



*Connect* WITH THE  
**WORLD**  
8

Chhavi Goyal  
M.A. (Geography) B.Ed.  
(Specialisation in Indian Tourism and Oceanography)

Namrata Bahadur  
M.A. (History) B.Ed.  
Faculty: City Montessori School (CMS), Lucknow



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# Connect WITH THE WORLD



## FEATURES OF THE SERIES

- ❖ **LEARNING OUTCOMES:** list the focus of each lesson
- ❖ **LET'S GET STARTED:** short, doable warm-ups
- ❖ **BE A RESEARCHER, IQ, TIME TO THINK:** questions to provoke thinking and debate
- ❖ **GEOFACT, GOOD TO KNOW, MATTER OF FACT, TIME MACHINE, FACT BOX:** topic-related nuggets of information
- ❖ **GLOSSARY:** definitions of conceptual terms
- ❖ **CHAPTER IN A NUTSHELL:** recapitulation of the chapter for quick revision
- ❖ **EXERCISES:** MCQs, gap-filling, alternate responses, matching and wh- questions
- ❖ **HOTS:** questions to encourage analytical thinking
- ❖ **PATHBREAKER:** inspires and prompts to 'be the change'
- ❖ **TEST ASSIGNMENTS and TEST PAPERS:** evaluate the learners' comprehension of concepts





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Part I

# Geography



# Learning Outcomes

## NATURAL RESOURCES

At the end of the lesson, the student will understand:

- the different types of resources like natural resources, localized resources, human resources and human-made resources.
- the different categories into which resources can be classified.
- the need for conservation of resources and the relationship between resources and sustainable development.

## LAND, SOIL AND WATER RESOURCES

At the end of the lesson, the student will understand:

- the manner in which land, soil and water are used as resources.
- and acquaint themselves with the manner in which these resources are formed and used, how can they be conserved and how best can they be put to our use with minimal wastage.
- the various types of soil found in India and their best possible uses.
- the manner in which land is classified and put to use.
- how water is an essential resource and understand its various uses as well as the causes behind its scarcity.

## NATURAL VEGETATION AND WILDLIFE

At the end of the lesson, the student will understand:

- forest resources and why they are called natural vegetation.
- about the different types of forest resources as well as the specific vegetation and their geographical location.
- the importance of forests and the need to conserve them.
- that wildlife is a resource and the need to conserve wildlife.
- the manner in which natural resources are preserved in the form of biosphere and national parks.

## MINERALS AND POWER

At the end of the lesson, the student will understand:

- and acquaint themselves with the minerals and the power resources that are found on the Earth and are extensively used by human beings.
- the different types of minerals and the manner in which minerals are extracted with the help of mining.
- the manner in which minerals are distributed in different places and locate them on the map of India.
- renewable and non-renewable sources of power, geothermal power, tidal power and biofuels and their conservation.

## AGRICULTURAL PRACTICE

At the end of the lesson, the student will understand:

- the key factors responsible for agricultural growth as well as the various types of farming that we find around us.
- and define the features of sedentary primitive agriculture,

shifting cultivation, intensive subsistence agriculture, nomadic herding, extensive commercial grain farming, dairy farming, mixed farming, market gardening and horticulture and plantation agriculture.

- the role of terrain in the selection of the method of agriculture.

## MAJOR CROPS AND CASE STUDIES

At the end of the lesson, the student will understand:

- and learn about the different crops that are produced and consumed by human beings.
- the conditions for growth of different crops as well as specific areas under production.
- the several problems that plague the Indian agricultural scenario.
- and familiarize themselves with terms like Green Revolution, White Revolution and the effects of biotechnology on food production.
- the case studies of Ladakh and the Netherlands through their agricultural patterns, geography and ecology.

## MAJOR INDUSTRIES

At the end of the lesson, the student will understand:

- the major manufacturing industries and the factors that determine their growth like source of raw materials, output as well as size and ownership of the industry.
- and determine the role of location in the setting up of industries like availability of raw, power, labour and technology, market, capital, government policy and transport and communication.
- and differentiate between heavy and light industries with appropriate examples.

## SOME COMPARATIVE CASE STUDIES

At the end of the lesson, the student will understand:

- the case studies of four comparative industries – the Tata Iron and Steel Company, Automobile industries at Detroit, Information Technology Industries in Bengaluru and the Silicon Valley IT industries that lie in Santa Clara County in the state of California.
- the unique properties of each of these industries and the reason behind their popularity.

## HUMAN RESOURCES

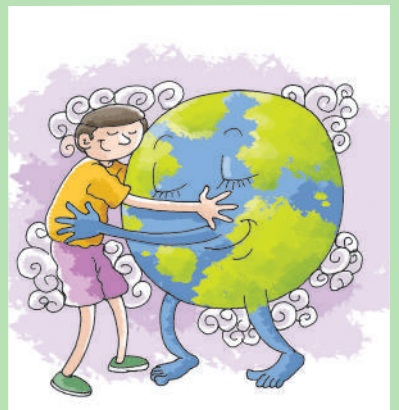
At the end of the lesson, the student will understand:

- the definition of human resources and their role in the development of the nation as a whole.
- and learn about the various factors that affect the density of population as well as its distribution across the world.
- the definition of population composition as well as the population changes in the world.



# 1

# Natural Resources



## Let's get started

The teacher starts a discussion in the class where he/she talks about the environment and things in the surroundings.

- What are furniture made of? Where does the **raw material** used to make furniture come from?
- What happens to the old furniture: Are they thrown away or converted into something useful?
- What kind of a **resource** is this material?
- How do you take care of the environment? Which resources does our environment comprise?
- Make a list of natural resources and some human-made resources.

## Introduction

Have you ever wondered about the things that you use in your daily life? Where do they come from? Anything that is found in nature and has some value or use for humans is called a **resource**. Whatever we use becomes a resource only when its properties are recognised. Some resources also become economically valuable with time. Thus, time and technology are the two important factors that are responsible for changing things. Many of the available resources are being over-used which may lead to their exhaustion. Let us find out more about them in this chapter.

## Types of Resources

Resources can be of three broad types—natural, human and human-made. The pattern of resource utilisation helps us to make the right choices in resource development, to create wealth and sustain further development.

### Natural Resources

**Natural resources** are those resources that occur naturally and support life—water, air and sunlight. Natural resources include **minerals**,

fossil fuels, forests, etc. that satisfy human wants. We need water for our daily activities. Besides, plants and factories also need water. Water is a natural resource. Similarly, when we extract minerals from the rocks, such as iron ore or coal, they become a resource. However, in ancient times, when humans did not have the technology to extract the minerals, the same rocks were not a resource as they had no value.

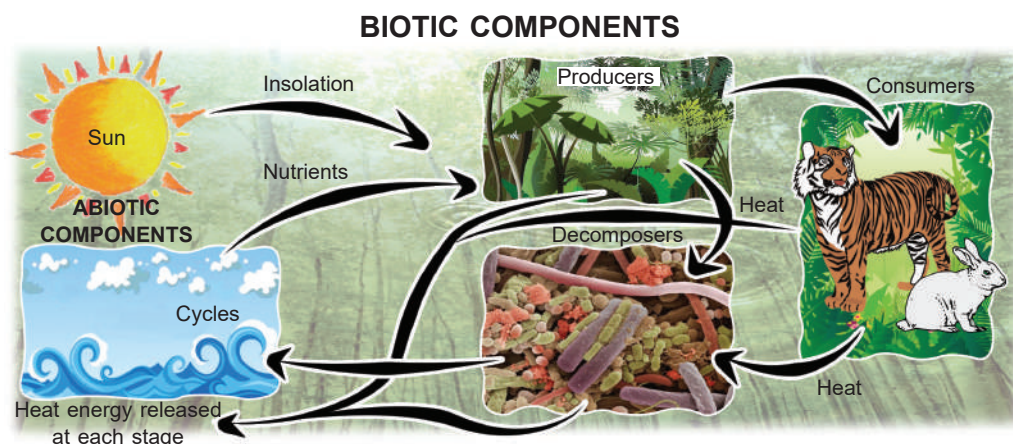
Some natural resources that can be immediately utilised are air, water, fish, fresh fruits and vegetables. Other resources have to be processed to make them useful to man. The iron or copper required for various industries is obtained by smelting their ores. Even the fuel we use to run our vehicles, or the gas we require to cook food, has to be processed before it can be used. Then only, these resources acquire value and fulfil our needs.

Resources can also be classified on the basis of

- their origin or source.
- their stage of development.
- their renewability.
- their distribution.
- their availability.

### Biotic and abiotic resources

On the basis of their origin, natural resources can be classified into biotic and abiotic resources.



**Fig 1.1** Biotic and abiotic resources are the components of all ecosystems on the planet Earth.

**Biotic resources** are all biological or living beings such as plants, animals, insects etc. **Abiotic resources** include all physical or non-living things such as land, minerals, soil, water and climate.

### Actual and potential resources

On the basis of their stage of development, natural resources can also be divided into actual or potential resources. Resources whose quantity and quality are known to us, are known as **actual resources**. Oil reserves, hydroelectric or hydel



**Fig 1.2** Some of the actual and potential resources

power, deposits of iron ore, etc. are examples of actual resources.

Potential resources, on the other hand, are those resources that are known to exist but have not been used as yet. Waterfalls, wind and solar energy are **potential resources**. Windmills spread along the Indian coastline, have potential for greater development. Biofuel as an alternative fuel is another potential resource.

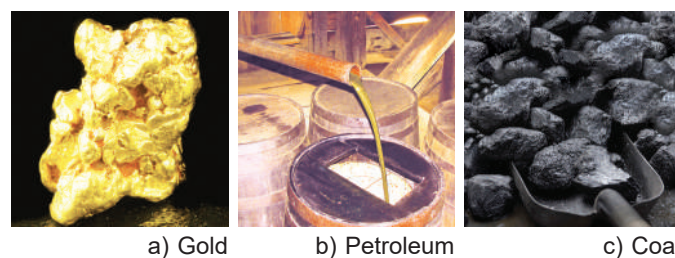
### Renewable and non-renewable resources

On the basis of their renewability, natural resources can be categorised into renewable and non-renewable resources. Soil, water and forests that can be renewed or replenished quickly are called **renewable resources**. On the other hand, resources like iron ore, gold, petroleum, coal, etc.,



**Fig 1.3** Renewable resources

that are depleted and cannot develop quickly are known as **non-renewable resources**. These may take millions of years to form.



**Fig 1.4** Non-renewable resources



### Good to Know

Collect rainwater in tubs and containers. You can use it for washing cars, bicycles and watering plants and lawns. It is estimated that you can save up to 5,000 litres of water in a year!



### *Continuous resources*

Based on their availability, natural resources can be continuous. Such resources are always available and do not rely on human action. Solar energy and tidal energy are examples of **continuous resources**.

### **Ubiquitous and localised resources**

Resources can also be classified on the basis of their distribution. They can be ubiquitous or localised. Resources like the air we breathe, water we drink and sunlight that are found everywhere are **ubiquitous**. But the resources that are found only in certain places are **localised**, like copper and iron ore.

### **Distribution of natural resources**

While natural resources are available widely, they are not available everywhere. Some resources might be abundantly available in certain parts of the world and not in other parts because of uneven distribution of natural resources. Reasons being the different landforms and climatic conditions the world over. Also, the number of people living in an area and their dependence on the natural resources vary. Moreover, technology and money are required to convert naturally occurring raw materials into resources and then into human-made resources. The resources also change over time.

### **Human Resources**

**Human resources** constitute human beings themselves. Human resources are considered to be the most important resource, because no gift of nature can be developed and utilised as a resource.

When we talk of the human resource, it must be assessed both in terms of quality and quantity. Not only must there be enough humans to exploit the natural resources, they must also have the techniques to utilise them in the best possible manner. Along with educational expertise, a healthy human population base is also instrumental in the economic and social development of a region.

### **CASE STUDY: CARBON FOOTPRINT**

Footprints essentially signify the imprint of your walk on the sand or soil. Similarly, carbon footprint is the imprint of our activities on the planet Earth. It serves as a yardstick for measuring the impact of human activities on the environment, particularly climate change. You may have heard of global warming, a term often used in newspapers and television. It implies gradual increase in global temperature on the Earth's surface. Most of this warming is being caused by human activities.

Greenhouse gases are formed by the burning of fossil fuels for different purposes. When someone rides a car, a certain amount of carbon dioxide, a greenhouse gas, is produced. The production of food and goods also emit carbon dioxide. These affect our atmosphere. Carbon dioxide, methane and other greenhouse gases have changed the composition of the atmosphere.

According to scientists, rising temperatures may melt glaciers and make sea levels rise. This may eventually modify climate patterns and crop yields as well as water supplies. The quality of air will also affect human health and more people will be diagnosed suffering from respiratory diseases. In addition, desert regions may increase in area.

A natural resource becomes a worthwhile resource only when humans have a use for it. For example, mineral oil becomes a useful resource only when it is extracted and converted to petroleum jelly or turpentine oil. When the quality of education, skills and expertise go up and human beings are able to create more resources, this phenomenon is known as **human resource development**. The development of technology, i.e., practical application of science to commerce and industry, has enabled some countries to develop on a massive scale.

### **Human-made resources**

Besides human resources, there are resources made or created by human beings. They play a vital role in the utilisation and development of natural resources. Such resources include

technical expertise, government structures, political and economic institutions, as well as the social and cultural setup. How do humans extract minerals or create equipment to use resources? It is **technology** that helps them to do so. It is worthwhile to remember that technology is a human-made resource.

Humans conduct research to improve the quality of crops and goods they produce. Newer techniques are being developed at a fast pace that use less time and fewer resources, without affecting the quality of goods. This is important for the conservation of resources for the future.



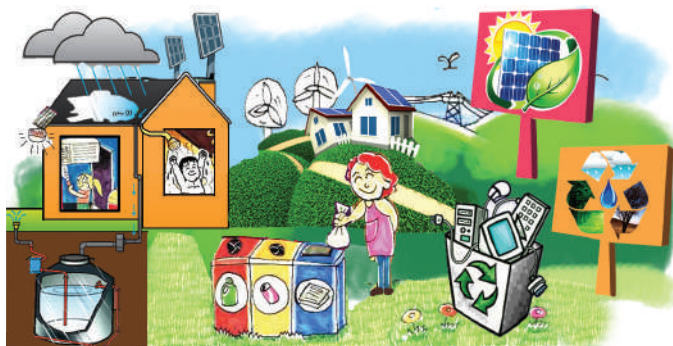
#### Geo Fact

Approximately 17 billion plastic bags are given away by supermarkets every year. These bags are generally used once and thrown away, ultimately polluting the environment. If people stopped using plastic bags, there would be enough plastic to tie around the Earth 103 times!

## Conservation of Resources

Why is conservation such an important issue today? The number of people on Earth is increasing every day and the pressure of their demand on resources is also mounting, whereas natural resources are limited. Some of it can be renewed but that may take a very long time to mature. Therefore, conservation is important.

**Conservation** can be defined as the protection of natural resources. Scientists first examine how



**Fig 1.5** Some of the ways in which we can conserve invaluable resources for use in future.

and why natural resources are being depleted or degraded and then, find ways to solve the problem. What are some of the ways in which natural resources are being affected? Human activities have been identified as one of the primary causes. Major causes of the degradation of environment are air pollution, the clearing of forests, over-extraction of mineral resources, overgrazing of pastures by farm animals, poaching of animals etc.

The various natural resources found on our planet are interrelated. If one part is affected, the other gets affected too. If forests are cut down, it destroys the habitat of wildlife, the reservoir of oxygen, as well as the soil and other natural resources like wood. People dependent on the forests lose their livelihood. Similarly, when the air is polluted by one industry, it causes breathing problems among people over a large area. This can also lead to respiratory diseases among them.



#### Be a researcher

- How could we prevent such activities without affecting the livelihood of people dependant on such activities?
- How do you think our world would be affected if human resources were not healthy?

## Resources and Sustainable Development

Global warming, water pollution, air pollution and careless use of natural resources are threatening our world today. It is important therefore to protect our land, environment and natural resources. Sustaining resources implies the use of existing resources in such a way that they may be available for a long time.

**Resource conservation** is the process of using available resources judiciously so that they may not get depleted and may have time to renew. **Sustainable development** is to use resources without depleting them and also looking after the social and environmental effects of such use.

*"The conservation of natural resources is the fundamental problem. Unless we solve that problem, it will avail us little to solve all others."*  
—Theodore Roosevelt



Hence, we need to manage the use of resources wisely in such a way that there is sufficient food, water and means of livelihood for the present and future generations.

To work towards sustainable development, we need to:

- recycle and reuse resources

- avoid wastage (paper, plastic and wood)
- take care against excessive consumption
- control activities related to pollution
- preserve the biological diversity on Earth
- use resources that are easily available and can be replaced at a low cost

## CHAPTER IN A NUTSHELL

- A resource is anything that has value for humans.
- Based on different criteria, natural resources can be biotic and abiotic, renewable and non-renewable, actual and potential, ubiquitous or localised and continuous resources.
- Human-made resources are those that humans create out of natural resources.
- Human resource is the most important as it has the required skill and knowledge to utilise the resources.
- Conservation is the protection of natural resources. All natural resources need to be sustained.
- Sustainable development is the effective use of natural resources in such a way that the resources are sufficient for the present as well as the future.

## Glossary

**Conservation** The protection of all our natural resources | **Human resources** The people | **Minerals** Naturally occurring material that has a definite chemical composition | **Natural resources** Resources which occur naturally without the help of humans | **Raw material** Basic commodity, natural or processed, transformed by manufacturing into another product | **Resource** Anything that has some value or use for humans

## EXERCISES

### A. Fill in the blanks.

1. Anything that is found in nature and has some value or use for humans is called a \_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ are the two important factors that are responsible for changing the properties of many resources.
3. Natural resources like air, water, fresh fruits, fish and vegetables can be immediately \_\_\_\_\_ while some need to be processed.
4. The \_\_\_\_\_ we use to run our vehicles or the \_\_\_\_\_ we require to cook food has to be processed before it can be used.
5. Along with educational expertise, a healthy \_\_\_\_\_ population base is instrumental in the \_\_\_\_\_ and \_\_\_\_\_ development of a region.
6. When the quality of education, skills and expertise go up and human beings are able to create more resources then it is called \_\_\_\_\_ development.
7. Practical application of \_\_\_\_\_ to commerce and industry has enabled some

countries to develop on a massive scale.

8. Humans conduct \_\_\_\_\_ to improve the quality of crops and goods they produce.
9. \_\_\_\_\_ is defined as protection of natural resources.
10. Human activities have been defined as one of the \_\_\_\_\_ resources that cause degradation of environment.

**B. Tick the correct answer.**

1. The available resources are being \_\_\_\_\_ which may lead to their exhaustion.
  - a. underused
  - b. reproduced
  - c. exported
  - d. overused
2. Besides human beings and animals, water is also required by the \_\_\_\_\_ and \_\_\_\_\_.
  - a. machines and goods
  - b. mountains and hills
  - c. plants and factories
  - d. none of the above
3. Technology and \_\_\_\_\_ are required to convert naturally occurring raw materials into resources and then into human-made resources.
  - a. money
  - b. brains
  - c. muscle power
  - d. electricity
4. The number of people on Earth is increasing every day while the pressure on availability of natural resources is \_\_\_\_\_.
  - a. limited
  - b. unlimited
  - c. massive
  - d. very high
5. Sustaining resources implies the use of existing resources in such a way that they may be available for a \_\_\_\_\_.
  - a. brief time
  - b. limited time
  - c. long time
  - d. none of the above

**C. Write True or False.**

1. Based on criteria, natural resources can be biotic or abiotic, renewable or non renewable, actual or potential, ubiquitous or localized and continuous. \_\_\_\_\_
2. Human-made resources are those that humans create themselves. \_\_\_\_\_
3. To work towards sustainable development, we must look at the three Rs, namely recycle, reduce and reuse. \_\_\_\_\_
4. The various natural resources found on Earth are all interrelated to each other which means that if they are affected in one part then it is likely to affect the other part too. \_\_\_\_\_



5. Renewable resources like soil, water and forests take millions of years to form. \_\_\_\_\_

**D. Answer the following questions in detail.**

1. Define the following terms:
  - ❖ Biotic resources
  - ❖ Non-Renewable Resources
  - ❖ Potential resources
  - ❖ Continuous Resources
2. List and briefly define the three broad types of resources.
3. How are natural resources classified?
  - ❖ on the basis of their origin
  - ❖ on the basis of their stage of development
  - ❖ on the basis of their renewability
  - ❖ on the basis of their availability
  - ❖ on the basis of their distribution
3. Differentiate between renewable and non-renewable resources along with appropriate examples.
4. The various natural resources found on our planet are interrelated. How? Prove it with an example.
5. What is Resource Conservation? How is it different from Sustainable Development?
6. How should we manage the use of resources in the modern times?

## **HOTS**

Human resource is considered to be the most important resource. Why?



## **EXPERIENTIAL LEARNING**

## **PROJECT**

Follow the newspaper diligently for a week and gather as many national/ international articles on environmental issues as possible. Read them thoroughly and on a big chart paper, paste some of the most critical ones and put it up on the class bulletin board. Observe a silent gallery time and ponder over the issues that are gaining prominence in today's time.

## LIFE SKILLS

## THINKING SKILL

If you see the following, what will your response be?

- ❖ water leaking from school
- ❖ overhead tank overflowing in your apartment
- ❖ students throwing biscuit wrappers, chips packets from the window of the school bus
- ❖ fans and lights switched on despite the room being empty
- ❖ food being served in plastic plates and glasses in a birthday party of your friend

What will you do in these situations? Will you

- ❖ ignore what is happening and carry on with your work?
- ❖ inform the concerned authority about it and ask them to take care?
- ❖ you will yourself start fixing the problem?

## ACTIVITY

Find the ten hidden words.

A	I	L	L	S	F	B	R	O	W
B	F	W	A	T	E	R	E	S	I
I	O	W	C	Y	R	A	S	D	N
O	Y	L	T	B	D	W	O	O	D
T	A	S	U	Y	I	W	U	S	M
I	D	O	A	Y	L	R	R	B	I
C	O	A	L	I	Y	F	S	D	L
A	B	L	S	W	F	U	E	Y	L
R	E	C	Y	C	L	E	I	F	O
M	I	N	E	R	A	L	S	B	A



# 2

# Land, Soil and Water Resources



## Let's get started

The points below are written on the board in the class. The students have to read and give an example of each.

- Two renewable natural resources that are subject to misuse and overuse
- An organism found in the soil
- Certain types of soil
- Different layers of soil

## Introduction

Land is the most important of all natural resources. It serves as the source for all other resources, such as minerals, forests, the life forms above and below the surface (plants and animals), different types of soil, surface water (rivers and lakes), human settlements and population. Let us understand land and other important resources such as soil and water and their uses in more detail.

## Land Resources

All human beings live on land and use it for agriculture and various other purposes. What percentage of the Earth is land? It is only about 30 per cent of the total area of the Earth's surface. About one-third of the Earth's total land area is not suitable for living, or is uninhabitable. The land surface is also not the same everywhere. There are level plains, uplands or plateaus, hills and mountains at various locations. Different types of land present different types of resources. Therefore, all places are not evenly populated. In addition, the areas with extremely cold or hot climate are sparsely populated. Soil fertility also varies from place to place. For example, the Arctic areas, the deserts and high mountains are

unfavourable for activities and practices such as farming. On the other hand, most of the plains across the world are very fertile.

Generally, humans tend to live in areas with moderate climate, fertile soil and level land. The plains have all these features. So, they are the most populous areas in the world.

## Land use

Patterns of land use tell us how land is being utilised by humans. Generally, land is used for the purpose of agriculture, settlements and other urban developments such as road and industry by humans.

**Land use** refers to the economic use of land. The land can be used as agricultural fields to cultivate crops, or as industrial areas to establish factories. **Land cover** is the physical element that covers the land. Vegetation, buildings or water are included in it. Land use depends on physical factors such as topography, climate, availability of water, soil and minerals.

It is estimated that about 11 per cent of the Earth's surface is used for cultivation. Forests cover another 28 per cent while pastures account for 34 per cent. Urban areas cover approximately 5 per cent of it. The rest of the land resources



**Fig 2.1** Vegetation cover

include land that could be productive but has been used for economic purposes such as built-up structures, parks and gardens. Barren land and even wastelands are included in this category. Land use also varies from one part of the world to the other and also within a smaller area. Change in the patterns of land use is one of the main reasons for many processes of environmental change. It influences the basic resources of land use, including the soil. Poor land management has degraded vast amounts of land, reduced our ability to produce enough food and is a major threat to rural livelihoods in many developing countries.

### Classification of land

Land can be classified on the basis of ownership—private land and community land. **Private land** is used and owned by a person or a group of people for personal use. **Community land** is owned and used by the whole community like parks, roads, forests etc. These community lands are also called **common property** resources.

#### Be a researcher



- Which parts of India are the most populated?
- Find the difference between land use and land cover.

### Changing pattern of land use

Land use has been changing over the years. Human population has been increasing at

an alarming rate and so have their demand on land. Agriculture, mining, deforestation, roads, industry and settlements are some of the changes made by humans to the land use.

Scientists estimate that between one-third and one-half of our land surface has been modified by human activities.



#### Geo Fact

Due to the increased human demand for food, freshwater, timber, fibre and fuel, more land has been claimed for agriculture in the last 60 years than in the 18th and 19th centuries combined.

### Land degradation

**Land degradation** happens when the land is no longer suitable for agriculture. Some important reasons for this include increased population and its ever-increasing pressure on land, deforestation, soil erosion, overgrazing by animals, excessive single cropping and expansion of cities and salinisation. Together, all these are responsible for the removal of nutrients from the land and add to this natural disasters such as floods and landslides.

The impact of land degradation is huge. Land productivity goes down leading to uncertainty about food. It often leads to migration and a general destruction of ecosystems. Can we control this situation too? Perhaps, we can, to some extent. It is very expensive to reclaim degraded land. Sometimes, severely degraded land might not be reclaimed at all.



#### Good to Know

Afforestation is the act or process of establishing a forest especially on land not previously forested.

### Land conservation

Land is important for the survival of humans. It is the habitat for all life and the treasure house of valuable minerals and soil that are important for the economic development of the world. So how can you conserve your land resource?

Think about afforestation, proper sewage disposal, planned crop rotation to preserve soil nutrients, allowing grass to grow, appropriate disposal of hazardous industrial waste, proper use of fertilisers and pesticides and finding ways to protect ecological diversity. Degraded lands or wastelands can be cultivated for agriculture too with some direction and financial help from the government. Another easy step that you can take, as an individual, is to stop throwing garbage, such as soda cans, paper and other waste like plastic bags, empty wrappers and used aluminum foil.



### Be a researcher

Find out the difference between afforestation, deforestation and reforestation.

## Soil Resources

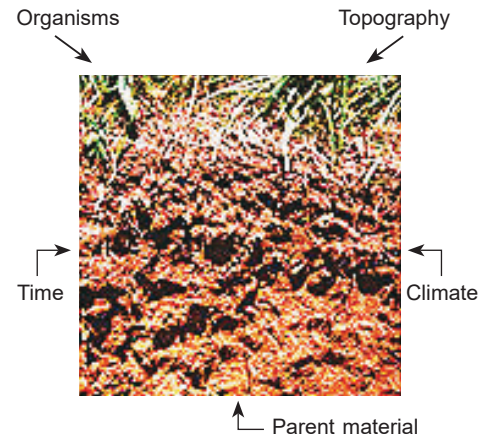
Soil is the uppermost layer covering the surface of the Earth. Have you ever picked up soil with your bare hands? How does it feel to hold it? Soil consists of minerals and organic matter, air and water. Minerals come from the weathering of rocks while organic matter consists of biological plants and organisms, both living and dead. It also has **humus**, which is the partially decomposed organic matter. Water in the soil contains dissolved nutrients and the air in it has high levels of gases such as carbon dioxide and low level of oxygen. The right mix of organic matter and minerals make soil fertile.

### Formation of soil

Soil varies from place to place and even from one field to the next. For example, the soil next to a river could have lots of nutrients, making it a productive area while the soil on a plateau, a little far away, could be stony and unproductive. Why does soil vary so much from place to place? Several factors affect soil formation, some of them are parent rock, climate, vegetation and time.

#### *Parent rock*

The original rock from which soil is formed is called the parent rock. This determines the type



**Fig 2.2** Formation of soil

of mineral content, texture, colour, chemical properties and permeability. For example, granite rocks will produce coarse loamy soil structure, while basaltic rock produces clayey-loamy texture.

#### *Climate*

Climate is one of the most important factors affecting the formation of soil. Warm temperatures, steady and abundant water supply speed up the formation of soil. On the other hand, places with cold climatic conditions like low temperatures and less precipitation slows down soil formation.

#### *Time*

Time is another important factor influencing soil formation. Soil takes thousands of years to form. Some soils change colour and also its properties over a time period.

#### *Topography*

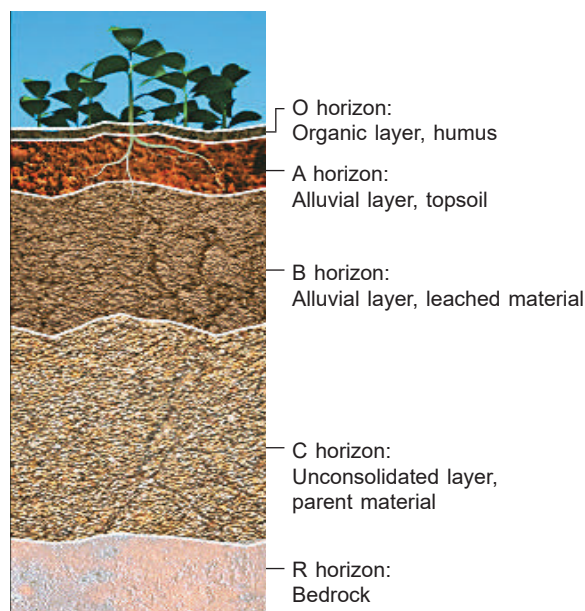
The topography or physical features also affect soil formation. The slope and steepness of the land influence the rate at which water flows into or off the soil. A lot of heat and moisture gets trapped in soil in the plains, thus making it richer and fertile. Hillsides may relatively have thinner soil because of erosion wind and water.

### Profile of the soil

There are several factors that affect the composition of soil. Its thickness, which is the basic property of soil, varies from a few centimetres to a few



metres. Despite such variations, soils have nearly identical vertical structure—i.e., it forms in horizontal layers. The uppermost layer of soil is known as the **topsoil**. It is the first layer with a lot of **humus**. Immediately below is the **subsoil** that consists of uneven coarse particles of rock and very little humus. Below the subsoil is the **bedrock** which is hard, solid and tightly bound rock. The different layers of soil together is known as **soil profile**.



**Fig 2.3** Soil profile

## Soils of India

Soils in India have formed under hot and humid climate and from different types of parent rock. So the colour of soils, their mineral composition, texture, structure and organic content vary from place to place. Broadly, six types of soil are found in India.

### *Alluvial soil*

This is found in the plains along the rivers Ganga and Brahmaputra and in the deltas of the Southern Peninsula, along the eastern coast. This is a fine-grained soil brought down and deposited by the rivers. It is very rich in mineral



**Fig 2.4** Alluvial soil is very fertile and supports agriculture

content and therefore, most suitable for large-scale agriculture in India.

### *Black soil*

This soil is found over lava deposits in the Deccan, in parts of Maharashtra, western Madhya Pradesh, Gujarat and parts of Andhra Pradesh, Karnataka and Tamil Nadu. These soils are often called black cotton soil as this type of soil is suitable for growing cotton. Locally, they are called *regur*. These soils can retain water and are rich in organic content.

### *Red or yellow soil*

Red soil and yellow soil have the same colour as their names suggest. They get their colour from huge concentration of iron oxide. They are found around the black soil zone in the Western Ghats, eastern Madhya Pradesh and in parts of Odisha, Andhra Pradesh and Tamil Nadu. These soils form over different rock types and cannot retain much moisture. One can find stunted forests and drought-resistant crops growing abundantly on such soil types.

### *Sandy desert soil*

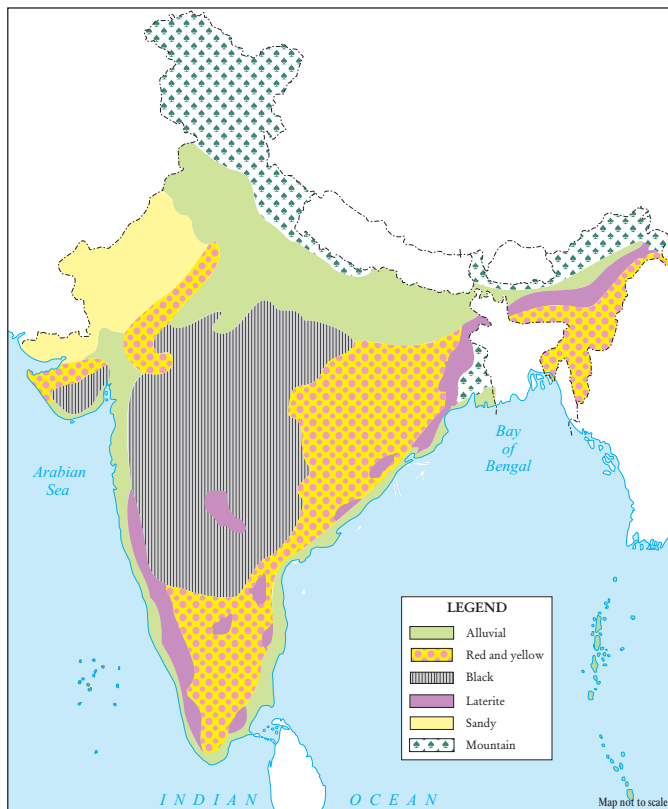
These are found in the dry and semi-dry areas of Rajasthan and parts of Gujarat. These soils are sandy to gravelly with low organic content and low nutrients. They vary in colour from reddish to light brown. The soil has high soluble salts but is low on humus content. Sandy desert soil is not suitable for cultivating crops.



**Fig 2.5** Sandy desert soil

### Laterite soil

The areas that receive heavy rainfall mostly have laterite type of soil. It is also reddish in colour but different from red soil in their mineral composition. Weathering plays a major role in the formation of these soils. These lumpy soils can be broken down easily when they are damp but when they are dry they turn hard as a rock. These are locally known as *pats* in the Chota Nagpur Plateau area.



Map 2.1 Soil distribution in India

### Mountain soil

These are found on the Himalayan mountains and vary from deep alluvium in valleys to highly gravelly soils, based on altitude and vegetation. The mid-altitude zone contains coniferous trees and low humus content. The soil surface of the higher altitude-frozen areas remain under snow. Many of the deltaic regions are affected by tidal waves and currents where the soils are saline. Marshy tracts are usually found in these areas.

### Soil Degradation

Soil gets constantly eroded by wind and water. These are natural processes of soil

erosion. However, human activities are also damaging the quality of soil and consequently, its productivity. Soil degradation occurs when soil loses its productivity due to loss of nutrients, organic matter and water retention capacity. How are humans degrading soils? Deforestation, agriculture, overgrazing, fuelwood gathering and establishment of industries are some of the major causes of soil degradation.

### Soil Conservation

Soil is a precious resource and an important part of the ecosystem. If you have soil, you have life. Imagine a world with no soil! Besides supporting food and fibre and wildlife habitat, soils affect atmosphere and the world climate.

It takes nearly 500 years to form soil 1 cm thick. **Soil conservation** is the prevention of the wasteful use of soils to conserve resources for the future. There are several ways in which soil degradation can be controlled.

#### Practices to control soil degradation

The following are some methods that will help in controlling soil degradation.

**Ground cover vegetation:** It is important to establish and maintain ground cover vegetation which will minimise wind, water and soil erosion. It will also improve soil and air quality by planting perennial plants and improved water quality, thereby resulting in an increase in vegetative cover.

**Mulching:** It is a simple and beneficial practice to stabilise soil temperature, retain soil moisture

Keep mulch away from trunk      Spread mulch to a diameter of at least 3 feet

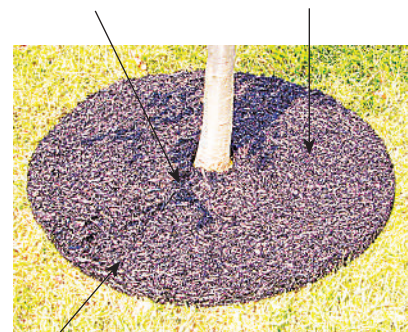


Fig 2.6 Mulching is helpful in optimising the temperature of soil for farming



and reduce soil erosion. Basically, mulching is a protective layer spread on top of the soil. The materials used to create this layer can be both organic and inorganic.

### The Contour farming

- **Contour barriers:** They help in reducing soil erosion and hence store more water in the soil for agricultural benefit. Barriers can be made of stones, crop stalks and leaves or earth mounds.
- **Contour ploughing:** It is a farming practice of ploughing across a slope along its contours. This helps in the slowing down of running water during rainstorms allowing water to percolate into the soil.



Fig 2.7 Contour farming

**Intercropping:** This is a method of growing two or more crops on the same land in the same growing season. Generally, one is a fast growing crop while the other takes longer to mature.

### Terrace farming:

This method of farming involves growing crops on the sides of hills and mountains on broad step-like formation. It also helps prevent or reduce the run-off of rainwater and carrying of soil with it.



Fig 2.8 Terrace farming

**Crop rotation:** When we grow two or more crops, one after the other in a regular sequence on the same land, this method of farming is called crop

rotation. This controls insects and diseases and also helps to conserve soil nutrients.

**Drip irrigation:** It is the slow release of water to each plant to conserve water and prevent soil run-off with too much of water.

**Shelter belts or windbreaks:** These act as barriers against fast blowing winds. It is usually made up of one or more rows of trees or shrubs planted to provide shelter from wind and prevent soil erosion.

### What we can do

To control soil erosion caused by human activities, the following steps can be taken.

- To stop excessive use of fertilisers, pesticides and machinery for farming;
- To step up the process of afforestation or planting trees;
- To prevent soil pollution through seepage of chemical and other industrial waste;
- To prevent excessive accumulation of salt by suitable irrigation methods and planting salt-resistant plants like tall wheatgrass, sunflower, spinach, alfalfa etc.;
- To control soil acidification through the correct use of fertilisers and appropriate choice of crops.

## Water Resources

Water is basic to life and one of the most important renewable natural resources. It is colourless, odourless and tasteless. It is the only resource that is available in three different forms—liquid (oceans, rivers and lakes), gaseous (water vapour in the atmosphere) and solid (ice in the mountains and polar regions). Water covers 71 per cent of the Earth's surface. The Earth is rightly called the 'water planet' or 'blue planet'. Oceans cover two-thirds of the total but all of it is not fit for human consumption.

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*"All the human and animal manure which the world wastes, if returned to the land, instead of being thrown into the sea, would suffice to nourish the world."*

—Victor Hugo



Much of the freshwater that serves as a resource for humans is provided by precipitation. Some of this water soaks into the ground and is stored in soils and pores of rocks. A small part of freshwater exists in the rivers and streams. All forms of organisms require water to live and so do humans. We need water for drinking, bathing, cleaning, cooking and other household use, irrigation and industrial processes. Besides, rivers and streams provide means of transportation and recreation. Water is so important that ancient civilisations settled and built towns and cities near water sources.

### Freshwater Distribution

You know that 97.5 per cent of water on the surface of the Earth is saltwater and not fit for human use. Most of the little freshwater we have is frozen as ice sheets and mountain glaciers.

Lakes, ponds, rivers and streams are the sources of freshwater. Wetlands such as swamps and marshes also have freshwater. This water is salt-free and accounts for less than half per cent of the world's water supply. Water is not evenly distributed and neither can it be added or subtracted but it remains in constant motion which you have already read about in water cycle. The water from oceans evaporates into air. Then, it falls as rain on land.

The amount of rainfall received in different parts of the world varies considerably—some places receive heavy rainfall while others hardly get any. This is the reason why water supplies also vary across the world.

### Uses of Water

Water usage varies from region to region and also depends on the purpose for which it is used.

Water is essential for our bodies and everybody drinks it. Even animals drink water for survival. It is used for washing innumerable things and items like clothes, vehicles, for construction, bathing etc.



Fig 2.9 Some uses of water

#### Agriculture

Nearly 70 per cent of water is used in agriculture, mainly for irrigation. The main issue is that farmers are withdrawing water at a faster rate than it is being replenished. It is estimated that 3 cubic metres of water is required to produce 1 kg of rice! According to UN Food and Agricultural Organisation (FAO), agriculture is responsible for the depletion of most of the freshwater.

#### Hydroelectricity

Large scale river valley projects that provide water for irrigation, also generate hydroelectricity and control floodwaters. Hydroelectricity is used across the world and it accounts for about 19 per cent of the total electricity production. These projects construct large dams across rivers. In all, there are 45,000 dams in the world. Canada is the largest producer of hydroelectricity, followed by the US and Brazil.

Hydroelectricity provides cheap power. It also helps to reduce greenhouse gases. However, these projects have had negative impact on environment. Large dams have led to loss of forests, wildlife and biodiversity. Hundreds of people have been displaced. Soils have been degraded by continuous irrigation and salinisation. India has over 4,000 dams in

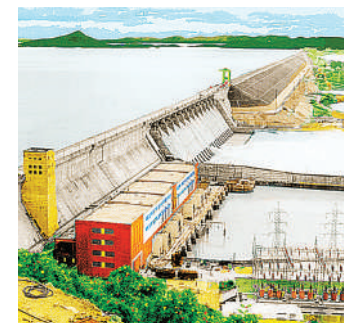
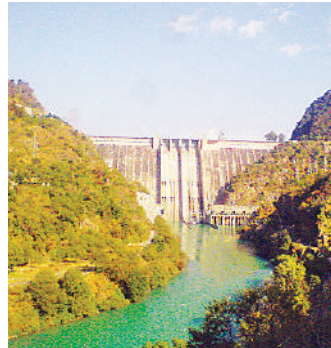


Fig 2.10 Hirakud Dam on the River Mahanadi in Odisha

operation. These are part of the **multi-purpose projects**. The Hirakud Project in Odisha, the Bhakra Nangal in Punjab, the Damodar Valley Project in Bihar and West Bengal, the Tungabhadra Project in Andhra Pradesh and Karnataka and the Rihand Project in Uttar Pradesh are a few of the multi-purpose projects in India.



**Fig 2.11** Bhakra Nangal Dam on the River Sutlej in Punjab

The dams have helped to increase agricultural production greatly in India but they have not been cost-effective. Also, thousands of acres of land have been submerged while building these dams that have displaced humans and wildlife.

### *Industry*

The use of water by industry varies with the level of development. That is the reason why USA, Canada and Russia display higher use of water for industry than for agriculture.

The world average water usage is about 22 per cent for industry. Developed countries use on an average, around 59 per cent while less developed countries use about 8 per cent of the total available water. Industries contribute to water pollution too. It is believed that the developing countries dump about 70 per cent of their untreated industrial waste into water bodies.

### **Scarcity of Water**

There is enough freshwater to meet the needs of 6 billion people but it is not distributed evenly. One out of every three people in the world do not have access to water to meet his/her daily needs. It is not only deserts that lack water. Many areas with heavy rainfall and freshwater at times face water scarcity.

The quality of water and the way water is used and conserved determine the amount of water that is usable. Water scarcity is both a natural



### **Good to Know**

A watershed is an area of land in which water from different sources like mountains/glaciers, mountain springs, lakes, streams, rivers, oceans and precipitation like rain and snow collects and then drains into a body of water like a marsh, stream, river or lake. Watersheds provide water for drinking, irrigation, sustaining various habitats and wildlife and for recreation like boating, hunting and fishing.

and human-made problem. Excessive use is also depleting the water resources.

Besides, many swamps and marshes are being drained to build houses and plantations. Dams are being built to provide water for irrigation and for cities and to produce hydroelectricity. Climate change is drying up many water sources. The continuous population growth is gradually becoming the most important reason for scarcity of water.

In addition, water bodies are constantly being polluted by domestic sewage, organic waste, plant nutrients, toxic chemicals, sediments, heat, oil and radioactive substances that flow into them. These substances degrade the water such that the water no longer remains useful to humans and also disturbs the ecological balance.

### **Water Conservation**

Freshwater scarcity may be a big crisis in future unless steps are taken to manage water properly. How can you manage water? Every individual can contribute towards water conservation and can make a difference to the environment. You could start by using only as much water as required.

**Here are some steps being taken by different countries to conserve water and its quality.**

- Water reuse and recycling
- Seawater desalinisation
- Protection of wetlands
- River cleaning to improve quality of water
- Afforestation to reduce run-off
- Rainwater harvesting
- Encouraging better irrigation practices
- Addressing causes of pollution

### Rainwater harvesting

It has become important to preserve and conserve water that's available, even if it's in the form of rain.

Rainwater harvesting is one of the most popular methods of conserving water especially in urban areas. The rainwater is collected on the roofs of buildings and then stored underground for later use. This helps in recharging depleted groundwater, raises the declining water table and adds to the existing water supply. It is also environment-friendly in urban areas. In rural areas, rainwater harvesting helps in controlling the floodwater flowing into the river which then dry up after the rain stops. The water



Fig 2.12 Rainwater harvesting

when held back will seep into the ground and recharge the groundwater supply.

### Watery facts

- Almost one-fifth of the world's population (about 1.2 billion people) live in areas where water is physically scarce.
- One quarter of the global population also lives in developing countries that face water shortages due to the lack of sound infrastructure for water supply.
- Poor quality water can lead to diseases such as cholera, typhoid, dysentery and other infections.
- Water scarcity can also lead to trachoma (eye infection that can lead to blindness), plague and typhus.
- Scarcity of water has led many poor farmers to irrigate their lands with waste water that can contain chemicals or disease-causing organisms.

#### You too can save water!

- Turn off the tap while brushing your teeth. Mend leaking taps.
- Reduce your bathing time.
- Don't leave the water running while washing dishes or clothes.
- Water the garden early in the morning or late in the evening to prevent evaporation.
- Use mulch (a combination of leaves and grass to prevent water run-off) between plants and trees.

### CASE STUDY: NARMADA BACHAO ANDOLAN

The Narmada Bachao Andolan is a powerful mass movement. It was started in 1985, against the construction of a huge dam on the Narmada river. It is India's largest west flowing river. It supports and sustains a large population with distinguished culture and tradition ranging from the indigenous (tribal) people to the large number of rural population. The proposed Sardar Sarovar Dam and Narmada Sagar will displace more than 250,000 people. The concern here is over the resettlement or the rehabilitation of these people.

There are plans to build over 3000 big and small dams along the river. This hydro project will devastate human lives and biodiversity by destroying thousands of acres of forests and agricultural land. On the other hand, it will deprive thousands of people of their livelihood. There are other methods in which water and energy could be provided to the people through alternative technological means, which would be ecologically beneficial and not result in displacement of population.



A banner on the Narmada Bachao Andolan

### CHAPTER IN A NUTSHELL

- Land is the most important resource on Earth as it encompasses every other resource that is important to humans.



- Land is used in various ways by humans. Climate, relief, soils, population size and available capital determine the land use of a place.
- Deforestation, soil erosion, agricultural practices and overgrazing are some major causes of land degradation.
- Soil forms the uppermost layer of the land surface.
- Soil formation is affected by many factors such as parent rock, climate, vegetation and time.
- Soil erosion is taking place at a very fast pace and is being hastened by human activities.
- Soil conservation is important to maintain life on Earth. Steps need to be taken to stop its degradation.
- Water is of utmost importance for all of us to survive and conduct different activities.
- Freshwater is not evenly distributed across the world. This is due to varying rainfall at different places.
- The main uses of water are agriculture, industry and domestic use. Agriculture uses the maximum freshwater.
- Water is used for hydroelectricity. This form of energy is popular because it is renewable and cheap.

## Glossary

**Humus** Partially decomposed organic matter mixed with soil | **Land cover** Physical elements that cover the land | **Land degradation** When land is no longer suitable for agriculture | **Land use** How land is being used by humans | **Multi-purpose projects** Large river valley projects that provide water for irrigation, generate electricity and control floodwater | **Salination** Accumulation of soluble salts in soil that reduces soil fertility | **Soil conservation** Prevention of the wasteful human use of soils to conserve resources for the future

## EXERCISES

### A. Fill in the blanks.

1. Natural resources serve as the source for all other resources such as \_\_\_\_\_, forests, the life forms below and above the surface, different types of soil, \_\_\_\_\_, human settlements and \_\_\_\_\_.
2. About one-third of the Earth's total land area is not suitable for living or is \_\_\_\_\_.
3. The areas which are extremely cold or have hot climate are \_\_\_\_\_ populated.
4. \_\_\_\_\_ tend to live in areas with moderate climate, fertile soil and level land.
5. \_\_\_\_\_ land management has degraded vast amounts of land, \_\_\_\_\_ our ability to produce enough food and has now become a major threat to rural livelihoods.
6. Scientists believe that between one-third and one-half of our land surface has been modified by \_\_\_\_\_.
7. Land \_\_\_\_\_ happens when the land is no longer suitable for agriculture.
8. Land can be classified on the basis of \_\_\_\_\_ into two categories – private land and community land.
9. Besides lakes, ponds, rivers and streams even wetlands such as \_\_\_\_\_ and \_\_\_\_\_ are sources of \_\_\_\_\_.
10. \_\_\_\_\_ provides cheap power and helps in reducing \_\_\_\_\_ gases.

### B. Tick the correct answer.

1. Patterns of land use tell us about how land is being utilized by \_\_\_\_\_.

- a. animals
  - b. factories
  - c. humans
  - d. forests
2. In the Arctic areas, the deserts and high mountains, the land is highly \_\_\_\_\_ for practices and activities such as farming.
- a. suitable
  - b. unfavourable
  - c. productive
  - d. none of them
3. \_\_\_\_\_ scarcity may be a big crisis in the future unless steps are taken to manage water properly.
- a. Sea water
  - b. Water in the form of vapour
  - c. Underground water
  - d. Freshwater
4. \_\_\_\_\_ harvesting is one of the most popular methods of conserving water especially in the urban areas.
- a. Underground water
  - b. Saline water
  - c. Sewage water
  - d. Rainwater
5. Large-scale river valley projects that provide water for irrigation also generate \_\_\_\_\_ and control \_\_\_\_\_.
- a. hydroelectricity, flood water
  - b. employment, irrigation
  - c. agriculture, irrigation
  - d. electricity, irrigation

**C. Write True or False.**

- 1. Terrace farming involves growing crops on the sides of hills and mountains on broad step-like formations. \_\_\_\_\_
- 2. Laterite soil that turns hard when they dry up is locally called 'pats' in the Malwa Plateau. \_\_\_\_\_
- 3. Sandy desert soil is found in the dry and semi-dry areas of Rajasthan and parts of Gujarat. \_\_\_\_\_
- 4. Red and yellow soils have the same colour as the name because they get their colour from ores of aluminum oxide. \_\_\_\_\_
- 5. According to the Food and Agricultural Organization, drinking and bathing are responsible for depletion of most of the freshwater. \_\_\_\_\_

**D. Answer the following questions in brief.**

- 1. Define the following terms:
  - ❖ Land cover
  - ❖ Soil profile
  - ❖ Community land
  - ❖ Mulching
  - ❖ Humus
  - ❖ Rainwater harvesting
- 2. Which factors define the land use of a place?
- 3. How is private land different from community land?
- 4. What is the result of land degradation on human life?
- 5. Why does soil vary so much from place to place?

6. Draw the soil profile and label its parts carefully.
7. In what form is water available to us?
8. Why do water supplies vary across the world?
9. List the various uses of water.

**E. Answer the following questions in detail.**

1. List and explain the factors that decide the formation of soil at a particular place.
2. What are the practices that are used to control soil degradation? Explain them briefly
3. List out and briefly explain the various ways in which water is used in the present times.
4. What are the factors that have led to scarcity of water?
5. Highlight the steps that are being taken by the different countries of the world to conserve water and its quality.

## HOTS

There are places that get heavy rainfall however they face the problem of water scarcity. Why?



## EXPERIENTIAL LEARNING

## LIFE SKILLS

## THINKING SKILL

Make a list of all the activities in your house that require the use of water. Observe this on a day when everyone is at home. Write down the approximate volume/quantity of water that is used in the kitchen, washrooms, gardens, car/cycle/scooter wash or in cleaning of the floors. Now, try and reduce one litre of water from every activity or use the same water for two or more activities. Share your observations in the class and your learning about how water can be wisely used.

## PROJECT

It is not just agriculture that is responsible for the depletion of water. It is the poor agricultural practices that are mostly responsible for it. There are many methods suggested in the chapter for judiciously using runoff water as well as saving the top soil from erosion like contour barriers, contour ploughing, intercropping, terrace farming, crop rotation or drip irrigation. Choose any one model and in groups of four to five students recreate it using clay or plaster of Paris or false grass patches or colours. Label each feature that you recreate. Take two weeks' time to do the model and as a class, have a culmination day to showcase all the models made on the topic.



## MAP SKILLS

On the outline map of India, show soil distribution with the help of shading or colouring.

## ACTIVITY

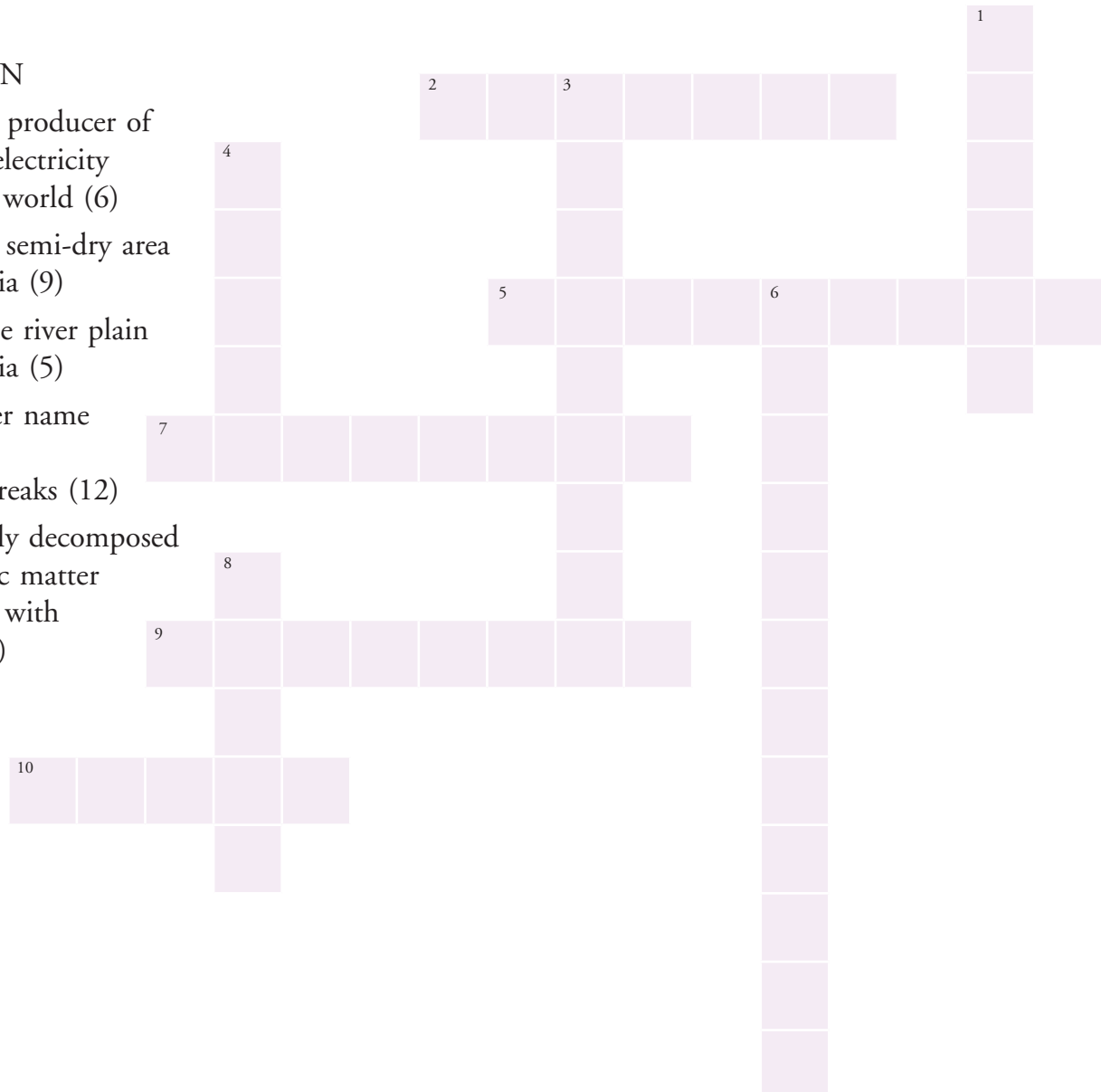
Solve the crossword puzzle.

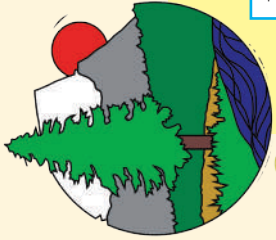
### ACROSS

2. multipurpose project in Odisha (7)
5. the natural disaster responsible for removal of nutrients from soil (9)
7. type of soil found in Chota Nagpur Plateau (8)
9. way to stabilize soil temperature and retain soil moisture (8)
10. local name for black lava soil (5)

### DOWN

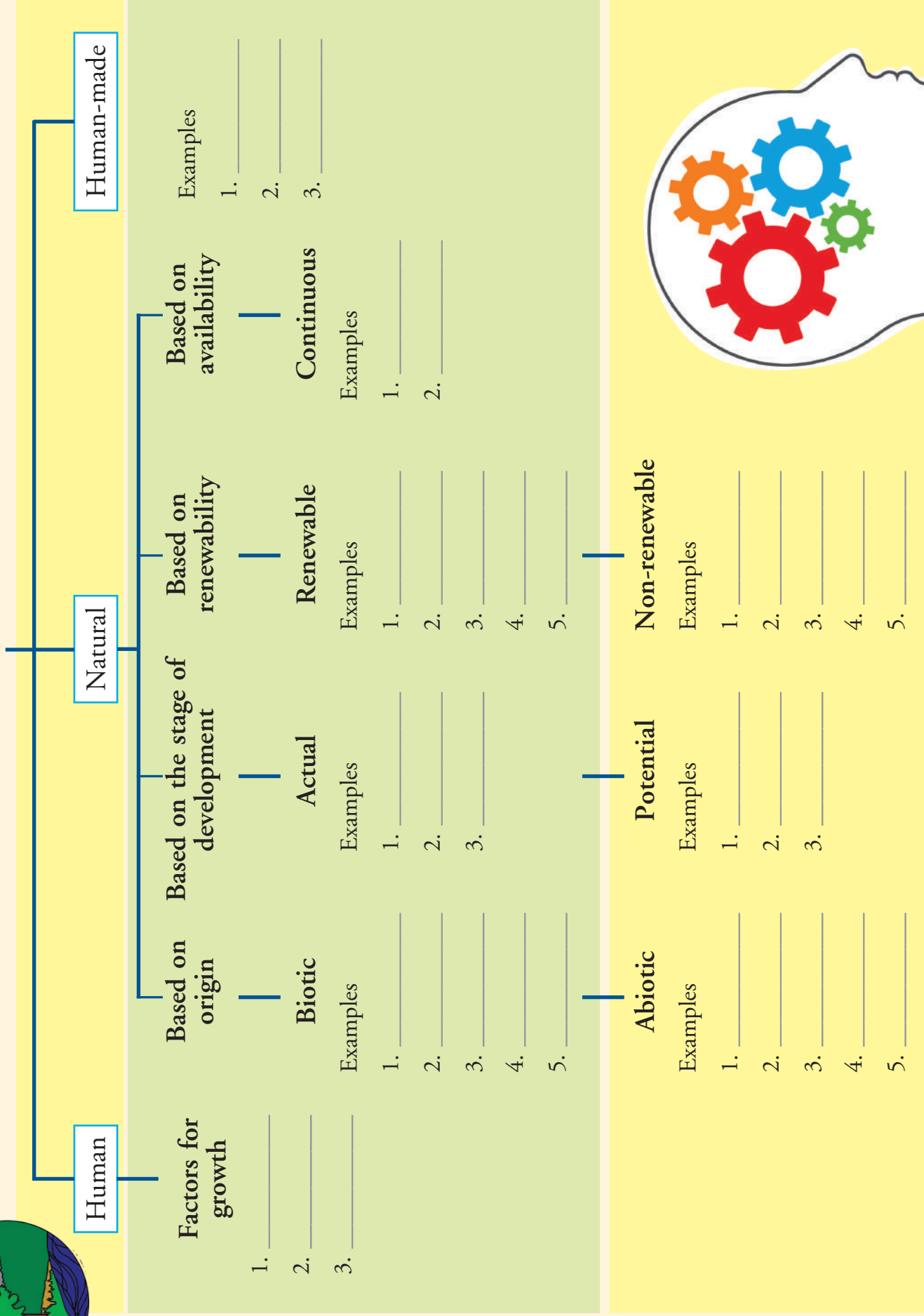
1. largest producer of hydroelectricity in the world (6)
3. dry or semi-dry area in India (9)
4. a fertile river plain in India (5)
6. another name for windbreaks (12)
8. partially decomposed organic matter mixed with soil (5)





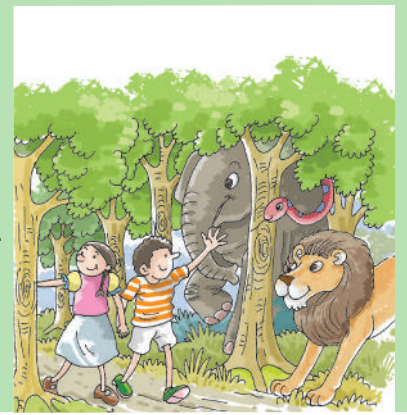
# TYPES OF RESOURCES

## Info Organiser 1



# 3

## Natural Vegetation and Wildlife



### Let's get started

**Objective:** To demonstrate the effect of habitat loss

**What to do:** Role-play by students

The class is divided into four different groups. One group represents human population, the second represents wildlife, the third represents vegetation and forest cover and the last represents water bodies.

Students stand in their respective groups. One at a time, students join the human population group. This group becomes larger and larger making other groups smaller. Finally, the activity can be concluded when only 2-3 students in all the other groups are left except for human population.

This explains that ever-increasing population reduces the forest and vegetation cover, impacts the wildlife and makes water resources scarce.

### Introduction

Different resources have different values, but they are all important and we cannot survive without them. Among all the spheres, of the Earth, The biosphere is the only zone where life exists because of its life-supporting features. There exists an ecosystem on the Earth which supports life in the biosphere. All living beings are interrelated and interdependent on each other.

Plants provide us food, timber, firewood, medicines, herbs, pulp, oil, gum, latex and most importantly paper that helps in our studies. Wildlife includes insects, creepers, birds, both domestic and wild animals and also all aquatic animals such as fish, alligators, frogs, jellyfish etc. Animals provide us with milk, meat, wool etc. Both plants and animals help in maintaining the balance in the ecosystem and hence are equally important.

### Forest Resources

The term 'forest' refers to natural vegetation of trees that grow close together over a large area. You know that plants and trees that grow naturally without the help of humans is **natural vegetation**.

Today, much of the original natural vegetation has been removed to make way for buildings, roads and agriculture. Much of it has also been destroyed by natural forces, such as storms or fires. At present, most of the remaining original natural vegetation can be seen only in the equatorial regions and in mountain areas in the temperate and arctic zones.

How have humans changed the forest pattern of the world? Most of the land under human control is used for agriculture, animal grazing and urbanisation. Some parts of the existing natural vegetation is also controlled by humans, such as natural reserves and national parks. Humans have also modified the existing plant cover by



moving certain species from their original habitat to other parts of the world. The most common example is the eucalyptus tree that was taken from Australia and planted in places as far-off as the US (California), North Africa and India.

The growth of vegetation depends on temperature and moisture. Forests, grasslands, shrubs and tundra are major vegetation types in the world. Natural vegetation comes in many sizes, shapes and types. Besides trees, you also find shrubs, vines and scrubs. Apart from this, the lowest layer is the ground cover such as moss or lichen. Each of these categories also has many types.

### Types of forests

Forests are different in different parts of the world. There are three main types of forests. Why do you think it is so? Climate, soils, altitude, sunlight and location determine the

type of forests. Generally, forests are found where there is abundant water supply. Therefore, moist climates with at least one warm season support forests. Forests can also be classified as **evergreen** or **deciduous**. While evergreen trees retain their leaves throughout the year, deciduous trees shed their leaves in a certain season every year.

### Tropical forests

These are found between 23°N and 23°S latitudes. Some of the forests here are evergreen while others are deciduous.

The tropical evergreen forests are found where the annual rainfall is very heavy and temperatures are high throughout the year. These are generally found closer to the Equator and are also called tropical rainforests. These forests are dense and have a thick canopy that hardly allows any sunlight to reach the lower layers. Rosewood,

Some major types of forests around the World	
Forest type	Region
Tundra forests	Vast areas of northern Russia and northern Canada, Greenland, Alaska and Antarctica
Tropical rainforests	The Indo-Malayan Archipelagos, the Amazon Basin, and the African Congo, eastern and western slopes of the Western Ghats in states such as Tamil Nadu, Karnataka, Kerala and Maharashtra. Also found in Assam, Arunachal Pradesh, Meghalaya, Nagaland, Tripura, West Bengal, and Andaman and Nicobar Islands
Sub-tropical forests	The Himalayan region
Mediterranean forests, woodlands and scrub biome	Five Mediterranean climatic regions in the world: The Mediterranean Basin, the Chilean Matorral; the California chaparral and woodlands eco-region of California and the Baja California Peninsula; the Cape Province-Western Cape of South Africa, the Southwest Australia corner area
Temperate forests	Eastern North America, Eastern Asia, Southern South America, Australia
Montane forests or cloud forests	Central and South America, East and Central Africa, Indonesia, Malaysia, the Philippines, Papua-New Guinea and in the Caribbean
Boreal or taiga forests	Most of inland Canada and Alaska as well as parts of the extreme northern continental United States; Sweden, Finland, much of Norway, some lowland or coastal areas of Iceland, much of Russia from Karelia in the west to the Pacific Ocean (including much of Siberia), and areas of northern Kazakhstan, northern Mongolia, and northern Japan

mahogany, cinchona and ebony are some of the commonly found trees in tropical evergreen forests.

The tropical deciduous forests are found in areas with lesser rainfall and a hot climate. These forests are commonly called monsoon forests. These are open forests and the trees are not very tall. As sunlight reaches the lower layers, there is a good growth of shrubs and bushes. Teak, sal, shisham and bamboo are the commonly found trees in tropical deciduous forests.



**Fig 3.1** Tropical forests

In India, the tropical evergreen forests are found in the North-eastern states, parts of West Bengal, along the Western Ghats and in the Andaman and Nicobar Islands. The tropical deciduous forests are found almost all over India, along the eastern slopes of the Western Ghats, North-eastern parts of the Peninsular Plateau, foothills of the Himalayas and the eastern parts of the Northern Plains.

### Temperate forests

These are found in the mid-latitudes, between 30° and 50° latitudes both north and south of the Equator. Here again, you will find both evergreen and deciduous forests.

The temperate evergreen forests are found in areas with mild winters and abundant rainfall throughout the year. These are generally of two types—broadleaf and needleleaf. The broadleaf evergreen forests have medium-sized trees with small leathery leaves, such as evergreen oaks, laurels and magnolia. The needleleaf evergreen forests

are found only in south-eastern US and consist mainly of pine trees. The temperate deciduous forests are found in areas with wet summers and cool frosty winters. The trees are broadleaf with a dense canopy in summer and shed their leaves in winter. The main trees are birch, beech, ash, elm and maple. These forests are found almost entirely in the Northern Hemisphere.



**Fig 3.2** Temperate forests

### Taiga forests

These forests are found between 50° and 70° latitudes in Eurasia and also in North America, where they are referred to as boreal forests. They are also found on mountains in the lower latitudes. These are evergreen coniferous forests with cone-shaped trees that have straight trunks and small narrow needle-like leaves. Red pine, white pine, spruce, firs and larches are the main trees found in these forests. In India, coniferous forests are found on the higher slopes of the Himalayas in Kashmir, Himachal Pradesh, Uttarakhand and Arunachal Pradesh.



**Fig 3.3** Taiga forests



## Importance of forests

Think about the newspaper you read, the pencil you use, the fruits you have for breakfast, the bus or car you travel in to school, your study books—the list is endless. Forests are the natural habitat of plants and wildlife. Humans are dependent on forests for their food, medicines, fuel, clothing and shelter.

Many people are dependent on the forests for their livelihoods. Besides, forests help prevent soil erosion, help maintain the water cycle and check global warming by using carbon dioxide in photosynthesis and renewing the oxygen supply in the atmosphere. Wood from forests is used to make paper, pencils and furniture. Forests also help keep the environment clean by muffling noises, buffering strong winds and taking in carbon monoxide.



### Good to Know

The International Union for the Conservation of Nature (IUCN) is an active international body that is responsible for the protection of forests and other resources in the developing world.

## Wildlife

Wildlife is an inherent part of forests. They are a part of the ecosystem and forests provide their habitat. Wildlife includes animals, birds, insects and many other micro-organisms. Each one has a role to play in the ecosystem; therefore, each species is important for the survival of the other. However, it is common knowledge now that many wildlife species have become extinct, while many others have been added to the **endangered** list. According to the Living Planet study conducted by WWF (World Wide Fund for Nature) from 1995 to 2005, the decline in wildlife is estimated to be 10,000 times more rapid than ever.

What has led to such a decline? The report has attributed the reasons to climate change, loss or destruction of natural habitat, pollution and overexploitation of certain species (for example, in wildlife trade).

## What is extinction?

Natural extinction happens when the last of the species dies due to environmental changes caused by climate change or natural disasters. Often new species that are better suited to the changed conditions replace the **extinct** ones, but it is a very slow process. Presently, however, the rapid extinctions that are taking place are not natural but human-made.

**Endangered species** are those plants and wildlife that are so small in number that they face the risk of becoming extinct. Roughly, 99 per cent of all endangered species face the risk of extinction because of human activities. So human beings are thought to be the greatest threat to biodiversity.



Fig 3.4 Endangered species

Panda, Panamanian golden frog, Lear's macaw in Brazil, etc. are some of the few endangered species of the world.

*Whose woods are these I think I know  
His house is in the village though  
he will not see me stopping here  
To watch his woods fill with snow*

— Robert Frost (Famous 19<sup>th</sup> century American poet)





### Geo Fact

Nearly 21 per cent of all known mammals, 30 per cent of all known amphibians, 12 per cent of all known birds, 35 per cent of conifers and cycads, 17 per cent of sharks and 27 per cent of reef-building corals have been listed under threatened species.

## Threatened species

These are those plants, animals, birds and insects that are at risk of becoming endangered in the near future. These are also referred to as the **red list species**.



### Good to Know

A conservationist is someone who works to protect animals, plants and natural resources or to prevent the loss or waste of natural resources.

## Protected Natural Resources

### Biosphere reserves

This is an area set aside as a protected area for the preservation of flora, fauna and wildlife.

These areas are generally smaller than national parks. Rare and endangered species are often kept here, far from the eyes of hunters. The main purpose of these reserves is to preserve nature. These reserves also provide opportunities to study and research the sheltered animals.

### National parks

**National parks** are areas set aside by the national governments to preserve the natural environment. They also serve the purpose of recreation and public enjoyment centres for historic or scientific interests. The entire landscape in these parks along with the plants and animals are kept in their natural state. Canada, US, Great Britain, Africa, Japan, India, Brazil and Australia have many large national parks.

#### *National parks in India*

India has 59 national parks and 372 sanctuaries. There are 1200 species of birds and 350 species of mammals in the forests of India. In addition,

the Rann of Kutch, Gujarat, is the world's largest natural breeding place for flamingos. A **sanctuary** is a space set aside for the exclusive use of and protection for animals. Polar bear, cheetah and manatee are some **threatened** species which may face extinction.

Olive Ridley turtles visit the coasts of Odisha to breed every year between October and May.

The largest national park in India is the Hemis in Jammu and Kashmir (3,350 sq km), followed by the Desert National Park in Rajasthan (3,162 sq km). There are numerous animals and birds that are endemic to India alone.

The Himalayan wolf, Salim Ali's fruit bat, Wroughton's free-tailed bat, Sumatran rhinoceros, Indian vulture, Namdapha flying squirrel, Malabar large-spotted civet and pygmy hog are some of the critically endangered species of India.

Visit <http://Intreasures.com/india.html> to find out about the unique species in India.

## Conservation

Deforestation is taking place all over the world on a large scale. When huge amount of forests are removed, the water balance gets disrupted and the region experiences dryness. But deforestation is not just about trees. Just think about the ecosystems supported by forests and all the species dependent on them for their survival. Therefore, conservation is important. **Conservation** studies the ways that the Earth's biological diversity is lost and finds means to protect them to keep the ecosystem functioning.

How can forests and wildlife be conserved?

- By demarcating forests as protected areas and preventing illegal logging
- By using recycled paper to reduce pressure on trees
- By preventing poaching of wildlife
- By protecting endangered and threatened species in reserves to allow breeding
- By preventing hunting and smuggling of rare



Map 3.1 National parks, bird sanctuaries, tiger projects and bio reserves

Species of wild fauna and flora (CITES) ensures that there is no illegal trading in threatened species of wild animals and plants and protects thousands of species of animals and plants.

Some special efforts adopted by the Government of India are:

- **National forestry action programme:** It will help increase the forest cover and control deforestation.
- **National wildlife action plan:** This has been implemented for wildlife conservation and the protection of endangered species.
- India also follows CITES and other international laws and agreements on conservation.
- *Van Mahotsav*, an annual festival is celebrated in many parts of the country to encourage planting of trees.
- **Wildlife week:** The first

birds and animals

- Increasing awareness and knowledge to preserve and conserve vegetation and wildlife through the media such as newspapers, television and school books

There are numerous international bodies that are involved in the protection of natural vegetation and wildlife. There are certain areas that qualify as biosphere reserves which means they have a large diversity of vegetation and wildlife. In these reserves, different types of ecosystems coexist and are protected while letting local people to continue using these reserves in a sustainable manner. The Convention on International Trade in Endangered



Fig 3.5 A group of school children planting trees on the occasion of Van Mahotsav

week of October every year is observed as wildlife week in the country to increase awareness about wildlife.

## CHAPTER IN A NUTSHELL

- Forests refer to the natural vegetation of trees that grow close together.
- Climate, soils, altitude, sunlight and location determine the type of forests. There are three main types of forests—tropical, temperate and taiga.
- Tropical forests are found between 23°N and 23°S latitudes. These may be evergreen or deciduous forests.
- Temperate forests, both evergreen and deciduous, are found between 30° and 50° latitudes both north and south of the Equator.
- The taiga is found between 50° and 70° latitudes in Eurasia and in North America. They are also found on top of mountains in other areas.
- Wildlife is an inherent part of the forests. Unfortunately, many species are lost mainly due to destruction to habitat and trading.
- Wildlife have been classified into three broad categories—extinct, endangered and threatened.
- It is important to conserve and preserve forests and wildlife to allow ecosystems to function.

## Glossary

**Endangered** Being at risk of becoming extinct as the numbers are so few | **Extinct** Not a single one exists | **Red-list species** Another name for threatened species | **Threatened** Likely to become endangered

## EXERCISES

### A. Fill in the blanks.

1. The \_\_\_\_\_ is the only zone where life exists because of its life-supporting features.
2. Both plants and animals help in maintaining the balance in the \_\_\_\_\_ and hence are equally important.
3. Most of the \_\_\_\_\_ under human control is used for agriculture, animal grazing and urbanisation.
4. The growth of vegetation depends on \_\_\_\_\_ and \_\_\_\_\_.
5. Evergreen forests retain their \_\_\_\_\_ throughout the year while deciduous forests \_\_\_\_\_ them during a certain season every year.
6. The \_\_\_\_\_ evergreen forests are found where the annual \_\_\_\_\_ is very heavy and temperatures are high throughout the year.
7. The \_\_\_\_\_ evergreen forests are found in areas with mild and abundant rainfall throughout the year.
8. Endangered species are those plants and wildlife that are so small in number that they face the risk of becoming \_\_\_\_\_.
9. The rapid extinction of animals and plants that is taking place is not because of natural reasons but because of \_\_\_\_\_ reasons.
10. The \_\_\_\_\_ forests are evergreen coniferous forests with cone-shaped trees that have straight trunks and small, narrow, needle-like leaves.

### B. Tick the correct answer.

1. Trees like the birch, beech, ash, elm and maple grow in \_\_\_\_\_ forests.



- a. Temperate evergreen
  - b. Temperate deciduous
  - c. Tropical evergreen
  - d. Tropical deciduous
2. Roughly \_\_\_\_\_ per cent of all endangered species face the risk of extinction because of human activities.
- a. 70
  - b. 80
  - c. 99
  - d. 89
3. In India, coniferous trees are found in the higher slopes of
- a. Andhra Pradesh.
  - b. Arunachal Pradesh.
  - c. Karnataka.
  - d. Haryana.
4. Most of the land under human control is used for
- a. agriculture, animal grazing and urbanization.
  - b. agriculture, housing and irrigation.
  - c. animal grazing, irrigation and horse riding.
  - d. irrigation, fishing and contour farming.
5. There are mainly three types of forests in the world –
- a. tropical, evergreen and tundra.
  - b. tropical, temperate and taiga.
  - c. temperate, tundra and taiga.
  - d. tropical, temperate and tundra.

**C. Write True or False.**

- 1. The first week of October every year is observed as wildlife week in the country. \_\_\_\_\_
- 2. National parks are areas set aside by national governments to preserve the natural environment. \_\_\_\_\_
- 3. Rare and endangered species are often kept in national parks, far from the eyes of hunters. \_\_\_\_\_
- 4. Temperate deciduous forests are found in areas with wet summers and cool, frosty winters. \_\_\_\_\_
- 5. Tropical deciduous forests are found almost all over India along the eastern slopes of the Western Ghats, the north-eastern parts of the Peninsular plateau, the foothills of the Himalayas and the eastern parts of the Northern Plains. \_\_\_\_\_

**D. Answer the following questions in brief.**

- 1. Define the following terms:
  - ❖ Natural vegetation
  - ❖ Taiga
  - ❖ Endangered species
  - ❖ National Parks
  - ❖ Conservation
- 2. List the items that we get from the plants.

3. How is land used by human beings?
4. What are the different types of forests that are found in the world? List their specific characteristics.
5. With what objectives have National Parks been created by the government?

**E. Answer the following questions in detail.**

1. Give reasons.
  - ❖ Why is there a good growth of shrubs and bushes in tropical deciduous forests?
  - ❖ Why are the leaves small and needle-like in taiga forests?
  - ❖ Why do broadleaf evergreen forests have medium-sized trees with small leathery leaves?
2. How can human beings be held responsible for the extinction of various animals?
3. List the steps that are taken by conservationists to protect wildlife and forests.
4. What steps have been taken by the Government of India to protect plant and animal species?
5. How are biosphere reserves different from national parks?

## HOTS

Many practices of the tribal communities who live in the forests were banned by the colonial government as well as the current government. However, they continue to play an important role in the conservation of the forests. How?

## EXPERIENTIAL LEARNING

## ACTIVITY

Unscramble the following words.

- |  |            |
|--|------------|
| 1. an endangered species of animal   | AAPND      |
| 2. coniferous belt found in the higher slopes of this place                              | SMRIKAH    |
| 3. the most common tree taken from Australia and planted in different places             | PUTECLSUAY |
| 4. an important tree found in the temperate deciduous forests of the Northern Hemisphere | AMLPE      |
| 5. the Rann of Kutch is a natural breeding place for them                                | SGMINFLAO  |

## PROJECT

Don't shoot a tiger, take a camera and shoot the tiger. Jim Corbett (1875–1955) was an Indian-born Scottish conservationist, who had a very colourful career being a hunter, tracker, naturalist, author and later on a photographer. When he bought his first camera in the late 1920s, he started to record tigers in cine film. The Jim Corbett National Park in Uttarakhand, established in the year 1936 and dedicated to him, is the oldest national park of India. Find out more about him, his early life, his stay in India, the books and articles that he wrote and his love for the wildlife of the country. Share your stories in the class and culminate the entire experience in the form of a drama based on his life.

## MAP SKILLS

On the outline map of India, identify and locate two

- ❖ places where taiga vegetation is found
- ❖ national parks
- ❖ bird sanctuaries
- ❖ tiger projects
- ❖ bio reserves

## LIFE SKILLS

### EMOTIONAL SKILL

Hold a class debate on the topic: 'Wildlife conservation projects do more harm than good'. Collect as much information as possible on the topic and be well informed about both the positive and negative aspects of this argument. On the day of the debate, allow the teacher to divide the class into two groups and organise the debate weighing the pros and cons of the argument. Allow 1-2 minutes of talking time to each speaker.

## HERITAGE POINT

Landmines are explosives and are triggered by contact as they are either buried underground or above. They are of two types, one is called anti-personnel aimed at killing or injuring a person and anti-tank mines designed to destroy or incapacitate vehicles. They were first used in the World War I but their use continued well after the war had ended. Angola in Africa remains one of the most heavily mined countries of the world with over 100 million square metres of land that is contaminated and over 1200 known and suspected minefields with unexploded bombs. These landmines contaminate large swathes, hindering development, causing death and injuries. Reports say that over 88,000 people are living with disabilities from landmines and unexploded bombs. Not just the humans, these landmines have adversely affected the flora and fauna of the region as well. Besides Angola, other countries like Chad, Afghanistan, Cambodia, Thailand, Azerbaijan, Bosnia-Herzegovina, Croatia, Turkey, Iraq, Yemen and Western Sahara also face the issue of landmines.



## PATHBREAKER



### Wangari Maathai

#### The Green Warrior and Her Grand Mission

Professor Wangari Muta Maathai (1 April 1940–25 Sept 2011) stands out as one of the brightest and most inspiring names in the history of conservation and ecological activism. The founder of the famous Green Belt Movement in Africa, Professor Maathai dedicated her entire life to the conservation of natural resources.



Born in Nyeri, a rural area of Kenya (Africa), she did her graduation in Biological Sciences from Mount St Scholastica College in Atchison, Kansas (1964) and her Masters from the University of Pittsburgh (1966). Then, she obtained a Ph.D. (1971) from the University of Nairobi, thus becoming the first woman in East and Central Africa to earn a doctorate degree. Subsequently, she also became the first woman in that region to become an associate professor and chair of the Department of Veterinary Anatomy.

In recognition of her contribution to sustainable development, democracy and peace, Professor Wangari Maathai was awarded the Nobel Peace Prize in 2004. In its citation, the Norwegian Nobel Committee stated that Professor Maathai “stands at the front of the fight to promote ecologically viable social, economic and cultural development in Kenya and in Africa. She has taken a holistic approach to sustainable development that embraces democracy, human rights and women’s rights in particular. She thinks globally and acts locally.” She also authored four books: *The Green Belt Movement*, *Unbowed: A Memoir*, *The Challenge for Africa* and *Replenishing the Earth*. She and the Green Belt Movement were the subject of a documentary film, *Taking Root: the Vision of Wangari Maathai*.

By the time Professor Maathai left for eternity in 2011, the movement started by her had already spread worldwide. Her life has now become a source of inspiration for millions of people across the world.

*“I believe the Nobel committee was sending a message that protecting and restoring the environment contributes to peace; it is peace work... I always felt that our work was not simply about planting trees. It was about inspiring people to take charge of their environment, the system that governed them, their lives and their future.”*

—Professor Maathai after receiving the Nobel Peace Prize

# TEST ASSIGNMENT-1

(Chapters 1-3)

## A. Tick (✓) the correct answer.

- Which of the following is a biotic resource?  
a. people  b. rocks  c. air  d. sand
- Which of the following is a continuous resource?  
a. tidal power  b. solar power  c. coal  d. both (a) and (b)
- Which among the following is a raw material?  
a. iron ore  b. building  c. book  d. bridge
- Which of the following regions would have low nutrient and low organic levels in soil?  
a. equatorial  b. temperate  c. mountain  d. arctic
- Which of the following is a factor that determines the amount of water available for human use?  
a. water quality  b. water use  c. relief  d. water table
- Which of the following is a major function of a multi-purpose project?  
a. provide water for irrigation  b. build roads across rivers   
c. build ships  d. none of the above
- The maple tree is an example of which of the following forests?  
a. taiga  b. temperate deciduous   
c. tropical evergreen  d. temperate evergreen
- What are trees that shed their leaves once a year at a certain time called?  
a. evergreen  b. deciduous  c. endemic  d. endangered
- What type of forests would you find on the western slopes of the Western Ghats in India?  
a. taiga  b. temperate deciduous   
c. tropical evergreen  d. temperate evergreen
- The \_\_\_\_\_ forests are found in areas with lesser rainfall and a hot climate.  
a. tropical deciduous  b. evergreen   
c. thorny  d. tundra

## B. Fill in the blanks.

- Solar energy is an example of \_\_\_\_\_ resources.
- \_\_\_\_\_ rock refers to the original rock from which soil was formed.
- \_\_\_\_\_ is the method of growing two or more crops on the same land in the same growing season.
- \_\_\_\_\_ trees shed their leaves in a certain season every year.
- A \_\_\_\_\_ is a space set aside for the exclusive use of and protection for animals.
- Plants, animals, birds and insects that are at a risk of becoming endangered in the near future are referred to as \_\_\_\_\_ species.
- \_\_\_\_\_ is the largest producer of hydroelectricity, followed by the US and \_\_\_\_\_.

8. \_\_\_\_\_ is the process of using available resources judiciously.
9. \_\_\_\_\_ resources are considered to be a region's most important resource.
10. The different layers of soil together are known as \_\_\_\_\_.

**C. Write True or False.**

1. The organic structure of soil does not vary from place to place. \_\_\_\_\_
2. Carbon footprint is a measure of the impact that human activities have on the environment, particularly climate change. \_\_\_\_\_
3. Waterfalls, wind and solar energy are continuous resources in India and Africa. \_\_\_\_\_
4. A natural resource becomes a worthwhile resource only when humans have a use for it. \_\_\_\_\_
5. The production of food emits carbon dioxide that affects our atmosphere. \_\_\_\_\_
6. Mulching provides a protective cover over the soil to stabilise soil temperature. \_\_\_\_\_
7. The dams in India are not cost-effective. \_\_\_\_\_
8. Overgrazing is one of the major causes of soil degradation. \_\_\_\_\_
9. The tropical deciduous forests are found almost all over India. \_\_\_\_\_
10. *Van Mahotsav* is celebrated in many parts of the country to encourage the planting of trees. \_\_\_\_\_

**D. Answer the following questions.**

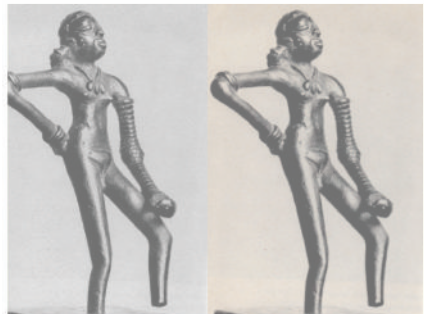
1. What does CITES stand for?
2. Which are the two largest national parks in India?
3. What is drip irrigation? How is it useful?
4. What does sustainable development mean?
5. Why are resources not distributed evenly throughout the world?
6. Where are the tropical evergreen forests found?
7. How is the practice of rainwater harvesting useful in water conservation?
8. What is contour ploughing?
9. Describe some features of laterite soil.
10. How are the greenhouse gases formed?





Part II

# History



# Learning Outcomes

## THE BIRTH OF MODERN INDIA

At the end of the lesson, the student will understand:

- the origin and significance of the modern period of Indian history.
- the changes in Indian society following the arrival of the British.
- and learn about the major sources of information for understanding India's modern history.
- and develop a critical understanding of how the British perception of India was different from the perception of the people in India.
- the meaning and significance of terms such as colonialism and nationalism.
- the key factors that accounted for the colonisation of India.

## FROM TRADE TO POLITICAL SUPREMACY

At the end of the lesson, the student will understand:

- the practice of mercantilism and how it led to the emergence of the EEIC.
- how the EEIC became a political power.
- the policies of territorial expansion adopted by the EEIC.
- the EEIC's administrative structure.

## THE PEASANTS AND THE RAJ

At the end of the lesson, the student will understand:

- the fundamental changes in revenue administration during the British rule.
- the different revenue settlements introduced by the British in India.
- the causes, features and outcomes of peasant revolts in India.

## TRIBAL COMMUNITIES AND THE COLONIAL STATE

At the end of the lesson, the student will understand:

- the basic features of tribal society before the British rule started in India.
- and develop an insight into how the colonial rule influenced tribal societies and their cultures.
- how the tribal communities of India responded to the policies adopted by the British.
- the major tribal revolts that took place during the British rule.

## THE REVOLT OF 1857

At the end of the lesson, the student will understand:

- the major factors that caused the Revolt of 1857.
- and learn about the places that acted as the centres of this revolt.
- the basic objectives and class character of this revolt.
- the strategies and approaches of the leaders who participated in this revolt.
- the factors that accounted for the failure of this revolt.
- the changes in colonial administration after 1857.

## COLONIALISM AND CHANGES IN URBAN PATTERNS

At the end of the lesson, the student will understand:

- the nature of urban changes during the British rule.
- the features of urbanisation during colonial rule and how they were different from urbanisation that had taken place across the Indian subcontinent earlier.
- the basic changes in the system of urban administration and governance.
- and learn about different types of cities that emerged during colonial rule in India.
- how cities such as Delhi changed under the rule of the British.

## COLONIALISM AND INDIAN INDUSTRIES

At the end of the lesson, the student will understand:

- the different aspects of traditional Indian industries.
- the factors that accounted for the decline of Indian industries during the colonial period.
- how the Indian industries in the 19th and early 20th centuries were revived.
- the contribution of the early industrialists, such as JRD Tata, to the growth of modern India.

## COLONIAL EDUCATION AND ITS IMPACT

At the end of the lesson, the student will understand:

- the basic features of the traditional system of education before the colonial rule.
- the fundamental aspects of Western education and how it influenced Indian society.
- the role and contribution of some prominent Indians in promoting national education.

## WOMEN, CASTE AND REFORM MOVEMENT

At the end of the lesson, the student will understand:

- the major factors that led to social reform movements.
- why reformers felt it was necessary to transform the social status of women.
- the features of the caste system in India.
- the different aspects of social reform movements in India.

## ART, ARCHITECTURE AND LITERATURE IN THE COLONIAL ERA

At the end of the lesson, the student will understand:

- the different forms of art that became popular during British rule.
- the features of major schools of art that emerged during the period under study.
- the important changes that came about in the world of art and architecture.
- the major developments in the field of literature.

## INDIAN NATIONAL MOVEMENT AND INDEPENDENCE

At the end of the lesson, the student will understand:

- how nationalism took roots in India.
- the factors that led to the rise of Indian nationalism.
- the major developments that characterised the Indian National Movement.
- the role of the Indian National Movement.
- the work and ideas of important leaders of the Indian National Movement.

## INDIA AFTER INDEPENDENCE

At the end of the lesson, the student will understand:

- the problems that India faced after independence.
- the various ways and means adopted by the government to handle these problems effectively.
- the policy framework of the government executed to realise the goals set by the country's founding fathers.
- the present standing of India among the global comity of nations and how it has been determined by the vision of our leaders.

# 1

## The Birth of Modern India: When, Where and How



### Let's get started

Till the 1920s, until the discovery of the Indus Valley Civilization, Indians as well as the world were unaware of Indian antiquity. In fact, one premise on which the British based their rule was that the Indians were not used to self governance. They highlighted the names of autocratic rulers to prove that Indians were incapable of self-rule and were used to being told how to conduct themselves. How do you think the British felt when indigenous civilizations were discovered on Indian soil? Discuss in the class.

According to historians, the modern period of Indian history began with the death of the last great Mughal Emperor Aurangzeb in 1707 CE. Though people from different European countries had reached the Indian soil much earlier, it was only under the successors of Aurangzeb, collectively called the Later Mughals, that the road to their political, economic and cultural domination over the Indian subcontinent was paved. The process of this domination, as we shall read later in this book, began with the grant of trading rights by Indian rulers to the European trading companies, and reached a high pitch with conflicts among them for supremacy in trade and politics. After successfully fighting a series of battles against their French rivals and some powerful Indian rulers, the British emerged as the dominant power in the subcontinent.

While the period of five decades between 1707 CE and 1757 CE marks the formative years of British rule in India, it also saw the decline and disintegration of the Mughal Empire, characterised by the emergence of regional powers such as Bengal, Hyderabad, Awadh and the Marathas. Apart from the trade wars that

occasionally brought the European trading companies into conflict over the issues of their mercantile interests and aspirations, a number of politically important events that took place during this period did not directly relate to the rise and expansion of the British power. We have already read about most of these events in Class 7. In this class, we shall touch upon the trade wars among the European companies and certain other related events in some detail to suggest how the transition from Mughal India to British India came about. The focus of our study, however, will be on the events that took place during the period of about 190 years between 1757 and 1947 when India became independent from the British rule after a long struggle for freedom.

Let us start with a discussion on the factors rooted in European history itself that accounted for the transformation of the British from a group of traders into the architect of India's destiny before the country attained independence. We shall also discuss why the period of British rule in India is also called the colonial period of Indian history.



## Transition in European Society

From the 17th century many new ideas, philosophies and institutions started gaining popularity. Subsequently, sweeping changes occurred in the general outlook, perception and world-view of people. These ideas, philosophies and institutions also inspired people to look for new means and technologies of production and undertake expeditions to distant lands. They gradually realised that these distant lands could open up sources of raw materials for their domestic industries and help them to discover new markets for the consumption of their products. The term 'modern' was originally used for the period of European history that encompassed all these developments starting with the collapse of the medieval feudal system and culminating in the Industrial Revolution. In world history, the modern period includes a number of other important events such as the American War of Independence (1783), the French Revolution (1789), Formation of Italy and Germany, the two World Wars etc.

Of all these events, however, the Industrial Revolution in Europe clearly relates to British rule in India, the most prominent aspect of the modern period in Indian history. It would be worthwhile therefore to touch upon the key features and effects of the Industrial Revolution that went on to shape the modern Indian history to a large extent, as we know it today.

### Industrial Revolution

**Industrial Revolution** in Europe was a series of great changes which influenced the growth of the modern European society. These changes were caused by the introduction of new technologies and invention of new mechanical devices in Europe between the 18th and the 19th centuries. They increased the quantity as well as the quality of industrial production while reducing the production cost. Manufacturing, agriculture, mining, transport and technology were some of the key areas that were influenced by the Industrial Revolution. As a result, the social,

economic and cultural lives of different European countries underwent complete transformation.

England was the first European country where the Industrial Revolution started. Subsequently, it spread throughout Europe, North America, and the rest of the world. As a result of the Industrial Revolution, England's industrial production increased manifold within a very short span of time. Generally, a competition began among the European powers including England, France and others to explore those regions beyond their own frontiers that would serve as markets for their products and also ensure a regular supply of raw materials to support their domestic industries. This marked the beginning of the age of colonisation.

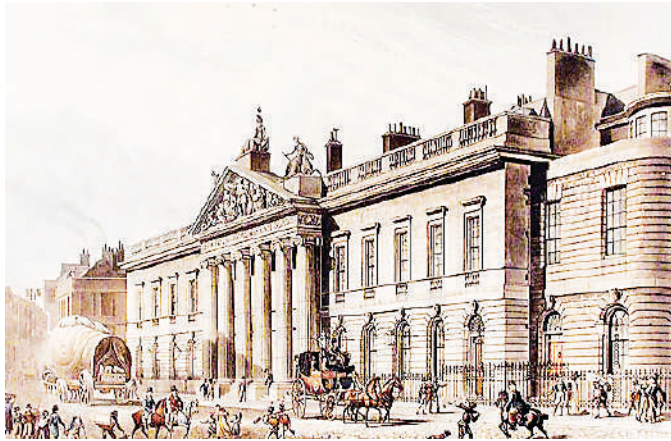
### Colonisation

Colonisation signifies the subjugation of a country by a more powerful country. It accounts for many political, economic, social and cultural changes in the country that is ruled. This country is called a 'colony' while the country that rules it is called the **imperialist country**. The fundamental goal of the imperialist country is to exploit the economy of its colony and derive the maximum benefit out of it. Colonisation leads to poverty in the colony and brings prosperity for the imperialist country where domestic industries grow on the raw materials and resources drained out of the colony.

### Colonisation of India

In 1600, a group of English traders founded the English East India Company (EEIC) in London. We have read in Class 7 how Thomas Roe, the envoy of King James I secured from the Mughal Emperor Jahangir certain trading rights for the merchants of the EEIC. About a century later, Farrukhsiyar, a later Mughal ruler, granted important trading rights to English merchants through a royal *farmaan*.

Following its victory in the Battle of Plassey in 1757, the EEIC became the dominant political power in the Indian subcontinent and gradually



**Fig 1.1** Headquarters of the East India Company in London

most of the Indian subcontinent became part of a British colony. Thus, the company that came to India as a trading organisation became the master of the Indian subcontinent. India became a colony of the British who ruled the country till 1947. We will read about this in more detail later in this book.

### Major Changes

A number of changes came about in different spheres of life during the 190 years of British colonial rule. Let us take a brief look at them.

#### *Geographical Changes*

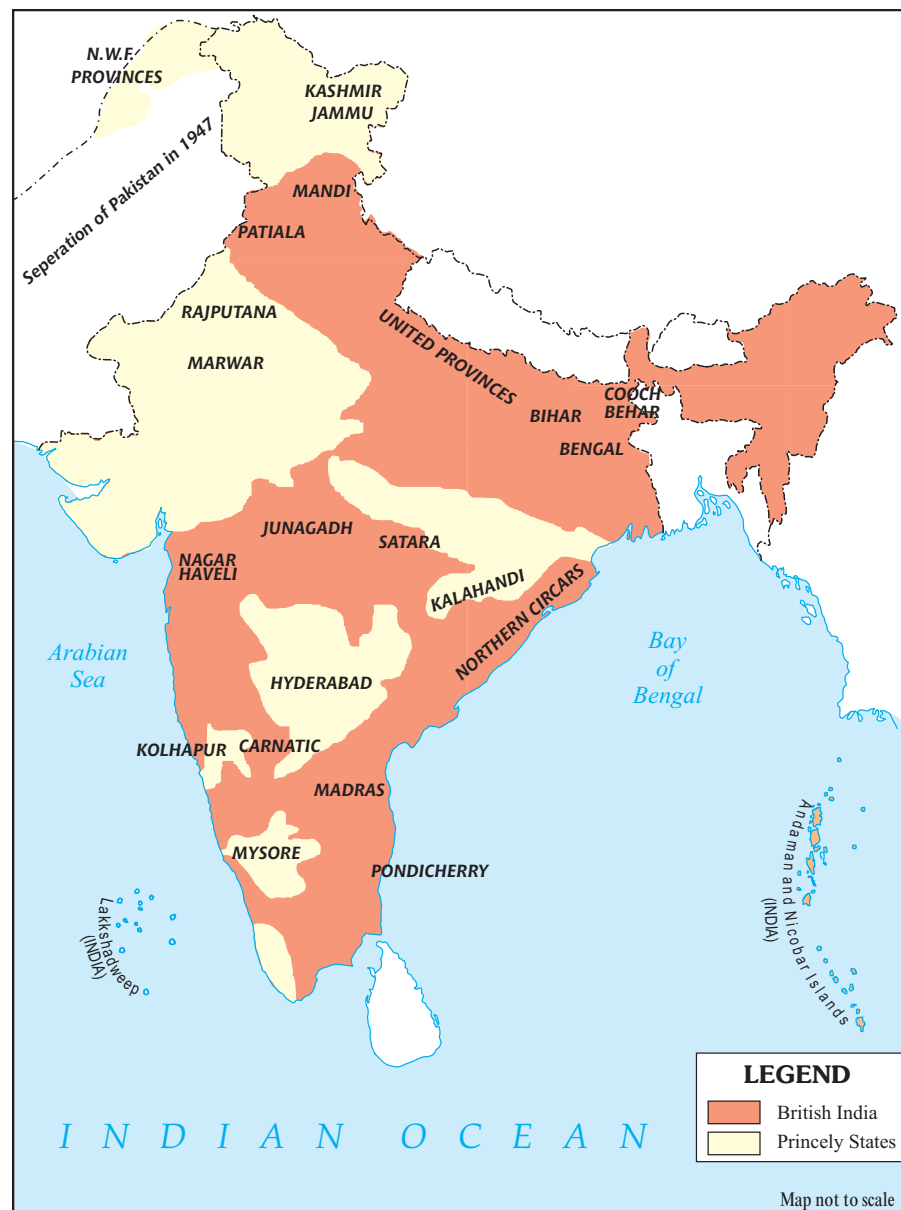
In 1757, the Indian subcontinent was divided into a number of kingdoms and provinces. Large provinces like Hyderabad, Bengal, Awadh, accepted the nominal rule of the decaying Mughals. There were also some independent kingdoms such as those ruled by the Marathas, Rajputs and Jats. Over the next 190 years, the British came to establish their direct rule over large parts of India and maintain their strong indirect rule over all other local kingdoms which came

to be known as princely states. In 1947, when India became independent, it comprised over 565 princely states and the directly administered territories of Britain.

#### *Political Changes*

The British rule in India was first established under the EEIC. However, after 1857, the British Crown or the British Government took direct control over India and ruled the country till 1947.

Another striking political development was the emergence of a coherent and organised opposition to British rule by people across the



**Map 1.1** Indian subcontinent in 1947

Indian subcontinent. Initially, this opposition came from local *zamindars*, peasants, sepoys and tribal people. Subsequently, it became more organised, drawing people from different sections of the Indian society.

The other major political development during this period was the establishment of an administrative, legal, military and political structure that formed the backbone of British rule in India.

## Indian Nationalism

In this book, we shall frequently come across the term ‘nationalism’. Essentially, this term signifies love for the nation. In the context of a country under the rule of some other country, it reflects a strong desire to get independence from foreign rule. The Revolt of 1857, as we shall read later, was the first great expression of Indian nationalism. This revolt saw a number of provincial rulers of India, supported by their people as well as sepoys or Indian soldiers in the British Army, rebel against the colonial rule. Though the Revolt was suppressed, it made the people living in different regions of India realise that if they stood united, it was possible to overthrow the British. So the concept of India as a nation and Indians as a people—a united country and not just a collection of smaller provinces and local identities—took shape.

In a later chapter of this book, we shall read in detail about Indian nationalism and how it paved the way for the growth of the freedom struggle, eventually leading to our independence from British rule.

### *Economic Changes*

The most striking economic change during the British period came in the **land revenue system**. During the British rule, British officials went around surveying the countryside and fixing the land revenue. Land revenue was the most important source of income for the government. Though the land revenue arrangements made by the British differed in different parts of the country, land revenue was fixed at very high

rates. This led to, extreme hardships, frequent famines, peasant migrations and rebellions across the Indian subcontinent.

During the colonial period, the pre-existing patterns of trade also underwent many changes. When British traders came to India, they bought spices, calicoes and fine cotton clothes and sold them in England. These were usually paid for in bullion or silver. Later, many peasants were forced to cultivate opium which the British sent to China in lieu of tea.

When India became a full-fledged colony, she exported raw materials like jute and cotton to England which fed British factories in Scotland and Manchester. These finished goods were then sold back to India at much higher prices than those at which raw materials were bought from India. Overall, trade which was in favour of India at the beginning of the period became very unfavourable for the country.

Another striking change was the destruction of traditional industries such as weaving, pottery, iron smelting, brassworks etc. They were destroyed since they often posed a challenge to British trade and manufacturing. This phenomenon came to be known as deindustrialisation. Gradually, the industrialisation of India began in the latter half of the 19th century following a slew of efforts made by the likes of JRD Tata and others.

### I.Q.

Why do you think the Indian government has abolished land revenue since independence?



**Fig 1.2** The Helmshore Mill, an early 19th century textile mill in the UK



### Cultural Changes

We have seen in previous classes, especially with reference to the Mughals, how new sets of people bring in their cultural practices which interact with the existing cultural practices. This often results in a totally new culture. This change was also witnessed during the colonial period in many aspects of Indian culture. Art, architecture, language, literature, and in fact even the way Indians dressed, changed considerably during this period. We shall read more on this in a separate chapter. In the field of architecture the city of New Delhi, especially what is known as



Fig 1.3 Rashtrapati Bhawan in New Delhi

Lutyens Delhi, is a good example of colonial architecture which was a mixture of Indian and European styles. Similarly in the area of art, the Bengal School is a good example where Indian themes were expressed through western styles. In the area of literature, Indian writings in English, which is now very popular around the world, began during this period.

### Social Changes

Some of the important social changes that took place during this period were around the issues of caste system, tribal societies and treatment of women. We shall read about them in detail in a later chapter. Caste barriers among the Hindus began to grow weak during the colonial period due to a widespread reform movement led by Raja Ram Mohan Roy, Dayanand Saraswati,



Raja Ram Mohan Roy

Ishwar Chandra Vidyasagar, etc. and some significant legislations by the government that extended support to it. A lot of efforts were also made to improve the condition of women. The banning of *sati*, the encouragement of widow remarriage, framing of legislations to prevent child marriage and regulations to educate the girl child were some important developments in this area. Tribal societies witnessed dramatic changes during this period. The most important change was an effort to integrate them into mainstream society.

The second important set of social changes occurred with changes in the educational system. The British required a large number of people who could run different levels of administration. They therefore made a serious effort to overhaul the traditional system of education. Eventually, it led to the birth of the English-educated middle class of India which not only produced bureaucrats and administrators at the service of the British rulers but also some of the outstanding leaders of the Indian National Movement about whom we shall read later.

### Modern India and Colonial Perspective

As rulers, the British showed little appreciation for the society, economy and polity of India and regarded these as backward-looking, stagnant and oppressive. Dubbing the entire pre-British period as the 'dark' era of Indian history, they claimed that it was only with the arrival of the British and establishment of their rule that the enlightened period of all-round development and progress of the Indian society and people began. Western-style urbanisation, development of swift means of transport and communication, introduction of new industrial techniques, initiation of a centralised government powered by a comprehensive legislative system, etc. were credited with having kick-started the process of all-round progress and modernisation.

#### I.Q.

Do you accept the view of the British historians that the entire period before the establishment of the British rule in India was the 'dark' era of Indian history?

In his book *The History of British India*, which he wrote in 1817, the British thinker and historian James Mill set the trend for denouncing the pre-British period and glorifying the British rule in India. In this book, Mill divided Indian history into three periods—Hindu, Muslim and British. While the ‘Hindu’ and ‘Muslim’ periods were identified with everything that obstructed the growth of the Indian society, the ‘British’ period was seen as the dawn of modern civilisation characterised by egalitarian-progressive values that alone could liberate the people from the age-old shackles of exploitation, tyrannical misrule, corruption and oppressive discrimination. Mill’s view drew wholehearted support from a dominant section of British administrators and historians called the Anglicists.

## Sources of Modern Indian History

In Classes 6 and 7, we have already read about the significance of various sources which we use to understand the events and the changes during the ancient and medieval periods. Similarly, there are a number of sources which we use to understand the modern period of Indian history. Some of these are described below.

### Administrative Records

Administrative records such as government orders and official correspondence are significant

#### MATTER OF FACT

The National Archives of India, based in New Delhi, houses old government documents, diaries, letters, papers, notes, *farmaans* and rare books of yore. It was set up during the British rule. The purpose of setting up the National Archives of India was to keep and maintain records of the government.

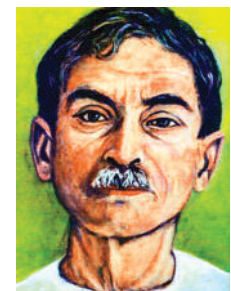


The National Archives of India

sources of historical information. British officials believed that every official proceeding should be properly recorded to enable clarity, and also to be available for future reference in case of disputes. The British also felt it necessary to preserve these records, which required separate rooms. Thus each and every office right from top, down to the village had special rooms. All branches of administration started the practice of communicating with each other in the form of letters, notings, reports, memos etc. All these are preserved till this day in the Archives.

### Books

The printing press was invented in the 15th century by a German named Johannes Gutenberg. Subsequently, the print technology underwent many changes. With the arrival of the British, there was huge growth in the production of books, magazines, newspapers and journals.



Munshi Premchand

Books that contain a collection of speeches like those delivered by Nehru, or the hundred volumes of Gandhiji’s collected works, are still extremely important as they place the events in correct perspective. Similarly Dadabhai Naoroji’s *Poverty and Un-British Rule in India* attacked the British government’s economic policies and is an important source for the economic history of this period. Premchand wrote about the peasants and the downtrodden. The play *Neel Darpan* by Dinabandhu Mitra also highlighted the exploitation of workers at indigo plantations.

Autobiographies and biographies of prominent personalities such as Mahatma Gandhi, Jawaharlal Nehru are also extremely important as a source of historical information for this period.

Books proved very helpful, as they highlighted the exploitation of Indians by the British, whereas government records tell us only what the British government officials thought or what they were interested in, and what they wished to preserve

for posterity. These books helped in the spread of nationalist spirit among the masses.

### Newspapers, Magazines, Letters and Pamphlets

A large number of newspapers, magazines and pamphlets were printed throughout India in different languages. Some of these are still in publication with a record of their old editions systematically kept in their libraries. Bal Gangadhar Tilak's *Kesari* in Marathi is one of the most notable examples. Reading these papers re-creates before us an atmosphere which prevailed a hundred years ago or so. Letters are especially important as they help us understand the prevailing situation from a personal point of view.

### Photographs, Paintings and Statues

Photography was a new art medium and extremely valuable, as it captured historical

moments for posterity and facilitated an almost perfect historical representation.

Various statues and rare paintings are not only important as works of art but they also tell us something about the physical features and achievements of the national leaders and great historical personalities.

### Films

Documentary as well as feature films also help in the study of this period. The impression left after watching such films is of more permanent nature as we see events with our own eyes. Sir Richard Attenborough's film *Gandhi* includes an actual news reel of Gandhiji's visit to Manchester. Another film *Achhut Kanya*, the love story of an untouchable girl and a Brahmin boy, was a commercial success. Many such films are stored with the Films Division.

Some Newspapers, Magazines and Periodicals

Newspaper/Periodical	Founder/Editor	Language	Year of launch
Hickey's Bengal Gazette (India's first newspaper)	James Augustus Hickey	English	1780
Sambad Kaumudi	Raja Ram Mohan Roy	Bengali	1821
Mirat-ul-Akhbar	Raja Ram Mohan Roy	Persian	1822
Amrita Bazaar Patrika	Shishir Kumar Ghosh and Motilal Ghosh	English	1868
Kesari	Bal Gangadhar Tilak	Marathi	1880
Maharatta	Bal Gangadhar Tilak	English	1880
Harijan	Mahatma Gandhi	English	1933
Young India	Mahatma Gandhi	English	1919
New India	Annie Besant	English	1914
Prabuddha Bharat	Swami Vivekananda	English	1896
Bande Mataram	Bipin Chandra Pal/Aurobindo Ghosh	English	1906
Sudharak	G G Agarkar/G K Gokhale	English	1887
Al-Hilal	Maulana Abul Kalam Azad	Urdu	1912
Hindustan Times	Sunder Singh Lyallpuri/K M Panikkar	English	1924
The Statesman	Robert Knight	English	1875



## Monuments

A number of famous monuments and buildings belonging to this period can be seen throughout the length and breadth of the country. Most of these have many stories and episodes linked with them. Some of these are the India Gate, Parliament House, Rashtrapati Bhawan and Birla House where Gandhi was assassinated. All these buildings tell us much about our near past, and the different aspects of the architecture of India of that time.



**Fig 1.4** Parliament House and India Gate in Delhi stand out as two of the finest examples of colonial architecture.

## Surveys and Mapping

The British believed that a country had to be properly known before it could be effectively administered. So they started by conducting surveys, mapping etc.

The Survey of India was set up in Dehradun, which made detailed map of towns, villages, mountains and coasts. The first Surveyor General of Bengal was appointed in 1767 and the first Surveyor General of India in 1815. George Everest became the Surveyor General in 1830. In 1849, the height of Mount Everest was calculated and it was named after him for his exemplary contribution.

The map of the Hyderabad region made by Dr H W Voysey in 1821 was the first proper geological map made in India. Maps of towns, cities, villages and roads, etc., were made. These maps help us today to know about the kind of rural and urban patterns of settlements.

In villages, revenue surveys were conducted. From the end of the 19<sup>th</sup> century Census operations were held every ten years to prepare detailed records of the number of people in India.

### MATTER OF FACT

The British started a number of surveys which are still conducted by the government. Some of these are zoological, botanical, archaeological, anthropological and forest surveys.

Major Sources of Modern Indian History		
Literary		Non-literary
Administrative	Non-administrative	
Annual reports and other government records	Newspaper reports	Photographs
Official letters	Periodicals, tabloids and magazines	Paintings
Notings	Unofficial letters	Statues
Survey reports	Pamphlets	Films (Feature and documentary)
Memos	Books including biographies, autobiographies, novels, short stories, collections of poetry from this period	Coins
Farmans (royal orders) and edicts	Diaries of officials and famous personalities	Monuments
Maps	Travellers' accounts	Factories
	Advertisements	Artifacts kept in archives, museums and art galleries
	Historical writings	
	Cartoons	

## CHAPTER IN A NUTSHELL

- History is a continuous flow of events from the beginning till this day and as such it is very difficult to divide it into water-tight compartments, but historians have divided history into different periods.
- Many historians today divide Indian history into ancient, medieval and modern periods. In this book we learn about the modern period.
- Some historians have criticised this classification too, and prefer to see the modern period as the colonial period particularly of the modern period. They regarded this period as the 'Colonial period' or as one of 'British Rule'.
- The 18th century is generally regarded as the darkest period in the history of India.
- We have different kinds of sources at our disposal as far as the modern period is concerned, such as government records, letters, magazines, books, films, photographs, buildings etc.

## Glossary

**Farmaan** A royal order or authoritative grant investing someone with certain powers or rights | **Memos** Messages related to business transactions; memoranda | **Notings** Brief remarks, notes or comments written down and documented for official purpose | **Princely state** Semi-independent states of India, ruled by Indians but subject to varying degrees of British authority. These 565 states were merged with the Indian Union after independence. Largest of these states were Hyderabad, Gwalior, Baroda, Mysore, Cochin, Jammu and Kashmir, Travancore, Sikkim and Indore | **World-view** The way one sees and interprets the world

## EXERCISES

### A. Fill in the blanks.

- The National Archives, which is a store of all the ancient documents and other written records of history, is situated in the city of \_\_\_\_\_.
- The \_\_\_\_\_ states were semi-independent in nature as they were ruled by Indians but were subjected to varying degrees of \_\_\_\_\_ authority.
- \_\_\_\_\_ is the name for a royal order or an authoritative grant investing someone with certain powers or rights.
- The first proper geological map was the map of \_\_\_\_\_ which was made by \_\_\_\_\_.
- The Survey of India, which made detailed maps of towns, villages, mountains and coasts, was set up in \_\_\_\_\_.

### B. Write True or False.

- James Mill divided Indian history into three periods based on religion, namely the Hindu, the Muslim and the British periods. \_\_\_\_\_
- The newspaper *Neel Darpan* was started by the social reformer Raja Ram Mohan Roy. \_\_\_\_\_
- Dadabhai Naoroji wrote the book *Poverty and Un-British Rule in India* which exposed the unfair economic policies that the British had framed to exploit India. \_\_\_\_\_
- Bal Gangadhar Tilak's *Kesari* was a leading Marathi newspaper during the period of British rule. \_\_\_\_\_

5. In the field of architecture, New Delhi, which is also called Lutyen's Delhi, is a good example of the Colonial as well as Indian style of architecture. \_\_\_\_\_

**C. Match the columns.**

Column A	Column B
1. Gandhi, the film	a. 1757
2. Aurangzeb	b. first printing press
3. Battle of Plassey	c. Raja Ram Mohan Roy
4. Johannes Gutenberg	d. last Mughal ruler
5. Sambad Kaumudi	e. Richard Attenborough

**D. Answer the following questions in brief.**

1. Why did the Mughal Empire break down after Aurangzeb?
2. What kind of transition was the European society witnessing during the 17th century?
3. How is the event of Industrial Revolution linked to the colonisation of India by the British?
4. With what objective did the British colonial masters introduce the Land Revenue System in the Indian countryside?
5. Why were administrative records of India maintained by the British?

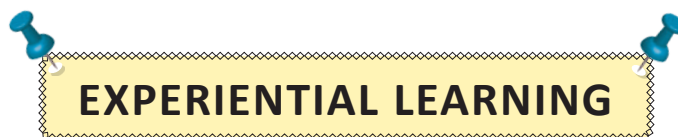
**E. Answer the following questions in detail.**

1. What is the meaning of 'periodisation of history'? Who propounded the theory and why was it criticised by Indian historians?
2. The invention of the printing press was a boon for Indian nationalists. Give examples to support this statement.
3. How do the following help us in understanding the history of India during the colonial period?
  - ❖ newspapers, magazines, letters and pamphlets
  - ❖ photographs, paintings and statues
  - ❖ films and monuments
4. With what objective did the British conduct surveys and make maps of India?
5. Nationalism in India was a result of many factors. What were these factors? Explain them briefly.

## **HOTS**

1. The British historians wrote history from their perspective. However, there were also those who were objective in their approach. What does that mean?
2. The British who left England to live in India tried to create a semblance of their country in the colony. What structures do you think they might have created to feel at home in India?





## EXPERIENTIAL LEARNING

### ACTIVITY

A. Find the eight hidden words.

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

B. Imagine that this is the year 2150. A lot of changes have taken place in the world and many old structures have fallen prey to decay owing to time and human activity. If you were excavating a mound expecting to unearth the riches from the past, what do you think you are likely to come across?

- ❖ heaps of plastic and non-bio-degradable waste
- ❖ CDs, pen drives and hard disks
- ❖ mobile phones and laptops
- ❖ broken buildings and offices
- ❖ lost treasury and coins

Discuss your answers with the rest of the class.

## PROJECT

Know your locality better. Find out from your teachers and other adults about the historicity of your region. Based on that, try and find out the monuments that belong to the prehistoric, ancient, medieval or modern period of history. Take pictures of these monuments, describe the period they belonged to and paste them in your notebook.

## LIFE SKILLS

### THINKING SKILL

If you are given the chance of changing any one event from the history, what would it be? Would it be the

- ❖ invasion of Taimur?
- ❖ invasion of Nadir Shah?
- ❖ invasion of Ahmed Shah Abdali?
- ❖ the coming of the English East India Company?
- ❖ defeat of the Marathas in the Third Battle of Panipat in 1761?
- ❖ defeat of the Nawab of Bengal in the Battle of Plassey in 1757?

Now, interact with the rest of the class and arrive at a consensus through the process of voting.

## HERITAGE POINT

The Dead Sea scrolls were discovered in 1946–1956 in the region of the Qumran Caves in the Judaean Desert on the northern shore of Dead Sea. They were accidentally discovered by Bedouin teenagers who were tending their goats near these caves. They were found stored in large clay jars, seven of which contained leather and papyrus scrolls. These texts have great historical, religious and linguistic significance as the historians have found them to be parts of the Hebrew Bible Canon. They are currently being guarded by the Government of the State of Israel and are kept in the Shrine of the Book on the grounds of the Israel Museum.

# 2

## From Trade to Political Supremacy: Colonial Rule in India



### Let's get started

India was a prominent player in the field of trade and commerce since ancient times. Seals found from Harappan and Mesopotamian sites point towards a mutually advantageous trade between the two civilisations and the use of canoes for transporting goods from one destination to the other. Since barter was the only method of exchange, it was usually those goods which were not available at one place that were exchanged with goods that were in abundance. How do you think this benefitted both civilisations? Discuss your thoughts with your partner.

The Mughal Empire founded by Babur in 1526 began to decline following the death of Aurangzeb, the last of the great Mughals, in 1707. By 1750, the Mughal Empire had been reduced to just a faint shadow of its illustrious past. It had already disintegrated yielding place to a number of regional kingdoms. This situation proved to be a blessing in disguise for the English East India Company (EEIC), which was keen to play a dominant role in the political and economic affairs of the Indian subcontinent.

### Mercantilism

In Europe, **mercantilism** became a popular economic theory and practice from the 17th century. It held that the prosperity of a country depended on its capability to produce more than it consumed and export more than it imported in order to maintain a positive balance of trade. Overseas trade carried out by the sea routes was the most important feature of the practice of mercantilism. The origin of the English East India Company (EEIC) and its powers lay in the economic theory and practice of mercantilism.

### Origin of the EEIC

The EEIC was established in London in the year 1600 by a Royal Charter issued by Queen Elizabeth I, the Queen of England. According to

this Charter, the Company got the sole rights of trade in the East Indies, which included all places east of Cape of Good Hope.

#### I.Q.

Why did the traders prefer the sea routes to the land routes?

### Early Years of the EEIC

Captain William Hawkins led the first voyage of the EEIC to India in 1608. His crew sailed into the port of Surat. He succeeded in obtaining certain trade concessions from the then Mughal Emperor Jahangir. As a result, a trading post or factory was established in Surat by the English in 1613.

In 1615, Sir Thomas Roe arrived in India as the ambassador of King James I of England. He received a royal *farmaan* (order) from the Mughal Emperor Jahangir. This royal order allowed the EEIC to set up factories in Agra, Broach (modern day Bharuch), Ahmedabad and some other places.

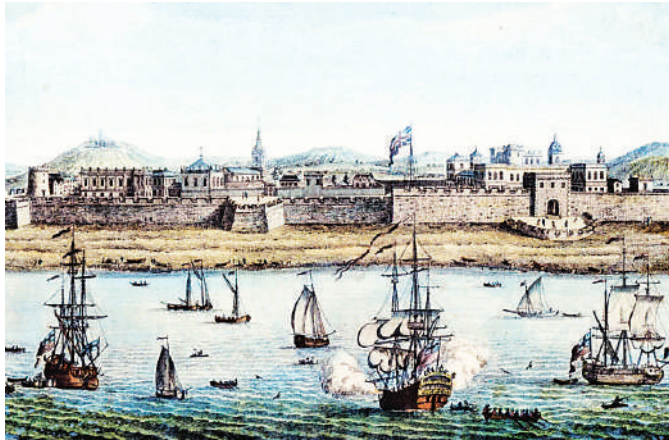


Sir Thomas Roe

Prior to Roe's visit to India, the first English factory in South India was established in Masulipatnam in 1611. Subsequently, the first English factories in eastern India were established in Balasore (1633) and Hugli (1651). Besides,



the EEIC also began to set up much bigger and strongly fortified operational bases at the presidency towns of Madras (now Chennai), Bombay (Mumbai) and Calcutta (Kolkata). They set up the Fort St George in Madras in 1639 on a piece of land they received on lease from the local *raja*.



**Fig 2.1** An 18th century sketch of Fort St George by Jan Van Ryne

In 1668, the islands of Bombay, under Portuguese control, was given away in dowry to the English King Charles II by his father-in-law and the king of Portugal. Shortly afterwards, the EEIC got it from Charles II on lease and fortified it for protection against the Marathas. Soon, Bombay became an important base of the EEIC in India. In 1698, the Company got the *zamindari* of three villages of Sutanuti, Govindapur and Kolikata and built Fort William around its factory. That was how the city of Calcutta came into existence.

In 1717, the Mughal ruler Farrukhsiyar issued a *farmaan* confirming the EEIC's right to trade in Bengal, Bihar and Orissa upon an annual payment of a nominal sum. They also got the additional rights to trade in the Deccan and Gujarat.

The EEIC and other European companies made huge profits by the trade concessions they got from the Indian rulers. They bought goods, especially cotton clothes, silk, spices, saltpetre, etc. in India and exported them to Europe.

### I.Q.

What were the policies and methods adopted by the EEIC to get trade concessions?

## The EEIC's European Rivals

### The Portuguese

In 1498, Portuguese navigator and explorer Vasco da Gama discovered the new sea route that linked India to Europe via the Cape of Good Hope. The route taken by Vasco da Gama's crew can be represented as Europe-West African coast Southern Africa-Cape of Good Hope-Calicut (modern day Kozhikode in Kerala). This had become necessary because of the rise of the Ottoman Empire in Turkey and West Asia that prevented European traders from using the traditional land routes.



Vasco da Gama



### Good to Know

Vasco da Gama's expedition involved a fleet of four ships including Sao Gabriel commanded by Vasco da Gama himself and Sao Rafael commanded by his brother Paulo da Gama. The fleet with a crew of about 170 people set sail from Portugal's capital Lisbon on 8 July 1497, and after more than ten months, reached Calicut (India) on 20 May 1498.

Subsequently, several groups of Portuguese traders reached the Malabar Coast in South India. They established settlements at Calicut, Cochin, Goa, Daman and Diu. Goa continued to be occupied by the Portuguese till 1968 when it was liberated and became a part of India.

The Portuguese were the first European power to establish their trading and administrative centres in India as well as many other parts of south-east Asia. They controlled several important sea routes in the region. After the arrival of other more powerful trade rivals from Europe, however, the Portuguese could only manage to retain their possessions in Western India.



### Be a researcher

Find out about the important routes that linked Europe and India during the ancient and medieval periods.

### The Dutch

By the early 17th century, the Dutch too

were exploring the possibilities of trade in the Indian Ocean. The Dutch established their trading centres at Surat, Ahmedabad, Broach, Nagapatnam and Masulipatnam. However, the Dutch were more interested in the Far East. They established a colonial empire in Java and Indonesia.

### *The French*

The **French** East India Company, established in 1664, sought to expand its base in India and posed a tough challenge to the EEIC. The first French factory was established at Surat in 1668. The early French settlements in



Dupleix

India were Pondicherry, Chandernagore, Mahe and Karikal. When Dupleix was appointed the Governor of the French East India Company in the mid-18th century, his ambition of establishing a French Indian Empire brought him in direct conflict with the EEIC.

### Struggle for power

After the establishment of trading companies by the various European powers, a conflict broke out among them. During the 17th and 18th centuries, the English and the French Companies, supported by local Indian rulers, fought several wars. By the middle of the 18th century, the EEIC eventually succeeded in outclassing all other European powers.

### The Rule of the EEIC in India: A timeline

1707: Death of Aurangzeb

1715: The later Mughal ruler Farrukhsiyar issues a farmaan granting trade rights to the English East India Company (EEIC)

1757: The Battle of Plassey; the EEIC defeat Siraj-ud-daulah, the Nawab of Bengal

1760: The Battle of Wandiwash; the EEIC defeat the French

1764: Battle of Buxar; the EEIC defeat Mir Kasim, the Nawab of Bengal

1765: The EEIC obtains Diwani Rights in Bengal, Bihar and Orissa

1767–69: First Mysore War

1772: Warren Hastings appointed as the EEIC Governor of Bengal

1773: The Regulating Act passed by the British Parliament

1775–82: The First Anglo-Maratha War

1780-84: Second Mysore War; the British defeat Hyder Ali

1784: Pitt's India Act

1790–92: Third Mysore War between the EEIC and Tipu Sultan

1793: Permanent Settlement of Bengal

1799: Fourth Mysore War; the EEIC defeat Tipu Sultan

1802: Treaty of Bassein

1803–05: The Second Anglo-Maratha War

1829: Prohibition of Sati

1833: Renewal of the EEIC Charter; abolition of slavery throughout the British Empire

1838: Tripartite Treaty between Shah Shuja, Ranjit Singh and the British

1839–42: First Afghan War

1845–46: First Anglo-Sikh War

1848: Lord Dalhousie becomes the EEIC Governor-General of India

1848–49: Second Anglo-Sikh War

1852: Second Anglo-Burmese War

1853: Railway and telegraph line introduced

1857: The Sepoy Mutiny and the Revolt of 1857 also called the First War of Independence

1858: The rule of the EEIC in India ends and the British Crown takes over the Indian Government



**Map 2.1** British, French, Portuguese, Dutch settlements in the 18th century

## Colonisation of the Indian Subcontinent

The rulers of the independent kingdoms that emerged after the fall of the Mughal Empire wanted to promote their own interests. They gradually isolated themselves from one another. These conflicts encouraged the external forces to take advantage of the situation and establish their rule in India.

Let us see how the EEIC achieved this end.

In 1756 Alivardi Khan, the Nawab of Bengal, was succeeded by his maternal grandson, Siraj-ud-daulah. He tried to check the EEIC's bid to extend the fortifications of Calcutta and get the treasures the Company had accumulated from the Bengal treasury at Dhaka. Besides, he refused to give more trade concessions and privileges to the EEIC. So, the Company started conspiring

with the rivals of Siraj-ud-daulah, to overthrow him. When Siraj-ud-daulah learnt about it he marched with his soldiers to the EEIC's Kassim Bazaar factory and captured it. He also captured the EEIC's Calcutta headquarters and compelled the officials to surrender.

### *Battle of Plassey*

When the news of the English defeat reached Madras, Robert Clive was dispatched with a strong troop to recapture Calcutta. The British forces under Clive recaptured Calcutta, conspiring with Mir Jafar, the Commander-in-chief of Siraj-ud-daulah. They also managed to win over other important members of Siraj-ud-daulah's court such as Jagat Seth (a banker) and Omi Chand (a rich merchant). With their support, the British forces defeated the forces of Siraj-ud-daulah in the Battle of Plassey in 1757.



After this victory, the EEIC became the real power in Bengal. Mir Jafar became the puppet Nawab of Bengal. The EEIC officials and their Indian agents forced the peasants and crafts persons to sell their goods at very low prices, and thus made profits. Soon, the Company deposed Mir Jafar as Nawab and installed his son-in-law, Mir Qasim, in his place.

Following their victory in the Battle of Plassey, the EEIC officials amassed huge wealth and began to copy the lavish lifestyles of Indian potentates. In England, they were mockingly referred to as 'nabobs'.

### *Battle of Buxar*

Mir Qasim, the new Nawab of Bengal, also tried to free himself from the Company's yoke. Some of the steps he took were as follows.

- Dismissal of all of Mir Jafar's officials who were close to the EEIC
- Inviting European mercenaries to train his soldiers in the new methods of warfare
- Abolition of taxes on internal trade that would be against the interests of the British
- Checking the misuse of trade privileges enjoyed by the British

## CASE STUDY: CARNATIC WARS

Between 1744 and 1763, a series of three wars were fought between the EEIC and the French East India Company. These wars, known as the Carnatic Wars, reflected the diplomatic and military struggle between the French East India Company and the English East India Company. The coastal Carnatic region, a dependency of Hyderabad, became the battleground of this struggle.

In the **First Carnatic War**, the British captured some French ships. They were supported by the Nawab of Carnatic. The French under Dupleix responded by capturing Fort St George in Madras. Meanwhile, the War of Austrian Succession ended in Europe and with this, the First Carnatic War also came to an end. By the Treaty of Aix-la-Chapelle (1748), Madras was returned to the British in exchange for the French fortress of Louisbourg in North America, which the British had captured.

The **Second Carnatic War** began after the death of the rulers of both Carnatic and Hyderabad. In the war of succession that broke out, the British and the French sided with opposite groups in Carnatic and Hyderabad.

At the outset, the French succeeded in murdering their opponents and placing their supporters on thrones. However, the British troops soon captured Arcot in 1751. Clive's success led to additional victories for the British, the Nizam and Arcot allies. The war ended with the Treaty of Pondicherry, signed in 1754. The French leader Dupleix was asked to return to France. The

directors of the French East India Company were dissatisfied with Dupleix's political ambitions, which had led to immense financial loss. In 1754, Charles Godeheu replaced Dupleix.

The outbreak of the Seven Years' War in Europe in 1756 led to a fresh conflict between French and British forces in India, leading to the Third Carnatic War. The British forces captured the French settlement of Chandernagore (now Chandannagar) in 1757. Then, the British commander Sir Eyre Coote decisively defeated the French under Comte de Lally at the Battle of Wandiwash in 1760. The war concluded with the signing of the 1763 Treaty of Paris, which returned Chandernagore and Pondicherry to France, and allowed the French to have 'factories' (trading posts) in India but forbade French traders from administering them. The French agreed to support British client governments, thus ending the French ambitions of an Indian empire and making the British the dominant foreign power in India.



The fort of Vandavasi or Wandiwash



Policies of Mir Qasim angered the EEIC officials and they decided to settle scores with the Nawab.

In the Battle of Buxar fought in 1764, the combined forces of Mir Qasim and his allies—Nawab of Awadh Shujaudaulah and the Mughal Emperor Shah Alam II were defeated by the forces of the EEIC. This victory made the EEIC the real master of Bengal.

#### MATTER OF FACT

Robert Clive introduced the system of **Dual Government** in Bengal. Under this system, the Nawab had powers regarding military and criminal jurisdiction, while the EEIC exercised control over revenue. Thus, the Company had all power but no responsibility and the Nawab had all responsibilities but no powers to obtain resources to run the administration. Under this system, Bengal suffered tremendously. Finally, Warren Hastings ended the Dual Government in 1772 and brought Bengal under the direct control of the EEIC's administration.



Robert Clive

After the battle, Shujaudaulah and Shah Alam II signed two treaties at Prayagraj with Clive, the Governor of the Company. The Mughal Emperor granted the Diwani, i.e. the right to collect revenue from Bengal, Bihar and Orissa, to the Company. In return, he was given an annual tribute of rupees 26 lakhs. The Nawab of Awadh had to pay an indemnity of rupees 50 lakhs. In lieu of this, his kingdom was restored to him as a British protectorate.

The grant of Diwani enabled the EEIC to use the vast revenue resources of Bengal to purchase cotton and silk textiles in India, maintain the Company's troops and build forts, factories and offices.

#### *Mysore*

The expansion of Mysore under Haider Ali alarmed the officials of the EEIC. It led to a series of wars between the EEIC and the rulers

of Mysore, Haider Ali and his son Tipu Sultan.

**First Anglo-Mysore War (1767–69):** Suspicious of the rising powers of Haider Ali, the Nizam of Hyderabad formed a coalition with the British and attacked Mysore. Haider Ali defeated them and forced the British to sign a treaty, by which they agreed to help each other in case of attack by a third party.

**Second Anglo-Mysore War (1771–84):** In 1771, when the Marathas attacked Haider Ali, the British did not come to his help. Haider Ali died during the war. His son Tipu continued the war which finally came to an end in 1784 with the signing of the Treaty of Mangalore.



Tipu Sultan

**Third Anglo-Mysore War (1785–94):** Under Tipu Sultan Mysore controlled the lucrative trade carried out from the Malabar Coast. In 1785, Tipu Sultan stopped the export of some of the most profitable items of trade such as sandalwood, pepper and cardamom from the ports of his kingdom and disallowed local merchants any trade with the Company. Tipu had also established a close relationship with the French with whose help he modernised his army. All these angered the British. In the third Anglo-Mysore War, Tipu was defeated. Under the Treaty of Seringapatam, he had to give away a large part of his kingdom (Coorg, Malabar, Dandigul) to the British. He also had to pay a huge fine and send two of his sons as hostages to the British.

**Fourth Anglo-Mysore War (1798–99):** Lord Wellesley, the British Governor General, wanted Tipu to accept the Subsidiary Alliance. When Tipu refused, the Fourth Anglo-Mysore War started in 1798. Tipu died fighting. The British annexed a large portion of his conquests and gave them to the Nizam of Hyderabad for his help. Rest of the kingdom was placed under the heir of the erstwhile ruling family, the Wodeyars, who accepted the Subsidiary Alliance.

## Marathas

About a decade after the defeat of the Marathas in the Third Battle of Panipat, an intense power struggle began among the five Maratha chiefs—the Peshwa, the Gaekwads, the Holkars, the Bhonsles and the Scindias. The British took advantage of this and interfered in their internal affairs, leading to four Anglo-Maratha wars.

**First Anglo-Maratha War:** This war broke out over the question of the succession to the throne of the Peshwa. The Maratha chiefs came together and defeated the British. Soon, Warren Hastings sent an army from Calcutta to help the British forces. Finally, the Treaty of Salbai was signed by which the British recognised Madhav Rao II as the Peshwa.

**Second Anglo-Maratha War:** The Maratha chiefs, Scindia and Bhonsle, refused to accept the Subsidiary Alliance and declared war on the British in 1803. But they were defeated and had to cede the territories of Ahmednagar and Broach to the British.

**Third Anglo-Maratha War:** This war broke out when the Maratha chief, Holkar, refused to accept the Subsidiary Alliance. The war was rather inconclusive and peace was signed with the Holkars.

**Fourth Anglo-Maratha War:** This war broke out in 1817 when Peshwa Baji Rao II attacked the British Residency. In return, the British defeated the Marathas. The title of Peshwa was withdrawn and his territories annexed to the British Empire.

## Sind and Afghanistan

The EEIC wanted to annex Afghanistan. However, it could not be possible without conquering Sind. In 1809, a treaty was signed with the Amirs (rulers) of Sind. As per this treaty, the Amirs promised not to let the French pass through their territories, and the British promised not



Charles Napier

to transport arms through Sind. In 1839, the EEIC violated the terms of this treaty during the First Afghan War, when they carried their armed forces to Afghanistan via Sind. However, instead of admitting this, the EEIC officials accused the Amirs of plotting against the British. Sind was finally attached and annexed by Charles Napier in 1843. In the late 1830s and early 1840s the EEIC fought a long war with Afghanistan and eventually established indirect Company rule there.

## Punjab

After the death of Maharaja Ranjit Singh in 1839, Punjab experienced a period of instability. Finally, his youngest son, Dalip Singh, was placed on the throne and the Queen Mother, Rani Jindan, was made the Regent in 1843. The first Anglo-Sikh War broke out when the Sikh army tried to cross the Sutlej and occupy Lahore. The British defeated the Sikhs and the Treaty of Lahore was signed. It recognised Dalip Singh as the ruler and his mother as Regent. The Sikhs had to pay a huge war indemnity and also give away parts of their territories to the British.

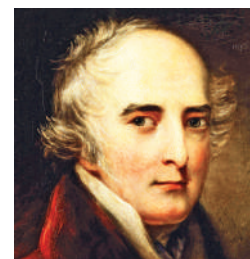


Dalip Singh and his mother  
Rani Jindan

Soon the British accused Rani Jindan of anti-British activities, and removed her from power. This led to widespread revolt to throughout Punjab. In the Second Anglo-Sikh War that ensued, the Sikhs were defeated and the British annexed the state of Punjab in 1849.

## Expansion through Subsidiary Alliance

The **Doctrine of Subsidiary Alliance** was initiated by Marquess Wellesley, Governor General of India from 1798 to 1805. The main objective was to gain control over large tracts of India without direct wars.



Marquess Wellesley

Its key features are discussed below.

- Any Indian ruler who accepted Subsidiary Alliance with the British had to disband their army and keep British forces within their territory and agree to pay for their maintenance. The rulers were also forced to keep a British official at their court called the **Resident**.
- The rulers had to expel all non-English foreigners from their states. They had to surrender control of their foreign affairs to the British and agree to abide by the decisions of the British.
- The Company in return promised to protect such ruler from external and internal dangers.

The first Indian ruler to accept the terms of the Subsidiary Alliance was the Nizam of Hyderabad. He accepted it in 1798, ceded the territories of Bellari and Cuddapah to the British. The Nawab of Awadh followed it in 1801 and ceded to the British about half of his territories comprising Rohilkhand, Gorakhpur and territories between the Ganga and the Yamuna rivers. Peshwa Baji Rao II accepted the Subsidiary Alliance as one of the terms of Treaty of Bassein in 1802 and agreed to pay in return an annual sum of ₹26 lakh.

### Expansion through Doctrine of Lapse

The **Doctrine of Lapse** was a policy of annexation started by Lord Dalhousie, the Governor General of India between 1848 and 1856. According to this policy, any princely state or territory under Subsidiary Alliance System, would automatically be annexed if the ruler was either 'incompetent or died without a direct heir'. This deprived an Indian ruler of their long-standing right to choose a successor or adopt a successor. The Company annexed the princely states of Satara (1848), Jaitpur and Sambalpur (1849), Nagpur and Jhansi (1854) and Awadh (Oudh) (1856) using



Lord Dalhousie

this doctrine.

Dalhousie was also responsible for the abolition of titles and pensions of the heirs of childless Indian rulers, and annexation of their territories. Tanjore and the Carnatic were annexed in this manner. When Peshwa Baji Rao II died, pension was denied to his adopted son, Nana Saheb even though he had been accepted by the Marathas as the next Peshwa. Similarly, the imperial title of the Mughal Emperor was abolished after Bahadur Shah II. He also annexed the state of Awadh in 1856 alleging misgovernment. Wajid Ali Shah, the last ruler had been a loyal British ally. Thus, this move proved to be highly unpopular.

### Administrative structure of India under the British

An efficient system of civil administration and a professional, well-trained army were two of the most important features of British rule in India.

The system of civil administration was set up to collect land revenue which was the main source of income. The army fulfilled the need of the Company to expand its territories and wage wars against Indian rulers.

### Civil Administration

Lord Cornwallis is generally regarded as the Father of Indian Civil Administration. It was during his tenure as the Governor-General (1786–93) that the structure of an independent civil service was put in place. Before his term in the office had begun, the Company officials got low salaries. However, they enjoyed the freedom of making money through private trade and bribes from local rulers and traders. This practice was stopped by Cornwallis who replaced the corrupt, disloyal and self-seeking officials with well-educated, honest and loyal civil servants. He also raised their salary to ₹1,500 per month.



Lord Cornwallis

In 1800, the then Governor



General Lord Wellesley established Fort William College in Calcutta to train civil servants in local languages and customs. In 1806, a similar college called the Haileybury College was established in England to train civil servants. From 1853, all recruits had to go through a competitive exam in order to qualify for the civil services. The ICS Act of 1861 established the Indian Civil Service. For administrative convenience, British India was divided into districts. In each district, there was a Collector to collect revenue, a Magistrate to maintain law and order and a Judge to administer justice.

### MATTER OF FACT

In 1863, Satyendranath Tagore, the elder brother of Rabindranath Tagore, became the first Indian to successfully get through the ICS examination.

### I.Q.

Why was the Indian Civil Service called the 'Steel frame of the British Raj'?

## The Army

The EEIC's army was disciplined and loyal. Soldiers were thoroughly trained in the use of the latest arms and ammunition and paid regularly. From the 1820s, the cavalry declined in importance and the infantry became more important. Soldiers of this regiment were trained in using muskets and match-locks.

Soldiers in the Company's army were mostly Indian, while the officers were exclusively British. The highest position held by an Indian soldier, also called a sepoy, was that of a *Subedar*. During the 19th century, the British developed a uniform military culture. Soldiers were subjected to European style of training irrespective of their castes and communities.

## The Judicial System

In the beginning, the administration of justice was carried out on the basis of the traditional laws of the Indian people. In the case of the Hindus,

the *Shastras*, and in the case of the Muslims the *Shariat* was the basis of justice. In 1772, a new system of justice was established. Each district was to have two courts—a **Criminal Court** and a **Civil Court**. While Civil Courts were presided over by the Company's collectors, the Criminal Courts were left in the hands of the natives like a *qazi* and a *mufti*, who worked under the supervision of the collectors.

Under the Regulating Act 1773, the Supreme Court at Calcutta was established with Elijah Impey as its Chief Justice. By the Act of 1781, it was decided that the English law would be strictly applied only in the cases of the English, and the Indians would be tried under their own traditional law. In 1793, the famous Cornwallis Code was compiled for the guidance of the officers of the new judicial service. In 1833, a graded structure of courts came into being. In 1865, High Courts were established at Calcutta, Madras and Bombay. The codification of laws was meant to establish judicial equality in the laws applied to both the rulers and the ruled. This was the principle of **Rule of Law**. However, even though the judicial system professed equality before law, the Europeans were tried in special courts by British Judges.

Like the civil administration and the army, judiciary was an important pillar of governance introduced by the British in India. It was based on the principles of rule of the land and equality before law.

- According to the principle of the Rule of Law, at least in theory, the administration was carried out according to the laws of the land. According to the principle of equality before law, everyone was equal before the law at least in all civil cases.

Independence of judiciary was another important aspect which the colonial rule introduced in India. This meant that the judiciary was free from the influence of both the political and civil administration.

## Sources

### Literary

- *Farmaans* or Royal Orders issued by the Mughal Emperors.
- Company records including records of revenue transactions and also those of judicial proceedings, court cases, etc. in England and in India.
- Accounts of travellers like Thomas Roe, Ralph Fitch, Jan Huyghens Van Linschoten, Bernier, Tavernier, Barbosa etc.
- Reports of surveys conducted by British officials throughout the subcontinent

### Non-literary or architectural

- Forts built by the British, French, Dutch and Portuguese. The most famous of these are Fort St George and Fort William in Madras (now Chennai) and Calcutta (now Kolkata), respectively.
- Religious structures like churches, monuments and buildings in common European styles. Numerous churches spread all across Goa, buildings in New Delhi such as Parliament House and Rashtrapati Bhavan, and Viceroy's palace in Shimla are some notable examples.

## CHAPTER IN A NUTSHELL

- The ideology of 'mercantilism' influenced the states of western Europe to establish their factories in India.
- The British, Dutch, Portuguese and the French established trading companies, supported by their respective governments.
- After the Carnatic Wars, the British emerged as the supreme European power in the Indian subcontinent.
- Robert Clive used a manipulative strategy to defeat Siraj-ud-daulah, the Nawab of Bengal, in the Battle of Plassey, 1757. This victory gave the British a strong foothold in India.
- Clive introduced the dual system of government in Bengal. According to this system, the Company exercised the powers of *Diwani* but had no responsibilities. This system encouraged corruption and brought suffering to the people of Bengal.
- Mysore's expansion of territories under Haider Ali alarmed the British. Four wars were fought to subjugate Mysore.
- Lord Wellesley's Subsidiary Alliance enabled the British to control Indian states without annexing them.
- The British fought three wars against the powerful Marathas. The Peshwa was finally defeated, and the Marathas had to sign separate subsidiary treaties.
- The British annexed Sind in 1839.
- The death of Maharaja Ranjit Singh in 1839 was marked by a period of instability. Finally, the British annexed the Punjab in 1849.
- Lord Dalhousie annexed the Indian states on various grounds such as Doctrine of Lapse, maladministration etc.
- In 1772, a new system of justice was established. In 1865, High Courts were established at Calcutta, Madras and Bombay.
- The army was an important instrument for defending, consolidating and extending British rule in India.
- In the early 19th century, the British developed a uniform military culture.

## Glossary

**Diwani** The revenue collecting department of the state | **Factory** A place where goods for trade were stocked | **Mufti** A jurist of the Muslim community, responsible for expounding the law that the Qazi would administer | **Qazi** A judge

## EXERCISES

### A. Fill in the blanks.

1. In Europe, \_\_\_\_\_ became a popular economic theory and practice from the 17th century which propounded large-scale production and export of goods.
2. Because of the efforts of Captain \_\_\_\_\_, trade concessions were obtained from \_\_\_\_\_, the then Mughal ruler and a trading post established in Surat in 1613.
3. In 1668, the islands of Bombay under Portuguese control were given away in \_\_\_\_\_ to the English king \_\_\_\_\_ by his father-in-law and the King of Portugal.
4. In 1498, Portuguese navigator and explorer \_\_\_\_\_ discovered the new sea route that linked India to Europe via the Cape of \_\_\_\_\_.
5. The French East India Company sought to expand its base in India and established early settlements in \_\_\_\_\_, \_\_\_\_\_, Mahe and \_\_\_\_\_.
6. Alivardi Khan's maternal grandson \_\_\_\_\_ tried to check the powers of the English East India Company by refusing to give more trade concessions and privileges.
7. In the Battle of \_\_\_\_\_ fought in 1764, the combined forces of Mir Qasim, the Nawab of Awadh and the Mughal Emperor were \_\_\_\_\_ by the forces of the English East India Company.
8. The Doctrine of Subsidiary Alliance was initiated by \_\_\_\_\_, the Governor General of India from 1798 to 1805.
9. The \_\_\_\_\_ of Lapse was a policy of annexation started by Lord Dalhousie, the Governor General of India between 1848 to 1856.
10. The first Indian ruler to accept the terms of the \_\_\_\_\_ was the Nizam of Hyderabad who ceded the territories of Bellari and Cuddapah to the British.

### B. Write True or False.

1. The British fought three wars with the Marathas, the results of which established the Marathas as the next rulers of India. \_\_\_\_\_
2. The British established a new system of justice by establishing High Courts in Calcutta, Bombay and Madras, which were also the three Presidency Towns. \_\_\_\_\_
3. Robert Clive introduced the dual system of government in Bengal which gave the Company all the powers without responsibilities and the Indian rulers all the responsibilities and no power. \_\_\_\_\_
4. After the defeat of Nawab Siraj-ud-daulah in the Battle of Plassey, Mir Qasim was put on the throne as a new puppet ruler. \_\_\_\_\_
5. In 1717, the Mughal Emperor Farrukhshiyar granted the English East India Company the right to trade in Bengal, Bihar and Orissa on the payment of a nominal annual sum. \_\_\_\_\_



**C. Match the columns.**

Column A	Column B
1. Regulating Act, 1773	a. subedar
2. Sepoy	b. Supreme Court at Calcutta
3. Lord Wellesley	c. Father of Indian Civil Administration
4. Lord Cornwallis	d. annexation of Sind
5. Charles Napier	e. Fort William College in Calcutta

**D. Answer the following questions in brief.**

1. How was the Battle of Buxar concluded?
2. Define mercantilism. How was it beneficial for the European trading companies?
3. Why did the European trading companies want to establish trading alliances with India?
4. The English East India Company and the French East India Company were always at war with each other. Why?
5. Why did the tension between the Nawab of Benngal Siraj-ud-daulah and the English East India Company escalate?

**E. Answer the following questions in detail.**

1. With what objective did Lord Dalhousie design the Doctrine of Lapse? What was the outcome of such a policy?
2. Why was the Subsidiary Alliance initiated by Lord Wellesley? What were the terms of such an alliance and what did it mean for the Indian ruler who signed it?
3. Discuss the four Anglo-Maratha wars as well as their consequences in detail.
4. Why did the political conditions in Mysore alarm the Company as well as the Nizam of Hyderabad? What was the fate of Mysore in the Anglo-Mysore wars from 1767 to 1799?
5. List the provisions of the treaties signed between the Company and the Indian rulers after the Battle of Buxar. What did it mean for the Indian rulers and their powers over their territories?

## **HOTS**

1. There were many lost opportunities for the Indian rulers as far as the English East India Company was concerned. For instance, had the outcome been different in the several battles like the one at Plassey, Buxar, between the Company and the Marathas or between the Company and Mysore, India's fate would have been very different today. What does it mean?
2. Despite racial discrimination and lack of promotion, many Indian soldiers preferred to join the uniformed, disciplined army of the British. Why?



## EXPERIENTIAL LEARNING

### ACTIVITY

Construct a timeline of policies that the English East India Company framed one by one to annex the different Indian territories. Against each policy and conquest, write down the name/s of the Indian states and cut out the territory from the map to paste it against the policy. Do this as an entire class. Put it up on the class bulletin board.

### MAP SKILLS

A. On the outline map of India, identify and locate

- ❖ a territory occupied under the Doctrine of Lapse.
- ❖ a territory occupied under the Subsidiary Alliance.
- ❖ the territories from where the British got the right to collect revenue as a result of the ‘diwani’ rights after the Battle of Buxar.

B. On the outline map of India, identify and locate the following:

- ❖ Plassey    ❖ Buxar    ❖ Mysore    ❖ The Maratha territory    ❖ Hyderabad
- ❖ Sind    ❖ Punjab    ❖ Jhansi    ❖ Satara    ❖ Jaipur    ❖ Nagpur
- ❖ Awadh

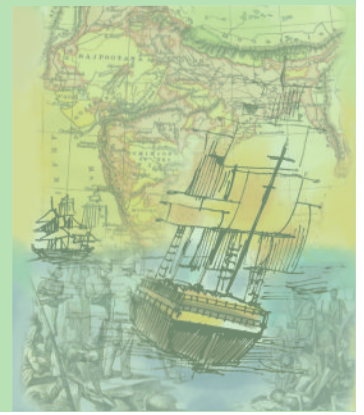
### LIFE SKILLS

#### EMOTIONAL SKILL

As a newspaper journalist, cover the grand ‘darbars’ that the British held to celebrate their victory over the Indian princes in the backdrop of severe famines that lashed through the territories of India, particularly Bengal. Bring out the harsh reality of the foreign rule and the hollowness of the Indian rulers as well as their incapability of protecting their subjects.

# 3

## The Peasants and the Raj



### Let's get started

Though British historians presumed that all Indian rulers were autocratic and despotic, in reality it was quite the contrary. Many Indian rulers exempted peasants from paying land revenue in times of drought or any other natural calamity. On the other hand, British policies had no scope for any exemption. Any delay in payment meant that land was put up for auction the next day. The British made land a saleable commodity, taking away the ancestral rights of the peasants over their land. Think of a word to describe such British policies.

As we have already read, land revenue was the most important source of income of the colonial government. It was therefore, necessary to establish an efficient system of estimating and collecting land revenue from the peasants. Various land revenue systems came into practice across the Indian subcontinent. Besides, when large tracts of the countryside came under British rule, certain crops which had greater commercial value came to be favoured for cultivation. As a result, indigo and tea in the earlier period and jute and tea in the later period of colonial rule became the main commercial crops as they helped Britain maintain a healthy balance of trade. Usually, these crops were cultivated at the cost of food crops such as rice and wheat. The British

adopted fraudulent contracts and oppression to force the peasants to cultivate these crops.

Responding to the tyrannical regime and its diktats, many peasant groups rose in revolt against the colonial authorities and those among their compatriots who were responsible for implementing colonial policies.

### Colonial Agrarian Policies

The dual system of governance started by the British in Bengal aimed at increasing the revenue for the Company and buy fine cotton and silk cloth at cheap rates with that revenue. The urge to maximise revenue directly led to the infamous Bengal Famine of 1770 in which one-third of

#### Revenue Settlements in British India

##### Permanent Settlement introduced by Lord Cornwallis in 1793

##### Key features and consequences

- The landowners or *zamindars* emerged as a class of loyal allies to the EEIC.
- The *zamindars* got hereditary rights over their land.
- The farmers became tenants and lost the right to the use of pastures, forest lands, irrigation canals and fishing ponds.
- The income of the Company from land revenue became secure and regular.
- The farmers were left at the mercy of the *zamindars*, who often extracted exorbitant rates from them.
- The peasants were forced to pay the revenue even if the crops failed; hence they were forced to borrow money from the moneylenders at high interest rate.
- In case of non-repayment of loans, the land was mortgaged and the peasants had to look for an alternate employment and even migrate to cities.

- In many places, moneylenders replaced the old landlords, who took no interest in improving agricultural production. Many of them were absentee landlords who leased out their lands to tenants and lived in cities.

### Mahalwari Settlement introduced by Holt Mackenzie in 1822

#### Key features and consequences

- The unit of revenue settlement was the village or the *mahal* and the revenue demand was made collectively on the village.
- The village headman or the *lambardar* was responsible for collecting the revenue and making it over to the government.
- The *lambardars* fixed the revenue on the basis of the type of land, total land under cultivation, and customs and rights of different agricultural groups.
- The estimated revenue of each plot within a village was added up to calculate the revenue that each village (*mahal*) had to pay.
- The rate of revenue was to be revised periodically and not fixed permanently.

### Ryotwari Settlement introduced by Thomas Munro in 1820

#### Key features and consequences

- The land revenue was not collected by the *zamindars* but was taken from the ryots or cultivators directly.
- The cultivators became the landowners and there was no intermediary for collecting the revenue.
- The revenue was very high and collected rigidly.
- The cultivator had to pay, even if his crops were destroyed.
- The land revenue was revised and increased after every 20 or 30 years.
- This system benefited the government instead of the cultivators, as the Company itself became the *zamindar*.
- The peasants were overburdened with heavy taxes. They often had to take a loan to pay the land revenue.

the population of Bengal perished and agriculture was abandoned in many parts of Bengal.

So, the EEIC embarked on a systematic approach to land revenue collection with a view to collecting the maximum amount of revenue in a timely and predictable manner.

The EEIC introduced three main types of land revenue settlements in India. The **Permanent Settlement** covered Bengal, Bihar, Orissa and the Banaras division of UP, accounting for 19 per cent of the British territories. The **Ryotwari**



3.1 Mughal Emperor Shah Alam II granting the Diwani of Bengal to the EEIC Governor Robert Clive



**Settlement** covering Bombay and Madras presidencies accounting for 51 per cent of the company's territories. The **Mahalwari Settlement** accounted for 30 per cent of the company's territories covering United Provinces (large parts of modern day Uttar Pradesh), Central Provinces and Punjab.



**Fig 3.2** a) Lord Cornwallis and b) Thomas Munro introduced the Permanent Settlement and the Ryotwari Settlement in colonial India, respectively.

#### I.Q.

Why did the British adopt different land revenue settlements in different parts of the Indian subcontinent?

## Commercialisation of Agriculture and Cultivation

The term 'commercialisation' means production of something for sale in the market. Commercialisation of agriculture simply means that a peasant grows more than he and his family can consume, and he sells the rest in the market. It usually happens in an economy where the land revenue demand is in cash and not as a part of the produce. In India, after the various land revenue settlements were put in place, the commercialisation of agriculture took place. All the three land revenue settlements that we read about earlier were based on cash payment. So the *zamindar*, *lambardar* or the *ryot* had to make enough provision for cash by selling a part of the produce in the market to be able to pay cash revenue.

Secondly, as a direct result of the land revenue settlements, there was also a rapid commercialisation of land. This means that the right to own land did not depend on birth right or any other traditional right but on the ability

to pay revenue on time. In case of default, the land would be put up for auction. This was a fundamental change in the previous land systems that existed in India leading to much disruption in rural societies.

The third change was brought about in the rural areas by the forced cultivation of some commercial crops, sometimes referred to as plantation crops. Peasants were forced to cultivate high value commercial crops. These crops were not needed locally and were meant only for export. In the first phase of the colonial rule, **opium** and **indigo** were the main commercial crops. Opium was cultivated in western India and exported to China in exchange of Chinese tea. Indigo was cultivated mainly in the Bengal province and exported to Britain and Europe helping the Company make huge profits. America was the only other country that produced indigo in large quantity. However, after America became independent in 1776, supplies to Britain stopped. So the Company turned to its newly occupied colony of Bengal to ensure supplies of indigo.

From the middle of the 19th century, however, the demand for new types of commercial crops rose. Jute, cotton and rubber were now needed from India to meet the needs of the Industrial Revolution in England.

There were two important results of cultivation of commercial crops on peasants. First, since these were sold in international markets, their demand fluctuated widely. While in the good years, it benefitted the peasants to some extent, in the bad years the peasants suffered very badly. In the absence of cash from cash crops and because of the fact that much of the land was set aside for non-food crops, the peasants did not have enough to eat. Famine, therefore, became a standing feature of the Indian subcontinent. So if the colonial rule began with the Bengal Famine of 1770, it also ended with the Bengal Famine of 1943.

Many peasants rebelled against such oppressive practices. We will study one such revolt.

### CASE STUDY: INDIGO REVOLT OR NEEL BIDROHO

Indigo is a dye. It was a major item of international trade from the 16th to the late 19th century. Although it has other uses apart from dyeing (mainly medicinal uses), its usefulness as a dye was the main factor in indigo cultivation.

The trade of Indigo from Asia was controlled by the Portuguese in the middle of the 16th century. The Spanish established hundreds of commercial indigo establishments in their colonies in North America. In the 17th and 18th centuries, Central American indigo became a very successful product. In their Caribbean and North American colonies, the French and the British set up successful indigo industries. The Dutch set up their indigo industries in Java.

In the beginning of the 19th century, the Central American indigo trade collapsed, because of a war between England and Spain. After the American Revolution the British lost their control over North American indigo. Thus there was a crisis in the global indigo market.

### MATTER OF FACT

The British textile industry was largely dependent on indigo produced in India. By the 13th century, Indian indigo was being used by cloth manufacturers in Italy, France and Britain to dye cloth. However, only small quantity of Indian indigo reached the European market and its price was very high. European cloth manufacturers therefore had to depend on another plant called Woad, which was easily available in Europe. However, European cloth manufacturers preferred Indian indigo rather than European woad, as indigo produced a rich blue colour whereas woad produced a pale and dull blue colour.

Bengal was one of the surviving regions, unhindered by this sharp drop in global indigo production and trade. As labour was cheap in Bengal, indigo could be produced in large quantities.

The EEIC began to look for ways to expand the



**Fig 3.3** An indigo plant, cakes produced from it and yarn dyed with its typical blue colour

area under indigo cultivation. The prospects of huge profits led many officials of the company to invest in indigo cultivation.

#### *The Nij system*

In the beginning, the planters adopted the *nij* system of cultivation, where, the planters produced indigo on lands that they directly controlled, but soon they faced a number of problems.

Large areas of fertile lands for indigo cultivation were not available because the lands were already densely populated, and eviction of the tenants led to conflicts. Secondly, they could not even hire labour to work on indigo plantation, as the peasants were busy on their fields with their rice cultivation. Thirdly, for the same reasons, it was difficult to arrange for ploughs and bullocks as the peasants required these to work on their own fields. Thus, the planters failed to bring large areas of land under indigo cultivation.

The failure of the *nij* method led to its replacement by another method, which came to be known as the *ryot* method.

#### *Ryot method of cultivation*

Under the *ryot* method a contract was signed between the *ryot* or the village headmen and the planters. The *ryots* were given loans and forced to grow only indigo on at least 25 per cent of the area under their holding. Later the planters informed the peasants that loans could be repaid only by supplying indigo to them at fixed rates.

Soon this system also resulted in a number of problems like:

- Peasants growing indigo on their fields got a very low price for the product. So they were not able to pay back the loan, which led them into the clutches of moneylenders. Large-scale oppressive measures were used, such as holding the cultivator and his family prisoners, burning his house etc. This inhuman oppression of indigo cultivators forced them to revolt against the British.
- After growing indigo, the same land could not be sown again with rice, as the deep roots of indigo had already exhausted the fertility of the soil.
- The indigo planters advanced small sums of money to the peasants and forced them to enter into contracts to cultivate indigo in a part of their land. The planters also took recourse to coercion by beating up, kidnapping, confining, burning and looting. Most of them maintained armed goons called *lathiyals* and were supported by the local police and favoured by local magistrates.

## The Indigo Revolt

In 1859, *ryots* in Bengal refused to grow indigo, and refused to pay rents to the planters. At some places, they even attacked indigo factories and socially boycotted those peasants who worked for the planters. *Ryots* decided not to take any advances from the planters to sow indigo. In many villages, headmen who had been forced to sign indigo contracts mobilised the indigo peasants and fought against the indigo planters.

Even *zamindars* went around the villages urging the *ryots* to resist the planters. In September 1860, the peasants refused to grow indigo under duress.

The revolt started from a small village in Bengal, Govindapur in Nadia district, and the leadership was provided by Digambar and Bishambhar Biswas, ex-employees of the planters. They gave up indigo cultivation and when the planters sent *lathiyals* to attack their village they fought back with the help of villagers. The indigo uprising soon spread to all parts of Bengal. The peasants even filed cases against the planters. They also boycotted other peasants who were still cultivating indigo. Ultimately the planters could not withstand the collective might of the peasants and began shutting down factories. Indigo plantation at this time gradually moved to Bihar where as late as 1917 Mahatma Gandhi took up the cause of the indigo cultivators against the local planters in Champaran.



Fig 3.4 Remains of a colonial indigo factory in Bengal

### CHAPTER IN A NUTSHELL

- The British introduced three land revenue systems—Permanent, *Mahalwari* and *Ryotwari* settlements—to increase income from land revenue and make it regular.
- The system of Permanent Settlement was introduced by Lord Cornwallis in 1793 CE. The landowners or the *zamindars* got the hereditary rights over their land. They had to pay a fixed amount of land revenue every year to the Company, failing which, even if there were adverse conditions such as floods or drought, their land was auctioned off. The land revenue was fixed at roughly 50 per cent of the total produce.
- Holt Mackenzie, devised the *Mahalwari* Settlement in 1822. Under this system, the land revenue settlement was made for the entire estate or *mahal*.



- In the *Ryotwari* Settlement, the land revenue was not collected by the *zamindars* but was taken from the *ryots* or cultivators directly and deposited in the government treasury. The revenue was very high and collected rigidly.
- By the late 18th century, the Company was trying to expand the cultivation of cash crops by a variety of methods. One such method was 'plantation agriculture'. Under this, crops were grown on large estates called 'plantations' owned by Europeans.
- The oppressive land revenue settlements and plantation agriculture made peasants and other tribal groups revolt against the British. One such revolt organised in the 19th century was the Indigo Revolt in Bengal.

## Glossary

**Absentee Landlords** Landlords settled in cities away from the land they owned | **Mahalwari Settlement** A system in which a village or estate collectively was responsible for paying the revenue | **Plantation** Large estates growing commercial crops, employing various forms of labour | **Ryot** A cultivator

## EXERCISES

### A. Fill in the blanks.

1. The \_\_\_\_\_ system of governance by the British in Bengal aimed at increasing \_\_\_\_\_ for the Company that would enable them to buy fine cotton and silk cloth at cheaper rates.
2. The Permanent Settlement covered \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and the Benaras division of UP, accounting for 19 per cent of the British territories.
3. The \_\_\_\_\_ Settlement covering Bombay and Madras Presidencies accounted for \_\_\_\_\_ per cent of the Company's territories.
4. The Mahalwari Settlement accounted for 30 per cent of the Company's territories covering \_\_\_\_\_, Central Provinces and \_\_\_\_\_.
5. In the first phase of the colonial rule, \_\_\_\_\_ and \_\_\_\_\_ were the main commercial crops transported to China and Britain.
6. The colonial rule in India began with the Bengal \_\_\_\_\_ in 1770 and also ended with the same in 1943.
7. While the French and the British set up indigo industries in the Caribbean and North America, the Dutch set up their industries in \_\_\_\_\_.
8. In India, the failure of the *nij* method of indigo cultivation led to its replacement by another method called the \_\_\_\_\_ method.
9. The Indigo Revolt was helmed by \_\_\_\_\_ and \_\_\_\_\_ who were the ex-employees of the indigo planters from \_\_\_\_\_ district in Bengal.
10. In 1917, \_\_\_\_\_ took up the cause of Indigo planters of Champaran in Bihar by launching his first satyagraha movement.



**B. Write True or False.**

1. The demand for indigo was affected by the discovery of another product called woad. \_\_\_\_\_
2. The play *Neel Darpan* depicted the pitiable condition of the indigo planters in the plantations of the Caribbean. \_\_\_\_\_
3. The Permanent Settlement was introduced by Warren Hastings in the year 1782. \_\_\_\_\_
4. Due to the land revenue settlements introduced by the British, land became a commercial property and the traditional rights over land were repelled. \_\_\_\_\_
5. Under the 'ryot' method of indigo cultivation, a contract was signed between the 'ryot' or the village headman and the planters. \_\_\_\_\_

**C. Match the columns.**

- | Column A                | Column B             |
|-------------------------|----------------------|
| 1. Permanent Settlement | a. Bihar             |
| 2. Mahalwari System     | b. Chinese Tea       |
| 3. Opium                | c. UP, CP and Punjab |
| 4. 'Lathiyals'          | d. Lord Cornwallis   |
| 5. Champaran            | e. armed goons       |

**D. Answer the following questions in brief.**

1. With what intention did the British introduce the Land Revenue Settlements in India?
2. Why was the opium and indigo trade beneficial for the British?

**E. Answer the following questions in detail.**

1. What kind of settlement was arrived at under the following Land Revenue Settlements?
  - ❖ Permanent Settlement
  - ❖ Ryotwari Settlement
2. Briefly discuss the history of indigo cultivation in India under the British and its effects on the lives of the farmers.
3. How was the 'nij' system different from the 'ryot' method of indigo cultivation?
4. The indigo cultivation under the 'ryot' method was ridden with problems. What were they?

## HOTS

1. After the Indigo Rebellion in Bengal, the site of indigo plantation was changed to Bihar. Do you think it helped the British in solving the problem? Why? Why not?
2. Any kind of leniency that the farmer expected from the British was never shown as far as revenue collection was considered. Why do you think the British were so strict with it?



## EXPERIENTIAL LEARNING

### PROJECT

The life of a farmer in India revolves around sowing, reaping and harvesting of crops. Even today, various harvest festivals are celebrated in honour of the fertility of the soil and the hard work of the peasant. Find out about two such harvest festivals. Use a map of India to locate them and write a paragraph about the festivities observed during these festivals.

### MAP SKILLS

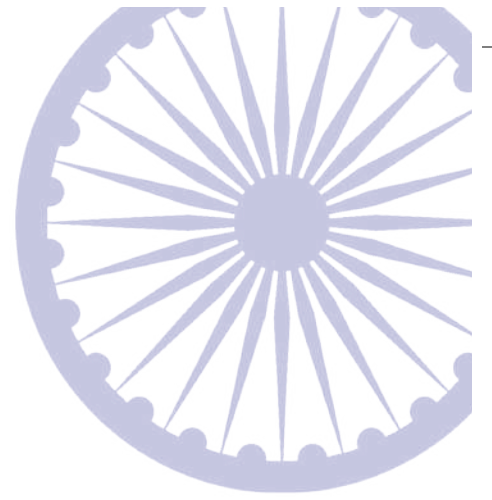
On the outline map of India, identify and locate the following places.

- ❖ two areas under Permanent Settlement
- ❖ two areas under Mahalwari Settlement
- ❖ places where indigo was grown
- ❖ place where the Indigo Rebellion started

### LIFE SKILLS

#### EMOTIONAL SKILL

- A. The life of the farmers in indigo plantations was miserable. Neither did they get any rest, nor could they hope to make a profit from the sale of indigo. Their fields were also losing fertility because of the crops that they were growing, leaving them with barren soil and practically no food to consume as everyone in the village was engaged in growing indigo. Imagine that you are an outsider who is a witness to the plight of the peasants. Write a letter to the British officers asking them to look into the matter and show compassion for the poor.
- B. Farmers in modern times face many problems, particularly with the borrowing of money from moneylenders or banks. Have a debate around the topic: 'Should the government waive off the loans of the peasants?' in the class. Try and understand the two sides of the situation through extensive research and discussion. Let each student take 2–3 minutes of talking time and allow interjections at the end of the debate.



Part III

# Social and Political Life



# Learning Outcomes

## OUR CONSTITUTION

At the end of the lesson, the student will understand:

- the source and meaning of the word Constitution in the Indian context.
- the importance of a Constitution and the purpose behind its creation.
- the work of the Drafting Committee as well as the features of the Indian Constitution.
- the need for laws in the country as well as the fact that right to dissent in case the laws are not popular.
- the crucial laws made in the country against dowry.
- the history of dissent through Mahatma Gandhi's methods of protest.

## SECULARISM AND THE CONSTITUTION

At the end of the lesson, the student will understand:

- and define the word 'Secularism' and its need in a diverse country like India.
- the role of Constitution in confirming the position of secularism in the country as important and indispensable.
- and recall the body of Fundamental Rights given to us by our Constitution as well as the Fundamental Duties that have been enshrined in the Constitution.
- the Directive Principles of State Policy.

## THE PARLIAMENTARY FORM OF GOVERNMENT

At the end of the lesson, the student will understand:

- the need for a Parliamentary form of Government in India as well as its features.
- and learn about the functions performed by the Parliament in India.
- the role of Executive in the country in terms of the powers and functions assigned to the President, the Vice President, the Prime Minister and the Council of Ministers.
- the case study of division of power between the Centre and the States.

## LAWS AND DEMOCRACY

At the end of the lesson, the student will understand:

- and define the term 'Laws' as well as their role in a democracy.
- the meaning of the term 'Rule of Law' as well as the provisions for making new laws.
- the relationship between laws and public opinion.
- about the two crucial laws that were enacted in the country, namely the Right to Information and the Right to Education.

## THE JUDICIARY

At the end of the lesson, the student will understand:

- the role of the Judiciary in a country like India as well as the reason behind its independent nature.
- and gain clarity about the order of courts from the apex level to the lowest levels and their composition; qualification of the judges; their tenure; and their powers.
- the difference between civil cases and criminal cases and the various courts that attend to these.

## THE POLICE AND THE JUDICIARY

At the end of the lesson, the student will understand:

- the role of the Police and the Judiciary in the context of law and order in India.
- the hierarchy that is followed in the matters of Police administration.
- the process of filing a First Information Report as well as the entire process of trial that is initiated with it.
- the role of the public prosecutor, jails and reprimand.

## MARGINALISATION: SOCIAL AND ECONOMIC

At the end of the lesson, the student will understand:

- the meaning of the word 'Marginalisation' and its various causes.
- and empathise with the different marginalised groups in the country and identify them.
- the various provisions made by the country's Constitution to guard these marginalised groups.

## GOVERNMENT AND DEVELOPMENT

At the end of the lesson, the student will understand:

- the public facilities provided by the government for the benefit of the public in general.
- the Five-Year Plans as well as the areas of development that they have focused upon in the previous years.
- the various measures taken by the government for the development of the country as a whole.
- the concept of rural development and the problems before the government in terms of shortage of water and electricity.

## LAWS FOR THE WELFARE OF THE PEOPLE

At the end of the lesson, the student will understand:

- and define terms like Social Justice and Labour Laws with examples of the Minimum Wages Act 1948, Plantation Labour Act 1951 and the Child Labour Act 1986.
- the laws made for women, for welfare and for the protection of the environment.



# 1

# Our Constitution



Mansi woke up one Sunday morning hearing a lot of commotion. She looked out of her window and saw that some elders of her group housing society were having a heated argument! Everybody seemed to be shouting angrily and nobody was in a mood to listen! The topic of the fight was parking space. There were too many cars and too less parking space within the society complex. Mr Gupta claimed that Mr Rao always parked his car at Mr Gupta's designated parking space. Mr Rao insisted that there were no designated parking spaces; parking was done on first-come-first-serve basis! Finally, the society president and the vice-president were called. They checked the residents' handbook and declared that there is a designated parking space for one vehicle per flat. If the owner had more than one vehicle, parking for the second vehicle would indeed be on a first-come-first-serve basis. Since Mr Gupta was trying to park his second vehicle, he cannot claim any space as his own. All the residents were supposed to abide by the rulebook, so finally the argument ended. Soon, life went back to normal. Thank God for the rulebook, thought Mansi.

What do you think would have happened had there been no rules? Do you think it is important for any institution to have some clearly written rules, in order to function properly?

## What is a Constitution?

The **Constitution** is a set of written rules and regulations according to which a country is governed. If there are no written rules, people ruling over a country might do so according to their own whims. So it is important, specially in a democracy, that the government functions according to clearly laid-down rules.

## Importance of a Constitution

India gained independence from the British rule on 15 August, 1947. The leaders of the country realised that so many years of being a colony had left India ruined economically as well as socially. Caste, gender and religious inequalities were common and most of the wealth of the country had been drained by the British. As

a result, the economy was in a pitiable state. Making the country economically strong and establishing equality in the society was the foremost concern of the leaders. Moreover, for the success of democracy, it was important that the people enjoyed certain clearly-defined rights. To achieve all this, it was important to have written rules, regulations and rights, according to which the country would be governed. Hence, the Constitution was framed.

What is the purpose of a Constitution? Let us find out.

- The Constitution clearly defines the powers and functions of the elected representatives who govern the country, as well as the rights of the citizens. The laws of our country are framed on the basis of the Constitution.
- It defines the functions and powers of the executive and the legislature and also puts certain limitations on their powers.
- The Constitution tries to uphold the unity, integrity as well as the diversity of the country.
- It clearly defines the nature of the country's

political system, the ways in which the government will be elected and on what basis it will function.

- The Constitution seeks to establish social justice and the rule of law. This means that in a democratic country, all the citizens are treated equally, and they have equal rights. The laws of the country are same for everyone, no person is above the law just because of his/her caste or religion.
- However, the Constitution mentions some special privileges for certain backward sections of the society, so that they can be at par with the mainstream.
- The Constitution gives some Fundamental Rights to every citizen of the country. Nobody can violate these laws.
- The Constitution defines the process of framing laws of the country.
- The Constitution abolishes unjust and discriminatory practices such as untouchability and female foeticide.

## Drafting of the Constitution

The Constitution was framed by the Constituent Assembly. Its members were elected by the members of the provincial legislative assemblies. When India gained independence, the Constituent Assembly served as the first parliament.



Dr B R Ambedkar

Dr B R Ambedkar was chosen to



Fig 1.1 Signing of the Constitution

head the Drafting Committee of the Constituent Assembly, which was formed in August 1947. The Drafting Committee took three years to complete the task of framing the Constitution. On 26 January, 1950, the Constitution was formally adopted.

## Features of the Indian Constitution

The Constitution of India aims to establish a secular, sovereign, democratic society for its citizens. It is the longest Constitution in the world, with more than 400 articles, and it is divided into 12 schedules. The Constitution has been amended many times since it was adopted; there have been more than one hundred amendments to it.

Let us look at some of the special features of the Constitution.

### The Preamble

The Preamble is an introduction to the Constitution. It highlights the values and principles of the Constitution. It also mentions the objectives that the Constitution seeks to achieve.



Fig 1.2 The Preamble

## Sovereignty

After years of being a British colony, it was important for India to proclaim its independent status. The Preamble states that India is a **sovereign** country. This means that the government of the country has an absolute independent authority over the areas within the territorial boundaries of the country. The country is free from any external control.

## Federalism

We have already studied that in a vast country like India, the government functions at two levels—central and state. There are also local governments in villages and cities. The Constitution defines the **federal structure**—which means government at two levels. The Constitution also clearly defines the powers and functions of the two levels of the government.

## Parliamentary form of government

The parliament is the central legislature. Through general elections, we elect representatives to the parliament. The Constitution mentions that India has a **parliamentary form of government**, and it clearly mentions the powers and functions of the parliament as well.

## Universal adult franchise

The Constitution also guarantees **universal adult franchise** which means that every adult citizen of the country can cast his/her vote during elections, without any discrimination on the basis of caste, religion, sex, region and other such factors.

## Separation of powers

The Constitution clearly demarcates and defines the powers and roles of the three organs of the government—the executive, the legislature and the judiciary. The legislature frames laws, the executive implements them and the judiciary resolves disputes and maintains law and order.

### I.Q.

Why is 26 January celebrated as Republic Day in India?

### Fact box



Our Constitution has been inspired by several Constitutions across the world. It has adopted

- from the British Constitution: The Parliamentary form of government, rule of law, institution of the speaker
- from the US Constitution: Fundamental Rights, federal structure of government and independence of the judiciary
- from the Irish Constitution: The Directive Principles
- from the French Constitution: The ideals of Liberty, Equality and Fraternity

## Secularism

The Constitution of India declares that India is a **secular** country, that is, there is no official religion of the country. Every person has the right to practice and follow his/her own religion.

## Fundamental Rights

The Constitution of India guarantees certain basic rights to all its citizens. These are called **Fundamental Rights**. Nobody can violate these rights and a citizen can approach the court of law if his/her Fundamental Rights are violated.

*Can you name some of the Fundamental Rights?*

## Fundamental Duties

The Constitution also mentions a code of conduct for the citizens, called the **Fundamental Duties**. Following the Fundamental Duties helps us to become good citizens.

We will learn more about the Fundamental Rights and Duties in the next chapter.

## Constitutional Amendment

The Constitution of India is able to adapt itself to the changing needs of the society. Since it was framed, many social and economic changes have taken place in the country. Some guidelines given in the Constitution might have become outdated. So, by a process of **amendment**, it is possible to add or modify the existing rules of the Constitution. For example, in 2005 the Hindu Successions Amendment Act gave daughters equal share in the parental property.



As the Constitution continuously modifies itself to suit the needs of the people, it is called a 'living document'.

## Need for laws

The Constitution of the country seeks to secure equality and justice for everyone in the society. However, inequalities and injustice is prevalent in the society due to varied reasons, such as, age-old customs, poverty, illiteracy and ignorance. Economically and socially stronger sections of the society tend to exploit the poorer sections, leading to various discriminatory practices. To eradicate such injustice and discrimination, the government, on the basis of the provisions of the Constitution, creates and implements certain laws. Through these laws, the government aims to establish equality and social justice.

## Dissent

Sometimes, when people are not happy with certain laws, they are allowed to show their displeasure in the form of protest. This is called **dissent**. In a democratic country like India, such protests are very common. In a democracy, public opinion plays an important role. If one section of the people is not happy, they take the help of mass media to influence other people in the society.

Thus, dissents become mass protest. Sometimes, mass protests can lead to changes in existing laws. However, it is important to protest in a peaceful manner without disrupting life or property.

Let us look at some examples of dissent.

- There were wide-scale protests against reservation provisions for the backward classes, during the 1990s. The protest turned violent and in many places students destroyed public property. Some students even attempted self-immolations.
- After the proposal to make Telengana a separate state was passed, there were wide-scale protests by people in other states also demanding separate states. In Assam, people disrupted the rail service by creating blockades.

*Do you think such forms of protest are justified? Can you think of some forms of non-violent protest?*



**Fig 1.3** A protest rally

### CASE STUDY: LAW AGAINST DOWRY

Dowry is a deep-rooted evil practice of the society. Many women of the country faced humiliations, embarrassment and even extreme torture for the unjust system of dowry. Dowry is a gift, in cash or kind, a father gives to his daughter at the time of marriage. However, people demand huge sums of money and other luxuries from the girl's family during marriage. If the girl's parents are unable to fulfil the dowry demands, the girl faces extreme torture at her husband's house. Sometimes, she is forced to take the extreme step of committing suicide.

To prevent incidents of dowry harassment, the government passed the Dowry Prohibition Act, 1961. Subsequently, the law has been amended many times to make it more effective against dowry. However, this social evil still exists. Even today, women continue to face dowry-related harassments. Many people do not report dowry cases fearing social stigma. A law can only be effective if citizens are aware of it and utilise it to prevent atrocities and discrimination. All the citizens, men and women, should consider dowry as an evil and criminal practice and refuse to give or accept dowry in any form.



## CASE STUDY: HISTORY OF DISSENT

### Salt Satyagraha

Mahatma Gandhi pioneered a non-violent form of protest, known as the *satyagraha*. *Satyagraha* means adherence to truth. As Gandhiji said, “*Satyagraha* is a weapon of the strong; it admits of no violence under any circumstance whatsoever; and it ever insists upon truth”. Our freedom struggle, led by Gandhiji, saw many instances of mass protest, based on the principle of *satyagraha*. *Satyagraha* has influenced movements for social justice around the world, such as the Civil Rights Movement in America led by Martin Luther King Jr and Nelson Mandela’s struggle against apartheid in South Africa.



The historic Dandi March

One of the most remarkable incidents of our freedom struggle was the Salt *satyagraha* and the Dandi March, led by Mahatma Gandhi. The British government banned the production of salt in India and the people were forced to buy expensive salt that was imported. In 1930, Gandhiji decided to protest against the salt law by undertaking a march on foot from his *ashram* in Ahmedabad, to the coastal town of Dandi, near Surat. He set out with some followers; many others joined him on the way. After a journey of around 380 miles on foot, Gandhiji and his followers reached Dandi. They picked up salt along the seashore, thus, breaking the government ban on producing salt.

### CHAPTER IN A NUTSHELL

- The Constitution is a written document and is the source of all laws.
- India is a sovereign, socialist, secular and democratic republic.
- The Indian Constitution defines the rights and duties of the citizens and the powers and functions of the government.
- The process of amendments enables the Constitution to change itself according to changing times and, thus, is a living document.
- Sometimes, dissent can lead to violence and turmoil.

### Glossary

**Amendment** Process by which changes to the Constitution can be made | **Constitution** A set of written rules and regulations, according to which a country is governed | **Federalism** Government at two levels—centre and state | **Fundamental Duties** Code of conduct for the citizens, mentioned in the Constitution | **Fundamental Rights** Basic rights guaranteed to all the citizens of the country by the Constitution | **Parliamentary form of government** A form of government where the executive is primarily composed of members of the legislative and the executive is accountable to the legislature | **Preamble** Introduction to the Constitution | **Secularism** Equal status of all religions | **Sovereignty** Independent control over a geographic area | **Universal adult franchise** Voting right of all the adult citizens of the country

## EXERCISES

### A. Fill in the blanks.

1. The Constitution is a set of \_\_\_\_\_ rules and regulations according to which a country is \_\_\_\_\_.
2. Because of colonial rule, India had been left \_\_\_\_\_ as well as \_\_\_\_\_ devastated.
3. It was realised by the leaders of India that for the success of \_\_\_\_\_, it was

- important to give the people certain well defined \_\_\_\_\_.
4. The Constitution of India abolishes unjust and discriminatory practices such as \_\_\_\_\_ and \_\_\_\_\_.
  5. \_\_\_\_\_ was chosen as the head of the Drafting Committee of the Constituent Assembly.
  6. The Preamble is an introduction to the Constitution and it highlights the \_\_\_\_\_ and \_\_\_\_\_ of the Constitution.
  7. The Constitution mentions that India has a \_\_\_\_\_ form of government with powers of the Parliament clearly specified.
  8. We are a \_\_\_\_\_ country as there is no official religion of the country.
  9. The code of conduct that the citizens are expected to follow in order to be good citizens is called \_\_\_\_\_.
  10. When people are not happy with the laws in a democracy, they show their \_\_\_\_\_ in the form of protests.

**B. Tick the correct answer.**

1. Caste, gender and religious inequalities were common in colonial times in the midst of which the \_\_\_\_\_ drained our wealth.
 

a. British	c. French
b. Portuguese	d. Dutch
2. The \_\_\_\_\_ defines the functions and powers of the executive as well as the legislature.
 

a. Bills	c. Law books
b. Constitution	d. Vedas
3. The Constitution mentions certain special privileges for the \_\_\_\_\_ in order to bring them at par with the rest of the society.
 

a. forward classes	c. middle classes
b. upper classes	d. backward classes
4. When India gained independence in 1947, the \_\_\_\_\_ served as the Parliament.
 

a. Magna Carta	c. Constituent Assembly
b. ancient texts	d. none of the above
5. The Constitution has been \_\_\_\_\_ a hundred times to adopt it to the changing times.
 

a. upgraded	c. censored
b. downgraded	d. amended

**C. Write True or False.**

1. The Constitution tries to uphold the unity, integrity as well as the diversity of the country. \_\_\_\_\_

2. The Constitution does not seek to establish social justice and the rule of law. \_\_\_\_\_
3. The Constitution gives some Fundamental Rights to every citizen of the country which cannot be violated by anyone. \_\_\_\_\_
4. The Drafting committee took three years to complete the task of framing the country's Constitution. \_\_\_\_\_
5. Sovereignty means that the government has no independent authority over areas within its territory neither is it free from external control. \_\_\_\_\_

**D. Answer the following questions in brief.**

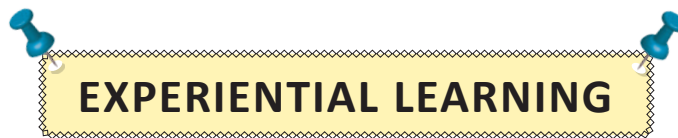
1. Define the following terms:
  - ❖ Secularism                      ❖ Sovereignty                      ❖ Federalism
2. What do you understand by dissent in a democracy?
3. Why is it important to bring in Constitutional Amendments from time to time?
4. Why do we need laws in a country?

**E. Answer the following questions in detail.**

1. What is the purpose of a Constitution in a country?
2. What was the objective of the Drafting Committee and who was its Chairman?
3. List the features of the Indian Constitution. Why did India choose the model of Federalism and Secularism while framing its Constitution?
4. Why is dissent important in a democratic country? Give some examples to prove it.

## HOTS

Despite Constitutional provisions to ensure equality of treatment, inequalities and injustices are prevalent in the society. Why?



## ACTIVITY

Unscramble the following words.

- |   |            |
|---|------------|
| 1. practice of taking money from the bride's family during, before and after marriage | RDWOY      |
| 2. non-violent protest  | YTSAGRAAAH |
| 3. another name for Universal Adult Franchise   | TOEV       |
| 4. this is the introduction to Constitution   | RAMPEELB   |
| 5. law-making organ of the government   | SATRELLUIG |

## PROJECT

Find out about the names of the various people who were a part of the Constitution-making process. Also, find out about their varied backgrounds and their role in the National Movement. Make a list of five such people, collect their pictures and paste them in your notebook.

## LIFE SKILLS

### THINKING SKILL

Imagine that you have been made responsible for drawing up the Constitution for your class and have also been made in charge for drafting it and editing it. Your task is to create a committee that will take the Constitution-making task ahead. What kind of students will you select for the task at hand?

- ❖ those who have been trouble-makers from the beginning
- ❖ those who were trouble-makers but are now reformed
- ❖ those who are extremely studious and only want to excel in their studies
- ❖ those who do not care about academics but are great in art and music
- ❖ those who are your friends and with whom you share your food
- ❖ those who are always in the good books of the teachers for doing the right things
- ❖ those who are very adjusting and mingle easily with the rest of the class

You can choose as many pointers as you wish to. Discuss your answer with the class. Give reasons for your choice.



# 2

## Secularism and the Constitution



Mansi's cousin brother has come to Delhi for the first time. Mansi wants to take him around the city. There are so many places to visit—historical monuments, malls, places of worship, markets and parks. Today they are going to visit some of the famous places of worship. Her father explained to them the itinerary for the day, “First we will go to Jama Masjid at Old Delhi, then we will visit Bangla Sahib Gurudwara and Gurudwara Rakab Ganj, then we will go to the Sacred Heart Cathedral. Thereafter we will have lunch at Connaught Place. After that we will visit the Birla Mandir, Kali Bari, Lotus Temple and the Akshardham Temple. It is going to be a really hectic day.” Temple, church, mosque, gurudwara—so many places of worship for so many different faiths! Of course, India is a secular country and people are free to follow the religion of their choice and build places of worship. Mansi remembered the teacher telling her in the class!

### Secularism

**Secularism** is one of the most important features of our Constitution. The Constitution states that there is no official religion in India. Every person living in the country has the right to follow his/her own religion. The state cannot discriminate between the citizens on the grounds of religion.

Why is secularism important? Let us find out.

### Need for secularism in India

India has always been a land of diversities. Diverse languages, scripts, physical features, music, dance forms, paintings and religions have all contributed to India's diverse culture. In fact, India has been the birthplace of religions such as Buddhism and Jainism.

When India became independent, the leaders realised that to preserve the diversity of the country, it was important to allow all the religions to flourish. In history, we have seen examples that when the ruler of the country is intolerant towards other religions, especially, those in

minority, it leads to exploitation of a particular group of society by the rest. Some people might use religion, regional and racial differences and try to establish their superiority. Such a situation would be fundamentally against the principle of equality that the Constitution tries to uphold. So the leaders of the country included in the Constitution certain provisions that would ensure secularism. The Constitution lays down principles that strictly prevent dominance of a particular religious community over others. There are also provisions in the Constitution to separate religion from state power.

### Secularism and the Constitution

The term secularism was added to the Preamble of the Constitution by the 42nd Constitutional Amendment in 1976. The Preamble describes India as a ‘Sovereign Socialist Secular Democratic Republic’.

Even when it was adopted, the Constitution had distinct secular features.

- The Constitution declares that India has no official religion. The state does not promote

any particular religion. No religious group will rule the country. Government agencies like law courts, police stations, government schools and offices do not promote any religion.

- The state is separate from religion. The state does not interfere with the religious practices of its citizens. Every person living in the country has the right to follow his/her own religion and celebrate his/her own religious festivals. There is complete freedom of religion.
- However, sometimes, if a religious procession or celebration might lead to disruption of law and order, the police can intervene and impose some restrictions.
- Citizens following any particular religion have the right to cast their votes during elections or contest elections.
- The government does not discriminate among people on the basis of religion. The state does not consider the religion of an individual while admissions to educational institutions or recruitments in government service.
- People belonging to every religion have the right to build places of worship anywhere in the country.
- The Right to Freedom of Religion is one of the most important Fundamental Rights guaranteed to all the citizens of the country.

#### ◀ Fact box ▶



In the Middle Ages in Europe, religious conflicts took place between the Muslims and the Roman Catholics. The Crusades were fought mainly to gain control over Jerusalem—the holy place of both Muslims and Christians.

## Fundamental Rights

The Constitution of India guarantees to its citizens certain basic rights, fundamental for living with basic dignity. These are called the Fundamental Rights. They are the most basic human rights.

The Fundamental Rights are:

1. Right to Equality (Articles 14–18)
2. Right to Freedom (Articles 19–22)
3. Right against Exploitation (Articles 23–24)

4. Right to Freedom of Religion (Articles 25–28)
5. Cultural and Educational Rights (Articles 29–30)
6. Right to Constitutional Remedies (Articles 32–35)

### Right to Equality

This right ensures that every citizen of the country gets equal treatment, without any discrimination on the basis of caste, creed, sex, race or religion. The right also ensures equality before law and equal protection to all the citizens. This right also abolishes the practice of untouchability in any form. It also states that the government can make special provisions for upliftment of certain groups of society, such as the scheduled castes, scheduled tribes and other backward classes.

### Right to Freedom

The Right to Freedom in Article 19 guarantees the following rights to all the citizens of India.

- Freedom of speech and expression
- Freedom to assemble peacefully and without arms
- Freedom to form associations or unions
- Freedom to move freely throughout the territory of India
- Freedom to reside and settle in any part of the territory of India
- Freedom to practise any profession, or to carry on any occupation, trade or business

The Right to Freedom also guarantees the Right to Liberty. Article 20 states that no one can be awarded punishment which is more than what the law of the land prescribes at that time. It also states that no person can be convicted twice for the same offence. Article 21 states that no citizen can be denied his/her life and liberty except by law.

### Right against Exploitation

This right is specially meant for people who have

faced various forms of exploitations. The right seeks to end the exploitation of children through the practice of child labour by abolishing it. Article 24 prohibits employment of children below the age of 14 years in factories or mines.

### Right to Freedom of Religion

This right upholds secularism in the country. It guarantees every citizen of India the freedom to follow and practise any religion of his/her choice. However, the article also gives the state the power to impose restrictions on the following grounds:

- Public order, morality and health
- Other provisions of the Constitution
- Regulation of non-religious activities associated with religious practice
- Social welfare and reform

### Cultural and Educational Rights

These rights seek to uphold the rich heritage of India's diversity. It gives the citizens the right to practice and promote their own language and culture. It also states that no citizen shall be denied admission into any educational institution maintained by the state or to receive aid out of state funds on grounds only of religion, race, caste, language or any of them. All minorities, whether based on religion or language, shall have the right to establish and administer educational



**Fig 2.1** Fundamental Rights seek to protect our cultural diversity.

#### ◀ Fact box ▶



On 1 April 2010, Right to Education also became a Fundamental Right. Right of Children to Free and Compulsory Education Act, 2009 makes it binding for the local and state governments to ensure that all children in the age group of 6–14 are able to attend schools.

institutions of their choice. Moreover, while giving grants to the educational institutions, the state shall not discriminate against any educational institution on the basis of the religion of the people who run the institution.

### Right to Constitutional Remedies

This right aims to protect all the other Fundamental Rights. It states that any citizen can go to a court of law if he/she feels that any of his/her Fundamental Rights is being denied even if it is by the government. The court issues writs to safeguard the citizen's Fundamental Rights. A person can approach the court if he/she feels his/her rights have been violated, citing these writs.

However, the Right to Constitutional Remedies is suspended in certain special circumstances, such as during a national emergency.

#### ◀ Talking point ▶

In what ways can a citizen's Fundamental Rights get violated?

### Fundamental Duties

The citizens of India are also expected to follow certain Fundamental Duties that have been listed in the Constitution.

It shall be the duty of every citizen of India to:

- abide by the Constitution and respect its ideals and institutions, the national flag, and the national anthem;
- cherish and follow the noble ideals which inspired our national struggle for freedom;
- uphold and protect the sovereignty, unity and integrity of India;

- defend the country and render national service when called upon to do so;
- promote harmony and the spirit of brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities;
- renounce practices derogatory to the dignity of women;
- value and preserve the rich heritage of our composite culture;
- protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures;
- develop the scientific temper, humanism, and the spirit of inquiry and reform;
- safeguard public property and abjure violence;
- strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

## Directive Principles of State Policy

The Constitution states that the duty of the

state will be to work towards the welfare of the people. So, it lays down certain guidelines which the government is supposed to keep in mind while framing the laws of the country. These guidelines promote the welfare of people and are known as the Directive Principles of State Policy. They are not justiciable, but are ‘fundamental in governance of the country’, and it is the duty of the state to apply these principles in making laws.

Some of the Directive Principles are:

- Equal pay for equal work
- Humane conditions of work
- Promotion of education and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections
- Protection of national monuments
- Protection and improvement of environment and safeguarding of forests and wildlife of the country
- Promotion of international peace and security

### CHAPTER IN A NUTSHELL

- Secularism is one of the most important principles of the Constitution.
- Every citizen of the country has the right to practice and follow his/her own religion.
- The Constitution of India guarantees six Fundamental Rights to its citizens.
- Citizens are also expected to follow certain Fundamental Duties.
- The Constitution gives guidelines to the state for making laws. These are called Directive Principles of State Policy.

### Glossary

**Directive Principles of State Policy** Guidelines to the government for making laws, mentioned in the Constitution | **Secularism** Equal treatment of every religion

## EXERCISES

### A. Fill in the blanks.

1. It is the duty of the state not to discriminate between the \_\_\_\_\_ on the grounds of religion.
2. If a religious procession or celebration leads to the disruption of law and order the \_\_\_\_\_ can intervene and impose some restrictions.



3. In India, people following any religion or faith have the right to cast their \_\_\_\_\_ during elections or \_\_\_\_\_ in the elections.
4. The Right to Freedom of \_\_\_\_\_ is the one of the most important Fundamental Rights guaranteed to all the citizens of the country.
5. Right to Equality means equal \_\_\_\_\_ by law and equal \_\_\_\_\_ to all the citizens.
6. Freedom of \_\_\_\_\_ and \_\_\_\_\_ are is the most basic and essential part of the Right to Freedom.
7. The Right against Exploitation seeks to end exploitation of \_\_\_\_\_ through the practice of \_\_\_\_\_.
8. Fundamental Duties cherish and follow the noble ideas which inspired our national struggle for \_\_\_\_\_.
9. Derogatory practices against \_\_\_\_\_ are completely renounced by Fundamental Duties.
10. Fundamental Duties strive towards excellence in all spheres of \_\_\_\_\_ and \_\_\_\_\_ activity so that the nation constantly rises to higher levels of endeavour and achievement.

**B. Tick the correct answer.**

1. The \_\_\_\_\_ lays down principles that strictly prevent dominance of a particular religious community over others.
 

a. Constitution	c. Directive Principles of State Policy
b. Fundamental Duties	d. all the above
2. The \_\_\_\_\_ describes India as a 'Sovereign, Socialist, Secular, Democratic and Republic'.
 

a. Preamble	c. Colonial Government
b. Constituent Assembly	d. None of the above
3. \_\_\_\_\_ agencies like law courts, police stations, government schools and offices do not promote any religion.
 

a. Private	c. Government
b. Public	d. all the above
4. While giving grants to the educational institutions, the state shall not discriminate on the basis of \_\_\_\_\_ of the people who run the institutions.
 

a. religion	c. job
b. class	d. educational qualifications
5. The \_\_\_\_\_ aims to protect all the other Fundamental Rights.
 

a. Right to Education	c. Right to Religion
b. Right to Constitutional Remedies	d. Right to Equality

**C. Write True or False.**

1. The Constitution states that there is no official religion in India. \_\_\_\_\_
2. When India became independent, the leaders decided to stop the worship of all other religions except Christianity. \_\_\_\_\_
3. The Constitution lays down principles that strictly prevent dominance of a particular religious community over others. \_\_\_\_\_
4. Article 15 prohibits employment of children below the age of 14 years in factories or mines. \_\_\_\_\_
5. The Right to Constitutional Remedies is suspended in certain special circumstances such as during a national emergency. \_\_\_\_\_

**D. Answer the following questions in brief.**

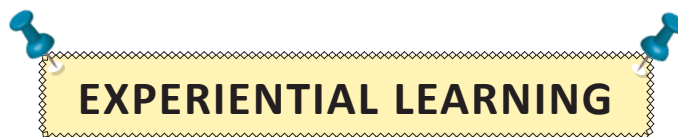
1. What is Right to Equality? Why is it important in a country like India?
2. Why are Fundamental Rights given by our Constitution to every citizen of India?
3. How are Fundamental Rights different from Fundamental Duties?

**E. Answer the following questions in detail.**

1. When we say that India is a 'secular' nation, what exactly do we mean by that? Why is important in a country like India?
2. What are the freedoms that are guaranteed to us under the Right to Freedom?
3. When is the Right to Constitutional Remedies suspended by the Constitution?
4. What are the Directive Principles of State Policy? How are they different from Fundamental Rights?
5. List a few Fundamental Duties enshrined in the Constitution.

## HOTS

1. There are many countries in the world where the religion is not separate from the state. What do you think is the condition of people in such countries?
2. Despite Right to Vote being a universal right, there was a time when women were not allowed to vote. Why do you think they were treated differently?



## LIFE SKILLS

## THINKING SKILL

Imagine that you are visiting a country that forbids people from practising any other religion apart from the one that the government prescribes. Share your experience of the visit with the rest of the class and arrive at a conclusion about the situation independently.

## ACTIVITY

Find the eight hidden words.

S	M	N	C	M	A	C	O	Y	Z
E	R	O	H	I	M	O	U	C	M
C	I	T	I	Z	E	N	D	T	L
U	M	B	L	O	M	S	R	D	N
L	N	Y	D	U	A	T	M	I	O
A	M	I	N	O	R	I	T	Y	B
R	O	E	L	E	C	T	I	O	N
I	L	B	A	D	C	U	M	D	M
S	L	I	B	E	R	T	Y	I	C
M	C	U	O	O	E	I	L	D	M
A	M	N	U	I	E	O	T	R	B
T	Z	Y	R	M	D	N	L	Z	O

## HERITAGE POINT

The word Secular was adopted and made a part of the Preamble by the 42nd amendment to the Constitution. Indian secularism is really unique. Let us see why.

- ❖ There are different laws for the Hindus, Muslims and Christians in matters such as marriage, inheritance, divorce and adoption. While the Hindu Marriage Law is applicable to the Hindus, Sikhs and Buddhists, the Muslims and the Christians have their own laws in these matters.
- ❖ Under the Hindu Charitable Endowment Act, the Government controls temples, their income, assets and properties. However, the law is not applicable to mosques, churches or gurudwaras.
- ❖ After the Right to Education was introduced, it was made mandatory for private schools to give admission to children from economically disadvantaged backgrounds – 25 per cent of seats were reserved in these schools. However, this rule was not applied to schools run by the minority sections of the population.
- ❖ The Government gives subsidies to Haj pilgrims, though the Supreme Court has ordered to phase out these subsidies by the year 2022. No such subsidies are given to the pilgrims visiting the shrine of Amarnath or any other Hindu shrine.

# 3

## The Parliamentary Form of Government



Mansi took her cousin Veer on a tour of Central Delhi. Veer was very impressed to see the seat of power—the parliament, from close quarters. Of course the guards did not let them enter the building, but even from outside, the parliament looked impressive and majestic. “What an important place it is”, Veer told Mansi. ‘Here, laws of the country are made; the Prime Minister and other ministers of the country hold debates and discussions and answer all the questions asked by the opposition, on behalf of the people of the country’. Mansi remembered watching parliament sessions on television. She wanted to go inside and see for herself how the governance of the country takes place.

The Constitution states that India has a parliamentary form of government. The government has three distinct organs—the executive, the legislature and the judiciary. The parliament is the legislative body of the government. The executive comprises the president, the prime minister and the council of ministers. In India, the executive is accountable to the legislature. The prime minister and his council of ministers are members of the parliament.

### Why Parliamentary form of Government?

The framers of the Constitution chose the parliamentary form of government for India because they realised that the success of democracy depends on the participation of people in the governance of the country. In a vast country like India, it is not possible for all the citizens to participate in governance directly or individually. So, they would need to elect representatives who would act on their behalf. These representatives form the parliament.

In a parliamentary form of government, since the executive is a member of the parliament, the parliament can always keep a check on the powers

of the executive. So, emergence of a dictator is unlikely.

Many of the leaders who were involved in framing of the Constitution were familiar with the working of the parliamentary system in Britain. They wanted a similar system for independent India.

### Features of the Parliament

The parliament of India has two houses—the Lok Sabha and the Rajya Sabha.



Fig 3.1 Parliament House



## Lok Sabha

### *Composition*

Lok Sabha is also known as the House of the People. It is the lower house of the parliament. The members of the Lok Sabha are elected directly by the people through elections. The total number of members in the parliament is 552. 530 members are elected by the people of different states and 20 members are elected by the people of the union territories. The president can nominate two members from the Anglo-Indian community. The elections are held on the basis of universal adult franchise, which means all the citizens of the country above 18 years, have the right to cast their votes.

### *Qualifications of the members*

- Any citizen of India, 25 years and above can contest the Lok Sabha elections.
- The person should not be mentally unsound or declared bankrupt.
- He/She must also not hold any office of profit.

### *Tenure*

The Lok Sabha serves a term of five years. If, due to some reason, the government fails to enjoy the support of the majority of the members of parliament, the president can dissolve the parliament and call for fresh elections.

### *Members of the Lok Sabha*

For the purpose of elections, the country is divided into constituencies. From each constituency, one member for one seat in the Lok Sabha can be elected. For that one seat, candidates from different political parties contest. Candidates who do not belong to any political party, or independent candidates, can also contest. After elections, the candidate who gets the maximum number of votes in a constituency is declared elected from that constituency. The members are also known as MPs.

The party that wins the maximum number of seats forms the government. Members belonging to

other political parties form the opposition. When one single party does not win clear majority of seats in the parliament, two or more parties come together to form a coalition government. The other parties, who do not join the government, form the opposition.

The members of the Lok Sabha elect a speaker and a deputy speaker. They conduct all the proceedings of the Lok Sabha. All resolutions and bills have to be moved with the speaker's permission.

### I.Q.

Who is the speaker of the present Lok Sabha?  
Find out his/her name.

## The Rajya Sabha

The Rajya Sabha is also called the Council of States. It is the upper house of parliament. Members of the Rajya Sabha are not directly elected by the people. There are 250 members. 12 members, distinguished in the fields of art, literature, science and social services are nominated by the president. They are known as **nominated members**.

Rest of the members are elected by the members of state legislatures and an electoral college of the union territories.

### *Tenure*

The Rajya Sabha is a permanent body. It is never dissolved. The members serve a period of six years, and one-third of the members retire every two years.

The vice-president of India is the ex-officio chairperson of the Rajya Sabha. The chairperson conducts the day-to-day affairs of the Rajya Sabha. The members also elect a deputy chairperson from among themselves. He/She takes care of the affairs of the house in the absence of the chairperson.

◀ Find out ▶



Find out about some nominated members of the Rajya Sabha. Visit <http://rajyasabha.nic.in>.

## Functions of the Parliament

### Legislative function

The parliament makes laws for the country. All laws are introduced as bills in the parliament. After approval by both the houses, the bill becomes a law. The parliament legislates on all subjects mentioned in the union list, concurrent list and the residuary list.

### Financial function

The government imposes taxes on the people. Money collected through taxes are utilised to execute its welfare and development programmes. If the government wants to introduce any new taxes, it has to get the approval of the Lok Sabha. The annual budget of the country is also presented before the parliament by the finance minister of the country. The provisions of the budget can be implemented only after it has been approved by the two houses.

### Debates

All issues of national importance are debated in the parliament. In the Question Hour, the opposition can question the government on any issue, and the government is bound to give a response or answer. These question-answer sessions and the debates are of utmost importance and the people of the country get to know the reasons behind the decisions taken by the government. The people can also prevent misuse of power by the government. This also helps in generating public opinion.

### Constituent function

The parliament can make changes or amendments to the Constitution. However, all the amendments are valid only after they have been approved by both houses of the parliament.

### Electoral function

The parliament performs some electoral functions like electing the president and the vice-president of India.

## Control of the executive

The parliament keeps a check on the powers of the government. All the policies of the government have to be approved by it. If the parliament is not happy with the working of the government, it can pass a **no-confidence motion** against the government. If the government fails to win the no-confidence motion, it cannot hold power. Fresh elections are held to elect a new government.



Fig 3.2 A Lok Sabha session in progress

### ◀ Fact box ▶



Proceedings of the Question Hour are telecast on television so that people of the country get to hear the opinion of the government and the opposition on various important issues. In the Zero Hour, debates over issues of public interest are held.

## The Executive

The union executive consists of the president, the vice-president, the prime minister and the council of ministers.

### The president

The head of the state is the president. But his/her powers are mostly ceremonial. So the president is also called the nominal head of the state. The prime minister and his council of ministers have the actual powers.

The president is elected by members of an electoral college consisting of elected members of both the houses of parliament and the legislative assemblies.

### Qualifications

To become the president of the country, a person must

- be a citizen of India
- be 35 years or above
- be eligible to become a member of the parliament
- not hold any office in the government
- not be bankrupt or mentally unsound

The president serves for a period of five years. After five years, he/she can be re-elected or a new president gets elected.



Fig 3.3 The Rashtrapati Bhawan

### Powers of the president

#### Legislative powers

- The president summons and prorogues or ends all the sessions of parliament and addresses the first session.
- He/She nominates members to the parliament.
- He/She can dissolve the parliament on the advice of the council of ministers.
- Bills can become laws only after the president's assent.
- A money bill requires the president's permission before it can be introduced.
- The president calls a joint session of the two houses to solve any disagreement over a bill.
- Sometimes, when the parliament is not in session, and it is important for the government to take crucial decisions or pass some crucial laws, in such cases, the president has the power to issue special laws or ordinance. The

ordinance has to be approved by parliament once it begins its session.

#### Executive powers

- All executive powers of the state are vested in the president.
- The president appoints the prime minister, the central council of ministers on the prime minister's advice, judges of the Supreme Court and high courts, and governors of the states.
- The president is the supreme commander of our defence forces and appoints the chiefs of the army, navy and the air force.
- He/She can pardon and reduce the sentence of a person sentenced by a court. Any death penalty can be altered/pardoned by him/her.
- He/She appoints the Election Commissioners, and the Comptroller and Auditor General.
- He/She also looks after the administration of the union territories.
- When there is a failure of the Constitutional machinery in a state, he/she can assume any of the functions of the government of that state.
- The president can proclaim a state of **emergency** in the country if he/she feels that the security of the country is threatened, by war or external aggression or any armed rebellion.

### The vice-president

The vice-president is elected by an electoral college consisting of members of both the houses of parliament. He/She must be a citizen of India, not less than 35 years of age, and eligible for election as a member of the Rajya Sabha. His/Her term of office is five years.

The vice-president is the *ex-officio* chairman of the Rajya Sabha and acts as president when the president is unable to carry out his/her functions.

### The prime minister

The prime minister is the leader of the majority party which forms the government. His/Her functions are as follows.

- He/She selects the members of the council of ministers for appointment by the president.



- He/She allocates **portfolios** to the ministers that is, he/she distributes the charge of different departments of the government among his/her council of ministers.
- He/She presides over the meetings of the council of ministers. He/She coordinates the working of different ministries and is also the chief decision-maker.
- He/She is the chairperson of the National Planning Commission which is instrumental in the economic advancement of the country.
- He/She acts as the link between the president and the council of ministers. He/She communicates to the president about all decisions of the council of ministers relating to the administration of the country and proposals for legislation.
- The prime minister represents the country in high level meetings and international organisations that require the attendance of the person who holds the highest government office. He/She also addresses the nation on various issues of national importance.
- The prime minister can use his/her discretion over disposal of two national funds, (i) the Prime Minister's National Relief Fund, and (ii) the National Defence Fund used to provide relief to the families of those killed in natural calamities such as floods, cyclones, and earthquakes and to victims of major accidents and riots.

## CASE STUDY

### Who is more powerful—the Legislature or the Executive?

There was a clash between President Rajendra Prasad and Prime Minister Jawaharlal Nehru, over the issue of the powers of the president, soon after India was proclaimed a republic. In March 1950, President Prasad wrote to Prime Minister Nehru and stated that as the president he had the right to act independently of the advice of the council of ministers and he had the right to act in consultation with secretaries to government of India. Dr Prasad even sought the opinion of Attorney-General M C Setalvad on the constitutional position of the president.



Pt Jawaharlal Nehru and Dr Rajendra Prasad

Setalvad replied that the President had the right to dismiss the ministry and dissolve parliament. So, Dr Prasad asserted that he had the power to withhold assent to Bills, that he could dismiss a minister or the ministry, dissolve Parliament and order fresh general elections. Prasad added that he was not bound to act on the advice of the council of ministers “against the decision of the state authority even in matters falling exclusively within the latter’s jurisdiction”.

Nehru too sought the advice of the Attorney-General. Setalvad said that the president should act according to the advice of the council of ministers and also added that the president could not dismiss a council of ministers enjoying the confidence of the house and order general elections. He, however, added that the president could exercise the reserve power of ordering fresh elections if he strongly felt the parliament did not reflect the political balance in the country.

In June 1975, the language of Article 74(1) was altered. The 42nd Amendment Act provided that ‘There shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President who shall, in the exercise of his functions, act in accordance with such advice.’

In 1978, the parliament inserted a provision to Article 74(1) which read: ‘provided that the President may require the Council of Ministers to reconsider such advice, either generally or otherwise and the President shall act in accordance with the advice tendered after such reconsideration.’

The president is seen as the head of the state. But he/she has to act in accordance with the advice given to him/her by the prime minister, assisted by the council of ministers.



## Council of Ministers

The council of ministers comprise cabinet ministers, ministers of state with independent charge, ministers of state who work with cabinet ministers, and deputy ministers. The real powers of the executive lie with the prime minister and his/her council of ministers. The executive works through different departments of the government, called portfolios, such as defence, finance, industry, agriculture and railways. The prime minister and the council of ministers work as a team on the principle of **collective responsibility**. They are jointly responsible to the parliament for any decision taken by them. This means, if one minister loses the faith of the opposition due to some reason, the opposition can initiate a no-confidence motion against the government, and if the government fails to defend the motion, the entire council of ministers will have to resign.

The executive is also assisted by an administrative machinery called the bureaucracy or the civil service. They are employed by the government to assist the ministers in formulating policies and implementing them. The bureaucracy does not take any political positions on policy matters. They help in drafting the policies and in their implementation.

## Division of power between the Centre and the State

India has a federal form of government. There is one government at the centre and one level

of state governments. The Constitution has divided the subjects for law-making between the parliament and the state legislatures. These subjects are mentioned in three lists: the **union list**, the **state list** and the **concurrent list**.

The union list has subjects of national importance on which we need a uniform policy throughout the country. Defence, foreign affairs, banking, communication and currency are included in the union list. The state list contains subjects of state and local importance, on which the state government makes laws. Police, trade, commerce, agriculture and irrigation are included in the state list. The concurrent list includes subjects of common interests to both union government and state government, such as education, forests, trade unions, marriage, adoption and succession. In case there is a conflict on any law made by both the central and the state governments on a concurrent list subject, the law made by the central government prevails. Subjects which do not fall in any of these three lists, such as, computer software, Internet and dual citizenship, are listed in the **residuary list**.

### I.Q.

Who makes laws on subjects in the residuary list? Find out.

### ◀ Talking point ▶

On the basis of the three lists, who do you think has more powers, the state government or the central government?

## CHAPTER IN A NUTSHELL

- In a parliamentary form of government, the parliament is the supreme law-making body.
- The parliament consists of the president and the two houses—the Lok Sabha and the Rajya Sabha.
- A government works through the legislature, the executive and the judiciary.
- The legislature is the final authority that makes new laws and modifies or abolishes old laws.
- The union executive consists of the president, the vice-president and the council of ministers with the prime minister as the head.

## Glossary

**Collective responsibility** Joint responsibility to the parliament as a team | **Lok Sabha** Lower house of parliament | **Nominated members** Distinguished personalities appointed to the Rajya Sabha by the president | **No-confidence motion** A vote or statement against the government put in the parliament by the opposition, criticising its policies or stand on a particular issue and to prove that the government has lost confidence of the people | **Ordinance** Special laws passed when the parliament is not in session | **Portfolios** Charge of different departments | **Rajya Sabha** Upper house of parliament

## EXERCISES

### A. Fill in the blanks.

1. The Prime Minister and the Council of Ministers are \_\_\_\_\_ of the Parliament.
2. \_\_\_\_\_ is also known as the House of the People.
3. For the purpose of the elections, the country is divided into \_\_\_\_\_.
4. The \_\_\_\_\_ of India is the ex-officio chairperson of the Rajya Sabha.
5. The annual budget of the country is presented before the Parliament by the \_\_\_\_\_ of the country.
6. The Union Executive consists of the \_\_\_\_\_, the vice-president, the \_\_\_\_\_ and the council of ministers.
7. The President has the power to take crucial decisions or pass some crucial laws when the \_\_\_\_\_ is not in session.
8. Any death penalty can be altered or pardoned by the \_\_\_\_\_ of India.
9. \_\_\_\_\_ allocates portfolios to the ministers which means to assign different departments of the government among his/her council of ministers.
10. The prime minister and his/her council of ministers work as a team on the principle of \_\_\_\_\_.

### B. Tick the correct answer.

1. The \_\_\_\_\_ comprises of the president, the prime minister and the council of ministers.
  - a. Executive
  - b. Legislature
  - c. Judiciary
  - d. Police
2. The Parliament of India has two houses namely the \_\_\_\_\_ and the \_\_\_\_\_.
  - a. Vidhan Sabha and Vidhan Parishad
  - b. Union Territories and National Capital Region
  - c. Lok Sabha and Rajya Sabha
  - d. none of the above

3. Any citizen of India \_\_\_\_\_ years or above can contest an election for a seat in the Lok Sabha.
  - a. 30
  - b. 35
  - c. 20
  - d. 25
4. After elections, the candidate who gets \_\_\_\_\_ number of votes in a constituency is declared elected from that constituency.
  - a. minimum
  - b. moderate
  - c. maximum
  - d. all
5. There are 250 members in the Rajya Sabha with 12 members distinguished in the fields of art, literature, science and social sciences nominated by the \_\_\_\_\_.
  - a. Chief Justice of India
  - b. Superintendent of Police
  - c. Lok Sabha
  - d. President

**C. Write True or False.**

1. In a parliamentary form of government, since the executive is a member of the parliament, the parliament can always keep a check on the powers of the executive. \_\_\_\_\_
2. The elections are held on the basis of universal adult franchise which means all the citizens above the age of 21 years have the right to cast their votes. \_\_\_\_\_
3. If, due to some reasons, the government fails to enjoy the support of the majority of the members of parliament, the president can dissolve the parliament and call for fresh elections. \_\_\_\_\_
4. If the government is unhappy with the working of the government then the parliament cannot pass a no confidence motion against the government. \_\_\_\_\_
5. The president represents the country in high-level meetings and international organizations that require the attendance of the person who holds the highest government office in India. \_\_\_\_\_

**D. Answer the following questions in brief.**

1. How is division of power ensured between the centre and the states in India?
2. What happens when one minister loses the faith of the opposition due to some reason and the opposition initiates a vote of no-confidence against the government?
3. What are the two national funds that the Prime Minister has in his name? Where can the money be used?
4. What are portfolios and who distributes them to whom?
5. What are the electoral functions performed by the Parliament in our country?

**E. Answer the following questions in detail.**

1. What do we mean when we say that in India the legislature controls the executive?
2. What are the executive powers of the president of our country?
3. Why is the prime minister often called the real head of the government?

4. Briefly write about the manner in which the council of ministers work.
5. Why do we say that India has a parliamentary form of government?

## HOTS

1. Why do we often say that the right to give vote is not always universal or enjoyed by all?
2. Though casting of votes in India is no longer done through a ballot sheet but through an Electronic Voting Machine, the process is still a secret. Why is this so important to the process of casting votes?



## EXPERIENTIAL LEARNING

## PROJECT

Since independence, our country has witnessed 14 prime ministers and 14 presidents. Choose one prime minister and one president and compile the following data on them in the form of a project, on A-4 size sheets. After compiling the project, get it spiral-bound.

- ❖ childhood and early years of the person
- ❖ inspiring person/s in his/her life
- ❖ education/academic qualifications of the person
- ❖ political inclination of the person
- ❖ previous role before taking up the role of prime minister or president
- ❖ what you like the most in the person

Try and paste pictures of the person and cover as much information as possible on the same.

## LIFE SKILLS

### THINKING SKILL

During the question hour, many issues of public relevance are addressed in the Lok Sabha. Imagine your classroom to be a Lok Sabha and the class prefects/monitors/representatives are the ruling party. Now, imitate a mock question hour in the classroom and ask questions regarding class matters of importance. Try to frame questions for the general welfare of all the students.