

## PART - I : HISTORY OUR PAST - III

### CHAPTER-1 HOW, WHEN, AND WHERE ?

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#### Let's Revise

- History is certainly about changes that occur over a period of time. It is about finding out how things were in the past and how they have changed overtime.
- The dates we select, the dates around which we compose our story of the past, are not important on their own. They become vital because we focus on a particular set of events as important.
- In 1817, James Mill, a Scottish economist and political philosopher, published a massive three-volume work—A History of British India. In this, he divided Indian history into three periods – Hindu, Muslim and British. This periodisation came to be widely accepted.
- We try and divide history into different periods to capture the characteristics of time and its central features as they appear to us.
- Moving away from British classification, historians have usually divided Indian history into 'Ancient', 'Medieval' and 'Modern'.
- One important source of Indian history is the official record of the British administration. The Britishers believed that the act of writing was important. Every instruction, plan, policy, decision, agreement and investigation had to be clearly written up.
- Letters and memos that moved from one branch of the administration to another in the early years of the nineteenth century can still be read in the archives.
- In the early years of the nineteenth century, these documents were copied out and beautifully written by calligraphists.
- By the middle of the nineteenth century, along with the spread of printing, multiple copies of these records were printed as proceedings of each government department.
- The practice of surveying also became common under the colonial administration.
- By the early nineteenth century, detailed surveys were being carried out to map the entire country.
- These records tell us what the officials thought, what they were interested in, and what they wished to preserve for posterity. These records always help us understand what other people in the country felt, and what lay behind their actions.
- As printing spread, newspapers were published and issues were debated in public. Leaders and reformers wrote to spread their ideas; poets and novelists wrote to express their feelings.

#### Know the Terms

- **Debate** : A formal discussion on a matter of public interest.
- **Historian** : An expert in or a student of history, especially that of a particular period, geographical region, or social phenomenon.
- **Economist** : An expert who studies the relationship between a society's resources and its production or output.
- **Taboo** : Prohibited or restricted by social custom.
- **Periodisation** : The process or study of categorizing the past into discrete, quantified named blocks of time in order to facilitate the study and analysis of history.
- **Subjugation** : The action of bringing someone or something under domination or control.
- **Administration** : The management of public affairs; government.
- **Survey** : Examine and record the area and features of (an area of land) so as to construct a map, plan or description.
- **Topography** : The arrangement of the natural and artificial physical features of an area.

- **Colonization** : The action or process of settling among and establishing control over the indigenous people of an area.
- **Archives** : Collection of historical documents or records providing information about a place, institution, or group of people.
- **Museum** : A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.

## Know the Dates

- **1773** : Warren Hastings, an English statesman, became the first Governor General of India.
- **1782** : James Rennel produced the first map.
- **1817** : "A History of British India", a massive 3-volume work, was produced by James Mill.
- **1920s** : The National Archives of India came up.



## CHAPTER-2

### FROM TRADE TO TERRITORY : THE COMPANY ESTABLISHES POWER

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### Let's Revise

- **Introduction:** Aurangzeb died in 1707 and was succeeded by weak rulers. Governors and Zamindars asserted their authority and took power in their own hands. This led to the rise of regional kingdoms. At this time, the British East India Company emerged as a strong contender for supremacy in India.
- **The English East India Company Comes East** : In 1600, Queen Elizabeth I granted a charter to The English East India Company for monopoly of trade with nations in the east. Trading companies made efforts to maximise profit by eliminating rivals in trade.
- **The English East India Company Begins Trade in Bengal** : The first factory of The English East India Company, which worked as a warehouse and base for the workers of the company, was established in 1651. The workers were known as 'factors'. As trade expanded, the company persuaded merchants to settle near the factory.
- **The Battle of Plassey** : Siraj ud-daulah succeeded Alivardi Khan. He faced the armies and the naval fleet of the The English East India Company at Plassey in the year 1757. The British army was led by Robert Clive who managed to crush the forces of the nawab, thus winning the first major battle and making it a historic landmark.
- **The Battle of Buxar** : Mir Jafar became the new Nawab, and in return, he gave huge amounts of revenue to The English East India Company and its officials. The English East India Company felt it as the best way of earning profits and started changing nawabs regularly. Mir Kasim was made nawab after Mir Jafar, and when he posed danger to their existence, The English East India Company replaced him again by Mir Jafar.
- **Company Officials become Nawabs** : Company officials became masters of Bengal and developed a taste for the nawabs' lifestyle. This resulted in widespread corruption in the company.
- **Company Rule Expands** : Expansion of company was a slow and carefully planned process. The English East India Company appointed residents in the court of provincial rulers to serve the interest of The English East India Company. Gradually, they assumed the position of king makers in Indian states.
- **Tipu Sultan—The Tiger of Mysore** : The company engaged in direct conflict only when a native state became detrimental to company's rule in the subcontinent. Mysore emerged as a potential threat under Haidar Ali and his son Tipu Sultan.
- **War with the Marathas** : The Third Battle of Panipat shattered the dreams of the Marathas to rule India from Delhi. It also led to the division of Maratha confederacy. Four chiefs ruled from four centres under a Peshwa based in Pune.
- **The Claim to Paramouncy** : Lord Hastings initiated the aggressive policy and annexed Indian kingdoms. This was challenged by the Indian powers. Russophobia was one of the reasons that prompted The English East India Company to wage war against Afghanistan to secure frontiers of India.

- **Setting up a New Administration** : Expansion of The English East India Company Empire in India led to administrative reforms in India. The Bengal Presidency supervised the working of Bombay and Madras presidencies. The head of administration was Governor General of Bengal.
- **Administration** : Various Charter Acts and Parliamentary Acts shaped the administration of the The English East India Company in India. Regulating Act of 1773 and Pitt's India Act of 1784 were the first two parliamentary acts that shaped the administration of The English East India Company.
- **Factory** : It was a place where the workers and officials of the company resided. Since they were called "Factors", it came to be known as 'factory'. It also served as a warehouse for the company goods.
- **Subsidiary Alliance** : A policy introduced by Lord Wellesley through which Indian states were to accept a British resident and had to disband their army. The English East India Company deployed its troops and their maintenance was borne by Indian rulers.
- **Doctrine of Lapse** : A law introduced by Lord Dalhousie which stated that if any ruler of a subsidiary state dies without having a natural heir, his state would lapse into The English East India Company empire. The states annexed were Satara, Sambalpur, Udaipur, Nagpur and Jhansi.
- **The Company Army** : Strength of the company rested on its army composed of Indian soldiers. Cavalry and Infantry were the two broad divisions of the army. Infantry regiments became important after 1820 and were furnished with modern technology.

## Know the Terms

- **Mercantile** : A business enterprise that makes profit primarily through trade, buying goods cheap and selling them at higher prices.
- **Farman** : A royal edict; a royal order.
- **Puppet ruler** : The term is used disapprovingly to refer to a person who is controlled by someone else.
- **Injunction** : An instruction.
- **Subservience** : Willingness to obey others unquestioningly.
- **Confederacy** : An alliance.
- **Paramountcy** : Chief in importance of impact; supreme.
- **Qazi** : A judge.
- **Mufti** : A Muslim legal expert who is empowered to give rulings on religious matters.
- **Impeachment** : The action of calling into question the integrity or validity of something.
- **Dharmashastras** : Sanskrit texts prescribing social rules and codes of behaviour, composed from 500 BCE onwards.
- **Sawar** : Men on horses.
- **Musket** : A heavy gun used by infantry soldiers.
- **Matchlock** : An old type of gun in which the powder was ignited by a match.
- **Steamships** : Ships which are propelled by steam engine.

## Know the Dates

- **1498** : Portuguese explorer Vasco da Gama discovered the sea route to India.
- **1600** : Queen Elizabeth I granted a charter to East India Company allowing it to trade with the east.
- **1650-1750** : The Europeans came into India during this period in the form of traders.
- **1651** : First English factory set up on the banks of river Hugli.
- **1696** : East India Company started building a fort around its settlement.
- **1700-1750** : Segregation of Mughal Empire; Start of British conquest upon India.
- **1707** : Death of Aurangzeb.
- **1756** : Death of Alivardi Khan; Siraj-ud daulah became the Nawab of Bengal.
- **1761-1782** : Hyder Ali ruled upon Mysore.

- **1757:** Battle of Plassey.
- **1764 :** Battle of Buxar.
- **1765 :** Death of Mir Jafar; East India Company was appointed the Diwan of provinces of Bengal by the Mughal Emperor.
- **1767-1769 :** First Anglo-Mysore War.
- **1775-1782 :** First Anglo-Maratha War.
- **1780-1784 :** Second Anglo-Mysore War.
- **1782-1799 :** Tipu Sultan ruled upon Mysore.
- **1785 :** Tipu Sultan banned the export of sandalwood, pepper and cardamom through his kingdom and prohibited local merchants from trading with the Company.
- **1790-92 :** Third Anglo-Mysore War.
- **1799 :** Fourth Anglo-Mysore War. Tipu Sultan was killed in this battle.
- **1801 :** Nawab of Awadh forced to give half of his territory to the Company.
- **1803-1805 :** Second Anglo-Maratha War.
- **1817-1819 :** Third Anglo-Maratha War.
- **1813-1823 :** Lord Hastings was the Governor General of India.
- **1849 :** Annexation of Punjab.
- **1848-1856 :** Lord Dalhousie was the Governor General of India.
- **1848 :** Annexation of Satara.
- **1850 :** Annexation of Sambalpur.
- **1852 :** Annexation of Udaipur.
- **1853 :** Annexation of Nagpur.
- **1854 :** Annexation of Jhansi.
- **1856 :** Annexation of Awadh.
- **1857 :** Start of War of Indian Independence

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## CHAPTER-3

### RULING THE COUNTRYSIDE

#### Let's Revise

- **Britain turns to India :** As the demand for Indigo grew in Europe, EIC turned to India for its supply by extending the cultivated area under it. Many of the company officials found it so profitable that they left their jobs.
- **Demand of Indian Indigo :** India had better weather conditions for the growth of the Indigo plant and the French and Italian manufacturers used Indian Indigo for dyeing the cloth. The cloth manufacturers favoured Indigo against the Woad plant.
- **Cultivation of Indigo :** There were two popular systems in practice—Nij and Ryoti. In the Nij system, cultivators grew Indigo on their own land. Later, it was grown on rented land by hired labourers.
- **Problem with Nij Cultivation :** The problem with Nij was that the expansion of area was not possible. Scattered small plots were available. Mobility of labour was low. Growing season of Indigo clashed with that of rice cultivation season.
- **Indigo on the Land of Ryots :** Planters extended loans and pressurized peasants or headmen to produce Indigo. The planters provided seeds and drill. These contracts never came to an end and the vicious cycle continued.
- **The Blue Rebellion :** In March 1859, crippled by the circumstances and suffering, cultivators rose in revolt against indigo planters and their Indian agents. They were supported by zamindars and headmen.
- **Crops for Europe :** The Britishers realised that countryside could further fulfil the commercial interests of the company. It could produce those crops that were required for British industries. Indigo, tea, sugarcane and opium were the most favoured crops.

- **Aftermath** : By 1859, the Britishers regained control over the rebels. The Parliament put an end to the EIC rule in India. Office of Secretary of state was created. He was to be advised by the Indian Council. Thus, the Government took over the responsibility directly.
- **Collapse of Indigo Production** : The rebellion left the government worried. It set up the Indigo Commission to enquire into the system of Indigo production. The Commission held the planters guilty and criticised them for their coercive methods. It declared that Indigo production was not profitable for ryots.

## Know the Terms

- **Diwan** : Person related to the department of revenue during medieval and early British period. He was the head of the revenue department.
- **Permanent Settlement** : Land revenue settlement imposed by Lord Cornwallis in Bengal province, wherein the land revenue was settled permanently and taluqdars and rajas were regarded as the owners of the land and were held responsible for the collection of land revenue.
- **Ryotwari** : Land revenue settlement in which peasants were held responsible for the deposition of land revenue in the treasury. Peasants were declared as the landowners of the land.
- **Gomashtas** : Indians who worked as agents for the Indigo planters.
- **Bigha** : Bigha was a unit of measurement of land prior to British rule in India. It was not uniform. Two ploughs were required to cultivate one bigha. Britishers standardised the measurement in the province of Bengal.
- **Countryside** : It refers to rural areas.
- **Mahal** : In British records of revenue, mahal denotes a revenue estate which may be a village or a group of villages.
- **Mahalwari System** : This was a system under which the rates of land revenue were not fixed, rather they were revised periodically.
- **Ryot** : The cultivator.
- **Indigo** : A plant which produces rich blue colour.
- **Woad** : A plant which produces blue and violet dyes.
- **Slave** : A person who is owned by another person. A slave has to work as per the discretion of his master and has no freedom of his own.
- **Satta** : An agreement or a contract.
- **Lathiyals** : The strongmen wielding lathis, kept by the planters.
- **Vat** : A storage or fermenting vessel.

## Know the Dates

- **12<sup>th</sup> August 1765** : The Mughal Emperor appointed EIC as the Diwan of Bengal.
- **1770** : A terrible famine struck Bengal.
- **1786-1793** : Lord Cornwallis was the Governor General of India.
- **1792-1827** : Ryotwari System (Ryot System) introduced in the presidencies of Madras and Bombay.
- **1793** : Lord Cornwallis introduced "Permanent Settlement".
- **1819-1826** : Thomas Munro was the Governor General of Madras.
- **1822** : Mahalwari System was introduced.
- **1859** : Revolt of the indigo cultivators.

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## CHAPTER-4

### TRIBALS, DIKUS AND THE VISION OF A GOLDEN AGE

#### Let's Revise

- **Introduction** : Colonial rule had affected each and every class of the people, be it rulers, nobles, common people, peasants and artisans or tribals. Let us explore the effects of colonialism on the tribal communities of India.
- **Affect of Colonial Rule** : The tribal life was disrupted in many ways by the colonial rule. There was a significant change experienced by the tribal people after they came into contact with the colonial rule and the outsiders whom they described as dikus.

- **Some of them were Hunters and Gatherers** : These people managed their livelihood by hunting wild animals and by gathering forest products such as fruits, roots and medicinal shrubs. They also sold the forest products in the local markets and supplied sal and mahua flowers.
- **How did Tribal Groups live** : Tribal people were directly dependent on nature for their livelihood. Most of them practised seasonal occupation, which continually changed as the climatic conditions changed.
- **Impact of Forest Laws** : Tribals were intimately connected with the forests. British regulations made them vulnerable as some forests were declared reserve forests and declared as the property of the state.
- **A Closer Look** : In the 19<sup>th</sup> and 20<sup>th</sup> century, tribals at many places started opposing the policies of the English East India Company. They felt that the new laws are oppressive in nature. They were subjected to the exploitation at the hands of moneylenders and traders.
- **Affect on Shifting Cultivators** : The Britishers wanted the tribal groups to settle down to bring them under the ambit of revenue assessment. Therefore, the measurement of land took place. Some peasants were declared landowners and others as their tenants.
- **What Happened to Tribal Chiefs** : The privileges enjoyed by the tribal chiefs were lost as soon as the Britishers arrived. They were forced to pay tributes. They lost the administrative powers that were enjoyed by them previously.
- **Search for Work** : The tribals who went far away from their respective homes were the major sufferers. Plantation agriculture began in the late 19<sup>th</sup> century and they were employed in this industry. Their position became pathetic, as they were not allowed to go home.
- **The Problem with traders** : Moneylenders and traders frequently visited the tribal areas. Their motive was to make profit by exploiting the tribals as per their wish. Soon the tribals understood their interest and started maintaining distance from them.
- **Some were Jhum Cultivators** : Some tribal communities practised Jhum cultivation, *i.e.* they cleared a patch of the forest and cultivated it for few years and when it lost its fertility, they moved to other sites. It is also called slash and burn technique.
- **Hered Animals** : There were some groups who lived the life of pastoral nomads. They migrated from one place to another with the change in season along with their livestock in search of fodder.
- **Birsa Munda** : Birsa Munda was born in mid 1870s in a poor family. His family was always on move in the search of work. Since his childhood, he had seen the elder members of the tribes urging the younger members to rebel against the exploitation.
- **Settled Cultivation** : Some tribal communities settled down and cultivated the same field year after year. They started using plough and cleared the fields around the Chhotanagpur plateau; thus they became the first settlers. These were the people of Munda tribes.
- **Shifting Cultivation** : Cultivation practice in which land was frequently changed as it lost its fertility. It is somewhat similar to Jhum Cultivation. It is usually practised in hilly areas.
- **Moneylender** : A person who lends money on interest.

## Know the Terms

- **Dikus** : Dikus were the outsiders who visited Munda lands. These people included British officials, Hindu landlords, moneylenders and traders.
- **Jhum** : Jhum was a cultivation practice adopted or practised by the tribals. In this type of agriculture, a patch of land was selected for cultivation and scrubs were burned to clear the land to raise crops for 2 to 3 years.
- **Fallow** : Land which is left uncultivated for some time so that the soil regains its fertility.
- **Mahua** : An edible flower used to make alcohol.
- **Bewar** : A term used for shifting cultivation in Madhya Pradesh.
- **Sleeper** : Horizontal planks of wood used to lay railway lines.
- **Akhara** : Wrestling ground
- **Vaishnav** : Those who worship Lord Vishnu.
- **Satyug** : The Age of Truth
- **Sirdars** : The chiefs/leaders
- **Sal** : A type of tree

## Know the Dates

- **1831-32** : The Kols revolted against the forest laws of the Britishers.
- **1855** : Santhals rebelled against the colonial rule.
- **Mid 1870s** : Birsa Munda was born.
- **1871** : The Britishers passed the Criminal Tribes Act.
- **1895** : Birsa Munda was arrested.
- **1897** : Birsa Munda was released.
- **1900** : Birsa Munda died.
- **1906** : Songram Sangma rebelled in Assam.
- **1910** : The Bastar rebellion broke out in central India.
- **1930s** : The forest satyagraha took place in Central Provinces.
- **1940** : Warli Revolt in Maharashtra.
- **Major Tribal Movements in India (1818 to 1919)** :

Tribe	Year
Bhils	1818-48
Kolis	1824-48
Khasis	1829-32
Kols	1831-32
Khonds	1846-48 and 1855
Santhals	1855-1856
Naikada	1858-59 and 1868
Mundas	1899-1900
Bastars	1910
Bhils	1913
Oraons	1914-15
Kukis	1917-19

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## CHAPTER-5 WHEN PEOPLE REBEL—1857 AND AFTER

### Let's Revise

- **Nawabs Lose their Powers** : Nawabs and Rajas lost their powers to the East India Company. Residents stationed at Indian states worked effectively, so that Indian states didn't join against the East India Company. Negotiations were put down by the EIC, which was aiming to rule Delhi.
- **Peasants and Sepoys** : Peasants and zamindars lost their lands to the moneylenders as rate of revenue was excessively increased due to the new land revenue measures and they could not pay it. Indian sepoys were ill paid; their religious sentiments were hurt.
- **Policies and the People** : The Company rule affected each and every section of the Indian society alike. It left the people impoverished and the Indian economy as well as the princely states totally ruined.
- **From Meerut to Delhi** : Mangal Pandey was hanged on 29<sup>th</sup> April, 1857 for attacking his officer. On 9<sup>th</sup> May, sepoys at Meerut were imprisoned as they refused to use the enfield rifle. On 10<sup>th</sup> May, army sepoys released their sepoy companions and killed British officers. The sepoys then captured guns and ammunitions and marched towards Delhi. The sepoys stationed at Delhi garrison and welcomed the sepoys from Meerut. British officers were murdered. The victorious sepoys declared Bahadur Shah Zafar as the emperor of India. Zafar unwillingly blessed the rebels and appealed the rulers to form a confederacy against the British.

- **The Rebellion Spread :** The rulers of the states saw it as an opportunity to settle their scores from the Company and rose in revolt for the fulfilment of their selfish aims of regaining their territory from East India Company. Rani Lakshmi Bai of Jhansi rose in revolt as Jhansi was annexed under the Doctrine of Lapse. Nana Sahib, the adopted son of Peshwa also revolted from Kanpur, as he was not recognised as the successor of Peshwa under the same law. Begum Hazrat Mehal also revolted from Lucknow in favour of her son Birjis Qadir. Gradually, dissatisfied zamindars, peasants and people supported the revolt.
- **The Company Fights Back :** The Company was determined to repress the revolt with all its might. It passed laws to demoralise rebels and mobilised troops from all the states and reinforcement arrived from England. Delhi was recaptured and gradually other rebel states were also recaptured.
- **Aftermath :** By 1859, British regained control over the rebels. Parliament put an end to the East India Company rule in India. Office of Secretary of State was created; he was to be advised by the Indian Council. Thus, government took the responsibility directly.

## Know the Terms

- **Firangi :** Term used for foreigners as contempt.
- **Suzerainty :** The domain or area subject to a suzerain/ruler.
- **Cartridges :** A casing fitted with a bullet.
- **Mutiny :** Revolt or rebellion against constituted authority, especially by sailors and armed personal against their officers.
- **Sati :** A rite to be performed by the Hindu women on the death of her husband. The widow used to burn herself on the funeral pyre of her husband.
- **Sepoy :** An Indian soldier during colonial rule.
- **Ghazis :** An Arabic term which refers to a person who participates in military expeditions.
- **Paramount :** Supreme; more important than any other thing or person.

## Know the Dates

- **1849 :** Announcement made by Lord Dalhousie that after the death of Bahadur Shah Zafar, the king's family would be shifted out of the Red Fort and settled at some other place in Delhi.
- **1850 :** A new law was passed which made conversion into Christianity easier.
- **1856 :** Governor General Canning decided that Bahadur Shah Zafar would be the last Indian king and after his death, his descendants would be recognized as mere princes and not the kings; The Company passed a new law which stated that every person who agreed to be employed in the Company's army would have to serve overseas, if required.
- **29<sup>th</sup> March, 1857 :** Mangal Pandey, an Indian soldier, was hanged for attacking British officials in Barrackpore.
- **May, 1857 :** Sepoys revolted at several places.
- **10<sup>th</sup> May, 1857 :** Sepoys moved towards Delhi from Meerut.
- **September, 1857 :** Delhi was reoccupied from the revolutionaries.
- **October, 1858 :** Mughal Emperor Bahadur Shah Zafar was imprisoned in Rangoon jail along with his wife.
- **1858 :** Powers of the East India Company were transferred to the British Crown through a new Act passed by the British Parliament.
- **November, 1862 :** Bahadur Shah Zafar died in Rangoon jail.

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## CHAPTER-6

### WEAVERS, IRON SMELTERS AND FACTORY OWNERS

#### Let's Revise

- This chapter covers the story of the crafts and industries of India during British rule by focusing on two main industries namely textiles and iron and steel.
- The industrialization of Britain had a close connection with the conquest and colonization of India.

- From the 16<sup>th</sup> century, European trading companies began buying Indian textiles for sale in Europe.
- Printed cotton clothes were called chintz, cossaes or khassa and bandanna.
- The Tata Iron and Steel Company (TISCO) began producing steel in 1912.

## Know the Terms

- **Muslin** : Light weight cotton cloth with a plain weave.
- **Chintz** : This word is derived from the Hindi word 'chhint', which is a type of cloth with small and colourful flowery designs.
- **Bandanna** : This word is derived from the word 'bandhna', which referred to a variety of brightly-coloured cloth produced through the method of tying and dying. Nowadays, this denotes a coloured and printed scarf for the neck or head.
- **Spinning Jenny** : A machine through which a single spinner could weave multiple spinners on to which the thread was spun. When the wheel was turned, all the spinners also rotated.
- **Charkha and Takli** : These were domestic spinning instruments. The thread was spun on the charkha and rolled on the takli.
- **Rangrez** : This referred to the dyer who dyed the cloth.
- **Chhipigar** : The block printer.
- **Aurang** : A Persian term for 'warehouse'; a place, where goods are stored before being sold.
- **Smelting** : The process of deriving metal from rock or soil by heating it to very high temperature, or the process of melting metallic objects to make something new from them.
- **Bellows** : A device or equipment capable of pumping air.
- **Slag heaps** : The leftover waste while smelting metals.

## Know the Dates

- **1720** : The British government implemented a legislation banning the use of printed cotton textiles called chintz.
- **1764** : Spinning Jenny was invented.
- **1786** : Invention of the steam engine.
- **1854** : First cotton mill was set up in India in Bombay.
- **1912** : TISCO (Tata Iron and Steel Company) started producing steel.
- **1914** : Start of the First World War.
- **1919** : The colonial government bought 90% of the steel produced by TISCO in India.



## CHAPTER-7

### CIVILISING THE “NATIVE”, EDUCATING THE NATION

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## Let's Revise

- **How the British saw Education** : In order to understand India, the British had to discover the sacred and legal texts that were produced in the ancient period. They made a lot of effort to encourage the study of Arabic and Sanskrit languages and literature.
- **The Tradition of Orientalists** : Orientalists needed Indian scholars to teach them vernacular languages, local customs and laws and help them translate and interpret ancient texts. They believed that the ancient customs of the country and oriental learning ought to be the basis of the British rule in India.
- **Grave Errors of the East** : From the early 19<sup>th</sup> century, many British officials criticized the Orientalists' view of learning. They considered eastern literature to be full of flaws and irrational thoughts.
- **Education for Commerce** : It was believed that Indians would be able to understand the advantages of trade and commerce through European learning. Western influence would change the lifestyle of educated Indians so that they would readily accept British goods.

- **What Happened to Local Schools :** Earlier, local schools or pathshalas were allowed to function without much interference. But after 1854, the British standardised the curriculum, imposed routines, established rules and ensured regular inspections of these schools.
- **Report of William Adam :** In the 1830s, William Adam, a Scottish missionary, toured the districts of Bengal and Bihar to assess and submit a report on the education in vernacular schools. According to his report, these schools lacked proper infrastructure. These pathshalas had a very flexible system of education.
- **New Routines, New Rules :** The Britishers appointed government pandits who were made in-charge of four to five schools. Teaching was now according to a regular timetable. Students wrote examinations, paid a regular fee and obeyed the new rules of discipline.
- **Agenda for National Education :** In the 19<sup>th</sup> century, Indian thinkers were impressed with the developments in Europe. They felt that western education would help in modernisation of India. They urged the British to open more schools, colleges and universities and spend more money on education.
- **Gandhi's View on Western Learning :** Gandhi argued that colonial education created a sense of inferiority in the minds of Indians and destroyed the pride they had in their own culture.
- **Tagore's 'Abode of Peace' :** Tagore felt that creative learning could be encouraged only within a natural environment. Therefore in 1901, he set up his school, Shanti Niketan, in a rural setting where children lived in harmony with nature and cultivate their natural creativity

## Know the Terms

- **Linguist :** A person who knows and studies several languages.
- **Orientalists :** Orientalists are those who have scholarly knowledge of the language and culture of Asia.
- **Munshi :** Munshi is a person who can read, write and teach Persian.
- **Vernacular :** Vernacular is a term generally used to refer to a local language or dialect as distinct from what is seen as the standard language.
- **Madrassa :** Madrassa is an Arabic word for a place of learning; a type of school or college.
- **Minute :** A short note on a subject.
- **Pathshala :** A local school.
- **Guru :** The teacher.
- **Despatch :** An official report, for example, Wood's Despatch.
- **Native :** A person born at a particular place or associated with a particular place by birth.

## Know the Dates

- **1781 :** A madrasa was set up in Calcutta.
- **1791 :** The Hindu College was set up in Banaras.
- **1835 :** The English Education Act was implemented.
- **1854 :** Wood's Despatch was issued.
- **1901 :** Rabindranath Tagore founded Shantiniketan.



# CHAPTER-8

## WOMEN, CASTE AND REFORM

### Let's Revise

- Condition of Indian Women up to the 19<sup>th</sup> century had been deplorable. Their condition was pathetic, which was manifested in various social evils such as child marriage, female infanticide, sati system, etc.
- Raja Rammohan Roy and his Brahma Samaj were pioneers in championing the cause of women.
- Ishwarchandra Vidyasagar, Keshab Chandra Sen, Rabindranath Tagore, Derozio, Begum Rokeya Shekhawat Hossain, all worked for the emancipation of women.
- A number of women associations were formed which created social consciousness and also voiced public opinion on certain important issues related to women.

## Know the Terms

- **Sati** : It meant 'virtuous women'. These women embraced death by burning themselves on the funeral pyre of their husbands.
- **Untouchables** : The lowest class people. They were denied entry at public places.
- **Suffrage** : The right to vote.
- **Conservative** : Those people who wish to stick to old customs and traditions and oppose change.

## Know the Dates

- **1772-1833** : The period of Raja Rammohan Roy.
- **1820s** : Henry Louis Vivian Derozio, a professor at Hindu College, Calcutta, founded the Young Bengal Movement to promote radical ideas and encouraged his students to question all authority.
- **1829** : Sati system was abolished.
- **1830** : Brahmo Samaj was founded by Raja Rammohan Roy to abolish all forms of idolatry and sacrifice.
- **1856** : A law was passed to allow widow remarriage.
- **1864** : The Veda Samaj was founded.
- **1867** : The Prarthana Samaj worked in the direction of abolishing caste restrictions, encouraging the education of women, etc.
- **1873** : Jyotirao Phule wrote a book entitled 'Gulamgiri'. He established the Satyashodhak Samaj.
- **1875** : The Arya Samaj was established; Sir Sayyid Ahmad Khan founded the Mohammedan Anglo Oriental College at Aligarh.
- **1880s** : Indian women began to enter in universities.
- **1929** : Child Marriage Restraint Act was passed.
- **1927-1935** : Ambedkar led three Temple movements in this period.

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## CHAPTER-9

### THE MAKING OF THE NATIONAL MOVEMENT : 1870S – 1947

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## Let's Revise

- **Advent of Gandhiji** : Gandhiji was 46 years old when he came to India after leading the Indians in South Africa in non-violent marches against racist restrictions.
- **Indian National Congress** : The Indian National Congress was established in December 1885. Around 72 delegates attended the first meeting of the Indian National Congress held in Bombay. The early important leaders were Dadabhai Naoroji, Pherozeshah Mehta, Romesh Chandra Dutt and S. Subramania Iyer.
- **Economic Issues and Congress** : Congress raised a number of economic issues in order to highlight economic exploitation by the British rule export as they used to export grains to England that resulted into poverty and famines, increased the land revenue and impoverished peasants and zamindars in India.
- **Radicals in the Congress** : Since 1890s, the Congress party witnessed the emergence of the trend of radicals. They began to question the nature of the political methods and approach of the moderates in the Congress.
- **The Swadeshi Movement** : The Swadeshi Movement emerged as a result of many demonstrations and mass protest against the partition of Bengal in 1905. The movement was very strong in Bengal. It encouraged the ideas of self-help, swadeshi enterprise, national education and use of Indian languages.
- **The Separate Electorates** : Separate electorates referred to the reservation of some seats for the Muslim Community in the councils. This demand was made by the League in 1905 and it supported the British government's partition of Bengal.

- **The All India Muslim League** : The All India Muslim League was formed at Dacca in 1906 by a group of Muslim landlords and Nawabs. It supported the partition of Bengal because of its desire for separate electorates for Muslims.
- **The Congress Split** : The Congress split in 1907 because the Moderates were opposed to the use of boycott by the Radicals. The Moderates dominated the Congress after its split. The Radicals and the Moderates of the Congress reunited in December 1915.
- **Demands of Moderates** : The moderates demanded a greater voice for Indians at higher positions in government and administration. They also demanded the legislative councils to increase the number of representatives by including Indians. They demanded the introduction of legislative councils in the provinces.
- **The Lucknow Pact** : The Lucknow Pact was the historic agreement signed in 1916 between the Congress and the All India Muslim League. Both the parties decided to work together for the representative government in the country.
- **The Khilafat Agitation** : The Indian Muslim Community launched the Khilafat Agitation. Its two important leaders were Mohammad Ali and Shaukat Ali. It was launched against the Britishers' imposition of a harsh treaty (Treaty of Sevres) on the Turkish Sultan or Khalifa.
- **The Non-Cooperation Movement** : The leaders of the Khilafat Agitation, Mohammad Ali and Shaukat Ali, persuaded Gandhiji to launch the Non-Cooperation Movement. Gandhiji accepted it and urged the Congress to protest and demonstrate against the Jallianwala Bagh massacre, the Khilafat wrongdoing and in favour of Swaraj.
- **The Chauri Chaura Incident** : Gandhiji was against the use of violent methods and movements. He called off the Non-Cooperation Movement abruptly due to the Chauri Chaura incident in which 22 policemen were killed, when a crowd of peasants set fire to the police station in February 1922.
- **The Rowlatt Satyagraha** : In 1919, Gandhiji launched an anti-Rowlatt Satyagraha, which received countrywide response. April 6, 1919 was observed as the day of "humiliation and prayers" and hartal (strike). Satyagraha Sabhas were held throughout the country.
- **The Rowlatt Act** : The Britishers passed the Rowlatt Act in India, under which people could be imprisoned without trial. This act was called 'Black Act'. This strengthened the power of the police.
- **The Simon Commission** : In 1927, the British government in England sent a commission headed by Lord Simon to decide India's political future. The commission did not have any Indian representative, due to which it faced protest by Indians.
- **The Salt March** : In 1930, Gandhiji decided to lead a march to break the Salt Law. The march began at Sabarmati Ashram and ended at the coastal village of Dandi and Gandhiji broke the Salt Law by gathering salt naturally found on the seashore.
- **Dissatisfaction of Indians** : Various acts and bills introduced by the Britishers intensified dissatisfaction of the Indians with the British rule.
- **Quit India Movement** : In 1942, Gandhiji launched Quit India Movement against the Britishers. The movement urged the Britishers to quit India and followed a popular slogan "Do or Die", calling upon the people's full effort to fight against the Britishers in a non-violent manner.
- **League and Independent States** : The All India Muslim League moved a resolution demanding "Independent States" for Muslims in 1940s. The League located its "Independent States" in the north-western and eastern areas of the country.

## Know the Terms

- **Swadeshi** : The broad meaning of Swadeshi is "the use of all homemade things and the exclusion of foreign things."
- **Satyagraha** : Satyagraha is the policy of non-violent resistance developed by Mahatma Gandhi as a means of pressing for political reforms in South Africa and India.
- **Sovereign** : Sovereign means the capacity to act independently without outside interference.
- **Publicist** : Publicist is the one who publicises an idea by circulating information, writing reports, speaking at meetings, etc.
- **Repeal** : Repeal refers to officially ending the validity of a law.
- **Revolutionary violence** : Revolutionary violence refers to the use of violence to make a radical change within society.
- **Council** : Council is an appointed or elected body of people with an administrative, advisory or representative function.

- **Knighthood** : Knighthood is an honour granted by the British Crown for exceptional personal achievement or public service.
- **Picket** : Picket is an act of protest by the people outside a building or shop to prevent others from entering.
- **Illegal Eviction** : Illegal eviction is a forcible and unlawful throwing out of tenants from the land they rent.
- **Provincial Autonomy** : Provincial autonomy is the capacity of the province to make relatively independent decisions while remaining within a federation.
- **“General” Constituencies** : “General” constituencies are election districts with no reservations for any religious or other communities.
- **Nationalism** : A feeling of pride for one’s own country.
- **Sarvajanik** : Public
- **Swaraj** : Self-rule government
- **Moderates** : A group in Congress who believed that struggles should be peaceful. It had immense faith in British rule.
- **Radicals** : A group of people with new opinions and beliefs in the Congress. They opposed the methods of the moderates.
- **Refugee** : A person who is forced to leave his native country due to political, religious or social cause.

## Know the Dates

- **1878** : The Arms Act and the Vernacular Press Act was passed.
- **1885** : Establishment of the Indian National Congress.
- **1905** : Partition of Bengal, beginning of the Swadeshi Movement.
- **1906** : Establishment of All India Muslim League.
- **1915** : Mahatma Gandhi returned to India from South Africa.
- **1916** : Lucknow Pact to achieve Hindu-Muslim unity.
- **1919** : Beginning of Rowlatt Satyagraha.
- **1920** : Beginning of Non-Cooperation Movement.
- **1922** : Non-Cooperation Movement called off by Gandhiji.
- **1929** : The Congress decided to fight to achieve ‘Purna Swaraj’ (complete independence).
- **26<sup>th</sup> January 1930** : Independence Day was observed across India.
- **1930** : Mahatma Gandhi started the Dandi March.
- **1939** : Second World War started.
- **August 1942** : Beginning of the Quit India Movement.
- **1945** : The Britishers opened negotiations with the Congress, and Muslim League for independence of India. The talks failed as the League demanded for new Pakistan.
- **1947** : Partition of the country into India and Pakistan.

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## CHAPTER-10 INDIA AFTER INDEPENDENCE

### Let’s Revise

- **A New and Divided Nation** : India finally gained independence, but it was divided into two separate nations. This resulted in the mobilization of large number of people. The settlement of these people and organisation of princely states were the main challenges before the new nation.
- **A Constitution is Written** : Constitution is a written or an unwritten document, which lays out the working of the government of the country. The duties and responsibilities of all the organs of government are mentioned in this document. Moreover, rights of the citizens are also mentioned in the constitution.
- **A Large Population with Diversity** : Indian population at the time of independence was 345 million. The people followed different faiths, spoke different languages and followed different cultures. Therefore, many people opined that India could never unite as a nation. To this, was attached the problem of development also.
- **Constituent Assembly** : In order to frame the Constitution for India, Constituent Assembly was appointed. It had members from all parts of the country. It met between December 1946 and November 1949. Discussions and debates were held on different issues in order to frame the Constitution which could be acceptable by all.

- **Features of the Indian Constitution** : Indian Constitution conferred Universal Adult Franchise to all its citizens above the prescribed age limit. Another feature of the Indian Constitution was provision of equality before law. One important feature included in the Constitution was the provision of special privileges for poor and backward groups.
- **Power Sharing** : Constituent Assembly spent many days in discussing the issue of sharing of power between the central government and the state governments. Members could not decide whether central government should have more power or the state governments should hold the key to power. Discussions led to the division of powers between the centre and states.
- **National Language** : It was the most debatable issue, which brought into light the fears and apprehensions of the people. Many leaders were of the view that Hindi should be recognized as the national language, but leaders of non-Hindi states opposed this opinion.
- **Prominent Leaders** : Few leaders played a key role in the debates and discussions and were instrumental in defining the way in which it should go about. B. R Ambedkar was the chairman of the Drafting Committee. His responsibility was to draft the Constitution after compiling the reports of all the Committees.
- **How were the States Formed ?** In 1920s, Congress promised the people that after independence, all languages would have their own states, but after attaining freedom, Congress was not able to honour the promise, which resulted in the wide-scale protest by the linguistic communities.
- **Demand of the Linguistic States** : Nationalist leaders were reluctant to form states on the basis of languages or religions, as country had already underwent the trauma of partition. Potti Sriramulu went on hunger strike and died after 58 days of strike, which made the condition worse.
- **Planning for Development** : In 1950, Planning Commission was formed for designing and executing suitable policies for the economic development of the country. Mixed economy model was chosen for India. Both the public and private sectors were given responsibility for increasing production and generating employment.
- **Second Five-Year Plan** : In 1956, second five year plan was formulated. It laid stress on the development of the heavy industries and building of dams. Some people were critical about the plan. Among them was Mira Behn, who thought that the development is imbalanced.
- **The Nation, Sixty Years On** : On August 15<sup>th</sup> 2007, India celebrated its 60 years of independence. In its 60 years, India has remained free and democracy exists in India. However, divisions are still persisting in Indian society. Communal violence and caste discrimination still exists in India.

## Know the Terms

- **Constitution** : It is a set of principles that a state (nation) follows to administer itself. It contains the rights and duties of the citizens and also underlines the working of different parts of the government, i.e., Executive, Legislature and Judiciary.
- **Franchise** : The right to vote in an election, especially political or for any law-making organisation.
- **Concurrent List** : It refers to the list, which contains the subjects of governance on which both centre and states could make laws. *For example*, Health, Forest, etc.
- **Linguistic** : Associated with language.
- **State** : Associated with the government.
- **Non Alignment** : The policy of remaining neutral with the superpowers of the world, namely, USA and Russia.

## Know the Dates

- **15<sup>th</sup> August 1947** : India attained independence.
- **30<sup>th</sup> January 1948** : Mahatma Gandhi was assassinated.
- **26<sup>th</sup> January 1950** : The Indian Constitution was adopted.
- **1950** : The government of India formed the Planning Commission.
- **1952** : The first five year plan was initiated.
- **1<sup>st</sup> October 1953** : The new state of Andhra Pradesh came into existence.

- **1955-1960** : Tension increased on Indo-China border.
- **1960** : The bilingual state of Bombay was divided on linguistic basis into Marathi and Gujarati speakers.
- **1965 and 1971** : Two Indo-Pak Wars.
- **1966** : Punjab and East Patiala states union was divided into Punjab and Haryana.
- **1970s** : Many countries joined the Non Aligned Movement.
- **1971** : Bangladesh (east Pakistan) became a separate entity.
- **1999** : The Kargil conflict negatively affected Indo-Pak relations.



## PART - II : GEOGRAPHY

### Resources & Development

## CHAPTER-1

### RESOURCES

### Let's Revise

- **Resources** : Anything that has some utility to satisfy our needs is known as a Resource.
- Human beings are important resources because their ideas, knowledge and skills lead to the creation of new resources.
- **Types of Resources** : There are three types of resources—Natural resources, Human made resources and Human resources.
- **Natural Resources** : The resources which are drawn from nature and used without much modification are known as Natural resources.
- **Human-made Resources** : When the original form of natural resources is changed by human beings to make it more useful, then it is called Man-made resources or Human-made resources.
- **Human Resources** : People are Human resources. Education and health help to make people a valuable resource.
- On the basis of their development, resources are classified as Actual and Potential resources.
- On the basis of their origin, resources are classified as Abiotic and Biotic resources.
- On the basis of their distribution, resources are classified as Ubiquitous and Localised resources.
- On the basis of their stock, resources are classified as Renewable and Non-renewable resources.
- **Actual Resources** : Actual resources are those resources whose quantity is known. Rich deposits of coal in Ruhr region of Germany, dark soils of Deccan Plateau in Maharashtra.
- **Potential Resources** : Those resources whose entire quantity may not be known and which are not being used at present time are known as potential resources, *e.g.* Uranium found in Ladakh may be used as potential resource.
- **Abiotic and Biotic Resources** : Abiotic resources are non-living while biotic resources are living. Soils, rocks and minerals are abiotic, while plants and animals are biotic resources.
- **Ubiquitous and Localised Resources** : Resources that are found everywhere, like the air we breathe, are ubiquitous. But those, which are found only in certain places, are localised, like copper and iron ore.
- **Renewable Resources** : Renewable resources are those which get renewed or replenished quickly, *e.g.* solar and wind energy.
- **Non-renewable Resources** : Those resources which are present in a limited stock and once exhausted may take thousands of years to renew, *e.g.* coal and petrol.
- We have to conserve the resources, otherwise non-renewable resources will get exhausted and people will face shortage of food and shelter.

### Know the Terms

- **Utility** : A substance is said to have utility if it can be used in any way to satisfy human needs.
- **Value** : Worth of a substance assessed on the basis of its utility.
- **Patent** : An exclusive right over an idea, product or invention.
- **Technology** : The application of latest know how and skills in making or doing things.
- **Human Resource Development** : This refers to making improvement in human skills so that they can become more useful and productive and thus, become a better resource.

- **Stock of Resource** : The quantity or amount of resource available for mankind is known as its stock.
- **Resource Conservation** : This refers to the concept of using resources in a sensible way ensuring that they do not get diminished.
- **Sustainable Development** : The concept of using resources in a balanced form so that our needs are fulfilled and they also remain conserved for the use by future generations.

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## CHAPTER-2

# LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES

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### Let's Revise

- **Land** :
  - Land is an important natural resource which covers only 30 percent of the earth's surface.
  - Land provides most of the human needs. Its use depends on physical factors such as topography, soil, climate, mineral and availability of water and human factors.
  - Due to the excessive use of land for agricultural and constructional activities, major problems of land degradation, landslides, soil erosion, etc. arise.
  - To conserve the land, we must promote afforestation, check overgrazing and regulate the use of chemical pesticides and fertilizers.
- **Soil** :
  - The upper layer of the land's surface is called soil. This is further divided into top soil, sub-soil, weathered rocks and bed rocks which are inclusively known as soil profile.
  - Soil formation depends on the nature of parent rock, climate, relief features, flora, fauna, micro-organisms and time.
  - Deforestation, overgrazing, overuse of chemical fertilisers and pesticides, rain wash, landslides and floods lead to soil degradation.
  - Conservation of soil can be done by mulching, contour barriers, constructing rock dam, terrace farming, intercropping, contour ploughing and making shelter belts.
- **Water** :
  - Three-fourth of the earth surface is covered with water, out of which only 2.7 per cent water is fresh water, but only 1% of fresh water is available for human use.
  - The excessive use of water leads to shortage in supply of fresh water either due to drying up of water sources or due to water pollution.
  - Discharge of untreated sewage, agricultural chemicals and industrial effluents in water bodies cause water pollution.
  - Water conservation can be done by afforestation, adopting effective techniques for irrigation and promoting rainwater harvesting.
- **Natural Vegetation and Wildlife** :
  - Natural vegetation and wildlife exist only in biosphere and they are interrelated and interdependent on each other for their survival. This system is called ecosystem.
  - Natural vegetation and wildlife both are valuable resources. They are not only useful for us, but they also help in maintaining balance in the nature.
  - Major vegetations of the ecosystems are Forests, Grasslands, Scrubs and Tundra.
  - Due to deforestation, soil erosion, constructional activities, forest fires, tsunami, landslides and poaching, many species of vegetation and wildlife have become extinct and many others are on the verge of extinction.
  - We can conserve natural vegetation and wildlife by making national parks, wildlife sanctuaries and biosphere reserves.

## Know the Terms

- **Ecosystem** : This is the supportive and interdependent life system which exists in the biosphere.
- **Wildlife** : Animal kingdom, which includes animals, birds, aquatic creatures and insects.
- **Land** : 30% of the total surface part of earth which is solid.
- **Land use** : The way in which a respective piece of land is put to use.
- **Deforestation** : The action of cutting down trees.
- **Afforestation** : The action of planting trees.
- **Parent Rock** : The original rock from which a particular soil is formed is known as its parent rock.
- **Fresh Water** : Water which is fit for human consumption.
- **Water Cycle** : The natural process of constant motion of water by evaporation, condensation and rainfall is known as the water cycle.
- **Rain Water Harvesting** : This is the process of conservation of water under which rainwater is collected so that it can be used in times of water scarcity.
- **Biosphere** : It is the narrow zone of contact between the lithosphere, hydrosphere and atmosphere.
- **Natural Vegetation** : Plants and trees are included in natural vegetation.
- **Tundra** : The type of vegetation found in extremely cold regions such as the Arctic.
- **Scavenger** : A bird or animal which derives food from dead livestock.
- **Evergreen Forests** : Those forests where trees never shed their leaves.
- **Deciduous Forests** : Those forests where trees shed their leaves once at a particular time of the year.
- **National Parks** : A natural area dedicated to protect the ecological integrity of ecosystem(s) for the present and future generations.
- **Vanamahotsava** : The social programme of planting trees, organized at community level.
- **Biosphere Reserves** : Series of protected areas linked by a global network, which demonstrate the relationship between conservation and development.
- **Wildlife Sanctuaries** : This is similar to a national park, but it aims at protection of a particular animal or general wildlife.

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## CHAPTER-3 MINERAL AND POWER RESOURCES

### Let's Revise

- Mineral is a naturally occurring substance that has a definite chemical composition.
- Minerals are created by natural processes such as rock formation and are concentrated in a particular area.
- Minerals are identified on the basis of their physical properties. They are extracted by the process of Mining.
- There are two types of minerals : Metallic and Non-metallic.
- Metallic minerals such as iron ore, nickel, copper, etc., are found in igneous and metamorphic rocks.
- Non-metallic minerals such as lime-stone and mineral fuels are found in sedimentary rock formation of plains and young fold mountains.
- Minerals are essential for economic development of any country. Being non-renewable resources, minerals should be used moderately.
- They can be conserved by reducing the wastage during mining, recycling and using substitutes.
- Power or energy plays a vital role in our lives. We depend on power to make our life more comfortable. Power is needed not only in home, but also for running the activities of industry, agriculture, transport, communication and defence.
- Power sources can be broadly categorised into : (i) Conventional Sources (ii) Non-Conventional Sources.
- The power sources which have been in common use for a long time are known as Conventional Sources. *For example, Firewood, fossil fuels like coal, petroleum, natural gas and hydel power.*

- Some new sources of energy which have been discovered in the recent past are called as Non-Conventional Sources of energy. Important sources of non-conventional energy are—Solar energy, wind energy, bio-mass energy, geo-thermal energy, through tides and waves, etc.
- Non-conventional sources of energy are non-polluting, inexhaustible, safe and clean. Most of these are only in the experimentation stage and are being used as different source of commercial energy to a very little extent.
- We must conserve the conventional power sources as they are limited in nature. So, we must promote the use of alternative sources of power.

## Know the Terms

- **Rock** : A rock is an aggregate of one or more minerals, without a definite composition of constituent minerals.
- **Ore** : An ore is a rock from which minerals are mined.
- **Ferrous minerals** : Ferrous minerals are those which contain iron as a constituent.
- **Non-ferrous minerals** : Non-ferrous minerals are those which do not contain iron as a constituent.
- **Extraction** : This is a process of excavating minerals from under the earth's surface in order to derive useful minerals from them.
- **Mining** : This is the process of extracting minerals from rocks present under the earth's surface.
- **Fossil fuels** : These refer to remains of plants and animals converted into fuels after they remained buried under the surface of the earth for millions of years.
- **Thermal power** : This refers to electricity obtained from coal.
- **Coal** : This is a fossil fuel which was formed millions of years ago when giant ferns and swamps got buried under the earth's layers.
- **Petroleum** : A thick, black liquid fossil fuel which is found between the layers of the rocks and drilled from oil fields.
- **Solar cell** : These are devices which are used to convert solar energy into electricity.



## CHAPTER-4 AGRICULTURE

### Let's Revise

- Activities which are related with earning livelihood are called Economic Activities. There are three types of economic activities : (i) Primary Activities (ii) Secondary Activities (iii) Tertiary Activities.
- Agriculture is a primary activity. Nearly  $\frac{2}{3}$ <sup>rd</sup> of India's population is engaged in agricultural activities. Growing of crops, raising livestock, forestry and fishing all come under Agricultural activities.
- Soil, climate and relief features are the important factors that influence agriculture.
- There are mainly two types of farming techniques : (i) Subsistence Farming (ii) Commercial Farming.
- When a farmer tills the land till the soil loses its fertility and then shifts to another fertile land, then this type of farming is known as Shifting Cultivation.
- Rice, wheat, millets and maize are the major food crops.
- Cotton and jute are the main fibre crops.
- Coffee and tea are the main beverage crops.
- The efforts made to increase farm production in order to meet the growing demands of increasing population is known as Agricultural Development. It varies in developed and developing countries.

### Know the Terms

- **Primary Activities** : Primary activities are those activities which involve direct extraction and production of natural resources.
- **Secondary Activities** : Secondary activities are concerned with the processing of natural resources.
- **Tertiary Activities** : These are the economic activities that provide services to the consumers by providing support to primary and secondary sectors.

- **Mixed Farming** : This is a type of commercial farming under which land is used to grow food grains and fodder crops and for animal husbandry.
- **Plantations** : A type of commercial farming in which only a single crop is grown at a time. Examples include- tea, coffee, rubber, banana, cotton, cashew, sugarcane, etc.
- **Food Crops** : Crops such as wheat, rice, millets, maize, etc., are food crops.
- **Fibre Crops** : Crops such as jute and cotton are fibre crops. They are not used as food.
- **Beverage Crops** : Tea and coffee are included in beverage crops.



## **CHAPTER-5**

### **INDUSTRIES**

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#### **Let's Revise**

- Industry refers to that economic activity which is concerned with converting the raw material or semi- finished goods into finished goods.
- **Industries are classified :**
  - (i) **On the basis of raw material** : Agro-based industries, Mineral-based industries, Marine-based industries, Forest based industries.
  - (ii) **On the basis of size** : Small scale industries and Large scale industries.
  - (iii) **On the basis of ownership** : Private sector industries, Public sector industries and Joint sector industries.
- Availability of raw material, land, water, labour, power, capital, transport, market and government policies are the important factors that affect the location of Industries.
- When a number of industries are located close to each other and share the benefit of closeness, then it is known as an Industrial Region.
- Iron & Steel Industries, Textile Industries and Information Technology Industry are the world's major industries.
- The product of Iron & Steel Industry is the raw material for the other industries. So, it is also called the feeder industry. Steel is often called as the backbone of modern industry.
- Steel Industry is widely distributed in India (Jamshedpur) and USA (Pittsburg).
- Cotton, wool, silk, jute, flax have been used for making cloth. Before industrial revolution, cotton cloth was made using hand-spinning techniques and looms. Afterwards, power loom facilitated the development of cotton textile industry.
- In 1854, the first modern textile mill was established in Mumbai because of favourable humid climate. Today, Ahmedabad has the second largest cotton mill of India.
- Osaka is an important textile centre of Japan. The textile industries at Osaka depend completely upon imported raw materials and export almost all the finished products.
- The Information Technology Industry deals in the storage, processing and distribution of information.
- The major hubs of IT industry are the Silicon Valley, California and Bengaluru (Bangalore) in India.

#### **Know the Terms**

- **Product**: This is something which is obtained from raw materials by various processes, so that it becomes a thing of use and importance.
- **Manufacturing**: This refers to changing the raw materials into a usable form, which proves to be more valuable for people.
- **Agro-based industries**: These industries use plant and animal products as raw material.
- **Mineral-based industries**: These industries use mineral ores as raw material.
- **Marine-based industries**: These industries use sea and ocean products as raw material.
- **Forest-based industries**: These industries use forest products as raw material.
- **Small scale industries**: These industries operate on less capital and infrastructure.
- **Large scale industries**: These industries operate on large capital and big infrastructure.
- **Private sector industries**: These industries are owned and run by a person or a group of persons.

- **Public sector industries:** These industries are owned and run by the government.
- **Joint sector industries:** These industries are owned and run by both, the people as well as the state.
- **Cooperative sector industries:** These industries are owned and run by producers or suppliers of raw material.
- **Steel:** This is an alloy of iron obtained from iron ore.
- **Refining:** This is the process of deriving the highest possible purity of metal which is obtained from some minerals.
- **Smelting:** This is the process of extracting minerals from their ores by heating them above the melting point.

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## CHAPTER-6

### HUMAN RESOURCES

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#### Let's Revise

- People are a nation's greatest resource. It is their ability and knowledge which turns them into resource.
- Like other resources, human resources are not distributed equally all over the world. Their number and characteristics keep on changing.
- The way in which people are spread across the earth's surface is known as pattern of population distribution.
- Nearly 90 per cent of world's population lives in about 10% of the land surface.
- High altitude areas, tropical deserts, high mountains and areas of equatorial forests are sparsely populated. Whereas south and southeast Asia, Europe and north eastern North America are densely populated.
- The number of people living in a unit area of the earth's surface is called Density of Population.
- Topography, climate, soil, water, minerals, social, cultural and economic conditions are the important factors that affect the distribution of the population.
- Change in the number of people during a specific time is known as Population Change. The important causes of population change are Birth Rate, Death Rate and Migration.
- The difference between the birth rate and death rate is known as the growth rate of the population.
- Rate of population growth varies across the world. Some countries have high population growth rate, while population growth of some other countries is slow.
- Population composition refers to the structure of the population. From population composition, we mean the number of males and females, age group they belong to, education level, occupational distribution, income level, social status, etc.
- A Population Pyramid, also called the age and sex pyramid, helps us to understand the composition of population in any country.
- A population pyramid which is broad at base and narrow towards the top shows that birth and death rates both are high.
- A population pyramid, which is broad in the younger age group, shows that death rates are decreasing and that country has large number of young people.

#### Know the Terms

- **Population :** This refers to the total number of people living in a respective region.
- **Pattern of population distribution :** This refers to the way in which people are spread across the surface of the earth.
- **Migration :** This refers to the movement of people from one region to another.
- **Birth rate :** This refers to the number of live births per 1000 people.
- **Death rate :** This refers to the number of deaths per 1000 people.
- **Natural death rate :** This is the difference between the birth rate and death rate.
- **Life expectancy :** This refers to the expected number of years which an average individual can expect to live. It is calculated on the basis of the existing data for a particular region.

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**PART - III : SOCIAL & POLITICAL LIFE-III**  
**UNIT-1 The Indian Constitution and Secularism**

**CHAPTER-1**  
**THE INDIAN CONSTITUTION**

### Let's Revise

- For the proper functioning of a country, laws are necessary.
- A Constitution consists of a set of rules and principles to govern the country.
- The Indian Constitution was drafted by the Constituent Assembly which was formed in December 1946.
- The Constituent Assembly consisted of 300 members in 1946. It was headed by Dr. Rajendra Prasad.
- The Constituent Assembly completed the work in two years, eleven months and eighteen days.
- The Constitution of India was enacted or adopted on 26<sup>th</sup> November, 1949 and came into force on 26<sup>th</sup> January 1950.
- The main features of Indian Constitution are : Federalism, parliamentary form of government, separation of powers, Fundamental rights, Independent judiciary, and Secularism.
- Six Fundamental Rights have been granted to the citizens of India.
- A secular state is that which does not officially promote any particular religion as the state religion.

### Know the Terms

- **Democracy** : A form of government in which people largely hold the power of governance. The representatives of people constitute the government and undertake the constitutional responsibilities for the purpose of achieving the ideals of the constitution.
- **Constitution** : Constitution is usually a written document, containing the rules of governing a sovereign nation state.
- **Ideal** : A goal or a principle in its ideal form.
- **Polity** : A society (such as India) which has an organised political structure.
- **Tyranny** : Cruel and unfair use of power.
- **Consensus** : Agreement of all individuals on some issue.
- **Equality** : The state of being equal in all respects.
- **Representative** : The person who is elected by the people through a general election procedure to represent a constituency in the governance system.
- **Sovereignty** : Independent people.
- **Fundamental Rights** : Those rights which ensure a respectable and honoured life to all the citizens living in its jurisdiction.
- **Federalism** : Existence of more than one level of government in a nation.

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**CHAPTER-2**  
**UNDERSTANDING SECULARISM**

### Let's Revise

- A country which does not officially promote any religion as its country's religion, is a secular country. India is one of them.
- India adopted a policy to separate the power of religion and the power of the state.
- The separation of religion from the state is known as Secularism.
- For a country to function democratically, it is important to separate religion from the state.

- The state can intervene in religion in order to end an evil social practice which it believes discriminates and violates Fundamental Rights.
- The Indian Secularism is different from other democratic countries as the Indian states can intervene in religious affairs.

## Know the Terms

- **Secularism** : This refers to separation of religion from the state.
- **Coercion** : Forcing someone to do something. In context of this chapter, it refers to the force exercised by a legal authority such as the state.
- **Intervene** : In this chapter, the term refers to the state's efforts to influence some matters according to the principles of the Constitution.
- **Freedom to interpret** : This refers to freedom that all the individuals may interpret things in their own way. In this chapter, it refers to the liberty of the individuals to develop their own understanding and meaning of the religion they practice.



## UNIT-2 Parliament and the Making of Laws

### CHAPTER-3

## WHY DO WE NEED A PARLIAMENT ?

### Let's Revise

- The Indian Parliament was formed after 1947 to enable the citizens of India to participate in decision making and control the government.
- The Parliament is made up of elected representatives of different political parties and has a lot of power.
- The Parliament consists of total 543 representatives. They are called Members of Parliament.
- Parliament has two houses Lok Sabha, *i.e.* Lower House and Rajya Sabha, *i.e.* Upper House, headed by their presiding officers *i.e.*, Speaker and Chairman respectively.
- The Vice-President is the Chairman of Rajya Sabha.
- In the Parliament, some seats are reserved for SC, ST and women candidates.
- The Money Bill is presented only in Lok Sabha, whereas an ordinary bill can be presented in any of the Houses.
- The important functions of Parliament include making laws, and to control, guide and inform the government.

## Know the Terms

- **Parliament** : The Parliament of India constitutes the President, the Rajya Sabha and the Lok Sabha. Also known as Sansad, our Parliament is the highest law making body in the nation.
- **Rajya Sabha** : It is also known as the Council of States and has a maximum strength of 250 members. The Vice President is the ex-officio chairman of the Rajya Sabha.
- **Lok Sabha** : It is also known as the House of People and its total number of members is 545. The Speaker presides upon the Lok Sabha.
- **EVM** : This stands for Electronic Voting Machine.
- **Approval** : This refers to the formal consent of the elected representatives that the Parliament continues to enjoy the people's trust.
- **Opposition party** : In the Parliament, opposition includes all such political parties which oppose the majority party. The largest of these parties is called opposition party.
- **Representative** : The individual who is elected by the people.
- **Coalition** : In case if one party does not get majority, then a group of political parties form coalition and elect a leader to form the government. Such government is known as coalition government.
- **Ruling party** : This refers to the party which rules the country.
- **Unresolved** : Such situations which do not have easy solutions to problems.



## CHAPTER-4

### UNDERSTANDING LAWS

#### Let's Revise

- In Indian democracy, the Parliament is in-charge of making laws. According to the Constitution, all are equal before law.
- The rule of law applies equally to all citizens and no one can be above the law. Neither a government servant, nor even the President of the country.
- Any crime or violation of law is subject to specific punishment.
- In ancient times, there were so many laws. The British Government introduced the rule of law. This law was arbitrary.
- In India, citizens can express their unwillingness by holding meetings or writing in newspapers to accept repressive laws.
- When any law favours one group and disregards the other, then it is called Controversial Law. This type of law leads to conflict.
- In India, the court has the power to cancel or modify any type of controversial law framed by the Parliament.

#### Know the Terms

- **Evolution** : In context to this chapter, evolution refers to the way in which protecting the women from domestic violence developed from an urgently-felt requirement of a new law which can be enforced throughout the country.
- **Criticise** : To find fault with or disapprove of an individual or a thing. In context of this chapter, it refers to the citizens finding fault with the government's functioning.
- **Sedition** : This refers to anything that the government may consider as stirring up resistance or revolt against it. In such cases, the government doesn't require absolute evidence to arrest the responsible individuals. Under the Sedition Act of 1970, the Britishers had an extremely broad interpretation of what constituted sedition, and what this meant was that they could arrest and detain any individual they wanted under this Act.
- **Repressive** : In context to the chapter, this refers to the laws that use unethical ways to control persons and prevent them from using their fundamental rights.
- **Rule of Law** : This means that all the laws of the country apply equally upon all the citizens, irrespective of any discrimination and no one can be above the law.

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### UNIT-3 The Judiciary

## CHAPTER-5

### JUDICIARY

#### Let's Revise

- In India, to enforce the rule of law, we have a judicial system, which is an organ of the state.
- The judicial system plays an important role in the functioning of Indian democracy.
- The important functions of the judicial system, *i.e.* the judiciary are : Dispute Resolution, Judicial Review, Upholding the Law and Enforcing the Fundamental Rights.
- In India, no one can influence the judicial process because Indian Constitution provides independence to the judiciary.
- In India, there are three different levels of court, *i.e.* District Court, High Court and Supreme Court.
- The law declared by the Supreme Court is binding on all courts as it is the highest level court in the country.
- Supreme Court is headed by the Chief Justice and 25 other Judges. They are appointed by the President of India.
- In India, there are two branches of legal system, Civil Law and Criminal Law.

- Civil Law deals with any harm or injury to rights of an individual.
- Criminal Law deals with conducts or acts that the law defines as offence.
- In India, everyone has a right to seek justice through courts.
- Supreme Court has devised a mechanism called PIL, *i.e.* Public Interest Litigation, so that a poor person can easily get access to justice.

## Know the Terms

- **Violation** : This refers to breaking a law or encroachment of an individual's Fundamental Rights.
- **Acquit** : This refers to the court declaring that an individual is not guilty for the crime which he was tried for by the court.
- **Judicial system** : This is the mechanism of courts which a citizen may approach when a law is violated.
- **Judicial review** : The judiciary has the power to modify or cancel such laws passed by the Parliament, which do not adhere to the Constitution. This is called Judicial Review.
- **To appeal** : In context of this chapter, it refers to a petition filed before a higher court to hear a case which has already been decided by a lower court.
- **Eviction** : In context of this chapter, it refers to the removal of individuals from homes/land which they are currently living in.
- **Separation of power** : It refers to division of powers between the central and state governments.

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## CHAPTER-6

### UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM

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## Let's Revise

- There are four key players in criminal justice system : The Police, The Public Prosecutor, The Defence Lawyer and The Judge.
- The main role of police is to investigate a crime, when FIR, *i.e.* First Information Report is registered at a police station.
- An investigation includes recording statement of witness and collecting different kinds of evidence.
- The role of the Public Prosecutor begins when the police have filed the charge sheet in the court.
- The Public Prosecutor conducts the prosecution on the behalf of the State.
- The Judge conducts the trial impartially in an open court and on the basis of the evidence presented, he pronounces the sentence.
- According to Indian Constitution every citizen, irrespective of the class, caste, gender, religion and background must get a fair trial when accused.
- A boy under 15 years of age and women cannot be called to the police station only for questioning.
- The Indian Constitution guaranteed that every arrested person must be presented before a magistrate within 24 hours of arrest.

## Know the Terms

- **Offence** : Such act which the law defines as a crime.
- **Witness** : This refers to an individual who is called upon in the court to give a first-hand account of what he has seen, heard or knows.
- **Accused** : A person who is tried in court for a crime.
- **Detention** : This refers to a situation when the police forcibly retains someone in custody.
- **Cross-examine** : In context of this chapter, this refers to the questioning of a witness who has already been examined by the opposing side in order to determine the veracity of his statement.

- **Evidence** : This refers to the facts/signs that make one believe that something is true.
- **Impartial** : The act of being fair and judicial and not favouring someone in a biased way.
- **Cognizable** : In context of this chapter, this refers to an offense for which the police may arrest an individual without the permission of the court.
- **Memo** : This refers to an official note.



## UNIT-4 Social Justice and The Marginalised

### CHAPTER-7 UNDERSTANDING MARGINALISATION

#### Let's Revise

- Marginalisation means when groups of people or communities are being excluded from the majority because of their language, customs or religion.
- The people who lived in close association with forests are known as Adivasi. Around 8% of India's population is Adivasi.
- The religious practices and the languages of Adivasis are totally different from the majority.
- The languages of Adivasis have often deeply influenced the formation of mainstream Indian languages, *for example*, Bengali.
- Till the 19<sup>th</sup> century, states and empires were depended on the Adivasis for forest resources.
- Due to deforestation activities for different purposes, Adivasis are forced to migrate to cities.
- The communities which are numerically small in relation to the rest of population are known as Minorities.
- The Constitution of India provides safeguards to protect minority communities.
- In India, Muslims are considered as one of the minority community. They are 13.4% (According to 2001) of the total population. But according to 2011 census, the Muslims constitute 14.23% of the total population.
- Marginalisation is a complex phenomenon which requires a variety of strategies, measures and safeguards to redress the situation to protect the diversity.

#### Know the Terms

- **Ghettoisation** : This refers to the process in which a region or an area is populated largely by persons of a particular community.
- **Adivasi** : This refers to original inhabitants.
- **Hierarchy** : A graded system or arrangement of people or things. Generally, people present at the bottom of the hierarchy have the least power. *For example*, the caste system is a hierarchal system and the Dalits are considered to be at the lowest end.
- **Displaced** : In context of this chapter, this refers to persons who are forced to move from their homes for big developmental projects such as construction of dams, mining, etc.
- **Militarised** : An area where there is considerable number of armed forces.
- **Malnourished** : A person who is deprived of adequate nutrition or food.
- **Mainstream** : Persons or communities considered to be in the centre of a society.
- **Marginalisation** : This term refers to the condition in which a person or group of persons is deprived of several privileges or is/are treated as different from others.



## CHAPTER-8

### CONFRONTING MARGINALISATION

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#### Let's Revise

- Confronting refers to the way in which groups and individuals challenge the existing inequalities.
- The government has translated rights into laws to protect groups from exploitation.
- The government has also formulated policies to promote the access of the groups for development.
- In many cases, the marginalised groups are deprived from the Fundamental Rights. In this case, they forced the government to enforce these laws.
- The marginalised groups also influenced the government to frame new laws. The abolition of untouchability is one of such examples.
- The Constitution always tries to ensure Social and Cultural Justice to the marginalised groups. The government has framed many schemes and policies for the marginalised groups and made efforts to promote them.
- Reservation is one of them, which plays an important role in providing social justice to Dalits and Adivasis.
- For the safeguards of Dalits, government has framed SC and ST (Prevention of Atrocities) Act, 1989.
- The 1989 Act also helps the Adivasis to defend their right to occupy the land that was traditionally belong to them.

#### Know the Terms

- **Confront** : To come face to face or challenge someone or something.
- **Ostracise** : To exclude or debar a person or a group.
- **Policy** : A course of action which provides future direction, sets goals to be achieved or lays down the principles or guidelines to be followed and acted upon.
- **Assertive** : A person or a group which expresses views in a strong way.
- **Dalit** : This refers to socially and economically oppressed group.
- **Morally reprehensible** : Such act which violates all those norms of dignity and decency which a society believes in.

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### UNIT-5 Economic Presence of the Government

## CHAPTER-9

### PUBLIC FACILITIES

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#### Let's Revise

- Government plays an important role in providing public facilities to everyone. It should provide safe drinking water to the people and also take care of sanitation facilities.
- Public facilities relate to the people's basic needs. Any modern society requires these facilities.
- The right to life that the Constitution guarantees is for all persons living in the country.
- It is the responsibility of the government to provide these facilities as private companies give these facilities at high rates.
- When the resources are less, the alternative sources are to be searched for, like in Chennai.

#### Know the Terms

- **Company** : This refers to a form of business established by people or the government.
- **Private company** : A company established and run by persons or group of persons. For example, Tata Steel.

- **Basic needs** : This refers to the primary requirements such as water, food, clothing, sanitation, education and healthcare.
- **Universal access** : This is achieved when every individual has access to a commodity and can also afford it.
- **Sanitation** : Facility of safe and hygienic disposal of human excreta and urine.



## CHAPTER-10

### LAW AND SOCIAL JUSTICE

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#### Let's Revise

- Enforcement of law is important to protect the rights of minorities from the majority. In order to ensure the abolition of child labour, the government has to regularly inspect the factories and punish those who violate the law.
- Many of these laws have their basis in the Fundamental Rights guaranteed by Indian Constitution. For instance, Right against Exploitation : (i) According to this right, no one can be forced to work on low wages or under bondage. (ii) No child below the age of 14 years shall be employed in shops, factories or mines.
- The EPA (Environment Protection Act), 1986 came into force soon after the Bhopal Gas Tragedy and is considered umbrella legislation as it filled many gaps in the existing laws.
- The Environment Protection Act authorizes the central government to protect and improve environmental quality, and control and reduce pollution from all sources. It prohibits or restricts the setting or operation of any industrial facility on environmental grounds.
- According to 2001 census, over 12 million children in India between the age group of 5 and 14 worked in various occupations. In 2006, the Government of India amended the Child Labour Prevention Act.
- Minimum Wages Law deals with the wages of the workers, ensuring that they are not underpaid and this is updated every year.
- The objective of the Act is to ensure a minimum subsistence wage for workers. In September 2007, the national minimum floor level wage was increased to ₹ 80 per day for all scheduled employments.
- There is also a law to protect the interest of the producers and consumers in the market. So, laws are there to ensure the relationship between the worker, consumer and producer. They are governed in an un-exploitative manner.

#### Know the Terms

- **Producer** : An individual or an organisation which is engaged in production of goods or services for sale in the market.
- **Consumer** : A person who buys goods or services for personal use and not for resale.
- **Workers' unions** : This refers to associations of workers which are commonly found in offices and factories. Domestic workers unions are also present. The leaders of these unions negotiate or bargain with the employees on subjects such as wages, rules associated with administering, hiring and firing the workers, their promotion and security issues, etc.
- **Hazardous** : Conditions which are dangerous for life and property.

