# HISTORY

Chapter-1

## How, When and Where

**1.** (a) True (b) False (c) True.

**2.** There are many problems with the periodisation of Indian history that James Mill Offers. These problems are :
(1) This periodisation is based on religions. That is not appropriate.
(2) Any era of history cannot be periodised on the basis of religion because all religons co-exist at a particular time.
(3) All rulers of the ancient period did not have faith in the same religion.
(4) The motive of the periodisation of history on this basis was just to divide the people.
(5) Mill thought that all the Asian societies were at a lower level of civilization than Europe and only British rule could civilize india.

**3.** The British preserved official documents because of the following reasons :
(1) The British believed that the act of writing was important so that documents could be properly studied and debated upon when needed.
(2) One can get information about history by studying these preserved documents.
(3) These preserved documents help in understanding about the social, economical, political conditions of societies in the past.
(4) The copies of preserved documents may be produced in the present.

**4.** We can say this on the following basis :
(i) Generally, the newspaper reports are true and pragmatic while on the other hand, the police reports may be biased. (ii) Newspaper reports tell the fact as it was, while police reports try to manipulate the event. (iii) Newspaper reports are authentic and explain the true story of the event with every detail. On the other hand, police reports are written as per the will of the senior officials. These reports are affected by the views and thinking of the reporting police officer.

**5.** Today, various types of surveys are done by both the government and private enterprises. Like as :
**Survey by a Toy Company :** Toy companies get information about what children, enjoy playing with, through various types of surveys. They do this with the help of some questionnaire. They prepare a questionnaire booklet. Their surveyors visit those places where number of children is in a large quantity, like park, school, etc. They distribute these booklets among children and ask them to mark the right or wrong options of their choice. Then they get these booklets back. Afterwards, these booklets are sent to specialists. Specialists obtain data from these booklets and derive their conclusion about the likes or dislikes of children.
**Survey by Government :** Government conducts census every ten years in which every household gives details of its children. So, government comes to know about the number of young people in school. Also, government asks each and every school to provide them details about the number of children studying in the schools.
From such data, historians may get information about preferences, demographic changes, lifestyle, social, economic and, political life, education level, household size, sex ratio, population density, family structure, etc.

Chapter-2

## From Trade to Territory : The Company Establishes Power

**1.**

| | |
|---|---|
| Diwani | right to collect land revenue |
| "Tiger of Mysore" | Tipu Sultan |

| | |
|---|---|
| *Faujdari adalat* | Criminal court |
| Rani Channamma | led an anti-British movement in Kitoor |
| *Sipahi* | *Sepoy* |

**2.** (a) Plassey, (b) Mysore, (c) Lapse, (d) Western

**3.** (a) False (b) False (c) True (d) False.

**4.** European trading companies were attracted to India due to the following reasons:
(i) There were great profitable opportunities in trade with India.
(ii) The fine quality of cotton and silk produced in India had a big market in Europe.
(iii) Goods like pepper, cloves, cardamom and cinnamon were in great demand in Europe.
(iv) European companies bought goods at a cheaper rate in India and carried them to Europe to sell at a higher price.

**5.** The areas of conflict between the Bengal Nawabs and the East India Company were as following :
(i) The Bengal Nawabs refused to grant concessions to the company.
(ii) The company demanded the right to trade.
(iii) The Bengal Nawab denied the company the right to mint coins.
(iv) The Nawabs stopped the company from extending fortification.
(v) The Bengal Nawabs accused the company of not paying revenue and writing disrespectful letters.
(vi) The company officials were undermining the authority of the Nawab.
(vii) The company was trying to humiliate the Nawab and his officials.
(viii) The company was expanding settlements and rebuilding forts.

**6.** The assumption of Diwani benefitted the East India Company in the following ways :
**(i)** The company could collect revenues from the zamindars and other people in Bengal, Bihar and Orissa.
(ii) The outflow of gold which the company imported from Britain to buy goods in India, stopped.
(iii) The company began to get finance to meet its expenditure of buying cotton and silk textiles in India, maintaining its troops, and meeting the cost of building the company offices at Calcutta.

**7.** Subsidiary alliance was propounded by Lord Wellesley to establish control of the company over Indian kingdoms. The terms of the alliance were :
(i) Indian rulers were not allowed to have their independent armed forces.
(ii) They were to be protected by the company but had to pay for the forces.
(iii) If the Indian rulers failed to make the payment, then part of their territory was taken away as penalty.

**8.**

| **Company's Administration** | **Indian Rulers' Administration** |
|---|---|
| 1. Company had divided administrative units into three presidencies– Bengal, Madras and Bombay. | 1. Indian rulers had divided their states mainly into four units– District, Paragana, Tehsil and villages. |
| 2. Each presidency was ruled by Governor and districts were ruled by collector. | 2. These units were controlled by zamindars and peasants. |
| 3. The supreme head was the Governor-General. | 3. The supreme head was the king. |
| 4. Company established a proper judiciary system. They established the Supreme Court and separate civil and criminal courts in each district. | 4. Under the Indian rulers, judiciary was not much effective. The same court was there to hear both the civil and the criminal cases. |
| 5. The company improved and re-organised the revenue and police systems. | 5. The revenue system and police forces were not in proper condition. |

**9.** The changes that occured in the composition of the company's army are as follow:
(i) The company adopted the method of Awadh and Banaras for recruitment for its own army. This method was known as the sepoy army (taken from the Indian word 'sipahi', meaning soldier.)
(ii) In this method, peasants were recruited and trained as professional soldiers.
(iii) As warfare technology changed from the 1820s, the cavalry requirements of the company's army declined because the British empire was fighting in Burma, Afghanistan and Egypt where soldiers were armed with muskets and matchlocks.
(iv) The soldiers of the company's army had to keep pace with changing military requirements and its infantry regiments now became more important.
(v) The British began to develop a uniform military culture.
(vi) Soldiers were given European style training, drill and discipline that regulated their life far more than before.
(vii) Caste and community feelings were ignored in building a force of professional soldiers.

**10.** Calcutta was the centre of administration and trade during the colonial period. The Europeans lived in spacious and splendid bungalows. They enjoyed domestic water supply, electricity, sewage links, etc. They had clubs and played golf, cricket, football, etc. On the other hand, the natives of Calcutta lived in unplanned, congested and poorly-serviced areas. But, rich Indians started constructing bungalows in British style. They followed the British style of dressing up, British education, British culture, etc.
At a later stage, an Anglo-Indian residential area grew in the north of Calcutta. To the further north and east of this area, residences of the native people developed.
Calcutta developed as a cultural city of India. Theatre, drama, Indian classical music, festivals, enriched the cultural heritage of Calcutta. Rabindra Nath Tagore, Bankim Chandra Chatterjee, etc. were prominent poets of the colonial age. Indian Museum, Victoria Memorial, Academy of fine arts, National Library of India, Kali Temple, Kolkata High Court, Kolkata Port Trust, Vidhan Sabha, GPO, etc. are some fine examples of architecture in Calcutta. These were adorned with Indo-Islamic, Gothic, Oriental and Roman motifs.

**11. Rani Laxmi Bai–The Rani of Jhansi :** Laxmibai was born on 19th November, 1835 in the holy town of Kashi (Varanasi) in a Marathi Brahmin family. She was named Manikarnika and was nicknamed Manu. Her father was Moropant Tambe and her mother was Bhagirathi Sapre. Her mother died when she was four years old. She was married to the Maharaja of Jhansi, Raja Gangadhar Rao Newalkar and was afterwards called Laxmibai. She gave birth to a boy who died after four months. In March, 1854, Laxmibai was ordered to leave the palace and fort. She died on 17th June, 1858, fighting against the British Army to save her state Jhansi.
**Mahadji Sindhia :** Mahadji Sindhia was a Maratha ruler of Gwalior in Central India. His father was Ranoji Rao Shinde and his mother was Chima Bai. He was the fifth and the youngest son of Ranoji.
Mahadji was instrumental in resurrecting Maratha power in North India after the third Battle of Panipat in 1761 and rose to become a trusted lieutenant of the Peshwa. During his reign, Gwalior became the leading state in the Maratha empire and one of the foremost military powers in India.
**Haider Ali :** Haider Ali was the Sultan and de-facto ruler of the kingdom of Mysore in southern India. The exact date of his birth is not known. His father was Fateh Muhammad. Born as Sajjid Wal Sharif Haider Ali Khan, he distinguished himself militarily, eventually drawing the attention of Mysore's rulers. He became the de-facto ruler of Mysore as Sarvadhikari. He offered strong anti-colonial resistance against the military advances of the British East India Company during the first and the second Anglo-Mysore wars and he was the innovator

of military use of the iron-cased Mysorean rockets.

**Maharaja Ranjit Singh :** Maharaja Ranjit Singh was born on 13th November, 1780 in Gujranwala, Punjab (now in Pakistan). His father was Sardar Maha Singh and mother was Raj Kaur. He lost sight of his left eye due during his childhood. He was the founder of the Sikh empire. Prior to his rise, the Punjab region had numerous warring mills. He successfully absorbed and united the Sikh misls, and took over other local kingdoms to create the Sikh empire. He repeatedly repelled the invasions by Muslim armies.

**Lord Dalhousie :** Lord Dalhousie was the Governor-General of India before independence. He ruled India with great efficiency from 1848 to 1856. He completed the Ganges Canal in India. He also started Railway for the first time in India between Bombay to Thane. He started postal and telegraph services in India. He reformed Indian civil services. The credit of starting widow remarriage also goes to him. But, he is also remembered for various negative reasons. His most controversial policy was Doctrine of Lapse. He was responsible for the second Anglo-Burmese war.He captured the princely state of Punjab in 1849 A.D.

Chapter-3

## Ruling the Countryside

**1.** (i) b, (ii) a, (iii) d, (iv) c.

**2.** (a) Indigo (b) Industrialisation (c) Synthetic dyes (d) European indigo planters.

**3.** The company introduced permanent settlement in 1793. The main features of the permanent settlement are as following:
(1) The Rajas and Taluqdars were recognised as Zamindars.
(2) The main work of the Zamindars was to collect rent from the peasants and pay a fixed amount of revenue to the company.
(3) The Zamindars had to pay their revenue rigidly on the due date even if the crop had failed for some reason, otherwise their lands were taken away.
(4) The zamindars and revenue collectors were converted into rich landlords. On the other hand, the cultivators were reduced to the low status of mere tenants.

**4.** The difference between the Mahalwari system and the Permanent Settlement can be understood on the following basis :

| **Permanent Settlement** | ***Mahalwari* System** |
|---|---|
| (1)The revenue rate was fixed permanently. | (1)The revenue rate was not fixed permanently. |
| (2)There was no provision of any revision in the rate of revenue in future. | (2)In this system, the revenue was to be revised periodically. |
| (3)Under this, the revenue was determined as per the land holdings of the individual peasants. | (3)In this system, revenue was to be paid by village called Mahal. |
| (4)The responsibility of revenue collection was in the hands of zamindars. | (4)In the Mahalwari system, this responsibility was given to the village headman. |

**5.** Two problems which arose with the new Munro system of fixing revenue were as follows :
(i) To increase the income from land, revenue officials fixed too high a revenue demand. Ryots were unable to pay that and they fled towards the cities. Villages became deserted in many regions.
(ii) The company officials had imagined that the new system would transform the peasants into rich enterprising farmers, but this did not happen.

**6.** Ryots were reluctant to grow indigo due to following reasons :
(i) Ryots were given loans at low interest rates but that loan made the ryots bound to cultivate at least 25% of their holdings with indigo.
(ii) When crops were harvested, ryots were compelled to sell them at lower prices.

(iii) After the delivery of harvest crop to the planter, new loan was given to the ryot. This way, they were trapped in a cycle of loan.
(iv) Planters forced the ryots to grow indigo on best soils in which peasants preferred to grow rice, as growing indigo left the land unsuitable for growing other crops.
(v) Indigo had deep roots and it exhausted the soil rapidly. After an indigo harvest the land could not be sown with rice.

**7.** The circumstances which led to the eventual collapse of indigo production in Bengal were as following :
(i) In March, 1859, thousands of *ryots* in Bengal refused to grow indigo.
(ii) They refused to pay rents to the planters and attacked the indigo factories.
(iii) Women also turned up to fight with pots, pans and kitchen implements.
(iv) Those who worked for the planters were socially boycotted.
(v) *Ryots* swore they would no longer take advances to grow indigo.
(vi) The indigo ryots felt that they had the support of the local zamindars and village headmen in their rebellion against the planters.
(vii) After the revolt of 1857, the British government was worried about the possibility of another populer rebellion.
(viii) The Lieutenant Governor toured the region. This, along with magistrate Ashley Eden's notice that ryots could not be compelled to grow indigo, was seen as sympathy.
(ix) It declared that indigo production was not profitable for ryots and asked the ryots to fulfil their existing contracts and told them that they could refuse to produce indigo in future.
(x) After this revolt, indigo production in Bengal collapsed.

**8.** The people in Champaran were leading a pitiable life. The villages were extremely dirty and unhygienic. They were living in extreme poverty. The British landlords levied an oppressive tax on the farmers while they were facing a terrible famine. The situation was desperate. In this situation, a local farmer Rajkumar Shukla invited Gandhiji to Champaran and gave him an account of the attrocities of the landlords and sufferings of the people. With the help of many leaders like Braj Kishore Prasad, Anugrah Narayan Singh, Rajendra Prasad, Jawahar Lal Nehru and many others, he fought against the attrocities of the indigo landlords. It was the first satyagrah, he ever staged in India. He was arrested and ordered to leave the province. Thousands of people protested against his arrest. They demanded for the release of Gandhiji from the court.
Under the leadership of Gandhiji, people organised a strike against the landlords. The British Government pressurised the landlords to sign an agreement granting more compensation and control over farming to the farmers. Also,they had to cancel the revenue hike. The poor farmers, finally, stood victorious.

**9.** History of Tea in India : The British introduced tea culture in India in 1836. After many trials and extended periods of dedicated, the first British-led commercial tea plantation in India was established in 1837 in chabua in upper Assam. The tea industry in India started to take shape around esily 1840.
Condition of the Workers in Tea Plantations : The workers in tea plantations were oppressed. The tea planters used wastelands to make more profits. To develop plantation on such lands, the workers had to labour hard, but they were given low wages. The planters employed the local and outside labourers under a contract. This system was known as indentured labour system. There were two types of indentured labour system :
(i) Sardari (ii) Arkatti
Under the Sardari system, new labourers were employed by those who were already employed in the plantation gardens. Unlicensed recruitment occurring from Chhotanagpur and other tribal areas of the

sub-continent came under the Arkatti system.

The life of workers in Tea Plantation and Indigo Plantation : The life of labourers in tea plantations was not different than that in indigo plantation. Both were exploited heavily in the same way. The owners made great profit while the labourers got almost nothing. There were only one difference that there was a contract with the tea planters but indigo labourers were not under any type of contract like indentured labour system.

Chapter-4

## Tribals, Dikus and the Vision of a Golden Age

**1.** (a) savage /uncivilized (b) scattering (c) land (d) tea plantations, coal mines.

**2.** (a) False, (b) True, (c) True, (d) False.

**3.** The problems faced by the shifting cultivators were-

(i) Scarcity of water, dry soil, poor yield, lack of resources and low produce.

(ii) Due to changes in forest laws, they were not allowed entry in "Reserved forests" and practise shifting cultivation. So, they had to move to other areas.

**4.** Under colonial rule, the power of the tribal cheifs changed considerably.

(i) They were divested of their administrative power.

(ii) They were forced to follow the British laws.

(iii) They lost the authority they had enjoyed earlier amongst their people.

(iv) Now they were unable to fulfil their traditional functions.

(v) They were allowed to keep their land titles over a cluster of villages and rent out lands.

**5.** The following were the reasons for the anger of the tribals against the dikus :

(i) Market and trade/commerce often meant debt and poverty to the tribal people. So, they regarded the money lenders and traders as evil outsiders and the cause of their misery.

(ii) Tribal people often needed to buy and sell to be able to get the goods that were not produced within the locality. Hence, they become dependent on traders and money lenders.

(iii) Money lenders gave loans on very high interest rates.

(iv) The goods and things sold by the traders were very highly priced.

**6.** Birsa's movement was aimed at reforming the tribal society. He was deeply influenced by many of the ideas he came in touch with. Birsa's vision of a golden age was as follows :

(i) He urged the Mundas to give up drinking liquor, clean their villages and to stop believing in witchcraft and sorcery.

(ii) He was also against landlords and missionaries as he regarded them as outside forces that were ruining the Munda way of life.

(iii) In 1895, he urged his followers to recover their glorious past, a Satyug when Mundas lived a good life.

Such a vision appealed to the people of region as :

(i) They planted trees and orchards, (ii) They cultivated lands to earn their living, (iii) They all lived honestly and peacefully, (iv) Birsa wanted his people to once again work on their land, settle down and cultivate their fields, (v) He also wanted the government to set a Munda Raj with Birsa as its head.

Thus, the movement identified all the causes of the misery and suffering of the Mundas.

**7.** It is an activity, so consult your library or the different books with you or your friends and write the story.

**Names of some tribal heroes :**

1. Alluri Sita rama Raju – Andhra Pradesh
2. Tana Bhagat – Bihar
3. Rani Gaidiniliu – Manipur
4. Laxman Nayak – Odisha

**8.** The Bhils: Bhils or Bheels are tribal people groups of North-west India, mainly found in the states of Gujarat, Chattisgarh, Rajasthan and Maharashtra.

These customs are very Intresting many ritual found them like as dam, Dapa, Aatta-Sateta. etc.

These are celebrate many funation's like as holy, Dewali and specially the fair of ven- shawar dham. This drive spent these way of like throw hunting, collecting the roots, and Jhooming agriculture. From last 50 years their lives have changed. Their custom, behave, rituals, and source of livehood also be changed.

## Chapter-5

# When People Rebel-1857 and After

**1.** To accept her adopted son to succeed the throne of the king, after the death of her husband.

**2.** They were allowed to inherit the property of their ancestors.

**3.** (i) The cartridges were greased with the fat of cows and pigs.

(ii) The sepoys had to use their mouth to remove the covering of the cartridges.

(iii) This was a violation of their religious sentiments. Hence, they rebelled.

**4.** Bahadur Shah Zafar was the last emperor of the Mughal dynasty. He played an important role in the revolt of 1857 against the British. In September, 1857, the British established their control over Delhi and Bahadur Shah was imprisoned. He was sent to Rangoon along with his wife Begum Zinat Mahal. In 1862, he died in Rangoon.

**5.** The reasons are given below :

(i) The mughal rulers after the death of Aurangzeb were not strong and powerful hence it was easier for then to annex states.

(ii) The disunity among nawabs and the mughal ruler helped the British have a firm strong hold in the indian society, starting from Bengal.

(iii) They fought among themselves and could not fight against the foreign rule unitedly.

(iv) A section of the people adopted inhuman social practices. They did not rise in revolt against the Britishers.

**6.** **Impect the people—**The Emperor's blessing gave the people a nere courage and inspired the rebels to fight with vigor and courage.

**Impect on the rulling families—**The rulling families hoped that if the Mughal ruler could once again resume power, they would also be able to rule their own territories once again.

**7.** (i) They were exempted from taxes, (ii) They were rewarded, (iii) They provided inheritance rights to the landowners, (iv) They would be safe and their rights and claims would not be denied to them.

**8.** The British made various changes in their policies after the revolt of 1857. Some of them the as follows :

(i) The Biriths crown tow the direct responsibility of governance in India.

(ii) All the ruling kings and chiefs were assured that their territory would never be annexed in future. They were allowed to pass on their kingdoms to their heirs, including adopted sons. However, they were to accept the suzerainty of the Britishh crown.

(iii) The proportion of Indian soldiers in the army would be reduced and the number of European soldiers would be increased.

(iv) Instead of recruiting soldier from Awadh, Bihar, Central India and south India, more Soldiers would be recruited from among the Gurkhas, Sikhs and Pathans.

(v) The land and property of Muslims was confiscated on a large scale and they were treated with suspicion and hostility.
(vi) The British decided to respect the customary religions and social preactices of the people in India.
(vii) Policies were made to protect landlords and Zamindars and give them security of rights over their lands.

**9.** Song remembered by people about Jhansi Ki Rani:
*Sinhasan hil uthey raajvanshon ney bhrukuti tani thi,*
*budhey Bharat mein aayee phir se nayi jawani thi,*
*gumee huee azadi ki keemat sabney pechchani thi,*
*door phirangi ko karney ki sab ney man mein thani thi,*
*chamak uthi san sattavan mein, yeh talwar purani thi,*
*Bundeley Harbolon Key munh hamney suni kahani thi,*
*Khoob ladi mardani woh to Jhansi Wali Rani thi,*
.....
and so on.
Memories Cherished are :
(i) Sepoy mutiny started from Meerut, (ii) Support of Bahadur Shah Zafar, (iii) Spread of the mutiny all over of India, (iv) Thousands of firangis were killed, (v) Thousands of people sacrificed their lives, (vi) Mutiny was suppressed, (vii) Concessions was given to Indians.

**10.** **(i)** Rani Lakshmi Bai was a gallant queen of the princely state of Jhansi. A legendary figure associated with early resistance against the British Raj, she played an important role during the Indian rebellion of 1857.
**(ii)** Following the death of her husband, Maharaja of Jhansi Raja Gangadhar Rao Newalkar, British Governor General of India Lord Dalhousie refused to recognise the Maharaja's adopted son as his heir and annexed Jhansi under their policy of Doctrine of Lapse.
(iii) Lakshmi Bai gathered her forces and rose in revolt against the British and joined the Indian Rebellion of 1857. She continued her struggle, but died fighting a fierce battle with the British in Kotah Ki Sarai, near Gwalior.
Rani Lakshmi Bai was an unusual women for her times because she fought against the British rule during the rebellion movement in 1857. Her bravery, sacrifice and empowerment of women in the 19th century made her the icon of Indian independence.

Chapter-6

## Civilising the "Native", Educating the Nation

**1.** (i) b, (ii) d, (iii) a, (iv) e, (v) c
**2.** (a) True (b) True (c) False (d) False
**3.** William Jones felt that by studying Indian history, philosophy and law it would reveal the ideas and laws of the Hindus and Muslims, and only a new study of these could form the basics of future development in India.
**4.** James Mill and Thomas Macaulay saw India as an uncivilised country. They felt that European education was a must to civilise the country. They believed that with the knowledge of English language, they would read some of the finest literature of the world and it would make them aware of the developments in Western science and philosophy. So they felt that European education or teaching of English could civilise people, develop their values, tastes and culture.
**5.** Mahatma Ghandhi wanted to teach children handicrafts, so that they could develop the capacity to understand the value of creativity and dignity of labour. The crafts would develop their minds and this would develop their creative skill. The children would also know how things are operated and could become independent later on.
**6.** Mahatma Gandhi was against English education.

(i) He said it was sinful and it enslaved Indians.
(ii) He said this education had created a sense of inferiority in the minds of Indians.
(iii) He said English education had destroyed the pride they had in their own culture.
(iv) According to Gandhiji, English education had crippled them and made them strangers in their own lands.

**7.** (i) They learnt languages like Hindi and Sanskrit.
(ii) They studied arithmetic, algebra and geometry, (iii) They studied physics, chemistry and biology, (iv) They learnt tables, essays, poems and lessons by heart, (v) They also learnt social studies, drawing, (vi) They did physical education, P.T and helped their gurus with their household work.

**8.** History of our school:
(i) It started as a middle school in a small hut, (ii) Earlier, it had no furniture, (iii) Children sat under trees and studied, (iv) Then the school moved to a small two-room, rented house, (v) Slowly, the school got affilated till 12th standard (senior school), (vi) It got its own land and rooms were constructed, (vii) After 15 years, pucca building got constructed, (viii) All the necessary amenities were provided, (ix) Now, a full- fledged and flourishing school upto 12th standard is running.

## Chapter-7

# Women, Caste and Reform

**1.** These people supported the following social ideas :
(a) Anti Sati Act 1829, upliftment of women (b) Against idol worship, widow remarriage, girl education (c) A social reformer who encouraged women education and remarriage of widows (d) He work as eradication of untouch a bility and the caste system (e) Widow homes, economic independence of women, widow remarriage (f) Self respect movement, caste equality (g) Reinterpreted the Quran for women education (h) Women education,

**2.** (a) True (b) False (c) False (d) False.

**3.** The knowledge that the reformers got from reading ancient texts gave them confidence and moral support that they were on the right path and to support and promote the new laws.
They could convince the people that social evils like caste discrimination, child marriage, sati, etc. were not approved by the ancient texts and were only spread to bring about chaos in the society.

**4.** When the first schools were opened in the mid-ninteenth century, many people were afraid to send girls to school due to the following reasons :
They feared that girls would stop doing their domestic chores. They feared schools would take girls away from homely instincts. They felt girls needed to stay away from public spaces as this would have a corrupting influence on them.

**5.** Christian Missionaries were attacked by many people in the country because they suspected that they were involved in forced conversion, using money power. The people felt that poor and tribal people were being converted from Hinduism to Christianity forcefully.
Some people must have supported them due to the fact that through conversion, these poor and the tribal people might improve their economic condition, get a chance to gain resources to make their way into a changing world.

**6.** During the British period, several new opportunities were opened up for the people who came from castes regarded as low.
(i) The poor left their villages, looking for job opportunities in the factories or munciplities in cities.
(ii) They thought that this was an opportunity to get away from the hold of the upper-caste land owners.
(iii) They took up different kinds of jobs like digging drains, laying roads, cleaning the cities, constucting buildings, cleaning

the sewage, laying bricks, pulling the rickshaw, carring litter, etc.

(iv) Some of them went to work in plantations in Assam, Indonesia, Mauritius and Trinidad.

(v) Some joined the army.

(vi) Numerous Mahar people, found jobs in the Mahar Regiment.

**7.** He attacked the Brahmans' claim of superiority by arguing that Aryans were foreigners, who came from outside the sub-continent.

(i) They came defeated and supressed and the true children of the country were the low-caste people.

(ii) According to Jyotirao Phule, the land and power belonged to the so-called "low castes" and the "upper castes" had no right to it.

(iii) Phule said that there existed a golden age when warrior-peasants tilled the land and ruled the Maratha countryside in fair and just ways.

(iv) He said that the Shudras and Ati-shudras should unite to challenge caste discrimination.

(v) The Satyashodhak Samaj founded by Phule propagated caste equality.

**8.** In 1873, Phule wrote 'Gulamgiri', which means 'slavery'.

(i) Almost 10 years ago before this, the American Civil War was fought which resulted in the abolition of slavery in America.

(ii) Phule wanted to establish a link between the conditions of the lower castes in India and the black slaves in America.

(iii) Thus, he dedicated his book to all those Americans who fought to abolish slavery.

**9.** Ambedkar was born into a Mahar family, who were regarded as untouchables. During his childhood, he experienced various forms of caste prejudices and unreasonable discrimination from the society in his everyday life.

- So, Ambedkar led three movements for temple entry between 1927 and 1935, to break all the caste barriers and to make everyone realise the demerits of caste prejudices within the society.

**10.** Both JyotiRao Phule and Ramaswamy Naicker were critical of the national movement in their own times.

- JyotiRao Phule was critical of the so-called nationalism preached by the upper castes. He wrote that the upper castes had themselves divided the people and are now advising the Shudras, Muslims and Parsi youth to unite and come together for the progress of the nation.
- Phule founded the Satya shodhak Samaj to propagate caste equality.
- E. V. Ramaswamy Naicker became a member of the Congress, but left it in disgust when he saw that at a feast organised by nationalists, the seating arrangement was based on caste distinctions.
- The upper castes were sitting in the front rows and the lower castes were sitting at a distance behind the upper caste.
- He inspired the untouchables to fight for their dignity by initiating a Self Respect Movement.
- Their assertions, forceful speeches and writings did lead to rethink and self criticism among the upper caste and nationalist leaders.

Chapter-8

## The Making of the National Movement : 1870s-1947

**1.** (i) The British passed the Arms Act in 1878 which barred Indians from possessing arms.

(ii) In the same year, they passed the Vernacular Press Act. This Act snatched the freedom of speech and expression from the Indians.

News papers were also confiscated if they published anything that was critical of the government.

(iii) In 1883, the Ilbert Bill was introduced. The Bill provided for the trial of British or European persons by Indian judges and sought equality between British and Indian judges in the country.

But, strong opposition from the British forced the government to withdraw the bill.

**2.** The Indian National Congress wished to speak on behalf of all the people of India.

**3.** The First World War led to a huge rise in defence expenditure of the government of India. The government, in turn, increased taxes on individual incomes and business profits. The sharp rise in prices badly affected the common man. They found it difficult to fulfil even their basic needs.

- But, the business groups earned huge profits from the war. It created a demand for industrial goods like jute bags, cloth, rail and caused a decline of imports from other countries into India.
- As a result, Indian industries expanded during the war.

**4.** The Muslim League Resolution of 1940 asked for 'independent states' for Muslims in the north-western and eastern areas of the country. The resolution did not mention partition or the name 'Pakistan'.

**5.** The moderates were against taking extreme actions. They had deep faith in the good intention of the government.

They were of the opinion that slowly and steadily, they would make the British go back to their own land.

(i) They developed public awarness about the unjust nature of British rule.

(ii) They published newpapers, wrote articles and showed how the British rule was leading to the economic ruin of the country.

(iii) They criticised the British rule in their speeches and sent representatives to different parts of the country to mobilise public opinion.

(iv) They believed that the British had respect for the ideals of freedom and justice and that they would definitely accept all the just demands of the people of India.

**6.** The Radicals within the Congress cherished different opinions. They had deep faith in action and wanted to drive away the foreigners as soon as possible. They criticised the Moderates for their 'politics of prayers' and gave emphasis on self-reliance and constructive work. They argued that people must fight for Swaraj. Unless they fought against the British rule unitedly, they would not be able to make their country independent.

**7.** The Non-Cooperation Movement spread far and wide. It took various forms in different parts of the country.

(i) In Kheda, Gujarat, Patidar peasants were worried about the high land revenue demand of the British. Hence, they organised non-violent campaigns against it.

(ii) In coastal Andhra Pradesh and interior Tamil Nadu, liquor shops were picketed.

(iii) In the Guntur district of Andhra Pradesh, tribals and poor peasants started several 'Forest Satyagrahas', sometimes sending their cattle into forests without paying grazing tax. They wanted the abolition of forest regulations.

(iv) In Sindh, now in Pakistan, Muslim traders and peasants were very enthusiastic about the Khilafat Movement. In Bengal too, the Khilaft-Non-cooperation alliance gave enormous communal unity and strength to the national movement.

(v) In Punjab, the Akali agitation of the Sikhs sought to drive out corrupt mahants.

(vi) In Assam, tea garden labourers left the British-owned plantations and became the followers of Gandhiji.

**People's Understanding of Gandhiji :**

(a) People thought of Gandhiji as a messiah, as someone who could help them overcome

their misery and poverty.
(b) Gandhiji wanted to build class unity, Not class conflict.
(c) Agricultural labourers believed Gandhiji would provide them land and get taxes reduced.

**8.** (i) In 1930, Gandhiji led a march to break the salt law.
(ii) According to this law, the state had a monopoly on the manufacture and sale of salt.
(iii) Mahatma Gandhi, along with other nationalists, reasoned that it was sinful to tax salt, since it is such an essential item of our food.

**9.** Muslim League was formed in 1906, but the Congress failure to mobilise the Muslim masses in the 1920s allowed the League to widen its social support.

- In election results of 1937, they got very less seats, even in areas where a large number of Muslims lived, and this made them feel as a minority community.
- In 1940, Two-nation theory was floated by them.
- Elections to the provinces were again held in 1946. The Congress did well in the "General" constituencies, but the league's success in the seats reserved for Muslims was spectacular. So, the league persisted with its demand for a separate "Pakistan".
- In March 1946, the British Cabinet sent a three-member mission to Delhi to examine this demand and suggest a suitable political framework for a free India.
- After the failure of the Cabinet Mission, the Muslim League decided for mass agitation for winning its 'Pakistan' demand and declared 16th August, 1946 as "Direct Action Day".
- On this day, riots broke out in Calcutta, lasting for several days and resulting in the death of thousands of people, mostly Hindus.
- By March 1947, violence spread to different parts of northern India.
- With mass agitation, India was partitioned in 1947 and Pakistan was separated.

**10.** Organisation of National Movement in our city :
(i) Visit of Gandhiji (ii) Formation of Action committee (iii) Meetings, speeches, awareness about the event at the national level (iv) Prabhat Pheries and Rallies (v) Protest march (vi) Mass arrests (vii) Hanging and torture of the freedom fighters (viii) Award after getting freedom/ independence.

**11. Sardar Vallabhbhai Patel :** He played an important role in the negotiations for independence during 1945-47.

- Patel hailed from an impoverished peasant family of Nadiad, Gujarat.
- A foremost organiser of the freedom movement from 1918 onwards, Patel was the President of the Congress in 1931.
- Sardar Patel made herculean efforts for merging the 565 states declared free by the British and including them in the territory of India.

**Dr Rajendra Prasad**

He started his political career as a social worker.

(i) Joined Gandhiji since the Champaran Satyagraha of 1918.

(ii) The Jallianwala Bagh atrocities deeply disturbed him.

(iii) He was sent to jail many times.

(iv) He was the most uncontroversial figure in Indian politics.

(v) He became the first President of independent India.

# GEOGRAPHY

## Chapter-1

## Resources

**1.** **(i)** Physical factors like soil, climate and altitude are responsible for the unequal distribution of resources.

**(ii)** Using resources carefully and giving them time to get renewed is called resource conservation.

**(iii)** Humans, with their intelligence, knowledge and physical expertise, modify the goods obtained from nature, so that they can be utilized in the best way. The objects/goods manufactured/modified by humans are valuable. Therefore, human resources are important.

**(iv)** Balancing the need to use resources and also conserve them for the future is called substainable development.

**2.** (i) (c), (ii) (a), (iii) (a).

**3.** In the above phrase, Abdul Rahim Khankhana is emphasising the importance of the Renewable resource– water and its necessity in life.Water is an unlimited renewable resource, but due to its excessive use, the percentage of pure water is decreasing. If it is utilized in such a manner, then one day, this resource will also get exhausted. If water will get scarce, then human beings, animals and creatures, and plants will all die due to its unavailability. All the oceans, seas, lakes will get dried up and life will come to an end on the Earth. Therefore, we all should try to use water in the best possible way, so that while utilizing it in the present, it can also be conserved for the future generations.

## Chapter-2

## Land, Soil, Water, Natural Vegetation, and Wildlife Resources

**1.** **(i)** The two important climatic factors for the formation of soil are : Rainfall and temperature variations.

**(ii)** The two main reasons for land degradation today are :

(a) Construction of buildings and houses on agricultural land.

(b) Construction of railway lines and roads.

**(iii)** Land is one of the most important resouces because humans not only live on land, rather their food and other requirements are fulfilled directly or indirectly by land. All the crops are grown on land, and all the minerals essential for future development are also obtained from the land. Thus, for all transportation facilities and for their growth and development, humans are dependent on land.

**(iv)** (a) The government has established National Parks and Wildlife Sanctuaries.

(b) Government has banned hunting of animals.

**(v)** The following steps can be undertaken for conservation of water :

(a) Rainwater harvesting and using this harvested water as and when required.

(b) Planting of trees, so that surface water does not flow at a high pace and more water reaches underground and fulfills the starage of groundwater.

(c) Sprinklers systems should be used for irrigation purposes, so that more of such water could be saved.

**2.** (i) (b), (ii), (c), (iii) (c).

**3.** (i) c (ii) d (iii) a (iv) b

**4.** (i) True (ii) True (iii) False (iv) False.

Reasons (i) The Ganga–Brahmputra plain of India is very fertile and here, along with food facilities, fresh water is also available, therefore, the plain is an overpopulated region.

(ii) The reason behind declining availability of water is due to the low rainfall, uneven rains, and also water pollution, which is a major reason behind the decrease in the availability of fresh water.

Chapter-3

# Agriculture

**1.** **(i)** Agriculture is the science and art of cultivation on the soil, raising of crops and rearing livestock. It is one of the primary activities, also known as farming.
**(ii)** The factors that influence agriculture are: (a) Favourable topography of soil, (b) Favourable climate, (c) Socio-economic factors.
**(iii)** Shifting cultivation is the type of cultivation in which the farmer shifts to another part of the land as the soil loses its fertility.
Disadvantages :
(a) Deforestation
(b) Loss of forest cover
(c) Soil erosion
(d) The land becomes unproductive.
**(iv)** This is a type of commercial farming where a single crop is grown : like tea, sugar -cane, etc. that are then generally processed in factories.
**(v)** Jute and Cotton are fibre crops.
Climatic conditions essential for their growth are :
Jute : High temperature, heavy rainfall and humid climate.
Cotton : High temperature, light rainfall, two hundred and ten frost-free days and bright sunshine.

**2.** (i) (a), (ii) (c), (iii) (a).

**3.** Indian soil is best for the cultivation of crops, vegetables, fruits, etc. and makes India the world's Largest producer of many fruits, vegetables, wheat and rice, etc. More than 64 per cent of the total population depends on agriculture. Over 58 percent of the rural households depend on agriculture as their principal means of livelihood. In India, most of the population is illiterate and agriculture is their sole medium of earning. Thus, in India, agriculture is a primary activity.

**4.** Different crops are grown in different regions because of the following reasons :
(a) Different topography,
(b) Different soils,
(c) Different climates, and
(d) Different lifestyle of the people in different regions due to which there is a difference in their taste.

**3.** (i)

| Primary Activities | Tertiary Activities |
|---|---|
| (a)Primary activities include all those activities that are connected with extraction and production of natural resources. | (a)Tertiary activities are the activities that provide support to the primary and secondary sector. |
| (b)These activities provide raw materials. | (b)Tertiary activities supply the goods produced from the raw material provided by the primary sector. |
| (c)Primary activity is the first stage. | (c)Tertiary is the third step. |
| (d)Examples : agriculture, fishing, etc. | (d)Examples : transport, trade, banking, advertising, etc. |

| Subsistence Farming | Intensive Farming |
|---|---|
| (a) This type of farming is practiced to meet the needs of farmer's family. | (a)In this, the farmer cultivates a small plot of land using simple tools and more labour. |
| (b)This type of farming is generally done to meet the basic necessities. | (b)This type of farming is done so as to increase the production and improve the standard of living. |
| (c)This method of farming uses no expensive machines or costly fertilizers. | (c)Uses all types of farming technologies and fertilizers. |
| (d)Crops that are essential to meet the needs of the family are grown. | (d)More than one crop is grown for sale in market. |

**1. ACTIVITY**

**(i)** Majorly Wheat production in Alluvial soil, Rice in Deep Alluvial (clayey), Jowar in Desert soil, Bajra in Desert soil, Ragi in Alluvial soil, Maize in Alluvial, Black; Oil-seeds in Alluvial, Black; Pulses in Alluvial soils.

**(ii)**

| Lifestyle of Farmers in India | Lifestyle of Farmers in USA |
|---|---|
| (a)The land/farmland available is very less. | (a)Large amount of land is available for farming. |
| (b)The farmers live away from their farms. | (b)Since the land available for farming is much larger than Indian farms, therefore the farmer generally lives in the farm. |
| (c)The condition of farmers in India is poor, standard of living is low. | (c)Farmers in USA live a better life and are far better off than Indian farmers. |
| (d)Use of latest technology and facilities are not available to farmers as many of them cannot afford these. | (d)Latest technology and all new facilities are used for farming. |
| (e)Cow dung is used for treating land and improving soil quality. | (e)Commercial fertilizers and pesticides are used. |
| (f)Many farmers do not have storage facilities because of which they are forced to sell their produce at lower prices. | (f)Grains are stored in automated grain storage or despatched to market agencies. |

Chapter-4

# Industries

**1.** **(i)** 'Industry' refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.

**(ii)** Factors which influence the location of an industry are :

Raw material, Labour, Capital, Market, Water, Power, Land, Transport, Communication.

**(iii)** Iron and steel industry is referred to as the backbone of modern industry because of the following reasons :

(a) Almost everything is either made of iron or steel or has been made with tools and machinery made out of these metals.

(b) Ships, trains, trucks and autos are made largely of steel.

(c) Safety pins and needles are also made from steel.

(d) Oil wells are drilled with steel machinery.

(e) Steel pipelines are used to transport oil.

(f) Minerals are mined with steel equipment.

(g) Farm machines are mostly made of steel.

(h) All the large buildings have steel framework.

**2.** (i)

| Agro-based Industries | Mineral-based Industries |
|---|---|
| 1. Agro-based industries use plant and animal based products as their raw materials. | 1.These are primary industries that use mineral ores as their raw materials. |
| 2. These industries are set up in rural as well as urban areas. | 2.These industries are set up in urban areas. |
| 3. The products are used directly for consumption. | 3.The products of these industries feed other industries, e.g. iron made from iron ore is used in other manufacturing industries. |
| 4. Provide employment in rural areas, as per their location. | 4.Employment to both rural and urban people. |
| 5. Examples : Food Processing, Dairy Products, Cotton Textile Ltd, etc. | 5.Examples : Iron and Steel Industry, Machine Tool Industry. |

(ii)

| Public Sector | Joint Sector |
|---|---|
| 1. The public sector industries are owned and operated by the government. | 1.Are owned and operated by the state and individuals or a group of individuals. |
| 2. Government manages huge capitals for the industry. Hence the investment is huge. | 2.Govt. and individuals manage capital. Investment is huge but less then in public sector industries. |
| 3. Employment as per government policies. | 3.Employment as per the Board of Directors, policies. |
| 4. Example–Hindustan Aeronautics Ltd., Steel Authority of India Ltd, etc. | 4.Example-Maruti Udyog Limited. |

**3.** (i) Iron ore and limestone
(ii) Iron and steel
(iii) Transport and banking
(iv) Dairy products and textiles
(v) Basket making and pottery
(vi) Sugar Mills and Amul Milk Union

Chapter-5

## Human Resources

**1.** **(i)** People are considered a resource because it is their skill and knowledge that moulds and shapes the things that can be used to their fullest and in the best possible manner. That is why human beings are considered a special resource.

**(ii)** There are various factors that affect the distribution of population. These are—

(a) Geographical factors—Topography, climate, soil, water and minerals.

(b) Social—Housing facilities, education, etc.

(c) Cultural—Religion.

(d) Economic—Employment opportunities.

**(iii)** The reason for increase in population is due to lower death rate and higher birth rate and The reason behind low death rate is the change in the living standard of people and the facilities and technology provided to them. Even though there is not a vast difference in the birth rates, but the death rate is too low in comparison.

**(iv)** Births and deaths are the natural causes of population change. The difference between the birth rate and the death rate of a country is called the natural growth rate. The increase in population is mainly due to increase in natural growth rate and secondly migration—the movement of people in and out of an area.

**(v)** Population composition helps in analysing the population according to age, sex, income, education, occupation, etc.

**(vi) Population Pyramid—**Population pyramid is a triangular figure or graph that shows the number of males and females in different age groups.

(a) Population pyramids help in studying the population composition of a country, it is also known as age-sex pyramid.

(b) The population pyramid tells about the people living in that particular country.

(c) Dependants in the country— young and elderly.

(d) Number of children and aged people.

(e) The country in which birth and death rates both are high is broad at the base and narrows towards the top.

Thus, population pyramid gives an overview of the overall population according to age group and sex. Therefore it is also called an age-sex pyramid.

**2.** (i) c, (ii) b, (iii) c, (iv) a.

**3.** densely, favourable; natural and fertile.

**Q1. Activity Questions**

**1. Society with too many under 15s' :** Under this there are more number of children and therefore to provide them education—

(i) More schools are required. School materials like blackboard, chalk, furniture, ceiling fans etc. will be more.

(ii) Stationary items like pen, pencil, notebook, textbooks will be required more.

(iii) The toy industry will with need to be expanded.

(iv) The toy industry will need to be expanded.

(v) More number of children also ensure the supply of young, spirited and skilled labour supply for future.

**Society with too few under 15s' :** Under this, old age people will be in more in number. For old age people :

(i) More number of hospitals, doctors, nurses, caretakers, medical equipments, etc. are required.

(ii) Pension schemes should be revised, for every convenience in every. 3-5 years by the Government

# POLITICAL SCIENCE

Chapter-1

## The Indian Constitution

**1.** The Constitution serves several purposes. It lays out certain ideals that form the basis of the kind of country the citizens want to live in, and it also helps serve as a set of rules and principles by which the country is to be governed.

**2.** According to the constitution of Nepal adopted in 1990 the executive power is vested in his majesty the king and council of ministers will perform the excutive function, while the constitution of Nepal 2015 is the present governing constitution of Nepal replacing the interim constitution of 2007. According to 2015 constitution of Nepal, the executive power of Nepal was to be exclusively exercised by the council of Ministers. Whereby the res-ponsibility for issuing general directives, controlling and regulating the governance of Nepal shall subject to this constitution, lie in the Council of Ministers.

All Federal executive functions shall be performed in the name of the government of Nepal.

**3.** They would misuse their authority. This misuse of authority can result in gross injustice.

**4.** **(a)** Female teachers are in minority. They also contribute to the standard of teaching in the school, so it is also essential to respect their views.

**(b)** Buddhists are in minority. Their views must be respected as they represent a religious sect.

**(c)** Non–vegetarians are in minority. Their views must be respected and some non-vegetarian dishes should be included in the food menu.

**(d)** Rest of 10 students should be treated equally and their views should be heard as of other students.

**5.**

| Key Feature | Significance |
|---|---|
| (a) Federalism: | Federalism refers to the existence of more than one level of government in the country. India is a vast country and governing such a vast country only by the central government is not possible so, we have government not only at the Central level and at the State level, but also at Panchayat level in the villages within Panchayat Raj System of Government. |
| (b) Separation of Powers: | The legislature, the executive and the judiciary are the three organs of the government which have different sets of powers. Each organ acts as a check on the other organs of the government and this ensures the balance of power among them. |
| (c) Fundamental Rights: | Fundamental Rights protect citizens against the arbitrary and absolute exercise of Power by the State. The Constitution, thus, guarantees the rights of individuals against the State, as well as against other individuals. |
| (d) Parliamentary form of Government: | The Constitution of India guarantees universal adult suffrage for all citizens. This means that the people of India have a direct role in electing their representatives and each citizen of the country, irrespective of his/her social background, can also contest in elections. The real sovereignty of the nation lies in the Parliament, which is the ultimate law-making body of the nation. The govt. acts on behalf of the people of the nation. |

Chapter-2

# Understanding Secularism

**1.** (1) Jagaran (2) Nagar kirtan (3) Namaz (4) Singing carols (5) Havan (6) Sunderkands (7) Akhand paath (8) Fasting (9) Celebration of religious festivals.

Yes, these indicate freedom of religious practices.

**2.** Definitely, the government will inter-vene if some religious groups say that their religions allow them to practise infanticide. The practice of infanticide is a crime and no crime can be ignored or forgiven in the name of religion. The law does not allow killing anyone whether it is an infant or a grown up.

**3.**

| Objective | Why is this important | Example of a violation of this objective |
|---|---|---|
| 1. One religious community does not dominate another. | It is important to establish harmony and brotherhood in the society. | When a Muslim living in a Hindu locality is not allowed to offer Namaz. |
| 2. The State does not enforce any particular religion nor takes away the religious freedom of individuals. | It is essential in order to establish the ideals of the Indian Constitution. | Demolition of Hindu temples by the Muslims in Jammu and Kashmir and in Pakistan. |
| 3. That some members do not dominate other members of the same religious community. | It is essential to establish equality in the society. | Dalits are not allowed to enter a temple or draw water from a public well; a practice of untouchablity. |

**4. Holidays in a school calendar for different religions :**

**(i) Hindus :** Diwali, Holi, Dussehra, Shivratri, Ram Navami, etc.

**(ii) Muslims :** Id- ul- Zuha, Id- ul- Fitr, Alvida Jumah, Muharram, Shab-e-Baraat, etc.

**(iii) Christians :** Christmas, Good Friday.

It indicates that India is a secular country where all religions are regarded as equal. Several religions are followed here and the government respects all the religions on equal terms and feelings of the followers of different religions are also respected on equal terms.

**5.** Examples of different views within the same religion are commonly found in India. These are :

(i) In Hindu religion, we find people following Shaivism, Vaishnavism, Shaktism, Arya Samaji, etc.

(ii) In Muslim religion, there are Shiyas, Sunnis, Bohras, Sufis, etc.

(iii) Sikhs follow two sects– The Nirankaris and the Nam-Dharis.

(iv) Jainism is divided into two major sects– Digambara and Swetambara.

(v) Buddhism is divided into Hinayana and Mahayaana.

(vi) Christians generally follow Catholicism or they are Protestants.

**6.** Various religious communities reside in India. India is a secular country and the Indian Constitution allows individuals the freedom to live by their religious beliefs and practices. India has adopted a strategy of separating the power of religion and the power of the State. But, unlike the other democratic secular like the countries just as USA, where there is a strict separation between religion and the State, in India,

the state can intervene in religious affairs. In Indian Secularism, any interference in religion by the State has to be based on the ideals laid out in the Constitution. The State can intervene in religion in order to end a social practice that it believes, discriminates, excludes and violates the Fundamental Rights of lower castes, for example, the abolishment of untouchability.

**7.** **(i)** This poster conveys a message to establish peace in the society. It says that peace is a long-cherished process, but at the same time, we can not ignore the differences and overlook our common interests. Peace can be established when each member of the society would work and live together. This means that peace can be brought after establishing a coordination between the common interests.

**(ii) Note:** Students are suggested to design their own posters on religious tolerance. Help may be requested from teachers concerned of the subject matter.

## Chapter-3

# Why Do We Need A Parliament ?

**1.** India got freedom after a long and difficult struggle in which people of all sections of society participated. During the colonial rule, the people of India had lived in fear of the British government and did not agree with most of the decisions that they took. But they faced grave danger if they tried to criticise these decisions. The experience of colonial rule as well as the participation of different people in the struggle of freedom inspired the nationalists to ensure that all persons in independent India be able to participate in making decisions. So, all the adult citizens of the country are given the right to vote.

**2.** Student's will write the answer after discussing it with their concerned teacher. Certain constituencies which are coloured green show that they are reserved for STs and the constituencies which are coloured blue indicate that they are reserved for SCs.

3. The students will answer these questions with the help of their teacher concerned according to the state, they are living in.

## Chapter-4

# Judiciary

**1.** Rule of law means that all citizens are equal before law, irrespective of their caste, creed or religion. An independent judiciary would be able to protect the Fundamental Rights and to uphold the law. If the judiciary is influenced by any external source, it could not give impartial justice, so, in our country, judiciary is an independent organ and the other branches of government-the legislature and the executive cannot interfere in the work of judiciary. Hence an independent judiciary is necessary to carry out these important functions.

**2.** The Right to Constitutional Remedies allows citizens to move the court if they believe that any of their Fundamental Rights have been violated by the State. The judiciary has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the constitution. Thus, the Right to Constitutional Remedies connects to the idea of judicial review.

**3.** The judgements given in the Sudha Goel case in three-tier courts are as follows :
Lower Court: The lower court convicted Laxman, his mother Shakuntala and his brother- in -law Subash Chandra and sentenced all three of them to death.
High Court: The High Court decided that Sudha had died due to an accidental fire caused by the kerosene stove. Laxman, Shakuntala and Subash Chandra were acquitted.
The Supreme Court: The Supreme Court found Laxman and his mother guilty, but acquitted the brother-in-law Subash because they did not have enough

evidence against him. The Supreme Court decided to send the accused to prison for life.

**4.** (a) True, (b) False, (c) False
Correct sentences are as follows :
(b) They went to the High Court after the Trial Court had given its decision.
(c) The decision of Supreme Court is final. The decision made by higher courts are binding on the lower courts.

**5.** PIL is a significant step in ensuring access to justice for all. It allows any individual or organisation to file a PIL in the High Court or the Supreme Court on behalf of those whose rights are being violated.The legal process was greatly simplified and even a letter or telegram addressed to the Supreme Court or the High Court could be treated as a PIL.

**6.** The judges implied when they said that the Right to livelihood was part of the Right to life, that no person can live without the means of living, that is, the means of livelihood. Life means something more than mere animal existence. It does not mean merely that life cannot be extinguished or taken away but also the eviction of person from a pavement or slum will inevitably lead to the deprivation of his means of livelihood and consequently to the deprivation of life.

**7.** People of India have great faith in the judicial system of the country. But, due to less number of judges and some other reasons, we have to wait for an infinitely long time for justice. The Chief Justice of India also had admitted this in a speech . The example given in the book that family members of some of the US Muslims had filled a case in 1987. They have been awaiting justice for over 25 years. Their case is still pending in the court.

**8.** Acquit: The Court acquitted the thief because of lack of evidence.
To appeal: We can appeal in the High Court if we are not satisfied with the judgement of the District Court.
Compensation: The state government ordered to give compensation to every injured person in the train accident.
Eviction: The tenant faced eviction for not paying the rent.
Violation: The court fined Mr. Kapoor for violation of traffic rules.

**9.** The duties of the government to uphold the Right to Food are:
(1) That all persons must get food in a welfare state.
(2) That no one goes to sleep hungry.
(3) That persons who are most vulnerable to hunger, like the elderly, the disabled, widows and orphans, etc. get special attention.
(4) That there is no death because of malnutrition or hunger.
If anyone dies of hunger, the government would be responsible, being a welfare government and for not adhering to the of Directive Principles of state Policies. It will have to answer to the court.
The phrase 'Hungry stomachs, overflowing godowns! We will not accept it" used in the poster is purely related to the photo essay on the Right to Food on page 61, as we see in the photo essay that there was acute shortage of food in Rajasthan and Odisha in 2001. Millions of people suffered with hunger while the government godowns were full of grains. People had no food to eat and the grains in those godowns were spoiled by the rats. In this situation of hunger amidst plenty, an organisation named the People's Union of Civil Liberties (PUCL) filed a PIL in the Supreme Court. It stated that the Fundamental Right to Life guaranteed in Article 21 of the Constitution included the Right to food. The state's excuse that it did not have adequate funds was shown to be wrong because the godowns were overflowing with grains. The Supreme Court ruled that it was the duty of the state to provide food to all and directed the government to provide more employment and to provide food at cheaper prices through government ration shops and to provide mid-day meals to children. The court also appointed two food commissioners to

report on the implementation of government schemes.

Chapter-5

## Understanding Marginalisation

1. The word 'marginalisation' refers to the situation where an individual or a group of people is deprived of certain privileges or treated as different from others. Marginalisation can be experienced in every sphere. Economic, social, cultural and political factors work together to make certain groups in society feel marginalised. Due to these factors, the marginalised groups live a life of low social status and they cannot get equal access to resources.
2. (i) Adivasis prefer to live in close association with forests, in isolated areas, without any contact with other societies.
   (ii) They like to follow their own traditions and customs. They are usually resistant to change or new ideas.
3. The Constitution's safeguards to protect minority communities are very important because minorities are numerically small in comparison to the rest of the population and being small in number can be a disadvantage. This can lead to marginalisation. So to protect them from the domination of majority, constitutional safeguards are very essential.
4. The term minority is most commonly used to refer to communities that are numerically small in relation to the rest of the population.
5. Two reasons are:
   (i) Muslims are deprived of basic amenities such as electricity, water, pucca houses, etc.
   (ii) They have the lowest literacy rate among different communities in the country.
6. Three things about the lives of Adivasis are:
   (i) They are not alien people. They are the citizens of India, just like us.
   (ii) There are over 500 different Adivasi groups in India. All have their own traditions and customs. They live in different states of the country.
   (iii) There is very little hierarchy among them. This makes them radically different from other communities which are mainly organised around the principles of '*jati-varna*' (castes).
7. After reading the storyboard, students should write stories by themselves with the help of their teacher and parents.
8. Yes, I completely agree with the statement that economic marginalistion and social marginalisation are interlinked because the economic condition of a person affects his social status. His social recognition is determined by his economic base. If a person is economically weak, society regards him as an unimportant and lowly person, while a person who has money and wealth is held in high regard by the society.

Chapter-6

## Confronting Marginalisation

1. Two fundamental rights in the constitution that Dalits can draw upon to insist that they will be treated with dignity and as equals are :
   (1) Right to Equality, (2) Right against Exploitation
2. This law provides protection to Dalits and Adivasis against the domination and oppression of powerful castes, therefore, Rathnam sought the support of this law.
3. The 1989 Act defends the rights of Adivasis to occupy land that was traditionally theirs. The land belonging to tribal people cannot be used or bought by non-tribal people. In cases, where this has happened the constitution guarantees the right of tribal people to re-possess their land.
4. Both these exercises will be done by the students themselves. These are classroom activities.If you feel any inconvenience, ask help from your concerned teacher.

Chapter-7

# Public Facilities

1. Whenever the responsibility for water supply is given to private companies, there is a steep rise in the price of water, making it unaffordable for many. People make huge protests, forcing the government to take back the service from private hands. Water is a basic need, so governments of every welfare nation should take charge of this responsibility.
2. No, water in Chennai is not available to and affordable by all people. People who have access to senior officials in municipality can arrange water tanker for their houses easily. At some places, people have private borewells while some purchase water from water tankers and some people buy bottled water. In slum areas, people depend on a common tap which supplies water for 20 minutes twice daily. But during summer, the flow of water becomes a trickle and people wait long hours for water tankers to arrive.
3. Many water dealers are buying water from the farmers around the city. They pay farmers an advance for the rights to exploit water sources on their land This water is taken away not just for agriculture but they take undue advantages in the name of agriculture. Ground water levels have dropped drastically in all these places as a result. Due to these reasons, local people must object to such exploitation of ground water.
   Yes, the government can do much in this regard. It can ban private companies from purchasing water from the farmers and can punish the farmers who sell water to these companies for making money.
4. The private hospitals and private schools provide costly services to people in towns while those living in rural areas cannot afford them. People in major cities consider the services given by the private hospitals and private schools better. People like to avail their services. Rich and capable people pay happily for these services made available to them.
5. No, the distribution of public facilities in our country is neither adequate nor fair. Unscruplous elements have learnt to exploit innocent and needy people. They squeeze money from them. We have read in the lesson that water is not equally distributed in a major city like Chennai. Besides, we can the take example of electricity. Supply of electricity is also not equal in all parts of the country. In metropolitan cities, electricity cut is very rare while in B-class cities and towns, electricity cuts are frequent and for long hours, while in the villages, where electricity supply is given only for a few hours in summer, the situation is the worst. It needs reform in the system. Our system is corrupt. People have become puppets in the hands of corrupt mafias.

6.

| | Is it available ? | How can it be improved ? |
|---|---|---|
| Water | Yes | ● Supply of water should be given for more hours<br>● Leaking municipal pipelines and taps should be repaired immediately |
| Electricity | Yes | ● Street lights should not be kept on during day time.<br>● Illegal connections should be checked.<br>● Use of electricity should be checked. |

| | | |
|---|---|---|
| Roads | Yes | ● Good material should be used for construction of the roads.<br>● Repair of roads should be done whenever it is needed, especially before and after rainy season. |
| Public transport | Yes | ● More buses and trains should be provided on busy routes. |

**7.** No, all the above-said public facilities are not shared equally by all the people in my area. People who are living in posh colonies, avail these facilities without any problem. They have regular supply of water and electricity. The condition of roads is good and they like to use public transport very rarely. However, people who belong to middle and poor classes are mostly deprived of these facilities. They have to spend long hours with out water and electric supply. The condition of roads in several areas is bad, especially in the areas where the poor people live. Number of public transport is lesser than required because these people mostly depend on public transport for commuting to work and to other places.

**8.** The census is conducted every 10 years. It counts the entire population of the country. Recently, it was done in 2011, now it will be done in 2021. A large number of government employees perform this duty. They collect detailed information about the people living in the country. Their age, sex, education, livelihood, etc. are used to measure various things such as the number of literates in the country in a particular region, the death and birth rates, ratio of males and females and the status of unemployment in the country. Yes, several data are collected for census and for many other purposes.

**9.** The monopoly of private institutions will be established. The rich would get admission easily while the poor will not be able to get admission due to lack of resources and means. Money instead of merit will play a major role in the field of education. Private institutes charge very high fees. The poor students face difficulties in gettng admissions in these educational institutions. Meritorious students generally face disappointment and rejection.

Chapter-8

## Law and Social Justice

**1.** After talking to different workers, students will write the answer themselves.

**2.** There are many advantages to foreign companies in setting up production in India, some of them are :
(1) They can find plentiful cheap labour in India. Wages paid by these companies to workers in their own country are far higher than what they have to pay to workers in poorer countries like India.
(2) Additional expenses such as – housing facilities for workers are also fewer.
(3) Companies cut cost by providing poorer working conditions including lower safety measures.
Thus, companies can save costs and earn higher profits.

**3.** After 35 years, people are still fighting for justice, for safe drinking water, for healthcare facilities and jobs for the people poisoned by Union Carbide. Infact, the victims did not get justice.

**4.** Law enforcement means that the laws made by the government should be implemented strictly. The government is responsible for enforcement of laws. The enforcement of laws becomes more important when the law seeks to protect the weak from the strong. Sometimes poor workers accept low wages and employers use their power to pay workers less then the fair wage. In such cases, it is crucial that laws are enforced. Laws are made for

safety and facilities. So they should be necessarily enacted and enforced.

**5.** (1) To ensure that every worker gets fair wages, the government has to regularly inspect work sites and punish those who violate the law.
(2) The government should monitor or control the activities of individuals or private companies so as to ensure social justice.

**6.** As a worker working in a chemical factory, which has received orders from the government to move to a different site 100 km away from the present location, I will also have to move with the factory and this will bring a great change in my and my family's daily routine. I will have to search for a new house, which may or may not be suitable according to my family's needs. My children's education will be disturbed and I will have to find a new school for them. I will have to purchase new books and uniforms for them. My children will have to work hard to cover the syllabus taught earlier in the new classes. If the standard of education at the new place is not good, I will have to leave my family at the current place. This will bring a great monetary burden on me in maintaining two establishments in two different places. Besides, I will have to change the numbers of my telephone, cooking gas agency, ration card, etc. Thus, it will take a lot of effort and money to settle in a new place.

**7.** The various roles of the government in this unit are related to the government's reponsibility to ensure the welfare of the people. (i) Its major responsibility is to protect the Fundamental Rights of the people and protect them from exploitation. (ii) To ensure that unfair practices are kept at a minimum in the market, the government makes certain laws. (iii) The minimum wages act ensures that the workers should not be underpaid, nor denied wages. All the workers should be paid fairly. It also makes laws to protect the interests of producers and consumers in the market and to ensure that the relations between the three–the worker, consumer and producer should not be exploitative. (iv) Government is also responsible for the safety of the people. As the law maker and enforcer, the government is supposed to ensure that safety laws are implemented. (v) A major role of the government is to control the activities of private companies by making, enforcing and upholding laws so as to prevent unfair practices and ensure social justice.

**8.** The sources of environmental pollution in our area are :
(a) Air : Vehicles and factories emitting hazardous gases.
(b) Water : Discharge of toxic effluents from the factories and household waste materials and bathing of animals, humans, washing clothes and immersion of idols pollute the water of the rivers and other sources of water.
(c) Soil : Discharge of garbage and contaminated water over the ground, extensive use of chemical fertilizers and pesticides used in the fields, cutting of trees and urbarisation of agricultural land are major sources of environmental pollution in our area.

**Steps taken to reduce the pollution :**
(1) Planting of more and more trees to save the soil from erosion and to reduce air pollution. Burning of household, industrial and agricultural waste should be prohibited and also penalised.
(2) Timely checkup of vehicles for pollution control; old vehicles should be banned and use of C.N.G. should be promoted in place of diesel and petrol.
(3) Idol immersion and disposal of waste into the rivers should be banned. Government has established water purification plants at many places to clean the water of rivers. People should also help the government in maintaining the cleanliness of rivers and ponds by not throwing garbage into them. Bathing of animals and washing clothes in rivers should be prohibited.
(4) Pollution-control Boards have been established in various states and the government has made many rules to make the environment free of pollution. These rules should be implemented strictly.

(5) Organic farming should be promoted in place of using chemical fertilizers and pesticides.

**9.** Earlier, the environment was treated as a free entity and any industry could pollute the air and water without any restrictions. Whether it was our rivers, air, groundwater–the environment was being polluted and the health of people blatantly disregarded.

The Bhopal disaster brought the issue of environment to the forefront. Several thousands of persons who were not associated with the factory in anyway were greatly affected because of the poisonous gases that leaked from the plant. This made people realise that the existing laws, though weak, only covered the individual workers and not persons who might be injured due to industrial accidents. Now the Indian government has introduced new laws on environmental protection. Henceforth, the polluter has to be held accountable for the damage done to environment. Now it is felt that the environment is something that people over generations will share and it cannot be destroyed merely for industrial development.

**10.** In this cartoon, the famous cartoonist R. K. Laxman is trying to draw the attention of the people to the behaviour of rich people towards the poor children. In this cartoon, the rich lady hires a poor child who is the same age as her son, to carry the burden of his school bag.

It depicts the class difference that exists in the society. It also shows how the people treat children of the same age differently. A rich lady hires a poor boy of the same age to carry the burden of her son's schoolbag. She is sympathetic to her son but not for the child whom she has hired. She pays the child something and feels that she is fair and good.

This cartoon also draws attention towards child labour where children instead of going to school, have to work to earn money. The government has passed the child labour prevention act, barring children under 14 years of age from working as labourers. Employing those children is a punishable offence, but still, this practice continues in our society.

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