



पुर्ना International School

Shree Swaminarayan Gurukul, Zundal

SPECIMEN
NOTE BOOK
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CLASS – VIII
SOCIAL SCIENCE

CONTAIN

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HISTORY

CH – 07 WEAVERS, IRON SMELTERS AND FACTORY OWNERS

- The crafts and industries of India during British rule focused on two industries-textiles and iron and steel.
- The industrialisation of Britain had a close connection with the conquest and colonisation of India.
- In eighteenth century India was a leading nation in terms of craft and trade but with industrial revolution Britain came to known as 'Workshop of the world'.
- With the growth of industrial production, British industrialists began to see India as a vast market for their industrial products, and over the years, manufactured goods from Britain began flooding India.
- **Indian Textiles and the World Market:**
 - (i) Around 1750, India was the world's largest producer of cotton textiles.
 - (ii) Indian textile was renowned both for its fine quality and exquisite craftsmanship.
 - (iii) From the 16th century European traders began buying Indian textiles for sale in Europe.
- **Words tell us Histories:**
 - (i) Indian textiles were famous in western markets under different names such as 'Muslin' and 'Calico' (derived from Calicut).
 - (ii) Printed cotton cloths called chintz (derived from chhint) produced in Masulipatnam, Andhra Pradesh and bandanna (derived from 'bandhna' or tie and dye) produced in Gujarat and Rajasthan were ordered in bulk.
- **Famous weave patterns:**
 - (i) Patola : Surat, Ahemdabad
 - (ii) jamdani : Bangal
- **Indian Textiles in European Markets:**
 - (i) In 1720, the British government enacted a legislation 'Calico Act' banning the use of printed cotton textiles-chintz in England.
 - (ii) Indian designs were imitated and printed in England on white Muslin or plain unbleached Indian cloth.
 - (iii) Spinning Jenny was invented by John Kaye in 1764.
 - (iv) The invention of the steam engine by Richard Arkwright in 1786 revolutionised cotton textile weaving.
- **Famous weaving centres:**
 - (1) Bengal (2) Gujarat (3) Andhra pradesh (4) Calicut
- **Who were the Weavers:**
 - (i) Weavers belonged to communities that specialized in weaving such as Tanti(Bengal), julakas or momin (North India), kaikollars and devangs (south India).
 - (ii) Handloom weaving and the occupations associated with it provided livelihood for millions of Indians.

- **The Decline of Indian Textiles:**
 - (i) The development of cotton industries in Britain affected textile producers in India in many ways.
 - (ii) By the beginning of the 19th century, English-made cotton textiles successfully ousted Indian goods from their traditional markets in Africa, America and Europe.
 - (iii) English and European companies stopped buying Indian goods.
 - (iv) By the 1830s British cotton cloth flooded Indian markets. Thousands of rural women who made a living by spinning cotton thread were rendered jobless.
 - (v) During the National movement, Mahatma Gandhi urged people to boycott imported textiles and use hand-spun and hand woven cloth, Khadi became a symbol of nationalism.
 - (vi) Weavers started working as agriculture labours, mill workers and started migration as wage earners.
- **Cotton Mills Come up:**
 - (i) In 1854, the first cotton mill in India was set up as a spinning mill in Bombay.
 - (ii) By 1900, over 84 mills started operating in Bombay but colonial government did not support the mill advancement by denying the import duty on british good.
 - (iii) The first major spurt in the development of cotton factory production in India, was during the first World War when textile imports from Britain declined and Indian factories were called upon to produce cloth for military supplies.
- **The Sword of Tipu Sultan and Wootz Steel:**
 - (i) The quality of the sword came from a special type of high carbon steel called Wootz which was produced all over South India.
 - (ii) Indian Wootz steel making fascinated European scientists.
 - (iii) The Wootz steel making process which was widely known in South-India, was completely lost by the mid-nineteenth century.
 - (iv) The swords and armour making industry died with the conquest of India by the British and imports of iron and steel from England displaced the iron and steel produced by craft people in India.
- **Abandoned Furnaces in Villages:**
 - (i) Production of Wootz steel (high carbon steel) was highly specialised technique of refining iron.
 - (ii) By the late 19th century the craft of iron smelting was in decline because of the forest protection laws imposed by British which made the recovery of iron ore costly.
 - (iii) Many people gave up their craft and looked for other means of livelihood.
 - (iv) By the early 20th century, the artisans producing iron and steel faced a new competitions.
- **Iron and Steel Factories:**
 - (i) In 1904, Charles Weld, an American geologist and Dorabji Tata, the eldest son of Jamsed ji Tata set up a modern iron and steel plant in India.
 - (ii) Iron smelters'Agarias' helped them finding the iron ore deposits at Rajhara hills, Chattisgarh.
 - (ii) The Tata Iron and Steel Company (TISCO) came up in 1912 and began producing steel.
 - (iii) After 2 years of TISCO, in 1914 the First World War broke out, so imports of British Steel into India declined and the Indian Railways turned to TISCO for supply of rails.
 - (iv) Overtime TISCO became the biggest steel industry within the British empire.

TEXTUAL QUESTION AND ANSWER

1. What kinds of cloth had a large market in Europe?

Sol. The kinds of cloth which had a large market in Europe were Muslin, Chintz, Cossaes (or Khassa), and Kandanna.

2. What is jamdani?

Sol. Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white.

3. What is bandanna?

Sol. Bandanna refers to any brightly coloured and printed scarf for the neck or head. Originally, the term derived from the word 'bandanna' and referred to a variety of brightly coloured cloth produced through a method of tying and dying.

4. Who are the Agaria?

Sol. The Agaria were an Indian community of iron smelters. A group of men and women carrying basket-loads of iron are also known as the Agaria.

5(1). The word chintz comes from the word _____.

Sol 1. Chhint

5(2). Tipu's sword was made of _____ steel.

Sol 1. Wootz

5(3). India's textile exports declined in the _____ century.

Sol 1. 19th

6. How do the names of different textiles tell us about their history?

Sol. The names of different textiles tell us about their history as:

- i. European traders first encountered fine cotton cloth from India carried by Arab merchants in Mosul in present-day Iraq. They began to refer all finely woven textiles as 'muslin'.
- ii. When the Portuguese first came to India in search of spices they landed in Calicut on the Kerala coast in South-west India. The cotton textiles which they took back to Europe along with spices was called "calico" which is derived from Calicut.

- iii. Printed cotton cloths called chintz derived the name from 'Chhint' that referred to the fine floral print.
- iv. The bandanna is the variant from bandhana (meaning tying) as the technique used was tie and dye.

7. Why did the wool and silk producers in England protest against the import of Indian textiles in the early 18th century?

Sol. By the early eighteenth century, wool and silk makers in England began protesting against the import of Indian cotton textiles because English producers wanted a secure market within the country by preventing the entry of Indian textiles.

8. How did the development of cotton industries in Britain affect textile producers in India?

Sol. The development of cotton industries in Britain affected textile producers in India in several ways:

- i. Indian textiles had to compete with British textiles in the European and American markets.
- ii. Exporting textiles to England became increasingly difficult since very high duties were imposed on Indian textiles imported into Britain.
- iii. English and European companies stopped buying Indian goods and their agents no longer gave out advances to weavers to secure supplies.
- iv. Thousands of weavers in India were unemployed. Bengal weavers were the worst hit, as British textiles flooded the Indian market.

9. Why did the Indian iron smelting industry decline in the 19th century?

Sol. The Indian iron smelting industry began to decline due to the following reasons:

- i. The introduction of forest laws demarcated forests as protected and preserved. The smelters now were not able to find wood for charcoal and iron ore for producing iron. Many smelters thus abandoned their work.
- ii. In forests where smelters obtained permission for obtaining iron ore, they had to pay high taxes for each furnace that they used. This led to a substantial decline in their incomes.
- iii. By the nineteenth century, iron and steel began to be imported from Britain. Ironsmiths in India began to use steel imported by Britain for making various articles. Thus, the demand for iron produced by local smelters reduced.
- iv. Smelters also faced competition from the iron and steel industries that began to be set up in the country.

10. What problems did the Indian textile industry face in the early years of its development?

Sol. In the early years of its development the Indian textile industry faced several problems:

- i. English and European companies stopped buying Indian goods and their agents no longer gave out advances to weavers to secure supplies. Distressed weavers wrote petitions to the government to help them.

- ii. Indian textile found it difficult to compete with the cheap textiles imported from Britain.
- iii. In most countries, governments supported industrialization by imposing heavy duties on imports. This eliminated competition and protected newly born industries.
- iv. The colonial government in India refused such protection to local industries.

11. What helped TISCO expand steel production during the First World War?

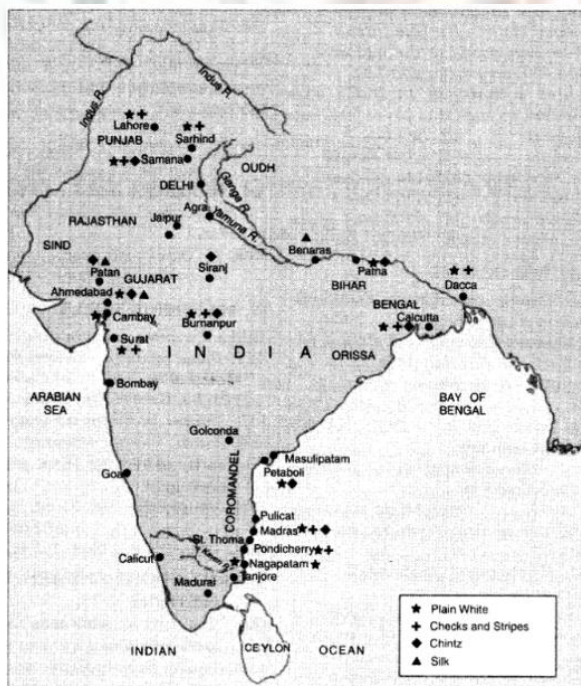
Sol. Before the First World War, India imported British steel for rails. When in 1914 the war broke out, steel produced in Britain now had to meet the demands of the war in Europe. So, imports of British steel into India declined and Indian Railways turned to TISCO for the supply of rails. As the war dragged on for several years, TISCO had to produce shells and carriage wheels for the war. By 1919 the Colonial government was buying 90percent of the steel manufactured by TISCO. Overtime TISCO became the biggest steel industry within the British empire over time.

12. Find out about the history of any craft around the area you live in. You may wish to know about the community of craftsmen, the changes in the techniques they use and the markets they supply. How have these changed in the past 50 years?

Sol. I found out about the history of carpets around my area. The origin of carpet weaving in our area is very ancient. This can be traced back to the Buddhist and Mauryan times. The carpet weaving craft is practised by Mushhar and shepherds which are semi-nomadic. Generally-traditional and the strong influence of Tibetan and Persian Art are seen in the designs. The images of Hindus Gods and deities, Natural scenarios of the hills and geometrical motifs etc. are included. Now electrical appliances are also used in this process. Its market has also expanded over time. However, due to the spread of education, many people have shifted to other jobs. Currently, many women from other communities have also taken to carpet weaving.

13. On a map of India, locate the centres of different crafts today. Find out when these centres came up.

Sol.



CH – 08 CIVILISING THE ‘NATIVE’ EDUCATING THE NATION

British rule affected Rajas and Nawabs, peasants and tribals.

British felt that they had a cultural mission, they had to ‘civilise the natives’, change their customs and values.

How the British saw Education-The Tradition of Orientation:

(i) In 1783, William Jones a linguist, was appointed as a junior judge at the Supreme Court that the company had set up. He started studying ancient Indians text on law, philosophy, religion, politics, morality, arithmetic, medicine and other sciences.

(iii) Englishmen like Henry Thomas Colebrooke and Nathaniel Halhed were busy discovering the ancient Indian heritage, mastering Indian languages and translating Sanskrit and Persian works into English.

(iv) A Madrasa was set up in Calcutta in 1781 to promote the study of Arabic, Persian and Islamic law.

(v) In 1791, the Hindu College was established in Benaras to encourage the study of ancient Sanskrit texts that would be useful for the administration of the country.

Grave Errors of the East:

(i) In early 19th century many British officials began to criticize the Orientalist version of learning. They said that knowledge of the East was full of errors & unscientific thought.

(ii) Eastern literature was non-serious & light-hearted.

(iii) James Mill was one of those who attacked the Orientalists. According to him, the aim of education ought to be teach what was useful and practical. So, Indians should be made familiar with the scientific and technical advances that the West had made, rather than with the poetry and sacred literature of the Orient.

(iv) **Thomas Babington Macaulay**, another critic of Orientalists, saw India as an uncivilized country that needed to be civilized. He emphasized the need to teach the English language. Following Macaulay’s minute, the **English Education Act of 1835** was introduced.

(vi) A decision was taken to make English the medium of instruction for higher education and to stop the promotion of Oriental institutions.

Education for Commerce:

(i) In 1854, Wood’s Despatch, an educational dispatch, was sent to India. Outlining the educational policy that was to be followed in India. It emphasized on the practical benefits of the system of European learning.

(ii) Wood's Despatch argued that European learning would improve the moral character of Indians and make them truthful and honest and thus supply the company with civil servants who could be trusted and depended upon.

(iii) Following the 1854 Despatch, several measures were introduced by the British. Steps were taken to establish a system of university education. Attempts were also made to bring about changes within the system of school education.

What happened to the Local Schools:

(i) In the 1830s William Adam, a Scottish missionary toured the districts of Bengal and Bihar and was given charge by the company. To give report on the progress of education in vernacular schools.

(ii) Adam found that the system of education was flexible and local schools were known as **pathshalas**.

(iii) There were no fixed fee, no printed books, no separate school building, no benches or chairs, no blackboards, no system of separate classes, no roll-call registers, no annual examinations and no regular time-table. Fee depended on the income of parents: the rich had to pay more than the poor.

(iv) Classes were usually held under a Banyan tree or in the corner of a village shop, in temple or at the guru's home.

(v) Teaching process was oral and the guru decided what to teach, in accordance with the needs of the students.

(vi) The guru interacted separately with groups of children with different levels of learning.

New Routines, New Rules:

(i) After 1854 the company decided to improve the system of vernacular education by introducing order within the system, imposing routines, establishing rules, ensuring regular inspections.

(ii) Company appointed a number of government pandits each in charge of looking after four to five schools.

(iii) Teaching was now to be based on textbooks and learning was to be tested through a system of annual examination.

(iv) Students to pay a regular fee, asked to attend regular classes, sit on fixed seats and obey the new rules of discipline.

(v) Those Pathshalas which accepted the new rules were supported through government grants.

(vi) New rules had some consequences, students have to attend school regularly even during harvest time. Inability to attend school seen as indiscipline and as evidence of the lack of desire to learn.

The Agenda for a National Education:

- (i) Some Indians impressed with the development in Europe felt that western education would help to modernize India.
- (ii) Huge capital was invested on education; to establish more schools, colleges & universities.
- (iii) Mahatma Gandhi and Rabindranath Tagore reacted against western education.

English Education has enslaved us:

- (i) Mahatma Gandhi urged that colonial education created a sense of inferiority in the minds of Indians. It was sinful and it enslaved Indians, it cast an evil spell on them. Moreover, it destroyed the pride Indians had in their own culture.
- (ii) Mahatma Gandhi wanted an education that could help Indians to recover their sense of dignity and self-respect.
- (iii) According to Mahatma Gandhi, Indian languages ought to be medium of teaching and the means to develop a person's mind and soul.
- (iv) Mahatma Gandhi on Western education said, " focussed on reading & writing rather than oral knowledge; value textbooks rather than practical knowledge".

Tagore's 'Abode of Peace':

- (i) Rabindranath Tagore stated Shantiniketan in 1901.
- (ii) Tagore as a child hated going to school as he described school as a prison. He said he could never do what he felt like doing in school.
- (iii) He wanted to set up schools where children were happy, where they could be free and creative, where the child was able to explore their own thoughts and desires. He felt that childhood ought to be a time of self-learning.
- (iv) He emphasized the need to teach Science and technology at Shantiniketan along with art, music and dance.
- (v) According to him, creative learning be encouraged only within a natural environment and hence set up his school 100 kilometres away from Calcutta in a rural setting. He saw it as an "abode of peace" (shantiniketan), where living in harmony with nature, children could cultivate their natural creativity.

The difference between the educational views of Mahatma Gandhi & Rabindranath Tagore

- Mahatma Gandhi thought that the western education was hampering the Indian culture. He also felt that the ideas of western education could modernise the Indian people but could not educate them .
- Tagore wanted to combine the good aspects of it with the Indian traditions. He recognised the importance of science and technology and wanted to promote them along with art ,music and dance at Shantiniketan.

TEXTUAL QUESTION AND ANSWER

1. Match the following:

| | |
|--------------------------|---------------------------------------|
| (i) William Jones | (a) Promotion of English education |
| (ii) Rabindranath Tagore | (b) Respect for ancient cultures |
| (iii) Thomas Macaulay | (c) Gurus |
| (iv) Mahatma Gandhi | (d) Learning in a natural environment |
| (v) Pathshalas | (e) Critical of English education |

- Sol.**
- i. William Jones - (b) Respect for ancient cultures
 - ii. Rabindranath Tagore - (d) Learning in a natural environment
 - iii. Thomas Macaulay - (a) Promotion of English education
 - iv. Mahatma Gandhi - (e) Critical of English education
 - v. Pathshalas - (c) Gurus

2(1). James Mill was a severe critic of the orientalist.

- 1) True
- 2) False

Sol. 1) True

2(2). The 1854 Despatch on education was in favour of English being introduced as medium of higher education in India.

- 1) True
- 2) False

Sol. 1) True

2(3). Mahatma Gandhi thought that promotion of literacy was the most important aim of education.

- 1) True
- 2) False

Sol. 2) False

2(4). Ravindranath Tagore felt that children ought to be subjected to strict discipline.

- 1) True
- 2) False

Sol. 2) False

3. Why did William Jones feel the need to study Indian history, philosophy, and law?

Sol. William Jones felt the need to study Indians history, philosophy and law, because only these texts could reveal the real ideas and laws of the Hindus and Muslims and only a new study of these texts, could form the

basis of future development in India.

4. Why did James Mill and Thomas Macaulay think that European education was essential in India?

Sol. James Mill was a severe critic of Orientalist. He thought that European education was essential in India because:

- i. The knowledge of the East was full of errors and unscientific thoughts.
- ii. The aim of education ought to be to teach what was useful and practical.

Thomas Macaulay suggested that:

- i. India was an uncivilised country that needed to be civilised.
- ii. No branch of Eastern knowledge could be compared to Western knowledge. Oriental learning was of no practical use.

5. Why did Mahatma Gandhi want to teach children handicrafts?

Sol. Mahatma Gandhi wanted to teach children handicrafts because he believed that people had to work with their hands, learn handicraft and know how different things operated. This would develop their minds and their capacity to understand.

6. Why did Mahatma Gandhi think that English education had enslaved Indians?

Sol. Mahatma Gandhi was against English Education. He 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. Indians educated in these institutions welcomed everything that came from the West and started admiring British rule. Education in English crippled Indians, distanced them from their own social surroundings and made them “Strangers in their own lands”.

Thus, he believed that English education had enslaved Indians. Gandhi wanted Indians to receive an education that aims at recovering their pride, dignity, and self-respect.

CH – 09 WOMEN, CASTE AND REFORM

Two hundred years ago the lives of women were totally different from what it is today. . There were so many restrictions imposed on women.

Widows were praised and called 'satis' meaning 'virtuous' if they chose to by burning themselves on the funeral pyres of their husbands.

People were also divided along lines of caste. Brahmins and Kshatriyas considered themselves in upper caste, after them traders and moneylenders referred to as Vaishyas and the lower caste were Shudras and included peasants, artisans, weavers and potter.

The attitude towards women & social customs started changing from the early 19th century.

Working Towards Change:

- (i) In early 19th century things changed because of the development of new forms of communication.
- (ii) Social reformers like Raja Rammohan Roy founded Brahma Samaj in Calcutta.
- (iii) Raja Ram Mohan Roy pioneered this reform movement. He opposed social practices such as discrimination on the basis of caste, untouchability, superstitions and the custom of 'sati'. He wanted to spread the knowledge of western education and bring about freedom and equality for women.

Changing the Lives of Widows:

- (i) **Raja Rammohan Roy** set up the **Brahmo Samaj** to fight social evils. He began a campaign against the practice of sati. Many British officials criticised Indian traditions and customs. They supported him and in 1829, sati was banned. He also supported women's education. In the religious field, he opposed idol worship and meaningless rituals.
- (ii) **Ishwarchandra Vidyasagar** was one of the most famous reformers who suggested widow remarriage. In 1856, British officials passed the law permitting widow remarriage.
- (iii) **Swami Dyanand Saraswati** founded the **Arya Samaj** in 1875, and also supported widow marriage.

Girls begin going to School:

(i) Many reformers felt that to improve the condition of women, education for girls was necessary.

(ii) Many reformers in Bombay and Vidyasagar in Calcutta set up schools for girls.

(iii) With the inauguration of first school in mid-19th century, many people feared that school would take the girls away from home and prevent them from doing domestic duties.

(iv) Many people believed that girls should be kept away from public spaces as they believed that they can get corrupting influence.

(v) In aristocratic Muslim families in North India, women learnt to read the Koran in Arabic. They were taught by women who came home to teach.

Women write about Women:

(i) Muslim women like **Begums of Bhopal** promoted education among women and founded a primary school for girls at Aligarh.

(ii) **Begum Rokeya Sakhawat Hossain** started schools for Muslim girls in Patna and Calcutta.

(iii) Indian women began to enter universities by 1880s. Some of them trained to be doctors and teachers.

(iv) **Tarabai Shinde** got education at home at Poona, published a book, **Stripurushtulna** (A Comparison between Women & Men), criticising the social differences between men & women.

(v) **Pandita Ramabai** was a great scholar of Sanskrit, wrote a book about the miserable lives of upper-class Hindu women. She founded a widows' home at Poona to provide shelter to widows who had been treated badly by their husbands' relatives.

(vi) Later, women were trained to support themselves economically.

(vii) Orthodox Hindu & Muslim Nationalists were worried as women started adopting western cultures and according to them that could corrupt and erode family values.

(viii) Women started working for reforms. They wrote books, magazines, founded schools & training centres, and set up womens' associations.

(ix) Women formed political pressure groups to push through laws for female suffrage (the right to vote).

(x) Jawaharlal Nehru and Subhash Chandra Bose gave their support to demands for greater equality and freedom for women.

Caste and Social Reform:

(i) Social reformers criticized caste inequalities. **Paramhans Mandali** was founded in 1840 in Bombay to work for **the abolition of caste**.

(ii) The **Prarthana Samaj** adhered to the tradition of Bhakti that believed in spiritual equality of all castes.

(iii) Christians missionaries began setting up schools for the tribal groups and 'lower'-caste children.

(iv) There were availability of jobs in cities in factories. Many poor people from the villages & small towns who belonged to low castes got the jobs as labour.

(v) The work was hard enough. But the poor had got a chance to get away from the control of upper-castes landowners who exercised daily humiliation over them.

(vi) Army was another option in jobs. A number of Mahar people, who were regarded as untouchables, found jobs in the Mahar Regiment.

Demands for Equality and Justice:

(i) By the second half of the 19th century, people from within the 'lower' castes began organizing movements against caste discrimination and demanded social equality and justice.

(ii) The **Satnami movement** in Central India was founded by Ghasidas who came from a low caste, organised a movement to improve their social status.

(iii) In eastern Bengal, Haridas Thakur's Matua sect worked among low caste; Chandala cultivators. Haridas questioned Brahmanical texts that supported the caste system.

(iv) Shri Narayan Guru, a guru from Ezhava caste given his views on caste system as "one caste. one religion, one god for humankind".

Gulamgiri:

(i) **Jyotirao Phule**, born in 1827 was known as one of the 'low-caste' leaders.

(ii) He attacked the Brahmans claim that they were superior to other, since they were Aryans.

(iii) According to Phule, the 'upper' caste had no right to their land and power, the land belonged to indigenous people who were called as low castes.

(iv) Phule proposed that Shudras and Ati Shudras should unite to challenge caste discrimination.

(v) The **Satyashodhak Samaj** was founded by Phule to propagate caste equality.

(vi) Phule wrote a book named "Gulamgiri", meaning slavery. He established a link between the conditions of the "lower" castes in India & the black slaves in America.

(vii) In 20th century, the movement for caste reform was continued by Dr. B.R. Ambedkar and E.V. Ramaswamy Naicker.

Who Could enter Temples:

(i) Ambedkar was born into a Mahar family. As a child he experienced caste prejudice; In school, he was forced to sit outside the classroom on the ground & was not allowed to drink water from taps that upper-caste children used.

(ii) In 1919, when he came back from the USA, he wrote about "upper" caste power in contemporary society.

(iii) In 1927, Ambedkar started a temple entry movement. His aim was to make everyone see the power of caste prejudices within the society.

The Non-Brahman Movement:

(i) The Non-Brahman Movement in the early 20th century was initiated by non-Brahman castes that had acquired access to education, wealth and influence. They challenged Brahmanical claims to power.

(ii) E.V. Ramaswamy Naicker, known as Periyar was from middle-class family. He founded the Self Respect Movement.

(iv) He inspired the untouchables and asked them to free themselves from all religions in order to achieve social equality.

(v) Periyar was an outspoken critic of Hindu scriptures.

(vi) The forceful speeches, writings and movements of lower caste leaders led to rethink and self-criticism among upper caste nationalist leaders

TEXTUAL QUESTION AND ANSWER

1. What social ideas did the following people support?

- i. Rammohan Roy
- ii. Dayanand Saraswati
- iii. Veerasalingam Pantulu
- iv. Jyotirao Phule
- v. Pandita Ramabai
- vi. Periyar
- vii. Mumtaz Ali
- viii. Ishwar Chandra Vidyasagar

Sol. i. **Rammohan Roy** started campaigns for the abolition of the practice of 'Sati'. It was

- largely due to his efforts that sati was abolished in India.
- ii. **Dayanand Saraswati** supported widow remarriage and education of girls.
 - iii. **Veerasingam Pantulu** favoured widow remarriage and formed an association for widow remarriage.
 - iv. **Jyotirao Phule:** struggled for lower-caste Anti-brahminical ideas in his book-Gulamgiri and propagated caste-equality.
 - v. **Pandita Ramabai** founded the home for widows in Poona.
 - vi. **Periyar** criticised the caste system the advocated equality of all people.
 - vii. **Mumtaz Ali** argued for the education of women among Muslims and supported women's education.
 - viii. **Ishwar Chandra Vidyasagar** advocated education of women and campaigned for the rights of widows to remarry.

2(1). When the British captured Bengal they framed many new laws to regulate the rules regarding marriage, adoption, inheritance of property, etc.

- 1) True
- 2) False

Sol. 1) True

2(2). Social reformers had to discard the ancient texts in order to argue for reform in social practices.

- 1) True
- 2) False

Sol. 2) False

2(3). Reformers got full support of all sections of the people of the country.

- 1) True
- 2) False

Sol. 2) False

2(4). The Child Marriage Restraint Act was passed in 1829.

- 1) True
- 2) False

Sol. 2) False

3. How did the knowledge of ancient texts help the reformers promote new laws?

Sol. The reformers who were well versed in Sanskrit, Persian and several other Indian and European languages, tried to show through their writings and tried to convince people that the practices such as widow burning, caste distinctions, child marriage etc had no sanction in ancient texts.

4. What were the different reasons people had for not sending girls to school?

Sol. The different reasons people had for not sending girls to school reasons were:

- i. They feared that schools would take girls away from home. This would prevent them from doing their household chores.
- ii. Many people felt that sending girls through public places in order to reach school would have a corrupting influence on them.
- iii. Many people felt that girls should stay away from public spaces.

5. Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?

- Sol.**
- i. The Christian missionaries were attacked by many people in the country because people suspected missionaries were involved in a forceful conversion from Hinduism to Christianity.
 - ii. Some people have supported them because Christian missionaries, during the 19th century, began setting up schools for tribal groups and 'lower-caste children'. This education made them capable to adjust with the changing world.
 - iii. Social reformers like Raja Rammohan Roy and Ishwar Chandra Vidyasagar supported the missionaries' effort to change the world.

6. In British period, what new opportunities opened up for people who came from castes that were regarded as 'low'?

Sol. Many new opportunities for the people belonging to lower castes came up during the British period which were as follows:

- i. The poor began leaving their villages to look for jobs in cities.
- ii. The expansion of cities created new demands for labour.
- iii. They worked in municipal corporations as sweepers and sewage cleaners.
- iv. They also involved in the building of roads, digging of drains, cleaning the cities.
- v. This required coolies, diggers, carriers, palanquin bearers, rickshaw pullers. The poor from the villages and small towns, many of them from low caste moved to the cities where there was a new demand for labour.
- vi. Many of them also went to find work in plantations and mines in Assam, Bihar, Trinidad, and Mauritius.

7. How did Jyotirao the reformer justify their criticism of caste inequality in society?

Sol. Jyotirao Phule, born in 1827, was the most vocal amongst the Low-caste leaders. He attacked the Brahmins claim of their superiority to others. He argued the Aryans were foreigners, who came from outside the subcontinent. They defeated and subjugated the true children of the country and looked at the defeated population as inferior. According to Phule, the upper castes had no right to their land and power. In

reality, the land belonged to the so-called low castes.

Phule opined that there existed a golden age when warrior-peasants tilled the land and ruled the Maratha countryside in just and fairways. He proposed that the Shudras and Ati Shudras should unite to challenge caste discrimination. The Satyashodhak Samaj association founded by Phule propagated caste equality.

8. Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?

- Sol.**
- i. In 1873, Phule wrote a book named Gulamgiri meaning 'slavery'. He dedicated to all those Americans of the American civil war who fought for the abolition of slavery.
 - ii. He tried to establish a link between the conditions of 'lower' castes in India and black slaves in America.

9. What did Ambedkar want to achieve through the temple entry movement?

- Sol.**
- i. Dr. B.R Ambedkar belonged to a Mahar family. As a child, he experienced what caste prejudice meant in everyday life. In 1927, he started a temple entry movement. In which his Mahar caste followers participated.
 - ii. He led three such movements for temple entry between 1927 and 1935.
 - iii. His aim was to make everyone see the power of caste prejudices within society.

10. Why were Jyotirao Phule and Ramaswami Naicker critical of the national movement? Did their criticism help the national struggle in any way?

- Sol.**
- i. Jyotirao Phule and E.V. Ramaswamy Naicker were critical of the National Movement because it was found that at a feast organised by nationalists, seating arrangements followed caste distinctions that are lower castes were made to sit at a distance from the upper castes.
 - ii. It resulted that the untouchables had to fight for their dignity and Periyar founded the Self Respect Movement

CH – 11 THE MAKING OF THE NATIONAL MOVEMENT: 1870S-1947

The Emergence of Nationalism:

- (i) India was the people of India- all the people irrespective of class, colour, caste, creed, language or gender are Indians.
- (ii) The awareness of being Indian and that its resources and systems were meant for all of them led to see the true nature and role of British in India.
- (iii) The political associations came into being in the 1870s and 1880s.
- (iv) Poona Sarvajanik Sabha and many such associations functioned in specific parts of country their goals were stated as the goals of all the people of India, not those of any one region.
- (v) They worked with the idea that the people should be sovereign – a modern consciousness and a key feature of nationalism.
- (vi) The Arms Act was passed in 1878, disallowing Indians from possessing arms.
- (vii) The Vernacular Act, 1878 which allowed the government to confiscate the assets of newspapers including their printing presses if the newspapers published anything that was found ‘objectionable’.
- (viii) In 1883 Lord Ripon’s Law Member, Sir Courtenay Ilbert introduced a bill called Ilbert Bill.
- (ix) The bill provided for the trial of British or European persons by Indians, and sought equality between British and Indian judges in the country.
- (x) The bill caused widespread agitation among the Whites who strongly opposed the bill and forced the government to withdraw it.
- (xi) The Indian National Congress which was established in 1885 by a British servant Allan Octavian Hume. It includes 72 delegates from different parts of the country. The main leaders of the organization were- DadaBhai Naoroji, W.C. Bannerji, Surendranath Bannerji, Romesh Chandra Dutt, S. Subramania Iyer, Pherozeshah Mehta and Badruddin Tyabji.

· A Nation in the Making:

(i) Indian National Congress has 2 groups, namely- Moderates and Radicals.

- Moderates were those who believed in pleading with the British government to bring about reforms.
- Radicals were those who wanted to oppose the British strongly; they were in favour of strikes & boycott.

(ii) A greater voice for Indians in the government and in administration was their demand.

(iii) It demanded the separation of judiciary from the executive, the **repeal (abolition) of Arms Act and freedom of speech and expression.**

(iv) It also demanded the separation of judiciary from the executive, the repeal of Arms Act and freedom of speech and expression.

(v) The early Congress raised a number of economic issues. It declared that British rule had led to poverty and famines, increase in land revenue had impoverished peasants and Zamindars and there was food shortage because of exports of grains to Europe.

· **Freedom is Our Birth Right:**

(i) In Bengal, Maharashtra and Punjab, leaders such as Bipin Chandra Pal, Bal Gangadhar Tilak and Lala Lajpat Rai popularly known as 'Lal, Bal, Pal', strongly criticized the policies of the colonial government.

(ii) They demanded 'Swaraj'. **Tilak declared, 'Freedom is my birth right and I shall have it'.**

(iii) In 1905, Viceroy Curzon announced the partition of the biggest province British of India, Bengal which included Bihar and parts of Odisha.

(iv) The partition of Bengal infuriated people all over India. Both, the moderates and the radicals protested the partition.

(v) Large public meetings and demonstrations were organized; People in order to show that they are united tied 'rakhi' on each other's wrist and celebrated 'raksha bandhan' and this led to the birth of **Swadeshi Movement.**

· **The Growth of Mass Nationalism:**

(i) After 1919, the struggle against Britain rule gradually became a mass movement, involving peasants, tribals, students and women in large numbers and factory workers.

(ii) The first World War broke out in 1914 and altered the economic and political situation in India

(iii) India was dragged into the war and this led to a huge rise in defence expenditure of the government of India.

(iv) Increased military expenditure and the demands for war supplies led to a sharp rise in prices which create great difficulties for the common people.

(v) The war led the British to expand their army. The government forced the villages in India to send their soldiers for an alien cause.

· **The Advent of Mahatma Gandhi:**

(i) Mahatma Gandhi was born on 2nd October 1869 at Porbandar in Gujarat.

(ii) He studied law in England and went to South Africa to practice law and stayed there for 20 years.

(iii) He emerged as a mass leader of India.

(iv) In South Africa, Gandhiji struggle for the Indians in non-violent marches against **racist (skin colour) discrimination** and had earned great respect and popularity both at national and international level.

(v) Mahatma Gandhi spent his initial years in India travelling throughout the country, understanding the people, their needs and the overall situation.

(vi) Gandhiji launched local movements in Champaran, Kheda and Ahmedabad in which he received success.

(vii) Gandhiji's method of fighting was known as "**Satyagraha**" which was based on the principles of- '**Truth**' and '**Non-Violence**'.

· **The Rowlatt Satyagraha:**

(i) In 1919, the government passes the Rowlatt Act and empowered the provincial government to search any place and arrest any person whom it suspected without a warrant.

(ii) Gandhiji launched a Satyagraha against the Rowlatt Act which curbed the fundamental rights such as the freedom of expression and strengthened police powers.

(iii) Mahatma Gandhi and Mohammad Ali Jinnah criticized the act as 'devilish' and tyrannical.

(iv) In April 1919, a nation-wide hartal was launched and government used brutal measures to suppress them. The Jallianwala Bagh massacre inflicted by General Dyer in Amritsar on Baisakhi day was a part of this repression.

The Jallianwala Bagh Massacre

i) On April 13th 1919, on the day of Baisakhi, people gathered at Jallianwala Bagh for celebration and for public meeting.

ii) General Dyer, a British officer entered Jallianwala Bagh locked all the entries and ordered his troops to start firing at the crowd.

- iii) Thousands of people were killed.
- iv) The country was shocked by this incident.
- v) All national leaders protested strongly against this cruel act.

· **Khilafat Agitation and the Non-Cooperation Movement:**

- (i) In 1920, the British imposed a harsh treaty on the Turkish Sultan or Khalifa and he was deprived of his political powers and authority.
- (ii) The Khilafat Movement was launched by Mohammad Ali and Shaukat Ali who wished to initiate a full-fledged Non-Cooperation Movement against the British under the leadership of Gandhiji and demanded Swaraj.
- (iii) In 1921-22, the Non-Cooperation Movement gained momentum. Thousands of students left government controlled schools and colleges. Many lawyers such as Moti Lal Nehru, C.R. Das, C. Rajagopalachari and Asaf Ali gave up their practices.
- (iv) British titles were surrendered and legislatures boycotted. People lit public bonfires of foreign cloth.

· **People's Initiatives:**

- (i) In Kheda, Gujarat, Patidar peasants organized non-violent campaigns against the high revenue demand of the British.
- (ii) In coastal Andhra and interior Tamil Nadu, liquor shops were picketed.
- (iii) In Bengal, the Khilafat-Non-Cooperation alliance gave enormous communal unity and strength to the national movement.
- (iv) In Punjab, the Akali agitation of the Sikhs sought to remove corrupt **mahants**-supported by the British from their gurudwaras.

· **The People's Mahatma:**

- (i) People thought of Gandhiji as a kind of messiah, as someone who could help them to overcome their misery and poverty.
- (ii) Gandhiji wished to build class unity, not class conflict, still peasants could imagine that he could help them in their fight against zamindars and agricultural labourers believed he would provide them land.

· **The Happenings of 1922-29:**

- (i) In February 1922 a crowd of peasants set fire to a police station in Chauri Chaura, Gandhiji was against violence and thus called off the Non-Cooperation Movement immediately.

(ii) Chitranjan Dass and Motilal Nehru argued that the party should fight elections to the councils and enter them in order to influence government policies.

(iii) Civil disobedience Movement was launched in 1930 under the leadership of Gandhiji.

(iv) The formation of the Rashtriya Swayamsevak Sangh (RSS) and the Communist Party of India were the two important development of the mid-1920s.

(v) The Congress resolved to fight for 'Purna Swaraj' (Complete Independence) in 1929 under the presidentship of Jawaharlal Nehru and 26 January 1930 was consequently observed as 'Independence Day' all over the country.

The March to Dandi:

(i) In 1930, Gandhiji started the march to break the Salt Law. According to this law, the state had a monopoly on the manufacture and sale of salt.

(ii) Gandhiji and his followers marched from Sabarmati Ashram (in Ahmedabad) to the coastal town of Dandi (in Surat) where they broke the Salt law by gathering natural salt found on the sea-shore and boiling sea water to produce salt.

(iii) The combined struggles of the Indian people bore fruit when the Government of India Act of 1935 prescribed provincial autonomy and the government announced election to the provincial legislature in 1937.

(iv) The Second World War broke out in September 1939. The Congress leaders were ready to support the British war effort. But in return they wanted that India be granted Independence after the war. The British refused to concede the demand and the Congress ministers resigned in protest.

· Quit India Movement and Later:

(i) Mahatma Gandhi decided to initiate a new phase of movement against the British in the middle of the Second World War which was Quit India Movement.

(ii) The first response of the British was severe repression and the end of 1943 over 90,000 people were arrested, and around 1,000 killed in police firing.

· Towards Independence and Partition:

(i) In 1940, the Muslim League had moved a resolution demanding 'Independent States' for Muslims in the north-western and eastern areas of the country.

(ii) 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.

(iii) 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.

(iv) In 1945, after the end of the war, the British opened negotiations between the Congress, the League and themselves for the Independence of India. The talks failed because the league accelerated the demand for Pakistan.

(v) In March 1946, the British cabinet sent a three-member mission to Delhi to examine this demand. 16 August 1946 was declared as the 'Direct Action Day' by the league.

(vi) On 3 June 1947, the Partition Plan was announced and Pakistan came into existence. The joy of our country's Independence from British rule came mixed with the pain and violence of Partition.

TEXTUAL QUESTION AND ANSWER

1. Why were people dissatisfied with British rule in the 1870s and 1880?

Sol. The people were dissatisfied with British rule in the 1870s and 1880s due to following reasons:

- i. The Arms Act was passed in 1878 which disallowed Indians from possessing arms.
- ii. The Vernacular Press Act was also passed in 1878. The act empowered the government to confiscate the assets of the newspaper including their printing presses if the newspaper published anything objectionable.
- iii. The government tried to introduce Ilbert Bill in 1883. This made provisions for a trial of British or European persons by Indians. Thus, the sought equality between British and Indian judges in the country.

2. Who did the Indian National Congress wish to speak for?

Sol. The Indian National Congress wished to speak for the people of India belonging to different communities.

3. What economic impact did the first World War have on India?

Sol. In India, the First World War hugely impacted the economic situation in the following ways:

- i. As a result of the war, the defence expenditures of the Government of India rose. The government increased taxes on individual incomes and business profits to meet the war expenses.
- ii. Many goods and articles began to supply to the war zones which led to an acute rise in prices of the commodities. This created many difficulties for the common people.
- iii. Indians were dragged into the war and resources were badly exploited by the British.
- iv. Business groups reaped fabulous profits from the war as war created demand for industrial goods like jute, bags, cloth, rails, etc. and caused a decline of imports from other countries into India.

4. What did the Muslim League resolution of 1940 ask for?

Sol. The Muslim League resolution of 1940 asked for a separate homeland for the Muslims in the north-western and eastern areas of India. The resolution did not mention partition or Pakistan.

5. Who were the Moderates? How did they propose the struggle against British rule?

- Sol.**
- i. In the first twenty years of its existence, the Congress was “moderate” in its objectives and methods. The Congress leaders of this period were called the Moderates.
 - ii. They proposed to struggle against British rule in non-violent manner which the radicals called “politics of petitions”. They wanted to develop public awareness about the unjust nature of British rule.
 - iii. They believed in goodness and justice of the British and believed in making appeals to the British through speeches and articles.
 - iv. The moderate leaders wanted to develop public awareness about the unjust nature of British rule.
 - v. They published the newspaper, wrote articles and exposed the true nature of the British to the Indians.
 - vi. They criticised British rule in their speeches and sent representatives to different parts of the country to mobilise public opinion.
 - vii. They believed that their moderate demands would be accepted by the colonial rule.

6. How was the politics of the radicals within the Congress different from that of the moderates?

Sol. The radicals within Congress were much different from the moderates. They criticised the Moderates for their ‘politics of prayers’ and emphasised the importance of self-reliance and constructive work. They argued that people must rely on their own strength, not on the “good” intentions of the government (as was the stated policy of the Moderates). They believed that people must fight for Swaraj. They wanted to explore radical methods to ensure freedom.

7. Discuss the various forms that the Non-Cooperation Movement took in different parts of India. How did people understand Gandhi ji?

Sol. During 1921 and 1922, the Non-Cooperation Movement gained momentum:

- i. In Kheda, Gujarat, Patidar peasants organised non-violent campaigns against the high land revenue demand of the British.
- ii. In coastal Andhra and interior Tamil Nadu, liquor shops were picketed.
- iii. In the Guntur district of Andhra Pradesh, tribals and poor peasants staged a number of ‘forest satyagrahas’ to abolish the forest regulations imposed by the British.
- iv. In Sindh, the people supported the demands of the Khilafat Movement.
- v. In Bengal, the people showed enormous communal unity during the Khilafat and Non-Corporation Movement.
- vi. In Assam, the labourers of the plantations demanded an increase in their wages.

People thought Gandhiji as a messiah, someone who could help them overcome their misery and poverty.

Peasants believed that he would help them in their fight against zamindars, while agricultural labourers felt that he would provide them with the land.

8. Why did Mahatma Gandhi decide to break the Salt Law?

Sol. Mahatma Gandhi decided to break the Salt Law because it established the monopoly of the state on the manufacture and sale of salt. It is also an essential item of our food.

9. Discuss those developments of 1937-47 period that led to the creation of Pakistan.

Sol. The development of the 1937-47 period that led to the creation of Pakistan are the following:

- i. In 1937, the government announced elections to the provincial legislature. The Congress was victorious in 7 out of 11 provinces and formed governments in the 7 provisions. This result convinced the Muslim League that Muslims were a minority.
- ii. In 1940, the Muslim League passed a resolution demanding 'Independent States' for Muslims in the North-Western areas of the country.
- iii. In 1946, elections to the provision were held. The Congress did well in the 'general constituencies' at the same time the Muslim League succeeded very well in areas where seats were reserved for Muslims.

10. Find out how the national movement was organized in your city, district, area or state. Who participated in it and who led it? What did the movement in your area achieve?

Sol. The Champaran Satyagraha of 1917 was the first Satyagraha movement led by Gandhi in India and is considered a historically important revolt in the Indian Independence Movement. It was a farmer's uprising that took place in Champaran district of Bihar, India, during the British colonial period. This marked Gandhiji's entry into India's struggle for freedom. Local leader. An ashram was established by Gandhi established an ashram in Champaran. A detailed survey and study of the villages were organised where Gandhiji's handpicked group of eminent lawyers like Babu Braj Kishore Prasad, Dr Anugrah Narayan Sinha and Dr. Rajendra Prasad accounted the general state of degenerate living, atrocities and terrible episodes of sufferings of the indigo farmers. Ultimately, the system was abolished. Gandhi became the mass leader only after the Champaran Satyagraha.

11. Find out more about the life and work of any two participants or leaders of the national movement and write a short essay about them. You may choose a person not mentioned in this chapter.

- Sol.**
- i. **Dr. Rajendra Prasad:** He started his political career as a social worker. He came under the influence of Mahatma Gandhi since the Champaran Satyagraha of 1918. The Jallianwala Bagh atrocities deeply perturbed him. He was sent to jail many times. He was the most uncontroversial figure in Indian politics. Under his presidency, the country made all-round progress.
 - ii. **Sarojini Naidu:** Also called the Nightingale of India was a distinguished poet, renowned freedom fighter and one of the great orators of her time. She presided over the annual session of Indian National Congress at Kanpur (1925). She was President of National Women's Conference for many years. She was the first woman to be appointed

in 1947 as the Governor of the United Province (Uttar Pradesh).

CIVICS

CH – 05 JUDICIARY

- The Constitution of India secures justice to all its citizens apart from securing liberty, equality, and promoting fraternity. Indian democracy the Supreme Court plays important role of safeguarding the fundamental rights of citizens which includes providing fair justice also.
- Justice which is the soul of a democratic society must be administered without fear or favor. Integrity, Impartiality and Intelligence are some of the important characteristics of the independent judiciary in a democratic setup.
- Therefore, the judiciary plays a crucial role in the functioning of India's democracy.

What is the Role of the Judiciary:

(i) Dispute Resolution- The judicial system provides a mechanism of courts for resolving disputes between citizens, citizens and the government, two state governments and the central and state governments.

(ii) Judicial Review- The judiciary has the power to strike down particular laws passed by the Parliament if it believes that these are a violation of the basic structure of the Constitution

(iii) Upholding the law & enforcing Fundamental Rights - Every citizen of India can approach the Supreme Court or the High Court if his/her Fundamental Rights have been violated.

What is an Independent Judiciary:

(i) Judiciary is the guardian of the constitution and defender of fundamental rights of the people. For performance of this role it is essential that the judiciary must be independent.

(ii) India has an independent judiciary that allows the courts to play a central role in ensuring that there is no misuse of power by the legislature and the executive.

(iii) It plays a crucial role in protecting the Fundamental Rights of citizens because anyone can approach the courts if they believe that their rights have been violated.

What is the Structure of Courts in India:

(i) There are three different levels of courts in our country. Several courts are at the lower level while only one at the apex level.

- **District level or subordinate court:** Most people interact at this level. Each district is presided by District Judge
- **State level court:** High Court is the highest court of the state.
- **Supreme Court:** The Supreme Court of India is the highest judicial authority. It is located in New Delhi and is presided over the Chief Justice of India. The decisions made by the Supreme Court are binding on all other courts in India.

(ii) In India, we have an integrated judicial system, meaning that the decision made by higher courts are binding on the lower Courts as all these different levels of courts are connected to each other.

(iii) **Appellate System:** This means that a person can appeal to a higher court if they believe that the judgement passed by the lower court is not just. This system exists in India. It is the another way that defines the integration of all the levels of courts.

What are the Different branches of the Legal System:

| CIVIL LAW | CRIMINAL CASES |
|---|---|
| It deals with behavior that constitutes an injury to an individual or other private party, such as a corporation. | It deals with behavior that is or can be explained as an offense against the public, society, or the state—even if the immediate victim is an individual. |
| Examples : negligence resulting in injury or death, and property damage. | Examples: murder, assault, theft, and drunken driving |

Does Everyone Have Access to the Courts:

(i) In principle, all citizens of India can access the courts in this country. This implies that every citizen has a right to justice through the courts.

(ii) Legal procedures involve a lot of money and paper work which take up a lot of time. Poor people often avoid to go the court to get justice.

(iii) The Supreme Court devised a mechanism of **Public Interest Litigation or (PIL)** to increase access to justice in 1980's. It allowed any individual or organization to file a PIL in the High Court or the Supreme Court on behalf of those whose right were being violated.

(iv) The legal process was simplified and even a letter or telegram addressed to the Supreme Court or the High Court could be treated as a PIL.

(v) The court exercise a crucial role in interpreting the Fundamental Rights of Citizens.

(vi) The judiciary serves as a check on the powers of the executive and the legislature and protecting the Fundamental Rights of the citizens.

TEXTUAL QUESTION AND ANSWER

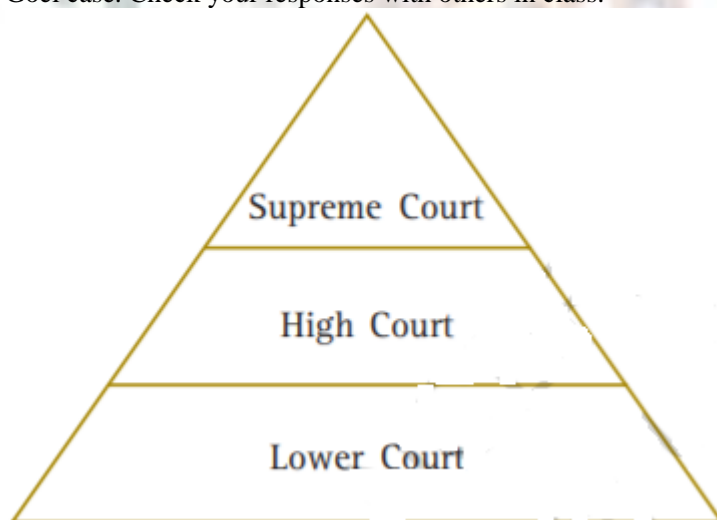
1. You read that one of the main functions of the judiciary is upholding the law and enforcing Fundamental Rights. Why do you think an independent judiciary is necessary to carry out this important function?

Sol. An independent judiciary will be able to protect our Fundamental Rights. Every citizen of India can approach the Supreme Court or High Court if his/her rights/laws are being violated. The judiciary is above all the prejudices.

2. Re-read the list of Fundamental Rights provided in Chapter 1. How do you think the Right to Constitutional Remedies connects to the idea of judicial review?

Sol. The Rights to Constitutional Remedies allows citizens to approach the court if they believe that any of their Fundamental Rights have been violated by the State. The judiciary has the power to strike down particular laws passed by the Parliament if it finds that they violate the basic structure of the constitution. Hence the independence of the judiciary is necessary to uphold the rights of the citizens.

3. In the following illustration, fill in each tier with the judgments given by the various courts in the Sudha Goel case. Check your responses with others in class.



Sol.

- i. **Lower court:** The Lower Court convicted Sudha's husband, his mother, and his brother-in-law and sentenced all three of them to death.
- ii. **High Court:** The High Court passed the judgment stating that Sudha's husband and the others were innocent and set them free.
- iii. **Supreme Court:** The Supreme Court found Laxman and his mother guilty but

acquitted the brother-in-law Subash because they did not have enough evidence against him. The Supreme Court decided to send the accused to prison for life.

4. Keeping the Sudha Goel case in mind, tick the sentences that are true and correct the ones that are false.
- The accused took the case to the High Court because they were unhappy with the decision of the Trial Court.
 - They went to the High Court after the Supreme Court had given its decision.
 - If they do not like the Supreme Court verdict, the accused can go back again to the Trial Court.

- Sol.**
- True
 - False: They went to the Supreme court after the High court had given its decision.
 - False: The verdict of the Supreme Court is final.

5. Why do you think the introduction of Public Interest Litigation (PIL) in the 1980's is a significant step in ensuring access to justice for all?

Sol. PIL has been devised to facilitate justice for all. It allows any individual or organisation to file a PIL in the High Court or in the Supreme Court on behalf of those whose rights were being violated. Its legal process is greatly simplified. By letter or telegram addressed to the Supreme Court or the High Court can be treated as a PIL.

6. Re-read excerpts from the judgment on the Olga Tellis vs Bombay Municipal Corporation case. Now write in your own words what the judges meant when they said that the Right to Livelihood was part of the Right to Life.

Sol. Case Background: Olga Tellis vs Bombay Municipal Corporation case portrays the plight of lakhs of persons who live on pavements and in slums in the city of Bombay. They constitute nearly half the population of the city. These men and women came to Court to ask for a judgment that they cannot be evicted from their shelters without being offered alternative accommodation.

Decision and Verdict bu Court: The judges relied on their rights on Article 21 of the Constitution which guarantees that no person shall be deprived of his life except according to the procedure established by law. They do not contend that they have a right to live on the pavements. Their contention is that they have a right to live, a right that cannot be exercised without the means of livelihood. They have no option but to flock to big cities like Bombay, which provide the means of bare subsistence.

They only choose a pavement or a slum that is nearest to their place of work. Their plea is that the right to life is misleading without a right to the protection of the means by which alone life can be lived. The Right of Life conferred by Article 21 is wide and far-reaching. Life means something more than mere animal existence. This is how the judges connected the Right to Livelihood to the Right to Life.

7. Write a story around the theme, 'Justice delayed is justice denied'

Sol. Jessica Lal (1965-1999), a model in New Delhi, was working as a celebrity barmaid at a crowded socialite party when she was shot dead in full view of several people at about 2 am on 30th April 1999. On the basis of their statements that police built the case against the culprit. However, he fled the crime scene and remained

on the run for days. However, as time went by, witnesses to the murder suddenly became unable to identify him as the killer, and he was thus released on bail. On 21st February 2006, the culprit and others were acquitted.

The Delhi High Court conducted proceedings on a fast track with daily hearings conducted over 25 days. The trial court judgment was overturned. He was sentenced to life imprisonment on 20th December 2006. On 19th April 2010, the Supreme Court of India approved the sentence.

8. Make sentences with each of the glossary words given on the next page.

- Sol.
1. **Acquit:** The High Court acquitted Mrs Sharma but convicted her husband.
 2. **To Appeal:** The defendant decided to appeal to the High Court after his lawyer said the court's decision was not correct.
 3. **Compensation:** The airlines awarded the victim fifty thousand rupees in compensation for the trouble caused due to flight delay.
 4. **Eviction:** The couple faced eviction if they failed to pay the rent soon.
 5. **Violation:** Pankaj was charged a heavy amount for the violation of traffic rules.

9. The following is a poster made by the Right to Food campaign.

Read this poster and list the duties of the government to uphold the Right to Food. How does the phrase “Hungry stomachs, overflowing godowns! We will not accept it!!” used in the poster relate to the photo essay on the Right to Food on page 61?



Sol. The phrase "hungry stomachs, overflowing godowns! We will not accept it!" relates to the photo essay on page 61 because it highlights the situation of drought that took place in Rajasthan and Orissa in 2001. We can see that due to drought in Rajasthan and Orissa, millions faced an acute shortage of food. Meanwhile, the government godowns were full of grain. These grains were just going to waste and were being eaten by rats. The situation was not acceptable to people and thus People's Union of Civil Liberties (PUCL) filed a PIL in the Supreme Court against the guilty state governments. It stated that the Fundamental Right to Life guaranteed in Article 21 of the Constitution include the Right to food. The states' excuse that they did not have adequate funds was shown to be wrong because the godowns were overflowing with grains. They were then directed to provide more employment, the food at cheaper rates and mid-day meals for children. In this situation, the filed PIL helped bring relief to many.

CH – 06 UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM

Criminal justice is the system of practices and institutions of governments directed at upholding social control, deterring and mitigating crime, or sanctioning those who violate laws with criminal penalties and rehabilitation efforts.

There are four people who play a key role in our criminal justice system. They are- **Police, Public Prosecutor, the defence lawyer and the Judge.**

According to the Constitution, every individual charged of a crime has to be given a fair trial.

What is the Role of Police in Investigating a Crime:

- (i) To investigate any complaint about the commission of a crime.
- (ii) An investigation includes recording statements of witnesses and collecting different kinds of evidence.
- (iii) If the police think that the evidence points to the guilt of the accused person, then they file a charge-sheet in the court. But whether a person is guilty or innocent, is decided by the judge and not the police.
- (iv) As everyone is subjected to law of land, including police. Therefore, police investigations always have to be conducted in accordance with law and with full respect for human rights.
- (v) Article 22 of the Constitution and criminal law guarantee to every arrested person the following Fundamental Rights.:
 - The Right to be informed at the time of arrest of the offence for which the person is being arrested.
 - The Right not to be ill treated or tortured during arrest or in custody.
 - Confessions made in police custody cannot be used as evidence against the accused.
 - A boy under 15 years of age and women cannot be called to the police station only for questioning.

First Information Report (FIR) :

- (i) Police can begin investigation into a crime only with the registration of an FIR.
- (ii) The law states that it is compulsory for an officer in charge of a police station to register an FIR when person gives information about a cognizable offence.
- (iii) FIR usually consists of the date, time, place of the offence, details of the offence which includes the description of the event. It also states the name & address of the complainant.
- (iv) Complainant have got the legal right to keep a free copy of the FIR from the police

Public Prosecutor:

Meaning of public prosecutor: A law officer who conducts criminal proceedings on behalf of the state or in the public interest.

Meaning of prosecution : Carrying of legal proceedings against a person.

What is the role of public prosecutor :

- (i) In court, Public Prosecutor represents the interests of the State.
- (ii) The role of the Public Prosecutor begins once the police has conducted the investigation and filed the chargesheet in the court.
- (iii) He must conduct the prosecution on behalf of the State.
- (iv) He is expected to act impartially and present the full and material facts, witnesses and evidence before the court..

What is the Role of the Judge:

- (i) The judge hears all the witnesses and any other evidence presented by the prosecution and the defence.
- (ii) The judge decides whether the accused person is guilty or innocent on the basis of the evidence presented and in accordance with the law.
- (iii) If the accused is convicted, the judge pronounces the sentence which can be sending the person to jail or imposing a heavy fine or both, depending on what the law prescribes.

What is a Fair Trial:

- (i) According to the Article 21 of the Constitution that guarantees the right to life which states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure.
- (ii) A fair trial ensures that Article 21 of the Constitution is upheld.

(iii) Every citizen, irrespective of his class, caste, gender, religious and ideological backgrounds should get a fair trial when accused. That means a judge cannot jump to the conclusion, instead he have to remain impartial and then decide on the basis of the evidences.

(iv) The rule of law says that everyone is equal before the law would not make much sense if every citizen were not guaranteed a fair trial by the constitution.

TEXTUAL QUESTION AND ANSWER

1. In a town called Peace Land, the supporters of the Fiesta football team learn that the supporters of the Jubilee football team in the nearby city about 40 km away have damaged the ground on which the Final between both teams is to be held the following day. A crowd of Fiesta fans armed with deadly weapons attacks the homes of the supporters of the Jubilee football team in the town. In the attack, 10 men are killed, 5 women are gravely hurt, many homes are destroyed and over 50 people injured.

Imagine that you and your classmates are now part of the criminal justice system. First divide the class into the following four groups of persons:

- i. Police
- ii. Public Prosecutor
- iii. Defence lawyer
- iv. Judge

The column on the right provides a list of functions. Match these with the roles that are listed on the left. Have each group pick the functions that it needs to perform to bring justice to those who were affected by the violence of the Fiesta fans. In what order, will these functions be performed?

| Roles | Functions | |
|-------------------|--|---|
| Police | hear the witnesses | |
| | record the statements of witnesses | |
| | cross examine the witnesses | |
| | take photographs of burnt homes | |
| | record the evidence | |
| | arrest the Fiesta fans | |
| | Public prosecutor | writes the judgment |
| | Defence Lawyer | argue the case for the victims |
| | Judge | decide for how many years the accused will be put in jail |
| | | examine the witnesses in court |
| pass the judgment | | |
| | get the assaulted women medically examined | |

| | |
|--|--------------------------|
| | conduct a fair trial |
| | Meet the accused persons |

Now take the same situation but ask one student who is a supporter of the Fiesta Club to perform all the functions listed above. Do you think the victims would get justice if only one person performed all of the functions of the criminal justice system? Why not? State two reasons why you believe that different persons need to play different roles as part of the criminal justice system.

| Sol. | Roles | Functions |
|------|-------------------|--|
| | Police | Record the statements of witnesses, Take photographs of burnt homes, Record the evidence, Get the assaulted women medically examined, Meet the accused persons, Arrest the Fiesta fans |
| | Public Prosecutor | Cross examine the witnesses, Argue the case for the victims, Examine the witnesses in court |
| | Defence Lawyer | Cross examine the witnesses, Examine the witnesses in court |
| | Judge | Write the judgment, Decide for how many years the accused will be put in jail, Pass the judgment, Conduct a fair trial |

- The victims would not get justice if only one person performed all of the functions of the criminal justice system because the separation of powers is necessary within a judicial system too since absolute power can never be fair.
- Different persons need to play different roles as part of the criminal justice system because one, all aspects of an investigation and trial cannot be conducted by one person alone as they entail diverse kinds of work including, arrests, recording of witness statements, defence of accused and victims' parties, passing of a fair trial and a judicially correct judgment. Two, if all these powers are vested in one person alone, they might be misused and will thereby violate the rule of law based on equal and just decisions.

CH - 09 PUBLIC FACILITIES

Public facilities are the facilities provided to the people by the government. They are important to sustain and lead a comfortable life.

Water and the People of Chennai:

- Mr Ramgopal lives in Anna Nagar, Chennai. This area looks lush and green with lawns maintained by a generous spraying of water.
- Likewise, in an apartment where Mr Subramaniam lives water supply is inadequate. They have to spend Rs 500-600 per month to buy water.
- Siva lives in Madipakkam, Chennai. She gets water once in 4 days. For drinking, she buys bottled water.

- Water as a public utility is available in different quantity to different people.
- Safe drinking water comes under the fundamental right of an individual and it is the responsibility of government to avail it to its citizens.

Water as Part of the Fundamental Rights to Life:

- Water is essential for life and for good health.
- India has one of the largest number of causes of water related diseases such as diarrhoea, dysentery, cholera. More than 1600 Indians, mostly children below the age of five die everyday because of water-related diseases.
- The Constitution of India recognizes the right to water as being a part of the Right to Life under Article 21. That means there should be "universal access" to water.
- The High Courts and Supreme Court have held that the right to safe drinking water is a Fundamental Right.
- Verdicts given by courts make it as the responsibility of government to ensure the supply of fresh drinking water.

Public Facilities:

- Things like electricity, public transport, schools and colleges, etc. which are necessary for survival are known as public facilities.
- Public facilities are provided so that its benefits can be shared by many people.
- This is the responsibility of government to make public facilities available to every individual and no one should be discriminated just on the basis of social or economic division.

The Government's Role:

- One of the most important functions of the government is to ensure that these public facilities are made available to everyone:
 - Making provision for education & setting up of schools & colleges.
 - Improving health & sanitation facilities.
 - Ensuring equal distribution of food throughout the country.
 - Improving the means of transport
 - Maintenance of public utility works like post offices, railways and roads
- Private companies operate for profit in the market. Public facilities are related to people's basic needs.

- The main source of revenue for the government is the taxes collected from the people and the government is empowered to collect these taxes and use them for such programmes.
- For instance, to supply water, the government has to incur costs in pumping water, carrying it over long distances, laying down pipes for its distribution, treating the water for impurities and finally collecting and treating waste water.
- It meets these expenses partly from the various taxes that it collects and partly by charging a price for water. This price is set so that most people can afford a certain minimum amount of water for daily use.
- One of the most important task of government is to ensure the availability of resources to everyone.
- By making the administration strict and effectively implementing the schemes government can help underprivileged.
- The government by utilising the revenue collected in better social schemes and using the resources in better manner can ensure the well being to maximum of the population.

Water supply to Chennai: is it Available to All:

- Water supply in Chennai is marked by shortage. Municipal supply meets only about half the needs of the people of the city, on an average.
- The burden of shortfalls in water supply falls mostly on the poor.
- In search of Alternatives, the scenario of shortage and acute crisis during the summer months is common to other cities of India.
- A shortage of municipal water is often taken as a sign of failure of the government.
- Throughout the world, water supply is the responsibility of the government. There are very few instances of private water supply.
- In this era of industrialisation water pollution has become a major problem.
- To avail the clean drinking water to a large population can be done through the technology advancement which needs investment by the government.

Conclusion:

- Public facilities are related to our basic needs and the Indian Constitution has recognised the right to water, health, education, etc. as being a part of the Right to Life.
- The major role of the government is to ensure adequate public facilities for everyone.

- Public facilities provided to everyone give rise to better living indices and help any country to get recognised at international level in terms of development.
- The success of any government is also acknowledged through the facilities and basic needs provided to all the individuals.
- These facilities finally become the building blocks of the development of a nation.

TEXTUAL QUESTION AND ANSWER

1. Why do you think there are so few cases of private water supply in the world?

Sol. Private companies work for a profit. Providing facilities like water supply is not a profitable business. Moreover, the capital needed to provide water supply to the entire population is very high few private companies will be able to bear. When 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 people.

2. Do you think the water in Chennai is available and affordable by all? Discuss.

Sol. No, water in Chennai is not available and affordable by all. Municipal supply meets only about half the needs of the people of the city on an average. Poor people suffer the most at the time of shortage of water supply.

3. How is the sale of water by farmers to water dealers in Chennai affecting the local people? Do you think local people can object to such exploitation of groundwater? Can the government do anything in this regard?

Sol. The sale of water by farmers to water dealers in Chennai has badly affected local people. They have to face an acute water crisis in their life. Groundwater levels have dropped drastically in all these towns and villages. Yes, the people can object to such exploitation by raising their voices through protests and media reports. Also, they can file public interest litigation in the courts. They can form associations and approach the farmers directly also. The government can ban private companies from entering towns and villages and can punish those farmers who indulge in this activity for more profit.

4. Why are most of the private hospitals and private schools located in major cities and not in towns or rural areas?

Sol. People living in major cities can afford to send their children in private schools or get treatment in private hospitals. In cities, the people lead a busy life where they prefer to get their work done fast by taking appointments in spite of standing in long queues in government schools or hospitals. Various facilities like transportation, electricity, water supply are easily available in major cities in comparison to towns or rural areas.

5. Do you think the distribution of public facilities in our country is adequate and fair? Give an example of your own to explain.

Sol. No, the distribution of public facilities in our country is neither adequate nor fair. For example, of water supply. It is not supplied to the public insufficient measure. People who are rich can afford as much water they want to consume but the poor people do not even get regular municipal water supply for at least once a day.

6. Take some of the public facilities in your area, such as water, electricity, etc. Is there scope to improve these? What is your opinion should be done? Complete the table.

| | Is it available? | How can it be improved? |
|------------------|------------------|-------------------------|
| Water | | |
| Electricity | | |
| Roads | | |
| Public Transport | | |

Sol.

| | Is it available? | How can it be improved? |
|------------------|------------------|--|
| Water | Yes | The hours of water supply should be extended |
| Electricity | Yes | Misuse of power should be checked. Street lights should not be kept on during day time. |
| Roads | Yes | Good material should be used in road construction. Whenever any portion of the road is in bad condition, it should be repaired immediately. |
| Public Transport | Yes | Number of buses should be increased. |

7. Are the public facilities such as water, electricity, etc shared equally by all the people in your area? Elaborate.

Sol. No, the public facilities mentioned are not shared equally by all the people in our area. Nearly 25 percent people are living below the poverty line. They cannot think about pure drinking water for all members of their families. Nearly 20 percent people are very rich. They purchase mineral water. In their homes, they are having a water-tap connection also. Nearly 40 percent are from the middle-class. They depend on the water supply of municipal Committee as well as they call private water suppliers according to their needs. Nearly 25 percent people are from the lower classes. They get water from bore well as well as the community's tap.

8. Data on some of the public facilities are collected as part of the Census. Discuss with your teacher when and how the Census is conducted.

Sol. Census is conducted by the government. The whole operation takes place in two stages. The first stage involved 'House Listing'. The second stage involved the enumeration of data. Thousands of paid volunteers are employed on contract basis for this task. The volunteers go from door to door to collect data. The data is finally tabulated and calculated to give the final report.

9. Private educational institutions - schools, colleges, universities, technical and vocational training institutes are coming up in our country in a big way. On the other hand, educational institutes run by the government are becoming relatively less important. What do you think would be the impact of this? Discuss.

Sol. Private educational institutions- schools, colleges, universities, technical and vocational training institutes are coming up in our country in a big way. On the other hand, educational institutes run by the government are becoming relatively less important. This will have a multifarious impact on India, in the long run. Government institutions will gradually lose importance and the poor people will not be able to get higher education since they cannot afford high fee in private institutions. It will be unjust for the economically poor and weaker section of our society. The government should take steps to bring government schools at par with private schools.

CHAPTER - 10 LAW AND SOCIAL JUSTICE

- To protect people from exploitation the government makes certain laws. These laws try to ensure that the unfair practices are kept at a minimum in the markets.
- To ensure that workers are not underpaid but are paid fairly, minimum wages has been set by governments.
- There are laws that protect the interests of producers and consumers in the market.
- The government has to ensure that these laws are implemented which means that the law must be enforced.
- Enforcement becomes even more important when the laws, the government can control the activities of individuals or private companies so as to ensure social justice.
- Fundamental Rights guaranteed by the Indian Constitution like 'Right against Exploitation' say that no one can be forced to work for low wages or under bondage.
- The Constitution lays down no child below the age of 14 years shall be employed to work in any factory or mines or engaged in any other hazardous employment.
- The Constitution has also make provisions against any sort of exploitation of human being irrespective of gender and sex.
- By making constitutional rights governments always try to ensure social justice to every section of society.
- The Social and Just society makes the basis of Gandhian socialism and avail the resources to everyone and stop the discrimination.

Bhopal Gas Tragedy:

- The world's worst industrial tragedy took place in Bhopal 24 years ago.
- Union Carbide (UC) an American company had a factory in the city in which it produced pesticides. MIC, a highly poisonous gas, started leaking on 2 December 1984, at midnight from the factory.

- Within three days more than 8,000 people were dead, Hundreds of thousands were maimed.
- US stopped its operations but left behind tons of toxic chemicals.
- 24 years later, people are still fighting for justice, for safe drinking water, for healthcare facilities and jobs for the people poisoned by UC. After effects still haunts the generations of victims.
- Governments come and go but people are waiting for justice. To stop any such sort of incidents in future the developers and business class should make liable by making strict laws. So that such incidents could not take place in future.

What is a Worker's worth:

- Foreign companies come to India for cheaper labor.
- Wages in USA are higher than that compared to workers in poorer countries like in India.
- For lower pay, companies can get longer hours of work.
- Cost cutting can be done by other more dangerous means, e.g., lower working conditions including lower safety measures are used as ways of cutting costs.
- Since there is as much unemployment, there are many workers who are willing to work in unsafe conditions in return for a wage.
- In the grave situation of unemployment where people are ready to work in corrosive situation as well, it become the duty of government to ensure the safety of its citizens.
- Proper safety laws should be present to protect the people from damages and incidents.

Enforcement of Safety Laws:

- As the lawmaker and enforcer, the government is supposed to ensure that safety laws are implemented.
- It is the duty of the government to ensure that the Right to Life guaranteed under Article 21 of the Constitution is not violated.
- Instead of protecting the interests of the people, their safety was being disregarded both by the government and by private companies.
- With more industries being set up both by local and foreign business in India, there is a great need for stronger laws protecting workers rights and better enforcement of these laws.

- Before approval of any industry laws and codes must be satisfied with and after assessment permission should be given.

New Laws to Protect the Environment:

- In 1984, there were very few laws protecting environment (Environment protection act 1986)in India and there was hardly any enforcement of these laws.
- Environment was treated as a 'free' entity and industry could pollute the air and water without any restricted.
- Whether it was our rivers, air or groundwater the environment was being polluted and the health of people disregarded.
- The polluter was to be held accountable for the damage done to environment.
- The Government is responsible for setting up laws and procedures that can check pollution, clean rivers and introduce heavy fines for those who pollute.
- Supreme Court in many of judgments has also said about the right to healthy life and safe drinking water as essential part of article 21 that is right to life.
- Recently by invoking swatch Bharat Abhiyan, Namami Gangay and Rally for rivers government has shown its commitment towards environment protection.
- By imposing high carbon tax and high taxes of petroleum government is deterring individual from misusing these resources.
- At international level as well India is showing its commitment towards environment issue.

Environment as a Public Facility:

- Environment issue in India has highlighted the fact that the growing concern for the environment among the middle classes is often at the expense of the poor.
- The challenge is to look for solutions where everyone can benefit from a clean environment.
- The government has to encourage and support factories to gradually move to cleaner technologies.
- This will ensure that the workers livelihoods are protected and both workers and communities living around the factories enjoy a safe environment.
- By heavy dependency of rich on air condition and vehicles the problem of pollution is getting enhanced and burnt has to be faced by poor.

Conclusion:

- Laws are necessary in many situations, whether this be the market, office or factory so as to protect people from unfair practices.
- Laws that are weak and poorly enforced can cause serious harm.
- While the government has a leading role in the respect, people can exert pressure so that both private companies and the government act in the interests of society.
- Here the role has to be played by government by making better policies and by implementing them in effective manner

TEXTUAL QUESTION AND ANSWER

1. Talk to two workers (For example, construction workers, farm workers, factory workers, workers at any shop) to find out if they are receiving the minimum wages laid down by law.

Sol. Construction workers and Factory workers receive below the minimum wages laid down by law. The worker at the provisional store is paid below the minimum wages. Farmworkers are also not getting minimum wages in villages. Women workers are not getting equal wages like that of the men which are not permitted by law.

2. What are the advantage of foreign companies in setting up production in India?

Sol. Following are the advantage of foreign companies in setting up production in India:

- i. They can cut costs by providing lower working conditions including lower safety measures.
- ii. They get labour at a cheap price.
- iii. They spend the least on housing facilities for workers.
- iv. No strict safety standards to follow.

3. Do you think victims of the Bhopal gas tragedy got justice? Discuss

Sol. No, the victims of the Bhopal Gas Tragedy did not get justice. They are still waiting for it. They still fail to avail safe drinking water, healthcare facilities and jobs for the people poisoned by DC plant. Anderson, the UC Chairman who faces criminal charges, is not yet put behind the bars.

4. What do we mean when we speak of law enforcement? Who is responsible for enforcement? Why is enforcement so important?

Sol. Law enforcement means that the provisio0ns of the law must be implemented. The government is responsible for enforcement. Enforcement becomes even more important when the law seeks to protect the weak from the strong.

5. How can laws ensure that markets work in a manner that is fair? Give two examples to support your answer.

- Sol.**
- i. The government should control the activities of individuals or private companies if they are adhering to safety standards.
 - ii. The government should inspect worksites regularly and punish those who violate the law.

6. Imagine yourself to be a worker working in a chemical factory, which has received orders from the government to move to a different site 100 km away from the present location. Write about how your life would change? Read out your responses in the classroom.

Sol. This is sad news for me. The factory where I am working shall be shifted 100 km away from here. I will have to adjust to the new environment. I will be jobless because other factories shall also be shifted from this town. I am worried about my future. I may end up working as a daily wage earner in some petty job. This will adversely affect my child's studies. But as there will be no alternatives, I will have to face the situation.

7. Write a paragraph on the various roles of the government that you have read about in this unit.

Sol. The government is responsible for the welfare of its people.

- i. For this, it performs several functions. One of the most important functions of the government is to ensure that these public facilities (water, electricity, public transport, sanitation, etc.) are made available to everyone.
- ii. It makes laws to protect the interests of workers. The Minimum Wages Act specifies that wages should not be below a specified minimum. The government enforces this law so that employers may not exploit their workers by paying them low wages.
- iii. Through making, enforcing and upholding such laws the government tries to control the activities of individuals or private companies so as to ensure social justice.

8. What are the sources of environmental pollution in your area? Discuss with respect to

- a. Air.
- b. Water.
- c. Soil.

What are the steps being taken to reduce pollution? Can you suggest some other measures?

Sol. The sources of environmental pollution in our area:

- a. Air: Vehicles and factories emitting harmful gases.
- b. Water: Washing clothes, utensils in the river water. Throwing of garbage in the river.
- c. Soil: Use of polythene makes the land barren.

Steps being taken to reduce pollution are:

- i. Old vehicles emitting polluting gases have been banned.

- ii. Disposal of industrial and household waste/garbage into the rivers prohibited.
- iii. Crackdown on factories emitting pollutants.

Some other suggestions are:

- i. Pollution check of every vehicle which emits lots of harmful gases.
- ii. Use of CNG vehicles.
- iii. Waste disposal and idol immersion in rivers should be banned.
- iv. Generate awareness among citizens about the harmful effects of polluting the environment.
- v. Promote the use of public transport as much as possible.

9. How was the environment treated earlier? What has been the change in perception? Discuss.

Sol. Earlier, there were very few laws for the protection of the environment in India and there was hardly any enforcement of these laws. The environment used to be treated as a 'free entity' entity. Any industry could pollute the air and water without any restrictions. Whether it was rivers, air or groundwater- the environment was being polluted and the health of people was neglected. There has been a change in perception with regard to the environment, especially after the Bhopal gas tragedy which took place in 1984. It has been realised that the environment needs to be protected for the health and welfare of people as well as future citizens. The courts have also given a number of judgements upholding the right to a healthy environment as intrinsic to the Fundamental Right to Life. Now, there are strict punishments for polluters.

10. What do you think the famous cartoonist R.K. Laxman is trying to convey in this cartoon? How does it relate to the 2016 law that you read about on page 123?



It's really cruel burdening kids like this. I had to hire that boy to help my son!

Sol. The famous cartoonist R.K. Laxman, in this cartoon, is trying to convey an ironical perception of the double standards and hypocrisy some of us follow. In this cartoon, some children are waiting for their school bus. They are accompanied by their mothers. A child is seen carrying a heavy school bag on his back. One of the ladies says that she has hired that child to carry her son's school bag. This cartoon is trying to convey two important issues. One of the issues is the heavy load of schoolbags on today's children. Another message is about the problem of child labour. Thus, this cartoon relates to the Child Labour Prevention Act, 2006.



GEOGRAPHY

Ch – 04 Agriculture

Points to remember:

- Economic activities are of three types: (i) Primary Activities, (ii) Secondary Activities, (iii) Tertiary Activities.
- Primary activities are those activities which are connected with extraction and production of natural resources, for example, agriculture, fishing, etc.
- Secondary activities are concerned with the processing of natural resources to manufacturing products like baking of bread, weaving of cloth, etc.
- Tertiary activities provide services like transport, trade banking, insurance, advertising, etc.
- Agriculture is a primary activity which include growing crops, fruits, vegetables, flowers and rearing of livestock.
- 50% of persons in the world are engaged in agricultural activity.
- 2/3 of India's population is still dependent on agriculture.
- Favourable topography of soil and climate are vital for agricultural activity. The land on which the crops are grown is known as arable land.

Various types of cultures:

1. Agriculture: raising crops and rearing livestock
2. Sericulture: rearing of silk worms and silk production
3. Pisciculture: Breeding of fish
4. Viticulture: Cultivation of grapes
5. Horticulture: Growing of vegetables, flowers and fruits

Farm System:

1. Agriculture or farming is a system in which seeds, fertilizers, machinery and labour are important inputs.
2. Ploughing, sowing, irrigation, weeding, and harvesting are some of the operations.
3. The outputs from the system include crops, dairy, wool and poultry products.
4. Farming includes the rearing of crops as well as animals.

5. Farming removes the concern of farmers of bad crops and crop loss as well.

Type of Farming:

- i. Farming depends upon the geographical conditions, demand of produce, labour and level of technology.
- ii. Subsistence farming and commercial farming are the two types of farming.
 - **Subsistence Farming:** Subsistence farming is practices to meet the needs of the farmer's family and needs less technology and labour.
 - **Intensive Subsistence Agriculture:** In this farming, the farmer cultivates a small plot of land using simple tools and more labour. Rice is the main crop. Other crops include wheat, maize, pulses and oil seeds. This type of cultivation produce little to be left over and mainly farmers fullfil only personal needs.
 - **Primitive Subsistence Agriculture:** Primitive subsistence agriculture includes shifting cultivation and nomadic herding.
 - **Shifting Cultivation:** In shifting cultivation, after cultivation the soil is abandoned and the cultivator moves to a new plot. Shifting cultivation is also known as 'slash and burn' agriculture. In most of the part of country it has been banned as proved to be futile.
 - **Nomadic Herding:** In nomadic herding, herdsmen move from place to place with their animals for fodder and water along defined routes. Sheep, yak and goats are the herding animals. They sell their milk and flesh in market and get things for survival.
 - **Commercial Farming:** In commercial farming crops are grown and animals are reared and grown for sale in market. it involves high mechanisation and less labour. Developed nation mostly perform this farming extensively.
 - **Commercial Grain Farming:** In commercial grain farming crops like wheat and maize are grown for commercial purpose. This farming practiced in temperate grasslands of North America, Europe and Asia.
 - **Mixed Farming:** In mixed farming, the land is used for growing food and fodder crops and rearing livestock. it protects against crop loss.
 - **Plantation:** Plantations are a type of commercial farming where single crop of tea, coffee, sugarcane, cashew, rubber, banana or cotton are grown. These crops are labour intensive and needs specific climatic conditions.
 - **Major Crops:** A variety of crops or many crops are grown to meet the requirement of the growing population. Major crops of India are: Rice, Wheat, Millets, Maize, cotton, jute, coffee, tea. These crops can be grow as subsitance as well as commercial level.

- **Agriculture Development:** Agriculture Development refers to efforts made to increase farm production in order to meet the growing demand of increasing population. It includes better farming practices, better crop varieties and awareness of farmers.
- **A Farm in India:** A typical Indian, Munna Lal has a farmland of about 1.5 hectares. He purchases high yielding varieties of seeds from the market every alternate year. Mostly subsistence farming exists in India. Labour availability and small size of farm lands make it for farmers to use intensive farming practices.
- **A Farm in the USA:** The average size of a farm in the USA is about 250 hectares. The farmers grow corn, soybean, wheat, cotton and sugarbeet. Crops are grown at commercial level. Large farm lands and less population is suitable to development of this type of farming in developed nations.

TEXTUAL QUESTION AND ANSWER

1(1). What is agriculture?

Sol. The primary activity that involves the cultivation of crops, fruits, vegetables, flowers and rearing of livestock is called agriculture.

1(2). Name the factors influencing agriculture.

Sol. The factors influencing agriculture are:

- Favourable topography of soil.
- Climate.

1(3). What is shifting cultivation? What are its disadvantages?

Sol. In shifting cultivation, a plot of land is cleared by felling the trees and burning them. The ashes are then mixed with the soil and crops like maize, yam, potatoes, and cassava are grown. After some time, the land is abandoned and the cultivator moves to a new plot.

Disadvantages:

- Leads to deforestation.
- Loss of fertility of a particular land.
- Leads to Soil erosion.
- Burning of trees leads to air pollution.

1(4). What is plantation agriculture?

Sol. Plantation agriculture is a type of commercial farming where a single crop of tea, coffee, sugarcane, cashew, rubber, banana or cotton is grown. A large amount of labour and capital are required. The produce may be processed on the farm itself or in nearby factories.

1(5). Name the fibre crops and name the climate and conditions required for their growth.

Sol. The two fibre crops are Jute and cotton.

Climate and conditions:

- i. **Jute:** Jute is grown well on alluvial soil and requires high temperature, heavy rainfall, and humid climate. This crop is grown in tropical areas.
- ii. **Cotton:** Cotton requires high temperature, light rainfall, two hundred and ten frost-free days and bright sunshine for its growth. It grows best on black and alluvial soils.

2(1). Horticulture means

- 1) Primitive farming
- 2) None of these
- 3) Growing of wheat
- 4) Growing vegetables, flowers and fruits for commercial use

Sol. 4) Growing vegetables, flowers and fruits for commercial use

Growing vegetables, flowers and fruits for commercial use.

2(2). Golden Fibre refers to

- 1) None of these
- 2) Tea
- 3) Cotton
- 4) Jute

Sol. 4) Jute

Jute.

2(3). Leading producer of coffee is

- 1) Russia
- 2) India
- 3) None of these
- 4) Brazil

Sol. 4) Brazil

Brazil.

3(1). In India agriculture is a primary activity. Give reason.

Sol. In the world, 50 percent of persons are engaged in agricultural activity. Two-thirds of India's population is still dependent on agriculture. Hence, Agriculture is a primary activity in India.

3(2). Different crops are grown in different regions. Give reason.

Sol. The type of crops grown is dependent upon the type of soil and the type of climate of a region. A large variety of crops are grown to meet the requirement of the growing population. Crops also supply raw materials for agro based industries. Major food crops are wheat, rice, maize and millets. Jute and cotton are fibre crops. Important beverage crops are tea and coffee.

4(1). Distinguish between Primary activities and tertiary activities.

| Primary Activities | Tertiary Activities |
|--|---|
| Primary activities are those through which man fulfil his needs and desires by using resources gifted to them by nature. | Tertiary activities consist of all service occupations. Such activities are also called service activities. |
| It forms the base for production as it provides raw materials. | It does not involve any production of goods and services. |
| It is known as agriculture and allied services sector. | It is known as manufacturing sector. |
| Gathering, hunting, lumbering, animal rearing, fishing, etc. are the primary activities. | Transport, communication, trade, health, education, administration, etc. are important tertiary activities. |

4(2). Distinguish between Subsistence farming and intensive farming.

| Subsistence Farming | Intensive Farming |
|---|--|
| In this type of farming peasants cultivate a small plot of land and uses a low level of technology. | In this type of farming the farmer cultivates a small plot of land using simple tools and more labour. |

CH - 05 INDUSTRIES

- Industrial activities are divided in three sectors - Primary sector, Secondary sector and tertiary sector.
- Secondary activities are those activities which change raw materials into products of more value.
- Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.
- Industries are divided on the basis of raw material, size and ownership.

1. **Raw Material:**

- Raw materials are basic material used in any industry and they can be classified on the basis of raw materials.
- Industries under this are of agro-based(depends of agriculture products), mineral-based (based on mines),marine-based(water based) and forest-based.

2. **Size of Industries:** Size refers to the amount of capital invested, number of people employed and the volume of production.

- Industries based on size are classified into small scale and large scale industries.
- **Small Scale Industries:**
 - Small scale industries manufacture products by hand and include cottage and household industry. These industries use lesser amount of capital and technology. For example, Basket-weaving, pottery and other handicraft industries.
 - In India small scale industry gives employment to around 35% population.
- **Large Scale Industries:**
 - Large scale industries produce large volumes of products. The investment of capital is higher and technology is superior.For example, production of automobiles and heavy machinery.
 - After independence India gave emphasis to this sector for development.

- Most developed nations shows existence of large scale industries on the other hand more small scale industries are exist in developing and under developed world.
3. **Ownership:** On the basis of ownership, industries can be classified into the following sectors:

- **Private Sector Industries** are owned and operated by individuals or a group of individuals. For example, Bharat Heavy Electrical Ltd., Indian Oil Cooperation.
- **Public sector industries** are owned and operated by the government. For example, Hindustan Aeronautics Limited and Steel Authority of India Limited.
- **Joint Sector Industries** are owned and operated by the state and individuals or a group of individuals. For example: Maruti Udyog Limited.
- **Cooperative Sector Industries:** These industries are owned and operated by the producers or suppliers of raw materials, workers or both. For example: Anand Milk Union Limited and Sudha Dairy.

Initially in India most of the industries were under public sector but with passage of time privatisation was done at extensive level.

Factors Affecting Location of Industries:

- The availability of raw material, land, water, labour, power, capital, transport and market are the factors and market are the factor affecting the location of industries.
- Industrialisation leads to development and growth of towns and cities.
- Before setting up of any industry proper assesment is done by authorities and then it is permitted.
- In this era when global warming is occuring at faster pace much attention is to be given to environment aspect.

Industrial System:

- An industrial system consists of inputs, processes and outputs.
- Raw materials, labour and costs of land, transport, power and other infrastructure are the inputs.
- The processes include a wide range of activities that convert the raw materials into finished products.
- The result or the outputs are the end of product and income earned from it.

- Industrial set ups also depends on the political will.

Industrial Regions:

- Industrial regions emerge when a number of industries locate close to each other and share the benefits of their closeness.
- Major industrial regions tend to be located in the temperate areas, near sea ports and especially near coal-fields.
- Major industrial regions of the world are eastern North America, western and Central Europe, eastern Europe and eastern Asia.
- In India the industrial regions are Mumbai-Pune cluster, Bangalore-Tamil Nadu region, Hugli region, Ahmadabad-Baroda region, etc.
- Industrial regions depends on technological advancement of a country too.
- Now industrial corridors are being set up by countries to utilise maximum potential. China-India economic corridor is one of the such examples.

Distribution of Major Industries:

- The iron and steel industry, the textile industry and the information technology industry are world's major industries.
- Iron and steel industries are located in Germany, USA, China, Japan and Russia.
- Textile industries are locate in India, Hong Kong, South Korea, Japan and Taiwan.
- The Silicon valley of Central California and Bangaluru region of India are the major hubs of information technology industry.
- In India Iron and Steel industry base is found at Chota Nagpur Plateau which is rich in mineral resources.

Iron and Steel Industry:

- Iron and steel industry comprises various inputs, processes and outputs and it is a mineral-based industry.
- Inputs in this industry include raw materials such as iron ore, core and limestone, labour, capital and other infrastructure. In processing iron ore is converted into steel by undergoing different stages like smelting, refining. Output results obtained is the steel.
- Steel is called the backbone of modern industry as almost everything is made of iron and steel.

- In India, iron and steel industry has developed taking advantages of raw materials, cheap labour, transport and market.
- Major steel producing centres in India are-Bhilai, Durgapur, Bumpur, Jamshedpur, Rourkela, Bokaro and is spread over four states-West Bengal, Jharkhand, Odisha and Chattisgarh.
- TISCO was the first major steel producing company in India in 1907 at Jamshedpur. The availability of water from subernrekha and Kharkai rivers, railways connectivity, markets presence and cheap labour provide the basis for its establishment.
- Technological know how make the industries to flourish.

Cotton Industry:

- This was based on cotton, Jute, flax and silk. India was the leading country in 18th century but could not face the competition from the mechanised weaving of western world.
- The famous Muslin, Chintz, Calico were famous all across the world.
- The textile mill in Mumbai was the first successful mill established in 1854.
- Ahmadabad comes second in terms of textile production after Mumbai and it is also known as 'Manchester of India'.
- Osaka is known as 'Manchester of Japan'.

Information Technology (IT):

- Information technology industry deals in the storage, processing and distribution of information.
- The main factors guiding the location of these industries are resource availability, cost and infrastructure.
- The major hubs of the IT industry are the Silicon Valley, California and Bengaluru in India.
- Bengaluru is known as 'Silicon Plateau'.
- IT hubs in metropolitan centres of India are Mumbai, New Delhi, Hyderabad and Chennai.
- IT sector provides jobs to maximum population in service sector.
- Indian IT engineers and technology is considered to be best among the world

TEXTUAL QUESTION AND ANSWER

1(1). What is meant by the term industry?

Sol. Industry refers to an economic activity that is concerned with production of goods, extraction of minerals and provision of services.

1(2). Which are the main factors influencing the location of an industry?

Sol. The availability of raw material, land, water, labour, power, capital, transport and market are the main factors which influence the location of an industry.

1(3). Which industry is often referred to as the backbone of modern industry and why?

Sol. Iron and steel industry is referred to as the backbone of the modern industry because it provides a basis to many other industries.

1(4). Why cotton textile industry rapidly expanded in Mumbai?

Sol. Cotton textile industry rapidly expanded in Mumbai because of favourable humid climate, easy availability of raw materials and skilled labour.

2(1). Fort Gloster is located in:

- 1) West Bengal
- 2) None of these
- 3) Gujarat
- 4) California

Sol. 1) West Bengal

The first textile mill in the country was established at Fort Gloster near Kolkata in 1818 but it closed down after some time.

2(2). Which one of the following is a natural fibre?

- 1) Jute
- 2) Nylon
- 3) Acrylic
- 4) None of these

Sol. 1) Jute

3(1). Distinguish between Agro-based and mineral-based industry.

| Sol. | Agro-Based Industry | Mineral-Based Industry |
|-------------|---|--|
| | Agro-based industries use plant and animal-based products as their raw materials. | Mineral-based industries are those industries that use mineral ores as their raw material. |
| | Food processing, vegetable oil are examples of agro-based industries. | Iron made from iron-ore is a product of mineral based industry. |

3(2). Distinguish between Public sector and Joint sector industry.

| Sol. | Public sector industry | Joint sector industry |
|-------------|---|--|
| | Public sector industries are owned and run by the government. | Joint sector industries are owned and run by the state as well as individuals or a group of individuals. |
| | For example, Hindustan Aeronautics Limited. | For example, Maruti Udyog Limited. |

4(1). The examples of Raw Materials are _____ and _____.

Sol 1. Iron ore, Cotton

4(2). The examples of End products are _____ and _____.

Sol 1. Steel, Cloth

4(3). The examples of Tertiary Activities are _____ and _____.

Sol 1. Transport, Banking

4(4). The examples of Agro-based Industries are _____ and _____.

Sol 1. Dairy, Sugar

4(5). The examples of Cottage Industries are _____ and _____.

Sol 1. Pottery, Basket weaving

4(6). The examples of Co-operatives are _____ and _____.

Sol 1.

Mother Dairy, Anand Milk Union Limited

Ch – 06 Human Resources

- People are a nation's greatest resource. It is people with their skills and abilities that turn them into 'resource'. Hence, human resource is ultimate resource.
- Healthy, educated and motivated people develop resources as per their requirements.
- Like other resources, human resources are not equally distributed over the world.
- Human resource is one of the building blocks for a nation's development.
- More the population of a country has more it is considered to be rich in human resource.

Distribution of Population:

- i. The pattern of population distribution refers to the way in which people are spread across the earth's surface.
- ii. The distribution of population in the world is extremely uneven.
- iii. Some areas are sparsely populated and some areas are densely populated due to relief features, climate conditions, etc.
- iv. Many more people live north of the Equator than south of the equator and almost three-quarters of the world's people live in the continents of Asia and Africa.
- v. Population in countries: China > India > USA > Indonesia > Brazil
- vi. Most of the population concentrates in the tropical region of the world as this region is rich in resources.

Density of Population:

- i. The number of people living in a unit area of the earth's surface is called population density.
- ii. The average density of population in the whole world is 51 person per square km.
- iii. South Central Asia has the highest density of population followed by East and South East Asia.
- iv. Indonesia is the most dense nation of the world.
- v. Density of India is 382 persons per sq km, which is one of the highest in the world.

Factor Affecting Distribution of Population:

- i. People prefer to live on plains because these areas are suitable for farming, manufacturing and service activities.

- ii. **Climate:** People prefer to live in moderate climate. They avoid extreme climates that are very hot or very cold.
- iii. **Soil:** Fertile soil provides suitable land for agriculture. These areas are densely populated.
- iv. **Water:** People prefer to live in areas where fresh water is easily available.
- v. **Minerals:** Areas with mineral deposits are more populated.
- vi. **Topography:** Most of the population resides in plain areas as it provide better condition to live and employment as well.

Social, Cultural and Economic Factors:

- i. Areas of better housing, education, health facilities are more densely populated.
- ii. Places with religious or cultural significance attract people.
- iii. Industrial areas provide employment opportunities. Large number of people are attracted to these areas.
- iv. Countries which are politically stable give better living conditions to people.

Population Change:

- i. The change in the number of people during a specific time is called population change.
- ii. Population change is due to changes in the number of births and deaths and migration.
- iii. Natural growth rate refers to the difference between the birth rate and the death rate of a country.
- iv. Advancement in food supplies, better medicines led to reduced death and birth rate remained intact. this gave rise to increase in population.
- v. Birth/Death rate : the number of live birth/Death per 1000 people.
- vi. Migration: movement of people in and out of an area.
- vii. Life expectancy: Number of years that an average person live.

Pattern of Population Change:

- i. Rates of population growth vary across the world.
- ii. The world's total population, however, not all countries are experiencing this growth.
- iii. There is no relation between the economic status and population of a country.

- iv. Developing and underdeveloped countries shows more population birth rate parameters.
- v. The present population of the world is 7.6 billion and by it is expected to be rise by 9.6 billion by 2045.
- vi. By 2020 India is expected to surpass the population of China.

Population Composition:

- i. Population composition is the structure of the population with various aspects such as sex, age, literacy level, health condition, occupation and income level.
- ii. The population composition of a country is described as population pyramid, which also called an age-sex pyramid.
- iii. The total population is divided into various groups: 5-9 years, 10-14 years.
- iv. The percentage of the total population is subdivided into males and females, in each of those groups.
- v. The shape of population pyramid, shows the people living in that particular country.
- vi. The number of children (below 15 years) are shown at the bottom and reflect the level of births. The size of the top shows the number of aged people (above 65 years) and reflects the number of deaths.
- vii. The population pyramid shows young dependents (aged below 15 years) and elderly dependents (aged over 65 years). The working people are in the middle group constitute the economically active segment.
- viii. Different countries show different patterns of population pyramids.
- ix. In Japan, low birth rates make the pyramid narrow at the base. Decreased death rates allow numbers of people to reach old age.
- x. India shows the birth pyramid which is broad at the base and thick in middle and taper towards end. it means India has a healthy population at middle age which shows the availability of human resource.
- xi. Least developed countries pyramids are broad at base but starts tapering in the middle which shows higher death rate.

TEXTUAL QUESTION AND ANSWER

Chapter-end

1(1). Why are people considered a resource?

Sol. People are a nation's greatest resources. Human beings use resources with their intelligence and skills and turn all-natural resources into useful products. Health, education, motivation and skills turn the people into human resources.

1(2). What are the causes for the uneven distribution of the population in the world?

Sol. The distribution of the population in the world is extremely due to climatic conditions, topography, soil, availability of water, mineral deposits, social factors, economic factors and cultural factors.

1(3). The world population has grown very rapidly. Why?

Sol. Development in medical science has caused a decrease in death rate so the world population has grown very rapidly.

1(4). Discuss the role of the factors influencing population change.

Sol.

- The factors influencing change in population are birth rate, death rate and migration.
- Births are usually measured using the birth rate i.e. the number of live births per 1,000 people.
- Deaths are usually measured using the death rate i.e. the number of deaths per 1,000 people.
- Migrations are the movement of people in and out of an area.
- Births and deaths are the natural causes of population change. When the birth rate is higher than the death rate, the population increases. When the death rate is more than the birth rate, the population decreases. When the two rates are equal, the population remains constant. Thus, the birth and death rates affect the balance of the population.

1(5). What is meant by population composition?

Sol. Population composition is the structure of the population of a particular region. It assists in finding out the number of males and females in the population, their age groups, education and technological know-how, occupations, health conditions, level of income etc. It is the main pillar of the population studies.

1(6). What are population pyramids? How do they help in understanding about the population of a country?

Sol. The population pyramid is the distribution of various age groups in a human population as is shown by the age structure diagram.

A population pyramid shows the following:

- i. The total population divided into various age groups, e.g., 5 to 9 years, 10 to 14 years.
- ii. The percentage of the total population, subdivided into males and females, in each of those groups.
- iii. The population pyramid of a country in which birth and death rate both are high is broad at the base and rapidly narrows towards the top. This is because although many children are born, a large percentage of them die in their infancy, relatively few become adults and there are very few old people. For example, Kenya.
- iv. In India, the population pyramid structure is broad in the younger age group and narrow from top, which shows decreasing of a death rate. This shows more infants survive to adulthood.

2(1). What does the term population distribution refer to?

- A. How the population in a specified area changes over time.
- B. The number of people who die in relation to the number of people born in a specified area.
- C. The way in which people are spread across a given area.

- 1) None of these
- 2) Only A
- 3) Only C
- 4) Only B

Sol. 3) Only C

The way in which people are spread across a given area.

2(2). Which are three main factors that cause population change?

- 1) Births, deaths, and marriages
- 2) Births, deaths and life expectancy
- 3) Births, deaths, and migration
- 4) None of these

Sol. 3) Births, deaths, and migration

Births, deaths, and migration.

2(3). In 1999, the world population reached:

- 1) 6 billion
- 2) 1 billion
- 3) None of these
- 4) 3 billion

Sol. 1) 6 billion

In 1804, the world's population reached one billion. A hundred and fifty five years later, in 1959, the world's population reached 3 billion. In 1999, 40 years later, the population doubled to 6 billion. In 1804, the world's population reached one billion. A hundred and fifty five years later, in 1959, the world's population reached 3 billion. In 1999, 40 years later, the population doubled to 6 billion.

2(4). What is the population pyramid?

- A. A graphical presentation of the age, sex composition of a population.
 - B. When the population density of an area is so high that people live in tall buildings.
 - C. The pattern of population distribution in large urban areas.
- 1) None of these
 - 2) Only C
 - 3) Only A
 - 4) Only B

Sol. 3) Only A

A graphical presentation of the age, sex composition of a population.

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

[sparsely, favourable, fallow, artificial, fertile, natural, extreme, densely]

When people are attracted to an area it becomes _____ populated. Factors that influence this include _____ climate; good supplies of _____ resources and _____ land.

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

THANK YOU