

# SOCIAL STUDIES TEXTBOOK 8

## GEOGRAPHY

### CHAPTER 1

#### NATURAL RESOURCES

##### NCERT CORNER

**1. Answer the following questions.**

- (a) All natural resources are unevenly distributed on the Earth due to relief features, climate, topography, etc.
- (b) Resource-conservation means judicious and careful use of resources.
- (c) All other resources gain meaning and value based on the needs and requirements of human beings. Therefore, human resource and its proper development is of vital importance.
- (d) Rapid growth of population, urbanisation and industrialisation has led to an increased demand and consumption of resources. This had led to overexploitation and depletion of resources. To prevent misuse, overexploitation and depletion, the conservation of resources is necessary.

**2. Tick the correct answer.**

- (a) (i) utility
- (b) (i) medicines to treat cancer

**3. Complete the statement.**

- (a) Exhaustible Natural Resources are limited.
- (b) Resources are made by human beings
- (c) Abiotic Resources derived from non-living things.

**4. Do yourself**

##### **For Fun**

- 1.** In prehistoric times, we used the wind for simple tasks like winnowing grain and sailing small boats. Today, we use wind turbines to generate electricity, powering homes and businesses. Wind is an important resource because it is clean, renewable, and abundant.

**2. Stone:**

**Tool:** Hammering tool for cracking nuts or shaping other stones.

**Construction:** Building material for a small shelter or a fire pit.

**Art:** Carving or etching designs into it for decoration or storytelling.

**Weapon:** Projectile for hunting small animals or defence.

**Weight:** Holding down a makeshift tent flap or securing items.

**Leaf:**

**Food:** Some leaves are edible, providing sustenance.

**Container:** Large leaves can be folded into a temporary cup or bowl.

**Fuel:** Dry leaves can be used as tinder to start a fire.

**Medicine:** Certain leaves have medicinal properties

**Camouflage:** Using leaves to blend into the environment for hunting or hiding.

**Paper Straw:**

**Drinking:** While not ideal for long-term use, it could temporarily siphon liquids.

**Kindling:** Dry paper burns easily, useful for starting a fire.

**Crafting:** Could be used to create small decorations or woven into something.

**Building:** With many straws, you could create a light frame for a small shelter model.

**Marker:** Could be used to scratch marks on soft surfaces or in the dirt.

**Twig:**

**Fire:** Kindling or fuel for a fire.

**Tool:** Sharpened twig can be used as a digging stick or a skewer for cooking.

**Building:** Part of a frame for a shelter or a trap.

**Weapon:** Can be thrown or used as a striking weapon.

**Art:** Used for drawing in the dirt or creating small constructions.

### Exercise

**A. Tick (✓) the correct option:**

1. (b)      2. (d)      3. (d)      4. (b)      5. (c)

**B. Match the columns:**

1. (b)      2. (d)      3. (a)      4. (b)

**C. Fill in the blanks:**

1. resources    2. hydroelectricity    3. time and technology  
4. Inexhaustible Natural Resources

**D. State whether True or False:**

1. True      2. True      3. True      4. False      5. True

### COMPETENCY BASED QUESTIONS

**E. Picture-based Questions:**

1. (c)      2. (b)

**F. Assertion-Reason Questions:**

1. Both assertion and reason are true and reason is the correct explanation of assertion.  
2. Both assertion and reason are true and reason is the correct explanation of assertion.

**G. Source-based Questions:**

1. (b)      2. (d)      3. (c)

## CHAPTER 2

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

#### NCERT CORNER

1. Answer the following questions.

- (a) Various factors which lead to soil formation are topography, time taken for composition of soil formation and the type of organic material. These differ from place to place.
- (b) Factors responsible for changes in land use.
- building commercial areas such as markets, schools, hospitals, etc.
  - building factories and industries
- (c) Land is the most basic and important resource since we live on it. It covers nearly 30% of the Earth's surface. It supports forests and pastures, and provides the base for agriculture and various other human activities. Out of this land, only a small area is i.e. one-third area is habitable and the rest is non-habitable.
- (d) Efforts to plants and animals
- Protection and conservation of national parks, wildlife sanctuaries and biosphere reserves. All the above are established in order to protect not only natural vegetation but wildlife also.

- Awareness of programmes such as social forestry and Van-mahotsav has been spread among various communities at rural and urban level.
- (e) There are different ways in which water can be conserved. These are as follows:
- **Recycling used water:** Used water can be recycled with the help of technological development. The polluted water should be treated before draining into rivers.
  - **Proper utilisation of water for domestic purposes:** The use of water at home should be done economically by checking leaking pipes. Reusing the water at home, utilizing RO waste water for watering plants, using a bucket of water for washing car instead of a hose. All various ways and means should be thought of to utilise water resources at home economically.

**2. Tick the correct answer.**

- (a) (ii) soil texture  
 (b) (iii) terrace cultivation  
 (c) (iii) dispose polypacks after shopping

**3. Match the following:**

- (a) (iii)                      (b) (iv)                      (c) (i)                      (d) (ii)

**4. State whether the given statement is true or false. If true, write the reasons.**

- (a) True; the plains and river valleys are generally suitable for cultivation of crops and therefore, they are the most densely populated areas of the world.  
 (b) True; Urbanisation and improving the living standards are the important factors leading to shortage in supply of fresh water either due to drying up of water sources or pollution of water.  
 (c) False  
 (d) False

**5. Do yourself**

**Exercise**

**A. Tick (✓) the correct option:**

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

**B. Fill in the blanks:**

1. common property resource                      2. desertification, landslides                      3. black soil  
 4. Poaching

**C. State whether True or False:**

1. False                      2. True                      3. False                      4. True                      5. False

**D. Match the columns:**

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

**E. Answer the following questions:**

1. Land is the most basic and important resource since we live on it. It covers nearly 30% of the Earth's surface. It supports forests and pastures, and provides the base for agriculture and various other human activities. Out of this land, only a small area is i.e. one-third area is habitable and the rest is non-habitable.
2. Afforestation
3. The alluvial soil is the most fertile soil in the world.
4. These forests received annual rainfall between 100 and 200 cm
5. The full form of WWF is World Wide Fund for Nature.

**COMPETENCY BASED QUESTIONS**

**F. Picture-based Questions:**

1. (a)                      2. (c)

**G. Assertion-Reason Questions:**

1. Both Assertion and Reason are true and Reason is not the correct explanation of Assertion.
2. Assertion is true but Reason is false.
3. Both Assertion and Reason are true and Reason is not the correct explanation of Assertion.

**H. Source-based Questions:**

1. (a)
2. (c)
3. (c)
4. (c)

## CHAPTER 3

### AGRICULTURE

#### NCERT CORNER

**1. Answer the following questions:**

- (a) Agriculture is a primary activity which comprises of growing crops, vegetables, fruits, flowers and rearing livestock. Other things which we get from agriculture are cotton and jute for fibres and various beverages and spices.
- (b) Agriculture depends on favourable topography of soil, climate and water resources. These are important for various agricultural activities.
- (c) Trees are cut and burnt to clear the land where cultivation is to be done. The ash acts as the manure for the crops. Crops like maize, cassava, yam, potatoes etc are grown. After 2-3 years, when the soil loses its fertility, they shift to another piece of land. This cultivation is also known as 'Bush and fallow' agriculture and 'Slash and Burn' agriculture. Deforestation, loss of Bio-diversity and Air pollution are some of its disadvantages.
- (d) Plantation farming is large scale farming of a single crop which resembles factory production. It is both capital and labour intensive type of farming. The farm produce is processed in factories located near the plantation. Different means of transport play a vital role in the development of plantations. Some plantation crops are banana, tea, coffee and rubber. This farming is practised in Malaysia (rubber), Brazil, India and Sri Lanka.
- (e) Fibre crops and the climate conditions required for their growth are as follows:
  - **Cotton:** Cotton is a natural fibre harvested from the cotton plant. Its cultivation requires a frost-free period, plenty of sunshine, and moderate rainfall.
  - **Jute:** The crop grows well in a warm and wet climate with very high humidity.

**2. Tick the correct answer.**

- (a). (i)                      (b). (iii)                      (c). (i)

**3. Give reasons.**

- (a) Agriculture all over the world is a primary activity. Most crops which are grown, go through various processes before reaching out plates. The conversion from a plant to a finished product comprises of three types of economic activities: primary, secondary and tertiary activities. Crops are first grown, then processed, packed, transported and finally sold in the market before consumers buy, cook and eat them. Hence, different activities takes place from agriculture to processing to transportation.
- (b) Agriculture practised in different parts of the world depends on geographical conditions, level of technical knowhow, availability of labour and demand.

**4. Distinguish between the following.**

(a) **Primary Activities:** The activities directly related to nature, such as extraction, collection and production of natural resources are called primary activities. Examples: agriculture, fishing, mining, etc.

**Tertiary Activities:** The activities which facilitate both primary and secondary activities and are generally classified as service industry are called tertiary activities. Examples: transportation, trading, banking, insurance, advertising etc.

(b) In subsistence farming, crops are grown mainly to meet the needs of the family. Mostly family members are involved in cultivation of crops as the technology used is primitive.

In Intensive subsistence farming, the farmer cultivates small piece of land with personal labour and simple tools. It is mainly practised in thickly populated regions of the world such as monsoon Asia where food crops like rice, wheat, maize, pulses etc. are grown. Due to fertile soil and long growing season, more than one crop is raised on the same piece of land and the yield per hectare is high.

5. Do yourself

6. Do yourself

### Exercise

A. Tick (✓) the correct option:

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

B. Fill in the blanks:

1. primitive technology      2. wheat      3. maize      4. cotton  
5. Intensive subsistence farming

C. State whether True or False:

1. False      2. True      3. False      4. True      5. False

D. Match the columns:

1. (c)      2. (d)      3. (e)      4. (b)      5. (a)

E. Answer the following questions:

1. Agriculture all over the world is a primary activity.
2. Primitive subsistence farming is mainly practised in tropical forests of the Amazon basin.
3. They are classified as commercial crops (rubber) and fibre crops (tea, coffee).
4. Wheat is the most common grain used for bread in the world?
5. The United States produces almost half of the world's harvest.

### COMPETENCY BASED QUESTIONS

F. Picture-based Questions:

1. (d)      2. (b)

G. Assertion-Reason Questions:

1. Both Assertion and Reason are true and Reason is not the correct explanation of Assertion.
2. Both Assertion and Reason are true and Reason is not the correct explanation of Assertion.
3. Both Assertion and Reason are true and Reason is not the correct explanation of Assertion.

H. Source-based Questions:

1. (d)      2. (d)      3. (c)      4. (d)

## CHAPTER 4

# INDUSTRIES

## NCERT CORNER

### 1) Answer the following questions:

- (a) 'Industry' means an economic activity which is concerned with production of goods, extraction of minerals or the provision of services. For example, Iron and steel industry is concerned with production of goods, coal mining industry is concerned with extraction of coal while tourism is concerned with provision of services.
- (b) Industries generally tend to be located in places where input costs are low. The development of industries depends on the availability of raw materials, sources of power, labour, capital, means of transport, market, government policies, etc. The industries are established in those areas where some or all the mentioned facilities are available.
- (c) The iron and steel industry is the backbone of modern industry as its products are used to make household appliances, houses and buildings, vehicles, equipment, machinery, and much more. It is linked to construction, agriculture, manufacturing, and transportation. So, it is a basic industry whose products are used as raw materials in other industries.

### 2) Distinguish between the following:

- (a) **Agro-based Industries** obtain their raw materials from agriculture. Cotton and jute textiles, sugar industry, food processing, vegetable oils, etc. are agro-based industries.

**Mineral-based Industries** obtain their raw materials primarily from rocks and minerals. Iron and steel, aluminium, cement, etc. are mineral based industries.

- (b) **Public Sector Industries** are fully owned and managed by the government or its agencies. Some examples are Integral Rail Coach Factory, Iron and Steel plant of Bhilai, Ordinance Factories, etc.

**Private Sector Industries** are owned and managed by an individual, group of individuals or firms. Examples are Reliance Industries, Maruti Udyog Ltd, etc.

### 3) Give two examples of the following in the space provided:

- (a) Rocks and minerals
- (b) Cosmetics and automobiles industries
- (c) Banking and transportation
- (d) Cotton and jute textiles
- (e) Sugar mills and dairy cooperatives

### 4) Do yourself

## Exercise

### A. Tick (✓) the correct option:

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

### B. Fill in the blanks:

1. Sunrise industries
2. micro industry
3. Oil India Limited
4. iron and steel industry
5. Kharkai
6. Pittsburg-Youngstown region

### C. State whether True or False:

1. True
2. False
3. True
4. True

### D. Match the columns:

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

### E. Answer the following questions:

1. Paper-cardboard, rayon, lac, resin, furniture, basket making, etc. are forest-based industries.
2. No, AMUL (Anand Milk Union Limited) is a prime example of a cooperative society.
3. The Pittsburgh-Youngstown region is the leading centre of iron and steel industry. It is located near the North Appalachian coalfields. The first blast furnace was set up in 1872.
4. The two leading centres of information technology industry of the world are the Silicon Valley of California and Bengaluru in India.
5. The first private iron and steel plant in Asia is Tata Iron and Steel Company (TISCO), now known as Tata Steel.

### COMPETENCY BASED QUESTIONS

#### F. Picture-based Questions:

1. (c)
2. (a)

#### G. Assertion-Reason Questions:

1. Assertion is true but Reason is false.
2. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
3. Both Assertion and Reason are false.

#### H. Source-based Questions:

1. (c)
2. (a)
3. (d)
4. (d)

## CHAPTER 5

### HUMAN RESOURCES

#### NCERT CORNER

##### 1. Answer the following questions:

- (a) Human beings who are also considered as a resource and for a country its people are the greatest resource. Nature's bounty becomes significant only due to human beings who explore, exploit, change and improve the resources with their skills to make these usable and productive. It is the educated, healthy and motivated people who can analyse, experiment and devise new things as per their requirement.
- (b) The distribution of population of the world is based upon some geographical, social, cultural and economic factors.
- **Relief:** People generally prefer to live on plains than mountains and plateaus. Plains are level and more suitable for agriculture, industries and other human activities. For example, the northern plains of India are the most densely populated region of the world while in mountains like the Himalayas, Alps and Andes, the population tends to be very sparse.
  - **Climate:** Too hot, too cold, too wet and too dry areas are least populated unlike the areas with equable and temperate regions. Siberia desert, Sahara, northern parts of Canada and Europe have low population due to extreme climate.
  - **Natural resources:** Natural resources like fertile soil, water and presence of minerals also affect the distribution of population.
  - **Soil:** Regions with fertile soils, like the river valleys and deltas support higher population as they are conducive to agriculture. The Ganga-Brahmaputra

basin in India, Hwang Ho in China, Nile Valley in Egypt and the Great European plains are some examples.

- **Water:** Regions with abundant water, like river valleys support higher density of population while the areas of deserts support very low density of population.
  - **Minerals:** The presence of minerals also attracts more people than the areas which are devoid of minerals. The gold rush of Australia and the discovery of oil in Middle East countries led to the concentration of people in these areas.
  - Social, Cultural and Economic Factors
    - **Social:** Regions where basic amenities like housing, education, health, sanitation, etc. are available are more densely populated, like Delhi.
    - **Cultural:** Regions with religious centres like Varanasi, Badrinath, Jerusalem, Vatican City, etc. also support more population.
    - **Economic Factors:** Industrially developed regions provide large-scale employment opportunities to the people and thus, support higher density of population like Delhi, Mumbai, London, Osaka and Pittsburgh.
- (c) Over the past 150 years, improvement in healthcare around the world have led to drop in the death rate. But the birth rate has not come down in the equal ratio. Therefore, the population of the world has grown rapidly. In 1999, the world population reached 6 billion people.
- (d) The major reason for population changes, whether in country or the world, is the change in birth and death rates.
- (e) Population composition refers the structure of population. Population composition provides information about age, sex, literacy level, health, occupation and income of a population.
- (f) A population pyramid is a bar graph that visually represents the distribution of a population by age and gender. It's shaped like a pyramid when the population is growing. Males are typically shown on the left, females on the right. The bars show the percentage of the population in each age group. The shape of the population pyramid informs us about the type of people, whether young and old, living in that country.

2. Tick (✓) the correct answer.

- (a) (iii)      (b) (ii)      (c) (iii)      (d) (i)

3. Complete the sentences below using some of the following words.

When people are attracted to an area it becomes densely populated. Now in factors that influence this include favourable climate; good supplies of natural resources and fertile land.

4. Do yourself

**Exercise**

A. Tick (✓) the correct option:

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

B. Fill in the blanks:

1. 20°N and 40°N      2. Mountains      3. Population growth rate  
4. Population explosion.      5. Sex ratio

C. State whether True or False:

1. True      2. False      3. False      4. True      5. False

**D. Match the columns:**

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

**E. Answer the following questions:**

1. Quality of human resource is more important because we all know that Japan and Bangladesh both are very densely populated but Japan is much more developed economically as compared to Bangladesh. This is due to the difference in the characteristics of people of both the countries.
2. The quality of human resources can be enhanced by providing them education, balanced diet and ample food, healthy environment and employment opportunities.
3. It happens as a result of pull factors. Pull factors encourage a person to move. These include better job opportunities, better education, a better standard of living etc.
4. Life expectancy is the average number of years that an individual is expected to live.
5. The population pyramid of India a broad base. Such a pyramid reflects that the country has a higher number of younger age group people. If the pyramid is narrow at the top, it reflects that there are comparatively less number of aged people. It also shows that this country has comparatively large number of young people, i.e. a strong and young labour force.

**COMPETENCY BASED QUESTIONS**

**F. Picture-based Questions:**

1. (b)      2. (a)

**G. Assertion-Reason Questions:**

1. Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
2. Both Assertion and Reason are true and Reason is the correct explanation of Assertion.

**H. Source-based Questions:**

1. (b)      2. (c)

## HISTORY

### CHAPTER 1

#### HOW, WHEN AND WHERE

**NCERT CORNER**

**1. State whether true or false:**

- (a) True      (b) False      (c) True

**2. What is the problem with the periodization of India history that James Mill offers?**

In the early nineteenth century, a scholar named James Mill divided the history of India into three broad periods on the basis of religion. After independence, Indian historians discarded this religion-based division, as developments in a multi-religious country like India are influenced by several factors and not merely by the religion of the rulers. They divide India's history into ancient, medieval and modern periods on the basis of important political, economic, social and cultural changes. This approach broadens the range of history from

merely a study of the lives and achievements of rulers to the study of the lives and experiences of much larger number of people.

**3. Why did the British preserve official documents?**

British kept records of everything they did. The records were created with the goals: to preserve their original order as much as possible and to clarify their administrative history. The British rulers believed that every plan, policy, decision, instruction, agreement, investigation should be clearly written up. This was necessary for proper study and debate about an issue. Hence, they preserved all official records carefully and created several archives for the purpose.

- 4.** These official records do not reveal the complete truth because these records were written by officials of that time. They wrote whatever the ruler of that time said and what they thought. These records represent the success and achievements but do not represent the failures of British administration. They also do not represent the reactions and situations of Indians of every sphere of society. The records tell us about British work for the betterment of Indians but do not talk about the genuine needs of people of India.

**Let's Do**

- 5.** Do Yourself

**Exercise**

**A. Tick (✓) the correct option:**

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

**B. Fill in the blanks:**

1. 1804      2. 1707      3. Tamil      4. museums and archives  
5. Kharkai      6. Pittsburg-Youngstown region

**C. Match the columns:**

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

**D. State whether True or False:**

1. False      2. True      3. True      4. True      5. True

**E. Answer the following questions:**

1. Historians have divided history into broad time periods on the basis of some distinctive characteristics. This is called periodisation. It simplifies the study of history and highlights important trends of developments within a particular period.
2. Colonisation is a process by which a central system of power dominates the surrounding land and its affiliated regions. It also refers strictly to migration, for example, to settler colonies in America or Australia, trading posts, and plantations, while colonialisng the existing indigenous peoples of so called 'new territories'. Colonisation was linked to the spread of tens of millions from Western European countries all over the world.
3. There are innumerable literary sources such as newspapers, journals, plays, novels, letters, diaries, biographies and autobiographies.
4. Letters help us to understand about the prevailing situation from a personal point of view.
5. The records showed the acts, taxes introduced by the British to mark their success but they do not show how Indians suffered due to these taxes and various other policies. These records represent the success and achievements but do not represent the failures of British administration. They also do not represent the reactions and situations of Indians of every sphere of society. The records tell us

about British work for the betterment of Indians but do not talk about the genuine needs of people of India.

### **COMPETENCY BASED QUESTIONS**

#### **F. Picture-based Questions:**

1. (a)                      2. (b)

#### **G. Assertion-Reason Questions:**

1. Both A and R are true but R is not the correct explanation of A.
2. Both A and R are true and R is the correct explanation of A.
3. A is wrong but R is correct.

#### **H. Source-based Questions:**

1. (a)                      2. (c)                      3. (a)                      4. (b)

## **CHAPTER 2**

### **FROM TRADE TO TERRITORY**

#### **(THE COMPANY ESTABLISHES POWER)**

#### **Exercise**

##### **A. Match the following:**

- a. (ii)                      b. (ii)                      c. (iv)                      d. (v)                      e. (iii)

##### **B. Fill in the blanks:**

- (a) Plassey                      (b) Hyderabad                      (c) lapse                      (d) south-western part

##### **C. State whether True or False:**

1. False                      2. False                      3. True                      4. False
4. These trading companies were came to buy goods such as spices, cotton, silk and Indigo. They bought these goods at low prices in India, sold them at very high prices and earned huge profits.
5. The conflict between the Nawabs of Bengal and the company grew through the early 18th century. After Aurangzeb's death, the Bengal Nawabs asserted their authority and autonomy, as did the other regional powers at that time. Murshid Quli Khan, Alivardi Khan and then Sirajuddaulah became Nawab of Bengal and all three were strong rulers. They refused to grant concessions to the Company, the right to mint coins and stopped from building any further fortifications. They accused the Company of deceit, depriving Bengal of huge amounts of revenue and challenging the authority of the Nawab, by refusing to pay taxes, writing insulting letters and trying to humiliate the Nawab and his officers. The Company on its part, charged the Nawabs with ruining their trade by putting unjust demands, levying duties on trade and largely trying to benefit unfairly from the investments of the Company. It also felt necessary to enlarge its settlements, take over villages and rebuild its forts. These conflicts reached a flash point when Sirajuddaulah took military action against the British and led the Battle of Plassey.
6. The Company exercised control over the entire revenue whereas a small amount of revenue was handed over to the Nawab to run the administration. This way, the Company had all the powers and no responsibilities and the Nawab had all responsibilities but no power to run the administration.
7. The main provisions of the system included:

- The British proposed to maintain a permanent and fixed subsidiary force within the territory of their ally.
  - In return, they would not take money but a part of the territory of the ally.
  - A British resident was to be placed at the court of the ruler.
  - The ally could not maintain any relation with any other ruler without the approval of the British.
8. The administration of the Company different from that of Indian rulers in following ways:
- Cornwallis separated the commercial and revenue branches of administration.
  - The recruitment of Indian sepoy began during the time of Carnatic wars. Most soldiers were recruited from Uttar Pradesh, Bihar and Jharkhand.
  - The third pillar of the British rule was the police, formed by Lord Cornwallis. He introduced a system in which a district was divided into a number of thanas, each under a daroga, whose responsibility was to maintain peace and order in his area.
  - The British introduced the Rule of Law according to which law was same for all irrespective of caste, religion or economic status. It meant equality before law.
9. The army was important for consolidating and extending the British rule in India. The British needed the army to protect the trading interests of the Company and suppress internal revolts against the British. The recruitment of Indian sepoy began during the time of Carnatic wars. Most soldiers were recruited from Uttar Pradesh, Bihar and Jharkhand. Though Indians formed the majority of the British army, they could not hold high positions. An Indian soldier could not rise beyond the level of a Subedar. However, they were paid regular salary and they remained loyal to their British masters.
10. Do yourself
11. Do yourself

### Exercise

**A. Tick (✓) the correct option:**

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

**B. Fill in the blanks:**

1. Sirajuddaulah            2. Rani Chennamma            3. 1843            4. Allahabad in  
1765            5. Robert Clive

**C. Match the columns:**

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

**D. State whether True or False:**

1. True            2. True            3. False            4. True            5. False

**E. Answer the following questions:**

1. In 1651, the first English factory was set on the banks of river Hooghly.
2. Sirajud-Daulah was Nawab of Bengal during battle of Plassey.
3. The battle of Buxar was fought in 1764
4. Lord Dalhousie became governor-general in 1848. He devised the policy called the Doctrine of Lapse.
5. In 1849, Punjab was annexed.

### COMPETENCY BASED QUESTIONS

**F. Picture-based Questions:**

1. (a)            2. (d)

**G. Assertion-Reason Questions:**

1. Both A and R true but R is not the correct explanation of A.

2. Both A and R true but R is not the correct explanation of A.

**H. Source-based Questions:**

1. (b)            2. (b)            3. (d)            4. (a)

## CHAPTER 3

### RULING THE COUNTRYSIDE

**1. Match the following:**

- (a) (ii)            (b) (i)            (c) (iv)            (d) (iii)

**2. Fill in the blanks:**

- (a) Indigo    (b) industrialisation    (c) woad    (d) indigo planters.

**3. The main provisions of the settlement included:**

- The zamindars became the owners of the land. They worked as agents of the government in collecting the land revenue.
- They were given hereditary rights of the zamindari.
- They had to pay about 89% of the collected land revenue to the government and zamindars were permitted to retain 11% of the revenue collected.
- The land revenue was fixed for 10 years on a permanent basis.

**4. The term 'mahal' means 'a village'. Mahalwari settlement was introduced in 1822 by Holt Mackenzie in the present-day Uttar Pradesh, parts of Madhya Pradesh and Punjab. The settlement was between the village headman and the British. As per this model, the village was a very important part of the system that needed to be preserved. The collectors were asked to inspect and measure the field, record the customs and rights of the people living in different groups, and calculate the revenue which the village headman had to pay. As per this settlement, the village headman, or talukdar was responsible for collecting the revenue from the villagers and hand it over to the British. The rate of revenue was approximately half of the total produce.**

**5. These settlements introduced by the Company downgraded the condition of the farmers considerably. These were aimed at gaining the maximum revenue. The farmers suffered terribly under this system.**

- Due to high rates of revenue, farmers were forced to sell their land. This led to increase in beggars or bonded labourers.
- Land became a saleable commodity which could be bought, sold or mortgaged in times of need.

**6. The ryots were reluctant to grow indigo because:**

- Peasants were initially tempted by the loans. The price they got for the indigo they produced was very low.
- When the crop was delivered to the planter after the harvest, a new loan was given to the ryot and the cycle started all over again.
- The planters insisted that indigo be cultivated on the best soils in which peasants preferred to cultivate rice.
- Indigo cultivation had deep roots and it exhausted the soil rapidly. As a result, the land could not be sown with rice.

**7. The circumstances which led to the eventual collapse of indigo production in Bengal were:**

- **Forced Cultivation:** British indigo planters used coercive methods to force peasants (ryots) to cultivate indigo instead of food crops. This often involved violence, intimidation, and illegal contracts.
- **Low Prices:** Planters paid very low prices for the indigo produced by the ryots, making it barely profitable for them.
- **Debt Traps:** Peasants were often given loans to cultivate indigo, which they could rarely repay due to the low prices offered. This led to a cycle of debt and dependence on the planters.

### Let's Do

8. Do yourself
9. Do yourself

### Exercise

#### A. Tick (✓) the correct option:

1. (d)
2. (a)
3. (d)
4. (d)
5. (b)

#### B. Fill in the blanks:

1. Bengal
2. The Ryotwari System
3. Bishnucharan Biswas and Digambar Biswas.
4. Neel Darpan

#### C. State whether True or False:

1. False
2. True
3. False
4. False

#### D. Match the columns:

1. (d)
2. (e)
3. (a)
4. (b)
5. (c)

#### E. Answer the following questions:

1. Different types of land revenue settlements
  - The Permanent Settlement System was introduced in 1793 by Lord Cornwallis.
  - The Ryotwari system introduced by Thomas Munro in 1820
  - In 1883, the Mahalwari System of Land Revenue was introduced by Holt Mackenzie and Robert Merttins Bird.
2. **Impact of land revenue settlements**
  - Due to high rates of revenue, farmers were forced to sell their land. This led to increase in beggars or bonded labourers.
  - Land became a saleable commodity which could be bought, sold or mortgaged in times of need.
  - The zamindars did not take any interest in improving the agricultural method or yield. They did not provide them irrigation facilities, seeds, ploughs and fertilizers.
  - The self-sufficiency of the villages was destroyed. There was a shift towards cultivation of commercial crops. These crops were called cash crops.
3. Cloth dyers preferred indigo as a dye because of its rich blue colour.
4. The revenue assessments were often set too high, placing a heavy burden on the peasants. This could lead to indebtedness and land loss if crops failed. The system often lacked flexibility in adjusting revenue demands during times of drought, famine, or other natural calamities.
5. The Indigo Revolt of 1859-60 in Bengal was a peasant revolt where thousands of peasants refused to grow indigo on their land. They attacked the indigo factories. The 'gomasthas' or agents of the planters were beaten up in many places. Even women took part in the indigo rebellion. At some places, even local zamindars joined the peasants. The revolt was led by Bishnucharan Biswas and Digambar Biswas. Other leaders were Kader Molla



**D. Match the columns:**

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

**E. Answer the following questions:**

1. Through the nineteenth and twentieth centuries, tribal groups in different parts of the country rebelled against the changes in laws, the restrictions on their practices, the new taxes they had to pay, and the exploitation by traders and moneylenders. The Kols rebelled in 1831-32, Santhals rose in revolt in 1855, the Bastar Rebellion in central India broke out in 1910 and the Warli Revolt in Maharashtra in 1940.
2. Some tribals settled down at one place cultivating land year after year, rather than moving from one place to another. They began to use the plough and in time, were given the rights to the land they lived on. The British regarded settled tribal groups (Gonds, Santhals, etc.) to be more civilised than hunter gatherers or shifting cultivators.
3. Shifting cultivators lived in the hilly forested areas of northeast and central India.
4. Khonds of Odisha regularly accessed the forests to hunt for meat
5. He wanted to reform the tribal society and wanted the Mundas to shun liquor and clean their village. He also wanted them to stop believing in witchcraft and sorcery. Birsa wanted his people to work on their land, settle down and cultivate their fields once again. The Birsa movement wished to drive out missionaries, moneylenders, Hindu landlords and the government. It wanted to set up a Munda Raj with Birsa at its head.

**COMPETENCY BASED QUESTIONS**

**F. Picture-based Questions:**

1. (d)            2. (a)

**G. Assertion-Reason Questions:**

1. Both A and R are true but R is not the correct explanation of A.
2. Both A and R are true and R is the correct explanation of A.

**H. Source-based Questions:**

1. (c)            2. (b)            3. (c)            4. (b)

**CHAPTER 5**

**WHEN PEOPLE REVOLT-1857 AND AFTER**

**NCERT CORNER**

1. The demand of Rani Lakshmbai of Jhansi was that her adopted son inherit the throne of Jhansi which was refused by the British under the name of Doctrine of Lapse.
2. A law was passed in 1850 which allowed a Christian convert to inherit ancestral property.
3. In 1856, Enfield rifle was introduced whose cartridges were smeared with grease and cornered with caps which had to be bitten off before use. The sepoy believed that the grease was made from the tallow of cows and pigs. They were enraged at such disrespect shown for their religious sentiments. So, the sepoy of both communities refused to use them.
4. The last Mughal emperor, Bahadur was tried in court and sentenced to life imprisonment. He and his wife Begum Zinat Mahal were sent to prison in Rangoon in October 1858. Bahadur Shah died in Rangoon jail in November 1862.
5. The reasons for the confidence of the British rulers about their position in India before May 1857 was the British victory in the Battle of Plassey in 1757 that led to

the beginning of its rule in eastern India. When the Company's army defeated the Mughal Emperor Shah Alam II in 1764 at the Battle of Buxar, its hold on the regions of Bihar, Bengal, and Odisha was further consolidated. The Company soon expanded its territories around its bases in Bombay and Madras. Later, the Anglo-Mysore Wars (1766-1799) and the Anglo-Maratha Wars (1772-1818) led to the complete control of India.

6. The revolutionaries proclaimed Bahadur Shah Zafar as their leader. Bahadur Shah Zafar's decision to bless the uprising changed the entire situation dramatically. Bahadur Shah sent letters to all the chiefs and rulers of the country to organise a confederacy of Indian states to fight the British. Some of them felt that they would be once again able to rule their own territories. Delhi became the centre of revolt and the Englishmen fled Delhi. Regiment after regiment mutinied and joined other troops at different places. Following them, the people of the towns and villages also rose up in rebellion and rallied round local leaders and chiefs who were fighting against the British.
7. The British combined a policy of carrot and stick. They offered amnesty and rewards to those who submitted, while simultaneously using military force and political strategies to suppress resistance and divide the rebel landowners. This approach, coupled with economic incentives, proved effective in securing the submission of the landowners of Awadh and consolidating British control over the region.
8. The changes introduced by the Proclamation as follows were:
  - The British East India Company's rule came to an end.
  - The board of control and court of directors were abolished. In its place, a secretary of state for India and the Indian council were created.
  - The policy of territorial annexation was also brought to an end.
  - Unconditional and general pardon was given to the rebels except those responsible for the murder of British subjects.
  - The army was thoroughly reorganised and the proportion of British soldiers was increased.
  - Indians were divided into martial and non-martial races and regiments were raised on the basis of caste and region such as Sikh regiment or Jat regiment.
  - The British Parliament passed the Government of India Act of 1858.
9. Do yourself
10. Do yourself

### Exercise

- A. Tick (✓) the correct option:
  1. (d)
  2. (a)
  3. (c)
  4. (b)
- B. Fill in the blanks:
  1. 10 May 1857
  2. Britain
  3. the Sepoy Mutiny, the Revolt of 1857, the First War of Independence.
  4. Nana Saheb
  5. resources and manpower
- C. State whether True or False:
  1. False
  2. True
  3. True
  4. True
- D. Match the columns:
  1. (d)
  2. (c)
  3. (b)
  4. (a)
- E. Answer the following questions:
  1. Political Causes

- The British policy of annexing territories led bitterness among Indian rulers. The twin policies of the Subsidiary Alliance and the Doctrine of Lapse reduced the kings and princes to mere pawns or subordinates. Many native rulers like those of Jhansi, Satara, Sambalpur, Nagpur and Awadh had to part with their kingdoms in an unjust manner.
  - The British discontinued the policy of granting pensions and titles to the Indian rulers. Nana Saheb, the adopted son of Bajji Rao II, was deprived of pension.
2. The British revenue policy with its emphasis on commercialisation of agriculture destroyed the self-sufficient village economy. Indian peasants, weavers and craftsmen were compelled to work according to the Company but they received very little remuneration.
  3. Women were encouraged to take up western education. The British passed laws banning 'Sati' and legalising widow remarriage.
  4. In 1856, Enfield rifle was introduced whose cartridges were smeared with grease and cornered with caps which had to be bitten off before use. The sepoy believed that the grease was made from the tallow of cows and pigs. They were enraged at such disrespect shown for their religious sentiments. So, the sepoy of both communities refused to use them.
  5. The 1857 revolt led significant changes in the administrative structure and the policies of the British. Queen Victoria issued a proclamation in 1858 transferring the administrative powers of the Company to the British Crown. The Proclamation put an end to the Company's rule.

### COMPETENCY BASED QUESTIONS

#### F. Picture-based Questions:

1. (c)
2. (a)

#### G. Assertion-Reason Questions:

1. A is correct but R is wrong.
2. A is correct but R is wrong.
3. A is wrong but R is correct.

#### H. Source-based Questions:

1. (c)
2. (c)
3. (d)
4. (d)

## CHAPTER 6

### CIVILISING THE "NATIVE", EDUCATING THE NATION

#### NCERT CORNER

#### 1. Match the following:

- (a) (ii)      (b) (v)      (c) (i)      (d) (iv)      (e) (iii)

#### 2. State whether true or false:

- (a) True      (b) True      (c) True      (d) False

3. Sir William Jones was an English philologist, Orientalist, and a Jurist. As a judge of the high court in Calcutta, he became interested in ancient India. He studied ancient Indian text on different subjects and translated many of them. Englishmen like Henry Thomas Colebrook and Nathaniel Halhed were also interested in discovering the ancient Indian heritage, mastering Indian languages and translating Sanskrit and Persian works into English. Indian civilisation, they felt, had attained its glory in the ancient past, but had

subsequently declined. In order to understand India, it was necessary to discover the sacred and legal texts that were produced in the ancient period.

4. The Anglicists were the educators who wanted to promote western learning through English medium. They did not agree with the Orientalists and believed that Indian learning was unscientific and often supported superstitions. James Mill was one such person. His views were supported by Lord Thomas Macaulay who too advocated replacing of Persian by English as the official language, the use of English as the medium of instruction in all schools, and the training of English-speaking Indians as teachers.
5. Mahatma Gandhi was totally against western education. He presented his own ideas about education. He argued that education ought to develop a person's mind and soul. People had to work with their hands, learn a craft and know how different things operate. This would develop their mind and their capacity to understand.
6. Mahatma Gandhi argued that colonial education created a sense of inferiority in the minds of Indians. It made them see western civilisation as superior, and destroyed the pride they had in their own culture.

#### Let's Do

7. Do yourself
8. Do yourself

#### Exercise

##### A. Tick (✓) the correct option:

1. (c)
2. (b)
3. (c)
4. (a)
5. (d)

##### B. Fill in the blanks:

1. ancient text
2. Lord Thomas Macaulay
3. Sir Syed Ahmed Khan
4. William Adam
5. labaddis

##### C. State whether True or False:

1. False
2. False
3. True
4. True
5. True

##### D. Match the columns:

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

##### E. Answer the following questions:

1. Sir William Jones together with Henry Thomas Colebrook and Nathaniel Halhed founded the Asiatic Society of Bengal and began a journal called Asiatic Researches.
2. In the 1830s, a Scottish missionary, William Adam, toured the districts of Bengal and Bihar. He had been asked by the Company to report on the condition of education in vernacular schools. He found that there were over 1 lakh pathshalas in Bengal and Bihar.
3. The Anglicists were the educators who wanted to promote western learning through English medium. They did not agree with the Orientalists and believed that Indian learning was unscientific and often supported superstitions.
4. James Mill was one such person. His views were supported by Lord Thomas Macaulay who too advocated replacing of Persian by English as the official language, the use of English as the medium of instruction in all schools, and the training of English-speaking Indians as teachers. This led to Macaulayism in India, and the systematic wiping out of traditional and ancient Indian education and vocational systems and sciences.
5. Rabindranath Tagore founded the Visva Bharati University of Santiniketan, West Bengal. He wanted to combine the best elements of western and

Indian education system. His students were taught art, music, dance and courses in science and technology.

### **COMPETENCY BASED QUESTIONS**

#### **F. Picture-based Questions:**

1. (b)      2. (a)

#### **G. Assertion-Reason Questions:**

1. A is correct but R is wrong.  
2. A is wrong but R is correct.

#### **H. Source-based Questions:**

1. (d)      2. (b)      3. (b)      4. (c)

## **CHAPTER 7**

### **WOMEN, CASTE AND REFORM**

#### **NCERT CORNER**

#### **1. What social ideas did the following people support?**

- (a) Raja Rammohan Roy founded the Brahmo Samaj in 1828, in Calcutta. It neglected the doctrines of Hinduism such as idol worship and stressed upon the essential unity of all religions. So as to raise the status of women, he preached in favour of widow remarriage. He also demanded that women should be given the right of inheritance and property.
- (b) Swami Dayanand Saraswati founded the Arya Samaj in 1875 for social reforms. It carried the work of women's reform further. He encouraged female education and to further the cause of Arya Samaj, established kanya-gurukuls for the education of women. Among other things this association worked for the remarriage of widows.
- (c) In the south, Kandukuri Veresalingam worked for the education of girls. Due to his efforts for the upliftment of women, he was known as the 'Vidyasagar of South India.'
- (d) Jyotiba Phule was a social reformer from Maharashtra. Phule and his wife Savitribai Phule started a girl's school in 1851 in Pune for girls belonging to the lower castes.
- (e) Pandita Ramabai, a Sanskrit scholar, felt that Hinduism was oppressive towards women, and wrote a book about the miserable lives of upper-caste Hindu women. She founded a widows' home at Poona to provide shelter to widows who had been treated badly by their husbands' relatives.
- (f) Periyar openly criticised the Hindu scriptures, especially the Codes of Manu, the ancient lawgiver, and the Bhagavad Gita and the Ramayana. He argued that these texts had been used to establish the authority of Brahmans over lower castes and the domination of men over women.
- (g) Some reformers such as Mumtaz Ali reinterpreted verses from the Quran to argue for women's education.
- (h) Ishwar Chandra Vidyasagar was deeply interested in education for girls. When he was made the special Inspector of Schools in 1855, he opened a number of new schools including ones for girls, in the districts under his charge.

#### **2. State whether true or false:**

- (a) False      (b) False      (c) False      (d) True

3. In the nineteenth century the condition of widows was miserable. They were not allowed to remarry nor could they attend any family functions as they were considered inauspicious. It was Ishwar Chandra Vidyasagar who openly supported widow remarriage and proved that it was not criticised by the Shastras. Due to his efforts, the Widow Remarriage Act was passed in 1856. In aristocratic households in North Indian women learnt to read the Quran in Arabic. Some reformers such as Mumtaz Ali reinterpreted verses from the Quran to argue for women's education. Periyar openly criticised the Hindu scriptures, especially the Codes of Manu, the ancient lawgiver, and the Bhagavad Gita and the Ramayana. He argued that these texts had been used to establish the authority of Brahmans over lower castes and the domination of men over women.
4. Many people feared that schools would take girls away from home, prevent them from doing their domestic duties. They felt that girls should stay away from public places.
5. Some historians argue that Christian missionaries in 19th-century India were sometimes attacked due to fears that they were trying to convert people to Christianity. Some people may have supported the missionaries because they established educational institutions and hospitals.
6. In the 19th century, the British colonial period in India presented some new, albeit limited, opportunities for people from castes regarded as "low." Such as:
  - Urbanization and Labour: The growth of cities created a demand for labour in various sectors. People from lower castes migrated to urban areas to work in factories, construction, sanitation, and other jobs. This provided some with an opportunity to escape the rigid social structures and restrictions of rural caste-based society.
  - Plantations: The British established plantations for tea, coffee, and other cash crops, requiring a large workforce. Many people from lower castes were employed as labourers in these plantations, both within India and in other British colonies.
7. According to Phule, the "upper" castes had no right to their land and in reality, the land belonged to indigenous people, the so-called low castes. Phule also spoke about the golden age when warrior-peasants tilled the land and ruled the Maratha countryside in just and fair ways. He proposed that Shudras (labouring castes) and Ati Shudras (untouchables) should unite to challenge caste discrimination.
8. In 1873, Phule wrote a book named Gulamgiri, meaning slavery. Some ten years before this, the American Civil War had been fought, leading to the end of slavery in America. Phule dedicated his book to all those Americans who had fought to free themselves from slavery, thus establishing a link between the conditions of the "lower" castes in India and the black slaves in America.

### Exercise

#### A. Tick (✓) the correct option:

1. (b)            2. (c)            3. (b)            4. (b)

#### B. Fill in the blanks:

1. Arya Samaj            2. Swami Vivekananda            3. Raja Rammohan Roy  
4. Satnami movement            5. Gulamgiri

**C. Match the columns:**

1. (d)            2. (a)            3. (e)            4. (b)            5. (c)

**D. State whether True or False:**

1. False          2. False          3. False          4. True          5. False

**E. Answer the following questions:**

1. Mahadev Govind Ranade and Ramakrishna Bhandarkar founded the Prarthana Samaj in 1867, in Bombay. It worked for the abolition of the caste system. It abolished untouchability, improved the status of women, encouraged widow remarriage and the spread of modern education.
2. Pandita Ramabai, a Sanskrit scholar, felt that Hinduism was oppressive towards women, and wrote a book about the miserable lives of upper caste Hindu women. She founded a widows' home at Poona to provide shelter to widows who had been treated badly by their husbands' relatives.
3. It was Ishwar Chandra Vidyasagar who openly supported widow remarriage and proved that it was not criticised by the Shastras. Due to his efforts, the Widow Remarriage Act was passed in 1856.
4. Periyar openly criticised the Hindu scriptures, especially the Codes of Manu, the ancient lawgiver, and the Bhagavad Gita and the Ramayana. He argued that these texts had been used to establish the authority of Brahmans over lower castes and the domination of men over women.
5. The Child Marriage Restraint Act (also called the Sharda Act) was passed in 1929. It fixed the minimum age for marriage of girls at 18 and for boys at 21.

**COMPETENCY BASED QUESTIONS**

**F. Picture-based Questions:**

1. (b)            2. (d)

**G. Assertion-Reason Questions:**

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true and R is the correct explanation of A.
3. Both A and R are true and R is the correct explanation of A.

**H. Source-based Questions:**

1. (c)            2. (b)            3. (c)            4. (a)

## CHAPTER 8

### THE MAKING OF THE NATIONAL MOVEMENT: 1870s-1947

**NCERT CORNER**

1. The dissatisfaction with British rule increased in the 1870s and 1880s. The following were responsible for this:  
Arms Act (1878) barred Indians from possession of arms.
  - Vernacular Press Act (1878) was passed to silence the critics of government.
  - In 1883, the English attempted to pass the Ilbert Bill, which sought trial of both Indians and Europeans by Indian judges. When the Bill was blocked by Europeans, the Indians were rightly enraged.
2. At the beginning of the 20th century, Congress demands became more radical in the face of constant opposition from the British government, and the party decided to advocate in favour of the Independence movement so that it would allow a new political system in which Congress could be a major party.
3. The First World War resulted a huge rise in the defence expenditure of the Government of India. It increased taxes on Individual incomes and business profits. Increased military expenditure and the demands for war supplies led to

a sharp rise in prices which created great difficulties for the common people. On the other hand, business groups reaped fabulous profits from the war as it created a demand for industrial goods and caused a decline of imports from other countries into India. This pumped the growth of Indian industries during the war, and Indian business groups began to demand greater opportunities for development.

4. When the annual session of the League was held at Lahore in 1940, it passed a resolution demanding a separate homeland, (Pakistan) for Muslims as it thought that Hindus and the Muslims were two separate nations.
5. The period from 1885-1905 was the Moderate Phase of Congress. The leaders then had modest demands and adopted peaceful methods to put forward their demands in front of the British. Some such moderate leaders were Surendranath Banerjee, Dinshaw Wacha, Dadabhai Naoroji, Pheroze Shah Mehta and Gopal Krishna Gokhale.
6. Leader like Lala Lajpat Rai, Bipin Chandra Pal and Bal Gangadhar Tilak discarded the policy of the Moderates. The new group was called Radicals. They were in favour of radical objectives and methods. They were popularly known as Lal-Bal-Pal. They strongly propagated radical ways to express their opinions and demands and called for strong political actions such as strikes, boycotts and mass demonstrations to spread awakening among the people. Bal Gangadhar Tilak declared "Swaraj is my birth right and I shall have it."
7. In Kheda, Gujarat, Patidar peasants organised non-violent campaigns against the high land revenue demand of the British. In coastal Andhra and interior Tamil Nadu, liquor shops were picketed. In the Guntur district of Andhra Pradesh, tribals and poor peasants staged a number of "forest satyagrahas", sometimes sending their cattle into forests without paying grazing fee. They believed that Gandhiji would get their taxes reduced and have the forest regulations abolished. In many forest villages, peasants proclaimed swaraj and believed that "Gandhi Raj" was about to be established.
8. Gandhiji decided to start the movement by breaking this law, since salt was used by everybody and would unite all sections of the people cutting across barriers of class, caste and religion.
9. From the late 1930s, the League began viewing the Muslims as a separate "nation" from the Hindus. In developing this notion, it may have been influenced by the history of tension between some Hindu and Muslim groups in the 1920s and 1930s. More importantly, the provincial elections of 1937 seemed to have convinced the League that Muslims were a minority, and they would always have to play second fiddle in any democratic structure. It feared that Muslims may even go unrepresented. The Congress's rejection of the League's desire to form a joint Congress-League government in the United Provinces in 1937 also annoyed the League. The Congress's failure to mobilise the Muslim masses in the 1930s allowed the League to widen its social support. It sought to enlarge its support in the early 1940s when most Congress leaders were in jail. The British policy of "Divide and Rule" had created the rift between the Congress and Muslim League. In 1940, Muslim League demanded partition of the country and the creation of a state called Pakistan. After the failure of the Cabinet Mission, large scale communal riots began in the country. On 16th

August, 1946, Muslim League launched Direct Action Day to get Pakistan by brutal force.

10. Do yourself

11. Do yourself

### Exercise

**A. Tick (✓) the correct option:**

1. (c)      2. (d)      3. (d)      4. (b)      5. (d)

**B. Fill in the blanks:**

1. 1885      2. non-cooperation      3. 1906      4. 1942  
5. Hindustan Socialist Republican Association

**C. State whether True or False:**

1. False      2. False      3. False      4. False  
5. True

**D. Match the columns:**

1. (b)      2. (d)      3. (e)      4. (a)      5. (c)

**E. Answer the following questions:**

- 72 delegates were present in the first meeting of Indian National Congress.
- Chandrashekhar Azad formed a revolutionary organization called Hindustan Socialist Republican Association (HSRA).
- The Simon Commission reach India on 4 February 1928
- The Cabinet Mission was sent to India in March 1946 to start the process of transferring power.
- By the end of World War II, Britain had become economically too weak to sustain its empire in India. In the post-war elections to the legislatures, the Congress won all the general seats and the Muslim League won the seats reserved for Muslims. Due to widespread unrest in India, the British prime minister Clement Attlee decided to transfer power to the Indians as early as possible.

### COMPETENCY BASED QUESTIONS

**F. Picture-based Questions:**

1. (b)      2. (a)

**G. Assertion-Reason Questions:**

- Both A and R are true and R is the correct explanation of A.
- Both A and R are true but R is not the correct explanation of A.
- Both A and R are true but R is not the correct explanation of A.

**H. Source-based Questions:**

1. (c)      2. (d)      3. (b)

## CIVICS

### CHAPTER 1

## THE INDIAN CONSTITUTION

### NCERT CORNER

- The constitution of a country lays down certain basic and inviolable rules that have to be followed by both the government and the people. It defines the powers of the organs of government and also the rights of citizens. It also defines the relationship between various organs of governance themselves, as also with

the citizens. A constitution is supreme in a democratic country, and it represents the values and vision of its founding fathers.

**The constitution: its significance**

- The constitution protects the rights of the citizens, irrespective of their caste, gender, religion or creed. So, it creates trust among the people and binds them together in one harmonious whole.
- It limits the powers of the three organs of the government and thus restricts the abuse of power by those officials and leaders who carry out governmental and administrative functions.
- It lays down the procedure of the formation of the government, and defines the distribution of powers.
- It guarantees certain fundamental rights to the citizens, which protect them from abuse or misuse of power by the government. It also defines the duties of the citizens.
- It defines national goals which form the basic foundation on which the present and future of the country rests upon. In this regard our constitution emphasises upon democracy, socialism, secularism, etc. which form the core ideology of our national conscience.
- It makes special provisions to protect the interests of minority communities in the country. It also ensures that no dominant group uses its power to suppress other less privileged groups.

2. The key difference lies in the role of the monarch:

**1990 Constitution:** Executive power was vested in both "His Majesty" (the King) and the Council of Ministers. This indicates a system where the King held significant executive authority, even if shared with the Council.

**Later Constitution:** Executive power is vested solely in the Council of Ministers. The King is no longer mentioned in relation to executive power. This signifies a shift to a system where the monarch has a more ceremonial or symbolic role, and the Council of Ministers, headed by the Prime Minister, holds the actual executive authority.

3. If there were no restrictions on the power of elected representatives, several negative consequences could arise:

- Without checks and balances, elected representatives could abuse their power and become tyrannical.
- Unrestricted power creates fertile ground for corruption. Representatives might use their positions for personal gain, engaging in bribery, nepotism, or embezzlement.
- Without restrictions, elected representatives could easily disregard the rights and interests of minority groups. They might pass discriminatory laws or policies that target specific populations, leading to social unrest and marginalization.
- If representatives are not held accountable for their actions, they have little incentive to act in the best interests of their constituents. They might become complacent, unresponsive to public concerns, and less likely to address the needs of the communities they represent.

4. (a) In a school with 30 teachers, 20 of them are male.

**Minority:** The 10 female teachers.

**Reason for Respect:** Respecting the views of the female teachers ensures diverse perspectives in curriculum development, school policies, and student interactions. Their experiences and insights as women in education are valuable and can contribute to a more inclusive and equitable learning environment for all students. Ignoring their views could lead to bias in teaching materials or a lack of understanding of the specific challenges female students might face.

(b) In a city, 5 per cent of the population are Buddhists.

**Minority:** The Buddhist population.

**Reason for Respect:** Respecting the views of the Buddhist minority is essential for religious tolerance and social harmony. It ensures that their religious practices and cultural traditions are understood and accommodated within the broader community. Ignoring their views could lead to discrimination, marginalization, and a sense of exclusion, potentially fuelling social tensions.

(c) In a factory mess for all employees, 80 per cent are vegetarians.

**Minority:** The 20% of employees who are non-vegetarian.

**Reason for Respect:** Respecting the views of the non-vegetarian minority ensures that their dietary needs and preferences are considered. Providing options that cater to them promotes inclusivity and avoids making them feel excluded or disadvantaged during meal times. It fosters a more welcoming and accommodating workplace environment for everyone.

(d) In a class of 50 students, 40 belong to more well-off families.

**Minority:** The 10 students from less well-off families.

**Reason for Respect:** Respecting the views of the students from less well-off families is crucial for creating an equitable and supportive learning environment. Their experiences and perspectives can shed light on the challenges they might face, such as limited access to resources or the need to balance school with work. Taking their views into account can help teachers and the school address these challenges and ensure that all students have equal opportunities to succeed. Ignoring their views could exacerbate existing inequalities and create a sense of alienation.

5. **Federalism:** Allows for specialization, with different levels of government focusing on what they do best.

**Separation of Powers:** Prevents any one branch from becoming too dominant. Each branch has some power to limit the others, ensuring accountability.

**Fundamental Rights:** Guarantees that all citizens are treated equally under the law, regardless of their background or beliefs.

**Parliamentary Form of Government:** The government is directly answerable to the parliament, which in turn is elected by the people. This makes the government more responsive to public opinion.

6. Here are the Indian states that share borders with the specified neighbouring nations:

(a) **Bangladesh:** West Bengal, Assam, Meghalaya, Tripura, Mizoram

(b) **Bhutan:** Sikkim, West Bengal, Assam, Arunachal Pradesh

(c) **Nepal:** Uttarakhand, Uttar Pradesh, Bihar, West Bengal, Sikkim

## Exercise

### A. Tick (✓) the correct option:

1. (d)                      2. (d)                      3. (b)                      4. (c)                      5. (b)

### B. Fill in the blanks:

1. Constitution                      2. 2006                      3. Preamble                      4. Elected representatives  
5. Right against Exploitation

### C. State whether True or False:

1. False                      2. True                      3. True                      4. True                      5. False

### D. Match the columns:

1. (d)                      2. (e)                      3. (a)                      4. (b)                      5. (c)

### E. Answer the following questions:

1. A constitution is a set of principles and ideological tenets according to which a nation or an organization is governed. It is the written law of the land. The governance of a country is carried out on the basis of the provisions contained in it.

The constitution of a country lays down certain basic and inviolable rules that have to be followed by both the government and the people. It defines the powers of the organs of government and also the rights of citizens. It also defines the relationship between various organs of governance themselves, as also with the citizens. A constitution is supreme in a democratic country, and it represents the values and vision of its founding fathers.

2. The Constitution was finally adopted by the Constituent Assembly on November 26, 1946, and implemented on January 26, 1950. This date was chosen for a special reason. In the year 1929, Congress had adopted the resolution defining its goal of attaining 'Purna Swaraj', and the date for observing Independence Day was decided upon to be January 26, 1930. This could not be realised. However, the historic significance of this date was kept in mind, and we celebrate 26 January as Republic Day each year.

3. **Sovereign:** This means that India is an independent nation, and not subject to any external control in any manner.

**Secular:** The word 'Secular' refers to the non-existence of religious bias in the country. All religions are treated with equal respect and people belonging to all the religions enjoy similar rights.

4. The fundamental rights enshrined in the constitution of India are briefly discussed as follows:

(I) Right to Equality:

- (a) Equality before law: It means all persons are equal before law.  
(b) No discrimination on the basis of religion, race, caste or sex.  
(c) All citizens have equal access to employment.  
(d) All citizens have access to all public places.

(II) Right to Freedom: It is a collection of various rights of freedoms.

- (a) Freedom of speech and expression.  
(b) Freedom to move freely.  
(c) Freedom to reside in any part of the country.  
(d) Freedom to practise any profession or occupation.  
(e) Freedom to assemble peacefully and without arms.  
(f) Freedom to form associations and unions.

(III) Right against Exploitation:

- (a) It prohibits all forms of forced labour (begaar).  
(b) It prevents child labour (children working under 14 years of age).  
(c) Prevents trafficking in human beings.

- (IV) Right to Freedom of Religion: People can follow, practise and preach any religion of their choice.
  - (V) Cultural and Educational Rights: All minorities have a right to conserve and develop their own culture.
  - (VI) Right to Constitutional Remedies: Under this right, citizens have the right to approach the court, if they feel that any of their fundamental rights has been infringed or violated by the State.
5. Rights and duties are interrelated i.e. they must go together. For the progress of the nation, it is very important for citizens to perform certain duties. Our constitution has the following Fundamental Duties of Citizens:
- (a) To abide by the Constitution and respect its ideals and institutions, the National Anthem.
  - (b) To cherish and follow the noble ideals which inspired our national struggle for freedom.
  - (c) To uphold and protect the sovereignty, unity and integrity of India.
  - (d) To defend the country and render national service when called upon to do so.
  - (e) To promote harmony.
  - (f) To value and preserve the rich heritage of our composite culture.
  - (g) To protect and improve the natural environment.
  - (h) To develop scientific temper, humanism and spirit of inquiry and reform.
  - (i) To safeguard public property.
  - (j) To strive towards excellence in all spheres of individual and collective activity.

#### COMPETENCY BASED QUESTIONS

##### F. Picture-based Questions:

1. (b)      2. (c)      3. (b)      4. (c)

##### G. Assertion-Reason Questions:

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true and R is the correct explanation of A.
3. Both A and R are true but R is not the correct explanation of A.

##### H. Source-based Questions:

1. (b)      2. (b)      3. (d)      4. (c)

## CHAPTER 2

### UNDERSTANDING SECULARISM

#### NCERT CORNER

1. Do yourself
2. In India, the state does not intervene in religious matters but it imposes laws for the general improvement of social norms which have been under several incorrect and even harmful beliefs that had set in during centuries of traditional religious ignorance and superstition.
3. Do yourself
4. Do yourself
5. Do yourself
6. Do yourself
7. Do yourself

### Exercise

**A. Tick (✓) the correct option:**

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

**B. Fill in the blanks:**

1. theocratic            2. Sarvadharmā            3. Secularism            4. any  
5. pluralistic

**C. Match the columns:**

1. (e)            2. (a)            3. (b)            4. (c)            5. (d)

**D. State whether True or False:**

1. False            2. False            3. False            4. False  
5. True

**E. Answer the following questions:**

1. The British writer G. J. Holyoake was the first to use the word 'secularism' in 1851.
2. Secularism means non-existence of religious bias in the country. All religions are treated with equal respect and people belonging to all the religions enjoy similar rights.
3. Most countries in the world normally have more than one religious group, and as these groups do not have the same population, one religious faith would have more followers than others. The religion with more followers forms the majority community, while others with others beliefs form the minority communities. In a democracy, the government is elected by the people and it is quite probable that the government and policy makers would be from the majority community. Thus, normally, the majority religious group would have access to state power and it could easily use this authority to discriminate against, persecute and oppress people of other religious affiliations. The majority could marginalise or even at times eliminate the religious minorities or prevent them from practising their faith freely. Any form of religious domination will alienate the rights of citizens. This explains why secularism gains so much importance in a democratic and pluralistic society.
4. Secularism is now interpreted in the Indian context to be having these features:
  - It implies equal respect to all religions and religious tolerance.
  - It also implies that India does not have an official state religion.
  - The Indian state is not ruled by any religious group.
  - Government establishments in India are not supposed to promote any religion.
  - People are free to preach, practise and propagate religions of their choice. They are free to exit from one religion and embrace another.
5. Secularism is understood more or less similarly across the world. However, certain interpretative and operative aspects of this concept are different in different countries and societies. The interpretation of secularism is at variance in India and some other countries. The Indian form of secularism is thus different from that in the USA. In the United States of America, the First amendment of the US Constitution prohibits the legislature, from making laws "respecting an establishment of religion" or that which "prohibits the free exercise of religion". In India, the state does intervene in religious matters but it imposes laws for the general improvement of social norms which have been under several incorrect and even harmful beliefs that had set in during centuries of traditional religious ignorance and superstition. We can understand this better by considering the example of the old customs of dowry, Sati and untouchability practised by some Hindus. The government had to bring in laws to prohibit such customs which had turned into a social menace.

## COMPETENCY BASED QUESTIONS

### **F. Picture-based Questions:**

1. (b)                      2. (d)

### **G. Assertion-Reason Questions:**

1. Both A and R are true and R is the correct explanation of A.
2. Both A and R are true and R is the correct explanation of A.
3. Both Assertion and Reason are false

### **H. Source-based Questions:**

1. (c)                      2. (a)                      3. (d)                      4. (d)

## CHAPTER 3

### PARLIAMENT AND THE MAKING OF LAWS

#### NCERT CORNER

1. Long period of colonial rule and a long journey of freedom struggle were the two deciding factors which led to the intense desire of democratic rule in Indians. Bitter colonial rule had filled their heart with disgust. The framers of the Constitution felt that people must have a government that is responsible to them. It should be subject to constant scrutiny of the people so that it could be put out of power any time it failed to perform in the general interest of citizens. Besides, Indians were familiar with the parliamentary government having been subjected to British rule. Moreover, it was felt that parliamentary system of democracy would ensure adequate representation of all communities in the governance of the country. It is through the parliament that the sovereign will of the people finds expression. Representatives of the people are chosen by free and fair elections for a fixed duration. In parliamentary democracy, the concept of Adult Franchise is practised.
2. Do yourself
3. Do yourself
4. Do yourself

#### Exercise

##### **A. Tick (✓) the correct option:**

1. (c)                      2. (c)                      3. (d)                      4. (c)                      5. (a)

##### **B. Fill in the blanks:**

1. Lok Sabha and Rajya Sabha    2. Rajya Sabha    3. Child Labour (Prohibition and Regulation)    4. government    5. 2006

##### **C. Match the columns:**

1. (c)                      2. (e)                      3. (b)                      4. (a)                      5. (d)

##### **D. State whether True or False:**

1. False                      2. False                      3. False                      4. False  
5. True

##### **E. Answer the following questions:**

1. The Parliamentary form of government makes clear distinction between the head of state and head of government. The President is the head of state while the head of government is the Prime Minister.
2. Parliament is the representative institution of the people. It is through the parliament that the sovereign will of the people finds expression. Representatives of the people are chosen by free and fair elections for a fixed

duration. In parliamentary democracy, the concept of Adult Franchise is practised.

3. The place where the representatives of the people sit and formulate the policies and govern the country is called the parliament. It is the representative institution of the people.
4. The Rajya Sabha, also known as the Upper House or Council of States, is a permanent house and cannot be dissolved. Each member is elected for a term of 6 years and one-third members retire every second year. These members are indirectly elected by the elected members of the legislative assemblies of states. The House can have a maximum of 250 members, wherein 12 members are nominated by the President of India. These nominated members have expertise in the field of science, literature, art, cinema, etc. A candidate for election to the Rajya Sabha should be at least 30 years of age.
5. We have seen that any society, which has a large number of people with different views, aspirations and resources living together, must have some rules to follow if peace, harmony and progress is to be ensured. That is why some rules or laws are framed and a system is put in place in all civilised societies to ensure enforcement of these laws and to punish those who do not follow these laws. Once the society frames and implements these laws, they are applicable to all irrespective of caste, creed, economic or political status. Laws are framed to ensure that people live in a conducive and safe environment of social order.

#### **COMPETENCY BASED QUESTIONS**

##### **F. Picture-based Questions:**

1. (c)
2. (a)

##### **G. Assertion-Reason Questions:**

1. Assertion is true but Reason is false.
2. Both Assertion and Reason are false.
3. Both A and R are true but R is not the correct explanation of A.

##### **H. Source-based Questions:**

1. (d)
2. (d)
3. (b)
4. (d)

## **CHAPTER 4**

### **THE JUDICIARY**

#### **NCERT CORNER**

1. It is required for the judiciary to be independent because of these reasons—
  - To ensure that all the organs of the government function within their allocated jurisdiction, in accordance with the provisions of the constitution.
  - To give justice without any fear of interference from the legislature or the executive.
  - To protect the Fundamental Rights of the citizens.
  - To interpret the provisions of the Constitution independently without any pressure or constraints imposed by the executive or the legislature.
  - These principles are enshrined in the Constitution so as to safeguard the citizens' rights for fairness in the judiciary and to prevent it from being influenced by politicians, bureaucracy, the rich and influential.
2. The Right to Constitutional Remedies empowers citizens to trigger the process of Judicial Review, making it a powerful tool for protecting fundamental rights

and ensuring the supremacy of the Constitution. It acts as a vital check on the powers of the legislature and the executive, safeguarding the rights and liberties of individuals.

3. Do yourself
4. Do yourself
5. In the early 80s, The Supreme Court adopted the mechanism of Public Interest Litigation (PIL). This allows any individual or organisation to file a case in the High Court or even directly in the Supreme Court on behalf of those whose rights have been violated. Its operative provision specifies that it is not for safeguarding the interests of any one individual but is meant to provide relief to a group of people. The PIL is acceptable even in the form of a letter or postcard so that people living in remote regions also get a quick hearing. Since its introduction, a large number of issues have been resolved through PILs. Some such noteworthy examples are rescue of bonded labour, condition of under trials languishing in jails for years, the case of mid-day meals and prevention of national losses from rotting food grains in godowns.
6. The judges essentially argued that the right to life isn't just about mere physical existence; it encompasses the right to live with dignity. For most people, especially those living in poverty, a livelihood is essential for dignified survival. Without a means to earn a living, a person is reduced to a state of bare existence, constantly struggling for basic necessities. Therefore, the right to livelihood becomes an integral part of the right to life. Depriving someone of their livelihood can be tantamount to depriving them of their life itself, as it takes away their means of sustenance and forces them into a state of desperation that threatens their very survival. The judges recognized that for many, livelihood is inextricably linked to their ability to live a life with meaning and basic dignity. It's not just about staying alive; it's about having the means to live a life worthy of human dignity.
7. Do yourself
8. Do yourself
9. Do yourself

### Exercise

#### A. Tick (✓) the correct option:

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

#### B. Fill in the blanks:

1. Fundamental
2. FIR
3. democratic
4. advisory
5. Lok adalat

#### C. Match the columns:

1. (b)
2. (a)
3. (d)
4. (e)
5. (c)

#### D. State whether True or False:

1. True
2. True
3. True
4. False
5. True

#### E. Answer the following questions:

1. The mechanism of conflict management is called the Judiciary or the Judicial system. The Judiciary is that branch of government which administers justice.
2. The Indian Constitution serves as the foundation of the Indian legal system.
3. At the apex is the Supreme Court, followed by High Courts at the state level, District Courts at the district level and Panchayats at the village level.

4. Under appellate jurisdiction, the High Court is empowered to hear appeals against the decisions of the lower courts in both civil and criminal cases.
5. This allows any individual or organisation to file a case in the High Court or even directly in the Supreme Court on behalf of those whose rights have been violated.

### **COMPETENCY BASED QUESTIONS**

#### **F. Picture-based Questions:**

1. (b)
2. (a)

#### **G. Assertion-Reason Questions:**

1. Both A and R true but R is not the correct explanation of A.
2. Both A and R true and R is the correct explanation of A.
3. Both A and R true but R is not the correct explanation of A.

#### **H. Source-based Questions:**

1. (d)
2. (a)
3. (b)
4. (b)

## **CHAPTER 5**

### **UNDERSTANDING MARGINALISATION**

#### **NCERT CORNER**

1. Marginalization refers to the process where certain individuals or groups are pushed to the edges of society, often denied equal opportunities and participation in social, economic, and political life. It involves a complex interplay of power dynamics that exclude and disadvantage certain groups, making them feel like outsiders and limiting their access to resources and influence.
2. Two reasons Adivasis are becoming increasingly marginalised:
  - Adivasis are outside the caste hierarchy and have their own distinct cultural, social and economic practices.
  - They usually inhabit forests and hills and depend on their surrounding natural environment for survival.
3. The Indian Constitution recognises the possibility of social, cultural and economic domination of the majority community over the minority communities. This is the reason certain provisions have been provided in the constitution to safeguard the interests of the minorities in the community. These provisions give freedom to various minority communities to continue to enjoy the freedom to live by their religious and cultural requirement.
4. A minority in India is a religious or linguistic group that is smaller in number than the majority of the population.
5. Do yourself
6. Do yourself
7. Do yourself
8. Often, economic and social marginalization occur simultaneously and are difficult to disentangle. For example, a historically marginalized group may face both social discrimination (limiting their access to quality education) and economic discrimination (denying them jobs even with qualifications). These two forms of marginalization reinforce each other, making it extremely difficult for individuals to escape the cycle of disadvantage.

## Exercise

### A. Tick (✓) the correct option:

1. (c)                      2. (b)                      3. (b)                      4. (d)                      5. (b)

### B. Fill in the blanks:

1. 500                      2. nature                      3. dam                      4. group dances                      5. Sachar

### C. Match the columns:

1. (d)                      2. (a)                      3. (e)                      4. (c)                      5. (b)

### D. State whether True or False:

1. True                      2. True                      3. False                      4. False                      5. True

### E. Answer the following questions:

1. Over 94 million Adivasis of about 500 different tribes inhabit our country and constitute about 8.1% of the country's population.
2. The Adivasis have their own unique religious practices different from Hinduism, Islam or Christianity. Living in proximity of nature, they worship the forces of nature which they feel cannot be controlled by humans. Thus, they believe in the worship the spirits of Rain, Fire, Forest, River and their ancestors. They have their own village deities which they worship at home, while the forces of nature are worshiped at sacred groves within the village. With increasing interaction between them and mainstream society, they have absorbed some religious practices from Buddhism, Shaktisect, Christianity, etc. Conversely, modern societies living close to Adivasi belts have also imbibed some religious or spiritual traditions from the Adivasi culture, which they still practice. For instance, the Bengali and Assamese culture has many adherents of Shakti and Tantrik procedures. Many Adivasis, especially in the north-east have embraced Christianity as their religion and this has emerged as a major trend in Adivasidominated regions of the country.
3. The Adivasis have their own languages and some of which are older than Sanskrit. These languages have also contributed in the formation of many mainstream Indian languages. Santhali is the major Adivasi language spoken by a majority of tribals. This commonality of words is found more in Bengali and some other recognised tongues.
4. In the colonial era, the British started exploiting the natural resources of the country and **this brought** them to Adivasi areas where they removed their settlements and cut down forests to take away timber and other resources. They also forced the tribesmen and women to work as slaves and labourers on plantations and in construction activities. From 1830s, onwards, Adivasi moved from Jharkhand to countries like Mauritius, Australia, Caribbean countries etc. After independence, the Indian government deliberated over various aspects of development which included extraction of minerals and coal by mining and processing these by various industrial processes. All these activities adversely affected the habitation and life of the Adivasis.
5. Literacy Rate by Religion, 2011 (percentages)  
Hindus- 63%                      Muslims- 57%

## COMPETENCY BASED QUESTIONS

### F. Picture-based Questions:

1. (a)                      2. (b)

### G. Assertion-Reason Questions:

1. Both A and R true and R is the correct explanation of A.
2. Both A and R true and R is the correct explanation of A.
3. A is false while R is true.

#### H. Source-based Questions:

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

## CHAPTER 6

### CONFRONTING MARGINALISATION

#### NCERT CORNER

1. Do yourself
2. Do yourself
3. C.K. Janu, an Adivasi activist, has also pointed out that the violators of Constitutional rights guaranteed to tribal people are governments in the various states of India: for it is they who allow non-tribal encroachers in the form of timber merchants, paper mills, etc. to exploit tribal land, and to forcibly evict tribal people from their traditional forests in the process of declaring forests as reserved or as sanctuaries. She has also noted that in cases where tribals have already been evicted and cannot go back to their lands, they must be compensated. That is, the government must draw up plans and policies for them to live and work elsewhere. After all, governments spend large sums of money on building industrial or other projects on lands taken from tribals—so why should they be reluctant to spend even very modest amounts on rehabilitating the displaced.
4. Do yourself

#### Exercise

##### A. Tick (✓) the correct option:

1. (a)      2. (b)      3. (c)      4. (d)      5. (c)

##### B. Fill in the blanks:

1. Government of India      2. adivasi      3. scavenging      4. three  
5. Dalit

##### C. Match the columns:

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

##### D. State whether True or False:

1. True      2. False      3. False      4. False      5. True

##### E. Answer the following questions:

1. Besides educational facilities, incentives and support systems, the government also made provisions for reservations for the SC and ST communities in educational institutions and government jobs. The logic is that even when provided basic education, people from these communities faced a difficult and unfavourable environment for higher education and personality development. Hence, they ought to receive some preferential benefits in form of reserved seats in higher academic institutions and employment so that they are able to join the mainstream of society.
2. After Independence, the Constituent Assembly continued with the existing definition of Scheduled Castes and Scheduled Tribes, and in Articles 341 and 342, gave the President of India and Governors of states the responsibility to compile a full listing of castes and tribes, and also the authority of editing the list later if the need arose.

3. The government introduced the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 which brought in a much more stringent code for preventing atrocities on the SC and ST classes.
4. C.K. Janu, an Adivasi activist, has also pointed out that the violators of Constitutional rights guaranteed to tribal people are governments in the various states of India : for it is they who allow non-tribal encroachers in the form of timber merchants, paper mills, etc. to exploit tribal land, and to forcibly evict tribal people from their traditional forests in the process of declaring forests as reserved or as sanctuaries.
5. In 1993, the government enacted a law to prohibit the employment of manual scavengers, as also the construction of dry latrines.

#### **COMPETENCY BASED QUESTIONS**

##### **F. Picture-based Questions:**

1. (b)
2. (a)

##### **G. Assertion-Reason Questions:**

1. Assertion is true but Reason is false.
2. Both A and R true and R is the correct explanation of A.
3. Both A and R true and R is the correct explanation of A.

##### **H. Source-based Questions:**

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

## **CHAPTER 7**

### **PUBLIC FACILITIES**

#### **NCERT CORNER**

1. In most of the public facilities, there is no profit to be had. Also, in a few cases, where the responsibility for water supply was handed over to private companies, there was a steep rise in the price of water, making it unaffordable for many. Cities saw huge protests, with riots breaking out in places like Bolivia, forcing the government to take back the service from private hands.
2. The burden of shortfalls in water supply falls mostly on the poor. The middle class, when faced with water shortages, are able to cope through a variety of private means such as digging borewells, buying water from tankers and using bottled water for drinking. Apart from the availability of water, access to 'safe' drinking water is also available to some and this depends on what one can afford. Once again, the wealthy have more choices, thanks to the booming market in bottled water and water purifiers. People who can afford it have safe drinking water, whereas the poor are again left out. In reality, therefore, it seems that it is only people with money who have the right to water—a far cry from the goal of universal access to 'sufficient and safe' water.
3. The shortage of water has opened up opportunities for private companies in a big way. Many private companies are providing water to cities by buying it from places around the city. In Chennai, water is taken from nearby towns like Mamandur, Palur, Karungizhi and from villages to the north of the city using a fleet of over 13,000 water tankers. Every month the water dealers pay farmers an advance for the rights to exploit water sources on their land. This water is taken away not just from agriculture but also from the drinking water supplies of the

villagers. Ground water levels have dropped drastically in all these towns and villages as a result.

4. Do yourself
5. Provision of these facilities entail a huge amount of investment, and employment of a large number of people to maintain and manage the basic infrastructure.
6. One of the major roles of the government is to ensure adequate public facilities for everyone. But, progress on this front has been far from satisfactory. There is a shortage in supply and there are inequalities in distribution. Compared to the metros and large cities, towns and villages are under provided. Compared to Wealthy localities, the poorer localities are under-served. Handing over these facilities to private companies may not be the answer. India is a rapidly developing country, and a large section of its population still linger below or near the poverty line. Thus, it is incumbent upon the government, the private sector and the NGOs to provide good quality public services for the common man to enable him live a happier and healthier life and dedicate his time and energies towards the progress of the country.
7. Do yourself
8. Do yourself
9. Do yourself

#### Exercise

**A. Tick (✓) the correct option:**

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

**B. Fill in the blanks:**

1. facilities    2. investment      3. Sulabh International      4. water-borne  
5. rainwater harvesting

**C. Match the columns:**

1. (d)      2. (e)      3. (c)      4. (a)      5. (b)

**D. State whether True or False:**

1. True      2. True      3. True      4. True      5. False

**E. Answer the following questions:**

1. Health centres, hospitals, schools and colleges, electricity supply, roads, railways, water supply and sanitation systems, food distribution system etc. are some such basic amenities. These improve the quality of life of the people, and enable them to contribute to the nation's progress in a much more effective way.
2. The rivers, ponds and lakes are polluted with factory waste, sewer discharge and agricultural chemicals. The groundwater is also largely contaminated due to excessive use of chemicals in agriculture and industry.
3. The Constitution of India also provides for the right to life under article 21 which entails the right of citizens to get sufficient amount of water to fulfil their daily needs.
4. Consumption of contaminated water causes many water-borne diseases like cholera, diarrhoea, jaundice, dysentery, etc. These can be life- threatening diseases.
5. Any human society requires certain basic facilities for living a happy, comfortable and productive life. Health centres, hospitals, schools and colleges, electricity supply, roads, railways, water supply and sanitation systems, food distribution system etc. are some such basic amenities. These improve the quality of life of the people, and enable them to contribute to

the nation's progress in a much more effective way. These are necessary for the people, if the country has to develop. These enable people to live comfortably, perform their occupational tasks efficiently and to look after their families.

#### **COMPETENCY BASED QUESTIONS**

##### **F. Picture-based Questions:**

1. (c)                      2. (a)

##### **G. Assertion-Reason Questions:**

1. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
2. Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
3. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.

##### **H. Source-based Questions:**

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

## **CHAPTER 8**

### **LAW AND SOCIAL JUSTICE**

#### **NCERT CORNER**

1. Do yourself
2. In India, where labour is available in plenty, and possibilities are that needy people would agree to work for less and less wages so as to earn something rather than nothing. The So entrepreneur controls the situation to his the advantage and cuts down on labour costs. The main reason why foreign companies come to India is for cheap labour. Wages that the companies pay to workers, say in the USA, are far higher than what they have to pay to workers in poorer countries like India. For lower pay, companies can get longer hours of work. Additional expenses such as for housing facilities for workers are also fewer. Thus, companies can save costs and earn higher profits.
3. In response to this pressure from environmental activists and others, in the years following the Bhopal gas tragedy, the Indian government introduced new laws on the environment. Henceforth, the polluter was to be held accountable for the damage done to environment. The environment is something that people over generations will share, and it could not be destroyed merely for industrial development. In this way the victims, somehow got justice.
4. A system of bureaucrats and various monitoring agencies ensure that all laws are followed in letter and spirit, and any violations that happen are brought to the notice of the employer/ entrepreneur, and if needed, penalties and punishment are imposed on defaulters. Provisions exist for impounding the licences of habitual or serious offenders. Normally, the following authorities inspect and monitor the premises of enterprises and enforce the laws—
  - Municipal Inspections: Different sub-branches of the municipality inspect the construction and structural safety aspects of the enterprise, so that the possibility of accidents is reduced and losses to life and property prevented in the enterprise as well as the neighbourhood.

- Fire Department: They check the availability and serviceability of Fire prevention equipment, their efficacy and knowledge of use by employees. They also check the availability and functionality of the emergency exit routes.
- Environment Protection Department: They send their officials to ensure that all gases, fumes and effluents are treated for toxicity and their disposal system is efficient in the establishment.
- Excise and Taxation: These departments also conduct periodic inspections to ensure and verify the correct payment of taxes and duties by the entrepreneur, which forms the revenue that is utilised for provisions of public facilities and general welfare of the people.

Laws that are weak and poorly enforced can cause serious harm, as the Bhopal gas tragedy. While the government has a leading role in this respect, people can exert pressure so that both private companies and the government act in the interests of society. People must demand stronger laws protecting workers' interests so that the Right to Life is achieved for all.

5. Laws aim to bring social justice whereby the Influential people in the society are prevent from exploiting the others and every individual gets an opportunity and a fair chance to earn his/her living securely. Many laws are in force to ensure that the work environment is safe, secure and the welfare and health of the workers is looked after in case of any accident at the workplace. Laws exist which govern safety and health pension compensation for child workers, women workers, etc.
6. The worker's life would change in the following ways:
  - Increased commute: The worker would have to travel 100 km to the new site, which would take a lot of time and money.
  - New home: The worker would have to find a new place to live near the new site, which could be difficult and expensive.
  - New community: The worker would have to adjust to a new community and make new friends.
  - New job: The worker might have to learn new skills or take on new responsibilities at the new site.
  - Financial strain: The worker might have to pay for moving expenses, a new home, and a longer commute.

Overall, the worker's life would be disrupted and they would have to make a lot of adjustments. However, they might also find that the new site offers some benefits, such as better pay or working conditions.<sup>07</sup>. Write a paragraph on the various roles of the government that you have read about in this unit.

7. Do yourself
8. Do yourself
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, and groundwater the environment was being polluted and the health of people disregarded. In response to this pressure from environmental activists and others, the Indian government introduced new laws on the environment. Henceforth, the polluter was to be held accountable for the damage done to

environment. The environment is something that people over generations will share, and it could not be destroyed merely for industrial development.

10. Do yourself

11. Do yourself

### Exercise

**A. Tick (✓) the correct option:**

1. (d)      2. (d)      3. (b)      4. (d)      5. (d)

**B. Fill in the blanks:**

1. unskilled    2. health      3. Fukushima Daiichi Nuclear plant      4. 1986  
5. laws      6. 14

**C. Match the columns:**

1. (d)      2. (e)      3. (a)      4. (c)      5. (b)

**D. State whether True or False:**

1. False      2. False      3. True      4. False      5. True

**E. Answer the following questions:**

1. The law against child labour was implemented in 1986.
2. Different laws related to industrial safety ensure the health and safety of the workers. Workers should be provided facilities of drinking water, toilets, cleanliness, waste disposal and disposal of effluents, ventilation and temperature control by the employer. Measures for safety from dust and fumes, artificial humidification, fencing of machinery, etc. also have to be provided by the employer. Working alarm systems, fire prevention and extinguishing measures, helmets, gloves, goggles for protection from sparks, emergency exits, etc. have to be provided by the employer. Evacuation plan, provision of first aid, are to be provided.
3. The reason behind Fukushima Nuclear plants incident was due to a tsunami in Japan.
4. Yes, Bhopal Gas Tragedy was a result of human carelessness. The disaster was not an accident. Union Carbide has deliberately ignored the mandatory safety measures in order to cut costs. Despite the overwhelming evidence pointing to UC as responsible for the disaster, it refused to accept responsibility.
5. Even as the government conducts several checks and imposes a number of control measures to regulate the working conditions and mandatory requirements in industrial and commercial enterprises, there are examples where various inspectors and monitoring agencies fail to discharge their duties due to corruption or collusion, and lapses occur in security and safety. In recent times, the world has been a witness to many industrial disasters of various dimensions. Some have occurred due to human error and some due to natural causes. Be it from any cause, any such disaster results in huge loss of lives and affects the families of thousands of people. In very recent time three such major disasters have occurred, one of them being in India. That is the Bhopal Gas Leak in India. When the deadly methyl isocyanate gas leaked from the Union Carbide plant in Bhopal, it killed and maimed thousands of people and their generations to come, in what was the worst industrial disaster in the country.

### COMPETENCY BASED QUESTIONS

**F. Picture-based Questions:**

1. (c)      2. (a)

**G. Assertion-Reason Questions:**

1. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.
2. Assertion is true but Reason is false.
3. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion.

**H. Source-based Questions:**

1. (a)
2. (d)
3. (b)
4. (a)