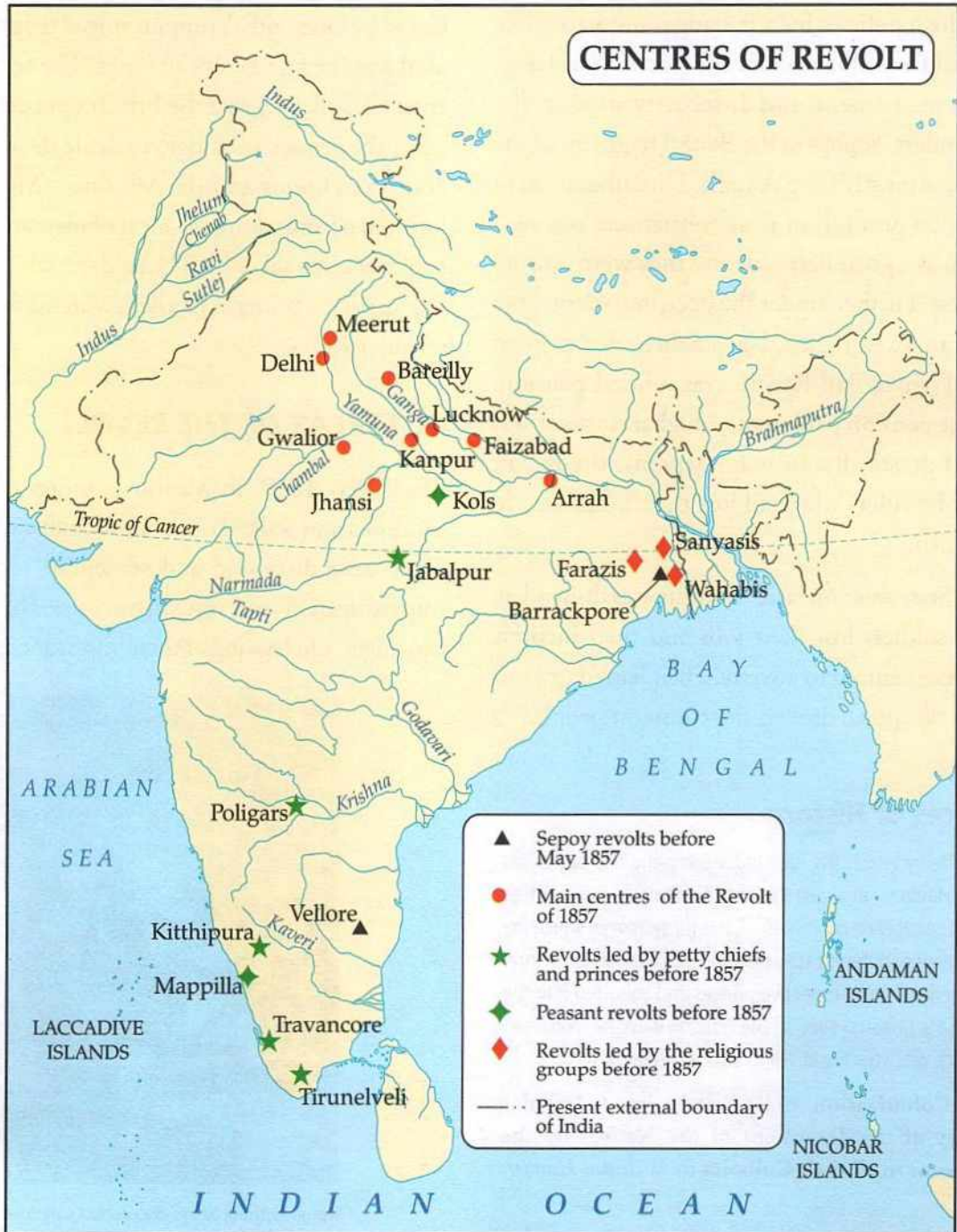


Sepoys refusing to use the greased cartridge

soldiers stationed at Meerut revolted. On 10 May, they released the imprisoned soldiers, killed their British officers, and marched to Delhi. There, they proclaimed the old and ailing Mughal emperor **Bahadur Shah Zafar**, now a British pensioner, the emperor of India.

SPREAD OF THE REVOLT

Soon the Revolt spread to other parts of northern and central India. The main centres were Kanpur, Lucknow, Bareilly, Arrah, Jhansi, Gwalior and Barrackpore. Revolts also took place in parts of Bengal, Rajasthan, Assam, Madhya Pradesh and



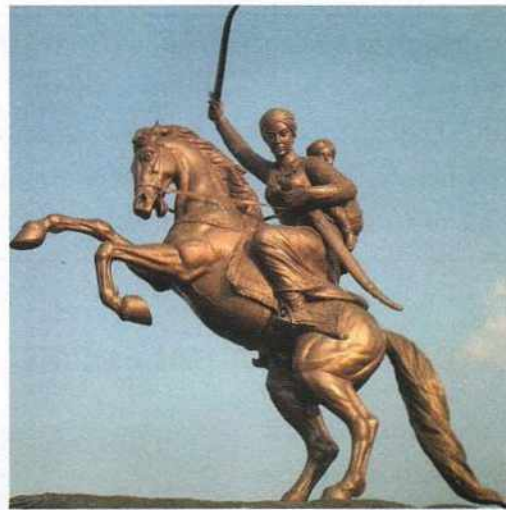
Punjab. In many princely states, while the rulers remained loyal to the British, the soldiers revolted, or came close to it.

The Revolt did not remain confined to the troops. The peasants and the artisans gave expression to their anger by attacking the moneylenders and the zamindars who had displaced them. It is now believed that in many battles, the common people far outnumbered the sepoy.

The Revolt in **Kanpur** was led by **Nana Saheb**, the adopted son of the last peshwa, Baji Rao II. Nana Saheb had been denied the pension that his foster-father, Baji Rao, had been receiving from the British and as a result bore them great resentment. In 1857, Nana Saheb was declared the peshwa. With the help of his able commanders **Tatya Tope** and **Azimullah**, he attacked the British. Caught unawares, the British initially retreated. However, fresh troops soon arrived and the British defeated Nana Saheb in June 1857.

Kunwar Singh successfully freed parts of **Bihar**.

In **Jhansi**, the Revolt was led by **Rani Lakshmibai**. The refusal of the British to accept her adopted son as the rightful heir to the throne of Jhansi made her their sworn enemy. She joined forces with Tatya Tope and they captured Gwalior together. The



Rani Lakshmibai has been described by the British as one of the bravest commanders of the Revolt.



Tatya Tope

British recaptured Gwalior after heavy fighting in June 1858. The Rani of Jhansi died fighting bravely on horseback. With the defeat of Rani Lakshmibai, the Revolt was almost completely crushed, though peace was not fully restored till 1859.

CASE STUDY: THE REVOLT IN AWADH

One of the main centres of the Revolt was **Lucknow**, the capital of the state of **Awadh**. Here, the Revolt was led by Hazrat Mahal (the Begum of Awadh) and Maulvi Ahmadullah. Hazrat Mahal proclaimed her young son the nawab of Awadh. With the help of the sepoy, the disbanded soldiers of the army of Awadh, the zamindars and the peasants, the Begum launched a ferocious attack on the British. The British, led by their Resident, Sir Henry Lawrence, were forced to



The Lucknow Residency after the Revolt

take refuge in the residency building. The Begum and her forces then attacked the residency and inflicted severe losses on the British. Sir Lawrence was killed in the attack. The siege of the residency lasted eight months. Though there were more than a lakh sepoys, the British managed to defeat the rebels in March 1858, when Colin Campbell, the new commander-in-chief of the British army, entered the city. He was able to rescue the British still holed up in the residency.

THE END OF THE MUGHAL EMPIRE

Delhi was one of the first places to fall after the beginning of the Revolt. Reinforcements arrived for the besieged British army from Punjab. Under the command of General O'Neil, British troops launched a massacre in Delhi. Thousands of innocent people were killed. Bahadur Shah



Bahadur Shah Zafar

Zafar's sons were captured and killed, while the old emperor was exiled to Rangoon in Burma (Myanmar) where he died after a few years. His repeated pleas to the British to let him die, and be buried in his beloved India, were ignored.

THE AFTERMATH OF THE REVOLT

In the beginning, the Revolt was a success, but within a short while, the British suppressed it. Attempts were made by the British to brush aside the Revolt as the handiwork of a handful of troublemakers. But the truth of the matter was something else entirely. People from many walks of life took part in this Revolt. The Hindus and Muslims fought the British together despite every effort of the British to keep them divided.

Sources of History

Bahadur Shah Zafar was also a well-known Urdu poet. Given here are a couple of lines from one of his poems, written while in exile in Rangoon.

Kitna hai badnaseeb Zafar dafan ke liye,

Do gaz zameen bhi na mili koo-e-yaar mein.

(How unfortunate is Zafar that he could not get, even for his burial, two yards of earth in his beloved homeland!)

REASONS FOR THE FAILURE OF THE REVOLT

If you think about the Revolt of 1857 without any bias, you will have to ask yourself the question, how were just about 10,000 British officers able to hold down a nation of millions of people? The uprising had certain inherent weaknesses that made success almost impossible.

Lack of unity among the Indians

The Revolt did not involve the entire region or all the sections of Indian society. Many of the Indian rulers and the big zamindars refused to join the rebellion. Most of South India and western Punjab stayed out of the rebellion. In areas of Punjab, the people were happy with the efficient administration of the British and did not join the Revolt.

Most of the educated, westernised Indians also stayed away from participating in the Revolt. They felt only the British could take India forward and rid it of the various social ills that had plagued it. The rebels, on the other hand, opposed the social reforms started by the British.

Lack of a national leader

The Revolt threw up several strong and independent leaders, but there was no single leader who could unite the various groups. The leaders were mainly princes who joined the Revolt because of the threat posed by the British to their throne. Unfortunately, they were keen on overthrowing the British to restore the old and conservative rule, and not to lead India into the modern world.

Coming to the common people, like the peasants and artisans, the story was no different. Unlike in Europe where the freedom fighters were inspired by modern ideas of nationalism, liberty, equality and democracy, the people in India still looked up to rulers and the system of monarchy.

Besides, unlike the French Revolution, which was inspired by great thinkers like Rousseau and Voltaire, Indians at that time had no national role model with progressive thinking to look up to (as they did later with the many leaders of the freedom movement). The rebels also had no clear idea of what system they wanted in place in the centre after throwing out the British. The leaders of the Revolt were unable to provide an alternate leader in place of the old and weak Bahadur Shah Zafar II.

Lack of resources

Finally, the rebels could not match the modern weapons and materials of war used by the British. Most of the rebels fought with weapons like swords and pikes. They were brave and fearless, but lacked

organisation and discipline. The British had the railways at their disposal, and an excellent system of communication. So troops could be moved quickly and decisions taken fast.

RESULTS OF THE REVOLT

The rise of nationalism

The greatest consequence of the Revolt was the rise of a feeling of nationalism in India. It was a turning point in the history of India's freedom struggle. It united the people of all parts of India. While the leaders of the Revolt did not fight for the concept of a single united nation, some like Tatyá Tope and the Rani of Jhansi became role models to many people who were inspired by their bravery. Within 90 years of the Revolt, India won independence, not just by waging war but largely through non-violent mass movements.

Reorganisation of the British Empire in India

Though the British were able to suppress the Revolt, it shook their confidence severely. Several measures were taken to ensure that there would be no repetition of the Revolt, and to consolidate British rule in India.

- **India was brought directly under the Crown:** After 1857, the East India Company was abolished as a governing body, and India was brought directly under the British crown. As a direct representative of the Crown, the governor-general was henceforth known as the **viceroxy**.
- **Reorganisation of the army:** The number of British troops was increased greatly. The British replaced sepoys belonging to the communities that participated in the Revolt and those from Awadh, Bihar and Central India, with Gurkhas, Sikhs and Pathans. The artillery was put completely in British hands.

Queen Victoria's proclamation

In 1858, Queen Victoria issued a proclamation which granted unconditional pardon to all rebels, except those who had killed British people. Indian princes were assured that their 'rights, dignity and honour' would be respected. With this act, the British bought the gratitude and loyalty of the princes.

Also, after the Revolt, the British attitude towards India changed. While earlier the more liberal British spoke of a time when Indians would rule themselves, after the Revolt, the British decided that the Indians were unfit to govern themselves. The British decided to stay away from social reform as it was seen as one of the major causes of the Revolt.

Tenancy acts

Recognising at last how far their land revenue

policies had hurt Indian peasants, the British introduced tenancy acts. The **Bengal Tenancy Act of 1859** tried to ensure the welfare of the people by stating that any peasant who could prove that he had occupied a piece of land for 12 years was granted tenancy rights and could not be evicted from the land. **Lord Canning** (who became viceroy of India after the Revolt) and his successors put in place several schemes to develop the country. Projects to provide irrigation, sanitation, communication and famine relief were started. Schools were opened.

The most important outcome of the Revolt was that India passed on to the Crown from the Company. British government took over the administration of India. The annexed Indian states became a part of the Indian territory under the British and a few that were independent were so only in name.

A new chapter in the history of India began.



Glossary

revolt: an uprising

sepoy: an Indian soldier in the British Indian army

cartridge: a metal case that holds a bullet and an explosive

proclamation: a written charter or declaration



In Brief

- ▶ The Revolt of 1857 was the first open protest against the British by a large number of Indians spread across many regions.
- ▶ The British economic policies, social reforms, discriminatory policies and policy of annexation led to discontent among the Indians.
- ▶ In 1857, cartridges said to be greased with cow and pig fat were introduced in the army, which enraged Hindu and Muslim sepoys.
- ▶ The Revolt started at Meerut in May 1857 when the soldiers released their imprisoned colleagues, killed the British officers and marched to Delhi.
- ▶ The main centres of the Revolt were Kanpur, Lucknow, Bareilly, Arrah, Jhansi, Gwalior and Barrackpore.
- ▶ The reasons for the failure of the Revolt were lack of unity among the Indian rulers, lack of a central leadership and the lack of modern weapons to match the British.
- ▶ After the Revolt, the British government took over the administration of India from the East India Company.



Enrichment Activities

- **Group Work:** Work in groups and do a project on any one of these leaders: a) Nana Saheb and

Tatya Tope b) Kunwar Singh c) Rani Lakshmibai d) Bahadur Shah Zafar

- **Map work:** On an outline map of India mark: a) The main centres of Revolt of 1857 b) Peasant Revolts before 1857 c) Revolts led by petty chiefs
- **Speak out:** Prepare a speech not exceeding 3 minutes on the topic: "If Mangal Pandey had not revolted first...!", and speak it out in class. (Hint: How else would the Indians have begun their fight against the British? Or what would have been the fate of India?)
- **Diary entry:** a) Imagine yourself as a sepoy who participated in the 1857 Revolt and write your experience of being chased by the British and how you managed to escape

from them. (Limit yourself to 10 sentences.)
b) Imagine you are Bahadur Shah Zafar in exile in Rangoon. Write a diary entry describing your sense of loneliness, your yearning to be back in India, and anger at not having been able to defeat the British.

- **Debate/Discussion:** The British called the Revolt of 1857 a sepoy mutiny, claiming that only the sepoys rose in revolt. Some Indian historians, however, call it the First War of Indian independence. Many feel it was somewhere in between the two—more than a mutiny and less than a war. Have a discussion or debate in class on this. Whom do you agree with? Give your reasons.



Exercises

I. Fill in the blanks.

1. The Revolt against the British started in the year _____.
2. The Revolt started in the city of _____.
3. _____ was the adopted son of the last peshwa, Baji Rao II.
4. In Awadh, the Revolt was led by _____.
5. Queen _____ issued the Proclamation of 1858.

II. True or false?

1. The soldiers were the only Indians who took part in the Revolt of 1857.
2. Mangal Pandey led the Revolt of sepoys in Meerut.
3. Tantia Tope and Azimullah were commanders of Nana Saheb.
4. Rani Lakshmibai and Taty Tope captured Delhi.

III. Answer in brief.

1. Mention two economic policies of the British that led to discontent in India.
2. Write about the military causes for the Revolt.
3. What was Wahabi Movement? Who started the Movement?
4. Citing what reason was Jhansi annexed? Who was the leader of Jhansi at the time?
5. Who were the leaders of the Revolt? Mention the regions they ruled.
6. Name the last Mughal emperor. What happened to him after the Revolt?

IV. Answer in detail.

1. How did the religious and economic reforms of the British alienate orthodox Indians?
2. Describe briefly the immediate cause of the Revolt.
3. Describe the reasons for the failure of the Revolt.
4. Describe the outcome of the Revolt.



Multiple Choice Questions

1. The Revolt of 1857 was a Revolt by
 - a. only the sepoys
 - b. Indians from different walks of life, and included the sepoys, peasants, zamindars and

- even some rulers
- c. the British army officers against the British government
 - d. the impoverished Indian peasants against the high taxes they had to pay
2. What were the economic causes for the Revolt of 1857?
 - a. Britain's economic policies which made millions of Indians jobless
 - b. The high land revenue charged by the British which reduced the farmers to a state of penury
 - c. Most of the high posts in the British army were reserved for the British and the Indian soldiers were paid very poorly
 - d. All of the above
 3. What was the Wahabi Movement?
 - a. It was a movement by Muslim leaders in Bengal to protest against the loss of the power and wealth of the Muslims in India
 - b. It was a movement started by the sepoys of Bengal against the British officers
 - c. It was a movement started by the Indian rulers against the British
 - d. None of the above
 4. What was the immediate cause of the Revolt of 1857?
 - a. The annexation of Awadh
 - b. The rumour that the cartridge of the new Enfield rifle was greased with the fat of cows and pigs
 - c. The banning of Sati by the British
 - d. The refusal of the British to pay pension to Nana Saheb, the adopted son of Baji Rao II
 5. Who led the Revolt in Jhansi?
 - a. Tatya Tope
 - b. Rani Lakshmibai
 - c. Nana Saheb
 - d. Azimullah
 6. Under whose command did the British army defeat the rebels in Lucknow?
 - a. General O'Neil
 - b. Sir Henry Lawrence
 - c. Colin Campbell
 - d. Maulvi Ahmadullah
 7. Which of these was the greatest consequence of the Revolt of 1857?
 - a. Queen Victoria's proclamation granting unconditional pardon to all the rebels
 - b. Reorganisation of the army with the number of British troops in the army increasing greatly
 - c. The rise of a feeling of nationalism among the Indians and the rise of several national leaders
 - d. Irrigation projects were undertaken in many parts of India
 8. As a result of the Revolt, how was the British Empire in India reorganised?
 - a. India was brought directly under the British Crown
 - b. The East India Company continued to rule India
 - c. The viceroy of India was now known as the governor-general
 - d. The British replaced the Gurkhas, Pathans and Sikhs in the British army with British officers



HOTS: Think and Answer

Before the Revolt of 1857, the British spoke of a time when the Indians would rule themselves. But after the Revolt they said that Indians are unfit to rule. What made them change their mind after the Revolt?



Values that enrich

Rani Lakshmibai of Jhansi assembled her forces to fight against the British. She knew that the British forces were much stronger and defeat was imminent for her small army. Yet she fought bravely in the battlefield. What values do you learn from Rani Lakshmibai?



Life skills

Self-awareness

There are various ways of creating peace in a country. But to begin with, it has to come from within each one of us, and it requires a lot of effort.

Here are some steps that you could adopt:

- Be honest.
- Support non-violent methods.
- Change an enemy into a friend.
- Agree to disagree gracefully in an argument.

8. Education and British Rule

ENRICHMENT ACTIVITY

English is often described as the most important legacy of British rule in India. Do you agree? Have a debate in your class on this topic.

In any society education is of vital importance. It is through education that a nation becomes advanced; it is the lack of education that binds a country in the shackles of poverty and backwardness. It is in the classrooms that leaders, thinkers, scholars and scientists are born.

EDUCATION IN INDIA BEFORE THE BRITISH

Before the coming of the British to India, there were *pathshalas* and *maktabas* for elementary education and *tols* and *madrasas* for higher education. The elementary schools largely made the students just literate enough to maintain accounts. Only a handful of Indians took up higher



A painting of a Hindu pathshala, 1859, Poona

education. They were taught Sanskrit, Arabic and Persian, law, religion, literature, logic, medicine and astronomy. Learning was based on old texts. The new thinking of the Renaissance in the West found no echo in India. Scientific development was almost dead. Education was neither organised nor supported by the State.

THE MODERN SYSTEM OF EDUCATION

When the British started ruling India, they were traders and were not concerned about the education of Indians. Slowly they realised that they needed educated Indians at some levels to help them run the country. The **Calcutta Madrasa** was established in 1781 by Warren Hastings and the **Benaras Sanskrit College** in 1791 by Jonathan Duncan. Christian missionaries also started opening English-medium schools.

The British government wanted the education system to be useful to the needs of the colonial empire. The British felt a strong need for Indians who could be employed as clerks to help them in dealing with the locals. However, they were undecided on whether to continue the existing system of education or to introduce the English system. **Lord Macaulay** was appointed to look into the matter. Macaulay strongly believed that '*Oriental learning was completely inferior to European learning*'. He recommended the Western system as it encouraged rational thinking and scientific research.

Sources of History

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern,—a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.

From the Minute on Indian Education, prepared for governor-general William Bentinck by Thomas Macaulay, 2 February 1835



Lord Macaulay was instrumental in introducing Western education in India.

Wood's Despatch (1854)

Sir Charles Wood, president of the Board of Control in England, sent a despatch to governor-general Lord Dalhousie with his recommendations on the system of education to be followed in India. This despatch was to become the blueprint for education in India for a long time to come. The main points of the despatch were as follows.

- Provision was made for a systematic method of education from the primary level to the university level.
- An education department was to be set up in all the provinces.
- In Bombay, Madras and Calcutta, universities were to be opened along the lines of London universities.
- Every district was to have one government school.
- Grants-in-aid were to be given to private schools affiliated to the government.
- Indians were to be taught their mother tongue as well.

Many schools were opened to impart the Western system of education in English. Even Christian missionaries teaching through Indian languages were made to switch over to English. Wealthy Indians began attending such schools, and became, in great parts, 'Indian in colour but English in thought and taste'. Ironically, it was these educated

Indians who spread the ideas of freedom and liberty to the common people.

The demerits of the modern system

- Though middle schools which taught in English were opened, primary education was neglected. So was education for the poor.
- There was a decline in the indigenous system of education. Indian language schools lost support and students, and were forced to close.
- Scientific and technical education was not taken care of.

The British invested money in Indian education only for the returns they would get in the form of an educated class of clerks. It was also less expensive than bringing in people from Britain.



The University Hall, Bombay, 1871

NATIONAL EDUCATION

Under the new system of education, many Indians were educated in English-medium schools and colleges. This brought them in touch with the happenings of the world and the great thinkers of that time who talked about the equality of humans and the freedom of nations. A nationalistic spirit grew in the minds of the educated Indians.

Soon the **Swadeshi** and **Boycott movements** began to shake the British Empire. Indians stopped going to English-medium schools and colleges as a mark of protest. Eminent men of Bengal, like Satish Chandra Mukherjee, Aurobindo Ghosh and Rabindranath Tagore, met in 1905 and decided to form a **National Council of Education** to start a system of education on a national scale. They realised

that the education policy of the British was not reaching the grassroots. Funds were collected and many schools and colleges were opened. Over the next 100 years, as modern education spread, Indian universities produced outstanding scientists, like **C V Raman, P C Ray, S N Bose, Meghnad Saha** and **D N Wadia**.



Sir C V Raman was awarded the Nobel Prize in 1930.

ENRICHMENT ACTIVITY

Do a project or make a presentation on C V Raman or J C Bose. For what discovery was C V Raman awarded the Nobel Prize?

CASE STUDIES: BARODA AND ALIGARH

BARODA

Baroda in Gujarat is famous today for its high quality of education. For this, credit has to be given to **Maharaja Sayajirao III**, the famous ruler of the **Gaekwad** branch of the Marathas.

Maharaja Sayajirao was a highly enlightened man. In the almost 60 years of his reign, he introduced many reforms in education, health care and administration. He strove to remove caste prejudices, untouchability and other evils. To educate his people, and to be enlightened himself, was his goal in life. He established compulsory primary education in Baroda. He also established a library system, a university and several industries.

One of the first public acts of Maharaja Sayajirao on ascending the throne was to lay the foundation of the **Baroda College of Science** in 1880. This college was absorbed into the **Maharaja Sayajirao University (MSU)** after independence in 1949. The MSU was set up as both a residential and a teaching university. It offered several courses under one roof. The maharaja's wife, Maharani Chimanbai Saheba, gave a huge donation for running a women's college in the university.

MSU was, and still is, the only university in Baroda with English as the sole medium of instruction. Today, it is well known for its courses in fine arts, engineering, chemical technology, medicine and architecture. Dr Babasaheb B R Ambedkar was a student of this university.



Maharaja Sayajirao University, Baroda

ALIGARH

Aligarh in Uttar Pradesh is home to the famous **Aligarh Muslim University**. The university grew out of the dreams and efforts of **Sir Syed Ahmad Khan**, a visionary among the Muslims of the 19th century.

In the aftermath of the Revolt of 1857, the British began their policy of divide and rule to ensure that the Hindus and Muslims would never again join hands and fight them. They began deliberately sidelining the Muslims. The British had already made steps to remove Persian from the law courts and government offices, causing anxiety among the Muslims. They also made the knowledge of English compulsory for getting a government job.



Aligarh Muslim University

Sir Syed had a deep desire to see Muslims too join the mainstream of progress. He felt that Muslims would have no future in India if they were not exposed to Western education

and failed to learn English. Along with Hidayatullah Khan, Sir Syed started the **Mohammedan Anglo-Oriental College** in Aligarh in 1875. The aim of this college was to combine Western thinking with Islamic values. In 1920, it was made into the Aligarh Muslim University (AMU). The university taught engineering, humanities and the sciences. AMU produced a generation of Muslim and Hindu men and women, many of whom led India in its fight for freedom and continued to guide it after independence.



Glossary

pathshala, tol: traditional schools and colleges attended by Hindus

maktaba, madrassa: traditional schools and colleges attended by Muslims

blueprint: a plan or outline

be affiliated to: be associated with, be formally attached to



In Brief

- ▶ Before the arrival of the British, education in India was not organised, and was not supported by the government. There were traditional schools that gave basic literacy.
- ▶ Lord Macaulay recommended the introduction of Western education in India.
- ▶ The British were mainly interested in creating a pool of educated Indians to serve as clerks in the administration.
- ▶ Eminent nationalists like Aurobindo Ghosh and Tagore started the National Council of Education to spread education throughout the country.
- ▶ Maharaja Sayajirao III established the Baroda College of Science in 1880. It developed into the Maharaja Sayajirao University after independence.
- ▶ Sir Syed Ahmad Khan established the Mohammedan Anglo-Oriental College in Aligarh in 1875. It grew and was renamed the Aligarh Muslim University in 1920.



Enrichment Activities

- **Debate:** Have a debate in class on the topic “The medium of instruction in educational institutions should be the mother tongue of the students.”
- **Interview and report writing:** Interview a person who has had his/her education during the British rule and find out:
 - a) the method of teaching followed then
 - b) how interesting the classes were
 - c) the most cherished moment as a student
 - d) about any political incident that disturbed him/her emotionally
 - e) the difference between the system of education then and now
- **Make a Chart:** Collect pictures of the Bombay, Madras and Calcutta universities and provide the following information under the respective pictures of each university.
 - a) when it was established and by whom
 - b) The status given to the university now (number of stars)
 - c) a celebrity who studied at the university
 - d) his/her achievements



Exercises

I. Fill in the blanks.

1. The Benaras Sanskrit College was established by _____.
2. The Calcutta Madrasa was established by _____.
3. _____ recommended the Western system of education in India.
2. What were the major recommendations of Wood's dispatch?
3. Name the cities where universities were established after Wood's Despatch.
4. What was the aim of the British in educating Indians?
5. Who were the eminent people behind the National Council of Education?

II. True or false?

1. Before the arrival of the British, there were no school boards in India.
2. Knowledge of English aided the spread of nationalism.
3. The Baroda College of Science was established by Lord Macaulay.
4. Sir Syed Ahmad Khan established the Calcutta Madrasa.

III. Answer in brief.

1. What were Lord Macaulay's recommendations to the Indian system of education?

IV. Answer in detail.

1. What were the gaps in the traditional Indian systems of education that the Western system tried to address? Mention the disadvantages of the new system in India.
2. Write a brief summary of Maharaja Sayajirao's contribution to education.
3. Write a brief summary of Sir Syed Ahmad Khan's contribution to education.



Multiple Choice Questions

- What was the state of education in India before the coming of the British?
 - Learning was mainly based on old texts, with almost no importance given to scientific research and thinking.
 - A highly advanced system of education existed with great importance given to science and logic.
 - Education happened in gurukuls, where knowledge was passed on orally as no written script existed.
 - None of the above
- Why did Lord Macaulay recommend that the Western system of education be introduced in India?
 - He believed that the Indian system of education was better than the Western, and would make the Indians superior to the British.
 - He felt that the Indian system was inferior to the Western, and that the Western system encouraged rational thinking and scientific research.
 - He thought the Western system of education would prepare the Indians for independence and self rule.
 - All of the above
- What were the demerits of the modern system of education?
 - No attention was paid to the education of women and the poor.
 - Primary education was ignored.
 - Scientific and technical education was ignored.
 - All of the above
- What was the biggest impact of the introduction of the Western system of education in India?
 - A new class of Indian clerks was created to serve the interests of the British Empire.
 - The educated Indians were exposed to the teachings of the great thinkers of the time and the concepts of freedom of nations and equality of humans.
 - Indians were able to read books written in English and speak fluent English.
 - English became a common language for people from different parts of India to communicate with each other.
- Dr BR Ambedkar was a student of this university:
 - Aligarh Muslim University, Aligarh
 - Maharaja Sayajirao University, Baroda
 - Bombay University
 - Madras University
- The Mohammedan Anglo-Oriental College was set up by Sir Syed Ahmad Khan
 - to teach the tenets of Islam to the Muslims
 - to bring back Persian as the state language of India
 - to help the Muslims join the mainstream of progress by combining Western education with Islamic values
 - to help the Muslims join the mainstream of progress by making the Muslims give up the tenets of Islam and embrace Western ideas and ways of living



HOTS: Think and Answer

“Learning promotes natural talents”. Do you agree with this statement? Give reasons for your answer.



Life skills

Creative thinking/Developing empathy

Suggest five ways to motivate children to get educated.

Join the campaign ‘Each One Teach One’ and support the cause in your own little way.



Values that enrich

Sir Syed Ahmad Khan was a visionary in the field of education. His aim was to encourage the growth of a scientific temperament among the Muslims in India. He infused a desire to acquire knowledge among the Muslims. What values did Sir Syed Ahmad Khan stand for?



9. Women and Reform

Sources of History

'To awaken the people, it is the woman who must be awakened. Once she is on the move, the family moves, the village moves, the nation moves.'

—Jawaharlal Nehru.

Do you agree with Jawaharlal Nehru? Have a discussion or debate on this point in class.

ENRICHMENT ACTIVITY

Become a detective...

Talk to at least 10 women you know—family members, teachers, doctors, classmates, neighbours, household helps, vegetable sellers and so on. Make sure at least three of them are over 60 years old. Ask them whether they went to school, till which class they studied, and what work each of them does. Write a report comparing what the older women have to say with what girls your age have to say. Do you feel life is easier for women now than it was 50 years ago?

Women across the world have been exploited and oppressed for centuries. This was particularly true of 17th and 18th century India. In the 19th century, Indians exposed to Western ideas and thought understood that no society could progress until the women of that society progressed. An educated woman, especially an educated mother, could have a powerful influence on society. Women form almost half the population of any country. How could any society, whose women were still in shackles, hope to become free?

THE STATUS OF WOMEN IN THE 18TH CENTURY

What was the status of women in India in the 18th century? What were the unwanted practices perpetrated against women that so disturbed liberal thinkers in India?

- **The position of women in society:** In communities across India, women were not treated with respect. It was widely believed that women could not think for themselves and that they should be kept inside the house. All major decisions in a woman's life were taken by her father, her husband and, later, her son. Women did not have the right to inherit their father's property.
- **Limited access to education:** Women were discouraged from attending schools and colleges. It was believed that once educated, women would be unwilling to do household work or obey their husbands unquestioningly.
- **Child marriage:** Girls were married off at a very young age, sometimes when they were just 5 or 6 years old. They became mothers when they were barely 15 or 16, when they were neither physically nor emotionally ready for marriage or motherhood.
- **The plight of widows:** Widows (even child widows) in many Hindu families were not allowed to remarry. Their heads were shaven. They were forced to wear only white clothes, they were allowed to eat only bland vegetarian



food. They were treated as outcastes, and often sent away to temple cities like Brindavan and Benaras to fend for themselves.

- **Sati:** The practice of sati (the burning alive of women on the funeral pyre of their husbands) had become common in many parts of India. Widows were told that this was the only way they could attain salvation. Some women chose to commit sati voluntarily, as for them it was preferable to the life of misery they would be forced to lead as widows.
- **Female infanticide:** The birth of a girl child was seen as a curse in many parts of India. Many female infants died of neglect, while some were deliberately killed.



Kadambini
Ganguly

There were some exceptional women who, despite all this suppression, managed to make a name for themselves. Kadambini Ganguly (1861-1923) and Anandi Gopal Joshi (1865-1887) were the first two Indian women to graduate as doctors in Western medicine. Ganguly was also one of the first graduates from

Bethune College, Calcutta.

While learning medicine, Kadambini met with considerable opposition from her teachers and orthodox members of society. Later, Kadambini and her husband fought to improve the plight of women coal miners in eastern India.



Anandi Gopal
Joshi

Discover more...

THE SOCIAL REFORMERS

In the 19th century, several social reformers fought hard to change the treatment of women in Indian society. They felt that education was the first step towards women's emancipation. Once educated, women would themselves become aware of their rights. They could then think of social legislation.

Raja Rammohun Roy

Raja Rammohun Roy was born into an orthodox Bengali family in 1772. When he was 16, he witnessed a forced sati in his family, and was shocked by it. He started the Atmiya Sabha, and began a persistent struggle against the social evils prevalent in Bengal. He founded the **Brahmo Samaj** in 1828, which aimed to preach monotheism (belief in one god), to improve the position of women in society, and to remove superstitious practices. He persuaded the British government to abolish sati, which Lord Bentinck did. For this achievement, Rammohun Roy is called the **Father of Modern India**.

Rammohun Roy encouraged the study of English, and firmly believed in the advantages of Western education. He was instrumental in the opening of the Hindu College in Calcutta, and in the setting up of a modern Indian newspaper. In 1855, the Hindu College was opened to all communities and renamed the Presidency College.



Raja Rammohun Roy

Ishwar Chandra Vidyasagar

Born into a poor Bengali family, Ishwar Chandra Vidyasagar was a great Sanskrit scholar who later became the principal of Sanskrit College in Calcutta. Fearless and honest, he was a man of simple living. His whole life was spent in the uplift of women girls, and the underprivileged.

Vidyasagar started a movement in favour of widow remarriage and was instrumental in the passing of the Widow Remarriage Act of 1856. He opened several schools for girls and ran some of them at his own expense. He too earned the wrath of the orthodox Indians. Vidyasagar, along with **John Bethune**, started Bethune School and Bethune College, institutes for women's education in Calcutta.



Vidyasagar

Swami Dayanand Saraswati and the Arya Samaj

Swami Dayanand Saraswati was born in Gujarat in 1824. A brilliant Sanskrit scholar, he spoke out strongly against idol worship at a very young age. He quoted the Hindu scriptures to support his stand on various issues. He condemned sati, supported widow remarriage, and opposed child marriage. He preached against caste differences and untouchability.

Dayanand Saraswati started the Arya Samaj at Rajkot in 1875. The Arya Samaj aimed

at reviving society along Vedic lines. According to Dayanand Saraswati, the *Vedas* contained the essence of life and knowledge. After his death in 1883, his followers started Dayanand Anglo-Vedic (DAV) schools and colleges, which aimed to provide an education that was both scientific and spiritual, in many parts of the country.



Swami Dayanand Saraswati

Sir Syed Ahmad Khan

Sir Syed Ahmad Khan, about whom you read in the last chapter, was a great supporter of women's liberation. He was against the purdah system.

As a result of the efforts of these social reformers,

Indian society started changing. But the British showed little interest in the social progress of India after the Revolt of 1857. A few laws were passed like the Sharda Act (Child Marriage Restraint Act) in 1929, fixing the minimum marriageable age as 14 for girls and 18 for boys. But no serious effort was taken to see that the laws were enforced.



Sir Syed Ahmad Khan

CASE STUDY: WOMEN AND REFORMS IN BENGAL AND MAHARASHTRA

BENGAL

The first stir in social reforms started in Bengal as Calcutta was the capital of the British Raj, and this region had maximum exposure to Western ideas and education. Raja Rammohun Roy and Ishwar Chandra Vidyasagar were some of the earliest reformers.

After the death of Raja Rammohun Roy, the Brahmo Samaj carried on his work under the leadership of stalwarts like **Debendranath Tagore** and **Keshab Chandra Sen**. **Henry Vivian Derozio** was also

closely associated with the Reform Movement and women's education. He started the **Young Bengal Movement** to inspire in the youth the ideals of 'liberty, equality and fraternity' (the slogan of the French Revolution). He fought against superstitious beliefs and questioned orthodoxy.



Ramakrishna Paramahansa

Ramakrishna Paramahansa, a mystic saint of Bengal, was a great devotee of goddess Kali. To him, all women were to be treated as equals and with respect. His disciple **Swami Vivekananda** inspired the youth to work relentlessly for the uplift of the poor. He instilled in their minds a sense of pride and patriotism by reminding them of their country's rich and ancient culture.



Swami Vivekananda

MAHARASHTRA

Bombay was the other great centre of social reform in India in the 19th century. Followers of the Brahmo Samaj started the **Prarthana Samaj** in Bombay in 1867. The Samaj fought against social customs like child marriage, and for the remarriage of widows and women's education. Among its prominent members were Atmaram Pandurang, **R G Bhandarkar** and **Mahadev Govind Ranade**. Ranade founded the Widow Remarriage Association and the Deccan Educational Society.

Dadabhai Naoroji, one of the co-founders of the Indian National Congress, fought for legal rights for women so that they could inherit property. **Mahatma Jotirao Phule** and **Gopal Lokहितwadi** were two other prominent social reformers who worked for the empowerment of women. Jotirao Phule's wife, Savitribai Phule, was one of the first women teachers in India. She, along with her husband, opened several schools for girls in and around Poona.

In the course of time, the efforts of the social reformers bore fruit. Slowly, more and more women started attending school and college. The freedom struggle was a catalyst that sped up the emancipation of women. Women like Sarojini Naidu, Vijaya Lakshmi Pandit and Annie Besant were at the forefront of the struggle, standing shoulder to shoulder with the men. Pandita Ramabai was one of the first women of modern times to master the *Vedas* and use this knowledge to challenge the orthodox Hindus.

After independence, India was one of the first countries in the world to grant women the right to vote. The Indian Constitution has ensured equality for women in every field. While a lot still remains to be done, much has improved. Millions of girls attend school today and millions more are part of the earning workforce of the nation.



Glossary

orthodox: having traditional views

pardah: a system of seclusion of women from the public; to cover

emancipation: freedom



In Brief

- ▶ In India, in the 17th and 18th centuries, women had a very low status; they were denied education and married off at a young age. Female infanticide and sati were practised; and widows were not allowed to remarry.
- ▶ Raja Rammohun Roy started the Brahmo Samaj in 1830 and succeeded in abolishing sati.
- ▶ Ishwar Chandra Vidyasagar started a movement for the remarriage of widows.
- ▶ Swami Dayanand Saraswati condemned sati and child marriage and supported the remarriage of widows; he started the Arya Samaj.
- ▶ Sir Syed Ahmad Khan opposed the purdah system.
- ▶ There were many reformers in Bengal; Henry Vivian Deroazio, Ramakrishna Paramahansa and his disciple Swami Vivekananda were some of them.
- ▶ Many prominent reformers in Maharashtra like Atmaram Pandurang, R G Bhandarkar, Mahadev Ranade, Dadabhai Naoroji, Savitribai and Mahatma Jotirao Phule, and Gopal Lokahitwadi fought for women's rights.



Enrichment Activities

- **Speak Out:** Do you think women need 33% reservation of seats in Parliament?
 - **Report Writing:** Talk to an elderly woman who has not been given any formal education to find, a) Why was she not educated? b) How does she feel not being educated? c) What does she feel now? d) What did she miss in her life by not getting educated?
- Based on the information, write a report comparing the life of women now and then.
- **Project work:** Working in groups, do a project, or make a presentation, on any one of the social reformers about whom you learnt in this chapter. Talk about their background, and their contribution to the reform of Indian society.



Exercises

I. Fill in the blanks.

1. The practice of burning a widow alive on her husband's funeral pyre is known as _____.
2. The Brahmo Samaj was established by _____.
3. The Arya Samaj was established by _____.
4. _____ and his wife started many schools for girls in and around Poona.

II. True or false?

1. Women were heavily oppressed in India until the 18th century.
2. Lord Curzon abolished the practice of sati.
3. Dayanand Saraswati questioned the *Vedas*.
4. In India, widows were traditionally not allowed to remarry.

5. The Sharda Act of 1929 fixed the minimum age of marriage.

III. Answer in brief.

1. What was the major achievement of Raja Rammohun Roy?
2. Which Act was Ishwar Chandra Vidyasagar instrumental in getting passed?
3. Briefly describe Swami Dayanand Saraswati's philosophy.
4. Name some prominent women who took part in the freedom movement.
5. Name three social reformers from Maharashtra and explain their contributions to women's emancipation.

IV. Answer in detail.

1. Describe briefly how women were treated in the 17th and 18th centuries in India.
2. Name three social reformers from Bengal and their contributions to the uplift of women.



Multiple Choice Questions

1. It was a deeply held belief of Jawaharlal Nehru that
 - a. the place of women was in the kitchen and they had no right to education
 - b. women should join the army as they made better soldiers than men
 - c. an educated woman leads her family, village and nation along the path of progress
 - d. widows should never be allowed to remarry
2. How were widows treated in pre-independent India?
 - a. They were allowed to remarry.
 - b. They were not allowed to marry, but could serve society and take on powerful positions in the government.
 - c. They were not allowed to remarry, they were forced to shave their heads, and were treated as outcast by society.
 - d. They were allowed to remarry, and were given an honoured position in their houses.
3. Why did women commit sati during this period? (More than one of the options could be correct.)
 - a. They were forced to do it by relatives and society.
 - b. They felt that death was preferable to the life of torture that awaited widows.
 - c. Women did not commit sati in those days.
 - d. They believed that they would attain salvation if they became sati.
4. Who is also known as the father of Modern India?
 - a. Mahatma Gandhi
 - b. Raja Rammohun Roy
 - c. Ramakrishna Paramahansa
 - d. Ishwar Chandra Vidyasagar
5. The Brahma Samaj founded by Raja Rammohun Roy aimed to:
 - a. improve the position of women in society
 - b. encourage idol worship
 - c. encourage sati
 - d. teach the Vedas to the masses
6. Swami Dayanand Saraswati
 - a. wanted to revive society along Vedic lines
 - b. aimed to abolish caste differences and untouchability from society
 - c. condemned sati and encouraged widow remarriage
 - d. all of the above
7. Swami Vivekananda was a disciple of
 - a. Swami Dayanand Saraswati
 - b. Jyotirao Phule
 - c. Ishwar Chandra Vidyasagar
 - d. Ramakrishna Paramahansa
8. Mahadev Govind Ranade was a prominent member of the:
 - a. Arya Samaj
 - b. DAV schools and colleges
 - c. Prarthana Samaj
 - d. Brahma Samaj



HOTS: Think and Answer

Why is it important to form associations to bring about change in a society?



Values that enrich

Given below is a quotation from one of Swami Vivekananda's speeches. Read the quote and explain the values it teaches.

"Arise! Awake and stop not till the goal is reached."



Life skills

Awareness of women's rights

Women have the right to live a life free of violence and inequality. They have the right to get legal help. There are laws to protect their rights so that they can be protected from any injustice.

They should understand and recognise the importance of health as an essential asset and human right. When women understand and demand their rights, their lives will change.

10. Challenging the Caste System

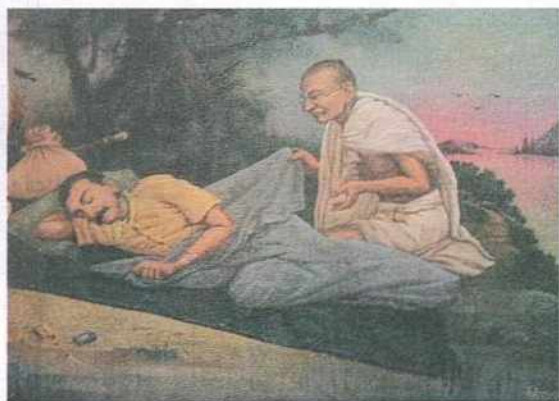
Sources of History

"So long as you do not achieve social liberty, whatever freedom is provided by the law is of no avail to you."

—Bhimrao Ramji Ambedkar.

What do you think Babasaheb means by social liberty? Do you think India became socially free just by getting political freedom from British rule in 1947? Have a discussion in class.

A caste in the Early Vedic Period was a division of society based on occupation. There were four varnas or castes—**brahmana** (priests), **kshatriya** (warriors), **vaishya** (traders and farmers) and **shudra** (labourers). Then there were some groups, who were thought to be outside the caste system and treated as **untouchables**. Initially, it is believed that people could move from one caste to the other depending on the job they chose. By the Later Vedic Period, the caste system became more rigid. Caste became something permanent a person was born



In this calendar print from the 1940's, Mahatma Gandhi urges the sleeping traveller to continue the journey toward the milestone that says "untouchability 0"

into. Various sub-castes came up within the four main castes.

The practice of untouchability

The worst aspect of the caste system was the practice of untouchability. The 'untouchables' did the work that was seen as polluting, such as cleaning toilets, washing clothes, burying or cremating the dead, sweeping the streets and skinning dead animals. They were forbidden entry into temples, hospitals and other public places. They were not allowed to draw water from the village well, and often had to walk for kilometres to an alternate source of water. At village events, they were not allowed to eat with the rest of the people, nor use the same utensils. Millions of people across India, therefore, led the most wretched lives just because of an accident of birth.

How was the caste system enforced?

The rulers were empowered to punish those who violated the caste system. The priests quoted from law books written by sages like Manu to assert their authority. They used superstition to scare the ignorant masses into submission.

Adverse effects of the caste system

- Social injustices like untouchability and discrimination often received the sanction of religion. The 'privileged' castes ill-treated the 'oppressed' castes as the latter did not have

any rights. Generations of oppression created economic and social inequalities across the country.

- With several sub-castes arising in time, Indian society became fragmented. People identified first with their caste, and only then with the nation. Thus, they had no sense of nationalism, and rarely united against a threat to the nation from outside forces.
- Caste divisions were a hindrance to individual progress; they did not recognise individual talent. Thus, birth stood in the way of a person from a 'an oppressed' caste taking up an occupation that was the privilege of the 'privileged' castes. In the long run this encouraged incompetence and affected the quality of Indian society.

HISTORY OF REFORM

As early as the 6th century BCE, thinkers like **Mahavira** and **Buddha** raised their voices against the injustices of the caste system. From the 8th century CE, the Bhakti saints taught that all humans were equal, and that there was no religious sanction for the caste system. In the 19th century, many social reformers like **Keshab Chandra Sen** and **Mahatma Jotirao** spoke against the caste system, calling it 'the greatest evil of our social customs'.

Mahatma Jotirao Phule (1827–1890)

Jotirao Phule was one of the most committed social reformers of the 19th century. He worked tirelessly for the uplift of the lower castes, and disapproved of the supremacy of the priestly class. His work earned him the title of 'Mahatma'. Jotiba (as Jotirao Phule was also called) founded the **Satya Shodhak Samaj** in 1873 in Maharashtra as a forum for this cause. He told the underprivileged classes, Dalits and women that there was no scientific basis for the religious beliefs and superstitions that had been



Mahatma Jotirao Phule and Savitribai Phule

developed by people of the 'privileged castes' to oppress them. He taught that in the eyes of god, all humans are equal.

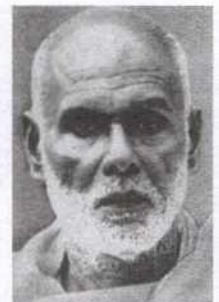


Sources of History

Phule asked, "If there is only one god who created the whole of mankind, why did he write the *Vedas* only in Sanskrit despite his anxiety for the welfare of the whole mankind? What about the welfare of those who do not understand this language?"

Sree Narayana Guru (1856–1928)

In Kerala, Sree Narayana Guru was one of the first to fight against the evils of the caste system. He helped found the Sree Narayana Dharma Paripalana Yogam (SNDP) in 1903 to reform society. He established the Aruvipuram temple where people of all castes were allowed entry. Narayana Guru was convinced that the Dalits could only progress through education. He



established a number of educational institutions, primarily for the education of the oppressed classes.

Sources of History

Sree Narayana Guru's main teachings were:

- Oru jaathi oru matham oru daivam manushyanu. (All humans have just one caste, one religion and one god.)
- Any religion will suffice, if it makes a person a better human.
- Knowledge is power, so gain freedom through education.
- Unity is strength, so unite and fight for your rights.

Kandukuri Veeresalingam (1848–1919)

Kandukuri Veeresalingam took up the work of the Brahma Samaj in Andhra Pradesh. Even when in school he opposed caste distinctions and meaningless customs. When he became a teacher, he fought for the rights of women, and raised his voice against untouchability and superstitious religious beliefs. To enlighten the common people, he started a monthly magazine in Telugu, *Vivekavardhini*, and a weekly, *Satyavadini*, which was published in both English and Telugu. He also started the Hitakarini Samajam in 1906 to take up reforms in society. He started a school for girls in Dowlaiswaram, and conducted widow remarriages.



Periyar Ramasami (1879–1973)

E V Ramasami, fondly called **Periyar** by his followers, was a crusader for the cause of the downtrodden in Tamil Nadu. He vehemently opposed the atrocities committed against the Dalits. He believed that all women and men



Periyar



Periyar with Ambedkar

should be given equal opportunities to develop. He was against the superiority of the priestly class, and other privileged classes. He started the Self-respect Movement and was a prominent leader of the Justice Party, which he transformed to the Dravidar Kazhagam. Periyar believed that equality for all would become a reality only when the caste system was eradicated. Because of his agitations, the government amended the Constitution to protect the rights of the oppressed, and reservation was introduced for the oppressed classes.

Sources of History

Men should not touch each other, see each other; and they cannot enter temples, or fetch water from the village pond. How long do you desire a vast section of the oppressed, the depressed classes to remain patient?

—Periyar

Mahatma Gandhi (1869-1948)

Though Gandhi is mainly remembered for his role in the freedom struggle of India, his contribution to the social uplift of the people is equally noteworthy. Gandhi knew that there could be no true freedom for India as long as millions of Indians suffered from the scourge of untouchability. Gandhi fought for



Gandhi massaging the feet of a person with leprosy

their entry into temples. He also started the **Anti-Untouchability League**.

Gandhi led by example. Thus, in his ashram, people of all castes ate together. Gandhi personally washed the toilets in the ashram to show people that such tasks did not make anyone dirty or untouchable. He ate food and drank water from the homes of people belonging to the oppressed groups.

Dr Babasaheb Bhimrao Ambedkar (1891–1956)

Dr Babasaheb Ambedkar is the father of the Indian Constitution. He was recognised as a great scholar, and was on several commissions. Yet he was declined admission into a temple because he was a Dalit. He had to undergo several such humiliations from his childhood.

Ambedkar spent his life fighting to give the Dalits their rights, and to ensure that they could lead a life of dignity. He fought for their right to enter temples, and to draw water from public wells. He urged the Dalits to cast aside the religious taboos and superstitions that had bound them to servitude. Towards the end of his life,



he adopted the Buddhist faith, which he believed worked towards creating a classless society.

THE IMPACT OF THE REFORM MOVEMENTS

The reformers of the 19th and early 20th centuries were responsible for the awakening of the people of India. It was due to the untiring efforts of many of these reformers that the British government passed laws to abolish practices like sati and child marriage. Many Indians began to see the injustice of the caste system, and began treating all as equals. This feeling of oneness led to the growth of nationalism.

After India became free, the Constitution assured all its people equality, and freedom from any form of discrimination. Untouchability became punishable by law. **Affirmative action**, i.e., a set of actions taken to remove existing discrimination and to remedy the effects of past discrimination, was taken by the government.

The Indian government scheduled the Dalits and tribal people for affirmative action by including them in the **Ninth Schedule of the Constitution**. This grouped them into two categories—**scheduled castes** and **scheduled tribes**. The other oppressed groups were classified as other backward classes (OBCs). The Constitution reserved quotas for them in central, state and local governing bodies, in government offices, and in institutions of higher education. This was done to ensure that people

Sources of History

Several people from the Dalit communities have gone on to hold important positions in independent India. For example, Babu Jagjivan Ram and KR Narayanan rose to become presidents of India, while Kumari Mayawati served as the chief minister of Uttar Pradesh four times.

from the oppressed classes also had a chance to compete equally with others. Though slow, there

has been an improvement in the lives of the Dalits and OBCs.



Glossary

untouchability: the practice of keeping people of some communities apart as their touch was considered to pollute

Dalit: a person belonging to a caste that was historically treated as untouchable

affirmative action: supportive action like giving scholarships, jobs, etc.

scheduled caste: a caste that was historically treated as untouchable

scheduled tribe: a tribe that was historically treated as outside the caste system



In Brief

- ▶ The caste system originated in the Early Vedic Period based on occupation.
- ▶ In course of time, castes were determined on the basis of one's birth.
- ▶ Buddha and Mahavira (6th century BCE) and the Bhakti saints (8th century CE) opposed the caste system and held that all humans were equal.
- ▶ Reformers like Mahatma Jotirao Phule (Maharashtra), Sree Narayana Guru (Kerala), Kandukuri Veeresalingam (Andhra Pradesh) and Periyar E V Ramasami (Tamil Nadu) opposed blind religious beliefs and worked tirelessly for the uplift of the oppressed castes.
- ▶ Gandhi fought for the rights of the oppressed groups. In his ashram, he treated everyone equally.
- ▶ Babasaheb Ambedkar spent his life fighting to ensure the oppressed castes their rights and dignity.
- ▶ Due to the efforts of the reformers in the 19th and 20th centuries people became aware of the evils of the caste system.
- ▶ The Constitution of India guarantees equality to everyone. People who suffered oppression due to the caste system were given reservations in jobs and education.



Enrichment Activities

- **Creating slogans:** Write slogans against untouchability, and display them in your class.
- **Project work:** Do a project on either Periyar Ramasami or Babasaheb Bhimrao Ambedkar. What was their contribution to the cause of the Dalits?
- **Group Discussion:** Have a group discussion in class on the topic "Caste System is just a part of history, and is no longer an important part of India's social structure." Discuss in groups, and read out your findings to the class.



Exercises

I. Fill in the blanks.

1. In Vedic society, the _____ were the people of the warrior caste.
2. In the 6th century BCE, thinkers like _____ and _____ opposed the caste system.
3. _____ was also called Jotiba, and earned the title of 'Mahatma'.
4. To protect the rights of the oppressed groups, Mahatma Gandhi started the _____ League.
5. _____ is the father of the Indian Constitution.

II. True or false?

1. The caste system originated on the basis of occupation.
2. Over time, the caste system became more relaxed.
3. The vaishyas were the traders in ancient society.
4. Sree Narayana Guru started the Satya Shodhak Samaj.
5. People who were once treated as 'untouchable' are now called Dalits.

III. Answer in brief.

1. Name the four major castes that existed in Vedic times.

2. Who were the people outside the caste system? What were their occupations?
3. How was the caste system a hindrance to individual progress?
4. Name any four reformers who fought against the caste system in modern times.
5. Describe in brief the work of Jotirao Phule in Maharashtra.
6. What is 'affirmative action'?

IV. Answer in detail.

1. Describe the origin and establishment of the caste system.
2. What are the ill effects of the caste system?
3. Explain in detail the work of three social reformers in South India to uplift the downtrodden.
4. Describe the efforts of Mahatma Gandhi to eradicate the evils of the caste system.
5. Describe briefly the life of Dr Ambedkar and his struggle against the caste system.
6. What are the steps taken by the government after Independence for the abolition of the caste system, and to uplift the people belonging to the oppressed castes?



Multiple Choice Questions

1. Why were the people scared to break away from the caste system?
 - a. The king could punish them
 - b. The priests quoted from law books to assert their authority
 - c. Several superstitious beliefs scared the people into abiding by the caste system
 - d. All of the above
2. Which of these was a result of the caste system?
 - a. Indian society was united by the caste system, as it was a common thread binding people across the nation
 - b. Indian society became fragmented, with people identifying first with the caste and then with the nation
 - c. The caste system encouraged the growth of all individuals in society
 - d. All of the above.

3. Who said, 'If there is only one god who created the whole of mankind, why did he write the Vedas only in Sanskrit, despite his anxiety for the welfare of the whole mankind?'
 - a. Mahatma Gandhi
 - b. Jotirao Phule
 - c. Sree Narayana Guru
 - d. Periyar Ramasami
4. He started the *Vivekavardhini* and the *Satyavadini*.
 - a. Kandukuri Veerasalingam
 - b. Dr Babasaheb Bhimrao Ambedkar
 - c. Jotirao Phule
 - d. None of the above
5. He started the Self-respect Movement to safeguard the rights of the Dravidian people.
 - a. Mahatma Gandhi
 - b. Sree Narayana Guru
 - c. Periyar Ramasami
 - d. Kandukuri Veerasalingam
6. Gandhiji led by example. In his ashram,
 - a. only Dalits were allowed entry
 - b. he washed toilets to show that such tasks did not make anyone dirty
 - c. he ate food prepared only by the privileged classes
 - d. all of the above
7. After a life spent fighting for the rights of the Dalits, he adopted the Buddhist faith towards the end of his life.
 - a. Sree Narayana Guru
 - b. Dr Babasaheb Ambedkar
 - c. Swami Vivekananda
 - d. Jotirao Phule
8. Why are the Dalits and tribal people now called scheduled castes and scheduled tribes?
 - a. The government scheduled them for affirmative action by including them in the Ninth Schedule of the Constitution
 - b. The government gave them this name to make it easy while taking the census
 - c. This was the name by which they chose to call themselves, as they found it more dignified than the name harijan
 - d. All of the above



HOTS: Think and Answer

Do you think India could have made social progress without granting quotas for the oppressed classes?



Values that enrich

Bhim was a Dalit. One day people from some privileged classes stopped him from taking water from the village well. The head of the Panchayat saw this, and ordered them to let Bhim take the water. What values do you learn from this incident?



Life skills

Creative thinking/Creating awareness

Article 17 of the Constitution of India bans the practice of untouchability. The government of India has passed the Untouchability Act, 1955, to eliminate any form of caste-based discrimination.

However, untouchability in various forms, is still practised in various parts of India.

Suggest methods to create awareness and eradicate untouchability from India.

11. Colonialism and Urban Change

Sources of History

Calcutta, second largest city in the British Empire, spread along the Ganges called Hooghly, at the top of the Bay of Bengal. Calcutta, big, western, modern, with public buildings, monuments, parks, gardens, hospitals, museums, University, courts of law, hotels, offices, shops, all of which might belong to a prosperous American city; and all backed by an Indian town of temples, mosques, bazaars and intricate courtyards and alleys that has somehow created itself despite the rectangular lines shown on the map. In the courts and alleys and bazaars many little bookstalls, where narrow-chested, near-sighted, anaemic young Bengali students, in native dress, brood over piles of fly-blown Russian pamphlets.

Rich Calcutta, wide-open door to the traffic of the world and India, traffic of bullion, of jute, of cotton—of all that India and the world want out of each other's hands. Decorous, sophisticated Calcutta, where decorous and sophisticated people of all creeds, all colors and all costumes go to Government House Garden Parties, pleasantly to make their bows to Their Excellencies, and pleasantly to talk good English while they take their tea and ices and listen to the regimental band.

This extract from 'Mother India', by Katherine Mayo, 1937, gives us a glimpse of life in Calcutta during British times. What are the terms she uses to describe Calcutta? How does she compare 'British' Calcutta with 'Indian' Calcutta?

During the ancient and medieval periods of Indian history, urban centres functioned as centres of administration, trade, industry and culture. Cities and towns grew out of the economic and social needs of the kingdom or region. With the coming of colonialism, the urban scene in India witnessed widespread changes.



Fort St George, Chennai

THE DEURBANISATION OF INDIA

The establishment of colonial rule in India saw the decay of several traditional urban centres and the growth of new ones. As old cities like Dhaka declined, people moved back to rural areas. This process of people moving back from urban to rural areas is called ruralisation or **deurbanisation**, and is normally a reflection of decline of the economy. Why was there deurbanisation in colonial India?

The Industrial Revolution resulted in a growing demand for raw materials for factories in Europe. The factories, in turn, required large markets for the finished products. The supply of raw cotton to the mills of Manchester, the textile hub of Britain, was hard hit when the Civil War broke out in North America between 1861 and 1863.

To make up for this loss, farmers in India were forced to grow cotton in the place of food crops. Duties on the import of raw cotton from India were abolished in Britain, while high taxes were imposed on imported Indian textiles. Laws were also introduced in Britain, banning the import of finished textiles from India.

These measures ruined the textile industry in India, particularly in Bengal. Cloth from Manchester flooded the international market, where goods from Bengal had once dominated. India became a source of cheap raw material for British mills, and a market for its finished goods.

Several old urban centres like Dhaka and Murshidabad were destroyed. Dhaka lost about 70% of its population between 1800 and 1839. In Europe, the workers who were made jobless by the Industrial Revolution were absorbed by the many textile mills that came up. However, in India, the British did not put up manufacturing centres. The jobless artisans went back to their villages, and tried to live off the land.

The policies of the British also resulted in a series of famines that swept the Indian countryside from the end of the 19th century. Millions died in these famines.

THE GROWTH OF NEW URBAN CENTRES

In the course of time, new urban centres came up in India. Unlike the ancient and medieval towns, these new centres did not evolve over time in response to the socio-economic needs of the region. They were established as a result of policy decisions of the European trading companies and their respective governments.

Urban centres that came up under the British were of three types.

- **Ports:** The first urban settlements of the European colonists in India were ports, for example, Madras, Calcutta and Bombay. This was because the colonists were primarily traders and by then almost all the trade with Europe and the rest of Asia took place over the seas.



Calcutta, c. 1880

- **Planned cities:** Then there were the planned cities which came up in the interior of India, like New Delhi. They were built to serve a particular function, and were centrally located. For example, New Delhi was built to serve as the new capital of British India because it was central and easily accessible from all parts of the Empire.



A photograph of the Mall in Simla during British time

- **Hill stations:** The British also developed several hill towns like Simla (Shimla) Darjeeling, Ooty and Dehra Dun. These came to be called 'hill stations'. The British retreated to these hill stations each summer to escape the heat of the plains. Simla served as the summer capital of the British Empire.

Features of the new urban centres

- Many of the new urban centres like Calcutta and Madras developed around forts.
- The new cities had broad roads and large and imposing public buildings like government offices, public libraries, museums and town halls. They also had parks, markets and clock towers.
- Most of the British in India lived outside the old walled town where the Indians lived. The areas where the Indians lived were generally crowded and conditions were often unhygienic, with few civic amenities.
- The part of the city where the British lived was generally divided into the **civil lines** and the **military cantonment**. The British military and their families lived in the cantonment. The rest lived in the civil lines, which had spacious bungalows with lots of open space in between. These areas were well planned and had excellent civic amenities like drainage, electricity and piped water.



Clock Tower, Lucknow



Town Hall, Mumbai

THE CREATION OF MUNICIPALITIES

As the new cities grew in importance, people started migrating once more from rural areas, and from the older urban centres, to these new urban areas. As these cities grew in size, the British felt the need to introduce an effective system of urban administration. They created **municipalities** for this purpose.

A municipality was a body of elected members that was responsible for the maintenance of sanitation and public health, and the provision of civic amenities like roads, electricity and piped drinking water. The first municipality created during British rule was the Municipal Corporation of Madras in 1688, followed by the municipal corporations of Bombay and Calcutta by 1762.

One of the main reasons for the creation of the municipalities was the lack of funds faced by the British government in India. By levying taxes on roads, trade, ferries, etc., the municipality was able to finance its various activities, like building roads, drainage systems and sewerage systems.

Even today, India follows a system of urban governance that is essentially the same as that created by the British more than 100 years ago. The current structure of municipal bodies is based on **Lord Ripon's** resolution on local self-government that was adopted in 1882. Ripon is, therefore, seen as the father of local administration in India.

Ripon's resolution stressed the need to develop a network of local bodies across the country, and the need to involve local people in the management of their own affairs. The municipality was headed by the mayor. However, the Indian members of the municipalities were often divided along caste and communal lines, with people putting their religion and caste above the wellbeing of the community.

ENRICHMENT ACTIVITY

In class 6, you studied how cities were administered under the Mauryas, and in class 7 you saw how the Mughals administered their cities. Do a project tracing the changing system of urban administration from the time of the Mauryas and the Mughals to that of the British.

Hence, municipal governance could not take hold for a long time in India.

CITIES AS CENTRES OF TRANSPORT AND COMMUNICATION

Some of the most enduring systems established by the British in India include the railways and the post and telegraph systems. In those days, only the main cities and towns of India were directly linked by rail. Many of the big cities of the time also served as **railway junctions**, that is, points where railway lines from various places met. Many relatively unknown places grew into towns or cities because they were important railway junctions. Waltair (modern Visakhapatnam), Mughalsarai, Ambala Cantonment, Tundla and Vijayawada were important railway junctions around which cities developed.

ENRICHMENT ACTIVITY

Locate these cities on a railway map of India. Why do you think they became railway junctions?

People travelling to remote areas changed trains at junctions, took connecting trains to the station nearest their destination, and then travelled from there by cart or by foot. Many of the important junctions also had railway colonies beside the station, where railway officials stayed.

The cities also served as nerve centres for the post

and telegraph services introduced by the British government. Cities and towns had large post and telegraph offices. If a telegram had to be sent from Delhi to a village near Calcutta, it would first be relayed by the post and telegraph office in Delhi to the one in Calcutta. From Calcutta, a postman would take the telegram to the village concerned (either by foot or on bicycle).

Thus, colonial cities served functions which were different from those performed by the cities and towns of ancient and medieval India. Let us look at some of the important cities.

MADRAS

In 1639, Francis Day and Andrew Cogan of the East India Company searched for a suitable place on the Coromandel Coast to set up a trading centre. They leased the village of Madraspatnam from the local ruler, Damarla Venkatapathy Nayak. Here they built a factory and a trading port. The fortified area came to be called Fort St George. The fort



An old map of Madras showing White Town (lower left) and Black Town (centre)



Ripon Building (completed in 1917) now houses the Chennai Corporation.

became the nucleus around which Madras grew. The settlements around the fort where the British lived was called 'White Town', and the place where the Indians lived was called 'Black Town'.

Madras became a naval base and the administrative centre of the British in South India. Madras was one of the three places (along with Bombay and Calcutta) where a university was established (in 1857) to promote higher learning.

BOMBAY

Make a list of things you could buy for ₹ 10 at today's prices. It would surprise you to know that 400 years ago the entire town of Bombay was leased out for ₹ 10!!

King Charles II of England leased Bombay to the East India Company, and later transferred it to them. The Company founded the modern city of Bombay, and moved their main holdings from Surat to Bombay. Through the 18th century, British power grew. Skilled workers and traders migrated to Bombay in search of better jobs. Goldsmiths, ironsmiths and weavers were among them. The shipbuilding industry also moved from Surat to Mazgaon in Bombay. (Originally Bombay was a group of seven islands—Colaba, Mazgaon, Old Woman's Island, Wadala, Mahim, Parel and Matunga-Sion).

In 1853, the first passenger railway line in India was built between Bombay and Thane. In 1857, the University of Bombay was started. With beginning of the American Civil War in 1861, and the opening of the Suez Canal in 1869, export from Bombay, especially of cotton, increased greatly, leading to the accumulation of wealth. This accumulated money was used to build an imperial Bombay by the British Government.



The University of Bombay in the 1870s

CALCUTTA

Murshidabad was the capital of Bengal Province till the time of Sirajuddaula. In 1690, Job Charnok, an agent of the East India Company, chose the fishing villages of Kalikata, Sutanuti and Gobindpur to set up a trading settlement. The settlement was soon fortified and called Fort William.

As British power grew in India, so did the small port town of Calcutta. It emerged in the late 18th century as the political, economic, social and cultural centre of British power in India. The British made Calcutta the capital of British India in 1772, which it continued to be till 1911, when the capital was shifted to Delhi.

Both local and foreign traders, and companies were engaged in trade here, and huge profits were made. As in the case of Bombay, this profit was used to expand the city.

Being the capital of British India, Calcutta had some of the finest buildings of that period—the

Sources of History

Being the capital of British India, Calcutta became the centre of the freedom struggle. This was one of the reasons the capital was shifted to Delhi. Calcutta also led the rest of India in social reforms.

Calcutta had many firsts to its credit—the first tram car, the first motor car, and the first telegraph line made an appearance in India for the first time here.

In 1780, India's first newspaper (Hicky's Bengal Gazette or the Original Calcutta General Advertiser) was published here. In 1784, William Jones established the Asiatic society and, in 1829, Sati was abolished largely due to the efforts of Raja Rammohun Roy.



Trams on the road (1945)



A view from the Esplanade (1850)

Howrah Bridge, old Court House, High Court, the Great Eastern Hotel, Standard Chartered Bank, the *Statesman* building, Victoria Memorial and so on.

CASE STUDY—NEW DELHI

Delhi, one of the few cities of the world that has seen continuous occupation for over 1000 years, has always attracted prospective rulers because of its strategic geographic location—it serves as a link between



Lutyens' Delhi — note the rise of the red sandstone, domes, chhatris and jaalis.

Central Asia, the north-west frontier, and the rest of India. Delhi has seen the rise and fall of countless empires.

Indraprastha, the capital of the Pandavas, is believed to have been located here. An Ashokan inscription says that Delhi was on the great national highway of the Mauryas, and linked their capital Pataliputra (near Patna) with Taxila, now in Pakistan.

Between the 13th and 17th centuries, successive dynasties of the Delhi Sultans and the Mughals ruled from Delhi. Babur and Humayun retained Delhi as their capital. Though Akbar shifted his capital to Fatehpur Sikri, Shah Jahan shifted it back to Delhi. The Marathas wrested control of Delhi from the

Mughals in the late 18th century. In 1803, Delhi passed into the hands of the British from the Marathas. The city is full of the remains of the imposing monuments built here by the Delhi Sultans and the Mughals.

In 1911, the British shifted their capital from Calcutta to Delhi. They built an entirely new city here, and called it New Delhi. The earlier cities of Delhi now came to be called Old Delhi. The architecture of New Delhi was the crowning glory of the British Raj.

The architects of this new city were Edwin Lutyens and Herbert Baker. Lutyens was specifically directed by the Viceroy to 'harmonise externally with the traditions of Indian art'. So the buildings of New Delhi were made of red sandstone and included features like domes, *chhatris* (kiosks), and *jalis* (trellised windows).

They designed a beautifully symmetrical city with the President's Palace (now Rashtrapati Bhavan) atop Raisina Hill at the centre, and the city spreading out on all sides.

There were office buildings on either side of the President's Palace, like mirror images. The secretariat building, and buildings that housed different offices, were on either side of the main road, then called King's Way (now Raj Path). At the other end of Raj Path was India Gate, built in memory of the British soldiers who died during World War I. To the left of the Viceroy's House was the Council Chamber (what is now called Parliament House), a circular structure with three semicircular areas.



The Mughal Garden at the Rashtrapati Bhavan



Rashtrapathi Bhavan



India Gate is now the site of the Tomb of the Unknown Soldier, where the Amar Jawan Jyoti burns.

Connaught Place, at the centre of the city, was part of Lutyens' beautiful design. The old, historically important sites of medieval India were beautifully blended with the modern ones to produce a unified effect. The famous Jantar Mantar of Sawai Madho Singh of Jaipur merges with the modern Connaught Place. Humayun's tomb, Purana Qila, Qutb Minar and the Hazrat Nizamuddin were all made to be a part of New Delhi. Broad tree-lined roads, gracious public buildings, fountains and parks characterised British Delhi.

ENRICHMENT ACTIVITY

Last year you learnt of the seven cities of Delhi that came up during the Medieval Period. Name them. Draw a sketch map showing the location of the seven cities and the location of New Delhi.



Glossary

deurbanisation: the migration of people from cities to villages

cantonment: the area of the city where the British military stayed

civil line: the area of the city populated by the British civilians



In Brief

- ▶ During British rule, the traditional cities of India declined and people started moving to villages in search of a livelihood. This was known as deurbanisation.
- ▶ In the course of time, new cities were established by the British. They included port cities like Calcutta and hill stations like Ooty.
- ▶ The new cities had separate areas where the British and the Indians lived.
- ▶ The British set up municipal corporations to take care of city administration.
- ▶ Thriving cities developed around important railway junctions; Waltair and Vijayawada are examples of this.
- ▶ Madras was established in 1639 when Company officials leased the village of Madraspatnam from the local ruler; it grew around Fort St George.
- ▶ Bombay was transferred by King Charles II of England to the East India Company. Bombay grew as an important centre of trade.
- ▶ Calcutta was established by the British when they bought three fishing villages including Kalikata in 1698; it served as the capital of India from 1772 to 1911.
- ▶ The British made Delhi the capital of British India in 1911 because of its strategic location; the architects of New Delhi were Edwin Lutyens and Herbert Baker.



Enrichment Activities

- **Find out:** Find out how the cities Bombay, Madras and Calcutta got their name, and share this information in class.
- **Creative writing:** Imagine yourself as a person living in Dhaka at the time of deurbanisation in the 18th century. Now describe how the city looks, and the main topic of discussion of the common people.
- **Group work/Model making:** How do the Black town and White town appear in your

imagination? Make a model of the Black town and White town. Recycle waste material to make this model.

- **Find out:** Name the cities in which the following monuments are located: i) India Gate ii) Victoria Memorial iii) Gateway of India iv) Fort St George v) Fort St William vi) Flora Fountain vii) Howrah Bridge

- **Chart work:** Make a chart showing Delhi under British rule. Collect and paste pictures of different structures built by the British in Delhi. Write a few sentences describing each structure.
- **Project work:** Do a project, or make a website or presentation, on the origin of the city of Calcutta, and its growth under the British.



Exercises

I. Fill in the blanks.

1. The first municipal corporation in India was established in _____.
2. In 1911, the capital of India was shifted from _____ to _____.
3. The first railway line was built between _____ and _____ in 1853.
4. New Delhi was designed by _____ and _____.

II. Match columns A and B.

A	B
Darjeeling	railway junction
Madras	group of islands
Vijayawada	hill station
Bombay	India Gate
New Delhi	Fort St George
Calcutta	fishing village

III. Match columns A and B.

A	B
Madras	King Charles II
Calcutta	Edwin Lutyens
Bombay	Job Charnok
New Delhi	Francis Day

IV. Answer in brief.

1. Define deurbanisation. Why did it happen in the British period?
2. How was the Indian textile market ruined due to Industrial Revolution?
3. Name two hill stations established by the British in India.
4. Name two cities each that developed around ports and around railway junctions.
5. What did the terms 'Black Town' and 'White Town' signify in British India?
6. Identify any two features of the new urban centres.

V. Answer in detail.

1. How were the new urban centres built by the British different from the old ones? Explain the functions of the different types of cities built by the British, giving examples.
2. Why and how were municipal corporations created?
3. Give a brief account of the origin and growth of Madras.
4. Describe the growth of Calcutta from a fishing hamlet to the capital of British India.
5. Describe the origin and growth of Bombay.
6. Describe the features of Lutyens's New Delhi.



Multiple Choice Questions

- Why was there deurbanisation in colonial India?
 - The British forcibly made Indians move out of the cities to prevent overcrowding.
 - The economic policies of the British destroyed the Indian textile industry, forcing the workers to move from the cities back to the villages.
 - Mahatma Gandhi encouraged the Indians to leave the cities and go back to their villages.
 - None of the above
- The new urban centres that came up under the British were
 - all ports
 - all planned cities
 - all hill stations
 - a mix of all three
- The city that served as the summer capital of the British Empire was:
 - Calcutta
 - Darjeeling
 - Bombay
 - Simla
- Which of these was NOT a feature of urban centres built by the British in India?
 - broad roads and parks
 - large imposing public buildings
 - poor civic amenities like drainage, electricity and piped water
 - the military cantonment
- The first Municipal Corporation created during British rule was of
 - Madras
 - Calcutta
 - Bombay
 - New Delhi
- What feature of Mughalsarai helped it grow into a major town during the British rule?
 - It was a major port.
 - It was a trading centre.
 - It was the administrative headquarters of the East India Company.
 - It was an important railway junction.
- The fortified area which became the nucleus of British Madras was
 - the village of Madraspatnam
 - Fort St George
 - Fort William
 - Mazgaon
- In 1853, the first passenger railway line in India was built between Bombay and
 - Thane
 - Surat
 - Madras
 - Calcutta
- Which was the capital of Bengal Province before the British took over Bengal?
 - Calcutta
 - Murshidabad
 - Dhaka
 - None of the above
- What feature of Delhi attracted countless rulers to make it their capital?
 - The beautiful buildings built by various rulers
 - the wealth of the city
 - its strategic geographic location
 - the friendly nature of the local people



HOTS: Think and Answer

Why did the British create separate military and non-military quarters in their cities, in the form of civil lines and the cantonment?



Values that enrich

The Municipal Corporation of a city issued notice to a group of people who were illegally occupying government land. It gave them sufficient time to move out. Yet, when the Corporation brought bulldozers to evict the group of people, they pelted the Corporation officials with stones. Some of the officials were injured. What values can you learn from this incident?



Life skills

Observation/Logical reasoning

Development, evolution, progress—they all mean a progress from a simpler or lower to a more advanced, mature, or complex form.

Now write about any such development, evolution, progress that you have seen.

What impact did it have on you? (For example, the construction of the Metro Rail in Kolkata/ Delhi/ Bengaluru/ Chennai, and the way it has changed your life; or the growth of your colony or neighbourhood, and how it has affected your life, etc.)

12. Changes in the Arts

Art and culture often represent the life and philosophy of a nation. Art consists of all creative pursuits like painting, literature, architecture, music and dance. In India, art traditionally thrived under the patronage of the rulers and nobles. In ancient times, art was mostly religious in nature, though secular works were also known. During the later medieval period, Persian and Arabic influences dominated Indian art. This influence was seen in the paintings, buildings and the writings of scholars of the time.



Mother and Child, a painting by Jamini Roy



Rukmini Devi revived Bharatanatyam.

With the coming of the Europeans to India and the establishment of colonial rule, India came into contact with a whole new range of thoughts and ideas. The impact of these ideas was soon felt, and reflected in all spheres of Indian art.

LITERATURE

The coming of the British influenced Indian literature, mainly in two ways—the introduction of the English language, and that of the printing press.

The introduction of English

Before the arrival of the British, Indian literature consisted of works composed in the classical or court languages (Sanskrit, Persian or Arabic) and in the vernacular (regional or local) languages. With Western ideas of liberty, justice, equality and rational thinking slowly entering India, educated Indians found that they needed to master English as many important works on Western thought were written in that language.

Soon, educated Indians developed a deep interest in English literature, modern science and political ideas. By the 19th century, English became the language spoken by the elite in India. Influenced by Western ideas of rational thought, Indian writers started raising their voice against superstition and the ill-treatment of women in Indian society.

INDIAN WRITERS OF THE 19TH AND 20TH CENTURIES

Raja Rammohun Roy wrote elegant prose in English. **Derozio** was deeply influenced by English poets like Shelley and Keats. Yet, though he wrote in English, his themes were always Indian. Most of what the Indians wrote in English related to social and political issues. **Michael Madhusudan Dutt** was one of the best known Bengali writers of the time. After writing initially in English, he later wrote outstanding works in Bengali, like the epic *Meghnadh Badh Kavya* (1861).



Statue of Derozio in Kolkata



Michael Madhusudan Dutt



Mulk Raj Anand



Muhammad Iqbal (photograph by Amrita Sher-Gil)



Subramanya Bharathi

In the late 19th century and early 20th century, India produced a whole new generation of writers of fiction, play, poetry, novel and drama. They include **Bankim Chandra Chatterjee**, who wrote *Ananda Math* (the song 'Vande Mataram' is from this book), **Munshi Premchand** (who wrote *Godan*), **Bibhutibhushan Bandopadhyay** (who wrote *Pather Panchali*) and **Sarat Chandra Chatterjee**.

Literary activity in India after the 19th century flourished in Bengal. **Rabindranath Tagore** won the Nobel Prize in 1913 for his work *Gitanjali*, a collection of 103 poems.

In the last few years of British rule, authors like **Mulk Raj Anand** (who wrote the powerful novel *Untouchable*) and R K Narayan (*Swami and Friends*) wrote books that were inspired and vital. They wrote on social issues and their approach was realistic. Powerful poetry on freedom and the nationalist movement was written by Indian poets like **Rabindranath Tagore** (in Bengali), **Muhammad Iqbal** (in Urdu) and **Subramanya Bharathi** (in Tamil).



Bankim Chandra Chatterjee



Munshi Premchand



Rabindranath Tagore

Sources of History

Read this poem written by Rabindranath Tagore.
Mind Without Fear

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up
into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason
has not lost its way into the dreary desert sand of dead habit;
Where the mind is led forward by thee into ever-widening
thought and action—
Into that heaven of freedom, my Father, let my country
awake.

What kind of freedom does Tagore want for India? Is the India of today the India Tagore had dreamed of? Have a discussion in class on this topic.

The printing press

In India, till the 16th century, manuscripts were handwritten and hence not freely available. Access to literature and written manuscripts was restricted to the elite few in society. In 1557, the Portuguese introduced the printing press in India, to help in the printing of Christian religious literature. Soon printing presses came up in several parts of the country. This revolutionised Indian literature. From being restricted to a handful of people, books were now available cheaply to all.

The printing press also played a vital role in the

spread of the freedom struggle. Several freedom fighters and social reformers set up printing presses from which they brought out newspapers and spread their revolutionary ideas. Newspapers such as the *Sambad Kaumudi*, started by Bhabanicharan Bandyopadhyay in 1821, and the *Kesari*, started by Lokmanya Tilak in 1881, had a powerful influence on the people, awakening them to ideas of social reform, nationalism and freedom, and inspiring them to rise in revolt against oppression.

ART

British rule in India left a lasting impact on Indian artists and their paintings—the **use of watercolours** and **oil paints** was introduced in India for the first time. There was a shift in subject matter from the depiction of court scenes and aristocratic portraits to the depiction of ordinary people and their lives.

When Indian artists lost the patronage of the rulers and the nobles with the coming of the British, they were forced to move away from capital towns and cities in search of jobs. Many went to British settlements and hoped to get British patronage. Initially they were employed in decorating houses and drawing maps. Later, the British employed them to paint picture postcards of exotic Indian festivals and ceremonies to be sent to their relatives and friends back home. The painters of Murshidabad and Patna were the first to adapt British techniques (like the use of water colours) to make these postcards.

Influenced by the European style of painting, some Indian painters also moved away from the rigid two-dimensional lines of traditional Indian art to a more realistic and fluid style. **Raja Ravi Varma** (1848–1906), the painter from Travancore, experimented with oil on canvas. His style of



Lady with Fruits and Damayanti Talking with the Swan by Raja Ravi Varma. He specialised in painting scenes from Hindu mythology, and his paintings defined Indian feminine beauty for several generations of Indians.

painting was greatly influenced by the European style of painting.

Art schools

The British government started art schools in India to teach Indians the European style of painting, which the British thought to be far superior to the traditional methods followed till then. But their attempts were not successful for a long time.

In 1896, **E B Havell** was appointed principal of the **Calcutta School of Art**. He redirected

Indians towards their indigenous traditions. Under his influence, many young artists rediscovered the richness of their local art. **Abanindranath Tagore** (1871–1951) began experimenting with local and Mughal paintings. He, along with Havell, helped establish the Bengal School of Painting. **Jamini Roy** of Bengal (1887–1972) was one of the most illustrious students of this school.



Mother India, one of the most famous paintings of Abanindranath Tagore, in which India is depicted as a woman

Amrita Sher-Gil (1913–1941) used oil paints as the medium of her paintings. Many of her paintings show women in rural settings. Jamini Roy, who started using the Western style, turned to miniature paintings of rural Bengal. Rabindranath Tagore took up painting in his sixties. His paintings were modern and Indian in style.



A painting by Amrita Sher-Gil

At this time the Indian artists came to be dominated by the spirit of nationalism and the freedom struggle. As the artists searched for their lost identity, the common people and villages became the subject matter for many of their paintings.

MUSIC AND DANCE

Classical music and dance during the medieval period were enjoyed mainly by the rulers and the nobles. They had a limited audience and the common people were rarely exposed to them. Dance was regarded as something people from ‘respectable’ families did not learn or practice. People like **Uday Shankar** and **Pandit Vishnu Digambar Pulaskar** worked hard to change this mindset and to make people give dance and music due respect.

The coming of the British helped in this process as classical music and dance were treated with great respect in the West and public performances were given by artistes. Slowly, artistes started holding public concerts and dance performances in India also. As people recognised the hard work and discipline involved in these art forms, they started treating dancers, musicians and singers with respect.



Muthuswami Dikshitar, Thyagaraja and Shyama Shastri, the trinity of Carnatic music

In South India, **Thyagaraja**, **Muthuswami Dikshitar** and **Shyama Shastri** enthralled people with their musical compositions, most of which were devotional. Carnatic music flourished under their able guidance. Instruments of Western music like the violin were absorbed into Indian music. Western orchestras became popular. Film music also became extremely popular among the people.

Uday Shankar fused elements of Western ballet with classical Indian dance forms to create a new form of dance. **Rukmini Devi Arundale** founded Kalakshetra in Madras, and strove to take classical dance back to its traditional roots. Rabindranath Tagore started Santiniketan, where a different style of music called **Rabindra Sangeet**, and a dance form called **Rabindra Nritya** were taught. Several regional dance styles like **Kuchipudi** (Andhra), **odissi** (Odisha), **Bharatanatyam** (Tamil Nadu), **Mohiniattam** (Kerala) and **Manipuri** (Manipur) evolved. Western dance forms also became popular, especially among the Westernised Indians.



Pandit Uday Shankar and Russian ballerina Anna Pavlova as Krishna and Radha

ARCHITECTURE

In the beginning of the 18th century, Indians continued to follow the existing Hindu and Mughal styles of architecture. Palaces, places of worship and houses were built in this style. The colonisation of India by the Europeans had an impact on architecture too, as it did on other facets of Indian art. Of all the Europeans, the British had the greatest impact on Indian architecture. They, like the Mughals, used architecture as a statement of power. The British introduced elements of various styles of architecture into India, such as:

- The **classical Greek style**, which included the use of grand columns



Greek columns at the Madras Club, built around 1800

- **Gothic (medieval) architecture**, which involved the use of sharply pointed arches, soaring spires or towers, and stained glass windows

The British style came to be called the **Indo-Saracenic style** of architecture, which was a blend of the Hindu, Islamic and Western styles of architecture.

Colonial architecture in India included institutional, civic and utilitarian buildings such as post offices, railway stations, rest houses and government buildings. These buildings were erected in large numbers across the subcontinent. The British also built factories, forts, churches, schools and dak bungalows (i.e., inspection bungalows used by



The Madras High Court was built in 1892.

members of the civil services when on tour to the provinces). Most of these were built in a practical style using brick and were painted over with lime. Greater attention was paid to the building of churches and public buildings like those of universities, courts and municipal halls.

After the British government took over the running of the Indian Empire from the East India Company, British architecture in India took on imperial overtones. British architecture in India at the peak of its grandeur can be seen in the buildings of New Delhi. You learnt about them in the last chapter.



Victoria Memorial (built between 1906 and 1921). It is a good example of the Indo-Saracenic style of architecture used by the British in India.

CASE STUDY—MADRAS AND BOMBAY

MADRAS

Some of the best examples of colonial architecture in India can be found in Madras. Here can be seen structures built in the classical Greek style, (for example, the Pachiyappa's Hall), the Gothic style (for example, the Santhome Basilica), and the Indo-Saracenic style of architecture (for example, Madras High Court). It combines domes, minarets and trellis-work, with arches, spires and stained glass.



Santhome Basilica, built by the Portuguese in the 16th century and rebuilt by the British in 1893



Chepauk Palace, Chennai, designed by Paul Benfield is said to be the first Indo-Saracenic building in India.

BOMBAY

Like Madras, Bombay too has a rich heritage of colonial architecture. To give Bombay a truly imperial look, in 1864, the governor of Bombay, Sir Bartle Frere, had the city rebuilt on a grand scale. Several imposing public buildings were constructed, like the Victoria Terminus, the University of Bombay and the Town Hall. Roads were broadened.

The Secretariat, the University Library, Rajabai Tower, the Telegraph Office and Victoria Terminus all followed the Gothic style, similar to buildings in London.



Town Hall, Mumbai, built in 1833



Chhatrapati Shivaji Maharaj Terminus, earlier known as Victoria Terminus, combines the Gothic and Indo-Saracenic styles. Stones of different colours have been used, along with decorated tiles of marble and stained glass. Both domes and spires coexist harmoniously in this building.



The Gateway of India, built in the Indo-Saracenic style, commemorates the visit of King George V and Queen Mary to Bombay in 1911. The Gateway was made of yellow sandstone and reinforced concrete. The last British troops to leave India passed ceremonially through the Gateway in 1948.

The 20th century saw the Gothic style replaced by the Indo-Saracenic style. The General Post Office was the first building in Bombay built in this style. This was followed by the Prince of Wales Museum, the Gateway of India and the Institute of Science. Built by the British to last and inspire for several generations to come, these lovely buildings continue to be an integral part of Mumbai's skyline.



Glossary

Gothic: medieval European

Indo-Saracenic style: a blend of Hindu, Islamic and Western styles

minaret: a slender tower

dak bungalow: an inspection bungalow



In Brief

- ▶ The coming of the British influenced Indian literature, arts and architecture.
- ▶ Many Indians started writing in English on Indian themes.
- ▶ Poets like Rabindranath Tagore and Bharathi were influenced by nationalism and the freedom movement; Indians started newspapers to spread the spirit of liberty.
- ▶ The European style greatly influenced Indian painters; Raja Ravi Varma was the most prominent among them.
- ▶ Artists like Abanindranath Tagore experimented with local styles of painting.
- ▶ Music and dance became accessible to ordinary people; Masters like Uday Shankar brought music and dance as a profession a new respect.
- ▶ Carnatic music developed under guidance of Thyagaraja, Muthuswami Dikshitar and Shyama Shastri; Western instruments like the violin entered Carnatic music.
- ▶ Indian dance forms like Kuchipudi, Odissi, Bharatanatyam, etc thrived; Indian dance and music also became popular in the West.
- ▶ The British introduced new styles in architecture, like the Greek, Gothic and Indo-Saracenic styles.
- ▶ The British built a large number of public buildings like railway stations, courts, post offices and inspection bungalows that enriched Indian architecture.
- ▶ The colonial buildings found in Madras include the Central Station, Ripon Building, High Court and the Madras University.
- ▶ Prominent examples of colonial architecture in Bombay include the Victoria Terminus, University of Bombay, Town Hall and the Prince of Wales Museum.



Enrichment Activities

- **Project work:** Working in groups, do a project on any of the following: 1) Rabindranath Tagore's Santiniketan 2) the trinity of Carnatic music (Muthuswami Dikshitar, Thyagaraja and Shyama Shastri) 3) the contribution of Ravi Varma to Indian art.
- **Start a newspaper/Article writing:** Start a newspaper in your class. Working in groups, provide articles, pictures and puzzles and quizzes for the newspaper. Each person in the class has to contribute to the newspaper in some form. You could bring up issues which you feel need

to be addressed by the school authorities, like no drinking water, or dirty toilets, or the traffic jam caused by parents dropping children to school.

- **Filed visit:** If there are any examples of architecture built during British times in the

place where you live, collect pictures of them, and classify them as belonging to the Gothic or Indo-Saracenic styles of architecture. You could also search the Internet and choose a city where such examples can be found and complete the project.



Exercises

I. Fill in the blanks.

1. Rabindranath Tagore won the Nobel Prize for _____.
2. _____ wrote the novel *Ananda Math*.
3. Lokamanya Tilak started the newspaper _____.
4. The Gothic style of architecture originated in the _____ period.
5. Victoria Terminus was built in the city of _____.

II. True or false?

1. The printing press was introduced to India by the French.
2. Raja Rammohun Roy started the newspaper *Sambandh Kaumudi*.
3. At one time, Indians looked down upon dancing and singing.
4. Pandit Uday Shankar was an eminent musician.
5. Domes are an example of the Gothic style.

III. Answer in brief.

1. In what way was the European style of painting different from the Indian styles?

2. Name two Indian painters who experimented with the local styles.
3. Which three eminent composers shaped Carnatic music?
4. Name one prominent feature from each of the three styles of architecture—Greek, Gothic and Indo-Saracenic.
5. Mention one prominent colonial building each from Bombay, Calcutta and Madras.

IV. Answer in detail.

1. Describe the effect of English language on Indian thought and writing. Give a few examples of Indian writers in English.
2. When and why was the printing press introduced in India? Analyse its role in the freedom struggle.
3. Write short notes on: i) Raja Ravi Varma; ii) the Bengal School of Painting
4. Give an account of how colonial architecture enriched Madras.
5. Describe briefly how colonial architecture contributed to Indian architecture, taking Bombay as an example.



Multiple Choice Questions

1. The book *Ananda Math* was written by
 - a. Michael Madusudan Dutt
 - b. Bankim Chandra Chatterjee
 - c. Munshi Premchand
 - d. Sarat Chandra Chatterjee
2. The Nobel Prize for literature was won in 1913 by
 - a. Mulk Raj Anand
 - b. Subramanya Bharathi
 - c. Rabindranath Tagore
 - d. Derozio

3. What was the impact of the introduction of the printing press on the freedom struggle in India?
 - a. Children stopped going to school as books became cheaply available.
 - b. Manuscript makers, who lost their jobs because of the printing press, led the freedom movement.
 - c. Newspapers run by freedom fighters awakened the people to ideas of nationalism, freedom and social reform.
 - d. All of the above
4. How was Indian art influenced by the British rule?
 - a. The use of water colours and oil paints was introduced.
 - b. Painters now also depicted ordinary people and their lives, not just court scenes and aristocrats.
 - c. The painters moved away from the flat two-dimensional lines of traditional Indian art to a more realistic and fluid style.
 - d. All of the above
5. A leading Indian lady artist of this time who used oil paints and chose villagers as her subject:
 - a. Jamini Roy
 - b. Amrita Sher-Gil
 - c. Rukmini Devi Arundale
 - d. None of the above
6. The trinity of Carnatic music included:
 - a. Muthuswami Dikshitar, Thyagaraja and Shyama Shastri
 - b. Rukmini Devi Arundale, Thyagaraja and Shyama Shastri
 - c. Pandit Vishnu Digambar Pulaskar, Muthuswami Dikshitar and Rukmini Devi Arundale
 - d. Shyama Shastri, Uday Shankar and Pandit Vishnu Digambar Pulaskar
7. Rukmini Devi Arundale founded the
 - a. Santiniketan
 - b. Rabindra Sangeet
 - c. Kalakshetra
 - d. None of these
8. Kuchipudi is the dance form of:
 - a. Tamil Nadu
 - b. Maharashtra
 - c. Kerala
 - d. Andhra Pradesh
9. The British style of architecture came to be called
 - a. Greek architecture
 - b. Gothic architecture
 - c. Indo-Saracenic architecture
 - d. Indo-Islamic architecture
10. An example of colonial architecture in India is:
 - a. Santhome Basilica, Madras
 - b. Victoria Terminus, Bombay
 - c. The Gateway of India, Bombay
 - d. All of the above



HOTS: Think and Answer

“The British saw themselves as the successors to the Mughals, and used architecture as a symbol of power.” How far do you agree with this statement?



Values that enrich

Read the following lines written by the poet Rabindranath Tagore in his collection of poems *Gitanjali*. What values does the poem teach us?

‘Where the mind is led forward by thee into ever-widening thought and action---
Into that heaven of freedom, my Father, let my country awake.’



Life skills

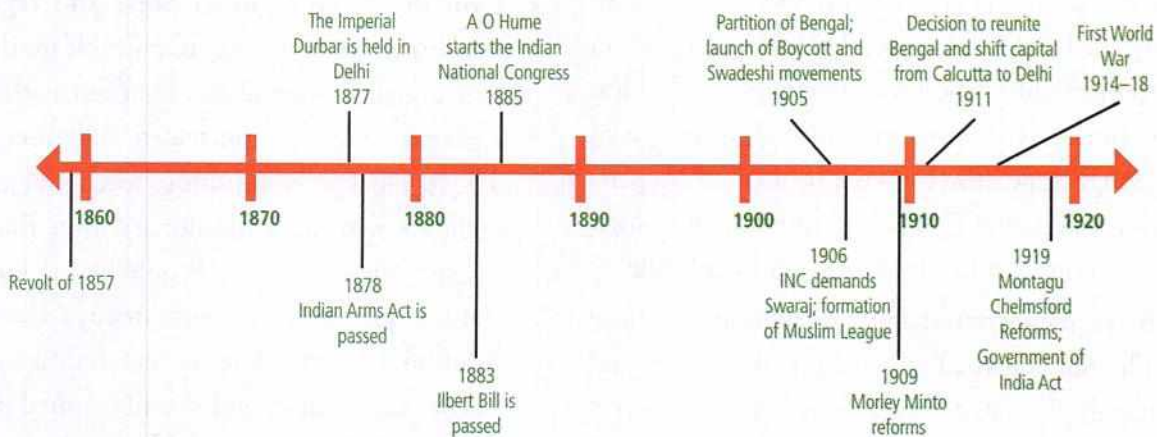
Emotional thinking/Self awareness

Any piece of art that gives rise to a strong feeling or emotion in you is a fine art. It can be seen in a literary work, music, dance painting, sculpture or in architecture.

The best way to appreciate fine art is to stop a while, and think about the hard work and time that has gone into it. It will make you feel happier and more peaceful.

If any of you is learning any of the fine arts, like playing the violin or the flute, or learning to sing, perform a piece in class. If you are learning how to paint, bring a painted piece to class.

13. The Nationalist Movement (1885–1919)



You read about the Revolt of 1857 in chapter 7. It was suppressed by the British. But resentment against the British continued to simmer among the people of India. It expressed itself as revolts in different parts of the country, like the rebellion of the farmers of Bihar who were forced to grow indigo. But these agitations were localised, and did not constitute a single nationalistic movement against the British. That took more time to develop.

Over the next few decades, a feeling of nationalism gradually spread across the country. **Nationalism** is a feeling of pride in one's country. It also refers to the desire for freedom, felt by people under foreign domination, as in the case of pre-independent



Bhagat Singh believed in a more militant approach to achieve freedom

India. This growing sense of nationalism led to the birth of the Nationalist Movement and eventual freedom from colonial rule.

Reasons for the growth of nationalism

Various factors led to the growth of nationalism in India.

- **Awakening of the Indians to their rich cultural heritage:** Western scholars like Max Mueller and William Jones translated the *Vedas*, the *Upanishads* and other works of Indian literature into English. Their research and writing made Indians aware of their great cultural heritage. The work of the Theosophical Society, the Brahmo Samaj, the Arya Samaj and the Ramakrishna Mission awoke a feeling of pride in Indians. It made them realise that they were in no way inferior to the Europeans.
- **Exposure to Western ideas of democracy and nationalism:** The British introduced English

education to Indians to train them to become clerks or occupy other low-level positions in government service. They also expected the educated Indians to be loyal to them. However, the new system of education exposed the Indian leaders to Western ideas of democracy and nationalism. They learnt of, and were inspired by, the freedom struggles that had taken place in countries like America and France. Also English became a common medium of exchange of thoughts and ideas for people from different parts of the country. This helped unite them in their common fight for freedom from British rule.

- **Better means of transport and communication:** The rail and road networks, and the post and telegraph systems established by the British helped to unite the Indians. People from different



Lokmanya Tilak



Subramanya Bharathi



Rabindranath Tagore



Ram Prasad Bismil

parts of the country were able to communicate better with each other. They were thus able to see how all Indians shared the same culture and values. Support for revolutionary ideas could spread faster now from one part of the country to another.

- **Growth of the regional press and regional literature:** A major factor responsible for the rise of nationalism was the growth of vernacular (i.e., regional language) journalism and literature. The regional press was able to reach a far greater audience with its revolutionary ideas than the English language press. People like Lokmanya Bal Gangadhar Tilak, Subramanya Bharathi, Bankim Chandra Chatterjee, Rabindranath Tagore and Ram Prasad Bismil inspired people with their fiery writings in their mother tongue.
- **Economic exploitation by the British:** The economic policies of the British had impoverished India. Also, the many famines that ravaged the countryside through the second half of the 19th century aggravated the pathetic condition of the peasants. In 1877, the British Government held the Imperial Durbar in Delhi, at great cost to the treasury, even though the country was in the grip of a terrible famine. This callous attitude of the British further antagonised the Indians.



The Durbar in Delhi, 1903

- **Discrimination against Indians:** In 1878, the government announced that the maximum age limit for appearing in the Indian Civil Service examination was to be reduced from 21 to 19. Indians already found it difficult to compete with the British, since the examination was in English and held in England. The new regulation further reduced their chances of joining the civil service. The same year, the Indian Arms Act was passed, which forbade Indians from possessing weapons. The Vernacular Press Act of 1878 forbade any provocative writings in regional languages against the government. The politically conscious Indians saw it as an attempt to suppress the growing nationalist criticism of British rule.

Till 1883, Europeans in India could only be tried by European courts of law. In 1883, a bill was passed which provided that a British or a European in India could be tried by an Indian judge. This bill, called the **Ilbert Bill**, aimed at establishing equality between Indian and English judges in Indian courts. The English community and other Europeans in India reacted harshly, declaring that even the most highly educated Indians were unfit to try Europeans. Ultimately, in response to this reaction, the government amended the Bill. The Indians were shocked by the response of the Europeans, and the government's action. They realised that they too needed to organise themselves at a national level to get equal rights and to have their demands met by the government.

- **Other measures:** Several other measures undertaken by the British indirectly helped unite the Indians. For example, the British brought India under a single system of administration; they introduced a uniform code of law for all Indians irrespective of religion, caste or creed and declared all Indians to be equal before the law;

ENRICHMENT ACTIVITY

Match the first half of the sentences in column A with second half in column B.

A	B
1. There were a number of revolts all over the country	1. as the people were concerned only about their problems.
2. The Revolts were confined to specific regions	2. kept some Indians aloof from the rest.
3. The introduction of English education	3. brought people together to fight for a common cause.
4. The introduction of a uniform code law	4. to protest against the injustices done to the people.
5. Exchange of thoughts and evolution of a common language	5. declared all Indians to be equal before law.

and they set up modern industries where people of all castes and regions worked together.

The founding of the Indian National Congress

Various political organisations came up in different parts of the country. In the beginning, Their demands were small. They asked for greater representation for Indians in provincial governments, reduction of taxes, etc. **Surendranath Banerjee** brought all these associations onto one national platform. He convened the first all-India conference in Calcutta in 1883. In 1885, **Allan Octavian Hume**, a retired British civil servant, founded the Indian National Congress (INC).

The Congress was meant to be a safety valve for the Indians to ventilate their grievances. Some of the prominent leaders of the Congress were Dadabhai Naoroji, Pherozeshah Mehta, S Subramania Iyer, Rahimatullah, WC Bonnerjee and Dinshaw Wadia. The Congress, in the beginning, had rather modest aims:

- To seek the cooperation of all Indians
- To eradicate prejudices of race, religion, caste, etc.
- To discuss the major problems of India and come out with suggestions to solve them
- To request the British to involve Indians while taking administrative decisions concerning India

The leaders also decided to meet every year at the annual session to be held at different places and review the progress made. The second session, presided over by **Dadabhai Naoroji**, met at Calcutta. Dadabhai Naoroji was thrice elected president of the Congress—in 1886, 1893 and 1906. Because of his long association with India's freedom struggle he is called the **Grand Old Man of India**.

Moderates and Radicals

Most of the Congress members were Indians who had faith in the British and believed in submitting petitions to have their grievances redressed. They only wanted gradual reforms. They aimed at better and friendly association with the British. They came to be called the **moderates**. The moderates wanted the British to train Indians in the art of self-government, and believed they would do so. The moderates included leaders like Surendranath Banerjee, Pherozeshah Mehta and Gopal Krishna Gokhale.

However, the British ignored these petitions. Some Indian leaders, like Lokmanya Tilak in Maharashtra



Surendranath Banerjee



Gopal Krishna Gokhale

and Lala Lajpat Rai in Punjab, realised the futility of petitioning the British. They demanded **swaraj**, or self-rule. Tilak made the forceful claim, "Swaraj is my birthright and I shall have it." These leaders came to be called the **radicals**, because they believed in adopting stronger measures to achieve freedom. Bipin Chandra Pal and Aurobindo Ghosh were the other prominent radical leaders.



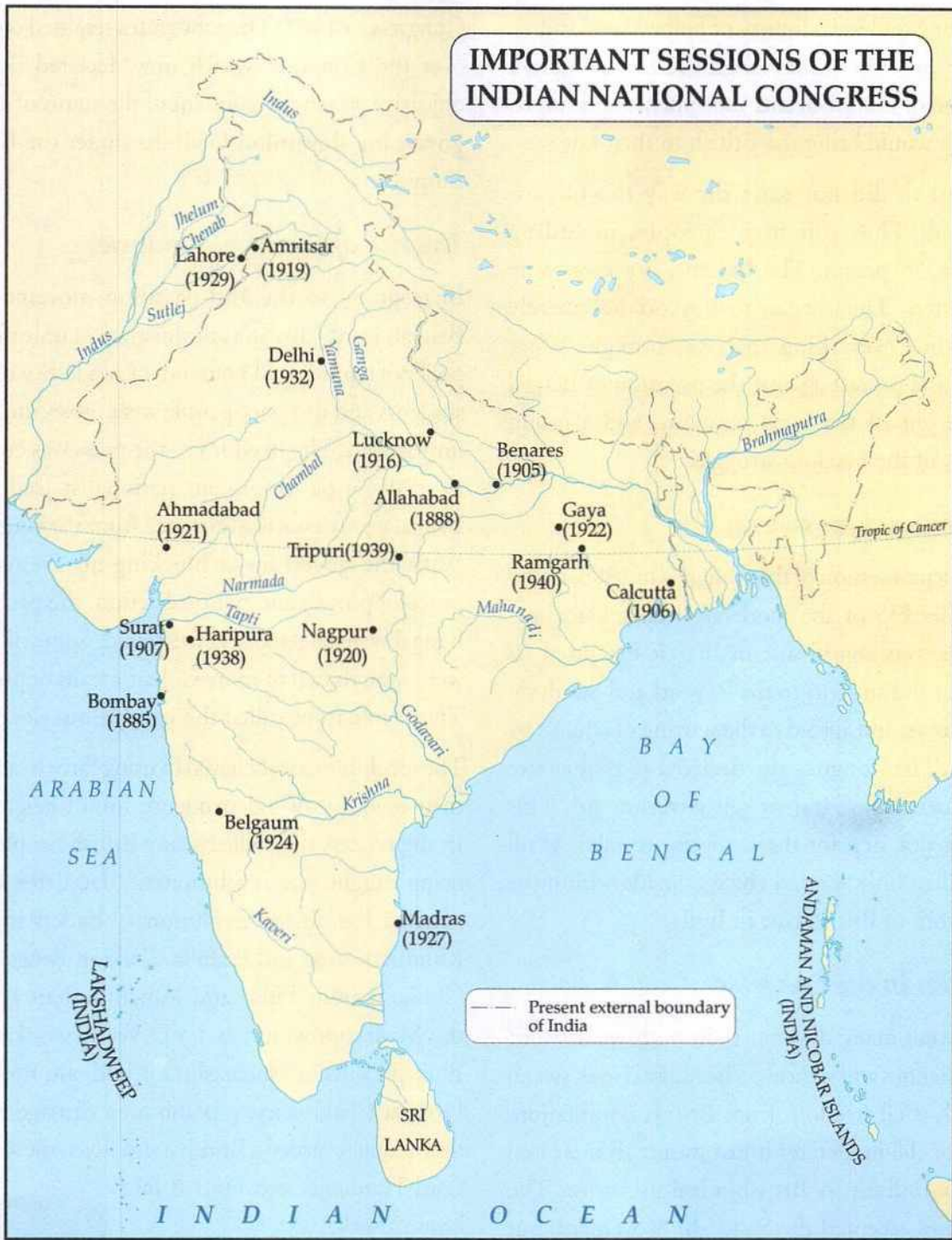
Bipin Chandra Pal

The Partition of Bengal (1905)

Lord Curzon became the governor-general of India in 1898. He did his best to suppress the movement of radical nationalism. In 1905, he **partitioned Bengal**. Bengal was the stronghold of the Congress. It was said that this move was undertaken for administrative convenience. Curzon's real reason, however, was to separate East Bengal, with its majority Muslim population, from the rest of Bengal, and to thus weaken the Congress. It also served to divide the Hindus and the Muslims. This created a furore among the Indians. Contrary to what the British had imagined, the partition gave a boost to the freedom struggle. The leaders of the Congress and the nationalist leaders of Bengal firmly opposed the partition. There were mass revolts in Bengal on the day of partition.

The Boycott Movement and the Swadeshi Movement

To let the British know how unhappy the Indians were at the partition of Bengal, leaders of the anti-partition movement decided to use only Indian goods and to boycott British goods. People



gathered at crossroads, and burnt the imported clothes that they had. People picketed shops selling foreign goods (i.e., stood outside such shops and persuaded customers not to enter or buy goods). Even imported sugar was boycotted. This was called the **Boycott Movement**.

People resolved to use only things made in India. This was called the **Swadeshi Movement**. Swadeshi means 'of one's own country'. People began wearing cotton clothes made in India. This was a two-pronged attack on the British. The Boycott Movement affected British trade and industry,

while the Swadeshi Movement helped local Indian industry to prosper. The Congress leaders supported the Swadeshi and Boycott movements and hoped that this would bring the British to their knees.

The British did not react the way the Indians expected. They put many people, including students, in prison. The Indians, however, were undaunted. They began to boycott not merely goods, but everything that was foreign. What started as a protest against the partition of Bengal became one of the main weapons, and a proud symbol, of the freedom struggle.

The demand for swaraj

The Calcutta session of the Congress in 1906, under the leadership of the moderate leader Dadabhai Naoroji, was significant in that it extended its approval and support to the Boycott and Swadeshi movements, and agreed to the starting of schools by Indians. The Congress also declared as its objective 'attainment of swaraj or self-government'. This was a major step for the Congress to take, as till then it had only wanted changes made within the framework of British rule in India.

The split in the Congress

There were many differences in opinion between the moderates and radicals. The radicals took swaraj to mean total freedom from British domination, while for the moderates it just meant an increased role for Indians in British administration. The moderates accepted the Swadeshi Movement, but refused to boycott British goods, feeling it would embitter relations between the British and Indians. Also, the radicals wanted to stop Western education and follow Indian education, which the moderates were against.

These differences brought about a split in the

Congress in 1907. The moderates retained control over the Congress, which now declared that its objective was the attainment of the status of a **self-governing dominion** for India under the British Empire.

The rise of the revolutionaries

In response to the anti-partition movement in Bengal, Lord Curzon's administration unleashed a policy of repression. Thousands of swadeshi workers, students and ordinary people were prosecuted and imprisoned. The freedom of the press was curbed. In 1908, nine prominent nationalist leaders of Bengal were deported (expelled from the country). With the government blocking all avenues of peaceful protest and political action, the people of Bengal were angered and frustrated. Some of them were soon drawn to more violent means of protest. They came to be called the **revolutionaries**.

The revolutionaries believed in using force to achieve their objective of independence from foreign rule. In the process they killed many British people. On being caught, the revolutionaries faced the death penalty. Prominent revolutionary leaders include Khudiram Bose and Prafulla Chaki in Bengal, VO Chidambaram Pillai and Vanchinathan Iyer in the Madras province, and VD Veer Sarvarkar and Bhikaji Cama in Maharashtra. Khudiram Bose and Prafulla Chaki threw a bomb on a carriage which they thought carried a British judge. Even the viceroy, Lord Hardinge, was injured in a bomb attack.

Thinking that the radical political leaders were responsible for inciting the revolutionaries, the British government also dealt severely with them. In 1908, Tilak was sentenced to six years



Bhikaji Cama

rigorous imprisonment and sent to Mandalay in Burma. Earlier, in 1907, Lajpat Rai and Ajit Singh of Punjab were also deported from India.

The Morley–Minto Reforms

The whole country was restless. The British responded by recalling Lord Curzon to England. Minto succeeded him as Viceroy of India. Along with John Morley, the Secretary of State in England, Minto drew up a plan to win back the goodwill of the Indians. This was called the **India Councils Act of 1909** or the **Morley–Minto Reforms**. According to this act,

- The number of elected members in the Imperial Legislative Council was increased.
- Indians could now become members of the Provincial Legislative Council.
- Separate electorates were introduced for the Muslims, i.e., some seats were reserved for Muslims and only they could stand for election or vote from there.

The Morley–Minto Reforms thus sowed the seeds of division between Hindus and Muslims. As a result of the separate electorates, the Muslims were further isolated from the growing freedom movement. This was part of the British policy of divide and rule, using which they weakened the Indian nationalist movement by pitting people of different castes, religion and regions against one another.

ENRICHMENT ACTIVITY

Find out more about the lives of Aurobindo Ghosh, Lokmanya Tilak, Lala Lajpat Rai and Bipin Chandra Pal. You can find this information and relevant pictures from the Internet. Make a scrapbook highlighting important events in each of their lives. By what popular name were the three extremist leaders Lajpat Rai, Tilak and Bipin Chandra Pal known?

However, even this act made no reference to representative government. Nor was there any sign of parliamentary democracy for India. The British government continued its hold on Indian administration.

The formation of the Muslim League (1906)

The formation of the Muslim League was instigated by the British as part of their policy of divide and rule. Muslim leaders like the Aga Khan were summoned to Simla and made to believe that they should do something to safeguard their interests as the Congress was dominated by Hindus. The Muslim leaders feared that if the British did leave India, Muslims would have no share in the Indian government. As a result of this feeling, some Muslim leaders set up a separate political organisation in the form of the **Muslim League**. But others like Abul Kalam Azad and Hakim Ajmal Khan, who looked beyond religion and towards India as one nation, stayed with the Congress.

The Coronation Durbar (1911)

In 1911, a durbar was held in Delhi to commemorate the accession of King George V to the British throne. The king and the queen attended this durbar. This occasion was chosen to make two major announcements. One was to **reunite Bengal** and the other was to **shift the capital** from Calcutta to Delhi.

The Home Rule Leagues

By now, some of the Indian leaders realised that unless popular pressure was brought to bear upon the government, they would never have self-rule or home rule. Therefore, between 1915 and 1916, two **Home Rule Leagues** were started—one under the leadership of Lokmanya Tilak in Poona and the



Abul Kalam Azad (extreme right) with Pandit Nehru

other under Annie Besant in Madras. These two Home Rule Leagues carried out intense propaganda all over the country in favour of the demand for self-rule (or home rule) in India after the First World War. The leagues worked under the guidance of the Congress. The Muslim League joined the Congress in this demand for home rule.

This unity between the Congress and the League was brought about by the signing of the Congress–League Pact, popularly called the **Lucknow Pact**, in December 1916.



Glossary

nationalism: a feeling of pride for one's country

Imperial Durbar: a royal court of the emperor

swaraj: self-government

boycott: to refuse to trade with

swadeshi: of one's own country

two-pronged: two-way

deport: to send away, to banish

home rule: self-rule, independence

pact: an agreement

propaganda: spreading information that is biased to popularise a particular point of view



In Brief

► After 1857, the feeling of nationalism grew as, Indians became more aware of the country's rich cultural heritage; were exposed to Western ideas of liberty; communicated more freely; and felt anger against discrimination and exploitation.

► In 1885, A O Hume started the Indian National Congress; Dadabhai Naoroji, Pherozeshah Mehta, Subramania Iyer and W C Bonnerjee were prominent members.

The Government of India Act (1919)

In July 1918, the **Montagu–Chelmsford Reforms** were announced, so named after the secretary of state for India, Edwin Montagu, and the viceroy, Lord Chelmsford. Its aim was to gradually develop responsible government in India, as a part of the British Empire. These reforms led to the enactment of the **Government of India Act** in 1919. Under this act, the provincial councils were enlarged with a majority of its members now being elected. However, this was nowhere near the swaraj demanded by the Congress. A disappointed Congress urged the British government to declare the rights of the people of India as British citizens.

By now the First World War (1914–1918) had ended. Despite the help extended by the Indians to the British during the War, the latter appointed the Rowlatt Commission to present a report on the underground activities of the Indians. The report submitted proved to be another turning point in the history of the freedom struggle.

- ▶ Moderate members (like Gopal Krishna Gokhale) believed in gradual reforms. Radical members like Lokmanya Tilak and Lala Lajpat Rai demanded swaraj.
- ▶ In 1905, Lord Curzon partitioned Bengal into two to divide Hindus and Muslims.
- ▶ People boycotted products (the Boycott Movement) imported from Britain and supported Indian goods (the Swadeshi movement).
- ▶ The Calcutta session of the Congress in 1906 demanded swaraj or self-rule.
- ▶ The divide between the moderates and the radicals led to a split in the Congress in 1907.
- ▶ Lord Curzon followed a policy of repression of nationalists; this led to the rise of revolutionaries who believed in using violence against the British.
- ▶ The Morely–Minto Reforms divided Hindus and Muslims by creating a separate electorate for the Muslims.
- ▶ Some Muslim leaders feared that their community would not have a share of the government in independent India and started the Muslim League in 1906.
- ▶ In 1911, at the Coronation Durbar in Delhi, Bengal was reunited and the capital shifted from Calcutta to Delhi.
- ▶ Home Rule Leagues were started by Tilak and Annie Besant in 1915–1916.
- ▶ The Montague–Chelmsford Reforms were announced in 1918 and the Government of India Act was passed in 1919; these could not satisfy the Congress demand for swaraj.



Enrichment Activities

- **Map work:** Given below are the years in which the important sessions of the Indian National Congress were held. Find the places and mark them on a map of India. Also say in what way those sessions were important. a) 1885 b) 1905 c) 1906 d) 1907 e) 1916 f) 1919
- **Report writing:** Imagine yourself as a press reporter and write a press report on an incident that took place during the Swadeshi and Boycott Movements.
- **Role Play:** Divide the class into groups. Let each group enact the 1907 Congress session and the split in the Congress. (Remember to show the President of the Congress and the important leaders who attended the Congress meeting.)
- **Make a collage:** Divide the class into two groups. One group should draw and show the grand celebration of the Coronation Darbar, and the other should draw and show the poverty and famine of the farmers. Make a collage and display it in the class.
- **Debate/Discussion:** If it were not for the ‘Divide and Rule’ policy of the British, Pakistan would never have been created. Have a debate or discussion in class on this topic.
- **Write/Enact play:** Divide the class into groups. Find out all you can about the life of Bhagat Singh. Now each group should write the script for a play based on Bhagat Singh’s life, and then act it out in front of the class. To get some ideas, browse online and read about Ajoka Theatre’s play on Bhagat Singh.



Exercises

I. Fill in the blanks.

- The Indian National Congress was started by _____.
- _____ declared, 'Swaraj is my birthright and I shall have it.'
- Annie Besant started the _____ in Madras.
- Lord _____ partitioned Bengal in 1905.
- The Coronation Durbar was held to commemorate the accession of King _____.

II. True or false?

- The Ilbert Bill established equality between Indian and British judges.
- The radicals believed in the use of violence to attain their goals.
- The moderates demanded absolute independence from the British.
- Bipin Chandra Pal was a leader of the moderates in the Congress.
- At the Coronation Durbar, the capital was shifted to Calcutta from Delhi.

III. Classify the following leaders as moderates, radicals and revolutionaries.

Khudiram Bose; Pherozezshah Mehta; Aurobindo Ghosh; Gopal Krishna Gokhale;

Lala Lajpati Rai; Lokmanya Tilak; Surendranath Banerjee; Bipin Chandra Pal; Bhikaji Cama

IV. Answer in brief.

- Define nationalism.
- Write a short note on the Boycott and Swadeshi Movements.
- Write a short note on the Partition of Bengal.
- What was the reason for the split in the Congress in 1907?
- Who were the moderates and the radicals of the Congress?
- Explain the policy of divide and rule.
- Which were the parties that signed the Lucknow Pact?

V. Answer in detail.

- Mention any two factors that led to the growth of nationalism amongst Indians.
- Who were the leaders in the Congress when it was started? What were its aims?
- Write short notes on: a) The Morley–Minto Reforms; b) the Montagu–Chelmsford Reforms
- Write short notes on: a) The Home-Rule Leagues; b) the Muslim League



Multiple Choice Questions

- Which of these factors was not responsible for the growth of nationalism in India?
 - The translation of Indian religious and secular literature by Western scholars
 - Better means of transport and communication
 - The establishment of British colonies in China
 - Economic exploitation by the British
- The Ilbert Bill
 - forbade Indians from carrying arms
 - sought to establish equality between European and Indian judges
 - forbade any provocative writing in regional languages against the government
 - forbade Indians from holding meetings or taking out processions
- The Indian National Congress was founded in 1885 by
 - Surendranath Banerjee
 - Dadabhai Naoroji
 - Allan Octavian Hume
 - Gopal Krishna Gokhale

4. Which of these was the aim of the Congress when it was formed?
 - a. To request the British to involve Indians while taking administrative decisions concerning India
 - b. To fight for Home Rule
 - c. To throw the British out of India
 - d. To help the British strengthen its hold on India
5. Who among these was NOT a moderate?
 - a. Lala Lajpat Rai b. Pherozeshah Mehta
 - c. Dadabhai Naoroji d. Gopal Krishna Gokhale
6. Why did Lord Curzon partition Bengal?
 - a. To make the governance of Bengal easier
 - b. To increase the revenue Britain could collect from Bengal
 - c. To separate the Hindus and Muslims and thus weaken the freedom struggle and the Congress
 - d. All of the above
7. What was the Boycott Movement?
 - a. The people of India decided to only use goods made in Britain
 - b. The Indians refused to talk in English, and to boycott schools which taught in English
 - c. The Indians decided to use only Indian goods and to boycott British goods
 - d. The Indians decided no one would travel to England
8. What were the reasons for the split in the Congress in 1907?
 - a. The radicals wanted English education to be stopped and Indian education started
 - b. The radicals took swaraj to mean total independence from the British
 - c. The moderates refused to boycott British goods
 - d. All of the above
9. Which provision of the Morley-Minto reforms had a lasting impact on the nature of the freedom struggle?
 - a. The number of elected members in the Imperial legislative Council was increased
 - b. Indians could now become members of the Provincial Legislative Council
 - c. Separate electorates were introduced for the Muslims from where only they could stand for election or vote
 - d. None of the above
10. Which major announcement was made by the British during the Coronation Darbar of 1911?
 - a. To divide Bengal b. To give India its freedom
 - c. To shift the capital from Calcutta to New Delhi
 - d. To end the rule of the East India Company over India
11. What was the name of the organization started by Annie Besant in Madras that carried the message of self-rule to the common people?
 - a. Theosophical Society b. Home Rule League
 - c. Muslim League d. Swaraj Party



HOTS: Think and Answer

'The Swadeshi movement of 1905 was a turning-point in the struggle for national liberation in India.' Justify the statement.



Values that enrich

Bhagat Singh's fight against the British rule, and his ultimate sacrifice, became a source of inspiration for many young Indians. What values did Bhagat Singh stand for?



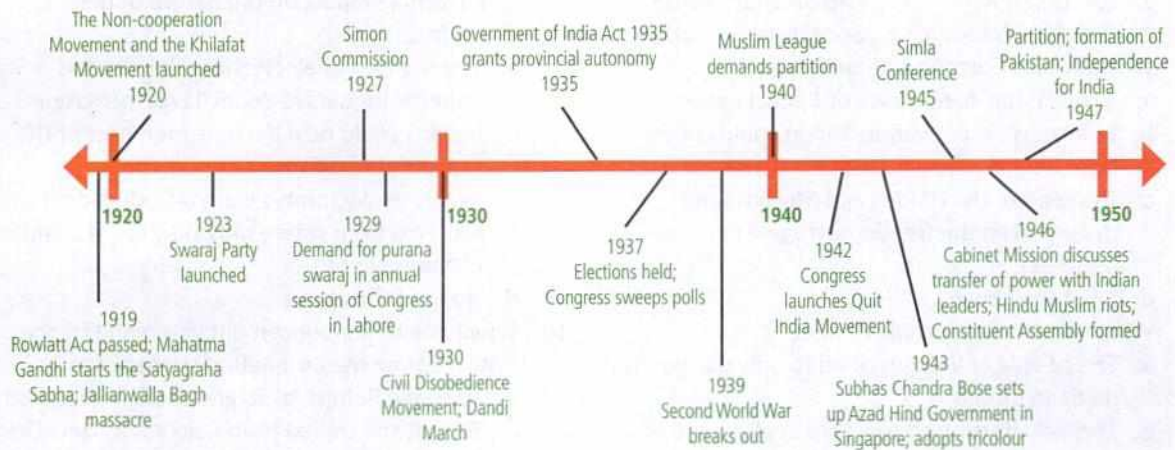
Life skills

Creative thinking/Self awareness

Which of these makes you feel proud to be an Indian? Introspect and share with your friends.

1. Its rich culture and tradition
2. Its unity in diversity
3. Its religious harmony
4. Its success in the field of sports
5. The appreciation given to Indian movies abroad
6. Its democratic form of government
7. Its traditional and classical dance and music
8. Its rich fauna and flora
9. Its historical monuments
10. The importance given to education, specially of women and children

14. The Struggle for Independence (1919–1947)



The year 1919 was a landmark year in the Indian freedom struggle. It was the year the British government passed the Rowlatt Act. It was also the year Mahatma Gandhi started taking an active part in the freedom struggle. Gandhi's contribution to the nationalist movement was so great that he was known as the father of the Indian nation, and this period of the freedom struggle is also called the Gandhian era.

Mahatma Gandhi (1869–1948)

Mohandas Karamchand Gandhi was born in Porbandar, Gujarat. After studying law in England, he went to South Africa and practised law for the next 20 years.

Appalled by the ill-treatment of coloured people by the ruling white minority of



South Africa, Gandhi was moved to fight for their rights. Here he developed the concept of **satyagraha**. The word 'satyagraha' (holding firmly to satya, i.e., righteousness) indicated the non-violent nature of his struggle against injustice.

In 1915, Gandhi returned to India at the age of 46 to serve the people of India. He took up the cause of the indigo planters in Champaran in Bihar in 1917, and forced the government to make inquiries into the injustices done to them. In 1918, he fought for the textile workers in Ahmedabad, and then for the peasants in Kheda, Gujarat.

At this time, the world was in the grip of the First World War (1914–1918). Setting aside all their differences, Gandhi asked the Indians to give unconditional support to the British during the War. He was then a moderate and believed that India would attain swaraj once the War was over. His hopes were dashed. The British government, instead of giving more freedom to the Indians, began repressing them more.

The Rowlatt Act (1919)

The First World War ended in 1918. The Indians were expecting to be granted swaraj. Instead, the government appointed the **Rowlatt Commission** and passed the **Rowlatt Act** on 6 February 1919. This act empowered the government to imprison anyone without a trial, and to search any place without a warrant. People called this a 'black act'. Newspapers declared 6 April 1919 'national humiliation day', and it was followed by *hartals* and strikes from one end of the country to the other.

The same year Mahatma Gandhi founded the Satyagraha Sabha, whose members pledged to oppose the Rowlatt Act by courting arrest. Gandhi called for a nationwide protest in the form of passive resistance. The government resorted to tough measures to put down these protests and there were firings and lathi charges.

The Jallianwala Bagh massacre

On 13 April 1919, a group of peaceful protesters, which included children and old people, gathered at Jallianwala Bagh in Amritsar to condemn the arrest and deportment of two nationalist leaders,

Satya Pal and Dr Saifuddin Kitchlew. All of a sudden, General Dyer, a British officer, entered the park with troops, blocked the only exit, and ordered his troops to fire at the people assembled. Hundreds died and thousands were injured because there was no way to escape. General Dyer remained unrepentant of this inhuman act till the end.

The Indians could not forgive the British for the Jallianwala Bagh massacre. Rabindranath Tagore returned his knighthood to the British government as a mark of protest.



The Jallianwala Bagh massacre in Amritsar

CASE STUDY: THE KHILAFAT MOVEMENT AND THE NON-COOPERATION MOVEMENT

THE KHILAFAT MOVEMENT

The powerful Ottoman Empire (the Turkish Empire) had ruled over large parts of south-eastern Europe, the Middle East and North Africa through the 16th and 17th centuries. The Sultan of Turkey was considered the caliph or the religious head of Sunni Muslims around the world. During the First World War, the Ottoman Empire sided with the Central Powers (which consisted of Germany, Austria-Hungary and Bulgaria) and suffered a major defeat at the hands of the Allied Forces led by Britain and France. The British prime minister, Lloyd George, promised the sultan that Turkey would not be deprived of land inhabited by Turkish people. However, under the Treaty of Sevres (1920), territories such as Palestine, Syria, Lebanon and Egypt were taken away from the Ottoman Empire. The caliphate was abolished, and a republic was established in Turkey.

The failure of the British to keep their promise to the sultan angered and disillusioned the Muslim population in India. Muslim leaders like Dr Ansari, Maulana Abul Kalam Azad and Hakim Ajmal Khan started the Khilafat Movement to mark their protest against the injustice done to Turkey, and to put pressure on Britain to protect the rights of the caliph. Gandhi and Tilak saw the Khilafat agitation as a golden opportunity for cementing Hindu–Muslim ties, and as a way of drawing the Muslims into the national movement. Thus, in 1920, an alliance was formed between the Khilafat leaders and the Indian National Congress. Both agreed to fight for the twin causes of Khilafat and swaraj. They joined the Non-cooperation Movement launched by Mahatma Gandhi.

THE NON-COOPERATION MOVEMENT

In December 1920, the Congress adopted a new programme of struggle against the government, the goal of which was to undo the injustices done to Punjab and Turkey, and the attainment of **swarajya**. It was called the **Non-cooperation Movement** because it asked people to boycott British goods, and refuse to work or cooperate with the British. Large quantities of foreign goods were burnt at many places. The charkha (spinning wheel) and khadi became symbols of this programme. Many students gave up their studies to join the nationalist movement. Some people gave up government jobs. Lawyers began to boycott the British courts. The leaders of the Khilafat Movement and the Congress spoke publicly against service in the army and the police.



Frontier Gandhi leading the Non-cooperation Movement

The Non-cooperation Movement had a powerful impact on the country. The enforcement of law and order by the government resulted in clashes and bloodshed. By the end of 1921, almost 30,000 people were imprisoned and all important nationalist leaders, except Gandhi, were behind bars. But neither this, nor the firings, subdued the spirit of the Indian people.

THE CHAURI CHAURA INCIDENT

On 5 February 1922, at Chauri Chaura, a village in present-day Uttar Pradesh, a procession of about 3000 peasants led by Congress workers was fired upon by the police. The angry peasants retaliated by attacking and burning down the police station. Twenty-two policemen died. Mahatma Gandhi took a very serious view of this incident. Realising that the practice of non-violence had not been properly learnt by the people, he called off the campaign of non-cooperation. Congress workers and the people were now asked to devote their time and energies to popularise khadi and the charkha, to set up nationalist schools, and to improve the conditions of the poor.

The government took full advantage of the situation, and arrested Mahatma Gandhi on 10 March 1922. He was charged with inciting the people to disobey the government, and was sentenced to six years' imprisonment. So ended the first programme of non-cooperation against the British government.

The Swaraj Party (1923)

After the withdrawal of the Non-cooperation Movement, the Congress broke up into two main groups. In 1923, one group led by **C R Das** and **Motilal Nehru** formed the **Swaraj Party**. This group favoured contesting elections and entering the legislative councils that had been formed by the Montagu–Chelmsford reforms. They thought they could obstruct the working of the British government from within. They won a large number of seats in the central legislative assembly in 1923.

The other faction of the Congress wanted to boycott the legislative councils. It was involved in the **Constructive Programme** proposed by Gandhi after he was released in 1924. Gandhi's Constructive Programme included spinning khadi, Hindu–Muslim unity, and the removal of untouchability. This group included **Dr Rajendra Prasad**, **Dr M A Ansari** and **Sardar Vallabhbhai Patel**. Later, the two groups merged.

The entry of members of the Swaraj Party into the assembly put a halt to the repressive policies of the British. Bills like those that planned to expel non-Indian supporters of India's freedom struggle from the country were defeated. The Swaraj Party inflicted a series of defeats on the British government and succeeded in arousing



C R Das



Sardar Vallabhbhai Patel

enthusiasm and patriotism among the Indians. People started spinning cotton yarn and wearing khadi dresses, which became the most widespread way of showing one's patriotism. The charkha became a symbol of the nationalist movement, and soon occupied the central position in the Congress flag. The widespread use of khadi not only gave an occupation to unemployed weavers but also carried the message of the freedom struggle.

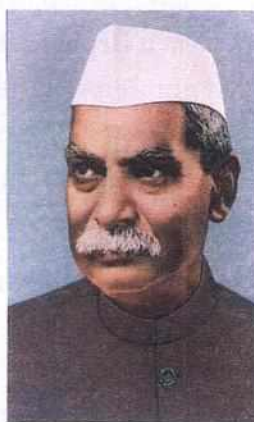
Purna swaraj

At this time, there arose a new group of young leaders including Jawaharlal Nehru and Subhas Chandra Bose. They were deeply influenced by the Russian Revolution of 1917 and the ideas of socialism. Socialists believed in equality and the equitable distribution of resources among people.

Pandit Jawaharlal Nehru was the son of Motilal Nehru. On his return from England, he came under the influence of Gandhi and joined the freedom struggle. Nehru realised the need to take up the cause of the common people, and spent much of his efforts actually seeing the condition of the people for himself.



Motilal Nehru



Dr Rajendra Prasad



Pandit Jawaharlal Nehru

Subhas Chandra Bose was born in 1897. He went to England for higher studies and to appear for the Indian Civil Services (ICS) examination. In 1920, he was selected to the ICS. However, the Jallianwala Bagh massacre shocked him deeply. He resigned from the ICS and returned to India.



Netaji Subhas Chandra Bose

Under the influence of C R Das, he joined the Non-cooperation Movement. Popularly known as Netaji later on, he played an important role in involving students in the freedom struggle.

Under the leadership of Nehru and Bose, the nationalist movement became increasingly militant, wanting not just swaraj but **purna swaraj** or complete independence.

The Simon Commission (1927)

Lord Reading was the viceroy of India from 1921 to 1926. He believed that the growing national movement could be easily suppressed if further constitutional reforms were carried out. With this end in view, the British government appointed a commission under Sir John Simon in 1927. The main purpose of the Simon Commission was to take a decision on self-government for India.



The Simon Commission was greeted with the slogan 'Simon go back'

No Indian member was included in the Simon Commission. Indians all over the country criticised the fact that a body meant to decide India's political future did not include a single Indian. The Congress, the Muslim League and the Hindu Mahasabha decided to boycott the commission. When the Simon Commission arrived in India from England in February 1928, it was greeted with demonstrations, black flags and the slogan, 'Simon Go Back'. At a demonstration in Lahore, **Lala Lajpat Rai** was injured in a lathi charge. He later succumbed to his injuries and died on 17 November 1928. **Bhagat Singh**, a revolutionary, killed Saunders, the British officer who had ordered the lathi charge. He was hanged on 23 March 1931. The Simon Commission submitted its report in 1930.



Bhagat Singh

The Motilal Nehru Committee

In response to the Simon Commission, the Indian leaders decided to draw up a constitution for India that was acceptable to all. The **All Parties Conference** met in 1928 and appointed a committee headed by Motilal Nehru to draft a constitution. The report of the committee, known as the **Nehru Report**, recommended that India be granted **dominion status** (self-government within the British Empire) immediately, and demanded fundamental rights for Indian citizens. This demand was not met.

In December 1929, the Congress met for its annual session at Lahore with Jawaharlal Nehru as president. The Congress adopted a resolution that declared **purna swaraj** or complete independence to be its objective. On 31 December 1929, the

newly adopted tricolour flag was hoisted. The Congress decided to pursue its goal of complete independence by adopting a programme of civil disobedience.

Civil disobedience and the Dandi March (1930)

The **Civil Disobedience Movement** was launched with the historic **Dandi March** in 1930.



The Dandi March

This march was undertaken by Mahatma Gandhi and many of his supporters as a mark of protest against the grossly unjust salt laws the British government had imposed on Indians. According to the salt laws, the British had the sole right to manufacture salt in India. To make matters worse, heavy taxes were levied on the purchase of salt. Salt being a basic necessity, the tax ensured a sizeable income for the British.

Mahatma Gandhi walked 400 km from the Sabarmati Ashram to Dandi. There, on 6 April 1930, he picked up a handful of salt that had been formed along the shore by the evaporation of sea water. This symbolic act broke the British salt laws and set the trend for the Civil Disobedience Movement that followed. In Madras Presidency, **C Rajagopalachari** led a similar march from Tiruchirapalli to Vedaranyam.



Mahatma Gandhi picking up a handful of salt to break the British salt laws

The programme of civil disobedience spread throughout the country, with hartals, demonstrations and boycotts. In the North-West Frontier Province, the movement was led by **Khan Abdul Ghaffar**

Khan, also known as the Frontier Gandhi. Women came to the front in large numbers. When Mahatma Gandhi was arrested on 4 May 1930, **Sarojini Naidu** directed the raid of the salt depot at Dharsana in Surat. (Sarojini Naidu was a famous poet and orator, and had been the president of the Congress in 1925.) Even though the *satyagrahis* remained non-violent, they were severely beaten up by the police.



Mahatma Gandhi with Frontier Gandhi

The Gandhi-Irwin Pact (1931)

While the Civil Disobedience Movement was in full swing, the **First Round Table Conference**—to discuss the recommendations of the Simon Commission—was convened in London in November 1930. The Congress boycotted the conference. The British government realised that without the participation of the Congress, no decision could be taken on further constitutional reforms in India. In early 1931, an agreement was reached between the Viceroy of India, Lord Irwin and Gandhi. The British government agreed to release all political prisoners against whom there were no charges of violence. In return, the Congress suspended the Civil Disobedience Movement and



Mahatma Gandhi with Sarojini Naidu (second from right)

agreed to participate in the Second Round Table Conference.

The Second Round Table Conference (1931)

Mahatma Gandhi was deputed as the sole representative of the Congress at the **Second Round Table Conference** that was held at the end of 1931. The Muslim League was represented by Mohammad Ali Jinnah. Gandhi



Mahatma Gandhi arriving for the Second Round Table Conference, London, 1931

forcefully put forth the nationalist demand for independence and the immediate grant of dominion status to India. The British government refused and Gandhi returned disillusioned and disappointed.

He announced the revival of the Civil Disobedience Movement on his way home at the port of Aden. He was arrested as soon as he arrived in Bombay. The government, now headed by Lord Wellington, was determined to suppress the Congress. Gandhi and several other leaders were arrested and the Congress was declared an illegal body. More than one lakh people were arrested, and the property of thousands confiscated. Newspapers were censored to prevent the free expression of nationalist ideas.

The Government of India Act (1935)

The **Third Round Table Conference** was held in November 1932. Once again, the Congress did not participate. After the conference, the British government passed the **Government of India Act of 1935**.

By the 1935 Act:

- India was to become a federation based on the union of the provinces of British India and the princely states. However, it was not binding on the princely states to join the federation. (A federation is a union of states in which the member states retain control over internal issues but surrender their control over matters that concern the entire federation—railways, defence, external affairs, etc.)
- The Act also introduced provincial autonomy. However, the governors continued to retain control over the civil service and the police.
- The right to vote was given only to the propertied and other privileged classes.
- The governors and the governor-general were appointed by the British parliament and were given veto powers. They were not answerable to anyone except the British government.
- There was no real autonomy to the Indians or the granting of dominion status.

The federal part of the Act was never implemented, but the part related to the provinces came into force in 1937, when elections to the provincial assemblies were held. Though bitterly opposed to the Act of 1935, the Congress decided to contest the elections. They believed that victory to the Congress would demonstrate the unpopularity of the Act.

India at this time consisted of two parts—one part was ruled by the British; the other comprised 562 principalities or princely states. Although the princes ruled their states, they had no real powers and were completely at the mercy of the British. Most of the Indian rulers led lives of luxury, and cared little for the welfare of their own subjects, whose condition was often worse than that of people under British rule. The uplift of these people became one of the important aims of the Congress. Soon, in 1938, at the Haripur session, the Congress declared that the



term purna swaraj implied freedom for the entire nation, including the princely states.

Congress ministries (1937)

The Congress swept the polls almost everywhere, with an absolute majority in six provinces. In three others, it was the single largest party. It had a majority even in the Muslim-dominant provinces of Punjab,

Bengal and the North-West Frontier Province. In the North-West Frontier Province, where the nationalist movement was growing under the leadership of Khan Abdul Ghaffar Khan, the Muslim League failed to secure a single seat. In July 1937, Congress ministries were formed in seven out of the 11 provinces. Later, the Congress formed coalition governments in two other provinces. Only Punjab and Bengal had non-Congress governments.

Differences with the Muslim League

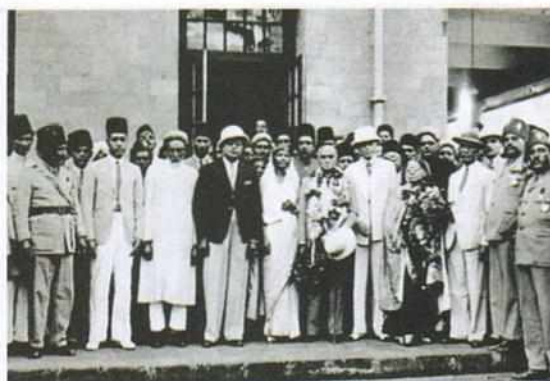
With Congress ministries in place in most of the provinces and the poor showing of the Muslim League in the 1937 elections, the Muslim League was now bitterly opposed to the Congress. It began to claim that the interests of the Muslim minority could not be protected by the Hindu majority or by the Congress, which did not represent the Muslims of India.

Mohammad Ali Jinnah, the president of the Muslim League, was insistent that it be recognised as the sole representative body of the Muslim community in India. Jinnah and the Muslim League now put forward the **two-nation theory**, according to which Hindus and Muslims were not merely separate religious communities, but were also culturally and racially different. They were, therefore, two separate nations. In 1940, the Muslim League passed a resolution demanding the partition of India, and the creation of an independent Muslim state to be named **Pakistan**. In spite of being opposed by a large number of Muslims and other religious leaders, Jinnah made progress towards this end.

Organisations like the Hindu Mahasabha also accepted the two-nation theory and thus strengthened the Muslim League's hands in their demand for Pakistan.



Jinnah with Mahatma Gandhi



All India Muslim League Session, 1936

The Second World War and India (1939)

On 3 September 1939, the Second World War broke out between England, France and Russia on one side, and Germany and Italy on the other. Britain declared that being a British colony, India would participate in the war. The Congress objected to this since their consent had not been sought. They did not want to be involved in a war for democratic freedom when their own freedom was denied to them. Consequently, the Congress insisted on the immediate transfer of effective power to Indians in return for their cooperation in the war.

As the British government gave no satisfactory reply to the Congress demand for complete independence, all Congress ministries that had been formed in the provinces resigned in protest in November 1939. This strengthened the position of Jinnah and the Muslim League, who, on the other hand, offered full support to the British government in their war efforts.

The Cripps Mission (1942)

The Indian political situation underwent a dramatic change when, in December 1941, Japan entered the war on Germany's side. By March 1942, the Japanese had reached Burma and an invasion of India seemed imminent. The British government realised the desperate need for India's help. In March 1942, it sent a mission to India headed

Mohammad Ali Jinnah is primarily known today as the founder of Pakistan. What is less known is that Jinnah was initially a member of the Congress. The moderate leader Gokhale was his role model. His deep commitment to Hindu-Muslim unity made him a key player in the Lucknow Pact of 1916. However, Jinnah quit the Congress in 1920 and later joined the Muslim League.

Discover more...

by **Sir Stafford Cripps** to secure

India's cooperation in the war effort. The Cripps Mission failed because the British refused to accept the Congress demand for immediate transfer of power to Indians. On the other hand, Cripps's offer of full dominion status to India after the war failed to satisfy the Indian leaders.



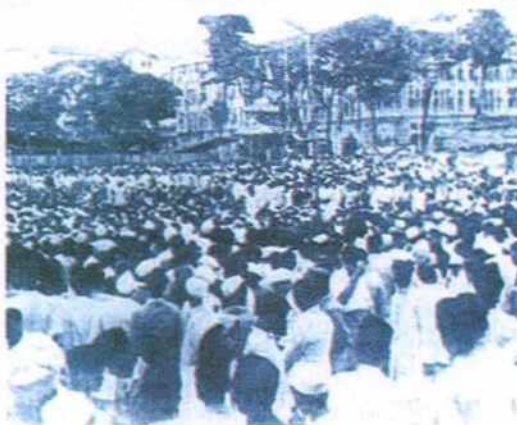
Cripps and Gandhi, the Cripps Mission

The Quit India Movement

Disillusioned by the failure of the Cripps Mission, the Congress decided to take active steps to compel the British to grant complete independence to India. The All India Congress Committee met in Bombay on 8 August 1942 and passed the historic **Quit India resolution**. It proposed starting 'a mass struggle on non-violent lines on the widest possible scale under the leadership of Mahatma Gandhi'.

However, before the Congress could start the movement, the government put into action its machinery

of repression. In the early hours of 9 August 1942, Gandhi and all members of the Congress Working Committee were arrested. The news of the arrests of Gandhi and other Congress leaders left the country shocked. All over the country there were demonstrations and strikes. The government resorted to firings, lathi charges and large-scale arrests. Angered by the actions of the police and the government, people took to violence in many places. Against Gandhi's will, the Quit India Movement took a violent turn. Even though the Quit India Movement could not force the British to leave India, it demonstrated to them the depth of the nationalist feeling in the country and the capacity for struggle and sacrifice among the Indian people. In all corners of the country, the people had expressed an intense desire for complete freedom from British rule.



Quit India Movement, 1942

Sources of History

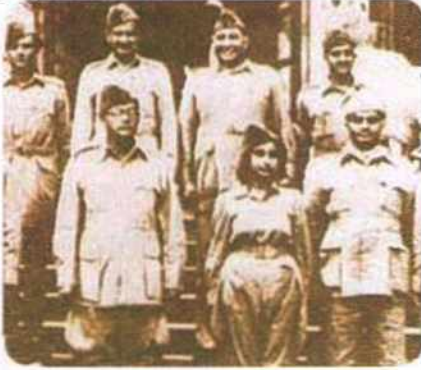
"Here is a mantra, a short one, that I give to you. You may imprint it on your hearts and let every breath of yours give expression to it. The mantra is 'Do or Die.' We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery. Every true Congressman or woman will join the struggle with inflexible determination not to remain alive to see the country in bondage and slavery."

—Mahatma Gandhi in a speech at a meeting of the Congress in Bombay at the beginning of August 1942.

The Indian National Army

While the Congress was struggling against the British government in India, Netaji Subhas Chandra Bose reorganised and rebuilt the Indian National Army (INA) or the **Azad Hind Fauj** in Singapore in 1943.

This force of about 45,000 soldiers consisted of Indian soldiers and officers of the British army who had been



Soldiers of the INA

taken prisoner by the Japanese during the Second World War. The INA also included a large number of patriotic Indians living in South-East Asia.

In October 1943, Subhas Chandra Bose set up the **Azad Hind Government** (the provisional government of Free India) in Singapore, adopting the tricolour flag and the slogan of **Jai Hind** (victory to India). In 1944, the INA advanced with the Japanese up to the frontiers of India. However, the INA could not succeed against the forces of the Allied South-East Asia Command. With the defeat and surrender of Japan in 1944–1945, the INA lost all hope. Subhas Chandra Bose is believed to have died in a plane crash on his way to Tokyo.

Even though the INA failed to liberate India, it boosted the morale of the freedom fighters in India. Also, the British government now realised that it could no longer depend on the loyalty of the Indian army.

The Simla Conference

Lord Wavell, the new viceroy, held the **Simla**



Mahatma Gandhi arriving for the Simla Conference, 1945

Conference in 1945. He planned to give representative Indian leaders all the portfolios in his council except that of commander-in-chief. The conference failed owing to the lack of agreement between the Congress and the Muslim League.

The Cabinet Mission

After the Second World War, Winston Churchill's Conservative Party lost the elections in Britain and the Labour Party under Clement Atlee came to power. The Labour government was in favour of Indian independence. It announced that India could achieve complete independence if its leaders so desired.

Atlee sent a **Cabinet Mission**, consisting of Lord Pethick-Lawrence, Sir Stafford Cripps and A V Alexander, to India in March 1946, to negotiate the terms of the transfer of power with the Indian leaders. The Cabinet Mission proposed that India be a federation consisting of the provinces of British India and the princely states, with the federal centre controlling only defence, foreign affairs and communications. Both the Congress and the Muslim League accepted this plan. The Mission also proposed the formation of an interim government of all parties and the convening of a

Constituent Assembly that would frame a new constitution for free India.

In the elections to the Constituent Assembly that were held in July 1946, the Congress won an overwhelming majority of seats. Alarmed by this, the Muslim League decided to boycott the assembly and instead observed 16 August 1946 as **Direct Action Day**. It condemned the Congress and the British government and declared that Muslims should resort to direct action to achieve their goal of Pakistan.

Hindu-Muslim Riots

On 16 August, riots broke out in Calcutta in which thousands of Hindus and Muslims were killed. Riots also broke out in many other parts of the country—Bihar, East Bengal, Uttar Pradesh and Bombay. These events caused great anguish to Gandhi, who toured the worst affected areas in East Bengal and Bihar on foot, trying to restore peace and sanity.

In September 1946, an interim government headed by Jawaharlal Nehru was formed by the Congress. The Muslim League, after some hesitation, joined the interim cabinet in October 1946. The Constituent Assembly, without the participation of the Indian princes and the Muslim League, began its work of drafting a constitution for India in December 1946.

The final move towards independence

With the Muslim League boycotting the Constituent Assembly and the interim government not functioning well, the situation in the country was uncertain and confused. On 20 February 1947, Clement Atlee made a momentous announcement—that the British would completely transfer power to the Indians by June 1948. After

this announcement, the Muslim League started an agitation for the partition of the country. Riots occurred in several parts of the country. On 23 March 1947, the League observed Pakistan Day.

The partition of India

In March 1947, Lord Mountbatten came to India as the last viceroy. In June, Mountbatten presented a plan for the partition of British India into two independent states—India and Pakistan. The Congress leaders agreed to the



Lord Mountbatten

partition to avoid further bloodshed between Hindus and Muslims. Gandhi, who had devoted his entire life to the cause of Hindu-Muslim unity, very reluctantly accepted the partition of India.

Partition saw some of the worst communal riots in the history of the world. Lakhs of people were killed, many more displaced, homes broken and lives destroyed. The horrors of partition continue to haunt the two nations, even after over 70 years of independence.



Nehru, Jinnah and Mountbatten before the partition of India



Partition saw millions of people migrating across the Indo-Pakistan border



Refugees from Pakistan on their way to India



Refugees from Pakistan camping outside Delhi

Independence from the British

The date of transfer of power was brought forward from June 1948 to 15 August 1947. According to the Mountbatten Plan:

- Two States, India and Pakistan, were to be set up and each would draw up its own constitution.
- The provinces of Punjab and Bengal, which had nearly equal proportions of Hindus and Muslims, were to be divided on the basis of Muslim and non-Muslim majority areas.
- A boundary commission was appointed to determine the boundaries between what was to be Pakistan and the rest of India.
- The princely states were free to join either India or Pakistan or to remain independent.

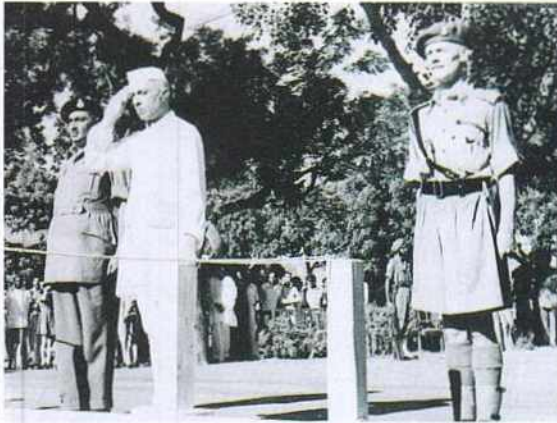


Transfer of power—India gets its freedom

- Finally, both India and Pakistan were free to leave or remain in the British Commonwealth. On 15 June 1947, the Congress accepted the Mountbatten Plan. In July 1947, the British Parliament passed the Indian Independence Act. British rule ended and power was transferred to the two new dominions of India and Pakistan. Pakistan became independent on 14 August. At the midnight of 14–15 August 1947, the national flag of independent India was hoisted at Red Fort. On the same day, Jawaharlal Nehru was sworn in as the first prime minister of free India.

The popular song 'Sare Jahan Se Acchchha, Hindustan Hamara' was written by Muhammad Iqbal in 1904. In the song, Iqbal praises the secular nature of Hindustan. Pandit Ravi Shankar composed the music for this song in 1945. It was later adopted as one of the official marching songs of the Indian Armed Forces, and is played during public events and parades.

Discover more...



*Nehru hoisting the Indian flag for the first time,
15 August 1947*



Independence Day celebrations in Calcutta, August 15, 1947



Some members of the Constituent Assembly



Glossary

purna swaraj: complete independence

satyagraha: non-violent struggle

khadi: hand-spun, hand-woven cotton cloth

dominion: a self-governing nation under the British Commonwealth

constitution: a set of laws according to which a country is governed

The Constituent Assembly declared India a part of the British Commonwealth with Lord Mountbatten as the first governor-general of the Indian dominion. In this way, India achieved complete independence, and a new era in Indian history began.

The Constituent Assembly and the Indian Constitution

The Constituent Assembly was formed under the provisions of the Cabinet Mission Plan. The main task of the assembly was to frame a constitution for India, so diverse in its culture, language and religion. The Constitution was framed taking into account the following points.

- India being a multi-lingual, multi-cultural and multi-religious country, it was decided that all religions and languages would be treated with respect.
- To remove economic disparities, the establishment of a just social order was given importance.

The first round of discussions was held on 9 December 1946. Dr Rajendra Prasad was elected the chairman of the Assembly and Dr Babasaheb Ambedkar was the chairman of the Drafting Committee. After three years of careful planning and discussions, the final draft of the Indian Constitution was passed on 26 January 1949. On 26 January 1950, India was declared a sovereign democratic republic. Ever since, the day is celebrated as Republic Day throughout the country.



In Brief

- ▶ Mahatma Gandhi developed satyagraha or the non-violent form of resistance in South Africa which he later used in the freedom struggle in India.
- ▶ In 1919, the British government passed the Rowlatt Act, which led to the Jallianwala Bagh massacre.
- ▶ In 1920–1921, the Non-cooperation Movement and the Khilafat Movement were launched.
- ▶ In 1923, Motilal Nehru and C R Das started the Swaraj Party and won many seats in the central legislative assembly.
- ▶ The British government appointed the Simon Commission in 1927 to take a decision on self-government for India. There were no Indians in the commission.
- ▶ In the 1929 Lahore session, the Congress declared purna swaraj as its goal.
- ▶ Gandhi started the Civil Disobedience Movement in 1930 with the historic salt march to Dandi.
- ▶ In 1937, the Congress contested the elections and won in nine out of 11 provinces.
- ▶ The Muslim League became bitterly opposed to the Congress, and demanded a separate country for the Muslims.
- ▶ The Cripps Mission sent to secure India's cooperation in the Second World War failed as it refused to accept the Congress demand for dominion status to India.
- ▶ In August 1942, the Congress announced the Quit India Movement.
- ▶ After the Second World War, the Labour Party came to power in England, and agreed to Indian independence.
- ▶ Following Hindu–Muslim riots and the boycott of the constituent assembly by the Muslim League, India was partitioned.
- ▶ Finally India became independent on 15 August 1947.
- ▶ The Constitution came into effect on 26 January 1950, and India became a sovereign republic.



Enrichment Activities

- **Sequence writing:** The following events show the struggle for freedom. Write them in the correct sequence.
 - Atlee's Cabinet Mission reached India
 - Demand of complete independence
 - A peaceful meeting at Amritsar to condemn the arrest and deportment of the nationalist leaders.
 - The Constituent Assembly was formed under the Cabinet Mission Plan.
 - Gandhi returned from South Africa.
 - Japanese reached Burma and the British needed India's help.
 - Bhagat Singh was hanged by the British.
 - The First World War broke out.
 - The poor show of the Muslim League in the election.
 - Demand for the grant of fundamental rights to Indians.
- **Map Work:** a) On an outline map of India mark the route taken by Gandhi from Sabarmati to Dandi and by C Rajagopalachari from Thiruchrapalli to Vedaranyam. b) Study the map of India in 1935. On an outline map of the Indian subcontinent, show India as it

was in 1935. Try and find out the names of all the Indian Native States.

- **Discussion:** Read the full text of Jawaharlal Nehru's speech to the nation on 15 August 1947. What events in the struggle for independence does it reflect? What were the ideals foremost in the speech? Have a discussion on this in class.
- **Project/presentation:** Do a project, or make a presentation, on the contribution of Mahatma Gandhi to the freedom struggle. Talk briefly about his childhood, his life in

South Africa, satyagraha, his emphasis on non-violence, the Civil Disobedience Movement and the Dandi March, and the Quit India Movement.

- **Poster/Collage/Scrap book:** Make a poster, a collage or a scrapbook, on Subhas Chandra Bose and the Indian National Army.
- **Research:** Read Jinnah's presidential address to the Constituent Assembly of Pakistan on 11 August 1947. What do you think of this speech? Does it alter your understanding of Jinnah's role in history?



Exercises

I. Fill in the blanks.

1. Mahatma Gandhi first used satyagraha in the country of _____.
2. The massacre at Jallianwala Bagh happened in the year _____.
3. C R Das and Motilal Nehru founded the _____ Party.
4. The Congress adopted the resolution of purna swaraj in the session at _____.
5. Gandhi undertook the march against the salt laws from _____ to _____.
6. The Quit India Movement was held in the year _____.
7. _____ formed the Indian National Army in 1943.
8. The last viceroy of India was _____.
9. In 26 January 1950, India became a _____.

II. True or false?

1. The Satyagraha Sabha was established to oppose the Rowlatt Act.
2. The Nehru Report was produced by a committee headed by Jawaharlal Nehru.
3. Gandhi took part in the First Round Table

Conference.

4. Gandhi suspended the Civil Disobedience Movement after the Gandhi-Irwin Pact.
5. The Congress won in most of the provinces in the 1937 elections.
6. The interim government formed in 1946 was headed by Gandhi.
7. Dr Rajendra Prasad was the chairman of the Constituent Assembly.

III. Answer in brief.

1. Name a few elements of the Constructive Programme of Gandhi.
2. Write a short note on the Non-cooperation Movement.
3. Why did Indians boycott the Simon Commission?
4. What was the revolutionary act committed by Bhagat Singh? What was the sentence awarded to him by the British?
5. What was the 'two-nation theory'?
6. Why did the Congress ministries resign in 1939?
7. Who formed the main base of Subhas Chandra Bose's Indian National Army?

8. Why did the Simla Conference fail?
 9. Which party called for the Direct Action Day? What was its result?
- IV. Answer in detail.**
1. Write short notes on:
 - i) The Simon Commission;
 - ii) the Nehru Report
 2. Write an account of the Dandi March by Gandhi.
 3. Describe the Non-cooperation Movement. Why did Gandhi withdraw the movement?
 4. What events and differences in view caused a breach between the Congress and the Muslim League?
 5. Which event was the main reason for the announcement of the Quit India Movement? What were the results of the movement?
 6. Describe the events that preceded and led to the partition of India. What were the effects of partition on India and Pakistan?
 7. Write short notes on the Constituent Assembly, and the adoption of the Constitution of India.



Multiple Choice Questions

1. Before taking up the fight for India's freedom from British rule, Mahatma Gandhi
 - a. was practising law in Britain
 - b. was managing his family business in Gujarat
 - c. was practicing law and fighting for the rights of the coloured people in South Africa
 - d. was in prison in Britain for protesting against British rule in India
2. Why was the Rowlatt Act called a 'black act'?
 - a. It empowered the British government to imprison any Indian without a trial
 - b. It empowered the British government to search any place after procuring a warrant
 - c. It banned the satyagraha movement started by Gandhi
 - d. It sought to divide the Hindus and Muslims by granting special rights to the Muslims
3. The Khilafat Movement was started by the
 - a. Muslims in India to protest against the injustice done to Turkey and the Caliph by Britain and its allies
 - b. Indian National Congress to protest against the injustices done to Turkey and the Caliph by Britain and its allies
 - c. Gandhiji to draw the Muslims into the national freedom movement
 - d. All of the above
4. Under the influence of Jawaharlal Nehru and Subhas Chandra Bose, the nationalist movement
 - a. became more moderate
 - b. became more militant and started asking for purna swaraj or complete independence
 - c. became very violent, with revolutionary methods being adopted by the leaders
 - d. none of the above
5. Why was the Simon Commission greeted with black flags and the slogan 'Simon Go back' in India?
 - a. The Simon Commission had come to divide India into India and Pakistan
 - b. The Commission was formed to look for ways of increasing Britain's control over India
 - c. The Commission, which was to decide India's political future, did not include a single Indian
 - d. The Commission had come to grant purna swaraj to India, but the Indians did not know this
6. The Motilal Nehru Commission recommended that India be granted dominion status immediately. What is the meaning of dominion status?
 - a. complete independence
 - b. self-government within the British Empire
 - c. granting Indians the right to vote and elect their own British representatives
 - d. none of the above
7. The Dandi March was undertaken by Mahatma Gandhi to
 - a. fight for the release of all the freedom fighters held in British prisons
 - b. fight for the right of the regional press to express its opinions against the British

- c. protest against the grossly unjust salt laws imposed by the British on the Indians
 - d. protest against the Simon Commission's report and the hanging of Bhagat Singh
8. According to the Government of India Act (1935):
- a. The right to vote was given to all the citizens of India
 - b. India was granted dominion status
 - c. India was to become a federation based on the union of the provinces of British India and the princely states
 - d. All of the above
9. What was the two-nation theory put forward by the Muslim League?
- a. it claimed that the British could never stay in India as they were too different from the Indians
 - b. It claimed that the Hindus and Muslims were culturally and racially different and so formed two nations, not one
 - c. It claimed that the British and the Hindus were culturally and racially different and so formed two nations, not one
 - d. None of the above
10. Subhas Chandra Bose organized the Azad Hind Fauj in
- a. Burma
 - b. Germany
 - c. Bengal
 - d. Singapore
11. What were the proposals of the Cabinet Mission Plan? (More than one of the options could be correct.)
- a. That India be given independence if it agrees to follow the British constitution
 - b. The formation of a federation of states with the centre controlling defence, foreign affairs and communication
 - c. The formation of an interim government of all parties
 - d. The formation of a Constituent Assembly that would frame a new constitution for free India



HOTS: Think and Answer

The Indian National Congress and Indian National Army were the two wings of the freedom movement in India. Which of these would you have joined? Give reasons for your answer. Why, according to you, was the Indian National Army not able to reach its ultimate goal?



Values that enrich

The 'satyagraha' movement showed the world how freedom could be won without using violence. What values does the 'satyagraha' movement support?



Life skills

Compassion

Compassion refers to feeling the pain and suffering of others. Under the political reality of the Partition of 1947, lie buried the stories of people who went through immense suffering due to Partition. Read the writings of Saadat Hassan Manto or Sunil Gangopadhyay to get a better understanding of partition and its miseries. Write down the range of feelings that arose in you from your readings.

15. India after Independence

India finally became free, but in what shape was free India? This is what Rabindranath Tagore had to say about the legacy of the British just before his death in 1941:

The wheels of fate will someday compel the English to give up their Indian Empire. But what kind of India will they leave behind, what stark misery? When the stream of their centuries' administration runs dry at last, what a waste of mud and filth will they leave behind them?

Look at some of these numbers—in 1947, an average Indian could expect to live for barely 32 years; in 1951, nearly 81% of all Indians and 92% of the women were illiterate; the percentage of landless labourers grew from around 13% of the agricultural population in 1871 to about 28% in 1951; there were just 5072 banks in India.

ENRICHMENT ACTIVITY

Find out the current life expectancy of Indians, the literacy rate of Indians on the whole and that of women in particular, the percentage of landless labourers, and the number of bank branches in India at present. Compare these figures to those shown above. What conclusions can you draw from this comparison? Have a discussion on this in class.

The Indian leaders had inherited a country ravaged by centuries of exploitation. They had to rebuild it bit by bit. But two of the immediate challenges

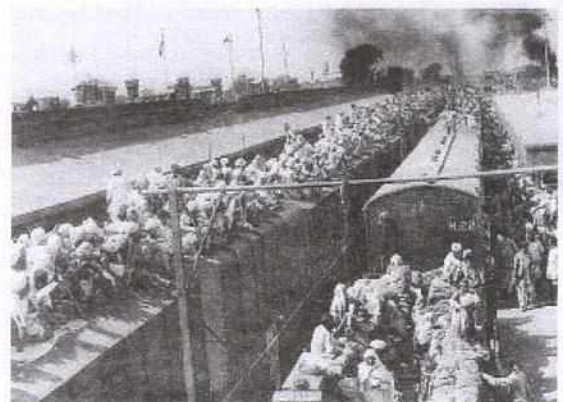
that faced the leaders of the newly formed republic were:

- the refugee crisis and
- keeping the country together, and not allow it to break into independent fragments.

THE REFUGEE CRISIS

The creation of Pakistan resulted in one of the largest cross-border migrations the world had ever seen. There was a mass exodus of Sikhs and Hindus from Pakistan into India, and of Muslims from India to Pakistan. In the chaos that followed, people fled leaving all their possessions behind; families were separated and thousands killed.

In Delhi, there were refugees everywhere, camping on any available piece of empty land. The responsibility on the government was enormous, and it acted with speed. The public also rose to the occasion. A Ministry of Rehabilitation was formed to handle the situation. India had to cope with the already



Refugee trains in Punjab

empty coffers of the government and the additional responsibility of the refugees. Houses were built for the refugees, loans were given, employment was found, training centres were established, schools were started, scholarships were given and land was allotted for cultivation.

INTEGRATION OF THE PRINCELY STATES

The Indian government now turned its attention to the consolidation of the country. As already seen, at the time the British left, there were 562 princely states in India. On 1 July 1947, the British cancelled their treaty rights with the princely states, and left it to their choice to either stay independent or to join Pakistan or India. **Sardar Vallabhbhai Patel**,



Sardar Patel with Mahatma Gandhi in the early 1940s

the 'Iron Man' of India, took control of the newly created Indian States Department. His diplomacy and his appeal to their sense of patriotism worked wonders with the princes. Only three states did not agree to become part of the Indian Union—Junagadh, Hyderabad and Kashmir.

ENRICHMENT ACTIVITY

Suppose you were the minister in charge of the Ministry of Rehabilitation in 1947. Do a diary entry describing the enormity of your task and how you were coping with it. *Phrases you could use—massive inflow of migrants, chaos, migrants have no possessions, need for rehabilitation, lack of resources with the government, need to provide temporary shelter, food and basic civic facilities, need to generate jobs, reunite families, search for missing people, need to heal the hurt.*



Junagadh was a small seaport state in Kathiawad (Saurashtra). The Nawab of Junagadh wanted to join Pakistan, while the people of the state wanted to join India. The Indian army was sent to take over the state. The nawab fled to Pakistan, and Junagadh became part of India.

Hyderabad enjoyed a special position as the largest princely state of India. The nizam declared Hyderabad to be independent. The Indian leaders felt that the future of India as a unified nation would face grave danger if this was allowed to happen. Indian troops were sent to Hyderabad. The government of India announced that it was not a war but 'police action', and Hyderabad was annexed to India.

The case of **Kashmir** was unique. Unlike Hyderabad and Junagadh, Kashmir had a Hindu ruler, Maharaja Hari Singh, ruling over a majority of Muslim people. Its territory touched both India and Pakistan and hence, it could join either of the two. But Hari Singh had secret hopes of remaining independent. At this time, Kashmir was invaded by Pathan tribes from Pakistan. Hari Singh appealed to India for help and, in return, he agreed to join India. Both Pakistan and the people of Kashmir

were unhappy with this decision. The first Indo-Pakistan War broke out in 1947. Finally, the Kashmir dispute was referred to the newly formed United Nations.

THE ASSASSINATION OF MAHATMA GANDHI

Barely a few months after India became independent, on 30 January 1948, Nathuram Godse shot and killed Mahatma Gandhi as he was leaving for a prayer meeting in Delhi. Thus, sadly, a man whose life had been dedicated to peace and ahimsa, died as a result of an act of violence. 30 January is observed as Sarvodaya Day every year.

A NEW CONSTITUTION

Framing a new constitution was one of the important tasks before the Indian government. The Constituent Assembly met for the first time on 9 December 1946. It took three years to complete the task of framing the constitution. The new constitution came into force on 26 January 1950 to coincide with the 20th anniversary of the celebration of Independence Day at the Lahore session of the Congress. India was declared to be a **sovereign democratic republic**. The constitution ensured equality, justice and liberty for all Indian citizens. All Indians above the age of 21 were given the right to vote.

The main architect of the Indian constitution was **Dr Babasaheb BR Ambedkar**. He was greatly influenced by Buddhist literature, and the Buddhist concept of the sangha, which was based on principles of democracy and equality. The Indian Constitution also drew heavily from Western constitutions, like those of the USA, the



Nawab of Junagadh, 1886



Maharaja Hari Singh of Jammu and Kashmir, 1944

UK, Ireland and Canada. Jawaharlal Nehru, the first prime minister of India, wanted to have a strong centre as he felt that it was the only way India could stay united.

OFFICIAL LANGUAGE

India was a multi-religious, multi-cultural and multi-lingual country. When India became independent the leaders felt the need for a common language that would link people of different regions. After long deliberation, the leaders chose Hindi as the official language. But the use of Hindi was not accepted by the other regions, especially the South. Therefore, English continues to be used for official purposes.

In 1956 the states were reorganised on the basis of language. Bombay Province was divided into Gujarat and Maharashtra; Madras Province was divided into Tamil Nadu and Andhra Pradesh; and Bengal Province was divided into Bihar, Bengal and Odisha. Twenty-two regional languages have official status.

FIVE-YEAR PLANS

As a result of years of colonial exploitation, the newly formed Indian democracy faced poverty, social injustice, unemployment, illiteracy, absence of industrial growth and agricultural ruin. Thus, one of the most urgent tasks facing the leaders of India was to bring about all-round economic development.

In 1950, Nehru established the **Planning Commission** to prepare a plan for the 'most effective and balanced utilisation of the country's resources'. The Planning Commission prepared a succession of Five-Year Plans for national development. Nehru

modelled these Five-Year Plans on those of the Soviet Union. Through these plans, India made great progress in areas like industry, agriculture, irrigation, transport and communication, and social services.

INDIA'S RELATIONS WITH OTHER COUNTRIES

Independent India entered into a world that was changing fast—new nations were being born, and old ones losing their power and prestige. There were new alignments and realignments of power. Friendly neighbours suddenly turned not so friendly, misunderstandings cropped up, and India tasted both success and defeat in war.

India and Pakistan

Pakistan as a nation was created in 1947. At the time of independence, Pakistan consisted of West Pakistan (the current Pakistan) and East Pakistan (the current Bangladesh).

India and Pakistan have shared a strained relationship ever since the accession of Jammu and Kashmir to India. Pakistan tried to liberate Kashmir, and it ended in armed conflict between the two countries. The UN ordered a ceasefire on 1 January 1948 and Pakistan had to withdraw its troops from Indian land. However, it continues to hold part of Jammu

ENRICHMENT ACTIVITY

Read the book *Freedom at Midnight* by Dominique Lapierre and Larry Collins. It gives a graphic description of the freedom struggle and the chaos of partition. After reading the book, name one person without whom you feel India could not have won its freedom. Justify your choice in class.

and Kashmir. Two more Indo-Pakistan wars took place, one in 1965 (over Kashmir) and the other in 1971 (over the liberation of Bangladesh).

In July 1972, the **Shimla Accord** was signed between India and Pakistan. Both countries agreed to settle their differences peacefully through negotiation, and trade and diplomatic relations were re-established between the two nations. But the peace was fragile. There were constant border skirmishes. In May 1999, armed intruders and Pakistani soldiers entered Kashmir and took control of the high ridges of Kargil. After a bitterly fought battle, India took back Kargil. Since then, efforts are being made by both India and Pakistan to make their relationship more cordial.

India and Bangladesh

After Partition, East Bengal was renamed East Pakistan. The population consisted mainly of Bengali Muslims. Soon there was rising discontent among the people. They felt that they were being exploited like a colony by West Pakistan. They were also upset by the introduction of Urdu as the sole official language, though the mother tongue of most people in East Pakistan was Bengali. When Sheikh Mujibur Rehman of East Pakistan won the elections in 1970, he was not allowed to form the government. He then declared Bangladesh an independent nation with India's support in 1971.

The relations between India and Bangladesh have remained largely friendly, though there are several issues that need sorting out. There was conflict over the sharing of the Ganga's waters, and the illegal immigration of refugees from Bangladesh into India. The two countries are trying to solve these problems peacefully.



Lt Gen. Niazi of Pakistan (centre-right at table) surrenders to Lt Gen. Jagjit Singh Aurora of India (centre-left), commanding the Mukti Bahini (Allies) after the war of 1971.

India and China

India and China have enjoyed cultural and economic ties for more than 2000 years. With the passage of time, and changes in the political climate in both countries, the old friendship also changed. When Mao Zedong established the People's Republic of China in October 1949, India was one of the first countries in the world to recognise this government. In 1954, India and China signed the **Panchsheel Agreement**, and both accepted the five principles of friendly co-existence. However, trouble soon arose with China publishing a map which showed over one lakh square kilometres of Indian territory in the Himalayas as part of China. In 1959, China invaded Tibet, and Tibet's spiritual head, the Dalai Lama, fled to India. Chinese forces attacked India in 1962 and defeated the Indian army. Relations with China worsened in the 1960s and 1970s. However, since then, there have been efforts on both sides to improve relations.

India and Nepal

India has maintained friendly relations with Nepal, the Himalayan nation to its north. India helped

Nepal in the construction of bridges, hospitals and railway lines. Nepal is a land-locked country and has no ports for overseas trade. Both countries have, therefore, signed a Treaty of Trade and Transit for mutual cooperation. For Indians, travelling to and from Nepal is easy, with no restrictions.

In 1990, Nepal, a monarchy till then, adopted a democratic form of government, though the king was still the titular head of the government. In 2008, the king finally agreed to step down and elections were held in Nepal. The communists won the elections and formed a government. Now Nepal is a democracy.

India and Bhutan

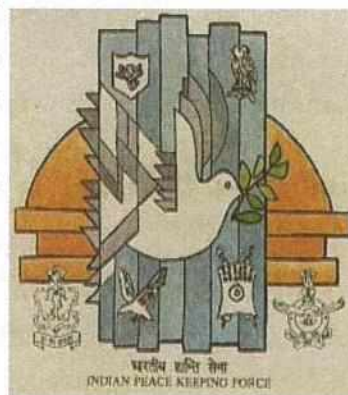
Bhutan is a small land-locked mountainous nation between India and China. India has always had a friendly relationship with Bhutan. India has lent a helping hand in several of Bhutan's developmental activities like the construction of hospitals, hydroelectric projects, electrification and telecommunications. In 2008, the king of Bhutan announced general elections, and the country is now a democracy.

India and Myanmar

India shares a long border on the east with Myanmar (originally called Burma). Like India, Myanmar was also under British rule, from which it became independent in January 1948. Relations between the nations became strained after the elected government was overthrown by the military in 1962. Incidents like smuggling and people crossing over to India created further tension. The then prime minister **Rajiv Gandhi** visited Myanmar in 1987. In 1994, an India–Myanmar border trade agreement was signed to improve the economic ties between the two countries.

India and Sri Lanka

As with its other neighbours, India has shared a historic relationship with Sri Lanka (earlier called Ceylon). In the 1990s, the Liberation Tigers of Tamil Eelam (LTTE) started a separatist movement



An IPKF postal first-day cover

to establish an independent state for the ethnic Tamils in Sri Lanka. India officially sent a peace-keeping force to the disturbed area in 1987, but the force did not succeed. The troops were withdrawn in 1990. Since then India has followed a policy of non-intervention in Sri Lanka's internal affairs.

The Policy of Non-Alignment

When India became independent, there were two superpowers in the world, the USA and the Union of Soviet Socialist Republics (USSR). India chose to be friendly to both super powers but did not let either dictate terms to it. This was called the policy of non-alignment.

India and Russia

India always had friendly ties with the USSR. They cooperated in trade, and economic, technical, cultural and other fields. India and the USSR had similar views on many international matters. The USSR supported India on issues like Kashmir. The USSR helped India set up the Bokaro and Bhilai steel plants, and the heavy electricals plant at Haridwar. It also supplied arms for the Indian forces at a time when the USA was supplying arms to Pakistan.

The growth of Indo-Soviet friendship was one of the important directions of India's foreign policy. In 1991, the USSR was dissolved, and individual countries were formed. The new nation of Russia continued to be friends with India.

India and the USA

By the turn of the 20th century, USA had become one of the strongest powers of the world, and played a key role in international affairs. When India was struggling for independence, it sympathised with and supported the struggle.

However, since then Indo-US relations have fluctuated. During the Sino-Indian conflict, the

USA sided with and supplied arms to India. But the USA also gave military aid to Pakistan. The stand of President Nixon that India was the aggressor during the trouble in East Pakistan strained relations between the countries.

There were many areas in which the countries were not in agreement. The Kashmir issue was one such. Pakistan became a member of the CENTO, a military pact organised by the USA, while India did not. India refused to sign the Nuclear Non-Proliferation Treaty of which the USA was the main sponsor. Of late, the relationship has become warmer. A civilian nuclear deal was struck with the USA in 2008.



Glossary

rehabilitation: restoration of livelihood and social security

accord: agreement

immigration: migration of people into a country

monarchy: rule by an emperor

titular: nominal, only in name

communism: a political ideology that advocates abolition of private property and running of all business activities by government

neutral: not to favour; impartial

non-aligned: neutral, not favouring any particular country



In Brief

- ▶ When India became independent, it was poor and underdeveloped, but successfully provided shelter, jobs and education for the refugees from Pakistan.
- ▶ Sardar Vallabhbhai Patel convinced the more than 500 princely states to join India.
- ▶ There was a war over Kashmir between India and Pakistan in 1948; the UN froze the battle line as the Line of Control.
- ▶ Mahatma Gandhi was assassinated by Nathuram Godse in 1948.
- ▶ The Constituent Assembly adopted the constitution on 26 January 1950; it declared India to be a sovereign democratic republic.
- ▶ The states were reorganised on the basis of language, with Hindi and English as the official languages.
- ▶ There were wars between India and Pakistan in 1965 and 1971; in 1972, the Shimla Accord was signed and diplomatic relations were renewed.
- ▶ Bangladesh, which was earlier East Pakistan, was declared a free nation by Sheikh Mujibur Rehman with the help of India in 1971.
- ▶ India and China signed the Panchsheel Agreement in 1954, but in 1962 China occupied a large area along the border. Negotiations are still on over the border.

- ▶ India maintains friendly relationship with its neighbours Nepal, Bhutan, Sri Lanka and Myanmar.
- ▶ When the world was divided into camps headed by the erstwhile USSR and the USA, India remained neutral through the Non-Aligned Movement.



Enrichment Activities

- **Find out:** What is the SAARC? Why was it formed and by whom? Give a brief account of its activities.
- **Speak out:** Give a short speech on Vinoba Bhave and his Bhoodaan movement.
- **Debate:** 'A few large states are better than several small states for the stability of the country.' Do you agree with this statement? Or do you feel that it is better to have several small states so that the demands of all the people can be satisfied? Have a discussion or debate in class on this topic.
- **Project/Presentation:** Working in groups, do a project, or make a presentation, on India's relations with other countries. Each group can take a separate country. One group should study India's contribution to the Non-Aligned Movement.
- **Collage:** Collect pictures of Indian freedom fighters, leaders, and important events leading up to India's independence, like the Civil Disobedience Movement, the Dandi March, the Quit India Movement and Gandhiji sitting on Satyagraha. Make a collage with the pictures and give it an attractive and meaningful title.



Exercises

I. Fill in the blanks.

- _____ is called the Iron Man of India.
- The Nawab of Junagadh wanted to join _____.
- The last king of Kashmir was _____.
- India became a democracy in the year _____.
- In 1954, India and China signed the _____ agreement.
- In 1956, the Indian states were reorganised on the basis of _____.

II. True or false?

- Hyderabad state wanted to be independent.
- Mahatma Gandhi was assassinated in 1948.
- India won the war against China in 1962.
- The Simla Agreement was signed between India and Bangladesh.
- Russia was one of the countries formed after

the USSR was dissolved.

III. Answer in brief.

- What were the two major challenges that India faced immediately after independence?
- How was Junagadh annexed to India?
- How was Hyderabad annexed to India?
- Why did the ruler of Kashmir join India?
- What are the Five-Year Plans? Which prime minister introduced them?
- List all the countries that neighbour India.
- Explain the policy of non-alignment.

IV. Answer in detail.

- Describe the significant features of the Constitution of India.
- Give an account of the wars and armed conflicts between India and Pakistan.
- Give a brief account of the ups and downs in the relationship between India and China.



Multiple Choice Questions

- After independence, the immediate challenges facing the Indian leaders were: (More than one option could be correct.)
 - providing for the millions of refugees who came into India from Pakistan
 - holding elections and getting a government in place
 - electing a prime minister who was acceptable to all the political parties
 - keeping the country together and not allowing it to break into independent fragments
- Who was chosen to head the Indian States Department and oversee the integration of the princely states with the Indian Union?
 - Jawaharlal Nehru
 - Sardar Vallabhbhai Patel
 - Dr B R Ambedkar
 - Maulana Abul Kalam Azad
- Which of these princely states voluntarily joined the Indian Union?
 - Junagadh
 - Mysore
 - Hyderabad
 - Kashmir
- The Indian Constitution came into force on
 - January 30, 1948
 - January 26, 1948
 - August 15, 1947
 - January 26, 1950
- Dr B R Ambedkar, the main architect of the Indian Constitution, was influenced by the principles of democracy and equality. These principles formed the basis of which religion?
 - Hinduism
 - Christianity
 - Buddhism
 - Islam
- After independence, the states were reorganised on the basis of
 - language
 - population
 - religion
 - caste
- In 1972, the Simla Accord was signed between
 - India and Pakistan
 - India and Bangladesh
 - India and China
 - Pakistan and China
- Why did East Pakistan choose to break away from West Pakistan?
 - It was treated as a colony by West Pakistan
 - Urdu was introduced as the sole official language though most people in East Pakistan spoke Bengali
 - Sheikh Mujibur Rehman was not allowed to form the government, though he won the elections in 1970
 - All of the above
- Though India and China shared friendly relations initially, what act of China's caused tension in the relations between the two countries?
 - China attacked India
 - China published a map which showed large portions of the Indian Himalayas as belonging to China
 - China attacked and captured Tibet
 - None of the above
- The policy of non-alignment followed by independent India meant that
 - India would never fight a war against other countries
 - India would not interfere in the fights between East and West Pakistan
 - India would not align itself with either the USA or the USSR, but would stay neutral
 - India would not interfere in the internal matters of China



HOTS: Think and Answer

What are the challenges facing India now? Which of those would you place as the foremost challenge that needs to be addressed by the Indian government? Why?



Life skills

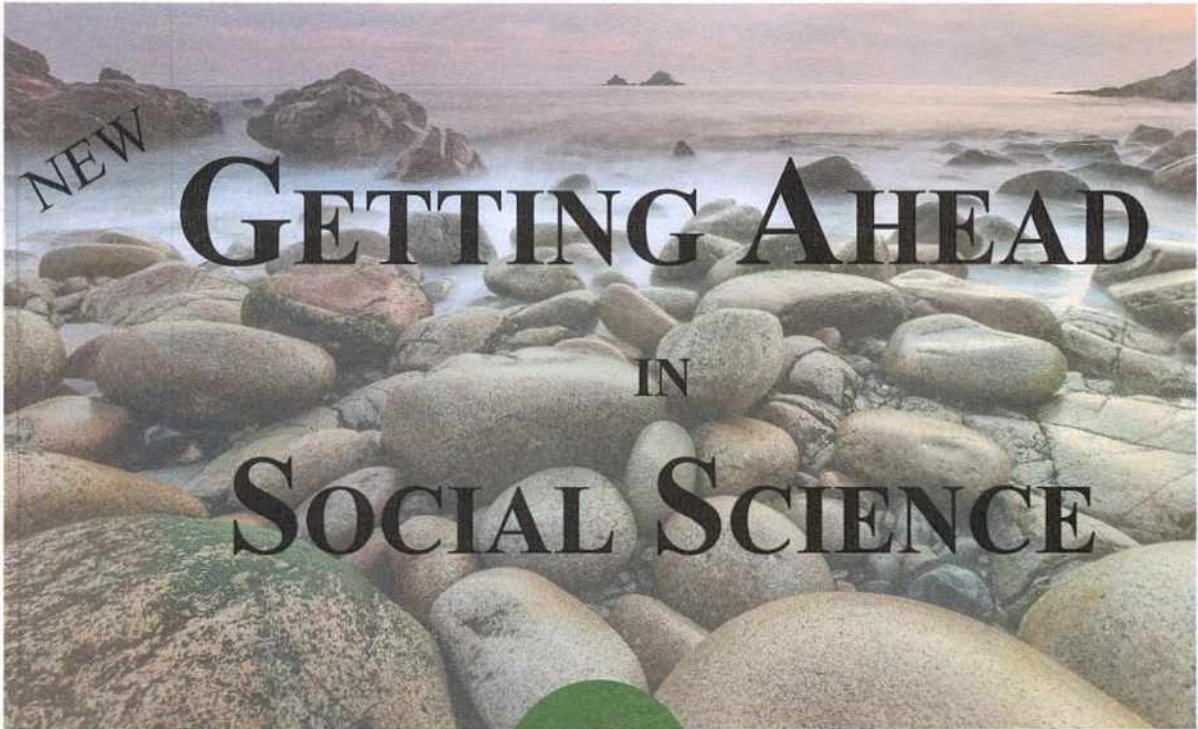
Showing respect

In what ways can you pay homage to Gandhiji's ideals of peace and non-violence in today's world?



Values that enrich

The Singh family came from Pakistan to India as refugees during the partition of India in 1947. When they came, they had nothing to call their own but the clothes they wore. Today, they own a successful auto component manufacturing factory. What values does their life reflect?



Geography

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1. Resources

'Switch off the TV, if you are not watching any programme.'

'Shreyas, don't waste food.'

'Don't throw the coke cans. I will make pen stands for you with them.'

'Why do you leave the tap running while you brush your teeth? You are wasting water. Close the tap when you don't need it.'

Shreyas wondered at the change in Swati after she returned from their school trip to Sangvi, a village in interior Maharashtra.

'Amma, what has happened to Swati? Please tell her not to boss over me all the time,' he yelled angrily.

'What's wrong, Shreyas? She doesn't want you to waste water. That is all,' replied his mother.

Swati was going through the paintings she had made while at Sangvi. Shreyas came over to see them.

'In this painting, why have you shown children planting trees on one side and such parched land on the other?' asked Shreyas.

'I was trying to capture the tree planting ceremony celebrated by the village school, and at the same time show how the land would become barren if we cut down all trees,' explained Swati.

'Trees are of immense value to us, aren't they?' asked Shreyas after a pause.

'Yes, they are. From trees we get timber, fruits, nuts and shade. They also hold the soil together and prevent erosion.' Swati showed him some more paintings.

'Look at these paintings. This one shows some children studying under a street lamp (the only one the village had). That one shows a man bathing his buffaloes in a pond. Some people are taking water from the same pond for their domestic use. This is reality as I witnessed it. Shreyas, this is why I get angry when you forget to switch the lights off. We cannot afford to waste our precious resources.'

'Resources! Can we call ponds, animals, trees and electricity resources?' asked Shreyas.

'Certainly, anything and everything that enables you to satisfy your need is called a **resource**,' replied Swati.



ENRICHMENT ACTIVITY

Collect pictures of some resources you use in your house, your classroom and your playground. Make a collage with the pictures.

WHAT ARE RESOURCES?

A resource is anything that can be used to satisfy human wants. Resources include

- things which are present in the environment and which humans use directly and
- things which humans transform into usable materials to satisfy their needs.

It is the utility of a product or service which makes it a resource. Humans add value to a resource, as they are the ones who identify the use of the resource. They transform it by using an appropriate technology and skill. Minerals like iron and manganese came to be regarded as highly valuable resources only after humans understood the value of steel and learnt that it could be made from iron.

However, not all resources enjoy an economic value, i.e., we cannot put a price to it. For example, resources like metals have an economic value, while a beautiful sunset does not. Yet, both satisfy human needs in different ways.

EXPLORE SOME MORE...

- Today, there are oxygen parlours where people go to breathe pure air and refresh themselves.
- Many people living in cities buy packaged drinking water.
- To raise a garden, we buy saplings from nurseries.

All at a cost! This is the price we pay for polluting the environment and over-exploiting our resources.

CLASSIFICATION OF RESOURCES

Resources can be broadly classified into **natural resources**, **human-made resources** and **human resources**.

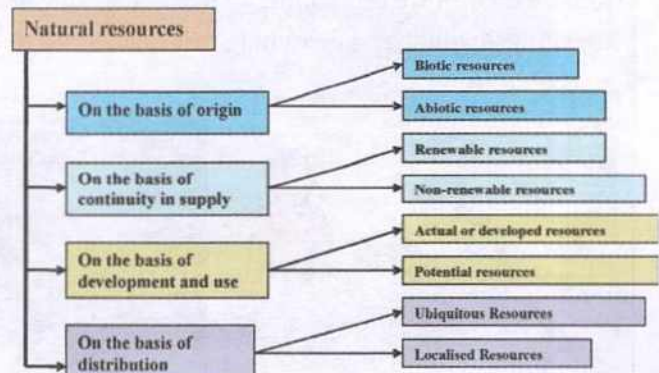
Natural Resources

Resources derived from nature are called **natural resources**. Air, water found in the rivers, lakes and ponds, sunlight, soil, minerals, natural vegetation and wildlife are some examples of natural resources.



Natural Resources

Natural resources can be further classified in four different ways. Look at the table below.



Biotic resources include all living organisms on the Earth—the flora (vegetation) and the fauna (animal life). Human beings are biotic resources.

Abiotic resources are non-living substances used by human beings, such as soil, air and sunlight.

Actual or developed resources are resources that have already been developed, and which are presently being used. The quality and quantity of these resources are known to us. The iron-ore and coal deposits in Jharkhand, the petroleum deposits in West Asian countries, gold and diamond deposits in South Africa and the rich black soils of the Deccan Plateau in Maharashtra are some examples of actual resources.

Potential resources are those resources that could be of use in the future due to breakthroughs in technology, or changing circumstances. For example, biofuel, that is, fuel made from living matter like crops of sugarcane and rapeseed, was thought to be too expensive 20 years back. At that time, it was seen as a potential resource. But today, soaring petroleum prices have made biofuel an attractive option, and biofuel is seen as an actual resource. High-speed winds, solar energy and bio-waste were considered as potential sources of energy in the past. Today, they are actual power resources. There are wind farms in Tamil Nadu and Gujarat which are devoted to producing wind energy.

ENRICHMENT ACTIVITY

Paste a picture of a wind farm in your scrapbook and discuss in class why we should develop potential resources.

Renewable resources are those that get regenerated or replenished rapidly. Some resources replenish themselves (like wildlife and forests) and some can be replenished with the help of physical, chemical

ENRICHMENT ACTIVITY: PROJECT

Make a presentation or a blog on non-renewable resources and their rapid depletion. Suggest ways in which each of us can reduce our dependence on the non-renewable resources, and do our bit to conserve them.

and mechanical processes (like soil and water).

However, over-exploitation and unscientific use of renewable resources like water, soil and forests can affect their future supply. Today, drying up of rivers, land degradation (soil losing its fertility) and deforestation are challenging issues in many parts of the world.

Non-renewable resources are those resources that cannot be replenished or renewed, for example metallic minerals. Some other resources, like coal, take thousands of years to get naturally replenished, which is several times more than the human life span. If we use them carelessly, we may run out of these resources.

Some non-renewable resources, like metals, are recyclable, but fossil fuels like coal, petroleum and natural gas cannot be recycled.

Ubiquitous resources are resources that are found everywhere. For example, air is a ubiquitous resource as it is found everywhere.

Localised resources are those that are unevenly distributed across the world, and are only found concentrated in certain regions. Copper, iron-ore, gold, diamonds and silver are some examples.

ENRICHMENT ACTIVITY

Identify two places each in the world where rich deposits of gold, copper and iron-ore are found.

Human-made Resources

Human-made resources are those that humans create using technology and skills. In the process, natural substances are transformed into useful products. Even the technology used to make such products is a human-made resource. Aircrafts, machinery, buildings, roads and railway tracks are some examples of human-made resources. Institutions like schools, and services like banking, are also human-made resources.

Human Resources

Human resource consists of people. All other resources get meaning and value based on the needs and requirements of human beings. Therefore, human resource and its proper development is of vital importance. The creative mind of humans, and the desire to satisfy their needs, helped them produce different services and products—iron-ore was used to build machines, while cotton was spun into yarn, woven into cloth and tailored into outfits.

Governments spend a lot of money and effort on the health and education of their people. After all, human resource is the one of the most important resources—without it, other resources are of little use.



CONSERVING RESOURCES

The population of humans in the world is ever increasing. Human needs are also increasing at a rapid pace. Almost every human need is met primarily from nature. Let us look at some examples.

- For food, humans depend on soil, plants and animals.
- For clothing, they depend on fiber got from plants or animals.
- For shelter, they depend on nature for timber, bricks, mortar and iron.
- For industrial needs, too, humans depend on the various mineral resources.

ENRICHMENT ACTIVITY

List five products you use and state the primary resource from which each is produced. For example, paper is got from trees (from wood pulp).

It is necessary to use resources carefully and with prudence as they form our life-support system. Indiscriminate and unscientific use will lead to depletion of resources and later generations will suffer from an acute shortage of resources.

Only sustainable development will ensure the wellbeing of the future generations.

Sustainable development can be defined as, 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

The careful and prudent utilisation of resources with future needs in mind, and preventing the depletion of the same by giving time for it to regenerate or get renewed, is called **conservation of resources**.

All of us should practise the four golden Rs of

conservation. They are:

- **Reduce**—Consume less and do not waste.
- **Reuse**—Use a product or resource as many times as you can.
- **Recycle**—Avoid wastage by changing a product into another usable material.
- **Refuse**—If you do not need a thing, refuse it.

There are many ways in which we can conserve resources:

- by making and using shopping bags made of cloth or newspapers instead of plastic
- by closing taps when not in use; and by using a bucket to bathe instead of using the shower
- by planting saplings on our birthdays and other important occasions



Glossary

resource: anything that satisfies human needs

biotic resources: living resources like plants and animals

abiotic resources: non-living resources like air and water

renewable: something that gets replenished

ubiquitous: present everywhere

sustainable development: development that meets the needs of the present without damaging the environment



Enrichment Activities

- **Project Work:** Choose any metal. Explain in what form it is found in nature and, where all it is found and how abundant are its reserves. Mark its distribution on a world map. Suggest ways of recycling it. You can make a chart or a booklet and present it in the class.
- **Find Out:** We use electricity for a number of things in our homes every day. Find out how

electricity is generated in your state. Collect pictures and make a booklet about your state power corporation.

- **Group Work:** Do a research project on photovoltaic cells. Write a report of about 200–250 words. Explain how it works, where it is used, and whether it is a good alternative source of energy for our houses.

ENRICHMENT ACTIVITY

Think and then add five more ways by which you can conserve resources. Have a debate in class on the topic ‘The world has enough for everybody’s needs, but not everybody’s greed.’ (These were Mahatma Gandhi’s words.)

- by switching off lights and fans when not needed both at home and school

Humans could not survive without the support of natural resources. Therefore, we have no right to pollute, exploit or harm the environment. It is also our duty to protect biological diversity and conserve resources for future generations by practising sustainable development.



In Brief

- Anything that satisfies our needs is a resource.
- Resources are classified into natural, human-made and human resources.
- Natural resources can be variously classified as biotic/abiotic, actual/potential, renewable/non-renewable and ubiquitous/localised resources.
- We should practise the four golden Rs of Reduce, Reuse, Refuse and Recycle to maintain a continuous supply of resources.



Exercises

I. Tick the correct answer.

- Discovery of this led to cooking
a) water b) fire c) soil
- Which of these is a human-made resource?
a) fruits b) minerals c) refrigerator
- We should use resources
a) optimally b) indiscriminately c) lavishly

II. Name the following.

- Any three practices that conserve resources
- Any two natural resources
- Any two uses of water
- Any two minerals found in South Africa
- Any two things a student can do to protect nature

III. Distinguish between:

- Renewable resources and non-renewable resources
- Potential resources and developed resources
- Ubiquitous resources and localised resources
- Biotic resources and abiotic resources

IV. Answer the following questions.

- What are resources? Explain in detail.
- How can we broadly classify resources?
- What is sustainable development?
- What are the four 'golden Rs' of conservation?
- What are human-made resources? Give examples.
- 'Human wants are satisfied primarily by nature'. Justify the statement.



Multiple Choice Questions

- A resource is:
a. anything found in nature
b. anything made by humans
c. anything found in nature or made by humans
d. anything that has utility and that can be used to satisfy human wants
- Which of these is NOT a natural resource?
a. sunlight b. wildlife
c. railway tracks d. coal
- Potential resources are those that
a. have been safely stored for future use
b. have been already developed and are in use now
c. could be of use in the future due to breakthrough in technology
d. all of the above
- Which of these are non-renewable resources: (There could be more than one option.)
a. water b. petroleum c. air d. copper
- Which of these is NOT a human-made resource?
a. schools b. aircrafts
c. machinery d. mineral
- Why is human resource said to be the most important resource?
a. It is the most abundantly found resource on Earth
b. This resource requires a lot of training and investments for development
c. All other resources get meaning and value based on the needs and requirements of human beings
d. All of the above
- Sustainable development means
a. development that uses resources carefully
b. sustained or continuous progress
c. development that meets the needs of the present without affecting the availability of resources for future generations
d. none of the above
- Which are the four golden Rs of conservation?
a. Reproduce, reuse, recreate, refuse
b. Reduce, reuse, recycle, refuse
c. Reuse, remake, remodel, reclaim
d. Remove, redo, recycle, rethink

9. We should use resources
- a. optimally
 - b. indiscriminately
 - c. lavishly
 - d. wastefully
10. Which of the following actions will NOT help Swati save resources?
- a. Asking her parents to use reusable cloth bags
 - b. Watering the plants using the water used to wash clothes
 - c. Using the shower to have a bath
 - d. Switching off fans and lights when not in use



HOTS: Think and Answer

Do you know of any potential resource that has not been listed in this chapter? Find out and share the information with your class. How can this potential resource become an actual resource?



Values that enrich

The natural resources of a country are considered as national wealth. But in the newspapers we read articles about illegal mining, cutting trees in ecologically sensitive zones and the pollution of water bodies. What values should we develop to have sustainable development?



Life skills

Creative thinking/Innovative thinking

In an effort to control air pollution, many countries of the world have adopted a unique system, whereby cars with number plates ending in odd and even numbers are allowed on the roads on alternate days only. Since adopting and implementing this policy, the number of cars on the road each day, and the resultant pollution, came down significantly in these countries. This system is known as the odd-even system.

Delhi too adopted this system when pollution levels in the city escalated. Find out if this policy helped Delhi check pollution levels in the city. Do you think this is an effective means to check pollution? Have a discussion in class.

2. Land, Soil and Water Resources

Land, soil and water are the three most important natural resources. The entire life system depends on them, directly or indirectly. All three resources are finite—that is, they are limited in supply. Therefore, we need to utilise these resources in the best possible way, ensuring maximum benefits with minimal waste. If we overuse or misuse them, which humans have been doing for some time now, a time may soon come when life on Earth will become impossible. Let us see how these resources are distributed on the surface of the Earth and their pattern of use.

LAND RESOURCES

Land makes up only about 30% of the surface of the Earth; the rest is covered by oceans and seas. Of this land, only a fraction is habitable by humans, the rest is made of vast deserts, dense forests and rugged mountains. The rocky slopes of the mountains, low-lying areas prone to flooding, dry and sandy desert areas, regions covered by glaciers and thick forested areas are generally sparsely populated or

uninhabited. In fact, 90% of the world's population lives on just 30% of the land area.

Plains and river valleys are the most densely populated areas of the world as they offer suitable land for agriculture. They are also easy to build on, and live in.

Classification of land

Land can be classified in many ways.

- **On the basis of relief**—as plateau, plains and mountains
- **On the basis of soil fertility**—as fertile and barren land
- **On the basis of development of that area**—as rural and urban land
- **On the basis of ownership of the land**—as private land and community owned or government land. Private land belongs to an individual. Community land is owned by a group of people in a community for common uses like collection of fodder, fruits, nuts or



Plateau



Fertile alluvial plains



Mountains



Barren land

medicinal herbs. These lands are also referred to as common land or common property resources.

- **On the basis of the use we put it to**—as **arable land** (i.e., land which is suitable for crop production), **pasture land** (land used for grazing animals), **forests, fallow** (land which can be cultivated, but has been left unused for the season), **cultivable waste** (land which can be cultivated but which has been lying fallow for more than five years) and **non-agricultural land**.

Land use

We use land for various purposes such as agriculture, forestry, mining, construction of residential, institutional and industrial structures, for laying roads and railway lines.

EXPLORE SOME MORE...

According to the National Geographic, around 83 % of the total land surface and 98 % of the areas where it is possible to grow the world's three main crops—rice, wheat, and maize—are already directly influenced by human activities. This fact shows that there is very little scope for bringing more land under agriculture. People will have to use the land they have as optimally as possible to increase agricultural yield.

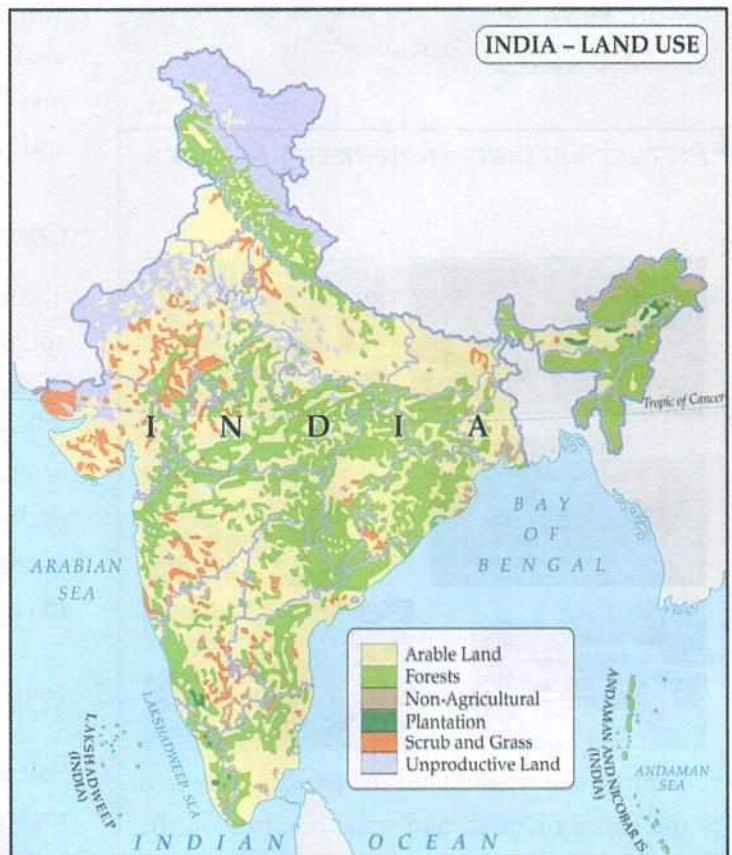
The use of land is determined by physical factors such as topography, soil, climate, minerals and availability of water. Human factors such as population density, availability of capital, and technology are also important determinants of land use pattern.

In India, the pattern of land use is as follows:

Net sown area is around 46%, forested land is around 23%, permanent pasture is around 3%, cultivable wasteland is around 4%, land not available for cultivation (i.e., non-agricultural uses) is around 14%.

(Source: Ministry of Agriculture, Government of India)

Today, there is a great change in land use pattern. With people encroaching upon common lands to build commercial, industrial and residential structures in urban and rural areas, the size and



ENRICHMENT ACTIVITY

Make a pie-chart: Make a pie-chart based on the figures given above to illustrate the pattern of land use in India.

EXPLORE SOME MORE...

According to the CIA World Factbook as on May 16, 2008, the land use pattern of the world shows that more the four-fifth of the land area is used for non-agricultural purposes.

arable land: 13.31% (i.e., land cultivated with crops like wheat, maize and rice that are replanted after each harvest)
permanent crops: 4.71% (i.e., land cultivated with crops like citrus, coffee and rubber that are not replanted after each harvest; includes land under flowering shrubs, fruit trees, nut trees, and vines, but excludes land under trees grown for wood or timber)
other: 81.98% (i.e., any land not arable or under permanent crops; includes permanent meadows and pastures, forests and woodlands, built-on areas, roads, barren land, etc.)

PICTURE READING: ENRICHMENT ACTIVITY



- Identify the type of land use pattern shown in the above pictures, and write one line on the importance of each use.

extent of agricultural and forest lands are decreasing at a rapid rate. The number of people and their needs are ever growing, but the availability of land is limited as it is a finite resource. As pressure on land increases it usually leads to land degradation.

Land degradation

Over-exploitation of land resources and concretisation causes land degradation, landslides, soil erosion and desertification, which are major threats to the environment.

Land degradation refers to the decline in productivity of cultivated land or forest land. Generally, land degradation results from unsuitable and unscientific land use.

Factors responsible for the degradation of land include excessive exploitation of land, deforestation, clearing fertile land for settlements, slashing and burning the trees for agriculture (Jhum), abandoned mining sites and surface mining, toxicity in the landfill, untreated industrial effluents and concretisation.

Conservation of Land Resources

To ensure that the natural resources are not depleted and to maintain ecological balance, the present rate of degradation of land resources must be checked. Afforestation, land reclamation, regulated use of chemical pesticides and fertilisers, planting of shelter belts, controlled mining and checks on overgrazing are some of the common methods used to conserve land.

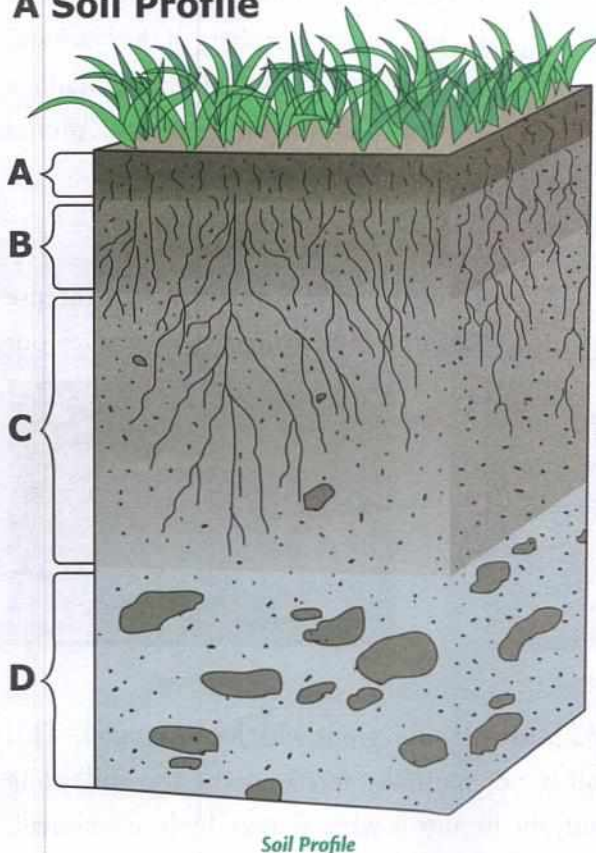
SOIL

Soil is the unconsolidated (or loose) covering of fine rock particles that covers the surface of the Earth. It consists of weathered particles of rocks brought

down by the agents of erosion—water, wind and glaciers. It also consists of decaying organic matter (**humus**) and minerals.

Soil varies in colour, texture, fertility and content. The type of landforms and the nature of the parent rock determine the type of soil. Fertility of the soil refers to its ability to produce vigorous growth in plants. The right mix of minerals and organic matter, with the ability to retain the correct amount of moisture, determines the fertility of the soil. Soil forms very slowly—the time taken can range from 200 to several thousand years.

A Soil Profile



Soil profile

Suppose you cut out a slice of soil like you would cut a slice of cake, you will see various layers in the soil. These layers are called **soil horizons**. The manner in which these horizons are arranged in

a soil is known as **soil profile**. The soil profile is different in different places. The main layers or horizons in the soil are—

- **topsoil (A):** This layer is dark in color, has a fine texture, has a high content of organic matter (or humus), and is vital for plant growth.
- **subsoil (B):** This is the layer just below the topsoil; it consists of sand, silt and clay, but has only minor amounts of organic matter.
- **parent material (C):** This horizon usually consists of unconsolidated rock material from which the A and B layers have been formed. This zone has no humus nor does it have any soil structures.
- **bedrock (R or D):** This layer lies at some depth below the C horizon and consists of solid rock.

Soils of India

The Indian Council of Agricultural Research (ICAR) has classified the soils found in India into eight groups. The classification is based on origin, colour, composition, texture and location.

ALLUVIAL SOIL

This is a rich and fertile soil formed by the depositional action of rivers. Rivers transport eroded material from their higher reaches and deposit this material on their banks as they reach the plains. This fertile alluvial soil supports cultivation of crops. In India we can find rich deposits of alluvial soil in the vast Indo-Gangetic Plains and the deltaic regions of the peninsular belt. It covers almost 24 % of India's land area.

BLACK SOIL

Black soil is also known as **regur soil** or **cotton soil**. It is found in and around lava plateaus. This deep and clayey soil swells when it is wet and contracts when dry. Therefore, it develops wide cracks during



Red soil

due to the presence of iron oxides. In the lowlands, they are normally fertile, but in the dry uplands, they are less fertile. It is suitable for the growth of millets, cotton, wheat, onions and potatoes. In India, it is found in the periphery of the black soil regions in the states of Odisha, Madhya Pradesh, Tamil Nadu, Telangana, Andhra Pradesh and Kerala.

LATERITE SOIL

Laterite soil is formed due to intense leaching (i.e., when water washes out



Black soil of the Deccan



Leached laterite soil



Sandy soil

summer. It is ideal for the growth of cotton. In India, it is found in the basaltic Deccan Plateau in the states of Maharashtra, Madhya Pradesh, parts of Gujarat and Karnataka, Telangana, Andhra Pradesh, Tamil Nadu, Uttar Pradesh and Rajasthan. Black soil is also considered good for the cultivation of cereals, pulses, oil seeds, citrus fruits and vegetables.

RED SOIL

Red soil is sandy and red in colour. The redness is

soil nutrients) in regions with heavy rainfall. This soil is not naturally fertile as the top soil along with the humus is washed away by heavy rainfall. To make this soil cultivable, it has to be treated with fertilisers. It is used for growing jute, millets, fodder crop, etc. It is also used for brick making. In India, it is mainly found in coastal Maharashtra, Karnataka and Kerala. It is also found in Odisha, Tamil Nadu and West Bengal.

ARID AND SANDY SOIL

This soil is found in the dry regions. The colour of this soil varies from dark shades of reddish brown to pastel brown. It has very low moisture and humus content as it is found in the dry deserts. With sufficient irrigation the soil can be made cultivatable. In India, it is found in Western Rajasthan.

PEATY AND FOREST SOIL

In the regions where there is dense vegetation, we can find peaty and forest soil. This soil is rich in humus as the organic matter that accumulates in the forests decomposes to provide the same. In India, we can find this type of soil in the forests of Jharkhand, Bihar, Uttaranchal and in the evergreen forests of the Western Ghats.

Conservation of Soil

The removal of top soil is called **soil erosion**. If unchecked it can even lead to depletion of soil, or **soil degradation**. Both natural factors and human activities can lead to soil degradation.

We know that soil is a vital resource which is responsible for the sustenance of all plants, animals and human beings. All efforts should therefore be made to prevent soil degradation and conserve soil.

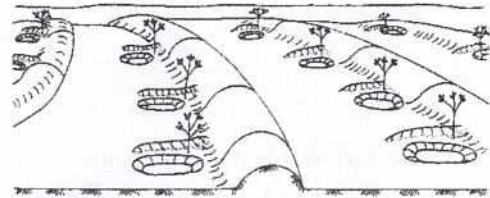
SOME METHODS OF SOIL CONSERVATION ARE:

- **Mulching:** The bare ground between plants is covered with a layer of organic matter like straw or peat to prevent loss of moisture from the soil. This process of conserving soil by retaining the moisture in the soil is called mulching.



Mulching—ground is covered with rice straw to help eggplants grow

- **Contour bunding:** On hill sides, stones are used to build barriers across the slope, following contours. Contours are imaginary lines connecting places that lie at the same altitude. Trenches are made in front of the barriers to collect water. This way of preventing soil erosion is called contour barrier or contour bunding.



Contour bunding

- **Plugging:** Rocks are piled up to slow down the flow of water. This prevents erosion by plugging the gullies to prevent soil loss.
- **Terrace farming:** Terraces are made on steep slopes so that flat surfaces are available to grow crops. The terraces reduce run-off and soil erosion. This method of conserving soil and utilising hill slopes to grow crop is called terrace farming.
- **Intercropping and crop rotation:** Scientific methods like intercropping and crop rotation also help conserve soil. Intercropping refers to growing different crops in alternate rows, and sown at different times, to protect the soil from rain wash. Crop rotation, i.e., growing different crops in the same field one after the other, also helps to conserve soil.
- **Shelter belts:** In the coastal and dry regions, where winds of high speed can blow away the top soil, rows of trees are planted around farms. These trees check the wind, prevent soil erosion, and act as shelter belts.
- **Other methods:** Afforestation, the increased use of **organic manures**, and resorting to



Terrace farming in Nepal

sprinkler and drip irrigation in the place of flood irrigation can also check soil erosion.

WATER

Water is a vital, renewable natural resource. Almost three-fourths of the Earth is covered by water. This water is of two types—saltwater and freshwater. The oceans occupy two-thirds of the Earth's surface and support a rich variety of marine plants and animals. The salinity in marine waters makes it unfit for



Trees act as shelter belts in this farm in Australia

human consumption. However, many countries of the Middle-East are using desalination plants to make marine waters fit for human consumption.

Distribution

Freshwater accounts for only about 3% of all the water on Earth. Most of this occurs as ice sheets and glaciers in Greenland, Antarctica, the Arctic region

ENRICHMENT ACTIVITY

Read the following news item and answer the following questions.

Rainfed, watershed technology key to combating land degradation

The total amount of degraded land in India has been assessed at around 120.72 million hectare. Problems like water erosion, wind erosion, water logging, salinity/alkalinity, soil acidity, etc., are leading to degradation of soil in various states.

Out of the total geographical area of 4.421 million hectare in Haryana, about 1.467 million hectare falls under the category of degraded land. Meanwhile, in Punjab, out of an area of 5.036 million hectare, about 1.280 million hectare is degraded land. These figures compiled by the National Bureau of Soil Survey and Land Use Planning and the Nagpur Council of Agricultural Research, highlight the need to combat land degradation for sustainable agriculture.

Preeti Parashar, June 19, 2008

- *List some problems that have caused degradation of soil in various states of India.*
- *Calculate the percentage of degraded land in India, Haryana and Punjab.*
- *By which body were these figures compiled? What does it tell you about the nature of soil degradation in India? Prepare a report on methods which can be adopted to combat this degradation.*

and lofty mountain peaks. Only about 1% is readily available for human consumption. Freshwater is found as groundwater in wells, springs and geysers and as surface water in rivers, lakes and ponds. It is also found as water vapour in the atmosphere.

Freshwater is therefore, a critical resource. The quantity of water found on Earth is fixed. It is found in different states or forms (solid, liquid and gas), and is in constant motion, changing from vapour to water to ice, and back again to water. This continuous movement of water from the land and ocean to the atmosphere and back is called the **water cycle**.

Uses of water

Humans consume a lot of water. Seventy percent of the human body consists of water. Water is primarily used for drinking and washing. It is also used for productive purposes like

- irrigation of fields
- generation of hydroelectricity using waters stored in reservoirs and dams
- industrial needs
- recreational needs

Water Resources of India

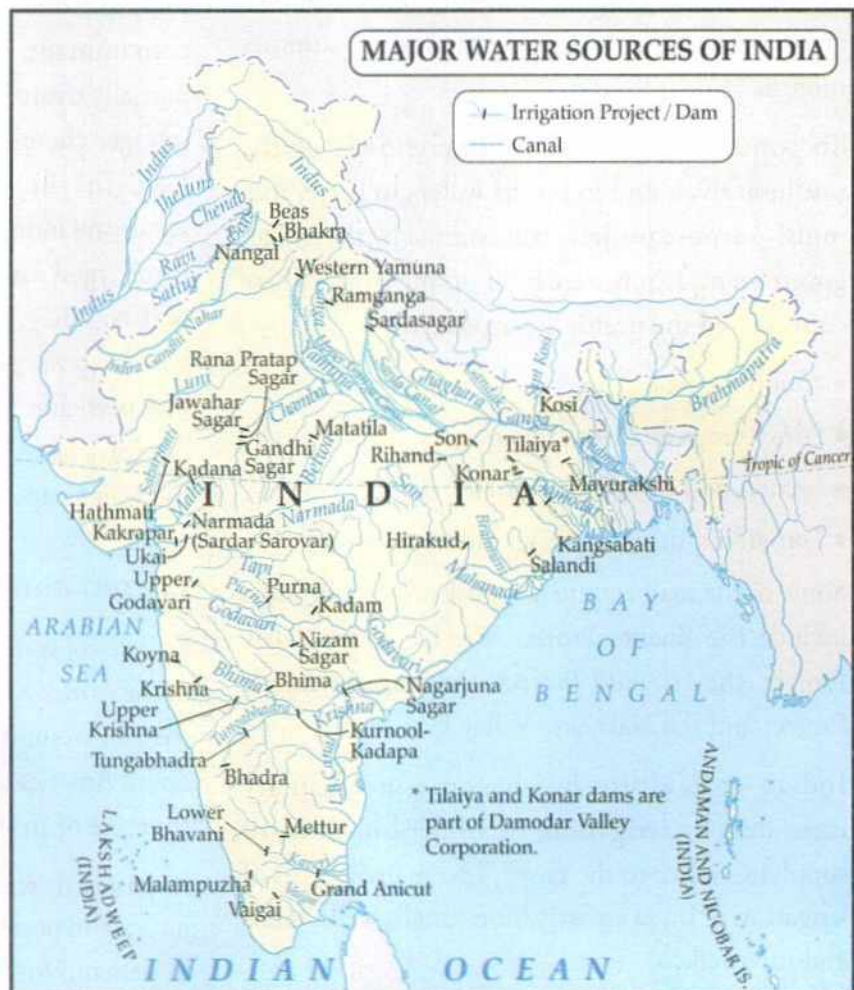
India has abundant water resources. Yet large parts of the country suffer from severe water scarcity. This is because water resources are unequally distributed in India, both seasonally and spatially.

India has several mighty rivers

like the Ganga, Brahmaputra, Godavari, Krishna and Narmada. The rivers that flow from the Himalayas, like the Ganga and its tributaries, the Indus and its tributaries, and the Brahmaputra, are snow fed rivers and are therefore **perennial** (that is, they flow throughout the year.) These rivers



Narmada River





Narmada Dam

experience flood during the summer months when snow starts melting in the mountains.

However, the rivers of the Deccan and South India are **seasonal rivers** that depend on the monsoons for their water. They flood during the monsoons, and have hardly any water during the hot summer months.

To control the annual summer floods of the northern rivers and to put its waters to better use, **multi-purpose projects** were started by the Indian government. Dams were built on the rivers. These dams served the multiple purposes of

- flood control
- providing water for irrigation
- generation of hydroelectricity
- providing drinking water and recreation

Some of the major multi-purpose projects in India include the Bhakra Project, the Damodar Valley Project, the Hirakud Project, the Nagarjunasagar Project and the Narmada Valley Project.

Indian agriculture has become increasingly dependent on **irrigation**, or artificial methods of supplying water to the crops. The main sources of irrigation in India are irrigation canals, wells, tanks and tubewells.



Narmada Canal

Water pollution

The problem of water pollution has started assuming challenging proportions. The major contaminants in water are partially treated or untreated sewage, chemicals fertilisers used in the agricultural sector and industrial effluents discharged into the water bodies. They pollute water with bacteria, parasites, viruses and toxic chemicals like pesticides. Most of these chemicals are non-biodegradable. They enter human bodies through the water and cause diseases.



Water pollution

Conservation of Water Resources

Scarcity of water is a major problem in many parts of the world. Most of Africa, West Asia, South Asia, parts of western USA, north-west Mexico, parts of South America and Australia are facing considerable shortage of freshwater.

In part, this scarcity has been caused by the sharp increase in population, and the consequent increase in demand for water. The situation is made worse by other factors like the drying up of water sources



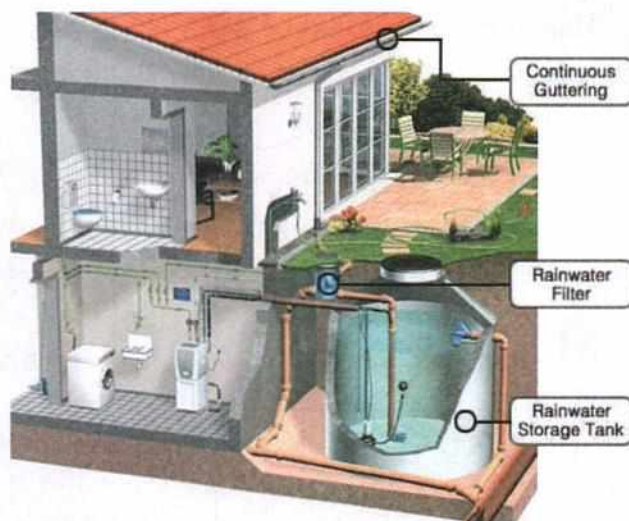
Scarcity of water—people waiting in queue

and water pollution, variation in seasonal or annual precipitation, over-exploitation and wastage due to negligence.

Conservation of water today is therefore a global need.

WAYS TO CONSERVE WATER

- Water pollution has to be brought under control. For this, it is essential to treat effluents suitably before discharging them into water bodies.
- Afforestation will not only help reduce runoff, but also replenish underground water by enabling percolation.



Rainwater harvesting

- Rainwater harvesting (by constructing tanks and percolation pits) is another method to conserve water by saving surface runoff.
- Scientific and regulated irrigational methods will prevent wastage of water.
- Mulching and plugging gullies also helps conservation of water.
- In dry regions with high rates of evaporation, drip irrigation and sprinklers should be adopted.

ENRICHMENT ACTIVITY

Study the following table which shows the land use pattern in different countries as of 2011.

- Identify the countries which have the least, and the most, percentage of arable land.
- Reflect on the possible reasons for the difference.
- Draw pie-charts to illustrate the pattern of land use in each of the countries. What does the land use pattern tell us about each of the countries?

India

arable land: 52.8% permanent crops: 4.2% other: 43%

China

arable land: 11.3% permanent crops: 1.6% other: 87.1%

Singapore

arable land: 0.9% permanent crops: 0.1% other: 99%

Germany

arable land: 34.1% permanent crops: 0.6% other: 65.3%

United States

arable land: 16.8% permanent crops: 0.3% other: 82.9%

United Arab Emirates

arable land: 0.5% permanent crops: 0.5% other: 99%

Source: CIA World Factbook, 2011.



Glossary

afforestation: growing forest on bare land

degradation: reduction in quality

reclamation: converting waste land into usable land

mulching: conserving soil by retaining moisture using straw cover

irrigation: supplying water to fields through ditches

rainwater harvesting: saving rainwater using percolation pits

effluents: liquid waste discharged into a river or stream

percolation: the slow passage of water through a filtering material like sand or soil



In Brief

- Land, soil and water are the three most important natural resources on Earth.
- We use land for agriculture, forestry, mining and construction.
- Over-exploitation of land and concretisation causes land degradation.
- Afforestation, land reclamation, minimal use of chemical fertilisers, controlled mining and checks on overgrazing are methods to conserve land.
- Soil is the loose covering of fine particles that covers the surface of the Earth.
- India has alluvial, black, red, laterite, arid and sandy, peaty and forest soil types.
- Removal of topsoil is called soil erosion.
- Soil can be conserved by means of mulching, contour bunding, plugging, terrace farming, crop rotation, shelter belts, afforestation and drip and sprinkler irrigation.
- Though two-thirds of the Earth is covered by water, freshwater is a very limited and precious resource and must be conserved by afforestation and rainwater harvesting.
- The main sources of irrigation in India are irrigation canals, wells, tanks and tube wells.



Enrichment Activities

- Project Work:** Create a land use map of your neighbourhood. Draw the streets around your house. Make sure you show at least 5-10 streets in your neighbourhood. Now mark the buildings, green spaces, private lands and community lands on the map. Use a key or legend to show the different uses to which the land has been put. Mark the land as residential area, commercial area, forested area, waste land, water bodies, land under agriculture, pasture land, etc.
- Model making:** Create a 3D model of terrace farming. Tell the class how terrace farming conserves soil, and also list the countries

where it is practised on a large scale.

- **Debate:** Have a debate on the topic “Is development a boon or a bane to humans and the environment?”
- **Chart work:** Make a chart to show the different ways of soil conservation. Paste pictures and write a few sentences about each method.
- **Project/Presentation:** Working in groups, do a project or make a presentation on any

of the multi-purpose projects started by the Indian government, like the Bhakra, or the Damodar Valley Project. Each group can take up a separate irrigation project. Collect information about when and why that project was started, who headed the project, how long it took to build, what are the benefits and what are the disadvantages or risks of the project.



Exercises

I. Distinguish between:

1. Private land and community land
2. Arable land, fallow land and cultivable waste
3. Mulching and contour bunding
4. Surface water and groundwater
5. Alluvial soil and laterite soil
6. Arid and peaty soil

II. Give reasons:

1. Humans occupy just a fraction of the surface area of the Earth.
2. We should conserve soil.
3. Cotton is grown in Maharashtra.

III. Answer the following questions.

1. What are the factors which influence land use?
2. What are the different ways in which land can be classified?
3. What is land degradation?
4. Mention the reasons for land degradation.
5. Define soil. What are the different types of soil found in India and where are they found?
6. What is the other name for regur soil?
7. Explain the uses of water. What is water pollution?
8. Briefly explain the ways to conserve water.
9. Write a note on the water resources of India.



Multiple Choice Questions

1. Which of these areas, according to you, would have the densest population?
 - a. a rocky desert
 - b. a dense equatorial forest
 - c. a fertile plateau
 - d. a fertile but low-lying area prone to flooding
2. Land which can be cultivated, but has been left unused for the season is called:
 - a. fallow
 - b. cultivable waste
 - c. arable land
 - d. pasture land
3. Which of these factors are responsible for land degradation? (More than one of these options may be correct.)
 - a. excessive exploitation of land
 - b. deforestation
 - c. untreated industrial effluents

- d. all of the above
- Some of the common methods of land conservation are:
 - deforestation
 - uncontrolled use of chemical pesticides
 - controlled mining
 - overgrazing
 - The layer of soil that has the maximum amount of humus is:
 - parent material
 - the bedrock
 - topsoil
 - the subsoil
 - This soil is clayey, fertile, develops cracks during summer, and is ideal for the growth of cotton.
 - alluvial soil
 - red soil
 - laterite soil
 - black soil
 - The process of conserving soil moisture by covering the ground with layers of straw or peat is called
 - plugging
 - mulching
 - terrace farming
 - bunding
 - What is the percentage of water on Earth that is freshwater?
 - 56 %
 - 2.7 %
 - 1 %
 - 97 %
 - Perennial rivers are
 - snow fed
 - rain fed
 - dam-fed
 - all of the above
 - What are the uses of multipurpose dams?
 - flood control
 - providing water for irrigation
 - generation of hydroelectricity
 - all of the above



HOTS: Think and Answer

Most of the rivers of north India are perennial rivers, while the rivers of South India are seasonal. Several plans have been made to link the rivers of the north with those of the south. But it has not happened so far. What could happen if the rivers of India get linked?



Values that enrich

Susheela Kapoor teaches farmers to grow fruits and vegetables the organic way. Her methods help the farmers use fewer pesticides and replenish the soil. What values does Susheela Kapoor's attitude reflect?



Life skills

ENVIRONMENTAL CONSCIOUSNESS

Turning kitchen waste into compost

Did you know compost made from kitchen waste increases soil fertility? Here are a few simple steps for creating compost:

Collect materials like fruits scraps, vegetable scraps, eggshells, shredded newspaper in a basket or garbage can. Sprinkle water over the pile to keep it moist.

Dig a pit in the backyard of your house. Put all the kitchen waste that you have been collecting in the pit. Cover it with a thin layer of soil. Let it decay and decompose. The kitchen waste will turn into compost in 90 days.

The compost could then be used as a fertiliser to increase the fertility of the soil. In what other ways do you think the fertility of the soil can be increased?

3. Natural Vegetation and Wildlife

Natural vegetation and wildlife are renewable natural resources that are vital for the continued existence of human beings on Earth. **Natural vegetation** refers to the plant life that grows naturally in an area, without human intervention; while **wildlife** refers to the animal life found in an area that has not been tamed or domesticated by humans.

Natural vegetation and wildlife are closely interconnected. Plants are **producers**. They produce their own food, and are known as **autotrophs**. Animals depend, directly or indirectly, on the plants for their food and cannot produce their own food. They are **consumers**, and are called **heterotrophs**.

NATURAL VEGETATION

Natural vegetation plays a vital role in the sustenance of life. Human beings depend on it in many ways.

- Trees produce oxygen, which all living beings need for breathing.

- We get products like timber, lac, resins, herbs, fruits, nuts, gum and fuel wood, from trees.
- They prevent soil erosion and help conserve soil, which is essential for growing crops.
- Trees act as shelter belts.
- The roots of trees enable percolation of water and help increase and recharge underground water.
- Forests moderate temperature and provide moisture through transpiration.



Scrubland



Grassland



Forest

Distribution of Natural Vegetation

Last year, you learnt about the different kinds of natural vegetation and their pattern of distribution on the surface of the Earth.

The distribution and the nature of natural vegetation depends on various factors like latitudinal extent, altitude, sunlight, temperature, type of soil and terrain, precipitation, rainfall, and the gradient or the slope of the land.

Of these, the two main factors responsible for the growth of vegetation are **temperature** and **moisture**. The important vegetation types of the world are forests, grasslands, scrubs, taiga and tundra.

RECAP

As you learnt last year, natural vegetation can be broadly classified into three categories.

- **Forests**—Land that has a dense cover of trees and shrubs is called a forest. Forests grow well in regions where there is abundant sunlight, temperature and rainfall.
- **Grasslands**—Land where grass and grass-like plants are the dominant form of plant life is called grassland. Grasslands grow in regions of moderate rainfall.
- **Shrubs**—Shrubs are low woody perennial plants. Thorny shrubs and scrubs grow in the dry regions of the world, like the deserts.

Deforestation

Deforestation is the cutting down of trees. Increasing population and spiraling demands for land has led to rapid deforestation all over the world. Forests are primarily cut down to clear land for agriculture, for putting up industries, and for laying roads and railway lines. People also cut down

trees for firewood and for the manufacture of paper and synthetic fibres.



This satellite image shows the extent of deforestation in Bolivia. It spreads out like a fan from centres of settlement.

Deforestation has resulted in soil erosion on a massive scale. With no trees to hold the soil in place, rain takes away the fertile topsoil from the land, leaving it leached and devoid of nutrients. The rainwater runs off the surface of the land so rapidly that it is unable to seep into the ground. This results in the lowering of the water table in the area. If there are dams in the area, they get silted up rapidly, as there are no roots to hold the soil together and prevent erosion.

Deforestation also destroys the wildlife of the area. Animals are forced out into the open and end up being



Soil erosion and landslide due to deforestation

EXPLORE SOME MORE...

How long does it take to grow an evergreen?

Evergreen trees (conifers) grow at different rates. In the wild, some evergreens can mature at 50 years and some may live to be thousands of years old. The oldest known conifers are the bristlecone pines that grow in the southwestern United States—some of them are over 4,000 years old!

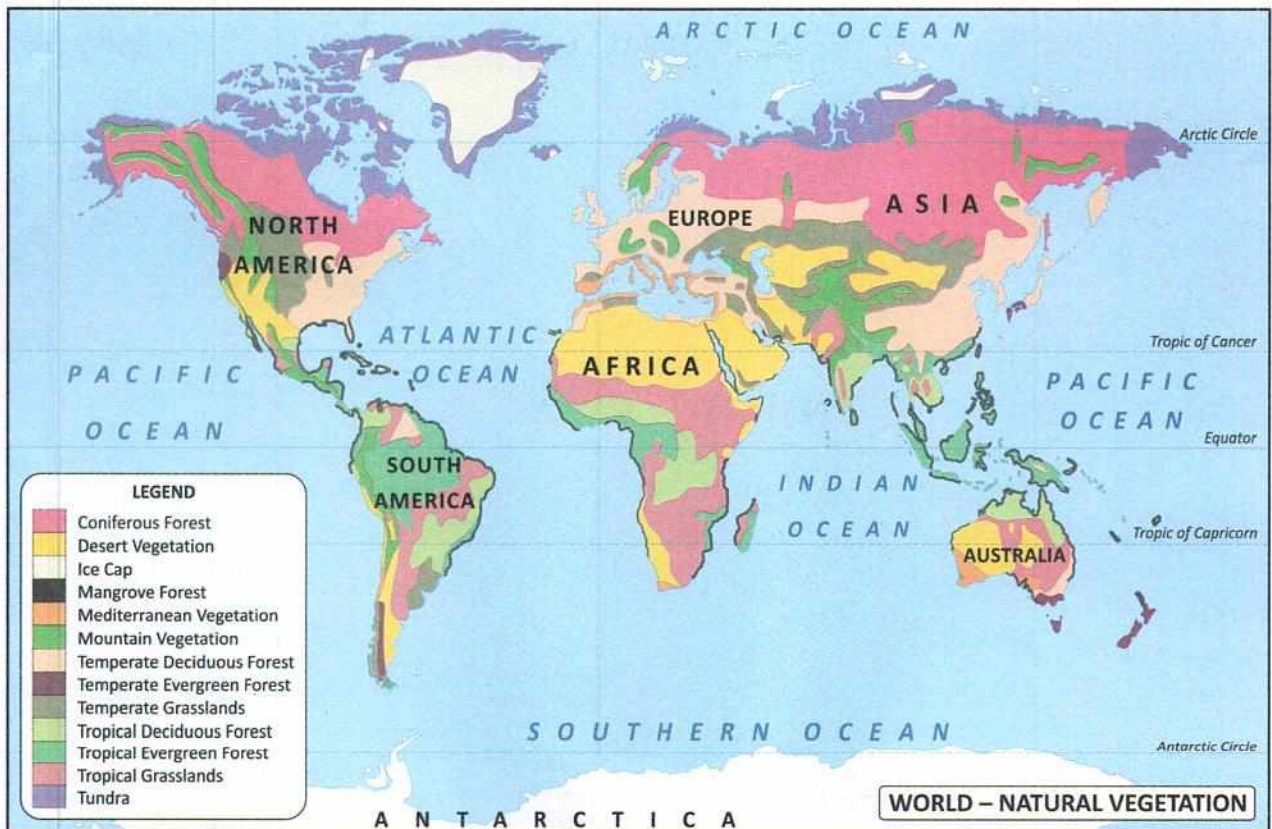
For commercial use, the trees are harvested somewhere between 7 and 12 years. That is the minimum period they need to reach the right size and shape to be of use to humans.



ENRICHMENT ACTIVITY: MAP WORK

Study the map given below, then answer the following questions.

- Name two regions that have deciduous forests, two areas where the savanna grows, and two areas where coniferous forests grow. What type of vegetation is found in northern Africa?
- Draw the natural vegetation regions of the world on a outline map of the world.



easy targets for poachers and hunters. They also start attacking human habitations in search of food.

Wildfires

Wildfires are another cause for the destruction of forests and scrubland. A wildfire is an uncontrolled fire that occurs in forests or bushland. Countries like Indonesia, USA, Australia and Greece suffer from frequent and devastating wildfires. In the wildfire that raged in Indonesia from mid-1997 to May 1998, more than eight million hectares of forest were

burned. Indonesia has lost half of its forest cover in the last thirty years. Many of the fires in Indonesia were started by humans seeking to clear land for growing cash crops. More recently, the wildfires in the Amazon rainforest and the Australian bushfires have destroyed vast areas of forest and scrub.

Forests in India

In 2019, India had 21.67% of its total area under forest cover according to the Forest Survey of India. Very dense forests cover 3.02% of this

ENRICHMENT ACTIVITY: MAP WORK

- Study the map given below. Which are the parts of India that support tropical dry deciduous vegetation? Where in India would you find alpine vegetation? Name two regions that have swamp vegetation. What vegetation type covers the maximum land area in Central India?
- On an outline map of India, draw and colour the natural vegetation regions of India.





The Zaca wildfire of California burnt thousands of acres of land in a couple of days.

area, moderately dense forests cover 9.39% and open forests or bushland cover 9.26% of the area. Madhya Pradesh has the largest area under forest cover, followed by Arunachal Pradesh, Chhattisgarh, Odisha and Maharashtra.

Forest area has been decreasing in India as a result of land cleared for farming, flooding for irrigation and hydroelectric projects, expansion of urban areas, industries, roads, power lines, etc.

Conservation of forests

To protect the forests that are still left in India, the government has declared many of them as **reserved** or **protected forests**. Protected and reserved forests are owned by the government, and the government reserves the right to allow people to enter these forests and use its products.

The main difference between reserved and protected forests is that in reserved forests rights to all activities like hunting and grazing are **banned** unless specific orders are issued by the government; and in protected forests, rights to all activities like hunting and grazing are **allowed** unless specific orders are issued. Thus reserved forests enjoy greater protection than protected forests.

WILDLIFE

Wildlife, as you saw, refers to all the non-domesticated animals found in an area. It comprises all types of animals like mammals, reptiles, amphibians, birds and insects.

Wildlife is an important resource.

- Animals maintain the ecological balance in nature. Birds feed on worms and thus protect crops. Birds like vultures and crows feed on dead animals and thus act as scavengers.
- Wildlife is an important source of food for communities living in forests.

There is a definite **food chain** in the ecosystem. **Herbivores** feed on producers (plants), **carnivores** feed on herbivores, and **omnivores** feed on both the producers and the consumers. When the omnivores and carnivores die, their remains get mixed into the Earth and provide food to the plants. Thus the cycle is complete. It highlights the interdependent nature of life on Earth.

Thus, it is important to protect our wildlife to maintain the ecological balance on the Earth.



A tiger and its cub in Pilibhit Tiger Reserve



Black Skimmers

Conservation of wildlife

Over the years, there has been a significant degradation and depletion of wildlife all over the world. Changes in climatic conditions and human interference have caused the loss of the natural habitats of animals. Indiscriminate felling of trees

EXPLORE SOME MORE...

In recent decades, human encroachment has posed a threat to India's wildlife; in response, the system of national parks and protected areas, first established in 1935, was substantially expanded.

In 1972, India enacted the Wildlife Protection Act and Project Tiger to safeguard crucial habitat; further federal protections were promulgated in the 1980s. Along with over 500 wildlife sanctuaries, India now hosts 18 biosphere reserves, 11 of which are part of the World Network of Biosphere Reserves.

in the forests has led to the migration of several species of animals.

Animals and birds like tiger, lion, elephant, deer, black buck, crocodile, rhinoceros, snow leopard, ostrich and peacock are poached for their hides, skins, nails, teeth, horns and feathers. There is a thriving illegal market for these goods in various parts of the world today. As a result, many species have become vulnerable or **endangered**, and some are on the verge of **extinction**.



Animal skins on display

Indiscriminate mining, deforestation, soil erosion, constructional activities, forest fires, failure of rains, earthquakes, tsunami and landslides are some of the human-made and natural factors which lead to the extinction of wildlife.

There is an urgent need to control this situation.

National parks, wildlife sanctuaries and biosphere reserves are made to protect our natural vegetation and wildlife.

A **national park** is a large area of land preserved in its natural state as public property, and there are laws that protect the wildlife in the park.

A **wildlife sanctuary** is a vast area set aside by the state to protect characteristic wildlife, especially migratory bird communities, or to protect threatened animal or plant species. All forms of hunting, killing or capturing of wildlife are prohibited except for scientific research authorised by the government.

EXPLORE SOME MORE...

The Sariska National Park was declared a reserved forest in 1955. It was then upgraded to the status of a wildlife sanctuary in 1958. It became a Tiger Reserve in 1978, and finally a national park in 1992. Each category receives a higher degree of protection and government funding. However, rampant poaching led to a sharp decline in the number of tigers at Sariska. Look up the Internet and find out about the issues that plague this national park, and what the government is doing to mitigate them.



The Sariska National Reserve

Biosphere reserves are specially protected natural areas which are zoned according to the intensity of human activity:

- The **core zone** is free from human intervention.
- The **buffer zone** serves to protect the core zone from harmful impacts and is used only for forest research.
- The **transition zone** contains areas given over to traditional agricultural usage and areas benchmarked for agricultural research.

There is a natural balance in the ecosystem. This balance is often disturbed by human intervention, especially in cases where a large human population is dependent on the environment for its survival. In all circumstances, however, efforts should be taken to ensure that there is minimal damage to the environment.

Awareness programmes like tree planting programmes around schools and the neighbourhood should be encouraged at the regional and community level. School children should be encouraged to watch migratory birds and endemic animals, visit national parks and wildlife sanctuaries, and conduct and participate in nature camps, so that they can appreciate the habitats of varied species.



A tiger taking a stroll—Ranthambore National Park



Glossary

autotroph: plants that are capable of preparing their own food

heterotroph: a living thing that cannot make its own food

ENRICHMENT ACTIVITY

Map work: On a political map of India show the following wildlife reserves and national parks—Dudhwa National Park, Bandhavgarh Park, Ranthambore National Park, Kanha National Park, Keoladeo National Park, Sundarbans Tiger Reserve, Sariska National Park, Gir National Park, Kaziranga National Park, Corbett National Park, Nilgiri Biosphere Reserve, Gulf of Mannar Biosphere Reserve.

Many countries have passed stringent laws against the killing and illegal trading of birds and animals. In India, the killing of lions, tigers, deer, the great Indian bustard and peacocks, among others has been banned. An international convention, CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora), has been established to prevent and mitigate such activities.

- It is an international agreement between governments.
- It seeks to ensure that international trade in wild animal and plant species does not threaten their survival.
- Roughly 5,000 animal species and 25,000 plant species are protected under this convention, including bears, dolphins, corals, aloes, orchids and cacti.
- It also lists several species of animals and birds whose trade is prohibited.

Every citizen should consider it an ethical duty to conserve and protect plants and animals and to save his or her own environment.

- amphibian:** animal that lives both on land and water, like the frog
- mammals:** animals that have body hair and feed their young one's with milk, like the humans
- herbivore:** animal that eats only plants
- carnivore:** animal that eats only other animals
- omnivore:** animal that eats both plants and other animals
- threatened:** animal species that is fast disappearing
- endangered:** animal species that is on the verge of disappearing
- extinct:** animal species that is no longer seen in the wild



In Brief

- ▶ Natural vegetation refers to the plants that grow naturally in an area; they include forests, grasslands, scrubs, taiga and tundra.
- ▶ Plants play a vital role in the sustenance of life.
- ▶ Deforestation destroys the habitat of wildlife and also results in soil erosion.
- ▶ The government has created reserved and protected forests to conserve forest cover.
- ▶ Wildlife refers to all non-domesticated animals of an area.
- ▶ Wildlife preserves the ecological balance in nature.
- ▶ The government has created national parks, wildlife sanctuaries and biosphere reserves for the protection of wildlife.



Enrichment Activities

- **Diary entry:** Imagine you are a forest ranger in a national park where the number of tigers has been falling sharply—mainly because of poaching (illegal killing). Write a diary entry describing a day in your life where you saved one of the last surviving tigers from a gang of poachers.
- **Role play:** Work in groups and enact a play based on the diary entry given above.
- **Field trip:** If there is a zoo in your city, visit it. Note down the names of all the animals and birds that you see there. Also note where the animals are originally from. Have the zoo authorities tried to match the surroundings of each animal to its natural habitat? For example, does the hippopotamus have a pond it can wallow in? Do the monkeys have trees they can swing from? Are the enclosures clean? Do you feel animals should be kept in zoos?
- **Presentation:** Make a presentation on any of the national parks or wildlife sanctuaries of India. Has the sanctuary helped save any animal from becoming extinct?
- **Poster making:** Make a poster entitled 'Save our wildlife!' or 'Let us save our forests!'



Exercises

I. Distinguish between:

1. Autotrophs and heterotrophs
2. Protected forests and reserved forests
3. Natural vegetation and wildlife

II. Give reasons.

1. Population growth leads to deforestation.
2. Conservation of wildlife is important.

III. Answer the following

1. Mention the different uses of forests.
2. List the various factors on which vegetation depends.
3. Write a note on deforestation. What steps has the Indian government taken to conserve forests in India?
4. How are animals classified?
5. What is a biosphere-reserve? Highlight its importance.



Multiple Choice Questions

1. Plants are
 - a. consumers
 - b. producers
 - c. distributors
 - d. destroyers
2. The two major factors responsible for the growth of natural vegetation are:
 - a. temperature and moisture
 - b. rainfall and snowfall
 - c. fertilizers and irrigation
 - d. sunshine and altitude
3. An area with a dense growth of trees is called a
 - a. grassland
 - b. pasture
 - c. forest
 - d. shrub
4. Which of these is a result of deforestation?
 - a. soil erosion
 - b. lowering of the water table
 - c. landslides
 - d. all of the above
5. Which state has the largest area (among all the Indian states) under forest cover?
 - a. Arunachal Pradesh
 - b. Madhya Pradesh
 - c. Chattisgarh
 - d. Maharashtra
6. In a reserved forest, unlike in a protected forest,
 - a. rights to all activities like hunting and grazing are banned unless specific orders are issued by the government
 - b. rights to all activities like and grazing are allowed unless specific orders are issued
 - c. you can build a holiday resort even without the permission of the government
 - d. elephants can be hunted in the monsoon
7. According to rules of the food chain:
 - a. herbivores feed on consumers
 - b. carnivores feed on producers
 - c. omnivores feed on both consumers and producers
 - d. the remains of dead plants provide food to the carnivores
8. Indiscriminate hunting of animals has driven many to the edge of
 - a. a population explosion
 - b. extinction
 - c. poaching
 - d. all of the above
9. In 1992, the forest at Sariska was declared as a
 - a. reserved forest
 - b. tiger reserve
 - c. national park
 - d. biosphere reserve
10. Which of these things must you NOT do when you visit a national park?
 - a. Be as quiet as possible.
 - b. Wear bright fluorescent coloured clothing so that you can be seen from a distance.
 - c. Travel with an experienced guide.
 - d. Wear trekking shoes.



HOTS: Think and Answer

Discuss the following situations and record your observations. What do you think would happen if:

- there are no cats left to feed on the mice in a farm?
- there are no tigers or lions to feed on the deer in the forest?
- there are no rats or frogs for the snakes to eat, and no birds to eat the snakes?
- there are no frogs, lizards or birds to feed on the insects and worms?



Values that enrich

In one of its rulings, the Supreme Court banned tourists from visiting core zones in tiger reserves. The Supreme Court implemented the ban because the tiger population had depleted due to poaching, indiscriminate cutting of trees and unauthorised construction inside the reserves. What values is the Supreme Court trying to endorse?



Life skills

Awareness

It is important to follow a certain code of conduct when you visit a national park or a wildlife sanctuary.

- Be as quiet as possible. Switch off your mobiles and music systems, if you are carrying any.
- Preferably wear leaf green, brown, light blue or khaki coloured clothes to blend in with the surroundings.
- While waiting for a big animal, do not lose sight of the joy which the sighting of smaller animals and birds can offer.
- Wear trekking shoes.
- It is safer to travel with an experienced guide who will be able to spot animal tracks and movement.
- Carry a pair of binoculars to spot the smaller birds and animals. Do not shoot films in the night as the flashlight would disturb the animals.

4. Mineral and Power Resources

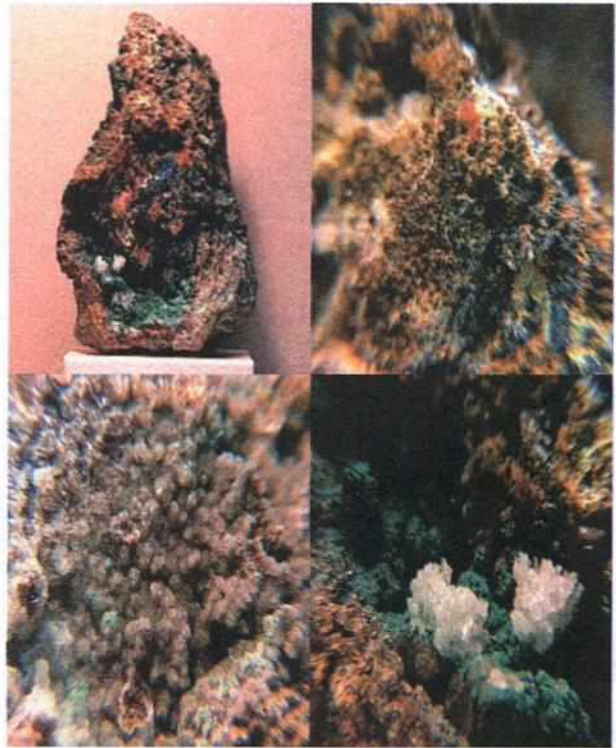
Mineral and power resources are vital for the economic and industrial progress of a nation. Their distribution on the surface of the Earth is highly uneven. The presence or absence of mineral and power resources can have a powerful influence on the relative wealth and economic independence of a country.

MINERALS AND MINERAL FUELS

A **mineral** is a naturally occurring substance found in the Earth's crust. Minerals have distinct physical properties such as colour and hardness, and chemical properties such as solubility. Like all natural resources, minerals are also distributed unevenly. Though there are over 5,000 minerals on the surface of the Earth, just ten of them make up 90% of the minerals found in the crust.

Silicates like feldspar and quartz (built from silicon and oxygen) are by far the most commonly available minerals, followed by aluminium, iron, calcium, potassium, sodium and magnesium.

Minerals are rarely found in the pure state. They are usually found in rocks, combined with other elements. Most minerals are found in such low concentrations or in such inaccessible places, that their extraction becomes too expensive, or technically difficult, to be profitable. A rock which contains enough mineral to make it economically viable for mining is called an **ore**. Ores are classified as **high grade ores** and **low grade ores**.



Different types of mineral ores

In the high grade ores, the mineral content is high and impurities are less. In the low grade ores, mineral content is low and impurities are more.

Types of Minerals

On the basis of composition, minerals are classified mainly as **metallic** and **non-metallic** minerals. Metallic minerals contain metals in raw form. Iron ore, copper, silver and gold are included in this category.

Non-metallic minerals do not contain any metallic substances. Quartz, limestone and graphite are examples of non-metallic minerals.

EXPLORE SOME MORE...

Let us look at some commonly used minerals:

- Common salt or sodium chloride (NaCl), which adds taste to our food, is a mineral.
- The chalk, which your teacher uses on the blackboard, or calcium carbonate (CaCO_3), is a mineral.
- The graphite in your pencil is a mineral.
- The petrol that fuels your car or motorbike is a mineral.

Can you add more to the list?

Mineral Fuels

Mineral fuels (also called fossil fuels) occur alongside minerals in rocks. Examples of mineral fuels are coal, petroleum and natural gas.

Extraction of Minerals and Mineral Fuels

All minerals and mineral fuels are extracted from rocks. Extraction (or the taking out) of minerals and mineral fuels from rocks is called **mining**. The method of mining adopted depends on the depth at which the mineral is located.

a. open-cast mining

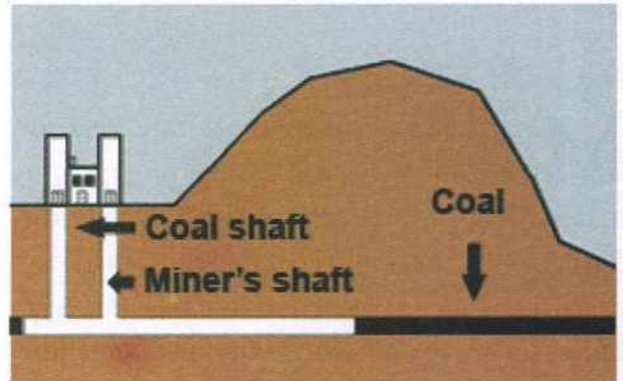
Minerals that lie near the surface are simply dug out of the ground through a process called open-cast mining. The opening thus formed is called an open pit or a quarry.



An open-cast mine, Palobar, Africa

b. shaft mining

Deep bores, called shafts, have to be made to reach mineral deposits that lie at great depths below the Earth's surface. This is called shaft mining.



Shaft mining

c. drilling

Petroleum and natural gas occur far below the Earth's surface. Deep wells are bored or drilled to take them out. Drilling can also be done off-shore.

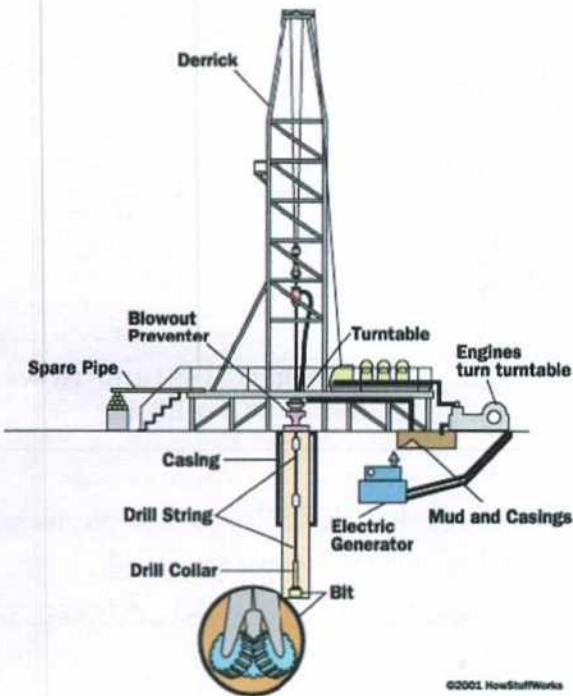
Distribution of Minerals

Minerals occur in different types of rocks.

- Metallic minerals are mostly found in **metamorphic** and **igneous** rocks. For example,



Drilling for oil



Oil derrick



Rocks and minerals

iron-ore in the Chhota Nagpur plateau in India; iron-ore in north Sweden, copper and nickel deposits in Ontario, Canada, and iron-ore, nickel, platinum and chromites in South Africa are examples of minerals found both in igneous and metamorphic rocks.

- **Sedimentary rocks** formed along the plains and young fold mountains have deposits of non-metallic minerals. Limestone deposits in the Caucasus Mountains of France, manganese deposits in Ukraine and Georgia, and the phosphate belts of Algeria are some examples. Fossil fuels such as coal and petroleum are also found in between layers of sedimentary rocks.

EXPLORE SOME MORE...

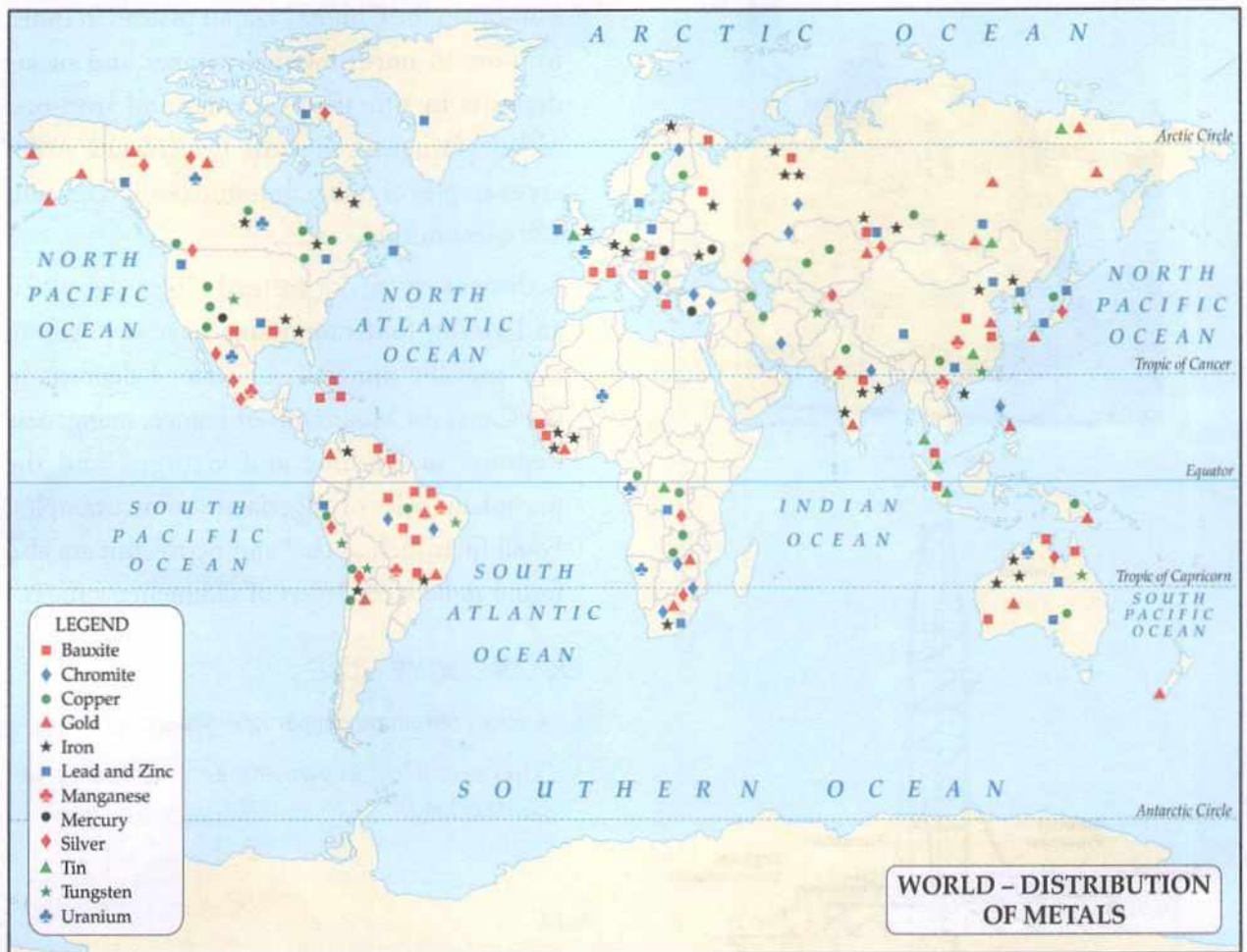
- Rocks containing copper are generally blue.
- There are no known mineral deposits in Switzerland.

ASIA

- Rich iron-ore deposits are found in China and India.
- Asia produces more than 50% of the world's tin. China and Indonesia are among the world's leading producers of tin.
- China leads in production of lead, antimony, aluminium, and tungsten.
- The Middle-Eastern countries of Saudi Arabia, Iran, Iraq and Kuwait have some of the world's largest reserves of petroleum and natural gas.
- Asia also has rich deposits of manganese, bauxite, nickel, zinc and copper.

EUROPE

- The countries in Europe with large deposits of iron-ore are Ukraine, Russia and Sweden.



- Mineral deposits of copper, lead, zinc, manganese and nickel are found in Eastern Europe and Russia.
- The Ruhr Valley of Germany is rich in coal deposits and today it is one of the most populated industrial regions in Europe.
- Petroleum and natural gas are found below the seabed of the North Sea. The two largest producers in this region are Norway and the United Kingdom.
- In the Canadian Shield Region, iron-ore, nickel, gold, uranium and copper are mined.
- In the Appalachians region rich coal deposits are found.
- The Western Cordilleras have vast deposits of copper, lead, zinc, gold and silver.
- One of the world's largest deposits of bituminous and soft coals is found in West Virginia, western Pennsylvania and the bordering areas in Ohio and Kentucky.

NORTH AMERICA

- The Canadian region north of the Great Lakes, the Appalachian region and the mountain ranges of the west are the three major zones where mineral deposits are found in North America.

SOUTH AMERICA

- Brazil is one of the largest producers of iron ore in the world.

- Chile and Peru are leading producers of copper.
- Brazil and Bolivia are among the world's largest producers of tin.
- South America also has large deposits of gold, silver, zinc, chromium, manganese, bauxite, mica, platinum, asbestos and diamond.
- Venezuela has the largest reserves of petroleum. Brazil, Bolivia, Ecuador, Argentina, Colombia and Chile also have reserves of petroleum.
- Bauxite, the ore of aluminium is widespread in north-eastern South America and in Jamaica.



Drilling for gold, Kalgoorlie, Australia (1951)

AFRICA

- Africa is the among the world's largest producers of precious minerals like diamond, gold, silver and platinum.
- South Africa, Zaire and Zimbabwe produce a fairly large part of the world's gold.
- Witwatersrand region of Johannesburg has been the world's main source of gold. In the last 100 years, 50% of the world's gold has come from the mines here.
- Some of the other minerals found here are copper, iron ore, chromium, uranium and cobalt.

AUSTRALIA

Australia is a store house of minerals. It is one of the largest exporters of minerals.

It is a world leader in the production of bauxite, iron-ore, gold, manganese and zinc.

Australia is also rich in coal, diamond, nickel, copper, lead and zinc.

Western Australia has the largest gold mines in Australia.

ANTARCTICA

- Geologists and geographers have identified the existence of a variety of mineral deposits, some probably large.
- Significant deposits of coal in the Trans-Antarctic Mountains and deposits of iron-ore near the Prince Charles Mountains of East Antarctica are forecasted.
- Gold, silver and oil are also present in commercial quantities.
- However, mining for commercial reasons is banned here. Only researchers continue to do some mining here in order find some answers to their scientific queries.

Distribution of minerals in India and its uses

IRON-ORE

India has one of the largest reserves of iron-ore in Asia.

Haematite and magnetite are the two main types of iron-ore found in India.

The iron-ore mines are found close to the coal fields in the Chhota Nagpur plateau, which is an

advantage for industrial development. The mineral is found mainly in Odisha, Chhattisgarh, Karnataka, Jharkhand and Goa. Madhya Pradesh, Maharashtra, Assam and Rajasthan are some other places where iron ore is found.

BAUXITE

The ore of the metal aluminium is called bauxite. Aluminium is used to manufacture automobiles and aircrafts. It is also used by industries that deal with constructions, furniture and fittings, kitchenware, etc.

Odisha is the largest producer of bauxite in India. Other bauxite producing areas are Jharkhand, Chhattisgarh, Madhya Pradesh, Gujarat, Maharashtra and Tamil Nadu.

MICA

India is the largest producer and exporter of mica in the world. Mica is used in the electrical and electronic industries. It can be ripped into very thin flexible but tough sheets. Mica deposits mainly occur in Jharkhand, Bihar, Andhra Pradesh and Rajasthan.

COPPER

Copper is a good conductor of electricity. It is an indispensable metal in the electrical industry as it is used for making wires, electric motors, transformers and generators.

In earlier times, it was used for making coins. It was also mixed with gold to provide strength to jewellery.

It is mainly produced in Rajasthan, Madhya Pradesh, and Jharkhand.



MANGANESE

Manganese is an important raw material for smelting of iron-ore. It is also used for manufacturing ferro-alloys. It is used in the iron and steel industry as it adds strength to the steel.

India's manganese deposits lie in Odisha, Karnataka, Madhya Pradesh, Maharashtra, Goa, Andhra Pradesh and Jharkhand.

LIMESTONE

Limestone is a major source of raw material for the cement industry.

The states in India which produce limestone include Karnataka, Andhra Pradesh, Rajasthan, Gujarat, Meghalaya, Telangana, Chhattisgarh and Madhya Pradesh.

GOLD

It is mainly used for making jewellery. Precious gems, diamonds and pearls are set in various styles using gold. It is also used in scientific experiments. In India, gold is mainly mined in Hutti, Karnataka. These mines are among the deepest in the world. Apart from Karnataka, gold is also found in Andhra Pradesh and Jharkhand. Mining of this ore is a very expensive process.

SALT

It is used by the food industry (as a preservative), and many chemical industries. Common salt (NaCl) is used for cooking. It is obtained from seas, lakes and rocks.

India is one of the world's leading producers and exporters of salt. Gujarat and Tuticorin are rich sources of salt.

Silicon is another important mineral used in the computer industry and it is obtained from quartz. Quartz is found near Una in Himachal Pradesh, and in Madhya Pradesh and Uttar Pradesh.

Conservation of minerals

Minerals take a very long time to develop, and so they cannot be replenished immediately at the time of need. Therefore, they have to be conserved and not misused. It is necessary to reduce wastage in the process of mining.

Recycling of metals is another way in which the mineral resources can be conserved.

POWER RESOURCES

Both the domestic and the industrial sectors need power. Power is also essential for agriculture, transport, communication and defence.

Power resources can be broadly categorised as conventional and non-conventional resources.

Conventional sources of energy

Firewood and mineral fuels like coal, petroleum and natural gas are conventional sources of energy.

Mineral fuels are essential for generating power. They are also known as fossil fuels or energy resources. Most of these conventional sources are exhaustible resources, i.e., their reserves are limited (except some sources like firewood which are renewable).

FIREWOOD

Firewood is widely used for cooking and heating. More than 50% of the energy used by villagers comes from fire wood.

COAL

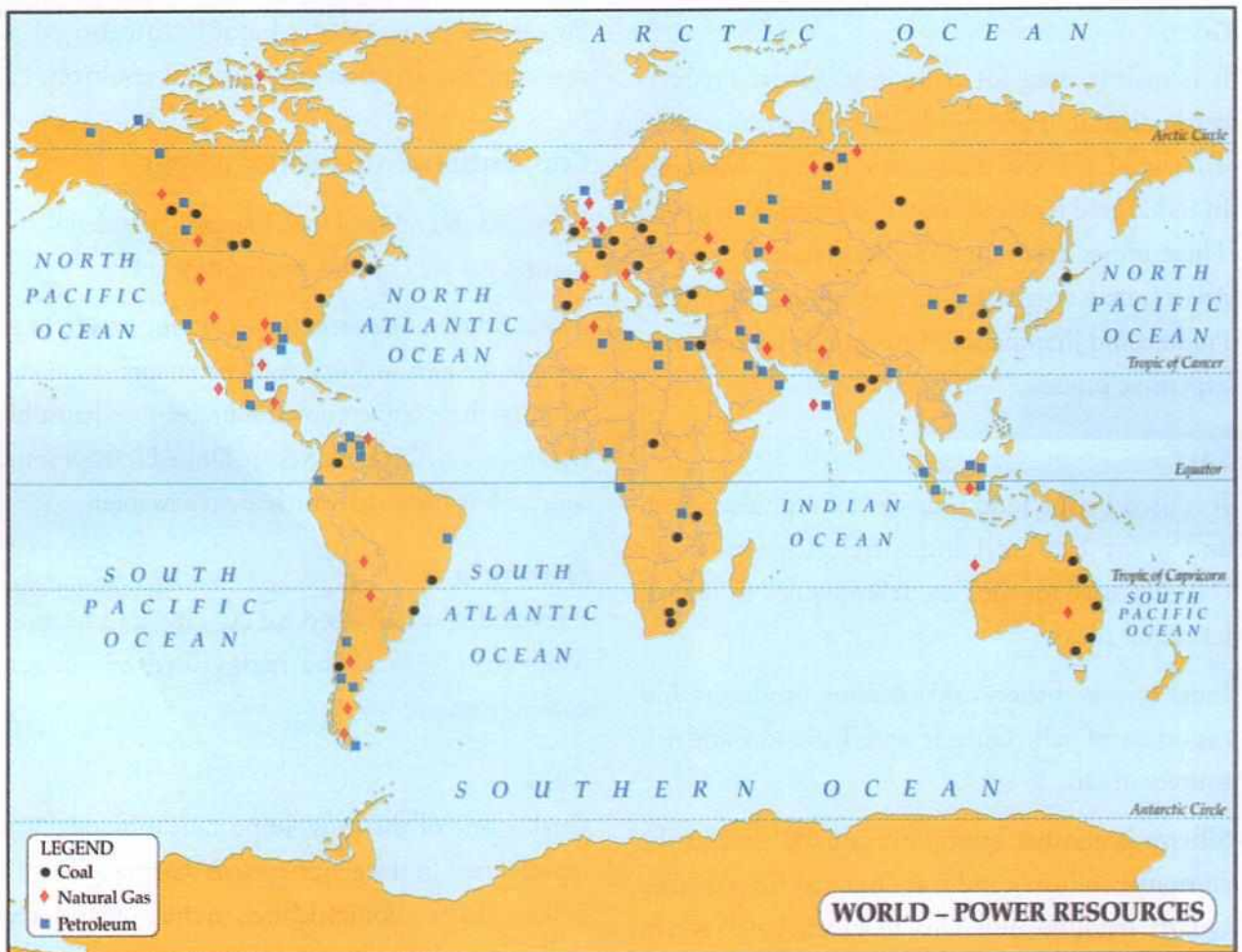
Coal is one of the most important minerals. It is mainly used in the generation of thermal power. It is also used as a domestic fuel, in the iron and steel industry and in steam engines.

The coal which we use today was formed millions of years ago. They are transformed remains of giant ferns and swamps that were buried under the layers of Earth. The leading coal producers of the world are China, USA, Germany, Russia, South Africa and Indonesia.

In India, coal is found in Jharkhand, West Bengal, Odisha, Chhattisgarh, Telangana and Madhya Pradesh. Brown coal or lignite occurs in the coastal areas of Tamil Nadu, Puducherry (Pondicherry), Gujarat, Rajasthan and Jammu and Kashmir.

PETROLEUM

The word 'petroleum' is derived from the Latin words *petra* meaning rock and *oleum* meaning oil.



Petroleum is found as crude oil trapped in between layers of sedimentary rocks. It is black. It is drilled from on-shore and off-shore oil fields. Petroleum is an essential source of energy for all internal combustion engines in automobiles, railways and aircraft.

Crude oil is sent to refineries where it is processed and numerous by-products such as fertilisers, synthetic rubber, synthetic fibre, petroleum jelly, lubricants and wax are produced.

It is also called black gold and liquid gold, as it is highly valuable.

The world leader in petroleum production is USA. Saudi Arabia, Russia, Iraq and Iran are some other leading producers. Venezuela contains the largest reserves of petroleum.

In India, petroleum is drilled from the oil fields at Digboi in Assam, Bombay High in Mumbai and the deltas of Krishna and Godavari rivers.

NATURAL GAS

Natural gas is found along with petroleum deposits. The gas is released when crude oil is drilled and brought out to the Earth's surface. Natural gas can be used as a domestic and industrial fuel.

Russia, Netherlands, Norway and UK are the major producers of natural gas.

In India, the Gas Authority of India Limited (GAIL) was set up in 1984 as a Public Sector Undertaking to locate new reserves and to transport and market natural gas. Reserves of natural gas have

been located along the eastern coast near the Krishna-Godavari delta. Natural gas is also found in Tripura, Rajasthan, and in off-shore wells near Kandla in Gujarat and Mumbai in Maharashtra.

Compressed natural gas (CNG) is an eco-friendly automobile fuel. It causes less pollution than petrol and diesel. More and more automobile users are resorting to CNG.

Non-conventional sources of energy

Non-conventional sources of energy are those that are continuously renewed by natural processes. Solar energy, wind energy, bioenergy from biofuels, hydroelectric power, geothermal energy, wave and tidal energy are some of the examples of renewable energy sources. Unlike fossil fuels, these energy sources are non-polluting. Nuclear energy is the only non-conventional energy source which is non-renewable and polluting.

NEED FOR USING NON-CONVENTIONAL SOURCES OF ENERGY

The burning of fossil fuels releases carbon dioxide into the atmosphere. This causes atmospheric pollution. In recent years, there has been a sharp increase in the consumption of fossil fuels. This has resulted in the depletion of fossil fuels at a disturbing rate. If we continue to use fossil fuel in an unrestrained manner, it will soon be exhausted. It will also pollute the environment. Is it not important to resort to the use of non-conventional sources of energy? Think!



HYDROELECTRIC POWER

Water from rivers and rains is stored in dams. This water falls from great heights onto turbine blades making the blades rotate. The rotating blades then turn the generator to produce electricity. This is called hydroelectric (hydel) power.



The Nagarjuna Sagar Dam on the river Krishna

The leading producers of hydel power in the world are China, Canada, Brazil, USA and Russia. Some important hydel power stations in India are Bhakra Nangal, Shivasamudram, Nagarjuna Sagar and Damodar Valley projects.

SOLAR ENERGY

Solar energy is the energy obtained from sunlight. The two effective processes to tap solar energy are photovoltaic cells and solar thermal technology. Sunrays are trapped in photovoltaic cells. They are converted into electrical energy.

The technology of utilising solar energy benefits tropical countries (lying in the Torrid Zone) which are blessed with abundant sunshine. Gujarat and Rajasthan in the western part of India have great potential for the development of solar energy. Solar energy is used in solar heaters, solar cookers, solar dryers and solar cells, besides being used for community lighting and traffic signals.

WIND ENERGY

Wind energy is a pollution free, inexhaustible source of energy. In this, the kinetic energy of wind is converted into electrical energy through turbines. Windmills have been used for grinding grain and lifting water since the ancient times. Wind farms



Wind farms in Tamil Nadu

with clusters of such windmills are located in coastal regions and mountain passes where strong and steady winds blow.

Netherlands, Germany, Denmark, UK, USA and Spain are noted for their wind energy production. In India, a significant amount of wind power is generated in Tamil Nadu, Gujarat, Maharashtra, Karnataka and Rajasthan.

NUCLEAR POWER

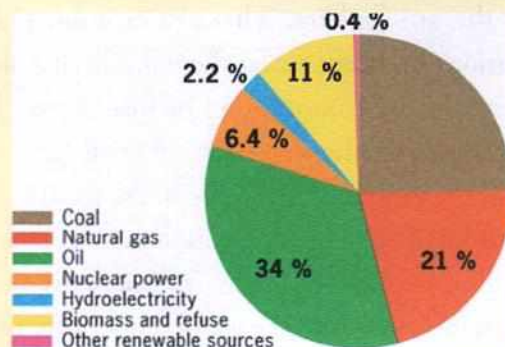
Naturally occurring radioactive nuclear minerals like uranium and plutonium are the source for nuclear power. These fuels undergo nuclear fission in reactors and emit energy. The leading producers of nuclear power are USA and France.

In India, Andhra Pradesh and Jharkhand have large deposits of uranium. Thorium is found in large

ENRICHMENT ACTIVITY

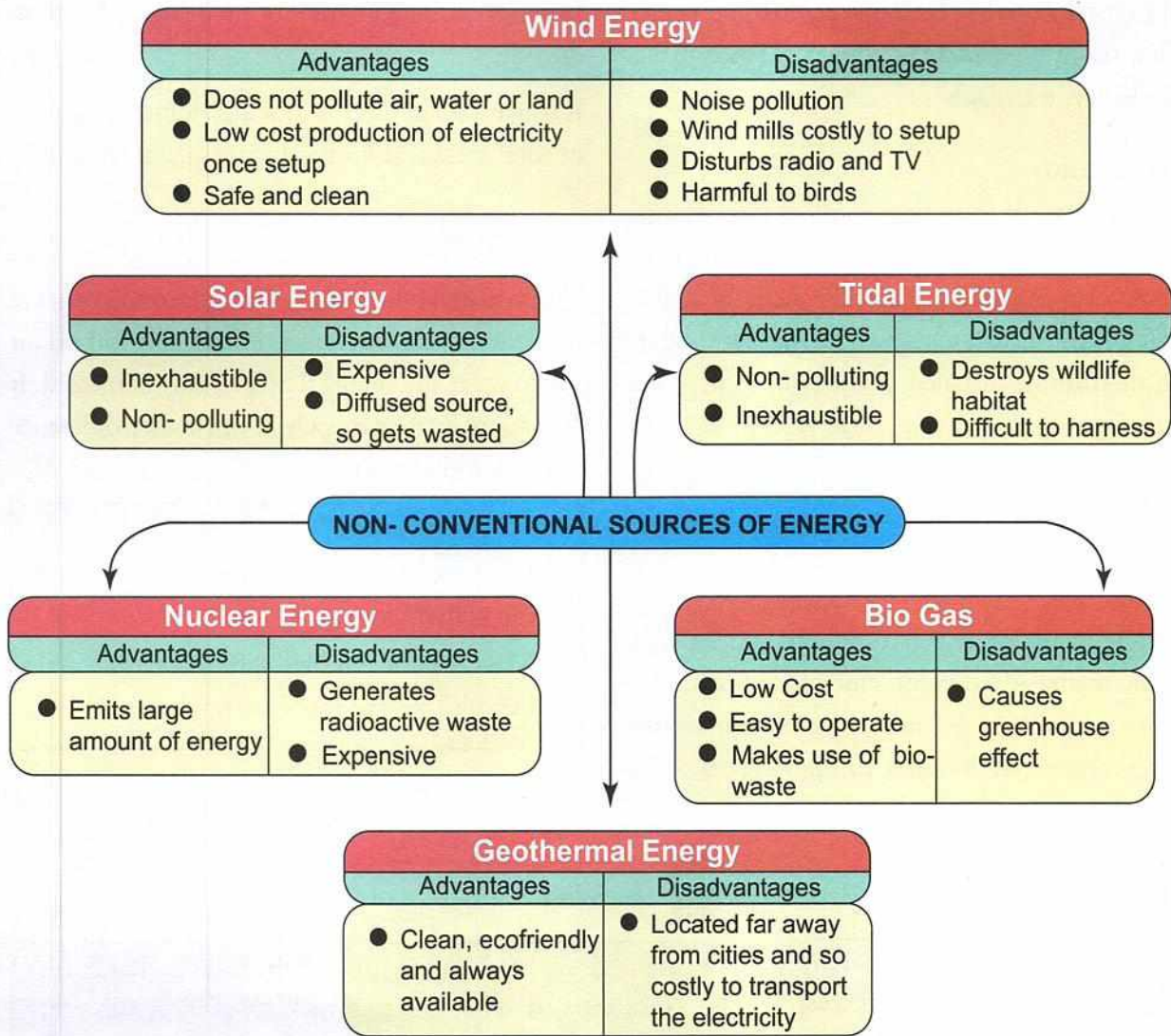
Study the following pie chart carefully. According to the International Energy Agency (IEA), how much of the world's energy consumption is from fossil sources?

Think, discuss with your classmates, and then write, what will happen to the environment if we continue to consume fossil fuels at this rate.



World energy consumption apportioned according to energy sources

(source: IEA World Energy Outlook 2006)



quantities along the beaches of Kerala. In India, nuclear power stations are located in Tarapur in Maharashtra, Rawatbhata in Rajasthan, Narora in Uttar Pradesh, Kaiga in Karnataka, Kalpakkam and Kudankulam in Tamil Nadu.

GEOTHERMAL ENERGY

Heat energy obtained from the Earth is called geothermal energy. The hot water that gushes out through natural geysers or geothermal springs is used to produce thermal energy.

Geothermal energy has been used for cooking, heating, washing and bathing for several years. USA

has the world's largest geothermal power plants followed by New Zealand, Iceland, Philippines



Puhagan Geothermal plant, Philippines

and Central America. In India, geothermal plants are located in Manikaran in Himachal Pradesh and Puga Valley in Ladakh.

TIDAL ENERGY

Energy generated from tides is called tidal energy. Tidal energy is harnessed by building dams at narrow openings along the tidal belts of a sea. During high tide the energy of the tides is used to turn the turbine installed in the dam to produce electricity.

South Korea, Russia, France, and the Gulf of Kachchh (Kutch) in India have huge tidal mill farms.

BIOGAS

Biogas is energy generated from dead and decayed organic matter (dead plant, animal, animal dung, kitchen waste, etc.) In biogas digesters, biowaste is decomposed by bacteria to emit biogas. The

biogas (fuel) is a mixture of methane and carbon dioxide.

It is an excellent fuel for cooking, domestic lighting in rural areas and for producing organic manure.

Save energy

While we should make every effort to conserve untapped energy resources, it is equally important not to waste the energy that is already harnessed. It is our duty to use it frugally. It will make a difference to the world environment.

ENRICHMENT ACTIVITY

- Do a project on different ways in which we can conserve energy.
- Make a poster to highlight the various ways in which people waste energy.



Glossary

mineral: naturally occurring substance found in the Earth's crust

smelting: extracting metal from ore by heating

fossil fuel: fuels like coal and petrol that were formed from dead organic substances

ore: a rock which contains enough mineral to make its mining profitable

biofuel: fuel obtained from organic matter like cow dung or vegetable oil

nuclear fission: a process in which a large atom splits into smaller atoms with release of energy



In Brief

- ▶ Minerals are naturally occurring substances in the Earth's crust; they are often found in rocks combined with other elements.
- ▶ A rock that contains a considerable amount of useful mineral is called an ore.
- ▶ Minerals and mineral fuels are extracted by open-cast mining, shaft mining or drilling methods.
- ▶ In India, large amounts of iron-ore, bauxite, mica, copper, manganese, limestone, gold, salt and silicon are found.
- ▶ Non-renewable sources of energy include fossil fuels like coal, petroleum and nuclear fuels like uranium and plutonium; they do not get replenished by nature.
- ▶ Renewable sources of energy include hydroelectricity, solar energy, wind energy, wave and tidal energy, and geothermal energy; these are replenished by nature and do not pollute.
- ▶ We must conserve energy to save the environment.



Enrichment Activities

- **Map work:** i) On a map of India mark the places where coal is mined. ii) On a political map of the world mark regions where deposits of iron ore, copper, gold, petroleum, coal and tin are found. iii) Name three countries where bauxite can be found. iv) Name three countries where uranium is found.
- **Project Work:** Work in groups. Find out about the gold mines in Africa. Include a map showing the places it is mined from and how it is extracted.
- **Chart Work:** In India, coal is mined in the Chhota Nagpur Plateau. Many people are employed in these mines, including children. Collect pictures that highlight the working conditions inside the mines. Paste them on a chart. Write a slogan demanding better working conditions for the coal mines.
- **Quiz:** Conduct a written quiz on the environment in your class. How aware are your classmates?
- **Project work:** Choose one environmental issue that is of relevance to your locality and do a project on it. It could be pollution, scarcity of water, environmental degradation, deforestation, etc. What are your suggestions for improving the situation?



Exercises

I. Distinguish between:

1. High grade ore and low grade ore
2. Wind energy and geo thermal energy
3. Drilling and quarrying

II. Name the following.

1. The mineral which is commonly used in food
2. Three minerals found in Europe
3. Any four minerals found in India
4. Any three non-conventional sources of energy
5. Two places in India where geothermal stations are located

III. Give reasons.

1. Minerals need to be conserved for sustainable development.
2. It is important to resort to non-conventional power resources.

IV. Answer the following questions.

1. What are minerals? What are the different types of minerals?
2. Define ores. How are they classified?
3. What is mining? What are the different types of mining?
4. What is the mineral-ore used in the manufacturing of aluminium?
5. How are power resources classified? Give an example for each. Compare the relative advantages and disadvantages of both types of energy.
6. Define hydroelectricity. What are its advantages?
7. What is tidal energy?
8. Mention the advantages of biogas.



Multiple Choice Questions

- The most commonly available mineral on the surface of the Earth is/are:
 - iron
 - aluminium
 - silicates
 - sodium
- Carbon is an/a
 - organic mineral
 - inorganic mineral
 - metallic mineral
 - none of the above
- Limestone deposits are usually found in
 - metamorphic rocks
 - igneous rocks
 - sedimentary rocks
 - all of the above
- Which continent is the world's largest producer of tin?
 - Asia
 - Europe
 - North America
 - Africa
- The Ruhr Valley of Germany has rich deposits of
 - iron ore
 - gold
 - copper
 - coal
- In India, gold is found in
 - Kolar
 - Kallar
 - Kashmir
 - Khandala
- The chief petroleum producing country is:
 - Afghanistan
 - Iran
 - USA
 - Brazil
- The state in India with the richest deposits of bauxite, the ore of aluminium, is
 - Odisha
 - Bihar
 - Jharkhand
 - Chattisgarh
- This energy is obtained from naturally occurring radio active elements:
 - solar energy
 - tidal energy
 - thermal energy
 - nuclear energy
- What features of fossil fuels makes it necessary to develop non-conventional sources of energy? (More than one option could be correct.)
 - Fossil fuels are being depleted at an alarming rate.
 - Fossil fuels do not give as much heat as non-conventional sources of energy.
 - Fossil fuels cause atmospheric pollution.
 - All the non-conventional sources of energy are renewable, unlike fossil fuels which are non-renewable.



HOTS: Think and Answer

At the current rate of consumption, there will be no fossil fuel—coal, petroleum, or natural gas—left by the year 2500. What will be the world like then? Will we go back to living in villages, and our only source of light and energy be the Sun? In a paragraph, describe the world as you think it will be in the year 2500.



Life skills

Creative thinking/Developing empathy

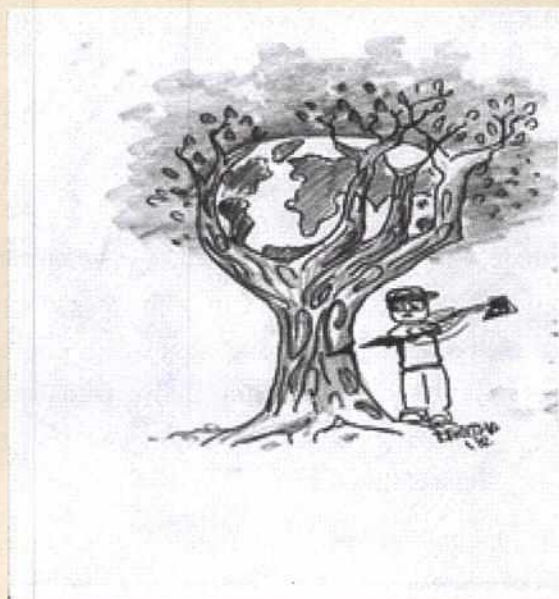
Observe the cartoon and answer the questions given below.

- What is global warming?
- What is the connection between fossil fuels and global warming?
- Would you like to be a part of the world shown in the cartoon?
- Can mere speeches and scientific studies help prevent this disaster? What can we do to help?



Source: <http://cubanology.com>

Study the cartoon given below. What message is the artist trying to convey?





Life skills

“When the last tree is cut down, the last fish eaten, and the last stream poisoned, you will realise that you cannot eat money.”

(source: a Native American saying)

What lifeskills do we need to develop and practise to prevent such a situation?



Values that enrich

Usman is a thirteen-year-old boy in Zaire who was forced to work in the diamond mines. Many children like Usman work in these diamond mines. The army in Zaire is fighting for their freedom. What values does the army uphold?

5. Agriculture

ENRICHMENT ACTIVITY

Have you ever wondered how a loaf of bread or a ready-made garment is made? Find out, and then make a **flow chart** to show the various processes involved in their making. From which plants do you get these two things?

Agriculture refers to the process of preparing the land for the cultivation of crops, and to the rearing of livestock. Agriculture (also called farming) is one of the oldest occupations known to humans. It is a **primary activity**. Nearly 50% of the people of the world are engaged in agriculture. In India, two-thirds of the people depend on agriculture directly or indirectly for their livelihood.

FACTORS INFLUENCING AGRICULTURE

Agricultural development depends on different factors such as soil, climate, irrigation, size of land holding and techniques and methods of farming.



Farmers transplanting rice

Climate: Climate controls the pattern of agriculture around the world. The temperature and the amount of rainfall a place gets are important determining factors. Certain crops need hot and wet climates to grow (like rice), while certain crops grow in dryer cooler climates (like wheat).

Soil: The kind of soil found in a place affects the kind of crops grown there. Clayey soils retain water, which is suitable for crops like rice and cotton. Fertile alluvial soil is ideal for agriculture and supports most kinds of crops. River banks which have deposits of alluvial soil therefore are the most heavily cultivated areas around the world. Sandy soils which allow water to seep through rapidly are more suited to grow crops like groundnut and millets.

Relief: Flat land like plains, valleys, the flat top of plateaus and deltas are better suited for agriculture than mountainous terrain. Hilly areas are more suited for cattle rearing, and for crops which need well drained soils like tea and coffee.

Other factors: Other factors like availability of irrigation facilities, size of land holdings, transport facilities, nearness of market, availability of loans, etc., also influence the nature of agriculture practiced in an area.

FARM SYSTEM

Agriculture is a productive system by itself. Study the flow chart given below. What are the inputs for agricultural development? What are the outputs?

EXPLORE SOME MORE...

All human occupations can be classified as primary, secondary or tertiary. **Primary activities** are those which are involved with extracting raw materials from nature, such as agriculture, fishing, food gathering, hunting, lumbering and herding. **Secondary activities** are connected with manufacturing finished goods by processing the raw materials got from nature. Some of the secondary activities are the manufacture of steel, textiles, bread, machines, etc. **Tertiary activities** are connected with the provision of support services to all the sectors and people of the economy. Some of the tertiary activities are transport, trade, banking, insurance, education, hospitality, health services, advertising, etc.



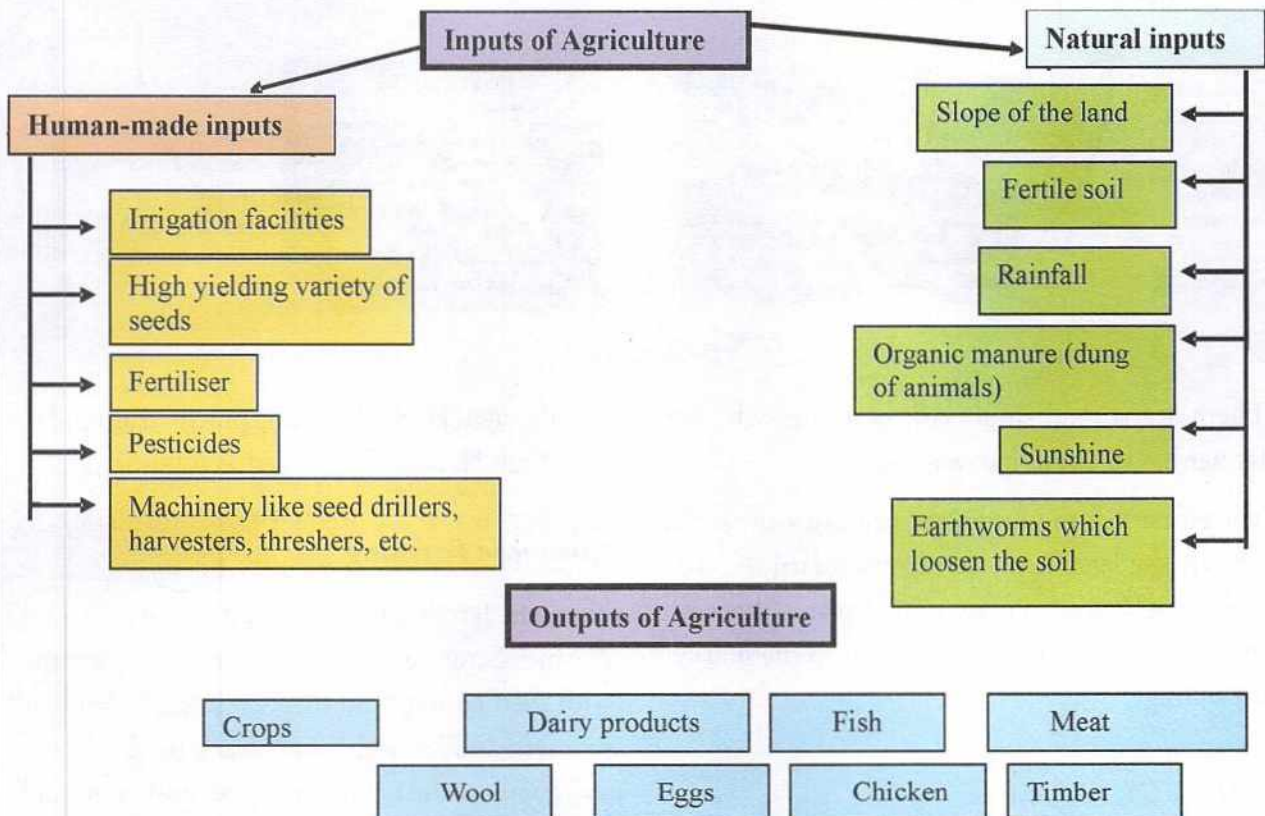
Fishing, a primary activity

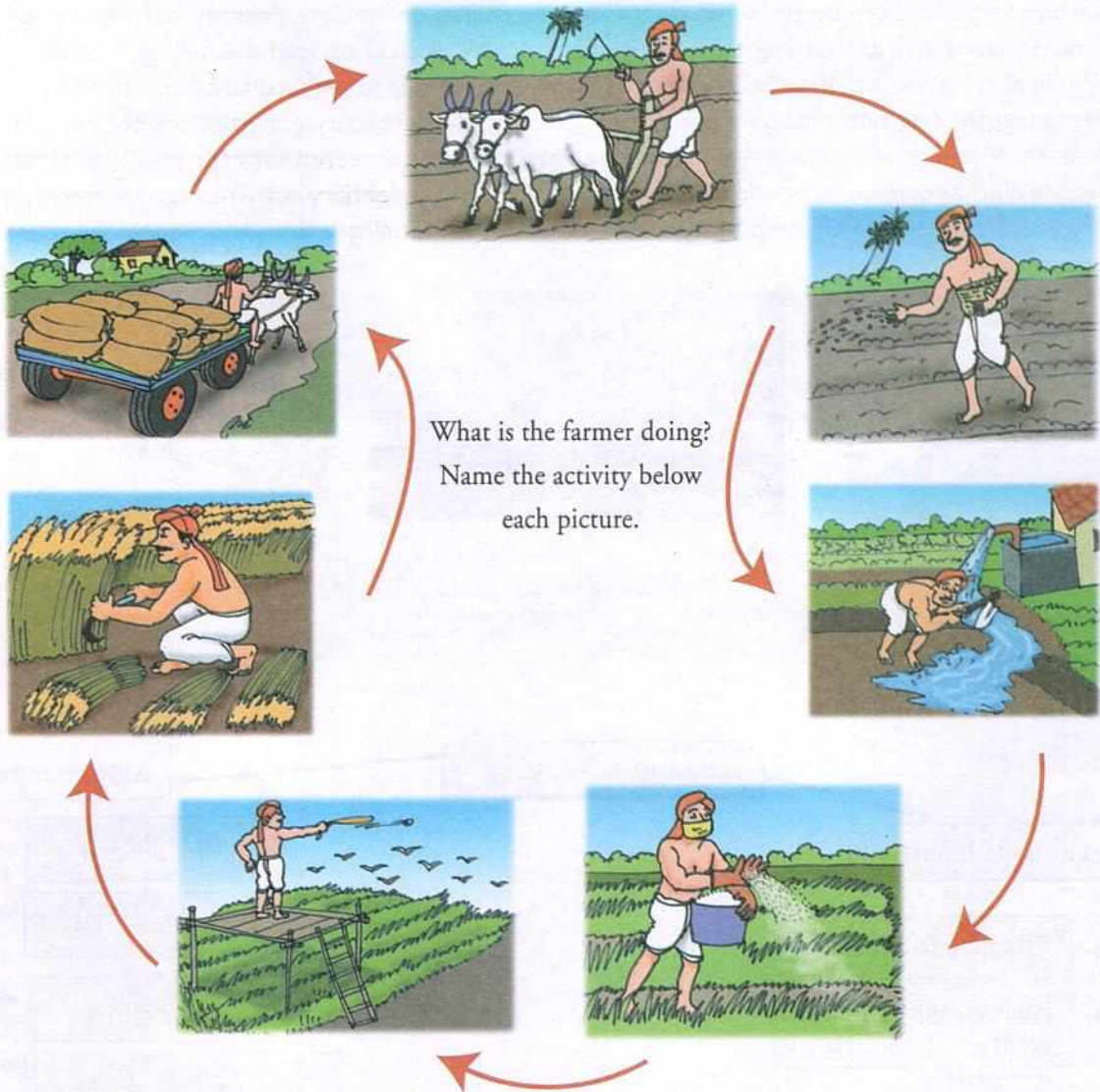


The secondary sector—the iron and steel plant at Burnpur, West Bengal



Banking services, India—the tertiary sector





There are several important activities which a farmer has to do, to harvest a good crop.

The farmer has to **plough** the field, **sow** the seeds, **irrigate** the land, apply **fertilisers**, **guard** the crop from **pests**, **weed** out unwanted plants, **harvest**, **store**, and then **transport** the crop to the **market** for **selling**.

TYPES OF FARMING

The type of farming practised in a particular place is influenced, as you have seen, by various factors.

The different kinds of farming practised around the world can be broadly grouped as follows:

Nomadic Farming

Nomadic farming refers to the practice of farming in which herdsmen move from one place to another, with their families and their livestock, in search of pastures, fodder and water. Camels, sheep, yaks and goats are the animals that are most commonly reared by nomads. From these animals, the farmers get milk, meat, wool, hides and other products.

EXPLORE SOME MORE...

- In the mountainous regions of North India, nomadic tribes like Gujjars, Bakarwals, Gaddis and Bhotiyas migrate from the plains to the mountains in summers and get back to the plains in winters.
- Similarly, in the tundra belt the herders move from the south to the north in summers and get back to the south in winters.
- This seasonal migration of the herders along with their cattle is called **transhumance**.

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

Shifting Cultivation

In **shifting cultivation**, a small area of a forest is cleared by cutting down all the trees and the area is burned. The ashes are mixed with the soil to make it more fertile and this land is used for growing crops. After a couple of years, when the land becomes less fertile, it is abandoned. Later, another such area is identified and cleared for cultivation. This type of farming is generally practiced in regions with heavy rainfall, so the regeneration of forests is very quick. This practice is also known as '**slash-and-burn agriculture**'.



Slash and burn agriculture—the trees have been cut and the undergrowth burnt to free the land for cultivation.

Shifting cultivation is practised mainly in the thick forests of North-East India, South-East Asia and the Amazon Basin. Shifting agriculture is known differently in different places—**jhum** in the north-eastern states of India, **roca** in Brazil in South America, **milpa** in Mexico and Central America, **masole** in the Congo Basin and **ladang** in Indonesia and Malaysia

Subsistence Farming

Subsistence farming is carried out by farmers to satisfy the needs of their family alone. There is nothing left over for sale. They use simple methods and traditional tools in the field and do not use hired labour. Only the members of the household work on the field.

Subsistence farming can be classified into

- a) Intensive subsistence agriculture
- b) Primitive subsistence agriculture

Intensive subsistence agriculture is that type of farming where a farmer cultivates a small plot of land using simple tools and large amounts of labour. They practice intensive methods of cultivation, like using manure and artificial irrigation and better quality seeds, to get maximum yield from the land. It is usually possible to grow more than one crop in the same plot.

Intensive subsistence agriculture is practised in the densely populated region of Monsoon Asia, South



Intensive subsistence agriculture, India

Asia and East Asia. Rice is the chief crop grown here. Wheat, maize, pulses and oilseeds are some other crops grown here.

In **primitive subsistence agriculture**, the farmers also practice herding to meet personal needs. It enables a farmer get an additional income to meet his needs.



Subsistence agriculture

Commercial Farming

In **commercial farming** the farmer cultivates crops and rears animals for commercial purposes, i.e., for selling. The main motive of the farmer here is making profit. Most of the work is done by machines and the areas under cultivation, as well as the capital involved, are huge. Commercial farming includes **commercial grain farming, plantations** and **mixed farming**.

Crops like wheat and maize are grown on a large scale under **commercial grain farming** or **extensive farming**. Important regions where commercial grain farming is prevalent are the temperate grasslands of North America, Mexico, Europe and Eurasia. These farms are huge, spread over hundreds of hectares, and are thinly populated. Massive machines like seed drillers, combine harvesters and threshers are used. However, due to the severity of winters, only one crop can be harvested—during summers.

Plantation agriculture was introduced by the Europeans in their colonies situated in the tropical



Commercial grain farming or extensive farming in a farm in Midwest USA

regions. Under this type of cultivation, vast lands are brought under a single crop. Large amounts of capital, cheap but skilled labour, scientific techniques, efficient transport network, and managerial and marketing skills are employed.

The farm produce is either processed in their factories, or sold as raw materials to other industries. Some of the farm produce is exported too.

Major plantations found in the tropical regions are rubber plantations in west Malaysia, coffee in Brazil, and tea in India and Sri Lanka.



A tea plantation in Assam

Mixed farming refers to the cultivation of food crops, fodder crops and the rearing of livestock at the same time, on the same land. The combination of different primary activities here

is complementary to each other and adds to the farmer's profitability.

It is mainly practised in Europe, eastern USA, Argentina, South-East Australia, New Zealand, West Africa and South Africa.

Ranching refers to raising livestock for meat or wool on privately owned land, along with the use of some public land. The practice is common in Australia, western USA and Tibet. In India, ranching is prevalent, to some extent, in the hilly regions that are rich in pastures.

Dairy Farming

The rearing of cattle on a large scale on the outskirts of cities to meet the demand for milk and other products is called dairy farming. Scientific methods of farming are employed, and heavy capital investments are required. Dairy farming is mainly practised in Australia, New Zealand, Denmark and the Netherlands in Europe, and North America. In India, a white revolution was started with the setting up of cooperative societies for dairy farmers. It started with Amul in Gujarat, and soon spread to all the other states of India.



A dairy farm in New Zealand

MAJOR CROPS

A large variety of crops are grown all over the world to meet the requirement of the growing population. Crops are classified into **food crops**, **fibre crops**, and **beverage crops**. Major food crops of the world are wheat, rice, maize and millets. Jute and cotton are fibre crops. Important beverage crops are tea and coffee.

EXPLORE SOME MORE...

- In India there are two cropping seasons—**kharif** and **rabi**. The kharif crop is a summer and monsoon crop. The crop is sown by April-May and is harvested by October. Paddy or rice is the main kharif crop.
- The rabi season lasts through the winter months. Crops are sown between October and February and harvested by June. Wheat is the main rabi crop.

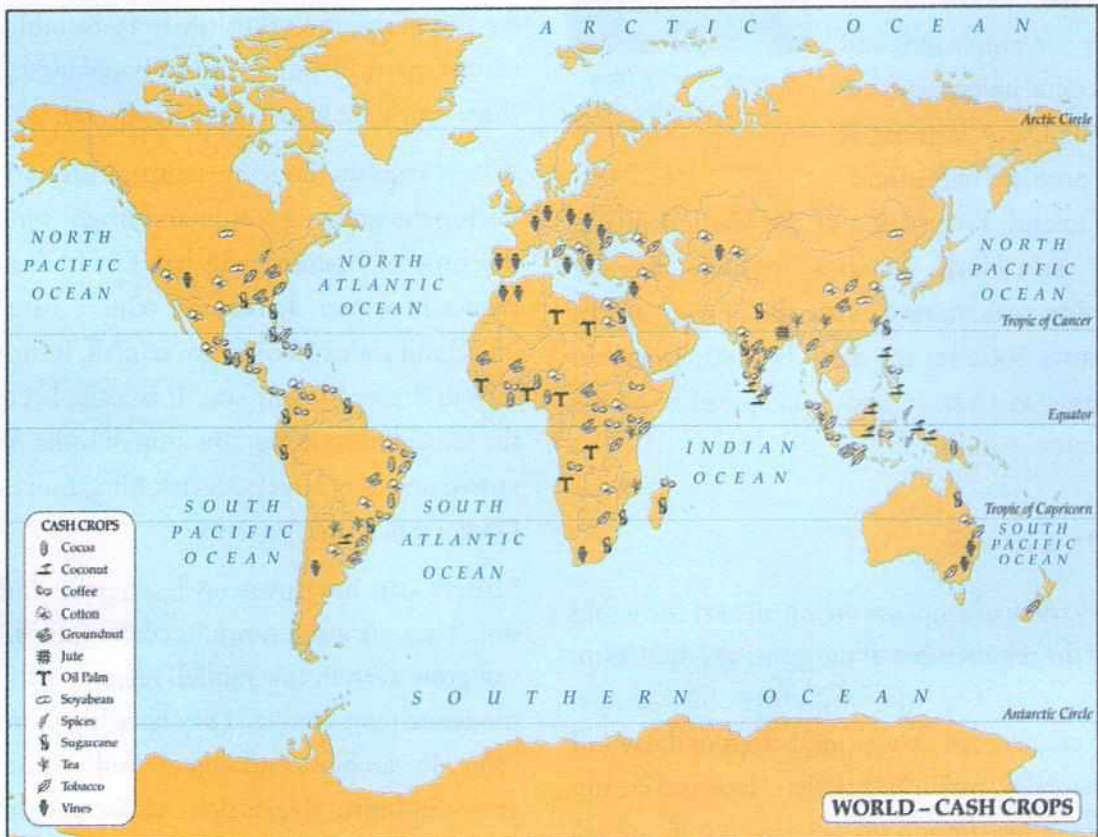
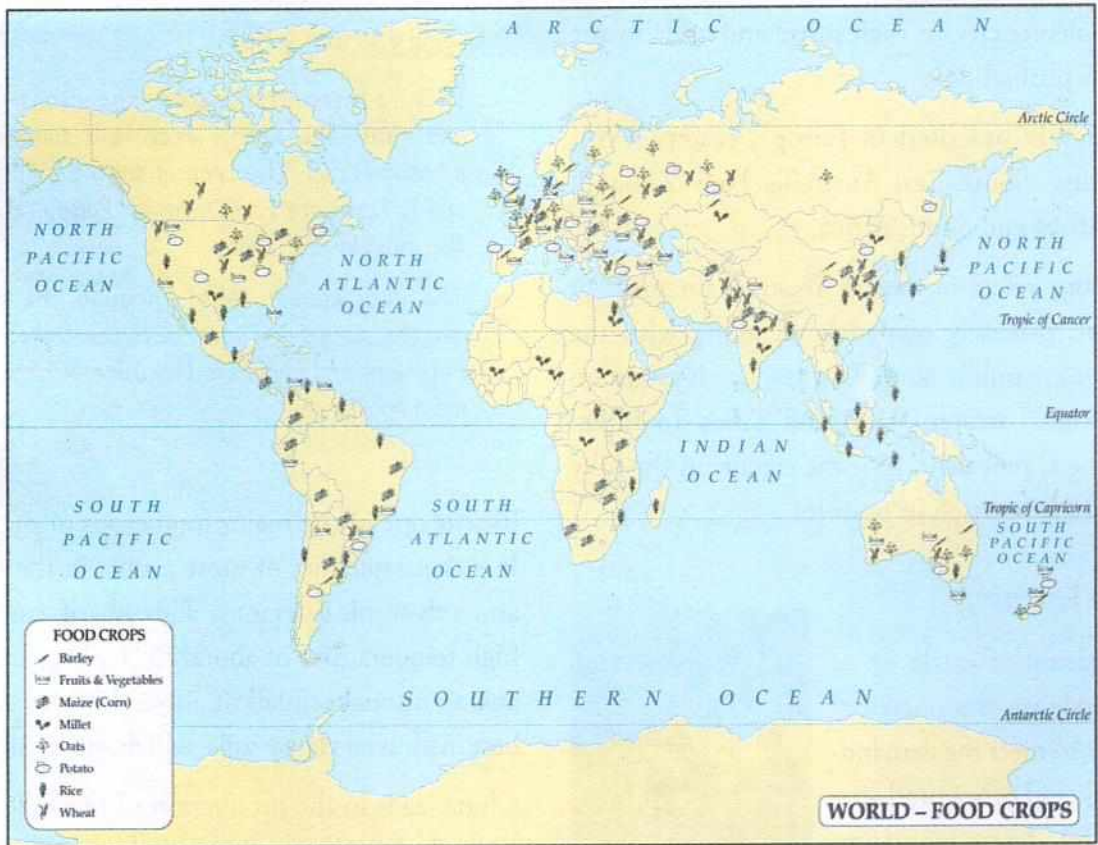
Rice is one of the major food crops of the world. It is the staple diet of most people in the tropical and sub-tropical regions. This kharif crop needs high temperatures of about 25 °C, high humidity and an annual rainfall of above 100 cm. It grows best in alluvial clayey soils, which can retain water.

China leads in the production of rice followed by India, Indonesia and Bangladesh.

As the climatic condition is favourable in the eastern parts of India, and in Bangladesh, two or three crops are grown here in an year.

Wheat requires moderate temperature and rainfall during the growing season and bright sunshine at the time of ripening and harvest. In India, it is grown in winter. It requires temperatures below 25 °C and about 50 to 75 cm rainfall. It thrives best in well drained loamy soil. It is a staple crop, and the second most important crop of India. Wheat is grown on a very large scale in China, India, Russia, USA, France and Australia.

Millets can be grown on less fertile and sandy soil. They are also known as coarse grains. Millets can grow even in low rainfall regions with high to moderate temperature. They have high nutritional value. Jowar, bajra and ragi are millets commonly grown in India. Ragi is rich in iron, calcium, other micro-nutrients and roughage. Other countries



where millets are grown are Nigeria, China and Niger.

Maize is both a food crop and fodder crop. It requires moderate temperature (21 °C to 27 °C), moderate rainfall (75 cm) and lots of sunshine for growth. It needs well-drained fertile soil. Maize is grown abundantly in USA, Brazil, China, Ukraine, Indonesia and Argentina.

Cotton requires high temperature, light rainfall, two hundred and ten frost-free days a year, and bright sunshine for its growth. It grows best on black soil. The crop requires about 6 to 8 months for maturing. China, USA, India, Pakistan, Brazil and Egypt are the leading producers of cotton. It is the main raw material for the cotton textile industry.

Jute is also known as the 'Golden Fibre'. It grows well on well drained, fertile alluvial soil. It requires high temperature during the growing season, heavy rainfall and a humid climate. This crop is grown mainly in river deltas in tropical regions of the world. The leading producers of jute are India and Bangladesh.

Coffee, a beverage crop, requires a warm and wet climate and well drained loamy soil. Hill slopes are more suitable for the growth of this crop. Brazil is the leading producer of this crop followed by Vietnam, Colombia, Indonesia and Ethiopia. Indian coffee is well-known for its quality in the world.

Tea, one of the main beverage crops, is also a plantation crop. It requires a cool, frost-free climate with abundant rainfall, well distributed throughout the year, for a good crop. It also needs well drained loamy soils and gentle slopes that can be terraced for cultivation. It is a labour intensive crop and requires a large number of skilled labour to pluck the leaves.

Tea was introduced to India by the British. China, India, Kenya and Sri Lanka produce some of the best quality tea in the world.

ENRICHMENT ACTIVITY

On a political world map mark the rice, wheat and cotton growing regions in the world.

AGRICULTURAL DEVELOPMENT

The efforts taken to increase agricultural production and meet the growing demand of an increasing population is called **agricultural development**. This can be brought about by the use of scientific inputs in agriculture such as improving irrigation facilities, use of fertilisers and high yielding varieties of seeds. Mechanisation of agriculture (use of machines like tractors, seed drillers, weeders, sprayers, harvesters, etc.) is also another aspect of agricultural development. Agricultural development strives to increase **food security**.

Developing countries with large populations usually practice intensive agriculture. This is because the crops are grown mostly for subsistence, on fragmented, small land holdings.

Farmers in developed countries like USA, Canada and Australia usually possess large land holdings which are more suitable for commercial agriculture.

AGRICULTURE IN INDIA

- Around 61% of India's population is dependent on agriculture.
- The size of an average land-holding in India is rather small—just 2.3 hectares.
- The small size of holdings in India is a result of **fragmentation** and **sub-division of farms**. For example, if a farmer had 4 hectares of land,

and he had 4 children, after his death, each would inherit a plot of one hectare. When this happened generation after generation, it resulted in the creation of thousands of very small plots of land. This is called fragmentation and subdivision of land.

- For such small plots of land to be profitable, very **intensive methods of cultivation** has to be practised—large quantities of fertilisers and high quality seeds have to be used and the land has to be irrigated. These inputs require the kind of money most Indian farmers do not have. As a result, the bulk of farmers in India live barely above the poverty line.
- As a result of their poverty and accompanying illiteracy, many Indian farmers still follow **primitive methods of agriculture**. They are still dependent on the timely arrival of the monsoons for the success of their crops. They still plough the land by hand, or with the help of bullocks. They rarely have access to improved seeds, and the price of artificial fertilisers is often beyond their means.
- **Rural indebtedness** is another unfortunate feature of Indian agriculture. Marginal farmers and landless labourers often take money on loan from local money lenders at exorbitant rates of interest. They can almost never return the money and they end up losing their land and working as bonded labourers.

The government of India has taken many steps to improve the lot of the farmers. Since independence, many irrigation projects have been started which has reduced the dependence of farmers on the monsoon. Fragmented pieces of land have been consolidated, or joined, to make them bigger and

more viable. Better quality of seeds, pesticides and fertilisers are made available to the farmers at low rates. District officers train the farmers in newer and better methods of cultivation. Farmers are given loans from nationalised banks at low rates of interest.

The efforts taken by the government brought about the Green Revolution in India in the 1960s. India became largely self-sufficient in the production of food crops. In fact, India has become one of the largest producers of wheat, edible oil, potato, spices, rubber, tea, fruits and vegetables in the world. But problems still exist, and India has a long way to go.

Many farmers continue to follow primitive methods of agriculture. As a result, they barely manage to feed themselves and many are unable to return the loans they have taken from the banks. Their inability to repay loans has even driven quite a few farmers to take their own lives.

Let us look at two **case studies** of farms one from India and the other from USA. Let us understand the difference between agriculture in a developing and a developed country.



Canal irrigation in Banswara, Rajasthan, has changed the face of this desert region

A CASE STUDY: FARMERS IN INDIA—A STUDY IN CONTRAST

- **Kamlabai** is a 60-year-old farmer who owns 1.8 hectares of land in Lonswala village, in the Vidarbha region of Maharashtra. Kamlabai's husband took his own life in 2007, bogged down by debts he could not repay.

To make ends meet, Kamlabai now works in her own land, and then works as a labourer on other's land for around Rs 25 worth of jowar per day. She grows cotton and soybean on her land. She lives in a tiny broken down house with her son, daughter-in-law and two grandchildren.

Like millions of other farmers, Kamlabai is also affected by the agricultural crisis affecting large parts of rural India. The costs of inputs like seeds, pesticides and fertilisers have been rising steeply. On the other hand, the procurement price offered by the government for cotton has been falling. The farmers are unable to repay old loans and therefore unable to get fresh loans for the next sowing season.



Kamlabai Gudhe at her home in Lonswala

- **Kanhaiya Lal** is a 49-year-old farmer from the village Kurthia near Varanasi in Uttar Pradesh. He owns 5 hectares of land on which he grows rice. Every morning Kanhaiya Lal and his friends gather at the Panchayat Office where they check online prices of crops, weather forecasts and farming techniques. Kanhaiya Lal uses machines for most of the farming activities like ploughing, planting seeds harvesting and threshing, though transplanting is still done manually with the help of hired labour.

He has applied several of the new techniques he learnt online in his farming like the judicious use of fertilisers and pesticides.

As a result the yield got from his land was over 1667 kg per hectare. Knowing the market price of crops helped him get a better price for his produce. He avoided local traders and took his rice to the wholesale market (mandi) in Varanasi, where he got a better price.

Over the past few years, Kanhaiya Lal had even started growing a crop of wheat during the winter months to make optimal use of his land.



Being able get information on crop prices online is a boon for Indian farmers.

CASE STUDY—A FARMER IN THE USA

John Keller is a farmer in South Dakota in Midwestern USA. He owns a farm of about 200 hectares. (The average size of farms in the USA is around 100 hectares.) He cultivates wheat, corn and sugar beet on his farm. He also raises cattle. In other words, he is a mixed farmer. He uses highly advanced technology. Everything is mechanised, even the taking of animal dung off the field. He has a fleet of



tractors, trucks, seed drills, threshers and combine harvesters to help him cultivate the land. John has his own workshop to fix the machines.

He gets a yield of 175 bushels of food grains per acre. Grains are stored in silos or giant grain storage bins. From here they are transported to the market to sell.

John has 80 milch cows on his farm. Milking is done by machines fitted with sealed containers. Humans do not even touch it by hand.

John has a large house surrounded by buildings and sheds where the animals are kept. He works around 12 hours a day. His wife manages the accounts of the farm and takes care of their four children. She also helps out with work on the farm. The children help with feeding the animals and lifting bales of hay to the loft. He conducts his business through the Internet. He orders fertilisers, seeds and spare parts for his machines on the net. He also uses the internet to check the prices of food grains being quoted in the market. Based on this rate he fixes the price at which he sells to agencies that can offer him the correct price for his produce. If the price is not good enough, John will not sell the grain; he stores it in the silos, and waits till he gets the correct price.



Glossary

relief: the landscape pattern of an area

thresher: machine that separates grain from straw

dairy farm: a farm that rears animals for milk and milk products

subsistence farming: a farmer producing just enough yield for his own use

plantation: vast lands that are used to grow a single crop like rubber, coffee, tea, cashew, etc.

millet: coarse grains



In Brief

- ▶ Agriculture is one of the oldest occupations of humans.
- ▶ Agricultural yield depends on the climate, soil, irrigation, size of the land and the techniques used.
- ▶ Nomadic farming, shifting cultivation, subsistence farming and commercial farming are the different types of farming methods.

- ▶ Rice, wheat, maize and millets are the important food grains in the world; cotton, coffee, tea and jute are some cash crops.
- ▶ Small land holdings, primitive technology, poverty and indebtedness of the farmers, dependence on monsoon are some of the major problems in Indian agriculture; the government is taking several measures to remedy them.



Enrichment Activities

- **Discussion:** "The Green Revolution of 1960s was crucial for Indian agriculture." What do we mean by this statement? Have a discussion in class.
- **Chart work:** Collect pictures of farming methods in India and the methods followed in the United States. Paste the pictures on a chart, and use the chart to bring out the differences in the methods of farming in the two countries.
- **Find out:** Do a study of the agricultural crisis in Vidarbha and neighbouring regions. What do you think are the main issues related to agriculture there? What can the government do to alleviate the conditions of the farmers there?
- **Map work:** In an outline political map of the world, mark the places which grow wheat, rice, sugarcane, cotton, tea, coffee, jute and maize.
- **Project/Presentation:** Working in groups, do a project, or make a presentation, on the different forms of farming. Each group can choose a different type of farming, for example, one can work on subsistence farming, and another on shifting agriculture.
- **Make a flow chart:** Make a flow chart, and paste the appropriate pictures, to show the various stages of crop farming. Start with the preparation of the field, then ploughing, sowing, irrigating the field, applying fertilisers, harvesting the crop, threshing and finally marketing and selling the crop.



Exercises

- I. **Distinguish between:**
 1. Plantation and shifting agriculture
 2. Primary and tertiary activity
 3. Mixed farming and ranching
 4. Wheat crop and rice crop
- II. **Name the following.**
 1. A few factors on which agricultural development depends
 2. Any three natural inputs that supports agriculture
 3. Any four places where wheat crop is grown
 4. Any five agro products
 5. Any three types of farming
- III. **Give reasons.**
 1. Efforts have been made to increase farm production.
 2. Subsistence farming is carried out by a farmer to satisfy just the needs of his family alone.
- IV. **Answer the following questions.**
 1. What are the three types of economic activities?
 2. Define agriculture.

3. Mention the activities which are involved in harvesting a crop.
4. Define secondary activities. Give a few examples.
5. Describe in detail any four types of farming. Give examples.
6. Explain commercial farming.
7. What is meant by transhumance?
8. What practices should we adopt for agricultural development?
9. Briefly explain the climatic conditions suitable for the cultivation of tea.
10. Write a brief note on agriculture in India.
11. Compare farming in India with that in the USA.



Multiple Choice Questions

1. Agriculture is a
 - a. primary activity
 - b. secondary activity
 - c. tertiary activity
 - d. none of the above
2. Which of these crops would you expect to find in a place with a hot and wet climate?
 - a. wheat
 - b. tea
 - c. rice
 - d. millets
3. Groundnut would grow best in
 - a. clayey soil
 - b. sandy soil
 - c. alluvial soil
 - d. laterite soil
3. Which of these are human-made inputs of agriculture?
 - a. relief of the land
 - b. irrigation facilities
 - c. earthworms
 - d. crops
4. A farmer who clears a small patch of forest, burns the area, and then plants his crops there, is practicing
 - a. shifting agriculture
 - b. nomadic agriculture
 - c. subsistence farming
 - d. mixed farming
5. A farmer who practices subsistence farming would
 - a. be able to grow enough food to meet the needs of his family and have some left over to sell in the market
 - b. cultivate crops and rear animals for selling in the markets
 - c. grow a single crop on vast areas of land
 - d. raise livestock on a large scale
6. The areas where commercial grain farming is practiced includes:
 - a. North America
 - b. Europe
 - c. Eurasia
 - d. All of the above
7. In a mixed farm, a farmer:
 - a. grows food crops and rears livestock
 - b. grows food crops and fodder crops
 - c. grows fodder crops and rears livestock
 - d. grows fodder crops, food crops and rears livestock
8. In India, the white revolution is said to have started from Gujarat. What was the white revolution?
 - a. The fight against the British
 - b. The cultivation of a particular type of high-yielding white rice
 - c. Abundant production of milk through the setting up of cooperative societies for dairy farmers
 - d. None of the above
9. What is also known as the golden fibre?
 - a. cotton
 - b. wheat
 - c. silk
 - d. jute
10. The kharif crop is
 - a. sown by April-May and harvested by October
 - b. sown between October and February and harvested by June
 - c. sown in January and harvested in December
 - d. grown twice in an year
11. Which of these is not a typical feature of Indian agriculture?
 - a. fragmentation and subdivision of land holdings
 - b. rural indebtedness
 - c. dependence on timely arrival of the monsoon
 - d. extensive methods of cultivation



HOTS: Think and Answer

The developed countries criticise the less developed nations for allowing its people to cut down the forests for planting crops. But these nations have fast growing populations that need to be fed. So, how best can they strike a balance? Think and answer. Have a discussion in class.



Values that enrich

Munna is a subsistence farmer in the Vidarbha region. Although the monsoon was not good, Munna was able to provide food for his family. It was because of his hard work and the judicious use of high yielding seeds and fertilisers. What values can you learn from Munna?



Life skills

Developing Awareness/Interpersonal skills

Visit a village near your town or city. Interview a farmer from that village. Ask them

- how much land do they own
- what crops do they grow
- do they use fertilisers
- do they use machines for harvesting the crops
- how much is their yield
- how much profit do they make

Prepare a questionnaire before you go for the visit. Note down the answers. Come home and write a report based on the interview.

6. Industries

The organised production of goods or services is called **industry**. Industries can be manufacturing or service industries. Traditionally, however, the word 'industry' referred to any economic activity concerned with the processing of raw materials into finished goods with the help of machines in factories. This process of converting the raw material into a finished good is called **manufacturing**. During the process of manufacturing, value is added to the good, and it becomes of greater use to humans.

To understand this better, let us take the example of the making of a loaf of bread. To make a loaf of bread, wheat is first ground and made into flour. The flour is mixed with yeast, water, milk and salt and then baked in an oven to produce bread. Here, value is added to the raw material wheat, through the process of manufacture.

Similarly, to make paper, wood is pulped and then pressed into thin sheets of paper. The moment wood changes into paper, it begins to have several new uses for us. So its value increases.

Most of the things we use, like pens, erasers, chairs, books, bread, biscuits, clothes, utensils and sugar are all manufactured goods.

ENRICHMENT ACTIVITY

Write what the following products are made of (some of them might have more than one source material):

Products	Source material
Bread	Wheat
Tables and chairs	
Erasers	
Vegetable Oil	
Sugar	
Machines,	
Electrical wires	
Paper	Wood pulp
Your school uniform	
Your school shoes	
Jam	
Jewellery	Gold, silver, etc.

- Do you think the products have become more useful after they are processed?
- Will the finished products cost more than the source material? Why?



The making of bread

Importance of industries

Industries

- contribute to value addition,
- add significantly to the national income,
- pave the way for rapid development, and
- generate employment.

Classification of Industries

Industries can be classified on the basis of ownership, raw materials used and size.

On the basis of ownership, industries are classified as public sector industries, private sector industries, joint sector industries, cooperative societies and multinational firms.

- **Public sector industries** are owned, managed and controlled by the **state** or **central government**. These industries operate more for the benefit of the public than for making profits. The price for their products is fixed through



An aircraft manufactured by Hindustan Aeronautics Limited



A postage cover celebrating 150 years of the Indian Railways

planning. For example—the Indian Railways, Hindustan Aeronautics Limited, Indian Oil Corporation, Bharat Heavy Electricals Limited, Air India, Ordnance Factories and Steel Authority of India Limited, are all public sector industries.

- **Private sector industries** are owned, managed and controlled by **individuals** or **group of individuals**. These industries operate mainly for profit. The price of products is determined by market forces, such as, the demand for the goods and the corresponding supply. Examples of some leading private sector companies in India include the Birla group of Industries, Reliance Industries, the Tata group of companies, etc.
- **Joint sector industries** are owned, managed and controlled jointly by **private firms** and **government agencies**. These industries operate with the dual goal of making profits, and also to ensure the welfare of the people. For example—Maruti Udyog Limited and Gujarat Alkalies.



Inside the Maruti Suzuki factory, Gurugram

- **Cooperative sector industries** are owned, managed and controlled by a group of people belonging to a cooperative society. The members of the cooperative society usually produce the raw material. They also process the raw material to add value and thereby earn more profit.



These industries, in general, operate with the motive of community welfare. Some examples include the Krishak Bharati Cooperative Limited (KRIBHCO), Amul (Anand Cooperative Milk Producers' Union Limited), and the West Bengal State Co-operative Bank Ltd.

- **Multinational firms** are big companies that operate from several countries. These companies operate with a desire to be globally competitive and to get maximum profits. For example, Infosys, NIIT, Tata Steel, Nokia, Samsung and Coca-Cola are multinational firms.

On the basis of raw materials used industries can be classified as agro-based industries, mineral-based industries, marine-based industries, pastoral-based industries and forest-based industries

- **Agro-based industries** derive their raw materials from the agricultural sector. The cotton textile industry, the jute industry, the vegetable oil industry and the food processing industry, are some examples.

ENRICHMENT ACTIVITY

Have a **debate** in class on the topic—to reduce regional imbalance, it is necessary to develop agro-based industries. (Hint: Agro-based industries will generate employment opportunities on a largescale for the weaker sections of the rural society.)

- **Mineral-based industries** get their raw materials from minerals which are then processed and turned into finished products. For example—the iron and steel industry, locomotive industry, automobile industry, cement industry and aluminium industry.
- **Marine-based industries** utilise products from the sea and oceans as raw materials. Sea-food processing industries and manufacturers of cod-liver oil are some examples.
- **Pastoral-based industries** acquire their raw material from animals like sheep, goats and cattle. They make products like wool, hide, meat and milk. The woollen textiles industry, the dairy industry and the leather industry, are some examples.
- **Forest-based industries** obtain their raw materials from shrubs, herbs, grasses and trees in the forests. These industries use wood or wood pulp as their raw material. The industries associated with forests produce wood pulp and paper, cardboard, rayons, pharmaceuticals, furniture and fittings, timber for construction, and rubber.

On the basis of size we can classify industries into **cottage industries**, **small scale industries** and **large scale industries**. This classification is based on the capital invested by the company, the total number of employees and the volume of production.

- **Cottage industries** are also known as village industries or household industries. In such industries, a few people get together and using simple tools make things for sale. They usually work from home and do not use machines. Toy-making, weaving, pottery, shoemaking and jewellery-making are some examples of cottage industries.



A cottage industry where women are making hand-rolled incense sticks

These industries generally make things for local consumption using local raw materials.

However, some handicraft cottage industries do export products. Cottage industries are encouraged in India to enable village-based artisans to earn a living by following traditional means of occupation like weaving and pottery.

- **Small-scale industries (SSI)** are small manufacturing units set up with limited capital. They hire skilled labour. They are bigger than cottage industries, but use lesser amount of capital and technology as compared to large scale industries. They also generate a great deal of employment. Though they mainly produce for the domestic markets, they also export to global markets.

They use machines that run on power, obtain



A small-scale industry making garments, Tirupur

raw materials from outside, produce more in terms of volume compared to cottage industry and sell their wares through the traders in the market. Almost all of them function under private sector.

The contribution of the SSI to the development of the country is significant. SSI units are engaged in silk weaving, producing garments, food and leather items, manufacturing chemicals, furniture and fittings, and automobile components.

- **Large-scale industries (LSI)** use large amounts of capital, huge machines and modern and superior technology to manufacture goods. To run the machines, large-scale industries need huge amounts of power. They usually employ an enormous number of workers. They obtain raw materials even from distant regions. The production here is on a mass scale and is voluminous. They sell their goods even to distant markets.

Iron and steel industry, petrochemicals, textile industry, aircraft, railway coach and ship building industries and cement industry are some examples of large-scale industries.

Factors affecting location of industries

If we study the spatial distribution of industries



Tamil Nadu Petroproducts Limited, Chennai—a large scale industry

we find that they are unevenly distributed. Various factors affect their distribution. They may be geographical, political, historical, social, human and economic factors. The industries which are independent of most of these factors are called **foot loose industries**. The main factors controlling the distribution of industries are—

Raw materials—Industries are usually concentrated in an area where the required raw materials are available. This is especially true if the raw materials are bulky and heavy like iron or coal (needed by the iron and steel industry), or if the raw material is perishable in nature, like sugarcane. As a result, both the iron and steel industry and the sugar industry are located where their raw material is available.

Availability of power resources like coal, mineral oil, hydroelectric power and biogas is of great importance to industries as they need an adequate and steady supply of power at low rates. Industries which require large amounts of power, like the iron and steel industry and the metal industry, tend to be located near either thermal or hydroelectric power plants.

Labour is another important factor required for production. Industries need a wide variety of workers to function efficiently. They need skilled, semi-skilled and unskilled labourers. Industries also need qualified managers and technically qualified people like engineers, to function profitably.

Labour intensive industries, like the cotton textile industry, would therefore prefer to set up their units in thickly populated areas as labour will not only be available in abundance but also at a cheaper cost.

Capital, or money, is essential for every business. Large-scale industries, in particular, require huge amounts of capital investment. So industries tend

to be located near places from where they have easy access to capital, like cities and towns. Capital requirements can be of two types—working capital and fixed capital.

Working capital is the finance required for day to day operations. Fixed capital refers to long term investment in fixed assets. Fixed assets are those that remain in the business for a period of more than one year. Examples are the factory, land, building, and machinery.

Means of transport play a major role in the location of industries. They help move the raw materials to the industries and the finished products to the markets.

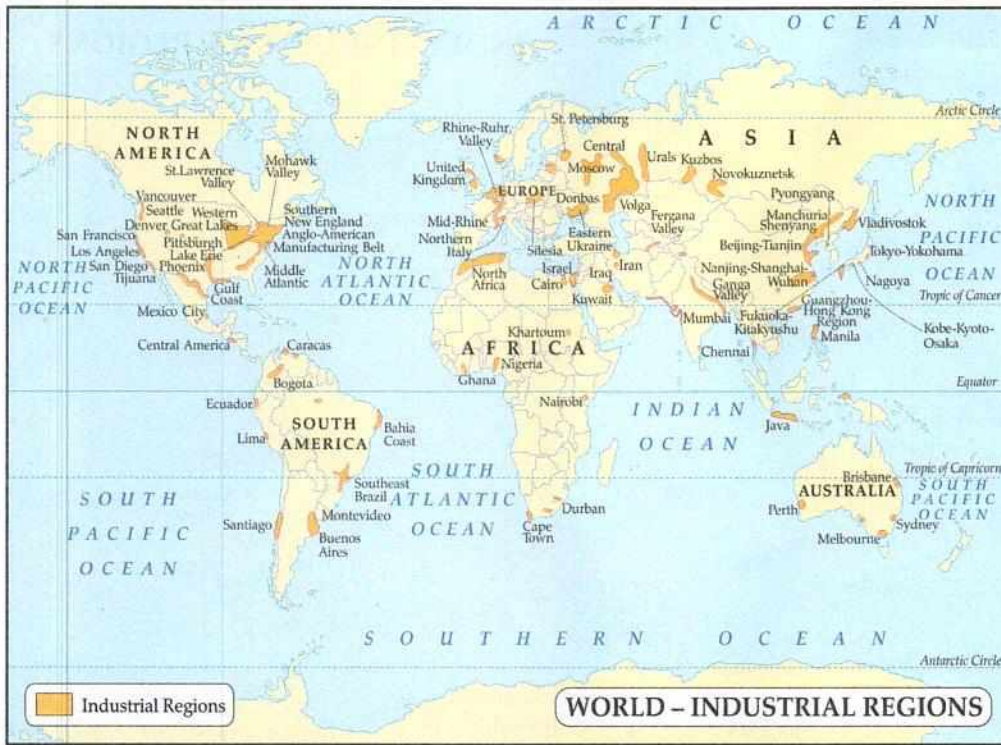
An effective network of roadways, railways, waterways and airways will increase productivity and also take care of the distribution of the product to markets. Therefore, industries tend to be concentrated in places that are well connected like the Indo-Gangetic Plains.

Proximity to markets is another factor controlling the distribution of industries. The finished products from the industries are sent to the market and sold to different people who require them. Proximity to market enables quick sale of goods. It also saves on the cost of transportation to some extent. This is particularly true of perishable items like vegetables and milk.

ENRICHMENT ACTIVITY

Most prosperous industrial cities lie along the coastlines of a country, like Mumbai, London and New York. Locate all such cities in your school atlas, and mark them on a World Political Map with an appropriate symbol.

Why do you think so many industrial centres are located along the coast? Think and discuss.



In case of the textile industry, the inputs are cotton, labour, land, power and transport. The processes include ginning, spinning, weaving, dyeing and printing. The end product is cloth. The cloth, which is now a finished, value added product, is then packed and transported for sale in the domestic or international market.

Some of the other factors that affect the location of industries are land, water, and labour.

Government policy plays an increasingly important role in determining the location of industries within a country or state. The government develops industrial estates to encourage industries to set up factories in specific areas. The government also gives subsidies to industries if they are located in a particular region. Such supportive policies of the government can also influence the location of an industry.

Industrial System

An industrial system consists of inputs, processes and outputs.

The **inputs** are the raw materials, labour, land to operate from, power, communication, trade, and transport. The **processes** include a spectrum of activities that transform the raw material into finished products. The **outputs** are the finished products.

Industrial regions

Industrial regions emerge when a large number of industries are located in a selected area, close to each other. They enjoy the privileges assured by their governments and the benefits of their proximity to each other.

Industrial regions of the world in general are highly urbanised and densely populated.

The major industrial regions of the world are eastern North America, western and central Europe and eastern Asia (eastern China and Japan).

India too has several industrial regions. They have been classified into major industrial regions, minor industrial regions and industrial districts. The major industrial regions include:

- the Mumbai-Pune cluster
- the Ahmedabad-Vadodara region
- the Gurugram-Delhi-Meerut region
- the Bengaluru-Coimbatore-Madurai cluster
- the Jharkhand-West Bengal region

INDIA - INDUSTRIAL REGIONS



ENRICHMENT ACTIVITY

Study the map showing the industrial regions of India. List the minor industrial regions and the industrial districts of India.



Glossary

industry: making goods or services for sale

public sector: business run by the government

multinational: operating from several countries

raw material: material input used in manufacture

capital: money or property invested to start a business

value addition: rise in the value of raw materials when they become a finished product



In Brief

- ▷ Organised production of goods or services is called industry.
- ▷ Industries can be manufacturing or service industries; manufacturing adds value to raw materials.
- ▷ Industries can be classified in different ways based on ownership, raw materials used or the size.
- ▷ Availability of raw materials, labour, power and transport facilities and proximity of markets decide the location of industrial units.
- ▷ Governments set up industrial estates to encourage the growth of industries.
- ▷ Industrialised regions of the world are highly urbanised and densely populated.



Enrichment Activities

- **Group work:** Work in groups, and do a project on any cottage industry of India. Present your findings in the form of a website or slide presentation.
- **Learn a craft:** What are the things that interest you? Learn a new craft linked to your area of interest. Display whatever you made in class.
- **Project work:** Work in groups and do a project on any one of the major industrial regions of India. Each group can take up a different region. Find out what factors helped the growth of industries in that region, what are the industries that are located there and what is the impact of the industries on the people who live there (include positive ones, like employment opportunities, and negative ones, like increased pollution).
- **Research:** Find out how banks and microfinance institutions are supporting small-scale industries.
- **Debate:** 'There can be no progress without industrialisation.' Have a debate on this topic in class.



Exercises

- I. **Distinguish between:**
 1. Public and private sector industries
 2. Mineral-based and forest-based industries
 3. Large and small scale industries
- II. **Name the following.**
 1. any three industrial regions in India

2. name a few examples for pastoral-based industries
 3. any four inputs in the industrial system
 4. any two examples for cottage industries
- III. Give reasons:**
1. Several industrial cities are located along the coast.
 2. Industries provide value addition.
- IV. Answer the following questions.**
1. Define the word 'industry'.
 2. Briefly explain the importance of manufacturing industries.
 3. Classify the industries on the basis of their size.
 4. How can industries be classified on the basis of raw materials used?
 5. What are multinational firms?
 6. What are the factors that affect the location of industries? Explain briefly.
 7. What are industrial regions? Name the major ones around the world, and in India.



Multiple Choice Questions

1. Traditionally, the term 'industry' referred
 - a. only to economic activities that processed raw materials into finished goods with the help of machines in factories
 - b. to all primary, secondary, tertiary activities that earned a profit
 - c. to the organised production of both goods and services
 - d. to all government-owned manufacturing activities
2. After the process of manufacturing
 - a. value is added to the goods
 - b. the finished good costs more than the raw material
 - c. the finished good becomes of greater value to humans
 - d. all of the above
3. Industries that operate more for public benefit than for making profits are called
 - a. Joint sector industries
 - b. Public sector industries
 - c. Cooperative sector industries
 - d. Private sector industries
4. Which of these is an example of a joint sector industry?
 - a. Maruti Udyog Limited
 - b. Steel Authority of India Limited
 - c. Reliance Industries
 - d. Bharat Heavy Electricals Limited
5. A cooperative sector industry
 - a. is owned by a group of people belonging to a cooperative society
 - b. the members usually produce and process the raw materials to add value and earn more profits
 - c. they operate with the motive of community welfare
 - d. all of the above
6. An industry that uses large amounts of capital, huge machines and modern technology to make goods is called a
 - a. cottage industry
 - b. small-scale industry
 - c. multi-national company
 - d. large-scale industry
7. Industries that are concentrated near the source of their raw materials, include industries which
 - a. use heavy bulky raw materials
 - b. use light and easy to transport raw materials
 - c. use raw materials which are not perishable
 - d. use a lot of power
8. How does the policy of the government influence the location of industries?
 - a. The government gives subsidies to industries if they are located at a particular place
 - b. The government develops industrial estates to encourage the location of factories in specific areas
 - c. The government imposes heavy taxes on factories that are located in certain areas
 - d. All of the above
9. Which of these is NOT a major industrial region of India?
 - a. the Mumbai-Pune cluster
 - b. the Jharkhand-West Bengal cluster
 - c. the Ahmedabad-Vadodara cluster
 - d. the Kolkata-Siliguri Cluster

ENRICHMENT ACTIVITY

Critical thinking

Study the cartoon carefully and reflect.

- What issue is the picture trying to project?
- Should we be concerned? If yes, how can we demonstrate it?



First it was plants. Then it was birds. The pollution level is so high, now it's the poor creatures in outer space!



HOTS: Think and Answer

Mahatma Gandhi had dreamt of a free India, which consisted of a network of self-sufficient villages. He felt the future of India lay in cottage and small-scale industries. Do you agree with him? Is the India of today different from the India Mahatma Gandhi had visualised?



Values that enrich

In the small town of Anand, about 75 years ago, milk producers had to succumb to the unfair and manipulative practices of middlemen. The milk producers protested and started their own cooperative called Amul. Today, Amul produces quality milk and milk-based products. What values does Amul stand for?



Life skills

Creative thinking/Logical reasoning/Being aware

The government, as you learnt in this chapter, owns and manages certain industries that operate more for the benefit of the people than for profit. They are called public sector industries.

Over the past few years, however, the government has been selling its share, in part or in full, in these industries to the private sector. The Indian government has disinvested most of its stakes in companies like BALCO, Hindustan Zinc and NTPC Ltd. It is planning to do so in some more vital industries.

Is disinvestment a good thing or a bad thing for the equitable growth of the nation? What are the possible consequences of this action of the government? Should industries which are vital for the development of our nation, like the Indian Railways, Hindustan Aeronautics Limited and Indian Oil Corporation, be allowed to be owned by the private sector?

Find out more, and have a discussion or debate in class.

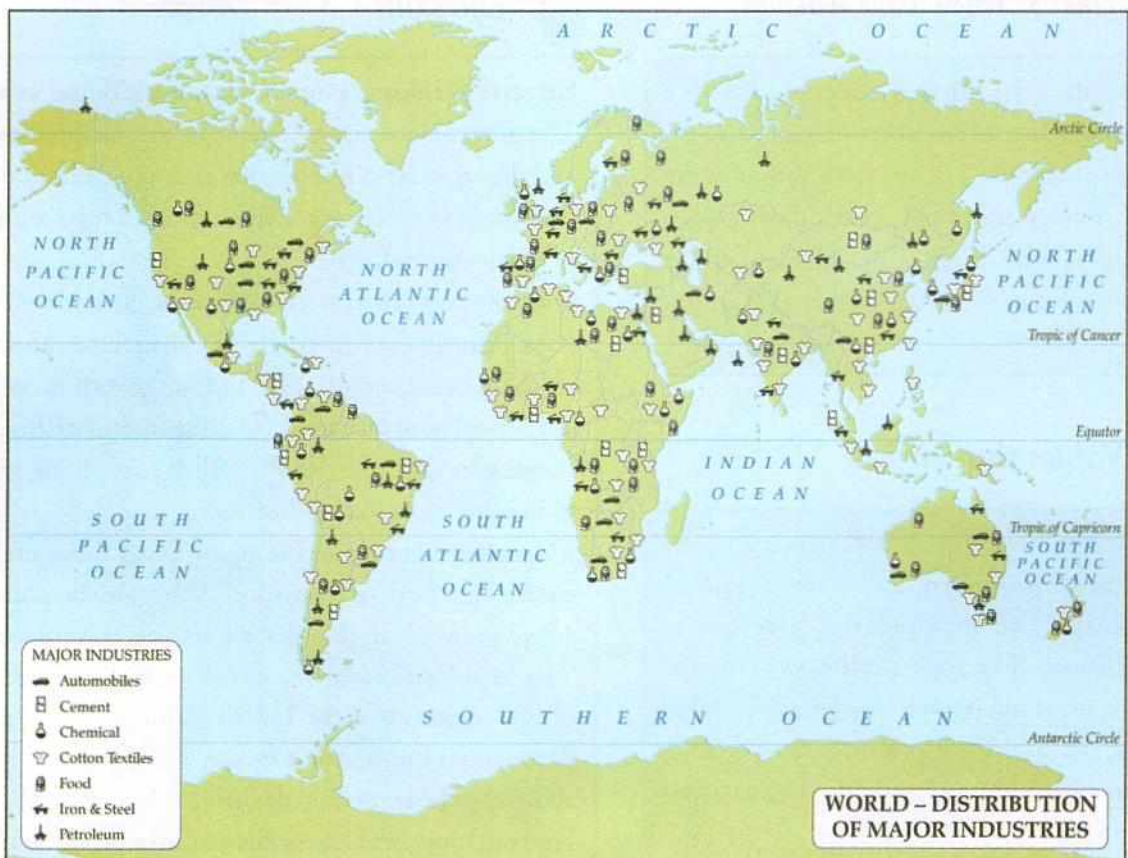
7. Distribution of Major Industries and Comparative Case Studies

Some of the major industries that we will be studying in detail in this lesson are the iron and steel industry, the textile industry and the information technology industry.

While the iron and steel industry is mainly concentrated in China, India, Japan, USA and South Korea, the textile industry is mostly concentrated in USA, China, Japan and India. Two important centres of information technology are the Silicon Valley in central California and Bengaluru (Bangalore) in India.

IRON AND STEEL INDUSTRY

The iron and steel industry is considered as a basic or key industry as it helped pave the way for the modern world. Steel is tough and strong. It is obtained when iron is alloyed (i.e., combined) with other minerals like carbon or manganese. It can be easily shaped, cut or made into wire as it is malleable and ductile (able to deform without breakage). Stainless steel, an alloy of steel with chromium, has the ability to resist rust.



Steel is used for making railway tracks, machines, sheets, rods, safety pins, nails, bolts and nuts. Transport equipment like ships, trains, trucks, cars and cycles are also made of steel. Steel rods are used in the construction industry to strengthen buildings. Oil wells are drilled with steel machinery and steel pipelines transport oil. Minerals are mined with steel equipment and the materials are taken out of the mine by trolleys (also made of iron and steel). Steel is, therefore, called the backbone of modern industry.

ENRICHMENT ACTIVITY

Name at least five other uses of iron and steel.
Can you name some farm equipment made of steel?

The main raw materials for the iron and steel industry include iron ore, coking coal, manganese and limestone. The products of the industry are pig iron and steel. They are used as raw material by other industries, like the machine tools industry.

Location

Iron and steel plants are usually located near coal fields, iron ore mines, abundant supplies of water and power. Increasingly, however, new plants are coming up near seaports as iron ore often has to be imported from abroad. Also, steel plants need

large expanses of flat land, which can be found easily along the coast.

In India, iron and steel mills have developed wherever there is an adequate availability of raw materials, cheap labour and cost-effective transport services.

The main steel producing centres in India are:

- Bhilai in Chhattisgarh
- Bokaro and Jamshedpur in Jharkhand
- Rourkela in Odisha
- Durgapur in West Bengal
- Bhadravati in Karnataka
- Visakhapatnam in Andhra Pradesh
- Salem in Tamil Nadu

India's steel production increased from 1 million tonnes (mt) in 1947 to 111.2 million tonnes (mt) during 2019-20. Production of pig iron amounted



An aerial view of the Visakhapatnam Steel Plant

EXPLORE SOME MORE...

Process of conversion of iron ore into steel

The process of converting iron ore into steel involves many stages. The raw material is put in the blast furnace where it undergoes **smelting**. Smelting is a process in which metals are extracted from their ores by heating the ores beyond their melting point. The impurities are then removed from the iron. The molten iron is cooled and moulded to form **pig iron**. Pig iron, which is brittle and can break easily, is then converted into steel by adding strengthening materials like manganese. Alloys of steel can be made by adding small amounts of other metals like aluminium, nickel and copper.



Molten pig iron being poured from the blast furnace

to 5.5 mt during 2019-20. India is now the second largest producer of steel in the world. China is the largest producer of steel in the world.

USA

There are number of steel producing regions in USA. Some of the important ones are:

- the North Appalachian region (Pittsburgh-Youngstown)
- the Great Lake region (Chicago-Gary, Detroit, Erie, Lorain, Cleveland, Buffalo and Duluth)
- the Mid-Atlantic Coast (Sparrows Point and Morrisville)

Pittsburgh, the original centre of steel making in the USA, is slowly losing ground and is now known as the 'dust bowl' of America. The industry is now moving towards the state of Alabama in the south.

Europe

Some of the major steel producing regions in Europe are:

UK (Birmingham and Sheffield), Germany (Duisburg, Dortmund, Düsseldorf and Essen), France (Le Creusot and St. Etienne), Russia (Moscow, St Petersburg, Lipetsk and Tula), Belgium, Luxemburg and Netherlands.

Asia

In Asia, apart from India, other steel producing countries are China (Shanghai, Tienstin and Wuhan) and Japan (Nagasaki, Tokyo-Yokohama).

South America

The countries that produce sizeable amounts of steel are Brazil, Colombia, Venezuela and Chile.

Africa

The countries that produce steel here are Algeria, Egypt, Zimbabwe and South Africa.

Let us now compare a centre of iron and steel manufacture in India with one in the USA.

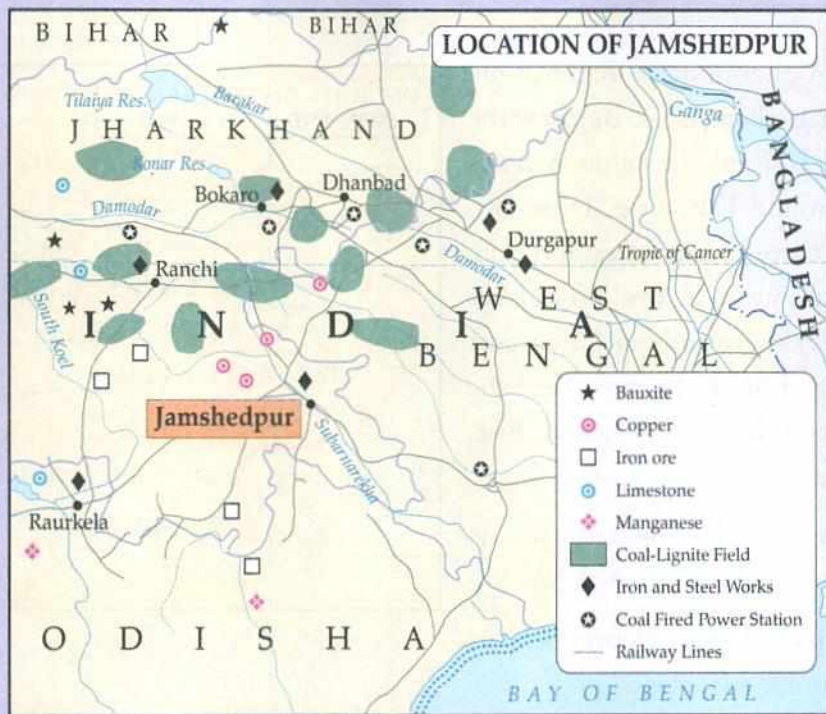
A COMPARATIVE CASE STUDY: THE IRON AND STEEL INDUSTRY IN INDIA AND THE USA

TATA IRON AND STEEL COMPANY (TISCO), JAMSHEDPUR

The Indian iron and steel industry consists of large integrated steel plants as well as mini steel mills. The Tata Iron and Steel Company (TISCO) is one of the largest integrated steel plants in India. Set up by Jamsetji Nusserwanji Tata in the year 1907, this was the only steel plant in the country before independence.

TISCO was set up at Sakchi, near the confluence of the rivers Subarnarekha and Kharkai in Jharkhand. Sakchi, 32 km away from Kalimati station on the Bengal-Nagpur railway line, was seen as the ideal place to set up the steel plant. Later this region was named after Jamsetji Tata as Jamshedpur. Geographically, Jamshedpur is the most conveniently located iron and steel centre in the country.

TISCO started producing pig iron in 1911, and steel in 1912. It is a private sector company, i.e., its assets are privately owned, unlike most of the other integrated steel plants in India, which have been set up as public sector undertakings by the government. Today TISCO has become a multinational company operating in various countries.



THE REASONS FOR CHOOSING JAMSHEDPUR AS THE LOCATION TO PUT UP THE STEEL PLANT WERE:

- **Abundant iron ore deposits:** TISCO gets iron ore from the Singhbhum (Jharkhand) and Mayurbhanj (Odisha) mines located at a distance of just 75 to 100 km from Jamshedpur.
- **Abundant coal and manganese deposits:** It depends on Jharia and Raniganj coal mines for its requirement of good quality coal. The mines lie at a comfortable distance of about 200 to 250 km from Jamshedpur. It obtains manganese from Keonjhar mines in Odisha.
- **Availability of limestone and dolomite:** The Company's supply of raw materials like limestone and dolomite comes from Chattisgarh and Odisha.
- **Water supply:** The Kharkai and Subarnarekha rivers ensure sufficient water supply to the plant.
- **Connectivity:** Jamshedpur lies on the mainline Kolkata-Mumbai railway route, which links it directly to the two major markets and ports of Kolkata and Mumbai.
- **Availability of labour:** Being a thickly populated region, the plant gets an excellent supply of cheap labour from in and around Jamshedpur.

The steel plant produces pig iron, soft iron, cast iron and alloys. Many other industrial plants have come up in Jamshedpur after TISCO. They produce chemicals, locomotive parts, agricultural equipment, machinery, tinsplate, cable and wire. Some of these units supply TISCO with spare parts for their machines, and use the steel to make other products. They are called ancillary industries.

The development of the iron and steel industry provided an impetus to rapid industrialisation in India.

THE STEEL INDUSTRY IN DETROIT, USA

Pittsburgh used to cater to more than half the iron and steel needs of the USA. But now the industry has moved towards the southern shores of Lake Michigan and Lake Erie. These two lakes, along with three smaller lakes, form the largest inland waterway in the world. The lakes provide a means for cheap and quick transport of raw materials and finished goods. Here the main steel plants are located at Buffalo, Erie, Cleveland and Detroit.

Detroit, in particular, is a leading centre for the manufacture of iron and steel in the USA.

Just like Jamshedpur in India, Detroit benefits from several locational advantages.

- There is easy access to iron ore deposits—iron ore is brought here from the Lake Superior region by specially made ships via Lake Erie.
- The North Appalachian coal belt is the source of coal for the steel industry in Detroit. The coal is transported cheaply by train.
- There is an adequate supply of unskilled, semi-skilled and specially trained labour.
- There is an excellent network of roads, rails, and inland and marine water ways for transport.
- There is a massive demand for steel from the local market, as several automobile and railway equipment manufacturing centres are located at Detroit.
- The Niagara Falls provides relatively cheap hydroelectric power to the plant.
- Dolomite and limestone (used as flux to remove impurities from the iron) are obtained from the islands located in Lake Erie and Lake Huron. Lake Erie also provides water for the iron and steel production.

The four main districts around Lake Erie account for 80% of the nation's capacity to produce iron and steel. However these industries increasingly depend on the import of iron ore. This may have an impact on the functioning of these steel industries in future.

There are many other factories around Detroit that use steel as their raw material to make different products such as railroad equipment, heavy machinery and rails. Detroit is one of the largest centres of the automobile industry in the world. Three of the automobile giants have their factories located here—General Motors, Ford Motor Company and Chrysler.



CHEMICAL INDUSTRY

The chemical industry plays a pivotal role in the modern world economy. It converts raw materials like oil, natural gas, water, metals and minerals into more than 70,000 different industrial chemicals.

These chemicals are extensively used in different fields like agriculture, medicine, metallurgy, textiles, glass, paints, adhesives, plastics, leather, fertilisers, pesticides and food processing. Some chemical factories also produce consumer products like soaps, detergents and cosmetics. They use inputs like coal, water, salts, sulphur, gypsum, limestone, vegetable and animal products.

Petrochemical industries, i.e., those industries which use the by-products of the petroleum industry to make chemicals, first developed in the USA and Europe before spreading to different parts of the world. Russia, Japan, China, Canada, India are other countries which have chemical industries.

TRANSPORT EQUIPMENT INDUSTRY

The transport equipment industry provides the rolling stock of a nation, without which the very mobility of people and materials would be affected. This industry includes the production of railway engines (locomotives) and wagons, automobiles, ships, aircrafts.

Locomotives and wagons are produced by huge, capital intensive factories. Some important centres where locomotives are manufactured include India (Chittaranjan, Kapurthala and Varanasi), USA (Chicago, Philadelphia, and La Grange), UK (Birmingham, Crewe and Derby), France (Le Creusot and St. Etienne), Germany (Essen and Düsseldorf) and Russia (Gorky and Kharkov).

The **automobiles** industry first emerged in Europe,

and then spread to the USA. The important centres are Pittsburgh and Detroit in USA, West Germany, UK, Japan, France, Italy and Russia.

India has shown a tremendous growth in the production of automobiles in the last two decades. The major automobile companies in India include Maruti Udyog, Tata Motors, Mahindra and Ashok Leyland. There are some multinational companies which operate in India. They include Ford, Toyota and Hyundai.

Shipbuilding is an old and important industry. The nations around the Mediterranean Sea were leading in this field. Now Japan, USA, UK, Sweden, Netherlands, France, Germany and Russia are the main builders. In India, the main shipbuilding centres are at Mazgaon in Mumbai, Visakhapatnam and Kochi.

The **aircrafts** industry is a highly technological and capital intensive industry. The main manufacturers are Boeing in USA, Airbus in France and other European countries, and Aviacor in Russia. In India, the Hindustan Aeronautics Limited, which manufactures military aircraft, has centres at Bengaluru and Kanpur.

TEXTILE INDUSTRY

The textile industry is a major industry which provides for a primary need of humans—clothing. Spinning yarn from natural fibres and weaving it into cloth is an ancient art—it flourished in Egypt and India more than 5000 years ago. The natural fibres used for making cloth are cotton, wool, silk,

ENRICHMENT ACTIVITY

What are the different processes involved in the production of textiles? You learnt of it in your history class this year.

jute, hemp and flax. They are the basic raw materials of the textile industry.

While cotton, jute, hemp and flax are of plant origin, silk and wool are of animal origin.

Cloth is also made these days using synthetic materials. They are also known as human-made fibres. Some examples are nylon, polyester and rayon.

The main centres of the textile industry in the world today are the USA, China, Japan and India. European countries like Germany, UK, France and Spain are important manufacturers of synthetic cloth.

In India, the first successful modern textile mill was established in Mumbai in 1854. Climatic and

locational advantages like a warm, moist and frost-free climate, proximity of Mumbai port for the import of machinery, availability of raw material and skilled labour, resulted in rapid expansion of the industry in this region. Maharashtra and Gujarat are the main cotton growing areas of India.

Gradually, the cotton textile industry spread to different parts of Maharashtra and Gujarat. Since humidity could be created artificially, and raw cotton was a pure raw material (and not a weight losing one) the industry spread to different parts of India. Some of the important cotton textile centres are Coimbatore, Kanpur, Chennai, Ahmedabad, Mumbai, Kolkata, Ludhiana, Puducherry and Panipat.

A COMPARATIVE CASE STUDY: THE TEXTILE INDUSTRY IN INDIA AND JAPAN

The Textile Industry in Ahmedabad, India

Ahmedabad is the second largest textile city of India, after Mumbai. It is located in Gujarat on the banks of the Sabarmati River. The first mill was established here in 1859. Ahmedabad is often referred to as 'The Manchester of India'.



An old textile mill, Ahmedabad



Location of Ahmedabad

There are various favourable factors that lead to the development of the textile industry in Ahmedabad. Some of them are:

- It is found in the heart of a cotton growing area. This has enabled adequate and easy availability of raw material.
- The humid and frost-free climate supports spinning and weaving.
- The flat terrain and easy availability of land helped in the establishment and growth of the mills.
- The densely populated states of Gujarat and Maharashtra provide skilled and unskilled labour at a cheap cost.
- A well developed transport network facilitates easy transportation of raw material to the mills, and the finished product (textiles) to the vast markets of India.
- The proximity of the Mumbai port helps in the export of textiles and the import of machinery.

Several textile mills in Ahmedabad are languishing. Some of them have even closed down. The import of cheap cloth from places like China and the non-upgradation of machines and technology in the mills of Ahmedabad, are responsible for this situation.

THE TEXTILE INDUSTRY IN OSAKA, JAPAN

Osaka is one of the largest centres of textile production in Japan and is known as the 'Manchester of Japan'. It is located in the south of the island of Honshu. Osaka, along with the cities of Kobe and Kyoto, forms a major industrial region. The textile industry developed in Osaka due to several geographical factors. They are:

- The extensive plains around Osaka ensure easy availability of land for the growth of cotton mills.
- The warm and humid climatic condition suits spinning and weaving activities.
- The river Yodo, on whose banks Osaka is located, provides adequate water for the mills.
- Hydroelectric power is obtained from the many streams that flow from the mountains around Osaka.
- Abundant and cheap labour is available.
- Proximity to port facilitates import of raw cotton and export of textiles.

Cotton is not grown in Japan. Therefore, the textile industry of Osaka totally depends on imported raw material from Egypt, India and China in the east and USA in the west. This is what makes the rise of Osaka as a centre of the textile industry truly remarkable. Most of the textiles produced here are exported. They enjoy a good market share since their quality is high and the price is low.

Though it is one of the most important textile centres in the country, of late, the cotton textile industry of Osaka has been replaced by other industries like the iron and steel, machinery, shipbuilding, automobiles, cement and electrical equipment.



Location of Osaka
in Japan

SUGAR INDUSTRY

The sugar mills are generally located near the sugarcane and sugar beet growing regions as they form the major raw materials of the industry. These materials are perishable in nature. Therefore, after the harvest, they need to be transported immediately to the mills for crushing.

Some of the leading sugar producing countries of the world are Cuba, Brazil, Indonesia, India, Russia, France, Kenya, USA, Germany and China. In India, the sugar industry is concentrated in Maharashtra and Punjab.

CEMENT INDUSTRY

The cement industry provides the basic raw material for construction work. This industry uses bulky and heavy, but cheap, raw materials like limestone, gypsum, clay and shale. The cost of transporting the raw materials to the cement factories, and the finished product to the market, is very high. Therefore, it is important for this industry to be located near the source of raw material, and yet have easy access to market regions. The cement industry needs large amounts of fuel to power the machines; therefore, ready availability of cheap

power is another factor controlling its location.

Cement is made by crushing and grinding limestone with clay and shale and heating it to a temperature of over 1500 °C. Gypsum is also added in a small quantity to control hardening.

Some of the leading producers of cement are USA, China, Russia, Germany, India, UK, Italy, France and Japan. In India, the leading producers of cement are Madhya Pradesh, Telangana, Andhra Pradesh, Chhattisgarh and Rajasthan. The Indian cement industry ranks second in the world after China.

INFORMATION TECHNOLOGY INDUSTRY

Unlike the cotton textile and iron and steel industries, information technology (IT) is a new industry—it grew into an industry only in the 1970s. Information technology is the development and management of computer-based information systems, particularly of computer software and hardware. It is a general term used to describe any technology that helps to produce, manipulate, store, communicate, and disseminate information.

Though it started in the United States, today, this industry has gone global and is making rapid progress. It is developing several new applications as part of the business solution it offers different sectors. It may not be an exaggeration to state that there is not a single industry today which does not use a computer.

This industry employs over a million people, which is expected to rise many folds in the years to come. More than 30% of the people employed in this sector are women. The main factors guiding the location of these industries are the availability of resources, skilled labour and infrastructure.

In India, Bengaluru is the main centre of the IT industry. Other IT hubs include Hyderabad, Mumbai, New Delhi and Chennai. Pune, Thiruvananthapuram, Kochi and Chandigarh are other emerging centres of the IT industry. The IT industry exported software worth more than \$10 billion in 2003. It brings home the maximum foreign exchange earnings with a number of BPO (Business Process Outsourcing) and KPO (Knowledge Process Outsourcing) establishments set up in India.

EXPLORE SOME MORE...

Today the scientists use terms like **'the world has shrunk'** and **'global village'** because distances do not matter anymore for meaningful and effective communication.

Many software professionals work in shifts.

- For instance let us consider two groups of software professionals, Group A in Silicon Valley, and Group B in Bengaluru who are working on a joint project.
- While in Bengaluru, Group B rests, Group A in California is working. At the end of the workday, they send a message to Group B updating their progress.
- When Group B arrives at their work place in Bengaluru, a couple of hours later, they notice the message which awaits them.
- Group B gets to work on the project straight away.
- By the end of their work day, they relay the results of their efforts to Group A in California. And, the work cycle goes on till the project is completed successfully.

Thus, people, especially those in the IT industry, communicate and work together on a global scale. It is as if they were sitting in adjoining offices.

A COMPARATIVE CASE STUDY: THE IT INDUSTRY IN INDIA AND THE USA

SILICON VALLEY (USA)

Silicon Valley is the world's leading centre of the IT industry—in fact, the name 'Silicon Valley' has become synonymous with the words 'information technology'. It is from here that the industry started in the 1970s and spread rapidly across the world. Silicon Valley, a part of Santa Clara Valley in California, got its name from the silicon that was used to make chips for computers. Silicon revolutionised computers. It enabled the scientists to create small computers called personal computers (PCs). Today almost every house in the developed world, and a rapidly increasing number of people in the developing world, own personal computers.

The area has a temperate climate with the temperatures rarely dropping below 0 °C. It was a rich agricultural area in the past. After the Second World War, US defence programs gave an impetus to this industry, which developed in and around the valley. The neighbouring presence of the Stanford University also encouraged the development of well funded research in computer technology. In 1951, the Stanford Industrial Park was founded near the Stanford University. Later, many companies like IBM, NASA and Xerox started their research operations here. As a result, most of the path breaking inventions in this field occurred in the Silicon Valley.

In the later half of the 1980s, Japan was the leader in this industry as they were able to produce computers at a very low cost. Then, the development of the World Wide Web (WWW) brought about sweeping changes in the industry. The access to both quality and quantity of information and the speed of communication became mind boggling. Many other leading companies developed here, like Sun, Netscape and Cisco. Silicon Valley, till date, remains a giant in this field.



BENGALURU (INDIA)

Bengaluru, the capital city of Karnataka, is located on the Deccan Plateau in India, at an altitude of about 900 metres above mean sea level. The climate of this city is mild and pleasant. It has, over the years, emerged as the IT capital of India.

After independence, a number of high-tech public sector industries were set up in Bengaluru. Some of them were Bharat Heavy Electricals Limited (BHEL), Hindustan Aeronautics Limited (HAL), Indian Telephone Industries (ITI), Bharat Electronics Limited (BEL), etc. Karnataka was also the first Indian state to create an IT policy. The state offered various concessions like a 5

year tax holiday, to encourage IT companies to set up base in Bengaluru.

As a result of all these factors, over the last two decades, a number of private sector electronic, computer and IT related companies have sprung up here. The city enjoys certain locational advantages, such as

- presence of many high-tech industries
- availability of highly educated and skilled labour at a relatively low cost
- favourable state government and central government policies
- favourable climate for comfortable living
- good infrastructure—it is well connected by rail, road and air with both national and international centres of industry.

In 1980, the government of Karnataka developed an electronic city about 18 km from the core city, which is now known as the Silicon Valley of India. Many global software companies like IBM, Oracle, Apple, Google, Infosys, Tata Consultancy Services (TCS), Hindustan Computers Limited (HCL) and Cognizant Technologies are based in Bengaluru.



Inside the campus of Infosys, one of the leading IT companies of India



Glossary

coking coal: coal that yields coke (fuel) after distillation

pig iron: crude iron

alloy: mixture of two or more metals

locomotive: engine that pulls rail coaches

shale: rock formed by sedimentation of clay

outsourcing: contracting work to an outside agency, often in another country



In Brief

- ▶ Industrial units are concentrated in places where raw materials, power, water, transport facilities and labour are easily available.
- ▶ The iron and steel industry paved the way for modern civilisation.
- ▶ TISCO was the first iron and steel company in India. It was set up in 1907 at Jamshedpur, a place that has several advantages including proximity to iron ore and coal mines.
- ▶ In the USA, Detroit is a major centre of steel production.
- ▶ Mumbai and Ahmedabad in India and Osaka in Japan are big centres of textile industry.
- ▶ A large number of information technology companies are concentrated in Silicon Valley in California, USA and Bengaluru in India.
- ▶ Chemical, locomotives, automobiles, cement and sugar are some of the other major industries in the world; India has its share of these industries.



Enrichment Activities

- **Newspaper article:** You live in a town in Chhattisgarh. Over the years, several illegal coal mining units have come up around your town. Trees are being cut down with abandon. Write a newspaper article, drawing the attention of the authorities to the illegal nature of the mining activities.
- **Project work:** Visit any industry in your vicinity and write a report covering the following details: a) Name of the industry b) What does it produce? c) What are the raw materials used by it? d) What are the processes involved in the production of the product? e) How many people does the industry employ (roughly)? f) Do women work there? If yes, what is the percentage of women employees? g) Does it pollute the environment?



Exercises

- I. Distinguish between:**
 - Chemical industry and textile industry
 - Paper and cement industry
 - Silicon Valley of India and the Silicon Valley, USA
- II. Name the following.**
 - any four few steel producing centres in India
 - the place that is known as the Manchester of Japan
 - any four sugar producing countries
 - any two global software companies
 - any two reasons for choosing Jamshedpur as the location for a iron and steel plant
- III. Give reasons:**
 - Iron and steel industry is considered as a key or a basic industry.
- IV. Answer the following questions.**
 - What are the raw materials used in the iron and steel industry?
 - Define smelting.
 - Why did Jamsetji Tata choose Jamshedpur to set up his iron and steel plant?
 - Briefly explain about the transport equipment industry.
 - Explain the importance of the textile industry. Write a brief note on the textile industry in Ahmedabad. How is it different from the textile industry in Osaka?
 - How did Silicon Valley in California get its name? Trace its growth into a major IT hub.
 - Bengaluru is the IT capital of India. Justify this statement.
- 2.** “The world has shrunk”, say some people.



Multiple Choice Questions

- Steel is known as the backbone of the modern industry because:
 - steel is strong and so supports modern industry like the human backbone
 - steel is an essential material for almost all other basic industries like transport, energy and construction
 - steel rods are shaped like the human spine
 - none of the above

2. Which of these is NOT a major steel producing centre in India?
 - a. Jamshedpur
 - b. Visakhapatnam
 - c. Bokaro
 - d. Mumbai
3. The steel producing centres of Duisburg, Dortmund and Essen are to be found in
 - a. France
 - b. Germany
 - c. Russia
 - d. Belgium
4. Which of these was not a considering factor for locating the steel plant at Jamshedpur?
 - a. Abundant iron ore and coal deposits
 - b. Location on the mainline Mumbai-Kolkata railway route
 - c. Massive demand for steel from the local automobile and railway equipment manufacturing centres
 - d. The proximity of the Kharkai and Subernarekha rivers
5. A human-made fibre:
 - a. silk
 - b. rayon
 - c. cotton
 - d. flax
6. Which of these is NOT a factor that encouraged the rapid expansion of the textile industry in Mumbai:
 - a. warm, moist and frost free climate
 - b. proximity of Mumbai port
 - c. easy access to workers who spoke excellent English
 - d. availability of raw material from Gujarat and Maharashtra, the main cotton growing regions in India
6. Important cotton textile centres in India:
 - a. Coimbatore
 - b. Kanpur
 - c. Ludhiana
 - d. All of the above
7. What is the main difference between the cotton textile industry in Mumbai and that in Osaka, Japan?
 - a. the quality of cotton grown in Japan is far superior to that grown in India
 - b. the climate of the two places is very different
 - c. Osaka has a dearth of good quality of labour, unlike Mumbai
 - d. Cotton is not grown in Japan, unlike India
8. Where did Silicon Valley get its name from?
 - a. That was the original name of the valley, even before the IT companies came there
 - b. It got its name from the silicon that was used to make chips for computers
 - c. It is named after the man who invented the computer
 - d. None of the above
9. What caused the growth of the IT industry in Silicon Valley?
 - a. The proximity of Stanford University which encouraged funded research in computer technology
 - b. US defence programmes which developed around the Silicon Valley
 - c. The starting of the research operations of companies like Xerox, IBM and NASA in the Silicon Valley
 - d. All of the above
10. Which of these high-tech public sector industries are NOT present in Bengaluru?
 - a. Bharat Heavy Electricals Limited
 - b. Hindustan Aeronauticals Limited
 - c. Steel Authority of India Limited
 - d. Indian Telephones Industries



HOTS: Think and Answer

There is an increase in popular protests against the acquiring of agricultural land for the setting up of industries, or for the expansion of roads, airports, and other infrastructural facilities. Should the people's protests be listened to, or should the government just go ahead with its plans after forcibly acquiring the land? Think and answer.



HOTS: Think and Answer

Why is the government of India allowing or encouraging global IT companies to set up base in Bengaluru?



Values that enrich

Suraj owns a successful textile factory in Ahmedabad. But many of the workers are not happy working in the factory. Suraj wants them to feel comfortable when they come to his factory to work. What values must Suraj show in order to change the mindset of the people in the factory?



Life skills

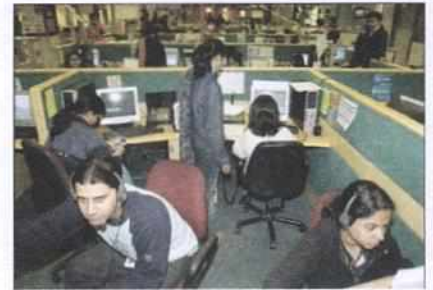
Life

Haren worked for a BPO in Nagpur. When the US economy went into a downslide, Haren lost his job at the BPO. Why do you think this happened? This is the result of globalisation which encourages the interdependence of world economies. Is globalisation a good thing or a bad thing for the common people of the world? Have a discussion in class.

8. Human Resources

All resources in nature gain importance only when people find some use for them. Only when people utilise it does a material become a 'resource'. For example, coal was just another rock till humans discovered its use as a fuel. After that, it became a precious resource. People are, therefore, one of the greatest assets and resources of a nation. A skilled and productive population contributes immensely to the growth and development of a country.

In the past, when most of the work was done manually, it was the size of the population that determined the power of a country. After the Industrial Revolution, with the advent of the Machine Age, this equation changed. One machine could now perform the task of several persons, with



much greater speed and precision. So the focus shifted from having a large population, to having a well-trained and skilled population. (**Skill** means the ability to know, understand and accomplish a task with dexterity.) Today, people need to have know-how, training and skills, which they can use to carry out productive work with different degrees of expertise and specialisation.

HUMAN RESOURCE DEVELOPMENT

Human resources can be referred to as the labour input into the production process. On the basis of skill, we can classify labour employed in the process of production into three groups:

- **unskilled** (no specific skill)
- **skilled** (has the basic skills required for the job)
- **highly skilled** (has expertise in the skills required for the job)

The productivity of a nation's human resources depends on certain factors, such as health, literacy, possession of technical skills, their industrious nature and motivational level, technological development and infrastructural development.

Every country has to develop its human resources to progress. In India, the Ministry of Education (formerly, the Ministry of Human Resource Development), is responsible for education and skill development.

Like other resources, human resources are also not equally distributed over the world. They also differ in their educational levels, age and sex. Their number and composition is dynamic and keeps changing. It is therefore necessary to check at regular intervals, the size and other characteristics of the population. **Census** is the process of taking a count of total number of people in a country. In India, the census is taken every 10 years.

DISTRIBUTION OF POPULATION

Population can be defined as number of people living in a well defined area. The distribution of population in the world is highly uneven. Some areas are heavily populated, while some have

hardly any people. The way in which the people are spread over the surface of the Earth is known as **population distribution**.

Thickly populated regions of the world are those that usually enjoy an equable climate, where there is adequate rainfall to allow the practice of agriculture, and where the land is flat and the soil is fertile.

Population is low in places where the climate is inhospitable, like the high altitude regions, extremely cold zones, sandy deserts and in the dense evergreen forests of the equatorial regions.

EXPLORE SOME MORE...

60% of the world's people live in just 10 countries. Nearly 90% of the world's population lives in the Northern Hemisphere. This is because most of the land area is found in the Northern Hemisphere. More than one-third of the world's population is concentrated in India and China.

DENSITY OF POPULATION

Population density is the number of people living per square unit of area. It is generally expressed as persons per square km. Population density also varies greatly over the surface of the Earth. The population density of the whole world is estimated to be around 59 persons per square km. It is derived by dividing the total population of the world by total land area of the world. India's population density as a whole is 382 people per square km.

On the basis of density of population, the regions of the world can be classified into

- areas of high population density (above 100 persons per square km)
- areas of moderate population density (50 to 100 persons per square km)
- areas of low population density (less than 100 persons per square km)

ENRICHMENT ACTIVITY

Most populous countries of the world (estimates)

Countries	Population
China	1,433,783,686
India	13,47,121,000
United States	329,064,917
Indonesia	270,625,568
Pakistan	216,565,318
Brazil	211,049,527
Nigeria	200,963,599
Bangladesh	163,046,161
Russia	145,872,256
Mexico	127,575,529

On a political map of the world, shade the following countries and indicate their population figures. Also make a bar graph to illustrate this table.

Areas of high population density

The density of population is very high along the fertile river valleys and industrial regions of the world. The major cities of the world are also densely populated. The main pockets of high population density in the world are—

- **Eastern Asia**—China, Japan, North Korea, South Korea and Philippines, together account for nearly 25% of the world's population. The fertile soils of the river basins and the abundant rainfall support agriculture, which is the main occupation of people here. In China, the population is concentrated along the banks of the Yangtze and Huang He rivers. The industrial regions of Japan and China are also centres of high population density.
- **South Asia**—India, Pakistan, Bangladesh and Indonesia together account for another 25% of



the world's population. Within these countries too the density of population is unevenly distributed. Density is highest in parts of the Indo-Gangetic basin, and the banks of the Irrawady River in Myanmar (Burma). The climatic conditions and fertile soil promote agriculture throughout the year.

- **Western Europe**—Parts of UK, France, Belgium, Netherlands, Poland, Western Russia and Ukraine are some of the places which are densely populated here. Around 16 % of the world's population is found here. The main reasons for the high density of population here are the availability of mineral resources needed for rapid industrial development and a suitable climate for settlement.
- **North-eastern and south-western coasts of North America**—Availability of mineral resources, industrial development, an equable

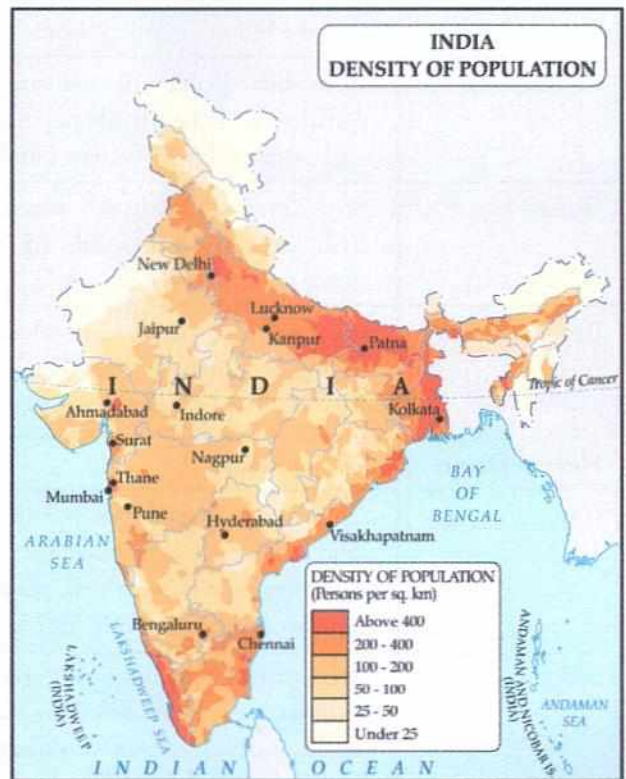
climate and an excellent transport network are the major reasons for the high density of population here.

Within these regions, cities like Beijing, Shanghai, Hong Kong, Mumbai, Kolkata, New Delhi, Karachi, Dhaka, Jakarta, London, Paris, Rome, Moscow and New York, have extremely high densities of population.

Areas of moderate population density

These are regions found between the densely populated and sparsely populated regions.

These regions are agriculturally developed and semi-urban in nature. Industries have begun to develop here. The coastal parts of Africa, Europe and Asia that surround the Mediterranean Sea, central parts of USA, tropical regions of West Africa, temperate regions of Russia, Eastern Europe, Deccan Plateau



of South India, parts of Pakistan, Iran and Iraq, eastern China and coastal parts of South America have a moderate density of population.

Areas of low population density

Areas of low population density are found where the physical environment and climatic conditions are inhospitable and harsh, like the hot and cold deserts and high mountainous tracts. Such conditions are not favourable for human settlement.

Deserts like the Sahara, the Kalahari, the Arabian Desert, the Gobi, Atacama and the Great Australian desert are sparsely populated.

The northern parts of Russia, Norway, North America and the whole of Greenland are sparsely populated as

they experience conditions of extreme cold and the land stays frozen for most part of the year.

The higher reaches of the Himalayas, the Andes, the Rockies and the Alps have low population densities. So do the thick equatorial forests of the Amazon basin and the Congo basin where living conditions are inhospitable.

FACTORS AFFECTING DISTRIBUTION OF POPULATION

There are various factors responsible for the uneven distribution of population. We can broadly classify the factors into two groups—physical factors and human factors.

Physical factors	High density	Low density
Relief (shape and height of land)	Plains are suitable for farming, manufacturing and service activities and thus have high densities of population, e.g., the Indo-Gangetic Plains.	Mountains with steep slopes do not provide much scope for agriculture, industries, transport. They have low densities of people, e.g., the Himalayas.
Climate	Areas with equable and moderate climate tend to be densely populated, e.g., eastern China, Western Europe, India.	Places experiencing extreme cold, heat or aridity, are inhospitable for permanent settlement, e.g., the Sahara, Antarctica.
Water	People prefer to live in the areas where fresh water is easily available, e.g., all the major river valleys of the world.	Deserts which are dry are sparsely populated, e.g., the Sahara.
Resources	Areas rich in resources like coal, oil, fishing, tend to be densely populated, e.g., Western Europe, eastern USA.	Areas with less resources tend to be sparsely populated, e.g., the Thar Desert.
Human factors	High density	Low density
Political	Countries with stable governments tend to have denser populations, e.g., Singapore. Government policies can also decide the density of population.	Countries with governments which engage in frequent wars tend to have sparse populations as people migrate from there, e.g., Afghanistan and Sudan.
Social	Areas with better education and health facilities (e.g., Pune) or having religious significance (e.g., Varanasi, Vatican City) tend to be heavily populated.	Areas with poor access to facilities like health care and education tend to have fewer people, e.g., the Sahel in the Sahara.

Human factors	High density	Low density
Economic	Places with industries that provide abundant employment opportunities, and places with good infrastructural facilities like efficient transport networks and electricity tend to be more densely populated, e.g., Western Europe, the Shanghai region of China, and the Bengaluru-Coimbatore industrial region.	Lack of infrastructural facilities results in sparse population, e.g., Bastar region in central India, Amazon rainforest.

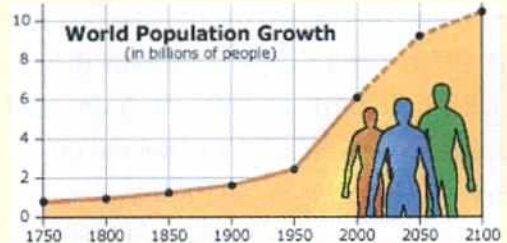
Population Change

Population change refers to change in the number of people during a specific period of time. Study

the graph given below. It shows how the population of the world has grown over the past 250 years and how it is projected to grow over the next 100 years.

ENRICHMENT ACTIVITY

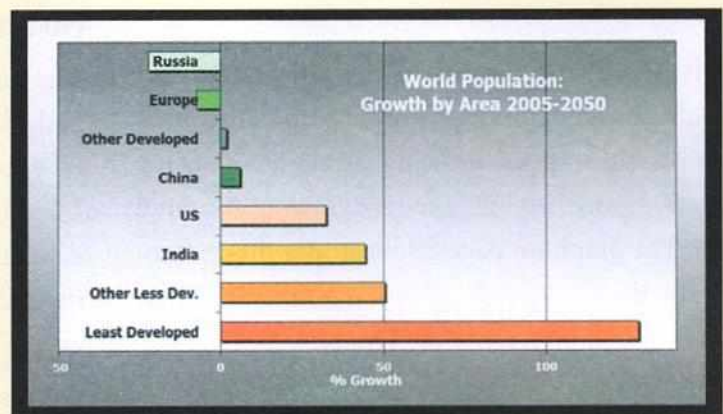
According to this graph, how many years did it take the world population to grow from 1 billion to 2 billion? And how long did it take to grow to 6 billion? What does this tell you about the pattern of population growth? Calculate the percentage growth over each of the 50 year periods shown here.



Between 1950 and 1970, in just 20 years, the world's population grew from 2 billion to 3 billion. This is called **population explosion**. Is there anything in the graph that tells you whether the growth of population has finally started slowing down?

ENRICHMENT ACTIVITY

The following graph projects a futuristic tendency in population change. What pattern do you observe in the growth of population? Which are the countries where population appears to grow the fastest? Which are the countries which record negative growth? How would this pattern of growth affect the composition of the world's population in another 50 years? Record your observations after a discussion in class.



The change in the birth rate and the death rate of a population is the main cause of population change. **Birth rate** is a measure of the number of live births. It is measured as number of live births per 1,000 people. **Death rate** is a measure of number of deaths per 1,000 people.

The difference between the birth rate and the death rate of a country is called the **natural growth rate** of population of that country. The population increase in the world is mainly due to a rapid increase in the natural growth rate. From 1950, most parts of the world experienced rising standards of living, better health facilities and advances in medicine. These factors resulted in sharply falling death rates. For a long time, however, birth rates continued to stay high. This caused the population explosion of the 1970s. Over the past few years there has been a fall in the birth rates, resulting in a fall in the natural growth rate and a flattening of the growth curve. According to some social scientists, the world population will stabilise at 11 billion in 2100.

Population change is also brought about by **migrations**. Migration refers to the movement of people in and out of an area. People migrate in search of better opportunities or better living conditions. Migration also influences population size and composition. People may move within a country or between countries.

This growth in the world's population is not evenly spread across the world. Some areas have completely stopped growing, some are showing negative growth, while some are growing at a rapid rate. The graph on page 89 illustrates this pattern of growth.

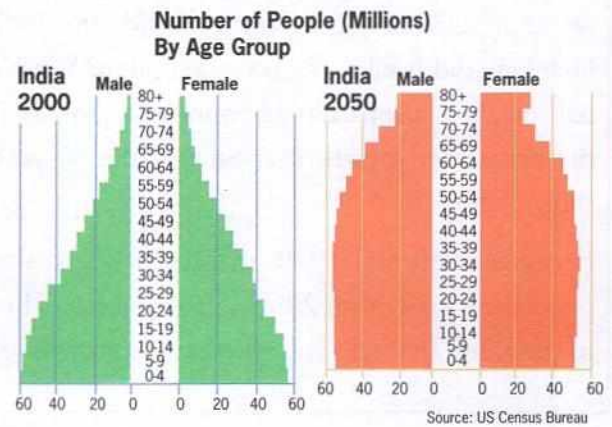
POPULATION COMPOSITION

If we want to study people as a resource, it is necessary to know more about the composition of

the population. The different characteristics of a population in terms of age, sex, literacy level, health condition, occupation and income level together form the composition of the population. Under this we can also study racial, linguistic, religious, social and cultural differences.

An interesting way of studying the population composition of a country is by looking at the **population pyramid**, also called an age-sex pyramid. A population pyramid shows—

- the total population divided into various age groups, e.g., 5 to 9 years, 10 to 14 years.
- the percentage of the total population, subdivided into males and females, in each of those groups.



The shape of the population pyramid of a country reveals two major details about the people, age-group and sex ratio.

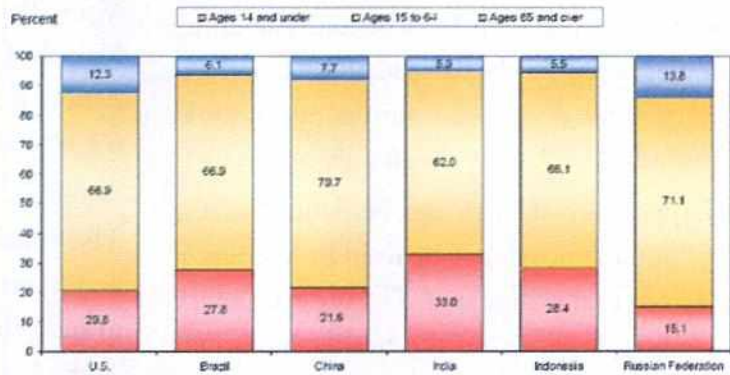
The number of children (below 15 years) is shown at the bottom. The numbers of aged people (above 65 years) are shown at the top. The people below 15 years and above 65 years of age are taken as dependents of the economically active population that falls between 15 and 64 years of age.

These two groups constitute the part of the population which does not earn and which is dependent on working people for sustenance. The age group that falls between 15 and 65 (shown in

ENRICHMENT ACTIVITY

Study the following graph and do a comparative study.

- Which is the country with the highest proportion of persons aged 65 and above and the lowest proportion aged 14 and below. What is its dependency ratio?
- Which is the country with the highest proportion of persons aged 14 and below? What is its dependency ratio?



the middle) indicates the working population of a country. A comparison of the two groups is used to calculate the **dependency ratio** of a country.*

Sex Ratio is defined as number of females per

thousand males. In some European and African countries the number of females is more than males. In India, the sex ratio is not balanced. Apart from Kerala and Puducherry, all the other states and UTs of India have more males than females.

$$\text{*Dependency ratio} = \frac{\text{Number of people aged 0 to 14} + \text{Number of people aged 65 and above}}{\text{Number of people aged 15 to 64}}$$



Literacy is another important component of an economically productive population.

According to the UN, 'literacy' is the ability to read and write with a certain level of understanding. Developing countries like Bangladesh have low rates of literacy, while developed countries of the world like Russia and USA show a high literacy rate.

Life Expectancy at birth can be defined as the average number of years to be lived by a group of people born in the same year. The life expectancy of a country depends on the health conditions of people, which depends, in turn, on both the standard of living and the nutrients intake.

The life expectancy (both sexes, at birth) of the world is 72.6 years (70.2 years for males and 75.0 years for females) as of 2019 according to the United Nations World Population Prospects 2019. It ranges from a high of 84 years in Japan to a low of 53 in the Central African Republic. India has a life expectancy rate of 69.27 years (68.11 for the men and 70.53 for the women).

The future of every country depends on its spirited and hopeful young people. We in India are lucky to have such a resource. It is important to invest in the health, education and skill development of these young people and help them explore every opportunity to become able and highly productive.

ENRICHMENT ACTIVITY

WORLD - LITERACY

Study the map showing world literacy rates. Which are the regions that display literacy rates of over 97 %? Which are the countries with the lowest rates of literacy? Compare India's literacy rate with that of China. Find out how China, which has a larger population than India, was able to achieve such high rates of literacy.



Glossary

population: the number of people in an area (a city, country, etc.)

productivity: average production of goods and services per person

census: population count

population density: number of people living per square kilometre

birth rate: the number of children born per 1000 population per year

death rate: the number of people that die per 1000 population per year

natural growth rate: the increase in population per 1000 per year

demographic scientists: scientists who study the way population changes

sex ratio: the number of women per 1000 men in population.



In Brief

- ▶ Human resources are the most important resources of a country.
- ▶ The number of people living in an area is called population; it varies from region to region around the world.
- ▶ Features of land, climate, availability of water and natural resources, political stability, economic and social opportunities affect the distribution of population in a region.
- ▶ East Asia, South Asia, Western Europe and coastal regions of North America are densely populated. Deserts, the Arctic region and high mountain regions have low population densities.
- ▶ The natural growth rate of population depends on birth rate, death rate and migration into and out of a region.
- ▶ In all the states of India, except Kerala, the female population is less than the male population.
- ▶ India has the largest proportion of persons of age 14 years and under in the world. If health, education and skill-development of this young population are taken care of they will be a great asset to the country.



Enrichment Activities

- **Make a population pyramid:** On page 90 of the book, the population or age pyramid of India as it was in the year 2000 is given. Find out from the Census of India site what the age composition of India was in 2010. Based on the figures, draw a population pyramid for India in 2010. For more information, go to the site: www.censusindia.gov.in/
- **Make a poster:** Make a poster that speaks out strongly against the killing of female babies. Give it an effective slogan. Show what will happen to the country 20 years hence, if this trend of falling sex ratio continues.
- **Map work:** a) On a political map of the world, mark areas of high population density, moderate population density and low population density. Name five countries falling in each category. b) On a political map of India, mark the areas which have a population density of more than 400, and areas with a population density less than 25. c) Study the map showing the sex ratio in India. What conclusions can you draw from the observed pattern? Give reasons why some areas have such low sex ratios, and some have high sex ratios. d) Is there a correlation between the sex ratio in the various states, and the pattern of literacy in the states of India? Explain.



Exercises

- I. **Name the following.**
 1. Any three moderately populated regions
 2. Any two countries with a high birth rate
 3. Any two countries with low literacy rate
 4. Any two countries with a high density of population
 5. Any two countries with high life expectancy
- II. **Distinguish between:**
 1. Densely populated and moderately populated regions

2. Birth rate and death rate
3. Sex ratio and dependency ratio

III. Give reasons:

1. A huge population is not necessarily an indicator of economic development.
2. India's 'composition of population' is now considered favourable.
3. Siberia is sparsely populated.

IV. Answer the following.

1. What is meant by human resource?

2. On the basis of skill, how are people classified?
3. What are the geographical factors which affect the distribution of population?
4. Name two sparsely populated deserts.
5. Define birth and death rate.
6. What are the reasons for rapid growth of population?
7. What is a population pyramid? Describe India's population pyramid. What conclusions can you draw from it? How is it expected to change by 2050?



Multiple Choice Questions

1. What did countries look for with regard to human resources after the Industrial Revolution?
 - a. A large population of largely unskilled workers
 - b. a few semi-skilled workers capable of operating machines
 - c. a well trained and skilled population
 - d. all of the above
2. Which of these factors does not affect the productivity of a nation's human resources?
 - a. health
 - b. literacy
 - c. artistic qualities
 - d. technological and infrastructural development
3. In India, the census is taken once in every
 - a. 5 years
 - b. 10 years
 - c. 15 years
 - d. 20 years
4. Population density refers to
 - a. the total number of people living in an area
 - b. the number of people living per square unit of area
 - c. the number of literate people in an area
 - d. none of the above
5. Which of these is an area of high population density?
 - a. the northern parts of Russia
 - b. the Deccan Plateau
 - c. the higher reaches of the Himalayas
 - d. banks of the Irrawady River in Myanmar
6. Why do you find high densities of population in Western Europe? (More than one of the options given may be correct.)
 - a. excellent transport networks
 - b. availability of mineral resources needed for rapid industrial development
 - c. a suitable climate for settlement
 - d. it is located in a river valley
7. What caused the population explosion of the 1970s?
 - a. sharply falling death rates due to rising standards of living and advances in medicine
 - b. rising birth rates because of better standards of living
 - c. sharply falling death rates, accompanied by high birth rates
 - d. rising death rates and falling birth rates as a result of industrialisation and progress
8. Which of these countries has a negative growth of population?
 - a. India
 - b. China
 - c. Russia
 - d. Unites States of America
9. The dependent population of a country includes people in the age group of:
 - a. 20 to 60 years
 - b. 15 to 70 years
 - c. 20 to 64 years
 - d. less than 15 and more than 65 years
10. This is the only state in India where the female population is more than the male.
 - a. Maharashtra
 - b. Tamil Nadu
 - c. Kerala
 - d. Uttar Pradesh



HOTS: Think and Answer

Why is it better for a country to have a lower dependency ratio? Think and answer.



Values that enrich

Bhriju has migrated to Mumbai from his village in Bihar. He lives in Dharavi. There are people from all over India living in Dharavi. He wants to get along well with all his neighbours. What values should Bhriju adopt?



Life skills

Creative thinking/Logical reasoning

Migration of people in search of better opportunities has been happening since time immemorial. However, increasingly these days, migrations are met with protests from the local people.

Do you think these protests are valid? Why do the local people resist the coming in of outsiders into their land? What are they worried about? What is the solution? Think and discuss.

9. Disaster Management

A disaster can be defined as a sudden, unexpected occurrence that causes massive, rampant damage to lives and property of people. Earthquakes, floods, cyclones, droughts, wars and major industrial accidents, are all examples of major disasters. They result in severe human suffering. We can classify disasters broadly into two categories based on the cause—natural disasters and human-made disasters.

- **Natural disasters** are caused by geographical factors, like earthquakes and cyclones.
- **Human-made disasters** are caused by human activities, like industrial accidents, wars, and environmental pollution.

These disasters affect lives, properties and industrial production. They might even result in some permanent changes to human societies, ecosystems and environment. To cope better with disasters, and the havoc they cause in the lives of those affected, the study of **disaster management** was started.

DISASTER MANAGEMENT

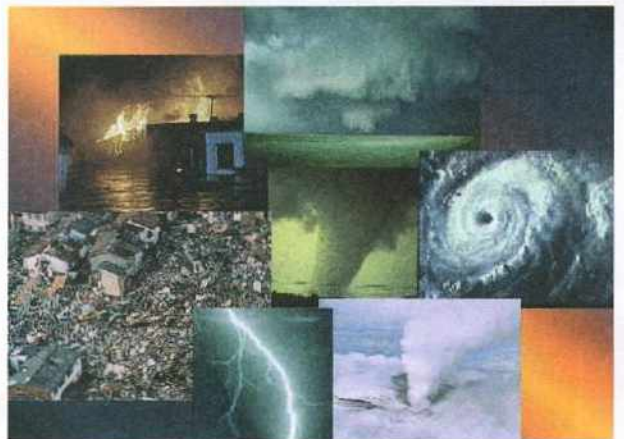
According to the World Bank, disaster management is the body of policy and administrative decisions and operational activities which pertain to the various stages of a disaster at all levels. In other words, disaster management



Floods in Bihar are an annual feature, killing hundreds and displacing millions; the army carries out relief work

- studies how the impact of disasters can be mitigated or lessened
- tries to prepare people to deal with disasters and its aftermath of death and destruction
- tries to monitor, predict and prevent the occurrence of disasters

NATURAL DISASTERS



Earthquakes

The shaking and vibration of the surface of the Earth resulting from sudden movements inside the

crust, or as a result of volcanic activity, is called an earthquake.



On January 26, 2001, an earthquake measuring 7.9 on the Richter scale hit western Gujarat. It caused widespread destruction and killed more than 30,000 people. Here you can see survivors examining one of several cracks in the ground at the epicentre of the quake near Dhori village, Gujarat.



The devastated city of Bhuj after the 2001 earthquake

The point of origin in the interior of the earth from where the seismic energy is released is called **seismic focus**. The point directly above it on the surface of the Earth is called the **epicentre**. The shockwaves, called **seismic waves**, which travel outwards from the epicentre in concentric circles, cause immense damage to places lying enroute. The closer to the epicentre a place is the greater is the damage it suffers.

MEASUREMENT

The magnitude of earthquakes is measured on the

Richter scale. On the Richter scale, earthquakes measuring less than 4 are called minor quakes; those measuring between 4 and 5.9 are called moderate, those that are between 6 and 8 as strong, and those that are more than 8 are called great or massive.

EFFECTS OF AN EARTHQUAKE

If the intensity of earthquake is high, any of the effects mentioned below, or a combination of them, might occur—

- avalanches
- tidal waves (tsunami)
- fire
- rivers changing courses and flooding
- death
- buildings collapse
- road and bridges crumble
- breakage of gas lines
- spills of hazardous chemicals

PRECAUTIONS TO BE TAKEN

- Identify a safe place at home, school and office—under a sturdy table or desk or against an inside wall where nothing can fall on you.
- Practise the three vital steps of **drop, cover** and **hold on**. Drop under a sturdy desk or table, hold on, and protect your eyes by pressing your face against your arm. If there is no table or desk nearby, sit on the floor against an interior wall away from windows, bookcases, or tall furniture that could fall on you.
- If you are outside during an earthquake, stay on open ground away from buildings, trees and electric poles which could fall on you.
- All buildings in earthquake-prone regions should be made as per the specifications laid down by the Indian government. They should be bolted firmly to the ground.

- Learn first aid and to operate a fire extinguisher.
- Last but not the least, do not panic; stay calm.

COPING WITH THE AFTERMATH

- After the earthquake subsides, check for any injuries you might have received.
- Expect aftershocks. Each time you feel one, drop, cover and hold on.
- Inspect your home for damage. Get everyone out if your home is unsafe.
- Look out for people who need your help—the injured or the ones who are still trapped under debris.
- Administer first aid, and then call for help. Call either the police or the fire control personnel.
- Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you think it is leaking.
- Listen to the radio for instructions.
- Use the telephone only to report life-threatening emergencies.
- Offer to help out in the relief camps set up to take care of the victims.



Relief supplies being airlifted to a disaster struck area

Tropical Cyclones

Tropical cyclones are powerful, spinning storms which form over warm tropical waters. They can



A satellite image of a tropical cyclone.



The aftermath of Hurricane Ivan which hit Jamaica in September 2004

reach winds speeds of over 120 km per hour. These storms are called **cyclones** in the Indian Ocean, **hurricanes** in the Atlantic Ocean, the Caribbean and north-east Pacific Ocean, and **typhoons** in the western Pacific and south-eastern Indian Ocean.

Tropical cyclones move anti-clockwise in the northern hemisphere and clockwise in the southern hemisphere.

EFFECTS OF CYCLONES

- torrential rains that can cause flooding
- extremely strong winds that carry debris that can be lethal
- damage buildings and property
- destroy crops
- capsized boats at sea
- uproot trees
- cause deaths due to drowning
- destroy infrastructure, rail and road services come to a stand still

CYCLONE WARNING AND COPING WITH THE CYCLONE

The only effective way to cope with a cyclone is to be forewarned. Once forewarned, people should prepare themselves in various ways.

- Have a portable radio and torchlight with spare batteries.
- Check if the windows and doors are securely bolted.

- Identify a safe place at a higher altitude to move to in case things go out of control.
- Keep emergency kits containing dry food items, water containers, emergency lighting, first aid kit, medicines and some clothes.
- If the cyclone warning is severe, the government makes provision to evacuate people from the path of the cyclone and move them to safer places. Keep important documents and valuables ready to take with you.
- Stay indoors till advised that the cyclone has passed.

AFTER THE CYCLONE

- Wait for complete clearance by the meteorological department before venturing out.
- If you had to evacuate, do not go home until advised.
- Use only recommended routes.
- Beware of fallen power lines, damaged buildings, trees and flooded watercourses.

Tropical cyclones affect India's east coast every August and September. Sometimes, cyclonic conditions are experienced even in October and November along Tamil Nadu's coast.

Floods

Floods happen when a river has too much water in its channel. The water breaks through the river

EXPLORE SOME MORE...

The oceans are vast and there could be more than one tropical cyclone at any given point of time. Therefore, hurricanes and typhoons are given names to identify storms and track them as they move across the oceans.

banks and spreads over the surrounding land.

CAUSES OF FLOODS

- The main cause of flooding is a continuous downpour of heavy rain lasting at least 3 or 4 days. This rain runs into the rivers where the water level rises quickly giving rise to floods.
- Hurricanes, cyclones and typhoons can cause floods.
- Earthquakes of very high intensity on the ocean floor cause giant killer waves called **tsunamis**. The tsunamis travel towards the shore at great speed, flood the flat coastal areas and cause massive destruction of life and property.
- Exceptionally high tides can also cause floods in an estuarine region. It creates high waves, which rush up the river that forms the estuary.
- Floods also occur when dams burst or when their gates are opened due to too much of water inflow.

EFFECTS OF FLOODS

- Roads, railway lines and buildings suffer damage.
- Crops are damaged and trees uprooted.
- Failure of electricity and gas supplies.
- Water-borne diseases spread.
- It kills people and animals.
- Houses, vehicles and bridges get destroyed.

WAYS TO PREVENT AND MITIGATE FLOODS

- One should try and get insurance. The insurance money will pay for repair and replacement of damaged items.
- We can put sand bags around our house and doors to stop water from entering.
- If flood water enters the house, it can be pumped out.

- We must evacuate our houses, if there is time. We should take essential items such as clothes, food and money and valuables with us.
- Governments should strengthen and increase the height of the river banks.
- Dams should be built judiciously and used to control floods.

Floods are an annual feature in several parts of India. During the monsoon months many of the rivers flood their banks. Assam, Bihar and Odisha are some of the worst affected states. The government with the help of the army and navy launches rescue operations to move marooned people to safer places. Food packets are air dropped for people who are still trapped in unreachable places. Relief camps are opened where the affected can stay till the flood waters recede.

After the water recedes, rehabilitation work has to start. Bleaching powder is sprayed all over the place to prevent the outbreak of epidemics. Houses have to be rebuilt and lost cattle accounted for.

But for many small farmers, the annual floods are a blessing. The river water deposits rich alluvium in their fields, thereby preparing the land for the next crop.

ENRICHMENT ACTIVITY

Do a project on various methods of flood control.

Droughts

Drought in general means a situation of acute water shortage. Large parts of the world, including parts of India, are prone to recurrent droughts.



EFFECTS OF DROUGHTS ARE:

- hunger, thirst and famine
- wildfires
- diseases
- social conflicts
- migration and relocation

CERTAIN PRECAUTIONS THAT CAN BE TAKEN IN DROUGHT-PRONE AREAS INCLUDE—

- Construct reservoirs in advance to store water for times when rain fails.
- Educate farmers to avoid over cropping and overgrazing.
- Check deforestation and plant trees.
- Practice rainwater harvesting.
- Formulate policies and programs to limit settlement in drought-prone areas.
- Form communities to monitor the crop and food situation in the region.
- Spread awareness about the situation and drought-related problems.
- Urge people not to waste water or food.

HUMAN-MADE DISASTERS

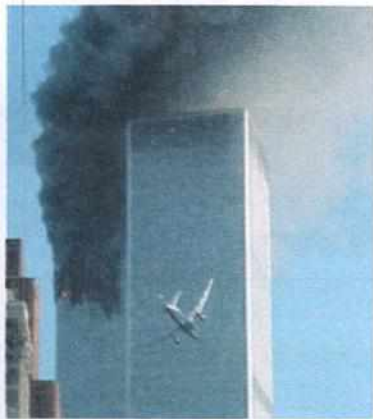
Human-made disasters are caused because of the negligence and mistakes of human beings. Sometimes it may even be due to some deliberate actions of individuals, groups or governments. They include terrorism, war, riots, use of weapons of mass destruction, industrial accidents, large fires and collapse of economic and social structures.

Weapons of Mass Destruction (WMD)

The weapons of mass destruction refer to nuclear, biological and chemical warfare. They can cause deaths on a massive scale and cause permanent damage to health among the living.

Weapons of mass destruction can be

- Nuclear weapons—atom bombs like the ones that were dropped on Hiroshima and Nagasaki in Japan by USA during the Second World War cause massive destruction.
- Bombs—bombs are used by terrorists to blow up crowded places.
- Germ Warfare—germs of deadly diseases like smallpox, jaundice are released among the enemy to infect and kill them.
- Chemical warfare—chemicals like 'Agent Orange' and 'Napalm' are used during war; sometimes chemicals are released that pollute water and cause epidemics.



The September 11 bombing of the World Trade Centre, New York, was an act of terrorism.

NUCLEAR RADIATION

Exposure to nuclear radiation at close quarters can be fatal for all living beings. In nature, radioactive substances are found below the Earth or in such low concentrations that they pose no danger to humans. Scientists invented ways of harnessing the energy stored in such radioactive substances. Nuclear reactors used for the generation of electricity have been constructed. Though all possible precautions to maintain safety are taken at such sites, accidents still happen and the result is disastrous. The accident involving the nuclear reaction at Chernobyl in Russia is a striking example.

In case of exposure to nuclear radiation, the precautions to be taken include:

- Check to see if you have any of the following symptoms—nausea, dizziness or vomiting. They are symptomatic indicators of exposure to radioactivity. You can also feel a wave of heat.
- In such situations, stay calm and follow the advice of the local authorities.
- Close the doors and windows of your house and stay indoors.



Victims of the Chernobyl disaster.

ENRICHMENT ACTIVITY: PROJECT

- Do a project on the bombing of Hiroshima and Nagasaki by the USA. Should the production of WMDs be banned? Have a discussion in class on this.
- Do a study of the Chernobyl disaster.

Chemical disasters

Chemical disasters are caused by the leakage of toxic industrial gases, careless handling of chemicals or misuse of chemicals for destructive purposes.

PRECAUTIONS TO BE TAKEN

- Find out whether the industrial units close to your city use hazardous chemicals.
- Find out if the local administration has emergency plans to deal with industrial accidents.
- Find out about the antidotes needed in case of poisoning of people, animals, water resources, etc., and their availability.
- Find out from the hospitals, if they are capable of handling cases of exposure to chemicals.

A CASE STUDY—THE BHOPAL DISASTER

In the early hours of December 3, 1984, a chemical factory in Bhopal leaked a highly toxic cloud of methyl isocyanate onto the densely populated city. This factory belonged to Union Carbide, a multinational company based in the USA. Of the 8,00,000 people living in Bhopal at the time, 2,000 died immediately, 300,000 were injured and as many as 8,000 have died since.



The leak was caused by a series of mechanical and human errors. A portion of the safety equipment at the plant had been non-operational for four months and the rest failed. The city health officials had not been informed of the toxicity of the chemicals used at the Union Carbide factory. There were no emergency plans or procedures in place and no knowledge of how to deal with the poisonous cloud. A series of studies made five years later showed that many of the survivors were still suffering from various related ailments.

The Bhopal disaster is one of the worst industrial accidents in history. In response to it, the Chemical Manufacturing Association has created the Responsible Care Program that is now being implemented worldwide. The Program's aim is to improve community awareness, emergency response and employee health and safety.

ENRICHMENT ACTIVITY: PROJECT

Working in groups, do a project, or make a presentation, on the Bhopal gas tragedy. In this chapter, you read about different precautions we should take to prevent disasters. What could the people of Bhopal have done to prevent this tragedy? (Note: Doctors now say that people could have escaped just by placing a wet cloth over their mouth and nose.) And after the tragedy struck, what steps could the authorities have taken to reduce loss of life and suffering among the people? How are people in Bhopal still suffering from the after-effects of this tragedy?

- Keep a chart of Dos and Don'ts in case of a chemical disaster.

Biological weapons

Biological agents like anthrax, or viruses causing epidemics are released into the air or water bodies to cause death and destruction by terrorists. These

weapons can be manufactured or cultured at a cheap cost and can be used without technical devices. Biological weapons work instantly, though initially there may not be visible symptoms.

If the diagnosis gets delayed, it can kill people in large numbers and make the region further prone to epidemics.

PRECAUTIONS TO BE TAKEN:

- Wear a tightly fitting gas-mask, or cover your mouth and nose with a cloth.
- Move away from the site immediately.
- Inform governmental agencies.
- Follow instructions of the local authorities.
- Seek medical attention without wasting time.

Accidents

Each day, hundreds of people die due to road, air and rail accidents. Most of these accidents



The Minneapolis Bridge over the Mississippi River collapsed in 2007, due to a design flaw. The accident killed 47 people.

are caused due to human negligence. There is loss of life and property due to fires, collapse of buildings and bridges because of faulty constructions, etc.

PRECAUTIONS TO BE TAKEN:

- Follow traffic rules strictly.
- Organise Traffic Safety Weeks in your school to teach students safety rules.
- Inform police stations and fire stations about the accidents.
- Learn the basic Dos and Don'ts from the fire personnel for protection in case of fire. Form a local disaster management team.
- Help government agencies in such situations.

ENRICHMENT ACTIVITY

Read the news article given below and answer the questions given below.

The New Indian Express—Friday, July 16, 2004

80 school children killed in Kumbakonam school fire

KUMBAKONAM: 80 children, aged between eight and ten years, lost their lives, while over 27 others received serious burns when a major fire ripped through their school in this town in Thanjavur district. The fire, which is believed to have started from the kitchen when the noon meal for nursery children was being prepared, soon spread to a row of thatched roof classrooms where students from class one to class five were present, police and eyewitnesses said. While the high school and middle school students escaped on noticing the fire, the nursery school children got trapped as the thatched roof collapsed on them making their movement difficult. (PTI)

Was this disaster caused due to human negligence? Justify your answer. How could this disaster have been prevented? What steps could have been taken to prevent such a high degree of fatality?

ENRICHMENT ACTIVITY

Read the article given below.

DISASTER CAUSED BY HUMAN ERROR

Officials sacked after deadly China train collision

By Stephen McDonell

In April 2008, two trains collided in Jinan in China, killing 70 people and injuring over 400. A preliminary investigation of the train collision showed that it was caused by human error. Two Chinese railway officials were sacked following the accident. The Director and Party Secretary of Jinan Railway Bureau were also under investigation for their handling of the local railways.



- Find out about any similar tragedy that has happened in India recently. Write a newspaper report describing the accident, the causes, and precautions which should be taken to prevent a repeat occurrence of a similar tragedy.



Glossary

disaster: an occurrence that results in great loss of life or property

epicentre: a place below which the earthquake originates

Richter scale: a scale on which the intensity of an earthquake is measured

avalanche: sliding of large amount of ice and snow on a mountain

epidemic: outbreak of infectious disease over a vast region

alluvium: rich soil deposited by rushing streams

radioactive substance: a material that emits a stream of harmful particles



In Brief

- ▶ Disaster is a sudden occurrence that causes large-scale destruction of life or property; it could be natural or human-made.
- ▶ Disaster management involves studying, predicting and being prepared for disasters.
- ▶ Natural disasters include earthquake, cyclone, flood and drought.
- ▶ Human-made disasters include war or terrorist attacks, nuclear radiation, chemical disasters and accidents.
- ▶ Everyone must learn how to protect themselves from various disasters; we should not panic but act wisely when disasters happen.
- ▶ We should cooperate with authorities and help in rescue operations.



Enrichment Activities

- **Creative writing:** Imagine that you are visiting your grandparents when the river near their house floods. The house in which you are staying is completely surrounded by water. Write a paragraph describing your experience.
- **Project work:** Identify a human-made disaster that affected your area (or your state) in the recent past and write in detail about the disaster, its causes, its effects and what actions were taken to help the victims. Also think, as 13 year-old children, what you can do to prevent the same in the future.

Please remember to include details about the following in your project:

- i) The nature of the disaster
- ii) Where and when it happened
- iii) Who were the victims
- iv) What actions were taken to mitigate the impact of the disaster
- v) How and why (the cause and the sequence of events)
- vi) What precautionary actions are being considered
- vii) What do you think we can do to prevent the recurrence of the same? After all, all human-made disasters are preventable, unlike natural disasters.



Exercises

I. Fill in the blanks.

1. The magnitude of earthquakes is measured in _____.
2. Cyclonic winds rotate _____ in the northern hemisphere and _____ in the southern hemisphere.
3. When there have been no rains for several years, _____ occur.
4. _____ is a deadly germ used in biological warfare.
5. The atom bomb was dropped on _____ and _____ in Japan by the USA.

II. Distinguish between:

1. Natural and human-made disasters
2. Cyclone and flood
3. Biological warfare and nuclear warfare

III. Answer the following questions.

1. What are disasters? How are they classified?
2. What is disaster management?
3. Define epicentre. What are the precautions to be taken before, during and after an earthquake?
4. What is a cyclone? What is the kind of damage inflicted by a cyclone?
5. What are floods? Write a brief note on floods in India and how they are dealt with.
6. Mention a few effects of droughts. What are the measures that can be taken to reduce its impact?
7. List a few human-made disasters.
8. Explain in brief about weapons of mass destruction.
9. What precautions can be taken during chemical disasters?



Multiple Choice Questions

- Environmental pollution is a
 - human-made disaster
 - natural disaster
 - partly human-made and partly natural disaster
 - none of the above
- Disaster management:
 - tries to monitor, predict and prevent the occurrence of disasters
 - tries to prepare people to deal with disasters and its aftermath of death and destruction
 - studies how the impact of disasters can be lessened
 - all of the above
- The point of origin of the earthquake in the interior of the Earth is called the
 - epicentre
 - seismic focus
 - seismic centre
 - seismic waves
- An earthquake which measures 6.5 on the Richter scale is called
 - moderate
 - minor
 - strong
 - massive
- Which of these would you NOT do in the event of an earthquake?
 - drop under a sturdy table, cover your face and hold on
 - take shelter under a tree or near a building
 - stay calm and try not to panic
 - look out for people who might need your help
- In case of a cyclone warning, you should
 - leave the windows and doors open
 - keep emergency kits with food, water, medicines and some clothes ready
 - lock your important documents in a cupboard
 - stay outdoors till the cyclone has passed
- What caused the Chernobyl disaster?
 - the dropping of an atom bomb
 - chemicals that were used to pollute the rivers and cause epidemics
 - an accident at the nuclear reactor resulting in large scale exposure to nuclear radiation
 - germs of the deadly disease small pox were released among the people
- What precautions can you take to prevent chemical disasters like the Bhopal Gas Tragedy?
 - find out whether the industrial units near your house use hazardous chemicals
 - find out if the local administration has emergency plans to deal with industrial accidents
 - find out about the antidotes needed in case poisoning happens
 - all of the above



HOTS: Think and Answer

Some human actions can trigger off natural disasters. Think and give examples of such 'human-made' natural disasters.



Values that enrich

Kew is an eleven-year-old girl. On 26 December 2004, when the tsunami struck off the coast of Thailand, she lost contact with her parents. It took two days for search parties to find her. What values would have helped Kew to survive the disaster?



Life skills

Creative thinking/Developing empathy

'Nuclear energy is the power source of the future.' Do you agree? A nuclear power plant can give us several decades of cheap clean power. But, we often find that people who live near and around the proposed nuclear plant do not want it set up in their locality.

There are therefore, two or more sides to every issue. Read up some more about nuclear power projects, and then have a debate or discussion in class on its relative pros and cons.

NEW

GETTING AHEAD IN SOCIAL SCIENCE

8

Social and Political Life

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Orient BlackSwan

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1. The Constitution and the Need for Laws

Javed and Ravi were playing an absorbing game of carrom. Hena, Javed's five year-old sister, entered the room with her friend. She watched Ravi and Javed play for a while. Then she declared with great enthusiasm, 'We will also play with you!'

Javed said, 'No. We are playing a match now. Don't disturb us. Anyway, you have no idea how to play carrom.'

'Of course I know. You just have to hit the coins with the striker and send them into one of the four holes in the corners of the board. Whoever gets the red queen wins the game.'

'Those holes are called pockets. As I said, you know nothing about this game.'

Before the boys could protest further, Hena and her friend had sat down on opposite sides of the carrom board. Hena placed the striker close to a pocket, and started shooting in coins with great enthusiasm.

'Hey, you can't do that,' cried Ravi. 'You have to place the striker inside the two black lines on your side of the board. You can't hit from just anywhere!'

But Hena was not listening. She and her friend proceeded to hit the striker from wherever they wanted. Her friend in fact decided to do away with the striker altogether, and started shooting the coins directly. There was mayhem. Javed was so angry with his sister for spoiling their game, he stood up and overturned the carrom board, letting all the coins fall to the ground.

Hena started crying loudly. Their mother came running into the room. 'What's the problem? Can't the two of you even play a game of carrom without fighting?'

Javed looked ashamed. He muttered, 'Ma, Hena just spoiled the game Ravi and I were playing. She has no idea of the rules of carrom. She was shooting the coins from wherever she wanted.'



His mother smiled. 'Javed, Hena is just five. Hena, listen. Every game has some rules. Before playing a game, you must always learn the rules first.'

'Rules are boring,' said Hena sulkily.

'But they are necessary,' replied her mother firmly, and set about teaching Hena how exactly carrom was to be played.

What would you enjoy more—a game with rules, or one without any? Do you think rules are necessary? In your opinion, why do people make rules? Think and then make a list of five places, or situations, where you feel rules should not be there; and then list five places or situations where you feel rules should be there. Share the list with your class. Are there any situations that all of you have in common?

All societies are bound by **rules**. These rules help to bring about order in human lives. When a group of people live together, there are bound to be differences of opinion on various issues. There will also be disputes over access to, and control over, limited resources like water or land. These disputes have to be resolved peacefully and amicably if the group has to coexist. Thus, rules help resolve conflicts in an impartial and peaceful manner.

WHAT IS A CONSTITUTION?

A **constitution** is a set of rules, laws and principles according to which a country is governed. The rules and laws are specially created to suit the needs of the people of that country. People belonging to different ethnic groups, language groups, religions, and cultures make up a nation. Therefore, it is absolutely essential to have rules that will forge unity and, at the same time, retain the uniqueness of every group.

The constitution also deals with the composition of the government with a detailed explanation of its different organs—the **legislature**, the **executive** and the **judiciary**. The composition and functioning of each of these are also specified. At the same time, the constitution also specifies a system of checks and balances whereby the State cannot act unjustly.

A constitution is essential as it denotes the nature of the political system a country has—i.e., whether it has a democratic system of governance, a monarchical one or some other system. For example, the Indian Constitution declares that India is a secular, democratic republic. Nepal was ruled by a monarchy for several centuries. After massive protests by the people of Nepal, democracy was established there in 1990. But the constitution



People of Nepal celebrate after the elections



Members of the newly elected constituent assembly of Nepal

of Nepal continued to acknowledge the power of the monarchy. In April 2008, elections were held in Nepal and the Communist Party of Nepal (Maoist) came to power. In May 2008, the monarchy was abolished, and Nepal was declared as a **federal democratic republic**.

The overthrow of the monarchy necessitated writing a new constitution for the democracy of Nepal, which now included in it the aspirations and hopes of the common people of Nepal, and reflected its new identity as a democracy.

Know your facts

In social science, the word 'state' has different meanings. State can mean country, nation, government or even the smaller political units that make up the country. In this book, the word 'state' is used in two ways—one is used to refer to the various states that make up India, like Uttar Pradesh and Nagaland (it is written with a small 's'); the other is used to refer to the Indian Union, the nation, which is separate from the government (it is written with a capital 'S'). Governments change with every election, but the State is permanent.

THE INDIAN CONSTITUTION

The Indian Constitution is a comprehensive document containing 395 articles and 12 schedules. It is probably the lengthiest constitution in the world.

The Indian Constitution defines the powers of the Indian legislature, both central and the state, powers of the executive, and the powers of the judiciary. It lays down the fundamental rights and duties of citizens, and the directive principles of state policy. It also contains special provisions for safeguarding the interests of the scheduled castes and scheduled tribes.

The Need for Laws

Every game has its own set of rules. You saw what would be the consequence if there were no rules.

There would be chaos and may be even violence. Likewise, in life too, we need to be governed by a set of rules or regulations. Adjustments, negotiations and a framework to reconcile differences must be created for every human being to enjoy life to the fullest. Every country too is governed by rules that suit its needs.

In India, at the time of independence, there were several customs and practices that caused great suffering to certain segments of society. The practice of untouchability, the treatment of women and tribal people, alcoholism, and the dowry system were some of them. To put an end to these practices, laws had to be created and enforced.



Police removing a protestor. The police help to ensure rules are not broken by the public.

The Constitution and the Rule of Law

Our constitution established the **rule of law** in India, i.e., violation of these laws was made punishable and no one was above the law. So, if anyone broke the law, he or she would be liable to be punished—irrespective of caste, class, creed or gender.

Laws were framed specifically to uproot social evils and free those who had been traditionally ill-treated and dishonoured. Thus, the Constitution of India banned untouchability and sati and made provision for the remarriage of widows. The constitution also protected the rights of minority groups in India.

Some of the important laws framed include:

- Dowry Prohibition Act 1961
- Scheduled Castes and Scheduled Tribes (Prevention of atrocities) Act 1989
- Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993
- The Bonded Labour System (Abolition) Act 1976
- Protection of Human Rights Act 1993 (to restore the dignity of human beings)
- Disabilities Act 1995
- Mizoram Liquor Total Prohibition Act, 1995

Many such acts have been passed to ensure that the ill treatment of the less privileged does not continue.

Legality of Laws

The constitution is the ultimate source of power. No one is above the constitution. Laws contained in the constitution are sacrosanct and binding on every citizen of India. The Indian Constitution has provided for an independent and powerful judiciary that is responsible for defending the rights of the common man. It is entrusted with the job of upholding the legality of the constitution. If a law is enacted against the principles of the constitution, then the judiciary has the right to declare it null and



A poster reflecting the strong anti-liquor sentiments that gripped India at the time of independence. Excessive consumption of alcohol is a social evil causing untold misery to several families. Mahatma Gandhi believed it to be one of the root causes for the many problems facing Indian society. A committee was formed in 1956 to look into this problem. Several states passed laws banning the sale and consumption of alcohol.

void (abolish it). The judiciary also has the power to punish all breakers of the law.

Hence, in conclusion, it can be said that we need a constitution as

- First, it expresses the self-determination of the citizens.
- Second, it embodies the civil rights of the people—it is an incarnation of the spirit, the

CASE STUDY—DOWRY PROHIBITION ACT (FOR FORMATIVE ASSESSMENT)

The issue of dowry is one of the biggest social evils afflicting Indian society despite being outlawed. Dowry is money or property given to the bride by her father at the time of marriage. These days, increasingly outrageous demands for dowry are being made by the groom's family, which the girl's family often find impossible to meet; for this, the brides are harassed and often killed. In 1961, the government passed the Dowry Prohibition Act banning the giving and taking of dowry. But the custom still goes on.

Read this story about a girl who said 'no' to dowry.

In June 2019, Mira's parents arranged her marriage to Ravi. Twenty two-year-old Mira was an engineer working in a software company in Delhi. Much against Mira's wishes, her father had agreed to give Ravi and his family a hefty dowry.

Despite this, on the day of the marriage, the groom's family made fresh demands for money from the bride's father. They threatened to call off the marriage unless their demands were met. Though hurt and shocked, Mira stood strong. She called the police and had Ravi and his family arrested for demanding dowry.

If convicted by a court, the penalty for demanding dowry is a maximum of 10 years in prison. Mira's act of courage has inspired many women across the country to take a stand against dowry.

Under which law laid out in the constitution did Mira get Ravi and his family arrested?

Mira was an educated person. Do you think this fact helped her take the strong stand she did? Suggest ways in which you feel women can be empowered to fight for their right.

hopes, the beliefs, the expectations and the wishes of the people.

- Third, the constitution establishes the legal framework for democracy.

Laws and Dissent

But wherever there are laws, there is bound to be

dissent or opposition to it. For example, if a law goes against the interests of a group of people, then that group will protest to express its dissatisfaction. Expressing dissent can take various forms—peaceful marches, non-cooperation, violent protests, strikes, etc. Sometimes governments are forced to abolish or modify the laws due to such protests.

CASE STUDY: LAWS AND DISSENT

A PEEP INTO THE PAST

Under British rule, our freedom fighters resorted to various forms of protest. Most protests were peaceful, but some became violent. Bhagat Singh and his comrades protested against the Public Safety Ordinance Bill by throwing a bomb outside the Lahore Legislative Assembly and distributed pamphlets attacking the British government (but no one was killed in the attack).



Mahatma Gandhi's Dandi march

Mahatma Gandhi was a firm believer in non-violent forms of protest like non-cooperation and satyagraha. When the British prohibited Indians from making their own salt, as a form of protest, Gandhiji marched with his followers from the Sabarmati Ashram to Dandi in the coastal belt of Gujarat.

There Gandhiji symbolically broke the law of the land by picking up a handful of salt from the seashore, thus effectively yet peacefully putting an end to the Salt Law.

WHEN PEOPLE'S DISSENT SAVED A RAINFOREST

The Silent Valley is one of the last patches of untouched rainforests in the world. Located in the Western Ghats in Kerala, it is home to a variety of rare plants, birds and animals, such as the Lion-tailed Macaque, the Great Indian Hornbill and the Nilgiri Tahr. (The Lion-tailed Macaque is one of the most threatened species of monkeys in the world.) In 1973, the Kerala State Electricity Board (KSEB) proposed to build a dam across the Kuntipuzha River for generating hydroelectricity. The reservoir formed by the dam would have flooded large tracts of the Silent Valley.

An NGO led by school teachers, the Kerala Sastra Sahithya Parishat (KSSP), roused public opinion on the need to save the Silent Valley. They wrote letters and articles in the press and held public debates. As various scientific studies showed that the construction of a hydel project at Silent Valley would permanently damage the forest ecosystem, the anti-dam movement gradually became a mass movement, with even students across Kerala joining in the protest. However, many local people were in favour of the project as they felt that the project would provide them with employment and encourage the establishment of industries in Kerala.

After weighing all the pros and cons, the government decided to abandon the project, and the Silent Valley was declared a National Park in 1985. The saving of the Silent Valley is one of the best examples of people-power in a democracy.



A view of the Silent Valley



Glossary

constitution: set of rules and principles according to which a country is governed

democracy: rule by the people

monarchy: rule by king or queen

sati: the evil practice of burning a widow in her husband's funeral pyre

dowry: property given to a woman on her marriage by her father

null and void: no longer in effect



In Brief

- ▶ All societies are bound by rules that keep the order in human life.
- ▶ A constitution is a set of rules, laws and principles according to which a country is governed.
- ▶ The Indian Constitution is a comprehensive document containing 395 articles and 12 schedules.
- ▶ Many laws have been enacted in India to protect the welfare of the weaker sections of the society like the oppressed castes, women and minorities.
- ▶ Every law enacted by the legislature has to confirm to the provisions of the constitution; otherwise they will be nullified by the courts.
- ▶ Sometimes some sections of the people protest against a law that they think is against their interest; sometimes the governments are forced to abolish or modify the laws due to such protests.



Enrichment Activities

- **Interview and Report writing:** Interview a differently-abled person and find out how the Disability Act helps him/her. Based on the information, write a report and have a discussion in class.
- **Project:** Do a project on Scheduled Castes and Scheduled Tribes listed in the constitution. How many are listed? Name a few of them. What challenges do they face today? What are the concessions given to them in different fields?
- **Role Play:** Work in groups. Role play an incident in which people show their dissent in a peaceful manner.
- **Make a poster:** a) Make a poster against the system of bonded labour. Write a good slogan. b) Make a poster that says, 'Say No to Dowry!'
- **Debate:** 'Prohibition of the consumption and sale of liquor goes against the democratic framework of our constitution.' Have a debate about this point in class.
- **Project/Presentation:** Do a project, or make a presentation, on the Silent Valley. Why did environmentalists fight against the government to save the Silent Valley? What were the methods they used?



Exercises

I. Fill in the blanks.

1. The _____ denotes the nature of the political system of a country.
2. Indian Constitution contains _____ articles and _____ schedules.
3. The _____ has banned untouchability and sati.
4. The constitution lays down the fundamental _____ and duties of citizens.

II. True or False?

1. The Constitution of India was written by the British.
2. India is a democratic republic.
3. Giving and taking of dowry is banned by the law.
4. Each state of India has its own constitution.
5. The Constitution of India has special provisions for the safeguard of scheduled castes

and tribes.

III. Answer in brief.

1. What is a constitution?
2. Name the three components of the government whose powers are defined by the constitution.
3. When can a law be declared null and void by a court?
4. Give an example of a country that became a democracy from a monarchy.
5. What is meant by dissent?

IV. Answer in detail.

1. Give examples of at least three disadvantaged groups of people who are protected by special laws enacted for their welfare.
2. Explain why rules and laws are necessary for a society.



Multiple Choice Questions

- Why are rules necessary in society?
 - To make life difficult for people
 - To prevent disputes
 - To resolve disputes in an impartial and peaceful manner
 - To make the position of the ruler stronger
- What are the functions of a constitution?
 - To specify how power is divided between the executive, legislature and judiciary
 - To act as a check on the misuse of power by the government
 - To lay down the rules, laws and principles according to which the country will be ruled
 - All of the above
- A man demands dowry from the family of the woman he is going to marry. Under which law can she get him arrested?
 - Protection of Human Rights Act 1993
 - Dowry prohibition Act 1961
 - Disabilities Act 1995
 - None of the above
- Which is the body set up by the Indian Constitution that is responsible for upholding the legality of the laws?
 - The executive
 - The legislature
 - The judiciary
 - The police
- Why were the people of Kerala against the setting up of a dam across the Kuntipuzha River?
 - It would have made the river run dry
 - Farmers further down the river would not have got water for farming
 - It would have flooded large tracts of the Silent Valley, destroying its ecosystem
 - It would have given employment to several people



HOTS: Think and Answer

Do you think that laws alone can curb social evils? Or is social awareness also needed to change the mindset of the people? Think and answer. Have a discussion or debate on this in class.



Values that enrich

Thousands of people protested in Delhi against the entry of a popular Chinese fast-food chain into India. Not only traders, but also farmers and workers took part in the protest. The people showed their dissent by organising mass protests in public places. What values did the incident reflect?



Life skills

Critical thinking

Mahatma Gandhi believed that excessive consumption of alcohol was one of the root causes of many of the problems facing Indian society. At the time of independence, several states had prohibited the sale and consumption of alcohol. However, today, most states allow the sale of liquor. In fact, it is one of the biggest sources of revenue for most state governments.

Excessive consumption of liquor ruins the health of the consumer. It also causes untold misery to his or her family. Most of the earnings of the person is spent on alcohol, with the family having to fend for itself. Alcohol consumption is also one of the main causes of domestic violence.

What is your opinion? Do you feel prohibition should be enforced? Will it make a difference to the consumption of alcohol? In what other way can the consumption of liquor be controlled? Think and suggest ways in which this could be done. Have a discussion in class.

2. Ideas and Ideals of the Indian Constitution

Know your facts

Mahatma Gandhi described the India of his dreams as, '...an India in which the poorest shall feel that it is their country in whose making they have an effective voice; ...an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability or the curse of intoxicating drinks and drugs. Woman will enjoy the same rights as man.'



Respecting our national flag is a fundamental duty of every Indian (as laid down in the Constitution of India).

India, as you know, was under British rule for almost 200 years. Under British rule, we were compelled to obey laws that favoured our rulers and not us. Hence, in 1946, a group of some of the wisest thinkers of India was elected to form a **Constituent Assembly**, whose main purpose was to frame a constitution for independent India. They took almost three years to complete this immensely challenging task. They had to draft the constitution keeping in mind the needs and aspiration of the various ethnic, religious, linguistic and cultural groups that made up India. There was also the strangle hold of caste and centuries of gender discrimination to be considered.

With great foresight and wisdom, the makers of the constitution created a remarkable document, which was full of ideals and was yet practical.



Dr Babasaheb Ambedkar at a meeting of the Constituent Assembly



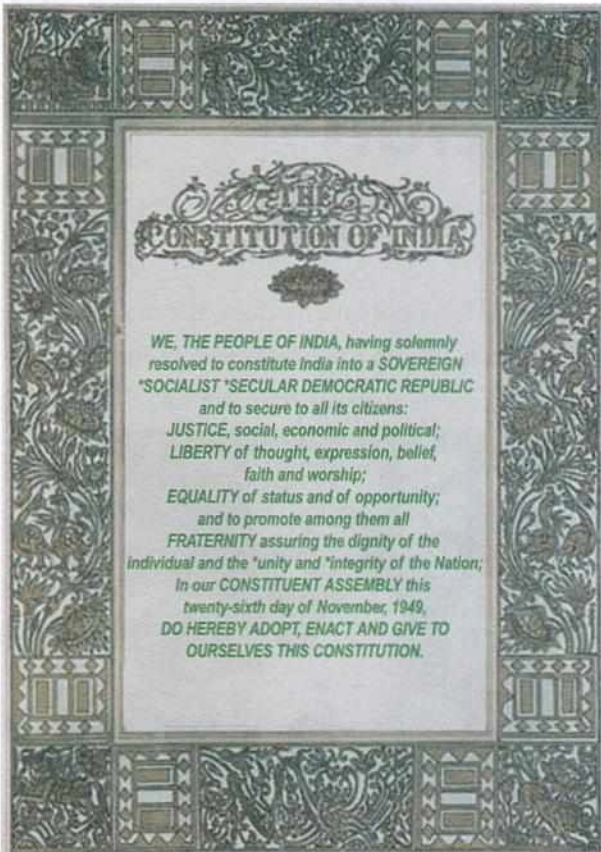
Dr Rajendra Prasad (third from right) with other members of the Constituent Assembly

The key features of the constitution are briefly explained below. A study of this will enable you to appreciate the conscious and cautious efforts taken by our constitution-makers to shape India into a truly democratic country.

KEY FEATURES OF THE CONSTITUTION

The Preamble

Our constitution begins with a preface or introduction called the preamble. It highlights the goals and aspirations of the Indian people. Read the preamble given on the next page.



** added by the 42nd Amendment (1976) of the Constitution*

Now let us understand what the terms used actually mean.

Sovereign: Sovereign means that India is now independent—it is no longer governed by any external authority and is its own master.

Socialist: Everyone is given equal opportunities to make use of the resources of the country. It aims to narrow the divide between the rich and the poor.

Secular: There is no discrimination on the basis of religion. All religions are treated equally.

Democratic: The people of India govern themselves through their elected representatives. Elections are conducted at regular intervals and the people can change the government, if they so desire, in the elections.

Republic: The Indian Constitution proclaims that the head of state will be elected, and not be a

hereditary ruler. Thus we have a president who is elected and has a fixed term of office.

Justice: The Indian Constitution strives to ensure an equitable and just society by reducing economic and social inequalities. For example, reservations are given to those who belong to backward castes, scheduled castes and scheduled tribes, in educational institutions, government jobs, etc.

Liberty: The constitution gives the citizens the freedom to express their opinion, follow their own path and also choose the occupation of their choice.

Equality: All citizens are considered equal before law. All kinds of discrimination are deemed illegal and therefore punishable by law.

Fraternity: India is a land of contrasts and diversities and home to a myriad faiths, cultures, traditions and languages. To preserve the unity and oneness of India, it is necessary to develop a sense of fraternity or brotherhood among the people of India.

The Directive Principles of State Policy

The writers of the constitution were well aware of the ruined state of the economy and the fragile nature of India's unity at the time of independence. So, though they wanted to legislate or make laws on subjects like reservation of seats for the scheduled castes, tribes and women, compulsory education for all children, etc., they knew India did not have the resources for it. So they created a set of guidelines which incorporated these ideals. These guidelines were called the **directive principles of state policy**. Every government that comes to power is expected to be guided by these principles when making policies and laws. For example, the directive principles direct the State to provide 'free

and compulsory education for all upto the age of 14', and the need to have a 'uniform civil law' for all religions.



Education for all

Know your facts: Fundamental Rights As Human Rights

The Universal Declaration of Human Rights issued by the United Nations on 10 December 1948 is the benchmark for all rights mandatory for humankind. These rights have been an inspiration for many nations in Asia and Africa who strove to be independent from their colonial masters.



Article 10 of the Universal Declaration of Human Rights; artwork by Brazilian artist Octavio Roth

But the directive principles cannot be enforced in a court of law. The government cannot be sued in a court of law for failing to fulfil any of the ideals mentioned in the directive principles.

Fundamental Rights

The Constitution of India assures its citizens certain fundamental or basic rights. Unlike the directive principles, the fundamental rights are guaranteed by the constitution and have legal sanction, i.e., they can be enforced in a court of law. They include

political, social, cultural and economic rights. They are as follows:

RIGHT TO EQUALITY

All citizens are entitled to equal treatment before law. All enjoy equal rights and opportunities. Any citizens can study what he or she wants to, enter into any institution and take up the profession of his or her choice. There shall be no discrimination whatsoever. But the State reserves the right to make special provision for women and the less privileged classes.

RIGHT TO FREEDOM

The right to freedom includes freedom of speech and expression, freedom to assemble peacefully without arms, freedom to form associations, freedom to move freely throughout the country, freedom to reside and settle in any part of the country, freedom to practise any profession or to carry on any occupation, trade or business.

The right to freedom can be restricted under special conditions, for example, if it affects the interests of the country or the security of the State.

Secondly, though we are free to criticise or comment through the press, we cannot do so without sufficient proof. We are allowed to form associations or clubs so long as they do not indulge in violence. Similarly, an arrested person also has the right to



A massive rally held in Mumbai to protest President Bush's visit to India, 2006

seek recourse to justice. Safeguards exist against arbitrary arrest and detention.

But this right to freedom should not be misused to indulge in mudslinging and character assassination. Hence, this right has to be exercised with prudence.

RIGHT TO FREEDOM OF RELIGION

India being a secular country, every citizen has the freedom to profess, practice and propagate the religion of his or her liking. There can be no discrimination on the basis of religion. Religious groups have the right to establish institutions for religious and charitable purpose. Interests of minorities are protected.

Freedom of religion



Muslims praying at the Jama Masjid, Delhi



Christian woman praying



Hindu woman praying

CULTURAL AND EDUCATIONAL RIGHTS

India is a pluralistic country and the constitution has given due recognition to all these differences. So people belonging to all cultural groups have the right to preserve and practise their language and culture. For example, the Bengali Association in Delhi has thousands of members who gather to celebrate Durga Puja each year in the traditional style.

RIGHT AGAINST EXPLOITATION

Many a times, poverty or ignorance exposes a person to all kinds of humiliation and exploitation. Often poverty drives adults and children to work for long



Know your facts

Employing children below the age of 14 years in dangerous jobs such as in mines and factories is illegal. But, such exploitation continues to flourish all over the country. However, the harsh reality is that poverty, hunger and deprivation is what drives these children to take up such jobs at their own risk. Till the underlying issues are tackled, no permanent and satisfactory solution can be got for this problem. We need to spread awareness through voluntary work about the need to stop child labour. Each of us needs to stand up to such atrocities.



A boy making firecrackers in a factory in Sivakasi, Tamil Nadu. His right hand has been damaged by a cracker which burst in his hands.

hours, for a pittance, and that too under unhealthy conditions. The right against exploitation protects people from being exploited.

RIGHT TO EDUCATION

The Right of Children to Free and Compulsory Education (RTE) Act came into effect in 2010. By this Act, all children between the ages of 6 and 14 have the right to free and compulsory elementary education in a neighbourhood school.

RIGHT TO CONSTITUTIONAL REMEDIES

Our fundamental rights are legal and justifiable. It means, if anyone finds his rights being compromised, he has every right to appeal in a court of law. The courts are empowered to issue **writs** to whosoever deprives the citizens of their rights (whether it is the government, or any other person), and demand the restoration of the fundamental right. But under special circumstances like war or emergency, these rights may be suspended temporarily.

SIGNIFICANCE OF FUNDAMENTAL RIGHTS

- They constitute the foundation stone of the democratic fabric of the country.
- They provide the necessary conditions for the moral and material protection of human beings.
- They protect the interests of minorities and weaker sections of society.
- They strengthen the secular nature of the nation.
- They lay the foundation for an equitable society based on social justice and social equality.
- They check the absolute authority of the government.

FUNDAMENTAL DUTIES

All rights come with certain duties. The Constitution of India also lays down a list of fundamental duties. According to the 42nd amendment of our constitution enacted in 1976, a set of duties is prescribed for the citizens. Though these duties are not enforceable by law, all responsible citizens should faithfully carry them out. For example, it is the duty of every Indian to abide by the constitution and to uphold its ideals, institutions and symbols. The national symbols of India include the national flag and the national anthem. It is also the duty of every citizen to protect the sovereignty and integrity of the country.

CAN LAWS MAKE FUNDAMENTAL RIGHTS MORE EFFECTIVE?

Laws by themselves cannot make the fundamental rights more effective. Many laws have been enacted

to protect the rights and interests of women, the scheduled castes and tribes and other exploited groups. But they continue to be exploited and their fundamental rights are taken away with impunity. Atrocities and human rights violation take place at regular intervals. That is because most of the poor are not even aware of these laws.

To make these laws more effective, the people have to be educated and made aware of their rights and the many laws present in the constitution for their protection. Several movements have been started in recent years by Dalit and tribal leaders to awaken the people and make them fight for their rights. Awareness campaigns have also been launched by non-governmental organisations (NGOs).

Federal structure of government

The Indian Constitution provides for a federal structure of government. This means that India is governed at three levels—one government at the centre, another at the regional or state level, and another at the local level (Panchayati Raj). This separation of powers at the national level and at the regional level is known as federal division of power.

Each level has been assigned separate areas of operation or subjects. The **union list** consists of 98 subjects, for example, defence, foreign affairs and finance; the **state list** has about 59 subjects, for example, police, health, sanitation and agriculture; the **concurrent list** has 52 subjects like education, electricity, labour welfare, etc. The centre legislates

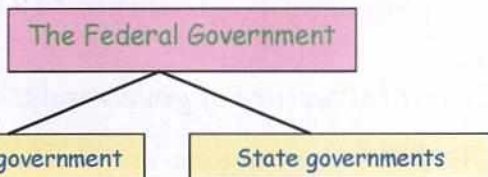
ENRICHMENT ACTIVITY: THINK AND TELL

On Independence Day, a senior government official failed to stand up when the national flag was hoisted and the national anthem sung. Does this violate any fundamental duty? Or is it the fundamental right of the official to sit whenever he wants to? If the person has violated a fundamental duty, can he be tried in a court of law?

Know your facts—We only want justice—Dalit women on warpath

Sampat Pal Devi is the founder-leader of Gulabi gang—a group formed by several hundred Dalit women of Banda, a district in the poverty stricken Budelkhand region of Uttar Pradesh. According to Sampat Devi, their mission is to bring corrupt government officers to book, and to fight for the rights of women and Dalits. One of the members of the gang had this to say—'On my own, I have no rights, but together, as the Gulabi Gang, we have power. When I go to fetch water alone, the upper-caste people beat me, saying I shouldn't be drinking the same water as them. But because we're a gang, they're scared of us and will leave us alone.'

The women of this gang dress in pink and carry *lathis* or sticks for their self-defence.



on topics included in the union list, while the subjects mentioned in the state list come within the purview of the state. In the concurrent list are subjects on which both the state government and the central government can make laws.

Parliamentary government

In a parliamentary form of government there is a **nominal head of state**. This nominal head may be a hereditary monarch, as in the case of the United Kingdom (UK), or an elected president, as in the case of India. The queen of the United Kingdom and the president of India are heads of state in name only. Though decisions are taken in their name, the real power lies in the hands of the prime

minister and his or her Council of Ministers who are members of the Parliament. Hence, India and the UK are called **parliamentary democracies**.

In a parliamentary democracy, the three branches of government, namely, the **legislature**, the **executive** and the **judiciary** are independent of each other. There is a clear-cut **separation of power** between the three branches of government. The executive is answerable to the legislature for its actions. Both the executive and the legislature are in turn answerable to the judiciary.

Know your facts

We have representative democracy in India, as noted earlier. Representative democracy has two forms—parliamentary and presidential. In India we have adopted the parliamentary system, as we found it more beneficial for our country. In the presidential form of government, power is concentrated in the hands of the president, who is elected directly by the people. The United States of America has a presidential form of government.



Glossary

preamble: introductory part of the constitution

fundamental rights: rights that are guaranteed to every citizen

writ: an order issued by the court

concurrent list: the list of subjects which are common to both the central and the state governments

legislature: the branch of the government which makes laws

executive: the branch of the government that implements the laws

judiciary: the branch of the government that protects and upholds the law



In Brief

- ▶ The preamble of the constitution declares that India is a sovereign, socialist, secular, democratic republic.
- ▶ A set of ideals which should form the guiding principles of the government are given under the section called directive principles of state policy.
- ▶ Every Indian citizen is guaranteed certain fundamental rights which include the rights to equality, freedom of speech, freedom of religion, cultural and educational rights, right against exploitation and the right to constitutional remedies.
- ▶ The constitution also lays down some fundamental duties for the citizens, though they are not legally binding.
- ▶ In a democracy, the three arms of the government, namely the legislature, executive and the judiciary are independent of one another; India follows the system of parliamentary democracy.



Enrichment Activities

- **Project:** Work in groups. Which are the articles given in the Universal Declaration of Human Rights that have been adapted by our constitution?
- **Make a poster:** Make a poster on a) 'Right to Equality, No discrimination (be it religion, caste, gender or language)'. b) 'Stop child labour'.
- **Paragraph writing:** What are your rights and duties as students? Write your thoughts in a 200-300 word paragraph.
- **Group work:** Working in groups, prepare a presentation or website about the Indian Constitution. Describe how it was created, the people who helped create it, what were the ideals that inspired the framers of the Constitution and how far the succeeding governments have been able to do justice to the ideals of the Constitution.
- **Debate:** Have a debate on the topic, 'A written constitution is better than an unwritten one'. The British Constitution is an unwritten one while India has a written Constitution.



Exercises

I. Fill in the blanks.

1. The introductory part of the constitution is known as _____.
2. India has a _____ form of democracy.
3. The _____ is the nominal head of state in India.
4. The real power lies with the _____ (president/prime minister) of India.

II. True or false?

1. The Indian Constitution begins with the words 'We, the people of India'.
2. Right to property is a fundamental right.
3. The constitution lists fundamental duties of the citizens also.
4. There is a clear separation of the three branches of the government in India.
5. The directive principles are not enforceable by court.

III. Answer in brief.

1. How does the preamble of the constitution define the republic of India?
2. What is meant by the terms i) sovereign ii) secular?

3. What is meant by the terms i) socialist ii) democratic?
4. What is meant by fundamental right? Name any two fundamental rights of Indians.
5. What is the major difference between the fundamental rights and duties?
6. What is meant by the right to constitutional remedies?
7. Write a short note on the right to freedom of speech.
8. What are the three branches of a government?

IV. Answer in detail.

1. Explain briefly on the various fundamental rights granted to every citizen by the Indian Constitution.
2. What is meant by the directive principles of the state policy?
3. Describe the significance of the fundamental rights.
4. What is meant by the term parliamentary democracy?
5. Describe the federal structure of Indian democracy.



Multiple Choice Questions

1. The term sovereign in the Indian Constitution means that:
 - a. the people of India govern themselves through their elected representatives
 - b. there is no discrimination on the basis of religion
 - c. India is not governed by any external power, and is its own master
 - d. everyone is given equal opportunities to use the resources of the nation
2. Which term used in the Indian Constitution means that the head of the Indian State will be elected, and not be a hereditary ruler?
 - a. democratic
 - b. sovereign
 - c. republic
 - d. socialist
3. What are the directive principles of state policy?
 - a. a set of guidelines for the government which incorporate the ideals of the makers of the Constitution
 - b. the introduction to the constitution
 - c. fundamental rights laid down in the constitution that can be enforced in a court of law
 - d. all of the above
4. Under what special conditions can the right to freedom be restricted?
 - a. if the people take out a peaceful procession
 - b. if the act will affect the interests of the State

- or its security
- c. if a person writes an article in the newspaper criticising a policy of the government
 - d. if a person wants to buy a house in another state
5. A 10 year-old boy is found working in a mechanic's shop. Which fundamental right does this violate?
 - a. right to equality
 - b. right to freedom of expression
 - c. right against exploitation
 - d. right to education
 6. It is a fundamental duty of every Indian to:
 - a. respect the national flag
 - b. give part of their earnings to an orphanage
 - c. stand up when an elder enters the room
 - d. all of the above
 7. In a federal structure of government:
 - a. the government is headed by the prime minister
 - b. people elect their representatives to the government
 - c. power is shared between the executive, legislature and judiciary
 - d. there is separation of powers at the national level and the regional level
 8. Education as a subject comes under the
 - a. state list
 - b. union list
 - c. concurrent list
 - d. all of the above
 9. In a parliamentary democracy:
 - a. the president is the nominal head of State
 - b. power is concentrated in the hands of the president who is elected directly by the people
 - c. the prime minister is the nominal head of the State
 - d. the council of ministers have absolute power



HOTS: Think and Answer

Does the right to freedom of speech and expression mean that we can say whatever we like?



Values that enrich

You have read the preamble of the constitution in the lesson. What values does it reflect?



Life skills

Critical thinking/Logical reasoning

Meera is a newspaper reporter. She has been assigned by her newspaper to cover the wedding of a famous actor. The actor has issued strict instructions that no one from the press can take photographs of the wedding. But Meera manages to smuggle herself inside the venue and photograph the wedding. Her newspaper publishes the photographs. The actor files a court case against the newspaper and Meera. Meera claims that the case violates her fundamental right to freedom of expression.

Whose fundamental right has been affected—the actor's or Meera's? Was what Meera did correct? Or does the actor, being a public figure, not have the right to privacy?

Think and discuss.

3. The Union Legislature—the Parliament

India, as you now know, is a federal republic—it has one level of government at the centre, the **union government**, and one level of government at the state level, the **state government**. The body that governs India at the centre, i.e., India's union legislative, is known as the **Parliament**. It is the highest law-making body of the country. It consists of the Rajya Sabha (Council of States) and the Lok Sabha (House of the People).

The members of the Lok Sabha and the Rajya Sabha are called Members of Parliament (MPs). The Parliament holds its sessions at **Sansad Bhavan** or **Parliament House** in New Delhi.



Sansad Bhavan or Parliament House in New Delhi.

Why was the parliamentary form of government chosen?

Representational democracies can either adopt a parliamentary form of government or a presidential form of government. As you saw in the last chapter, India has a **parliamentary form of government**. Here, the executive is answerable to the legislature.

If the executive loses the support of the majority in Parliament, it will have to resign.

In a **presidential form of government**, the head of State, i.e., the president, is directly elected by the people and hence wields great power. The president heads the executive and the executive is not answerable to the legislature.

The makers of the constitution chose the parliamentary form of government after a lot of thought. It was felt that a presidential form of government would give too much power in the hands of a single individual.

LOK SABHA

The Lok Sabha is known as the house of the people because its members are directly elected by the people. The maximum strength of the House as laid down in the constitution is 552. Currently, there are 545 members in the Lok Sabha. This number increases as the population of the country grows.



The chamber of the Lok Sabha

Elections to the Lok Sabha

For the purpose of elections, the country is divided into several **constituencies**. The constituencies are created on the basis of population. Any number of candidates can stand for elections from a constituency. These are created on the basis of population.

The candidates can be either affiliated to parties or contest elections as independent candidates. The candidate who polls the maximum number of votes is declared as the Member of Parliament from that particular constituency. All citizens above the age of 18 years can participate in this electoral process. Voting is done by **secret ballot**. This ensures that only the voter knows for whom he or she has voted.



Colourful canvassing (asking people to vote for a particular candidate) before elections in Shimla



People standing in queue to cast their vote during elections in Gujarat



An electronic voting machine in use

The party which gets an absolute majority, i.e., more than half the seats in Parliament, is invited by the president to form the government. Since there are 545 members in Parliament, a party has to

have at least half the number of members, i.e., 273 members or more, to be invited by the president. If no party gets a clear majority, like-minded parties, who are willing to negotiate, may form a **coalition government**. Other political parties who oppose the majority party, or coalition, form the **opposition**.

Term of the Lok Sabha

The term of the Lok Sabha is for a period of five years. Its term ends after every five years and fresh elections are held. But it can be dissolved earlier by the president on the advice of the prime minister.

Qualifications

A person who stands for election to the Lok Sabha

- should be an Indian citizen and above the age of 25 years
- should not be bankrupt or mentally unstable and
- should not hold any salaried government job

Sessions of the Lok Sabha

Normally, the Lok Sabha has three sessions in a year, namely,

- the Budget Session (February-May)
- the Monsoon Session (July-August)
- the Winter Session (November-December)

The Speaker

The speaker is the presiding officer of the Lok Sabha. Usually, he or she belongs to the ruling party. The speaker is elected from among the members of the Lok Sabha. The speaker is expected to remain impartial. He or she is the principal spokesperson of the House.

POWERS OF THE SPEAKER

The speaker

- presides over the Lok Sabha
- maintains discipline in the Lok Sabha
- certifies money bills
- may cast his or her vote to resolve the deadlock if there is a tie after voting
- allows members to ask questions

The Lok Sabha also elects a deputy speaker, who presides over the House in the absence of the speaker. He or she usually belongs to the leading opposition party. Find out the name of the present deputy speaker. To which party does he or she belong?

RAJYA SABHA

The upper house or the Council of States, i.e., the Rajya Sabha, can have upto 250 members. Its members are elected indirectly by the members of the State Assemblies and two Union Territories. Twelve members are nominated by the president of India. The members nominated are chosen from amongst distinguished personalities in the country like authors, journalists, jurists and scientists. Unlike the Lok Sabha, the Rajya Sabha cannot be dissolved. It is a permanent body and a third of its members retire every two years. So each member has a term of six years.



The plush interiors of the Rajya Sabha

Know your facts

Under special circumstances, the Lok Sabha can be dissolved before the completion of five years. For example, if the ruling party loses the support of the majority in the Lok Sabha. If elections are held before the completion of the term, it is known as **mid-term election**. If a member of parliament dies before completing his or her term, elections will be conducted for that constituency. This known as a **bye-election**.

Presiding officer

The vice president of India presides over the Rajya Sabha. He or she is the ex-officio chairperson as he or she gets this post only by virtue of being the vice president. The members of the Rajya Sabha elect the deputy chairperson from among themselves.

Qualifications to Contest

To be a member of the Rajya Sabha, a person

- has to be an Indian citizen aged 30 years and above
- should neither be bankrupt, nor be of unsound mind
- should not hold any salaried government job

THE FUNCTIONS OF THE LEGISLATURE

It is mandatory that the Parliament should function for at least two sessions in an year. And the gap between the two sessions should not exceed a period of six months. It is the president of India who summons and closes each session.

Passing bills

The most important work of the Parliament is to pass bills. There are two categories of bills—**ordinary bills** and **money bills**.

ORDINARY BILLS

Any member, either of the ruling party or the opposition, may introduce an ordinary bill. It can be introduced either in the Lok Sabha or in the Rajya Sabha. Once the bill is passed in one House after three readings, it goes to the other House. The second House, in case it disagrees with or wants changes in the bill, may send it back to the House where it originated. But, if the House of origin refuses to make any alteration, up to a period of six months, a deadlock is created.

Then the president of India will call for a joint session of both the houses which will be presided over by the speaker of the Lok Sabha. There after discussions, the bill will be passed. Once both the houses pass the bill, it goes to the president of India. If he or she signs the bill, then it becomes a **law**. The president can send the bill back with suggestions. But if the Parliament returns the bill with or without the suggested changes, the president has to sign it to make it a law. This law is then called an **Act**.

MONEY BILLS

A money bill can be introduced only in the Lok Sabha and only by the ruling party. The speaker of the Lok Sabha has to certify it as a money bill. After three readings in the Lok Sabha, the bill is sent to the Rajya Sabha. It has to pass the bill with or without suggestions within 14 days. Otherwise, the Lok Sabha will assume the bill is passed. The Rajya Sabha can only make suggestions. The Lok Sabha may accept or reject them. On the issue of money bill, the Lok Sabha is more powerful. The president, on receiving the money bill will sign to make it a law, which becomes an act subsequently.

Know your facts

A bill which is introduced by a minister is termed a **government bill**. And a bill that is introduced by any other member of parliament is known as a **private member's bill**.

STAGES BY WHICH A BILL BECOMES A LAW

First Reading or Introduction

When a member introduces the bill in the house, copies of the same are given to all the members, and the introducing member explains the purpose of the bill.

Second Reading

After the bill is thoroughly discussed, members can suggest changes. A committee from among the members will be set up by the speaker. The members of the committee will belong to various political parties. This committee will scrutinise the bill and understand its positive and negative implications.

Third Reading

The bill is drafted finally after suitable modifications, as suggested by the members, have been made. Then in its complete form, it is put to vote. If the majority approves of the same, it is passed. It then goes to the other House where similar procedures may be adopted. The bill is then sent to the president for approval, after which it becomes a law.

Keeping the executive in check

The executive, which consists of the president, vice-president, the prime minister and the Council of Ministers, is the most powerful organ of the government. One of the most important functions of the legislature is to keep a check on the executive. The Members of Parliament can do this in different ways. The Ministers are accountable to Parliament. The Members of the Parliament, especially the opposition members, have every right to question the ruling government's policies and actions.

QUESTION HOUR

The first hour of every sitting of the Parliament

is known as the question hour. Ministers will be asked pertinent questions. All questions should be addressed to the speaker. Questions with an asterisk mark are known as starred questions and require an oral answer. The ones without an asterisk mark require written answers. Supplementary questions may be asked by the members based on the answers given by the minister. Such debates help other members understand the government's policies and also the flaws in them.

ZERO HOUR

The period after question hour and before the beginning of the rest of the day's work is known as zero hour. Members can raise questions of public interest.

ADJOURNMENT MOTION

Members have the right to know about the various aspects of the government's policies. When an adjournment motion is moved, the current topic of discussion is postponed and another topic of greater importance is taken up for discussion. Adjournment motions can play a vital role in revealing the failures of the government.

Now with parliamentary affairs being telecast live, the public knows about the nature of discussions

and also the quality of the lawmakers chosen by them. The Members of Parliament too, with the media playing a pivotal role, are more cautious in their approach to matters of governance.

NO-CONFIDENCE MOTION

If the Parliament loses its confidence in the Council of Ministers and its functioning, a motion of no-confidence can be introduced in the Lok Sabha. If it is passed by a simple majority, the prime minister and Council of Ministers must resign collectively.

IMPEACHMENT

The legislature can remove the president of India from office for the violation of the constitution by the process of impeachment. To impeach means to bring charges against a government official.

The process of impeachment can be initiated in either house of Parliament. The motion has to be passed by two-thirds majority of the total members of the House. The resolution is then sent to the other House. If the other House also passes it by a two-thirds majority of the total membership, the president stands impeached.

The Parliament can also impeach the judges of the Supreme Court and High Courts of India.



In Brief

- ▶ The Indian Parliament consists of the Lok Sabha and the Rajya Sabha.
- ▶ The members of Lok Sabha are directly elected by the people every five years; the members of the Rajya Sabha are elected by the members of the state legislatures.
- ▶ The speaker of the Lok Sabha is elected from among its members; the vice president of India is also the speaker of the Rajya Sabha.
- ▶ Bills are introduced in either house of Parliament; after debate, they are passed; a bill becomes an act after it is signed by the president.
- ▶ Money bills can only be introduced in the Lok Sabha.
- ▶ Ministers are questioned by members during the question hour; issues of public interest are raised by the members in the zero hour.
- ▶ The government can be dismissed by the Parliament by passing a no-confidence motion.



Glossary

money bill: bill concerned with finance

scrutinise: examine

deadlock: stalemate; cannot proceed further

impeach: accuse; level charges against

question hour: time during which MPs ask questions to ministers

asterisk: star (*) mark

zero hour: time during which issues of public interest are raised

adjournment motion: a proposal to postpone the current business and take up an urgent issue



Enrichment Activities

- **Debate:** Have a debate in class on the following topic “Which is better for India—the presidential form of government or the parliamentary form of government?”
- **Write Right:** “Democracy is by the people, of the people and for the people.” Write your thoughts in a 200-300 word paragraph.
- **Role Play:** Enact in class the zero hour in the Lok Sabha. You should have a speaker, members of the government and members of the opposition. Raise questions of interest and discuss.
- **Group work:** Elect one student of your class as the president. Divide the remaining students into two groups—one representing the Lok Sabha and the other representing the Rajya Sabha members. Finding the president guilty of corruption, some members of the Lok Sabha demand his/her impeachment. Hold a mock trial of the president in your class. Follow the procedure explained in the chapter (you can find out the process in greater detail from the Internet). Was the president guilty?
- **Chart work:** Create a flow chart to explain the different steps involved in the passing of an ordinary bill and a money bill.



Exercises

I. Fill in the blanks.

- _____ is the House of the people.
- The term of the Lok Sabha is _____ years.
- The _____ serves as the speaker of the Rajya Sabha.
- The _____ certifies the money bills.
- Twelve distinguished citizens are nominated by the president to the _____ Sabha.
- Members of Parliament can be independents, i.e. belonging to no party.
- In zero hour no work takes place in the Parliament.
- All bills have to be introduced in Lok Sabha first.
- A bill becomes an act only after the president signs it.

II. True or false?

- A person has to be above the age of 25 years to become a member of the Lok Sabha.

III. Answer in brief.

- Mention the three sessions of the Parliament in a year.

2. What is the purpose of the question hour?
3. What is the purpose of the zero hour?
4. What is an adjournment motion?
5. What are the qualifications for a person to be a member of the Lok Sabha?
6. What are the qualifications for a person to be a member of the Rajya Sabha?

IV. Answer in detail.

1. What is a no-confidence motion?
2. Discuss in detail the process of election to the Lok Sabha.
3. What is meant by impeachment?
4. Write a note on the stages involved in the making of a law. How is an ordinary bill different from a money bill?



Multiple Choice Questions

1. The body that governs India at the centre, i.e., India's union legislative, is known as the
 - a. Lok Sabha
 - b. Rajya Sabha
 - c. Parliament
 - d. Vidhan Sabha
2. The maximum strength of the Lok Sabha is
 - a. 552
 - b. 545
 - c. 550
 - d. 500
3. The party that is invited by the president to form the government in the centre has to have won
 - a. more than two-thirds of the seats in Parliament
 - b. more than half of the seats in Parliament
 - c. all the seats in Parliament
 - d. exactly half the seats in Parliament
4. A person who stands for election to the Lok Sabha:
 - a. should be an Indian citizen
 - b. should be above 30 years of age
 - c. should hold a salaried government job
 - d. all of the above
5. The Rajya Sabha
 - a. is a permanent body
 - b. is re-elected every 5 years
 - c. is re-elected every 6 years
 - d. is re-elected every 2 years
6. A money bill
 - a. can only be introduced in the Lok Sabha
 - b. can be introduced only the ruling party
 - c. has to be passed by the Rajya Sabha within 14 days
 - d. all of the above
7. The members of Parliament can question the ministers during
 - a. zero hour
 - b. question hour
 - c. an adjournment motion
 - d. none of the above; ministers cannot be questioned
8. The government can be dismissed if the Parliament passes a/an
 - a. no-confidence motion against it
 - b. adjournment motion against it
 - c. impeachment motion
 - d. none of the above



HOTS: Think and Answer

Does the secret ballot encourage people to vote?
Think and answer.



Life skills

Creative skills

The right to vote is an important fundamental right. Do your part and encourage people above 18 years to vote in the elections. You can make posters and display them during the election time, in your neighbourhood.



Values that enrich

The Lok Sabha Speaker is firm with the Members of the Parliament when they do not follow parliamentary courtesies. She brings the violation of rules to the notice of the erring Member of Parliament. What values does the Speaker stand for?

4. The Union Executive

The executive is that part of the government which executes or puts into action the laws passed by the legislature. The union executive consists of the

- president
- vice president
- prime minister
- Council of Ministers

The Council of Ministers consists of the

cabinet ministers
ministers of state
deputy ministers

ENRICHMENT ACTIVITY

Last year, you learnt about the state government. Create a chart comparing the structure of the state executive with that of the union executive.

PRESIDENT

Being a parliamentary form of government, India has a separate head of State and a separate head of government. The head of State holds the highest office and it is that of the president of India. The head of government is the prime minister. The position of the president is, however, mainly that of a figurehead. He or she is bound by the Constitution to follow the advice of the prime minister.

Qualifications

The qualifications necessary to become the president of India are that a person must be above the age of 35 years, and should have all the qualifications necessary to become a member of the Lok Sabha.

How is the president elected?

The election of the president of India is done



Presidents of India

(Top row) Dr Rajendra Prasad, Dr Radhakrishnan, Dr Zakir Husain, V. V. Giri, Fakhruddin Ali Ahmed, Dr Sanjeeva Reddy, Dr Zail Singh
(Bottom row) R Venkataraman, Dr Shankar Dayal Sharma, Dr K. R. Narayanan, Dr A. P. J. Abdul Kalam, Pratibha Patil, Pranab Mukherjee, Ram Nath Kovind

through an **electoral college** consisting of members of both the houses of Parliament, and the Legislative Assemblies and Legislative Councils of all the states and union territories.

Term of office

Normally, the president remains in office for a period of five years, though he or she can be elected for a second term. The president may resign from office by sending a letter of resignation to the vice president who then would forward the letter to the Lok Sabha's speaker.

If the president loses the trust of the Parliament, he or she can also be removed from office through a special process known as **impeachment**.

ENRICHMENT ACTIVITY

Without looking at the previous page, can you name any five the former presidents of India? How many of them have been women?

Powers of the president

The president enjoys a variety of powers. They may be grouped as:

EXECUTIVE POWERS

- The president invites the leader of the majority party to form the government and also appoints the Council of Ministers on the advice of the prime minister.
- He or she appoints the governors of the states, the attorney-general, the auditor-general, the chief election commissioner, ambassadors of India to other countries, judges and chief justices of the high courts and the Supreme Court.
- The president is the supreme commander of the armed forces and appoints the three chiefs of the army, air force and navy.

- The president, as head of State, can declare war or sue for peace and conclude treaties with other countries.
- But all these powers are exercised at the discretion of the prime minister and Council of Ministers.



President Radhakrishnan swearing in Indira Gandhi as the prime minister of India, 1966



Ram Nath Kovind being sworn in as the 14th president of India, by the then chief justice of India, June 2017

LEGISLATIVE POWERS

- The president summons and prorogues all the sessions of the Parliament and addresses the first session of the Parliament every year.
- No bill can become a law without the president's approval and signature.
- The president promulgates ordinances when the Parliament is not in session.
- When there is a deadlock in the Parliament over a particular bill, the president calls for a joint session.
- The president can dissolve the Parliament on the advice of the Council of Ministers.

JUDICIAL POWERS

- The president can reduce or commute death sentence to life imprisonment on receiving a petition for mercy.

EMERGENCY POWERS

The president, on the advice of the prime minister and Council of Ministers declares a state of Emergency

- if there is an internal crisis or 'civil war' like situation in the country
- if there is an external force threatening the sovereignty of the country

- if there is a breakdown in the constitutional machinery of a particular state—in such a situation the president will impose **president's rule** in the affected state
- if there is a threat to the financial stability of the country.

VICE PRESIDENT

The vice president is the ex-officio chairperson of the Rajya Sabha—he or she presides over its day-to-day matters. In the absence of the president of India, the vice president officiates as the president. On the advice of the prime minister, the vice president acts as the president till the newly elected president assumes power.



President APJ Abdul Kalam swearing in Bhairon Singh Shekhawat as the vice president of India in August 2002

CASE STUDY: DEBATE BETWEEN JAWAHARLAL NEHRU AND DR RAJENDRA PRASAD ON THE POWER OF THE PRESIDENT

Dr Rajendra Prasad, the first president of India, had serious reservations on the way the role of the president of India had been reduced to that of a mere figurehead. In a detailed letter to Pandit Jawaharlal Nehru, Dr Prasad had suggested that nowhere in the constitution was it mentioned that the president was bound to obey the advice of the Council of Ministers. He felt that the makers of the constitution had envisaged a much more active role for the president of India but Nehru had chosen to interpret the constitution differently and equated the president of India's post to that of the British monarch.

Leading constitutional experts of the day supported Nehru, and Dr Rajendra Prasad withdrew his protests to protect the dignity of the office of the president.



Prime Ministers of India

(Top row) Jawaharlal Nehru, Gulzarilal Nanda, Lal Bahadur Shastri, Indira Gandhi, Morarji Desai, Charan Singh, Rajiv Gandhi

(Bottom row) V. P. Singh, Chandra Shekhar, Narasimha Rao, H. D. Deva Gowda, I. K. Gujral, A. B. Vajpayee, Manmohan Singh, Narendra Modi

Both the houses of the Parliament elect the vice president of India. The vice president should fulfil all the qualifications of a member of the Rajya Sabha.

The vice president normally has a term of five years. He or she can resign by sending the resignation letter to the president. The process of impeachment can also be used to remove him or her from office.

PRIME MINISTER AND THE COUNCIL OF MINISTERS

The party, or the combination of parties, that wins the majority of seats in the Lok Sabha is invited by the president to form the government. The leader of this party is appointed as the prime minister. The prime minister is the most powerful person of the government.

POWERS OF THE PRIME MINISTER

- On the recommendation of the prime minister, the president appoints the Council of Ministers.
- The prime minister is the link between the

Parliament and the president, and also between the Council of Ministers and the president.

- It is the prime minister who advises the president on the appointment of the governors, ambassadors, auditor general, chief election commissioners, judges, etc.
- The prime minister advises the president when to summon, dissolve and prorogue the Parliament.

The Council of Ministers

The prime minister chooses the Council of Ministers from among the members of his or her party in Parliament. The Council has three categories of ministers—**cabinet ministers**, **ministers of state** and **deputy ministers**. The cabinet ministers hold the most important portfolios like that of defence, finance, and home affairs. They are the senior-most ministers. The prime minister and the cabinet ministers collectively form the **cabinet**. Each department is known as a **portfolio**. Ministers of state may hold independent charge of a department, but most work under a cabinet minister.

POWERS OF THE COUNCIL OF MINISTERS

- Ministers introduce government bills in the Parliament.
- The union budget is prepared by the Council.
- All laws passed by Parliament are put into effect by the ministers.

Collective Responsibility

In the Indian democracy, the ministers are collectively responsible to the Lok Sabha as the Lok Sabha represents the people of India. If and when the Lok Sabha passes a no-confidence motion, it is not just the prime minister but also all the ministers who will have to resign.

This is known as the **principle of collective responsibility**. When a minister resigns, the prime minister has no need to resign. But, if the prime minister quits, the entire Council of Ministers will have to resign.


CIVIL SERVICE

The civil service plays an important role in the administration of the country and it is this service that carries on the day-to-day work of the government. These officials are known as civil servants. The civil service consists of members of the Indian Administrative Service (IAS), the Indian Police Service (IPS), the Indian Foreign Service (IFS), etc.

CASE STUDY: RIGHT TO INFORMATION ACT (RTI ACT)

One of the most important acts enacted in the last few years has been the Right to Information Act 2005. It gives the people of India the right to access any government record or file. Under this Act, any citizen can ask for information from a public authority (i.e., a government body or official) and this information has to be provided immediately or within 30 days. Till this Act was passed, disclosure of information was restricted by the Official Secrets Act, 1923. The RTI Act is seen as one of the biggest threats to organised corruption in India as it can expose the unsavoury activities of people in power at the central, state, and even at the local level.

Better Governance, Fighting Corruption with the Right to Information



STREET LIGHTS REPAIRED IN TWO DAYS IN SHILLONG
Shillong MeSEB was not repairing street lights in Jaiaw for months. But it took them just two days to repair the lights when people filed questions about their grievance under RTI.

SALARY RELEASED USING RTI
Pune: Rucha Phondge was given part salary for almost three years. When she applied under RTI, she not only started getting full salary, her arrears were also given to her.

LICENSE WITHOUT BRIBE
Mumbai: Bhaskar Prabhu applied for a license for his factory. But officials demanded a bribe. He got it without any bribe when he used RTI.

RATION CARD IN A WEEK
Delhi: Naranu did not get his ration card for more than three months but when he applied under RTI Act, he got it within a week.

The Right to Information (RTI) Act gives even the poorest person of India the power to challenge and fight corruption.

Each one of us has the right to know what the government does with the money it collects from us as taxes. Has it been utilised in the best possible manner to benefit all, or has it been misappropriated by corrupt officials? The Right to Information Act now lets us inspect government files and take photocopies of file pages (at the rate of Rs 10 per page). We can also obtain information in the form of printouts, diskettes, floppies, tapes, or any other electronic media.

In all administrative units, there are **Public Information Officers**, whose job is to respond to citizens requesting for information under this Act.

HOW TO APPLY?

The application form may be filed in English, Hindi or in the local language. Reasons for seeking information must be stated and the fees asked for must be paid. If the person applying belongs to a backward community, he or she need not pay. The information has to be given within 30 days from the date of application. Given below are a few examples of how people have benefited from the RTI Act.

RTI gets roads and bridges built, Naraini, Banda

In all the years since independence, the Naraini block of Banda in Uttar Pradesh's Bundelkhand region had witnessed little progress. The villagers periodically protested against the lack of amenities, bad roads and sub-human living conditions. But no one bothered to listen. With the RTI Act empowering them, in July 2006, the villagers, led by the women of the Gulabi Gang (you read about them in an earlier chapter), filed applications under this Act to the district collectorate of Banda, and to the office of the commissioner, Chitrakoot division. Within a month, work started on a 7.8 km approach road and a bridge. Later work started on the electrification of the village.

RTI comes to the rescue of women in Delhi

In Delhi, women used the RTI Act to reform the public distribution system (that is, the distribution of essential items through ration shops). Some of the ration shop owners used to divert goods from their shops and sell them in the open market at much higher rates, thereby making a sizeable profit. The women who went to the ration shops were sent back by the shopkeepers with the excuse that there was no supply of goods. The women took recourse to the RTI Act and forced the shopkeepers to stop their malpractices. Now the supply of rationed goods has improved, and licenses of some of the corrupt shopkeepers have been cancelled.



Glossary

figurehead: head only in name; titular head

impeachment: formal accusation and dismissal

promulgation: declaration

ordinance: a government order

portfolio: each department or area of the government's responsibility; each cabinet minister is in charge of a portfolio



In Brief

- ▶ The union executive consists of the president, vice president, prime minister and the council of ministers.
- ▶ The president acts on the advice of the prime minister; he or she is the supreme commander of the armed forces.
- ▶ The president appoints the prime minister and the council of ministers, and the chief justices of the high court and the supreme court.
- ▶ The vice president acts as the president in case the president resigns.
- ▶ The prime minister chooses his or her council of ministers from among party members in Parliament.
- ▶ The council of ministers is collectively responsible for the government's actions.
- ▶ Anyone can obtain information from the government under the Right to Information (RTI) Act 2005. People have used it to get things like ration cards, government aids, etc when it has been unjustly denied to them.



Enrichment Activities

- **Speak out:** If you were the Education Minister of India, what changes would you bring to the present education system?
- **Project Work:** Find out about the hierarchy in the Indian Administrative Service. Present your findings as a chart.
- **Presentation:** Do a project, or make a presentation, on the Right to Information Act. Explain what this Act is, how it came to be passed, the struggle to get it passed and the implications of this Act. Give examples of real cases that have been solved with the help of the RTI.



Exercises

I. Fill in the blanks.

1. _____ is the head of the government at the centre.
2. The president should have the qualifications to be a member of _____ Sabha.
3. In India, _____ is the head of the State.
4. The term of a president is _____ years.
5. The _____ can advise the president to dissolve the Parliament.

II. True or false?

1. India follows the presidential form of government.
2. The position of the president is mainly that of a figurehead.
3. The prime minister is the supreme commander

of the armed forces.

4. If the prime minister resigns, all the ministers should resign.
5. Under the RTI Act, people can examine government files.

III. Answer in brief.

1. Mention the constituents of the union executive.
2. Who elects the president of India?
3. Name the three tiers of the union Council of Ministers.

IV. Answer in detail.

1. Why is the president's position called a figurehead?

2. Under what circumstances an emergency can be declared by the president?

3. What is meant by collective responsibility?

4. What is the RTI Act? Discuss in detail.



Multiple Choice Questions

- The Council of Ministers includes
 - the prime minister
 - the president
 - the vice president
 - none of the above
- The election of the president of India is done by an electoral college consisting of
 - members of both houses of Parliament
 - members of the legislative assemblies of all the states and union territories
 - members of the legislative councils of all the states and union territories
 - all of the above
- Under which of these situations could the president of India declare a state of emergency?
 - If there is an external force threatening the sovereignty of the nation
 - If no party gets a clear majority in the Lok Sabha after elections
 - If the president feels that the prime minister is corrupt and not fit to lead the nation
 - All of the above
- What are the powers of the prime minister?
 - The president appoints the Council of Ministers on the advice of the prime minister
 - The prime minister is the link between the president and the Council of Ministers
 - The prime minister advises the president when to summon and dissolve the Parliament
 - All of the above
- The senior-most ministers of the Council of Ministers are the
 - ministers of state
 - cabinet ministers
 - deputy ministers
 - prime ministers
- In the Indian democracy, the principle of collective responsibility means that
 - the people of India are collectively responsible for the success or failure of a government
 - the ministers are collectively responsible to the Lok Sabha and have to collectively quit if a no-confidence motion is passed against them
 - if a minister quits, the entire Council of Ministers will have to quit
 - none of the above
- The Right to Information Act
 - gives the people of India the right to inspect any government file or record
 - forces government officials to provide information within 30 days
 - can expose corruption in the highest levels of government
 - all of the above



HOTS: Think and Answer

What, according to you, is the biggest benefit of the RTI Act? Explain.



Values that enrich

Mr. Shobhu Ram is a visually impaired RTI activist. He uses his skills to actively work for other people with visual impairment like him. Recently, he used the RTI Act to expose corruption in government schemes which were supposed to help the visually challenged. What values does Shobhu Ram's behaviour reflect?

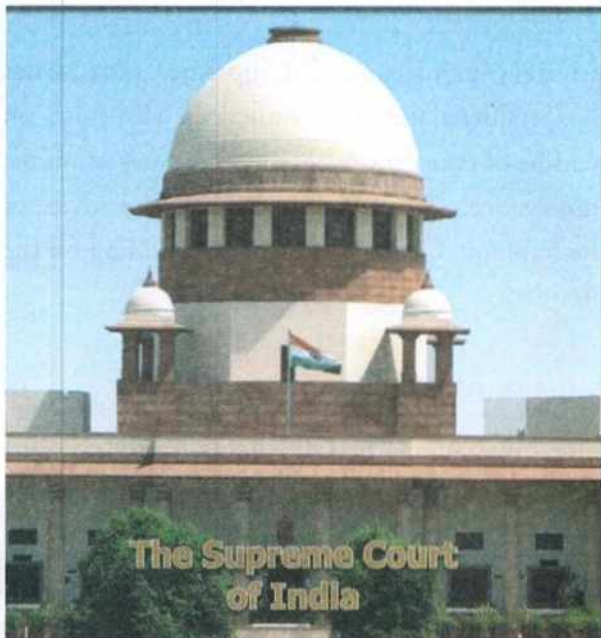


Life skills

Knowing yourself/Critical thinking

The Indian government has, over the years, taken several steps to make education more holistic and inclusive. One of the steps taken in this direction was the introduction of continuous assessment, wherein students were assessed throughout the year, rather than through an end-of-the-year final examination. Read up more about the system of continuous assessment, and then have a discussion or debate in class about its merits and demerits.

5. The Judiciary



In any government, the judiciary is the body concerned with upholding the law. It punishes the guilty and settles disputes. In a participatory and pluralistic democracy like ours, the judiciary has a unique and significant role to play. The judiciary has been given the power and the duty to safeguard the basic rights of the citizens of India and uphold the supremacy of the constitution. The constitution clearly provides for the independence of judges and separation of the judiciary from the executive.

THE STRUCTURE OF THE JUDICIARY

The Indian judiciary is single, integrated and unified. It means that if a person is not satisfied with the judgment got in the lower courts, he or she can appeal to a higher court. The judiciary is also

organised hierarchically. The apex or highest court in this structure is the **Supreme Court** situated in New Delhi. Next come the **High Courts**. Most of the states have a High Court each. A few states share a High Court, like Punjab and Haryana. Next in the hierarchy are the **District Courts** and other **subordinate courts**.

THE SUPREME COURT

The Supreme Court is the highest court in India with the **chief justice** as its head. At present, there are 25 judges in the Supreme Court. But, the strength can be increased by an act of Parliament. The chief justice of the Supreme Court is also the chief justice of India.

The chief justice is appointed by the president of India. The other judges are appointed, on the recommendation of the Chief Justice, by the president. So the legislature or executive cannot interfere in the working of the judiciary.



Judges of the Supreme Court

Required qualifications

To become a judge of the Supreme Court, besides being an Indian citizen, a person must be an advocate at a High Court with a minimum of ten years experience, or a High Court judge with at least five years experience, or a distinguished jurist i.e., expert in law.

Term of office

The retirement age of the judges of the Supreme Court is 65 years. But, if found guilty of misuse of authority, a resolution will be passed in both the houses of Parliament for the removal of the guilty person, and an impeachment procedure will commence.

Powers and functions of the Supreme Court

There are three types of jurisdiction that the Supreme Court has, namely

- original jurisdiction
- appellate jurisdiction
- advisory jurisdiction

Original jurisdiction: The Supreme Court has the authority to hear certain types of cases for the first time.

- cases that involve disputes over the interpretation of the Constitution can be brought directly to the Supreme Court
- cases dealing with infringement of fundamental rights
- disputes that arise between the central government, and one or more state governments
- disputes between two state governments or more

Appellate jurisdiction: The Supreme Court is the highest court of appeal in civil and criminal cases. It can hear appeals against judgments rendered by the High Court. In other words, if a person is not satisfied with a judgement given by a High Court, he or she can appeal to the Supreme Court. The Supreme Court will then hear the case and give the final judgement.

Advisory jurisdiction: The Supreme Court advises the president and the Council of Ministers, on matters of constitutional issues or issues of public importance. The president can seek the advice of the Supreme Court but this is not binding on the president.

Judicial review

The Supreme Court is the defender of our fundamental rights. So, it has the power to issue **writs** i.e., directions or orders for the enforcement of the fundamental rights if limitations are placed on them. The court can order compensation to the victims and punishment to the offenders. So any law or policy made by the government that is not in accordance with the text or intention of the Constitution can be declared as illegal. This is known as **judicial review**.

Court of Records

All the cases brought before the Supreme Court and where judgments have been given, are maintained as record by the Supreme Court.

Contempt of court

The Supreme Court has the power to punish anyone for contempt of any law court in India, including itself. Contempt of court refers to any behaviour that opposes or defies the authority or

dignity of the court. For example, on May 12, 2006, the Supreme Court directed a minister of the state of Maharashtra to be jailed for one month on a charge of contempt of court; and in the 1990s, the then chief minister of Uttar Pradesh, was sentenced by the Supreme Court to one day token imprisonment for contempt of court in the Babri Masjid Demolition Case.

Public Interest Litigation (PIL)

Any citizen of India can go to the court if the interest of the public has been affected by the deeds of the government. This is known as **public interest litigation** (PIL). The courts then study the case and if necessary, issue orders to check the malpractices of public officials and prevent the misuse of power by the government.

HIGH COURT

The High Court is the apex court in the state. The chief justice of the High Court is appointed by the president on the recommendation of, and in consultation with, the chief justice of India and the governor of the state concerned. The other judges of the High Court are appointed by the president who consults the chief justice of the High Court concerned and the governor of that state.

Qualification

To be a High Court judge, a person has to be a citizen of India, a High Court advocate with at least ten years' experience, or a judicial officer with at least ten years' experience.

Retirement

A High Court judge retires at the age of 62. He or she can also face impeachment on charges of



Kolkata High Court

misconduct as is the case with the judges of the Supreme Court.

Powers and Functions of the High Court

The High Court has **original jurisdiction** over cases involving the enforcement of fundamental rights. It can issue writs.

It has **appellate jurisdiction** over both civil and criminal cases. It hears appeals against the decisions taken by the lower courts.

Its **supervisory jurisdiction** involves supervising the activities of the lower courts.

It also is a **court of record**.

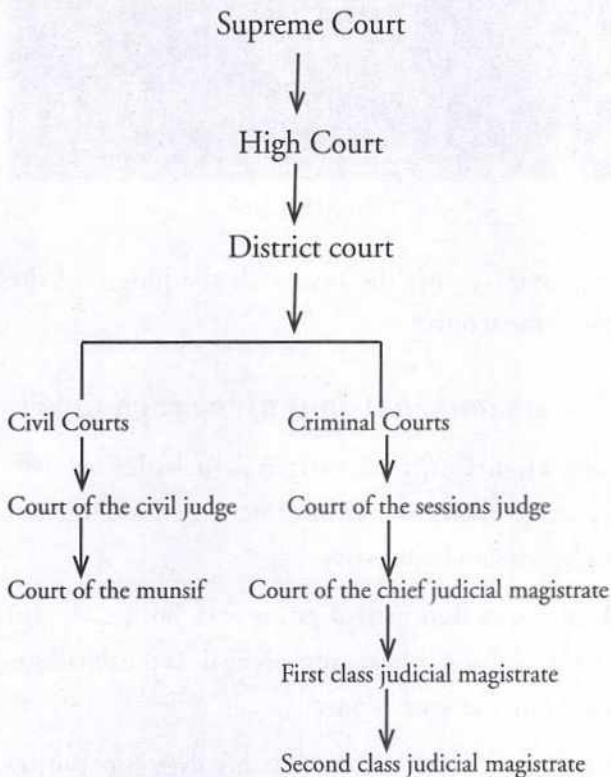
The High Court thus deals with all cases that pertain to the jurisdiction of that state, both civil and criminal.

Know your facts

The person who files a case in the court is called a *petitioner* or the *appellate*, while the person against whom the case is filed is called a *respondent*.

SUBORDINATE COURTS

The states are divided into districts. Each of the districts has a **district court**. The district court and the courts below it are called subordinate courts. There are separate courts for civil and criminal cases. The **court of the district judge** is the highest court for civil justice. Subordinate courts under it are the **court of the civil judge** and the **court of the munsif**.



The structure of the Indian judiciary



The court of the additional district judge and additional sessions judge, Washim, Akola, Maharashtra



Session Judge, Chandigarh

The **court of the sessions judge** is the highest court in the district dealing with criminal cases. And the subordinate courts under it are the **courts of the chief judicial magistrate**, the **first class judicial magistrates**, and the **second-class judicial magistrates**.

Know your facts

Civil disputes	Criminal disputes
<ul style="list-style-type: none"> A civil dispute deals with individual wrongs. For example, cases involving disputes related to money, property, social matters such as marriage, divorce, inheritance, guardianship, etc. A civil case is brought by another person (or some private entity) You cannot be arrested or imprisoned for a civil matter. The guilty, however, has to compensate the victim for damages caused, which are usually monetary. 	<ul style="list-style-type: none"> A criminal dispute deals with wrongs against society or the State. For example, offences such as theft, robbery, cheating, murder, arson, loot, rape, dacoity, etc. A criminal case is brought by the government, Criminal law mainly deals with punishment for wrongs. You can be fined, arrested or imprisoned for a criminal matter.

CASE STUDY: AN EXAMPLE OF APPELLATE JURISDICTION

Vanga Srinivas was charged with the offence of the murder of his wife Vanga Vimala in January 1997. The District Court acquitted him. The wife's family appealed against the judgement in the High Court. The Andhra Pradesh High Court altered the charge under Section 302 of the Indian Penal Code (murder) to section 304 B (dowry death), reversed the acquittal order and imposed the sentence of life imprisonment on Srinivas. Vanga Srinivas appealed to the Supreme Court. When the case went for appeal to the Supreme Court, the sentence of life imprisonment was reduced to seven years, as the bench of judges noted that the entire case was built on circumstantial evidence.

ENRICHMENT ACTIVITY: READ, REFLECT AND ANSWER

Let us take the case of Bhole Ram, a subsistence farmer from the village of Andheri in Uttar Pradesh. During the wedding of his second daughter, Bhole Ram had taken a loan of Rs 50,000 from Mahipal Singh, the local landlord and moneylender. Mahipal made him sign on a paper. Bhole Ram was illiterate, so without knowing its contents he put his thumb impression on the paper.

Now two years later, Bhole Ram had managed to save some amount of money. He went to give the money to Mahipal. Bhole Ram was shocked when Mahipal Singh told him that the amount he owed had doubled to Rs 1,00,000 because of the interest. When Bhole Ram expressed his inability to repay such a huge amount, Mahipal showed him the paper he had signed. Apparently, on the paper it was written that if Bhole Ram did not repay Rs 1,00,000 in two years, Mahipal would take Bhole Ram's land.



Bhole Ram appealed to the Nyaya Panchayat of his village. But Mahipal Singh was a very powerful man, and the Nyaya Panchayat gave their verdict in favour of Mahipal Singh. Bhole Ram then appealed to the court of the district judge. Here again the case went in Mahipal Singh's favour. Under the guidance of an NGO which specialised in such cases and which offered free legal aid to the poor, Bhole Ram now appealed to the High Court. The judges of the High Court observed that to make an illiterate person sign on a paper without him or her knowing its true contents was a case of fraud. Hence the High Court ruled that since Bhole Ram had been unaware of the contents of the paper he signed on, the agreement was illegal. The court ordered Mahipal Singh to calculate interest on the loan amount at a rate not exceeding that charged by rural cooperative banks. The court also directed Bhole Ram to repay the principal amount with the interest within a period of five years.

- *Why did the Nyaya Panchayat rule in Mahipal Singh's favour?*
- *Do you agree with the judgement of the High Court, or do you feel the lower courts were correct?*
- *If there had been no provision for appeal in our legal system, what would have happened to Bhole Ram's fight for justice?*

Competitive exams are held by the state public service commissions to choose officers of the lower courts. In the villages, justice is dispensed through 'Nyaya Panchayats'.

THE UNIFIED INDIAN JUDICIARY

The Indian judiciary is a single unified judiciary unlike the American one. In the USA, the courts of the various states are independent from each other, whereas in India, all courts function under the aegis of the Supreme Court. And so, if a citizen is dissatisfied with the judgment given in any lower court, he or she can appeal to a higher court. People should not take law into their own hands, and any matter of dispute should be taken to the court for a decision. If a fundamental right is violated, the citizen can either appeal to the High Court or to the Supreme Court. And the courts can issue **writs** to safeguard and enforce the fundamental rights.

A writ is a court order preventing someone from

doing, or permitting someone to do, something. It could also be a summons issued to someone by the court.

LOK ADALATS FOR SPEEDY JUSTICE

It was brought to the notice of the government of India that the number of courts and judges were highly inadequate to deal with the large number of cases that were being registered each day. As a result, there was a heavy backlog of cases in all the courts. In an effort to speed up the process of settling cases, Lok Adalats were established by an act of Parliament. **Lok Adalat** means 'people's court'. The first Lok Adalat was held in Delhi in 1985.

It was also realised that the poor found it extremely difficult to pay the high legal costs involved in fighting a case. Lok Adalats, which offered free legal aid, ensured that justice was not denied to the poor for economic reasons.

CASE STUDY – A QUESTION OF FUNDAMENTAL RIGHT

In July 1985, in Kerala, three children were expelled from school under the instructions of the deputy inspector of schools, for refusing to sing the national anthem as it went against their religious beliefs.

The children stood daily in respectful silence when the national anthem was sung, but they refused to sing along, as they honestly believed it would be against the tenets of their faith. The father, the appellant, filed a writ petition in the High Court seeking an order restraining the authorities from preventing the children from attending the school. The High Court rejected the appeal declaring that there had been no violation of fundamental rights. Then, the appellant appealed to the Supreme Court for legal remedy. On Aug 11, 1986, the Supreme Court overruled the judgment delivered by the Kerala High Court, and directed the school to readmit the students.

The Supreme Court said that there was no provision in law which obliged anyone to sing the national anthem if he or she was otherwise respectful and stood in silence. The decision went on to add, "Our tradition teaches tolerance, our philosophy teaches tolerance, our Constitution practices it; let us not dilute it".

Lok Adalats settle disputes through conciliation and compromise. In fact, one of the main conditions of the Lok Adalats is that both parties in dispute should agree for a settlement. The decision of the Lok Adalat is binding on the parties to the dispute. No appeal lies against the order of the Lok Adalat. This is because in a Lok Adalat the case is settled with common consent, whereas in a regular court, there will usually be one party that is unhappy with the decision, and will therefore want to appeal to another court.

A Lok Adalat is presided over by a sitting or retired judicial officer as the chairperson, with two other members, usually a lawyer and a social worker. There is no court fee.

An advantage with Lok Adalats is that the parties to the disputes can interact with the Lok Adalat judge directly, and explain their stand in the dispute. This is not possible in a regular court of

law. Another advantage with this system is that disputes can be brought before the Lok Adalat directly instead of having to go to a regular court first.

Thus, through Lok Adalats people, especially the common person, can get their disputes settled fast and free of cost.



A Lok Adalat in progress, Etawah

Know your facts

Mobile courts are a new development in the Indian judicial set up. In a nation of more than a billion people and millions of unresolved court cases, mobile courts are seen as a practical solution to the problem of backlog of cases. Mobile courts take justice to the people.

When interviewed by CNN, Judge Sundeep Singh who works from his mobile court in Haryana had this to say, "It works like any other regular court. The only difference is that instead of people going to the court the court comes to the people". Compared to the traditional legal system, the mobile courts claim to be both fast and efficient. Judge Singh also said that he has been able to clear 1,100 cases in the first six months time compared to 500 under the traditional court system.



Glossary

jurisdiction: authority in legal matters

appellate: relating to appeal

hierarchy: having different levels of power

writ: a court order

civil dispute: a dispute between two (or two groups of) citizens, or private parties

criminal dispute: a dispute between a citizen/group of citizens and the government, where the government tries to prove that a person committed a crime and needs to be punished



In Brief

- ▶ Judiciary is the branch of government that upholds the law.
- ▶ The Indian judiciary consists of the Supreme Court, High Courts and the District Courts and other subordinate courts.
- ▶ The Supreme Court has original, appellate and advisory jurisdictions. It can declare a law illegal if the law violates the principles of the Constitution.
- ▶ The High Courts have original, appellate and supervisory jurisdictions.
- ▶ District Courts and other smaller courts are known as subordinate courts. There are Nyaya Panchayats in the villages.
- ▶ India has a single, unified judiciary; hence if a person is not satisfied with the judgement of a court, he or she can appeal to a higher court.
- ▶ Lok Adalats and Mobile Courts deliver speedy justice to the people.



Enrichment Activities

- **Role Play:** Divide the class into two groups. Enact the scene of a Nyaya Panchayat solving a dispute between two groups.
- **Speak out:** "Justice delayed is justice denied." Justify the saying with suitable examples.
- **Make a poster:** Make a poster on 'Freedom to express myself is my fundamental right'.
- **Group work:** Working in groups, do a project on Lok Adalats. Try to attend a session of a Lok Adalat. What were the types of cases being heard? How long were the judges taking to settle the cases? Talk to the people. Were the people happy with the judgements given? Did the people feel that the Lok Adalats had made a difference to the speed with which cases were being settled? Present your findings as a report.
- **Crossword Puzzle:** Solve the crossword puzzle using the clues.

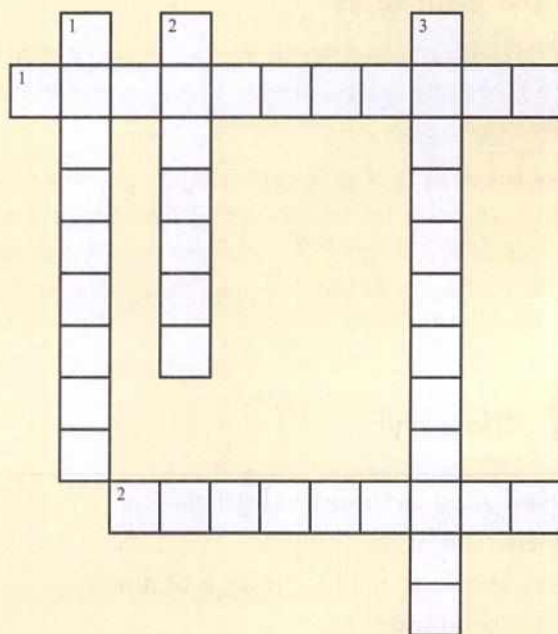
Down

1. People's court
2. The place where Nyaya Panchayat dispenses justice

3. The highest court in India

Across

1. Court on wheels
2. The apex court in a state





Exercises

I. Fill in the blanks.

1. The chief justice of India is appointed by the _____.
2. Disputes between two state governments are dealt by the _____ court.
3. The _____ Court is the highest court at the state level.
4. Disobeying a court order is known as _____ of court.
5. A High Court judge can be removed through _____ in Parliament.

II. True or false?

1. The Indian judiciary has a single unified structure.
2. High Courts deal only with criminal cases.
3. A person dissatisfied with the order of the district court can appeal to the Supreme Court.
4. Lok Adalats and Mobile Courts deliver speedy justice.

5. A High Court cannot issue directives to the prime minister of India.

III. Answer in brief.

1. What is the meaning of the term appellate power?
2. What is the advisory jurisdiction of the Supreme Court?
3. Explain the term judicial review.
4. What is a public interest litigation?
5. Give two examples of subordinate courts.
6. A person is not satisfied with the judgement of the Court of the Sessions Judge. To which court should she appeal?

IV. Answer in detail.

1. Draw and explain the hierarchical structure of the various courts of the Indian judiciary.
2. What are the differences between civil and criminal cases?
3. What are the advantages of having a single unified judicial system in the country?



Multiple Choice Questions

1. The Indian judiciary is single, integrated and unified. This means that
 - a. the Indian judiciary is the only body that can protect the rights of the people of India
 - b. if a person is not satisfied with the judgement of a lower court, he/she can appeal to a higher court
 - c. the judges can move from one court to any other whenever they want as the judiciary is a unified unit
 - d. all of the above
2. Which of these states share a High Court?
 - a. Himachal Pradesh and Uttarakhand
 - b. Andhra Pradesh and Odisha
 - c. Haryana and Punjab
 - d. Assam and Tripura
3. The Supreme Court of India had original jurisdiction over cases that involve (More than one of the options could be correct.)
 - a. disputes over the interpretation of the constitution
 - b. divorce
 - c. criminal activities
 - d. disputes between two state governments
4. The power of the Supreme Court to declare as illegal any law made by the government that goes against the constitution is known as:
 - a. appellate jurisdiction
 - b. advisory jurisdiction
 - c. judicial review
 - d. contempt of court
5. If an Indian feels that a particular decision or act

- of the government harms the interests of the public, he/she can
- issue a writ against the government
 - go in for judicial review
 - file a public interest litigation in court
 - all of the above
- The chief justice of the High Court is appointed by
 - the president on the recommendation of the chief justice of India and the governor of the state concerned
 - the prime minister on the advice of the chief justice of India
 - the chief justice of India in consultation with the governor of the state concerned
 - none of the above
 - Which of these is a civil court?
 - Court of the sessions judge
 - Court of the chief judicial magistrate
 - Court of the munsif
 - Court of the first class judicial magistrate
 - Which of these is a criminal case?
 - cases involving divorce
 - cases involving inheritance
 - cases involving property
 - cases involving theft
 - Lok Adalats
 - settle disputes through conciliation and compromise
 - settle disputes free of cost
 - allow the parties to the dispute to fight their cases themselves, without a lawyer
 - all of the above



HOTS: Think and Answer

What is the role of a social worker in a Lok Adalat?



Values that enrich

Mr. Raja died in a road accident. The insurance company refused to pay his wife compensation. She lodged a complaint with the Lok Adalat. After hearing both parties, the judge asked the insurance company to pay the money to the victim's wife. What values does the Lok Adalat stand for?



Life skills

Critical thinking

Given here is a list of qualities, which are felt to be necessary for a judge. Why do you think they are necessary? Which of these, according to you, is the most important quality for a judge? Arrange them in the order of importance (as you see it). Justify your choice.

honesty, impartiality, empathy, intelligence, effective communication, practicality, courage, knowledge, wisdom

6. The Role of the Police and that of the Courts

In a government, the legislature makes laws and the executive puts them into effect. The judiciary helps the government to maintain the laws. And the **police** plays a vital role in protecting the laws by preventing and solving crimes against society. The police thereby helps maintains law and order in society.



Officers of the Tamil Nadu police

THE POLICE AND THE COURTS

The judiciary and the police work together to maintain order in society, to ensure that laws are not broken; and in case laws have been broken, to punish the guilty. When a crime is committed, it is the job of the police to investigate, and then arrest the person they believe committed the crime. The person has to be then produced in court, where the defence lawyer defends the accused, and the public prosecutor fights the case on behalf of the State. The judge hears both sides of the case, and then gives his or her ruling or judgement. If the judge believes that

the accused is guilty, he or she is punished. It is now the role of the police to carry out the punishment. The accused might be sent to prison for a specified period of time. The government maintains prisons in all the major cities of India and in most towns.

The main activities performed by the police include

- preventing crime
- solving crime
- taking necessary steps to arrest the persons involved in the crime
- investigating and filing charge sheets
- ensuring that law and order prevails
- regulating traffic



Clockwise from the top: Policemen on their way to ensure there is no trouble at a rally; police beating up a demonstrator; a traffic police; a policeman filing a First Information Report (FIR)

Know your facts

Given below is a rejoinder from the office of the commissioner of police, New Delhi, about reports in the press criticising the inability of the Delhi Police to protect senior citizens.

OFFICE OF THE COMMISSIONER OF POLICE : PHQ : NEW DELHI

No. 205 /PRO/PHQ, Dated 1-8-2008

To

The Editor

XXX

New Delhi

Subject: Rejoinder about the news report "OLD, LONELY AND NOT SAFE AT HOME"

Sir,

This refers to the above captioned news report published in the XXX on 29th July, 2008.

The title of the news report is misleading and scary. It unnecessarily creates a sense of insecurity among the public in general, and senior citizens in particular. The figures referred by the reporter itself suggest gradual decline in the cases committed against senior citizens over the years, particularly under the heads 'murder' and 'robbery'. It may be appreciated that the Delhi police has time and again sensitized senior citizens advising them to follow dos and don'ts for their safety and security. A number of schemes like neighborhood watch, eyes and ears, senior citizen help line, servant and tenant verification have been implemented vigorously besides a dedicated senior citizen cell.

It is obvious that the steps taken by the Delhi police for the safety and security of senior citizens have instilled a sense of confidence and trust in them towards the police. The increase in registration of senior citizens with Delhi police Senior Citizen Cell speaks volumes about it. It may not be out of place to mention here that the relatives and persons known to victims were found involved in majority of the cases reported under this category during the current year...The reporter is expected to assess the situation in totality instead of trying to scare the public at large by a slanted projection of the situation...

It will also be appreciated if the reporter is advised to state the facts in the correct perspective before publishing such sensitive matters which tend to cause alarm amongst the public in general and a vulnerable section of society in particular.

Public Relations officer

Delhi Police; Delhi

According to the officer, what were the steps taken by the Delhi Police to ensure the safety of the elderly in the city?

Were these steps effective? Justify your answer with examples from the letter.

Think and answer: how can the media help the police do its job better?

Administrative set-up of the police

- Every state is divided into districts; each district's police administration is headed by the superintendent of police (SP).
- Each district is further divided into five or six circles and a deputy superintendent of police (DSP) controls each circle.
- Under each circle there are ten police stations or thanas.
- Most of the thanas are under the custody of an inspector of police.
- Sub-inspectors, assistant sub-inspectors, head constables and constables work under the inspector of police.
- The bigger cities have commissioners, assistant commissioners and deputy commissioners.

Process of investigation of crimes

Probably, one of the most important duties of the police is to investigate crimes that have been committed.

- Each police station covers a specific area and so any crime committed in an area has to be reported at the police station concerned.
- The law requires the officer of the police station to register a **first information report** or **FIR** whenever information is given that a crime has been committed.

- Even if the crime committed is not within the purview of the concerned police station, in order to avoid unwanted delay, the officer there must file an FIR. The case can later be transferred to the police station concerned.
- But the police cannot decide on the guilt of the accused—that is the work of the judiciary.

The constitution clearly guarantees the following rights to all those arrested:

- a. the right to know, at the time of arrest, the reason for the arrest
- b. the right not to be ill-treated or tortured during arrest and subsequent detention
- c. once the FIR has been lodged and arrest made, the matter has to be taken to the court
- d. the arrested person has to be presented before a magistrate within 24 hours of arrest



An all-women's police station, Bengaluru

Know your facts

If a person is unlawfully detained by the police (or anyone else), he or she can file a *writ of habeas corpus*. The writ of habeas corpus is a judicial order directing the police officer to produce the prisoner in court, and to justify the act of detention. If insufficient proof is found, the court can order the prisoner's release from custody. One of the most powerful safeguards of individual freedom around the world, the habeas corpus, is also called the Great Writ.

Know your facts: Filing an FIR

Every person should be conversant with what an FIR is. An FIR is an extremely important document. The police will begin their investigation into an offence only after an FIR has been lodged.

As soon as an offence is committed—it can range from something minor, such as a stolen wallet to something as serious as a murder—the victim or the witness should go to the nearest police station and file an FIR. The FIR can be lodged in any police station, and later transferred to the police station under which the offence occurred.

The FIR must be hand-written, signed and prepared in duplicate. The police officer assigns a registration number, and signs and gives the informant his or her copy, while retaining one copy for the police. The FIR should specify the place, date and time of the incident, and describe the incident in detail. No police officer can refuse to register an FIR.



The Director General of Police, Thiruvananthapuram, inaugurating the online registration of FIR by handing over a printout of the FIR to a road accident victim.

Role of the public prosecutor

Any criminal offence is deemed to be an offence against society and therefore against the State. A **public prosecutor** is a lawyer who fights for or defends the State. He or she is appointed by the State. Therefore, the role of the public prosecutor is to prosecute individuals or institutions who commit crimes against the State. The public prosecutor

- is expected to conduct the prosecution (or trial) impartially and
- is expected to present all the facts, evidence and witnesses before the court to enable an unbiased judgement

The accused will be represented by his or her lawyer and, if the accused is financially incapable, the court will appoint a lawyer for him or her. This lawyer is called the **defence lawyer**.

The trial

The key factor to be noted here is that in our country, a person accused of a crime is considered innocent until proven guilty by a court of law. So,

a fair and open trial is mandatory. The judge, the public prosecutor, the defence lawyer, the accused, the witnesses and the public are present during the hearing. (A **witness** is a person who actually saw the crime being committed.) Witnesses will be cross-examined by the lawyers.

As mentioned earlier, it is the responsibility of the public prosecutor to prove beyond reasonable doubt the guilt of the accused person. Till such time, the accused is deemed as innocent. The judge hears both sides of the case. Then based on the evidence or proof presented by the police, witnesses, defendant and prosecutor, the judge gives his or her verdict.

The punishment will vary depending on the magnitude of the crime committed. If the crime so warrants, the judge may even award the death sentence. But if a lower court awards the death sentence, the criminal will not be executed till the sentence is confirmed by the High Court. If the verdict given by the High Court is unsatisfactory, the case can go to the Supreme Court.

ENRICHMENT ACTIVITY

In 1975, the then prime minister of India, Indira Gandhi, imposed a state of Emergency on the nation. This period of the Emergency (1975–1977) has been described as the ‘darkest hour of the Indian judiciary’. Why was this period described thus? Read up about the Emergency and how it affected the working of the judiciary. Have a discussion in class.

Also find out more about the Maintenance of Internal Security Act (1971) (MISA). How did it affect the fundamental right to freedom of the people of India? How did MISA empower the police?



Glossary

FIR: a complaint submitted to the police

public prosecutor: lawyer who appears on behalf of the government

prosecute: to officially accuse someone of a crime, and to try and prove that person's guilt in a court of law

defence lawyer: lawyer who appears for the accused

witness: a person who saw the crime taking place

evidence: proof

circumstantial evidence: indirect proof when no witness is available

purview: sphere or extent of authority



In Brief

- ▶ The main functions of the police include preventing and solving crimes and maintaining law and order in the society.
- ▶ Each district has a superintendent of police (SP); there are several deputy superintendents (DSP) working under him; the inspector, sub-inspector, head constable and constable are some other police officials.
- ▶ When a person becomes the victim or witness of a crime, he or she should file a first information report (FIR) in the police station.
- ▶ The police arrests the person(s) involved in the crime and takes them to the court; every person is presumed to be innocent until proven guilty in court.
- ▶ The public prosecutor argues the case for the government (police) and the defence lawyer tries to defend the accused.
- ▶ The judge hears both sides, and delivers judgement based on evidences and proofs submitted before the court.



Enrichment Activities

- **Flow chart:** Make a flow chart to illustrate the hierarchy within the police. Show the Sub-Inspector, Assistant Sub-Inspector, Head Constable, Constable, Deputy Superintendent of Police, Inspector of Police, Superintendent of Police, Commissioner, Assistant Commissioner and Deputy Commissioner
- **Speak out:** Prepare a two-minute speech. Talk to your class on the topic: "If I were the traffic police..."
- **Find out:** What is Forensic Science? How does it help the police in solving a crime?
- **Field trip/Report writing:** Ask your teacher to take the class to a police station to observe how it functions. Prepare a few questions to ask the police officers, such as how to file an FIR. Note down the answers in your notebook. Come back to class and write a report on your visit.
- **Role play:** Ask your teacher if he or she could take you to a court to observe the proceedings. Come back to class and re-enact what you observed in court. One student can be the judge. Other students can take up the roles of the public prosecutor, the accused, the witnesses, and the defence lawyer. Hold a mock trial. The other students can be the spectators in court. Different cases can be taken up, so that all the students get a chance to be part of the proceedings.



Exercises

I. Fill in the blanks.

1. The head of the police administration of a district is called _____ of Police.
2. A complaint petition to the police is known by the abbreviation _____.
3. A death sentence will be carried out only if it is confirmed by _____ Court.
4. If a person is found guilty by the High Court, he or she can appeal to the _____ Court.
5. A person who watched a crime being committed is known as a _____.
3. The police cannot torture the persons they detain for questioning.
4. A person accused of a crime is considered innocent until proven guilty in a court.
5. Every accused person has a right to have a lawyer to represent him in court.
6. An accused person will be set free by the court if there is not enough evidence to punish him or her.

II. True or false?

1. An FIR can be filed only in the police station under whose purview the crime took place.
2. The police have the authority to punish the offenders.

III. Answer in brief.

1. What is a first information report (FIR)?
2. Who is a public prosecutor?
3. On the basis of what factors does the judge decide a case?

IV. Answer in detail.

1. Describe the procedure to file an FIR.

2. Why should every accused be held innocent until proved otherwise? What will happen if this is not so?
3. Explain the process of investigating crimes.



Multiple Choice Questions

- Which of these is not a duty of the police in India?
 - to prevent crime
 - to solve the crime
 - to award punishment to the accused
 - to arrest the people involved in breaking the law
- Each district's police administration is headed by the
 - inspector of police
 - commissioner of police
 - superintendent of police
 - constable
- After arresting a person, the police:
 - need not tell the person why he/she is being arrested
 - have the right to torture the person to get information
 - have to present the person before a magistrate within 24 hours
 - can decide whether he/she is guilty or not
- A public prosecutor
 - fights for, or defends, the State
 - defends the accused
 - has the right to be biased or partial as he/she is not paid a fee
 - is appointed by the government to prosecute people who file cases against the government
- An FIR has to be lodged
 - after a person is arrested by the police
 - after the court gives its verdict
 - as soon as an offence is committed
 - in the police station under whose jurisdiction the offence occurred
- A person who actually sees the crime being committed is called the
 - prosecutor
 - witness
 - accused
 - defence lawyer



HOTS: Think and Answer

During the trial, the person charged of crime cannot be referred to as a convict. Why?



Values that enrich

Sharad's passport was stolen. He went to the local police station for help. The police found the passport, but told Sharad that they would give it to him only if he paid them some money. Sharad refused to pay the bribe and registered a complaint against them with the commissioner of police. What values can you learn from Sharad's behaviour?



Life skills

Knowing yourself

These are some of the qualities of a good police officer:

- honesty; integrity
- compassion and empathy
- common sense; analytical skills; intelligence
- acceptance of responsibility
- tolerance and open-mindedness towards differences
- approachability
- appreciating and acknowledging the efforts of others; team player

Do you think you can take up this important job one day? Which of the qualities do you feel you have and which are the ones you lack? Share your thoughts with your class.

7. Social Justice and the Marginalised

THE MARGINALISED

In many societies around the world, from the earliest times, there have been people who were forced to live on the margins or edges of society. They were the **marginalised**. They were not allowed to mix with the rest of society and they were discriminated against in various ways. They included slaves, people with diseases like leprosy, people who did jobs which were thought to be polluting like cleaning the sewers, people belonging to indigenous tribes and people of certain races, like the black people.

In India, the practice of the caste system resulted in the creation of a whole section of people who were excluded from society or marginalised. The tribal people and women in Indian society also led a life of discrimination and exploitation.

The oppressed castes

One of the worst fall outs of the caste system was the practice of untouchability. Leather workers, manual scavengers, etc., were treated traditionally as outcastes and subjected to centuries of humiliation and subjugation. They were marginalised, or not



Blacks were discriminated against and marginalised by western society.



Slaves were exploited for centuries in countries across the world.



People with leprosy were shunned by society, especially in ancient times.



Tribal people were the original settlers of the land in many parts of the world. But over time they have been marginalised and exploited by later settlers who took over their land and resources.

allowed to become part of mainstream society. The touch, even the mere sight, of these people was considered as polluting. But the irony is that without them rendering their services, society would have fallen apart.

The people who were treated as 'untouchables', now use the term '**Dalit**', meaning 'crushed' or 'oppressed', to describe themselves.

The Constitution has declared everyone equal in India. But, untouchability continues to be practised and these marginalised sections of society continue to remain backward even today. Dalits endure segregation in housing, schools and access to public services. They are denied access to land and housing, forced to work in degrading conditions, and routinely abused at the hands of the police and dominant caste community members who many a time enjoy the State's protection. Deep-rooted discrimination violates the rights of Dalits to even the right to own property, the freedom to practise their religion, or equal treatment before the law.

If the country has to progress and enjoy socio-economic development, then it is absolutely essential



Dr Babasaheb Ambedkar in Columbia University, 1913

to provide opportunities to the marginalised, to bring them up to the same level as the rest of society. For this purpose, the government of India has taken various measures. The marginalised in India have been placed in various categories such as scheduled castes (SCs), scheduled tribes (STs) and other backward classes (OBC).

Two acts were passed nearly 50 years ago, namely
a. the Untouchability (Offences) Act, 1955 and
b. the Protection of Civil Rights Act, 1955.

Many laws have been passed subsequently, giving dignity to labour; and any offence, verbal or

ENRICHMENT ACTIVITY

Visit an underdeveloped area in your city. Make a note of the following—does the area have drainage or are there pockets of stagnant water and open drains, do the people have drinking water, electricity, what kind of houses do the people live in, how many people stay together in a single room, do the children attend school? What can each of you do to make things better? Make a group in class and work with its residents to make improvements to one such area. You can start teaching the children. You can start a self-help group from among the residents and work with them to improve the hygiene of the place.



Prepare a report at the end of the year, telling the class how far your project was effective. What did you learn in the process?

Know your facts

To proclaim and to bring to light the humiliations suffered by the oppressed castes and to fight for equal rights, a periodical called *Mook Nayak* was started by Babasaheb Ambedkar. He wrote in the first issue of this paper, "A society which believes that God exists even in inanimate things, also says that people who are a part of that very society should not be touched!"

physical, against the socially backward people is considered punishable under law. Reservation is provided in education and government jobs. No discrimination whatsoever is allowed in the use of public facilities. But laws and reservation alone have not been enough to improve the conditions of the oppressed castes..

Though Dalits are legally allowed access to any public place, be it religious or non-religious, unfortunately, the mindset of the people has not really changed and even now, atrocities against Dalits are common. And though the people of our country protest against social discrimination like apartheid practised in other parts of the world, they practise it in India. Instead, a serious effort to change attitudes in our country is required.

Manual Scavengers

What is manual scavenging? Manual scavenging is the removal of human excreta by hand, by people especially employed for the purpose. The people who do this work are called **manual scavengers**. For centuries, manual scavenging has been practised in India. It is one of the most demeaning and dehumanising of activities. Finally, in 1993, The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act was passed. This Act

- prohibited the use of manual scavengers
- discontinued the use of dry latrines
- tried to regulate the construction and maintenance of water-seal latrines

However, lakhs of people continued to be engaged in manual scavenging.

Then, in 2013, the Prohibition of Employment as Manual Scavengers and their Rehabilitation Act was passed. It calls for destruction of dry toilets or their conversion into sanitary toilets. This Act also looks at the rehabilitation of the workers, recognising the fact that manual scavengers find it almost impossible to get alternate employment because of the social stigma attached to their work.

Know your facts — Tumblers of prejudice

In January 2008, in a village in Tamil Nadu, the owners of some teashops refused to serve tea to a few Dalit customers who were sitting on the benches in front of their shops. The customers, who had come to attend a funeral from neighbouring villages, were shocked to know that teashops in the village practised untouchability in serving tea—in disposable cups for Dalits and glass tumblers for others. (The two-tumbler system, as it is known, is one of the numerous forms of untouchability practiced despite the law banning it.)

The visitors spread the word about the practice and a Dalit organisation took up the issue with the local police. In turn, members of the dominant caste decided on a social and economic boycott of the Dalits there. This brought many hardships to the Dalits, most of whom were agricultural workers. A few were employed in textile and sugar factories in the region. Dalits were also denied services such as hair cuts and access to local shops.



The tribal people of India

The tribal people are the earliest inhabitants of India and have traditionally inhabited hills, forests and dry plateau regions. The land of the tribal people, especially the Chhota Nagpur area, is particularly rich in mineral resources. As India went forward with its various projects of modernisation and industrialisation, several mines were dug and factories built in the mineral-rich tribal belt of Chhota Nagpur. The tribal people were the main sufferers. They had to suffer displacement without adequate rehabilitation whenever mines or multipurpose projects were commissioned. Though the displaced tribal people were promised compensation for their land, and assured jobs in the factories, the promises were rarely kept. The money given as compensation was soon spent, unlike land, which gave the tribal people a return year after year.

With increasing awareness, the tribal people have started fighting back to protect their land. One example is that of the people who agitated against the construction of the dam on the Narmada. This movement is popularly known as the Narmada Bachao Adalan.



Medha Patkar, leader of the Narmada Bachao Andolan, along with displaced tribal people, protesting in New Delhi in 2007

THE MANDAL COMMISSION

The Mandal Commission was set up by the Indian Government in 1979 to identify the 'socially or educationally backward' segments of society and

PAUSE AND THINK

Ramvati is a 13-year-old girl living with her parents and five siblings in a one-room tenement in a slum. She has never been to a school. She is a manual scavenger. She earns ₹ 50 per month cleaning the dry toilets of 10 houses in her colony. For her family, the money she brings in, and the food some people give her, is a necessity if hunger has to be kept at bay. Ramvati lives in New Delhi, our national capital, not in some remote corner of the country. More than 50 years after independence, and the passing of the law prohibiting manual scavenging, people are still forced to resort to scavenging as a means of livelihood. The government and some non-governmental organizations (NGOs) have tried to rehabilitate them. But they found it difficult to do so. Caste-ridden India continues to discriminate against them. We have to rise beyond petty thoughts of caste and religion. Only then can India truly progress, and India's people be truly free. Watch the film 'India Untouched' made by K. Stalin.

to suggest methods for solving the problem of caste discrimination. After making its study, the Commission recommended that 27% of government jobs be reserved for the socially and economically backward classes. Twenty-seven percent was also to be reserved in all government run institutions of higher education. This 27% was in addition to the 22.5% seats already being reserved for people belonging to the SCs and STs, thus adding up to 49.5%. Ten years later, in 1989, the government decided to implement the recommendations of the Commission under the guidance of the prime minister, Mr VP Singh. This decision of the government triggered off nationwide protests by students and government employees belonging to the unreserved category. Despite the protests, the government has, over the past few decades, gone ahead and implemented most of the recommendations of the Mandal Commission.



Government employees join students in this massive rally held in Chandigarh to protest against the recommendations of the Mandal Commission

Social inequalities naturally progress to economic inequalities

Social inequalities lead to economic inequalities in a vicious cycle that most find difficult to break out of. The socially backward often find it difficult to get safe, stable and well-paying jobs. Collectively, the entire society has to understand the practical need to consciously work towards equality in every sense

as, otherwise, soon society will splinter and divisive forces take the upper hand. There should be a nationwide resolution to create awareness amongst all the people, to strive to remove discriminative barriers and have a change in their mindset. Dalit movement towards equal opportunity is the real test of Indian democracy

CHILD LABOUR

One of the saddest consequences of poverty in India is child labour. Children in economically backward families are often forced to work, as the money they bring in helps the family survive. There are believed to be more than 10 million child labourers under the age of 14 in India. Most of them work long hours, seven days a week, for a measly amount. They work in tea shops, factories making fireworks, all kinds of cottage industries. They work in the most appalling conditions.

UNEQUAL ACCESS TO HEALTHCARE

Those of you who live in any of India's big cities would have seen the growth of several super speciality hospitals, gleaming buildings made of glass and steel. **Medical tourism**, that is, the coming of foreigners to India for medical treatment, has become a major earner of foreign exchange for the Indian government. Several new hospitals, with the most expensive and up-to-date equipment and well-trained doctors and nurses, have emerged to take advantage of this growing stream of medical tourists and the dollars they pay. Healthcare, which used to be a service industry, has now become a profit driven industry.

But what about the rest of India?—the majority who cannot afford to pay for their treatment?

CASE STUDY: CHILD LABOUR IN INDIA

In Davanagere, which is the largest producer of puffed rice in south India, children are employed to man the superheated *bhattis* or ovens. They are paid around ₹ 20 for five hours of labour. The superheated air in the *bhattis* make breathing difficult, and most children have burns in various parts of their body. Though they can barely stand by the end of the day, the money they earn is a precious income for their families, many of whom barely manage to get one meal a day. Though various efforts have been made to stop the use of child labour in these factories, and send the children to school, the fact remains that till the underlying issue of poverty is addressed, child labour can never be eradicated from India.



There is an increasing reluctance among doctors to serve in rural areas. As a result, many of the public health centres (PHCs) in the rural areas do not have doctors or nurses. India spends ₹ 1657 per capita on health. Compare this with what other countries spend—China round ₹ 33,000, United Kingdom around ₹ 2,81,000, and the USA spends around

₹ 7,70,000 per capita. Most of our government-run hospitals are short on funds. The infrastructure is severely lacking. The number of doctors and nurses are sorely inadequate to deal with the thousands of patients who crowd these hospitals. There are not enough beds for patients to lie on. Operation theatres are ill-equipped. Electricity is erratic, and



A multi-speciality hospital



Medical tourism is a rapidly growing industry in India.



Scene in a government hospital



One of the better equipped primary health centres

there are no generators. Medical facilities are too limited in number and too far, for many of India's rural poor. Thousands die each day due to lack

of timely medical attention. Social and economic justice continues to evade the marginalised people of India even 65 years after independence.

Where there is a will, there is a way...

Khabar Lahariya—a newspaper run by Dalit women

BEING a woman from a marginalised community in a backward district of Uttar Pradesh is very tough. For such a woman to become a journalist would, predictably, require a huge effort.

Meet Meera, Kavitha, Shanti, Mithilesh, Tabasum, Nazni, Meera and Kiran — a group of award-winning journalists from the Dalit, Kol and Muslim communities of Chitrakoot and Banda districts. These gritty and determined women together manage to report, write, edit, illustrate and publish *Khabar Lahariya*, an eight-page fortnightly newspaper, against all odds. The Bundeli language newspaper has been a path-breaking effort in rural journalism. Not just because it is published by a group of women; but because their writing has made an impact in the region.



The Khabar Lahariya team



The newspaper has an eager following

"We see so much injustice and we ourselves have been victims of violence and neglect. We thought it was time to expose all these wrongs," said Meera, the editor of *Khabar Lahariya*. "Of course, we are constantly threatened and they think they can bully us, but we have not buckled and I can proudly say we have broken some very good stories that have had a much needed impact."

While *Khabar Lahariya* has had an effective impact in the region in general, the newspaper's more crucial influence has been on the women themselves. Kavita, a team member, was married at the age of 14. Somehow, she says, she managed to complete her schooling. After 10 years of being in an unhappy marriage, she left her husband, took her children away and now lives separately. She could do this only because she was empowered by the work she was doing with the paper.

Adapted from an article by Anupama Katakam, 18 March 2008, <http://www.thehindu.com>



Glossary

discrimination: unfair treatment

atrocities: extreme cruelty

exploitation: treating someone unfairly out of selfishness; taking advantage of someone

manual scavenging: removing human waste from latrines

Dalits: people who were victims of the practice of untouchability

foreign exchange: money from abroad

per capita: for each person; per head



In Brief

- ▶ In many societies around the world, some sections of people have been marginalised; they include the slaves, the indigenous tribes and so on.
- ▶ In India, the evil practice of untouchability and atrocities against the Dalits still goes unchecked despite the efforts taken by the government.
- ▶ The disgusting practice of manual scavenging continues in spite of being abolished under the law in 1993 and 2013.
- ▶ The government has reserved certain percentage of jobs and seats in educational institutions for the SCs, STs and other backward classes (OBCs); still many of them are a long way off from progress.
- ▶ Though the cities abound in modern hospitals, poor people cannot afford health facilities; they have to depend upon ill-equipped and over-crowded government hospitals.
- ▶ Though banned by law, child labour too persists and often children are illegally employed in dangerous occupations.
- ▶ The country can progress only if all citizens of the country rise above the bonds of caste and religion.



Enrichment Activities

- **Role play:** Enact a play about a boy who faces problems in school because of his social background and the need to support him.
- **Make a poster:** Make a poster that says 'Untouchability is a crime against humanity'.
- **Letter writing:** Write a letter to your friend, Ramvati, the 13-year-old girl who earned her living as a manual scavenger. Some social activists have enrolled Ramvati in a school away from her hometown, giving her a chance at a future free of manual scavenging. But the other children do not talk to her. She is feeling alone and miserable. She is also missing her family and wondering how they are managing without the money she used to bring home. Write a letter to her to motivate her and help her feel supported.
- **Newspaper article:** Read about any person who has fought all the barriers of caste, creed and poverty to build a successful life for himself or herself. Share the story with your classmates. Write a newspaper article highlighting the person's achievements.



Exercises

1. Fill in the blanks.

1. The law has banned the use of _____ latrines.
2. The _____ people of Chhota Nagpur suffered displacement because of mining industries.
3. Everybody is _____ before the law.
4. Protection of Civil Rights Act was passed in the year _____.

II. True or false?

1. Manual scavenging was abolished by law in 1955.
2. Manual scavengers are employed by people even today.
3. Child labour has been successfully eradicated from India.
4. Many countries of the world spend more money per person on health care than India.

III. Answer in brief.

1. What is manual scavenging? Is it permitted by the law?
2. Mention any two steps taken by the government for the welfare of the Dalits.

3. What was the recommendation of the Mandal Commission?
4. Mention any two discriminatory practices against the Dalits that are prevalent in some parts of India.

IV. Answer in detail.

1. Why is it important that socio-economic progress include every section of the society?
2. What is child labour? Give examples.
3. What are the kind of medical facilities available in India today for the rural poor?
4. What is medical tourism?



Multiple Choice Questions

1. Which of these social groups is not part of the marginalised?
a. slaves b. the tribal groups
c. manual scavengers d. traders
2. The people of the oppressed castes who faced untouchability now call themselves
a. aam aadmi b. adivasi
c. scheduled tribes d. Dalits
3. What is manual scavenging?
a. removal of human excreta by hand by people especially employed for the purpose
b. rag pickers searching for reusable material in garbage
c. garbage removal by hand by people especially employed for the purpose
d. none of the above
4. According to the recommendations of the Mandal Commission, there was to be an additional reservation of
a. twenty-five percent for the socially and economically backward sections of society
b. twenty-seven percent for the socially and economically backward sections of society
c. forty-nine percent for the socially and economically backward sections of society
d. fifty percent for the socially and economically backward sections of society
5. In what way did the modernisation efforts of independent India impact the tribal people of Chotta Nagpur?
a. They became wealthy and powerful as the government compensated them generously by giving them better land than was taken away from them
b. They suffered displacement without adequate rehabilitation
c. They were absorbed into the mainstream of Indian society
d. All of the above
6. Medical tourism in India refers to
a. Indians going abroad to get treated
b. foreigners coming to India for medical treatment
c. tourists going on a tour of the most famous hospitals of India
d. doctors going abroad to treat foreign patients



HOTS: Think and Answer

'Untouchability is only practised in rural India.'
Do you agree with this statement? Give reasons for your answer. Support using examples.



Values that enrich

Madhukar is a Dalit who lives in Maharashtra. He decided to dig a well in his land. For this act, Madhukar was beaten by the people of the village. The police refused to file a FIR. But with the help of an NGO, Madhukar is fighting against caste-based atrocities in his village. What values (or lack of it) does this incident reflect?



Life skills

Being aware — Social responsibility

Talk to your family members and neighbours to understand their views and experiences related to caste and untouchability. Have they faced discrimination on the basis of their caste? Do they practice untouchability in any form? Some examples are keeping separate vessels for people like domestic workers, or not allowing workers to enter or sit in certain parts of the house. Ensure that your questions are framed sensitively and carefully, so as to not cause offence. Find out if the situation has changed over generations.

8. Role of Government in the Development of the Country

At the time of independence, the Indian economy was in a state of virtual ruin. The economy had to be built back brick by brick. Keeping in view the enormous and urgent nature of this task, India's leaders assigned the government an important role in the future development of the nation.



Repeated famine struck India as a result of the policies followed by the British

In the six decades since independence, the Indian economy has witnessed a remarkable growth. Today the Indian economy is the eleventh largest in the world, with a gross domestic product (GDP) of about ₹ 145.65 lakh crore (2018-19, at constant 2011-12 prices). It is one of the fastest growing economies in the world.

But, unfortunately this growth has not been even or equal across regions and groups. The chasm between the 'haves' and the 'have-nots' has widened—the poor have become poorer and the rich richer. This is because the pattern of development has not been sustainable. **Sustainable development** means development keeping in mind human welfare



*Agriculture in India has improved vastly since Independence
(picture credit: foxybagga@flickers.com)*

and the needs of the poor, without damaging the environment, which is one of the tragic consequences of today's mindless economic growth. Gandhiji had aptly said, "The Earth provides enough for everyone's need but not for everyone's greed."

Ensuring the balanced development of the nation is the main responsibility of the government.



India in 1947, ruined by colonialism and ravaged by partition



Two sides of modern India—abject poverty exists side by side with great affluence. On the right is the gleaming skyline of New Delhi

THE ROLE OF THE STATE IN DEVELOPMENT

The government has a vital role to play in the development of a nation. The government, as you have seen over the past two years, performs multiple functions. The most important of these include maintaining law and order, controlling natural resources, providing civic amenities, attending to basic infrastructure, working towards poverty alleviation and welfare of the poor, and sustaining economic growth.

Economic prosperity and social welfare are intrinsically linked. Economic prosperity without social welfare has no meaning. Welfare of the people requires the provision of basic amenities like water, electricity, good roads, adequate housing, health care, sanitation, education, telecommunication, financial institutions and means of transportation.

The Five-Year Plans

To ensure balanced distribution of resources, and to ensure that all groups of people are benefited by the process of development, the government of India started the Five-Year Plans. These plans were designed and monitored by the Planning Commission of India, which was set up in 1950, under Nehru's guidance.



Meeting of the Planning Commission

Each of the Plans was meant to be for a period of five years. In each of the Plans, the members of the Planning Commission decided how much of the government's resources should go to which sector of the national economy. They made this decision after studying every aspect of the economy closely. The Plans consistently devoted the largest portion of the resources of the government (i.e., 20 to 40%) towards the development of agriculture.

Other focus areas of the Five-Year Plans included the development of basic infrastructure like transport, communication, electricity, irrigation, the growth of industries, and the reduction of poverty through schemes aimed at generating employment.

In 2014–15, the Planning Commission was replaced by the NITI (National Institution for Transforming India) Aayog. It is headed by the prime minister.

Let us see how successful the role of the government has been in the development of India since independence.

AGRICULTURE

Agriculture is the backbone of the Indian economy. It accounted for around 16% of India's Gross Value Added (GVA) in 2019 and employed over 50% of the total workforce. It continues to be India's largest economic sector.

This was even more so at the time of independence. After years of colonial misrule, Indian agriculture was in ruins. One of the main objectives of the government was to ensure that India was self-sufficient in food. The government, through its Five-Year plans, launched several measures to develop agriculture.



- Land reforms were launched. Land holdings of the marginal farmers were made bigger by redistributing extra land taken from the larger zamindars. These larger plots of land were more economically viable.
- Cooperative banks were started to give the farmers credit at reasonable rates, thus freeing them from the tyranny of the village moneylenders (you read about this in your geography class).
- Massive irrigation projects were launched which gave millions of farmers a respite from their total dependence on the monsoon.
- High-yielding seeds, fertilisers and pesticides were also made available to the farmers at highly subsidised rates.
- The government also made arrangements to market the produce of the farmers to ensure that they got the best price for their produce.
- From the Zilla Parishad, the government sent officials to the villages to guide the farmers



Irrigation allowed crops to be grown around the year



Farmer sowing seeds the traditional way

and tell them the best techniques to adopt for maximising output.

- Farmers were encouraged to mechanise the process of farming, i.e., to use machines to plough the land, and to harvest and thresh the grain. Credit was given to the farmers for the purchase of these machines.



Several Indian farmers have adopted the use of machines to increase productivity

As a result of all these measures, India witnessed what came to be called the **Green Revolution**, and agricultural production shot up. India's grain production touched 108 million tonnes in

1970-71 as compared to 50.8 million tonnes of grain production in 1950-51. Production grew to 130 mt in the year 1980-81, 176 mt in 1990-91, and 246 mt in 2011. Thus, food grain production went up by more than four times in the 50 years after independence. However, the average yield of crops per hectare in India is less than half of that of the developed nations. India is today self-sufficient in food, and has a buffer stock to fall back on in case of droughts.

RURAL DEVELOPMENT

Several schemes were started to bring about the development of rural areas. They included the National Food for Work Programme, the Panchayat Development Plan, the Mahatma Gandhi National Rural Employment Guarantee Scheme, etc. As their names suggest, many of these schemes aimed at providing employment for the rural poor.

Through the various five-year plans, the government initiated a number of development programmes such as

- Integrated Rural Development Programme
- Drought Prone Areas Programme
- Minimum Needs Programme



Building a road—rural employment generated under the Sampoorna Grameen Rozgar Yojana

- Pradhan Mantri Gram Sadak Yojana
- Pradhan Mantri Gramin Awaas Yojana
- Rajiv Gandhi National Water Mission
- Sampoorna Grameen Rozgar Yojna

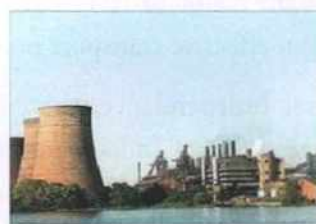
INDUSTRY

The Indian leaders were well aware that any modern nation needed to have a well-developed industrial sector (especially basic industries like iron and steel, and power) if it wanted to be truly independent. The government set up several public sector undertakings, and some joint sector undertakings, like the National Thermal Power Corporation (NTPC), Bharat Heavy Electricals Limited (BHEL), Steel Authority of India (SAIL), and Gas and Oil Corporation of India (GAIL). These corporations were made responsible for putting up thermal power stations, steel plants, oil rigs, etc. The public sector usually covers areas which are deemed too important or not profitable enough to leave to the market, including such services as the railways and the postal system.

In the 1960s and 1970s, India had a shortage of foreign exchange. As a result, the government severely restricted the import of goods and encouraged Indian entrepreneurs to manufacture the goods indigenously. This gave Indian goods a sheltered market. Initially the quality of goods made indigenously was poor. But that soon improved with time and experience.



NTPC plant at Simhadri



One of the steel plants of SAIL

Indian industrialists were encouraged to import technical know-how and enter into foreign collaboration to manufacture equipment locally. These policies of the government helped several Indian industries to grow and thrive, which they would have found impossible to do in an atmosphere of free trade.

In 1991, the government announced a new industrial policy and several economic reforms. The new policy opened up areas like power telecommunication and aviation, which were traditionally government controlled areas, to the private sector. Economic reforms also brought foreign competition, and led to an expansion in the production of fast-moving consumer goods.

From having barely any industries at the time of independence, today India has a strong and thriving industrial sector that contributed around 30% of the country's GVA in 2019. It employs 14% of the total workforce (2011). However, one-third of the people in the industrial sector are employed in household industries.



Making steel

TRANSPORTATION

For any region to develop, it needs to be well-linked by an effective transport network.

After Independence, the government found that large tracts of India were poorly linked with the rest of the country. The British had certainly laid the framework of the railways and roadways in India. But these lines and roads were mainly built

to link regions which were of economic importance to the British.

Since Independence, India has made rapid strides in the transportation system. The Indian transport system is an amalgam of both the ultra-modern and traditional, i.e., we have both supersonic jets and the slow moving bullock carts.

Roadways

India has one of the largest network of roads in the world, second only to the USA. Here the roads are classified into national highways, state highways, major district roads and other roads (urban, village and panchayat roads). The government set up the National Highway Authority of India (NHAI) with the express desire to link every corner of India. The total length of roads in the country exceeds 5.8 million kilometres. They carry about 70% of the freight traffic and about 85% of the passenger traffic. Our network of national highways forms the economic backbone of India. NH 44, which runs from Srinagar to Kanniyakumari, is the longest national highway in India. It cuts across India, north to south, and covers a distance of over 3,806 km.

An important road network is the 'Golden Quadrilateral', which consists of 5,846 km of



Building the highways

four-lane or six-lane express highways connecting the 4 metros of Delhi-Mumbai-Kolkata-Chennai. This project has provided a major boost to freight and passenger transport across the country. It has also encouraged industrial growth in the smaller towns through which it passes.



Mumbai-Pune Expressway

Railways

India's rail network is the fourth largest in the world. But the Indian Railways is the largest railway network under a single management, and is also the world's largest commercial employer. It plays a major role in the development of agriculture and industry. It is a great source of connectivity linking people from the remotest corners of India.

Both domestic and international trade rely on the efficacy of the railways and therefore, the following steps have been taken.

- The railways are planning to build dedicated freight corridors.
- The railways also plan to construct high-speed passenger corridors for running high-speed trains at a speed of 300 to 350 km per hr. All the four regions will have one each of these corridors, where trains will cover distances up to 600 km in two to three hours.
- There are also plans to allow the private sector



to own and manage some trains and railway stations.

Ports

With a vast coastline, it is essential to give necessary importance to shipping. And so, the expansion and modernisation of ports has been amongst the top priority areas of the government in recent years. There are 12 major and 200 minor ports.

Aviation

To handle the rapidly growing air passenger and freight traffic, many airports, especially the ones in metro cities like Delhi, Mumbai and Hyderabad, have undergone massive expansion. Private airlines have also been allowed to operate. The resulting competition between air carriers has helped bring down air fares in the country substantially.

Transportation has become very important in the changing economic scenario. Goods need to be taken to the markets, raw materials need to be moved to factories, and people have to move from place to place. The globalisation of markets, international economic integration and the resultant economic competition have enhanced the importance of transportation. In today's



The new airport at Hyderabad

world, effective transportation is indispensable for development.

Rural Transportation

In rural India, bullock carts, bicycles, scooters, motorbikes, buses, tractors and trains are the main means of transport. One of the main things needed for the faster development of rural areas is for villages to have access to all-weather roads. For this purpose, the government launched several programmes. At present, around 74% of the larger villages are connected to an all-weather road. However, many of the smaller settlements are still not connected by roads.



TELECOMMUNICATIONS

Of all the sectors, this sector has probably witnessed the most rapid technological advancement over the past few years. The growth has been phenomenal.

Both the private and public sector are, in a healthy competitive spirit, offering the best services possible to the customers.

SOCIAL SECTOR

The social sector refers to all those non-profit motivated activities which attempt to improve the quality of life of the people by providing better access to education, health, drinking water and basic sanitation.

India's industrial and agricultural output is growing, but so is its population. While this has certainly led to economic prosperity, it has also created a sharp increase in our demand for basic civic amenities like drinkable water, sanitation, shelter and access to educational and medical facilities.

Drinkable water

Scarcity of drinkable water is one of the gravest problems facing the world today. As you learnt in an earlier chapter, only 1% of the water on Earth is drinkable. A sizeable portion of this limited supply of water has been contaminated by sewage and industrial pollutants. Across the world, more than one million children under the age of five die each year due to water-borne diseases according to a United Nations survey. The government has started several projects to bring clean drinking water to the people. Multi-purpose projects have been started and water from the dams is supplied to cities, towns and villages. Hand pumps have been installed in areas where it has not been possible to provide piped water to houses.

Education

The government of India has played an important role in the spread of education in post-independence

India. The founders of India were clear that education was too important an issue to be left to private hands. Each state government was given the responsibility to develop education within the state. The state governments started schools where nominal fees were charged. Various schemes were started to encourage parents to send their children to school (especially the girls). Despite all these steps, the 7th All India Education Survey of 2002 found that:

- Less than half of India's children between the age 6 and 14 go to school.
- Over one-third of all children who enrol in school never reach grade 8.
- At least 35 million children aged 6–14 years do not attend school.
- Fifty-three percent of girls in the age group of 5–19 years are illiterate.
- Only 53% of habitation has a primary school.
- Only 20% of habitation has a secondary school.
- In nearly 60% of schools there are less than 2 teachers to teach classes I to V.

To deal with this unfortunate situation, the government has taken many steps.

- It launched the Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to ensure free and compulsory elementary education to children of 6-14 years age group. New schools were opened in places



Compare these two schools—schools in India show a great disparity in facilities and quality of teaching

which do not have any, and existing schools provided with additional class rooms, toilets, drinking water. Schools with inadequate teacher strength were provided with additional teachers, and the quality of education is being improved by providing teachers with regular training.

- The E-pathshala webportal and mobile apps were launched in 2015 to provide teachers and students with rich digital resources, including e-books and videos.
- The government also passed the new National Education Policy in July 2020 (NEP 2020). This is an ambitious project that aims to transform India's education system by reducing the curriculum load and moving away from rote learning towards the holistic development of students.

Health

Maintaining public health is one of the most vital roles of the government. The government has launched the Ayushman Bharat scheme, which offers people from low-income groups free medical treatment up to Rs 5,00,000 a year. The government has also opened Jan Aushadhi Kendras where several medicines are available at affordable prices.

THE PATH AHEAD

Today, the government faces a lot of challenges. They are:

- unequal economic growth and lack of sustainable development
- rural indebtedness and poverty
- increasing growth of population and immigration to metropolitan cities, which, as a consequence, are overburdened; in fact, the growth of slums

is an important manifestations of uncontrolled urbanisation.

The key lies in developing the basic infrastructure, providing civic amenities and concentrating on education and rural development programmes.

Only then can we think of a developed India. With the right spirit and a judicious mix of private and public initiative, India can rank among the most developed nations of the world.



Glossary

haves and have-nots: the rich and poor

alleviation: reduction

rozgar yojana: employment scheme

globalisation of markets: unrestricted trade across nations; a single global market without borders

social sector: health and education

economically viable: profitable



In Brief

- ▶ When India became independent, its economy was in a bad state; the government started Five-Year Plans to develop the economy of the country.
- ▶ Agriculture output had grown by four times in the last 50 years due to government's efforts like giving improved seeds, fertiliser, loans, etc to the farmers at subsidised rates and improvements in irrigation.
- ▶ The government pays a lot of attention to the development of rural areas through schemes like the Integrated Rural Development Programme.
- ▶ In 1991, the government announced several economic reforms; as a result the economy has grown tremendously.
- ▶ India has one of the biggest railway and road networks in the world.
- ▶ To eradicate illiteracy, the government is running many schemes including Sarva Shiksha Abhiyan.
- ▶ For improving health care, the government has launched the Ayushman Bharat scheme, and also opened several Jan Aushadhi Kendras.



Enrichment Activities

- **Report writing:** Visit a government-run hospital and make a note of the cleanliness, availability of medicines, beds and doctors, facilities for managing emergency situations, etc. Write a report on your observations.
- **Find out:** What is the Bharat Nirman Plan? What are its objectives?
- **Debate:** Have a debate on the topic: "The government should privatise education and health in India." 'To privatise' means that the government should let the private sector, which is largely profit-motivated, handle health and education in India.
- **Group work:** Work in groups and do a project, or make a website or presentation, on the role of the government in any of the following sectors: health, education, transport, communication or rural development.
- **Project:** Do a project on the NITI Aayog or one of the Five Year Plans started by the government. How successful have they been?



Exercises

I. Fill in the blanks.

1. Development that keeps in mind the needs of the poor, and that which does not damage the environment is called _____.
2. More than 50% of Indians are employed in _____.
3. The growth in agriculture that took place due to new methods was called _____ Revolution.
4. The road network called the _____ links Delhi, Mumbai, Chennai and Kolkata.
5. Government of India announced new industrial and economic policies in the year _____.

II. True or false?

1. There have been six Five-Year Plans so far.
2. Indian rail and road networks are among the largest in the world.
3. Indian Railways is the biggest employer in the country.
4. In India, only the public sector offers telecommunication services.

III. Answer in brief.

1. What are Five-Year Plans? What replaced them in the year 2014?

2. Name one programme of the government of India aimed at rural development.
3. 'Indian transport system is an amalgam of both the ultramodern and the traditional': Explain how.
4. Name the longest national highway in India. From where to where does it run?
5. Name one public sector and one private sector company that offer telecommunication services in India.
6. Give full form of: i) SAIL ii) GAIL iii) GVA iv) NHAI
7. Give evidence that indicates that India is still lagging in education. Mention one remedy the government has come up with.
8. Mention one ill effect of uncontrolled urbanisation.

IV. Answer in detail.

1. What are the major functions of a government?
2. Give an account of the efforts taken by the government to develop agriculture. What was the result achieved?
3. Give a brief summary of the spectacular growth of transport and telecommunication sectors in India.



Multiple Choice Questions

1. Sustainable development means
 - a. development that keeps in mind human welfare and the needs of the poor, without damaging the environment
 - b. development that is based on human needs
 - c. development that ensures that resources are used carefully so that they last through our lifetime
 - d. all of the above
2. Which of these is not part of the government's role in developing the nation?
 - a. providing and maintaining the basic infrastructure
 - b. maintaining law and order
 - c. ensuring that the people of the country work hard and put in long hours of work
 - d. ensuring the social welfare of the people

3. The Five-Year Plans were started by the government of India: (More than one option could be correct.)
 - a. as each government could only plan for the five years for which they were elected
 - b. to ensure balanced distribution of resources
 - c. to ensure that all groups of people are benefited by the process of development
 - d. to ensure that the states governed by the opposition parties do not get a share of the resources
4. Which sector has consistently got the largest portion of the resources of the government in all the Five-Year Plans?
 - a. electricity b. agriculture c. irrigation
 - d. transport and communication
5. Measures launched by the government, after independence, to develop agriculture include:
 - a. land holdings of the marginal farmers were made smaller
 - b. high-yielding seeds and fertilisers were made available at high prices to the farmers
 - c. massive irrigation projects were launched
 - d. banks were encouraged to give loans to the farmers at very high rates of interest
6. In the 1960s and 1970s, India had a shortage of foreign exchange. How did the government handle this?
 - a. it started printing foreign exchange in its press
 - b. it banned the import and export of goods
 - c. it restricted the import of goods and encouraged Indians to manufacture the goods indigenously
 - d. it opened the Indian market to foreign markets and allowed the free import and export of goods
7. The main mode of transport in rural India is:
 - a. the rickshaw b. the bullock cart
 - c. the tractor d. government-run buses
8. The social sector refers to all those
 - a. profit-motivated businesses that provide services like education and health
 - b. transport and communication sector activities which provide employment to people
 - c. non-profit motivated activities that provide better access to health, education, drinking water and basic sanitation
 - d. all of the above
9. Which of these statements is not true about education in India?
 - a. Less than half of India's children between the ages of 6 and 14 go to school.
 - b. Over one-third of all children who enrol in school never reach class 8.
 - c. Fifty-three percent of girls in the age-group 6 to 14 are illiterate.
 - d. Each and every village in India has a primary school.



HOTS: Think and Answer

What were the aims of the first ten Five-Year plans? How far has the government succeeded in its mission?



Values that enrich

Dr Mohan treats patients from disadvantaged sections of society for free. What values does Dr Mohan, and other doctors like him, support?



Life skills

Self awareness/Critical thinking

Visit a nearby village to know about the life of the people there.

Focus on the basic necessities available to them—education, healthcare, sanitation, electricity, condition of the roads, and means of transport and communication.

Compare your life with that of those children. Share your findings with your friends. Has it taught you to appreciate what you have?

Test 1 (Total Marks 40)

General Instructions:

- I. The question paper has **14** questions in all. All questions are **compulsory**.
 - II. Marks for each question are indicated against the question.
 - III. Questions from serial number **1 to 3** are **1** mark questions.
 - IV. Questions from serial number **4 to 10** are **3** marks questions. Answers to these questions should not exceed **80** words each.
 - V. Questions from serial number **11 to 13** are **5** marks questions. Answers to these questions should not exceed **120** words each.
 - VI. Question **14**—Map work—is a 1 mark question.
-
1. Define the term 'humanism'. (1)
 2. Why are plains and river valleys the most densely populated areas of the world? ($\frac{1}{2} + \frac{1}{2}$)
 3. Why do we need rules in society? (1)
 4. Define the term 'renaissance'. What was the contribution of the Renaissance to the modern world? (1 + 2)
 5. When was the Permanent Settlement of Bengal abolished? What do you think would have happened if the system continued to be practised even today? (1 + 2)
 6. What are non-renewable resources? Which among the following is a non-renewable resource: forests, coal or soil? Justify your answer. (1 + 1 + 1)
 7. What is a soil profile? Show the different layers of the soil with the help of a diagram. (1 + 2)
 8. What is black soil? In which areas of India is it found? Why is it ideal for the growth of cotton? (1 + 1 + 1)
 9. What are the values embodied in the preamble to the Constitution of India? (3)
 10. Explain the term 'parliamentary government.' Are parliamentary governments better than monarchies? Give reasons for your answer. (1 + 2)
 11. What were the main features of the Regulating Act of 1773? Why did it prove ineffective? (3 + 2)
 12. What do you understand by 'land degradation'? What are the factors responsible for land degradation? (2 + 3)
 13. What is the importance of the fundamental rights granted to Indian citizens by the Constitution of India? (5)
 14. On an outline map of India, mark the following:
(i) A state in India where desert soil is found; (ii) Areas under Permanent Settlement ($\frac{1}{2} + \frac{1}{2}$)

Half Yearly Examination (Total Marks 80)

General Instructions:

- I. The question paper has **28** questions in all. All questions are **compulsory**.
- II. Marks for each question are indicated against the question.
- III. Questions from serial number **1 to 7** are **1** mark questions.
- IV. Questions from serial number **8 to 18** are **3** marks questions. Answers to these questions should not exceed **80** words each.
- V. Questions from serial number **19 to 25** are **5** marks questions. Answers to these questions should not exceed **120** words each.
- VI. Questions **26-28** on Map work are for **5** marks.

1. What do you understand by the term 'dual system of government'? (1)
2. What do you understand by 'uniform code of law'? (1)
3. Why did the peasants and artisans join the sepoys during the Mutiny of 1857? (1)
4. Distinguish between autotrophs and heterotrophs. (1)
5. Between conventional and non-conventional sources of energy, which do you think is better for the environment? Justify your answer. (1)
6. What is 'coalition government'? Can you name some states of India that have coalition governments? (½ + ½)
7. 'The British decided to stay away from social reform in India after the Revolt of 1857.' Why do you think this was so? (1)
8. Define the Ryotwari system. What was its advantage? What was its drawback? (1 + 1 + 1)
9. What do you understand by guerrilla warfare? Who did Birsa Munda mainly use this war tactic against? Can you think of another Indian ruler before him who used guerrilla warfare? (1 + 1 + 1)
10. In what ways are the roles of a president of India similar to the monarch of Britain? (3)
11. Give three reasons for the failure of the Revolt of 1857. (3)
12. Argue about the merits and demerits of the modern system of education introduced by the British. (3)
13. Name the main leader of the Jaintias. Outline the reasons why they rose in rebellion. (3)
14. What is contour bunding? Why are they particularly used in hill sides? (1 + 2)
15. Why do you think mining is restricted in Antarctica? (3)
16. In what situations can the president declare a state of emergency? How can the president be removed from office if he or she loses the trust of the Parliament? (2 + 1)
17. Why do you think we have fundamental duties along with fundamental rights? What would happen if we didn't have fundamental duties? (3)
18. Assess the importance of having a question hour in the Parliament. (3)

19. What is soil degradation? Suggest any four methods of soil conservation. (1 + 4)
20. What were karkhanas? Explain why Indian industries began to decline under British rule. (1 + 4)
21. Analyse the economic, religious and cultural reasons behind the outbreak of the revolt of 1857. (5)
22. What is natural vegetation? List the uses of natural vegetation. (1 + 4)
23. Explain the different ways in which minerals are extracted. (5)
24. What are the different factors that have led to the extinction of some species of wildlife? Discuss the steps taken by the government to conserve wildlife. (5)
25. What is the Right to Information Act? Why is it described as one of the most important laws enacted in the last few years? (1 + 4)
26. On an outline map of India, mark (a) one place where bauxite is mined (b) a place where alluvial soils are found. (1)
27. On an outline map of India, mark (a) the area ruled by the Marathas in 1805, (b) area ruled by the British in 1857 (c) Jhansi (d) Meerut. (2)
28. On an outline map of India, mark and colour the area covered by : (a) Tropical Dry Deciduous vegetation (b) Tropical Evergreen Forests. (2)

Test 2 (Total Marks 40)

General Instructions:

- I. The question paper has **14** questions in all. All questions are **compulsory**.
- II. Marks for each question are indicated against the question.
- III. Questions from serial number **1** to **3** are **1** mark questions.
- IV. Questions from serial number **4** to **10** are **3** marks questions. Answers to these questions should not exceed **80** words each.
- V. Questions from serial number **11** to **13** are **5** marks questions. Answers to these questions should not exceed **120** words each.
- VI. Question **14**—Map work—is a **1** mark question.

1. What is female infanticide? Is it still practised in India? (½ + ½)
2. List three human-made inputs and three natural inputs of agriculture. (1)
3. Why can't a person charged of crime be referred to as a convict during the trial of the case? (1)
4. Who was Dr Babasaheb BR Ambedkar? What did he do to improve the condition of the Dalits? (1 + 2)
5. What do you understand by de-urbanisation? Identify the factors responsible for de-urbanisation in India. (1 + 2)
6. Explain how our appreciation of classical forms of Indian dance changed under the influence of the British. Name any two regional classical dance forms that evolved at this time. (2 + 1)
7. Distinguish between large-scale, small-scale and cottage industries. (3)
8. What is shifting cultivation? In which regions of the world is it practised? (3)
9. Briefly explain any three factors that influence the location of industries. (3)
10. Assess the role and responsibility of the public prosecutor in a legal case. (3)
11. Describe the position of women in 18th century India (5)
12. Identify the main factors influencing agriculture. (5)
13. What are the three types of jurisdictions of the Supreme Court? Explain in brief. (5)
14. On an outline map of India, mark and name the major industrial regions of India. (1)

Yearly Examination (Total Marks 80)

General Instructions:

- I. The question paper has **28** questions in all. All questions are **compulsory**.
 - II. Marks for each question are indicated against the question.
 - III. Questions from serial number **1 to 7** are **1** mark questions.
 - IV. Questions from serial number **8 to 18** are **3** marks questions. Answers to these questions should not exceed **80** words each.
 - V. Questions from serial number **19 to 25** are **5** marks questions. Answers to these questions should not exceed **120** words each.
 - VI. Questions **26–28** on Map work are for **5** marks.
-
1. What was the refugee crisis which occurred in the immediate aftermath of India's independence? (1)
 2. Give two examples of Indo-Saracenic architecture in India. (½ + ½)
 3. What was the main purpose of the Simon Commission? Why did the people of India decide to boycott the Commission? (½+ ½)
 4. Explain why iron and steel plants are increasingly being set up near seaports. (1)
 5. Why do you think population density in mountains is low? (1)
 6. What is manual scavenging? When was the first Act banning manual scavenging passed? (1)
 7. What is the main cause of child labour? Suggest a step that can help resolve the problem. (1)
 8. Who was Rani Lakshmbai? Why was she aggrieved with the British? Who did she make an alliance with? (1 + 1 + 1)
 9. Name the three villages that were combined to form the city of Calcutta. When did the British make Calcutta their capital? When did they change their capital? Why? (1 + 1 + ½ + ½)
 10. 'The partition of Bengal in 1905 was undertaken for administrative convenience.' Do you agree with this statement? Justify your answer. (1 + 2)
 11. What do you understand by satyagraha? What were three of the earliest issues that Gandhi tried to solve using satyagraha? Do you think satyagraha could be used to solve political and social problems in today's world? (1 + 1 + 1)
 12. Briefly explain the reasons for the failure of the Revolt of 1857. (3)
 13. What is plantation agriculture? How is it different from commercial agriculture? (1 + 2)
 14. What are joint sector industries? Give two examples. (2 + 1)
 15. 'Bengaluru is known as the Silicon Valley of India.' Justify this statement. (3)
 16. What were the two features added to our constitution by the 42nd amendment? Why do you think they were added? (1 + 2)
 17. What is the Council of Ministers? What is meant by the principle of collective responsibility? (1 + 2)

18. What were the causes for the Assam Rebellion? (3)
19. Name the three main strategies used by the British to conquer India. What were the reasons for the success of the British? (5)
20. What were the reasons for the growth of nationalism in India? (5)
21. One of the main challenges faced by the Indian leaders after independence was the integration of the princely states. Elaborate this statement with special reference to the princely states of Junagadh, Hyderabad and Kashmir. (5)
22. Discuss any five factors that influence the location of industries. (5)
23. What is the difference between human-made and natural disasters? Give an example of a natural disaster. How is it caused? What are the precautions to be taken once it strikes? (1 + ½ + 1½ + 2)
24. What do you understand by human resources? How is labour typically classified? Why is it important for a country to develop its human resources? (1 + 2 + 2)
25. What were the Five-Year-Plans? What were the steps taken under these Plans to improve agriculture in India? (1 + 4)
26. On an outline map of India, mark two states where literacy is above 90%. (½ + ½)
27. On an outline map of India, mark and name the major industrial regions of India. (2)
28. On an outline world map, mark one centre of the automobile industry in the USA, one centre of the iron and steel industry in Europe, one centre of the textile industry in India and one centre of the petroleum industry in Asia. (2)