



Social Science

Science

Teachers Manual



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CHAPTER-1

- A. 1. (a), 2. (a), 3. (b), 4. (a), 5. (a), 6. (a).
- B. 1. Aurangzeb, 2. Democracy, 3. Political instability,
4. imperialism, 5. Das Kapital.
- C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T).
- D. **Short Answer Type Questions :**
1. **Nationalism** : Patriotism and a growing identification with one's homeland.
 2. **The Industrial Revolution**: In the second half of the 18th century the manual labour-based economy of England switched over to machines and industrial progress. It began with the mechanization of the textile industry. Before this switch over, goods were all hand made. The merchant supplied that peasant families with raw material and collected the finished product. But the system proved unable to satisfy the growing demand for goods. Thus, by the end of 18th century, the richer of the merchants setup factories, installed machines and started making mass-produced machine made/goods. This shift from the manual system to the machine system is known as the industrial revolution.
 3. **Protestant Movement**: The renaissance gave people the confidence to challenge the corrupt practices of the church. In the sixteenth century movement to protest against corrupt practices of the roman catholic church began in Europe. It was known as protestant movement.
 4. India in the 18th century was largely plagued by political instability. The death of Aurangzeb and incompetence of his successors brought about a virtual disintegration of the Mughal empire. Many provincial kingdoms, such as Awadh, Bengal and Hyderabad declared their independence. These were known as succession states.
 5. **Imperialism** : The policy of gaining political and economic control by a powerful country over a weak country is called imperialism or colonialism. Due to the industrial revolution, this phenomenon gained strength in the eighteenth and nineteenth century A.D.
 6. Socialism is a general term for the political and economic theory that advocates collective or governmental ownership and management of the means of production and distribution of goods.
 7. In the medieval period, India attained political strength, economic prosperity and culture enrichment under the great mughals which began with Babur's accession in 1526 and ended with Aurangzeb's death in 1707. After this, Mughal empire declined, and broke up into several independent kingdoms. India became politically unstable and

attracted foreign invaders. In India the modern period began in the eighteenth century. At this time, the later Mughals, Marathas and the English East India company emerged as the chief contenders for political supremacy in India. By the end of the eighteenth century, the company emerged victorious in the contest, and colonized large parts of India. In India there was a freedom struggle against British colonial rule, which ultimately led to India's independence in 1947.

8. The source materials of the study of the modern period may be categorized as—primary and secondary.

Primary Sources: These include original documents and literary evidences. Archaeological remains, audio cassettes, films, video-tapes of incidents and interviews of important personalities etc. form the primary sources of modern history, state and national archives preserve these sources.

Secondary Sources: The work of great historians and scholars, articles, reviews, books and newspapers are considered secondary sources which help us to construct the history.

9. The medieval period of European History was characterized by a series of socio-political transformations. Change was in the air, in arts, literature, science or politics. The crusades—the holy wars between Christians and the Muslims had far reaching effects on European feudal society. The most important impact was the increased trade that resulted from the contact between Europe and the Islamic empire. A major outcome of this trade was the emergence of an interdependent trade network consisting of merchants, artisans and the rising middle class.

E. Long answer type questions:

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

Industrialisation: The large scale production of goods in factories using machines and power.

Urbanisation : The movement of people from villages to town and cities in search of a better quality of life.

Nationalism : Patriotism and a growing identification with one's homeland.

Democracy : Government by people.

Socialism : A system where the state tries to ensure equitable distribution of wealth.

Humanism : A greater concern for human welfare, dignity and values.

2. Many artists and scholars who fled from Constantinople found patronage in Italy. They contributed to the renaissance, which was a

rebirth of learning based on the spirit of scientific enquiry and humanism. This led to the growth of the scientific method that is learning by questioning observation and experimentation. Modern scientific and technological discoveries are all based on the application of this method. The invention of the printing press allowed new ideas to spread through printing material humanism, which made man the focus of all studies, found expression in painting, literature, sculpture theatre and music. At this time, famous universities come up as the centres of learning.

3. The modern period, where India came into contact with Europeans, had a great impact on Indians.

In comparison to foreign societies, many social evils were prevalent in the Indian society. These began to be attacked by the social reforms who tried to uproot them. In the economic field too there were drawbacks. Agriculture, trade and industries drew the attention of various administrators and economists who tried to cure Indian economy of all its ills. Many new schools and colleges were opened where many foreign languages began to be taught along with oriental languages. With the introduction of western education and western literature, western ideas also began to enlighten the Indians. They found themselves on the threshold of modernism. As soon as the Indians came in contact with western culture, history and philosophy, these were inspired by the high ideals of liberty, equality and fraternity, foreign imperialism now stood before them stark naked with will all its oppression and aggression.

- F. 1. The period in the 18th and 19th centuries in Europe and the USA when machines were invented and the first factories were established.
2. The movement of people from villages to town and cities in search of a better quality of life is known as urbanisation.
3. Socialism is a general term for the political and economic theory that advocates collective or governmental ownership and management of the means of production and distribution of goods. Socialism arose in the late 18th and early nineteenth centuries as a reaction to the hardship caused by capitalism and the industrial revolution. Socialism is a system where the state tries to ensure equitable distribution of wealth.

To Enjoy :

Complete the words:

1. Ancient, 2. Periods, 3. Industrial, 4. Revolution.

CHAPTER-2

A. 1. (a), 2. (c), 3. (a), 4. (a), 5. (b).

B. 1. Arcot, 2. Fort William, 3. Siraj-ud-daulah,
4. Hyder Ali, Mysore Army, 5. Warren Hastings.

C. 1. (F), 2. (F), 3. (T), 4. (F), 5. (T).

D. Short answer type questions:

1. The Europeans plunged into trade with India. Their race for trade naturally led to wars which are often called trade wars.
2. When the Europeans were engaged in establishing their business in India, the French also established their company in AD 1664.
3. As Nawab of Bengal, Mir Qasim tried to assert his authority. He denied the British undue trade privileges. The Company declared war against him and defeated him in 1763. Mir Jafar was restored as the Nawab of Bengal. Mir Qasim entered into alliance with Nawab Shuja-ud-daulah of Awadh and Mughal Emperor Shah Alam II, who was then living in Awadh. The British defeated the combined forces at Buxar in 1764. By this victory, the British established unquestioned authority over Bengal, and considerable influence over the ruler of Awadh and the Mughal Emperor. Mir Qasim led the life of a fugitive until he died in 1777.
4. After Mir Jafar's death in 1765, the new Nawab of Bengal handed over the powers of military and criminal jurisdiction to the Company. In the same year, Clive restored Awadh to Shuja-ud-daulah in return for a sum of money. Shuja-ud-daulah ceded Kora and Allahabad to the Company, which promised to protect him from invasions. Awadh thus became a buffer state (neutral zone), which would protect Bengal from the direct impact of an invasion from the north-west. Shah Alam II issued a Farman (royal order) in 1765, granting the Company the Diwani (Office of Revenue Collector) of Bengal, Bihar and Orissa on a permanent basis. In return the company gave him the districts of Kora and Allahabad. Hyderabad continued to have friendly relations with the English upto 1795. The Marathas attacked Hyderabad in 1795, and the Nizam sought the help of the English.
5. Hyder Ali was the commander-in-chief of the Mysore army. He was a brilliant general, a shrewd diplomat, and a daring and ambitious person. The Raja of Mysore died in 1760. Hyder Ali usurped the throne and established his authority over the Mysore state.
6. The system of forming subsidiary alliances was a clever move by the British to take advantages of the rivalries among the Indians ruler. They asked the rulers to accept the paramountcy of the British and sign a subsidiary treaty with them. In return, the British promised to protect the rulers from internal rebellions and attacks by their rivals.
7. Lord Wellesley asked Holkar to accept the subsidiary system. On his

refusal to do so, he declared war against him in 1805 which is known as the third Maratha war. The power of Holkar could not be completely broken as Wellesley was recalled from India and the company made peace with him in 1806. The mighty power of the Marathas came to an end after the fourth Maratha war when Marquess Hastings was the Governor-General of India. By 1818 the English had become a paramount power in India.

8. The Europeans plunged into trade with India. Their race for trade naturally led to wars which are often called trade wars.

E. Long answer type questions :

1. There was a great demand for Indian spices in Europe as such the trade in spices bought big profits. In fact, Europeans during the winter season, depended mainly on meat which could only be preserved and its taste improved with the use of spices. In addition to this, there was a great shortage of gold in Europe, so the Europeans were more attracted towards India. Gold was the only media of trade and they could find gold in India in sufficient quality.
2. The Dutch established the Dutch East India Company in India in AD 1602. The main purpose of this company was to have lucrated trade in spices in India and the east. They established their business centres in India at Chinsura, Surat, Patna, Cochin and Nagaputtam. But they were uprooted from India by the British in AD 1759. Besides this, they exhibited more interest in the East Indies as compared to India.
3. In 1740-48, there took place in Europe the war of Austrian Succession. In this war the French and the English were on opposite sides. Dupleix was then the chief official of the French company at Puducherry. When the war between England and France broke out in Europe, the French sacked Fort St. George. The Nawab of Carnatic were alarmed at the growing power of the French in his province and sent an army against them. The Carnatic army was however defeated. In 1748, peace was concluded in Europe and Madras was restored by the French to the English. But this peace was shortlived. The Nawab of Carnatic had been killed in the fight against the French. The Nizam also had meanwhile died. There were disputes over succession. The French succeeded in installing Muzaffarjung as the Nizam. The two companies supported rival candidates for the Nawabship of Carnatic. The French supported Chanda Sahib to become the Nawab at Arcot in 1751. In the war that followed the French were defeated and Chanda Sahib was beheaded. Dupleix was recalled to France and the two companies concluded a peace treaty. Muhammad Ali was recognized by the Nizam as the Nawab of Carnatic.

F. Match the columns:

- | Column A | Column B |
|------------------------|--|
| 1. First Carnatic Car | a. The first governor of Bengal |
| 2. Subsidiary Alliance | b. Lord Wellesley |
| 3. Hastings | c. Defeat of Nawab Anwaruddin of Arcot |
| 4. Dalhousie | d. Doctrine of Lapse |

To Enjoy:

Complete the word:

1. Struggle, 2. Power, 3. Monopoly.

CHAPTER-3

A. 1. (a), 2. (c), 3. (a), 4. (a), 5. (c).

B. 1. Pitts India, 2. number of Charter Acts, till 1857
3. Warren Hastings, 4. Permanent settlements,
5. Lord Cornwallis, Parmanent settlement.

C. 1. (T), 2. (T), 3. (F), 4. (T).

D. Short answer type questions:

1. The Pitt's India Act was important from the administrative point of view. It placed the company and its affairs under the control of the British Parliament and proved quite permanent. It subsisted with little changes till the year 1857 when the government of India passed into the hands of the British Crown.
2. By 1856, the conquest of India was complete and the British empire was firmly established in India.
3. The land revenue settlements introduced by the company improvised the present land now become a salable commodity which could be bought, sold or mortgaged. This had a deep impact on rural life and economy.
4. The Charter Act of 1813 abolished the company's monopoly on Indian trade. Trade was open to all British subjects. The Company only retained its monopoly on trade in tea and its trade with China.
5. The Mahalwari system was introduced in western Uttar Pradesh, parts of Madhya Pradesh and Punjab. In these areas land was commonly owned by a group of villages called 'Mahals'.
6. For a long time, one could enter the civil service only through nomination by the Directors of the Company. The nomination system continued up to 1853, when a system of open competition through examination was introduced.
7. The Regulating Act marked the first step towards parliamentary over the Company and towards a centralized administration in India. But it had many defects which seriously hampered its purpose.

8. The Charter Act of 1853 further increased Parliamentary Control over the Company's affairs. The Company's authority to recruit its official ceased and appointment to all posts was thrown open to competition.
9. During the time of Lord Cornwallis a regular police force was formed to maintain law and order in the British territories. For effective administration the districts were divided into thanas, each of which was put under the charge of a Daroga. The village policemen became chowkidars.
10. In this system, the land revenue was not collected by zamindars but was taken from the 'Ryots' or the cultivators directly. The settlement was made directly with the cultivators who had been tilling the land since ages. This system came to be known as Munro system because it was Thomas Munro who developed this system and extended it all over south India.

E. Long answer type questions:

1. In 1784, the Pitt's India act was passed. Under this act, a board of control was established in England to supervise the working of East India Company and to prevent the shareholders of the company from interfering in the governance of India. The Board of control consisted of three members which included a secretary of state from the British Cabinet. Although the new act did not interfere with the business aspect of the company. It did create a system of dual government in the country, which continued till 1818.
The Pitt's India Act was important from the administrative point of view. It placed the company and its affairs under the control of the British Parliament and proved quite permanent. It subsisted with little changes till the year 1857 when the government of India passed into the hands of the British Crown.
2. Before British imperialism over India, people followed laws based on custom and tradition. With the coming of British administration also came the judiciary to ensure that the laws were being followed. In 1793, the Bengal regulation was introduced where some of the old traditions and customs of both Hindus and Muslims alike were written down in the form of laws. It was during the time of Warren Hastings and Lord Cornwallis that the Judicial system was given a proper shape. Civil courts as well as criminal courts were set up; a law commission was appointed and the principle of the rule of law established ensuring that every citizen of India too, irrespective of caste or creed was treated with equality.
3. **The main provisions of the Regulating Act were as under :**
 - The Governor of Bengal was made the Governor General of British India. Warren Hastings was appointed the first Governor General of India.

- There would be a council of four members to assist the Governor General.
- All the decisions in the council were to be made by majority of votes. The Governor General was given a casting vote in the case of a tie.
- The Governor General was empowered to control the presidencies of Bombay and Madras in matters of war and peace with the native states. But in case of emergency or on receipt of special order from England, they could act on their own.
- The Act provided for a Supreme Court at Calcutta with a Chief Justice and three assistant Judges. Sir Elija Impey was appointed the Chief Justice. The Supreme Court was empowered to try civil, criminal and other cases. Cases were to be tried by means of a jury.
- The Directors of the Company were required to submit their accounts of income and expenditure before the British Treasury.

To Enjoy:

Complete the words:

1. Administration, 2. Governor, 3. Parliament, 4. Settlement.

CHAPTER-4

- A.** 1. c, 2. (b), 3. (a), 4. (a), 5. (a).
- B.** 1. Bhairo, Kanhu, and Sindhu 2. golden age,
3. Munda and Santhal 4. slaughtered, many villages,
5. Birsa Munda, social movement.
- C.** 1. (T), 2. (T), 3. (T), 4. (F), 5. (T).
- D.** The tribals depended on the natural resources of the region they lived in. Some tribes settled down in an area permanently, while others had a nomadic life style and moved from one place to another. The tribals were engaged in different activities.
- 2. Shifting Cultivation:** The tribals living in central India and north-east generally practised shifting cultivation. It is also called Jhoom cultivation or slash and burn cultivation. The tribals select a patch of land and clear it by cutting down the trees and burning them. Then they cultivate that land for some years. When the yield from the land decreases, they abandon it and move to a new area.
- 3.** Tribe is also known as adivasi.
- 4.** The word tribe generally refers to a state of tribalism which is ethnic as well as political. Tribe is also known as Janagati or Adivasi.
- 5.** The revolt was directed against dikus such as zamindars, money lenders, merchants and government officials, who had reduced the santhals to landlessness and indebtedness. The santhals attacked symbols of colonial authority such as police stations, railway and post

offices, and the houses of dikus. The chief Santhal leaders were Bhairo, Kanhu and Sindhu. They claimed to have the blessing of their Thakur (God) to help them cast out the dikus and establish Santhal independence. Other oppressed sections like the blacksmiths, potters and weavers joined the santhals.

6. With time, many tribals settled down permanently at one place. They began to cultivate crops on field near their house. Among some groups, the land belonged to the class and not to individual tribals. In such groups, the tribals shared the harvested groups according to the needs of the households.
7. **Nature of Revolt:** The tribal revolt led to unequal confrontations between the British groups armed with guns and tribals rebels armed with bows, arrows, axes and spears. Nevertheless thousands of tribal fought till their last breath. Among those who revolted were the Santhals of Bengal, Bihar and Jharkhand. The Mundas of Jharkhand, the Bhils of Central India and the Khasis of North Eastern India. Quite afterwards oppressed non-tribal people also joined the revolts.
8. The Munda rebellion was one of the most powerful revolts of the late nineteenth century. Concentrated in the Chotanagpur region, it was led by Birsa Munda the Ulgulan or the Great Tumult as it came to be called aimed at driving out the British and their agents and establishing Munda Raj. Birsa Munda wanted to bring back the golden age of the mundas. He wanted to free his people from the oppression of the traders, moneylenders, zamindars and the British. He asked the tribals to forcefully take back the land that the British had taken away from them.

E. Long answer type questions:

1. The Munda rebellion was one of the most powerful revolts of the late nineteenth century. Concentrated in the Chotanagpur region. It was led by Birsa Munda the Ulgulan or the Great Tumult as it came to be called aimed at driving out the British and their agents and establishing Munda Raj. Birsa Munda wanted to bring back the golden age of the mundas. He wanted to free his people from the oppression of the traders, moneylenders, zamindars and the British. He asked the tribals to forcefully take back the land that the British had taken away from them. The movement launched by Birsa Munda was also a social movement. It aimed at reforming the tribal society. Birsa wanted people to give up practices that he considered evil such as drinking liquor, performing animal sacrifices, worship of evil spirits and leading a dishonest life. The British came down heavily on the mundas during the last year of the nineteenth century. There were several armed conflicts between the British and the Mundas. They arrested Birsa in 1895 and imprisoned him. He died soon after. The movement fizzled oil after this though sporadic protests continued.

2. One of the most legendary tribal revolts was that of the Santhals. This revolt spread mainly over Chotanagpur and Singhbhum of modern Jharkhand, the Santhal Parganas of Bihar, and Birbhum of Bankura of Bengal. The revolt was directed against dikus such as zamindars, money lenders, merchants and government officials, who had reduced the Santhals to landlessness and indebtedness. The chief Santhal leaders were Bhairu, Kanhu and Sidhu. They claimed to have the blessing of their Thakur (God) to help them and establish Santhal independence. Other oppressed sections like the blacksmiths, potters and weavers joined the Santhals. The Santhals attacked symbols of colonial authority such as police stations, railway and post offices, and the houses of dikus. The primitive weapons of the Santhals were no match for the superior weapons of the British. Thousands of Santhals were slaughtered and many villages were destroyed. The leaders like Sidhu and Kanhu were captured and killed. Although the revolt was crushed, memories of the heroic struggle lived on in local legends and ballads.
3. The first tribal revolt in the north-eastern region was that of the Khasis, a prominent tribe who occupied the hilly region between Jaintia hills in the east and the Garo hills in the west. The Khasis were resentful because of the presence of British troops in their neighbouring territories and the attempt of the British to construct a road passing through their area joining Sylhet with the new Burmese, which the British had acquired as a result of the first Burmese war (1824–26). This revolt continued for four years (1829–33). The Khasi chiefs, under the leadership of Tirat Singh of Nong Khlaw, wanted to drive away the low land strangers from their country. On 5th May 1829, a strong party of the Khasis, aided by the Garos, raided Nong Khlaw and burnt the European settlements, released the convicts employed in the construction of the road and marched towards, in search of Mr. Scott, the political agent of Assam. Tirat Singh wanted other hill tribes to throw off the foreign yoke of the English. The Khasis, estimated to be 10,000 strong, caused much panic among the British officials. The British forces had a tough time dealing with them. They burnt Khasi villages, one after another. Ultimately Tirat Singh surrendered in January 1833 on the promise of sparing his life. Another rebellion by a hill tribe, the Singphos, broke out in 1830. The Assamese too did not lag behind. They called upon other hill tribes like the Khamtis, Garos and Nagas. In 1844, they broke into insurrection and killed the in-charge of Dimapur police outpost.

To Enjoy:

Complete the word:

1. Communities, 2. Economy, 3. Government, 4. Movement.

CHAPTER-5

- A.** 1. (a), 2. (c), 3. (b), 4. (a), 5. (b).
- B.** 1. Urban handicraft,
2. The British,
3. Industries,
4. Coal mining, railways and jute industry,
5. silk and iron.
- C.** 1. (T), 2. (T), 3. (T), 4. (F), 5. (F).
- D.** 1. Craft or Silpa includes diversity of taking objects in terra-cotta, metal work, wood carving, ivory carving, stone carving, basketry, matting etc.
2. Certain crafts flourished at certain centres over generations. For instance, Dhaka, Broach and Madhurai specialized in making fine Muslin and Calico cloth. Surat, Masulipatnam and Vishakhapatnam were famous for ship building. Pune, Hyderabad and Tanjore were famous for their brass and copperware. There were other centres specializing in iron working, making gold and silver ornaments, stone working and so on.
3. The iron and steel industry started developing around the early twentieth century. The Tata Iron and Steel Company (TISCO) was set up at Sakshi (now Jamshedpur) by Jamshedji Tata. By 1912, it became fully operational.
4. The first cotton textile mill was set up in Bombay in 1854, by Cowasjee Nana Bhai.
5. The Jute industry was concentrated in Bengal. Most jute mills were owned by the British. Coal mining started in big way from the mid-nineteenth century. The coal mines of Bihar, Bengal and Orissa supplied coal for use in railways, other industries and for smelting iron-ore to make steel. Other industries that received a spurt of growth during this period were sugar, cement, paper, matches and glass.
6. Under British rule, some mechanized Industries were established in India. These were meant to be in the exploitation of Indian resources to meet Britain's industrial needs. British entrepreneurs invested mainly in coal mining, railways and the jute industry. For instance, the Bengal coal company was formed in 1843. After 1853, British private companies were given incentives to invest in Indian railways. The first machine for spinning jute, was set up at Shrirampur, Bengal in 1855. By 1914, India had the largest jute industry and the third largest railway network in the world.
7. In England, the suffering caused by the decline of handicrafts was soon accompanied by greater employment opportunities and income generating effect of factory industries. In Colonial India, the artisans were made to bear burden of development in a country six thousand

miles away, since the growth of Indian factories was non-existent before the 1850's and 1860's and painfully slow even afterwards. The only choice left for craftsmen and artisans was to turn to agriculture. The gradual destruction of rural crafts broke up the union between agriculture and domestic industry in the countryside and this in turn led to the destruction of the self-sufficient village economy.

8. Certain crafts flourished at certain centres over generations. For instance, Dhaka, Broach and Madhurai specialized in making fine Muslin and Calico cloth. Surat, Masulipatnam and Vishakhapatnam were famous for ship building. Pune, Hyderabad and Tanjore were famous for their brass and copperware. There were other centres specializing in iron working, making gold and silver ornaments, stone working and so on.

E. Long answer type questions:

1. The British caused tremendous harm to the traditional handicraft industry, which decayed beyond recovery. Heavy custom duties were imposed on Indian goods. The British officials showed preference for European goods i.e., they did not buy Indian goods. While this provided an impetus to the demand for European goods, it contributed to the decline of industries in India. The abundant availability of machine-made goods at comparatively low prices further aggravated the process. The failure of the British Government to offer any protection to indigenous industry also added weight to the decline of Indian princely states whose rulers were the main patrons of Indigenous artists and craftsmen, patronage to the handicraft industry faded away.
2. In the nineteenth century, the British built networks of roads, railways and canal in India. These helped in the movement of raw materials to the ports and imported goods to the Indian market. However, the railway freight charges were higher for places not connected with ports. Hence it was more expensive to transport goods meant for the Indian Market than goods meant for export. Lord Dalhousie ordered the reconstruction of the road, we now call it the Grand Trunk Road. He also inaugurated the first Indian railway line between Bombay and Thane, in 1853 established the post and telegraph department. He introduced a half-anna postage stamp for a letter to be carried from one part of the country to another. All these changes helped the British to strengthen their administrative control over India.
3. The first cotton textile mill was set up in Bombay in 1854 by Cowasjee Nana Bhai. Bombay was an ideal centre for setting up mills as it had easy access to raw cotton, which was grown in the black soil region of western India. By 1900 nearly 100 mills were operating in Bombay. Later many more mills were set up, especially in Ahmedabad and

Kanpur. Most of the cotton mills were owned by India. Many weavers and spinners who had lost their source and livelihood due to the decline of the handicraft industries, began to work in these mills.

To Enjoy:

Complete the words:

1. Industries, 2. Growth, 3. Transport, 4. Communication.

CHAPTER-6

A. 1. (a), 2. (a), 3. (a), 4. (b), 5. (a).

B. 1. first war of Independence 2. peasants
3. Awadh 4. Cartridges
5. 10th May 1857.

C. 1. (T), 2. (T), 3. (T), 4. (T), 5. (T).

D. Short answer type questions:

1. Historians have different views regarding the nature of the revolt of 1857. The British historians call it a purely military revolt while the Indians regard it as the 'First war of Independence'. The English historians say that it was a military revolt which erupted due to the introduction of greased cartridges.
2. The condition of the peasants had become worse under the land systems introduced by the British. The demand for revenue in many cases was increased adding to their misery. The old handicrafts had been ruined with the influence of British manufactured goods to India. The suffering peasants and artisans plunged themselves into the battle to overthrow the British rule.
3. The company introduced enfield rifle in the Indian army. Greased cartridges were to be used in this rifle. The soldiers had to bite the end of the cartridge before using it. The cartridges were said to be greased with the fat of pig or cow. Both Hindu and Muslim soldiers resented the use of these cartridges. They regarded it as an attempt to pollute them and their religion. This feeling produced a spark to inflame the uprising of 1857. The use of greased cartridges became the immediate cause of this national event.
4. Nana Sahib was the adopted son of Peshwa Baji Rao II, who took over the leadership of the revolt in Kanpur in 1857.
5. Kunwar Singh was a resident of Jagdishpur in district Arrah of Bihar. He was a discontented Zamindar who had none his equal in fighting. He gave a fierce fight to the British even at a ripe age of eighty. Before his death, he had done a great damage to the British armies. He died on 23 April, 1858 at Jagdishpur. He under took the leadership of the rebels in Bihar in 1857.
6. • The revolt was not widespread. It could not embrace the entire country in becoming an all India struggle. Sindh, Rajputana, Kashmir, east Bengal and most of the Punjab did not take part in it.

- The revolt was a national movement but it lacked unity. Many rulers like Scindia, Holkar, the Nizam, the Raja of Jodhpur and the rulers of Nabha, Patiala and Jind etc. did not join the revolt against the British.
 - The Sikh, Rajput and Gorkha battalions remained loyal and helped the British to suppress the revolt.
 - There was no unity and common ideals among the revolutionaries. The Hindus wanted to set up a Maratha rule while the Muslims wanted to revive the Mughal kingdom.
 - The revolutionaries were poorly organized. They had no common plan of action.
7. The revolt marked the end of the East India Company's rule in India and the British crown took over the administration of British Indian territories in 1858. A cabinet rank minister, called the secretary of state for India was put in charge of British political affairs in India. He was responsible to parliament.
 8. On 18 June a battle was fought between the English, and the Rani of Jhansi who was helped by Tantya Tope and the brave Afghans. It was a fierce battle in which the Rani used her sword very skillfully which made the English General wonder-struck. The Rani had staked her all in this battle. In no circumstances she was prepared to get captured as a prisoner. So she laid down her life and died a martyr on the battlefield. Even today people praise her courage and sing many songs in her memory.
 9. From Meerut and Delhi, the revolt spread to other areas in northern and central India. Kanpur, Lucknow, Jhansi, Bareilly and Arrah became the chief centres of the revolt. Sporadic uprisings also occurred in parts of Bengal, Assam, Madhya Pradesh, Uttar Pradesh, Bihar, Rajasthan, Sindh and Maharashtra. Even in areas where no uprising occurred, unrest prevailed.

E. Long answer type questions:

1. **Political Cause:** The policy of conquest pursued by the British had created unrest among many Indian rulers and chiefs. The British annexed territories on the basis of the subsidiary alliance and the Doctrine of Lapse. They discontinued the titles and pensions of rulers. It created discontent among the native rulers. They dislodged many native rulers. In 1854 Jhansi was annexed when Dalhousie refused to recognize the adopted son of the deceased Raja as his successor. Earlier in 1851 when Peshwa Baji Rao II died, his adopted son Nana Sahib was refused the pension that the Peshwa had been getting. The Mughal Emperor himself was told that his successors would not be regarded as king. They deposed Nawab Wajid Ali Shah of Awadh on grounds of maladministration.

Social Causes: Some of the social reform measures of the British government were considered as interference in Indian society. Sati had been abolished, legalization of widow remarriage and the extension of western education to the women were regarded as interference in the social customs of the people. Educated Indians were denied promotion to the high offices. The British often ignored caste rules, for example, in the army, in prisons and railway coaches. The new educational institutions were looked upon with suspicion. The people thought that the British were interfering in their religion and social customs, so they turned against them.

Economic Causes: The condition of the peasants had become worse under the land systems introduced by the British. The demand for revenue in many cases was increased adding to their misery. The old handicrafts had been ruined with the influence of British manufactured goods to India. The suffering peasants and artisans plunged themselves into the battle to overthrow the British rule.

Military Causes: There was a feeling of discontent and unrest among the Indian Soldiers. The sepoys had grievances against the English.

2. On 29 March, 1857, Mangal Pandey of the 34th infantry at Barrackpore called upon his fellow sepoys to revolt against the use of the new cartridges. Mangal Pandey was arrested and on 8th April he was hanged. A month after his execution some sepoys in Meerut refused to use the new enfield rifles.

They were sentenced to 10 years imprisonment. This sparked off the Revolt. On 10 May 1857, the sepoys at Meerut marched to jail, liberated their colleagues and inassacred the British Officers. The next morning, they marched to Delhi, where the local sepoys joined them. They overpowered the small British garrison, killed the European of India. Delhi thus became the centre of the revolt, and Bahadur Shah its symbol. Rebellion sepoys and the Indian chiefs who joined the revolt proclaimed their loyalty of the Mughal Emperor. In Delhi the chief commander of the revolt was Bakht Khan.

3. In spite of the widespread nature of the revolt, within a little over a year, it was suppressed. Delhi was recaptured by the British in September 1857. Bahadur Shah was taken prisoner. He was tried and exiled to Rangoon in Burma where he died in 1862. In September 1858, Lucknow fell to British troops and Begum Hazrat Mahal refusing to surrender, escaped to Nepal. Rani Lakshimi Bai was killed while fighting in Gwailor in June 1858, Kunwar Singh died in April 1858 after sustaining fatal wound. Nana Sahib escaped into Nepal. Tantya Tope kept the British troops engaged for two years in Central India and Rajputana. He was betrayed by a friend to the British and was hanged.

The revolt was crushed by the end of 1858 though it took British many more years to restore peace. The suppression of the revolt accompanied and followed by inhuman atrocities committed by the British troops on the rebel leaders and soldiers and the common civilian population. Victorious British armies began mass killing and systematic acts of brutality on a large scale. Many villages were razed to the ground and acts of arson and plunder committed in the cities which the British troops captured from the rebels. It has been estimated that in Awadh alone about 150,000 people were killed.

To Enjoy:

Complete the words:

1. Revolt, 2. Political, 3. Social, 4. Economic.

CHAPTER-7

- A.** 1. (c), 2. (a), 3. (a), 4. (a), 5. (c), 6. (a).

- B.** 1. Sir William Jones
2. Sir Syed Ahmed Khan,
3. Visva Bharti University , Shantiniketan
4. 1817, Hindu College
5. Mahatma Gandhi and Rabindranath Tagore.

- C.** 1. (T), 2. (T), 3. (F), 4. (T), 5. (T).

D. Short answer type questions:

1. With the Charter Act 1813, education received some attention for the first time. According to this act a sum of rupees of one lakh per year was set asides for the spread of education and promotion of modern sciences. Even this petty amount was not utilized for two decades as it could not be decided how the money should be spent.
2. The British wanted to use modern education to strengthen the foundations of their political authority in India. Mass education was neglected leading to widespread illiteracy. This created a wide linguistic and cultural gulf between the educated few and masses. The traditional system of Indian learning gradually declined for want of support and especially after 1844, when it was declared that applicants for government employment should possess knowledge of English. Education of women was highly neglected.
3. Another advocate of education was Rabindranath Tagore. He established the Visva Bharti University at Shantiniketan. He wanted to combine the best elements of western and Indian educational system. Students at Shantiniketan were taught art, music, dance and courses in Science and Technology.
4. A linguist named Sir William Jones arrived in Calcutta in 1783. During his stay in India, he developed an interest in the Sanskrit languages. He studied ancient Indian texts on different subjects and translated many of them. Thus, he believed, it would serve two purposes. It would help the

British know about Indian culture. It would help Indians understand their own history and rediscover their lost heritage.

5. The British wanted to use modern education to strengthen the foundations of their political authority in India. Mass education was neglected leading to widespread illiteracy. This created a wide linguistic and cultural gulf between the educated few and masses. The traditional system of Indian learning gradually declined for want of support and especially after 1844, when it was declared that applicants for government employment should possess knowledge of English. Enlightened Indians also played a leading role in the spread of education. They urged the government to spend more on education and to open more schools and colleges. They wanted to set up a system of national education which would be very different from the one set up by the British. Two leaders who were very attached to the cause of furthering Indian education were Mahatma Gandhi and Rabindranath Tagore.
6. Many Indian believed that the neglect of Science was the main source for India's backwardness. They pushed for setting up of departments of Science in the national universities. Some of them set up scientific societies to popularize Science. Mahendra Lal Sircar founded the Indian Association for the Cultivation of Science in 1876 at Calcutta. It became a premier organization of Science. In 1920's the Indian Science Congress Association was set up scientists from different part of the country assembled at its sessions and exchanged views. Some of the leading Indian Scientists of this period were CV Raman, JC Bose, SN Bose, Meghnad Saha and Birbal Sahni.
7. Most Indian reforms of this age were closely associated with the cause of furthering education. Reformers such as Raja Rammohan Roy, Ishwar Chandra Vidyasagar, Swami Vivekanand and Swami Dayanand Saraswati set up schools and institutions of higher learning. They believed that without education it was difficult to bring about reforms in society.
8. In 1854, Charles Wood, the secretary of state, sent a dispatch which brought about further changes in the education policy in India. His report described as the 'Magna Carta of English Education in India. Under the scheme, a chain of schools, colleges and universities were to be opened. The schools were graded into primary, middle and secondary levels with English as the medium of instruction. Teacher's training schools were also to be opened. In 1857, the Universities of Madras, Bombay and Calcutta were established. By 1887, the Universities of Allahabad and Lahore also came up.

E. Long answer type questions:

1. There was a network of elementary schools—pathshalas and makhtabs as well as Tols and Madrassas for higher education throughout the country when the company's rule began. At the elementary level the pupil were

taught certain passage from religious books written in the local language, letter writing and arithmetical tables. Higher education was mostly availed by Brahmins among the Hindus and upper class Muslims. At this level, there was specialized training in Grammar, classical languages (Sanskrit, Arabi and Persian) and literature, law, logic and among the Science subjects medicine and astronomy. Eventually, the Indian system of education suffered under the company rule as the grants that they had received from the Indian rule were withdrawn.

2. With the Charter Act 1813, education received some attention for the first time. According to this act a sum of rupees of one lakh per year was set asides for the spread of education and promotion of modern sciences. Even this petty amount was not utilized for two decades as it could not be decided how the money should be spent. In 1817 the initiative of Raja Ram Mohan Roy resulted in the founding of the Hindu College at Calcutta. An institution was started at Serampore in 1818 to train young Christians as missionaries and to impact knowledges of English to Hindus and Muslims.
3. **(a) The Orientalist:** A linguist named Sir William Jones arrived in Calcutta in 1783. During his stay in India, he developed an interest in the Sanskrit languages. He studied ancient India texts on different subjects and translated many of them. Thus, he believed, it would serve two purposes. It would help the British know about Indian culture. It would help Indians understand their own history and rediscover their lost heritage.
(b) The Anglicists : Many Britishers did not agree with the orientalist vision of learning. They believed that Indian learning was unscientific and often supported superstitions. James Mill was of the opinion that to be useful, education needed to be practical. So the Anglicists felt that Indians should be imparted western learning. His views were supported by Lord Thomas Macaulay. He believed that oriental learning was completely inferior to European learning. So western learning through the medium of English was the best option for India.

To Enjoy:

Complete the words:

- | | |
|---------------|-----------------|
| 1. Education, | 2. Institution, |
| 3. National, | 4. Indian. |

CHAPTER-8

- A. 1. (a), 2. (a), 3. (a), 4. (a), 5. (a).
- B. 1. social functions, 2. immolate themselves,
3. property, 4. Rajaram Mohan Roy,
5. The Sarda Act of 1929.
- C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (F), 6. (T).

D. Short answer type questions:

1. Mahatma Jyotirao Phule.
2. In the field of social reforms the work of Swami Dayanand and Arya Samaj was similar to that of Raja Rammohan Roy. (i) He regarded the Sati system as a sin and vehemently condemned this system. (ii) He favoured widow remarriage. (iii) He opposed the practice of child marriage. (iv) Special schools for the education of girls were opened in different parts of the country. This is a great contribution of Swami Dayanand. The Arya Samaj worked for the upliftment and emancipation of women.
3. Sir Sayed Ahmed Khan demanded a ban on the purdah system and polygamy among the Muslims. He called the custom of easy divorce.
4. Kadambri Basu was the first graduate of India.
5. Guru Nanak, the founder of Sikhism, was probably the first religious leader in the world whose messages are recorded in writing to have granted women equal status to man in all aspects of life. In about 1500, Guru Nanak preached the message of equality between men and women.
6.
 - Woman was socially subordinate to man in one way or another. She had never been permitted to live independently. She was considered inferior to man. In her childhood she should depend on her father, in her youth she should live in subordination to her husband and in old age she should depend on her sons.
 - To some people birth of a daughter was a curse. As such they used to kill them the moment they were born. It shows that at some places they had no right even to live.
 - Marriage of a girl was almost impossible without a suitable dowry. Many poor girls had to remain unmarried or commit suicide to relieve the agony of her parents.
7. Different Indian reformers, both Hindus as well as Muslims, tried to uplift women. In doing so they took the help of ancient texts to promote new laws which went a long way in improving the status of women in the society and in saving them from many social evils and bad practices.
8. In the nineteenth century, formal education for women was rare in India. Women were easy to exploit because most of them were ignorant and illiterate. The social reformers of the time believed that education could draw women out of their backwardness. Hence, they promoted women's education. In the 1820s, the efforts of Christian missionaries to establish girls' schools had little success. But, in 1849, with Ishwar Chandra Vidyasagar's help, J.E. Drinkwater Bethune established the first successful school for Indian girls- the Hindu Balika Vidyalaya.
9. The reform movement of 19th century was not restricted only to Bengal. It spread to almost all parts of the country. In Maharashtra, a

great many reformers took up the cause of the upliftment of women. The first was the Paramhans Mandali founded in Bombay in 1840, which took up the cause of social reform in Maharashtra. It was led by Gopal Hari Deshmukh, who taking inspiration from the teachings of Tukaram, made great efforts of eradicate the prevalent evils in the society with the twin weapons of nationalism, humanism, female education and widow remarriage were advocated to uplift and improve the condition of women. Such practices as child marriage and polygamy were bitterly opposed.

E. Long answer type questions:

1. The reformers focused on women's questions because:

- (i) The reformers felt that nothing can be done to remove the different evils prevalent in the society if the mothers were illiterate. How could such mothers bring up good children?
- (ii) The reformers felt that if they wanted to liberate their country from political slavery and foreign rule they first of all would have to set their house and society in order. With a diseased society how could they fight against a foreign enemy?
- (iii) The reformers worked to cure the society of all its ills. They could achieve the ideal if the greatest of all the ills only, i.e., the deplorable condition of women was not allowed to continue. They knew that if the position of women was improved the other evils could not stand for long.
- (iv) If liberty is an important pillar of democracy, so is equality. Without equality, democracy cannot be complete so the Indian reformers tried to give equal status to women in every field by improving their conditions a lot.

2. **Moment of Widow Re-marriage:** In Bengal, Ishwar Chandra Vidyasagar openly supported widow remarriage and proved that it was not prohibited by the Shastras. Vidyasagar was strongly criticized by the orthodox Hindus. However, Governal-General Dalhousie appreciated his efforts, and the Widow Remarriage Act was passed in 1856. Vidyasagar played an important role in the first Hindu widow remarriage that took place in Calcutta in 1856. The Brahma Samaj of India, set up by Keshab Chandra Sen, also promoted widow remarriage in Bengal.

Moment against Child Marriage: Child Marriage was essentially a defensive reaction on the part of an insecure Hindu society. In order to safeguard the honour of their women, Hindus preferred to marry off their daughters at a very tender age. This resulted in their early widowhood. It was the custom not only among the poor sections but also the wealthy classes. In most cases, children were married when they were mere infants. In Bengal the Brahma Samaj of India

campaigns against child marriage. The early marriage of girls was declared illegal in 1872, largely due to the Samaj's efforts.

3. Work of Raja Rammohan Roy in Improving the Status of Women:

1. First of all he focused his attention towards removing the evil practice of Sati. It was because of his cooperation that in A.D. 1829 Lord William Bentick could declare Sati as unlawful. He himself saved several widows from being burnt alive.
2. Along with the suppression of Sati, he also preached in favour of widow remarriage without which the suppression of Sati would have remained meaningless.
3. He wanted to secure a place of honour for women in the Hindu society. He quoted extensively from the Vedic literature in order to raise the status of the women. He also demanded for them the right of inheritance to property.
4. He also condemned the practice of polygamy as it would not be possible to ensure a place of respect for women unless polygamy was suppressed.
5. The Indians were backward in respect of education and as such they fell prey to various superstitions and useless rituals. It was necessary to introduce western education and literature to fight these evils therefore, he helped Lord William Bentick in spreading English literature and the sciences in India.

Work of Ishwarchandra Vidyasagar: He kept alive the tradition of social reforms set by Raja Rammohan Roy. He was so moved by the sad plight of the widows that he carried a crusade for their remarriage. The practice of child marriage made many a girl child-widows. So he raised his voice against child marriage. In 1855, a large number of petitions from Bengal, Madras (Chennai), Bombay (Mumbai), Nagpur and other cities of India were presented to the government asking it to legalise widow remarriage. It infuriated the orthodox people who even threatened to murder him, but he remained dauntless and performed the marriage of 25 widows between 1855 and 1860 A.D. This was a challenge to the orthodox people. All his life he opposed polygamy. His aim was to bring an awakening among women. That is why he opened 25 girl schools which he ran at his own expense. In the beginning, parents of girl students were subjected to social boycott by the orthodox people who believed that after receiving western education these girls would not be able to perform their duties as mothers and wives.

To Enjoy:

Complete the words:

1. Reforms, 2. Movements, 3. Education, 4. Kaolladve

CHAPTER-9

A. 1. (a), 2. (b), 3. (c), 4. (b), 5. (a).

B. 1. Varna , 2. Dasas
3. untouchables 4. Kandukuri Veeresalingam,
5. B. R. Ambedkar.

C. 1. (F), 2. (F), 3. (T), 4. (F), 5. (T), 6. (T).

D. Short answer type questions:

1. The word 'Caste System' express a hierarichal relationship. Caste system is the basis of the Hindu Social Organization. According to French scholar Lousis Demont, the caste system is based on the notion of purity and pollution. Those who are at the top of pollution- purity hierarchy (ladder) are given the highest place, while those at the bottom are accorded the lowest status.
2. The origin of the caste system can be traced to the Rigvedic period. The Aryans introduced this system as a discrimination based on 'varna' or colour. They were fair skinned people, and , as such, they considered themselves to be superior to the dark-skinned original inhabitants of India whom they called the 'Dasyas' or 'Dasas'. Later, the Vedic society was divided into four classes on the basis of 'karma' or 'occupations'.
3. The 'Brahmans' were the highest caste, engaged in teaching and priesthood. The 'Kshtriyas' were rulling class who protected the people from any harm. The 'Vaishyas' were merchants and traders. The cultivators craftsmen and artisans formed the lowest class named as the 'Shudras'. Apart from these classes there were 'Outcastes' or untouchables.
4. Jyotirao Phule
5. B.R Ambedkar occupies a unique position among the social reforms of the twentieth century. B.R Ambedkar opposed the unjust caste system under which millions of people had suffered for centuries. He fought for the cause of the untouchables and tried to raise their social status.
6. What Jyotibha Phule did in western India, Shri Narayana Guru did in Kerala. He fought to the last for the emancipation of the oppressed sections of the society, especially for the Ezhavas, the caste in which he was born. This caste was considered untouchable by the so-called people of the upper castes. Shri Narayana Guru could not tolerate this injustice. He acquired a deep knowledge of the Sanskrit language and fought vehemently for the upliftment of the Ezhavas and other oppressed people.
7. Social reformers contributed a lot in changing the religion and society and raised nationalism on a strong footing.
 - The reform movements made significant advances in improving the conditions and position of women, especially of depressed classes. Many laws were passed, such as the banning of sati and female

infanticide, permitting widow remarriage and marriageable age for girls.

- Many reformers set up schools for girls. It served as the cause of their education.
- Almost all the reformers attacked the caste system and the inhuman practice of untouchability. Inter caste and inter community marriage brought people together.
- Most of the reform movements finally gave rise of feelings of nationalism as they united people by breaking down social barriers.
- Unfortunately, most of the reformers worked within the frame of their community and as such influenced only a small percentage of the population.

8. Periyar Ramaswami was a reformer of Tamil Nadu. He was born in the Indian state of Madras in 1879 and lived a long life of about 95 years and died in 1973. He was pained to note that the Dalit or low caste men had remained untouchables since many centuries. According to him, the members of this caste were denied education, participation in social activity and contact with other castes, except when their services as Scavengers or hide players were required. When he attempted to take a number of people to a temple in Kerela. He was arrested along with his followers. He founded the first non Brahminical organization ration in South India.

9. British colonial rule brought about many changes in Indian society, which in the long run helped reduce caste rigidities.

The British Judicial system treated all castes equally. The British introduced new system of mass transport like railways, in which people of different castes had to travel together. This forced people of different castes to interact and mix with each other.

E. Long answer type questions:

1. Origin of the caste System:

- The origin of the caste system can be traced to the Rigvedic period. The Aryans introduced this system as a discrimination based on 'varna' or colour. They were fair skinned people, and, as such, they considered themselves to be superior to the dark-skinned original inhabitants of India whom they called the 'Dasyas' or 'Dasas'. Later, the Vedic society was divided into four classes on the basis of 'karma' or 'occupations'.

- The 'Brahmans' were the highest caste, engaged in teaching and priesthood. The 'Kshtriyas' were rulling class who protected the people from any harm. The 'Vaishyas' were merchants and traders. The cultivators craftsmen and artisans formed the lowest class named as the 'Shudras'. Apart from these classes there were 'Outcastes' or untouchables.

Caste System and its Evils:

- The caste system existed in India since ancient times. In this system, society was divided into high and low castes, which gave rise to social inequalities.
 - The Brahmans were at the top and untouchables were at the bottom and were the most underprivileged. All the other castes and sub castes were in between.
 - The caste system was based mainly on profession. It was rigid because a person born into a particular caste could not change his social status and occupation even if he had the skill to do work of a higher caste. This restricted enterprise and slowed down economic progress.
 - Each caste had to obey rigid rules which were sanctioned by religion. For instance, intercaste marriage and dining were prohibited. The highest punishment for violating caste rules was exclusion from one's caste. People feared this even more than death. Thus, the caste system created division within the society.
2. In the Rigvedic period the society was divided into four 'varnas', i.e., the Kshatriyas, the Brahmans, the Vaishyas and the Sudras to ensure a division of labour. But with the passage of time these four 'varnas' developed into many castes and sub-castes. Not only this, the caste system degenerated and many evils crept into it. It was with the aim of removing these defects that caste reforms were initiated. Some of the major evils which necessitated the reforms within the caste system were the following:
1. **Cause of Hostility and Jealousy:** With the increase in the number of castes and the rigid attitude that the various castes adopted, the Hindu society was soon divided into so many hostile groups with sharp differences.
 3. **Main Cause of Untouchability:** The greatest fault of the caste system was that it gave rise to the curse of untouchability. The three upper classes (i.e., Brahmans, Kshatriyas and the Vaishyas) began to be regarded as untouchables. The three upper classes refused the entry of the Sudras into the temples, and forbade them to draw water from their wells.
 4. **A Check on Religious Advancement:** Because of class pride and rigid caste rules the people belonging to other religions found it difficult to embrace Hinduism. When the status of equality was denied to them they could not easily give up their own faith for the sake of a religion for which they had no attraction.
 5. **Anti-Democratic:** In a democratic country all the people enjoy equal rights and any body can choose the profession of his own choice. In such a country nobody is denied the political rights.

6. **Responsible for Narrow Outlook:** The caste system has been to a large extent responsible for the development of a narrow outlook among the Indians, because it did not allow the Indians to mix freely with the foreigners and to go to foreign lands.
7. **A Check on Personal Advancement:** When the castes became hereditary it became very difficult for a member of one particular caste to adopt any other profession of his choice. This very fact proved a great hindrance to the development of one's natural talents and personal advancement.
3. Kandukri Veeresalingam was a born crusader against social evils. A man of firm determination he heralded a social revolution in Andhra. He was born on April 16, 1848. Even as a pupil in a primary school. He opposed meaningless customs and religious beliefs. While working, a school teacher in his later life he waged a long battle for the rights of women. He encouraged intercaste marriage and throughout his life. He campaigned against the caste system. He waged a long battle against untouchability. Vigorously preached against the caste system. He was a great supporter of the oppressed and the downtrodden. As a tribute to his great contribution towards the society, the post and telegraph department issued stamps in his honour, after his death on May 27, 1919.

To Enjoy

Complete the words:

- | | |
|-----------------|----------------|
| 1. Challenge, | 2. Arguments, |
| 3. Advancement, | 4. Untouchable |

CHAPTER-10

A. 1. (a), 2. (a), 3. (a), 4. (a), 5. (a).

B. 1. Contemporary Events, 2. oil paintings,
3. symbolism, 4. Calcutta and Shantiniketan,
5. Kala Bhavan.

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (F).

D. Short answer type questions:

1.
 - Munshi Premchand and Bhartendu Harishchandra in Hindi.
 - Muhammad Iqbal in Urdu.
 - Rabindranath Tagore, Bankim Chandra Chatterjee and Sarat Chandra Chatterjee in Bengali.
 - Fakir Mohan Senapati in Oriya.
 - Hemchandra Barua and Lakshmi Nath Bezbara in Assamese.
 - Hari Narayana Apte and Vishnu Shastri Chiplundar in Marathi.
 - Kumaran Asan and Vallathol K Narayana Menon in Malayalam.
 - Gurazada Appa Rao in Telugu.
 - Subramaniam Bharti in Tamil
2. Rabindranath Tagore.
3. It was built to commemorate the zenith of the British Empire in India.
4. The British constructed monumental buildings primarily to reflect the

glory of their empire. The majestic Chhatrapati Shivaji Terminus, formerly known as Victoria Terminus, is one such edifice. It was built in the Gothic style. The construction of this railway station began in 1878 and it opened to public in 1887. The architect was Frederick w stevens. Today, more than 30 lakh people pass though the station everyday.

5. By the end of 18th century , Indian art got influenced by the new styles introduced by the British. They began to teach painting and, sculpture in newly established government school of art.
6. During this period music and dance were accepted as fine arts and became popular with the common people. Both Hindustani and carnatic music proposed. In Bengal Rabindra Sangeet was popular. Film music gained popularity from the 1930s. Dance was popularized by Rabindranath Tagore and Uday Shankar. The former studied different dance forms and evolved a new dance form called Rabindra. The tradition of classical dance was revived in south India. Classical dance in India was largely performed in royal courts or the temples. In this period, it came out into the public domain and began to be performed on stage. Bharatnatyam, the oldest classical dance style was performed in temples by the devadasis. Rukmini Devi Arundale was the pioneer who brought this dance from the temples to the stage, despite strong protests.
7. The art of photography became popular from the mid-nineteenth century onwards. Photographers from Europe travelled to India and began promoting and popularizing photography. One of the photographers was Felico Beato. He photographed India during the period of the Revolt of 1857. He and the other photographers of the period, especially Samuel Bourni, were more keen to record moments of British military triumphs rather than to record the cultural diversity of India. In most photographs, the British are glorified in a subtle manner and the Indians were shown as backward lot.
8. In the early 20th century Rabindranath Tagore began a new style of painting. Which is called the Bengal school of art, the Ajanta cave paintings the Mughal and Rajasthani miniatures and western and Japanese art as well. Rabindranath Tagore , a keen artist himself, set up the Kala Bhavan at Shantiniketan Nand Lal Bose was another great artist of Bengal school.
9. There was a lot of symbolism in the paintings of this period. The British sought to glorify their rule through the paintings that they commissioned. In the paintings that featured both the English and the Indians, the later are shown as inferior and the former as superior and real. Through the paintings, the British also sought to create an image of invincibility. They commissioned many paintings in which they depicted their military triumphs.

E. Long answer type questions:

1. From the 18th century, various European artists came to India along with traders and officials of the company. They brought new styles, techniques, material and convention with them. Their works became very popular in Europe and helped in shaping their opinion about India. European artists brought with them, the idea of realism. It was the belief that the artist had to observe carefully and depict sincerely, what the eye saw. They also brought the technique of oil painting which was not known to the Indian artists. Oil paintings enabled artists to produce images that looked real.
2. The 19th and 20th centuries saw the maturing of Indian literature. Previously literature was confined to religion and mythology. Most of it was not related to the present. Now literature became important and his day-to-day problems and struggles became the central theme of the literary works of this period. New forms of writing such as novel, short stories, dramas and essays became popular. The literature of this period was influenced by the freedom struggle. It, in turn influenced the freedom and became an instrument to promote nationalism among people.
3. The British built many grand structures in the towns that they established in India. Most of these were built in the Indo saracenic style of architecture, which combines the use of pillars and domes, and pointed and rounded arches. Like all the other aspects, the colonization of India also had an impact on the architectural styles prevalent at the time. The colonial architecture exhibited itself through both institutional and utilitarian buildings. After 1858, the British displayed a growing interest in Indian architecture as they tried to present themselves as the successive of the Mughals.

To Enjoy:

Complete the works:

1. Painting, 2. Literature, 3. Architecture, 4. Photography.

CHAPTER-11

- A. 1. (a), 2. (a), 3. (a), 4. (a), (d), 5. (a).
- B. 1. British colonial rule, 2. Surendra Nath Bannerji, 3. India, 4. radicals, 5. Bal Gangadhar Tilak.
- C. 1. (T), 2. (F), 3. (T), 4. (T), 5. (F).

D. Short answer type questions:

1. Nationalism is a sense of oneness born out of sharing the same geographical territory, the same culture and history and similar aspirants to be independent of foreign domination.
2. The main aims of the congress were—
 - To promote friendly relations between nationalist and political workers in various parts of the country.
 - To develop and consolidate the feeling of national unity.

- To formulate popular demands and place them before the government.
 - To train and organize public opinion in the country.
3. During the first 20 years of the congress the moderate nationalist or moderates dominated the party. Surendranath Banerjee, Dinshaw Wacha, Pheroze Shah Mehta and Gopal Krishna Gokhale were most important moderate leaders. They were 'moderate' in their objectives and methods. They believed in constitutional methods and in methods of persuasion. They regularly sent petitions and resolution to the government asking for:
 - Freedom of speech and expression.
 - Expansion of welfare programmes.
 - Promotion of education.
 - Recruitment of Indians to high posts in the administration.
 - More powers for the legislative councils and more Indian members in these councils.
 - Holding the civil services examination in India and not just in England.
 - Change in the economic policies of the government so as to benefit Indian industries.
 - A cut in military expenditure.
 - Stopping the drain of India's wealth to Britain.
 4. Bal Gangadhar Tilak was the most important leader. According to him, no amount of legislation could eradicate social evils; but freedom from foreign rule would remove the evils automatically.
 5. The partition of Bengal gave rise to two new methods of struggle—swadeshi and boycott. Swadeshi literally means 'of one's own country'. It was aimed at popularizing goods manufactured in India so that Indian industries could prosper. The method of boycott focused on asking people to boycott goods manufactured in Britain. This way, the British would stop treating India as a dumping ground for British goods. Starting from Bengal, the movements spread across the country. People boycotted British goods and began to use Indian-made goods. At some places, huge bonfires of foreign clothes were organized. People who wore clothes made from cloth manufactured in Britain were criticized. Some washermen even refused to offer their services to such people. Students and women played a very important role in these movements. They picked shops selling foreign goods.
 6. Mr A.O Hume took the first step to set up a national organization. He was a retired member of the Indian Civil services. He addressed an appeal to the young graduates of the Calcutta university and appealed to them to form an association for the moral, social and political regeneration of the Indians. His idea was supported by Lord

Dufferin and many Indian leaders such as Dadabhai Naroji, Pherozeshah Mehta, Badruddin Tyabji etc. As a result, Hume laid the foundation of the Indian National Congress in December, 1885. He wanted that this organization should provide an outlet to the discontent among the educated Indians and to help in preventing the outbreak of a popular revolt. The first session of the congress was held at Mumbai in December 1885, under the presidentship of W.C Bannerjee.

7. During the first 20 years of the congress the moderate nationalist or moderates dominated the party. Surendranath Banerjee, Dinshaw Wacha, Pherozeshah Mehta and Gopal Krishna Gokhale were most important moderate leaders. They were 'moderate' in their objectives and methods. They believed in constitutional methods and in methods of persuasion. They regularly sent petitions and resolutions to the government asking for:
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 - Holding the civil services examination in India and not just in England.
 - Change in the economic policies of the government so as to benefit Indian industries.
 - A cut in military expenditure.
 - Stopping the drain of India's wealth to Britain.
8. While the policy of repression intensified, the government tried to placate the moderates. In 1909 the Indian Councils Act was announced. This is popularly known as Morley-Minto-Reforms named after the Secretary of State and Viceroy. According to this Act, the membership of the central and Provincial Legislative Council was enlarged. However, the number of elected members in these councils was less than half of their total membership. It may also be remembered that the elected members were not elected by the people but by landlords, organizations of traders and industrialists, universities and local bodies. The British also introduced communal Electorates, as a part of these reforms.
9. The struggle against the partition of Bengal had temporarily united the moderates and the radicals. However, the differences in objectives and methods between the two were not easy to reconcile. At the Congress Session in 1907 at Surat, there was a split between the two groups. The moderates began to control the congress and the radicals decided to function from outside. The two groups were re-united in the Congress Session at Lucknow in 1916.

E. Long answer type questions:

1. Bengal at that time was a very big province consisting of present west Bengal and East Bengal. In 1905, Lord Curzon, the viceroy of India, partitioned Bengal into west Bengal and East Bengal. East Bengal was merged with Assam. The reason given was administrative necessity but Curzon wanted Bihar and Odisha to be separated and made it into new provinces. The people of these two province spoke different languages and had different culture. West Bengal was a Hindu majority province and East Bengal was Muslim dominated province. The main motive was to curtail the influence of nationalism or Indians and divide the Hindus and Muslims. This step was taken against the wishes of the people.
2. The failure of the moderates to achieve political reforms, brought forth new trends in the congress. The new group of leader were called radical nationalist or simply as radicals. They were led by Lala Lajpat Rai , Bal Gangadhar Tilak and Bipin Chandra Pal. These leaders felt that the present ways of the congress were ineffective. They were in favour of more 'radical' objectives and methods. They called for strong political action such as strikes, boycotts and mass demonstrating to spread awakening among the people and to achieve political reforms. Bal Gangadhar Tilak called for the attainment of 'swaraj'. He declared, 'Swaraj is my birth right and I shall have it'.
3. Generally the rise of Indian Nationalism is linked with the origin of Indian National Congress in 1885. But much before that, many political associations like Poona Sarvajanik Sabha, the British India Association (1851), the Bombay Association (1852), the Madras Native Association (1852), the Indian Association (1881) etc. were formed in different parts of the country to promote the interests of the Indian people and to instill the feelings of nationalism among them. These associations have been rightly called the fore-runners of the Indian National Congress; of these the Indian Association founded by Surendra Nath Bannerji deserves special mention. Surendra Nath Bannerji, who was selected in the I.C.S examination, was removed from office without any reason. It embittered the young educated Indians. It was he who started the Indian Association to organize public opinion against the British rule in India, because they followed the policy of racial discrimination against the Indian people. This association demanded that Indians should be given equal rights in the administration of their country. In this way, the Indian Association may be called the fore-runner of the Indian National Congress.

To Enjoy

Complete the words:

1. Nationalism, 2. Moderate, 3. Swadeshi, 4. Reforms

CHAPTER-12

A. 1. (a), 2. (b), 3. (a), 4. (a), 5. (a).

B. 1. cotton and jute, 2. constitution,
3. equality, people, 4. Dr. Rajendra Prasad,
5. rule,

C. 1. (T), 2. (F), 3. (F), 4. (T), 5. (F).

D. Short answer type questions:

1. The constitution granted all Indian citizens above the age of 21 the right to vote in the true essence of democracy.
2. The framers of the constitution believed that for centuries some section of society had been deprived and discriminated against. They therefore made provisions for granting reservations of seats in legislatures and in Government Jobs for these sections. This, they believed would help people belonging to these sections to uplift their social and economic status.
3. The Constitution declared that all Indians, irrespective of their caste, religion and gender, are equal before the law of the country. People of all castes, communities, regions and religions would enjoy the same rights. No person would face any kind of discrimination.
4. India need a constitution for itself. The constituent Assembly decided to prepare a constitution. The chairman of the Drafting Committee was Dr. B.R Ambedkar. He played a very important role in framing the constitution. That is why he is known as the 'Father of the Indian Constitution'. The committee completed its work on 26 November 1949. The Constitution of India was adopted on 26 January 1950. Since then this day is celebrated every year as our Republic Day. Some features of the Constitution of India are given below.
5. India is committed to the view that the whole south Asian region should be kept free from the dominance of big world powers. South Asian Association Cooperation (SAARC) has been founded with this as its main objectived India joined SAARC.
6. India's neighbours are China, Nepal, Bhutan, Pakistan, Myanmar, Srilanka, Bangladesh and the Maldives.
7. Ever since achieving independence, India has sought to develop an independent foreign policy. The start was made by Pandit Jawahar Lal Nehru when he defined non-alignment, disarmament and peaceful co-existence as the guiding principle of India's foreign policy. After the Second World War, there were two major superpowers in the world- USA and former USSR. Rivalry between these powers resulted in the formation of two hostile military blocks. Consequently, an atmosphere of tension, distrust and fear developed. It was known as Cold War. As many former imperialist colonies were attaining independence at this time, both powers tried to draw these newly independent countries into their respective blocks.
8. Despite its success, Indian democracy has its problems. One major

problem is the use of vast sums of money to win elections. This has increased corruption. Another problem is that in some areas, a dominant caste or political group often forcibly prevents other castes or political groups from taking part in elections. And voters quite often vote only for candidate of their own caste. All this means that the best candidate does not necessarily win.

E. Long answer type questions:

1. • **Integration of the Princely States:** At the time of transfer of power, there were more than 550 princely states in India. Each of these was ruled by a Maharaja, or a Nawab. They had to be persuaded to join India. Displaying diplomacy and tact, Sardar Vallabh Bhai Patel persuaded most of them to join India. The rulers of Kashmir, Junagarh and Hyderabad remained undecided for a long time. Later, all three agreed to join India.

• **Rehabilitation of Refugees:** After Independence, crores of people were rendered homeless. One of the major and immediate problems facing independent India was the problem of rehabilitation of the refugees. Millions of people had migrated to India to begin a new life for themselves. They had to be provided with immediate relief, shelter and jobs. The government and the people tried their best to help them lead a settled and peaceful life once again.

• **Solving the Economic Difficulties:** After partition, India faced many economic problems. Major rice and wheat growing areas went over to Pakistan. It led to food shortages in India. Many Indian industries faced shortage of raw materials as Jute and Cotton growing areas went to Pakistan. These shortages were overcome with great difficulty.

2. On 26 January 1950, the constitution of independent India came into force and India became a Democratic Republic. Dr. Rajendra Prasad was elected the first President and Dr. Sarvapalli Radhakrishnan the first Vice-President of India.

The first elections to the Legislature was held in 1952. The Congress won a majority at the centre and Jawahar Lal Nehru was elected India's first Prime Minister.

3. The principles, goals, compulsions and strategies that govern a country's relations with other countries together constitute the country's foreign policy. India follows an independent foreign policy which promotes peace and friendship between nations. India's foreign policy is based on five principles called the Panchsheel & 'panch' means 'five' and 'sheel' means 'a way of conducting oneself'.

To Enjoy

Complete the words:

1. Independence, 2. Universal, 3. Democracy, 4. Foreign

CHAPTER-1

A. 1. (c), 2. (a), 3. (c), 4. (b), 5. (a).

B. 1. Resources, 2. Economic value, 3. Technology,
4. Resources, 5. Thick ice.

C. 1. (T), 2. (T), 3. (F), 4. (F), 5. (T), 6. (T).

D. Short answer type questions:

1. A resource has a legal value. In this respect an example is the law passed in Delhi under Clean Air Act, that all vehicles must have a Pollution Free Certificate. This law provides a legal value to air.
2. Natural resources have limited uses in their crude form. It may or may not satisfy human needs. Human beings are capable of changing such natural resources into useful products. Human beings use natural resources to develop buildings, roads, machinery and vehicles. These are known as human-made resources. Technology is also an example of a human-made resources.
3. It is development that meets the needs of the present without compromising the ability of future generation to meet their own needs.
4. These are resources that are derived from nature and are used for a variety of purpose. Sunshine, air, water, soil, plants, animals and minerals are example of natural resources.
5. All of us should practice the four golden R's of conservation. They are:
Reduce : Consume less and do not waste.
Reuse : Use a product or resource as many times you can.
Recycle : Avoid wastage by changing a product into usable material.
Refuse : If you do not need a thing, refuse it.

E. Long answer type questions:

1. Nature has a large variety of rocks, soils, minerals natural vegetation and animals. These are called Gifts of Nature. We use these gifts of nature to fulfill our daily Needs. Resources refer to all the material available in our environment which help us to satisfy our needs. These resources are converted into resources by value addition.

A value can be of various kinds—legal, aesthetic, ethical or economic.

- **Legal value:** A resource has a legal value. In this respect an example is the law passed in Delhi under Clean Air Act, that all vehicles must have a Pollution Free Certificate. This law provides a legal value to air.

- **Aesthetic value:** To preserve the natural beauty of our forests, mountains, rivers or lakes is to make an attempt to give aesthetic value to our natural resources.

- **Ethical value:** It is associated with moral values, with human conduct and behavior. Preserving national parks, forest resources, not overexploiting natural reserve is ethical value.

• **Economic value:** Any material used for production has an economic value e.g., providing roads, electricity better methods of agriculture—all have economic values.

2. These are resources that are derived from nature and are used for a variety of purpose. Sunshine, air, water, soil, plants, animals and minerals are example of natural resources.
3. The use of resources depends on the needs of the people of a region and the technology they possess. By technology we mean the knowledge and skill they have for using their resources. Technology and time are two main factors which can change substance into a resource. Human beings are an important resource. It is their knowledge and skill that lead to the creation of resources. For example, the mineral deposits in USA were not valuable to the natives, as they did not know their use. However, when the Europeans migrated to this region, they explored and developed the mineral deposits and the mineral deposits are acquired the value of resources.

To Enjoy

Complete the words:

1. Resource, 2. Technology, 3. Renewable, 4. Potential.

CHAPTER-2

A. 1. (a), 2. (b), 3. (a), 4. (a), 5. (b).

B. 1. land forms, 2. needs, the people,
3. sub soil, 4. Mountain soil,
5. Afforestation 6. irrigate the farmlands.

C. 1. (F), 2. (T), 3. (T), 4. (T), 5. (F), 6. (F), 7. (T).

D. Short answer type questions:

1. This little amount of fresh water available for human consumption always remains constant. Its distribution is however very uneven because it is constant motion between the oceans, atmosphere and land through the processes of evaporation, precipitation and run off, this is reflected to as water cycle.
2. An average urban Indian uses about 150 litres of water every day.

Use	Litres per person per day
Drinking	3
Cooking	4
Bathing	20
Flushing	40
Washing clothes	40
Washing utensils	20
Gardening	23
Total	150

3. Desert soil is found in hot and semi-acid regions. It has a thick layer of sand. This soil lacks humus content but contains a high proportions of soluble salts. With the help of irrigation, a variety of crops can be grown in the desert soil.
4. Rainwater harvesting is the process of collecting rainwater from roof tops and storing it for future use.
5. We must make proper plans to use the land efficiently. This can be done through:
 - Checking further spread of deserts.
 - Conserving soil and forests.
 - Providing irrigation facilities.
 - Adopting scientific techniques.
 - Increasing the use of manure and chemical fertilizers.
 - Afforestation and land reclamation.
 - Checking overgrazing.
6. The percentage of land used for various purposes differs from country to country. It depends on the physical factors such as topography, soil, climate, availability of water and minerals. Human factors such as the quantity and quality of human beings also affect the land use pattern. The slope of the land, climatic conditions, the quality and thickness of soil cover, the nature of rocks and minerals, the availability of water help in deciding the land use in a particular area.
7. **Alluvial soil:** Alluvial soil is most widespread. It is found in the plains of north India and in the flood plains and deltas of the major rivers. This soil is formed due to the deposition of sediment by the rivers. This soil is formed due to the deposition of sediment by the rivers. Alluvial soil is very fertile and supports agriculture.
Black soil: Black soil is formed due to weathering of volcanic rocks. Therefore, it is also called black lava soil. It is made up of fine clayey material and can hold moisture. This type of soil is found in the Deccan region and is locally called regur. Black lava soil is best suited for cotton and sugarcane cultivation.
Red Soil: Old igneous rocks weather to form red soil. The red soil is found in Peninsular India. The red colour of the soil is due to high iron content. This soil can be made fertile by adding manure and chemical fertilizers.
8. Soil is our prime natural and economic resource because we derive everything that we need in our life from soil. It is the soil that provides food for both men and animals. The soil gives us cereals like wheat, rice, millets etc. It also provides us oilseeds, pulses, beverages like tea and coffee etc. It gives us both primary and secondary food product. Primary food products are the cereals, fruits and vegetables which we get directly from the soil. The different methods adopted for soil conservation are based on the local environment.

9. To conserve our water resources, wherever the wastage of water, reuse waste water wherever it is possible. Rain water harvesting is another method to save surface runoff and store water for the dry seasons. Dams should be built across rivers to check floods and store water in the reservoirs. The canals are used for irrigating the fields. They should be properly lined to minimize the wastage of water. The use of sprinklers and drip irrigation method also saves loss of water.

E. Long answer type questions:

1. Land is used for various purposes such as agriculture, grazing animals, forestry and settlements, houses, roads and setting up of industries and mining. The percentage of land used for various purposes differs from country to country. It depends on the physical factors such as topography, soil, climate, availability of water and minerals. Human factors such as the quantity and quality of human beings also affect the land use pattern. The slope of the land, climatic conditions, the quality and thickness of soil cover, the nature of rocks and minerals, the availability of water help in deciding the land use in a particular area.
2. Soil is an important natural resource. It is the top covering of the earth's surface. Soil is formed due to wear and tear of rocks by natural and human made forces. The surface of the earth is covered with soil. Soil is a combination of small rock fragments and organic material upon which all agriculture is based. The thin layer of top soil is crucial for growth of plants. The uppermost layer of the earth's crust which is loose, is in fragments and is useful to plants is called soil. It consists of both inorganic and organic substances.

To Enjoy

Complete the words:

1. Natural, 2. Profile, 3. Mountain, 4. Conservation.

CHAPTER-3

- A.** 1. (a), 2. (c), 3. (b), 4. (c), 5. (c), 6. (a).

- B.** 1. natural vegetation, 2. temperature and rainfall,
3. forests, 4. mild, moderate,
5. very high temperature, very low rainfall.

- C.** 1. (T), 2. (T), 3. (T), 4. (T), 5. (F).

D. Short answer type questions:

1. Wildlife is an important resource. Animals maintain the ecological balance in nature. Birds feed on worms and thus protect crops from such pests. Birds like vulture and crows feed on dead animals and thus act as scavengers. Humans hunt wildlife for meat and hide. It is important to protect our wildlife to maintain the ecological balance on earth.

2. The removal of forest cover is called deforestation.
3. Shrubs grow in areas of very high and low temperatures and scanty rainfall. Thus, they are found either in hot deserts or in very cold regions, like the Tundra.
4. The Tundra region is found in the high latitudes of Northern Hemisphere especially in Eurasia and North America. Mosses, lichens and very short grasses grow in these regions during the summer season when the snow cover melts. Such types of meadows and pastures are also found in the high mountains and are known as alpine meadows.
5. The taiga forest belt extends between 50° N and 70° N latitudes. Coniferous forests are found in this belt. Coniferous trees are evergreen, tall and have straight trunks with needle-shaped leaves. However, some deciduous trees like larch are found here. There is no undergrowth. Only one or two tree species are found in pure stands. The main trees found in the taiga region are Douglas–Fir, Sitka, Spruce, Larch and Redwood.
6. Human beings have destroyed much of the natural vegetation. Burning, clearing and felling trees for fuel or to make way for agriculture, industry and settlements are the main causes for its destruction. The removal of forest cover is called deforestation. Apart from destruction by man, other factors namely fire, insects, disease and storms also responsible for the destruction of natural vegetation.
7. The regions which have moderate rainfall have grasses as natural vegetation. The extent and location of the grasslands depends not only on the total annual rainfall but also on its seasonal distribution. As the amount of rainfall decreases, the forest cover becomes less dense and the grasses grow between the scattered trees.
8. • Forests of the Tropical region • Forests of the Temperate Region • Forests of the Taiga Region • Tropical Grasslands • Temperate Grasslands • Tundra Vegetation.
9. Natural vegetation is very useful to man in a number of ways :
 - The wood that we get from the forests is important for building and construction purposes, for domestic furniture and for fuel.
 - They help in controlling soil erosion.
 - They provide natural environment for wildlife.
 - They help in enhancing the quantity of rainfall.
 - The raw materials for paper industry, match–making and sports materials are mainly derived from the forests.

E. Long answer type questions:

1. India is quite rich in natural vegetation. A great variety of flora is found in India. In many parts of the world, the physical environment favours the growth of a large variety of plants. The plants which grow naturally are known as natural vegetation. The original natural vegetation of the

earth has been modified of human beings. Now a days, all types of plants whether natural or modified, are included in natural vegetation. Wildlife refers to all plants, animals, birds and organisms which live in their natural habitat.

2. The clusters of trees which grow close to each other are called forests. They grow in hot and humid climate. A true forest is one in which trees grow so close to one another that their canopies touch . Forests are not found in regions that are too hot or too cold. Forests are classified broadly in many types.
3. Wildlife refers to animals, birds and other organisms which live in their natural habitat. No one knows exactly how many different species of animals, birds and insects are already known. Many few species especially small ones are discovered very year. Wildlife is a significant part of our eco system.

To Enjoy

Complete the words:

1. Vegetation, 2. Wildlife, 3. Forests, 4. Grassland.

CHAPTER-4

- A. 1. (b), 2. (a), 3. (b), 4. (c), 5. (a), 6. (a).
- B. 1. solubility, colour, etc., 2. metals,
3. mining, 4. Mexico,
5. uranium and thorium, 6. black gold.
- C. 1. (T), 2. (F), 3. (T), 4. (T), 5. (T), 6. (T).

D. Short answer type questions:

1. Minerals can be extracted by mining, drilling and quarrying.
2. A large portion of the world's iron one comes from Europe. Russia, Ukraine, Sweden and France are major producers. Bauxite, copper, lead, zinc, nickel and manganese deposits occur mainly in Russia and Eastern Europe.
3. The heat found in the interior of the earth is converted into electricity to form geothermal energy. Italy developed this energy in 1904 to produce electricity. Now Russia, Japan, New Zealand, Iceland, Mexico, Hawaii and California in USA are trying to convert natural internal heat into electricity.
4. The rise and fall of sea water in the coastal areas are called tides. The energy from high and low tides is used to turn the turbines and generate electricity, but the technology is not yet fully developed. Such electricity is generated in France, UK, Russia and India.
5. Minerals are broadly classified as metallic and non-metallic.
 - **Metallic Minerals** : They are those from which metals such as iron, copper, silver, gold are derived.

- **Non-metallic Minerals:** The non-metallic minerals do not contain metals.
6. India has a wide variety of minerals. The plateau regions particularly the Chhotanagpur plateau have the highest concentration of minerals in the country. The mountains and alluvial plains of northern India are comparatively poor in minerals.
 7. Capacity to do work is called power energy. Energy resources are resources which give us energy that can be used to cook food, run machines and soon electricity after called power, is the most common form of useful energy. It is generated from various sources.
 8. Continuous mining and waste full use of minerals and power resources may lead to their exhaustion. The following steps are helpful in conserving minerals and power resources:
 - Efficient utilization of resources.
 - Improvement in the techniques of extraction and purification.
 - Recycling of resources.
 - Saving mines from collapsing.
 - Use of alternative energy resources.

E. Long answer type questions:

1. A mineral is a naturally occurring substance found in the Earth's crust. Minerals have distinct physical properties such as colour and hardness and chemical properties such as solubility. Like all natural resources minerals are also distributed unevenly. Though there are nearly 3000 minerals in the surface of the Earth, just ten of them make up 90% of the minerals found in the crust.
2. Firewood and fossil fuel, such as coal, petroleum and natural gas, are the main sources of conventional energy.
3. The increasing using of fossil fuel is leading to its shortage. It is estimated that if the present rate of consumption continues, the reserves of these fuels will get exhausted. Moreover, their use also causes environment pollution. Therefore, is to need focus on non-conventional sources such as solar energy, wind energy tidal energy which are renewable.

To Enjoy

Complete the words:

1. Minerals, 2. Metallic, 3. Petroleum, 4. Energy.

CHAPTER-5

- A.** 1. (a), 2. (b), 3. (b), 4. (c), 5. (b), 6. (b).
- B.** 1. domestication of animals, 2. raw materials, 3. horticulture, 4. arable land, 5. rice.
- C.** 1. (F), 2. (T), 3. (T), 4. (T), 5. (T).

D. Short answer type questions:

1. The breeding of fish in specially developed ponds is called pisciculture.

2. The cultivation of grapevine for the production of grapes is called viticulture.
3. The land on which crops are grown is known as arable land.
4. Wheat is the rain crop of temperate region and rice of the monsoon region.
5. The cultivation of vegetables for direct sale to the consumers and restaurants is called truck gardening.
6. In this type of farming in which the main aim of the farmer is to produce crops for sale in the market.
7. Almost every work such as ploughing, seeding, harvesting, threshing the corn and other storing in the godowns etc. is done with the help of machines.
8. Agriculture is one of the most important economic activities in the world. The different economic activities performed by human beings are broadly grouped into three types—Primary, Secondary and Tertiary.
9. The growth of crops largely depends upon the quality of soil. Soils serve two purposes. They support the plants and supply food, nutrients and moisture to the plants. Porous soil permits quick seepage of water. The soils are soft and can be filled easily. The clayey soil retain moisture for comparatively longer periods. Soil having a variety of minerals are more fertile and suitable for the growth and variety of crops. Alluvial soil are more fertile than the residual soil.

E. Long answer type questions:

1. Agriculture is the most fundamental form of human activity and includes not only growing of crops but also domestication of animals. The word 'Agriculture' is derived from the Latin word 'ager' or 'agri' meaning 'soil' and culture meaning 'cultivation' or 'tilling of soil'. Agriculture is one of the most important economic activities in the world. The different economic activities performed by human beings are broadly grouped into three types—Primary, Secondary and Tertiary.
 - The Primary activities include the extraction of raw materials from the earth's surface. The primary activities are—hunting, food gathering, pastoralism, fishing, forestry, mining and agriculture.
 - The Secondary activities include the processing of raw materials and converting them into finished goods of higher value. The secondary activities are making of steel from iron ore and weaving cloth.
 - The Tertiary activities include all types services which support the primary and secondary activities. The main tertiary activities are—transport, trade, education, banking, insurance and advertising.
2. **Factors influencing agriculture:** The methods of farming, types of crops grown and the amount of production vary from place to place. This is due to changing environmental conditions. Some of the physical and economic factors which greatly influence agriculture are as under:

Climate: Climate factors have the greatest control over the world

distribution of agricultural types. Certain things are grown only in hot, cold or temperate regions. The amount of rainfall is another factor which has a great bearing on agriculture. That is why wheat is the main crop of temperate region and rice of the monsoon region.

Relief: The land on which crops are grown is known as arable land. The lowland such as river basin, flood plains and deltas are more suitable for the growth and development of agriculture than the Highlands. In the lowland, dense population not only provides adequate and cheap labour, but also a ready market for farm products. In the hilly areas soil erosion is rapid. Moreover, farm machinery cannot be used and the means of transport are limited.

Soil: The growth of crops largely depends upon the quality of soil. Soils serve two purposes. They support the plants and supply food, nutrients and moisture to the plants. Porous soil permits quick seepage of water. The soils are soft and can be filled easily. The clayey soil retain moisture for comparatively longer periods. Soil having a variety of minerals are more fertile and suitable for the growth of variety of crops. Alluvial soil are more fertile than the residual soil. It has to be maintained by adding manures and chemical fertilizers.

Other Factors: Factors like market commodity, transport, capital, labour and government policy also influence agriculture.

- 3. Subsistence Farming:** Subsistence farming is mainly practised to meet the needs of the farmer's family. In this type of farming, the farmer uses primitive methods to produce a variety of crops. He does not look into the suitability of soil for the cultivation of those crops. The labour is provided by the members of the farmer's family. All types of manure and a little of chemical fertilizers are used. The production is generally low.

Shifting Cultivation: Shifting cultivation is that process of agriculture where a small area of a forest is cleared by cutting down all the trees and the area is burned. The ashes are mixed with the soil to make it more fertile and the land is used for growing crops. After a couple of years, when the land becomes less fertile, it is abandoned. Later another such area is identified and cleared for cultivation. These are generally regions with heavy rainfall, so the regeneration of forests is very quick. This practice is often known as slash and burn agriculture.

Nomadic Herding: Nomadic herding is a system of raising animals by allowing them to graze on the natural vegetation. The herder does not grow any fodder but moves from place to place in search of pastures. As there is no investment on good breeds of animals or good quality fodder, yields of milk and meat are usually low, being just enough to meet the herder's own requirements. The money for buying other necessities often comes from the sales of items made from the skin,

wool or bones of animals. The animals include cattle, sheep, camels and yaks.

Commercial Farming: In this type of farming the main aim of the farmer is to produce crops for sale in the market, therefore, crop specialisation is one of its characteristics. Two major forms of this type of agriculture are found in the world. The commercial grain farming in middle latitudes and the plantation agriculture in tropical regions. In most parts of middle latitudes, specialisation in wheat production has been attained at commercial level.

To Enjoy

Complete the words:

1. Agriculture, 2. Farms, 3. Sedentary, 4. Commercial.

CHAPTER-6

A. 1. (a), 2. (a), 3. (b), 4. (c), 5. (b), 6. (a).

B. 1. the gifts of nature of finished product or primary products.,
2. secondary products, 3. distribution of finished products ,
4. small scale, 5. basic industries.

C. 1. (T), 2. (F), 3. (F), 4. (T), 5. (T).

D. Short answer type questions:

1. **Silk Textiles:** China is the oldest producer of silk Japan, Korea and India have also been producing silk for hundreds of years. Today, Japan is the largest producer of silk in the world. Other countries producing silk are China, Russia, USA, France, Malaysia and Sri Lanka.

2. Basis of Nature of Products or End Products

(a) **Basic Industries:** Industries whose finished products are used as raw materials for other industries are known as basic industries. As an example, the products of Iron and Steel Industry are used for making tools, machines, automobiles and other household articles. Therefore, iron and steel industry is a basic industry.

(b) **Consumer Goods Industries:** They produce goods used by consumer directly. Examples are soaps, sugar, paper and bicycle industries.

3. In this, ownership of means of production is with the state. People are given employment in the industry according to their skills. The state decides the location. They are usually found in countries where social economy is followed. E.g. India.

4. Whatever products we use today are products of manufacturing industry e.g., food, clothes, cars, furniture etc. all of them have gone through various stages, from raw material to the finished product.

5. The three main stages of production are:

1. **Procuring all raw materials:** The first stage is to assemble or

procure the raw material. For example, if one has to make paper, the first step is to get the wood. Lumberers cut down trees and assemble them to get wood. The wood then is processed into wood pulp.

2. Processing the raw material: The raw material obtained has to go through various processes before it can become a finished product. The wood pulp is mixed with chemicals and finally changed into paper by machines.

3. Distribution: Distribution of the finished product is the last stage. For example, paper is needed by schools, colleges, newspapers, writers etc. so the manufacturer has to plan distributing it.

These three main stages are followed by every industry be it woollen industry, iron steel industry, or any other.

6. On the basis of Raw Material

(a) Agro based Industries: This type of industry obtains raw materials from agriculture e.g., cotton, and jutes, textiles, sugar industry. Food processing vegetables oils, etc. are agro based industries.

(b) Mineral based Industries: This type of industry obtain raw materials primarily from rocks and minerals. Iron and steel, aluminium, cement etc. are mineral based industries.

(c) Pastrol based Industries: Pastrol based industries obtain raw materials from animals like sheep, goat and cows. They use hides, skins, bones, horns, flesh and milk. Woollen textiles, leather goods and dairy products are pastoral based industries.

(d) Forest based Industries: Forest based industries obtain raw materials from plants, such as trees, bushes and grasses. Paper, cardboard, rayon, lac, resin and furniture are forest based Industries.

7. Industries are located only at such places, where raw materials are easily available and goods can be easily sold at lowest possible cost. Such location are selected after much deliberation. Many geographical, historical, economic, human and political factors influence the choices of location.

Some of these are:

- Government policies.
- Large areas of level land.
- Regular and assured supply of raw materials.
- Cheap and adequate power supply.
- Nearness to market for quick sale of manufactured goods.
- An efficient networks of transport at reasonable wages.

E. Long answer type questions:

1. **(a) Cottage Industries:** Such kind of industries utilise local raw materials and products are mainly for local market. Labour work is done mostly by family members using ordinary tools and equipments.

The farmers in their free time or craftsmen in rural areas make goods like ropes, baskets, clothes etc.

(b) Small Scale Industries: Small scale industries use power-driven machines. Raw materials are obtained from outside and goods are sold through traders. They are generally owned by an individual and employ a small number of labourers. Small scale industries play an important role in developing countries. They produce cloth, paper, goods, toys, furniture, machine parts, electrical goods, utensil and leather goods.

(c) Large scale Industries: Large scale industries employ thousands of labourer, invest a large amount of capital and use power driven heavy machineries. The management of such industries is complex and is divided among owners, managers and labourers. Special measures are taken for quality control. Production specialization is another feature. Raw material is procured from far-off places and finished product is also sent to far away places or even exported. Modern iron and steel industry, aviation and ship building industry, petro chemical industry are the examples of large scale industries. Industries having more than one crore investment are called medium or large scale industries.

- 2. Iron and Steel Industry:** This industry provides the base for all the other industries. Hence, it is also known as a basic industry. It is the backbone of an economy. Iron is the most abundant mineral found in the earth's crust. It constitutes for about 80% of the earth's core. It is made from iron-ore and iron is obtained after removing the impurities. Steel is made after adding carbon, steel can be made into any shape, like sheets, rolls wires, tubes to be used in different industries. A flux is added to a smelting furnace to remove the impurities from the ore. Flux can be rock silica, limestone, coal or borax which lower the temperature.

The industry flourishes in areas where iron ore reserves are large, coal is available, water supply is continuous and cheap transport is available along with a market.

- 3.** An industry is an organised human effort and skill to produce something useful from the gifts of nature or from primary products. It refers to the manufacturing process. As soon as man started leading a settled life, industries grew up to provide the necessities of settled life, such as furniture, textile, leather goods, boats and agricultural tools and even luxuries like jewellery. These goods were made by craftsmen who worked with members of their families at home, with hard and simple tools. It required very little investment and involved manual labour or animal power. The products that we derive directly from nature, like timber, vegetables, milk and meat are called primary products. An activity such as lumbering farming or fishing to obtain a primary product is called primary industry. When primary products are

processed, they change into secondary products. Thus, cotton is a primary product while yarn and fabric obtained by processing cotton are secondary products. The process of primary products to produce secondary products is called secondary industry or manufacturing industry.

To Enjoy

Complete the words:

1. Industries,
2. Production,
3. Classified,
4. Products.

CHAPTER-7

A. 1. (a), 2. (b), 3. (a), 4. (c), 5. (b).

B. 1. Humans/People, 2. Human resources,
3. density of population, 4. hot and humid, 5. industries.

C. 1. (F), 2. (T), 3. (T), 4. (F), 5. (T), 6. (T).

D. Short answer type questions:

1. **Population Change:** The number of people living in an area does not remain the same. Many factors influence the changes in population :
 - Migration of people.
 - Rising standard of living.
 - Political and Socio-Religious factors.
 - Better health and nutrition leading to a longer life span.
2. **Age Structure:** The age structure of the population of a country throws light on the working population and dependent population. More dependent population is a burden on the economy of the country while more working population helps in the economic development. The population is divided into three age groups (i) 0(zero)-14 years (ii) 15-64 years (iii) 65 years and above.
3. • **Birth Rate :** Number of births per 1000.
• **Death Rate :** Number of deaths per 1000.
4. **Moderately Populated Areas:** The moderately populated areas are mostly found between the densely and the sparsely populated areas. Most of these areas have developed new industries facilities for irrigation and mining. Thus, people have migrated and settled in such areas. The moderately populated areas do not form a continuous belt.
5. The information about the social, economic and demographic characteristic of the population of any country is obtained through census. In India, the population census is conducted after every 10 years.
6. **Means of Transport:** The economic activities are attracted to those areas that have an adequate and efficient network of transportation.

Most of the cities are located either in the plains or along the coast, which provide adequate transportation facilities. Thus, such places are thickly populated.

7. **Urbanization:** The urban centres have diverse economic activities. Moreover, the urban areas also provide better living conditions than the villages. Thus people migrate to cities in search of work. Urban areas have more than 5,000 persons living on per sq. km. of land.
8. **Sex Ratio:** This means the proportion of males and females in the total population. It is defined as the number of females per thousand males in the population. The sex ratio is favourable (for women) in Europe, Latin America and North America but it is unfavourable in other parts of the world as well as in India.

E. Long answer type questions:

1. People both healthy and educated are the greatest resource of country's progress.

Importance of Human Resources: Human resources are important for the development of both the country as well as the individual. When a country possesses sufficient number of highly educated and trained people, it can produce more and also efficiently, without wasting scarce resources. Human resources are also important to each individual because they assist other people in improving and using their capacities and potentialities to the outmost with other developing skills and aptitudes. The individual has become a valuable resource for the country.

2. **Thickly Populated Areas:** The fertile river valleys and the industrialised ports of the world generally have a very high density of population.

(a) Eastern Asia: It includes large parts of China, Japan, Korea, Philippines etc. Accounts for about 25 percent of the total population. China has the maximum population in the world.

(b) South Asia: It includes the India sub continent and the countries of South East Asia, also accounts for about 25 percent of the world's total population. Very thickly populated parts are India, Bangladesh, Indonesia, Pakistan, Sri Lanka, Myanmar, Thailand, Cambodia, Singapore and Vietnam. In total population India stands next to China. In India the density of population is high in the northern plains, and the coastal plains, but the plateaus mountains and desert region are sparsely populated.

(c) Western Europe: It includes Spain, France, Italy, UK, Belgium, Netherlands, Poland, Ukraine and Russia. The main reasons for the high density of population is mineral resources, development of industries and a suitable climate for human habitation.

(d) East Central North America: It includes the St. Lawrence river basin and the areas around Great Lakes in Canada and USA. The

development of industries is the main reason for the high density of population. Another reason is that the immigrants from Europe came and settled first along the eastern coasts of North America. So this region enjoyed urbanization at an early date.

3. Factors Affecting the Distribution of Population: No single factor can explain the uneven distribution of population in the world. It can only be explained through the interaction of different physical factors that include—relief, climatic conditions, natural vegetation, soil and water availability. Other factors include minerals deposits, Industries, transportation, urbanisation and migration.

Relief: The plains have higher density of population as compared to the mountains regions. The steep mountain slopes restrict the availability of agricultural land, industries, transportation and settlement. The northern plains are the most densely populated areas in India.

Climatic Condition: People usually avoid extremes climate that are very hot or very cold like Sahara desert, Polar regions of Russia, Canada and Antarctica.

Natural vegetation: Dense and inaccessible forests grow in hot and humid areas. Such conditions discourage population habitation. Therefore, the Amazon and the Congo basins have no large settlements and the population density is low.

Soil: Fertile soil provide suitable land for agriculture. Such as the fertile plains of Ganga and the Brahmaputra in India. Hwang Ho, Chang Jiang in China and the Nile in Egypt are densely populated.

Water: People prefer to live in the areas where fresh water is easily available. The river valley is densely populated while desert have sparse population.

Minerals: Areas with mineral deposits are more populated. Diamond mines of South Africa and discovery of oil in the Middle East lead to settling of people in these areas.

To Enjoy

Complete the words:

1. Population, 2. Climate, 3. Cultural, 4. Economic

CHAPTER-1

- A. 1. (c), 2. (b), 3. (d), 4. (c), 5. (c).
B. 1. rules, 2. citizens, 3. B.R.Ambedkar
4. Right to equality. 5. Laws
C. 1. (T), 2. (F), 3. (F), 4. (T), 5. (F).
D. **Short answer type questions:**

1. Constitution is a set of rules according to which the government of a country runs. On the one hand, it defines the position and power of the three organs of the government— the Executive, the legislature and the Judiciary, and on the other hand, it explains the relations between the government and the citizens.

Importance of Our Constitution

- Our constitution contains valuable information regarding the structure, organs, duties and responsibilities of the government.
 - Our constitution regulates the relationship between the various organs as well as between the citizens and the government.
 - Our constitution has a system of checks and balances. This prevents the misuse of power vested in the government.
 - Because India has a diverse population, it is important to protect the rights of the minorities. Our constitution guarantees certain rights to protect the minorities against the oppression by the majority.
 - Our constitution also guarantees certain fundamental rights to the citizens in order to protect them against any injustice by the government.
2. The key features of our constitution are:
• Federalism, • Parliamentary Form of Government, • Separation of Power, • Fundamental Rights, • Directive Principles, • Secularism , • Fundamental Duties.
3. The laws that are formed by the Constitution are meant for the welfare of the people but sometimes a particular law is not welcomed because a section of the society does not approve it. This give rise to a spirit of dissent in case of laws that are not approved by the people.
4. A rule is an established principle, a standard or a guide for action. Rules are essential for efficient and proper governance of a country. These rules and principles are laid down in the constitution.
5. **The Fundamental Duties of the citizens are:**
- Abide by and respect the constitution, the National Flag and the National Anthem.
 - Cherish and follow the noble ideas of freedom struggle.
 - Uphold and protect sovereignty, unity and integrity of India.
 - Defend the country and render national service when required.
 - Promote common brotherhood of all people in India and renounce

- practices derogatory to the dignity of women.
 - Value and preserve the rich heritage of nation's composite character.
 - Protect and improve national environment and have compassion for living creatures.
 - Develop scientific temper, humanism and spirit of enquiring.
 - Safeguard public property and abjure violence, and strive for excellence in all spheres of individual and collective activity.
 - As Indian citizens, we ought to follow the above Fundamental Duties.
6. **The Fundamental Rights guaranteed in the Indian Constitution include:**
- **Right to Equality:** It means that all persons are equal before the law irrespective of their religion, caste or sex. Every person has access to all public places.
 - **Right to freedom:** This includes the right to freedom of speech and expression, the right to form associations, the right to move freely and reside in any part of the country and the right to practice any occupation.
 - **Right against Exploitation:** This fundamental right protects people from human trafficking and beggar or forced labour. It also bans the employment of children below the age of 14 years in dangerous places like factories, mines etc.
 - **Right to Freedom of Religion:** Every person has the right to practice, profess and propagate the religion of his/her own choice.
 - **Cultural and Educational Rights:** The Constitution states that all minorities, religious and linguistic group can set up their own educational institutions in order to preserve and develop their own culture.
 - **Right to Constitutional Remedies:** The Fundamental Rights granted to the people are sacrosanct. Any citizen can approach a court of law if he/she feels that his/her rights have been violated. Fundamental Rights can only be suspended during a national emergency.
 - **Right to Education:** This right ensures free and compulsory elementary education up to the eight class for all children within the ages of 6 to 14 years.
7. In 1934, The Indian National Congress made the demand that a constituent assembly should be formed. During the Second World War, this assertion for an independent constituent assembly formed only of Indians gained momentum and this was convinced in December 1946. The assembly started working from the ninth day of December 1946. Some of the leaders who were elected for the constituent assembly were fully conscious about the enormity of the task before them. Great

men and women from different communities were entrusted with the momentous task of drafting the constituent assembly from all parts of the country making it miniature India.

E. Long answer type questions :

1. Laws are meant for the welfare and the security of the people. They serve as a means of bringing about social change and establishing an egalitarian society. In a traditionally unequal society like India, plagued by social evils such as dowry, female foeticide and alcoholism, the need for laws becomes even more important. Only the Constitution can give legitimacy to laws. Our Constitution has given authority to the courts to judge whether a law is legitimate or not. A law which is unconstitutional may be declared void by the courts.

2. **The key features of the Indian Constitution are:**

Federalism: This refers to the existence of more than one level of government in the country. In India we have governments at the state level and at the centre. Panchayati Raj is the third tier of government. While each state in India enjoys autonomy in exercising powers on certain issues, subjects of national concern require that all of these states follow the laws of the Central government. The constitution contains lists that detail the issues that each tier of government can make laws on.

Parliamentary Form of Government: The elected representatives who exercise political power on behalf of the people become members of parliament at the centre. Every law enacted by the parliament or the state legislature has to be according to the Constitution. The constitution also guarantees Universal Adult Franchise which means that the citizens of India can vote in election to elect their representatives. Also every citizen, after a certain age, can contest the elections.

Separation of Powers: The government of our country has three main organs—the Legislature, the Executive, and the Judiciary. The constitution clearly demarcates and defines the powers and roles of all the three organs. The Legislature frames laws, the Executive implements them and the Judiciary resolves disputes and maintains law and order. No organ, however, has absolute authority. The legislature and the executive can act as a check on each other's powers. The constitution also clearly defines the powers and functions of the judiciary.

Fundamental Rights: The Constitution of India guarantees certain Fundamental Rights to all the citizens so that the state may not misuse its power. These Fundamental Rights protect the citizens against the arbitrary and absolute exercise of power by the state. The Constitution guarantees these rights of individuals against the state as well as against other individuals.

Directive Principles: In addition to Fundamental Rights, the Constitution also has a section called Directive Principles of State policy. They serve as a guide to the state to make laws and policies that help to reduce the poverty of the masses and in making economic and social reforms so that all citizens can lead a dignified life.

Secularism: The Constitution states that India will be a Secular state. It means that the state will not officially promote anyone religion as the state religion. The Indian Constitution plays a crucial role in laying out the ideals that we would like all citizens of the country to adhere to, including the representatives that we elect to rule us.

Fundamental Duties: By the 42nd Amendment in 1976, the Fundamental Duties were incorporated in the Constitution.

3. Fundamental Duties: By the 42nd Amendment in 1976, the Fundamental Duties were incorporated in the Constitution.

The Fundamental Duties require the citizens to:

- Abide by and respect the Constitution, the National Flag and the National Anthem.
- Cherish and follow the noble ideas of freedom struggle.
- Uphold and protect sovereignty, unity and integrity of India.
- Defend the country and render national service when required.
- Promote common brotherhood of all people in India and renounce practices derogatory to the dignity of women.
- Value and preserve the rich heritage of nation's composite character.
- Protect and improve national environment and have compassion for living creatures.
- Develop scientific temper, humanism and spirit of enquiring.
- Safeguard public property and abjure violence, and strive for excellence in all spheres of individual and collective activity.
- As Indian citizens, we ought to follow the above Fundamental Duties.

To Enjoy

Complete the words:

(a) Sovereign, (b) Legislature.

CHAPTER-2

A. 1. (b), 2. (a), 3. (d).

B. 1. Secularism, 2. USA, 3. Indian Constitution,
4. religion, 5. untouchability.

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T).

D. Short answer type questions:

1. Secularism means showing due respect to all religions.
2. **According to the constitution, India will be a secular state to ensure the following objectives:**
 - That one religious community does not dominate another.
 - That some members do not dominate other members of the same religious community.
 - That the state does not enforce any particular religion and take away the religious freedom of individuals.
3. There is no denying the fact that the Indian state keeps away from interfering in religion.
 - Following the spirit of the Constitution the Indian State does not support or force any religion of its own.
 - It does not allow any government institution to display anything which promotes any religion.
 - It does not allow any government school to promote any religion in their programmes or function.
 - In the Indian state, no religious community dominates the others.
 - It also ensures that some members of the same community do not dominate the others.

All this has been done to maintain the true spirit of democracy in India and to maintain the great ideal of secularism.

4. But in order to see that all citizens enjoy the freedom enshrined in the fundamental Right of Equality the state has sometimes to interfere in religion.
5. Indian Secularism differs from the Secularism in the United States of America because in America there is a strict separation between religion and the state but in Indian Secularism, the state can interfere in religious affairs as in the case of abolishing untouchability. In the USA the separation between state and religion means that neither the state nor religion can interfere in the affairs of one another.

E. Long answer type questions:

1. In a secular state, there is no official religion of the state and it does not discriminate against any religion. All types of religions of their choice and there is no binding on anybody in observing any religious practice unless it goes against or is determined to the peace, security and integrity of the nation. Everybody is equal before the law and enjoys equal right no matter what faith, caste, colour or creed he or she belongs. In many countries, the state favours one particular religion. People belonging to other religions living in that country might face discrimination on the basis of religion. In History, we have read about incidents in which certain sections of the society have faced persecution for their faith. The crusades of the middle age in Europe are the most notable examples of state-sanctioned military campaigns, primary on the basis of religion. They were fought mainly by the

Roman Catholic forces against Muslim.

2. The Indian state is Secular and works in various ways to prevent religious domination. The Indian Constitution guarantees Fundamental Rights that are based on these secular principles. However at times these rights are violated in Indian society. Since such violations occur frequently we need a Constitutional mechanism to prevent them from happening. The knowledge that such rights exist make us sensitive to their violations and enables us to take action when these violations take place. In many countries, the state favours one particular religion. People belonging to other religions living in that country might face discrimination on the basis of religion.

To Enjoy

Complete the words:

- (a) Untouchabilities, (b) Secularism

CHAPTER-3

A. 1. (c), 2. (a), 3. (d), 4. (b).

B. 1. Equality, 2. citizens,
3. freedom, 4. Right to Equality, 5. Laws.

C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (F).

D. Short answer type questions:

1. The Fundamental Rights embodied in the Indian Constitution act as a guarantee that all Indian citizens can and will lead their lives in peace as long as they live in Indian democracy.
2. All Indian citizens are entitled to equal right and opportunities. Therefore, citizens cannot be stopped from doing any job, studying in any Institution entering any public place and so on, only because they belong to a particular caste, region, religion, men or women. Untouchability is illegal and punishable. Indian Citizens enjoy equality before law.
3. The right to freedom allows us to exercise personal freedom. However, while exercising our freedom we must be careful not to harm others or go against the interest of the nation. The right to freedom is, therefore not absolute. It has some restrictions. For example, we are free to express our opinions in spoken, written or any other form. We have a free press. We can even criticize the government. However, we cannot criticize anyone without reason.
4. The duties contained in PART IV-A of the Constitution merely defines what the state expects from the citizens in return from the rights embodied in PART-III of the Constitution. Some critics doubt shelter the

inclusion of these duties would serve any useful purpose because some of the duties have not been clearly worked for example- words like 'scientific temper' and 'humanism' can be variously interpreted. Besides it there is no coercive machinery for the enforcement of these duties. In the opinion of critics, more amendments and additions to PART-IV-A are made. But this is not justified.

5. The Right to Education Act 2005 extends to the whole of India except Jammu & Kashmir.

According to the Act—

- a. Every children between the ages of 6 to 14 years has to right to free and compulsory education.
 - b. The government schools shall provide free education to all the children and the schools will be managed by School Management Committees (SMC). Private Schools shall admit at least 25% of the children in their schools without any fee.
 - c. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.
6. The Right to information Act came into force on 12th October, 2005. The Act extends to the whole of India except the state of Jammu and Kashmir. It includes the right to
 - a. Inspect works, documents, records.
 - b. Take notes, extracts or certified copies of documents or records.
 - c. Take certified samples of material.
 - d. Obtain information in form of print outs, floppies, tapes, video cassettes or in any other electronic mode or through print outs.
 7. All groups, sects and minorities in the country have been granted the right to safeguard their culture, language and script. They can open their own educational Institutions for this purpose and can teach their children accordingly. But it has been made obligatory for such Institutions to give admission to any student desirous to join them. Such students cannot be forced to learn what does not fit in their own cultural framework. It has been clearly laid down that “no person shall be denied admission into any educational Institution run by the state or aided by the state on grounds of religion, race, caste, sex or language.”

E. Long answer type questions:

1. **The rights guaranteed by our Constitution are:** • Right to Equality, • Right to Freedom, • Right against Exploitation, • Right to Freedom of Religion, • Cultural and Educational Rights, • Right to Constitutional Remedies.
2. **Right to Freedom:** Freedom is the very essence of a democracy. That is why our Constitution has guaranteed various kinds of individual and collective freedoms to the citizen of India. All citizens shall have the

right—

- a. To freedom of speech and expression.
 - b. To assemble peacefully and without arms.
 - c. To form associations or unions.
 - d. To move freely throughout the territory of India.
 - e. To reside and settle in any part of the country of India.
 - f. To practice any profession, or to carry on any occupation, trade or business.
3. In the present age of democracy, there is always a tendency to put all the emphasis on the rights and to forget that rights imply duties. Every right carries with it a duty. If one has the right to follow one's own religion. It is one's duty to allow others to follow their own. Rights and duties are equally important; that is why our Constitution has laid down certain duties for citizens along with their rights. Our Constitution lays down that it shall be the duty of every citizen of India. The Constitution lays down ten fundamental duties as under-
- a. The citizens of India should respect the Constitution, its ideals and institution, the National Flag and the National Anthem.
 - b. People should cherish and follow the noble ideals which inspired our national struggle for freedom.
 - c. All citizens must uphold and protect the sovereignty, unity and integrity of India.
 - d. Citizens are expected to defend the country and render national service at the time of need.

To Enjoy

Complete the words:

(a) Exploitation, (b) Secularism

CHAPTER-4

- A. 1. (d), 2. (c), 3. (b), 4. (c), 5. (b).
- B. 1. Legislature, 2. Parliament, 3. British Parliamentary, 4. dictatorship, 5. speaker.
- C. 1. (T), 2. (T), 3. (F), 4. (F), 5. (T).
- D. **Short answer type questions:**
 1. The Indian Parliament consists of the President and the two houses of Parliament. The Lok Sabha and the Rajya Sabha. The Parliament and the two houses form the Union Legislature.
 2. Elections to the Lok Sabha are held at least once every five years. For the purpose of elections, the country is divided into as many Constituencies are created on the basis of population, so that the more populations states have more seats in the Lok Sabha. Every

Constituency elects one representative to the Lok Sabha. A candidate who contests elections may belong to a political party or be an independent candidate. The candidate who gets the largest number of votes becomes the elected representative of the constituency in the Lok Sabha. All Indian citizen aged 18 years or above can vote in elections to choose their representatives.

3. After the general elections are over and the Lok Sabha is duly constituted with a declaration by the Election Commission, the first thing for the Lok Sabha to do is to elect its Chairman popularly known as the Speaker.
4. The upper house of Parliament is called the Rajya Sabha also referred as the council of states. It constitutes 250 members of these 238 and 12 members are nominated by the president. They are distinguished individuals from the field of Literature, Art, Science and Social Service. The elected members of the state legislative assemblies elect the members representing their states in accordance with the method of proportional representation. The number of members from a particular state depends upon the population of the state.

Presidency officer : The Vice-President of India presides over the Rajya Sabha. He is the ex official chairman because he gets this post of virtue of his office.

5. **Functions of the Parliament:** The Parliament performs several functions. Some of them are:
 - Introduction of new laws.
 - Financial control over the government's income.
 - Control over the Executive.
 - Organ of information.
6. The parliament can introduce new laws and change the old ones. A law is first introduced in the form of a bill. A bill is the draft of a proposed law. The bills can be broadly classified into three categories. They are:
 - Money Bills
 - Ordinary Bills
 - Constitutional Amendment Bills

There are certain stages that a bill has to pass through before it becomes a law.

- **First Reading:** The person who introduces the bill delivers a speech to explain the purpose and importance of the bill.
- **Second Reading:** The bill is discussed in detail. Those who are in favour give their arguments stating why it is necessary. Those who oppose it point out its weakness.
- **Third Reading:** In this stage, the final form of the bill is put before the House. Final discussion takes place and the bill is put to vote.
- **Joint sitting:** A situation of deadlock arises if a bill is returned by the other house with some suggestions but the house where it originated does not accept those suggestions. The President then summons a joint sitting of the two Houses of Parliament. Such a joint

sitting is presided over by the speaker. The decision at the joint sitting is taken by a majority of the total number of members of both the houses of parliament present and voting.

7. The bills can be broadly classified into three categories. They are:
 - **Money Bills:** Money Bills contain provisions related to tax regulations, regulation of borrowing of money by the government, payment to or withdrawal from the contingency or the consolidated fund of India.
 - **Ordinary Bills:** Ordinary Bills are draft proposals for ordinary legislation.
 - **Constitutional Amendment Bills:** Constitutional Amendment Bills deal with the amendment of our Constitution. They can be introduced in either House of Parliament.

E. Long answer type questions:

1. Reasons for opting for the Parliamentary System of Government in India:

- Being a British colony, India was influenced by the British Parliamentary system of governance.
- To give equal representation to the multiple religious and linguistic groups so that they could elect their representatives.
- The executive being responsible to the parliament reduces the chances of dictatorship.

2. Difference between Lok Sabha and Rajya Sabha

- The Lok Sabha is a directly elected body. The Rajya Sabha is an indirectly elected body.
- A Money Bill can be introduced in the Lok Sabha but not in the Rajya Sabha.
- The Lok Sabha can pass a vote of no confidence against the minister. The Rajya Sabha cannot.
- The Lok Sabha can be dissolved. The Rajya Sabha cannot be dissolved.

3. Lok Sabha is more powerful because:

- The Lok Sabha is a directly elected body. The Rajya Sabha is an indirectly elected body.
- Lok Sabha has 552 seats. Rajya Sabha constitutes 250 members only.
- A Money Bill can only be introduced in the Lok Sabha but not in the Rajya Sabha.
- The Lok Sabha can pass a vote of no confidence against the minister. The Rajya Sabha cannot.
- The Lok Sabha can be dissolved. The Rajya Sabha cannot be dissolved.

To Enjoy

Complete the words:

- (a) Parliament, (b) President.

CHAPTER-5

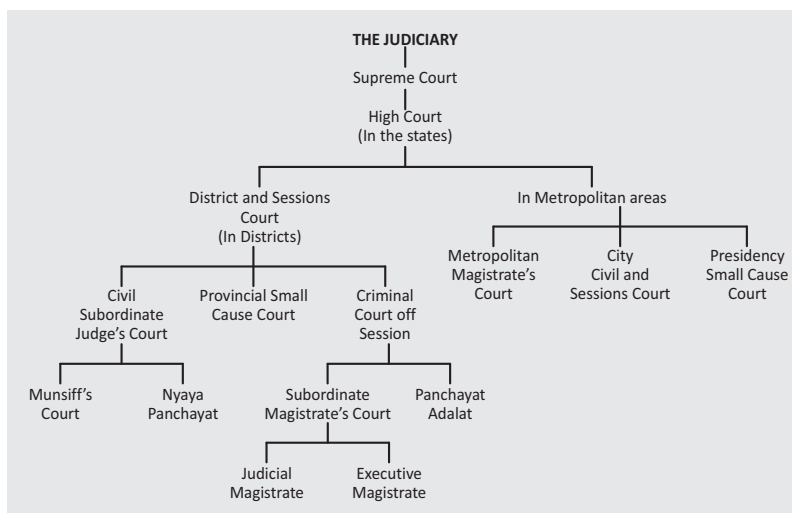
- A. 1. (a), 2. (d), 3. (a), 4. (b), 5. (a), 6. (d).
B. 1. federal, 2. Courts, 3. Supreme Court,
4. metropolitan areas, 5. The President, 6. impeachment.
C. 1. (T), 2. (F), 3. (T), 4. (F), 5. (T).

D. Short answer type questions:

1. The courts are very necessary for the following reasons:

- They decide the disputes between citizens, between citizens and the government, between the centre and the states, and between two or more states.
- They keep a check on the unbridled power of Legislatures and Executives. They can declare certain laws as ultra vires and unconstitutional. This is called judicial review.
- They uphold the law, protect the Fundamental Rights of the citizens.
- They act as the custodian of the Constitution.
- They advise the President or the Governors on the matters of law.

2.



3. The Judicial functions of the Supreme Court are both of the original as well as the appellate nature.

a. Original Jurisdiction: The Original Jurisdiction empowers the Supreme Court to hear and decide certain cases in the first instance i.e. these cases cannot be heard in any other court. Some of these cases are-

- Disputes between two states.
- Disputes between the Union government and one or more state governments.

- Case which concern the violation of the Constitution by the government of anyone else.
- Issue of writs for the enforcement of Fundamental Rights.

b. Appellate Jurisdiction: Appellate Jurisdiction means that the Supreme Court can reconsider a case and legal issue involved in it on the following conditions-

- If a High Court certifies that the case should be tried in the Supreme Court.
- If the issue involves interpretation of the Constitution.
- If a High Court changes the decision of a lower court in a criminal case and gives death penalty.

Being the High Judicial Body, the Supreme Court means it can appeal against the Judgement of the High Courts. If the Supreme Court thinks that the law or Constitution has a separate meaning from what the Lower Courts have, interpreted, it can change or reverse the decision.

c. Advisory Jurisdiction: Another very important function the Supreme Court of India is its obligation to advise any government department; Legislature, the President or the Council of Ministers. Whoever seeks it.

4. Like the Supreme Court of India, a High Court has to perform many function and duties of Judicial and non-judicial nature.

Some important functions of the High Court are listed below:

(a) Original Jurisdiction : The original Jurisdiction of the High Court is very limited. Cases relating to Fundamental Rights, Divorce Wills and Laws relating to Marriage can be brought directly to High Court. The High Courts of the three Presidency Towns of Mumbai, Chennai and Kolkata. However, possess an original Jurisdiction over cases arising within the Presidency.

(b) Appellate Jurisdiction : Appellate jurisdiction to all those cases that have already been dealt by a Lower Court. If one of the parties is not satisfied, they can file the case in the High Court. When the High Courts hear an appeal against a Lower Court, it is called an appellate jurisdiction.

5. **The District Judges Court** is the highest civil court in a district. It can hear cases related to Land, Property, Money Transactions, Marriage, Divorce, Will and Guardianship. It also hears appeal against the Judgements of the lower Courts. In some District Additional District Judges assist the District Judge.

Revenue Courts hear cases involving the payment of revenue court in a state in the Revenue Courts. Appeals from this Court are heard in the state High Court. The Highest revenue court in a district is the court of the collector.

The Panchayats Court deal with civil and criminal cases at the village level. These Courts are under various regional names such as the Nyaya

panchayat, Gram Kutchery and so on. Three or four villages are clubbed together under a Nyaya Panchayat.

The Court of the Session Judge is the Highest criminal court in a district. It is presided over by the District Judge, who is therefore, called the District and the Sessions Judge. In the sessions court, criminal cases of murder, dacoity and robbery are tried. The session Judge hears appeal against the Judgements of lower Courts.

6. The Court at the district level and below it are known as the Subordinate Courts. There are different Courts in each district to decide the civil and criminal areas. The Highest Civil Court in a district is that of the District Judge. Cases involving more than 5000 come for hearing to the district Judge. He also hears appeals against the decisions of the lower Courts. The civil cases of lesser amount are decided by the Sub Judges and Junior magistrate.

7. **Composition:** A High Court consists of one Chief Justice and as many other Judges as the Parliament may fix from time to time. Besides, the Chief Justice of a High Court can call any Judge from the Subordinate Courts to serve in the High Court temporarily if the load of work so demands. A temporary Judge can be appointed for a period of not more than two years and cannot hold office after the age of 62.

Qualification: The Chief Justice of High Court is appointed by the President in consultation with the Chief Justice of India and the Governor of the state. The procedure for appointing Judges is the same except that the Chief Justice of the High Court concerned is also consulted.

(a) Must be a citizen of India.

(b) Must have held a Judicial office in India for ten years.

(c) Must have practiced as an advocate of a High Court or two or more such courts in successive for a similar period.

(d) Should be an eminent writer in the field of law.

(e) Should be a recognized teacher of good reputation in College of Law.

E. Long answer type questions:

1. The courts are very necessary for the following reasons:

- They decide the disputes between citizens, between citizens and the government, between the centre and the states, and between two or more states.
- They keep a check on the unbridled power of Legislatures and executives. They can declare certain laws as ultra vires and unconstitutional. This is called judicial review.
- They uphold the law, protect the Fundamental Rights of the citizens.
- They act as the custodian of the Constitution.
- They advise the president or the governors on the matters of law.

Need for an Independent Judiciary: The frames of our Constitution have kept the Judiciary independent of the Legislature and the Executive so that—

- It can check the misuse of powers by the other two organs of the government.
 - Impartial justice is possible.
2. **The Supreme Court:** The Supreme Court is at the apex of the judicial hierarchy. Delhi, the National Capital, is the seat of the Supreme Court. It makes the final decisions which are then abided by all the courts of our country.
- Composition:** The Chief Justice heads the Supreme Court. A maximum of 30 judges assist them him.
- Appointment:** The President appoints the Chief Justice in consultation with the Judges of the Supreme Court and the High Courts whom he deems necessary. The Judges are appointed by the President in consultation with the Chief Justice.
- Qualification of the Judges**
- To become a Judge or the Chief Justice of the Supreme Court, a person should possess the following qualifications-
- He should be a citizen of India.
 - He should have worked as a Judge in any of the high courts continuously for not less than five years.
 - He should have been an advocate of High Court of at least 10 years standing.
 - He should have distinguished himself as a Jurist.
 - He should be an author of renowned books on law.
3. Our courts usually take much time to decide different cases and as such the different parties have to spend a lot of money. To save both time and money a system of Lok Adalat has been set up recently in our Court. Under this system, a large number of cases are decided in a single day. The first such Lok Adalat, which was held in Delhi in 1985, decided as many as 150 cases in a single day. The process of seeking justice is time consuming and expensive in our country. For these reasons, Lok Adalat or the people's Court was set up to provide speedy Justice. A Lok Adalat is presided over by a retired Judge along with two other members, usually a lawyer and a social worker. The disputing parties put forward their own cases without advocates. The cases are solved through mutual understanding. No appeal can be made against the order of Lok Adalat.
4. India has a federal system of Governance but a single integrated Judicial system. The Judiciary administers Justice, interprets laws, protects the natural rights of the citizens and look into the Union and State laws through a hierarchy of courts. The Supreme Court is at the top of this Hierarchy followed by the High Courts and the subordinate Courts at different levels of the Judicial System.

To Enjoy

Complete the words:

(a) Subordinate, (b) Jurisdiction.

CHAPTER-6

- A.** 1. (b), 2. (a), 3. (c), 4. (d), 5. (b).
- B.** 1. properly and effectively, 2. FIR, 3. Law enforcement, 4. investigation, 5. Judiciary, the Police, Law, order, 6. impartial judgement.
- C.** 1. (T), 2. (F), 3. (T), 4. (T), 5. (F), 6. (T).
- D. Short answer type questions:**
1. Apart from investigating the facts of a crime, the other functions of police are as follows :
 - Enforcement of Law.
 - Maintenance of law and order in the society.
 - To curtail the crime by possible legal means.
 - To detect and bring offenders to Justice, and
 - To 'Serve and Protect' citizens and their properties.
 2. Criminal courts have the power to make enquired in connection with cases brought before them for trial on receiving a charge sheet, a criminal court has to decide-
 - Whether the police investigation has been carried out properly or not.
 - Whether the available evidence supports the charges brought by the police or not;
 - Whether the evidence recorded by the police is real or not.If the Court is satisfied that the charges are valid it orders punishment for the accused in its judgement.
 3. First information report, also called the FIR, is a written document that is prepared at Police Station then it receives information about the commission of a cognizable offence.
It is a report of the information that reaches reason. It is shown as the First Information Report.
 4. An FIR can be filled in the police station of the concerned area under whose jurisdiction the offence has occurred. It must be filled by the Officer Incharge or with an Assistant Sub-Inspector.
 5. A proper procedure to file an FIR is as follows—
 - The informant meets the officer incharge at the police station and narrates the sequence of event.
 - The officer writes down the complaint and it is signed by the informant.
 - The information given is then entered in a book to be kept by the officer.
 - The place where it occurred.
 - The name and address of complainant.
 - The name and address of the suspect if any.
 - Description of the crime.
 - In case of theft, details of property stolen.
 - The section of the law which applies to the offence.
 6. In criminal cases the following procedure is adopted.

- The aggrieved files an FIR.
 - Once the FIR is filed, the police begins the question the witness, records statements, conducts a search and collects evidence. It also interrogates the suspect and, if needed, arrests the suspect.
 - After the investigation, if the police finds sufficient evidence against the accused, it arrests him. Then the police file a charge sheet in the Magistrate Court.
 - After the charge sheet has been filed, the trial begins. The accused is given the opportunity to defend himself. He can hire a lawyer of his choice to defend the case. This lawyer is known as the Defence Lawyer. The lawyer who presents the complainant's case is known as Public Prosecutor. In India, a person is considered innocent until proven guilty in the court.
 - If the court finds the accused guilty, the court award punishment. The quantum of punishment depends upon the nature and severity of the crime committed.
7. Public Prosecutors are gazetted officers, appointed by the state to help in the prosecution of offender to keep the society free from crimes. These officers are situated in the court building. The present criminal system is based on the principal that any crime committed by an individual is a crime against the society. Therefore, the prosecution and punishment of the crime is the responsibility of the state. Such prosecution on behalf of the state is performed by a Public Prosecutor.
 8. The laws made by the Parliament need to be enforced properly and effectively. This law enforcement is done through various agencies of the government. The Police is the primary law enforcement agency. The police is responsible for:
 - Preventing crime.
 - Investigating crime.
 - Upholding the law.
 9. Criminal courts have the power to make enquired in connection with cases brought before them for trial on receiving a charge sheet, a Criminal Court has to decide-
 - Whether the Police Investigation has been carried out properly or not.
 - Whether the available evidence supports the charges brought by the police or not.
 - Whether the evidence recorded by the police is real or not.
 - If the Court is satisfied that the charges are valid it orders punishment for the accused in its judgement.
 10. An FIR is very important document as it takes the process of criminal justice in motion. It is only after the FIR is lodged in the police station that the police takes up investigation of the case.

E. Long answer type questions:

1. The entire Judicial System in our country revolves around laws passed by the Union Parliament. After laws are made, their enforcement essentially consists of two parts. One relates to investigation of facts concerning a crime, i.e., violation of a law. This is mainly looked after by the police. The second part relates to the prevention of the occurrence of crime itself. The second part comes under the domain of the Judiciary.

Apart from investigating the facts of a crime, the other functions of police are as follows :

- Enforcement of Law.
 - Maintenance of law and order in the society.
 - To curtail the crime by possible legal means.
 - To detect and bring offenders to Justice, and
 - To 'Serve and Protect' citizens and their properties.
2. Public Prosecutors are gazetted officers, appointed by the state to help in the prosecution of offender to keep the society free from crimes. These officers are situated in the court building. The present criminal system is based on the principle that any crime committed by an individual is a crime against the society. Therefore, the prosecution and punishment of the crime is the responsibility of the state. Such prosecution on behalf of the state is performed by a public prosecutor. The public prosecutor is required to play an impartial and neutral role and help in the prosecution of all those charge sheeted by the police. It is quite a difficult task because he faces tremendous pressure from the government side as well as from the powerful people who try to influence the prosecution.
 3. First Information Report, also called the FIR, is written document that is prepared at police station then it receives information about the commission of a cognizable offence.
It is a report of the information that reaches station. It is shown as the first information report. Anyone who knows about the occurrence of a cognizable offence can file an FIR. It is not necessary that victim of the crime should file an FIR. A police officer who comes to know about the occurrence of a cognizable offence can also lodge the FIR on his own. A proper procedure to file an FIR is as follows—
 - The informant meets the officer incharge at the police station and narrates the sequence of event.
 - The officer writes down the complaint and it is signed by the informant.
 - The information given is then entered in a book to be kept by the officer.

To Enjoy

Complete the words:

(a) Accused, (b) Complaint.

CHAPTER-7

- A.** 1. (c), 2. (d), 3. (b), 4. (d).
B. 1. social hierarchy, 2. Scheduled Caste, untouchability,
3. In 1993, Latrines (Prohibition), 4. Mahatma Gandhi,
5. The Manual Scavengers, 6. untouchable.
C. 1. (T), 2. (T), 3. (F), 4. (T), 5. (T), 6. (F).

D. Short answer type questions:

1. The root of untouchability lies in the Caste System prevalent in the society. Untouchables performed menial tasks such as removing human excreta. They were not allowed to come in contact with other castes people.
2. The Right to Equality as guaranteed by the Constitution of India assures that no citizen shall be discriminated against on the grounds of caste, colour, sex or religion. Untouchability has been abolished and its practice in any form has been declared a punishable offence under Article 17.
3. Manual Scavenging refers to the manual removal of human excreta from dry toilets. Manual scavengers are considered to be the most oppressed section in India.
4. The miserable condition of manual scavengers was brought to light by Mahatma Gandhi. However, it took years to provide constitutional protection to these manual scavengers. In 1993, the Employment of manual scavengers and construction of dry Latrines (prohibition) Act was passed. This Act forbade the employment of manual scavengers as well as the construction of dry toilets. Offenders can be prosecuted under the prevention of Atrocities Act, 1989.
5. Many religious and social reformers have tried to end. untouchability. During the national movement, Gandhiji made the education of untouchability as one of his goals. Mahatma Gandhi called the untouchables 'Harijans' which means 'Children of God'. He tried to integrate them into the freedom movement. He cleaned toilets, stayed with the Harijans in their colonies and shared meals with them. Gandhiji's followers organized public dinners wherein they opposed untouchability by eating together with people from different communities and castes.
6. The caste system was known as the Varna system, which was based on colour and occupation. The society was then divided into four varnas, namely Brahmans, Kshatriyas, Vaishyas and Shudras. The Brahmans were at the top of the social hierarchy. They had knowledge of the scripture, performed yajnas and worshipped in temples.
7. The society was then divided into four varnas, namely Brahmans, kshatriyas, vaishyas and Shudras. The Brahmans were at the top of the social hierarchy.

8. Untouchability, which is an extension of the caste system, manifested itself in many forms :
- i. Refusing education to the scheduled caste children is one form of untouchability.
 - ii. Discrimination against them in the field of employment and jobs also amounts to social inequality and discrimination which spell out the feelings of untouchability.
 - iii. Not allowing the scheduled caste people ever to walk through the residential area or through the main village streets running through the residential area of the dominant castes also amounts to an act of untouchability.
 - iv. Not allowing the Scheduled Castes to enter the temples and to perform any rituals that is another form of untouchability.
 - v. To address the caste Hindus as 'swami' (God) by the Scheduled caste people also involves the spirit of untouchability.
 - vi. Prohibiting the scheduled caste people from bathing in the common pond or drawing water from the common well also amounts to untouchability.

E. Long answer type questions:

1. Many religious and social reformers have tried to end untouchability. During the national movement, Gandhi made the education of untouchability as one of his goals.

Mahatma Gandhi called the untouchables 'Harijans' which means 'children of God'. He tried to integrate them into the freedom movement. He cleaned toilets, stayed with the Harijans in their colonies and shared meals with them. Gandhiji's followers organized public dinners wherein they opposed untouchability by eating together with people from different communities and castes.

2. Manual Scavenging refers to the manual removal of human excreta from dry toilets. Manual scavengers are considered to be the most oppressed section in India. They are not allowed to enter temples or draw water from the tank used by different names in different parts of India. For example, they are known as bhangi in Gujarat. Pabhi in Andhra Pradesh and sikkaliar in Tamil Nadu.

Laws on Manual Scavenging: The miserable condition of manual scavengers was brought to light by Mahatma Gandhi. However, it took years to provide constitutional protection to these manual scavengers- In 1993, the Employment of manual scavengers and construction of dry Latrines (prohibition) Act was passed. This Act forbade the employment of manual scavengers as well as the construction of dry toilets. Offenders can be prosecuted under the prevention of Atrocities Act, 1989.

In 2004, the Supreme Court received petition filed by the Safai Karamchari Andolans. Thereafter, it issued notices to the Centre, States and Union territories to end the practice of manual scavenging. The

Supreme Court passed an interim order and asked every central and state department to file an affidavit within six months on whether or not manual scavenging is still being resorted to, if the affidavit affirms its existence, then the concerned department should also include time-bound programmes for their rehabilitation.

To Enjoy

Complete the words:

(a) Untouchability, (b) Scavengers

CHAPTER-8

A. 1. (c), 2. (c), 3. (a).

B. 1. Scheduled Castes, system, 2. Lok Sabha, Vidhan Sabha,
3. Women, 4. free education,
5. Integrated Child Development Scheme,
6. Article 15(3). 7. UNICEF and the UNESCO

C. 1. (T), 2. (T), 3. (F), 4. (F).

D. Short answer type questions:

1. Scheduled caste.

2. In a society members who are not given importance and have no power to influence decisions are considered as marginalized. Marginalized groups remained ignored in the past due to various social and economic causes. The scheduled castes, the scheduled tribes, other backward classes and the minorities are included in the marginalized groups.

3. The tribals have their distinct customs, culture and life style. Most of them still lead a simple life. They are either nomadic herders or agriculturists or follow other allied professions. Their geo-graphical isolation, economic backwardness and lack of education have led to their exploitation.

4. Justice has always been treated as an important legal concept in India since ancient time. In fact, it has been playing an important role in the social life of people since man started to lead a social life. In modern time, Justice means those social conditions by which a harmonious and right co-ordination is made between individual's conduct and the welfare of the society. Social Justice implies that there should not be any discrimination among citizens from the social point of view. They should have all opportunities for self-development. Social Justice exists in a society where all the individuals are equal and all human beings are provided with adequate opportunities for self development.

5. The Constitution does not specifically define the Scheduled Tribes. However, they represent communities which are economically backward and inhabiting mostly the remote hilly and thickly forested areas. Such areas are denoted as tribal areas. They comprise 84.33 million population 8.2% of the country's total.

7. Apart from the Scheduled Castes, Scheduled Tribes, OBCs and the minority groups, women and children also belong to the marginalized section of the society.

E. Long answer type questions:

1. In a society members who are not given importance and have no power to influence decisions are considered as marginalized. Marginalized groups remained ignored in the past due to various social and economic causes. The Scheduled Castes, the Scheduled Tribes, other backward classes and the minorities are included in the marginalized groups.
2. Our Constitution has some special provisions to safeguard the Scheduled Castes against exploitation. In this way the Constitution aims to protect their social, educational, economic and cultural interests. Some such steps are as follows :
 - Untouchability has been abolished and its practice in any form has been made a punishable offence under Article 17.
 - The Scheduled Castes cannot be denied entry to the public places like temples, hotels, shops and restaurants. They cannot be discriminated against using public wells and water tanks.
 - No child can be denied admission to any school or institution maintained by the state on the basis of her/his caste.
3. **Steps taken for their Upliftment**
 - Our Constitution prohibits employment of children under the Child Labour (Prohibition and Regulation) Act 2006 employment of children who are less than 14 years of age is prohibited.
 - The government has set up schools to provide free education. In these schools mid-day meals are also provided.
 - Health centres have been set up in rural areas to give free immunization to infants.
 - The rights of children have been recognized by the United Nation conservation on the rights of the child. The United Nations agencies like the UNICEF and the UNESCO work for betterment of children all over the world. Our government has launched the 'Integrated Child Development Scheme' for the 'future citizens' of our country.

To Enjoy

Complete the words:

(a) Untouchability, (b) Marginalisation

CHAPTER-9

A. 1. (cd), 2. (d), 3. (a), 4. (d), 5. (cd).

B. 1. government, 2. postal,
3. railway, 4. Inadequate,
5. food, clothing.

C. 1. (F), 2. (T), 3. (T), 4. (F), 5. (T).

D. Short answer type questions:

1. The government is an important and essential component of a country. It is an institution that makes political, economic and social decisions to govern a country. It is responsible for controlling a country or a state.
2. The Government performs various functions such as maintain law and order, provide basic facilities, take action on social issues, protect the boundaries, undertake relief measures, make rules for everyone, etc.
3. Public facilities are the facilities that are provided by the government. They are important to sustain and lead a comfortable life. For eg: Electricity and water facility.
4. The government is an important and essential component of a country. It is an institution that makes political, economic and social decisions to govern a country. It is responsible for controlling a country or a state. The government works for the welfare of the people. It provides basic facilities to the people such as water supply, electricity, transportation, healthcare, education, etc. It builds roads, bridges, school and hospitals, supply water and electricity and provides postal and railway services. It is the responsibility of the government to ensure that all its citizens have enough to eat. It controls the increase in prices of commodities.
5. The State Government is responsible for planning, implementing and monitoring schemes to improve public health. So, they set up health centres, hospitals, laboratories for testing, ambulance services, blood banks, etc. In order to run such healthcare facilities, health workers, nurses, doctors and other health professionals are also required. These people advise, diagnose and treat illness. We also need medicines and medical equipments for treating patients. Our state government make arrangements for them. In India, the government's efforts to improve public health has been incorporated in the Five Year Plans, on coordinated planning between the State and the Centre and on sponsoring various health programmes. Government expenditure on health is jointly shared by the Central and State Government.
6. Infrastructure refers to the basic structure or requirements for the development of the economy, e.g. transportation electricity, education, healthcare, etc.

E. Long answer type questions:

1. A well-developed transport system plays an important role in the

economic development of a country. This system comprises roadways, railways, waterways and airways.

Roadways: The Ministry of Road Transport and Highways is responsible for the formation and implementation of policies and programmes for its development. India has a road network of our 4,689,842 km in 2013, the second largest road network in the world. The country's road network includes National Highways, State Highways, district roads and village roads.

Railways: The Indian railways is the principle mode of transportation for freight and passengers. It brings people together from the remotest areas of the country. It also plays a vital role in the development of agriculture and industry. It has spread over a route length of about 65,000 kilometres. In fact, during about 160 years of its existence, it has played a vital role in the economic, industrial and social development of the country.

Waterways: Shipping plays a very significant role in the transport sector of India's economy. About 90% of the country's trade by volume and 70% in terms of value is done by sea. We have the largest merchant shipping fleet among the developing countries. India has 12 major ports that are under the purview of the Central Government. In addition, there are about 200 non-major ports that come under the jurisdiction of the respective state governments. India has also a developed inland water transport system. It has about 14,500 km. of navigable waterways that comprise rivers, canals, lakewaters, etc.

Airways: The Ministry of Civil Aviation is responsible for formulating and implementing schemes for orderly growth and expansion of air transport. Earlier air travel was expensive and beyond the reach of majority of the citizens. But now, because of the emergence of several airlines, the fares have come down. As a result, competitive prices have made air travel easier and more accessible to the people. The cargo airlines such as Blue Dart Aviation Private Limited and Deccan Cargo and Express Logistics Private Limited are operating scheduled cargo services in the country.

2. We know that water is essential for life and good health. It is necessary for us to meet our daily needs such as drinking, bathing, washing, etc. Safe drinking water can prevent many water borne diseases like diarrhoea, dysentery, cholera, etc. India has one of the largest number of cases of these diseases. According to a report, over 1,600 people mostly children, die everyday because of these water-borne diseases. But, water supply is inadequate in most cities of India. The burden of its shortage falls mostly on the poor. The upper class or the middle class people are able to cope up with water shortage through various private means such as digging borewells, buying water from tankers, installing

water purification system in their homes and using bottled water for drinking. But, the poor are left out. They have to wait long hours for water tankers and that too, are mostly unavailable. All over the world, water supply is a function of the government. In a few cases where the responsibility for water supply was handed over to private companies, there was a steep rise in the price of water. This made it unaffordable for many poor people.

3. Health is generally meant as our ability to remain free of illness and injuries. But in real sense, health is not only concerned with disease. Some other factors also affect our physical and mental well-being. These factors include clean drinking water, sanitation, pollution free environment, sufficient and nutritious food, proper shelter and a life without mental strain. All these aspects are a part of our health.

Water Supply: We know that water is essential for life and good health. It is necessary for us to meet our daily needs such as drinking, bathing, washing, etc. Safe drinking water can prevent many water borne diseases like diarrhoea, dysentery, cholera, etc.

Sanitation: Sanitation refers to the equipment and systems that keep places clean, especially by removing human waste. It is also a must in prevention of water-borne diseases.

Education: Education empowers people with skills that are necessary for the economic development of a country. The government has taken various steps to expand education. It constructs and runs Schools, Colleges and Universities. The 86th Amendment Act, 2002 makes elementary education a Fundamental Right for children in the age group of 6-14 years. In order to increase resources, the planned expenditure on education has increased significantly. In 2001, the scheme of Sarva Siksha Abhiyan was launched.

Housing: Shelter is one of the basic needs just next to food and clothing. It is a state subject. But, the Central Government is responsible for the formulation of policies regarding effective implementation of social housing schemes particularly for the weaker sections of society.

To Enjoy

Complete the words:

1. Infrastructures, 2. Sanitation, 3. Economic, 4. Fundamental