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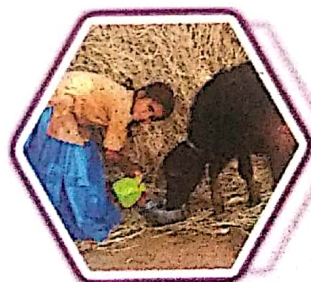
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MY WONDERFUL BOOK OF

# Social Science

Integrated • History • Geography • Social And Political Life



**8**  
CLASS

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## PART-I

# HISTORY (Our Past)

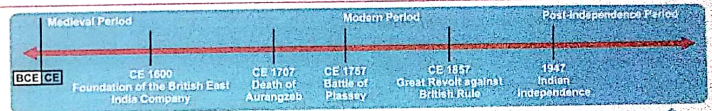


## Understanding Modern Indian History



### Key Terms

archive	: the place where government records and documents are preserved	colonisation	: the policy of acquiring other countries as colonies
colonial	: possessing or inhabiting a colony or colonies	periodisation	: the act or process of dividing history into periods



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History is the branch of knowledge that records and analyses past events and happenings. It is difficult to study a very long past which ranges from the start of life till date. Therefore, historians have divided it into three periods – namely Ancient, Medieval and Modern, on the basis of commonness of characteristics found during each period. This is called **periodisation of History**.

### PERIODISATION OF INDIAN HISTORY

We divide history into different periods to capture the attributes and changes occurring in each period. However, such a division is not uniform for the entire world.

### Wonderful To Know

James Mill, a Scottish economist and political philosopher, published a massive three volume work—'A History of British India' in 1817. In this volume, he divided the Indian history into Hindu, Muslim and British periods.



James Mill

The 16th century marks the beginning of modern period in Europe. In Indian history, this period is a

part of the medieval age. In India, the modern period starts after the death of Aurangzeb in 1707.

- ❖ What do you think about this division of Indian history? What problems may occur in the study of Indian history by this view? Do you think any period could be referred to as Hindu, Muslim or British? Don't other faiths exist simultaneously?
- ❖ According to Mill, all societies of Asia were at a lower level of civilisation as compared to European societies. Hence, according to this theory, the British rule represented all the aspects of progress and civilisation. In other words, the period before the British rule was one of darkness. Can this concept be accepted today?

Also, the periodisation of Indian history is borrowed from the west. In the west, the **modern period** was linked with the **growth of forces of modernity** like **democracy, science, reason, liberty and equality**. Medieval was a term used to describe a society where these features of modern society did not exist. However, under the British rule, India did not enjoy equality, freedom or liberty, nor did she experience economic growth



the industrial and cultural progress. Therefore, many historians use the term colonial to refer to this period.

### Meaning Of Colonial

Colonisation is a process of subjugation of one country by another, which leads to political, economic and socio-cultural changes in the colonised country. A colonising country exploits the resources as well as the people of the subjugated country to promote its own interest.

### Dates in History

Dates in history are very important. A collection of historical facts would be a useless pile of information unless the events were arranged sequentially in order of their occurrence, i.e. chronologically.

In history, we study about changes that occur over a period of time. The moment we make comparison between the past and the present we refer to time, we talk of 'before' and 'after'. In fact, some dates and events act as landmarks because of the lasting impact they create. For instance, 15 August is celebrated as India's Independence Day.

### Choosing Important Dates

How do we decide which set of dates is important?

Do we have any criteria to follow? Certain dates, around which we build up our story of the past, becomes vital when we focus on a particular set of events as important. The moment the focus of our study changes, and we begin to look at new issues, a new set of dates acquires importance.

Historians researching different aspects of the same period find different dates and events more significant. For instance, while studying Shah Jahan's reign a political historian focusses on dates that talk about his military achievements, relations with the Sikhs and Portuguese as well as administrative measures. On the other hand, another historian dealing with the socio-cultural history will emphasise on dates dealing with founding of Shahjahanabad, commissioning and building of gardens in Kashmir, development in miniature painting and so on.

While writing history, to make it interesting and to give it clarity, historians divide it into chapters. In the process, they concentrate only on those events that give shape to the story which they are developing.

Now, however, a new trend has emerged in the writing of history. Historians are addressing a multitude of other issues and other questions like how people earned their livelihood, what they produced, how urbanisation began, how kingdoms developed and ideas spread and what new dynamic developments took place in culture and society of the period under study.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- Colonisation is the process by which a country is
  - liberated ☐
  - subjugated ☐
  - given equal status ☐
- Dates are important in history because they tell us about
  - events ☐
  - calendar ☐
  - years ☐

### SOURCES OF MODERN INDIAN HISTORY

A variety of source materials is available for studying modern Indian history. These include British administrative records, survey records, records of government orders, acts, letters, diaries of officials and other eyewitness accounts, letters written by Indian nationalist leaders to each other and records of court proceedings, etc. Historians use these sources according to their need.

### Administrative Records

Official records of the British administration are some important sources of modern Indian history. The British maintained strict control over the administration and ensured that all administrative actions were well-documented. This practice created an administrative culture of memos, noting and reports.

The British also made efforts to preserve those documents which, from village *tehsildar* to courts, all government departments maintained in their record rooms. These help historians in their study of that period. Besides, archives and museums were also established to preserve the vital administrative accounts.

The National Archives of India was established in New Delhi in the 1920s. Documents available here have helped scholars immensely in writing the history of this period. It houses actual proceedings of meetings of government officials, government orders, legal acts, letters, eyewitness accounts, diaries of officials, letters written by Indian nationalist leaders to each other and records of court proceedings, *farmans* and old books.



National Archives Of India

The National Museum, in New Delhi, and other museums across the country too have played an important role in reconstructing the history of this period.

### Surveying

The British believed that to rule any country effectively, it is required to know that country properly. Therefore, detailed maps of the entire country were prepared during the early 19th century. Revenue surveys were conducted in the villages to know about the topography, soil quality, flora, fauna, local history and the cropping pattern.

From the end of the 19th century, census surveys were carried out and they were held after every ten years. These surveys provided information on the size and distribution of population, castes, religions, occupations and other important aspects which are available for use today.

### Monuments And Towns

The Britishers constructed forts, residential, official and public buildings, and quarters. The Victoria Memorial in Kolkata, Victoria Terminus in Mumbai, Fort William in Kolkata and Rashtrapati Bhawan are some of the important buildings constructed during this period. Besides, the British also founded towns, such as Shimla, the summer capital of British Raj. These also provide valuable information for writing history.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- Fort William is situated in
  - Kolkata ☐
  - Chennai ☐
  - Mumbai ☐
- The National Archives of India was established in New Delhi in the
  - 1930s ☐
  - 1920s ☐
  - 1820s ☐

### What Official Records Hide

Official records try to favour and highlight the viewpoint of the government and administrators but ignore the common people's viewpoint, feelings, expectations, pain and happiness.

For that, we need to look at other sources such as autobiographies, travellers' accounts, novels and poems. Many foreign authors, such as Vincent Smith and Max Mueller, wrote extensively about history and culture of India along with Indian philosophy.

Books that contain collections of speeches by Nehru or several volumes of Gandhiji's collected works, or important works by great leaders like



illustrations from Akbar's Akbarnama and the 16th-century miniature painting are of immense importance. These books present the Indian perspective.

Many newspapers were also published in India during this period, those helped in understanding the views and opinions of the Indians. They were published in English as well as in vernacular languages. Local languages like Tamil, Urdu, Persian, Gujarati, Marathi and Hindi. Raja Ram Mohan Roy started *Miran-ul-Akbar*, the first newspaper in Persian language. Bal Gangadhar Tilak published *Kesari* in Marathi and *Mahratta* in English. All these newspapers, through news, cartoons, letters and editorials, created awareness about the intentions of the British.

Besides literary sources, maps, photographs, and

paintings also constitute an important part of the sources.

Along with photographs, radio broadcasts of important leaders and motivational songs aimed to prepare the people for struggle against the British rule are very important sources for building the history of this time. Now, they are kept in the All India Radio's archives.

All these sources, however, were produced by the educated people. These rarely capture the life of tribals, peasants, more workers or poor people in the streets. Their experiences and their history was totally different from those of the literate society. To know more about them we need to look deeper and this can be done by a thorough and unbiased study that we will attempt to do.

## "NOT FIT FOR HUMAN CONSUMPTION"

Newspapers provide accounts of the movements in different parts of the country. Here is a report of a police strike in 1946.

More than 200 policemen in Delhi refused to take their food on Thursday morning as a protest against their low salaries and the bad quality of food supplied to them from the Police Lines kitchen. As the news spread to the other police stations, the men there also refused to take food. One of the strikers said: "The food supplied to us from the Police Lines kitchen is not fit for human consumption. Even cattle would not eat the chappatis and dal which we have to eat."

Hindustan Times  
22 March, 1946

### Points To Remember

- History denotes a continuous flow of events and happenings.
- History is divided into three periods — ancient, medieval and modern.
- This division is, however, not uniform for the entire world.
- Dates are very important in history.
- Many types of literary sources are available for the study of modern history.
- Some records do not reveal what the citizens of the subjugated country felt and what were the intentions that lay behind the subjugating power's actions.
- The sources of history consist of official and unofficial records.

## Exercise

### Quick Revision

(Use Cordova Smart Clock Software on the Smart Board in class to do these exercises.)

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

- Indian history is divided into \_\_\_\_\_ periods.  
(a) two ☐ (b) four ☐ (c) three ☐
- \_\_\_\_\_ houses the documents relating to government orders and legal acts.  
(a) All India Radio ☐ (b) The National Archives ☐ (c) National Museum ☐

#### B. Fill in the blanks.

- In India, modern period starts after the death of \_\_\_\_\_.
- The National Archives of India is located at \_\_\_\_\_.
- The first newspaper in Persian language was started by \_\_\_\_\_.

#### C. Match the following.

- |                        |                                       |
|------------------------|---------------------------------------|
| 1. Raja Ram Mohan Roy  | (a) Kesari                            |
| 2. National Museum     | (b) the summer capital of British Raj |
| 3. Bal Gangadhar Tilak | (c) <i>Miran-ul-Akbar</i>             |
| 4. Shimla              | (d) New Delhi                         |

### Answer The Following

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

- The term 'colonial' is used for the \_\_\_\_\_ period.  
(a) British ☐ (b) Mughal ☐ (c) Ancient ☐
- Mahratta* was started by \_\_\_\_\_  
(a) Raja Ram Mohan Roy ☐ (b) Bal Gangadhar Tilak ☐ (c) Rabindranath Tagore ☐

#### B. Short Answer Questions

- How was the medieval period different from the modern period in history?
- Briefly describe surveying as a means for reconstructing the colonial history.
- How have museums and archives helped in providing information about the history of India?

#### C. Long Answer Questions

- Why are dates important in history? For which events can we not fix dates?
- What does colonisation mean? How did it affect India?
- Identify the different sources available for studying modern Indian history. Where are they preserved?
- What was the role of media during the British period?

#### D. HOTS (Higher Order Thinking Skills) Questions

- Do you think that the British records reveal exact historical information? Why/Why not?



2. Is our government fair enough in recording events? Give examples.

#### E. Value Corner

'A colonising country exploits the resources as well as the people of the subjugated country to promote its own interest.'  
Do you think having control allows exploitation? Give reasons for your answer.

#### Activity

- Imagine yourself as a historian who wants to find out about the changes in agriculture in remote areas after independence. List the different ways in which you would find information on this.
- A British commander, Robert Clive, helped in establishing British power in India. Clive's victory in the Battle of Plassey in 1757 assisted the East India Company to set up its rule over India. But he was recalled to Britain and faced trial on corruption charges. Following is an extract from his speech in the British House of Commons (1772) in which he defended himself against the corruption charges.

"Indostan was always an absolute despotic government. The inhabitants, especially of Bengal, in inferior stations, are servile, mean, submissive and humble. In superior stations, they are luxurious, effeminate, tyrannical, treacherous, venal, cruel. The country of Bengal is called, by way of distinction, the paradise of the earth. It not only abounds with the necessities of life to such a degree, as to furnish a great part of India with its superfluity but it abounds in very curious and valuable manufactures, sufficient not only for its own use but for the use of the whole globe. The silver of the west and the gold of the east have for many years been pouring into the country and only goods have been sent out in return. This has added to the luxury and extravagance of Bengal.

From time immemorial it has been the custom of that country, for an inferior never to come into the presence of a superior without a present. It begins at the nabob and ends at the lowest man that is an inferior."

Do you agree with Clive's description of the Indians? Have a discussion in class.

#### Surfing is Interesting

To know more about the sources of modern Indian history, visit :

<http://learnindianhistory.blogspot.in/2009/11/sources-for-modern-india.html>

#### Life Skill

This is an image with the caption 'Mutinous sepoys share the loot'.

This image is found in many illustrated books produced by the British after the 1857 rebellion.

Do you think the image and the caption match? Observe, think and answer. Give reasons for your answer.



## FEATURES OF THE MODERN AGE

### INDUSTRIALISATION

wide scale development of industries

### URBANISATION

the movement of people from villages to cities in search of a good quality life.

### NATIONALISM

patriotic feelings, principles or efforts

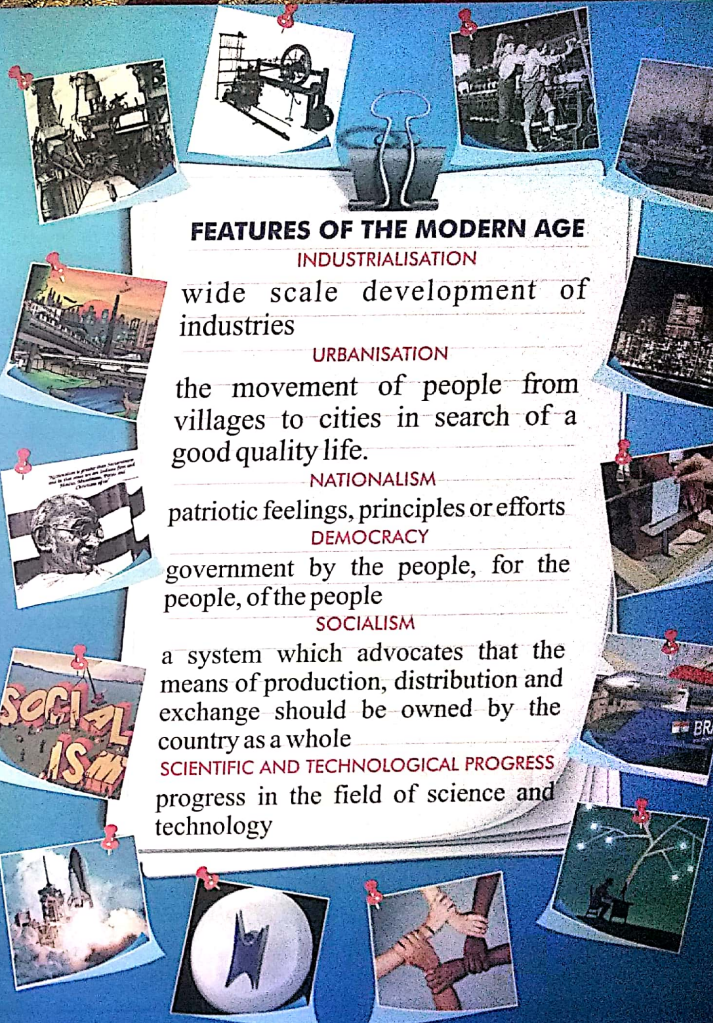
### DEMOCRACY

government by the people, for the people, of the people

### SOCIALISM

a system which advocates that the means of production, distribution and exchange should be owned by the country as a whole

**SCIENTIFIC AND TECHNOLOGICAL PROGRESS**  
progress in the field of science and technology





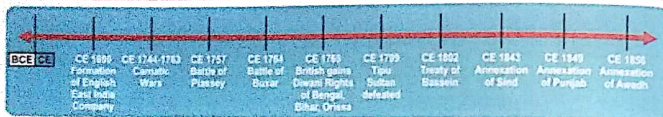


## Colonisation Of India (From Trade To Territory)



### Key Terms

charter	: the grant of rights and privileges to a company/group of people, always a written document	monopoly	: complete control of trade
customs duty	: tax charged on the import of foreign goods	Mufli	: jurist of Muslim community responsible for expounding the law that the Qazi would administer
export	: to sell goods to foreign countries	Qazi	: judge
import	: to buy goods from foreign countries	sepoys	: an Indian soldier serving in the British army
mercantilism	: a national economic policy that seeks to create profits by strict control of trade so as to increase power of the nation		



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In 1707, the last powerful Mughal ruler, Aurangzeb, died. After his death, many powerful Mughal governors (*subedars*) and *zamindars* began asserting their authority. There emerged several powerful regional kingdoms in different parts of India. The power of Delhi declined significantly and it no longer functioned as an effective centre. On the political horizon of India, a new power emerged by the second-half of the 18th century. They were the British, who originally came as a small trading company and gradually acquired political power.

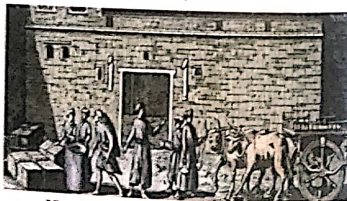
### ADVENT OF EUROPEAN COMPANIES

By the end of the 16th century, European overseas trade with the East began to yield enormous profits. Groups of merchants were permitted by rulers of some European countries to start trading companies. They established their trading centres in various parts of the world, especially on the coasts. These centres were called factories because the officials of the companies were known as factors. These companies were given monopoly

(exclusive rights) of trade with the East. This implied that no other merchant(s) could participate in the eastern trade. In return, the ruler received a share of the profit.

### ENGLISH EAST INDIA COMPANY (EEIC)

On 31 December, 1600, Queen Elizabeth I issued a charter granting East India Company the monopoly to trade with the East for 15 years. This meant that no other trading company in England could compete with the East India Company. It was a private company run by a Board of Directors.



View Of An East India Company Factory

The first trading depot, known as factory, was set up in Surat by the Company in the early 17th century. Mughal Emperor Jahangir granted the permission to set up factories in his territories.

The East India Company established factories at two places — Surat (Gujarat) on the west coast and Hugli (West Bengal) in the east. In due course, many locations in Indian peninsula became the centres of international trade in commodities like spices, cotton, raw silk, sugar, saltpetre, textile and indigo.

### FRENCH EAST INDIA COMPANY (FEIC)

The French East India Company set up settlements at Chandannagar (Bengal), Mahe (Kerala), Karaikal and Pondicherry on the eastern coast and Mauritius in the Indian Ocean in 1664. The French East India Company was largely a government-controlled business venture and depended on the French government for its funding. A major role in the expansion of French power in India was played by Dupleix, the French Governor General at Pondicherry (Puducherry).



Factories Of The European Companies In India During 17th Century

### Rivalry In Trade

During the 17th and 18th centuries, rulers of many European countries pursued the policy of mercantilism. Mercantilism is also known as commercialism. Therefore, European companies supported by the respective governments came into existence.

The Royal Charter issued by Queen Elizabeth I, however, could not prevent other European powers from entering into trade with the eastern world. By the time the English appeared, the Portuguese had already established their presence on the western coast of India. They had their base at Goa. In fact, in 1498 a Portuguese explorer, Vasco-da-Gama, had discovered the sea-route to India via the Cape of Good Hope. By the early 17th century, the Dutch and the French traders also arrived on the scene.

The presence of so many companies intensified competition and reduced profits. All of them wanted to buy goods at low prices in India and sell them at very high prices elsewhere, particularly in Europe. The need to secure markets resulted in aggressive wars between the trading companies. During this period, trade was carried on with arms and rival countries regularly sank each other's ships, blocked routes and prevented rival ships from moving with supplies of goods. Trading centres were protected through fortifications and companies raised their own armies. In course of time, the Portuguese and the Dutch were ousted from the Indian trade. The English and the French started dominating the trade between India and Europe.

### Anglo-French Rivalry

Around the middle of the 18th century, English and French trade interests clashed that resulted in the three Anglo-French wars. These are referred to as the Carnatic Wars (1744-1763), since most of the battles were fought in the region within the present state of Tamil Nadu.



### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- The East India Company was granted a monopoly in trade with the East by Queen Elizabeth I on
  - 31 December 1600 ☐
  - 31 June 1500 ☐
  - 2 February 1857 ☐
- The Royal Charter was issued by
  - Vasco-da-Gama ☐
  - Queen Elizabeth I ☐
  - None of these ☐

### BRITISH CONQUEST OF BENGAL

The English East India Company was merely a trading body in the early 17th century. They established their first trade settlement at Hugli around 1651. The company traders, known as **factors**, operated from this place. The factory consisted of warehouse and offices as well as residential quarters. The Company's trade flourished, but when they violated trade rules, Aurangzeb declared a war and defeated them. Later, the Company persuaded Aurangzeb to grant them the right to carry on duty-free trade in return for an annual payment.

After Aurangzeb's death, the Mughal Empire

### Wonderful To Know

It is said that Job Charnock set up a factory at Sutanati in 1690. Later, the factory was fortified and named Fort William. Eventually the Company also obtained zamindari (the right to collect revenue) of three villages—Sutanati, Gobindapur and Kalikata. In due course, these three villages along with Fort William came to be known as Calcutta (Kolkata).

However, some scholars are of the opinion that Charnock did not lay the foundation of Kolkata. Kolkata is referred to in a 15th century Bengali text, *Maas Mangal*. Even Abul Fazl mentions about Kolkata in his *Ain-i-Akbari*.



Fort William

became weak and the Company intensified its operations in Bengal.

In 1717, they got the right to import and export goods without paying the customs duty from Mughal Emperor Farrukhsiyar. However, the Company's employees misused this right and carried on illegal private trade for which they did not pay trade duties. This resulted in enormous loss of revenue for Bengal.

### Conflict Between The Company And The Nawabs Of Bengal

In the first half of the 18th century, the conflicts between the Nawabs of Bengal and the Company intensified. Murshid Quli Khan, Siraj-ud-Daulah, and Alivardi Khan were strong rulers. In order to keep a check on activities of the officials of the Company, the Nawabs laid down certain conditions, which the Company had to obey or lose its right to trade in Bengal. These conditions were:

- ❖ The officials of the Company who were engaged in private trade shall pay customs duty or the privilege of duty-free trade will be withdrawn altogether.
- ❖ The Company shall not extend the fortification of its settlement.
- ❖ The Nawabs forbid the Company from minting coins.
- ❖ The Company shall pay a larger amount of tribute for the trade concessions.

After the military successes against the French, both in Europe and in India, the Company was feeling even more confident. It felt that the unjust demands of the Nawab and its officials were ruining the Company's trade. They were of the opinion that in order to expand trade they needed to enlarge and fortify their settlements.

The situation worsened in 1756 when Siraj-ud-Daulah became the Nawab of Bengal. He was furious at the Company's interference in the affairs of Bengal, expansion of fortification in spite of his orders and failure to pay up the revenue dues.

When negotiations failed, an angry Siraj-ud-daulah captured English factory at Kasimbazar and Company's fort at Calcutta (Kolkata).

Soon Robert Clive took charge of the Company's affairs in Bengal and re-established Company's previous position and trade privileges by treacherous means.



Siraj-ud-Daulah

### The Battle Of Plassey (1757)

The beginning of British political sway over India may be traced to the **Battle of Plassey** in 1757. After establishing themselves in Calcutta and making the Nawab grant them all demands, Clive wanted a puppet ruler who would grant them more privileges. Clive conspired with Mir Jafar (commander-in-chief), Jagat Seth (richest banker) and Omichand (a rich merchant) to overthrow Siraj-ud-daulah.



Robert Clive

On 23 June 1757, the armies of Siraj-ud-daulah and English East India Company met at Plassey (Palash). Robert Clive led the British forces. The commander-in-chief of the Nawab, Mir Jafar, along with his army, did not take part in the battle. Siraj-ud-daulah was killed and Mir Jafar was made the Nawab of Bengal. The Battle of Plassey is a significant landmark in the history of India as it transformed a mere trading company into a political power.

### Bengal After Plassey

Mir Jafar became a puppet in the hands of the

British and they constantly demanded money and privileges.

When Mir Jafar failed to meet the Company's heavy monetary demands he was deposed. In 1760, the Company made his son-in-law, Mir Qasim, the Nawab of Bengal. In return, Mir Qasim gave the Company the zamindari of Burdwan, Midnapore and Chittagong.



Mir Qasim

After some years, Mir Qasim attempted to free himself from the British domination. He dismissed court officials who favoured the British, hired European experts to train his army and abolished all duties on internal trade so that both Indian and British merchants could trade on equal terms. As a result, Indian merchants were also able to enjoy the concessions which only the English had enjoyed so far. Mir Qasim also placed limits on the trade privileges of the Company.

### The Battle Of Buxar (1764)

All this irked the Company and they declared a war on him. Mir Qasim was defeated in 1763 and Mir Jafar was restored as the Nawab of Bengal.

Mir Qasim fled to Awadh and entered into an alliance with the Nawab of Awadh, Shuja-ud-daulah, and the Mughal Emperor, Shah Alam II. Their combined forces fought with the British army at Buxar on 22 October 1764, but they were defeated. With this victory, the Company became the real master of Bengal.

### Major Consequences Of The Battle Of Buxar

In 1765, the **treaty of Allahabad** was signed between Shuja-ud-daulah, Shah Alam II and Clive. As per the treaty:



- The English East India Company got *Diasani* of Bengal from the Mughal Emperor Shah Alam II. Now they could collect revenue from Bengal, Bihar and Orissa. In return, the Emperor would receive an annual tribute of 26 lakh rupees and two districts in Uttar Pradesh (Allahabad and Kara). The Emperor resided in the fort of Allahabad under the protection of the British.

- The Nawab of Awadh was made to pay an indemnity of 50 lakh rupees. The Company restored his kingdom and promised to help in case of attack on his territory.

- In 1765, Robert Clive introduced **dual government** in Bengal which lasted up to 1772. Under this system, the Nawab had all responsibilities but no powers or resources to run the administration and the Company had all powers but no responsibilities. The British controlled collection of revenue and *nizamat* (military and criminal jurisdiction) through Indian representatives. The Nawab was given a meagre share of the revenue to run the administration.

The people of Bengal suffered a lot under this system. This system made the Company the virtual ruler of Bengal. Even during the famine that struck Bengal in 1770, and wiped out nearly one-third of the population, neither the Company nor the Nawab provided any aid. Meanwhile, the Company's officials amassed great wealth.

In 1772, Warren Hastings (1772-1783) became the new Governor General of Bengal. The dual system of governance ended and Bengal came under direct control of the English East India Company.



Warren Hastings

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- The Battle of Plassey was fought between the British and  
(a) Siraj-ud-daulah ☐ (b) Mir Qasim ☐  
(c) Murshid Quli Khan ☐
- The Battle of Buxar was fought in the year  
(a) 1864 ☐ (b) 1757 ☐  
(c) 1764 ☐

### Wonderful To Know

After conquering Bengal, the Company had immense wealth at its disposal. Many Company officials came from humble backgrounds and their utmost wish was to amass maximum wealth in India so that they could lead a secure life when they returned to Britain. Those who returned with assets and exhibited their riches were called 'nabobs'. They were perceived as upstarts and social climbers in English society.

### GROWTH OF BRITISH INFLUENCE

In order to bring the whole of India under its domination, the British adopted some novel expansionist strategies. During the second-half of the 18th century, kingdoms of Mysore and Maratha were the biggest threat to British rule. The Company launched wars against both.

#### Mysore

Mysore emerged as a powerful state under the outstanding leadership of **Haider Ali** (1761-1782) and his son **Tipu Sultan** (1782-1799). Mysore controlled the profitable spice trade of the Malabar Coast.

In 1785, Tipu Sultan stopped the export of sandalwood, pepper and cardamom through the



Tipu Sultan

ports of his kingdom, and prohibited local merchants from trading with the Company. Tipu Sultan established friendly relations with the French in India and modernised his army with their assistance. The British and the Deccan states perceived Haider and Tipu as a threat. This led to four Anglo-Mysore wars between 1767 and 1799.

In the First Anglo-Mysore War, Haider Ali gave a crushing defeat to the British. He signed the **Treaty of Madras** with the British in 1769 according to which both sides would help each other in case of an attack by a third party.

In 1770, the Marathas attacked Mysore but the British forces did not help them. This enraged Haider Ali and he defeated the British in the battle of Pollilur. Haider Ali died in 1782 while fighting the English forces in Chittoor, but his son, Tipu Sultan continued the war. The Second Anglo-Mysore War ended in 1784 with the **Treaty of Mangalore**.

The Third Anglo-Mysore War was a result of Tipu's attempts to restrict the British spice trade on the Malabar Coast and his increasing proximity to the French.

The British, led by Lord Cornwallis and supported by the Nizam and the Marathas, defeated Tipu. He had to pay a huge fine and a part of his kingdom, while two of his sons were taken hostage by the British.



Anglo-Mysore War

Governor-General Lord Wellesley proposed that Tipu should accept the subsidiary alliance. Tipu outrightly rejected his proposal which led to the Fourth Anglo-Mysore War. Tipu Sultan died, in 1799, defending his capital **Seringapatam**.

After Tipu's death, the British annexed his kingdom, placed Mysore under Wodeyars, the former ruling dynasty, and imposed a subsidiary alliance on the state.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- Haider Ali died in  
(a) 1682 ☐ (b) 1782 ☐ (c) 1783 ☐
- The Second Anglo-Mysore War ended with the Treaty of  
(a) Mysore ☐ (b) Seringapatam ☐  
(c) Mangalore ☐

#### Marathas

After their defeat in the Third Battle of Panipat in 1761, the Marathas became weak. There emerged different seats of Maratha power under different dynasties such as **Gaikwads**, **Holkars**, **Bhonsles** and **Sindhias**. They were held together into confederacy under the **Peshwa** (Principal Minister) based in Pune. After the 1770s, the power struggle among the Maratha chiefs intensified. Taking advantage of their disunity, the British interfered their internal affairs. This led to the three Anglo-Maratha wars between 1775 and 1819.

The **First Anglo-Maratha War** (1773-1782) broke out on the issue of succession to the throne of the Peshwa. The clash involved **Madhav Rao** supported by Maratha chiefs under the leadership of Nana Phadnis on the one hand, and **Raghunath Rao**, supported by the British on the other. The Maratha chiefs defeated the British force. However, the British forces captured **Ahmednagar** and **Gwalior**. In 1782, peace was concluded by the **Treaty of Salbai**. The British recognised **Madhav Rao II** as the Peshwa.





Anglo-Maratha War

The Second Anglo-Maratha War (1803-1805) happened because the British under Lord Wellesley tried to impose a subsidiary alliance on the Sindhas and Bhonslas. They resisted and declared a war on the British. They were eventually defeated and had to accept the subsidiary alliance as well as part with the territories of Ahmednagar and Bimach. The British also attacked the Holkar ruler of Indore, but the war did not lead to a decisive result as Lord Wellesley was recalled to England and peace was concluded with the Holkars.

In the Third Anglo-Maratha War (1817-1819) Peshwa Bajirao II tried to unite the Maratha chiefs against the British. However, Maratha forces lost. The office of the Peshwa was abolished. Bajirao II was deposed and pensioned off to Bithur near Kanpur. All his kingdom as well as territories of other Maratha chiefs were annexed by the British and they were not allowed to maintain an army.

#### BRITISH EXPANSION UNDER LORD WELLESLEY (1798-1805)

Lord Wellesley who was the Governor-General of India from 1798 to 1805 extended the British influence in two ways:

1. Subsidiary Alliances
2. Direct War



Lord Wellesley

#### Subsidiary Alliance

As per the subsidiary alliance a ruler had to:

- Disband his own army and maintain British troops permanently at their cost or cede some territory in lieu of it. In case rulers failed to make payments, a part of the territory was taken away as penalty.
- Accept a British officer called the Resident who would be stationed at the ruler's court. A Resident was a political or commercial agent whose job was to further the British interest.
- Expel all other foreigners from his territory.
- Consult the British before negotiating with any other Indian state.

The Nizam of Hyderabad was the first to enter into a subsidiary alliance with the English in 1798. In 1801, Lord Wellesley coerced the Nawab of Awadh to accept the subsidiary alliance.

Peshwa Bajirao II signed a subsidiary alliance at Bassein in 1802. Many Rajputana chiefs also accepted British supremacy and signed treaties.

The Indian rulers who accepted this alliance lost all their independence. They could take no independent decisions. In addition, they had to maintain the British army. This was a great financial drain. To make matters worse, the Resident's demands also had to be fulfilled.

On the other hand, it proved very advantageous to the British; now they could maintain a large army at the cost of others. The military and foreign affairs of the alliance partner directly came under their control; through the resident they could exercise control even in internal matters. Finally, territories of Indian rulers could be annexed at any point of time.

This led to development of a new power block in the politics of India and ultimately, the British became the supreme political power in India by their policies.

#### RAPID BRITISH EXPANSION (1803-1848)

This period experienced a rapid expansion of British territories in India as well as abroad.

#### Claiming Paramountcy

Lord Hastings (1813-1823) became the governor general and initiated the new policy of paramountcy. Under this policy, the British claimed that the authority of the Company over the Indian states is supreme and therefore it is not unjustified to annex or threaten to annex any Indian state in the interest of the Company.

The policy explicitly expressed the expansionist intention of the British. However, the revolt of Rani Chennamma of Kittur, who took to arms when the British tried to annex her state, showed the non-acceptance of the policy.

#### Afghanistan And Sind

In the 1830s, the British started interfering in Afghanistan's internal affairs as they thought Russia might expand across Asia and attack India via Afghanistan. This insecurity resulted into Anglo-Afghan wars between 1838 and 1842. The British failed to establish direct control over Afghanistan due to very strong resistance. However, they annexed Sind in 1843.

#### Punjab

Punjab flourished under Maharaja Ranjit Singh. He kept Punjab free from the clutches of the British through diplomacy and by maintaining a strong army on European lines. In 1839, Maharaja Ranjit Singh died. After his death there was chaos and the British began to interfere in the affairs of Punjab. This led to two Anglo-Sikh wars (1845-1846) and the Sikhs were defeated. The British under Lord Dalhousie annexed Punjab in 1849.

#### BRITISH EXPANSION UNDER LORD DALHOUSIE (1840-38)

#### Doctrine Of Lapse

Like the policy of subsidiary alliance, Doctrine of

Lapse was introduced by Lord Dalhousie to annex the Indian states. According to the Doctrine of Lapse, a dependent state would pass into British hands, if the ruler died without a natural male heir. It did not recognise the right of adopted children as inherit the throne. Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853) and Baroda (1854), were all annexed under this policy.



Lord Dalhousie

#### Annexation Of Awadh

In 1856, Awadh was annexed by Lord Dalhousie, on the pretext of misgovernment. The ruler of Awadh, Wajid Ali Shah, was deposed and his enraged the people of Awadh. They coined the great revolt of 1857, about which you will read in the next chapter.

#### Wonderful To Know

'Shirin-e-Khuda', a movie by Sarfraz Khan, portrays how the British took over Awadh by using advantage of the misgovernment of Nawab Wajid Ali Shah. The movie is based on a short story with the same title, by Munim Fakhruddin.



Shirin-e-Khuda

#### Annexation Of Other States

Dalhousie annexed a part of Sikkim in the 1850s on the pretext of commitment to the Company's employees. The Nizam of Hyderabad had to give away Berar as he failed to meet some financial obligations.

#### ADMINISTRATIVE STRUCTURE

The British government realised that to maximise its profits and to strengthen its hold over India it required an efficient system of administration. Therefore, they divided their territories into administrative units called **Presidencies**, similar to today's states. There were three Presidencies – Bengal (Kolkata), Madras (Chennai) and Bombay (Mumbai) – and each was ruled by a governor. The supreme head of administration was the



governor-general, Warren Hastings became the first governor-general of British India.

The district was looked after by the Collector, who was responsible for collection of revenue and for maintaining law and order. He supervised the day-to-day working of the district administration. The **Collectorate** emerged as the new centre of power in the district.

Civil Services, started by Lord Cornwallis, were meant to manage the Indian territories. After 1853, civil servants were selected through a competitive exam held in London. Prior to that, the Company directors nominated civil servants.

Setayendranath Tagore, brother of Rabindranath Tagore, was the first Indian to join the Indian Civil Service (ICS).

The police assisted the Collector in maintaining law and order. The districts were divided into *thanas* managed by a *daroga*. In towns and villages, there were *latwals* and *chotkidars*. The District Superintendent of Police was head of the police force.

#### Judiciary

Prior to the advent of the British, the justice system of India was based on local customs and

traditions. Therefore, there was no uniformity. From 1772, a new system was introduced wherein two courts—**criminal court** (*faujdari adalat*) and a **civil court** (*diwani adalat*)—were set up. The civil courts were presided over by a European District Collector, while criminal courts were still managed by *qazi* and *mufti*. As per the Regulating Act of 1773, a new Supreme Court and a *Sadar Nizamat* (court of appeal), were established at Calcutta (Kolkata). For the convenience of European judges, in 1775 a digest of Hindu laws and in 1778, a code of Muslim laws were prepared. Finally, in 1883, a Law Commission was set up to codify the Indian laws. This eventually led to the compilation of Indian Penal Code (IPC).

#### Army

The British required a large army to defend its trade, expand and defend its territories as well as put down internal rebellion. The British army included European soldiers and Indian *sepoys* (from Hindi word *sipahi*, meaning soldier), but Indians could at the most become a *subedar*. Each presidency had its independent army. The British recruited peasants as *sepoys* and gave

them European style training. From the 1820s, if cavalry requirements of the Company's army declined. They were trained to use **muskets** and **matchlocks**. This was when the British Indian Army was fighting wars in Burma, Afghanistan and Egypt. The soldiers had to keep abreast of the latest requirements of warfare. The infantry regiments now became popular.

A **uniform military culture** was introduced in the early 19th century, with the soldiers being introduced to the drill and discipline that regulated their life. However, some problems followed this change as caste and community feelings were not given priority when professionalism was introduced among soldiers.

#### Conclusion

By 1857, large territories had been directly brought under the British rule. The British, due to their political domination, freely exploited India. Later, this economic exploitation was critically examined by Dadabhai Naoroji in his work, '**Poverty and Un-British Rule in India**'. The British took advantage of the political disunity and established their colonial rule in India.

#### • In Other Parts Of The World During That Time •

Slave trade was started in the 17th century when the Dutch trading ships reached Southern Africa. Innocent people along with their children were chained, harassed, captured, treated brutally and sold in the market. Slavery ended around 1834. Almost 36,774 slaves were found at the Cape, which is located at the southernmost tip of Africa. Many books have been written on the sufferings and plight of the slaves.



#### Points To Remember

- Trading companies from Portugal, Holland, England, France and Denmark set up trading centres in different parts of India.
- Rivalry in trade existed among these companies.
- Ultimately, the English East India Company emerged as the winner.
- The Battle of Plassey and Battle of Buxar secured the British supremacy in India.



India During 18th Century



- Bengal came under the British rule and was severely exploited.
- The rulers of Mysore and the Marathas were defeated by the British and their territories were annexed.
- The Subsidiary Alliance was used by Lord Wellesley to expand the British rule in India.
- Smith (1843), Punjab (1849) and Awadh (1856) were annexed by the British.
- Lord Dalhousie annexed several kingdoms under the Doctrine of Lapse.
- Administrative policies were drafted by the British to govern the subjugated territories—the civil services, police, judiciary and army experienced changes.

### Exercise

[Use Cordova Smart Class Software on the smart board in class to do these exercises]

#### Quick Revision

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

1. \_\_\_\_\_ defeated the British forces in the First Anglo-Mysore War.  
(a) Haider Ali ☐ (b) Tipu Sultan ☐ (c) Mir Qasim ☐
2. In 1772, \_\_\_\_\_ became the Governor-General of Bengal.  
(a) Robert Clive ☐ (b) Warren Hastings ☐ (c) Lord Dalhousie ☐

#### B. Fill in the blanks.

1. Vasco-da-Gama discovered the sea route to \_\_\_\_\_.
2. The English East India Company established their first trade settlement at \_\_\_\_\_.
3. Awadh was annexed on the pretext of \_\_\_\_\_.
4. In 1772, the British established \_\_\_\_\_ presided over by *muftri* and *qazi*.

#### C. Write (T) for True and (F) for False statements.

1. In 1756, Siraj-ud-Daulah became the Nawab of Bengal. ☐
2. Robert Clive introduced the system of dual government in Bengal. ☐
3. The treaty of Mangalore was signed between the English and the Marathas. ☐
4. Indians in the British army could at the most become a *subedar*. ☐

#### D. Match the following.

- |                                 |                    |
|---------------------------------|--------------------|
| 1. The principle of paramountcy | (a) Lord Dalhousie |
| 2. <i>Diwani</i> rights         | (b) Lord Hastings  |
| 3. Subsidiary alliance          | (c) Lord Wellesley |
| 4. Doctrine of lapse            | (d) Robert Clive   |

#### Answer The Following

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

1. The French and the British fought \_\_\_\_\_ Carnatic Wars.  
(a) two ☐ (b) three ☐ (c) four ☐
2. During the British rule Indian territories were divided into administrative units called \_\_\_\_\_  
(a) Districts ☐ (b) Presidencies ☐ (c) *Thanas* ☐

#### B. Short Answer Questions

1. What were factories? Why were they named so?
2. What were the causes behind the Battle of Buxar?
3. What was the cause that resulted in the Anglo-Afghan conflict?
4. Discuss the causes of the three Anglo-Maratha wars.

#### C. Long Answer Questions

1. What was the most important result of the Battle of Plassey? Discuss Bengal after the Battle of Plassey.
2. What were the consequences of the Battle of Buxar? How did it affect the Indian rulers?
3. Discuss the relation between the British and Mysore with reference to the four Mysore wars.
4. How did the Subsidiary Alliance and Doctrine of Lapse help the British to gain control over India?
5. What were the changes introduced in the judiciary system after the advent of the British?

#### D. HOTS (Higher Order Thinking Skills) Questions

1. Do you think the permission granted by Mughal Emperor Jahangir to the English East India Company was a wrong decision? Why/Why not?
2. If Tipu Sultan, the Marathas and the Nizam were united against the British, the history of India would have been different. Do you agree?
3. What were the reasons for disunity amongst Indians during the early British period?

#### E. Value Corner

There are poems, stories and plays that glorify the bravery of the Rani of Jhansi. Think and answer what could have prompted the Rani to fight against the British.

#### Activity

- Tipu Sultan was a visionary ruler of his age. He trained his army with the help of the French. He was a keen observer of scientific developments too. Imagine yourself to be a secret admirer of Tipu Sultan. Write a diary entry planning a strategy to overthrow the British.
- Divide the class in two groups — one group discusses the pros and the other discusses the cons of the impact of British rule in political scenario of India.
- Map Work

On a political map of the world, mark all the European companies which came to trade with India.

#### Surfing is Interesting

To know more about the British battles, visit:

<http://www.britishbattles.com/first-afghan-war/kabul1842.htm> (for British uniforms)

To read more about the Nawabs of Awadh, visit:

<http://oudh.tripod.com/misc/noosec.htm>

#### Life Skill

Tipu Sultan's sword was auctioned a few years back at London. Surf the internet and find out the following details and fill in the blanks given below.

#### Tipu Sultan's Sword

Auctioned in (year) \_\_\_\_\_ Bought by \_\_\_\_\_  
Auctioned at \_\_\_\_\_ Auctioned for \_\_\_\_\_ (amount in pounds)



## Ruling The Rural Areas



Company could never realise the whole amount. Moreover, there was instability in revenue as the income earned changed every year according to the bidding and real collection. Therefore, in order to smoothen the revenue collection process, the Company introduced three new revenue collection systems – the Permanent Settlement, the Mahalwari system and the Ryotwari system – over a period of time.

### Permanent Settlement (1793)

In 1793, Lord Cornwallis introduced the Permanent Settlement or zamindari system in Bengal, Bihar and Orissa (Odisha).



Lord Cornwallis

#### Main Features

- The revenue to be collected was fixed permanently, with no scope of revision later.
- The local zamindar was to collect revenue from the peasants and pay on time to the Company even if crops failed due to flood or drought, otherwise the land would be auctioned off. This led to emergence of a new class of absentee landlords (merchants and traders who owned land in villages, but lived in towns), who, from the status of tax collectors became hereditary landowners. The cultivators became their tenants.
- Whatever remained with the zamindar after paying the revenue was his profit.

#### Advantages For The Company

- Income of the Company increased. Even during adverse climatic conditions, the Company had an assured source of income.
- The new landlords were staunch supporters of the British government. The British used them for establishing their authority as well as for suppressing revolts.

#### Effects On The Peasants And Zamindars

The peasants, however, suffered terribly under this system.

- The peasants who were the actual cultivators

of the land, were left at the mercy of zamindars. They had to pay a very high revenue and could be evicted if they failed to do so.

- In order to pay the revenue, peasants borrowed money from the moneylenders at high interest. In case of non-repayment of loan, their land was mortgaged and they were compelled to migrate to cities.
- The land revenue fixed was so high that even landlords barely managed. That is why in initial years many zamindars lost their land.
- Neither the British nor the landlords made any investment in land to improve agricultural production.
- The peasants were forced to grow cash crops such as indigo and cotton in order to earn maximum revenue.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

1. *Ijaradari* system was introduced by  
(a) Cornwallis ☐ (b) Hastings ☐  
(c) Munro ☐
2. Permanent Settlement was introduced in  
(a) 1793 ☐ (b) 1765 ☐  
(c) 1795 ☐

### Ryotwari System (1820)

This system of revenue collection was introduced in Bombay and Madras Presidencies. In this system, revenue was directly collected from the ryots or the cultivators. The ryot was recognised as the owner of the land who paid tax directly to the government. Under the system, the land owned by the ryots were separately surveyed and then an assessment was made. However, the taxes were very high (55 per cent) and were collected regularly. The revenue payable was roughly half of the total yield. This system came to be known as the *Munro*



Thomas Munro

### PERMANENT

absentee landlords

landlords who gained huge areas of land in villages but lived in towns

predators system

a system in which the right to collect revenue was given to the highest bidder

Mahalwari system

in this system, the revenue settlement was made for the entire village or mahal

malhal

Permanent Settlement

of a village or a group of villages in this system, zamindars were made the landlords of the entire land

ryots

a term used to describe Indian peasant cultivators in this system, the farmers directly paid the land revenue to the government

Ryotwari system

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

We have already read in the previous chapter that after the **Battle of Buxar**, the English East India Company got the right to collect revenue of Bengal, Bihar and Orissa (now Odisha). As the British power controlled Indian territories they required money or had to bear the cost of maintaining the administrative structure, meet war expenses and funds for buying Indian goods for exporting to England. The only aim of the Company was to make as much money as possible. Since land revenue was the main source of income, its timely collection was critical for the Company. Between 1793-1857, the Government framed policies aimed at maximising the income of the British.

### LAND REVENUE POLICY TILL 1793

Prior to the arrival of the British, villages in India were largely self-sufficient units. The primary occupation in the villages was *agriculture*. Farmers owned the land they tilled and paid a part

of the yield as tax to the king. Besides, some people were also engaged in arts and crafts like pottery-making and iron-smelting.

The East India Company, after obtaining the *Diwani* of Bihar, Bengal and Orissa in 1765, continued with the traditional methods of revenue collection. The corrupt officials of the Company collected huge amounts of revenue and amassed huge personal fortunes. Village economy declined rapidly during this period. Agricultural production declined significantly. Artisans too abandoned villages as British officials forced them to sell handmade goods at low prices. The terrible famine of 1770 worsened the situation. Hence, Warren Hastings introduced *Ijaradari* system in 1771 to improve the situation. In this system, the right to collect revenue was given to the highest bidder for a period of five years. These bidders were called *contractors* but this system too was not successful as bids were unrealistic. So, the

of the yield as tax to the king. Besides, some people were also engaged in arts and crafts like pottery-making and iron-smelting.



System because it was Thomas Munro who developed this system and applied it all over south India.

The ryots' position was no better than the condition of peasants in the previous Zamindari system. The only difference was that he paid directly to the government. The peasant was so poor that he could not do much to improve the land. Unable to fulfil the high revenue demands, the poor moved to the cities.

#### Mahadwar System (1822)

The Mahadwar system was introduced in Punjab, parts of Uttar Pradesh and Central India. *Mahd* means a revenue estate that may include a village or a group of villages. This system was devised by **Wilt Mackenzie**. Under this system, land was inspected, measured and the customary rights of different groups were recorded by the Company officials. Accordingly, estimated revenue from each plot within a village was added to calculate the revenue that each *mahd* or village had to pay.

The *tahsildar* or the head of the village collected the revenue. The rate of revenue was subjected to a periodic revision. It was roughly half of the total agricultural production.

#### Effect Of These Systems

Due to abusive revenue policy of the English and regular famines, the condition of the farmers deteriorated and they were forced to sell their land. The *tahsildars* too were indifferent towards the plight of farmers and did nothing to improve agriculture. There were frequent agrarian riots. Land now became a saleable commodity which could be bought, sold or mortgaged.

The moneylender also played an important role in impoverishing the peasantry. In order to meet revenue demands and household expenses or to arrange marriages, farmers took loans in lieu of their land from moneylenders at a very high rate of interest. Most of the time, they were unable to pay back the loan and lost their property to rich

farmers and moneylenders. In course of time, due to indebtedness a large section of peasantry became landless.

#### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

1. Thomas Munro developed

- (a) Ryotwari system ☐ (b) *Nij* system ☐  
(c) Mahadwar system ☐

2. Under Mahadwar system, revenue was collected by the

- (a) *zamindar* ☐ (b) *tahsildar* ☐  
(c) absentee landlord ☐

#### CULTIVATION OF CASH CROPS

As a result of the Industrial Revolution in England, there was an increase in demand for commercial crops such as tea, coffee, indigo, jute, oilseeds, sugarcane, mulberry and rubber. These crops were grown on large estates called plantations, owned by Europeans. Tea plantations were set up in Assam, Bengal and Kerala, while indigo, poppy and jute processing units were set up in Bengal and Bihar. The planters on these plantations lured the tribals and landless labourers to work for meagre salaries. In course of time, however, this practice resulted in the decline of production of food grains and an acute shortage of food supply occurred.

#### Indigo

Indigo, a natural blue dye, is a plant extract used for colouring cloth. It was a popular dye in India and was also exported for use in the English textile industry. With expansion of cotton production in England, there was a dramatic rise in demand for indigo by the end of the 18th century. To meet this demand, the colonial government encouraged indigo plantation in Bengal. By 1910, India dominated the indigo market. As indigo trade grew, in anticipation of high returns, many Europeans came to India to become planters. Those who had no money, took loan from the Company or banks.



An Indigo Factory During British Period

#### System Of Indigo Production

Indigo production was organised under two systems – *ryot* and *nij*.

In the *ryot* system, the planters entered into an agreement with the *ryots*. The planters gave money in advance at low rates or interest to the *ryots* to cultivate indigo. The planter provided the seed and tools, while the cultivator had to grow and take care of the crop. However, the cultivator had to commit to grow indigo on at least 25 per cent of the area under him. Once the indigo crop was harvested and delivered to the planter, a new loan was given to the peasant. This was a never-ending cycle. Besides, planters insisted that the indigo must be cultivated on the best soil, which exhausted the soil. As a result, after an indigo harvest, farmers were unable to grow rice on the same piece of land.

*Nij* was another system of indigo cultivation in which the planters bought or rented land to grow indigo. They personally owned the equipment like ploughs and carts. They hired peasants on daily wage to produce and transport indigo. The biggest disadvantage of this system was that planters faced difficulty in acquiring large compact blocks of land to expand indigo production. Indigo plantation also involved heavy investment in terms of purchasing and maintenance of ploughs and bullocks. They could not get these supplies from peasants and there was a shortage of labour too. This was because precisely around the same time of the year, the farmers were engaged in rice cultivation.

Both the systems were oppressive for the peasants and led to rebellion in the mid-19th century.

#### Wonderful To Know

The leaves of the indigo plant produce a blue colour that is used to dye clothes. It is the most colourful natural dye. It is also compatible with all types of natural fibres and it can be used in combination with other dyes to produce a wider range of colours.



Indigo Plant

#### Indigo Rebellion

The Indigo Rebellion of 1859-60 was directed against the European planters whose exploitation had pushed the peasants to the edge. The *ryots* refused to pay rents, attacked planters and *gomasthas* (agents of planters) and destroyed indigo factories. Women also actively participated in the rebellion against the indigo planters.

A surprising aspect of this rebellion was that it got support from the Bengali educated class, who had otherwise shown no interest in earlier peasant movements. The newspapers reported against the atrocities of the planters.

At some places the local *zamindars* and village headmen (who were forced to sign contracts with indigo planters) mobilised the *ryots*. Officials of the government intervened to bring the situation under control. An Indigo Commission was set up, which held planters guilty of intense oppression in the indigo plantations. It thereafter declared that the *ryots* could not be forced to cultivate indigo in Bengal. After this indigo planters shifted their operation to Champaran and Darbhanga in present-day Bihar.

**Nidharani** – The Mirror of Indigo – was a Bengali play written by Dinabandhu Mitra in 1856-59 on the plight of indigo farmers of Bengal.

In 1860-68 Darbhanga and Champaran in Bihar saw strong agitations by *neel* farmers. The final blow to indigo plantations was the discovery of synthetic dye. However, indigo plantation continued in Bihar. In 1917, Mahatma Gandhi's visit to Champaran marked the beginning of a movement against the indigo planters.



### In Other Parts Of The World During That Time

This picture depicts the different stages of indigo plantation in the French slave plantations. It is taken from one of the books of Jean Baptiste Labat, a French missionary who lived in the 18th century. He travelled to the Caribbean Islands and wrote particularly about the region. In this image, slave workers are putting the indigo plant into the settler vat. The planter is in the middle of the picture depicting the dominating power over slave workers.



#### Points To Remember

- Three systems of revenue collection were introduced by the East India Company – the Permanent Settlement, the *Mahaltwari* system and the *Ryotwari* system.
- The Company did this to ensure a fixed and regular income.
- The peasants suffered under the new revenue systems. Many peasants fled to cities.
- Cultivation of cash crops such as indigo was encouraged immensely.
- The indigo cultivators suffered greatly. In 1859-60, they revolted against the planters.

#### Exercise

##### Quick Revision

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

- A group of villages was called  
(a) *ryots* ☐ (b) *malal* ☐ (c) villages ☐
- In ..... system, the farmers paid land revenue directly to the government.  
(a) *Ijaradari* ☐ (b) *Ryotwari* ☐ (c) *Mahaltwari* ☐

#### B. Fill in the blanks.

- In 1917 ..... visit to Champaran marked the beginning of a movement against the indigo planters.
- ..... devised the *Mahaltwari* system.
- ..... landlords owned huge areas of land in the villages but lived in towns.
- The Indigo Revolt was led by ..... and .....

#### C. Match the following.

- |                         |                     |
|-------------------------|---------------------|
| 1. <i>Ijaradari</i>     | (a) Lord Cornwallis |
| 2. <i>Ryotwari</i>      | (b) Thomas Munro    |
| 3. <i>Mahaltwari</i>    | (c) Warren Hastings |
| 4. Permanent settlement | (d) Holt Mackenzie  |

#### Answer The Following

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

- Jute processing units were set up in  
(a) Bihar and Bengal ☐ (b) Bengal and Assam ☐ (c) Kerala ☐
- It was another system of indigo cultivation in which planters purchased or rented land.  
(a) *malal* ☐ (b) *ryot* ☐ (c) *nij* ☐

#### B. Write (T) for True and (F) for False statements.

- Under Permanent Settlement, peasants were owners of the land. ☐

- The *Ryotwari* system was also known as the Munro system.
- The *Nij* system of indigo plantation was beneficial for the planters.
- The Indigo Rebellion started in Bihar.

#### C. Short Answer Questions

- Why was the East India Company in need of money?
- What was the role of the moneylender in impoverishing the peasantry?
- List the two main features of the Permanent Settlement.
- Why did the British need indigo? Why was its cultivation encouraged in India?

#### D. Long Answer Questions

- Discuss the effects of the Permanent Settlement on the *zamindars* and peasants.
- Differentiate between (a) the *Ryotwari* system and the *Mahaltwari* system (b) *Ryot* and *Nij* system in indigo cultivation.
- Why did an acute shortage of food supply occur with the advent of the Industrial Revolution?
- What was the Indigo Rebellion? Discuss the reactions of the intellectuals and the *zamindars* during this revolt.
- Write short notes on:  
(a) *Ijaradari* system (b) Effect of the revenue policies on the common people

#### E. HOTS (Higher Order Thinking Skills) Questions

- 'After this the indigo planters shifted their operation to Champaran and Darbhanga in present-day Bihar.'
- What does 'after this' refer to?
  - Why was the operation shifted to Champaran and Darbhanga?
  - Do you think this shifting was a good solution?

#### F. Value Corner

Many peasants fled to the cities when they could not face the difficulties the British revenue systems created for them. Do you think running away from a situation is good? Why/Why not?

#### Activity

- Watch the movies 'Lagaan' and 'Do Bigha Zameen' to know about the condition of peasants during the British rule.
- Imagine yourself as a peasant who is being forced to grow indigo. Make up an imaginary conversation that takes place between you (as a peasant) and a planter who is forcing you to grow indigo.
- What reasons will the planter give to persuade you?
- What problems will you (as a peasant) point out? Enact this conversation.

Surfing is Interesting  
To know more about National Archives of India, visit:  
<http://learnindianhistory.blogspot.in/2009/11/sources-for-modern-india.html>

#### Life Skill

India is an agricultural country. In the last fifteen years, many cases of farmers' suicides have been reported from several states of India. Find out the reasons with the help of:

- newspaper cuttings regarding farmer suicides
- policy of the government
- implementation of policies related to agriculture
- role of moneylenders and society



**PART-II**



# **GEOGRAPHY** **(Resources And Development)**



## Key Terms

abiotic resources : resources which we get from non-living beings  
 actual resources : resources which are being used by humans  
 biotic resources : resources which we get from living beings  
 desertification : gradual conversion of fertile land into desert

localised resources : resources that are found at some places (like gold and silver)  
 natural resources : resources which we get from nature  
 potential resources : resources which may be used without sunlight  
 ubiquitous resources : resources found everywhere like air and sunlight

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

Anything on the Earth that is necessary for the survival of human beings and satisfies human needs is called a resource. Early humans were unaware of the utility of these natural resources. Thus, they were fully dependent upon the environment for their needs.

With the passage of time, humans developed different techniques to convert these natural resources into useful articles that could satisfy their every need.

## TYPES OF RESOURCES

Our beautiful Earth is full of resources. They are generally classified into three types - natural, man-made and human.



Natural Resources

## NATURAL RESOURCES

Natural substances found on the Earth that are used without much alteration are called natural resources. These are the gifts of nature. Water, air, soil, minerals and natural vegetation are all natural resources. Some of these resources can be used directly. For example, water, air and fish can be used directly, while minerals have to be separated from their ores. We get petrol, diesel and wax from crude petroleum after refining. So we can say that most natural resources provide us with raw materials and we have to process them

into useful products that are fit for human consumption.

We can further classify natural resources on the basis of their origin, development, renewability and distribution.

## Classification Based On Origin

On the basis of origin, we can classify natural resources into two categories: biotic and abiotic.

Biotic resources are derived from living organisms. They include plants such as cereal crops, fruits and vegetables. Animals, micro-organisms and human beings also belong to this category. Most of the biotic resources have the capacity to reproduce if the environmental conditions are favourable.

Abiotic resources are found from physical or non-living environment. They include air, water, land and minerals. Some of these resources can be exhausted by excessive use because they are available in limited quantity in nature. Their total reserve cannot be increased by human efforts. These resources are in great demand for the development of industries.

## Classification Based On Development

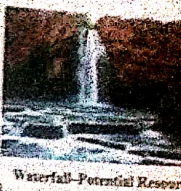
Actual or developed resources are those resources whose total quantity and quality are presently known and which are already being used by human beings. Resources like coal, petroleum and uranium come in this category. Some factors that lead to the development of these resources are the needs of the people, technology and economic usefulness.

Potential resources are those resources whose total available quantity is not known at present. These resources are around us but are not fully used. They can be used in future. For



Coal - Actual Resource

example, Africa has a number of waterfalls which may be used in future to generate hydroelectricity but at present they have not been fully utilised. Therefore, these waterfalls are potential resource for Africa. Potential resources need detailed surveys to estimate their quantity and quality.



Waterfall - Potential Resource

## Multiple Choice Questions (Quick Review)

Tick (✓) the correct options.

- The resources that are derived from living organisms are called ..... resources.  
 (a) abiotic ☐ (b) biotic ☐  
 (c) artificial ☐
- ..... resources are in great demand for the development of industries.  
 (a) Actual ☐ (b) Biotic ☐  
 (c) Abiotic ☐

## Classification Based On Renewability

Renewable or inexhaustible resources have the capacity to reproduce, regenerate or renew themselves through natural processes within a short span of time.

Air, water, solar energy, animals, plants and human beings are the best examples of such resources. Some of these resources are unlimited like sunlight, water and wind.



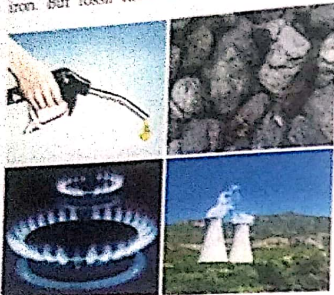
Renewable Resources



### Wonderful To Know

Norway and Iceland are the two countries of the world which produce 100% electricity through renewable resources.

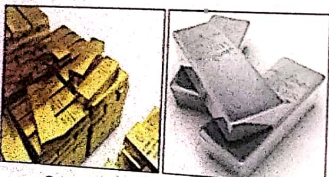
Non-Renewable or exhaustible resources are available only in fixed amounts. They do not get replenished by natural processes. e.g., coal, natural gas, petroleum and minerals like iron and copper. With the help of technology, we can recycle some of the minerals like gold, silver and iron. But fossil fuels cannot be recycled yet.



Non-Renewable Resources

### Classification Based On Distribution

The resources are not equally distributed all over the earth. So, on the basis of their distribution, they can be classified into two types-ubiquitous and localised.



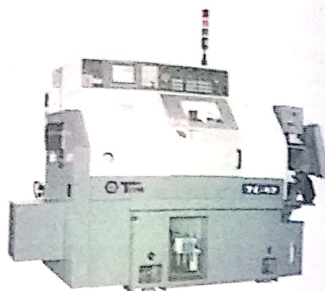
Gold And Silver (Localised Resources)

Ubiquitous resources are found everywhere. For example, air, wind and sunlight.

Localised resources are found at certain places. For example, gold, silver, copper, coal and iron. Many physical factors like soil, climate and altitude are responsible for the distribution of natural resources. There is an unequal distribution of resources because these factors differ so much all over the earth.

### HUMAN-MADE RESOURCES

As the name suggests, these resources are created by human beings from the materials available in the environment. Machines, tools, buildings and other infrastructure are all examples of human-made resources. Technology is also a human-made resource.



A Human-Made Machine

### HUMAN RESOURCES

Human beings are the most important resource of the world. Through their knowledge and skills, they can make the best use of natural resources. They can discover, exploit, develop and convert the available or potential resources into useful products. Therefore, if a country wants to progress, it should first develop its human resources.

### CONSERVING RESOURCES

Using natural resources carefully and giving them time to get renewed, is called conservation of resources. All resources should be used wisely.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- Which of the following is a renewable resource?  
(a) coal ☐ (b) water ☐  
(c) petroleum ☐
- Resources that are found everywhere are called \_\_\_\_\_ resources.  
(a) localised ☐ (b) ubiquitous ☐  
(c) non-renewable ☐

Not only do we need to assess our resources, but we should also protect and preserve them.



Conservation Of Resources

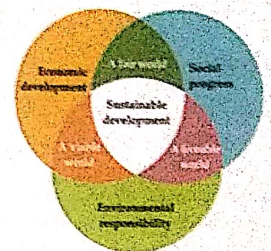
In early times, the population was low and the human needs were limited. They could fulfil all their needs from their surroundings. With scientific and technological advancement, human beings started using resources on a larger scale. The increase in population and rising demand for various goods and minerals have already caused a damage to many valuable resources.

Due to misuse and overuse of resources to satisfy human greed, the quality of air, water and land has deteriorated. Also, certain species of birds, plants and animals have become extinct and those that are remaining are on the verge of extinction. This has created a situation in which non-

renewable resources like petroleum and coal could be exhausted after some time. Thus, a balance between population growth and the utilisation of the resources is the need of the hour.

### SUSTAINABLE DEVELOPMENT OF RESOURCES

Sustainable development means development that takes place without damaging the environment. When we use natural resources wisely for today's need and also conserve them for our future generation, it is known as sustainable development.



Sustainable Development

There are various ways by which we can conserve our resources. Some of them are:

- by switching off fans and lights when not required
- by growing trees more than those being cut down
- by not wasting water while bathing or washing

The future of our planet is linked with our ability to maintain and preserve the life support system that is provided to us by nature.

### Wonderful To Know

The United Nations, in the Brundtland commission report, used the term 'sustainable development,' for the first time in 1987.



### Points To Remember

- Water, air, soil, minerals and natural vegetation are all natural resources.
- Most natural resources provide us with raw materials and we have to process them into products that are fit for human consumption.
- Biotic resources include plants such as cereal crops, fruits and vegetables.
- Abiotic resources include air, water, land and minerals.
- Sunlight, water and wind are inexhaustible resources.
- Coal, natural gas, petroleum and minerals like iron and copper are exhaustible resources.
- Physical factors like soil, climate and altitude are responsible for the distribution of natural resources.
- Careful usage of natural resources is called conservation of resources.
- Human beings are using newer methods to conserve available resources and to minimise wastage.

### Exercise

[Use Cordova Smart Class Software on the board in class to do these exercises.]

#### Quick Revision

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

1. Water is an example of ..... resource.  
(a) human ☐ (b) natural ☐ (c) human-made ☐
2. This is an abiotic resource.  
(a) grass ☐ (b) forest ☐ (c) mineral ☐

#### B. Fill in the blanks.

1. Air and land are ..... resources.
2. Plants, animals and micro-organisms are ..... resources.
3. The resources that are distributed all over the earth are .....
4. The resources that have the capacity to renew, regenerate and reproduce are called .....

#### Answer The Following

#### A. Multiple Choice Questions (MCQs) [Tick (✓) the correct options.]

1. It is an inexhaustible resource.  
(a) coal ☐ (b) sunlight ☐ (c) petroleum ☐
2. It is a human-made resource.  
(a) technology ☐ (b) waterfall ☐ (c) mineral oil ☐

#### B. Differentiate between the following.

1. natural and human-made resources
2. actual and potential resources
3. renewable and non-renewable resources

### Short Answer Questions

1. Define ubiquitous and localised resources.
2. What are biotic resources? Give examples.
3. What are abiotic resources? Give examples.
4. What does sustainable development mean?

### Long Answer Questions

1. How do the human beings use the natural resources?
2. 'Human beings are the most valuable resources of the world.' Explain.
3. What do you understand by conservation of resources? Why is it essential for us?
4. Classify and explain resources on the basis of origin.

### HOTS (Higher Order Thinking Skills) Questions

1. How does pollution affect our natural resources?
2. 'All resources, whether natural or human-made, are not evenly distributed on the Earth.' Do you agree? Why/Why not?

### Value Corner

Non-renewable resources are limited and can be exhausted. As a responsible individual, how can you contribute towards conserving such resources?

### Activity

List five products you use and state the primary resource from which each is produced. For example, paper is made from trees.

### Surfing is Interesting

To know about types of resources, visit:

<http://www.buzzle.com/articles/different-types-of-natural-resources.html>

To know about sustainable development, visit:

<http://www.businessballs.com/environmentalmanagement.html>

### Life Skill

- A major part of our electricity comes from thermal power. Coal, a valuable resource, is used to generate electricity. By preventing the wastage of electricity, we indirectly preserve our coal deposits.
- Today we have oxygen parlours where people go to breathe pure air and refresh themselves. It is important that we plant trees so that there is enough oxygen in our atmosphere. We can also raise a garden, by buying saplings from nurseries.
- You are going to sleep. What will you do? Tick (✓) the correct options.

- (a) Switch off unnecessary lights and fans and then go to sleep. ☐
- (b) Ignore everything and go to sleep. ☐
- (c) Ask your mother or father to switch off unnecessary lights and fans. ☐





## 2 Natural Resources—Land, Soil And Water

Key Terms			
afforestation	:	planting trees on a large scale	
croproation	:	the cropping practice in which a few crops are grown in systematic rotation to add nutrients to the soil	
humus	:	organic matter made up of decayed plants and dead organisms	
leaching	:	a process by which essential salts, nutrients and minerals drain out from	
	:	regur	soil because of heavy rain
	:	shelter belts	local name of black soil
	:	soil erosion	planting trees in belts to reduce wind speed and free flow of water
	:	terrace farming	the removal of fertile topsoil
	:		a farming process in which hill slopes are used for cultivation

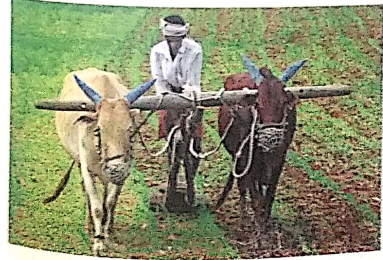
Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

We have read about the natural resources in the previous chapter. Land, soil and water are important natural resources for all forms of life on the earth.

### LAND

Land is the most basic resource because we live on it. It covers about thirty per cent of the total surface area of the earth. We satisfy 95 per cent of our needs for food, clothing and shelter from land. However, all the land is not suitable for human habitation.

About ninety per cent of the world's population lives in only thirty per cent of its land area. Due to harsh climatic conditions or unfriendly relief features, the remaining land is either very thinly populated or uninhabited.



Land Use In Plain Area

### Land Use

Land is used for different purposes such as cultivation of crops, grazing animals, mining, construction of roads, houses and other buildings and setting up of industries. Such utilisation of land is called **land use** which depends upon different physical, economic and human factors. Some of these factors are soil, land tenure, climate and technical knowledge of the people. The interaction of these factors has evolved many types of land uses.

### Comparative Land Use In The World

Developed countries of the west are getting much more out of the land in comparison to the people of Asia and Africa because they have the best available technology to put land to the best possible use.

In some Asian and African countries, increasing urbanisation, high density of population, cutting

Country	Cropland %	Pasture %	Forest %	Other Uses %
India	57	4	22	17
Australia	6	56	14	24
Canada	5	4	39	52
China	10	34	14	42
USA	21	26	32	21
Russia	8	5	44	44



excessive irrigation, use of fertilisers and pesticides, are decreasing the productivity of land. We know that land is uneven everywhere. Therefore, we can divide it into three categories— mountains, plateaus and plains. After understanding the features of these resources, sensible use of land can be made.

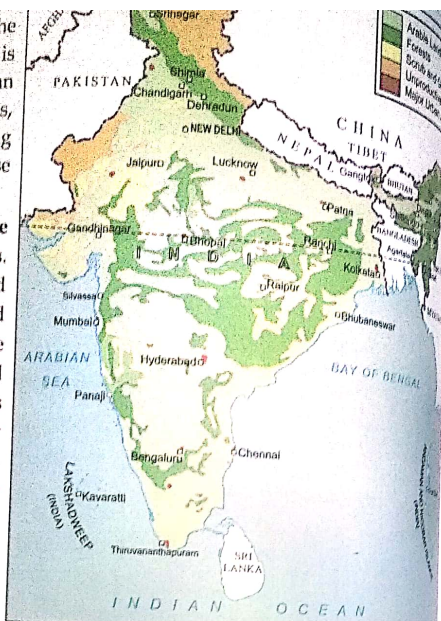
**Mountains:** High altitude regions on the surface of the earth are called mountains.

All major continents have splendid mountain ranges. Mountains of the world have some of the most useful forests. These forests are homes to a variety of wildlife and they provide some very useful products such as spices and medicinal herbs. They are the sources of many perennial rivers. These rivers provide us with freshwater and also help in the formation of soil. These rivers are continuously fed by the melting snow from the mountain peaks.

**Plateaus:** Raised tablelands are called plateaus. Although they are high, they are flat on top. 45 per cent of the surface of the earth is covered by plateaus. These are storehouses of minerals. Mining activities and related industries are most common in these areas.

Agricultural activities are possible in the low plateaus. Many of the high plateaus are either deserts or suitable for cattle grazing only.

**Plains:** Low altitude fertile regions are called plains. These are very good for human habitation as they are very big and flat. They have the benefit of rich alluvial soil brought by the rivers. Most of the agricultural activities are carried out in the plains. These have easily available means of communication, transport, cheap labour and sufficient raw materials. Owing to all these features, nearly two-third of the world population lives over here.



India - Land Use

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- High altitude regions on the surface of the earth are called  
 (a) mountains ☐ (b) plateaus ☐  
 (c) plains ☐
- Raised tablelands are called  
 (a) mountains ☐ (b) plateaus ☐  
 (c) plains ☐

### Conservation Of Land Resources

We are aware that the total area of land available on the surface of the earth is limited, while the population is continuously increasing. The ever growing demands for housing and food have resulted in large-scale destruction of arable land and forest cover. We need to conserve our land

resources for our future generations. This can be done through :-

- conserving soil and forests
- adopting scientific techniques
- regulated and judicious use of chemical fertilisers and pesticides
- checking desertification
- afforestation and land reclamation
- checking overgrazing
- providing better irrigation facilities



Overgrazing

### Landslide

The form of mass movement which displaces material like rocks or debris on the Earth, in a hilly region, is known as landslide. Landslides often occur with natural calamities like earthquakes, floods and volcanic eruptions. A heavy rainfall can cause heavy landslide and can block the flow of a river. It affects life, property and requires a serious concern.

### Case Study

#### A Massive Landslide At Kedarnath

Date :- 16 June 2013, Time :- 7:30 pm

On June 16, 2013, at about 7:30 pm a landslide occurred near Kedarnath Temple with loud thunder followed by gushing of huge amount of waters from Chorabari Tal or Gandhi Tal down Mandakini river, which washed everything away in its path. Thousands of people were feared killed and many thousands (mostly pilgrims) were reported missing or stranded. This was due to landslides around Kedarnath that blocked roads.

### Mitigation Mechanism

We can understand the mechanism of landslide with the help of various advanced scientific techniques and thus find a way to manage them. Some such techniques are as follows:

- construction of retention walls to stop land from slipping
- afforestation to stop landslides
- drainage control works to control the movement of land with rainwater

### SOIL

The thin layer of grainy substance covering the surface of the earth is called soil. It is formed because of the wear and tear of the rocks. Fine vegetables and animal remains, called humus, increase the fertility of the soil.

### Soil Formation

The process of soil formation is very slow. It takes thousands of years to form a very thin layer of 2-3 centimetres. Soil is formed under specific natural conditions.

The quality of soil differs from region to region. It differs in colour, texture and fertility. The major factors that contribute to the formation of soil are nature of the parent rock and climatic factors. But other factors too play an important role and they are as follows:

- **Climatic Conditions:** They play a crucial role in soil formation. Distribution of rainfall and seasonal temperature decide the effectiveness of weathering of rocks and humus formation.
- **Parent Rock Material:** The original rock from which the soil is formed is called the parent rock. It determines the colour, texture, chemical properties, mineral content and permeability of the soil.
- **Relief Features:** The altitude and nature of the slope decides the rate of weathering and drainage of water. On a steep slope, the



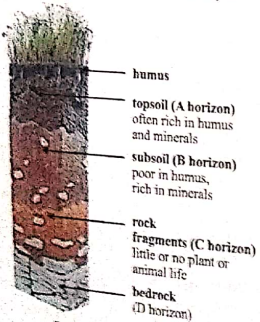
weathered rock particles cannot get deposited. However, on flat lands and gentle slopes, soil gets accumulated easily.

- **Humus:** It is the dead remains of plants and animals. It provides organic matter to the soil and thus, makes it fertile.
- **Time Period:** It is a very big factor in the soil formation. The layers of older soils are found deeper than the newly formed ones. The soil of any place takes a longer duration to develop a distinct soil profile. Hence, time determines the thickness of soil profile.

#### Soil Profile

Soil develops in horizontal layers. If we cut vertically into the earth, the different layers become visible. A soil profile is a sample taken from the surface down through the soil. The horizontal layers of soil are called **soil horizons**.

- **Topsoil (Horizon A):** It is the topmost layer of the soil. This layer is rich in humus and contains rotten plants and animals.
- **Subsoil (Horizon B):** Subsoil is found below the topsoil. It is made of silt, clay, sand and some nutrients such as soluble minerals and iron oxides. Rainwater which seeps into the surface of the earth collects in this layer.



Different Layers Of Soil

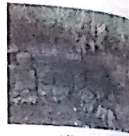
**Rock Fragments (Horizon C):** This layer lies between the subsoil and the parent bedrock. It consists of weathered rocks.

**Bedrock (Horizon D):** This is the last layer in the soil profile. It is the parent rock. It is a solid layer of unweathered rock.

#### Soils Of India

India is primarily an agricultural country. It has a variety of climates, relief features and topographic structures. Due to all these features, different types of soils are found in India.

**Alluvial Soil:** It is the most widespread soil in India. It is found in the Northern Plains, Coastal Plains and deltas of various rivers. This soil is formed due to the deposition of sediments by the rivers. It is very fertile.



Alluvial Soil

**Black Soil:** It is formed from dark igneous rocks. It is found in the north-western part of the Deccan Plateau. It is made-up of fine clayey material and can hold moisture. Black soil is locally called *regur*. It is best suited for the cultivation of cotton and sugar cane.



Black Soil

**Red Soil:** The red soil is found in the southern and eastern parts of Peninsular India. The red colour of the soil is due to high iron content. It is not very fertile. This soil can be made fertile by regular use of organic and chemical fertilisers.



Red Soil

**Laterite Soil:** It is formed in areas of high rainfall like north-east India, the Western Ghats and Chhota Nagpur Plateau. In these areas, the soil undergoes a process called leaching by which

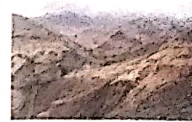


Laterite Soil

essential nutrients, salts and minerals drain out from the soil because of heavy rains.

Therefore, laterite soil is poor in fertility. Such soil can only support pastures and shrubs.

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



Mountain Soil

**Desert Soil:** It is found in hot and semi-arid regions. It has a thick layer of sand. It is found in Rajasthan and requires regular irrigation. This soil is very porous and cannot hold water. A variety of crops can be grown in this soil with the help of irrigation.



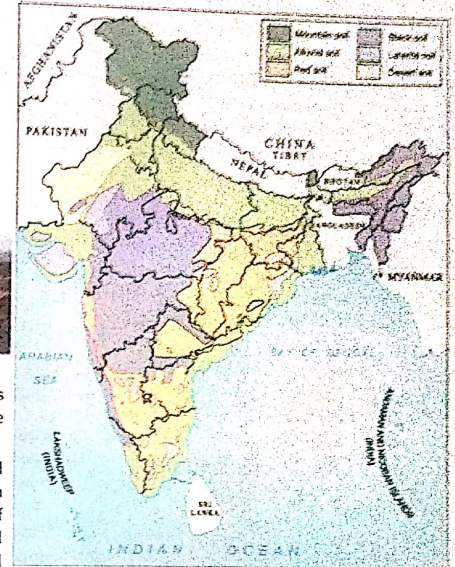
Desert Soil

#### Depletion Of Soil Fertility

The cultivation of crops depends upon the soil fertility. The removal of topsoil is called **soil erosion**. Due to erosion, the soil loses its fertility. Soil erosion is mainly caused by running water and wind. Deforestation, overgrazing, over utilisation of land and adoption of unscientific farming methods also cause depletion of soil fertility.

#### Wonderful To Know

Just one gram of soil contains 5,000-7,000 different species of bacteria. Soil holds 3,750 tonnes of water per hectare. This reduces the risk of floods.



India - Major Soil Types

#### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

1. Which soil has high iron content?  
(a) laterite soil ☐ (b) red soil ☐  
(c) mountain soil ☐
2. Which of the following is not responsible for the formation of soil?  
(a) climatic conditions ☐ (b) earthquakes ☐  
(c) relief features ☐

#### Soil Conservation

The protection of soil from physical as well as chemical deterioration is called **soil conservation**. It includes all those measures that can protect the soil from erosion and fertility exhaustion. Farmers across the world use different methods to conserve soil and to derive optimum benefits.



Some methods are given below.

**Afforestation:** It is the most effective method to conserve soil. More and more trees, shrubs and grasses should be planted and reckless cutting down of forests should be stopped.

**Checking Overgrazing:** Overgrazing by animals should be checked as the land becomes exposed to rain and wind. Fodder should be grown as a crop.

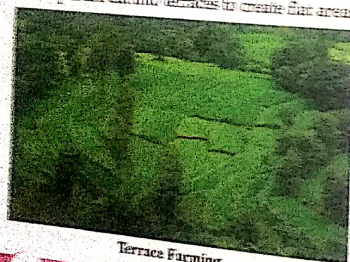
**Crop Rotation:** The cultivation of different crops on the same piece of land each year during different times is called crop rotation. This practice adds nutrients to the soil and helps in pest control.

**Contour Ploughing:** In this method, the farmer ploughs parallel to the contours of a hill slope to form natural barrier for water to flow down from the slope.



Contour Ploughing

**Terrace Farming:** It is very effective in conserving soil in mountainous regions. In this method, the hill slopes are cut into terraces to create flat areas.



Terrace Farming

to grow crops. This method reduces the speed of flowing rainwater.

**Strip Cropping:** It is the method in which cover crops, such as small grains and grasses, are planted alternatively with cultivated crops in narrow strips. These cover crops absorb the moisture and hold the surface soil together.



Strip Cropping

**Cover Cropping:** In areas such as orchards and plantations, cover crops are planted between the young trees to check soil erosion. Leguminous crops are often used as they add nitrogen to the soil.

**Planting Shelter Belts:** In dry areas where wind erosion is common, rows of trees and shrubs are planted to reduce the speed of wind to protect the soil. These rows are called shelter belts.



Cover Cropping

**Rock Dams:** Rocks are piled up to check the flow of water and prevent soil loss by floods. Soil erosion and the following fertility loss is a serious problem in developing countries like India. The methods for conservation of soil should be planned on scientific lines while fertility of soil

can be regained by intensive manuring, using chemical fertilisers and crop rotation.

## WATER

Water is an essential renewable natural resource. About 70 per cent of the total surface area of the Earth is covered with water. Therefore, it is often called the **Watery Planet** or **Blue Planet**. About 97 per cent of the water is found in oceans and seas. It is saline and not fit for domestic, agricultural and industrial usage. Freshwater accounts for only about 3 per cent. About two-third of this freshwater remains frozen in the glaciers and ice-caps. Only a small amount of Earth's water (1 per cent) is available and fit for human use. It is found as **surface water** in water bodies like rivers, lakes, ponds and streams; as **groundwater** and as **water vapour** in the atmosphere. Therefore, freshwater is the most precious thing on the Earth. The quantity of water is fixed on the Earth. It remains in motion through water cycle. Rain is the main source of freshwater. It gathers as freshwater in the rivers, lakes and ponds.

## Scarcity Of Water

Ever-increasing population, rising demands for food, increasing urbanisation and rising living standard, have created problem of water scarcity in many regions of the world.

Most of the countries of Africa, West Asia, South Asia, western USA, Australia and parts of South America are facing shortage of freshwater supply. It is estimated that by 2025, 65 countries of the world including India, Korea, Nigeria, Peru, and Poland will face shortage of water in the near future.

The existing resources of freshwater are either drying up or getting polluted. The distribution of freshwater is highly uneven in the world. This is only because of the differences in climatic conditions.

## Water Resources In India

India gets plenty of rainfall during the monsoon season, but it is not evenly distributed. Some

parts get flooded while other parts suffer from drought. India is an agricultural country. It requires a continuous supply of freshwater to irrigate the farmlands. After Independence, the government of India undertook different multipurpose projects like Bhakra Nangal Dam on River Sutlej to make water easily available for farming and other related activities. These multipurpose projects are called **Temples of Modern India** because they serve many purposes at the same time like – irrigation, controlling flood, generating electricity, breeding fish and creating recreational facilities.

## Wonderful To Know

The father of medicine, Hippocrates, told people to boil water and strain it before drinking it.

## Conservation Of Water Resources

Increase in population results in water scarcity due to greater demand. If urgent steps are not taken to conserve water, most countries of the world, especially India, will face acute shortage of water. Some of the measures that can be taken for water conservation are:



Sprinkler Irrigation

- Plantation of trees and other vegetation to check run-off and let rainwater seep underground.
- Water harvesting should be done in both urban and rural areas to store rainwater. Effluents should be treated before they are drained into water bodies.



- Sprinkler irrigation and drip irrigation should be promoted. In dry regions with high rates of evaporation, drip or trickle irrigation is very useful.

This valuable resource can be conserved by planned utilisation and protecting the available water sources from pollution. It is very important that we make the best of what is available to us in an economical manner.

### Points To Remember

- Land is used for different purposes which depend upon different physical, economic and human factors.
- Land can be divided into three categories—mountains, plateaus and plains.
- The mass movement of displaced material like rocks and debris in a hilly region on the Earth is known as landslide.
- The factors that contribute to the formation of soil are climatic conditions, parent rock material, relief, humus and time.
- The horizontal layers of soil are called soil horizons.
- The different types of soil found in India are alluvial, black, red, laterite, mountain and desert soil.

### Exercise

[Use Cordova Smart Class Software on the smart board in class to do these exercises]

#### Quick Revision

#### A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]

- These areas have the highest density of population.  
(a) mountains ☐ (b) plateaus ☐ (c) plains ☐
- It is the topmost layer of the earth.  
(a) topsoil ☐ (b) subsoil ☐ (c) bedrock ☐

#### B. Fill in the blanks.

- The black soil is locally called .....
- ..... are rows of trees and shrubs that check movement of wind.
- ..... soil is most widespread in India.
- ..... projects are called 'Temples of Modern India'.

#### C. Write (T) for true and (F) for false statements.

- About 90 per cent of the world's population lives in only 30 per cent of its land area.
- India uses more than 50 per cent of its land for cultivation.
- Regur* is the local name of the red soil.
- Water is a non-renewable natural resource.

#### D. Match the following.

- |                  |                                      |
|------------------|--------------------------------------|
| 1. plateau       | (a) Chhota Nagpur Plateau            |
| 2. subsoil       | (b) the most fertile soil            |
| 3. alluvial soil | (c) rainwater collects in this layer |
| 4. laterite soil | (d) raised tablelands                |

#### Answer The Following

#### A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]

- It is not a method of checking soil erosion.  
(a) contour ploughing ☐ (b) terrace farming ☐ (c) deforestation ☐
- Of the earth's total water resources, the freshwater available for our use is  
(a) 3 per cent ☐ (b) 1 per cent ☐ (c) less than 1 per cent ☐

#### B. Differentiate between the following.

- topsoil and subsoil
- alluvial soil and black soil
- terrace farming and strip cropping

#### C. Short Answer Questions

- How can we conserve our land resources?
- Write briefly about different factors that contribute to the formation of soil.
- Which is the most appropriate method to check soil erosion on steep slopes?
- What do you understand by contour ploughing?
- Why is only a fraction of the surface area of the earth, occupied by humans?

#### D. Long Answer Questions

- With the help of a diagram describe the different layers of soil profile.
- Discuss any four ways to conserve water.
- Why are the multipurpose projects called the 'Temples of Modern India'?
- Explain different ways of conserving soil.

#### E. HOTS (Higher Order Thinking Skills) Questions

- Why is land an important gift of nature?
- How can we fulfil the increasing demand for freshwater?

#### F. Value Corner

Most of the world's population does not have access to pure drinking water. A dripping tap wastes about 1,200 litres of water in a year. What will you do if you find one of the taps in your school, dripping?



### Activity

- Collect information about the multipurpose projects in India and fill in the blanks.

Some Major River Valley Projects in India		
PROJECT	RIVER (DAMS/LAKE)	BENEFITING STATES
Damodar Valley Corporation	Damodar (Telaiya, Maithon, Panchet Hill, Konar)	
Bhakra Nangal		Punjab, Haryana, Rajasthan, Delhi, Himachal Pradesh, Odisha, Chhattisgarh
Hirakud		
Tungabhadra	Tungabhadra (Tungabhadra)	
Chambal		Madhya Pradesh, Rajasthan
Rihand	Rihand (Govind Ballabh Pant Sagar Lake)	
Kosi		Bihar, Nepal (International Project)
	Krishna (left bank, right bank canal)	Andhra Pradesh, Telangana
	Narmada	Gujarat and Rajasthan

- Identify the types of land use patterns shown in the pictures given below and write two points on the importance of each use.



#### Surfing Is Interesting

To know more about soil, visit: <http://en.wikipedia.org/wiki/Soil>  
Visit: <http://en.wikipedia.org/wiki/Water> for additional information about water.

#### Life Skill

Water is a very useful resource. Approximately 150 litres of water are used by an average urban Indian for drinking, bathing, flushing, washing clothes and utensils, etc. How can we bring down this amount? Suggest three ways and follow the same.

### 3

## Natural Resources- Natural Vegetation And Wildlife



#### Key Terms

aquatic	: living in water		
biome	: different types of plants and animals living together in an area	sparse	: together in the natural surroundings
ecosystem	: various species of animals that live	terrestrial	: only present in small numbers and often spread over a large area
			: living on land

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

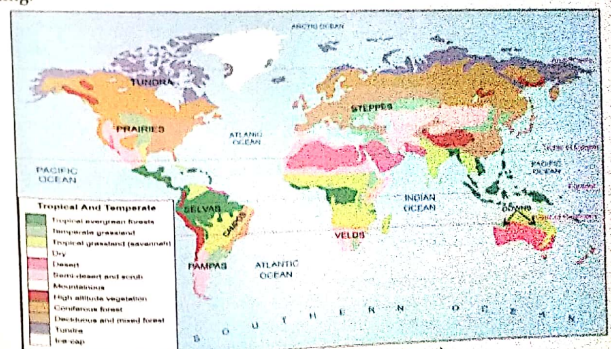
All over the world, natural vegetation is controlled by the physical environment. **Natural vegetation** is simply defined as the plants that grow naturally in an area. The growth of natural vegetation depends upon the climate and relief features of an area. Natural vegetation and wildlife are the greatest natural resources of the Earth. For example, plants give us wood that can be used as timber or firewood. There are several other uses of plants as well:

- They produce oxygen which is important for living.
- They are helpful in protecting soil from leaching.

- They provide natural habitat for animals.
- They help in storage of underground water.
- We get large varieties of commercial products from the trees such as timber, rubber and resin.

Different types of plants and animals, living together under common environmental conditions, make up a **biome**. A biome comprises all the ecosystems within a given geographical area. Biomes are found on land (terrestrial) as well as in water (aquatic).

**DISTRIBUTION OF NATURAL VEGETATION**  
Temperature and moisture are the two main factors primarily responsible for the growth of



World - Distribution Of Natural Vegetation

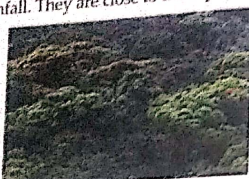


vegetation. The major types of vegetation available in the world are grouped as forests, grasslands and shrubs. Some of the important types of forests are:

### Tropical Evergreen Forests

Tropical evergreen forests are found in the region of excessive rainfall. They are close to the Equator.

Due to high temperature, excessive rainfall is experienced at the Equator.



Tropical Evergreen Forests

The weather remains hot and wet all over the year. Hence, a thick and dense tree cover is formed. This cover does not allow sunshine to reach the ground. Hardwood trees like cinchona, rubber, ebony, rosewood and mahogany are commonly found in this area. The Amazon Basin of South America is the main area where these forests are found. They are also found in Malaysia in south-east Asia, parts of Philippines and Zaire basin in Africa. In the Amazon basin, these forests are termed as Selvas.

### Tropical Monsoon Forests

Tropical areas are the main regions where these forests are found. These areas consist of monsoonal type of climate with seasonal dry and wet spells. These forests are mainly located in the Indian subcontinent, eastern Africa, Sri Lanka, north-eastern Australia and south-eastern USA. These forests are easily accessible as the trees here grow apart. The trees here are of commercial value. The main varieties consist of eucalyptus, sandalwood, sal, bamboo and teak.

### Temperate Evergreen Forests

Temperate evergreen forests are found in the warm temperate regions of south-eastern Brazil, southern Japan, southern China, parts of south-eastern USA and south-eastern Australia. Trees

### Mediterranean Forests

Mediterranean forests are developed due to hot dry summers and warm wet winters created by the Mediterranean Sea. These forests are not dense. The trees are of medium height and are evergreen. These forests are located in Italy, Spain, Israel, southern France, Turkey, central Chile, California in the USA and south-western Australia. The important trees are cedar, pine, olive and oak. Citrus fruit trees such as orange, lemon and grapefruit are also found here.

### Temperate Deciduous Forests

These forests are mainly located in the cool temperate regions. They are found in central and western Europe, Canada, north-west USA, northern Japan and northern China. The trees are not very tall, they have broad leaves and thick trunks. They survive even below 0°C (at temperature) and shed their leaves in autumn. The main varieties of trees found here are ash, maple, douglas fir, birch, redwood and poplar.

### Coniferous Forests

Coniferous forests are found in extreme cold climate. The trees are straight, tall and evergreen. They have small needle-like leaves. They are softwood trees, suitable for making things like matchsticks, paper, furniture, sports goods and plywood.

The main regions where these trees are found are Finland, Sweden, Norway, southern Canada, Russia and Siberia. The main varieties are cedar, fir, pine and spruce. These forests are also known as Taiga.

### Tropical Grasslands

Tropical grasslands are located in the tropical zone, on either side of the rainforests. These forests receive moderate amount of rainfall due to which the natural vegetation is thin and sparse. This region comprises shrubs, grasses

and small trees. These grasslands are termed as Savanna. They are located in Guiana Highlands in South America, Brazilian Highlands, Sudan and Northern Australia.



Savanna - The Tropical Grassland

### Temperate Grasslands

Temperate grasslands have extreme climate with moderate rainfall. They are located in the interiors of the continents. The major temperate grasslands are Steppes of Eurasia, Prairies of North America, Downs in Australia, Velds in South Africa and Pampas in South America. These grasslands are used for cattle rearing and cultivation of wheat and maize crops on a large scale.

### Wonderful To Know

The Forest Research Institute (FRI) in Dehradun conducts research and forest extension activities in various states. Its focus is to increase forest productivity through research and suitable forest management techniques.



### Tundra Vegetation

Tundra vegetation is found in the high latitudes. Their exact location is in the north of the Arctic Circle. The area is covered with heavy snow due to which plants do not grow here. The vegetation found here are lichens, sedges and mosses. Some short shrubs like willow trees, junipers and

birches develop in summer season in the southern areas.

### Desert Vegetation

Deserts are generally hot and dry. They receive very less amount of rainfall due to which they have negligible vegetation cover. Thorny bushes, cacti and acacia are common vegetation of this region.

### CONSERVATION OF NATURAL VEGETATION

Forests are our natural wealth. Human beings have destroyed the natural vegetation for their greed. Due to the continuous increase in population, large numbers of trees are being cut down for industries, agriculture and residential purposes. The removal of forests by cutting trees is known as deforestation.

The diminishing forests are a matter of concern. These forests must be saved for our future generations. Some important ways of conserving forests are as follows:

- protection of forest reserves
- afforestation - large-scale plantation of trees to increase the area under forests
- protection of forests from forest fires
- discouraging the practice of shifting cultivation
- encouraging social forestry
- encouraging school children to participate in awareness programmes like Van Mahotsava at school, state and national level.

### Multiple Choice Questions / Quick Revision

Tick (✓) the correct options.

1. Tropical monsoon forests are found in these regions.
 

(a) temperate	<input type="checkbox"/>	(b) tropical	<input type="checkbox"/>
(c) polar	<input type="checkbox"/>		
2. Olive is an important tree of \_\_\_\_\_ forests.
 

(a) tropical	<input type="checkbox"/>	(b) Mediterranean	<input type="checkbox"/>
(c) temperate evergreen	<input type="checkbox"/>		



Increasing population is a major concern all over the world. Due to rise in developmental activities like construction, the forest cover is decreasing. Therefore, controlling the population is the need of the hour.

### WILDLIFE

Wildlife is simply defined as various species of animals that live together in the natural surroundings. It forms a very important part of our ecosystem. South America is the richest continent in terms of wildlife. It consists of a large variety of reptiles, snakes and mammals. The most well-known is anaconda. Birds like condors (largest bird of prey) and rheas (flightless bird) are found here. Other famous animals of the continent are llamas, pumas, jaguars and monkeys.

The equatorial forests, swamps and grasslands of Africa are home to elephants, crocodiles, rhinoceros, monkeys and hippopotamus. A large number of hooved animals like cheetah, deer, leopard, giraffe and zebra are also found in Africa.

Australia has many unique animals. Half of these animals are marsupials. Marsupials are those animals that carry their young ones in a pouch near the abdomen, till they are able to look after themselves. Kangaroo and wallaby are such animals. Emu and platypus are also found in Australia. Emu is a flightless bird. The kookaburra or laughing jackass is another Australian bird.

Although Antarctica does not possess any variety



Puma



African Elephant



Kangaroo



Kookaburra

of wildlife, penguins are common to this continent. Snow Petrel, a white dove, and different species of albatross and seal are also found here.

The wildlife of Europe consists of wild boars, sheep, wolves, foxes and rabbits. The birds found here are skylarks, partridges and nightingales.

In North America, the wildlife consists of polar bear, reindeer, Arctic foxes, mountain lions and caribou or mooses.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- South America is the richest continent in terms of
 

(a) minerals	<input type="checkbox"/>	(b) vegetation	<input type="checkbox"/>
(c) wildlife	<input type="checkbox"/>		
- Emu and platypus are found in
 

(a) China	<input type="checkbox"/>	(b) Australia	<input type="checkbox"/>
(c) Europe	<input type="checkbox"/>		

### Wonderful To Know

4 December is celebrated as Wildlife Day to promote the conservation and protection of threatened species—especially elephants, rhinos and tigers.

### CONSERVATION OF WILDLIFE

Many species have become endangered and some are on the verge of extinction. Severe damage has been done to wildlife and its natural habitat by human activities. Construction of roads and railways, deforestation and poaching are some of the major factors responsible for the decline in the number of particular species. Several animals like tiger, black buck and peacock are poached for illegal trading of teeth, horns, skins, nails and feathers.

CITES, i.e. the Convention on International Trade in Endangered Species of Wild Fauna and Flora, is an international agreement between governments. It states that wildlife and forest conservation should go hand in hand as the survival of animals is largely dependent on

forests. Wildlife can be conserved by increasing awareness among school children to participate in wildlife conservation programmes like social

forestry. National parks, wildlife sanctuaries and biosphere reserves are also made to conserve wildlife and natural vegetation.

### Points To Remember

- Natural vegetation and wildlife are the greatest natural resources on the Earth.
- Tropical evergreen forests are found in the region of excessive rainfall.
- Tropical monsoon forests are found mainly in tropical areas.
- Trees like walnut, pine, oak, mulberry and bamboo are found in temperate evergreen forests.
- Mediterranean forests are located in Italy, Spain, Israel, southern France, Turkey, central Chile, California and south-western Australia.
- Penguins, snow petrel, seal and albatross are found in Antarctica.

### Exercise

#### Quick Revision

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

#### A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]

- The kookaburra or laughing jackass is an
 

(a) Australian bird	<input type="checkbox"/>	(b) American bird	<input type="checkbox"/>	(c) African bird	<input type="checkbox"/>
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- The softwood trees of coniferous forests are suitable for making
 

(a) ships	<input type="checkbox"/>	(b) paper	<input type="checkbox"/>	(c) medicines	<input type="checkbox"/>
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#### B. Fill in the blanks.

- A ..... comprises all the ecosystems within a given geographical area.
- The temperate deciduous forests shed their leaves in .....
- The grasslands are known as ..... in South America and ..... in North America.
- Tropical grasslands are termed as .....

#### C. Write (T) for true and (F) for false statements.

- Mediterranean forests are very dense. ☐
- During monsoon, the deserts receive very little rainfall. ☐
- Forests prevent soil erosion and maintain groundwater level. ☐
- CITES is a national body working for wildlife and forest conservation. ☐

#### Answer The Following

#### A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]

- Emu is a
 

(a) marsupial	<input type="checkbox"/>	(b) flightless bird	<input type="checkbox"/>	(c) laughing bird	<input type="checkbox"/>
---------------	--------------------------	---------------------	--------------------------	-------------------	--------------------------
- The grasslands in South Africa are called the
 

(a) Velds	<input type="checkbox"/>	(b) Pampas	<input type="checkbox"/>	(c) Prairies	<input type="checkbox"/>
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#### B. Short Answer Questions

- Write a short note on tropical evergreen forests.
- Write two characteristics of the tropical monsoon forests.
- How can we conserve our forests?
- What are Selvas?



### Long Answer Questions

1. Discuss the natural vegetation found in temperate regions.
2. Write a short note on wildlife conservation.
3. The flora across the world is very rich and varied. Discuss.
4. Describe some steps taken by the government to conserve plants and animals.
5. Distinguish between Tundra vegetation and Tropical evergreen forests.

### HOTS (Higher Order Thinking Skills) Questions

1. Why do trees in coniferous forests have needle-like leaves?
2. Why is conservation of forest essential?

### Value Corner

Your friend's father is a builder. He is going to cut a forest to build a residential apartment. According to you is more important for us residential apartments or an earth full of trees? Why? Explain.

### Activity

- Due to poaching and illegal hunting of animals, many species are on the verge of extinction. Discuss the class in groups of four and discuss the reasons for illegal hunting and poaching of those animals (like tigers and rhinos).
- Find out the parts of India that have tropical dry deciduous vegetation. Where in India would you find alpine vegetation? Name two regions that have swamp vegetation. What vegetation type covers the maximum land area in central India?

### Surfing is Interesting

To know more about natural vegetation and animal life, visit:

<https://sites.google.com/a/tpes.org/gso-jaydeep/std-10-geography/natural-vegetation-and-wildlife>

To know more additional information about wildlife, visit:

<http://en.wikipedia.org/wiki/Wildlife>

### Life Skill

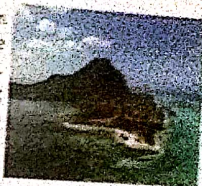
- Conservation of wildlife is important to maintain food chain and to pass it to our coming generations. Given below are some measures to conserve wildlife. Tick (✓) the correct ones.
  - (a) Government must spend sufficient funds to conserve wildlife.
  - (b) Villagers should be trained on wildlife conservation.
  - (c) Hunting should be allowed.
  - (d) Reserves and wildlife parks should be well maintained.
- While visiting a national park or a wildlife sanctuary, certain things should be taken care of. These are as follows:
  - ◆ Be as quiet as possible. Switch off your mobiles and wireless music systems.
  - ◆ While looking for a big animal, do not lose sight of finer details that small animals or birds can offer.
  - ◆ Wear trekking shoes.
  - ◆ Wear preferably leaf green, brown, light blue and khaki clothes to blend in with nature.
  - ◆ Carry binoculars to spot the smaller animals or birds. Do not shoot films at night as the flashlights would disturb the animals.
  - ◆ It is necessary to follow an experienced guide who will be able to spot animal tracks and movements.

## Endangered Forests

Forests are being destroyed at an alarming rate to give room to pastures, agricultural land, mineral exploitation and increasing urban areas. As a result, we are destroying our own capacity to survive. Let us know more about the forest covers which are on the verge of extinction across the world.

### Madagascar And The Indian Ocean Islands

This picture shows the devastation that wholesale logging wreaks on forests. Madagascar and these islands have unique species; they were cut off from the mainland long enough to be in evolutionary isolation. Sadly, non-sustainable activities such as logging and mining are big threats. Only 10 per cent of this unique habitat is left and it is vital to save it not just for the flora/fauna but also for the people's access to fresh water which is protected by the forest cover.



### Coastal Forests Of East Africa

The small forests that make up this area have a lot of biodiversity. One of the advantages is to help preserve the remaining 10 per cent. This is necessary because there are three flagship species—the Tana River Red Colobus, the Tana River Mangabey and the Zanzibar Red Colobus—which have only about 1,000-1,500 individuals left. They have become a major tourist attraction and hopefully the forests they live in, will not succumb to increased agricultural farming.

### Mountains Of south-west China

World famous for being the home of the Giant Panda; the lesser known Red Panda is also found here. This region is shrinking in parts due to agriculture, road building and such other threats. The biggest threat to it is posed by dams. It has already been irrevocably changed by the building of the largest dam in the world—the Three Gorges Dam on the Yangtze river. The Chinese have plans to build dams on all the main rivers and this will further harm the ecosystem. At the moment only 8 per cent of the original forest area is left.



### Atlantic Forest

This forest area runs all the way down Brazil's Atlantic coast to the areas of Argentina, Paraguay and Uruguay. It has 20,000 plant species, of which 40 per cent are unique to the area and over two dozen are critically endangered animals including lion. Tamarind, sugar and coffee plantations have been destroying the forest for decades. Over 100 million people, along with many manufacturing businesses, rely on the forest cover for fresh water.



## PART-III

# SOCIAL AND POLITICAL LIFE

## The Constitution Of India

### Key Terms

amendments : changes in the existing provisions through an act  
 arbitrary : unfair and unreasonable  
 consensus : an opinion that all members of a group agree with  
 Constitution : a body of fundamental principles or established precedents according to which a state or an organisation is governed

democratic : relating to or supporting democracy, i.e. a form of government in which the people have a voice in the exercise of power  
 fundamental : a central or primary rule or principle  
 heritage : valued things such as historic buildings that are of special value and worthy of preservation  
 sovereignty : supreme power or authority

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

Ajay and Sonia are absorbed in a game of chess when their younger sister Tania enters the room. She wants to play with them.



Rules tell you how to play the game.

I can play even without knowing the rules.



Tania, lets loose her white soldiers all at the same time, turning the chessboard into an actual battlefield.

This is what happens when you don't follow the rules.



Sonia then teaches Tania the rules of the game and how exactly chess has to be played.

Just as all games follow certain fundamental rules, similarly societies too follow a set of rules that helps in proper running of the government. For example, just as we cannot play chess without the regulations that help us play it likewise, we cannot hold elections without creating the rules and procedures for conducting elections. In modern societies, where diverse groups of people stay together, such rules are, generally, made by consensus and are in written form.

A written (sometimes unwritten) document that contains the rules and regulations by which a country is governed is called a **Constitution**. It is frequently referred to as the soul of democracy as it primarily aims to maintain political stability, peace and solidarity in the country. The Constitution helps us in determining the structure of the government, powers and functions, rights and duties of the people and so on. It helps in binding together the society by treating all communities equally. It is important that every country should have a Constitution for the following reasons.

- Firstly, it defines the basic nature of our society, that is, it lays down the ideals that all citizens believe in and agree to uphold. Diverse elements normally make up a country and the Constitution, besides



...the structure of the government, lays down the principles that all citizens agree to abide by. Let us try to understand this through the political situation of Nepal, a nation that lies to the north of India. Nepal was a monarchy wherein all powers were vested with the King. Widespread unrest against the system eventually led to a change in 1981. However, the King continued to be the head of the State and an elected Prime Minister ran the government. This situation lasted for twelve years, until 2002, when King Gyanendra, citing political instability, sacked the elected government and slowly began to take control of the government. In 2006, there was massive unrest throughout the country, demanding establishment of democracy. People of Nepal refused to accept the earlier Constitution, as it did not reflect the ideals of the people of Nepal. Finally, the King was stripped of all his powers and in 2008, Nepal was declared Federal Democratic Republic with President as Head of the State.

- Secondly, it describes the nature of the country's political system. For instance, in the above example prior to the political upheaval, Nepal had a monarchical system, wherein the King and his ministers took all decisions. However, in a democratic set-up, the Constitution plays a crucial role. It lays down the guidelines for the selection of representatives, distribution of power and puts down a system of checks and balances to ensure that no one misuses power and authority. Many a times, unlimited authority leads to gross unfairness. In the Indian Constitution, the Fundamental Rights include rules that protect the interests of the citizen against misuse of authority by government officials or politicians.

In 1982, the ASIAD Games were held in Delhi. A contractor brought many labourers from Bihar, Madhya Pradesh and Uttar Pradesh to build the stadium and other facilities. They were forced to

work at very low wages. A case was filed in the Supreme Court that this was in violation of the people's Fundamental Right against Exploitation. It was also in violation of the Right to Life and Personal Liberty.

- Another important function of the Constitution is to protect the interest of the minority against the domination of the influential sections of the society. It includes both inter-community (one group of people dictating another group) as well as intra-community domination (powerful members dominating others within the same community). For example, a Resident Welfare Association prevents boys from the neighbouring slum to play in their colony's park as they regard them as nuisance. This is an example of discrimination against the weaker sections of the society. The Indian Constitution strictly prohibits discrimination on such grounds as caste, creed, gender, class and race.
- Another key role of the Constitution is to safeguard us against choices that might have undesirable effect on rules and principles that the country believes in.

#### 'State' And 'state'

In social science, the word 'state' has different meanings. State can mean a country, nation, government or even the smaller political units that make up the country. In this book, the word 'state' refers to the various states that make up India, while 'State' written with a capital 'S' indicates a country or a nation.

### THE INDIAN CONSTITUTION

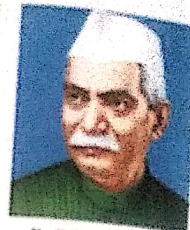
#### The Constituent Assembly

In 1943, the Congress put forward the demand for a Constituent Assembly formed only of Indians. It was finally convened in December 1946 with Dr Rajendra Prasad as its President. Between December 1946 and November 1949, 300 members met regularly to draft the Constitution of India with the vision that free India should be a democracy.

Dr B.R. Ambedkar, Father of the Indian Constitution, was the Chairman of the Drafting Committee.

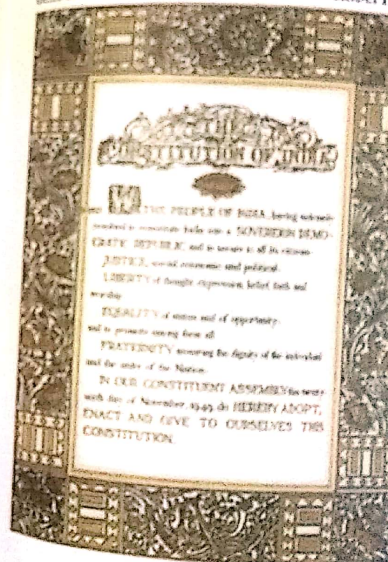


Dr B.R. Ambedkar



Dr Rajendra Prasad

It took two years, eleven months and seventeen days to draft the Constitution and after a lot of deliberation, it was approved on 26 November 1949.



#### The Preamble

#### Challenges Faced By The Framers

A number of challenges confronted the framers, while drafting the Constitution. Foremost, India

was a country made up of diverse people that spoke many languages, followed different religions and practiced different customs. Moreover, when the Constitution was being drafted, the country was going through considerable political unrest, questions about their future, lack of economic situation of the majority of population was miserable. Nevertheless, the framers drafted a Constitution that emphasises people's role in the formation of the government, eliminating poverty by undertaking socio-economic reforms and maintaining unity along with preserving diversity.

#### Features Of The Indian Constitution

The Constitution came into effect on 26 January 1950. It is perhaps the longest and the most exhaustive Constitution in the world. Since its adoption, the country has undergone major changes in political, social and economic areas. Accordingly, changes were made from time to time in the Constitution by making amendments to the existing laws. Now, let us look at some of the principles highlighted in our Constitution.

The Constitution begins with the Preamble that states the ideals, which act as a guideline for the policy-makers. These ideals or principles are as follows:

**Federalism:** India is a land of diversity which has two levels of government – the state government and the central government. Both the centre and the state draw power from the Constitution. The union, state and concurrent lists deal with the powers and functions of each level. In a federal set-up, individual states enjoy independence in matters related to their state. On matters of national importance, they have to follow orders of the central government. Some issues are of concern for both the centre and the states, so they are included in the Concurrent list.



## Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- How many members formed the Drafting Committee?  
 (a) 200 ☐ (b) 250 ☐  
 (c) 300 ☐
- The Constitution was approved in  
 (a) November 1949 ☐  
 (b) December 1950 ☐  
 (c) January 1950 ☐

**Parliamentary Form Of Government:** In a parliamentary structure, the people who are chosen by the citizens through universal adult suffrage run the country. These people are the elected representatives of the citizens on behalf of whom they make laws. The Indian Constitution guarantees **universal adult franchise**. This means that all citizens of 18 years of age or above have the right to vote. The framers felt that all citizens regardless of their social background can directly participate in the functioning of the government in this manner.

**Separation Of Powers:** The Constitution clearly defines powers between **three organs of the State** — **legislature, executive and judiciary**. The legislature is the group of elected representatives that frames laws on behalf of the people. The executive is responsible for implementation of those rules and regulations and is answerable to the legislature. Lastly, the judiciary protects the interest of the people and prevents the breach of rules proclaimed in the Constitution by any of the organs. Thus, each organ acts as a system of check on the other and creates a balance of power between the three.

**Fundamental Rights:** The Indian Constitution guarantees its citizens certain **rights which are essential for our well-being and promote the ideals of equality, liberty and justice**. The six **Fundamental Rights** included in the Constitution are — **Right to Equality, Right to**

**Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies**. These Fundamental Rights are often referred to as the **conscience of the Indian Constitution**.

**Fundamental Duties:** Since people benefit from the rights, it is their responsibility to do something for the State. **Fundamental Duties**, though not enforceable by law, were included in the Indian Constitution in 1976. It is the **Fundamental Duty** of every citizen to:

- show respect to our National Flag and Anthem
- give regard and preserve our natural and cultural heritage
- promote peace and harmony
- uphold principles of sovereignty, unity and honesty
- safeguard public property
- develop scientific temper and spirit of inquiry.

**Directive Principles Of State Policy:** These are **guidelines that help the government in transforming the ideals highlighted in the Constitution into laws**, that promote socio-economic justice, strengthen the democratic system, safeguard our heritage and help in maintaining peaceful relations with our neighbouring countries.

**Secularism:** A secular state is one that does not support any particular religion and **treats all religions alike**. The word 'secularism' was included by an amendment to the Constitution in 1976. As per the Indian Constitution, people are **free to practise and propagate any religion of their choice**. We will read more about the concept in the subsequent chapters.

Thus, the history of a country often has profound influence on its Constitution. Framers of the Constitution wanted to achieve rapid growth and advancement, but at the same time, they wanted to preserve the diverse characteristics. This they did by making various provisions in the Constitution.

## FUNDAMENTAL RIGHTS

**Right to Equality:** According to the Constitution, all people are equal in the eyes of law. No one can be discriminated on the grounds of colour, caste, class, gender or creed. This is valid in matters of employment as well as education. However, special provisions have been made for reservation of seats for underprivileged. Practising untouchability in any form is a punishable offence.

**Right to Freedom:** The Constitution ensures freedom of speech and expression, to assemble peacefully without arms and ammunition, to form associations and unions, to move freely and reside in any part of the country and to practise the profession of one's own choice.

**Right against Exploitation:** The Indian Constitution recognises the dignity of every individual and so it prohibits human trafficking (sale and purchase of humans for immoral purposes, beggary, forced labour) and employing children below the age of 14.

**Right to Freedom of Religion:** It means all religions are equal and every individual is free to practise and propagate the religion of his or her choice.

**Cultural and Educational Rights:** The Indian Constitution guarantees the right to education. Moreover, since country is composed of diverse elements, the Constitution guarantees everyone the right to develop and preserve his/her culture.

**Right to Constitutional Remedies:** The Constitution grants the right to move the court in case of violation of Fundamental Rights by the state. The court can uphold rights of the citizens by issuing a writ or order.

## Points To Remember

- A Constitution is a written document containing the rules and regulations by which a country is governed.
- Dr BR Ambedkar, Father of Indian Constitution, was the Chairman of the Drafting Committee.
- The Constitution, which came into effect on 26 January 1950, is perhaps the longest and the most exhaustive Constitution in the world.
- All citizens from any social background can directly participate in the functioning of the government.
- The six Fundamental Rights included in the Constitution are : Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights and Right to Constitutional Remedies.
- Fundamental Duties were included in the Indian Constitution in 1976.

## Exercise

### Quick Revision

[Use Cordova Smart Class Software on the board in class to do these exercises.]

#### A. Multiple Choice Questions (MCQs) — [Tick (✓) the correct options.]

- Which of the following is true about the country of Nepal?  
 (a) Nepal was a monarchy wherein all powers were vested with the King.  
 (b) After 1990, the King continued to be the Head of the State but an elected Prime Minister ran the government.  
 (c) Both (a) and (b)
- Who is the Father of the Indian Constitution?  
 (a) Dr Rajendra Prasad ☐ (b) Dr BR Ambedkar ☐  
 (c) Mahatma Gandhi ☐

#### B. Fill in the blanks.

- The ..... is frequently referred to as the 'soul of democracy'.
- The Indian Constitution guarantees ..... to all citizens of 18 years of age or above.
- Giving regard and preserving our natural and cultural heritage is the ..... of every citizen.
- ..... were included in the Indian Constitution in 1976.



## Answer The Following

### A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]

- Which of the following is not a salient feature of our Constitution?  
 (a) federalism ☐ (b) separation of powers ☐  
 (c) monarch as Head of the State ☐
- What are the guidelines that help the government in transforming the ideals enshrined in the Constitution into laws that promote socio-economic justice?  
 (a) Fundamental Rights ☐ (b) Directive Principles of State Policy ☐  
 (c) Secularism ☐

### B. Short Answer Questions

- Why are rules important?
- Why is the Constitution described as the 'soul of democracy'?
- Describe briefly the path that determined the birth of the Constitution of India since 1943.
- How does the Constitution safeguard the interests of the minority or underprivileged?

### C. Long Answer Questions

- Why should a country have a Constitution? Discuss.
- Refer to the case study of Nepal to compare a monarchy and a democratic government.
- Discuss three salient features of our Constitution.
- Write about the Fundamental Rights and Duties.

### D. HOTS (Higher Order Thinking Skills) Question

'A democratic country needs a Constitution.' Do you agree? Why/Why not?

### E. Value Corner

A minister calls up the police station asking the police officer not to register a complaint against his relative. Do you think, it is against our Constitution? Why/Why not?

## Activity

Your school is run by a team comprising the Principal, Academic co-ordinators, co-ordinators and teachers. Rules and regulations are laid for clarity and efficient organisation. But the school runs smoothly only when separation of powers, checks and balances are promulgated. Organise a mock press conference with your Principal to know about these important features. Prepare a questionnaire and later you may write a report that will serve as a press release for the school magazine or newsletter.

### Surfing is Interesting

To read about the Constitution of India, visit:  
<http://indiacode.nic.in/coiweb/coifiles/part.htm>

## Life Skill

Find out more about the Fundamental Duties mentioned in the Indian Constitution. Observe these duties and make your friends and family aware of these duties as well.

## Secularism In India

### Key Terms

bigotry	act of expressing strong, unreasonable beliefs or opinions to do something that is not allowed by a law or rule	commensurate	have a corresponding or matching character
contravenes	set of principles or religious beliefs	faction	one group or something
creed	order or decree imposed by someone in power without popular consent	stridency	small, distinct group with a large one
dictates		tenets	the practice of having more than one wife at the same time
		principles	

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

How would you feel if children in your locality tell you that their parents have asked them to avoid playing with you as you belong to a particular community? You may either feel angry or humiliated. You may also wonder how people can discriminate on such grounds as religion. This is the main idea of secularism. When we flip through the pages of history, we find innumerable instances where people were ill-treated, tortured and even killed because of their creed. The Holocaust (annihilation of Jews by Nazis) or Christian crusades of medieval ages are all examples of religious intolerance. Thus, such religious bigotry can happen only where a particular faith gets official recognition at the cost of other religions.

A half-Welsh and half-Sikh teenager, Sarika Watkins-Singh, won the right to wear Kada, a symbol of her Sikh father, to school in the British High Court. Sarika Watkins-Singh was barred from attending school in November 2007 for breaking its 'no jewellery' rule.

The judge ruled that the school had violated her religious and racial rights and unfairly curbed the teenager's freedom of religious expression. Her success in British High Court is seen as a new benchmark for religious expression in public places. The ruling comes in four years after France prohibited flaunting of religious symbols in an effort to safeguard its secular ethos.

(Adapted from Welsh-Sikh teenager wins right to wear Kada to school in [articles.timesofindia.india-times.com](http://articles.timesofindia.india-times.com), 29 Jul 2008)

## SECULARISM

Secularism refers to the separation of religion from the State. Secularism essentially means non-intervention of religion in matters relating to politics, society, education, etc. A secular country does not sponsor any particular religion, does not encourage religious instruction in government-run educational institutes. In short, the State adopts an unbiased approach towards all religions.



Unity in Diversity

I swear by my religion, and I will die for it. But it is my personal affair. The state has nothing to do with it. The state would look after your secular culture, but not your religious religion. That is everybody's personal concern. — ML Gandhi



### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

1. \_\_\_\_\_ refers to the separation of religion from the State.  
(a) Secularism ☐  
(b) Fundamentalism ☐  
(c) Religion ☐
2. An example of religious intolerance  
(a) Holocaust ☐  
(b) Christian crusades ☐  
(c) Both (a) and (b) ☐

### SEPARATING RELIGION FROM THE STATE

#### Smooth Functioning Of Democracy

In present-day scenario, usually various religious communities inhabit a country. Among these different religious groups, one faction will be in majority. Once this group acquires political power then it can easily use power and resources to its sole advantage and interest. At the same time, the dominant religious group might use authority and resources to harass the minority and prevent them from practising their religion, something which is absolutely against the principle of democracy. Therefore, for proper working of the democratic system, it is imperative to separate religion from State.

#### To Protect Fundamental Rights

Another significant concern for separation of religion and State is to defend the liberty of all citizens. This means that everyone should be free to leave or embrace any religion, interpret spiritual teachings as well as voice his/her view against any teachings and observances of a religion.

#### To Preserve India's Unity

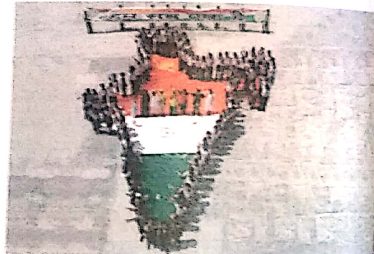
By giving equal importance to all religions, our constitution promotes harmony between different religious groups.

### SECULARISM IN INDIA

As per the Constitution, a secular State in order to attain its goal must guarantee the following:

- check dominance of one religious community over another religious community
- check oppression of some members by the other members of the same religious group
- the State will neither enforce any religion nor take away the religious freedom of its citizens.

Foremost, the Indian State does not support any religion; rather maintains a distance from all religious issues and sects. We do not have any State religion. In fact, no religious festival or practice is allowed in government run institutions.



All religions are equal in India.

The other approach adopted by the Indian State to promote the idea of secularism is through the policy of non-interference. It means that government respects the outlook of all religious communities and does not interfere in their customs and practices.

On the other hand, by following the strategy of intervention, the State prevents the ill-treatment of certain section of people by members of the same religious community like the practice of casteism prevalent in the Hindu society. The Constitution forbids its practice in any form, as it violates the principle of equality central to democracy. Similarly, by making polygamy illegal, abolishing child marriages, reforming temple administration and ensuring temple entry for Scheduled Castes, the State intervened in religious matters to protect the rights of the common people. At times, the State also intervenes in 'personal laws' of a particular

community in order to reconcile things that clash with the tenets of democracy.

At times, State intervention takes place in the form of support to religious organisations for establishing educational institutions. The government gives grants on non-preferential basis in such cases.

### Indian Secularism And Other Democratic Countries: A Comparison

Certain objectives of secularism highlighted in the Indian Constitution can be found in the Constitution of many other democratic countries across the world. Just like the Indian Constitution, the American Constitution declares that there is no official religion and no religion can seek special treatment from the State. In addition, the legislature cannot pass any law that restricts freedom of religion. Moreover, the American Constitution strictly prohibits both the State and religion from interfering in each other's affairs.

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

1. Indian state does not support any  
(a) religion ☐ (b) citizen ☐  
(c) festival ☐
2. The \_\_\_\_\_ Constitution strictly prohibits both State and religion from interfering in each other's affairs.  
(a) Indian ☐ (b) American ☐  
(c) Both (a) and (b) ☐

As discussed, the Indian government intervenes in religious affairs also if the practices are unjust and infringe the rights of the weaker section of the society. However, the Constitution of USA does not allow either the State or religion to intervene in each other's matter. This is the most evident distinction between the Constitutions of the two biggest democracies in the world.

### Points To Remember

- Secularism means non-intervention of religion in matters relating to politics, society, education, etc.
- It is crucial to separate religion from State to ensure that all communities get fair treatment and equal opportunity to prosper.
- Religious dominance of one community over another is absolutely against the principle of democracy.
- The Indian Constitution proclaims India to be a secular country.
- The Indian State promotes the idea of secularism through the policy of non-interference.
- Secularism plays an important role in promoting harmony and peace.

### Exercise

(Use Cordova Smart Class Software on the smart board in class to do these exercises.)

### Quick Revision

A. Multiple Choice Questions (MCQs) — [Tick (✓) the correct options.]

1. Which of the following statements is true about secularism?  
(a) Secularism promotes harmony and peace.  
(b) A secular country adopts an unbiased approach towards all religions.  
(c) Both (a) and (b)



2. The dominance of the religion of a particular community over another is against the principle of  
 (a) secularism ☐ (b) nationalism ☐ (c) socialism ☐

**B. Write 'T' for true and 'F' for false statements.**

1. Religious bigotry can happen only where a particular faith gets official recognition at the cost of other religions. ☐
2. Secularism is essentially similar to fundamentalism. ☐
3. Religious dominance of one community over another is against the principle of democracy. ☐
4. Freedom of religion and the right to preserve one's culture is a Fundamental Right of all Indian citizens. ☐

**Answer The Following**

**A. Multiple Choice Questions (MCQs)—[Tick (✓) the correct options.]**

1. For proper working of a ..... system, it is imperative to separate religion from State.  
 (a) communal ☐ (b) democratic ☐ (c) country ☐
2. What is the policy of non-interference?  
 (a) Government respects the outlook of all religious communities. ☐  
 (b) Government does not intervene in their customs and practices. ☐  
 (c) Both (a) and (b) ☐

**B. Short Answer Questions**

1. What do you understand by the term secularism?
2. What does Indian secularism guarantee its citizens?
3. Why no religious festival or practice is allowed in government-run institutions?
4. How does the State prevent domination or maltreatment?

**C. Long Answer Questions**

1. Why should we keep religion away from politics and State?
2. Compare the tenets of secularism as practised in India and the United States of America.
3. Discuss the importance of secularism in modern context.

**D. HOTS (Higher Order Thinking Skills) Question**

According to MK Gandhi, the State would look after our secular welfare. What do you understand by the term 'secular welfare'? How do you think, the State can look after our secular welfare?

**E. Value Corner**

India is a secular State. What do you do as an individual to promote secularism?

**Activity**

Find out the different religions practised in your neighbourhood. Now, present information related to these religions in the form of a table under the headings: Forms of prayers, God/Gods, basic text, sacred site/sites, etc.

**Life Skill**

You have read in this chapter about the differences and similarities between the Indian Constitution and the American Constitution. Take any country of your own choice and find out the similarities and differences in their constitutions by using internet. Then read it out in your classroom.



## The Need Of A Parliament



**Key Terms**

bicameral	: having two chambers
coalition	: a temporary alliance, especially of political parties forming a government
congregation	: a group of people assembled for a purpose
constituency	: a body of voters in a specified area who elect a representative to a legislative body

manifestation	: an object that clearly shows or embodies something
ordinance	: an authoritative order
portfolio	: the position and duties of a minister
residuary	: relating to the residue of an estate

Use Cordova Smart Class Software on the smart board in class to make learning enjoyable.

During the colonial rule, neither did the people have any say in the functioning of the government nor could they criticise the policies of the government. Nevertheless, once India attained Independence, the leaders of the freedom movement were convinced that people should be able to participate in the decision-making process. Therefore, all adult citizens were given the right to vote (Universal Adult Franchise). The participation of the people is very critical for proper functioning of democracy as it (democracy) means government of the people, by the people and for the people. To form the Parliament, people choose their representatives who take decisions regarding growth and well-being of the country on their behalf. In this way, the people indirectly control and guide the government. Since the government is answerable to the people, it has to run its office responsibly. Moreover, universal adult franchise talks about political equality, which is central to the notion of democracy.

Thus, Parliament is a congregation of elected representatives. It makes laws and exercises political authority on behalf of the people. It is the supreme law-making body of our country and the most important symbol of Indian democracy. This institution is a medium for expressing the needs of the ordinary citizens' apprehensions and expectations.

**PARLIAMENT**

Indian Parliament or Sansad is the manifestation of the faith that Indians have in the values of democracy, that is, involvement of the people in decision-making and the government. The President and the two Houses of Parliament (bicameral legislature) – Rajya Sabha and Lok Sabha together form the Union Legislature. As per the provision given in the Constitution, the union government exercises power over the whole country. In this form of government, the President is the nominal Head of the State while Prime Minister is the actual Head of the Government.



The Indian Parliament



### THE PRESIDENT

- elected for members of Lok Sabha and Rajya Sabha along with Members of Legislative Assemblies
- tenure is 5 years but can be re-elected for a second term
- ceremonial Head of the State, represents India at international forums and supreme commander of armed forces
- appoints Prime Minister, Governors of states, Attorney General, Chiefs of armed forces and judges of Supreme and High Courts
- addresses joint sittings of Parliament and can also issue ordinances when Parliament is not in session

### Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- What is central to the notion of democracy?
  - (a) political equality ☐
  - (b) one man rule or dictatorship ☐
  - (c) rule of the militia ☐
- Which of the following is true about the President of India?
  - (a) actual Head of the Government ☐
  - (b) nominal Head of the State ☐
  - (c) both (a) and (b) ☐

### Rajya Sabha

The Rajya Sabha or Upper House represents the states, which have seats in proportion to their population. It is a permanent house, however, after every two years the tenure of one-third of its members ends. So, every member has a term of six years. The Rajya Sabha can have up to 250 members, but the present strength is 245. Out of 245, 233 represent the states and the Union Territories, while 12 members nominated by the President are eminent personalities, representing various fields. In the absence of the ex-officio Chairman of the House, i.e. the Vice President,



Rajya Sabha

the Deputy Chairman who is chosen by members of the Rajya Sabha, presides over the meeting. Rajya Sabha members are called Members of Parliament (MPs).

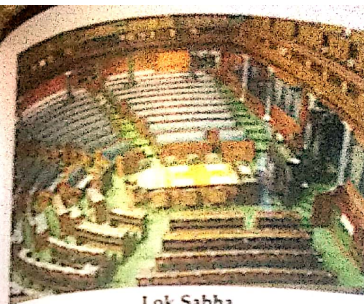
### THE VICE PRESIDENT

- elected by members of both the Houses of Parliament
- holds office for a period of five years
- presides over Rajya Sabha as ex-officio Chairman
- takes over as President, in case the office of President falls vacant due to death, resignation, illness, or any other reason

### Lok Sabha

The Lok Sabha or Lower House comprises members who are directly chosen by the people based on universal adult franchise. For the purpose of election, the country is divided into several constituencies. Each constituency elects one representative (MP or Member of Parliament) among various political parties that represent the constituency in the Parliament. At present, Lok Sabha has 545 members, out of which 530 members are elected from the states and 13 are elected from the Union Territories. The President of India can nominate two members from the Anglo-Indian community if he or she feels that the community is insufficiently represented.

Members of Lok Sabha are elected for a period of five years. However, the President can dissolve



Lok Sabha

the House before the completion of its tenure if the ruling party loses majority. On the other hand, in times of emergency, its tenure can be extended for a year. Once the election results are declared, the Parliament has to carry out the following functions:

### FUNCTIONS OF THE PARLIAMENT

#### A. Selecting The National Government

Once the election results are out, the party that wins a majority of seats is invited by the President to form a government. To form a government, the party should have at least half, that is, 272 members or more. If no party gets a clear majority then two or more political parties with similar objective can come together to form a **coalition government**. Political parties other than the ruling party in the Parliament are called the **opposition parties**.

The **executive** is responsible for implementing the laws made by the Parliament. One of the most important functions of the Lok Sabha is the selection of the executive. The ruling party chooses a Prime Minister, who is the real Head of the State. He or she appoints ministers, coordinates the work of various departments and advises the President on important matters.

- Head of the State and symbol of the nation
- appointed by the President
- holds office for a period of five years
- can be re-elected for a second term
- presides over the Planning Commission
- advises President on all important matters including appointment of judges of the Election Commission etc.
- allocates portfolios and coordinates the work of ministers

The Prime Minister appoints ministers who are in charge of different departments to implement the decisions of the government. There are three categories of ministers: Cabinet Ministers, the core of the executive; Ministers of State, who hold important portfolios like defence, foreign affairs, etc.; and Deputy Ministers, who support the Ministers of State. The Prime Minister and his Council of Ministers are jointly responsible for the decisions taken. This is known as **collective responsibility**. The members also choose a presiding officer, the **Speaker**, who conducts the proceedings.



Parliament In Session



as well as maintain order in the House. In his absence, the Deputy Speaker presides over the proceedings in the House.

## B. Controlling, Guiding And Informing The Government

One of the main aspects of parliamentary democracy is that the executive is answerable to the legislature. The government has to give an account of its policies and expenses incurred to the Parliament. The opposition plays a crucial role in the system by eliciting essential information about the functioning of the government and highlighting flaws in the policies and programmes of the government. Question Hour and Zero Hour are the two times during the day when relevant information can be sought from the government. Question Hour is the first hour of every sitting, when the ministers answer questions related to operation of their respective departments. Zero Hour starts immediately after the Question Hour. During this hour, discussions over matters of public interest are held. Thus, MPs as representatives of the people play a key role in controlling and directing the government for making various policies and updating the people about the actions of the government.

Besides, the Parliament also has the power to remove President, Vice-President and judges of Supreme and High courts, if they violate the Constitution or misuse their power.

## C. Control On Government Finance

The Parliament manages the finance of the country. Every year, the finance minister presents the budget before the Parliament that explains in detail the intended expenses and probable returns. Besides, the government tables before the Parliament all proposals of new tax laws, which are an

important source of earning for the government.

## Laws Made By The Centre And Laws Made By The States

The Central List	The State List
Subjects on which laws can be made only by the Parliament.	Subjects on which laws can be made only by State Legislative Assemblies.
These laws apply to the whole country. For example, any law relating to defence, money and banking, telephone and postal system can only be made by the Parliament.	Different states can have different laws on any of these subjects. For example, sales tax, the construction and maintenance of all roads, other than national highways, agriculture, irrigation, police and healthcare.
The Concurrent List	
Subjects on which laws can be made by both Parliament and State Legislative Assemblies. For example, education, laws relating to factories or industries, electricity, labour, etc.	
When both Parliament and a State Legislative Assembly make a law on a subject and these laws contradict each other, the law made by the Parliament takes precedence over the law made by the State Legislative Assembly.	

## D. Law-Making

As per the Constitution, the centre can make laws on 97 subjects given in the union list such as railways, banking and currency, telephone, foreign affairs, etc., as well as on the residuary subjects not found in any other bill. It also has the authority to amend the Constitution, but in matters affecting the state, it has to be endorsed by the state too.

In case of national emergency or in case of breakdown of state machinery or if the matter is of national importance, the Parliament can make laws on the subjects given in the state list. The Parliament can

## Multiple Choice Questions (Quick Revision)

Tick (✓) the correct options.

- Up to how many members can the Rajya Sabha have? (a) 277 ☐ (b) 250 ☐ (c) 350 ☐
- Which of the following statements is true about the financial management of the country? (a) The Parliament manages the finance of the country. ☐ (b) The citizens manage the finance of the country. ☐ (c) None of these ☐

also formulate laws on the 47 subjects given in the concurrent list such as electricity, marriage, medical issues, etc.

We will read more about this significant function of the Parliament in the next chapter.

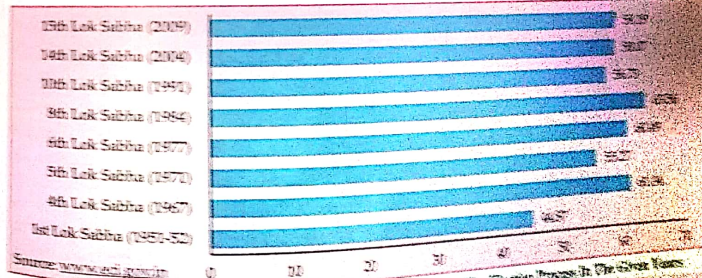
## PEOPLE IN PARLIAMENT

Nowadays, more and more people from diverse backgrounds are actively participating in the

functioning of the government. Regional parties have come into prominence and are playing a crucial role in the decision-making process and influencing the policies made by the centre. People who were till now unrepresented are getting elected to the Parliament.

The underprivileged sections of society and the minority communities are also coming out and actively participating in the political arena. To ensure that historically marginalised sections are better represented, certain percentage of seats are reserved for them in the Parliament. MPs elected from such constituencies have a better understanding of the problems at the grassroots level and so they can influence the government to frame policies that will eventually benefit their region.

Similarly, there have also been debates on reservation of seats for women. Sixty years ago, there were only four per cent women MPs but this has now grown to only nine per cent. This increase is almost insignificant, considering the fact that women constitute almost fifty per cent of the population.



Graph Depicting The Number Of People Who Participated In The Election Process In The Seven Years

## Points To Remember

- Parliament is a congregation of elected representatives and it makes laws and wields political authority on behalf of the people.
- Indian Parliament is the manifestation of the faith that Indians have in the values of democracy.
- Lok Sabha and Rajya Sabha along with the President form the Union Legislature.



- The Rajya Sabha represents the states, which have seats in proportion to their population. It can have up to 250 members and its present strength is 245.
- The Lok Sabha or Lower House comprises Members of Parliament. It has 545 members.
- The functions of the Parliament include - selecting the national government, controlling, guiding and informing the government, keeping a control on government finance and making laws.

### Exercise

#### Quick Revision

[Use Cordova Smart Class Software on the smart board in class to do these exercises.]

#### A. Multiple Choice Questions (MCQs) - [Tick (✓) the correct options.]

- Which of the following statements is not true about the Parliament of India?
  - Parliament is a congregation of elected representatives and it makes laws.
  - Parliament decides cases in a court of law.
  - Parliament is the supreme law-making body of our country.
- Who elects the President of India?
  - Members of Lok Sabha and Rajya Sabha
  - Members of Legislative Assembly
  - Both (a) and (b)

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#### B. We have discussed in Class VII about the functioning of the State Government. Now, identify from the given list the work of State and Central Governments.

	Central Government	State Government
A new railway line will be laid to connect interior parts of the north-east.		
Punjab Government decides to install more bore wells to help the farmers.		
Stringent laws are being implemented for preventing the exploitation of children.		

#### Answer The Following

#### A. Multiple Choice Questions (MCQs) - [Tick (✓) the correct options.]

- How is people's participation possible in a democratic country like India?
  - All adult citizens are given the right to vote (universal adult franchise).
  - People take decisions on their own.
  - People directly control and guide the government.
- What is the term used to denote the presence of two houses of parliament?
  - Unicameral
  - Multicameral
  - Bicameral

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#### Short Answer Questions

- Compare the two houses of the Indian Parliament.
- What is collective responsibility?
- What is the difference between Question Hour and Zero Hour?
- How do the regional parties participate in the decision-making process of the parliament?

#### Long Answer Questions

- Describe the structure of our parliament. Is our Parliament supreme?
- How does the Parliament control, guide and inform the government?
- Briefly describe the roles of the President and the Prime Minister of India.
- Discuss how the government makes laws and controls finance.

#### HOTS (Higher Order Thinking Skills) Question

- Sixty years ago, there were only four per cent women MPs that has now grown to only nine per cent. Do you think, this increase is insignificant?

#### Value Corner

- The Finance Minister of our country presents the budget in the Parliament. Similarly, your parents also plan monthly family budget. How can you help your parents in maintaining this budget?

#### Activity

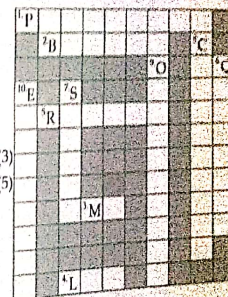
##### CROSSWORD

##### Across

- nominal head of the state (9)
- financial plan (6)
- abbreviation for member of parliament (2)
- Lower House of the Parliament is the ..... Sabha. (3)
- Upper House of the Parliament is the ..... Sabha. (5)

##### Down

- ..... Hour is the first hour of every sitting (8)
- Hindi name for Indian Parliament (6)
- There are 47 subjects in the ..... list. (10)
- party/parties in the Parliament that do not support the ruling party (10)
- The ..... is responsible for implementing the laws made by the Parliament. (9)



#### Surfing is Interesting

To read about the Parliament of India, visit : <http://parliamentofindia.nic.in>

#### Life Skill

What is the importance of reservation in the process of governance? (Keep in mind that MPs elected from underprivileged sections have a better understanding of the problems at the grassroots level and so they can influence the government to frame policies that will eventually benefit their region.) Make a case study.