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TEACHER'S RESOURCE MANUAL

➤ Geography ➤ History ➤ Social & Political Life



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Contents

SECTION 1 — GEOGRAPHY

1. Resources – An Introduction	3
2. Natural Resources (Land, Water and Soil)	13
3. Natural Resources (Natural Vegetation and Wildlife)	26
4. Natural Resources (Mineral and Power Resources)	37
5. Agriculture – An Introduction	50
6. Agriculture – Crops and Agricultural Development... ..	59
7. Industries – An Introduction	71
8. Industries – Distribution and Case Studies	82
9. Human Resources	95

SECTION 2 — HISTORY

1. Modern Period	106
2. Establishment of Company Power	116
3. Administration Under the British	127
4. Rural Life and Society	136
5. Colonialism and Tribal Societies	145
6. Crafts and Industries	154
7. The Revolt of 1857	162
8. Education and British Rule (British policies after 1858)	171
9. Women’s Upliftment and Social Reform under the British Rule	181
10. Challenging the Caste System... ..	188
11. Colonialism and Urban Change	194
12. Art and Architecture of the 19th Century	201
13. The Nationalist Movement (1885–1918)	210
14. The Struggle for Independence (1919–1947)	221
15. India After Independence	236

SECTION 3 — SOCIAL AND POLITICAL LIFE

1. Role of the Indian Constitution	245
2. Directive Principles of State Policy	254
3. Parliamentary Form of Government	261
4. The Union Executive	269
5. The Judiciary and the Role of Police	277
6. Social Justice and the Marginalised Groups	289
7. Role of Government in the Growth of the Country	296

1. Resources – An Introduction

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Air. 2. Copper. 3. Waterfalls. 4. Human resource.
5. Sustainable development is the type of development that does not harm the environment.

Written Assignment

B. 1. d 2. c 3. c 4. a 5. d

C. 1. resource 2. Electricity 3. nature 4. Nature 5. reproduction 6. man-made

D. 1. Utility 2. Resource 3. Renewable 4. Potential use

E. 1. Nature is the original basis of all the resources. It has provided us with sunlight, air, water, etc., which are called natural resources. We can use these resources directly and without any value addition.

Most of the natural resources involve various processes to make them useful. Human beings have the knowledge, skills and capacity to change the natural substances into usable resources, which are called man-made resources.

2. Living things, such as plants and animals, are biotic resources.

Non-living things, such as land, water and air belong to the abiotic resources.

3. The resources which can be explored and are likely to be available for use are potential resources.

The resources which are at present in use and their estimated reserves are known are called the actual resources.

4. Ubiquitous resources are those which are found almost everywhere on the Earth, such as the air we breathe, the water around us, etc.

The resources like reserves of iron, copper, coal, etc., are not found everywhere, but are confined to certain specific places. These are called localised resources.

F. 1. **Human resource:** Human beings are the only living things who can create more resources and put them to their best possible use. Human resources actually refer not only to the numbers, but also to the physical and mental abilities of the people. Human beings are not only the most important, but also the ultimate resource on the Earth. They can explore, develop and convert the natural resources into useful goods, as per their abilities and demands. Thus, the people, who are the human resource, have to be healthy, educated and skilled.

2. **Conservation of resources:** Conservation of resources means to use the resources according to our needs and to minimise waste. The conservation of resources does not mean to stop the utilisation of resources. It strives to meet the needs of both the present and the future generations. It also maintains the ecological balance. Carelessness can

create a situation where even the renewable resources can become very scarce and the non-renewable ones can get exhausted. We can conserve resources by reducing their consumption or by recycling them.

- G. 1. Human beings are one of the most important natural resources. They have been making consistent efforts to develop technology to change the substances into resources. Human have actually explored and discovered the various substances and then developed suitable technologies through their knowledge and ideas, to create valuable resources. We know that the discovery of fire has changed the lifestyle of the early humans. The invention of the wheel helped in the development of various means of transport. Man also used the force of falling water to produce hydroelectricity. Thus, it is the human being only who has created, developed and found the uses of resources.
2. Anything that we can use to meet and satisfy our needs is a resource. Anything which can be used and whose usefulness and value increases by its modification is called a resource. If a thing has a value, then it is a resource. The use of a resource gives it a value. Value means worth. Natural resources support mankind in three ways:
- (i) They provide raw materials, energy and favourable conditions for development.
 - (ii) They make the natural environment suitable for human beings and other forms of life.
 - (iii) The diversity of natural resources is supportive to life in many ways.
3. The Earth Summit in 1992 defined sustainable development as the type of economic development which should take into account the needs of the present and future generations. The main aims of sustainable development are:
- (i) There should be a proper use of resources.
 - (ii) The needs of the present and future generations must be taken into account.
 - (iii) The disparities between the nations should be reduced or removed.
- The main principles of sustainable development are as under:
- (i) Respect and care for all forms of life
 - (ii) Improve the quality of human life
 - (iii) Conserve the Earth's vitality and diversity
 - (iv) Minimise the wastage of natural resources
 - (v) Change our attitude towards the environment
4. Broadly speaking, the resources can be classified into three types:
- (i) Natural resources
 - (ii) Human resources
 - (iii) Man-made resources
5. Human beings are the only living things who can create more resources and put them to the best possible use. Human resources actually refer not only to the numbers, but also to the physical and mental abilities of the people. Human beings are not only the most important, but also the ultimate resource on the Earth. Humans can explore, develop and convert natural resources into useful goods, as per their abilities and

demands. Thus, the people, who are the human resource, have to be healthy, educated and skilled.

6. With the development of different civilisations, the knowledge of human beings increased and along with it, the list of their needs also went on increasing. Man made a large variety of machines and with their help, started utilising resources on a large scale. Humans have been making consistent efforts to develop technology which can change substances into resources. They have actually explored and discovered the various substances and then developed suitable technologies through their knowledge and ideas, to create valuable resources.

Think Tank

- H.
 1. Developed countries use natural resources the most because they have the most advanced technology. But developing countries have not achieved such technological advancement.
 2. Nature is the source of all the resources and goods we use. Therefore, human needs can be satisfied by nature.
 3. Sustainable development does not harm nature or the environment. The Earth Summit of 1992 defined sustainable development as the type of economic development which should take into account the needs of the present and future generations of human beings.
- I.
 1. Technology.
 2. It promotes and helps use of skilled Indian human resource to make products locally.
 3. Clothes made from recycled fabric.

2. Natural Resources (Land, Water and Soil)

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Land, water and soil.
2. Land, climate, natural resources, soil, etc.
3. The rock from which the soil is formed is called a parent rock.
4. Horizons A and B form the true soil.
5. Shelter belts are the rows of trees that are planted along the margins of fields or elsewhere. These can retard the velocity of the wind, and thus stop the blowing away of the soil.

Written Assignment

- B. 1. d 2. c 3. a 4. d 5. d 6. b
- C. 1. landforms 2. 5.7 3. erosion 4. Water cycle 5. water
- D. 1. The thickly populated areas in the world are the river valleys, coastal plains, plateaus rich in mineral resources and industrial centres. Here the density of population is very high.
The sparsely populated areas are the hot and cold deserts, the grasslands, the rainforests and the mountainous regions. Here the density of population is very low.
2. Soil formation means making of the soil out of rocks, a process which takes thousands of years.
Soil erosion means making the soil infertile due to deforestation, over-tilling, etc., or the blowing away of the top soil; the most fertile layer of the soil through wind, water, etc.
3. Groundwater is the water that is found beneath the soil.
Surface water is the water that is found on the soil (surface or topsoil).
4. The underlying rock is called the bedrock and the rocks from which soil is formed are called the parent rocks.
5. The top layer is Horizon A, which is also called topsoil. It has most of the minerals and organic materials needed for the growth of plants. Below the topsoil is Horizon B, which is also called the subsoil. This layer has enough minerals, but less organic matter. The subsoil may have some living organisms. Horizons A and B form the true soil.
- E. 1. Land is the most important natural resource, as human beings live on it and obtain most of their needs from it. The land surface has a variety of landforms, such as mountains, hills, plateaus, plains, river valleys, deserts, marshlands, etc. Thus, all the parts of the

land surface are not equally habitable. The uneven distribution of population on the surface of the Earth is mainly due to the varied relief features and highly variable climatic conditions. About 90 per cent of the total population of the world occupies about 30 per cent of the total land area. Rest of the land area does not have suitable conditions for the survival of human beings.

2. The rocks on the surface of the Earth are broken into smaller pieces by the various agents of weathering. Eventually, a thin layer of broken rock fragments may cover the underlying rocks. The upper layer may remain undisturbed over a long period of time. Over a period of time, chemical and organic changes lead to the formation of soil.
3. The ownership of land is not of the same type in different parts of the world. The land can be under individual private ownership or owned collectively by a group of people. In some parts of the world, the ownership of land is with the community. The use of the land owned by individuals is usually decided by the owner, as per his/her requirements, while in the case of the community, land is for common use, such as for collection of fodder, schools, hospitals, fairs and festivals, etc. These community lands are also called common property resources.
4. The use of land in any area is influenced by a variety of physical, economic and cultural factors, such as:
 - (i) Slope of the land
 - (ii) Presence or absence of soil cover
 - (iii) The availability of surface or underground water
 - (iv) The prevailing climatic conditions
 - (v) The nature of rocks and minerals present in them
 - (vi) Level of technology available
 - (vii) The quantity and quality of manpower
 - (viii) The economic value of the land
5. During soil formation, the soil forms layers, which are called the horizons. These horizons make up the soil profile. In a mature soil, four distinct horizons can be seen. These are called horizons A, B, C and D from the top layer.

The top layer is horizon A, which is also called the topsoil. It has most of the minerals and organic materials needed for the growth of plants.

Below the top soil is horizon B, which is also called the subsoil. This layer has enough minerals, but less organic matter. The subsoil may have some living organisms. Horizons A and B form the true soil.

Below the subsoil is horizon C, which has partly weathered rocks. These rocks are actually producing the new soil; but this layer is not affected by the biological processes.

At the base of the soil profile, is the unbroken solid rocks. This is below horizon C and is called horizon D.
6. Once the soil is eroded, it is almost impossible to restore the fertility of the soil to its former condition. The depleted soil can probably be improved to some extent by following some of the following methods:

- (i) Mulching: The part of the field which is bare is covered with a layer of straw. It does not allow quick evaporation and the wind is also not able to blow away the soil.
 - (ii) Contour Barriers: Some barriers are erected with the help of stones or grass along the contour lines in the field. Trenches are also dug in front of the barriers to collect water.
 - (iii) Rock Dams: This involves the building of dams with stones across the gullies to check the flow of water. This can check the flow of flood water and helps in filling the gullies with silt.
 - (iv) Terrace Farming: Along the steep slopes of a hill, a series of wide steps are developed where crops can be grown. This can reduce the surface run-off of the water.
 - (v) Inter-cropping: In this method, different crops are grown in the alternate rows and also sown at different times. The soil can possibly be protected from rain-wash as the field remains under some crop throughout the year.
 - (vi) Contour Ploughing: In this method, the fields are ploughed and sown along the natural contours of the hills, instead of up and down the slope. They form a natural barrier for water to flow down the slope.
 - (vii) Shelter Belts: Rows of trees are planted along the margins of the field or elsewhere. This can retard the velocity of the wind and thus stop the blowing away of the soil.
7. Our Earth is unique in having abundance of water in the form of oceans. Presence of large quantities of water is responsible for moderating the temperature conditions. The large expanse of oceans reduces the extremes of temperature not only between the summer and winter seasons, but also between day and night. Ocean water contains a large quantity of dissolved salts, as compared to water on the land. This water is not fit for human consumption, but it provides ideal conditions for the origin of different life forms. The fresh water on the Earth's surface is only about 2.7 per cent of the total water. About 70 per cent of the fresh water occurs as ice sheets and glaciers. Only about one per cent of the fresh water is available and fit for human use. Fresh water is the most valuable natural resource on the Earth.
8. There is a shortage of fresh water. It is mainly due to the increasing demand of the increasing population. The demand for more food, due to urbanisation and higher standard of living are also affecting the water supply. The problem is due to the drying up of water sources and large-scale pollution of river water by industrial discharge and flow of city waste.
9. Many parts of the world are facing acute shortage of water. To make water available to all and to keep it usable forever, we must conserve water.
- Following steps may be taken to conserve water:
- (i) We must develop ways to treat sewage and save water.
 - (ii) Rivers may be linked up so that surplus water from one river may be diverted to another.
 - (iii) Lowering of water table due to excessive use of groundwater may be checked by improving surface storage.

- (iv) Irrigation by open channels from rivers and tanks is inefficient, as about only 30 per cent is used by the plants and the rest is lost.
 - (v) Sprinkle or drip irrigation methods consume comparatively lesser water.
 - (vi) Wastage can also be checked in distribution and can be used by the industries.
 - (vii) Water harvesting is a must to conserve water.
10. In the inter-cropping method, different crops are grown in the alternate rows and also sown at different times. The soil can be protected from rain-wash as the field remains under some crop throughout the year.
- F. 1. The sub-tropical region has a very suitable climate for human habitation. The soil is also fertile and good for irrigation.
2. Living things (that live on land) need land to live in. Trees grow on land. And all human activities like agriculture and industrial activities are carried out on land. Therefore, land is the most precious natural resource.
3. Human beings destroy the fertility of soil for different activities.
4. Life first grew in water. Water is needed for all living beings for their biological activities.
- G. 1. The Deserts. 2. Sub-city. 3. The Polar regions. 4. Earthworm.

3. Natural Resources (Natural Vegetation and Wildlife)

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

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

Written Assignment

- B. 1. d 2. c 3. a 4. a 5. b 6. a

- C. 1. three lakh 2. 30 3. evergreen; deciduous 4. Tropical 5. savanna 6. fur-bearing

- D. 1. b 2. d 3. a 4. c

- E. 1. Tropical forests are found in the equatorial and monsoon regions. Equatorial forests are very dense.

Temperate forests are found in the mid-latitude belt. These are broad-leaved evergreen forests and temperate deciduous forests.

2. In evergreen forests, the trees of different species shed their leaves at different times; therefore, such forests always appear to be green.

The trees in the deciduous forests shed their leaves during the particular dry season.

3. The Savanna (tropical grasslands) is located between the equatorial rainforests and the hot deserts.

The Steppes (temperate grasslands) are more widespread. The grass is nutritious and hence, useful for the cattle.

4. National parks are formed to conserve animals.

In a biosphere reserve, animals and plants are conserved.

- F. 1. When different types of plants grow naturally, they are referred to as natural vegetation. The plant kingdom provides us with timber, natural habitats for animals, oxygen that we breathe, fruits, nuts, gum, etc.

2. When different types of plants grow naturally, they are referred to as natural vegetation. The distribution of natural vegetation on the surface of the Earth is influenced by the amount of sunlight and rainfall. The temperature and amount of rainfall vary greatly not only from place to place, but also from time to time. Accordingly, the natural vegetation also varies from place to place. The areas which are too cold or too dry do not have natural vegetation or have very less vegetation. On the other hand, where there is a heavy rainfall, thick vegetation grows.

3. With scientific progress and technological development, human beings started utilising natural vegetation on a much larger scale. The main reasons for the degradation of

natural vegetation, especially forests, are rapidly growing population, diseases of trees and forest fires. Human activity is also causing changes in climatic conditions. Thus, the human activity and climatic changes are causing loss of natural habitats for plants and animals. Many species of trees are on the verge of extinction. Several factors, such as deforestation, construction of roads, railways, buildings, industries, soil erosion, tsunamis, landslides, etc., are together accelerating the destruction of natural vegetation, especially forests.

4. The term, 'wildlife' normally includes the members of the plant and animal kingdoms which live in a natural habitat.

Wildlife of Africa: Africa is gifted by nature with a large variety of wildlife which includes elephants, giraffes, zebras, lions, hippos, rhinos, pythons, etc. Many national parks and wildlife sanctuaries have been developed in Africa to provide a natural habitat to the animals.

Wildlife of Australia: Australia is known for some unique animals, such as marsupials, kangaroos, koalas, etc. They have pouches near their stomachs which are used for carrying their babies. Other prominent ones include the lyrebird, flightless emu, kookabura, platypus, etc. Man has been hunting and killing these animals for food, fur, hides, etc.

Wildlife of South America: South America has a large variety of wildlife, especially in the Amazon Basin. Some of the distinct animals include the anteaters, rheas (flightless birds like emu of Australia), armadillos and anacondas in the marshlands and llamas in the Andes Mountains. Pumas and jaguars are animals of prey. It has a large variety of birds and reptiles.

5. Many countries in the world have made plans and established 'biosphere reserves', national parks and wildlife sanctuaries for not only protecting the wildlife, but also to maintain the entire ecosystem. Many countries have also passed laws in favour of protecting the wildlife and natural vegetation. Hunting for pleasure is also banned.
6. The various economic activities of human beings have disturbed or destroyed the natural habitats of many species of wildlife. Indiscriminate hunting of animals, birds and reptiles for food, fur, feathers or skin has led to the extinction of several species of wild animals. In many parts of the world, poaching of animals, such as tigers, elephants, foxes, deers, black bucks, rhinoceros, crocodiles, lions, etc., has led to a sharp decline in the total number of such animals.

Think Tank

- G. 1. Natural vegetation largely depends on the amount of rainfall. Therefore, as the rainfall decreases, the size and density of vegetation also decreases.
2. A region which receives low rainfall helps the growth of grasses but cannot support the

growth of trees.

3. The Earth has a suitable climate which helps in the growth of the biosphere.
 4. Different animals have a fixed position in the food chain. Absence of any particular animal affects the food chain and the ecosystem of the region. Hence, wildlife is an important part of the ecosystem.
 5. Evergreen forests receive heavy rainfall, and are formed of different trees which shed leaves at different times, but they never shed their leaves completely.
- H.
1. The leaves of the trees of a coniferous forest are cone-shaped. Therefore, a coniferous forest is called so.
 2. The region falls in a rain shadow area and hence experiences low rainfall.
 3. Mammoth.

4. Natural Resources (Mineral and Power Resources)

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. True 2. True 3. False 4. True 5. True 6. False

Written Assignment

- B. 1. d 2. a 3. b 4. a 5. a 6. b, c and d

- C. 1. chemical 2. Haematite 3. igneous 4. Pennsylvania 5. anthracite

D. 1. **Solar Energy:** The sun radiates an enormous amount of energy. If a small portion of that energy could be captured and converted into electricity, all the Earth's energy needs would be satisfied cheaply, easily and without any damage to the environment. Sunlight can be changed into electricity with the use of solar cells which are made mostly of silicon. This can help tropical countries, where there is enough sunshine.

2. **Wind Energy:** The power of the wind has been used for centuries to drive mills and pumps. Wind power can be used to move the blades of windmills. Some windmills run generators to produce electricity. Now wind farms have been established in many parts of the world. It has a number of windmills in a small area. The windmills work best on the top of mountains, along the sea coasts and in open plains, where strong and steady winds blow. The main countries which have developed this technology for producing energy on a large scale are Netherlands, Germany, Denmark, UK, USA, Spain, India, etc.

3. **Hydro Electricity:** The force of running water has been used for a long time to drive paddle wheels. Inventions of the turbine and the dynamo have made it possible to use water power to generate electricity. The source of water power is inexhaustible. The amount of energy in running water depends upon the volume of water and the velocity of the current. The water discharged from the turbine after the generation of hydroelectricity is used for irrigating farmlands. The leading producers of hydroelectricity in the world are the USA, Canada, Russia, China, India, Sweden, UK, New Zealand, Australia and South Africa. In India, a large number of multipurpose projects have been developed across rivers for generating hydroelectricity.

4. **Tidal Energy:** The energy produced by the rise and fall of water due to the tides is called 'tidal energy'. A dam is used to trap water at high tide and released at the time of low tide. The rising and falling water can run generators and produce electricity. A few countries, such as Russia, France, UK and India, have developed tidal mill farms.

5. **Nuclear Energy:** Nuclear energy is produced when we make changes in the nucleus of the atom. Energy is produced when the nucleus splits into two or more smaller nuclei in a process called fission. The atom used in fission comes from uranium or thorium.

Nuclear fission can take place in nuclear reactors. The waste produced by nuclear power plants is radioactive and dangerous. The first nuclear plant was set up in UK in 1956. Now nuclear energy is widely produced in the USA, UK, Russia, Japan, China, Germany, France, Canada, Australia, Sweden, India, etc.

- E. 1. Iron, gold and silver. 2. Mica, gypsum and potash. 3. Iron, manganese and tungsten.
4. Gold, silver and copper. 5. Quarrying, open cast mining and shaft mining.
6. Coal, natural gas and hydel power.
- F. 1. A metal made up of mixing two or more metals.
2. Millions of years ago, the remains of plants and animals were buried under the Earth by the forces of nature. The large amount of heat and pressure inside the Earth converted these remains into fossil fuels, such as coal, petroleum and natural gas. These are the main sources of conventional energy. The reserves of fossil fuels are finite and limited.
3. Natural gas is found associated with mineral oil in most of the oilfields. It gets released when crude petroleum is drilled and taken out from the oilfields. This gas is being used as domestic and industrial fuel. The main producers of natural gas are Russia, USA, Netherlands, China, Iran, UK and India. The important natural gas producing regions in India are Gujarat, Tamil Nadu and the Krishna-Godavari region.
4. Petroleum or mineral oil was in use from the ancient times in Iraq and Egypt. The modern petroleum industry came into being only after 1859, when the first oil well was drilled in Pennsylvania (USA). Crude oil is taken out by drilling wells in the oil-fields. On refining, the crude oil produces a large variety of products, such as petrol, diesel, kerosene, wax, plastics, lubricants, etc. Because of their value in our daily life, crude petroleum is also known as Black Gold.
5. There are about 3000 different types of minerals found in the lithosphere. Each has its own characteristics. On the basis of their compositions, the minerals can be classified into metallic and non-metallic minerals. Metallic minerals are mostly found in the igneous rocks, while non-metallic minerals are mainly found in sedimentary rocks.
6. Switching off lights when they are not in use, less use of ACs/blowers, use of fixed electric wires and connections and use of non-conventional resources.
7. The distribution of minerals in India is described as under:
(i) Iron: India has vast reserves of high grade iron ore in Jharkhand, Odisha, Chhattisgarh, Madhya Pradesh, Goa and Karnataka. The main centres are Singhbhum, Keonjhar, Mayurbhanj, Bokaro, Bailadila, Ratnagiri, etc.
(ii) Manganese: There are vast deposits of manganese ore in India and these are mostly associated with iron ore areas. The main producing states are Madhya Pradesh, Odisha, Karnataka, Maharashtra, Andhra Pradesh and Jharkhand.
(iii) Bauxite: There are extensive deposits of bauxite in Madhya Pradesh, Jharkhand, Gujarat, Odisha, Chhattisgarh, Maharashtra, Karnataka, Goa and Tamil Nadu.
(iv) Mica: The production of mica is mainly from Jharkhand, Andhra Pradesh and Rajasthan. The main districts are Hazaribagh, Gaya, Munger, Nellore, Guntur and

Ajmer. About 50 per cent of the mica comes from Jharkhand alone.

- (v) Copper: India is not rich in copper. The production is mainly from Rajasthan, Madhya Pradesh, Jharkhand, Karnataka and Andhra Pradesh. Khetri has a big processing plant.
- (vi) Gold: Hutti gold mines in Karnataka produce gold. Small quantity of gold is also found in Anantpur district in Andhra Pradesh.

8.

Products	Producers
Copper	Chile, USA and Russia
Bauxite	Australia, Suriname and Jamaica
Mica	India, Norway and South Africa
Manganese	India, Brazil and China
Gold	South Africa, Canada and Japan
Petroleum	Saudi Arabia, Iran and Iraq

Think Tank

- G. 1. The sources of conventional energy are reducing rapidly. Therefore, it is necessary to develop the non-conventional sources of energy.
 - 2. Hydel power is a non-exhaustible source of energy. Hence, it is important for the development of industries.
 - 3. For the development of a country, minerals are very important. If minerals are exhausted now, future development will be impossible.
 - 4. To run a nuclear power plant, we need less amount of minerals. Therefore, nuclear power is the future of the world.
- H. 1. IRON 2. MINING 3. RUSSIA 4. COPPER 5. BAUXITE 6. TIN
7. GOLD 8. BIOGAS 9. MICA

5. Agriculture – An Introduction

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Agriculture, fishing, etc. 2. Land and climatic conditions. 3. Rice and wheat.
4. Jhum. 5. Involvement of herdsmen along with animals is called nomadic herding.
6. In the commercial farming system of agriculture, most of the agricultural products are for sale in the market. The crops to be grown are mostly chosen keeping in mind their sale value. The farms are of very large size, say more than 1000 hectares and the amount of capital required is also huge.

Written Assignment

B. 1. b 2. c 3. b 4. d 5. c 6. d

C. 1. Agriculture 2. sold 3. tertiary 4. labour 5. alfalfa

D. 1. d 2. c 3. b 4. a

- E. 1. Primary activities involve the extraction and production of resources provided by nature. Secondary activities involve the processing of the products of the primary activities. Baking of bread, making of cloth, processing of steel, etc., are some of the secondary activities.
2. In the commercial system of agriculture, most of the agricultural products are for sale in the market.
On the other hand, plantation agriculture involves the raising of a single crop like tea, coffee or spices. The farms are very large in size.
3. In subsistence farming, all the products are to be consumed by the farmers and no product can reach the commercial market.
Intensive farming involves the cultivation of small landholdings with the help of primitive and simple tools.
4. Inputs are the goods, services, resources, etc., that are needed to produce some finished goods at the end.
Outputs are the finished goods.
- F. 1. The economic factors that influence and are helpful in agriculture are the availability of enough and cheap workers, adequate transport facilities for transporting goods, suitable markets and the availability of farm inputs, such as seeds fertilisers, machineries, etc.
2. A number of geographical, cultural and economic factors are jointly responsible for the cultivation of crops, such as: rice and wheat. The activity of agriculture involves ploughing of land, sowing the seeds, irrigating the fields at an appropriate time and harvesting the crops. For rice and wheat, we need suitable land (mostly levelled land is

preferred), fertile soil and proper climatic conditions. The economic factors include the availability of enough and cheap workers, adequate transport facilities for transporting goods, suitable markets and the availability of farm inputs, such as seeds, fertilisers, machineries, etc.

3. Agriculture is the primary economic activity in India. Although India is progressing in manufacturing and service industries, more than 65 per cent of our total population is still dependent on agriculture. On the other hand, some rich and developed countries like the USA, UK, France, Germany and Japan are less dependent on agriculture. Their main economic activities are industry and services sectors.
4. Agriculture is one of the most ancient economic activities of human beings. It is the art and science of producing plants from the soil. Agriculture provides food, shelter and clothing to human beings. Some of the agricultural products cannot be consumed directly. Thus, they have to be processed. Processing involves various types of economic activities.
5. The environmental conditions suitable for agricultural activities vary not only from region to region but also from time to time. The activity of farming also varies greatly from region to region and is largely dependent upon the level of technological development, as well as the needs of the people.
6. Agriculture or farming can be developed as an industry, which involves inputs, operations and outputs. The main inputs can be seeds, fertilisers, water for irrigation machineries and labour. The important operations involved are ploughing, sowing, irrigation, weeding and harvesting. The outputs from the system of raising crops and livestock include crops (food and raw materials), wool, dairy products, meat and poultry products.
7. Shifting cultivation is mostly practised by the primitive people, who lead a migratory life. It involves the rotation of fields, rather than the rotation of crops. It is popular in the forests of the Amazon basin, tropical Africa, parts of South-east Asia and North-eastern India.

All these regions have a hot and humid climate. Normally, a patch of land is cleared by cutting and burning the trees. The ashes are mixed in the soil. The main crops produced are maize, potatoes, yam and cassava. After two or three crops, the land becomes infertile. The plot is abandoned and a new one is selected. This system is also known as slash-and-burn agriculture. Shifting cultivation is known by different names in different parts of the world, Jhum in east India, Lading in Indonesia, Milpa in Central America, Caingin in Philippines, Ray in Vietnam, Roca in Brazil, etc.

8. A number of geographical, cultural and economic factors are jointly responsible for the growth and development of agriculture in any part of the world. It depends largely on the environmental conditions. The activity of agriculture involves ploughing of land, sowing of seeds, irrigating the fields at an appropriate time and harvesting the crops. The methods of farming have undergone several changes with the growth and development of science and technology.

The geographical factors helpful in agriculture are suitable land (mostly, levelled land is preferred); fertile soil and proper climatic conditions. The economic factors include

the availability of enough and cheap workers; adequate transport facilities for sending goods; a suitable market; and availability of farm inputs, such as seeds fertilisers, machineries, etc.

Think Tank

- G. 1. Developed countries are the highest consumers of milk and milk products. Therefore, dairy farming is most prevalent in developing nations.
2. In India, landholdings are very small, where modern, large machines are not suitable for usage. Farmers are poor too. Therefore, agriculture is the primary activity.
3. Mixed farming is practised in thickly populated regions because it helps to produce different types of crops.
4. A suitable climate required for plantations is available in the tropical regions.
- H. 1. Rubber, sugarcane, banana, tea, etc. 2. Tertiary sector. 3. West Bengal, Assam.
4. Maharashtra, Gujarat. 5. Karnataka.

6. Agriculture – Crops and Agricultural Development

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. A land on which crops are grown is called an arable land. 2. Mustard.
3. Asia. 4. Prairies. 5. Jute.

Written Assignment

- B. 1. b 2. a 3. c 4. a 5. b 6. b

- C. 1. beverage 2. Rice 3. black; alluvial 4. demand 5. crops

- D. 1. **Rice Cultivation:** The native place of rice is India. Rice needs hot and humid climate. It needs enough water, whether from rainfall or from irrigation. Clayey loam is the most suitable soil. Rice needs levelled land, so that water can keep standing for some days in the fields. Most of the farming operations are done manually. Thus, it is widely grown in thickly populated areas. About 600 million tons of rice is produced from about 150 million hectares of land. India is the second largest producer of rice in the world.
2. **Wheat Cultivation:** After rice, wheat is the most important cereal crop in the world. Wheat can be grown in various climatic conditions. A temperature of around 10°C is best during the growing season. Warm weather with clear sunshine is needed at the time of ripening. Moderate rainfall (40 cm to 80 cm) is suitable, as the roots of the wheat plant get decayed if water gets logged for some days. In India, wheat is grown during the winter season.
3. **Tea Plantation:** Tea, an evergreen bush, is a popular beverage crop grown on the plantations. The tea plant grows well on hilly slopes. Tea plants cannot tolerate stagnant water. Hot and humid, especially cloudy weather is most suitable for growing tea. Availability of cheap labour on a regular basis is essential for the success of tea plantations. Tea needs well-drained loamy soil and gentle slopes. In India, the tea leaves are plucked almost every fortnight.

E.

Climate and soil					
Maize	Millets	Cotton	Jute	Tea	Coffee

Maize needs hot and humid climate. It needs well-drained fertile soil.	Millets grow well in semi-arid regions having less fertile sandy soils. They need high temperatures and low rainfall.	The Tropical and the Sub-tropical climate are most suitable for producing cotton. At the time of growth, high temperature is needed, but frost is harmful. Rainfall of about 60 cm should be good.	Jute needs hot and humid climate. The heavy rains should be well distributed throughout the year. It is a crop of the tropical region and need fertile alluvial soil.	Tea plants grow well on hilly slopes. The plants cannot tolerate stagnant water. Hot and humid, especially cloudy weather is most suitable for growing tea. It needs well-drained soil.	Coffee needs frostfree high humidity type of climate and well-drained loamy soil with hilly slopes. Stormy conditions are harmful. Thus, it always grown under shady trees.
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F. Four main producing countries

Rice	Wheat	Maize	Cotton	Tea	Coffee
China, India, Indonesia and Bangladesh.	USA, Canada, China and Argentina.	USA, China, Argentina and Russia.	China, USA, India and Pakistan.	India, China, Sri Lanka and Kenya.	Brazil, Columbia, India and Indonesia.

G. 1. Cereals 2. Tea 3. Millets 4. Rice

H. 1. Groundnut.

2. India.

3. The main purpose of agriculture is to supply food to the people and to supply raw materials to the agro-based industries.

4. The central part of the USA is a vast treeless plain, where tall grasses grow. This is in the Midwest of USA and emigrants call this region the 'Prairies'.

5. Agriculture is the main occupation of the people living in the rural areas of India. About 70 per cent of the total population of India lives in villages. Almost all of it depends directly or indirectly on agriculture. The farmer and his family remain busy with agricultural work, almost throughout the year. He ploughs the field with a rented tractor. This is quick and time saving. Many farmers still use bullocks for ploughing.

6. Farming in India: Agriculture is the main occupation of people living in the rural areas of India. About 70 per cent of the total population of India lives in villages. Almost all of it depends directly or indirectly on agriculture. We have selected a small farm, about two hectares in area, in the Gorakhpur district of Uttar Pradesh.

For the study, we take the example of a small farmer named Ram Singh. The environment is suitable for agriculture. The farm is very close to the village where the farmer lives with his family. The farmer is not well educated and hence not in a position to adopt most modern techniques of farming. His aim is not only to meet the needs of his family but also send some produce in the market. He has the advantage of meeting big farmers and technicians in his village. He regularly seeks their advice and help to improve his agricultural production. The land is almost level and fertile, as it is located in the Ganga basin. There are many tubewells in the neighbouring farms. Some of the big farmers in the village have tractors and other small machines. He purchases high-yielding varieties of seeds from the cooperative store in the village. Generally, he grows two crops in a year, such as wheat or rice and pulses. He also produces a quick growing fodder crop. He keeps two or three buffaloes. He not only uses the milk for home consumption but also sells some of it to the villagers.

Ram Singh and his family remain busy with agricultural work almost throughout the year. He ploughs the field with a rented tractor. This is quick and time saving. Many farmers in his village still use the traditional methods of using bullocks for ploughing. He pays for irrigating his field with the help of a tubewell. Ram Singh is a member of the cooperative store, run by a cooperative society. He takes all possible help and guidance from the cooperative society to increase production from land.

Almost every year, Ram Singh has to borrow money either from agricultural cooperative society or from the bank in the city. He needs this money to buy high yielding variety of seeds, chemical fertilisers and one or two farm implements. He sells the surplus produce from his land either to a government agency or in the market, which is in the nearby town. A majority of small farmers in his village do not have proper storage facilities. Many times, the farmers are forced to sell their produce even at a very low price. All said and done, Ram Singh's family is just living at the subsistence level. They have not made much progress like many other small farmers in our country.

Farming in the USA: Today, USA is a rich and developed country and has been blessed by nature with vast fertile plains and extensive grasslands. The Prairies of the USA are located in the interior of the continent and experience an extreme type of climate. Here the winters are generally cold and summers are hot. There is a limited amount of rainfall during the summer season. We have selected a farm in the Midwest region, which is about 400 hectares in area. It is not the largest farm, as most of farms in the USA are very large. Samuel is the owner of the farm and lives with his family on the farm itself. The geographical conditions such as relief of the land, climatic conditions, etc., favour the cultivation of a large variety of crops such as corn, soyabean, wheat and sugarbeet. But Samuel gives preference to the cultivation of maize, which is called corn in the USA, over other crops. Samuel's farm is a very large farm when compared to the above average landholding in India. Due to its size, most of the farm work such as ploughing, seeding, harvesting and threshing is done with the help of machines. He is very particular about the fertility of the soil. He asks the soil laboratories to test and advise him about the type and quantity of the fertilisers to be used so that the nutritional level of the soil can be maintained. Contour ploughing and rotation of

crops are regularly practised. Samuel has purchased a variety of machines to do the farm-work such as tractors, seed-drills, levellers, combined harvester and thresher. He maintains an independent workshop on the farmhouse. There are independent sheds for machines, livestock, fodder, etc. The yield per acre is low, but per worker is very high. The farmer earns enough money to maintain a high standard of living.

7. The central part of the USA is a vast treeless plain where tall grasses grow. This region is called the Prairies. The Prairies of the USA are located in the interior of the continent and experience an extreme type of climate. Here, the winters are generally cold and summers are hot. There is a limited amount of rainfall during the summer season. Most of the farms in the USA are very large. Due to their size, most of the farmwork, such as ploughing, seeding, harvesting and threshing are done with the help of machines. Farmers are very particular about the fertility of the soil. They ask the soil laboratories to test and advise them about the type and quantity of fertilisers to be used so that the nutritional level of the soil can be maintained. Farmers have a variety of machines to do the farm-work, such as tractors, seed-drills, levellers, combined harvesters and threshers.
8. The basic aim of all types of agricultural activities is to provide food to people. The population of the world is increasing at a rapid rate. In many parts of the world, the production of food is not enough to meet the needs of the people. Thus, practically, all countries in the world are trying to improve food production. The main purpose of agricultural development is to increase farm production to meet the increasing demand of food. There has been a large-scale development and growth in agriculture in different parts of the world. The main purpose is to increase food security and not to harm the natural environment.

Think Tank

- I.
 1. In India, landholdings are very small and farmers are poor. Thus, commercial agriculture is not possible in India.
 2. In India, agriculture is the most common economic activity of the people.
 3. It is due to a suitable climatic and economic reasons.
 4. Cultivation of cotton needs human labour; and cheap labour keeps the cost of production low.
 5. Good climatic conditions, a suitable soil-type and optimum temperature are available in the temperate grasslands for the growth of wheat. Thus, wheat is widely grown in the temperate grasslands.
- J.
 1. FIBRE
 2. RICE
 3. LEVEL
 4. EGYPT
 5. PRAIRIES

7. Industries – An Introduction

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Some of the products from the primary activities cannot be used directly by human beings. We have to process the raw materials received through the primary activities into useful goods. Thus, the secondary activities are involved in the making of more valuable and useful goods. This is called manufacturing.
2. The word, 'industry' refers to that activity which is concerned with the processing of raw materials and production of goods, extraction of minerals and the provision of services.
3. Fish oil.
4. Reliance Industries Limited.
5. The finished goods.

Written Assignment

- B. 1. a 2. c 3. d 4. b 5. c 6. d
- C. 1. economic 2. service 3. forest 4. villages 5. Technology
- D. 1. Vegetable oil and jute industry
2. Iron and steel industry and cotton mill
3. Integral coach factory and ordnance factory
4. Iron and steel industry and railway equipment
- E. 1. Agro-based Industries, such as cotton textiles, food processing, dairy products, vegetable oil, jute industry, etc., depend on agricultural products for their raw materials. Forest-based Industries depend upon the primary products from forests for their raw materials. For example, pulp, paper furniture, etc.
2. Large-scale industries employ a large number of labourers. The capital needed for setting up the factory, machines and for the purchase of raw materials is huge. Examples of large-scale industries are iron and steel mill, cotton textile mill and automobile factory. Small-scale industries employ a relatively small number of workers and the capital investment is also less. Examples of small-scale industries are rice mills, breweries and flour mills.
3. Mineral-based industries depend on mineral ores for their raw materials, for example, cement, iron and steel, railway equipment, etc. Marine-based industries depend upon products from the seas and oceans for their raw materials. Processing sea food and fish oil are examples of marine-based industries.

4. Joint sector industries are owned and managed jointly by the state and private firms or individuals. Examples of joint sector industries are Oil India Ltd., Punjab National Bank, etc.

Cooperative sector industries, such as the sugar mills in Maharashtra are owned and managed by a group of people. Amul is another example of a cooperative sector industry.

- F. 1. In the light of various factors that influence industrial locations, some industries have a tendency to grow close to each other. Such areas are called the industrial regions.
2. The industrial clusters in Europe are the Western Europe and Central Europe. The industrial clusters in the USA are the eastern North America and in and around the Great Lakes region.
3. On the basis of ownership, industries are classified into four types:
 - (i) Public Sector Industries: Public sector industries are fully owned and managed by the government or its agencies. An example of a public sector industry is the iron and steel plant at Bhilai.
 - (ii) Private Sector Industries: Private sector industries are owned and managed by an individual, or a group of individuals or firms. An example of a private sector industry is the Reliance Industries Limited.
 - (iii) Joint Sector Industries: Joint sector industries are owned and managed jointly by the state and the private firms or individuals. An example of a joint sector industry is the Punjab National Bank.
 - (iv) Cooperative Sector Industries: Cooperative sector industries are owned and managed by a group of people, who are the producers of raw materials. An example of a cooperative sector industry is Amul.
4. There are four types of industries, according to the origin of the raw materials used by them:
 - (i) Agro-based industries depend on agricultural products for their raw materials, such as cotton textiles, food processing, dairy products, vegetable oil, jute industry, etc.
 - (ii) Mineral-based industries depend on mineral ores for their raw materials such as cement, iron and steel, railway equipment, etc.
 - (iii) Marine-based industries depend upon the products from the seas and oceans for their raw materials. Processing sea food and fish oil are examples.
 - (iv) Forest-based industries depend upon the primary products from forests for their raw materials. The examples are pulp, paper furniture, etc.
5. There is a system in the location, development and growth of industries. An industry has three independent wings, which are inputs, processes and outputs. In any industry, the inputs include the raw materials, sources of power, cost of land and infrastructure, including labour and transport. The processes include all the methods and techniques with the help of which the raw materials are converted into useful and valuable finished

goods. The outputs are the end products and the profits are earned after its sale in the market.

6. When an industrialist sets out to find a suitable location for his/her factory, he/she has to assess various factors which favour a site and set them against the disadvantages. The development of industries depends on the availability of raw materials, sources of power, labour, capital, means of transport, market, government policies, etc.
 7. India is a developing industrial power. Industries are growing in different parts of the country. There are four areas with high concentration of industries. These are:
 - (i) The western industrial region, which includes the Mumbai–Pune and the Vadodara–Ahmedabad belts.
 - (ii) The eastern industrial region, which includes Kolkata and the Damodar valley belt.
 - (iii) The southern industrial region, which includes the industrial cities of Bengaluru, Hyderabad, Madurai, Coimbatore and Chennai.
 - (iv) The northern industrial region, which includes the industrial cities of Delhi, Kanpur, Allahabad (Prayagraj), Varanasi and Lucknow in the Ganga-Yamuna valley belt.
 8. Despite a somewhat later start in industrialisation than Europe, North America has achieved greater industrial and technological advances. The USA is now the wealthiest and most highly developed nation in the world. The industrial clusters are in the eastern North America, especially in and around the Great Lakes region.
- G.
1. Heavy industries need import and export of goods; therefore, their concentration on the coastal areas help them to avail water transport.
 2. The availability of cotton is becoming less and the invention of synthetic products is against this industry.
 3. To establish an industry, we need some basic infrastructure and a good human labour. These two factors help to establish a city.
 4. The temperate regions are full of raw materials and mineral ores. They are considered land too. Therefore, these regions have more industrial clusters.
 5. Consumer goods are essential goods as well as fashionable goods. Hence, the production of these goods has changed our behaviour considerably.
- H.
1. Soft wood.
 2. Tata Consultancy Services (TCS).
 3. Mountainous regions where softwood trees grow.
 4. Kanpur.
 5. Service industry.

8. Industries – Distribution and Case Studies

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

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

Written Assignment

- B. 1. d 2. a 3. d 4. c 5. c

- C. 1. textile industry 2. Sakchi 3. Pennsylvania 4. England 5. increases

D. 1. Bengaluru, the capital city of Karnataka, is located in the southern part of the Deccan Plateau. The Bengaluru region is also called the Silicon Plateau. There are many high-tech industries located in the city, such as the Indian Telephone Industry, Hindustan Aeronautics Ltd., Bharat Electronics Ltd., Hindustan Machine Tools, Indian Space Research Organisation, etc. Thus, the city has a large assemblage of technically educated people. There are also a large number of colleges imparting technical education and training. Bengaluru is also a major centre of manufacturing and transportation. Computer software companies started their establishments in 1980s. The pioneer among them was the Infosys Technologies, which developed links with many global companies. The Karnataka Government took initiative and announced the IT policy in 1992. Several multinational companies, such as the Hewlett-Packard (HP), IBM, Siemens, Motorola, Compaq, etc., opened their sub-offices or head office in Bengaluru. Therefore, Bengaluru is now called the Silicon Valley of the East.

2. Pittsburgh is called the Steel Town of the USA. It is located in the Pennsylvania State. The city is located on the confluence of the Allegheny and Monogahela rivers. The Ohio river starts from this meeting point. Pittsburgh is a highly accessible place from the point of the Great Lakes and the important trade route between the east and the west. The Pittsburgh–Lake Erie region has a number of industrial towns which have developed various engineering goods industries depending upon the availability of steel from Pittsburgh. Pittsburgh became the ‘iron and steel capital’ of the world. A number of towns have developed around Pittsburgh, such as Wheeling, Youngstown, Warren, Cleveland, etc. They also produce steel. The Pittsburgh steel region gets its iron ore supply from the Mesabi ranges via the Great Lakes and coal from the Northern Appalachian coalfields. The steel mill in Pittsburgh started production as early as 1924.
3. Initially, textile mills were established in Maharashtra. The state enjoyed the advantages of warm and moist climate; ports for importing machineries; raw materials (cotton) and skilled labourers which were readily available. All these factors were responsible for the rapid expansion of the textile industry.
4. When India became independent in 1947, the country had only one steel plant in

Jamshedpur—The Tata Iron and Steel Company or TISCO. This was started in 1907 at Sakchi by Jamsetji Tata. Sakchi is located near the meeting point of the Subarnarekha and the Khorkai rivers in erstwhile Bihar, now Jharkhand. Sakchi is very close to the Bengal–Nagpur railway line. The essential inputs, such as iron ore, coal, limestone, manganese, etc., were available in the nearby areas. The Tata Steel Plant got its iron ore from Odisha and Chhattisgarh; coal from the Jharia coalfields and water from the Khorkai and the Subarnarekha rivers.

Pittsburgh is called the Steel Town of the USA. It is located in the Pennsylvania State. The city is located on the confluence of the Allegheny and Monogahela rivers. The Ohio river starts from this meeting point. Pittsburgh is highly accessible place from the point of the Great Lakes and a important trade route between the east and the west. Pittsburgh became the 'iron and steel capital' of the world. The Pittsburgh steel region get their iron ore supply form the Mesabi ranges via the Great Lakes and coal is obtained from the Northern Appalachian coalfields. The steel mill in Pittsburgh started production as early as 1924.

5. The Silicon Valley of the USA is located on the peninsula of San Francisco in the California State. The first industrial park, as a centre of high technology was started in the 1950s. It was in collaboration with the Stanford University. The aim was to find a highly placed technology–related work for the students of the university. The main work was done by Prof. Frederick E. Terman of the Stanford University. He invited computer hardware and software companies to come and establish their units in the park.
6. Ahmedabad is located along the banks of the Sabarmati river in Gujarat. A number of favourable factors helped the growth and development of cotton textile industry in this city. These are:
 - (i) Ahmedabad is located in the heart of the cotton growing belt of central and western India. Thus, the main raw material (cotton) is easily available for the mills.
 - (ii) The warm and humid climate is ideal for spinning of cotton yarn and weaving of cloth. This helps in the production of a superior quality of yarn. Some mills have now adopted artificial humidification.
 - (iii) Ahmedabad is located as a flat region, which is not only levelled but also extensive. Thus, adequate levelled land is easily available for the expansion of the industry.
 - (iv) The city is very close to the densely populated areas of northern India. Thus, it enjoys an extra advantage of a ready market in the northern states of India.
 - (v) The densely populated states of Gujarat and Maharashtra can ensure the availability of skilled and semi-skilled labourers at comparatively cheaper rates.
 - (vi) The city has a vast network of roads, railways and airways in the surrounding regions. This helps in transporting the goods made in Ahmedabad to almost every part of India.
 - (vii) Although Ahmedabad is not a port town, it is in very close proximity to Kandla and Mumbai seaports. This facilitates the import of machineries and export of cotton textiles.

Osaka is an important textile manufacturing centre, which is popularly called the 'Manchester of Japan'. Osaka is a coastal town and is also one of the busiest ports of

Japan. Osaka is located in the midst of an industrial belt of Hanshin area with Osaka, Kobe and Kyoto as important centres. The growth and development of the textile industry at Osaka was due to a number of geographical advantages. These are:

- (i) Osaka's location in a vast plain area along the coast ensures the availability of land for future expansion.
- (ii) The warm and humid climate is suitable for the spinning of cotton yarn and weaving of cloth.
- (iii) Cheap semi-skilled female labourers are readily available in the surrounding areas.
- (iv) The well-developed Osaka port is helpful in the import of raw cotton and export of finished cloth.
- (v) The Yodo river is an important source for the supply of fresh and adequate quantity of water for processing.
- (vi) Raw cotton is mostly imported from the USA, China, India, Egypt, Sudan and Pakistan.

Think Tank

- E.
 1. Iron and steel are needed in almost all the industries and economic activities. Therefore, the iron and steel industry is considered a basic industry.
 2. The textile mills were initially located in Maharashtra and Gujarat. This is because these two states enjoyed the advantages of a warm and moist climate; ports for importing machineries; raw material (cotton) and readily available, skilled labour.
 3. The Information Technology (IT) industry belongs to the service sector. This industry processes knowledge and data as software. Therefore, it is a knowledge-based industry.
 4. Industries help in huge employment and they produce many necessary goods for comfort and to be used in daily life.
- F.
 1. Tata Nano, Ciaz, Swift.
 2. BMW, Mercedes, Audi, Ferrari, etc.
 3. Mr. Lakshmi Mittal.

9. Human Resources

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. False 2. False 3. True 4. False 5. False 6. True

Written Assignment

- B. 1. c 2. b 3. a 4. b
- C. 1. quality 2. sparsely 3. 48 4. The United States of America or USA
- D. 1. Literate people are the human resources. Literate people follow the family planning methods and this affects the growth of population in a country.
2. The population of a country or the density of population has no link with the level of economic development of that country. For example, Japan and Bangladesh have a very high density of population, but Japan is a highly developed country while Bangladesh is backward. Thus, it is not the total number of people that matters; rather, it is the quality that is important. The educated, skilled and ambitious adults are an asset for a country, as they form the economically active population.
3. There are many factors that collectively influence the distribution of population. These are topography (the character of the land), climate, soils, availability of water, availability of minerals, the growth and development of industries, transport and cultural factors.
4. Of all the resources available on the Earth, human beings are not only the most important but also the ultimate resource. The natural resources of the Earth provide us with a large variety of raw materials which cannot be used directly. Human beings can explore, develop and convert these raw materials into useful goods, according to their abilities and demands. This is why human beings are considered as a resource.
5. The population of an area can either increase or decrease because of several factors. One of these is the birth rate. Birth rate is normally defined as the total number of live births per 1000 of the population in a year. Death rate is defined as the total number of deaths per 1000 population in one year. If the birth rate in a particular area is more than the death rate, then there will be population growth.
6. The pattern of the distribution of population or human resources is very important in geography. Population is not evenly distributed over the surface of the Earth. The way the human beings are distributed across the surface of the Earth is called the pattern of population distribution. Human beings try to concentrate only in those areas where the environmental conditions are suitable for habitation. There are many factors that collectively influence the distribution of population. These are topography (the character of the land), climate, soils, availability of water, availability of minerals, growth and development of industries, transport and cultural factors, etc.

7. A simple way to learn about population composition is by studying and analysing the population or age-sex pyramid that shows the age-sex composition of a country. The shape of the population pyramid gives detailed information regarding the economic and social conditions of that country.
- (i) The total population is mainly divided in three age-groups: 0–14 years (children), 15–64 years (adults) and above 65 years (old people).
 - (ii) According to the sex, the total population of any region is divided into males and females.
 - (iii) Children and old people are treated as dependents.
 - (iv) Children are shown at the base and the old people are at the top of the pyramid.
8. Differences between the Population Pyramids of India and Japan:

India	Japan
The shape of the population pyramid is a perfect pyramid because the base that represents people below fifteen years is flat, while the top that represents people of higher ages is narrow. The number of dependent people is high. Here the birth rate is high. The position of females is better than the males. Only a few males live above seventy years.	The shape of the population pyramid is not a perfect pyramid because the base that represents people below fifteen years is narrow, while the middle that represents people of higher ages and efficient ones is flat. The number of dependent people is low here. Here the birth rate is moderate. Most of the people live above seventy years.
Refer to Page No. 75 of Srijan Social Sciences 8.	Refer to Page No. 77 of Srijan Social Sciences 8.

Think Tank

- E. In India, the population is far more than our natural resources. Therefore, the people are poor, illiterate which, in turn, becomes a liability to the nation.
- F. 1. ANTARCTICA 2. ATACAMA 3. CENSUS

1. Modern Period

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Discovery of new sea routes led to imperialism in the world.
2. Ferdinand Magellan and Vasco da Gama.
3. In Europe.
4. In 1707.
5. Industrialism led to the new system of society called the capitalism. Capitalism was an economic system in which the factory owners controlled the capital or money.

Written Assignment

- B. 1. d 2. c 3. a 4. c 5. c
- C. 1. three 2. The British 3. Mysore 4. Industrial Revolution 5. equality
- D. 1. Europe 2. Aurangzeb 3. Bengal 4. Capitalism 5. Nadir Shah
- E. 1. There are abundant sources of information about the Modern Period. Some are primary sources, which include original documents, such as reports, artistic evidences like paintings, books and archaeological remains, such as temples and monuments. Some sources of information are secondary which are taken from the reports, reviews and conclusions made by historians.
2. Renaissance in Europe led to the spirit of enquiry. People were attracted towards different areas of human knowledge and were keen in making life easy and comfortable, which led to scientific invention, discovery and aesthetic interest which gave way to the growth of music, painting, sculpture, drama and literary contribution.
3. In 1453, the Turks took control over the land routes connecting Europe to the East. Hence, the Europeans looked for an alternate sea route.
4. An interest in trade and the opening of a number of sea routes.
5. The Mughal emperors after Aurangzeb were very weak and were unable to maintain the unity and integrity of the Mughal Empire. Hence, it resulted in political disturbance in India. A number of provincial kingdoms like Awadh, Bengal and Hyderabad declared themselves as independent states.
6. The primary sources of information about the modern period include the original documents, such as reports, artistic evidences like paintings, books and archaeological remains, such as temples and monuments.
7. The Industrial Revolution started in England in the middle of the 18th century. It led to the setting up of factories, installation of new machines, new inventions, such as the

steam engine, the power loom and the cotton gin. Voyages made by the Europeans resulted in the availability of cheap raw materials and manpower resources providing potential markets for the finished goods. In this process of exploring new routes, colonisation resulted and large industrial cities developed.

8. Ferdinand Magellan, Christopher Columbus and Vasco da Gama undertook successful voyages and found new sea routes across the world. The discovery of new sea routes led to imperialism. 'Imperialism' means controlling the territories and economic life of a country by a rich and more powerful country, like Britain.
9. The Industrial Revolution began in England in the middle of the 18th century. It led to the setting up of factories; installation of new machines; new inventions such as the steam engine, power loom and cotton gin, etc.
10. The situation in India in the 18th century was as follows:
 - (i) The Mughal emperors after Aurangzeb were very weak and were unable to maintain the unity and integrity of the Mughal Empire. Hence, it resulted in political disturbance in India.
 - (ii) As a result, a number of provincial kingdoms like Awadh, Bengal and Hyderabad declared themselves independent states. The Rajput rulers became powerful.
 - (iii) The Marathas became popular.
 - (iv) The Sikhs declared themselves independent.
 - (v) Hyder Ali and Tipu Sultan established their kingdom at Mysore.
 - (vi) Nadir Shah and Ahmad Shah Abdali invaded India and gave the final blow to the Mughal kingdom.
 - (vii) Interest in trade made the Portuguese, the Dutch and the French, along with the English establish trading companies in India.
 - (viii) The British and the French were very strong and were rivals in trade after the third Carnatic War. The British emerged victorious and established their political power in India.
 - (ix) The Battles of Plassey and Buxar made the English supreme in Bengal and gradually, they occupied the central part of India.
 - (x) The East India Company became a political power in India.

Think Tank

- F.
 1. The Renaissance and the Industrial Revolution started first in Europe which later led to the Modern Period in India.
 2. European companies established their business centres in India because they wanted to buy the raw materials for their industries from India; after the Industrial Revolution, they wanted to sell their products in India as well.
- G.
 1. William Shakespeare. 2. Calicut. 3. Calcutta (Kolkata). 4. In 1757.
 5. George Washington.

2. Establishment of Company Power

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. The places where trading companies were set up were called factories.
2. The French East India Company and the British East India Company.
3. The French East India Company.
4. Thomas Roe.
5. The Commander-in-Chief of Siraj-ud-Daulah.
6. In 1782.

Written Assignment

- B. 1. b 2. c 3. d 4. a 5. c 6. d
- C. 1. Surat 2. Pondicherry or Puducherry 3. 1774; 1763 4. 1639
5. Bombay (Mumbai) 6. 1761 7. 1799 8. Portugal
- D. 1. d 2. a 3. e 4. c 5. b
- E. 1. Warren Hastings.
2. The Doctrine of Lapse was introduced by Lord Dalhousie. According to this doctrine, a state passed on to the British, if the ruler died without an heir or natural successor. It also did not permit the rulers to adopt a child. Using this policy, places like Satara, Jhansi, Sambalpur and Nagpur were annexed.
3. Mir Jafar.
4. Robert Clive introduced the 'Dual Government' in Bengal in 1765 which lasted up to 1772. Bengal suffered much under the Dual Government policy of Robert Clive. In this system, the Nawab had no authority but all the responsibilities. On the other hand, the British had all the authority, including the financial authority, but no responsibility.
5. The Carnatic Wars were fought between the French and the British in India for control over the coastal strip of India. These wars were called the Carnatic Wars. They were called the Carnatic Wars, as most of the battles were fought in the Carnatic and other parts of Tamil Nadu. These wars were held between 1744 and 1763. The French army was led by Dupleix, who retaliated by occupying Chennai in 1746. Chennai was under the control of Anwar-ud-Din, the Nawab of Carnatic. The British appealed to Anwar-ud-Din and he sent an army to fight against the French. The army of Nawab was defeated by the well-trained French Army. In 1748, the war came to an end and Chennai was restored to the British. The war was again fought between the British and the French over the succession of the throne in Hyderabad and Carnatic. The French supported Muzaffarjang and the British supported Nasirjang at Hyderabad. In Carnatic, the French supported Chanda Saheb and the British supported Mohammad Ali.
However, the French were defeated and a treaty was signed. In 1756, the French forces led by Count-de-Lally were defeated. A peace treaty was signed in 1763. The French

factories were returned to them but under the condition that they would not be fortified and all factories were made to serve as trade centres only. This helped the British to take a lead position in the political scene of India.

6. The British adopted different policies to expand their control in India. One such policy was the Subsidiary Alliance. The Subsidiary Alliance was introduced by Lord Wellesley, who was the Governor General of India between 1798 and 1805. According to this policy:
 - (i) The king had to maintain an army of the British at his cost.
 - (ii) The king had to allow a British resident in the court.
 - (iii) The king was allowed to keep only British people and remove all other Europeans.
 - (iv) The king had to abide and consult with the British officers on any issues of the kingdom.
 - (v) In return to all these conditions, the British promised to protect the state from any other invasions. Under this alliance, the ruler or the actual king of the kingdom lost his independence completely.
7. After the third Battle of Panipat in 1761, the Marathas were shattered due to the attack of Ahmad Shah Abdali. The defeat was due to the lack of unity among the Marathas. The Marathas broke into five groups. These were the Peshwas, the Gaekwads, the Holkars, the Bhonsles and the Scindias, and their chiefs had a power struggle. The British took advantage of the situation which led to the Anglo-Maratha Wars which were fought between 1775 and 1818. The First Anglo-Maratha War started due to the successors to the throne by the Peshwas. The Maratha chief, Madhava Rao II was supported by Nana Fadnavis and Raghunatha Rao was supported by the British. However, the Maratha chiefs defeated the British forces in spite of the additional contingent of army force sent by Warren Hastings. Finally, a peace treaty called the Treaty of Salbai was signed in 1782 and Madhava Rao II was made the Peshwa. The Maratha chiefs, Scindia and Bhonsle did not adhere to the Subsidiary Alliance and hence, declared war against the British, but were defeated and had to part with Broach and Ahmadnagar. Similarly, Holkar did not accept the Subsidiary Alliance and had to face the displeasure of the British. The war ended with a peace treaty. In the Third Anglo-Maratha War, the office of the Peshwa was abolished and the territories were taken up by the British.
8. The British started expanding their settlements in Bengal. The Nawab of Bengal, or Siraj-ud-Daulah made them leave Kolkata but Lord Clive made an alliance with Mir Jafar, the Commander-in-Chief of the Nawab's army and Jagat Seth, a banker. With their help, Siraj-ud-Daulah was defeated and killed in the Battle of Plassey in 1757. This battle helped the British to eventually conquer the whole of India.
9. The results of the 'Battle of Buxar' in 1764 were as follows:
 - (i) Robert Clive introduced the 'Dual Government in Bengal' in 1765 which lasted up to 1772. The British placed Mir Jafar on the throne but did not give him any power.
 - (ii) The Nawab of Awadh had to pay war indemnity of rupees 50 lakh.
 - (iii) The Mughal Emperor granted the Diwani or the right to collect revenue from Bihar,

Bengal and Orissa (Odisha) to the British East India Company.

(iv) The Treaty of Allahabad was signed between the British, Shah Alam-II and Shuja-ud-Daulah in 1765.

10. Lord Dalhousie introduced the Doctrine of Lapse. According to this doctrine, a state passed on to the British, if the ruler died without an heir or natural successor. It also did not permit the rulers to adopt a child. Using this policy, places like Satara, Jhansi, Sambalpur and Nagpur were annexed. Dalhousie also annexed Awadh under the pretext of mismanagement. Political success made the British superior over the Indian empire.

Think Tank

- F. 1. Robert Clive defeated Siraj-ud-Daulah and conquered Bengal which helped the British to win and establish their rule in India.
2. The Indian rulers were not united and they practised old methods of warfare. Therefore, the British easily conquered the Indian soil.
- G. 1. 1558 to 1603 2. Gujarat. 3. Bihar. 4. The British. 5. Sindh.

3. Administration Under the British

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

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

Written Assignment

- B. 1. a 2. b 3. b 4. c 5. d

- C. 1. Magistrate 2. Calcutta (Kolkata) 3. Lord Cornwallis 4. the British government

D. 1. Pitt's India Act, 1784: William Pitt, the Prime Minister of Britain introduced the Pitt's Act in 1784 in order to overcome the shortcomings of the Regulatory Act. A Board of Control was set up in Britain to control the company's military, civil and revenue affairs in India. The Board of Control was to consist of six members appointed by the British King or the Queen. The Governor General was given the power to overrule his Council. He controlled the Bombay Presidency and the Madras Presidency. The Governor General was also made the Supreme Commander of the British forces in India. The company had a monopoly over Indian trade and the right to appoint and dismiss the officials.

2. The Charter Act: The Charter Acts were passed in 1813 that ended the British East India Company's trade monopoly in India. However, trade in tea still remained the monopoly of the Company. In 1833, another Charter Act was passed which made the Company to discontinue its commercial activities in India. The Company became an administrative body under the supervision of the Board of Control.

3. Cornwallis Act: Lord Cornwallis, the Governor General of India, introduced strict laws to monitor the officials. Lord Cornwallis raised the salaries and promotions for the senior officials. The Fort William College was started in 1801 in order to train the young men, who joined the civil service. Initially, the civil servants were nominated by the directors, but later, from 1813, all civil servants were to be selected through a competitive examination. Cornwallis regulations were called the Cornwallis code. The territories occupied by the British in India were divided into districts. Each district had three main officials called the Collector (who supervised revenue collection and looked after the administration), Magistrate (who maintained law and order) and Judge (who administered justice).

4. Indian Penal Code: In 1833, a Law Commission was set up to codify the Indian laws. The commission compiled the Indian Penal Code and established the Rule of Law. Later, the Supreme Court was established in 1774 in Calcutta (Kolkata) Bombay (Mumbai) and Madras (Chennai).

E. 1. Prior to the British Code of Law, introduced in 1793, India had no uniform code of law. Judges in India followed local customs and traditions. The British introduced the Rule of Law—the law was the same for all people, irrespective of their positions or

religions in society. In 1833, a Law Commission was set up to codify the Indian laws. It compiled the Indian Penal Code and established the Rule of Law. The Supreme Court was established in 1774 in Calcutta (Kolkata), Bombay (Mumbai), Madras (Chennai), and later high courts were established at these places. All the courts followed the same laws.

2. Lord Cornwallis created a permanent police force in India. Each district was divided into 'police stations' which were under the control of the Darogas (OCs/SHOs). The villages and cities were placed under the control of the Chowkidars and the Kotwals. The post of District Superintendent of Police was created, who looked after the entire district. The police force was successful in reducing crimes such as dacoity and thuggee.
3. As a result of the Battle of Plassey (1757) and the Battle of Buxar (1764), the British East India Company became the masters of Bengal, Bihar and Orissa (Odisha). They could do whatever they wanted. To reduce the power of the Company, the Regulating Act of 1773 was introduced. According to this Act, the following arrangements were made:
 - (i) The Governor General of Bengal was made the Governor General of all the territories in India.
 - (ii) The Governor General was helped by a four-member Council which was formed to assist him.
 - (iii) The Act proposed to set up a Supreme Court at Calcutta (Kolkata) in order to check the corrupt practices of the officials.
 - (iv) All the officials were asked to surrender the details of their properties earned. They were asked to place all documents of civil, military and revenue affairs of the East India Company before the British Government.

However, the Act failed because the powers of the Governor General and the Council was not clearly mentioned. This led to frequent disputes among Governor Generals of Calcutta, Bombay and Madras or Kolkata, Mumbai and Chennai respectively. The Supreme Court did not know whether it had to follow the British laws or the Indian laws. The Governor of Bombay and Madras did not accept the control of the Governor General of Calcutta.

4. In India, the British East India Company's administration was carried out by civil servants. All important top posts were held by the civil servants. The Fort William College was started in 1801 in order to train the young men, who joined the civil service.
5. Before the British Code of Law, introduced in 1793, India had no uniform code of law. It followed the local customs and traditions. The British introduced the Rule of Law—law was the same for all people, irrespective of their positions in society or their religions. However, the Europeans had a special court and were tried only by British judges. In 1833, a Law Commission was set up to codify the Indian laws. It compiled the Indian Penal Code and established the Rule of Law. The Supreme Court was established in 1774 in Kolkata, Mumbai, Chennai and later, high courts were established at these places. Indians were appointed as judges in the subordinate courts.

6. The army was an important sector for defending and consolidating British rule in India. The army was needed to conquer more territories and to protect the territories from the enemies and rivals. The army consisted of the Indian soldiers called the sepoys, and they were recruited from Uttar Pradesh, Bihar and Jharkhand. The army was well organised and disciplined. It was loyal to the British rulers.

Think Tank

- F.
1. The British government in India introduced a permanent police system because the British wanted to govern the state for their own interests.
 2. The British introduced the Rule of Law, i.e., the same rule for all persons. This law was the same for all the people, irrespective of their positions in the society or their religions.
 3. The Europeans considered themselves superior to the Indians; therefore, they had special courts.
- G.
1. COLLECTOR
 2. MAGISTRATE
 3. JUDGE
 4. ARMY
 5. POLICE
 6. SEPOYS
 7. BOMBAY

4. Rural Life and Society

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. Harsh tax policies by the British.
2. Warren Hastings, the then Governor General of India.
3. Punjab. 4. The Madras Presidency (Chennai). 5. Syed Ahmed.

Written Assignment

- B. 1. c 2. d 3. c 4. b 5. a
- C. 1. Indigo 2. tenants 3. The Chimars 4. Indigo cultivators 5. poverty
- D. 1. An important rebellion took place at Bengal in 1859. It was called the Indigo Revolt or the Indigo Rebellion. Indigo is a natural blue dye used for colouring clothes. Indigo was the first crop to be grown by British cultivators. Thousands of peasants refused to grow indigo any more because cultivation of indigo made the land barren. Therefore, indigo cultivators did not cooperate. It produced discontent between the British and Indian peasants. In 1860, the angry rebellions dragged the cultivators and beat them up. On the same day, 3000 rebels went on a march and the police could not take any action. Later, on 20th March 1860, they attacked a factory with spears and swords. They also attacked the Lokenathpur and Chadupur factories. Even women took part in this revolt.
2. The British East India Company got the Diwani rights of Bengal, Bihar and Orissa in 1765. Initially, they continued to collect the revenues in the traditional method through the company officials. The officials started collecting huge amounts from the farmers unofficially. When the income, reduced, Warren Hastings introduced a system called the Ijaradari system by which the biggest bidder was given the right to collect revenue for a period of five years. However, this system failed because the bidders were not interested in the improvement of land, but started extracting money from the peasants.
3. The Ryotwari system of 1820 was introduced in the Bombay and Madras Presidencies. It was made between the government and the 'ryot' (farmer) or peasant. In this, the farmers were recognised as the owners of the land and land, revenue was collected directly from them. Around half of the produce was taken as revenue. This was settled for a period of 30 years. The high rate of revenue made the poor farmers dependent on moneylenders.

- | 4. Ryotwari System | Mahalwari System |
|---|--|
| The Ryotwari system of 1820 was introduced in the Bombay Presidency and the Madras Presidency. It was made between the government and the ryot (farmer) or peasant. In this, the farmers were recognised as the owners of the land and land revenue was collected directly from them. Around half of the produce was taken as revenue and it was settled for a period of 30 years. The high rate of revenue made the farmers dependent on the moneylenders. | The Mahalwari system was introduced in Uttar Pradesh, parts of Madhya Pradesh and Punjab. This system had a common ownership of land by a group of villages called the mahals. The head of these mahals collected the revenue from the villages and gave it to the government. However, this system also made the condition of the poor peasants pitiable. |
5. The revenue collection policies or the agrarian policies of the British East India Company brought numerous changes in the villages. A new class came up, which tried to please the British but was indifferent towards the native farmers. The following changes took place:
- Land could be easily bought, sold and mortgaged. This made the position of the farmers worse.
 - There were no irrigation facilities and hence, the farmers were dependent on the monsoon rains only.
 - Failure of rains led to a famine during 1876-1878 in Chennai, Mysore, Hyderabad, Maharashtra, Uttar Pradesh and Punjab. The famine of 1943 in Bengal affected many people.
6. Lord Cornwallis introduced the Permanent Settlement Act. In this system, land owners or the zamindars obtained hereditary rights over the land. The farmers were treated as tenants and were forced to pay a fixed amount as land revenue failing which their land would be auctioned. Land revenue was fixed at roughly 50 per cent of the total produce. The Company had the following advantages due to this act.
- The Company got a continuous flow of revenue in all circumstances.
 - The system created a new class of landlords loyal to the British officials.

Think Tank

- E. 1. The only interest of the moneylenders was to earn profits. Therefore, they did not pay any attention to the improvement of the cultivated lands.
2. The agrarian policy of the British affected the Indian peasantry and the landlords. The farmers became landless labourers and the landlords became richer.

- F. 1. MAHALS 2. MALABAR 3. INDIGO

5. Colonialism and Tribal Societies

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. The tribals of India.
2. The leader of the Mundas, a tribe who lived in the region around Ranchi.
3. In 1908. 4. Meghalaya. 5. The leader of the tribal revolt of 1914.

Written Assignment

B. 1. d 2. d 3. a 4. a 5. d 6. a

C. 1. Adivasis 2. In Manipur 3. Jatra Oraon 4. British 5. resources

D. 1. The tribals or the adivasis are a group of people united by a common name and language. Most of them live isolated from the society and share a common territory and culture. India is the homeland for a number of tribes such as the Khands, the Gonds, the Khasis and the Santhals.

2. The Santhals from Birbhum, Bankura, Hazaribagh and Rohtas settled in Jharkhand. These people were associated with their land and forest, both culturally and by religion. The Permanent Settlement introduced in 1793 deprived the Santhals of their ownership of land. They were forced to pay revenue to the British. The zamindars took control of the land, and the Santhals failed to pay the revenue. As a result, they were imprisoned. The Christians interfered in the life of the tribals which added to their misery. The Santhals opposed the activities of the moneylenders, zamindars and Christian missionaries which finally led to the Santhal Rebellion in 1855. The leaders were Kanhu, Bairo and Sidhu.

3. The Mundas lived in the region around Ranchi. The Munda Rebellion was led by Birsa Munda in the south of Ranchi. The movement was aimed at establishing 'Munda Raj'. The Munda Revolt spread in the region of Chhota Nagpur. The Mundas attacked public offices and missionaries, but Birsa was captured which led to the end of the movement.

4. The Kharwar or the Sapha Har Movement started in 1874 under the leadership of Bhagirath Manjhi. The movement popularised the idea of one God. It brought a number of social reforms. The rebels attacked the British police.

The tribal movement of 1914 had nearly 26,000 tribal participants. The leader, Jatra Oraon, advised the people to give up animal sacrifice, drinking and other social evils. He organised the people for a non-violent protest against exploitation by the moneylenders and the British. Jatra Oraon advised his members to oppose the taxes. The British suppressed the revolt.

5. Tribal movements in Assam during the 19th century started because of severe revenue collection methods and laws by the British. The British seized the lands from the peasants. The peasants expressed their resentment by holding mass assemblies but the British suppressed the movements with an iron hand.

6. The British wanted to link up the Brahmaputra and the Surma valley. For this, they had

to construct a link through the Khasi Hills. The British had imposed house tax in that area which was resented by the locals, but it was suppressed by the British very soon.

In 1860, income tax was levied, which invited another revolt. But this time, the revolt was powerful. Hence, the British had to take up seven regiments to suppress it. This revolt was led by U Kiang Nangbah. He was later captured and hanged publicly. In 1872, another revolt broke out in the Garo hills. The British sent troops to establish control in this region. The people led by Pa Togan Sangma confronted the British army by using crude weapons. But, they could not face the British and were finally defeated.

7. The Permanent Settlement Act introduced in 1793 deprived the Santhals of their ownership of land. They were forced to pay revenue to the British. The zamindars who were the outsiders took control of their land and the Santhals were even imprisoned. The Christian missionaries interfered in the life of the tribals which added to their misery. The Santhals opposed the activities of the moneylenders, the zamindars and the Christian missionaries which finally led to the Santhal Rebellion of 1855.
8. It was a challenge for historians to study and gather information about the tribals, as the tribals lead an isolated life. Many literary books make a passing reference about them. Folklores and ballads heard over generations are the most important sources in this regard. Official documents, such as petitions of the tribals, records of administrative proceedings and reports of judgements of the enquiry commissions, newspapers and biographies written during those periods give us the information about tribal life.

Think Tank

- E.
 1. Tribals were no match to the British government in warfare. Moreover, the tribals had no support from the Indian rulers.
 2. The tribal rebellions show that the Indian peasants and the common people were not satisfied with the British rule in India. Hence, these tribal movements can be rightly said that they were a ground preparation for the Revolt of 1857.
- F.
 1. Lepcha. 2. Jharkhand. 3. Work without any payment or less payment.

6. Crafts and Industries

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. True 2. True 3. False 4. True

Written Assignment

- B. 1. b 2. d 3. c 4. b 5. b

- C. 1. James Hargreaves 2. 1887 3. Thane 4. machines

- D. 1. Handicrafts 2. De-industrialisation 3. Charkha

E. 1. The handicraft industry is a household industry that produces things with hands to meet the needs of the people in the locality level. Machines are not used. Examples: Pottery, basket weaving, metal ware, wood ware, shawls, carpets, etc.

2. The Swadeshi Movement gave an encouragement to the indigenous products and helped in the growth of the cotton industry. Mahatma Gandhi supported and facilitated the use of the spinning wheel, and the cloth spun out of it was called Khadi. It is still famous. Jamsetji Tata set up the Empress Mill in Nagpur in 1867 in spite of the policy of the British. Some entrepreneurs were bold and went ahead in establishing industries which are famous till date. Cowasjee Nanabhoy established the first cotton mill in Mumbai in 1853 and many cotton mills were set up at Sholapur, Mumbai and Nagpur.

3. The miserable conditions of the peasants and craftsmen, and the destruction of the Indian economy forced some Indian entrepreneurs to set up industries. Jamsetji Tata set up the Empress Mill in Nagpur in 1867. The iron and steel industries were established in 1911 by the Tatas in Jharkhand.

4. Here are the reasons for the decline of Indian handicrafts:

- (i) The British East India Company ruled for about 150 years. It traded spices, jewellery and textiles which fetched good revenue. Hence, the artisans were forced to make the materials that were in demand on a price quoted by the British which made it difficult for the artisans. The pressure of this kind made the artisans quit their jobs.
- (ii) Indian products gained demand and popularity which threatened the machine-made goods of the British. Hence, the British government took steps to check the inflow of Indian goods by imposing heavy tax and duties on them and stopped the export of these goods, which gave a blow to the Indian industries.
- (iii) Industrialisation brought improvement in the British goods and the Act of 1813 abolished the monopoly of trade for the East India Company. In India, this made Indian traders face competition from the British goods which were not equal to the Indian products, and the duty imposed was also heavy. The Indian artisans could not sell their products and the British goods were duty-free as well.

- (iv) Finally the support of the Indian rulers, nobles and the zamindars was lost because they were made to lose their powers to the British. It is evident that under the British rule, the Indian handicraft industries declined steadily. This process of declining trend of the indigenous industries is known as de-industrialisation.
5. The British established industries in India with the view of making profits. They wanted to buy cheap raw material and pay low wages to the labourers. They did not pay attention to the basic industries, such as the iron and steel industry. The Indian industries were discriminated against and not given any protection. They had to face stiff competition. They also lacked heavy industries which made industrialisation difficult. The government's attitude was very partial and hostile, especially in sanctioning loans and licences for the Indian industries. The British government in India always made policies in favour of the British government in England.
 6. The British started building networks of roads, railways and canals for quick movement of goods. Hence, the flow of British goods increased. The first Indian railway line from Bombay to Thane was inaugurated in 1853 during the period of Lord Dalhousie. Lord Dalhousie also established the Postal and Telegraph department.
 7. Indian industrialisation was known for its unbalanced growth. The industries that established were not uniform. It was limited to certain types of industries only. The British established industries with the view of making profits. They wanted to buy cheap raw material and pay low wages to the labourers. They did not pay attention to the basic industries, such as the iron and steel industry. The Indian industries were discriminated against and were not given any protection. They had to face stiff competition.

Think Tank

- F. 1. Jute, or the main raw material was readily available in Bengal. Therefore, the jute industry developed in and around Calcutta (Kolkata).
2. The British established industries with the view of making profits. They wanted to buy cheap raw material and pay low wages to the labourers. They did not pay attention to basic industries like the iron and steel. The Indian industries were discriminated against and were not given any protection.
3. British textiles were made or manufactured in machines. Therefore, they were cheaper than the Indian textiles.

7. The Revolt of 1857

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. In 1857. 2. Bahadur Shah Zafar II. 3. Gwalior. 4. 1856. 5. 1858.
6. Kanpur. 7. British.

Written Assignment

- B. 1. a 2. d 3. a 4. b 5. b 6. a
- C. 1. Nana Saheb 2. Rani Lakshmi Bai 3. Nepal 4. Tantya Tope
5. Enfield rifle 6. Mangal Pandey
- D. 1. c 2. b 3. f 4. a 5. e 6. d
- E. 1. The Revolt of 1857 is often termed as the 'First War of Independence' because, for the first time in the Indian history, different segments of Indian society stood up against a common enemy, the British.
2. The political causes of the Revolt of 1857 were:
- (i) The expansion policy of the British, such as the Subsidiary Alliances and Doctrine of Lapse created distrust among the Indian rulers and made the kings and the princes mere subordinates. States like Jhansi, Satara, Sambhalpur and Nagpur were affected by these policies.
 - (ii) Indians were excluded from all high civil and military jobs. The highest post in the army was given to the British and the post of the subedar with a low wage was given to the Indians.
 - (iii) Educated Indians were dissatisfied for not getting government jobs.
 - (iv) The granting of pensions and titles to Indian rulers also caused discontent among the rulers. Nana Saheb, who was the adopted son of Balaji Baji Rao II, was denied the pension.
3. The Enfield rifle was introduced in the army in 1856. The cartridges were smeared with grease and covered with caps which had to be taken off before use. The sepoys believed that the grease was made of cow and pig fat, and they refused to use them since it hurt the religious sentiments of the Hindus and the Muslims. On 29th March 1857, Mangal Pandey revolted and called the other sepoys to react at Barrackpore, West Bengal. He was arrested and hanged on the 8th April 1857. On 9th March 1857, 85 soldiers at Meerut refused to use the cartridges and they were sentenced ten year is imprisonment. The sepoys set fire to British houses and killed British men, women and children. Some of them proceeded towards Delhi.
4. Nana Saheb, Rani Lakshmi Bai, Tantya Tope, etc.
5. The Revolt of 1857 failed in spite of the efforts taken by the sepoys. The reasons were many. Some of the main ones were:
- (i) The revolt was confined to certain areas and did not spread all over India.
 - (ii) Indian leaders were not organised and trained. They lacked unity and foresight.

- (iii) Indian leaders did not have a proper plan, as the revolt started earlier than they had planned.
 - (iv) They used outdated weapons. Many Indian rulers and nobles were loyal to the British, like the Nizams, the Holkars, the Scindias and the Rajput princes.
 - (v) Educated Indians remained loyal to the British due to their selfish intentions.
6. Effects or Impact of the Revolt of 1857:
- (i) The British East India Company's rule in India came to an end and Queen Victoria of England took over the administration in 1858.
 - (ii) The Secretary of State for India was appointed in place of the Board of Directors.
 - (iii) The Governor General was made the Viceroy and he was subordinate to the Secretary of State.
 - (iv) The army was reorganised.
 - (v) Queen Victoria's Proclamation was passed in 1858.
 - (vi) According to the Proclamation, Indian princes were given assurance that no further annexation would be made by the British.
 - (vii) The Queen also promised that there would be no interference in the social and religious practices of the people.
 - (viii) A general pardon was given to all the rebels, even to those who killed British people.
 - (ix) The revolt brought people closer and aroused patriotic feelings among the Indians.
- Thus, the Revolt of 1857, which was a memorable turning point in the history of India, left its mark even though it was not successful. It brought people closer and paved way for nationalism.

Think Tank

- F. 1. Educated Indians considered themselves superior to the common peasants. Moreover, common and poor people were the worst sufferers of the British rule. Therefore, the educated Indians did not join the 1857 Revolt.
- 2. The Revolt of 1857 brought the people and the Indian rulers closer, and aroused the patriotic feelings among the Indians. Thus, the Revolt of 1857 was a memorable turning point in the history of India. It left its mark, even though it was unsuccessful.
- G. 1. The defeat of Siraj-ud-Daulah in the Battle of Plassey.
- 2. The Ruling class. 3. Roy Bahadur. 4. Victoria Memorial.

8. Education and British Rule (British policies after 1858)

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

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

Written Assignment

- A. 1. Raja Ram Mohan Roy. 2. The Calcutta Madrasa. 3. 1801.
4. Lord Macaulay. 5. Dr Zakir Hussain. 6. Sultana Jahan Begum.
- B. 1. d 2. c 3. c 4. b 5. a 6. d
- C. 1. Sanskrit 2. Warren Hastings 3. Magna Carta 4. William Jones; 'Abhijnanahakuntalam'
5. Baroda College 6. 1949 in Baroda 7. Raja Ram Mohan Roy
- D. 1. c 2. a 3. b 4. e 5. d
- E. 1. Macaulay's Minute: The Charter Act 1813 laid the provisions for encouraging Indians to study the modern sciences in India. However, there emerged two groups with different views on the content and medium of instructions. They were Anglicists (English to be used as the medium of instructions. The team was led by Lord Macaulay.) and Orientalists (H.T. Prinsep supported traditional learning and use of the vernacular languages). Finally, the Anglicists' views were accepted and Lord Macaulay wrote the Macaulay's Minutes which became the basis of the 1835 Act passed during the period of William Bentinck. After this Act, English education was formally introduced in India.
2. Wood's Dispatch: Wood's Dispatch of 1854 is called the Magna Carta of Indian education. Lord Wood sent this recommendation to Lord Dalhousie in India in 1854. It had certain recommendations:
- (i) To set up an education department in India.
 - (ii) Private schools and colleges were to receive grants from the government.
 - (iii) Universities were to be established at Madras (Chennai), Bombay (Mumbai) and Calcutta (Kolkata).
 - (iv) An Indian educational service was to be introduced which could recruit teachers for government institutions, all over India.
 - (v) There should be at least one government school in each district.
 - (vi) Western culture was to be supported in India.
 - (vii) Local languages were also to be taught along with the regional languages.
- In accordance with the Wood's Dispatch, the universities at Madras, Bombay and Calcutta were set up.
3. Hunter Commission: Apart from Wood's Dispatch of 1854, the British government in India set up many commissions like the Hunter Commission to support the cause of modern education.

4. Indian Science Congress Association: In 1914, the Indian Science Congress Association was set up. Many scientists participated in the sessions of the Science Congress and shared their experiences and exchanged views. P.C. Roy, J.C. Bose, C.V. Raman, Satyen Bose and Birbal Sahni were some of the leading scientists, who won international fame in various spheres. Sir C.V. Raman was given the Nobel Prize for his work in Physics in 1930. P.C. Mahalanobis was an outstanding scholar, who established statistics as one of the branches of science. S. Ramanujan, a great mathematician of this period and S. Vishveshwarayya, an outstanding personality in the field of engineering and technology made contributions in the fields like building of dams, development of hydroelectric power projects, promoting sericulture and the growth of technical education.
- F.
1. Rabindranath Tagore.
 2. William Jones.
 3. There were certain major drawbacks in the education system under the British in India, such as:
 - (i) There were hardly any primary schools, and even the one that existed did not have funds. Mass education was neglected.
 - (ii) British educated only the upper class people with a belief that the handful of people will educate the masses.
 - (iii) Girls were not educated. Science and technical education were not given importance. In the beginning of the 20th century, 4 out of 5 villages did not have a primary school. A majority of the children lacked education.
 - (iv) Indians became familiar with the writings of philosophers like Rousseau and Voltaire, which kindled the spirit of nationalism among the people. However, the British tried to control education, in order to prevent the spread of patriotism among the Indians.
 4. Though there were some major defects in the education system under the British in India; a lot of success was achieved because of the implementation of the modern education system.
P.C. Roy, J.C. Bose, C.V. Raman, Satyendra Nath Bose and Birbal Sahni were some of the leading scientists, who won the international fame in various spheres. Sir C.V. Raman was given the Nobel Prize for his work in Physics in 1930. P.C. Mahalanobis was an outstanding scholar, who established statistics as one of the branches of science. S. Ramanujan was a mathematician of this period. S. Vishveshwarayya, an outstanding personality in the field of engineering and technology, made contributions in fields like building of dams, development of hydroelectric power projects, promoting sericulture and the growth of technical education.
 5. The British initiated the modern education in India. The Charter Act of 1813 laid provisions for encouraging Indians to study the modern sciences. The Act made the British East India Company set aside a sum of rupees one lakh for the purpose of education. Lord Macaulay wrote the 'Macaulay's Minutes', which became the basis for the 1835 Act. After this Act, English education was formally introduced in India. Apart from Wood's Dispatch in 1854, the British government in India set up many commissions, like the Hunter Commission, to support the cause of modern education.
 6. A few British people took initiatives to spread education in India. Sir William Jones established the Royal Asiatic Society at Calcutta (Kolkata) in 1784. It concentrated on the study of the Indian heritage. Jonathan Duncan started the Sanskrit College at

Varanasi in 1791. William Jones translated Kalidasa's play 'Abhijnanahakuntalam'. James Prinsep deciphered the ancient Brahmi script. Alexander Cunningham contributed to the study of Indian archaeological.

7. Indian leaders played an effective role in the spread of education. The leaders formed the Indian National Council of Education as a revolt, against British policy. The Indian leaders set up national schools and colleges. Raja Ram Mohan Roy and Rabindranath Tagore played an important role in the spread of education.

Jamia Milia Islamia at Aligarh, the Vidyapeeth at Benaras (Varanasi) and Vishwa Bharati University at Shantiniketan, near Calcutta (Kolkata) established by Rabindranath Tagore were a few achievements of the Indian leaders. All these institutes gave a global outlook for teaching in India. Gandhiji also started Nai Talim, or a new teaching scheme. Dr Zakir Hussain played a leading role in developing the Nai Talim system of education.

8. The Vishwa Bharati University, Baroda College, Bharatiya Sangeet Vidyalaya, etc.
9. The British wanted Indians to be educated so that they could have some clerks for administrative use only.

Think Tank

- G. The western education system introduced the modern education system comprising the study of science, philosophy, etc. It also introduced Indians to the world.
- H. 1. WILLIAM JONES 2. LORD MACAULAY 3. NAI TALIM

9. Women's Upliftment and Social Reform under the British Rule

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

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

Written Assignment

- B. 1. c 2. c 3. a 4. b 5. d

- C. 1. widow remarriage 2. Raja Ram Mohan Roy 3. Jyotiba Phule 4. 1927 5. 1856

D. 1. Raja Ram Mohan Roy: Raja Ram Mohan Roy was a pioneer of the reform movements in India. He supported women's education and widow remarriage. He opposed child marriage and polygamy. Raja Ram Mohan Roy enabled the Act which abolished sati in 1829. He decided to arouse and awaken women. Due to his persistent efforts, Lord Bentinck, the then Governor General of India, banned sati in 1829. He also abolished polygamy. He stressed on women's right on inheriting their ancestral property.

2. Ishwar Chandra Vidyasagar: Ishwar Chandra Vidyasagar worked for the upliftment of women and education of girls. His support for women upliftment made him pass the Widow Remarriage Act of 1856. He participated in a widow remarriage at Calcutta in 1856. In 1855, Vidyasagar was made the special inspector of schools. He concentrated in opening many schools, especially for girls.

3. Keshab Chandra Sen: Keshab Chandra Sen was a follower of Raja Ram Mohan Roy. Keshab fought against all evils of society. He opposed the purdah system and performed inter-caste marriages.

4. Arya Samaj: Swami Dayanand Saraswati was the founder of the Arya Samaj. He supported female education and also started 'kanya-gurukuls' for the education of women in India.

E. 1. Many social evils existed in 19th century India. Some of them included not allowing women education; not allowing widows to remarry; child marriage; sati; and polygamy.

2. Raja Ram Mohan Roy was a pioneer of the reform movements in India. Raja Ram Mohan Roy supported women's education and widow remarriage. He opposed child marriage and polygamy. He enabled the Act which abolished sati in 1829. Roy decided to arouse and awaken women. Due to his persistent efforts, Lord Bentinck, the then Governor General of India, banned sati in 1829. Roy also abolished polygamy. Raja Ram Mohan Roy stressed on women inheriting their ancestral properties.

3. The situation of women was very poor and painful. Women were not allowed to go to school. At a very young age, girls were married off to men twice their age. Widows

were not allowed to remarry. Sati and polygamy existed.

4. Ishwar Chandra Vidyasagar worked for the upliftment of women and education of girls. His support for women upliftment made him pass the Widow Remarriage Act of 1856. He participated in a widow remarriage at Calcutta in 1856. In 1855, he was made the special inspector of schools. Vidyasagar concentrated in opening many schools, especially for girls.
5. Ramabai Ranade and Annie Besant.

Think Tank

- F.
 1. Raja Ram Mohan Roy was a pioneer social reformer of India. He was the first Indian who went to England by crossing the oceans, which was considered a sin then.
 2. Social reformers established many educational institutions and raised their voice against many ill-practices that prevailed in society.
 3. Women are the worst sufferers in society. Women's education is very necessary because there are many women who have the potential to become good teachers, social reformers, doctors, nurses, engineers, etc. Moreover, women bear children, and educated mothers are an asset to their families, and to society.
 4. Ishwar Chandra Vidyasagar wanted to establish schools for girls and was for remarriage of widows. These are the two main reasons why he faced much opposition from orthodox Hindus.
- G.
 1. Bengal.
 2. Dayanand Saraswati.
 3. The DAV College, Kanpur.

10. Challenging the Caste System

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

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

Written Assignment

- B. 1. c 2. c 3. a 4. c 5. d
- C. 1. Jyotiba Phule 2. Ezhavas 3. Swami Vivekananda 4. untouchability
5. The Shiromani Gurudwara Prabandhak Committee 6. 1903
- D. 1. e 2. d 3. a 4. c 5. b
- E. 1. Prarthana Samaj: The Prarthana Samaj was founded by Mahadev Govind Ranade. The Prarthana Samaj opposed the caste system prevalent in India.
2. Ramakrishna Mission: Swami Vivekananda was a disciple of Ramakrishna Paramahansa who was a religious teacher. Swami Vivekanand founded the Ramakrishna Mission in 1897. The Ramakrishna Mission is still involved in many charitable activities for social cause. The Ramakrishna Mission runs hospitals, schools, colleges, etc.
3. Bahishkrit Hitakarini Sabha: Dr Bhim Rao Ambedkar, the architect of the Indian Constitution, devoted his life to fight against caste discrimination. He started the Bahishkrit Hitakarini Sabha which promoted the economic and social upliftment of the deprived classes.
- F. 1. He was a disciple of Ramkrishna Paramahansa.
2. In Andhra Pradesh, Kandukuri Veerasalingam fought against the caste system and social evils. He was a writer. He wrote 'Rajashekhara Charitha', which was the first novel in Telugu. A magazine named 'Viveka Vardhini' was started by him. The first Brahma Mandir was constructed by him in Andhra Pradesh in 1887. He started a home for the widows.
3. The caste system has been an evil in our society since the ancient times. The varna system followed by the people, slowly changed into the caste system. This caste system divided the nation into many groups.
4. Gandhiji fought against social evils and untouchability. He coined the term 'Harijan', 'Men of God'. He started a magazine called 'Harijan' in 1933. Gandhiji made social reform a part of the nationalist movement and gave utmost importance to the removal of untouchability.
5. Jyotiba Phule established the Satyashodhak Samaj in 1848. He condemned the caste system. His ideas were compiled in a book called 'Satya Shodh' which was published in 1887.
6. Harijans were considered untouchables.

Think Tank

- G.
 1. The British (Queen Victoria's Declaration) promised not to interfere in the social affairs of India because they thought that it would not be wise to interfere in the social and religious set up of India. Moreover, they had suffered a lot due to the 1857 revolt that provoked the religious sentiments of the Indian sepoys or soldiers.
 2. Social reformers depended on the British government for the banning or introduction of laws, but Dr Ambedkar introduced the laws in the Constitution himself.
 3. Social evils still exist in society because of illiteracy, ignorance and prejudices among the people.
- H.
 1. Dr B.R. Ambedkar
 2. Ishwar Chandra Vidyasagar
 3. Ishwar Chandra Vidyasagar
 4. Raja Ram Mohan Roy
 5. Swami Vivekananda

11. Colonialism and Urban Change

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Agra. 2. Trade in and with India. 3. Shahjahanabad.
4. The Lok Sabha, the Rajya Sabha and Central Library.

Written Assignment

- B. 1. a 2. c 3. a 4. a 5. d 6. d
- C. 1. Delhi Sultanate 2. Portuguese 3. Calcutta (Kolkata) 4. Dhaka; Murshidabad
5. Rashtrapati Bhawan 6. Mughal Garden
- D. 1. Deurbanisation 2. Cantonments
- E. 1. e 2. d 3. c 4. b 5. a
- F. 1. Dhaka and Murshidabad.
2. Bombay (Mumbai), Calcutta (Kolkata) and Madras (Chennai).
3. Pondicherry (Puducherry) and Chandernagore.
4. The India Gate in New Delhi was built in the memory of the soldiers, who died in World War I (1914-1918).
5. The Amar Jawan Jyoti at the India Gate is lit in the memory of the soldiers who died during the Indo-Pakistan War.
6. The British also developed a lot of hill stations or hill towns which are famous till date. Mussoorie, Shimla, Darjeeling, Ooty, etc., were all developed during the British period. They developed the hill stations in order to work in a cool place during the summers.
7. The coming of the Delhi sultans and the Mughals brought urbanisation in India. Some towns emerged as trade centres and some as manufacturing and pilgrim centres. Agra, Hissar, Ferozabad and Fatehpur Sikri were some of the cities established by the Delhi sultans and the Mughal emperors. In the 18th century, after the decline of the Mughal Empire, a large number of independent states, such as Bengal, Awadh, Hyderabad and Mysore grew. The capitals of succession states like Lucknow and Murshidabad emerged as important towns. The coming of the Europeans led to the rise of colonies of various European powers like Goa, Daman and Diu, etc., which were under Portuguese influence. Puducherry and Chandernagore were founded by the French. The British concentrated on a few urban areas which were needed by them.
8. The British East India Company weakened the native industries by imposing heavy duties and tariffs on the local produce restricting Indian exports. In addition to this, there were famines in Bengal (1943) which claimed thirty lakh lives. Industries collapsed. Many Indian artisans lost their jobs due to the flooding of British goods. The local

textile industry was ruined which led to the textile towns like Dhaka and Murshidabad to decline. This situation in the country led to deurbanisation.

9. Bombay (Mumbai), Calcutta (Kolkata), Delhi, Madras (Chennai), etc.
10. Apart from the growth of cities, towns and hill stations, infrastructure also developed during the British rule. The availability of easy and cheap transport enabled the flow of British goods into the market. The British built a lot of link roads to join cities, ports and markets. The first railway line from Bombay to Thane was built in 1853. By 1900, the network of railways covered all the major cities in the country. An efficient postal and telegraph system was also introduced by the British. The first telegraph line from Calcutta to Agra was opened in 1853. Postal stamps were introduced by Lord Dalhousie. Civic facilities were also noticed during the British period. Street lights, piped water supply, parks, playgrounds and sewerage systems were set up in the big cities.

Think Tank

- G.
 1. Lord Cornwallis established a regular police department in order to maintain law and order. The Indian Penal Code was drawn in 1860 under Lord Macaulay. The Indian Police Act of 1861 was marked as the final change from the Mughal to the British rule. According to this Act, a uniform and effective administration was set up in India. The Inspector General's post was created for the first time in India. Police administration was extended to all the districts.
 2. The cities like Bombay (Mumbai), Madras (Chennai) and Calcutta (Kolkata) were port towns and the main business and administrative cities.
 3. The British government in India improved infrastructure to enable flow of British goods into the Indian market. The British built the railways and many link roads to join the cities, ports and markets for this purpose. An efficient postal and telegraph system was also introduced to avert any revolt like that of the 1857.
- H.
 1. Queen Victoria.
 2. the Raisina Hill.
 3. Portuguese.
 4. A war memorial.

12. Art and Architecture of the 19th Century

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

- A. 1. William Jones. 2. A judge of the Supreme Court. 3. James Princep.
4. Saratchandra. 5. 1942. 6. Bankim Chandra Chatterjee. 7. Bombay (Mumbai).

Written Assignment

- B. 1. d 2. d 3. c 4. d 5. b
- C. 1. Rabindranath Tagore 2. The Prince of Wales Museum
3. Le Corbusier 4. Hindi 5. 1864 6. Marina Beach
- D. 1. b 2. e 3. d 4. c 5. a
- E. 1. A combination of eastern and western styled drama emerged during the 19th century. Vijay Tendulkar in Marathi, Badal Sircar in Bengali and Girish Karnad in Kannada wrote drama. A few personalities, who were famous during this period were: Shriram Lagoo, Satyadev Dubey and Shambhu Mitra. The Indian People's Theatre Association was formed in 1942 to create awareness about the social responsibility of national integration through drama.
2. Kala Bhawan and Vishwabharati.
3. Bombay, presently known as Mumbai, was an important place of major architectural activities. The British left behind an impression regarding architecture in this city. The Victoria Terminus (now, Chhatrapati Shivaji Terminus) was built in 1888 and was named after the Queen of England. The Prince of Wales Museum, near the Gateway of India is another striking building which was built to commemorate the victory of King Charles. The Gateway of India is a prominent structure in the city. It was built to mark the visit of King George V and Queen Mary to India in 1911. The General Post office in Mumbai, is an architectural marvel. It has a dome, which is similar to the Golgumbaz in Bijapur.
4. In the ancient times, we had the Mathura school of Art, the Rajput school of Art and the Gandhara School of Art.
5. The spread of education during the 19th century led to the growth of literature and art. Many European scholars made a significant contribution to the spread of learning in India. Some important schools are listed below:
- (i) William Jones came to India as a judge of the Supreme Court. He took interest in learning Sanskrit. Jones founded the Asiatic Society of Bengal in 1784. This Society published a journal called the 'Journal of Asiatic Society of Bengal'. William Jones translated Kalidasa's 'Abhijananshakuntalam' into English. The Asiatic Society of Bengal aimed at studying the art, science and literature of Asia.
- (ii) James Princep deciphered the Brahmi script, which had the edicts of Emperor

Ashoka. Due to this, a lot of information was gathered about the Mauryan Empire.

- (iii) Max Muller was a German scholar. He edited and translated the 'Rig Veda' into English.

These learned people started exploring the scripts and history of Asia. It led to a cultural renaissance which witnessed the growth of art, literature and language in India.

6. A combination of eastern and western styled drama emerged during this period. Vijay Tendulkar in Marathi, Badal Sircar in Bengali and Girish Karnad in Kannada composed many dramas. A few personalities who were famous during this period were Dr Shriram Lagoo, Satyadev Dubey and Shambhu Mitra. The Indian People's Theatre Association was formed in 1942 to create awareness about the social responsibilities of national integration.
7. Many European scholars made a significant contribution to the spread of learning in India:
 - (i) William Jones came to India as a judge of the Supreme Court. He took interest in learning Sanskrit. He founded the Asiatic Society of Bengal in 1784. This Society published a journal called the 'Journal of Asiatic Society of Bengal'. William Jones translated Kalidasa's 'Abhijananshakuntalam' into English. The Asiatic Society of Bengal aimed at studying the art, science and literature of Asia.
 - (ii) James Prinsep deciphered the Brahmi script, which had the edicts of Emperor Ashoka. Due to this, a lot of information was gathered about the Mauryan Empire.
 - (iii) Max Muller was a German scholar. He edited and translated the 'Rig Veda' into English.
8. Our country is rich in art and paintings. After the decline of Mughal Empire, the painters took shelter in the hilly regions, and some of them moved to the south. A few painters stayed back in Lucknow and Uttar Pradesh and developed the regional art. We can see the evidences of paintings in temples, caves and palaces. In the 19th century, India witnessed the new classical styles of painting. New art schools were formed in Bengaluru, Chennai and Kolkata, which patronised new techniques in painting. The Calcutta School of Industrial Art was established in 1864, which became the Government School of Art later. The emergence of the Pahari School and the Rajasthani School of Art are landmarks in the history of India. These paintings are known as miniature paintings. Places like Garhwal, Jaipur and Baroli are famous for such art. Another regional style developed in Tanjore in South India. This art is famous for mural decorations and themes from the Puranas. Raja Ravi Verma was a great painter from Kerala. He combined the European style. His themes were mostly related to the Indian epics and Sanskrit literature. The Bengal School of Art had a blend of traditional Indian themes with the western nationalist art. The Kala Bhawan of Rabindranath Tagore and the Vishwa Bharati at Shantiniketan near Kolkata served as a centre for the Bengal School of Painting. Amrita Shergill and George Key started another art movement during the period, where we had figures of women depicting the Indian ladies. When the national movement began, artists like Paritosh Sen, Trivedi Majumdar and Prakash Dasgupta painted scenes from the legends and daily life of the artisans. Francis Newton Souza

belonged to the progressive group of Mumbai and he used the expressionist style.

9. Early in the 19th century, the Indian press developed both in English and in regional languages. Press played an important role in moving the people towards the national movement. Some important newspapers of the 19th century were 'The Hindu', 'The Amrit Bazar Patrika', 'The Voice of India', 'The Young India' and 'The Kesari'.

Think Tank

- F. 1. The buildings and monuments built by the British were according to their own style and to mark their victory over others.
 2. Our country is rich in art and paintings. After the decline of the Mughal Empire, the painters took shelter in the hilly regions, and some of them moved to the south. A few painters stayed back in Lucknow and Uttar Pradesh and developed the regional art. Basically, we can see the evidences of the paintings in temples, caves and palaces patronised by different rulers.
 3. The British government banned the 'Vande Mataram' and 'Neel Darpan' because both of these reflected nationalism.
- G. 1. King Ashoka. 2. 'Godan'. 3. Michael Madhusudhan. 4. Mahadevi Verma.

13. The Nationalist Movement (1885 – 1918)

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. 'The Patriot'. 2. 1878.
3. The Arms Act of 1878-1879 restricted Indians from possessing arms.
4. Pherozeshah Mehta. 5. Surendra Nath Banerjee. 6. Lord Curzon. 7. 1906.

Written Assignment

- B. 1. b 2. d 3. b 4. d 5. c 6. b

- C. 1. Vernacular Press Act 2. Bombay 3. Dhaka 4. Lucknow
5. the Minto-Morley Reforms 6. Bengal

- D. 1. Lal-Bal-Pal: Militant nationalism gained strength in the 20th century. The leaders who were associated with this extremist movement were Lala Lajpat Rai, Bipin Chandra Pal and Bal Gangadhar Tilak. They are often referred to as: Lal-Bal-Pal. Lal-Bal-Pal promoted radical methods to express their demands.
2. The Swadeshi Movement: Swadeshi means of 'one's own country'. This movement aimed at promoting cottage industries by boycotting the British goods. The people were asked not to buy foreign goods. Huge bonfires were lit and all British-made goods were burnt. Everyone including the students participated in the movement. The Swadeshi Movement spread all over the country, until the decision of the partition of Bengal was withdrawn in 1911.
3. The Minto-Morley Reforms: In 1909, an Act was passed by Lord Minto and the Secretary of State, Morley. This Act was called the Minto-Morley Reforms or the Government of India Act of 1909. This Act was passed to please the moderates. According to this Act:
- (i) An Indian member would be taken into Viceroy's Executive Council.
 - (ii) The number of elected members in the Central and Provincial Legislative Councils were increased but they were to be elected by industrialists and landlords.
 - (iii) The Act introduced separate electorates for the Hindu and the Muslim votes. This was done for creating a rift between the Hindus and the Muslims.
4. The Muslim League: In 1906, the Muslim League was founded under the leadership of Nawab Salimullah at Dhaka. They felt that the Indian National Congress was a Hindu organisation. The demands of the Muslim League were:
- (i) To protect and give political rights to the Muslims.
 - (ii) To protect the interests of the British and to ensure that the Muslims do not develop hatred towards the British.

E. 1. e 2. a 3. d 4. b 5. c

F. 1. In 1903, Lord Curzon, the Governor General of India decided to divide Bengal into two parts for administrative purposes. Bengal was the largest state, comprising Bihar and Orissa. East Bengal consisted of a Muslim population, while West Bengal had Hindu majority. The partition brought about Hindu-Muslim disunity. It weakened the movement. The people of Bengal opposed this partition. Rallies were organised in Bengal.

2. In 1909, an Act was passed by Lord Minto and the Secretary of State, Morley. This Act was called Minto-Morley Reforms or the Government of India Act of 1909. This Act was passed to please the Moderates. According to this Act:

(i) An Indian member would be taken into Viceroy's Executive Council.

(ii) The number of elected members in the Central and Provincial Legislative Councils were increased, but they were to be elected by industrialists and landlords.

However, the Act introduced separate electorates for Hindu and Muslim votes. This was done on purpose for creating a rift between the Hindus and Muslims.

3. India was placed under direct control of the British Crown. After the Revolt of 1857, the British treated the Indians very badly and punished them for taking part in the Revolt of 1857. Apart from this, the policies of the British were very ruthless. They exploited the Indian peasants. The cottage industries started declining, as the market was flooded with foreign goods. Unemployment and public discontent prevailed in society.

4. In 1909, an Act was passed by Lord Minto and Secretary of State, Morley. This Act was called the Minto-Morley Reforms or the Government of India Act of 1909. This Act was passed to please the Moderates. According to this Act:

(i) An Indian member would be taken into the Viceroy's Executive Council.

(ii) The number of elected members in the Central and Provincial Legislative Councils were increased, but they were to be elected by industrialists and landlords.

The Act introduced separate electorates for Hindu and Muslim votes. This was done on purpose for creating a rift between the Hindus and the Muslims.

5. In 1905, a session of the Congress was held at Benaras. The Congress was presided by Gopal Krishna Gokhale. He did not support the Swadeshi Movement but the Moderates did not like the opposition of the Swadeshi Movement. This led to the difference of opinion among the members. In the 1906 Session, held at Calcutta (Kolkata), Dadabhai Naoroji declared self-rule or Swaraj as the ultimate goal of the Congress. This Swaraj had a limited implication. It accepted the right of participation in the government. This was accepted by the British government. In 1907, at the Surat Session, the Moderates and the Extremists decided to split.

6. There were some revolutionaries who formed their own secret organisations or groups to attack the British. They used violent methods and depended on explosives and guns. The Abhinava Bharat Society in Maharashtra and Anushilan Samiti in Bengal were two such groups. Khudiram Bose and Profulla Chaki were two revolutionaries who tried to kill a British judge. Aurobindo Ghosh was also a noted revolutionary.

7. The British government brought a number of changes to meet the demands of the

Moderates. An Indian member was to be taken into the Viceroy's Executive Council. The number of elected members in the Central and Provincial Legislative Councils was increased, but they were to be elected by industrialists and landlords.

8. The Moderates had faith in the British and adopted peaceful steps to place their demands. They did not compel the British. They sent deputations to England to consider their grievances. Though the British approved the activities of the Indian National Congress initially, very soon they suspected that the Indians were planning against the British government to get freedom. This method of prayer and petition had a limited impact on the British.
9. In 1903, Lord Curzon, the Governor General of India decided to divide Bengal into two parts for the purpose of administration. Bengal was the largest state comprising Bihar and Orissa, as well. East Bengal consisted of a Muslim population, while West Bengal had a Hindu majority. The partition brought the Hindu-Muslim disunity. It weakened the movement. The people of Bengal opposed this partition. Therefore, the Swadeshi Movement was launched against the partition. Rallies were organised in Bengal.
10. Many associations were formed in the country in the 19th century. But all of them were localised. So, there was a need for an all-India political organisation. A new era in political life began with the formation of the Indian National Congress (INC) in 1885. Its first session was held in Bombay (Mumbai) on 28th December 1885. W.C. Bonnerjee was its first president. The aims of the Indian National Congress (INC) were:
 - (i) To present the popular demands
 - (ii) To promote the feeling of national unity
 - (iii) To bring the leaders closer
 - (iv) To remove in differences in castes and religions
 - (v) To consolidate public opinion in the nation

Think Tank

- G. 1. People came to know about the British rule in India and its effects only by reading newspapers and magazines. Hence, the press was the chief instrument in spreading the message of patriotism.
2. The Indian National Congress (INC) was initially welcomed by the British. It was founded by A.O. Hume, a retired Indian Civil Service officer, in 1885. W.C. Bonnerjee was elected as its first president with 72 delegates from all over India. The British wanted to please the Moderates in the Congress by establishing the INC in 1885. The British wanted to use the INC as a safety valve.
3. The Government of India Act of 1909 or the Minto-Morley Reforms was passed by the British mainly to please the Moderates in the Congress. However, this Act sowed the seeds of communalism by introducing separate electorates for the Hindu and the Muslim votes.
4. The Indian leaders thought that the British Government would accept their demands after the First World War.

5. The people of Bengal understood the evil intentions of the British. So, they opposed the partition of Bengal.
- H. 1. 'The Statesman'. 2. Khudiram Bose. 3. Bihar and Orissa (Odisha).

14. The Struggle for Independence (1919 – 1947)

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Champaran. 2. The Government of India Act of 1919. 3. In March, 1919.
4. In 1920. 5. C.R. Das and Motilal Nehru. 6. In 1930.
7. Subhash Chandra Bose. 8. Lord Mountbatten.

Written Assignment

B. 1. a 2. d 3. c 4. a 5. c 6. a 7. d

C. 1. Rowlatt Act 2. Kerala 3. 1923 4. C. Rajagopalachari
5. Subhash Chandra Bose 6. Indian National Army (INA). 7. Lord Wavell

D. 1. c 2. e 3. d 4. b 5. a

- E. 1. Rowlatt Act: The Government of India Act of 1919 was a failure. Indians protested against this Act because it did not satisfy their leaders. Revolts and unrest prevailed in the country. As a result, the British passed the Rowlatt Act in March 1919 in which the government could arrest anyone without a warrant and imprison them without a trial.
2. Jallianwala Bagh Massacre: On the 10th April of 1919, two national leaders, Dr Saifuddin Kitchlew and Dr Satya Pal were arrested in Punjab. On 13th April 1919, people gathered in a park at Amritsar called the Jallianwala Bagh to condemn the arrest. General Dyer, a British army officer, entered the park with his soldiers and opened fire at the people. Nearly four hundred people were killed and many were wounded. This incident is known as the Jallianwala Bagh Massacre.
3. Khilafat Movement: In 1919, in South Asia, a movement was started to protect the Ottoman Empire (Turkey), which was on the verge of disintegration. The Sultan of Turkey was considered to be the Caliph or the religious head of Sunni Muslims around the world. During the First World War, the Ottoman Empire supported the Central Powers and suffered a major defeat at the hands of the Allied Forces. The British Prime Minister, Lloyd George promised the Sultan that Turkey would be permitted to retain its land. However, by the Treaty of Sevres, territories such as Syria, Palestine, Lebanon and Egypt were taken away from the Ottoman Empire. The Ali brothers, Mohammad Ali and Shaukat Ali, launched the Khilafat Movement to put pressure on the British to protect the Caliph. Leaders such as Maulana Abul Kalam Azad and Hazrat Mohini joined the movement. In 1920, an alliance was made with the Khilafat leaders and the Indian National Congress. The alliance decided to launch a Non-Cooperation Movement against the British rule under the leadership of Gandhiji.

4. Non-Cooperation Movement: Mahatma Gandhi started the Non-Cooperation Movement and made the Indians to refrain from cooperating with the British. Its main aims were:

- (i) To redress the atrocities committed on Punjab and Turkey.
- (ii) To fight for 'Swaraj' by adopting peaceful means.

Steps of the Non-Cooperation Movement:

- (i) To return the titles that the Indians received from the British. Gandhiji returned the Kaiser-i-Hind medal while Rabindranath Tagore and Subramaniam Iyer returned their titles.
 - (ii) People boycotted institutions, offices and courts. Students walked out of the institutions; indigenous institutions like Kashi Vidyapeeth and Jamia-Milia-Islamia were started.
 - (iii) Huge bonfires were lit to burn foreign goods. Boycott of foreign goods was adopted.
 - (iv) Strikes and hartals took place all over the country. People refused to participate in elections.
 - (v) People were told to not pay taxes.
5. Swaraj Party: The Congress broke up into two main groups after the withdrawal of the Non-Cooperation Movement. In 1923, one group was led by C.R. Das and Motilal Nehru, who formed the Swaraj Party. The Swaraj Party supported the elections and won a large number of seats in the Central Legislative Assembly in 1923.
6. Quit India Movement: The Congress decided to put pressure on the British to accept their demand for independence. Hence, the All India Congress Committee met on the 8th of August 1942 at Bombay (Mumbai) and passed the Quit India Resolution. According to this, the Congress decided to start a mass, large-scale struggle under the leadership of Mahatma Gandhi.
7. Indian National Army: The Indian National Army (INA) included a large number of Indian soldiers living in South-East Asia. In total, it had about 45,000 soldiers, who were taken as prisoners of war by the Japanese. Netaji Subhash Chandra Bose reorganised the Indian National Army (INA) and called it the Azad Hind Fauj in Singapore in 1943. Netaji Subhash Chandra Bose set up the Azad Hind government in Singapore and adopted the tricolour flag with the slogan of 'Jai Hind'. In spite of its failure, the INA was able to motivate the Indian freedom fighters and create fear for the British government.
8. The Cabinet Mission: The Labour Party, under Clement Atlee, came to power in England after the Second World War (1939-1945). The government favoured the requests of the Indian leaders. It announced independence of India, as desired by the leaders. The Cabinet Mission consisting of Lord Pethick Lawrence, Sir Stafford Cripps and A.V. Alexander was sent to India in March 1946 in order to discuss about the transfer of power to the Indian leaders.
- F. 1. The Satyagraha Movement was a form of resistance based on truth and non-violence. While in South Africa, Mahatma Gandhi faced racial discrimination. He decided to fight for the rights of the Indians in South Africa and started the Satyagraha Movement.
2. Lord Reading, the Viceroy of India from 1921 to 1926, believed that constitutional

reforms would suppress the national movement. Hence, the British sent a commission to India under the leadership of Sir John Simon in 1927. The purpose of this commission was to take a decision on self-government. There was not a single member from India in the Simon Commission. So, the Indians revolted against this commission. When the Simon Commission came to India, the Hindu Mahasabha, the Muslim League and the Congress decided to boycott it, with the slogan, "Simon, Go Back".

3. The Dandi March was the outcome of the Civil Disobedience Movement. It was launched in March, 1930. It was a march that was undertaken by Mahatma Gandhi and his followers, as a revolt against the salt law. As per the British policy, salt tax was imposed on salt. According to the salt law, the British had the sole right of manufacturing salt in India.
4. In March 1942, Japan entered World War II on Germany's side and reached India. It was very close to Burma. In this situation, the British needed the help of India. Therefore, they sent a mission called the Cripps Mission to India under Sir Stafford Cripps in order to convince India to support the British in the ongoing war.
5. The Constituent Assembly was formed as per the provisions of the Cabinet Mission plan. It had to frame the Constitution for India, which had diverse cultures, religions and traditions.
6. The Muslim League opposed the Congress because of the League's poor show in the election. Mohammed Ali Jinnah was the president of the Muslim League, and he insisted that the Muslim League should be recognised as the representative body of the Muslims in India. The League started the Two-nation Theory. According to this, the Hindus and the Muslims were to be considered culturally different; and hence, they had to live separately. The two religious groups needed to live as two separate countries.
7. Provisions given in the Government of India Act of 1935:
 - (i) India was permitted to become a federation based on the union of provinces of British India and the princely states.
 - (ii) It introduced provincial autonomy.
 - (iii) The right to vote was given to the privileged classes only.
 - (iv) The Governor and the Governor General were appointed by the British Parliament with veto powers.
8. In December 1929, the Congress met at Lahore with Jawaharlal Nehru as the president. In this session, a resolution was passed to declare the Purna Swaraj or complete independence.
9. The Indian National Army (INA) included a large number of Indian soldiers living in South-East Asia. In total, it had about 45,000 soldiers, who were taken as prisoners of war by the Japanese. Netaji Subhash Chandra Bose reorganised the INA and called it as the Azad Hind Fauj in Singapore in 1943. Netaji Subhash Chandra Bose set up Azad Hind government in Singapore and adopted the tri-colour flag with the slogan of 'Jai Hind'. In spite of its failure, the INA was able to motivate the Indian freedom fighters and create fear in the British government.

Think Tank

- G. 1. The heroic INA had no support from the Indian leaders and Japan withdrew its support

from the INA. Therefore, the INA failed to achieve its goal.

2. To create Pakistan.

3. The Muslim League observed Direct Action for its demand which caused riots and killing of the common people.

H. 1. AMRITSAR 2. OTTOMAN 3. CHARKHA 4. NETAJI

5. MOTILAL 6. BURMA 7. LABOUR

15. India After Independence

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. Jawaharlal Nehru. 2. Sardar Patel. 3. 1950. 4. Nepal. 5. Bhutan.
6. Rehabilitation Ministry. 7. 562. 8. 14 States and 6 Union Territories.

Written Assignment

B. 1. d 2. c 3. c 4. a 5. d 6. b

C. 1. 1947 2. Pakistan 3. police action 4. 1999 5. 1948 6. East Pakistan

D. 1. India attained independence after a prolonged struggle. Though on one side it gave joy and happiness, on the other side there were pain and disappointment due to the partition of India into two countries as India and Pakistan.

2. USA supported India since the independence struggle. USA gave military help to India and Pakistan during the Sino-Indian conflict. There are issues and conflicts where the two countries may not agree. However, the relationship between USA and India is improving based on mutual understanding. Under President Barack Obama (the USA) and Prime Minister Narendra Modi (India), the relation of two countries reached a new height.

3. In 1954, India and China signed the Panchsheel Agreement and both have agreed to follow 'Panchsheel', i.e., five principles. The Panchsheel Agreement says:

- (i) Mutual respect for each other's territorial integrity and sovereignty
- (ii) Mutual non-aggression
- (iii) Mutual non-interference
- (iv) Equality and mutual benefit
- (v) Peaceful co-existence

4. In 1950, the Planning Commission of India was set up and Jawaharlal Nehru was its first Chairman. It had to prepare five-year plans for national development. These plans allocated resources for the progress of sectors like industry, agriculture, irrigation and transport.

The Planning Commission has been replaced by NITI (National Institute for Transforming India) Aayog with the Prime Minister as the Chairman. Arvind Panagariya has been appointed as the first Vice-Chairman of it.

5. The Constitution of India came into force on 26 January 1950. India was declared Sovereign, Democratic and Republic. The main features of the Constitution are:

- (i) A parliamentary system of government was to be established with universal adult franchise granted to all citizens.
- (ii) A federal system of government with the powers between Central and State governments were clearly divided.

- (iii) All Indian citizens would enjoy fundamental rights.
 - (iv) All citizens would be guaranteed equality before law. The state shall not discriminate the citizens on grounds of religion, caste or creed.
 - (v) Untouchability was made punishable by law.
 - (vi) The Directive Principle of State Policy was laid down in order to guide the government while framing the laws.
6. The creation of Pakistan resulted in mass migration across the border. The Hindus moved from Pakistan to India and the Muslims migrated to Pakistan from India. As a result, there was chaos and confusion. People left their possessions behind. Thousands of people were killed. People who came to India were homeless. Resettlement of such people was a major issue for the Indian leaders. There were refugees everywhere.
 7. The main task of the Indian leaders was to consolidate the country. There were in total 562 princely states in India. The Indian Independence Act of 1947 gave the right to the princely states to choose to either be independent or join Pakistan or India. Sardar Vallabhai Patel, who was called the 'Iron Man of India', appealed to the states and tried to consolidate the nation. A few states did not adhere to his terms. They refused to be a part of the Indian Union. They were Junagarh, Hyderabad and Kashmir. Later, they were merged with India.
 8. Kashmir was ruled by a Hindu ruler, Maharaj Hari Singh. Its border touched both Indian and Pakistan territory. The ruler had decided to remain independent but when the invasion on Kashmir by Pathan tribes from Pakistan took place, the ruler appealed to India and acceded to the Indian Union.
 9. Pakistan was created in 1947. It consisted of West Pakistan and East Pakistan (Bangladesh). India and Pakistan has had a strained relationship since independence. Pakistan had an eye on Kashmir and it tried to liberate Kashmir, which resulted in conflict between India and Pakistan. The United Nations interfered and announced a ceasefire in 1948 and Pakistan had to withdraw the troops from the Indian land but it continues to hold a control on Kashmir. That territory is called PoK, i.e., Pakistan occupied Kashmir by India and Pakistan called it as Azad Kashmir. There were two Indo-Pak wars—one in 1965 and the other in 1971. India won both the wars.

The Shimla Accord was signed in 1972 between India and Pakistan. Both countries tried to settle their issues peacefully through discussions and diplomatic relations but this peace did not last long. There were border disturbances. Pakistani troops marched and entered Kashmir in 1999 and took control of Kargil. India won the Kargil conflict. Till date, efforts are made to bring peace between the two countries.

Think Tank

- E. 1. English is one of the official languages of India, the other is Hindi. Therefore, English is used in India, even after independence.
2. Independence gave both joy and happiness and pain and disappointment. This is because of the creation of Pakistan, which resulted in mass migration across the border. The Hindus moved to India and Pakistan became the land of the Muslims. There were

lots of chaos and confusion.

3. States were reorganised based on the languages spoken in India after Independence. Initially, India was divided into 14 states and 6 union territories. So, there were 14 languages recognised as national languages by the Government of India.
- F. 1. The Home Ministry. 2. 2nd June 2014. 3. Telangana.
4. Niti Aayog is the short form of 'National Institution for Transforming India'. It was formed by a resolution of the Union cabinet on January 1, 2015.
 5. Donald Trump.

1. Role of the Indian Constitution

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. An important law. 2. Dr B.R. Ambedkar. 3. 26 November 1949.
4. Free from external control. 5. Settles disputes and interprets the laws.

Written Assignment

- B. 1. d 2. a 3. b
- C. 1. constitution 2. an amendment 3. President 4. government
- D. 1. b 2. d 3. a 4. e 5. c
- E. 1. The laws of a nation are written in the constitution of that country. The constitution is the source of all the laws, rights and duties. People should follow the constitution for the following reasons. The constitution:
- (i) Lays down the basic ideals to govern a country.
 - (ii) Lays down certain principles that help in the decision-making of the country.
 - (iii) Provides laws for protecting the minorities.
 - (iv) Grants the citizens right to equality without being discriminated against.
2. The chief features of the Indian Constitution are as follows:
- (i) India is a sovereign country.
 - (ii) India is a secular country.
 - (iii) India is a socialist country.
 - (iv) India is a democratic country.
 - (v) India is a republican country.
3. A country is governed by a set of rules called the constitution. The laws may or may not be written. The constitution consists of the fundamental principles, according to which a nation and a state is governed.
4. The word, 'secular' means treating all religions as equal and people have the freedom to follow any religion.
- The word, 'socialist' means that India will follow the socialist economy, that is, the state will control all the economic activities in the country.
5. The Constituent Assembly, which was headed by Dr B.R. Ambedkar as the Chairman of the Drafting Committee.
6. The State List, the Union List and the Concurrent List.

Think Tank

- F. 1. India is a secular country; therefore, it does not have an official language.
2. The Constitution of India accepts Gandhian thoughts, which were the values that inspired the National Movement in India.

- G. 1. Bangladesh. 2. China.
3. The 'Right of Property' was deleted from the list of Fundamental Rights because it is impossible to give everyone a piece of land.

2. Directive Principles of State Policy

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

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

Written Assignment

- B. 1. d 2. a 3. d

- C. 1. 36; 51 2. treaties 3. scheduled castes; scheduled tribes

- D. 1. Local self-government.

2. The economic principles are aimed at bringing economic and political welfare and justice. The government provides adequate means of livelihood to all; equal pay for equal work with humane conditions of work with a decent standard of living. The Directive Principles of State Policy also prevent excess wealth in a few people's hands and exploitation of women and children. These also extend the participation of workers in the management of industries.
3. A 'welfare state' takes care of its citizens and the state takes decisions in favour of its citizens.
4. (i) The State promotes and protects the interests of the scheduled castes, scheduled tribes and other backward classes.
(ii) The State prohibits intoxicating drugs and alcohol.

5.

Fundamental Rights	Directive Principles
These are the guidelines for the government to frame policies for the welfare of the people.	These are the basic rights of individuals, listed in the Part III of the Constitution by the 42nd Amendment in 1976.
These are meant to protect and create certain privileges for the people.	These are privileges enjoyed by the people.
These are non-justiciable and cannot be enforced.	These are justiciable and citizens can go to the courts to secure them.
These cover wider subjects like international peace and security.	The scope of these rights is limited for the citizens of India.

6. The quality and popularity of a government can be measured by how far the government follows the Directive Principles of State Policy. If a government follows the principles, the citizens will favour the party in the next government. If the government fails, the citizens may not favour the party in the coming elections.
7. Zamindars were the largest landholders in our country. They used to exploit the landless

farmers. Therefore, the Zamindari System has been abolished and the surplus land has been redistributed among the landless, poor and economically weak people.

Think Tank

- E.
 1. People generally do not give much importance to the Directive Principles because they are not justifiable by any court of law.
 2. Some Directive Principles should be made justiciable because these are very important for democracy.
- F.
 1. A Socialistic economic structure.
 2. During any war.
 3. A 'Uniform Civil Code' means the same rule for all the citizens, irrespective of any religion or caste.
 4. Making of saree, using the handloom industry.

3. Parliamentary Form of Government

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. False 2. False 3. True 4. False 5. True 6. True

Written Assignment

- A. 1. The Lower House. 2. The Vice President. 3. The President.
- B. 1. c 2. a 3. d 4. c 5. c
- C. 1. 550 2. 12 3. Speaker 4. Lok Sabha 5. Union Government
- D. 1. e 2. d 3. b 4. c 5. a
- E. 1. The functions of the Indian Parliament include Legislative, Executive, Financial and Judicial powers and the powers to amend the Indian Constitution.
2. The Lok Sabha is the Lower House in India consisting of representatives directly elected by the people on the basis of the Universal Adult Franchise. The members are directly elected for the Lok Sabha.
3. The Council of Ministers is collectively responsible to the Parliament. The Council of Ministers might be questioned about their policies and programmes of the government. In case of an amendment of the Constitution, two-third majority of both the Houses is needed and both the Houses have equal rights on such amendments, especially on issues of international nature, finance, etc.

Think Tank

- F. 1. The members of the Rajya Sabha are not elected by the people directly. Therefore, they cannot deal with a Money Bill.
2. The Union Government can impeach the President, the Vice-President and the Chief Election Commission (CEC) by the Parliament only.
3. The Parliament selects the Prime Ministers and other ministers who are indirectly elected by the people. Therefore, the ministers are responsible to the Parliament.
4. Because they need a special process.
- G. 1. Sir Edwin Lutyens. 2. Electronic Voting Machine. 3. 1951-52.

4. The Union Executive

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. The leader of the majority party becomes the Prime Minister.
2. Five years.
3. The President of India.

Written Assignment

- B. 1. a 2. d 3. d 4. b 5. d
- C. 1. Council of Ministers 2. Vice President 3. five 4. Emergency
5. Deputy Minister
- D. 1. The President of India has some legislative powers as well. These are as follows:
 - (i) The President addresses the first session of the Parliament, after the elections are over.
 - (ii) The President can dissolve the Lok Sabha and calls for a joint session of both the Houses of the Parliament, in case of a deadlock.
 - (iii) A Bill becomes a law only after the President assents.
 - (iv) The President issues ordinances when the Parliament is not in session.
2. The President of India has some judicial powers. These are as follows:
 - (i) The President can pardon or reduce the punishment or grant pardon, if any person is sentenced to death and he/she appeals for forgiveness.
 - (ii) The President appoints the Chief Justice and other judges of the Supreme Court and the High Courts.
3. To occupy the seat of the President of India, one should fulfil the following criteria:
 - (i) One must be a citizen of India.
 - (ii) One must be at least 35 years of age.
 - (iii) One must be qualified to become a member of the Lok Sabha.
 - (iv) One must not hold any office of profit.
 - (v) One must not be a Member of Parliament or State Legislatures.
4. If there is a financial crisis in the country, the President can declare Financial Emergency for the entire country.
5. The Election Commission of India.
6. The President of India can also be removed from his/her post by the process of impeachment. Impeachment is a special procedure where a joint session of the

Parliament is called, and if two-thirds of the members agree to remove the President; he/she must step down from the post.

7. The Council of Ministers is of three categories:
 - (i) Cabinet Ministers: They hold important portfolios like defence, education, industry, textile, etc.
 - (ii) Ministers of State: They represent their states and occupy the second level of the Council of Ministers.
 - (iii) Deputy Ministers: These ministers assist Cabinet Ministers and Ministers of State.
8. The President of India.
9. The Vice-President of India acts as the President in the absence of the President. If the President dies, then the Vice-President takes over as the interim in charge or as the President. The Vice-President is also the Chairman of the Rajya Sabha.
10. The Prime Minister is the real head of the government. He/She takes the final decision in all important matters of the government. The Prime Minister is the bridge between the President and the government.

Think Tank

- E.
 1. The President is not a member of the Parliament; therefore, he is not responsible to the Parliament.
 2. The ministers (government) carry out their own political promises that they made during the election. The civilians only carry out the orders.
- F.
 1. The President.
 2. 1.5 lakh.
 3. Article 356 of the Constitution.
 4. 7 Race Course Road, New Delhi.
 5. The Cabinet Secretary.

5. The Judiciary and the Role of Police

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. The Supreme Court.
- 2. There are three types of cases.
- 3. The Supreme Court of India.
- 4. The Courts (District Courts, High Courts and the Supreme Court).

Written Assignment

- B. 1. d 2. d 3. a 4. a
- C. 1. guardian 2. Public Interest Litigations (PILs) 3. 1985 4. FIR 5. Lok Adalats
- D. 1. India has a Unified Judiciary. The Supreme Court is situated at the top of the judicial system. Next to the Supreme Court, there are the High Courts in the States, followed by District Courts. The Supreme Court, which is the highest court of justice, has the power to supervise and control the entire judicial system in India.
- 2. Criminal cases deal with crimes in society, such as thefts, murders and burglaries.
- 3. A civil case deals with property or any matrimonial issue. Civil cases can be settled outside the court also and are restricted to a payment of compensation or a fine.
- 4. India has a Unified Judiciary. The Supreme Court is situated at the top of the judicial system. Next to the Supreme Court, there are the High Courts in the States, followed by District Courts. The Supreme Court, which is the highest court of justice, has the power to supervise and control the entire judicial system in India.
- 5. The Supreme Court is the apex court in India because all the other courts are under it. The judgement of the Supreme Court is final and applicable to all.
- 6. A public prosecutor is a lawyer who defends a State. He/She is appointed by the State.
 - (i) He/She has to conduct the trial without bias.
 - (ii) He/She must present all the facts, evidences and witnesses before the courts in order to help them give unbiased judgement.
- 7. A Public Interest Litigation (PIL) is filed by people in the Supreme Court or High Court when their interests are affected by government actions.
- 8. Appellate Jurisdiction refers to the right of the Supreme Court to hear and decide appeals against the judgement of the High Courts or any other lower courts.
- 9. The Supreme Court of India also functions as a Court of Records. All the decisions and proceedings of the courts are recorded for reference.

10. We need a judiciary for the following reasons:
- (i) Judiciary gives justice to people.
 - (ii) Judiciary checks the powers of the government.
 - (iii) Judiciary safeguards the federal nature of the government by resolving disputes between State(s) and the Union, on the Centre.
 - (iv) Judiciary is the custodian of the Constitution.
 - (v) Judiciary protects the fundamental rights of the citizens.
11. The main functions of police are:
- (i) Preventing and solving crimes.
 - (ii) Arresting people involved in the crime.
 - (iii) Filing and investigating chargesheets.
 - (iv) Maintaining law and order.
 - (v) Regulating the traffic, etc.

Think Tank

- E. 1. One can move from the lower courts to the higher courts. But at the highest stage, one is bound to obey the verdict of the higher court.
2. To impart justice at the grassroot level.
3. Police investigate a criminal case and they frame charges based on the evidence collected. If the police is negligent, the criminal will not be punished.
- F. 1. The United States of America.
2. Punjab and Haryana.
3. The Hague in Netherlands.

6. Social Justice and the Marginalised Groups

ANSWERS TO ASSESSMENT CORNER

Oral Assignment

- A. 1. False 2. True 3. True

Written Assignment

- B. 1. b 2. c 3. d 4. b

- C. 1. Untouchability 2. Untouchables 3. 'original inhabitants' 4. social
5. Chota Nagpur

- D. 1. The original inhabitants of India.
2. The people who remove human excreta by hand are called manual scavengers.
3. In recent times, in India, we have seen the growth of specialty hospitals, nursing homes with skyscraper buildings. New hospitals with all facilities, modern equipment and trained doctors and nurses have emerged as a result of the growth of medical science. But the sad part is that which was once a service-oriented industry has now become a money-making profession. Many people are unable to get the benefit of such hospitals because of poverty and non-affordability. Doctors refuse to serve the rural people. The public health centres in the rural areas are in a very poor condition. Though money is spent by the government for the health care of public, the condition is very miserable. The patients are increasing and there are no doctors in hospitals to attend them and the number of beds is less. Operating theatres lack facilities. In some hospitals, electricity is erratic. Inexperienced doctors handle patients, often causing death.
4. The Civil Rights Act of 1955.
5. The Protection of Civil Rights Act was passed in 1955 and from then onwards, many Acts were passed which tried to give dignity to labourers. The law states that any offence against backward people is punishable by law. Reservation of seats is provided by the government in education and government jobs. In 1993, The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act was passed. The Mandal Commission submitted its report in 1978 and the Government of India decided to implement it.
6. Child labour refers to children below fourteen years of age engaged in factories, shops, garage, etc.
7. There are people who live on the margins or edges of society. They are called marginalised. These people are not permitted or allowed to mix and move with the rest of the society. They are discriminated against and isolated on various grounds, like people with diseases, such as leprosy, tuberculosis, etc.

8. In search of job or employment.
9. The Protection of Civil Rights Act was passed in 1955 and from then onwards, many Acts were passed which tried to give dignity to labourers. The law states that any offence against backward people is punishable by law. Reservation of seats is provided by the government in education and government jobs. In 1993, The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act was passed. The Mandal Commission submitted its report in 1978 and the Government of India decided to implement it.

Think Tank

- E.
 1. Poor parents are forced to send their children to work for livelihood. Therefore, child labour is still in use.
 2. Remote villages do not have the same infrastructure and facilities as a town or city. Therefore, doctors avoid remote areas and villages, which they should not.
 3. Law alone cannot do anything, unless people are aware and educated.
- F.
 1. People like barbers and cobblers who have different professions.
 2. Sweeping or mending shoes, bags, etc.
 3. Fortis Hospital.

7. Role of Government in the Growth of the Country

ANSWERS TO ASSESSMENT CORNER



Oral Assignment

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

Written Assignment

- B. 1. d 2. b 3. d 4. a 5. d

- C. 1. 1991 2. Chennai 3. second 4. Jawahar Navodaya Vidyalaya Scheme

- D. 1. A Five-Year Plan was the plan that decided how much of the government resources should be allotted to each sector.

The Planning Commission of India used to prepare Five-Year Plans for the overall and balanced economic growth of the country.

2. Because of the initiatives taken by the government, India was able to bring the Green Revolution, that is, rise in agricultural production.
3. The government has played an important role in the spread of education in India after independence. The state governments have started schools, where nominal fees are charged. Schemes are also started to encourage parents to send their children to school. The government have set up many schemes to promote education. Some of these are as follows:
 - (i) 19.9 per cent is the planned expenditure for the future of education.
 - (ii) Under Sarva Shiksha Abhiyan, ₹ 13,100 crore is provided to improve the quality of education.
 - (iii) The Mid-day Meal Scheme is introduced.
 - (iv) Under the Jawahar Navodaya Vidyalaya Scheme, 130 crore is provided to establish Navodaya Vidyalaya in 20 districts.
 - (v) Funds are provided to establish Vidyalayas in backward areas.

4. After independence, India has progressed a lot. Today, it is the fifth largest economy in the world, with a GDP of \$ 2.94 trillion.

From the Green Revolution to the Industrial Revolution on one hand and from the White Revolution to the IT Revolution on the other hand, India has gained self-reliance in many spheres. In the scientific field, Bhabha Atomic Research Centre and Indian Space Research Organisation have amazed the world with their expertise and feats. In the field of sports also, many Indian sportspersons have performed brilliantly on the world stage.

5. Indian Railways is the largest railway network and the biggest employer in the world. It

connects and links people at the remotest corners of India. Some steps have been taken to improve the railways. These includes the following:

- (i) It is planning to build freight corridors.
 - (ii) It plans to build high-speed passenger corridors for running high-speed trains.
 - (iii) The meter gauge lines to be converted to broad gauge by the end of the 11th Five-Year Plan.
6. The government plays an important role in the growth of a nation. The government maintains law and order, provides civic amenities, attends to basic infrastructure, works towards poverty alleviation and welfare of the poor and sustain economic growth. Welfare of the people requires the provision of basic amenities like water, electricity, good roads, adequate housing, education, communication facilities and financial institutions. Hence, social welfare must go along with economic prosperity. In order to bring balanced distribution of resources and to ensure all people benefit by the process of development, the Indian government started the Five-Year Plans (now, the Planning Commission has been replaced with National Institute for Transforming India or Niti Aayog).
7. In spite of all the efforts of the government to have a balanced economy, there are a lot of challenges that the government is facing. Some of these challenges are:
- (i) Unequal economic growth
 - (ii) Poverty
 - (iii) Growth of population
 - (iv) Growth of slums
 - (v) Unemployment
 - (vi) Terrorism
 - (vii) Communalism

Think Tank

- E. 1. Only proper and practical planning can bring effective results in the development of the nation.
2. This is because one part of the country will be rich, while the other part will become poor and it will bring social, political and economic disturbance in the country.
3. Proper infrastructure alone helps to establish industries, agriculture and other service sectors.
- F. 1. CORRUPTION 2. UNEMPLOYMENT 3. SLUM 4. POVERTY
5. POPULATION 6. COMMUNALISM 7. TERRORISM