KENDRIYA VIDYALAYA SANGATHAN
JAMMU REGION

STUDY MATERIAL
SOCIAL SCIENCE

CLASS VIII
2021 - 22

KENDRIYA VIDYALAYA SANGATHAN

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

JAMMU REGION

CLASS- VIII

SOCIAL-SCIENCE

STUDY MATERIAL
QUESTION BANK TERM-2

(Based on Latest CBSE Exam Pattern)

Session :- 2021-2022

केंद्रीय विद्यालय संगठन क्षेत्रीय कार्यालय, जम्मू संभाग
KENDRIYA VIDYALAYA SANGATHAN, JAMMU REGION
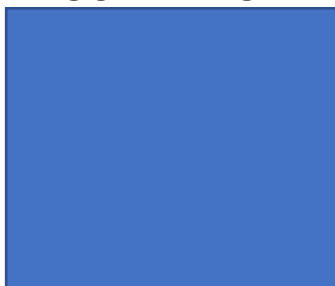
MESSAGE FROM DEPUTY COMMISSIONER

Dr. D. Manjunath
(Deputy Commissioner)

केंद्रीय विद्यालय संगठन क्षेत्रीय कार्यालय, जम्मू संभाग
KENDRIYA VIDYALAYA SANGATHAN, JAMMU REGION

OUR PATRON

Dr. D. Manjunath
Deputy Commissioner,
KVS RO Jammu

Sh. T.R Choudhary
Assistant Commissioner,
KVS RO Jammu

Sh.
Assistant Commissioner,
KVS RO Jammu

Sh. Amit Walter
Principal, K.V No.1
Jammu

CLASS VIII (2021-2022)

TERM-II SYLLABUS FOR BOARD EXAMINATION

HISTORY

Our Pasts-III (Part-II)

Chapters- 1. Weavers, Iron and Factory Owners

2. Civilised the 'Natives' educating the Nation

3. Women, Caste and Reform

4. The Making of the National: 1870s- 1947

5. India after Independence

GEOGRAPHY

Resources and Development

Chapters: - 5. Industries

6. Human Resources

CIVICS

Social and Political Science

Chapters: - 6. Understanding Our Criminal Justice system

7. Understanding Marginalisation

8. Confronting Marginalisation

9. Public Facilities

10. Law and Social Justice

CONTENT
HISTORY
Our Pasts-III (Part-II)

CHAPTER- 1. WEAVERS, IRON AND FACTORY OWNERS
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

CHAPTER 2. CIVILISED THE 'NATIVES' EDUCATING THE NATION
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

CHAPTER -3. WOMEN, CASTE AND REFORM
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

CHAPTER   - 4. THE MAKING OF THE NATIONAL: 1870S- 1947
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

CHAPTER - 5. INDIA AFTER INDEPENDENCE
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

GEOGRAPHY
Resources and Development

Chapters: - 5. INDUSTRIES
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

6. Human Resources
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

CIVICS
Social and Political Science
Chapters: - 6. UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

7. UNDERSTANDING MARGINALISATION
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

8. CONFRONTING MARGINALISATION
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

9. PUBLIC FACILITIES
KEY POINTS

MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

10. LAW AND SOCIAL JUSTICE
KEY POINTS
MCQ
VSA
SA/SOURCE BASED QUESTIONS
LA
MAP SKILL

ASSESSMENT STRUCTURE (PROPOSED)

CLASS – VIII

SESSION : 2021-2022

केन्द्रीय विद्यालय संगठन

Structure of Assessment

2nd Term

Subject Enrichment Activities (5)	Notebook Submission (5)	Periodic Test 2 (10)		SEE (MDP, LD & CCT- to be continuously assessed during second term) (80)				Total (100)
One Subject Per Month Up to 4 Months	Monthly Once	Oral (10)	Pen Paper Test (30)	MDP (15)	Learner's Diary (Reflective practices) (10)	CCT (15)	Pen Paper Test Written* (40)	100

*If the tests are to be held through online mode, these may be conducted as suggested under techniques & tools or through any other means as found suitable by the school under given situation.

Subject Enrichment Activities

	Subject Enrichment Activities	Techniques /Methods	Tools	Resources	Remarks
Frequency	1 per subject / One Term	☐ It must be time bound.	☐ Google Classrooms	● Text books	Subject Enrichment Activities to
Duration	01 x 04 Month	☐ GroupWise questions	☐ Whats-app	● Internet ● Diksha	
Total Marks	20		☐ Kahoot	● E-Paathshala	
Weightage	5	☐ Presentation of the Topic	☐ Quiz	● National	
Type of test	Based Competency		☐ Live Worksheet	Digital Library	
Total Activities to be taken	06 X01 = 06 per Term		☐ Hot Potatoes ☐ Eclipse	● You-tube ● Swayamprabha	

Suggested Activities

Social-Science

1. Project 2. Quiz 3. Surveys and Case Studies.

2. Field trip/excursion.

3. Awareness Programmes (spread of communicable diseases, disaster management.

4. Map Work.

5. Collection of outdated coins, stamps etc.

6. Debate

7. Interview.

8. Model making

9. Extended learning activities based on NCERT Text Books

10. Making of hands-on experience videos based on activities suggested in AAC By CBSE.

11. Involvement in environment awareness programmes.

12. Participation in Green Olympiad & EBSB programme.

Rubrics

Social-Science			
Written	**Group Project**	**MCQ**	**Oral Quiz/ Presentation of Current Topic / Surveys / Project**
Assignment 1. Regularity 2. Neatness 3. Presentation 4. Correctness	1. Inquisitiveness 2. Observation Skills 3. Application of Knowledge 4. Computing Skills	1. Concept 2. Reasoning 3. Alternatives 4. Interest	1. Thinking Skills 2. Alertness 3. Time Management 4. Application of Knowledge

Notebook Submission

Notebook Submission		Techniques /Methods	Tools	Resources	Remarks
Frequency	Once in Month	• Pen paper assignment • Survey Report • Collections • File • Album • Log Book • Portfolio • Journals	• Google Classroom • Whatsapp • Google Drive	• Text books • Internet • Diksha • E Pathshala • National Digital Library • Youtube • Swayamprabha	The Students have to submit their work once in a month per Subjects. Note: Notebook correction once in a month. CW Copy will be checked online and HW copy will be checked online/ offline. But for low achievers, copies will be checked offline twice a month.
Duration	4 months				
Total Marks	20				
Weightage	5				
Type of test	Checking of Home Work				
Total test to be taken	1X4= 4				

Rubrics for Notebook Submission

HEAD	MARKS
1. Regularity & Punctuality	5
2. Neatness & Presentation	5
3. Correctness & Accuracy	5
4. Content & Creativity	5

Periodic Test for Social-Science (40)

Oral 10 Marks		Written 30 Marks	
Observation and Reporting (3)	Map Reading, Picture description, Sport the difference	Observation and Reporting (10)	Extended text questions based on Picture, Maps, and Data based on text.
Identification and Classification (3)	Show and Tell	Identification and Classification (10)	MCQs, Questions based on CCT.
Discovery of Facts (4)	Demonstrate any activity related to concept	Discovery of Facts (10)	Extended Text Questions

MULTIDISCIPLINARY PROJECT

Multidisciplinary Project		Techniques / Methods	Tools	Resources	Remarks
Frequency	Once in a year	• PPT • Pen Paper Assignmet • Videos/ Audio • Survey Report • Collections • File • Album • Log Book	• Google Classroom • Whatsapp • Google Drive	• Text books • Internet • Diksha • E Pathshala • National Digital Library • Youtube • Swayamprabha	The students have to complete any one interdisciplinary project during the session which will be assessed at mid-term level as well.
Duration	Mid Term Review before Mid Term Exams (Half Yearly and Finally before session ending exams)				
Total Marks	15 (in each term)				
Weightage	15 (in each term)				
Type	Once in a year				
Total	01 in one term				

CCT

CCT		Techniques /Methods	Tools	Resources	Remarks
Frequency	Once in a term	i) Critical Thinking (5) ii) Creativity (5) iii) Accuracy (5) iv) Problem solving (5)	a) Google Classroom b) Whatsapp c) Google Form	CCT to be conducted from the Question Series provided by KVS. The link has been provided in the last slide.	Subjects where CCT based questions are not provided by KVS the teacher concerned may prepare questions by consulting the existing Master Trainers of RL, ML & SL of their vidyalaya.
Duration	30 Minutes				
Total Marks	15				
Weightage	15				
Type of test	Based on Question Series provided by KVS.				
Total test to be taken	01 in one term				

LEARNER'S DIARY ON REFLECTIVE PRACTICES

In order to promote the habit of reading and writing through reflection among children on regular basis, it would be appropriate to incorporate it in the assessment scheme itself. In classes VI to VIII, after completion of the topic, the child will write in his diary(separate for each subject in the form of a note-book)the following brief under three different heads:

• **What I learnt:** Under this head, He/she will write independently what he/she has learnt from the lesson that has just been completed. It will not be a very big composition, but may be a few sentences only based on his/ her own reflection.

• **What I found challenging:** The child may express freely in a few sentences the challenges/ problems that he/she encountered in the lesson/ topic taught.

• **What I found interesting:** The child will express freely about the interesting things that he/ she found/observed in the lesson/ experiment etc.

SUGGESTIVE RUBRICS

HEAD	MARKS	PERIODICITY
1. Describing Experience	2	**The students will be assessed once in each term. The number of times the students has to submit the diary in each term will be decided by the concerned Subject Teacher.**
2. Insight	2	
3. Collaboration	2	
4. Writing Quality	2	
5. Connection with Real Life	2	

Mid Term Examination / Session Ending Exam

Mid Term Examination / Session Ending Exam		Techniques /Methods	Tools	Resources	Remarks
Periodicity (Last week September/2nd week of March)	Once in a term	**Online Test Links to be shared to the students in a scheduled time period.**	**Google forms** **Google Classroom/ Whatsapp**	1. Text books 2. Internet 3. Diksha 4. E-Pathshala 5. National Digital Library 6. Youtube 7. Swayam - prabha	**Question paper to be prepared on the basis of competencies covering the syllabus upto Term End.** **Transparency should be maintained in all respect. Multiple set of question papers may be prepared based on strength of the class, so that examination will be conducted in a staggered timing and the teacher will have a close view of every student. The camera may be on during examination to the extent possible depending upon the feasibility in school specific situations. The schools may also plan 'on demand' exams schedule, if it may be considered feasible to give greater degree of flexibility in terms of timings to students not having full time**
Duration	2 hours				
Total Marks	40				
Weightage	40				
Type of test	Objective, VSA, SA, LA				
Total test to be taken	01 in one term				

MID TERM EXAMINATION / SEE FOR SOCIAL-SCIENCE

Written 40 Marks	Pen Paper Test
Observation and Reporting (10)	Objective questions (10)
Identification and Classification (10)	VSA 1(4) SA 2(1) LA 4(1)
Discovery of Facts (10)	VSA 1(4) SA 2(1) LA 4(1)
Application and Skill based questions including drawing and labelling & Map work(10)	SA 2(3) LA 4(1)

BLUE PRINT

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BLUE PRINT

		CLASS VIII BLUE PRINT (DESCRIPTIVE PAPER)					
BOOK	**CHAPTER**	**OBJECTIVE TYPE QUESTIONS**	**VSA**	**SA**	**LA**	**MAP**	**TOTAL**
HISTORY	Weavers , Iron Smelters and Factory Owners	1(1)	1(1)				**2**
	Civilising the Native, Educating the Nation	1(1)		2(1)			**3**
	Women, Caste and Reform	1(1)	1(1)				**2**
	The Making Of The National Movement 1870- 1947				4(1)		**4**
	India After Independence	1(1)	1(1)			1(1)	**3**
GEOGRAPHY	Industries	1(2)	1(2)	2(1)		1(1)	**7**
	Human Resource	1(1)	1(1)		4(1)		**6**
CIVICS	Understanding Our Criminal Justice System	1(1)		2(1)			**3**
	Understanding Marginalisation	1(1)	1(1)				**2**
	Confronting Marginalisation			2(1)			**2**
	Public Facilities				4(1)		**4**
	Law and Social Justice	1(1)	1(1)				**2**
TOTAL		**1X10=10**	**1X8=8**	**2X4=8**	**4X3=12**	**1X2=2**	**40**

CLASS VIII BP (MCQs BASED)

General Instructions:

1. The Question Paper contains four sections.

2. Section A has 24 questions. Attempt any 20 questions.

3. Section B has 22 questions. Attempt any 18 questions.

4. Section C has 12 questions (Case based). Attempt any 10 questions.

5. Section D contains 2 Map based questions. Attempt both the questions.

6. All questions carry equal marks (0.8).

7. There is no negative marking.

CLASS VIII BP (MCQs)					
BOOK	CHAPTER	SECTION A	SECTION B	SECTION C	SECTION D (MAP)
HISTORY	Weavers , Iron Smelters and Factory Owners	0.8(3)	0.8(2)	-	-
	Civilising the Native, Educating the Nation	0.8(3)	0.8(2)	-	-
	Women, Caste and Reform	0.8(2)	0.8(2)	-	-
	The Making Of The National Movement 1870- 1947	-	-	0.8(6)	-
	India After Independence	0.8(2)	0.8(2)	-	0.8(1)
GEOGRAPHY	Industries	0.8(4)	0.8(3)	-	0.8(1)
	Human Resource	0.8(3)	0.8(5)	-	-
CIVICS	Understanding Our Criminal Justice System	0.8(2)	0.8(1)	-	-
	Understanding Marginalisation	0.8(1)	0.8(2)	-	-
	Confronting Marginalisation	0.8(2)	0.8(1)	-	-
	Public Facilities	0.8(2)	0.8(2)	-	-
	Law and Social Justice	-	-	0.8(6)	-
TOTAL QUESTIONS		24 (20 Qs: Choice of 4 Qs)	22(18Qs: Choice of 4 Qs)	12(10Qs: Choice of 2 Qs)	2Qs(No. Choice)
TOTAL MARKS		0.8X20= 16	0.8X18=14.4	0.8X10=8	0.8X2= 1.6

HISTORY
Chapter 6: Weavers, Iron Smelters and Factory Owners

Key concepts:-

- The crafts and industries of India during British rule focused on two types of industries i.e. Textiles industry and Iron and steel industry because both of these industries were crucial for the industrial revolution in the modern world.

- The industrialization of Britain had a close connection with the conquest and colonization of India.

- In eighteenth century, India was a leading nation in terms of craft and trade but with industrial revolution, Britain came to know 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, Ahmedabad

    (ii) jamdani: Bengal

- 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.

KVS RO JAMMU .... QUESTION BANK .... CLASS VIII .... TERM – II ....SOCIAL-SCIENCE ....

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(iv) The invention of the steam engine by Richard Arkwright in 1786 revolutionized cotton textile weaving.

- Famous weaving centers:

(1) Bengal (2) Gujarat (3) Andhra Pradesh (4) Calicut

- Who were the Weavers:

(i) Weavers belonged to communities that specialized in weaving. Some of the weavers communities such as Tanti(Bengal), julahas or momin (North India), Sale and 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.

- Sholapur in western India and Madura in South India emerged as important new centres of weaving in the late nineteenth century.

(v) During the National movement, Mahatma Gandhi urged people to boycott imported textiles and use hand-spun and hand-woven cloth. In the movement 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 p0Wootz 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.

- Abondoned Furnaces in Villages:

  (i) Production of Wootz steel (high carbon steel) was highly specialized 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.

  (iv) By the early 20th century, the artisans producing iron and steel faced new competitions.

- Iron and Steel Factories:

  (i) In 1904, Charles Weld, an American geologist and Dorabji Tata, the eldest son of Jamshed 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

  (iii) The Tata Iron and Steel Company (TISCO) came up in 1912 and began producing steel.

(iv) 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.

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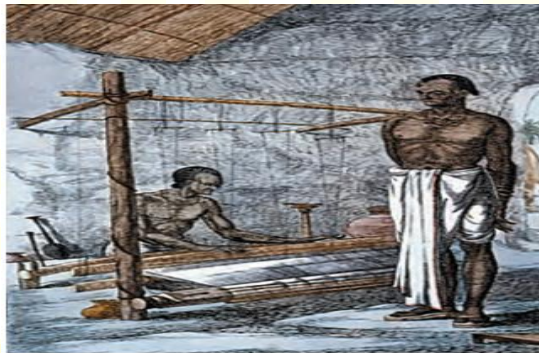
MCQ's/VSA

Q.1. Identify the given picture of Indian textiles.

   a) Java weave

   b) Patola weave

   c) Sumatra weave

   d) Penang weave

Q.2. Identify the weaver community in the given picture.

   a) Tanti weaver

   b) Momin weaver

   c) Sale weaver

   d) Kaikollar weaver

Q.3. Identify the design in the given picture

   a) Chintz design

b) Jamdani design

c) Patola design

d) Bandanna design

Choose the correct answer:

Q4 ……………. cloth had a large market in Europe.

(a) Chintz

(b) Patola

(c) Jamdani

(d) None of these

Q 5. Women and men who carried basket loads of iron ore on their heads were called

(a) wootz

(b) agaria

(c) bandanna

(d) cossaes

Q 6. In which century did the India's textile industry decline?

(a) 17th century

(b) 18th century

(c) 19th century

(d) 20th century

Q 7. TISCO expanded steel production during the

(a) First World War

(b) Second World War

(c) Third World War

(d) None of these

Q 8. Portuguese first came to India in search of

(a) cotton

(b) spices

(c) steel

(d) muslin

Q 9. What things did Portuguese take back to Europe?

 (a) Steel

 (b) Sugar

 (c) Cotton textile

 (d) Coffee

Q10. Tipu Sultan's sword was made of

 (a) stainless steel

 (b) wootz

 (c) silver

 (d) none of these

Q 11. Which of the following was NOT the name of Indian textile ?

 (a) Chintz

 (b) Cossaes

 (c) Calico

 (d) Devangs

Q.12. Michael Faraday spent four years in studying

 (a) the property of Indian steel

 (b) the ancient Indian culture

 (c) the properties of Indian Wootz

 (d) none of these

Q13. Which place in India had one of the finest ores in the world?

 (a) Raniganj

 (b) Jharia

 (c) Rajhara Hills

 (d) None of these

 Q 14. Assertion : Around 1750, India was ahead in the field of textile production in the whole world.

   Reason : Indian textile was world famous for its quality and fine workmanship

 (A) Both (A) and (R) are correct & (R) is the correct explanation of (A)

 (B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

Q 15. Assertion : During the national movement, Khadi became a symbol of nationalism.

   Reason : Calling for boycott of imported cloth by Mahatma Gandhi

(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

Q 16. **Assertion** : The first cotton textile mill in India was established in Bombay

   Reason : Bombay was very close to a vast area of black soil.

(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

Q.17**. Assertion** : Tipu's sword was very special**.**

   Reason : Wootz steel swords were very sharp edge with a flowing water pattern**.**

(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

Q18**. Assertion** : World War Ist helped in the expansion of TISCO.

   Reason : The supply of British steel imports to India declined during the First World War.

(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

Source based questions:-

Read the paragraph and answer the following questions:

Indian textiles continued to dominate world trade till the end of the eighteenth century. European trading companies – the Dutch, the French and the English – made enormous profits out of this flourishing trade. These companies purchased cotton and silk textiles in India by importing silver. When the English East India Company gained political power in Bengal, it no longer had to import precious metal to buy Indian goods. Instead, they collected revenues from peasants and zamindars in India, and used this revenue to buy Indian textiles.

19. Which of the following textiles continues to dominate world trade till the end of the 18th century?
   a) England textiles
   b) France textiles
   c) Indian textiles
   d) Dutch textiles

20. Which of the following companies made enormous profits out of this flourishing trade?
   a) Dutch
   b) French
   c) English
   d) All of the above

21. European companies purchased cotton and silk textiles in India by importing which of the following goods?
   a) Gold
   b) Copper
   c) Silver
   d) Iron

22. Which of the following company gained political power in Bengal?
   a) Dutch
   b) French
   c) Indian
   d) English

23. English company collected revenues from which of the following:

    a) Peasants

    b) Zamindars

    c) Both a and b

    d) Neither a and b

SHORT ANSWER QUESTIONS

24. Why Britain called the foremost industrial nation in the 19th century?

25. How did the inventions of the Spinning Jenny and Steam Engine revolutionise cotton textile weaving in England?

26. Which country's companies came to India to trade with Europe?

27. What do you mean by "chintz"?

28. What is the Calico Act?

29. Write the Name of some important weavers' communities in India.

30. Why did cotton textile mills in India emerge in Bombay?

31. How did Khadi become a symbol of Indian nationalism?

32**.** What is smelting?

33. What do you meant by spinning Jenny?

LONG ANSWER QUESTIONS

34. Why was the Britain came to be known as the workshop of world in the 19th century?

35. Why was India renowned in the field of textile production in the whole world during the 18th century?

36. Discuss the different types of cotton fabric during 18th century.

37. State the process of textile production.

38. What were the impacts of the growth of the British cotton textile industry on the Indian textile producers?

39. Explain the role of Mahatma Gandhi in the context of textile production.
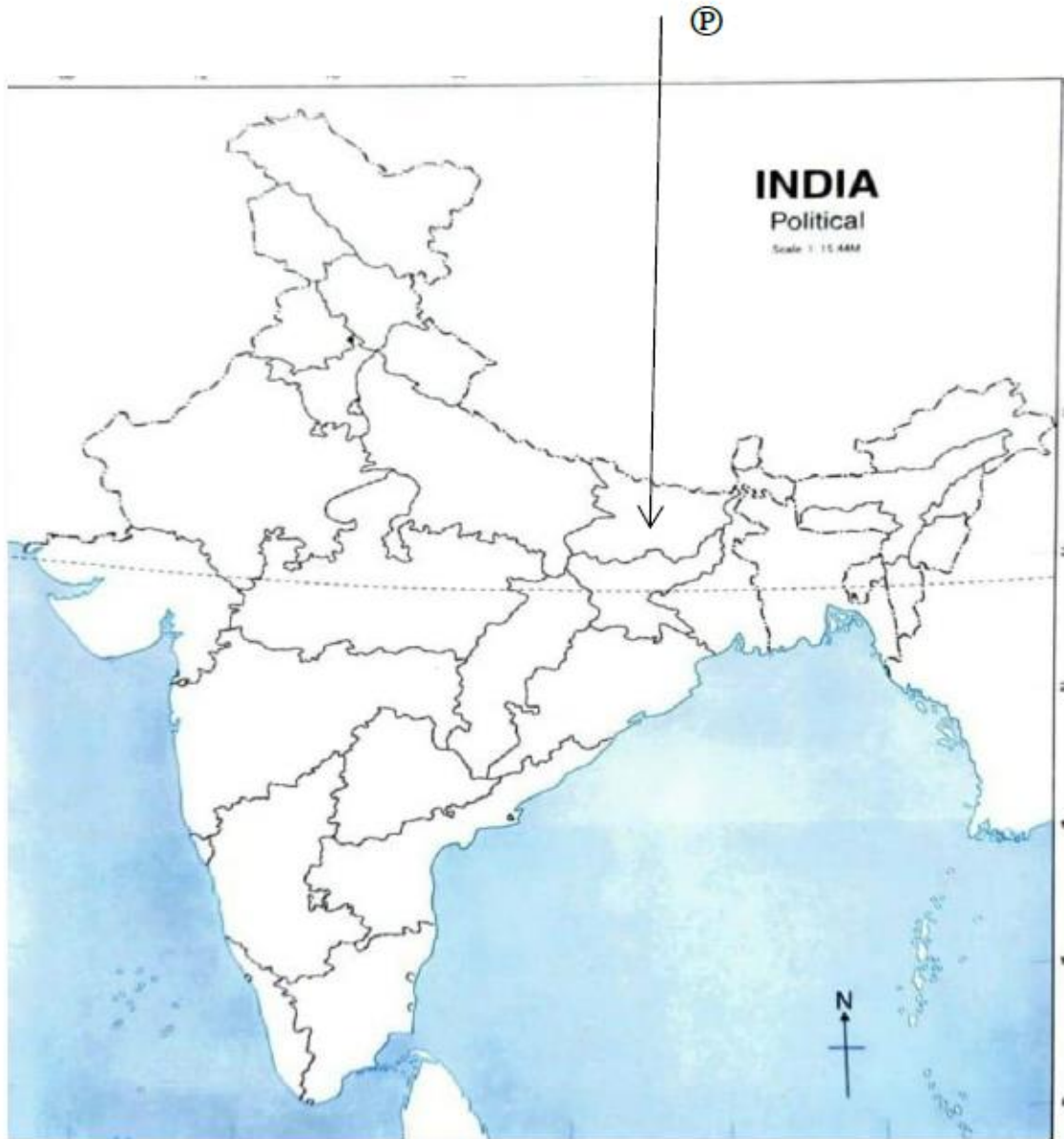
40. What were the problems faced by Indian textile factories?

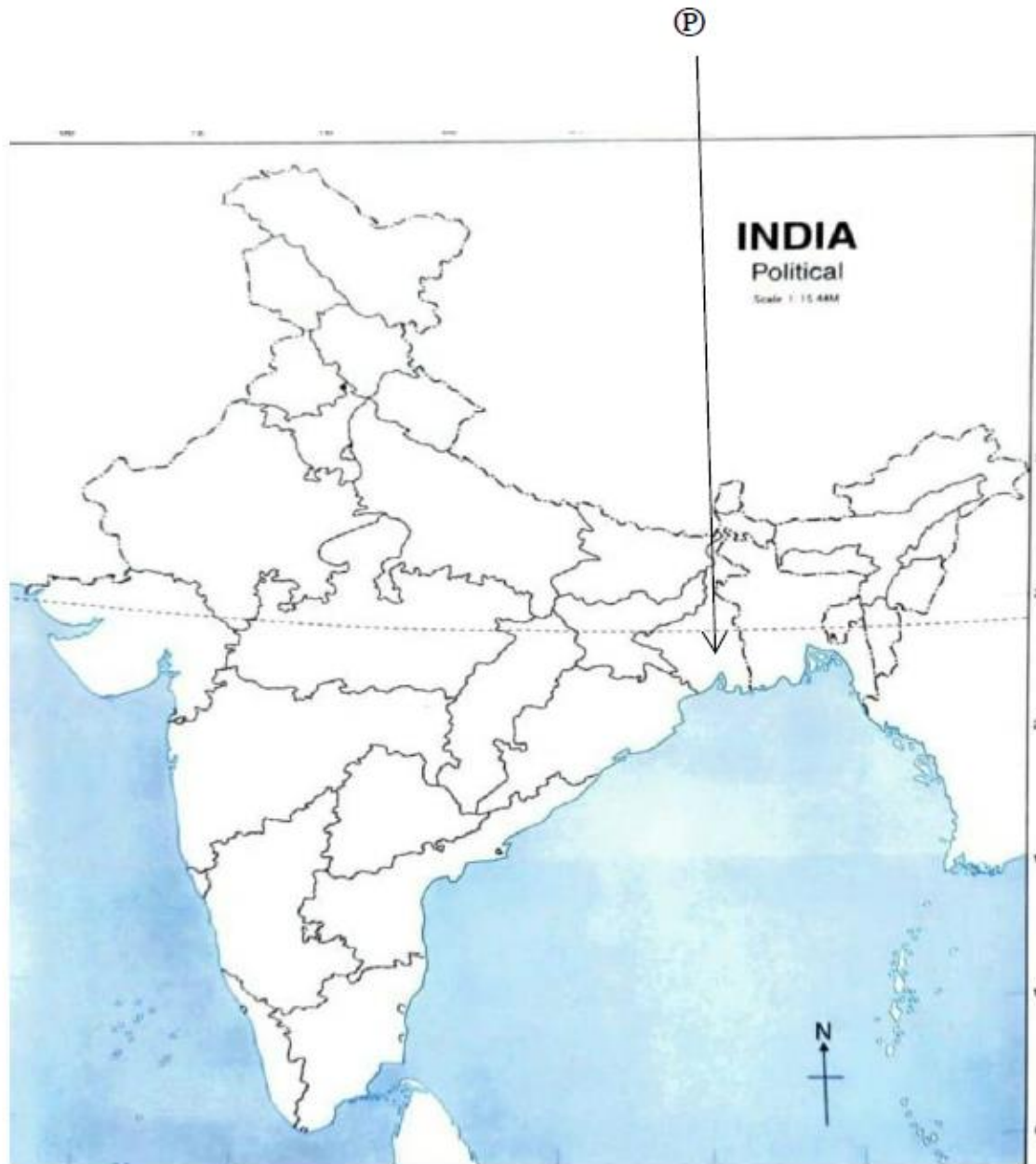41**.** How TISCO expanded its production during First World War?

MAP SKILLS

42. Identify the Plain white weaving center as a ℗ marked on the map given from the following

a) Patna

b) Patan

c) Sironj

d) agra

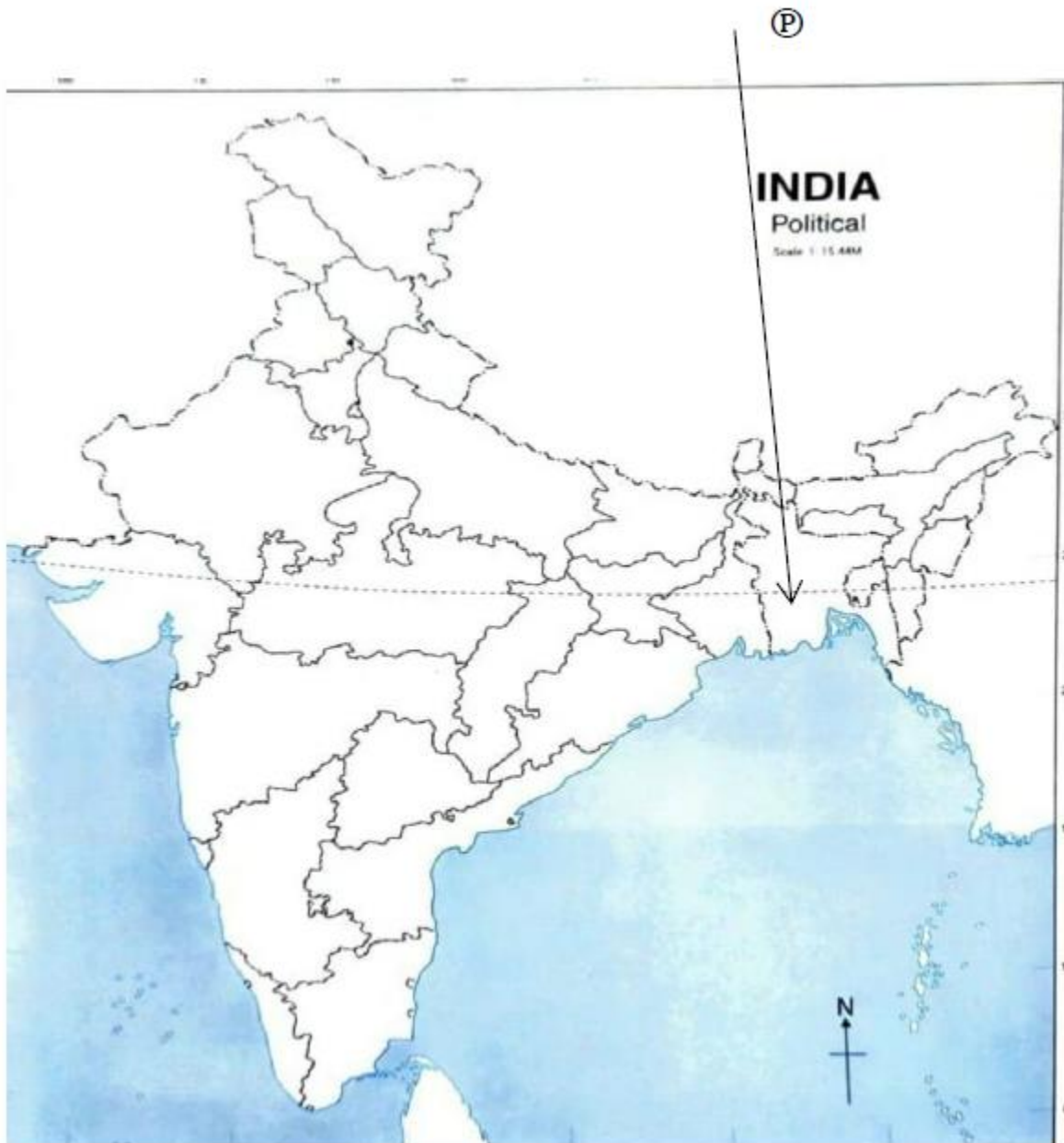**43.** Identify the check and stripes weaving center as a Ⓟ marked on the map given from the following

a) ahmedabad

b) Patan

c) Patna

d) Calcutta

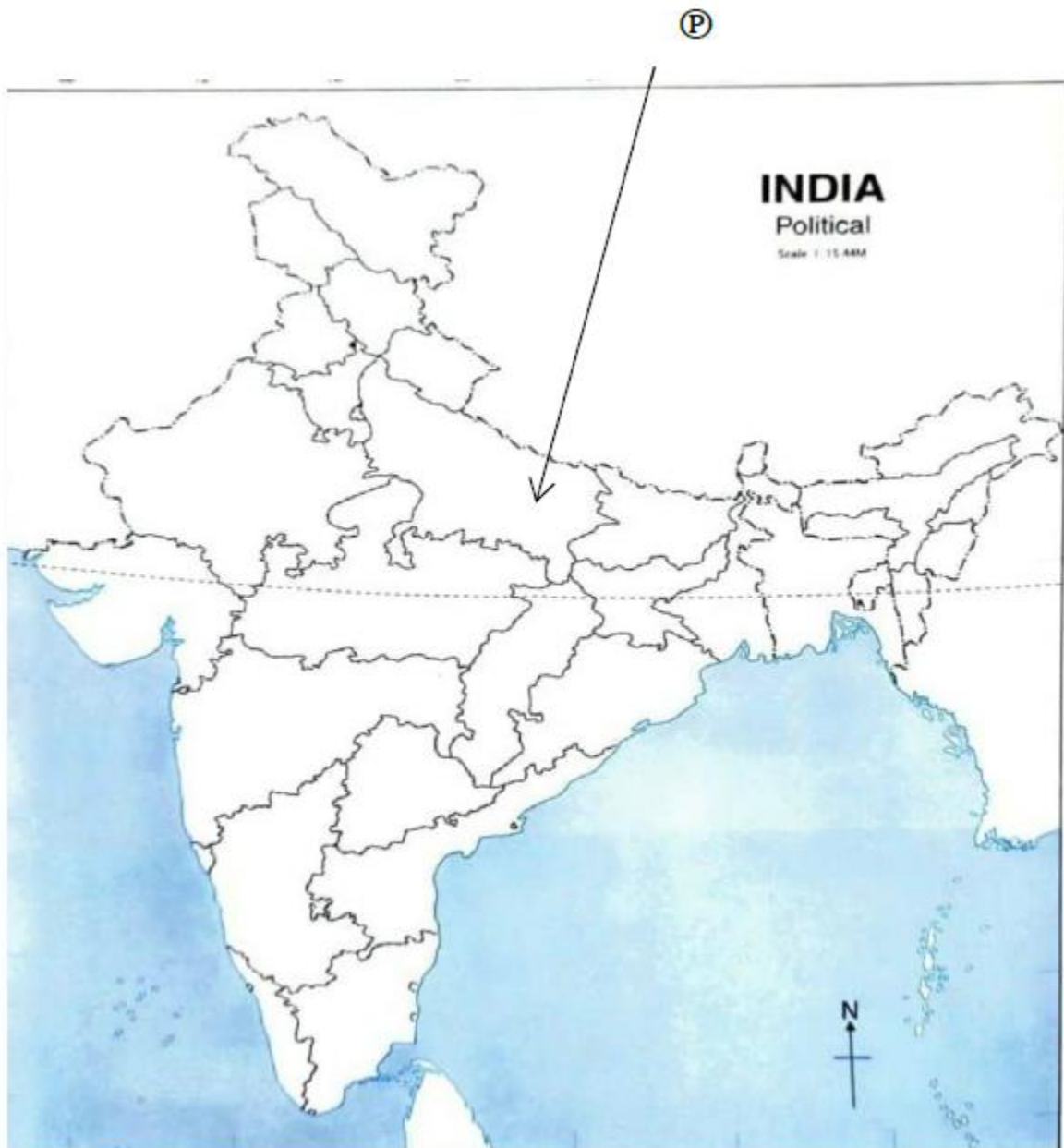**44.** Identify the chintz weaving center as a Ⓟ marked on the map given from the following

    a) Negapatnam

    b) dacca

    c) cambay

    d) delhi

45. Identify the silk weaving center as a Ⓟ marked on the map given from the following

    a) Goa

    b) Punjab

    c) Jaipur

    d) Banaras

Answer Key

Question number	Option/ key points
1.	(b) Patola weave
2.	(a) Tanti weaver
3.	Bandanna design
4.	(a) Chintz
5.	(b) Agaria
6.	(c) 19th century
7.	(a) First World War
8.	(b) spices
9.	(c) Cotton textile
10.	(b) wootz
11.	(d) Devangs
12.	(c) the properties of Indian Wootz
13.	(c) Rajhara Hills
14.	(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)
15.	(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)
16.	(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)
17.	(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)
18.	(A) Both (A) and (R) are correct & (R) is the correct explanation of (A)
19.	(c) Indian textiles
20.	(D) All of the above
21.	(C) Silver
22.	(D) English
23.	(C) Both a and b

24.	Textiles and iron and steel industries were crucial for the industrial revolution in the modern world. Firstly, Mechanised production of cotton textiles made Britain the foremost industrial nation in the nineteenth century. And when it's iron and steel industry started growing from the 1850s, Britain came to be known as the "workshop of the world".
25.	Textile industries had just emerged in England in the early 18th century. So, it was difficult for the English producers to compete with Indian textiles. This competition with Indian textiles led to a search for technological innovation in England. In 1764, the Spinning Jenny was invented by John Kaye which increased the productivity of the traditional spindles. Then came the steam engine. It was invented by Richard Arkwright in 1786. These two inventions revolutionised cotton textile weaving in England. Cloth could now be woven in immense quantities and cheaply too.
26.	Indian textiles continued to dominate world trade till the end of the eighteenth century. In this regard European trading companies – the Dutch, the French and the English –came to Indian market and made enormous profits out of this flourishing trade.
27.	It is derived from the Hindi word chhint, a cloth with small and colourful flowery designs.
28.	In 1720, the British government enacted a legislation banning the use of printed cotton textiles – chintz – in England. Because wool and silk makers in England began protesting against the import of Indian cotton textiles. Interestingly, this Act was known as the Calico Act.
29.	Weavers often belonged to communities that specialised in weaving. The tanti weavers of Bengal, the julahas or momin weavers of north India, sale and kaikollar and devangs of south India are some of the communities famous for weaving.
30.	The first cotton mill in India was set up as a spinning mill in Bombay in 1854. From the early nineteenth century, Bombay had grown as an important port for the export of raw cotton.

	It was close to the vast black soil tract of western India where cotton was grown.
31.	During the Indian national movement, Mahatma Gandhi urged people to boycott imported textiles and use hand-spun and handwoven cloth i.e. Khadi. **Khadi** gradually became a symbol of nationalism.
32.	The process of obtaining a metal from rock (or soil) by heating it to a very high temperature, or of melting objects made from metal in order to use the metal to make something new.
33.	A machine by which a single worker could operate several spindles on to which thread was spun. When the wheel was turned all the spindles rotated. In 1764, the spinning jenny was invented by John Kaye.
34.	For a few decades in the 19th century British manufactured goods dominated world trade. Most mass manufactured items were produced more efficiently and competitively in Britain than elsewhere. In some industries, most notably textiles, massive changes took place in technology and in the organisation of production causing dramatic productivity growth. This in turn brought a steep decline in prices. An unprecedented range and variety of products thus came within the grasp of a new mass market both within Britain and overseas. No other country could at first compete so Britain became the workshop of the world.
35.	India's textiles were so central to its identity abroad around the mid of 18th century because India's textiles are embedded in every aspect of its identity. Courtly splendour was proclaimed by magnificent fabrics and religious worship still finds expression through cloth. Global trade systems were formed on the export of Indian fabrics, and the hand-making of cloth continues to shape India today.
36.	1. Patola weave: Patola is a double ikat woven sari, usually made from silk, made in Patan, Gujarat, India. 2. Jamdani Weave: Jamdani is a hand loom woven fabric made of cotton, which was historically referred to as muslin. 3. Chintz: **chintz**, plain woven, printed or solid-colour, glazed cotton fabric, frequently a highly glazed printed calico.

Originally "chintz" (from the Hindi word meaning "spotted") was stained or painted calico produced in India.

4. Cossaes (Khassa): Khasa was a cotton fabric softer than longcloth and more closely woven than muslin.[4][5] It is described as having been soft and closely woven, with a fine texture.

5. Bandanna: the word bandanna now refers to any brightly coloured and printed scarf for the neck or head.

37. The first stage of production was spinning – a work done mostly by women. The charkha and the takli were household spinning instruments. The thread was spun on the charkha and rolled on the takli. When the spinning was over the thread was woven into cloth by the weaver. In most communities weaving was a task done by men. For coloured textiles, the thread was dyed by the dyer, known as rangrez. For printed cloth the weavers needed the help of specialist block printers known as chhipigars.

38. In the beginning of the nineteenth century, English-made cotton textiles were preferred to Indian goods. Indian textiles lost their market in Africa, America and Europe. English and European companies stopped buying Indian goods. During the 1830s British cotton cloth flooded Indian markets. In the 1880s two-thirds of all the cotton clothes worn by Indians were made of cloth produced in Britain. This affected the entire textile industry in India. Thousands of rural women lost their lobs.

39. During the national movement, Mahatma Gandhi urged people to boycott imported textiles and use hand-spun and handwoven cloth.. However, as an effective and powerful symbol of freedom struggle, it came to its fore due to its association with M. K. Gandhi and the indispensable role that he played in elevating it to the status of a national cloth. This is also evident in *khadi* being the result of Gandhi's own sartorial choices of transformation from that of an Englishman to

that of one representing India.

40. By the beginning of the nineteenth century, English made cotton textiles successfully ousted Indian goods from their traditional markets in Africa, America and Europe. Thousands of weavers in India were now thrown out of employment. Bengal weavers were the worst hit.

English and European companies stopped buying Indian goods and their agents no longer gave out advances to weavers to secure supplies. In fact, by the 1880s two-thirds of all the cotton clothes worn by Indians were made of cloth produced in Britain. This affected not only specialist weavers but also spinners. Thousands of rural women who made a living by spinning cotton thread were rendered jobless.

41. By the time TISCO was set up the situation was changing. In 1914 the First World War broke out. Steel produced in Britain now had to meet the demands of war in Europe. So imports of British steel into India declined

dramatically and the Indian Railways turned to TISCO for 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

90 per cent of the steel manufactured by TISCO. Over time TISCO became the biggest steel industry within the British empire.

42.	(A) Patna
43.	(D) Calcutta
44.	(B) Dacca
45.	(D) Banaras

HISTORY
Chapter 7: Civilizing the "Native" Educating the Nation

Key Concepts:-

The rule of the British has an effect on the lives of most people in India, especially the peasants, Nawabs, and the tribals. The British didn't just want to rule the country but they felt like their mission was to make some sort of cultural changes in the tribes. So, they decided to "civilize the natives". As a result, several of the native values and customs were changed by the British.

<u>Views of the British on Indian Education:</u>

In 1783, the Company founded the Supreme Court, and William Jones was appointed as a junior judge. Jones was a linguist. He mastered in Greek, Latin, French, English, Arabic, and Persian etc. He had also studied Sanskrit with the Pandits of Calcutta.

He studied ancient Indian writings on philosophy, law, politics, religion, morality, medicine, arithmetic, and a variety of other subjects.

Jones had founded the Asiatic Society with the help of a few individuals and started a publication called "Asiatic Researches."

In Benaras, a Hindu College was founded in 1791 to promote the study of ancient Sanskrit writings.

"Grave Errors of the East":

Since the early eighteenth century, British officials had been criticizing the East's expertise for a variety of bizarre reasons.

The British educationalists targeted the principal advocates of Indian ancient literature, introducing the Western educational culture throughout the country.

The study of the English language was disseminated all over the country, and the major architect behind this was Macaulay.

The English Education Act was adopted in the year 1835 based on Macaulay's minutes.

The main goal of the English Education Act of 1835 was to make English the primary medium of instruction for higher education. Another goal was to downplay the significance of the Calcutta Madrasa and the Benaras Sanskrit College.

Education for Commerce: The Famous Wood's Despatch:

In 1854, Charles Wood issued the despatch, which is known as "Wood's despatch." It established India's core educational system by focusing on European learning.

The main objective of Wood's despatch was to produce a trusted and "yes sir" type of civil servant based on the belief that European training will improve the moral character of Indian people.

Impact on Local Schools:

The Company engaged William Adam, a Scottish missionary, to assess the educational framework of the vernacular schools.

It was discovered that there were at least 1 lakh **PATHSHALAS (**around 20 lakh students) in the Bengal and Bihar regions in the past.

In the pathshalas, there was a flexible schooling system in place. The pathshalas lacked a fixed fee structure, printed literature, separate school building, furniture, blackboards, classrooms, roll call registers, and annual examinations.

The East India Company appointed pandits to the government. Under each pandit, there were four to five pathshalas to impose routines, establish new standards, and conduct frequent inspections within the existing educational system.

One of the system's drawbacks was that during harvest, children from low-income households were required to attend school. Any disobedience to the rules was considered indiscipline.

The Need for National Education:

Apart from British authorities, there were numerous Indians who understood the value of education. Some of them believed that western education would improve India's educational system. The second group of Indians was adamantly hostile to western education. Mahatma Gandhi and Rabindranath Tagore were the most notable among them.

The colonial education system, according to Mahatma Gandhi, had instilled a sense of inferiority in the minds of students.

As part of a boycott of the British educational system, students were asked to abandon British institutions.

Another part of the demonstration was the use of the Indian language.

Mahatma Gandhi was a great believer in using the Indian language as the medium of instruction, and a wave of protest erupted in the country when British education was boycotted.

The Wood's Despatch, the Vernacular Act, and the so-called British institutions were all boycotted by the students.

Change of Education Policy:

Uniform National Education Policy was the name of the strategy, which was completely different from British policy.

Rabindranath Tagore created Vishva Bharati University in Shantiniketan in 1901 to enhance national education.

During this time, several institutions were founded to expand the National Education Policy, as well as a substantial drive to promote women's education. Calcutta, Madras, Pune, Bombay, and other cities across India have all founded colleges.

MCQ/VERY SHORT ANSWER TYPE QUESTIONS

1- The ideas of William Jones were supported by

(a) James Mill

(b) Thomas Macaulay

(c) Charles Wood

(d) Henry Thomas Colebrooke

2 look at the picture and answer the following questions-
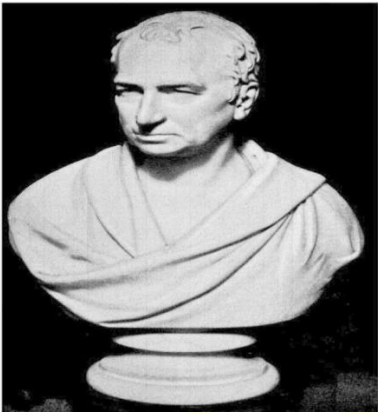
(i)   What does the picture depict?

(ii)   Write a brief note on the system of education that existed there.

3- A madrasa was set up in Calcutta in 1781 to promote the study of

(a) Urdu

(b) Arabic

(c) Ancient history of India

(d) Muslim religion

4 . Observe the picture taken from NCERT textbook and answer the questions that follow:

Questions:

(i)   Identify the personality?

(ii)   What do you know about him?

5- The name associated with the establishment of Serampore Mission

(a) Thomas Macaulay

(b) Henry Thomas Colebrooke

(c) William Carey

(d) William Jones

6- "A single shelf of a good European library was worth the whole native literature of India & Arabia" . Who said these words?

(A) Thomas Babington Macaulay

(B) Charles Wood

(C) William Jones

(D) Thomas Colebrooke

7- What would you call a person who knows several languages ?

(a) Biographer

(b) Linguist

(c) Biolinguist

(d) Translator

8- Complete the sentence by choosing the most appropriate word from the following list of options. The introduction of ……………………….. brought with it ideas of democracy, liberty, fraternity among the minds of Indians.

(a) Western education

(b) Subsidiary alliance

(c) Doctrine of Lapse

(d) Expansion policies

9- The temples of darkness that were falling of themselves into decay. Who said these words about the Calcutta Madrasa and Benares Sanskrit College?

(a) Lord William Bentick

(b) Lord Dalhousie

(c) Lord Ripon

(d) Lord Macaulay

10- In countries like India, British used this term to mark the difference between the local languages and everyday use and English. This term is generally used to refer to a local language or dialect as distinct from what is seen as the standard language.

(a) Colloquial

(b) Jargon

(c) Vernacular

(d) Slang

11- Who said these words , "English education had enslaved Indians"?

(a) Rabindranath Tagore

(b) Mahatma Gandhi

(c) Subhas Chandra Bose

(d) Vinoba Bhave

12- Who was Charles Wood?

(a) The President of the Board of Control of the Company

(b) A Commissioner of the Board of Control of the Company

(c) An Educationist

(d) None of the above

13- The English Education Act was passed

(a) to materialise Macaulay's thinking

(b) to make the English the medium of instruction for higher education

(c) to stop the promotion of oriental institutions

(d) all of the above

14 -Assertion : William Jones & Colebrooke discovered ancient texts, understanding their meaning

Reason : They were Orientalists & interested in the culture of Asia.

(A) Both (A) & (R) are correct & (R) is correct explanation of (A)

(B) Both (A) & (R) are correct & (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (R) is correct but (A) is wrong

15- Assertion : 'Calcutta Madrasa' & 'Banaras Sanskrit college were seen as "Temples of Darkness"

Reason : These institutions were based on orientalists vision of learning.

(A) Both (A) & (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) & (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (A) is wrong but (R) is correct

16- Assertion : In 1830, William Adam, a Scottish missionary toured the districts of 'Bengal and Bihar'.

Reason : He had been asked by the company to report on the progress of education in vernacular schools.

(A) Both (A) & (R) are correct & (R) is the correct explanation of (A)

(B) Both (A) & (R) are correct but (R) is not the correct explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (A) is wrong but (R) is correct

17- Assertion : In the earlier system of education children from poor peasant families had been able to go to pathshaalas

Reason : No regular time table & no printing books were used at that time.

(A) Both (A) & (R) are correct & (R) is the right explanation of (A)

(B) Both (A) & (R) are correct but (R) is not the right explanation of (A)

(C) (A) is correct but (R) is wrong

(D) (A) is wrong but (R) is correct

18- Assertion : Mahatma Gandhi was not in favour of English education. He argued that colonial education created a sense of inferiority in the minds of Indians.

Reason : British education made Indians see western civilization as superior & destroyed the pride, they had in their own culture.

(A) Both (A) & (R) are correct & (R) is the right explanation of (A)

(B) Both (A) & (R) are correct but (R) is not the right explanation of (A)]

(C) (A) is right but (R) is wrong

(D) (A) is wrong but (R) is right

Read the following extract and answer the questions

An argument for European knowledge Wood's Despatch of 1854 marked the final triumph of those who opposed Oriental learning. It stated:

We must emphatically declare that the education which we desire to see extended in India is that which has for its object the diffusion of the improved arts, services, philosophy, and literature of Europe, in short, European knowledge.

Questions:

19 -When did Wood's Despatch come in light?

20 What type of education did the Despatch want to extend in India?

Read the following extract and answer the questions :-

"Literacy in itself is not education" Mahatma Gandhi wrote:

By education I mean an all-round drawing out of the best in child and man—body, mind and spirit. Literacy is not the end of education or even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is not education. I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training … I hold that the highest development of the mind and the soul is possible under such a system of. Education. Only every handicraft has to be taught not merely mechanically as is done today but scientifically, i.e. the child should know the why and the wherefore of every process.

-' The Collected Works of Mahatma Gandhi, Vol. 72, p. 79'

Questions:

21- How did Gandhi ji view literacy?

22- Why did he give so much emphasis on learning a useful handicraft?

23-Name the different languages that William Jones studied ?

24- Who set up Asiatic Society of Bengal?

(i) William Jones

(ii) Henry Thomas Colebrooke

(iii) Nathaniel Halhed

(iv) All of these

25- Hindu College was established in Benaras in:

(i) 1781   (ii) 1773   (iii) 1777   (iv) 1791

26- In 1830's a Scottish missionary who toured the districts of Bengal and Bihar was:

(i) Williams Carey

(ii) William Adam

(iii) Thomas Babington

(iv) Charles Wood.

27- A person who can read, write and teach Persian is known as _

(i) Munshi

(ii) Maulavi

(iii) Qazi

(iv) Brahman

28- What does the Arabic word Madrasa refer to?

(i) A place of learning, a school or college

(ii) A place of worship

(iii) A mine

(iv) A factory

29- Who said these "Education means all round drawing out of the best in child and man- body, mind and spirit"?

(i) Rabindranath Tagore

(ii) Mahatma Gandhi

(iii) Swami Dayanand Saraswati

(iv) None of these

30 - Which statement is not true for 'Shanti Niketan'

(1) It was established in 1901.

(2) It was established 100 km away from Calcutta in a rural setting.

(3) In Shantiniketan, Education was given in harmony with nature.

(4) Education was given in classrooms rather than using open space

(A) Only 1

(B) Only 2

(C) Only 3

(D) Only 4

31- Which one is not true regarding of wood's dispatch

(1) It believed that English education would improve the moral character of Indians

(2) English education would supply the company with trusted civil servants

(3) It would make Indians irresponsible & dishonest

(4) European learning would change Indians taste & desire.

    (A) Only 1

    (B) Only 2

    (C) Only 3

    (D) Only 4

32- Which statement is/are not true in regarding the painting of **"Village Pathshala"**

    (A) The painting is made by a Dutch painter, Solvyn

    (B) The painter came in India in 18th century

    (C) In his painting the tried to depict the everyday life of people

    (D) A British official was also painted observing the lives of Indian people.

    (A) only A

    (B) only B

    (C) only C

    (D) only D

33- Some statements are given below , read them carefully:

(i) William Jones had studied Greek & Latin.

(ii) He was a Scholar of French, English & Arabic language

(iii) He arrived Calcutta in 1793

(iv) He had an appointment as a Junior Judge at the Supreme Court

Which of the above statements are true –

(A) 1, 2, 3
(B) 1, 2, 4
(C) 1, 2, 3, 4
(D) 1, 3, 4

34 - What measures were taken by the English Education Act of 1835?

35- Define the term 'vernacular'. Why did the British use this term in colonial countries like India?

Long Answer Type questions

36- What was main aim behind establishing Hindu College in Benaras in 1791?

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

38. What was Wood's Despatch? What were its provisions?

39 . What measures were undertaken by the Company to improve the system of vernacular education?

40 Why did many company officials in India want to promote Indian rather than western learning ?

41. What type of education did Mahatma Gandhi want in India?

42. Write a note on Rabindranath Tagore and his school Shantiniketan.

43. "Literacy in itself is not education"- Justify the statement.

Map Work-

44 The state of modern India where Vishva Bharti University is established

45 Where was Hindu college established in 1791?

ANSWER KEY

1- (d) Henry Thomas Colebrooke

2- (i) Village Pathshala

(ii) The system of education was flexible. Few things that
you associate with schools today were present in the
pathshalas at the time. There were no fixed fee, no printed
books, no separate school building, no benches or chairs,
no blackboards, no system of separate classes, no rollcall registers, no annual examinations, and no
regular time-table. In some places classes were held under a banyan tree.

3- (b) Arabic

4- (i) Henry Thomas Colebrooke

(ii) He was a scholar of Sanskrit and ancient sacred writings of Hinduism.

5- (c) William Carey

6- (A) Thomas Babington Macaulay

7- (B) Linguist

8- (a) Western education

9- (d) Lord Macaulay

10- (c) Vernacular

11- (b) Mahatma Gandhi

12- (a) The President of the Board of Control of the Company

13- (d) all of the above

14- (A) Both (A) & (R) are correct & (R) is correct explanation of (A)

15- (D) (A) is wrong but (R) is correct

16- (C) (A) is correct but (R) is wrong

17- (B) Both (A) & (R) are correct but (R) is not the right explanation of (A)

18- (A) Both (A) & (R) are correct & (R) is the right explanation of (A)

19- (i) in 1854

20- (ii) European Knowledge

21- (i) It is only one of the means whereby man and woman can be educated.

22- (ii) For enabling it to produce from the moment it begins its training.

23- Greek, Latin, English, French, Arabic, and Persian

24- (iv) All of these

25- (iv) 1791

26- (ii) William Adam

27- (i) Munshi

28- (i) A place of learning, a school or college

29- (ii) Mahatma Gandhi

30- (D) Only 4

31- (C) Only 3

32- (D) only D

33- (B) 1, 2, 4

34- (i) English was made the medium of instruction for higher education.

   (ii)   Promotion of Oriental institutions like the Calcutta Madrasa and Benaras Sanskrit College was stopped. ...

   (iii)   English textbooks began to be produced for schools.

35- The term Vernacular' refers to a local language or dialect as distinct from what is known as the standard language. In colonial countries like India, the British used this term to mark the difference between the local languages of everyday use and English, the language of the imperial masters.

36- Hindu College was established to encourage the study of ancient Sanskrit texts that would be useful for the administration of the country.

37- (i) Thomas Macaulay and James Mill both saw India as an uncivilised country that needed to be civilised.

   (ii) Macaulay felt that knowledge of English would allow Indians to read some of the finest literature the world had produced.

   (iii) It would make them aware of developments in Western science and philosophy.

   (iv)   Teaching of English could be a way of civilising people, changing their tastes ,values and culture.

38- Sir Charles Wood, the President of the Board of Control of the English East India Company, had an important effect on spreading english learning and female education in India .When in 1854 he sent a despatch to Lord Dalhousie, the then Governor-General of India. Wood suggested that primary schools must adopt vernacular languages

39- Measures taken by the Company to improve the system of vernacular education were:

i. It appointed a number of government pandits, each in charge of looking after four to five schools. The task of the pandit was to visit the pathshalas and try and improve the standard of teaching.

ii. Each guru was asked to submit periodic reports and take classes according to a regular timetable.

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

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

40- Many company officials felt that institutions should be set up to encourage the study of ancient Indian texts and teach Sanskrit and Persian literature and poetry . these officials were of the opinion that Hindu and Muslims ought to be taught what they were already familiar with and what they valued and preserved not subjects that were alien to them . They believed that only by doing this the British could win the hearts of the Indians .
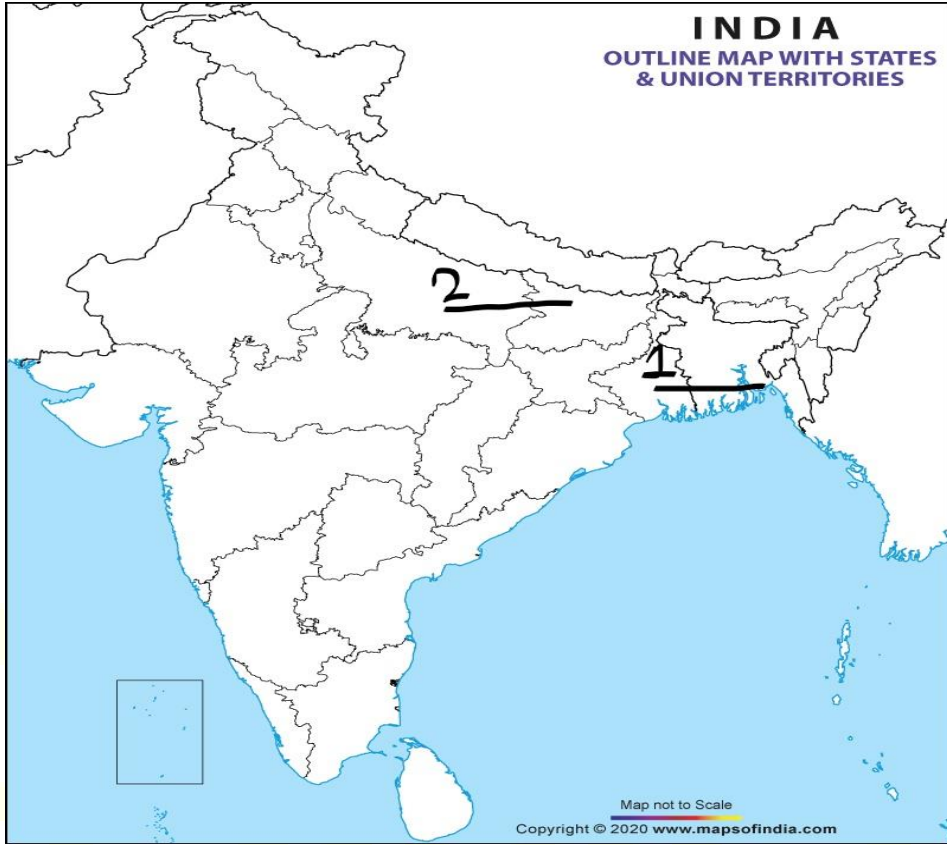
41- Mahatma Gandhi wanted an education that could help Indians recover their sense of dignity and self-respect. Mahatma Gandhi -strongly was in favour of Indian languages to be the medium of teaching. Education in English crippled Indians and distanced them from their own social surroundings

42- He was a great educationist But he hated going to school because he saw it oppressive. In fact he wanted. To establish a school where the children were happy and were free to explore their thoughts and desires without feeling any suppression. He advocated for giving children natural surroundings where they would be able to cultivate their natural creativity. Keeping the above ideals in mind, Rabindranath Tagore established Shantiniketan in the year 1901. He regarded it as an 'abode of peace'. He set up his school 100 kilometres away from Calcutta, in a rural setting in order to provide children a very peaceful environment. Here, they could develop their imagination and creativity. Tagore was of the opinion that existing schools were killing the natural desires of the children to be creative.

43- By this statement, Mahatma Gandhi meant that only learning to read and write is not education Stressing on practical knowledge in the form of crafts and learning how things operated would develop their minds and capacity to understand. Literacy is neither the beginning nor the end of education. It is rather one of the means of education whereby man and woman can be educated.

44- Calcutta

45- Banaras

1- Calcutta
2- Banaras

HISTORY

Chapter 8:   WOMEN, CASTE AND REFORM
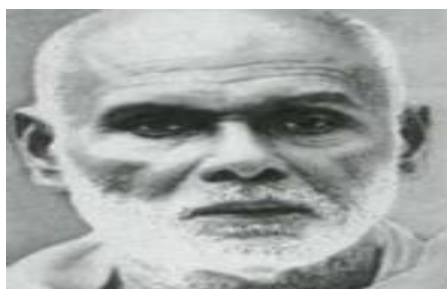
Key Concepts:-

- During 19th century many social reformers came forward and denounced social evils.
- Socio- religious reform movements were started in 19th century in almost all the communities of Indian society. These movements attacked the supremacy of the Brahmins.
- Raja Ram Mohan Roy founded Brahmo Samaj in 1820 AD. He started a movement to eliminate Sati Pratha and child marriage from the society.
- Brahmo Samaj spread in whole of the country under the leadership of Keshavchandra Sen.
- Prarthna Samaj was founded at Bombay in 1862.
- Jyotiba Phooley played an active role in reformation of lower castes.
- Arya Samaj was founded by Swami Dayanand in 1875. He raised his voice against child marriage, Sati Pratha and dowry system.
- Many other reform movements were started in different parts of the country to uplift the status of women and lower castes.
- Society in ancient India was divided into four main castes- Brahmins, Kshatriyas, Vaishyas and fourth caste.
- The Brahmins were given the highest place in the caste based society. But the conditions of the fourth caste were very pitiable.
- Caste based differences were challenged by the social reformers like Jyotiba Phooley, Dr. Bhim Rao Ambedkar, Periyar Ramaswami and Mahatma Gandhi. They demanded rights for the lower castes.

MCQ/VSA

1. Who founded the Mohammedan Anglo Oriental College?

    (a)Muhammad Ali
    (b) Shaukat Ali
    (c) Sayyid Ahmed Khan
    (d) Deoband School

2. Name this great social leader from Kerala who proclaimed the idea of unity of all people within one sect, a single caste and one guru.

3. What did Raja Ram Mohan Roy do to oppose the caste system?

(a) Translated an old Buddhist text
(b) Translated an old Mughal text
(c) Wrote an Autobiography
(d) None of these

4. Look at the picture given below and answer the question:

Question: Name the given picture and was drawn by whom?

5. Which of the reforms movement was founded by H.L.V. Derozio?

(a) Young Bengal
(b) Brahmo Samaj
(c) Veda Samaj
(d) Aligarh Movement

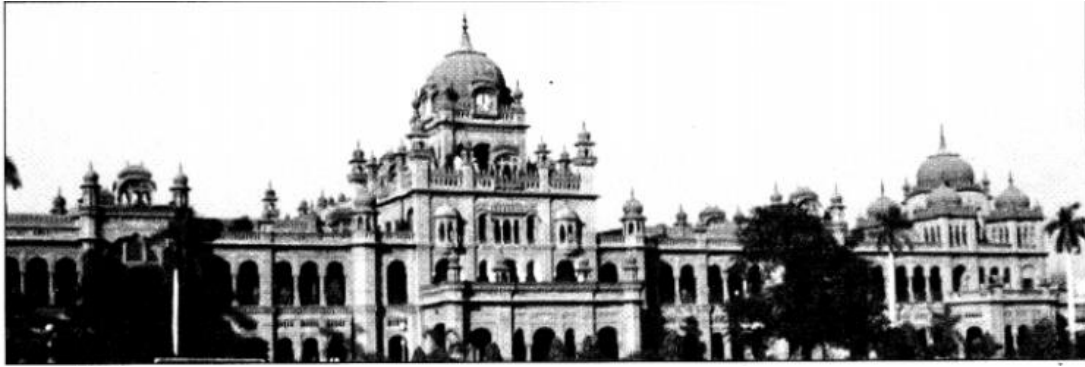**6. Look at the picture given below and answer the question:**

Question:- Who are these people? What are they doing in the picture?

7. Who started schools for Muslim girls in Patna and Calcutta?

(a) Mumtaz Ali
(b) Begum Rokeya Sakhawat Hossain
(c) Sayyid Ahmed Khan
(d) None of these

8. Look at the picture given below and answer the following question:

Question: - What has been shown in the picture ?

9. What is coolie ship?

(a) Luggage lifter at railway platform
(b) A ship that carried many Indians to Mauritius
(c) Association of Coolies
(d) None of the above.

10. Observe the picture below and answer the question

Question:- This is a picture of a child bride at the beginning of the20th century Which Act was passed to prevent child marriage and when ?

11. Who wrote these words "Isn't a woman's life is a dear to her as yours is to you. Her face is not be seen, a widowed woman is a bad woman"?

(a) Pandita Ramabai
(b) Tarabai Shinde
(c) Begum Rokeya Shekhawat Hossain
(d) Rashsundari Devi

12. **Name the person who founded the Theosophical Society in India.**

(a) Madame Blavatsky and Col
(b) Sarojini Naidu

(c) Rama Bai Ranade

(d) Raja Ram Mohan Roy

13. Raja Ram Mohan Roy focused on spreading ……….. all over the country.

a) Western Education
b) Religious teachings
c) Casteism
d) Untouchability.

14. Dubla caste people are primarily from the state of ………..

a) Arunachal Pradesh
b) Gujarat
c) Orissa
d) Delhi

15. **Self respect movement was led by**

a) Periyar
b) Ambedkar
c) Jyotiba Phoole
d) Raja Ram Mohan Rai

ASSERTION AND REASONING BASED QUESTIONS

16. **Assertion (A):** Two hundred years ago, most of the children were married off at an early age.

   Reason (R): Both Hindus and Muslims can marry more than one wife.

A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A).
B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).
C. Assertion (A) is true But Reason (R) is wrong.
D. Assertion (A) is wrong but Reason R) is true.

17. **Assertion (A):** Raja Rammohun Roy founded Brahmo Samaj to improve the conditions of women.

   Reason (R): Women during this period were victims of various social practices that were against women especially widows.

A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A).
B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).
C. Assertion (A) is true But Reason (R) is wrong.
D. Assertion (A) is wrong but Reason R) is true.

18. **Assertion:** Caste based crimes are low in cities.

   Reason: Cities have more legal bodies**.**

A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A).
B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).
C. Assertion (A) is true But Reason (R) is wrong.

D. Assertion (A) is wrong but Reason R) is true.

19. **Assertion(A):** Men women should be given equal rights.

   Reason(R) : Men are superior to women physically and emotionally.

A. Both Assertiion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A).
B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).
C. Assertion (A) is true But Reason (R) is wrong.
D. Assertion (A) is wrong but Reason R) is true.

20. **Assertion(A):** Women face discriminations and disadvantage in India many ways.

   Reason(A): India is a patriarchal society.

A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A).
B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).
C. Assertion (A) is true But Reason (R) is wrong.
D. Assertion (A) is wrong but Reason R) is true.

21. What was Sati Pratha?

22. Who declared Sati Pratha illegal and when?

23. Who founded the Arya Samaj?

24. Who wrote the book Gulamgiri and when?

25. When and with whose efforts second marriage was banned?

26 Read the following passage and give the answer-

By the 1880s, Indian women began to enter universities. Some of them trained to be doctors, some became teachers. Many women began to write and publish their critical views on the place of women in society. Tarabhai Shinde, a woman educated at home in Poona, published a book Stripurusbtulna, criticizing the social differences between men and women.

Q. Who published a book Stripurusbtulna?

   a.) Pandita Ramabai
   b.) Mumtaz Ali
   c.) Tarabai Shinde
   d.) Periyar

27 Read the following passage and give the answer-

Jyotirao Phule said that people who considered themselves as ''Aryans'' have come from foreign lands. And the lower caste people are the real natives of India. Dr. Baba Sahib Ambedkar tried to eradicate social taboos like untouchability and caste restrictions. Periyar supported equality for the untouchables.

 Who were considered as untouchable?

   a.) Dales

   b.) Kshatriyas

c.) Vaishyas

d.) None of these

28. Read the following passage and give the answer-

Madigas were an important untouchable caste of present day Andhra Pradesh. They work with dead animals where are seen as dirty and polluting. During the First World War, however, there was huge demand for shoes for the armies.

Q. **What was the occupation of Madigas?**

(a.) Plantation   (b) Cleaning work   (c) Sewing sandals   (d) None of these

29. Read the following passage and give the answer-

Periyar was an outspoken critic of Hindu scriptures, especially the Codes of Manu, the ancient lawgiver, and the Bhagavad Gita and the Ramayanas. He said that these texts had been used to establish the authority of Brahams over the lower castes and the domination of men over women.

Q. **Periyar Swami was an outspoken critic's of**_____

(a) Sati system   (b) Hindu Scriptures   (c) Brahmo Samaj   (d) Social evils

30 When Dr. Ambedkar stared a temple entry movement in which his Mahar caste followers participated?

(a) 1917   (b) 192   (c) 192   (d) 1927

LONG ANSWER QUESTIONS

31. Write any three social evils prevailed in the Indian society.

32. Describe the impact of Reform Movement of 19ᵗʰ century.

33. Describe the work done by Singh Sabha Movement.

34. Why many social reformers laid special emphasis on condition of women?

35. Write a note on Sir Sayyed Ahmed Khan.

36. Write any three works done by modern reformers to improve the condition of Indian women.

37. Which work was done by Jyotiba Rao Phooley for the upliftment of the scheduled castes?

38. What were the contributions of Pandita Ramabai in improving status of women?

39. Which Muslim women contributed to the spread of education among Muslim girls from the early 20ᵗʰ century?

40. Describe the contribution of the Swami Dayanand Ji in improving the conditions of women.

41. Why was Raja Ram Mohan Roy described as a reformer?

42. What was the position of women 200 years ago?

MAP WORK

43. **On the political map of India, identify the place where Ishwarchandra Vidyasagar set up school for girls.**

   (A) Calcutta   (B) Bombay   (C) Aligarh   (D) Assam

44. **On the political map of India, Where was the first headquarter of Arya Samaj?**
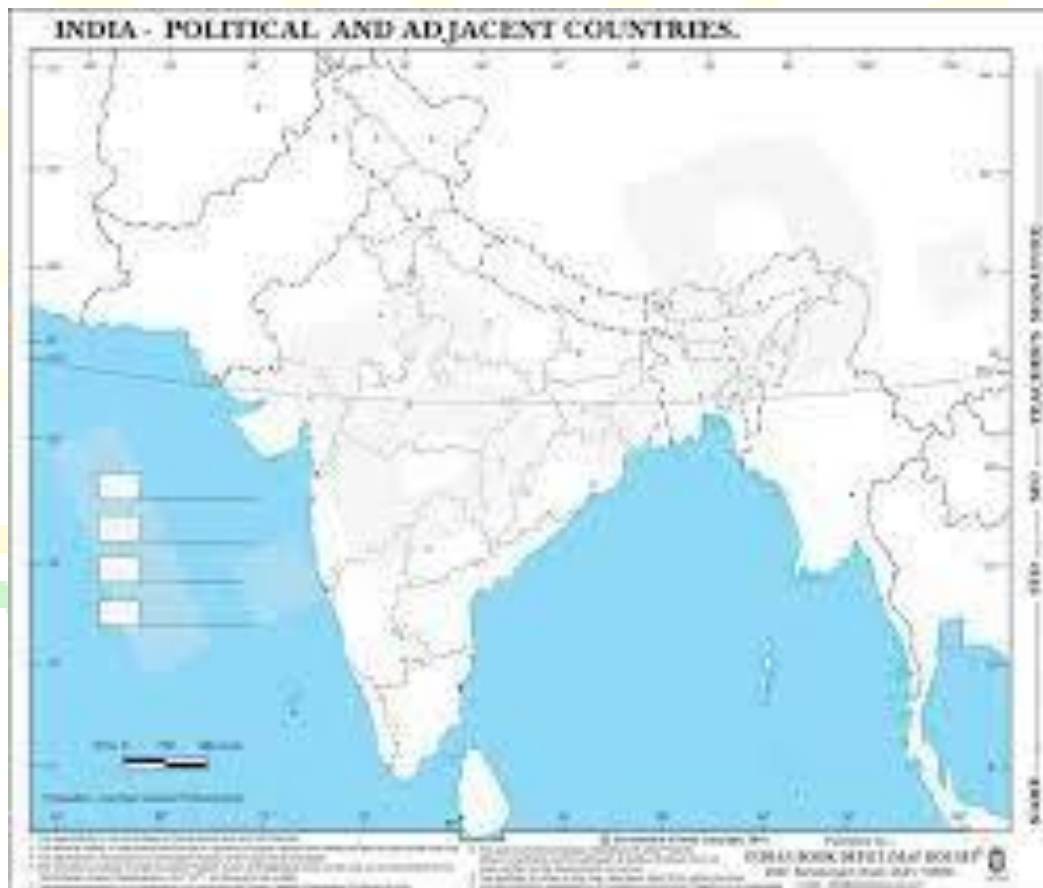
   (A) Calcutta   (B) Bombay   (C) Aligarh   (D) Assam

45. **On the political map of India, Identify the Place where the lower caste people went for plantation work**.

   (A) Calcutta   (B) Bombay   (c) Aligarh   (D) Assam

46. **On the political map of India, identify the place where Sayyid Ahmed Khan founded Anglo Orient College.**

   (A) Bombay   (B) Calcutta   (C) Aligarh   (D) Assam

INDIA - POLITICAL AND ADJACENT COUNTRIES.

ANSWER KEY

1. A. Muhammad Ali

2. Shri Narayana Guru

3. A. Translated an old Buddhist text

4. The gateway to the Madurai temple, drawn by Thomas Daniel.

5. A. Young Bengal

6. These people are Dublas of Gujarat. They are carrying mangoes to the market

7. B. Begum Rokeya Sakhawat Hussain

8. The Khalsa college Amritsar

9. B. A ship that carried many Indian to Mauritius.

10. In 1929, the child marriage Restraint Act was passed to prevent this practice.

11. B. Tarabai Shinde

12. A. Madame Blavatsky and col

13. A. Western Education.

14. B. Gujarat.

15. Periyar

16. B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).

17. A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A)

18. B. Both Assertion (A) and Reason (R) are true and Reason is not true explanation of the Assertion (A).

19. C. Assertion (A) is true But Reason (R) is wrong

20. A. Both Assertion (A) and Reason (R) are true and Reason is true explanation of the Assertion (A)

21. – A custom of ancient India

    - A husband of any woman was dead then she was forced to sit alive on the funeral pyre of her husband

22. – Raja Ram Mohan Roy persuaded Lord William Bentinck.

    - Sati Prohibition Act '1829 to declare Sati Pratha as illegal.

23. - Swami Dayanand Saraswati

    - It attempted to reform Hinduism.

24. – The book Gulamgiri was written by Jyotiba Rao Phooley

    - In 1873 A.D.

25. - Second marriage banned in 1872.

    - With the effort of Keshav Chandra Sen.

26. C. Tarabai Shinde

27. A. Dalits

28. C. Sewing Sandals

29. B. Hindu scriptures

30. D. 1927

31. – Sati Pratha

   - Untouchability

   - No widow remarriage

32. – Lord William Bentinck passed an Act in 1829 and imposed ban on Sati Pratha.

   - Eliminated Slavery system from India.

   - Widow Remarriage given legal sanction in 1856.

33. – This movement was laid at Manji Sahib (Amritsar)

   - Its objective was to remove prevailing evils from Sikh religion and society.

   - All the Sikhs residing in different parts of country were allowed to become the member of Singh Sabha.

34. – Education of women is necessary

   - To free the country from political slavery of foreign country.

   - To improve the women to eradicate prevailing social evil from the society.

35. – He wanted to bring reform in Islamic society.

   - He strongly opposed the marriage of boys and girls in early age.

   - He was in favour of religious education.

36. – End of the Sati Pratha

   - Permission of widow remarriage.

   - Opposition of the Purdah System.

37. – He opened three schools in Poona for education of girls of Schedule Caste.

   - He established an institution called Satya Shodak Samaj.

   - He appealed to government not to take too much land revenue from poor farmer.

38. – She was great scholar of Sanskrit.

   - She wrote a book about miserable conditions of Hindu women of upper caste.

   - She started a widow home at Poona to provide shelter to widows.

39. –Muslim women like Begums of Bhopal played a very important role in promoting education among women.

   - They started a primary school for girls in Aligarh.

- Begum Rokeya Sakhawat Hussain founded school at Patna and Calcutta for Muslim girls.

40. - Swami Dayanand Saraswati preached that women should be respected in the society.

    - He opposed the custom of marriage of boys and girls at early age.

    - He started many school to give training of sewing and weaving to poor girls.

41. – He is known as the father of Modern India.

    - He founded a reform association called Brahmo Samajs in Calcutta.

    - He felt that changes are must in society and unjust practice should be eliminated from it.

42. – Most of the girls had to marry at an early age.

    - Hindu and Muslim men could marry more than one wife.

    - Women had no right over property.

43. A. Calcutta

44. B) Bombay

45. D) Assam

46. C) Aligarh

HISTORY
CHAPTER-9 - THE MAKING OF THE NATIONAL MOVEMENT 1870s – 1947

Key Concepts:-

- The Emergence of Nationalism - India was the people of India and all the people irrespective of class, colour, caste, creed, language or gender are Indians.

- The awareness of being Indian and that its resources and systems were meant for all of them led to see the trace nature and role of British in India.

- The political associations came into being in the 1870s and 1880s.

- 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.

- The Arms Act was passed in 1878, disallowing Indians from possessing arms.

- The Vernacular Act which allowed the government to confiscate the assets of newspapers including their printing presses if the newpapers published anything that was found 'objectionable'.

- In 1883 Lord Ripon's Law Member, Sir Courtenay llbert introduced a bill called llbert Bill. The bill provided for the trail of British or European persons by Indians, and sought equality between British and Indian judges in the country. The bill caused widespread agitation among the Whites who strongl opposed the bill and forced the government to withdraw it.

- 8. The Indian National Congress was established in 1885. It included 72 delegates from different parts of the country which included leaders like DadaBhai Naoroji, W.C. Bonnerji, Surendranath Bannerji, Romesh Chandra Dutt, S. Subramania Iyer, Pherozeshah Mehta and Badruddin Tyabji. In the first twenty years Congress was 'moderate' in its objectives and methods. 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 and they were in favour of strikes & boycott.

- A greater voice for Indians in the government and in administration was their demand. It demanded the separation of judiciary from the executive, the repeal of Arms Act and freedom of speech and expression.

- 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 and grains to Europe.

- 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

KVS RO JAMMU .... QUESTION BANK .... CLASS VIII .... TERM – II ....SOCIAL-SCIENCE ....

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government. They demanded 'Swaraj'. Tilak declared, 'Freedom is my birth right and I shall have it'.

- In 1905, Viceroy Curzon announced the partition of the biggest province British of India, Bengal which included Bihar and parts of Orrisa. The partition of Bengal infuriated people all over India. Both, the moderates and the radicals protested the partition. Large public meetings and demonstrations were organized and this led to be birth of Swadeshi Movement.

- After 1919 the struggle against Britain rule gradually became a mass movement, involving peasants, tribals, students and women in large numbers and factory workers. The first World War broke out in 1914 and changed the economic and political situation in India . India was dragged into the war and this led to a huge rise in defence expenditure of the government of India.

- 14. Mahatma Gandhi was born on 2nd October 1869 at Porbandar in Gujarat. He studied law in England and went to South Africa to practice law and stayed there for 20 years. He emerged as a mass leader of India. 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.

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

- 16. Gandhiji launched local movements in Champaran, Kheda and Ahmedabad in which he received success. Gandhiji's method of fighting was known as "Satyagraha" which was based on the principles of- 'Truth' and 'Non-Violence'.

- 17. The Rowlatt Satyagraha - 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. Gandhiji launched a Satyagraha against the Rowlatt Act which control the fundamental rights such as the freedom of expression and strengthened police powers.

- 18. Mahatma Gandhi and Mohammad Ali Jinnah criticized the act as 'devilish' and tyrannical.

- 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.

Q.1 Congress Started in Which Year?

(i) 1885   (ii) 1886   (iii) 1887   (iv) 1888

Q.2 This Picture shows three radical leaders?

(i) Lal Bal Pal

(ii) Nehru Gandhi Azaad

(iii) Ambedkar Vijay Murali

(iv) None of the Above

Q.3 When Did partition of Bengal take place?

(i) 1905   (ii) 1906   (iii) 1907   (iv) 1908

Q.4 This is a picture of a person who was dismissed from the Indian Civil Service by the British on flimsy grounds.

(i) Identify the person in the picture.

(ii) Name the conference that he held in 1883?

(iii) What was the outcome of the conference?

Q.5 Look at the given picture.

(i) Identify the name in given picture?

(ii) When did the partition of Bengal take place?

(iii) What was the reason behind the partition of Bengal?

Q.6 (i) What does the picture Show?

 (ii) Name the British officer who ordered open fire on gathering of people?

(iii) On which Date Jallianwala Bagh Massacre happened?

(iv) In which state of India Jallianwala Bagh located ?

Q.7 Give Answer of following questions after seeing the picture.

  (i) Identify the person in the picture?

 (ii) Name the book written by Dada Bhai?

 (iii) what was described in the book?

 (iv) What is the another name of Dada Bhai Naoroji?

Q.8 What was the famous slogan Raised by "Bal Gangadhar Tilak"?

Q.9 Who introduce Ilbert Bill?

Q10 What is the Meaning of Satyagraha?

Q11 In which year Dandi March took place?

Q12 Arms Act was passed in which Year?

Q13 Identify the Picture.

(i) Rabindranath Tagore

(ii) Mahatma Gandhi

(iii) Lala lajpat Rai

(iv) Bipin Chandra Pal

Q.14 What method did Mahatma Gandhi use in the Indian struggle for freedom?

Q15 In Which Year Gandhi - Irwin pact took place?

Q.16 Khilfat Movement was launched against?

  (i) Indian National Congress

  (ii) English Government

  (iii) Government of England

  (iv) None of the above

Q.17 Swaraj Party was formed in Which Year?

Q.18 Jallianwala Bagh Mascarre held in which year and where is it located?

Q.19 Quit India Movement Started in Which Year and by whom?

Q.20 **Assertion(A)-** The controversial Ilbert Bill incident took place in 1883.

  Reason(R) - which allowed Indian judges to try Europeans (whites) accused of crimes.

  (i) Both Assertion and Reason are Right and R is the Correct Explanation of A

  (ii) A is true R is False

  (iii) Both A and R is true but R is not the correct explanation of A

  (iv) A is false R is True

Q.21 **Assertion(A) -** Several armed revolts took place after 1857. The Kuka rebellion was one such revolt.

  Reason(R) - It was a protest against the deliberate policy of the British to create a rift between the Hindus and the Muslims.

  (i) Both Assertion and Reason are Right and R is the Correct Explanation of A

  (ii) A is true R is False

  (iii) Both A and R is true but R is not the correct explanation of A

  (iv) A is false R is True

Q.22 **Assertion(A)** - The All India Khilafat Conference held at Delhi in November 1919 in the leadership of Ali Brothers Muhammad - Ali and Shaukat-Ali.

   Reason(R) - Gandhiji was the head of Khilafat Committee.

   (i) Both Assertion and Reason are Right and R is the Correct Explanation of A

   (ii) A is true R is False

   (iii) Both A and R is true but R is not the correct explanation of A

   (iv) A is false R is True

Q.23 **Assertion(A) -** Dadabhai Naoroji, organized the East India Association in London.

   Reason(R) - To influence British public opinion to promote Indian welfare.

   (i) Both Assertion and Reason are Right and R is the Correct Explanation of A

   (ii) A is true R is False

   (iii) Both A and R is true but R is not the correct explanation of A

   (iv) A is false R is True

Q.24 **Assertion(A) -** The Lucknow Pact was the historic agreement signed in 1916 between the Congress and the All India Muslim League.

   Reason(R) - Both the parties decided to work together for the representative government in the country.

   (i) Both Assertion and Reason are Right and R is the Correct Explanation of A

   (ii) A is true R is False

   (iii) Both A and R is true but R is not the correct explanation of A

   (iv) A is false R is True

Q.25 Purna Swaraj would never come on its own. It had to be fought for. In 1930, Gandhiji declared that he would lead a march to break the salt law. According to this law, the state had a monopoly on the manufacture and sale of salt. Mahatma Gandhi along with other nationalists reasoned that it was sinful to tax salt since it is such an essential item of our food. The Salt March related the general desire of freedom to a specific grievance shared by everybody, and thus did not divide the rich and the poor. Gandhiji and his followers marched for over 240 miles from Sabarmati to the coastal town of Dandi where they broke the government law by gathering natural salt found on the seashore, and boiling sea water to produce salt.

(i) Who Started the Historic Dandi March?

(ii) When did Gandhiji broke Salt law?

(iii) Salt March Started from which place ?

(iv) How many miles cover in Salt March?

Q.26 Match the Following

Column - I	Column - II
(a) Congress split	(i) 1917
(b) Revolution in Russia	(ii) knighthood
(c) 1919	(iii) Gujrat
(d) Rabindernath Tagore	(iv) Satyagraha Against Rowlett Act
(e) Kheda	(v) 1907

Q.27 What is Nationalism?

Q.28 Name any two Western scholars who researched the Indian past and rediscovered its rich heritage?

Q.29 How did the British economic policies in India transform India into an agricultural colony?

Q.30 When and where was the first session of the Indian National Congress held?

Q.31 Why was the Ilbert Bill introduced and by whom?

Q.32 Mention two leaders of the early nationalist phase.

Q.33 When and why was Bengal Partitioned?

Q.34 Where and under whose leadership was the Muslim League established?

Q.35 Mentioned any two objectives of Muslim League?

Q.36 What was Lucknow pact?

Q.37 What was the main aim of the Home Rule Leagues?

Q.38 Describe the provisions of the Government of India Act (1919).

Q.39 Describe the constructive programme introduced by Gandiji.

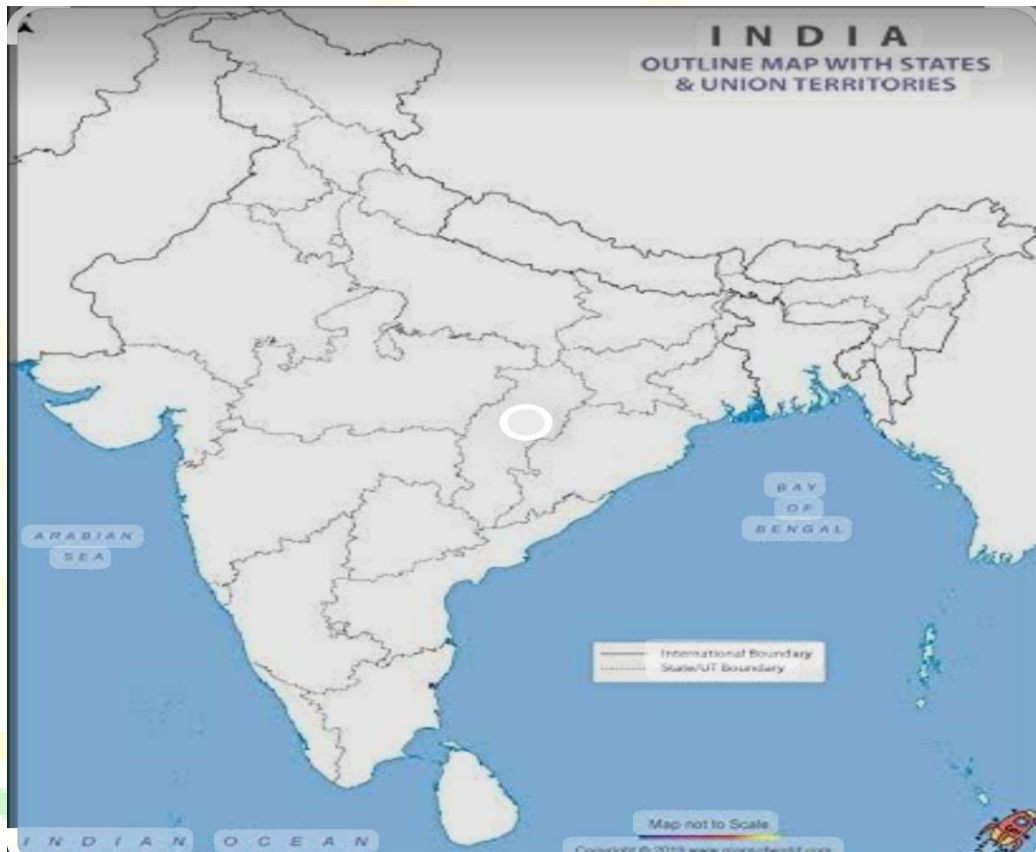**Q.40** In what way did the Revolt of 1857 impact the rise of nationalism in India?

Q.41 The English language acted as a link language among the Indians. Explain.

Q.42 What changes did Western education bring about in the traditional Indian outlook?

Q.43 What was the role of vernacular press and literature in the rise of Indian nationalism?

Q.44 Mention the main aims of the Congress?

Q.45 On an outline map of India locate the followings:-

 (i) Where Jallianwala Bagh take place?

(ii) Name the state where Swadeshi Movement was strongest in action?

(iii) In which state Dandi March take place?

(iv) Identify Bengal in Map?

(v) Where is kheda located?

ANSWERS KEY

1. (i) 1885

2. (i) Lal Bal Pal

3. (i) 1905

4. (i) Surendra Nath Banerjee

   (ii) Indian National Conference

   (iii) Indian National Congress was established in 1885, as a result of the conference in 1883.

5. . (i) Lord Curzon

   (ii) 1905

   (iii) To weaken the freedom movement and to create Hindu-Muslim enmity and disunity.

6. (i) The above figure shows the walled compound in which general Dyer opened fire on the gathering of people.

   (ii) General Dyer

   (iii) On 13 April 1919

   (iv) Amritsar District of Punjab

7. . (i) Dadabhai Naoroji

   (ii) "Poverty and UnBritish rule in India"

   (iii) The book offered a scathing criticism of the economic impact of British rule.

   (iv) Grand Old man of India

8. 'Swaraj is my birthright and I shall have it'

9. Lord Repon

10. Satyagraha is a combination of two Sanskrit words-satya (truth) and agraha (eagerness). Satyagraha is based on the twin principles of truth and non-violence.

11. 1930

12. 1878

13. (ii) Mahatma Gandhi

14. Satyagraha

15. 5 March 1931

16. (ii) English Government

17. 1923

18. 13 April 1919 and it is located in Amritsar District of Punjab

19. 8 August 1942 by Mahatma Gandhiji

20. Both A and R are True and R is the correct explanation of A

21. Both A and R are True and R is the correct explanation of A

22. Both A and R are True but R is not the correct Explanation of A

23. Both A and R are True and R is the correct explanation of A

24 Both A and R are True and R is the correct explanation of A

25. . (i) Mahatma Gandhiji

   (ii) On 6 April 1930

   (iii) From Dandi in Gujarat

   (iv) 240 miles

26. (a) Congress split - 1907

   (b) Revolution in Russia - 1917

   (c) 1919 - Satyagraha against Rowlett Act

   (d) Rabindernath Tagore - Knighthood

   (e) Kheda - Gujarat

27. Nationalism may be defined as a devotion and loyalty to one's own nation, patriotism. It is also the policy or doctrine of asserting the interest of one's own nation vie .ved as separate from the interests of others nations or common interest of all nation.

28. European scholars like William Jones, Alexander Cunningham, James Prinsep and other Ideologists, who researched India's historical past and revealed its rich heritage.

29. British economic policies in India had deliberately transformed India into an agricultural colony. India had become a supplier of British raw materials and a market for British manufactured products.

30. The first session of the Congress was held in Bombay (now Mumbai) in December 1885.

31. Lord Ripon, who followed Lord Lytton, wanted to change some of the discriminatory policies of the government. He approved the Ilbert Bill which proposed that Indian judges be allowed to try Europeans (whites) accused of crimes.

32. The important leaders of the early nationalist phase were Dadabhai Naoroji, Surendranath Banerjea and Gopal Krishna Gokhale.

33. The British partitioned Bengal in 1905 in pursuance of their policy of divide and rule.

34. The Muslim League was established in December 1906, under the leadership of Nawab Salimullah Khan in Dacca (now known as Dhaka).

35. To promote among the Muslims a feeling of loyalty towards the British government.

To protect and promote the political rights of the Muslims.

To prevent feelings of hostility towards other communities.

36. Under the Lucknow Pact, the League jointly with the Congress put forward the demand for a Dominion Status for India. This was an important step towards Hindu-Muslim unity.

37. The main aim of the Leagues was to achieve self-government within the British empire after the war.

38. The Provincial Legislative Councils were enlarged and a majority of their members were to be elected. A new system called Dyarchy was introduced in the provinces. Under this system some subjects, such as finance, law and order were called reserved subjects and remained under the direct control of the Governor. Other subjects such as education, public -health, local self government were called 'transferred' subjects and were to be controlled by ministers responsible to the provincial legislature,

39. The social reforms and the constructive programmes introduced by Gandhiji changed the character of the national movement to a mass movement. He worked towards removing untouchability. He also worked for the upliftment of the people living in the villages. He said that the majority of India's population lived in the villages and hence our country could progress only if there was development in the villages. He encouraged setting up small scale industries in villages. He also popularised Khadi. The Charkha became an important symbol.

40. Exploitation after Revolt of 1857, was subtle and systematic. The impact of exploitation was felt by almost all sections of Indian society, but it took several decades to comprehend the true nature of British rule and establish the link between British polices and India's growing poverty. Several armed revolts took place after 1857. The Kuka rebellion was one such revolt. It was a protest against the deliberate policy of the British to create a rift between the Hindus and the Muslims.

41. The English language acted as a link language between the educated Indians and various parts of the country. Thus, it played a very significant role in fostering feelings of unity among educated Indians from different provinces and linguistic regions of the country. The barriers of language now broke down as the English language became the common medium of communication. Educated middle class Indians who spoke different language could now express their views and exchange ideas among themselves in English. A common language fostered a sense of oneness and understanding of their Indian identity.

42. The British had introduced Western Education in India to create a class of loyal clerks and Anglicized buyers of British goods. Western education did that and much more. It opened the floodgates of modem knowledge and rational thinking. New ideas of humanism, nationalism and democracy transformed the traditional outlook of the people. A new class arose-English-educated Indians-small in number but who in course of time, would produce, leaders and organizers of a national movement.

43. The vernacular press played a vital role in spreading modern ideas and creating national awareness. Nationalist leaders, the best among the educated middle-class intellectuals, used the press to criticize British policies and expose the evils of foreign rule. The ideas of democracy and responsible government were popularized through the press. Indians were asked to unite and work for the welfare of the nation. National literature also inspired the spirit of nationalism among the people. Novels, essays and patriotic poems written by well-known authors and poets fired the imagination of the common people and gave rise to powerful patriotic feelings.

44. The main aims of the Congress were:
   1. To promote friendly relations among nationalist workers in different parts of the country.
   2. To develop and strengthen feelings of national unity throughout the country.
   3. To formulate popular demands and to place them before the government.
   4. To train and organize public opinion in the country

45.   (i) Amritsar district of Punjab

      (ii) Punjab, Andhra Pradesh and Bengal

      (iii) Gujarat

      (iv) Fill bengal in map

      (v) Kheda is located in Gujarat

HISTORY
CHAPTER -10 – INDIA AFTER INDEPENDENCE
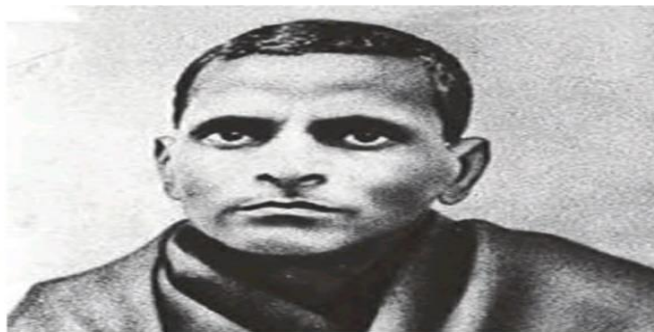
Key Concepts :-

- Partition created a number of problems for independent India.

- Then there was a problem of princely states.

- These two problems needed immediate solution. Afterwards the new nation had to adopt a political system that would best serve the hopes and aspirations of its people.

- The problem of development was another major point. Indian economy was very weak at the time the country got freedom.

- A written constitution was essential for the country. For this a series of meetings on the country's political future was held.

- The constitution adopted universal adult franchise. All Indians above the age of 21 would be allowed to vote in state and national elections.

- Our constitution guaranteed equality before the law to all citizens, regardless of their caste, or religious affiliation.

- Another major problem was the formation of state. Both Prime Minister Nehru and Deputy Prime minister Vallabhbhai Patel were against the creation of linguistic states.

- Language was also an important point . several members of the constituent assembly wanted to replace English language with Hindi , but non Hindi speakers had different opinion .

- In order to maintain balance between the central government and that of the state government , the constitution provide three lists of subjects – a Union List , with subjects such as taxes, defence and foreign affairs, which would be sole responsibility of the centre . State List with subjects such as education and health, which would be taken care of mainly by states , Concurrent List under which would come subjects such as forest and agriculture in which both centre and states would have joint responsibility .

- In 1950, the government set up a planning commission to help design and execute suitable policies for economic development.

- In 1956 second five year plan was formulated which focused strongly on the development of heavy industries.

MCQs/VSA

1. The _____ was set up with the help of the former soviet Union in 1959.

2. The Constituent Assembly was made up of favourite members of the Congress Party. (True/ False)

3. Dharavi in Karnataka is one of the world's largest slums. (True / False)

4. Subjects that were placed on the State list were _____ and _____.

    a. Defence , Education

    b. Education , Foreign affairs

    c. Education , Health

    d. Health , Defence

5. Identify the picture and answer the following question.

    a. Who is the person addressing the audience?

    b. What is he speaking about?

6. What is the name of the first dam built in the Chambal river in Madhya Pradesh.

    a. Salal Dam

    b. Hirakund Dam

    c. Rana Pratap Sagar Dam

    d. Gandhi Sagar Dam

7. Identify the picture and answer the following question.

a. From which state does the man in the above picture belong? And under what circumstances did the new state of Andhra Pradesh come into being.

8. In 1956, the Second Five Year Plan was focused strongly on
    a. Development of Agriculture
    b. Development of Transportation
    c. Development of Heavy Industries
    d. None of the above

9. Who said ' Science and machinery he (mankind) may get huge returns for a time, but ultimately will come desolation.'
    a. Mahatma Gandhi
    b. Mira Behn
    c. J.L. Nehru
    d. None of the above

10. Mahatma Gandhi was assassinated by
    a. Nathuram Godrej
    b. Nathuram Godse
    c. J.L Nehru
    d. None of the above

11. Which of the first state is formed on the basis of linguistic.
    a. Tamil Nadu
    b. Kerala
    c. Andhra Pradesh
    d. Assam

12. When was the Indian Constitution adopted?

13. India was divided in …………. Princely states.
    a. 250
    b. 300
    c. 500
    d. 400

14. What was the population of India in 1947?

15. When did Potti Sriramulu die?

16.   **Assertion :** In 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers.

   Reason : Its formed under a State Reorganisation Commission.

   Choose the correct option:

   a. Both A and R are true and R is the correct explanation of A.

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

   c. A is true but R is false.

   d. A is false but R is true.

17.   **Assertion :** Our Constitution offered special privileges for the poorest and most disadvantaged Indian.

   Reason : The practice of untouchability was remained in our constitution.

   a. Both A and R are true and R is the correct explanation of A.

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

   c. A is true but R is false.

   d. A is false but R is true.

18.   **Assertion :** The centre and the states would have joint responsibility in Union List.

   Reason : Defence and Foreign affair are includes in Union List.

   a. Both A and R are true and R is the correct explanation of A.

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

   c. A is true but R is false.

   d. A is false but R is true.

19.   **Assertion :** Many Indians contributed to the framing of the Constitution.

   Reason : The most important role was played by Dr. B.R.Ambedkar.

   a. Both A and R are true and R is the correct explanation of A.

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

   c. A is true but R is false.

   d. A is false but R is true.

20.   **Assertion :** Krishna Menon led the Indian delegation to the UN between 1952 and 1962.

   Reason : A large number of countries had joined the non – aligned movement.

   a. Both A and R are true and R is the correct explanation of A.

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

   c. A is true but R is false.

d. A is false but R is true.

21. Into which states was Punjab divided?

22. Who was the chairman of drafting committee?

SHORT ANSWER QUESTIONS

23. Write short note on the second feature of the constitution.

24. What were the two problems faced by India after Independence?

25. What is Union list? Which of these is an example of a Union List Subject?

26. What do you understand by the term 'Mixed Economy'?

27. What promise did congress make in the 1920s?

28. What special privileges were offered for the poorest and most disadvantaged Indians by the constitution?

29. Give one reason why English continued to be used in India after independence.

30. How have powers and functions of the central and state governments been divided by the constitution?

31. How was the Right to Vote granted in United Kingdom and the United States?

32. What was the label of development of India at the time it got independence?

33. Which states and when were formed on the basis of language?

LONG ANSWER QUESTIONS

34. Briefly describe Non – Aligned Movement.

35. Read the following passage carefully and give the answer:

One feature of the Constitution was its adoption of universal adult franchise. All Indians above the age of 21 would be allowed to vote in state and national elections. This was a revolutionary step – for never before had Indians been allowed to choose their own leaders. In other countries, such as the United Kingdom and the United States, this right had been granted in stages. First only men of property had the vote. Then men who were educated were also added on. Working-class men got the vote only after a long struggle. Finally, after a bitter struggle of their own, American and British women were granted the vote. On the other hand, soon after Independence, India chose to grant this right to all its citizens regardless of gender, class or education.

a. What was the important feature of Constitution?

b. What was the age consider for voting? And how it was a revolutionary step?

36. Read the following passage carefully and give the answer:

In 1956, the Second Five Year Plan was formulated. This focused strongly on the development of heavy industries such as steel, and on the building of large dams. These sectors would be under the control of the State. This focus on heavy industry, and the effort at state regulation of the economy was to guide economic policy for the next few decades. This approach had many strong supporters, but also some vocal critics. Some felt that it had put inadequate emphasis on agriculture. Others argued that it had neglected primary education. Still others believed that it had not taken account of the environmental implications of economic policies. As Mahatma Gandhi's follower Mira Behn wrote in 1949, by "science and machinery he [mankind] may get huge returns for a time, but ultimately will come desolation. We have got to study Nature's balance, and develop our lives within her laws, if we are to survive as a physically healthy and morally decent species."

   a.   Second five year plan mainly focused on?

   b.   Write about views of supporter and critics on 2nd Five Year Plan?

37. When the Indian constitution adopted and what were its features?

38. Mention the problems which were faced by government?

39. Explain the context and special features of Indian foreign policy after independence.

40. What was the role of planning commission?

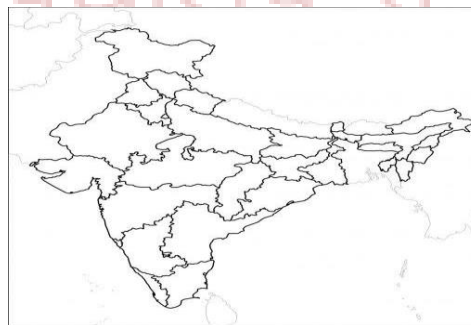41. After Independence, why was there a reluctance to divide the country on Uguistic times?

42. Write in brief the process of state formation.

43. Give an account of the successes and failures of the country during the sixty-two years of its independence.

44. When and where Bhilai Steel Plant set up? Who were help to set up this Plant? What was the importance of this plant?

45. Mark the Princely state in Indian Political Map.

   a.   Junagarh

   b.   Mysore

   c.   Manipur

   d.   Rajasthan

ANSWER KEY

Ans.1. Bhilai Steel Plant

Ans.2. False

Ans.3. False

Ans.4. C (Education , Health)

Ans 5: (i) Jawaharlal Nehru is addressing the audience.

(ii) He is introducing the resolution that outlined the objectives of the Constitution.

Ans.6. D Gandhi Sagar dam

Ans.7. C Development of Heavy Industries

Ans.8. Following person belong to the state of Andhra Pradesh.

The decision of the Congress leaders not to divide the country on linguistic lines disappointed the Kannada speakers, Malayalam speakers, and the Marathi speakers. They had all looked forward to having their own state. The Telugu-speaking districts of what was the Madras Presidency raised the strongest protests. In October 1952, a veteran Gandhian named PottiSriramulu went on a hunger fast demanding the formation of Andhra state to protect the interests of Telugu-speakers. The fast went on and with it hartals and bandhs began to be observed. Meanwhile, Potti Sriramulu died. This incidence intensified the situation. The protests now became widespread and intense. This forced the Central Government to give in to demand. On 1 October 1953, the new state of Andhra Pradesh came into being.

Ans.9. B Mira Behn

Ans.10. B Nathuram Godse

Ans.11. C Andhra Pradesh

Ans.12. 26th January 1950

Ans.13. (c) 500

Ans.14. India's population in 1947 was almost 345 million.

Ans.15. On 15th December 1952 Potti Sriramulu died.

Ans.16. A. Both A and R are true and R is the correct explanation of A.

Ans.17. C. A is true but R is false.

Ans.18. D. A is false but R is true.

Ans.19. B. Both A and R are true but R is not the correct explanation of A.

Ans.20. B. Both A and R are true but R is not the correct explanation of A.

Ans.21. Punjab was divided into Punjab and Haryana.

Ans.22. Dr. BR Ambedkar was the chairman of the drafting committee of the Indian Constitution.

Ans.23. Its gave to guarantee equality before law to all citizens, regardless of their caste or religious affiliation.

Ans.24. Maintaining unity and to ensuring the development of India.

Ans.25. Its contain the subject related to whole nation. Example. Defence.

Ans.26. An Economic system where both the state and private sector play complementary role in the development process.

Ans.27. Congress promised that each Linguistic group would have its own province post independence.

Ans.28. First of all the practice of Untouchability was abolished. Hindu temples were thrown open to all including the former untouchables.

i). A certain percentage of seats in legislatures as well as jobs in government were reserved for members of the lowest castes.

ii). Along with the former untouchables, the Adivasis also known as the Scheduled Tribes were also granted reservations in seats and jobs. They too had been deprived and discriminated against like the Scheduled Castes.

Ans.29. Many members of the constituent assembly e believed that the English language should be replaced by Hindi. But this idea was opposed by the leader from non Hindi areas. Did not want an imposition of Hindi on the people of These areas. They even threatened to separate themselves from India if Hindi was imposed on them finally it was decided that while Hindi would be the official language , English would be used for communication among various States.

Ans.30. The Indian constitution gives the division of power in the form of three list known as the the-union list, state list and concurrent list. The union list included subjects like taxes, defence and foreign affairs. Union list would be the exclusive responsibility of the centre.

The state list would be taken care of principally by the states. It included subjects like education and health. The centre and the state would have joint responsibility in case of the concurrent list. It included subject like forest and agriculture.

Ans.31. The Right to vote granted in United Kingdom and the United States in stages.first only man of property had to vote. then men who were educated were added. Working class man got the vote only after long struggle. Last Li after a long struggle American and British women were granted the voting right.

Ans.32. . At the time India got independence the label of its development was very low. A vast majority of Indians lived in the villages. Farmers and peasants depended on the monsoon for their survival. So did the non-farm sector of the rural economy, for if the crops failed, barbers, carpenters, weavers, and other service groups would not get paid for their services either. In the cities too the condition was not good. Factory workers usually lived in crowded slums. They had little access to education and health care.

Ans.33. States formed in 1956 and later-

	State	**Language**
1956	Andra Pradesh	Telugu
	Punjab	Punjabi
	Bombay	Kannad
1960	Maharashtra	Marathi
	Gujarat	Gujrati
2000	Jharkhand	Hindi
	Chattisgarh	Hindi
	Uttarakhand	Hindi

Ans.34. Led by statesmen from Egypt, Yugoslavia, Indonesia, Ghana and India, the non-aligned movement urged countries not to join either of the two major alliances. But this policy of staying away from alliances was not a matter of remaining "isolated" or "neutral". The former means remaining aloof from world affairs whereas non-aligned countries such as India played an active role in mediating between the American and Soviet alliances. They tried to prevent war — often taking a humanitarian and moral stand against war.

However, for one reason or another, many non-aligned countries including India got involved in wars. By the 1970s, a large number of countries had joined the non-aligned movement.

Ans.35.1. Universal Adult Franchise.

Ans.35.2. 21yr. It was a revolutionary step because in other countries, such as the United Kingdom and the United States, this right had been granted in stages. First only men of property had the vote. Then men who were educated were also added on. Working-class men got the vote only after a long struggle. Finally, after a bitter struggle of their own, American and British women were granted the vote. On the other hand, soon after Independence, India chose to grant this right to all its citizens regardless of gender, class or education.

Ans.36.1. Development of Heavy Industries.

Ans.36.2. This approach had many strong supporters, but also some vocal critics. Some felt that it had put inadequate emphasis on agriculture. Others argued that it had neglected primary education. Still others believed that it had not taken account of the environmental implications of economic policies. As Mahatma Gandhi's follower Mira Behn wrote in 1949, by "science and machinery he [mankind] may get huge returns for a time, but ultimately will come desolation. We have got to study Nature's balance, and develop our lives within her laws, if we are to survive as a physically healthy and morally decent species."

Ans.37. The Indian Constitution was adopted on 26 January 1950.

Features:

(a) One feature of the Indian Constitution was that it adopted a universal adult franchise. All Indians above the age of 21 (now 18) would be allowed to vote in state and national elections.

(b) Our Constitution guaranteed equality before the law to all citizens, regardless of their caste or religious affiliation.

(c) The Constitution offered special privileges for the poorest and most disadvantaged Indians. The evil practice of untouchability was abolished. Hindu temples were thrown open to all, including the former untouchables. After a long debate, the Constituent Assembly also recommended that a certain percentage of seats in legislatures as well as jobs in government be reserved for members of the lowest castes, including the Adivasis. (d) Our Constitution clearly defined the powers and functions of the central and the state governments. It gave division of power in the form of three lists – a Union List with subjects such as taxes, defence, and foreign affairs, which would be the exclusive responsibility of the Centre, a State List of subjects such as education and health, which would be taken care of mainly by the States, a Concurrent List under which would come subjects such as forests and agriculture in which the Centre and the States would have joint responsibility.

Ans.38. These problems that the newly independent nation of India faced.

• The three problems that the newly 8 million refugees who had come into the country from newly born Pakistan.

• The problem of the princely states. There were almost 500 princely states, each ruled by a Maharaja or a Nawab, and each of them had to be persuaded to join the new nation,

• The new nation had to adopt a political system that would best serve the hopes and aspirations of the people.

Ans.39. India got freedom soon after the second world war. A new international body- the United nation was formed two year before, i.e.in 1945.

At this time many colonial empires war collapsing and new countries were attaining independence. The international politics was dominated by the cold war. Prime minister Jawaharlal Nehru, who was also the foreign minister of India, developer free India's foreign policy in this context.

(1) Non alignment formed the bedrock of this foreign policy.

(2) Non- aligned countries such as India played an active role in mediating between the American and Soviet alliances.

Ans.40. Role of Planning Commission

1. India and Indians out of poverty, and building a modem technical and industrial base were among the major objectives of the new commission.

2. A broad agreement was reached on "mixed economy" model. In mixed economy, both the State and the private sector would play important and complementary roles in increasing production and generating jobs.

3. These roles were: a). Which industries should be initiated by the state. b). industries by the market. C). How to achieve a balance between the different regions and states.

4. of state and private sectors were to be defined by the Planning Commission.

5. make 5-year plans.

6. to achieve a balance between the different regions and states.

Ans.41. . Because. – 1. Way back in the 1920s, the Indian National Congress, in the beginning, had promised that after independence, each major linguistic group would have its own province.

2   independence, the Congress did not take any steps to honour this promise.

3   had been divided on the basis of religion: despite the wishes and efforts of Mahatma Gandhi, freedom had come not to one nation but to two.

4   a result of the partition of India, more than ten lakh people had been killed in riots between Hindus and Muslims.

5   country could not afford further divisions on the basis of language.

6   Prime Minister Nehru and Deputy Prime Minister Sardar Patel were against the creation of states on the basis of languages.

Ans.42. The Congress leaders were in no mood to further divide the country into linguistic lines. This created great disappointment among the Kannada speakers, Malayalam speakers, and the Marathi speakers, and the Telugu speakers, because they had all looked forward to having their own state. The Telugu speakers, however, showed the strongest protests. Their leader Potti Sriramulu went on a hunger fast demanding the formation of Andhra state to protect the interests of Telugu speakers. As the fast went on, it attracted much Hartals and bandhs began to be observed. Meanwhile, Potti Sriramulu died. This incidence intensified the situation. The protests took intense form. This forced the Central Government to give in to the demand and the new state of Andhra Pradesh came into existence on 1 October 1953. After the formation of Andhra Pradesh, other linguistic communities also demanded their own separate states. Hence, a State Reorganisation Commission was set up, which submitted its report in 1956. It recommended the redrawing of the district and provincial boundaries to form compact provinces of Assamese, Bengali, Oriya, Tamil,Malayalam, Kannada, and Telugu speakers respectively. The large Hindi-speaking region of north India was broken up into several states. Then in 1960, the bilingual state of Bombay was divided into separate states for Marathi and Gujarati speakers. In the year 1960, the state of Punjab was also divided into Punjab and Haryana, Punjab for the Punjabi speakers, and Haryana for the rest who spoke Haryanvi or Hindi.

Ans.43. Sixty-two years of independence have passed. This duration covers a long journey. A lot has been achieved during this time. But at the same time, there have been a number of failures.

1.   **Successes :** India is still united and it is still democratic. These achievements definitely make us proud. Many foreign observers had felt that India could not survive as a single country. Others believed that

it would come under military rule. Neither of these predictions proved to be true. As many as thirteen general elections have been held since independence, as well as hundreds of state and local elections.

2.   There is a free press and an independent judicially.

3.   The fact that people speak different languages or practice different faiths has not come in the way of national unity.

Failures:

1.   Deep divisions are still there. Despite constitutional guarantees, people belonging to the lowest castes, such as Dalits face violence and discrimination. In many parts of rural India, they are not allowed access to water sources, temples, parks, and other public places.

2.   The gulf between the rich and the poor has grown over the years. Some groups of people avail all facilities while many others continue to live below the poverty line.

3.   Our Constitution provides equality before the law but in real life, this does not happen. Some Indians are more equal than others.

Ans.44. The Bhilai steel plant was set up with the help of the former Soviet Union in 1959. Located in the backward rural area of Chhattisgarh, it came to be seen as an important sign of the development of modern India after Independence.

Ans.45. A. Gwaliar

     B. Junagarh

     C. Manipur

     D. Mysore

GEOGRAPHY
CHAPTER-5
INDUSTRIES

Key Concepts: -

• Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.

• Secondary activities: - Secondary activities are those activities in which raw materials changes into more valuable products.

• Classification of Industries:

On the basis of Raw Material: Industries under this are of agro-based, mineral-based marine-based and forest-based.

On the basis of size: Industries based on size are classified into small scale and large-scale industries.

On the basis of Ownership: On the basis of ownership, industries can be classified into:

(a) Private sector, (b) Public sector or state owned, (c) Joint sector, (d) Cooperative sector.

• Factors Affecting Location of Industries:

The availability of raw material, land, water, labour, power, capital, transport and market are the factors affecting the location of industries.

• Industrial System: An industrial system consists of inputs, processes and outputs.

(i) Inputs - Raw materials, labour and costs of land, transport, power and other infrastructure.

(ii) Processes - a wide range of activities that convert the raw materials into finished products.

(iv) Outputs - the end of product and income earned from it.

• Industrial Regions:

(i) Industrial regions emerge when a number of industries locate close to each other and share the benefits of their closeness.

(ii) In India the industrial regions are Mumbai-Pune cluster, Bangalore-Tamil Naduregion, Hugli region, Ahmedabad-Baroda region, etc.

• Iron and Steel Industry:

(i) Iron and steel industry is a mineral-based industry.

(ii) Steel is called the backbone of modern industry as almost everything is made of iron and steel.

(iii) Major steel producing centres in India are-Bhilai, Durgapur, Bumper, Jamshedpur, Rourkela, Bokaro and is spread over four states-West Bengal, Jharkhand, Odisha and Chhattisgarh.

• Information Technology (IT)

(i) The major hubs of the IT industry are the Silicon Valley, California and Bengaluru in India.

(ii) Bengaluru is known as 'Silicon Plateau' of India.

MULTIPLE CHOICE QUESTIONS

1. Secondary activities refers to: -
   a) Agriculture
   b) Industries
   c) Service
   d) None of these

2. Identify the given image, it shows: -

   a) Agriculture activity

b) Plantation

c) Manufacturing of paper

d) Journey in forest

3. Which of the following is not a factor of production that affects the location of the industries?

    a) Labour

    b) Capital

    c) Land

    d) Rivers

4. This image shows the: -

    a) Private sector industries

    b) agro-based industries

    c) Co-operative sector

    d) Joint sector industries

5. Which one of the following is a natural fibre?

    a) Nylon

    b) Jute

    c) Acryclic

    d) None of these

6. India was glorious leading producer of _____ before British rule.

    a) Milk

    b) Steel

    c) Cotton textiles

    d) Jute

7. Muslins, Chintzes & Calicos was the type of _____which were known worldwide for their quality and design.

    a) natural fibres

    b) Steel

    c) Cotton textiles

    d) None of these

8. Hand-woven cotton textile was _____ and _____.

    a) cheap, stable

    b) old, cold

    c) black, white

    d) expensive, time consuming

9. What could not face the competition from the new textile mills of the West?

    a) traditional cotton textile industry

    b) Steel industry

    c) jute fabrics

    d) None of these

10. Which region produced cheap and good quality fabrics through mechanized industrial units?

    a) Central Asia

    b) Africa

    c) Countries of western Europe

    d) North America

11. Industrialisation often leads to:

    a) Poverty

    b) Population

    c) Development

    d) None of these

12. What does an industrial system consist of?

    a) Inputs

    b) Processes

c) Output

d) All of these

13. Which metal is often called the backbone of modern industry?

    a) Steel

    b) Gold

    c) Silver

    d) Aluminium

14. _____ is a steel city in the USA.

    a) New York City

    b) Detroit

    c) Pittsburg

    d) Ohio

15. Manufacturing of fish oil is an example of _____ based industry.

    a) Agro

    b) Marine

    c) Forest

    d) Minerals

Question no. 16 – 20 are assertion based questions, read the assertion and reason carefully and answer the following:-

16. **Assertion (A):** Bangalore has developed as the major IT centre in India.
Reason (R): The Government of Karnataka was the first to pass and announce an IT Policy in 1992.
Select the correct answer from the given alternatives.

    a) A is false, R is true

    b) A is true, R is false

    c) Both A and R are true

    d) Both A and R are false

17. **Assertion (A):** Industry refers to an economic activity that is concerned with production of goods, extraction of minerals or the provision of services.

Reason (R): All the activities related to manufacturing take place in industries.

Select the correct answer from the given alternatives.

a) A is false, R is true

b) A is true, R is false

c) Both A and R are true

d) Both A and R are false

18. **Assertion (A):** Agro- based industries use plant and animal-based products as their raw materials.

Reason (R): This is used as raw material for the manufacture of a number of other products, such as heavy machinery.

Select the correct answer from the given alternatives.

a) A is false, R is true

b) A is true, R is false

c) Both A and R are true

d) Both A and R are false

19. **Assertion (A):** Osaka is an important textile centre of Japan.

Reason (R): It is also known as the 'Manchester of Japan'.

Select the correct answer from the given alternatives.

a) A is false, R is true

b) A is true, R is false

c) Both A and R are true

d) Both A and R are false

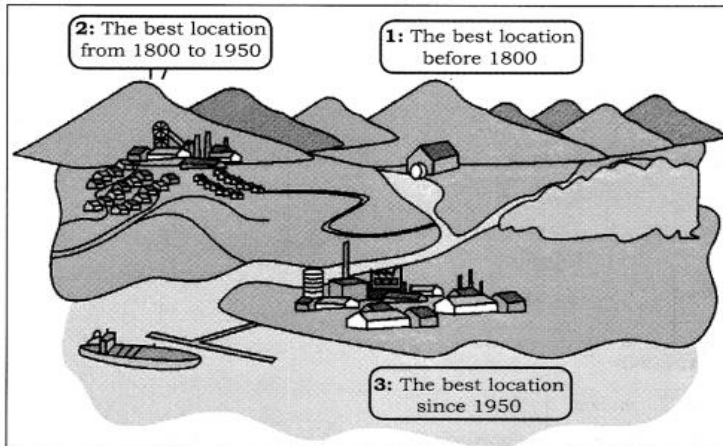20. **Assertion (A):** Muslins, Chintzes & Calicos were the type of cotton textiles.

Reason (R): These were known worldwide for their quality and design.

Select the correct answer from the given alternatives.

a) A is false, R is true

b) A is true, R is false

c) Both A and R are true

d) Both A and R are false

SHORT ANSWER TYPE QUESTIONS

1. Look at the picture given below and answer the following questions with the help of hint given:

Hint:

- Before 1800 A.D. ideal location (raw materials, power supply and running water)

- Later (near coal fields and close to canals and railway).

- After 1950, (large areas of flat land near sea ports)

 This is because by this time steel works had become very large and iron ore had to be imported from overseas

1.1 What does the above picture show?

1.2 Where was the iron and steel industry located before 1800 A.D.?

1.3 After 1950, Where iron and steel industry began to be located?

1.4 From where Iron ore was imported?

1.5 Which factors affects the location of industries?

2. Read the given passage and answer the following questions: -

Raw Materials: Industries may be agro based, mineral based, marine based and forest based depending on the type of raw materials they use. Agro based industries use plant and animal-based products as their raw materials. Food processing, vegetable oil, cotton textile, dairy products and leather industries are

examples of agro-based industries. Mineral based industries are primary industries that use mineral ores as their raw materials. The products of these industries feed other industries. Iron made from iron ore is the product of mineral based industry.

2.1 What is the difference between agro-based industries and mineral-based industries?

2.2 Which industry is called 'backbone of all industries?

2.3 Which mineral is used as a raw material in steel industries?

2.4 Food processing, vegetable oil, cotton textile & dairy products are examples of which types of industries?

3. What is meant by industrial disaster?

4. Differentiate between small scale industries and large scale industries.

LONG ANSWER TYPE QUESTIONS

1. Read the given extract and answer the given below: -

Ahmedabad is located in Gujarat on the banks of the Sabarmati River. The first mill was established in 1859. It soon became the second largest textile city of India, after Mumbai. Ahmedabad was therefore often referred to as the 'Manchester of India'. Favourable locational factors were responsible for the development of the textile industry in Ahmedabad. Ahmedabad is situated very close to cotton growing area. This ensures easy availability of raw material. The climate is ideal for spinning and weaving. The flat terrain and easy availability of land is suitable for the establishment of the mills. The densely populated states of Gujarat and Maharashtra provide both skilled and semi-skilled labour. Well-developed road and railway network permits easy transportation of textiles to different parts of the country, thus providing easy access to the market. Mumbai port nearby facilitates import of machinery and export of cotton textiles.

1.1 Which city is called 'Manchester of India' and why?

1.2 Mention the locational factors responsible for the development of the textile industry in Ahmedabad.

2. Define the term manufacturing. It is associated to which activities? Explain with examples.
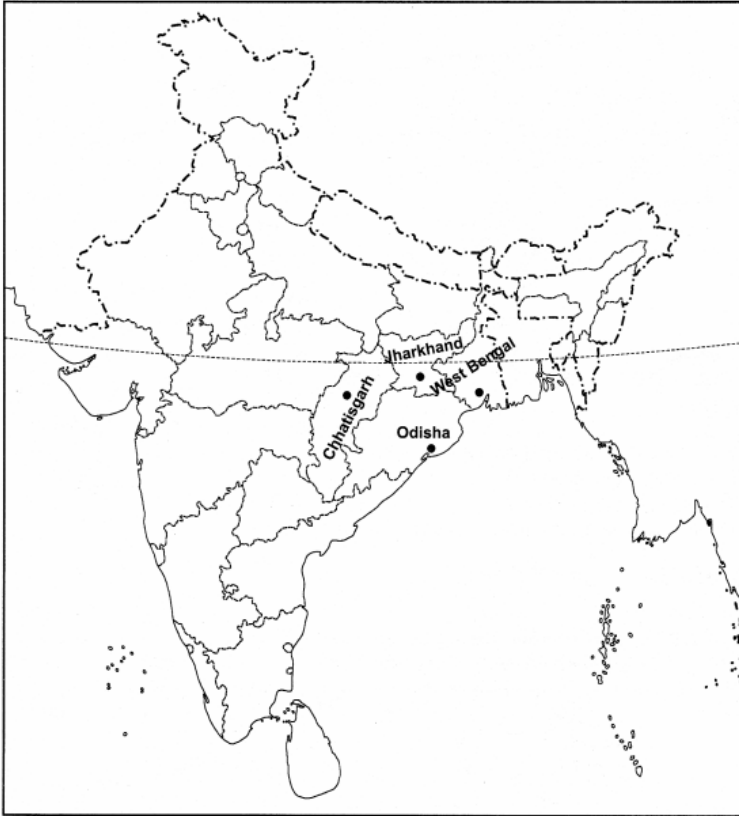
3. Describe the cotton textile industry with special reference to its history and spread in India.

4. Why was Sakchi chosen to set up the steel plant? Give reasons.

5. Describe the inputs, processes, and outputs in an industrial system with an example.

6. Classify the industries on the basis of ownership.

7. Mention some of the risk reducing measures that have to be adopted by industries.

MAP SKILLS

1. On an outline Map of India Identify the following -

1.1 First Iron and steel plant In India.

A. Bhilai (Chhattisgarh)   B. Durgapur (west Bengal)

C. TISCO, Jamshedpur (Jharkhand)   D. Burnpur, (west Bengal)

1.2 A famous Iron and steel plant in Chhattisgarh.

A. Bhilai   B. Selam

C. Rourkela   D. Bhadravati

1.3 An Iron and steel plant in Odisha is-

A. Rourkela   B. Durgapur

C. TISCO   D. Burnpur

(ANSWER KEY)

MULTIPLE CHOICE QUESTIONS

1. b) Industries

2. c) Manufacturing of paper

3. d) Rivers

4. c) Co-operative sector

5. b) jute

6. c) Cotton textiles

7. c) Cotton textiles

8. d) expensive, time consuming

9. a) traditional cotton textile industry

10. c) Countries of western Europe

11. c) Development

12. d) All of these

13. a) Steel

14. c) Pittsburg

15. b) marine based industry

16. b) A is true, R is false

17. c) Both A and R are true

18. b) A is true, R is false

19. c) Both A and R are true

20. c) Both A and R are true

SHORT ANSWER TYPE QUESTIONS

1.1 - This picture shows the changing location of iron and steel industry before 1800 A.D. and after 1950s.

1.2 - before 1800 A.D. the iron and steel industry located where raw materials, power supply and running water were easily available.

1.3 – After 1950, iron and steel industry began to be located on large areas of flat land near sea ports.

1.4 – Iron ore imported from overseas through sea ports.

1.5 – Land, labour, capital affects the location of industries

2.1- Agro-based industries: These industries use plant and animal-based products as their raw materials. E.g. Food processing, cotton textile.

Mineral-based industries: These industries use mineral ores as their raw materials, and the products of these industries feed other industries. E.g. Iron and steel industry.

2.2 – Mineral based (steel industry) Industries are called 'backbone of all industries. Industries, in which plants and animal-based products are used as a raw material.

2.3 – In steel industries Iron ore is used as a raw material.

2.4 – Food processing, vegetable oil, cotton textile & dairy products are examples of Agro-based industries.

3. In industries, accidents/disasters mainly occur due to technical failure or irresponsible handling of hazardous material. This is known as industrial disaster.

4. Based on size, industries can be classified into small scale and large scale industries.

Small scale industry: Cottage or household industries are a type of small scale industry where the products are manufactured by hand, by the artisans. These industries use lesser amount of capital and technology as compared to large scale industry.

Large scale industry: These are industries that produce large volumes of products. Investment of capital is higher and the technology used is superior in large scale industries.

LONG ANSWER TYPE QUESTIONS

1.1 – Ahmedabad is called the 'Manchester of India' which is located in Gujarat on the banks of the Sabarmati River.

It is called the 'Manchester of India' because it became the second largest textile city of India, after Mumbai. Here are favourable locational factors that are responsible for the development of the textile industry. It is situated very close to cotton growing area. This ensures easy availability of raw material. The climate is ideal for spinning and weaving. The flat terrain and easy availability of land is suitable for the establishment of the mills.

1.2 - Favourable locational factors responsible for the development of the textile industry in Ahmedabad were:

a) Ahmedabad is situated very close to cotton growing area.

b) The climate is ideal for spinning and weaving.

c) The flat terrain and easy availability of land is suitable for the establishment of the mills.

d) The densely populated states of Gujarat and Maharashtra provide both skilled and semi-skilled labour.

e) Well-developed road and railway network permits easy transportation of textiles to different parts of the country, thus providing easy access to the market.

f) Mumbai port nearby facilitates import of machinery and export of cotton textiles.

2 – Manufacturing- Manufacturing is that process in which raw material is changed into more valuable products. It takes place into industries.

It comes under the secondary activities. For example- cloths are manufactured from cotton in cotton textiles industries and sugar is manufactured from sugarcane in sugar industry.

3. – Cotton is a natural fibre crop. The cotton textile industry is the industry which involves in making clothes out of the fibre. It is one of the oldest industries of the world. India has a glorious history of producing excellent quality cotton textiles. The Muslins of Dhaka, Chintzes of Masulipatnam,

Calicos of Calicut and gold-wrought cotton of Burhanpur, Vadodara and Surat had world-famous quality and design. The traditional Indian cotton textile industry, however, could not compete with the Western textile mills, due to the high cost of the handwoven textile. The process involved, moreover, was time-consuming.

The first successful mechanised textile mill in India was established in Mumbai in 1854. The factors that led to the success were the warm and moist climate, the presence of a nearby port for importing machinery, the availability of raw material and skilled labour. Humidity was the main reason why the industry was initially limited to Maharashtra and Gujarat.

Today the industry has spread to various other parts of the country, due to the artificial production of humidity. The important cotton textile centres are in Coimbatore, Kanpur, Chennai, Ahmedabad, Mumbai, Kolkata, Ludhiana, Puducherry, and Panipat.

4. Sakchi was chosen to set up the steel plant for several reasons because:

a)The place was only 32 km away from Kalimati station on the Bengal-Nagpur railway line.

b) It was close to the iron ore, coal and manganese deposits as well as to Kolkata, which provided a large market.

c) TISCO gets coal from Jharia coalfields, and iron ore, limestone, dolomite and manganese from Odisha and Chattisgarh.

d) The Kharkai and Subarnarekha rivers ensured sufficient water supply. Government initiatives provided adequate capital for its later development.

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

For example - In case of textile industry the inputs may be cotton, human labour, factory and transport cost. The processes include ginning, spinning, weaving, dyeing and printing. The output is the shirt we wear.

6. Ownership: Industries can be classified into private sector, state-owned or public sector, joint sector and cooperative sector.

Private-sector industries: These are owned and operated by individuals or a group of individuals.

Public sector industries: These are owned and operated by the government.

Joint sector industries: These are owned and operated by the state and individuals or a group of individuals.

Cooperative sector industries: The are owned and operated by the producers or suppliers of raw materials, workers or both.

7. Risk Reduction Measures that have to be adopted by industries are:

a) Densely populated residential areas should be separated far away from the industrial areas.

b) People staying in the vicinity of industries should be aware of the storage of toxins or hazardous substances and their possible effect in case of an accident occurs.

c) Fire warning and fighting system should be improved.

d) Storage capacity of toxic substances should be limited.

e) Pollution dispersion qualities in the industries should be improved.

MAP SKILLS

1.1 – (C) TISCO, Jamshedpur (Jharkhand)

1.2 – (A) Bhilai

1.3 – (A) Rourkela

GEOGRAPHY
CHAPTER – 6
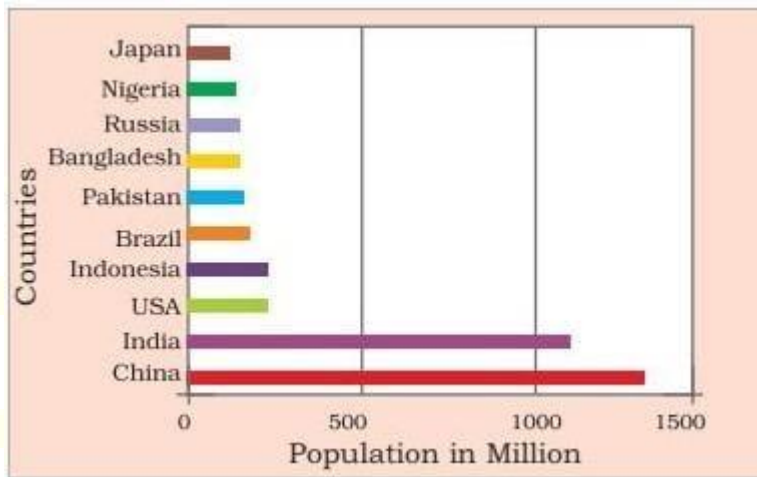# HUMAN RESOURCE

KEY POINTS:

- The term human resource refers to the size of population of a country along with its efficiency, education, qualities, productivity and abilities.

- People as per their demands and abilities change natural resources into useful things with their knowledge and skill.

- Population- the number of people who live in a place in a given time.

- Demography- Scientific study of population.

- Density of population- It is the number of people living in a unit area of the earth's surface. It is expressed as per square km.

- Population change- It means change in the number of people during a specific time.

- Birth rate- Number of live births per 1000 people

- Death rate- Number of deaths per 1000 people.

- Migration- It is the movement of the people in and out of an area.

- Natural growth rate- the difference between the birth rate and death rate of a country.

- Emigrants- The people who leave country.

- Immigrants- The people who arrive in a country.

- The population composition- it means structure of the population.

- Population Pyramids-It refers to the graphical presentation of age, sex composition of a population.

- Census – it is a survey conducted on the ful set of observation belonging to a population.

MULTIPLE CHOICE QUESTIONS

1. What does population composition tell us?

   a) Number of males females

   b) Age group people belong to

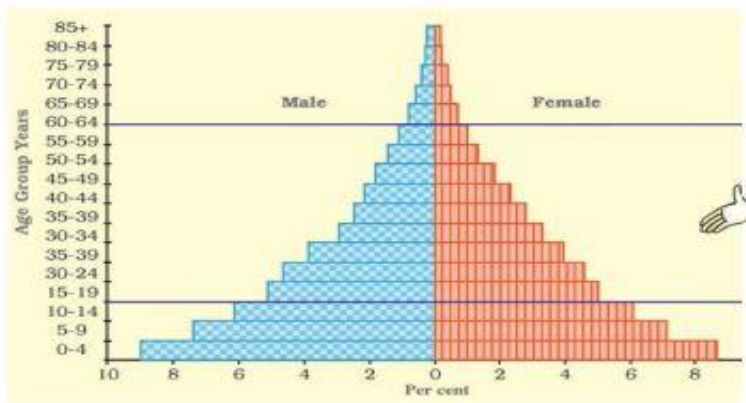   c) Income and health of people

   d) All of the above

2. Observe the data carefully and answer the question given below:

   Which is the 5th populous country?

   a) USA

   b) Bangladesh

   c) Brazil

   d) Indonesia

3. When was ministry of Human Resource Development established in India?
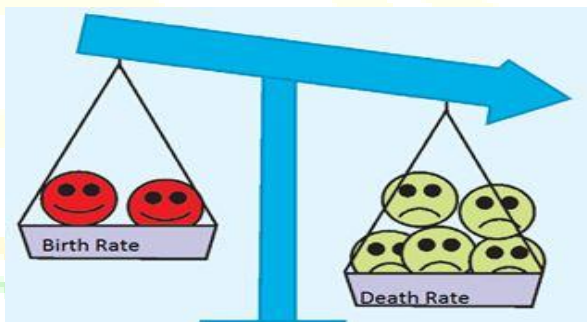
   a) 1985

   b) 1986

   c) 1987

   d) 1988

4. Observe the picture carefully and answer the question given below.

What is triangular looking diagram(Graph) called as ?

a) Population triangle

b) Population cross section

c) Population Pyramid

d) None of these

5. What does the following image infer?

a) Increase in Population

b) Decrease in population

c) Balanced Population

d) All of these

6. What is full form of PKVY?

a) Pradhan Mantri Kaushal Vikas Yojna

b) Prime Minister Kaushal Vikas Yojna

c) Pradhan Mantri Kaushal Vikalp Yojna

d) None of the above

7. The average density of population in India ____ persons per square km.

    a) 380

    b) 381

    c) 382

    d) 383

8. Name the country experiencing low birth and low death rates?

    a) United Kingdom

    b) India

    c) Kenya

    d) Bangladesh

9. In 1804 world's population was 1 billion in 1959 world's population reached 3 billion this is often called as _____?

    a) Population growth

    b) Population explosion

    c) Population change

    d) Natural growth rate

10. Which country has experienced a loss in population numbers due to out-migration or emigration?

    a) Sudan

    b) Australia

    c) Germany

    d) USA

11. Tick the odd one out

    a) Birth rate

    b) Death rate

    c) Migration

    d) Natural growth rate

12. In 1999 world population reached

    a) 1 billion

    b) 3 billion

    c) 6 billion

KVS RO JAMMU ……………. QUESTION BANK …………….. CLASS VIII ………….. TERM – II ………..SOCIAL-SCIENCE ……..

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d) 8 billion

13. A Country's population is officialy counted by a process called as

    a) Census

    b) Sensex

    c) Demography

    d) Cartography

14. People always prefer to live on these areas rather than mountains and plateaus because these areas are suitable for farming, manufacturing and service activities. These are the most densely populated areas of the world while mountains like Andes, Alps and Himalayas are sparsely populated.

Which of the following is the region where large population lives?

    a) Plains

    b) Plateaus

    c) Mountainous areas

    d) Valleys

15. The average density of population in the whole world is _____ persons per sqm

    a) 40

    b) 51

    c) 42

    d) 45

Question no. 16 – 20 are assertion based questions, read the assertion and reason carefully and answer the following:-

16. **Assertion A-** People are nation's greatest resource and asset.

Reason R- it is people with their demand, knowledge and abilities that turn natural resource into useful things.

   a) Both assertion and reason are true and reason is the correct explanation of assertion

   b) Both assertion and reason are true but reason is not correct

   c) assertion is true but reason is false

   d) Both are false

17. **Assertion A-** Technology is human made resource

   Reason R- Applications of human knowledge and skill created different technologies

   a) Both assertion and reason are true and reason is the correct explanation of assertion

   b) Both assertion and reason are true but reason is not correct

   c) assertion is true but reason is false

   d) Both are false

18. **Assertion A**- until 1800s world's population grew steadily but slowly

   Reason R- large number of babies were born but they survived because of good medical facilities.

   a) Both assertion and reason are true and reason is the correct explanation of assertion

   b) Both assertion and reason are true but reason is not correct

   c) assertion is true but reason is false

   d) Both are false

19. **Assertion A-** Development of human resources does not leads to the development of society

   Reason R- It does not enhances the ability to contribute to the creation of the Gross National Product

   a) Both assertion and reason are true and reason is the correct explanation of assertion

   b) Both assertion and reason are true but reason is not correct

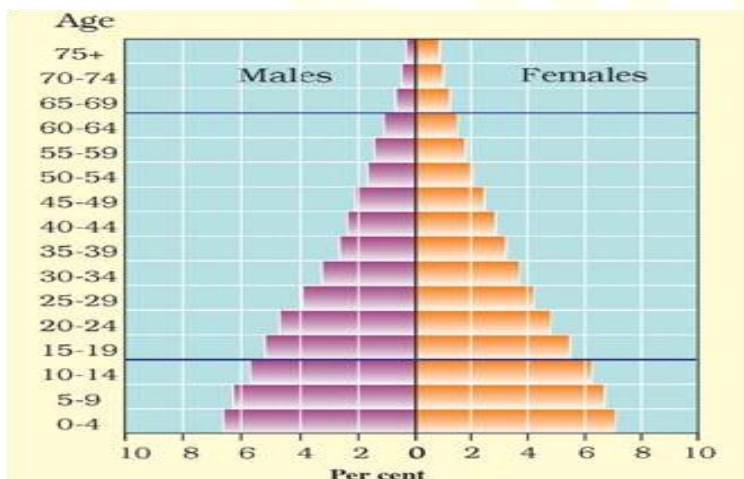   c) assertion is true but reason is false

   d) Both are false

20. **Assertion A-** Human resource is necessary for the progress of any country.

   Reason (R): Investment in education and health of people can result in a high rate of returns in the future for a country.

   a) Both assertion and reason are true and reason is the correct explanation of assertion

   b) Both assertion and reason are true but reason is not correct

   c) assertion is true but reason is false

   d) Both are false

SHORT ANSWER TYPE QUESTIONS

1. How does climate affect the population distribution of an area?

2. What is the general trend of migration of people from one country to another? Give one reason.

3. What is meant by dependent population? Write 2 groups of dependent population.

4. How health and education contributes in developing human resource?

5. Which type of population pyramid does India have ?

6. Why census is conducted after every 10 years in India?

7. Define Literacy?

8. Why male literacy is higher than female literacy in India.?

9. How health plays important role in increasing the efficiency of human beings?

10. Define Human Resource?

11. Look at the graph and answer the following questions:
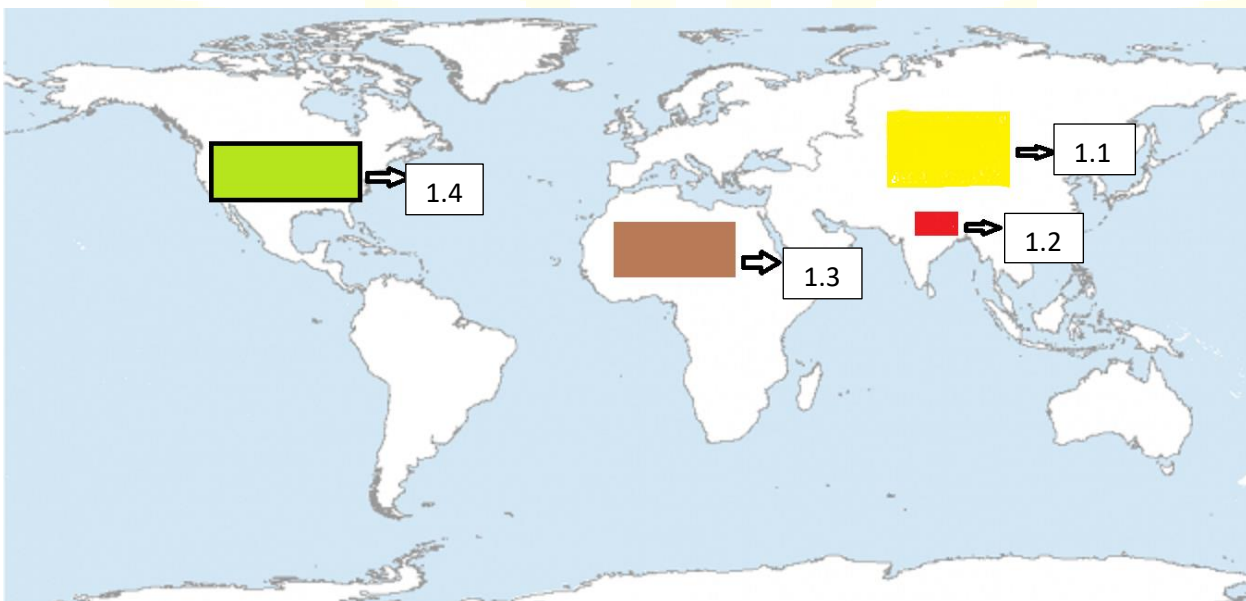

Population Pyramid of India

11.1 Why population pyramid of India is broad in younger age groups?

11.2 What does the bottom of the population pyramid reflects?

11.3 What does the top of population pyramid shows?

LONG ANSWER TYPE QUESTIONS

1. What is the general trend of international and internal (within a nation) migration?
2. How does the population pyramid of a country in which birth and death rates are high look? What conclusions you will draw upon? Explain.
3. How can we say that people are the nation's greatest and ultimate resource? Illucidate.
4. Write a note on human resource development (HRD) ministry under govt. of India.
5. What do you understand by the term Sarv Shiksha Abhiyan. Explain in detail.
6. Why do people move from Rural area to Urban Area?
7. Explain the factors affect population distribution.

MAP SKILLS

1. On an outline Map of India Identify the following –

1.1 Name the continent which is densely populated

   a. Africa

   b. Europe

   c. Australia

   d. Asia

1.2 Which is the most densely populated country in the world ?

   a. China

   b. India.
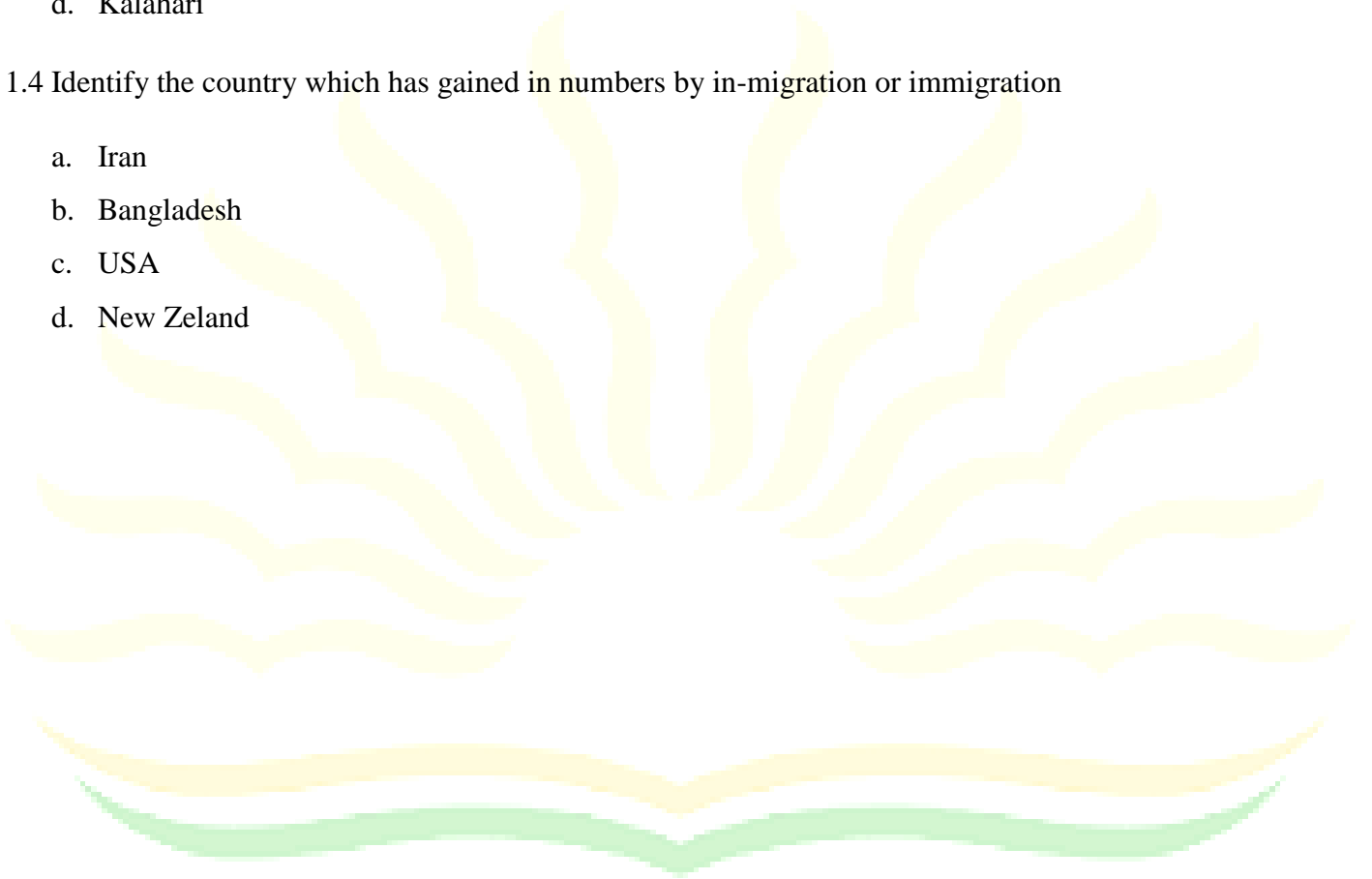
c. USA

d. Singapore

1.3 Identify the desert as shown

a. Gobi

b. Sahara

c. Thar

d. Kalahari

1.4 Identify the country which has gained in numbers by in-migration or immigration

a. Iran

b. Bangladesh

c. USA

d. New Zeland

ANSWER KEY

1. d) all of the above)

2. c) brazil

3. a) 1985

4. c) Population pyramid

5. b) decrease in population

6. a) Pradhan Mantri Kaushal Vikas Yojna

7. c) 382

8. a) United kingdom

9. b) Population explosion

10. a) Sudan

11. d) Natural growth rate

12. c) 6 billion

13. a) Census

14. a) Plains

15. b) 51

16. a) Both assertion and reason are true and reason is the correct explanation of assertion

17. a) Both assertion and reason are true and reason is the correct explanation of assertion

18. a) Both assertion and reason are true and reason is the correct explanation of assertion

19. d) Both are false

20. c) assertion is true but reason is false

SHORT ANSWER TYPE

1. The areas which are very hot and cold they are sparsely populated. People like to live in places which have good climate not very hot in summers and not very cold in summers

2. People travel from one country to another for good employment opportunities.

3. The population which depends on others for fulfilling their basic needs is called dependent population. 2 groups are young dependents (below 15 years), elderly dependents (above 65)

4. People with good health and education can change natural resources into useful products and can increase the efficiencies of the people.

5. Pyramid is broad in younger age group but narrow in old age group.

6. Census is conducted after every 10 years in India because govt. needs basic information about the people of India for the purpose of planning development and improving the life of the people of India

7. It means ability to read and write with understanding.

8. Because male child is given preference over female child and female child is not encouraged to go to school.

9. A person with good health works harder and gives more output and helps in the progress of the nation.

10. Human resource means people who have knowledge abilities and skills.

11.1. It is so because more infants survive to adulthood and death rate in young people is decreasing.

11.2. The bottom of the population pyramid reflects the number of children below 15 years and the level of births.

11.3. The top of population pyramids reflects the number of aged people above 65 years and number of deaths.

LONG ANSWER TYPE

1.The general trend of international migration is people move from less developed countries to more developed nations in search of better job opportunities Within country people move from rural to urban areas in search of jobs, education and health facilities

2. When birth rates and death rates are high in a country population pyramid is broad at base and rapidly narrow towards top because although many children's are born but large no. of them die as infants , few of them becomes adult and very few become old people.

3. People are greatest resource of a country because no economic activity is possible without human resource. It works as labour, management and entrepreneur in all economic activities and important-factor of production.

4. Human resource development now called as ministry of education. It implemented national policy on education, its headquarter is shastribhawan New Delhi. Dharmendra Pradhan is present education minister in center.

5. Sarva Shiksha Abhiyan aims in providing free elementary education to all children from 6 to 14 years of age group. SSA is termed as an 'Education for All' movement. The pioneer of the SSA programme was Atal Bihari Vajpayee, the Indian Former Prime Minister. The Central Government in partnership with State Governments is implementing this initiative. The initial aim of SSA was to meet its objectives by 2010, however, the timeline has been extended.

AIM:

- To open new schools in those habitations where there are no schooling facilities

- To strengthen the existing school infrastructure

-To provide alternate schooling facilities

-To construct new schools

-To add additional classrooms, toilets, drinking water facilities in the schools

-To maintain school improvement grants

-To provide free textbooks, uniforms to the children

-To increase the strength of teachers in the schools where there is a shortage of teachers. Additional teachers are provided to such schools.

6. Unemployed individuals leave rural place in search for jobs so, as to support themselves and their families financially.

Since, Rural India is largely depends on agriculture, other economic activities are less hence, unemployment is high.

The technological advancements in urban area is better which, attracts people to urban area.

Generally, people move to urban area to increase their social status. Facilities such as education, medical facilities, general lifestyle, entertainment, etc., Which attracts people to urban areas.

7. Factors affecting distribution of population are:

Geographical Factors

Topography: People always prefer to live on plains rather than mountains and plateaus because these areas are suitable for farming, manufacturing and service activities. E.g.The Ganga plains.

Climate: People usually avoid extreme climates that are very hot or very cold like Sahara desert or polar regions.

Soil: Fertile soils provide suitable land for agriculture. Fertile plains such as Ganga and Brahmaputra in India are densely populated.

Water: People prefer to live in the areas where fresh water is easily available. The river valleys of the world are densely populated while deserts have spare population.

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

Social, Cultural and Economic Factors

Social: Areas of better housing, education and health facilities are more densely populated e.g., Pune.

Cultural: Places with religion or cultural significance attract people. Varanasi, Jerusalem and Vatican city are some examples.

Economic: Industrial areas provide employment opportunities. Large number of people are attracted to these areas. Osaka in Japan and Mumbai in India are two densely populated areas.

Human resource differs in educational qualification in different areas of the world. people are not equally distributed all over the world the density of the population is not same. Also different people have different skills.
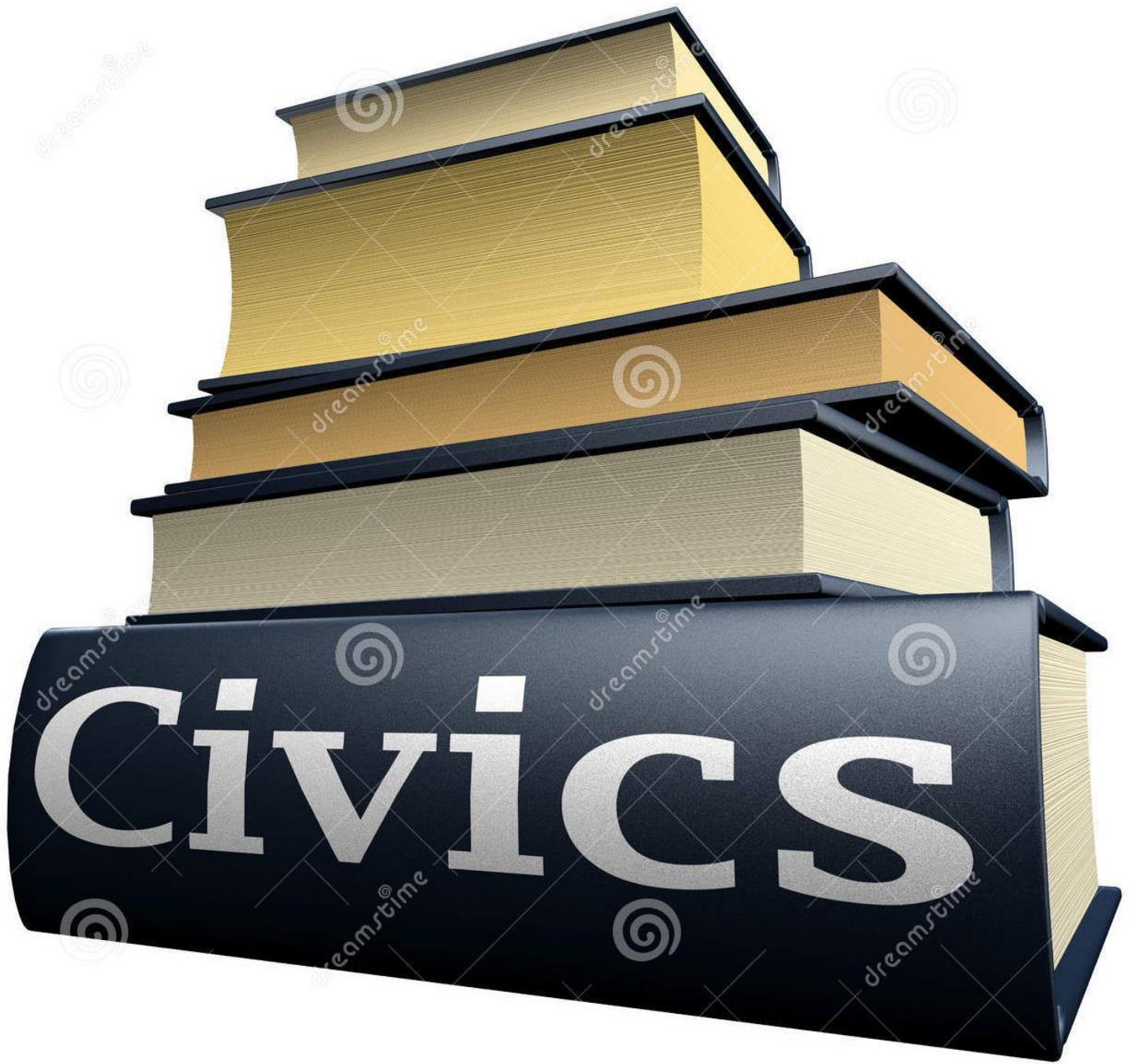
MAP SKILLS

1.1. D Asia

1.2. A China

1.3. B Sahara

1.4. C USA

CHAPTER -6 (CIVICS)

UNDERSTANDING OUR CRIMINAL JUSTICE SYSTEM

MAIN COMPONENTS OF CRIMINAL JUSTICE SYSTEM.

KEY CONCEPTS:-

☐ Accused: This refers to the person who is tried by a court for a crime.

☐ Cognizable: This refers to an offence for which the police may arrest a person without the permission of the court.

☐ Cross-examine: This refers to the questioning of a witness who has already been examined by the opposing side in order to determine the veracity of his/her testimony.

☐ Detention: The act of being kept in illegal custody by the police.

☐ Impartial: The act of being fair or just and not favouring one side over another.

☐ Offence: Any act that the law defines as a crime. To be charged of a crime: This refers to the trial judge informing the accused, in writing, of the offence for which he/she will face trial. \

☐ Witness: This refers to the person who is called upon in court to provide a first-hand account of what he/she has seen, heard or knows.

☐ Police: Record the statements of the witnesses, take photographs of accidental site, arrest the fiesta fans.

☐ Public prosecutor: One who cross examine the witness, meet the accused persons and examine the witness in court.

☐ Defence lawyer: Cross examine the witness, meet the accused persons, and examine the witness in court,

☐ Judge: Hear the witness, writes the judgement, decide for how many years the accused will be put in jail, pass the judgement.

(VERY SHORT ANSWER QUESTION MCQ)

QUESTION-1 What is the type of the advocate who pleads the cases on behalf of the government and who has been appointed by the government on permanent basis?

(a) Public prosecutor

(b) Private prosecutor

(c) Deed writer

(d) Typist

Q-2 Identify this document.

(a) Copy of Admission form.

(b) Copy of PIL.

(c) Copy of FIR

(d) Copy of Shopping bill.

.

Q-3 State whether True/ False.

Fair trial is the procedure which has been set and followed for the cases to be tried in the courts fairly.

Q-4 Fill in the Blank.

A fair trial is ensured by the Article ………………. of the Constitution.

Q-5 Match the following:

Column A	Column B
(a) FIR	(1) Questioning to a witness or Accused
(b) Cross-Examining	(2) Rule
(c) Law	(3) Arrest the Criminals
(d) Police	(4) Right to Information
(e) Fundamental Right	(5) First Information Report

(A) a-1,b-2,c-3,d-4,e-5

(B) a-5, b-1,c-2,d-3,e-4

(C) a-3, b-2. C-3, d-5, e-4

(D) a-4, b-5, c-3,d-2, e-1

Q-6 Which of them is not true about the F.I.R.?

(a) The police begin the investigation after the registration of F.I.R

(b) The complainant may/may not sign the F.I.R.

(c) There is a prescribed form to register an F.I.R.

(d) The F.I.R. mentions the date, time, and place of the offence.

7 What do you mean by Cognizable?

a) Police can arrest the person only after the permission of the magistrate

(b) Police can arrest a person only after the permission of the court

(c) A charge or crime for which the police is entitled to arrest a person without seeking permission of the court.

(d) The police cannot arrest a person on any condition.

Q-8 Look at the picture given below and answer the following questions.

QUESTIONS:

1. What is the matter discussed in the picture?

(a) Conversation between MR. and mrs. Shinde.

(b) Mrs. Shinde is going for party.

(c) Shanti was blamed for stealing mrs. Shinde's gold chain.

(d) All of the above.

2. Who is Shanti here?

(a) Gardener

(b) House maid

(c) Sister of mrs. Shinde

(d) None of the above.

Q-9 Identify the Article which says:

Confessions made in police custody cannot be used as evidence against the accused.

   (a) Article 19

   (b) Article 20

   (c) Article 21

   (d) Article 22

Q-10 Which article of the Constitution places a duty upon the State to provide a lawyer to any citizen who is unable to engage one due to poverty or other disability?

   (a) Article 40A

   (b) Article 39 A

   (c) Article 44 A

   (d) Article 42 A

Q-11 Who decide whether a person is guilty or not?

   (a) Police

   (b) Lawyer

   (c) Judge

   (d) Witness

Q-12 "Although the court granted bail to Shanti after a month, she was unable to get anyone to stand surety for her for Rs 20,000. She, therefore, continued to be in jail. She is very traumatised." What is the meaning of **Traumatised** here ?

   (a) Disturbed

   (b) Happy

   (c) Honest

   (d) Tortured

Q-13 "Although the court granted bail to Shanti after a month, she was unable to get anyone to stand surety for her for Rs 20,000. She, therefore, continued to be in jail. She is very traumatised." **In the light of above statement, what was Shanti worried about?**

   (a) Worried about her trial in the court.

   (b) Worried about surety bond.

   (c) Worried about her health.

(d) None of the above.

Q-14 "When we see someone violating the law, we immediately think of informing the police"

What is the Role of the Police?

(a) Arrest the person

(b) Decides whether a person is guilty or not

(c) Takes decision

(d) All of the above.

Q-15 Who is Mr. Rao in this chapter?

(a) Public prosecutor

(b) Witness

(c) Sub inspector

(d) Shanti's brother.

Q-16 **Assertion:** The Supreme Court of India has laid down specific requirements and procedures that the police and other agencies have to follow for the arrest, detention and interrogation of any person.

Reason: Supreme court is the Apex judicial body.

(a) A and R both are true. R is the correct Explanation of A.

(b) A and R both are true, But R is not the correct Explanation of A.

(c) A is true but R is false.

(d) A is false but R is true.

Q-17 **Assertion:** It is with the registration of an FIR that the police can begin their investigations into a crime.

Reason: The law states that it is compulsory for an officer in charge of a police station to register an FIR whenever a person gives information about a cognizable offence. This information can be given to the police either orally or in writing.

(a) A and R both are true. R is the correct Explanation of A.

(b) A and R both are true, But R is not the correct Explanation of A.

(c) A is true but R is false.

(d) A is false but R is true.

Q-18 **Assertion:** The Public Prosecutor the interests of the State.

   Reason: The Prosecutor must conduct the prosecution on behalf of the accused.

(a) A and R both are true. R is the correct Explanation of A.

(b) A and R both are true, But R is not the correct Explanation of A.

(c) A is true but R is false.

(d) A is false but R is true.

.

Q-19 **Assertion:** It is significant that the judge decided the matter only on the basis of the his power.

   Reason: A judge should be impartial.

(a) A and R both are true. R is the correct Explanation of A.

(b) A and R both are true, But R is not the correct Explanation of A.

(c) A is true but R is false.

(d) A is false but R is true

.

Q-20 **Assertion:** The FIR usually mentions the date, time and place of the offence, details the basic facts of the offence, including a description of the events.

   Reason: FIR also states the name and address of the complainant. There is a prescribed form in which the police registers an FIR.

(a) A and R both are true. R is the correct Explanation of A.

(b) A and R both are true, But R is not the correct Explanation of A.

(c) A is true but R is false.

(d) A is false but R is true

SHORT ANSWERS QUESTIONS

Q-21 Mention the four key players in the criminal Justice System? Explain about any one.

Q-22 Why do you think there is a rule that confessions made during police custody cannot be used as evidence against the accused?

Q-23 Define the term "Criminal Justice System".

Q-24 What are the guidelines that the police have to follow during investigation?

Q-25 Read the Extract carefully. Answer the following questions.

It is with the registration of an FIR that the police can begin their investigations into a crime. The law states that it is compulsory for an officer in charge of a police station to register an FIR whenever a person gives information about a cognizable offence. This information can be given to the police either orally or in writing. The FIR usually mentions the date, time and place of the offence, details the basic facts of the

offence, including a description of the events. If known, the identity of the accused persons and witnesses is also mentioned. The FIR also states the name and address of the complainant. There is a prescribed form in which the police registers an FIR and it is signed by the complainant. The complainant also has a legal right to get a free copy of the FIR from the police.

Q-25.1 How can police can start its investigation process?

    (a) By registering an FIR.

    (b) By Arresting the accused.

    (c) By taking photos of the site.

    (d) All of the above.

Q-25.2 What an FIR Usually does not contain?

    (a) Date and time of the offence.

    (b) Name and address of the complainant.

    (c) Basic facts of the offence.

    (d) None of the above.

Q-26 What duty does Article 39A of constitution assign to the state.

Q-27 What is the duty of public prosecutor?

Q-28 What did happen with Sushil in Police station?

Q-29 What is the Role of judge in criminal justice system?

Q-30 What is the role of public prosecutor in criminal justice system?

Q-31 What are the guidelines that police have to follow during investigation?

Q-32 **Read the Extract and answer the following questions**:

The Supreme Court of India has laid down specific requirements and procedures that the police and other agencies have to follow for the arrest, detention and interrogation of any person. These are known as the D.K. Basu Guidelines and some of these include:

• The police officials who carry out the arrest or interrogation should wear clear, accurate and visible identification and name tags with their designations;

• A memo of arrest should be prepared at the time of arrest and should include the time and date of arrest. It should also be attested by at least one witness who could include a family member of the person arrested. The arrest memo should be counter-signed by the person arrested.

• The person arrested, detained or being interrogated has a right to inform a relative, friend or well-wisher.

• When a friend or relative lives outside the district, the time, place of arrest and venue of custody must be notified by police within 8 to 12 hours after arrest.

Q-32.1 What Right a person can get after being arrested?

(A) He has the right to inform a friend.

(B) Right to inform a relative.

(C) A memo of arrest should be prepared at the time of arrest.

(D) All of the above.

Q-32.2 The Supreme Court of India has laid down specific requirements and procedures that the police and other agencies have to follow for the arrest, detention and interrogation of any person. What these guidelines are called?

(a) Guidelines for interrogation.

(b) Guidelines for detention.

(c) D.K basu guidelines.

(d) None of the above.

Q-33 **Read the Extract and give answer of the questions**.

S.I. Rao forcibly keeps Sushil in the police station for two days. Sushil is abused and beaten by S.I. Rao and other police constables. They try and make him confess that he and his sister Shanti head a gang of domestic servants that have stolen jewellery from other homes. There have been other complaints of theft of jewellery from Shinde's neighbourhood. As Sushil keeps repeating that he is an innocent factory worker, the police let him go after two days.

Q-33.1 What was the fault of Sushil.

(a) He was the leader of a robbery gang.

(b) He was a poor worker.

(c) He had stole jewellery from Mrs. Shinde's home.

(d) Both a and c.

Q-33.2 What happened with Sushil in the custody?

(a) He was praised by the police officers.

(b) He was assaulted by the police.

(c) He was beaten by the police.

(d) Both b and c are true.

Q-34 **Read the extract and give answer to the following questions**.

The police files a chargesheet in the Magistrate's Court. The court gives a copy of the chargesheet including statements of witnesses to Shanti. Shanti tells the court that she has no lawyer to defend her against this false case of theft. The Magistrate appoints Advocate Kamla Roy as Shanti's defence lawyer at the government's expense.

Q-34.1 What the above Extract is talking about?

   (a) Procedure of filing FIR.

   (b) Procedure of working of court.

   (c) Procedure of working of a Magistrate.

   (d) None of the above.

.

Q-34.2 To whom Magistrate has appointed the advocate for Shanti?

   (a) Mr. Rai

   (b) Mr. shinde

   (c) Mr. Rao

   (d) None of the above.

LONG ANSWER QUESTIONS

Q-35 According to the story of Shanti, answer the following questions:

a) When Shanti was arrested for theft, S.I. Rao also kept her brother Sushil in the police lock up for two days. Was it legal for the police to detain him? Does it violate the D.K. Basu guidelines?

b) Did S.I. Rao do enough to question witnesses and compile evidence before arresting Shanti and filing a case against her? In keeping with the duties of the police as stated above, what else do you think S.I. Rao could have done as part of his investigation.

Q-36 Write in your own words what you understand of the following processes based on the above description of Shanti's case :

(a) Open Court

(b) Basis of Evidence

(c) Cross-examination of Prosecution Witnesses

Q-37 Discuss in class what might have happened in Shanti's case if the following procedures had not been observed :

(a) If she were not defended by a lawyer.

(b) If the court had not assumed her to be innocent.

Q-38 Discuss in class what might have happened in Shanti's case if the following procedures had not been observed :

(a) If she were not defended by a lawyer.

(b) If the court had not assumed her to be innocent.

Q-39 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. Assign yourself a role mentioned below and tell the responsibility of each role:

1. Police
2. Public Prosecutor
3. Defence lawyer
4. Judge

Roles	Responsibilities
1. Police	Hear the Witnesses
2. Public Prosecutor	Record the statements of witnesses
3.Defence lawyer	Cross-examine the witnesses
4. Judge	Take photographs of burnt homes
	Record the evidence

	Arrest the Fiesta fans
	Writes the judgment
	Argue the case for the victims
	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

Q-40 State two reasons why you believe that different persons need to play different roles as part of the criminal justice system.

Q-41 What are D.K. Basu Guidelines?

Q-42 What are the procedures that have to be followed if the criminal trial has to be a Fair Trial?

Q-43 Write a brief note on the criminal procedure in the Criminal Justice System in India.

Q-44 What Right ,Article 22 of the constitution guarantee to every accused person?

Q-45. What was the final judgment of the judge in Shanti's case?

ANSWER KEY:

1. Answer: (a) Public prosecutor

2. Answer: (c) coy of FIR

3. Answer: True

4. Answer; 21

5. a-5, b-1,c-2,d-3,e-4

Ans B

6. Answer: (b) the complainant may/may not sign the F.I.R.

7. Answer: (c) A charge or ceime for which the police is enti entitled to arrest a person without seeking permission of the court.

8. 1. Answer:(d) all of the above

   2. Answer: (b) Housemaid

9. Answer: (c) article 22

10. Answer: (b) Article 39 A

11. Answer: (c) judge

12. Answer: (a) Disturbed

13. Answer: (a) worried about her trial in the court

14. Answer: (a) arrest the person.

15. Answer: (c) Sub inspector

16. Answer: (b) A and R both are true but R is not the correct explanation of A.

17. Answer: (a) A and R both are true and R is the correct explanation of A.

18. Answer: (c) A is true but R is false

19. Answer: (d) A is false but R is true

20. Answer: (b) A and R both are true but R is not the correct explanation of A

21.1 Ans- The four key players in the criminal justice system are

1.The police.

2. The Public Prosecutor

3. The Defence lawyer and

4. The judge.

Police-The police is to investigate any complaint about the commission of a crime. An investigation includes recording statements of witnesses and collecting different kinds of evidence. On the basis of the investigation, the police are required to form an opinion.

22.2 Answer: Confessions made during police custody cannot be used as evidence against the accused because the accused could have confessed under pressure or by being beaten or tortured at the time of arrest, detention, and interrogation by the police.

23. Answer: Criminal justice system is the 'body of law' or 'Court' regulating the inquiry into whether a person has violated criminal law or not.

24. Answer: Police investigations have to be conducted in accordance with law and with full respect for human rights. The police are not allowed to torture or beat or shoot anyone during investigation. They cannot inflict any form of punishment on a person even for petty offences.

25. 1. (D) All of the above.

2.(d) None of the above.

26. Answer: Article 39A of the Indian constitution says that state should provide a lawyer to any citizen who is enable to engage one due to poverty or any other disability.

27. Answer: The duty of public prosecutor is to act impartially, and present the full and material facts, witnesses and evidence before the court to enable the court to decide the case.

28. Answer: S.I. Rao forcibly keeps Sushil in the police station for two days. Sushil is abused and beaten by S.I. Rao and other police constables. They try and make him confess that he and his sister Shanti head a gang of domestic servants that have stolen jewellery from other homes. There have been other complaints of

theft of jewellery from Shinde's neighbourhood. As Sushil keeps repeating that he is an innocent factory worker, the police let him go after two days.

29. Answer: The judge coduct the trial impartially in an open court.The judge hears all the witnesses and any other evidences presented by the prosecution and defence. The judge then decides whether a person is guilty or not.

30. Answer: He has a very important role to play. In court, he represents the interest of the state. His role begins when police has conducted the investigation and filed the charge sheet in the court. Being an officer in court, he is expected to discharge his duty impartially.

31. Answer: Police investigation should be in accordance with law and with full respect for human rights. The police are not allowed to torture or beat or shoot during investigation. They cannot inflict any form of punishment on a person even for petty offences.

32. 1. Answer: (d) all of the above
    2. Answer: (c) D.K basu guidelines.

33. 1. Answer: (b) He was a poor worker.
    2. Answer: (d) Both b and c are true.

34. 1. Answer: (b) Procedure of working of court
    2. Answer: (c) Mr. Rao.

35. a) Answer-(a) It was not legal for the police to detain Sushil in the lock-up for two days. Yes, it violates the D.K. Basu guidelines.

    b) Answer-(b) No, S.I. Rao did not do enough to question witnesses and compile evidence before arresting Shanti and filing a case against her. As a part of the investigation S.I. Rao could have taken the following steps :

    1. Preparation of a memo of arrest at the time of arrest which includes the time and date of arrest.
       ,
    2. Taking the signature of one witness who could include a family member of Shanti.
    3. Providing information to a relative or friend of Shanti about, her arrest.

36. Answer:

(a) Open Court – The trial of Shanti's case was held in public view. Shanti was also present there. Her brother, Mr. and Mrs. Shinde were there too to hear the case proceedings.

(b) Basis of Evidence – The defense lawyer collected proper evidence in the court to prove Shanti's innocence. The court also gave an opportunity to Advocate Roy to present witnesses in Shanti's defense.

(c) Cross-examination of Prosecution Witnesses – Shanti's lawyer, Advocate Roy was given an opportunity to cross-examine all the prosecution witnesses.

37. Answers: (a) If she were not defended by a lawyer, she would not have been acquitted of the theft charge for a crime which was not committed by her and would have been sent to jail for a few months.

(b) If the court had not assumed her to be innocent, her case of theft would not had gone through the process of fair trial. Defense lawyer would have not been provided to her and the court would have sent her directly to the jail.

38. Answer:

(a) If she were not defended by a lawyer, she would not have been acquitted of the theft charge for a crime which was not committed by her and would have been sent to jail for a few months.

(b) If the court had not assumed her to be innocent, her case of theft would not had gone through the process of fair trial. Defense lawyer would have not been provided to her and the court would have sent her directly to the jail.

39. Answer:

Role	Functions
Police	- Arrest the Fiesta fans - Get the assaulted women medically examined - Record the statement of witnesses - Take photography of burnt home - Record the evidence

Public Prosecutor	• Record the statements of the witnesses • Examine the witnesses in the court
Defence Lawyer	• Argue the case for the victims • Cross examine the witnesses • Meet the accused person
Judge	• Conduct a free trial • Hear the witnesses • Decide for how many years the accused will be put in jail • Writes the judgement • Pass the judgement

40. Answer:

Different persons need to play different roles as part of the criminal justice system:

(1) Different roles played by different persons need specific qualifications. So, this is not possible for a single person to perform the functions like arresting, defending, cross-questioning, collecting evidence, and giving final decision or judgment.

(2) Tb ensures that every citizen, irrespective of their class, caste, gender, religious and ideological backgrounds gets a fair trial in the case of being accus

41. Answer: D.K. Basu Guidelines are as follows:

1. The police officials who carry out the arrest or interrogation should wear clear, accurate and visible identification and name tags with their designations.
2. A memo of arrest should be prepared at the time of arrest and should include the time and date of arrest. It should also be attested by at least one witness who could include a family member of the person arrested. The arrest memo should be counter-signed by the person arrested.
3. The person arrested, detained or being interrogated has a right to inform a relative, friend or well wisher.
4. When a friend or relative lives outside the district, the time, place of arrest and venue of custody must be notified by police within 8 to 12 hours after arrest.

42. Answer: A copy of the charge sheet and all other evidence has to be given to the accused. The trial has to be held in an open court, in public view, and should be in the presence of the accused. The accused has to be given a lawyer to defend himself in case he cannot afford to employ a lawyer.

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The Prosecution has to prove beyond doubt the guilt of the accused and the Judge has to pass the judgment only on the basis of the evidence before the court.

43. Answer: A crime is first reported by the victim to the Police and the police file a FIR or First Information Report. Then the police begin the investigation and arrest the suspected person or persons. The police then file a charge sheet in the Magistrate's Court. The trial begins in court. The Public Prosecutor represents the victim and the accused can defend themselves with the help of a lawyer. Once the trial is over the accused is either convicted or acquitted. If convicted, the accused can appeal to the higher court.

44. Answer: Article 22 of the Constitution and criminal law guarantee to every arrested person the following Fundamental Rights:

1. The Right to be informed at the time of arrest of the offence for which the person is being arrested.

2. The Right to be presented before a magistrate within 24 hours of arrest.

3. The Right not to be ill-treated or tortured during arrest or in custody.   4. Confessions made in police custody cannot be used as evidence against the accused.

5. A boy under 15 years of age and women cannot be called to the police station only for questioning.

45. Answer:

In Shanti's case, the judge hears the testimony of all the witnesses and acquitted Shanti of the charges of theft.

The judge also ordered the police to hand over the Rs.10000/- that the police had sealed. In her written judgment, the judge had made it a point to highlight S.I. Rao's role in conducting a shoddy investigation that made Shanti spend time in jail.

केन्द्रीय विद्यालय संगठन

CIVICS
CHAPTER - 7
UNDERSTANDING MARGINLIZATION

KEY POINTS :-

- Marginalisation refers to a situation in which an individual or a group of individuals is deprived of certain privileges or treated as different from others.

- Adivasis – the term literally means 'original inhabitants' are communities who lived, and often continue to live in close association with forests.

- To be marginalised is to be forced to occupy the sides or fringes and thus not be at the centre of things.

- Marginalisation can be because they speak a different language, follow different customs or belong to a different religions group from a majority community.

- Economic, social, cultural and political factors work together to make certain groups in society feel marginalised.

- Around 8% of India's populations is Adivasi.

- Most important mining and industrial centres in India are located in Adivasi areas.

- There are over 500 different Adivasi groups in India.

- The term minority is most commonly used to refer to communities that are numerically small in relation to the rest of the population.

- Sachar Committee chaired by Justice Rajinder Sachar, examined the social, economic and educational status of the Muslim community.

- Marginalisation is linked to experiencing disadvantage, prejudice and powerlessness.

- Marginalisation results in having a low social status and not having equal access to education and other resources.

MULTIPLE CHOICE QUESTIONS

1. The term Scheduled Tribe is used For?
   a) Adivasis
   b) Urban People
   c) Rural People
   d) Poor People

2. Around _____ percent population of India constitutes tribal population.
   a) 10
   b) 5
   c) 8
   d) 12

3. Certain groups feels marginalised due to factors, like:
   a) Social and cultural
   b) Economic
   c) Political
   d) All of these

4. This picture is associated with

   a) Niyamagiri Hills
   b) Anamalai Hills

c) Shivalik Hills

d) Aravalli hills

5. What literally means the original inhabitants?

a) Adivasis

b) Minorities

c) Ghetto

d) Devoid

6. Stereotyping of Adivasis is related to their being:

a) Exotic

b) Primitive

c) Backward

d) All the above

7. This picture is associated with

a) Adivasis

b) Minorities

c) Ghetto

d) Devoid

8. Read this passage and answer the following question :

Adivasis use around 10,000 plant species – approximately 8,000 species are used for medicinal purposes; 325 are used as pesticides; 425 as gums, resins and dyes; 550 as fibres; 3,500 are edible.

Question: - What is the number of plant species that is used as pesticides?

a) 10000

b) 3250

c) 325

d) 3.25

9. What is the difference between Hindus and Muslims in terms of percentage of literacy rate?

Literacy Rate by Religion, 2011 (percentage)

All	Hindus	Muslims	Christians	Sikhs	Buddhists	Jains
74	63	57	74	67	71	86

a) 6%

b) 5%

c) 8%

d) 9%

10. Many tribal children are _____.
   a) Balanced
   b) Malnourished
   c) Healthy
   d) Efficient

11. The minorities are forced to live on the margins of economic and social development, this is known as
   a) Malnourished
   b) Marginalisation
   c) Displaced
   d) all of these

12. Niyamgiri hill located in Kalahandi district of?
   a) Odisha
   b) West Bengal
   c) Punjab
   d) Kerala

13. People believing that adivasis are…….

a) cunning, primitive and forward

b) exotic, primitive and backward

c) extrovert, primitive and forward

d) exotic, modern and backward

14. During the ___ century, substantial numbers of Adivasis converted to Christianity, which has emerged as a very important religion in modern Adivasi history.

a) 18th

b) 20th

c) 17th

d) 19th

15. Safeguards are needed to protect ___ communities against the possibility of being culturally dominated by the ___

a) majority, majority

b) minority, minority

c) majority, minority

d) minority, majority

Question no. 16 – 20 are assertion based questions, read the assertion and reason carefully and answer the following:-

16. **Assertion:** - Adivasis are invariably portrayed in very stereotypical ways.

   Reason: - This often wrongly leads to people believing that they are exotic, primitive and backward.

   a) Assertion is right and reason is wrong.

   b) Assertion is wrong and reason is right.

   c) Assertion and reason both are wrong.

   d) Assertion and reason both are right.

17. **Assertion:**-. When Adivasis are displaced from their lands, they lose much more than a source of income.

   Reason:- They lose their traditions and customs – a way of living and being

   a) Assertion is right and reason is wrong.

   b) Assertion is wrong and reason is right.

   c) Assertion and reason both are wrong.

d) Assertion and reason both are right.

18. **Assertion:-** The term minority is most commonly used to refer to communities that are numerically small in relation to the rest of the population.

Reason:- Muslim and Adivasis are not minorities.
   a) Assertion is right and reason is wrong.
   b) Assertion is wrong and reason is right.
   c) Assertion and reason both are wrong.
   d) Assertion and reason both are right.

19. **Assertion:-** Displaced refers to the people who are compelled to move from their homes for big development projects including dams, mining, etc.

Reason:- Displacement affected Adivasis badly.
   a) Assertion is right and reason is wrong.
   b) Assertion is wrong and reason is right.
   c) Assertion and reason both are wrong.
   d) Assertion and reason both are right.

20. **Assertion:-** Adivasis practise a range of tribal religions that are different from other religion.

Reason:- They worship nature.
   a) Assertion is right and reason is wrong.
   b) Assertion is wrong and reason is right.
   c) Assertion and reason both are wrong.
   d) Assertion and reason both are right.

SHORT ANSWER TYPE QUESTIONS

1. What does the given table tell us about Muslims? Explain this answer with the help of given data?

   Access to basic amenities 2008-2009:

Religious Communities	Pucca House	Electricity	Tap Water
Hindu	65.4	75.2	43.7

Muslim	63.8	67.5	35.8
Christian	69.3	86.2	48.0
Sikh	91.3	96.0	49.3

2. What is Ghettoization?

3. Define marginalisation with example?

4. What was the conclusion reached by the Justice Rajindar Sachar Committee?

5. How are Adivasis portrayed today?

6. What will be the result if the Adivasis lose their rights over forest lands? Write this answer with the help of this data.

   Adivasis use around 10,000 plant species – approximately 8,000 species for medicinal purposes; 325 as pesticides; 425 as gums, resins and dyes; 550 as fibres; 3,500 are edible.

7. Mention the names of the communities which experience marginalization in India?

8. **List two reasons why Adivasis are becoming increasingly marginalised.**

9. Write the name of any 6 states of India where Adivasis live?

10. **For what purpose the forest land that once belonged to adivasis got cleared?**

LONG ANSWER TYPE QUESTIONS

1. Imagine that you are watching the Republic Day parade on TV with a friend and she remarks, "Look at these tribals. They look so exotic. And they seem to be dancing all the time". List three things that you would tell her about the lives of Adivasis in India.

2. What are the reasons why a community is marginalized, and how does it affect the community?

3. **What do you understand by the term minority and give examples of three minority community of India.**

4. What do you mean by stereotyping? Is it good or bad? Support your answer with the reason.

5. How can we tackle marginalization?

6. What were the hardships faced by the Adivasis?

7. Differentiate minorities and marginalisation?

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8. Read the data carefully and answer the following?

Public Employment of Muslims (percentages)

Population	IAS	IPS	IFS	Central Public Sector Units (PSU)	State PSU	Banks & RBI
13.5	3	4	1.8	3.3	10.8	2.2

a) Which community is shown in this data?

b) In which sector maximum percentage of muslims are employed?

c) What percentage of Muslims are IAS?

d) In which sector least percentage of muslims are employed?

e) Muslims are in minority in India. (State whether true or false)

9. Would you agree with the statement that economic marginalisation and social marginalisation are interlinked? Why?

10. Write a detailed note on Adivasis.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. a) Advasis

2. c) 8

3. d) All of these

4. a) Niyamagiri Hills

5. a) Advasis

6. d) All of the above

7. a) Advasis

8. c) 325

9. a) 6%

10. b) Malnourished

11. b) Marginalisation

12. a) Odisha

13. b) exotic, primitive and backward

14. d) 19th

15. d) minority, majority

16. d) Assertion and reason both are right

17. d) Assertion and reason both are right

18. a) Assertion is right and reason is wrong

19. d) Assertion and reason both are right

20. d) Assertion and reason both are right

SHORT ANSWER TYPE QUESTIONS

1. According to 2001 census, Muslims are 13.4% of India's population and are considered to be a marginalised community in India, they are lacking in basic facilities.

2. Ghettoization is a process in which an area or locality is populated largely by members of a particular community.

3. Marginalisation refers to a situation in which an individual or a group of individuals is deprived of certain privileges or treated as different from others. Example:- Adivasis

4. The committee came to the conclusion that on a range of social, economic and educational indicators the situation of the Muslim community is comparable to that of other marginalised communities like Scheduled Castes and Scheduled Tribes.

5. Today, Adivasis are portrayed as exotic, primitive and backward people. Cultural shows are presented with Adivasis dances. They are represented through colourful costumes and headgears. Adivasis are blamed for their lack of advancement as they are believed to be resistant to change or new ideas. This negative portrayal of the Adivasis has led to the marginalization of this community in modern India.

6. Adivasis use around 10,000 plant species-approximately 8,000 species are used for medicinal purposes; 325 are used as pesticides; 425 as gums, resins and dyes; 550 as fibres; 3500 are edible. This entire knowledge system gets wiped out when Adivasis lose their rights over forest lands.

7. Muslims, Adivasis, Dalits are the communities which experience marginalization in India

8. **Adivasis are becoming increasingly marginalised because of the following reasons:**

   a) People consider Adivasis as exotic, primitive and backward communities that has led to their marginalisation.

   b) Changes in forest laws robbed the Adivasis of their natural territory and livelihood due to which they turned into marginal and powerless communities.

9. Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Gujarat, Maharashtra, Rajasthan, Andhra Pradesh, West Bengal. (any six as per student knowledge)

10. The purposes such as agriculture and industry the forest land got cleared.

LONG ANSWER TYPE QUESTIONS

1. The three things I would tell a friend about the Adivasis in India would be:

   a) Around 8 per cent of India's population is Adivasi and many of India's most important mining and industrial centres are located in Adivasi areas – Jamshedpur, Rourkela, Bokaro and Bhilai among others.

   b) Adivasis are not a homogeneous population: there are over 500 different Adivasi groups in India.

   c) Adivasis practise a range of tribal religions that are different from Islam, Hinduism and Christianity. Adivasis have their own languages which have often deeply influenced the formation of 'mainstream' Indian languages, like Bengali.

2. The reasons for a community to be socially marginalized are:

   Different language

   Different customs

   Different religion

   Financial status

   Education

   Economic, social, cultural and political factors work together to make certain groups in society feel marginalised. Marginalized groups are viewed with hostility and deprived of opportunities that are available to other communities. They experience a sense of disadvantage and powerlessness against more powerful and dominant sections of society.

3. Minority refers to a community that is numerically small in relation to the rest of the population in terms of race, religion, language or political persuasion. For example, Sikhs , Muslims , Dalits are in minority in comparison to Hindus

4. Stereotyping means seeing and presenting a community of people in particular ways without having full knowledge of the reality of their lives. Adivasis, for example, are usually depicted in colourful costumes and headgear. Stereotyping is not good because it leads to wrong notions about a particular community and on that basis, discriminating against it.

5. Marginalization is a complex and delicate issue and has to be handled by the Government very carefully. To rectify marginalization a variety of strategies, measures and safeguards have to be undertaken.

It is the duty of every citizen of this country to ensure that the Fundamental Rights of all citizen, whether they belong to the majority community or the minority community is protected. It is only the effort of everyone that will protect the diversity that makes our country unique and promote equality for all.

6. **Hardships faced by the Adivasis were:**

   a) Forest lands have been cleared for timber and to get land for agriculture and industry.

   b) Adivasis have also lived in areas that are rich in minerals and other natural resources. These are taken over for mining and other large industrial projects.

   c) Huge tracts of their lands have also gone under the waters of hundreds of dams that have been built in independent India.

   d) In the North east, their lands remain highly militarised and war-torn.

   e) India has 54 national parks and 372 wildlife sanctuaries. These are areas where tribals originally lived but were evicted from.

   f) Losing their lands and access to the forest means that tribals lose their main sources of livelihood and food.

   g) Adivasis have migrated to cities in search of work where they are employed for very low wages in local industries or at building or construction sites.

   h) They, thus, get caught in a cycle of poverty and deprivation.

7. Minority refers to a community that is numerically small in relation to the rest of the population in terms of race, religion, language or political persuasion. For example, Sikhs are in minority in comparison to Hindus.

   Marginalisation refers to a situation in which an individual or a group of individuals is deprived of certain privileges or treated as different from others. Example:- Adivasis

8. a) Muslims

   b) State PSU

c) 3%

d) Banks and RBI

e) True

9. Yes, economic marginalization and social marginalization are inter-linked. Marginalisation implies having a low social status and a consequent lack of access to education and other resources. Social marginalization, as seen in the case of the Muslim community, is based on how their traditions, culture and dressing make us identify Muslims as different from us. This sometimes leads to unfair inequity on the basis of religious differences. As a result, minority groups may find it difficult to rent houses, procure jobs or even send their children to schools. This is economic marginalization. Thus, the two are inter-connected.

10. Adivasis – the term literally means 'original inhabitants' – are communities who lived, and often continue to live, in close association with forests. Around 8 per cent of India's population is Adivasi and many of India's most important mining and industrial centres are located in Adivasi areas – Jamshedpur, Rourkela, Bokaro and Bhilai among others.

Adivasis are not a homogeneous population: there are over 500 different Adivasi groups in India. A state like Orissa is home to more than 60 different tribal groups.

Adivasis practise a range of tribal religions that are different from Islam, Hinduism and Christianity. These often involve the worship of ancestors, village and nature spirits.

During the nineteenth century, substantial numbers of Adivasis converted to Christianity, which has emerged as a very important religion in modern Adivasi history.

Adivasis have their own languages, which have often deeply influenced the formation of 'mainstream' Indian languages, like Bengali.

केन्द्रीय विद्यालय संगठन

CHAPTER - 7
UNDERSTANDING MARGINLIZATION

KEY POINTS:

- Confronting refers to the way in which groups and individuals challenge the existing inequalities.

- Marginalization is the process of making a group or class of people less important or relegated to a secondary position.

- Adivasis, Dalits, Muslims and women are main marginalized groups in our country.

- The Constitution always tries to ensure Social and Cultural Justice to the marginalised groups.

- The government has framed many schemes and policies for the marginalised groups and made efforts to promote them.

  Laws/Provisions for the Marginalised Groups:

- Article 17 of the Constitution states that Untouchability has been abolished.

- Article 15 of the Constitution states that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex or place of birth.

- The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act was framed in 1989 to protect Dalits and Adivasis against the domination and violence of the powerful castes.

- In 1993, the government passed the Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act. This law prohibits the employment of manual scavengers as well as the construction of Dry latrines.

MULTIPLE CHOICE QUESTIONS

1. Article 15 states that a person can't be discriminated on the basis of…
   a) Caste
   b) Religion
   c) Sex or Gender
   d) All above

2. What does the word 'Dalit' means?

    a) Free

    b) Broken

    c) Minority

    d) Untouchability

3. What is punishable crime now

    a) Fundamental Rights

    b) Living free

    c) Granting different forms of cultural rights

    d) Untouchability

4. Which Article of the Indian Constitution abolishes Untouchability?

    a) Article 25

    b) Article 14

    c) Article 17

    d) Article 16

5. The Fundamental Rights are part of the Indian Constitution that are available for

    a) Every Indian citizen on an equal basis

    b) Upper Class Indian citizens only

    c) Lower Class Indian citizens only

    d) None of the above

6. Who out of the following are facing inequalities due to marginalisation?

    a) Dalits

    b) Women

    c) Adivasis

    d) All of them

7. Which is the Article of Constitution that states that Untouchability has been abolished?

    a) Article 16

    b) Article 18

    c) Article 28

d) Article 17

8. Who out of the following are facing inequalities due to marginalisation?

    a) Dalits

    b) Women

    c) Adivasis

    d) All of them

9. When did the Supreme Court ban the practice of manual scavenging?

    a) 2001

    b) 2002

    c) 2004

    d) 1993

10. The forest or tribal people living in their aboriginal state the lifestyle are known as

    a) Invoke

    b) Dalits

    c) Adivasis

    d) None of these

Read the table carefully and answer the questions below

List of schemes	What is this scheme about	How it will promote social justice
Scholarship for Students	To help Dalit and Adivasi students to continue education without any financial burden	These students will become self-sufficient and will be able to take a stand in society.
Special Police Stations	To deal with cases of marginalised people	They will be able to live in society without fear of dominance from Upper castes.
Special schemes for girls	To promote Education among girls especially belonging to Dalit and Tribal	The educated girls will become self-dependent and

in government regions schools		will be eligible for a job to take care of their families.

11. How "Scholarship for Students" will promote social justice?

   a) Students will become self-sufficient and will be able to take a stand in

   society.

   b) They will be able to live in society without fear of dominance from Upper castes.

   c) The educated girls will become self-dependent and will be eligible for a job to take care of their families.

   d) All Above

12. How Special Police Stations will promote social justice?

   a) These students will become self-sufficient and will be able to take a stand in

   society.

   b) They will be able to live in society without fear of dominance from Upper castes.

   c) The educated girls will become self-dependent and will be eligible for a job to take care of their families.

   d) All Above

13. Identify the scheme "These students will become self-sufficient and will be able to take a stand in society."

   a) Scholarship for Students

   b) Special Police Stations

   c) Special schemes for girls in government schools

   d) None of the above

14. How "Special schemes for girls in government schools" promote social justice

   a) These students will become self-sufficient and will be able to take a stand in

   society.

   b) They will be able to live in society without fear of dominance from Upper castes.

c) The educated girls will become self-dependent and will be eligible for a job to take care of their families.

d) All Above

15. Select the right scheme "To deal with cases of marginalised people".

   a) Scholarship for Students

   b) Special schemes for girls in government schools

   c) Police Stations

   d) All Above

Read the passage carefully and answer the questions below.

The Constitution of India has certain principles on whose basis the country is Democratic today. The Fundamental Rights are another part of the Indian Constitution that are available for every Indian citizen on an equal basis. The Article 17 of the Constitution abolishes Untouchability. It means that no one can force the Dalits from not entering temples, educating themselves. If they face Untouchability, the Government would not allow this. It is a punishable crime now. The word 'Dalit' means broken. It is used by different groups to highlight different discrimination faced by them. The Constitution consists of several sections that strengthen the argument against Untouchability. Article 15 states that a person can't be discriminated on the basis of caste, religion, sex or gender. The Dalits have taken the help of this Article whenever justice was denied to them. With this law, the Dalits can invoke these Fundamental Rights when they feel that the Majority community or even Government has treated them badly. With this law, they have been successful in drawing the government's attention to the Constitutional laws so that they could get justice. The minorities have particularly drawn upon Right to Cultural and Educational .

16. **Assertion:** Adivasis, Women, Dalits are facing inequalities due to marginalisation **Reasons :** The forest or tribal people living in their aboriginal state of lifestyle are   known as Dalits.

   a) Both assertion and reason are true and reason is the correct explanation of assertion.

   b) Both assertion and reason are true but reason is not the correct explanation of assertion.

   c) Assertion is true but reason is false.

   d) Both assertion and reason are false.

17. **Assertion:** The Article 17 of the Constitution abolishes Untouchability.

   Reasons: Supreme Court ban the practice of manual scavenging in 1994.

   a) Both assertion and reason are true and reason is the correct explanation of assertion.

   b) Both assertion and reason are true but reason is not the correct explanation of assertion.

c) Assertion is true but reason is false.

d) Both assertion and reason are false.

18. **Assertion:** The Article 17 of the Constitution abolishes Untouchability.

Reasons: Untouchability is a punishable crime now.

a) Both assertion and reason are true and reason is the correct explanation of assertion.

b) Both assertion and reason are true but reason is not the correct explanation of assertion.

c) Assertion is true but reason is false.

d) Both assertion and reason are false.

19. **Assertion:** The word 'Dalit' means broken.

Reasons: It is used by different groups to highlight different discrimination faced by them.

a) Both assertion and reason are true and reason is the correct explanation of assertion.

b) Both assertion and reason are true but reason is not the correct explanation of assertion.

c) Assertion is true but reason is false.

d) Both assertion and reason are false.

20. **Assertion :** No one can be discriminated on the basis of caste, religion, sex or gender.

Reasons: Article 15 states that a person can't be discriminated on the basis of caste, religion, sex or gender.

a) Both assertion and reason are true and reason is the correct explanation of assertion.

b) Both assertion and reason are true but reason is not the correct explanation of assertion.

c) Assertion is true but reason is false.

d) Both assertion and reason are false.

SHORT ANSWER TYPE QUESTIONS

1. What are some important fundamental rights?

2. What did the marginal groups rely on to protect themselves from continued exploitation by other groups?

3. What is 'untouchability', and who were called 'untouchables'?

4. What do you understand by the term 'Dalit'?

5. What did the marginal groups rely on to protect themselves from continued exploitation by other groups?

6. What does article 15 explain?

7. What does article 17 explain?

8. What are the ways in which marginalized communities tried to overcome the discriminations they faced?

9. How does the government promote social justice?

10. What is the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006?

LONG ANSWER TYPE QUESTIONS

1. Why do Adivasi activists, including C.K. Janu, believe that Adivasis can also use this 1989 Act to fight against dispossession?

2. List two Fundamental Rights in the Constitution that Dalits can draw upon to insist that they be treated with dignity and as equals.

3. What are Adivasis demand and the 1989 act?

4. Why did the state not extend its machinery in tribal areas?

5. What is manual scavenging? How is it harmful for people who practice it?

6. What are the salient features of Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006?

7. List the reason why you think Rathnam used the 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act to file a complaint.

8. How did Dalits assert themselves?

9. What is the 'Reservation Policy'?

10. Mention a few crimes listed in the Prevention of Atrocities Act 1989.

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. a) All above

2. b) Broken

3. d) Untouchability

4. c) Article 17

5. a) Every Indian citizen on an equal basis

6. d) All of them

7. d) Article 17

8. d) All of them

9. d) 1993

10. c) Adivasis

11. a) These students will become self-sufficient and will be able to take a stand in society.

12. b) They will be able to live in society without fear of dominance from Upper castes.

13. a) Scholarship for Students

14. c) The educated girls will become self-dependent and will be eligible for a job to take care of their families.

15. c) Special Police Stations

16. c) Assertion is true but reason is false.

17. c) Assertion is true but reason is false.

18. b) Both assertion and reason are true but reason is not the correct explanation of assertion.

19. b) Both assertion and reason are true but reason is not the correct explanation of assertion.

20. a) Both assertion and reason are true and reason is the correct explanation of assertion.

SHORT ANSWER TYPE QUESTIONS

1. Some important fundamental rights are given below-

   Right to equality (Articles 14–18)

   Right to freedom (Articles 19–22)

   Right against exploitation (Articles 23–24)

   Right to freedom of religion (Articles 25–28)

   Cultural and educational rights (Articles 29–30)

   Right to constitutional remedies (Article 32)

2. Marginal groups relied on the Constitution of India and the Judiciary System to protect them from continued exploitation by other groups.

3. Untouchability is the individual discrimination against certain classes of persons. Dalits are sometimes called Untouchables. Untouchables are regarded as 'low caste' and have been marginalized for centuries.

4. The term Dalit, which means 'broken' is used deliberately and actively by groups to highlight the centuries of discrimination they have experienced within the caste system.

5. Marginal groups have relied upon the Constitution of India and the judicial system to protect them from continued exploitation by other groups.

6. Article 15 of the Constitution notes that no citizen of India shall be discriminated against on the basis of religion, race, caste, sex, or place of birth

7. Article 17 of the Constitution states that untouchability has been abolished – what this means is that no one can henceforth prevent Dalits from educating themselves, entering temples, using public facilities, etc.

8. Marginalized communities have tried many ways to cope with the discrimination they have experienced. They are:

   Religious consolation

   Armed struggle

   Self-improvement

   Education

   Economic advancement.

9. By implementing several rights for the marginalized and minorities the government tries to bring these people into an equal society. The government makes and implements the laws that are prescribed by the constitution. By setting up communities from the marginalized communities government ensures their safety.

10. The central government passed the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006. The Act states that the injustice meted out to the Adivasis must be undone. This Act recognises their right to their homestead, cultivable and grazing land and to non-timber forest produce. It points out that the rights of forest dwellers include conservation of forests and bio-diversity.

LONG ANSWER TYPE QUESTIONS

1. The Adivasi activists including C.K Janu believe that Adivasis can also use this 1989 Act to fight dispossession because this Act guarantees the tribals not to be dispossessed from the land and

resources forcibly. Their land cannot be sold or bought by non-tribal people. The Constitution also guarantees the right of the tribal people to repossess their land.

2. The two fundamental rights that Dalits can draw upon to insist that they be treated with dignity and as equals are:

Right to Equality: All persons are equal before the law. No citizen can be discriminated against on the basis of his or her socioeconomic background, caste, religion, etc. Every person has equal right of access to all public places.

Right to Freedom: This includes the right to freedom of speech and expression, the right to move freely, the right to form associations, the right to reside in any part of the country and the right to practise any kind of profession, occupation or business.

3. The 1989 Act is important as Adivasi activists refer to it to defend their right to occupy land that was traditionally theirs. Adivasis are often unwilling to move from their land and are forcibly displaced. Activists have asked that those who have forcibly encroached upon tribal lands should be punished under this law. They have also pointed to the fact that this Act merely confirms what has already been promised to tribal people in the Constitution that land belonging to tribal people cannot be sold to or bought by non-tribal people. In cases where this has happened, the Constitution guarantees the right of tribal people to repossess their land.

4. Socially and economically, tribal regions lag behind. They are believed to be state aboriginals. They are regarded as the land's initial inhabitants. The administration is attempting to improve the social and economic situation of the people. Several countries have taken varied approaches to this. As a result, all of the machinery that operates in the rest of the state and in other locations is not extended to tribal regions. It's just for the sake of safeguarding their rights, habitat, and customs.

5. Manual scavenging refers to the practice of removing human and animal waste/excreta using brooms, tin plates and baskets from dry latrines and carrying it on the head to disposal grounds some distance away. Manual scavengers are exposed to subhuman conditions of work and face serious health hazards. They are constantly exposed to infections that affect their eyes, skin, respiratory and gastro-intestinal systems.

6. The central government passed the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006.

a) This Act is meant to undo the historical injustices meted out to forest dwelling populations in not recognising their rights to land and resources.

b) This Act recognises their right to homestead, cultivable and grazing land and to non-timber forest produce.

c) The Act also points out that the rights of forest dwellers includes conservation of forests and bio-diversity.

7. This Act was framed in 1989 in response to demands made by Dalits and others that the government must take seriously the ill treatment and humiliation Dalits and tribal groups face in an everyday sense.

Rathnam refused to perform the ritual. Rathnam's refusal angered both the powerful castes in the village and some families from his own community. The powerful castes decided to teach Rathnam a lesson. His community was ordered to ostracise him and his family, and everyone was told that no one should speak or do any work for them or with them. One night some men entered their part of the village and set his hut on fire. Rathnam, then went to file a case in the local police station under the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989.

8. Dalits asserted themselves in the following ways:

a) During 1970s and 1980s, in parts of southern India, a number of assertive Dalit groups came into being and asserted their rights – they refused to perform their so-called caste duties and insisted on being treated equally.

b) Dalit groups demanded new laws that would list the various sorts of violence against dalits and prescribe stringent punishment for those who indulge in them.

c) Throughout the 1970s and 1980s Adivasi people successfully organised themselves and demanded equal rights and for their land and resources to be returned to them.

9. Reservation Policy confirms that a percentage of seats are reserved in the public sector units, union and state civil services, union and state government departments and in all public and private educational institutions, except in the religious/ linguistic minority educational institutions, for the socially and educationally backward classes of citizens or the Scheduled Castes and Tribes who were inadequately represented in these services and institutions.

10. The Prevention of Atrocities Act 1989 lists several levels of crimes. Some of them are ……

I. Modes of humiliation

(i) Force a member of a Scheduled Caste or a Scheduled Tribe to ; ; drink or eat any inedible or obnoxious substance

(ii) Forcibly removes clothes from the person of a member of a Scheduled Caste or a Scheduled Tribe or parades him or her naked or with painted face or body or commits any similar act which is derogatory to human dignity

II. Actions that deprive Dalits and Adivasis of their possessions

(i) wrongfully occupies or cultivates any land owned by, or allotted to, … a member of a Scheduled Caste or a Scheduled Tribe or gets the land allotted to him transferred

III. Crimes against Dalit and tribal women

(i) Assaults or uses force on any woman belonging to a Scheduled ; ; Caste or a Scheduled Tribe with intent to dishonour her.

CHAPTER - 9

PUBLIC FACILITIES

KEY POINTS:

- 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 at to its citizens.

- Water is essential for life and for good health.

- India has one of the largest numbers of causes of water-related diseases such as diarrhoea, dysentery, cholera.

- 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.

- Things like electricity, public transport, school and colleges, etc. which are necessary for survival are known as public facilities.

- One of the most important function of the government is to ensure that these public facilities are made available to everyone.

- Shortage of water during summers is common among most cities of India.

- According to the urban water commission, in cities, 135 liters (about 7 buckets) of water is consumed per person. In slums, the supply should be about 20 liters (one bucket) per person. At an equivalent time, hotels may consume about 1600 liters (about 80 buckets) per day.

- 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 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.

MULTIPLE CHOICE QUESTIONS

1. Which areas in Chennai faces severe water shortages?

    a) Madipakkam

    b) Mtylapore

    c) Slums near Saidapet

    d) All these areas

2. Which of the following is a water related disease?

    a) Plague

    b) Eye flu

    c) Cholera

    d) All of these

3. What are Public facilities?

    a) Essential facilities

    b) Non-Essential facilities

    c) Both (a) and (b)

    d) None of these

4. Who carries the responsibility of providing public facility to the people?

    a) Government

    b) Public

    c) Private organization

    d) None of these

5. Healthcare is an example of _____.

    a) Public Facilities

    b) Right to Education

    c) Crime

    d) Career

6. Every Indian citizen residing in the Urban region must get at least _____ litres of water every day.

    a) 130

    b) 129

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c) 133

d) 135

7. _____article recognizes the right to Water.

   a) Article 14

   b) Article 15

   c) Article 21

   d) Article 20

8. Which companies provide public facilities but a price that only some people can Afford?

   a) Private companies

   b) Public companies

   c) Semi-government companies

   d) None of these

9. What are the important characteristics of the public facilities?

   a) its benefits privileged sections of the society.

   b) its benefit can be shared by many people.

   c) benefit underprivileged sections of the society.

   d) None of these

10. Which of the following is most important public transport?

    a) Aeroplane

    b) Boat

    c) Buses

    d) Cars

Read the extract given below and answer the questions that follow:

The situation in Chennai is not unique. A similar scenario of shortages and acute crisis during the summer months is common to other cities of India. The shortage in municipal water is increasingly being filled by an expansion of private companies who are selling water for profit. Also common are the great inequalities in water use. The supply of water per person in an urban area in India should be about 135 litres per day (about seven buckets) – a standard set by the Urban Water Commission. Whereas people in slums have to make do

with less than 20 litres a day per person (one bucket), people living in luxury hotels may consume as much as 1,600 litres (80 buckets) of water per day.

Answer the following MCQs by choosing the most appropriate options:

11. The supply of water per person in an urban area in India should be about .... per day?

    a) 1600 liters

    b) 80 litres

    c) 135 litres

    d) 145 litres

12. Who determines the daily water requirement in urban areas and slums?

    a) Planning commission

    b) Urban Water Commission

    c) Parliament

    d) prime minister

13. The slums do not get even 20 liters of water per day whereas the people living in ……… get 1600 liters of water.

    a) Big cities

    b) Rural areas

    c) Urban areas

    d) Luxury hotels

14. Which of the following aspect best signifies this image?

    a) High population

    b) Poverty

c) Public Facilities

d) Water Scarcity

15. Which of the following aspect best signifies this image?

a) Hospital

b) Park's

c) Public facilities

d) Industrial area

Question no. 16 – 20 are assertion based questions, read the assertion and reason carefully and answer the following:-

16. **Assertion:** Public facilities relate to our basic needs

Reason: the Indian Constitution recognizes the right to water, heath, education etc as being a part of the Right to Life.

   a) If both assertion and reason are true and reason is the correct explanation of assertion.

   b) If both assertion and reason are true but reason is not the correct explanation of assertion.

   c) If assertion is true but reason is false.

   d) If both assertion and reason are false.

17. **Assertion:** Throughout the world, water supply is a function of the government. There are very few instances of private water supply.

Reason: There are areas in the world where public water supply has achieved universal access.

   a) If both assertion and reason are true and reason is the correct explanation of assertion.

   b) If both assertion and reason are true but reason is not the correct explanation of assertion.

   c) If assertion is true but reason is false.

   d) If both assertion and reason are false.

18. **Assertion:** The Constitution of India recognizes the right to water as being a part of the Right to Life under Article 21.

Reason: This means that it is the right of every person, whether rich or poor, to have sufficient amounts of water to fulfil his/her daily needs at a price that he/she can afford. In other words, there should be universal access to water.

    a) If both assertion and reason are true and reason is the correct explanation of assertion.

    b) If both assertion and reason are true but reason is not the correct explanation of assertion.

    c) If assertion is true but reason is false.

    d) If both assertion and reason are false.

19. **Assertion:** Water is essential for life and for good health.

Reason: There have been several court cases in which both the High Courts and the Supreme Court have held that the right to safe drinking water is a Fundamental Right.

    a) If both assertion and reason are true and reason is the correct explanation of assertion.

    b) If both assertion and reason are true but reason is not the correct explanation of assertion.

    c) If assertion is true but reason is false.

    d) If both assertion and reason are false.

20. **Assertion:** Like water, there are other essential facilities that need to be provided for everyone.

Reason: Given that public facilities are so important, someone must carry the responsibility of providing these to the people.

    a) If both assertion and reason are true and reason is the correct explanation of assertion.

    b) If both assertion and reason are true but reason is not the correct explanation of assertion.

    c) If assertion is true but reason is false.

    d) If both assertion and reason are false.

SHORT ANSWER TYPE QUESTIONS

1. Write a short note on "Water as a part of fundamental Right to Life".

2. What are public facilities? What are its important characteristics?

3. How can you say that there are great inequalities in water use?

4. What do you know about the Right to Education? What have activists and scholars working on education found out?

5. Write a short note on 'Sulabh'.

6. Do you think water in Chennai is available to and affordable by all? Discuss.

7. Do you think that -lack of access to proper sanitation facilities affects peoples' lives? How?

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

9. What is meant by Basic Needs?

10. What is the condition and statistics of water diseases in India?

LONG ANSWER TYPE QUESTIONS

1. Is Transferring the responsibility of water supply from the government to private companies can be a solution to improve the water supply? What do you think can be done to improve the water supply?

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

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

4. What is the scenario, of public water supply in Porto Alegre?

5. What is the importance of public facilities in a country like India where are many people are in poor living conditions?

6. Compare the availability of water in different regions of Chennai.

7. Do you think that government must assume the overall responsibility for public facilities even if it gets private companies to do a part of it?

8. Where does the government get money for the public facilities?

9. Why did people choose private institutions in place of government institutions?

10. 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 ground water? Can the government do anything in this regard?

केन्द्रीय विद्यालय संगठन

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. b) All these areas.

2. c) Cholera.

3. a) Essential facilities

4. a) Government

5. a) Public facilities

6. d) 135

7. c) Article 21

8. a) Private Companies.

9. b) Its benefit can be shared by many peoples.

10. c) Buses

11. c) 135 Liters

12. b) Urban Water Commission

13. d) Luxury Hotels

14. d) Water Scarcity

15. c) Public facilities

16. a) If both assertion and reason are true and reason is the correct explanation of assertion.

17. b) If both assertion and reason are true but reason is not the correct explanation of assertion.

18. a) If both assertion and reason are true and reason is the correct explanation of assertion.

19. b) If both assertion and reason are true but reason is not the correct explanation of assertion.

20. a) If both assertion and reason are true but reason is not the correct explanation of assertion.

SHORT ANSWER TYPE QUESTIONS

1. a. The constitution of India recognized the right to water as being right to life as a part under article 21.
   b. This means that it is the right of every person, whether rich or poor to have sufficient amount of water to fulfill daily needs at a price they can afford.
   c. There should be "Universal access" to water.

2. Primary requirements like food, water, shelter, sanitation, healthcare, education etc. which are necessary for survival are referred to as public facilities. The important characteristic of public facilities is that the benefits provided by public facilities can be shared by many people.

For e.g- A school in a village will enable many children to get education.

3. It is a fact that there are great inequalities in water use. The supply of water per person in an urban area in India should be about 135 litres (about seven buckets) per day. It is a standard set by the Urban Water Commission. But people living in slum areas have to do with less than 20 litres (one bucket) a day per person. At the same time people living in luxury hotels may consume as much as 1,600 litres (80 buckets) of water per day.

4. Our Constitution guarantees the Right to Education for all children between the ages of 6 to 14 years. The important aspect of this Right is to make available equal schooling facilities to all children. However, activists and scholars working on education are of different opinion. They have documented the fact that schooling in India continued to be highly unequal.

5. Sulabh is a non-government organisation (NGO). It has been working for three decades to address the problems of sanitation which the low-caste and low-income group of people are facing. It has constructed more than 7,500 public toilet blocks and 1.2 million private toilets. Now 10 million people have got access to sanitation. Usually the poor working-class people use sulabh facilities.

6. No, every person cannot afford water in Chennai. On an average, the city municipality is capable of meeting the demands of only half of the population. Due to this, there are shortages of water supply. In an area, water supply is proportionate to income of the people. For example, affluent people from Anna Nagar can arrange a whole water tanker shortly whenever they face the shortage of water. However, those from slums have only one tap for around 30 families.

7. Lack of access to proper sanitation facilities do affect peoples' lives in the following ways:

a)It gives rise to various water-borne and air-borne diseases.
b) It deteriorates the environment.
c) Various germs or bacteria germinate in dirty areas and lead to infectious diseases.

8. There are very few cases of private water supply in the world because water is an essential amenity. Water supply is a public facility that every government must provide to all citizens of a State. In cases where water supply was placed in the hands of private companies, the prices of water rose, making it unaffordable to the masses. This resulted in riots, protests and violent demonstrations in

countries like Bolivia. Hence, it has been deemed best that the government must handle water supply services.

9. Primary requirement of food, water, shelter, sanitation, healthcare and education necessary for survival.

10. India has one of the largest number of cases of diseases such as diarrhoea, dysentery, cholera over 1600, Indians, most of them children below the age of five reportedly die everyday because of water disease in India.

LONG ANSWER TYPE QUESTIONS

1. Transferring the responsibility of water supply from the government to private companies is not the solution to improve the water supply. There are several other ways to improve the water supply. Some of them are as follows :

   a) Regular checking of water pipes through which water is supplied to the residential areas. If leakages are found, they should be repaired immediately.

   b) People must be made aware of water conservation.

   c) With the help of media, people must be taught the various ways of water conservation.

   d) People must be taught that through conserving water it is they will get benefit from it.

   e) Rainwater harvesting has been made popularised among the masses.

   f) There should be a check on the unequal. distribution of Municipal water especially at the time of water shortage by the government authorities.

2. Distribution of public facilities such as the right to water, health, education, etc. in our country is not adequate and fair. Major role of government is to ensure adequate public facilities for everyone. But progress in this regard is far from satisfactory. There are inequality and irregularity in the distribution of water supply.Compared to the metropolitan and big cities, towns and villages are provided low water supply. In comparison to wealthy localities, the poorer localities are under-serviced. People living in slums suffer a lot. They are provided with a very low water supply.

   Examples:

   The posh colonies of Delhi like Anand Niketan have all modern facilities and these facilities are sophisticated.

   Public facilities are lacking in unauthorized colonies.

3. Most of the private hospitals and private schools located in major cities and not in towns or rural areas because of the following reasons:

    a) In major cities life is fast. People could not wait for hours together.

    b) standing in long queues as they have to do in government hospitals.

    c) They can afford it as they have money to spend.

    d) City people are more ambitious.

    e) They expect better facilities in private hospitals and private schools.

    f) In private schools, infrastructural facilities are more.

4. Porto Alegre is a city in Brazil. Though there are many poor people in this city, what is remarkable is that it has a far lower number of infant deaths as compared to most other cities of the world. The city's, water department has achieved universal access to safe water and this is the main reason behind the lower number of infant deaths.

5. The important characteristic of a public facility is that once it is provided, its benefits can be shared by many people. For instance, a school in the village will enable many children to get educated. Similarly, the supply of electricity to an area can be useful for many people: farmers can run pumpsets to irrigate their fields, people can open small workshops that run on electricity, students will find it easier to study and most people in the village will benefit in some way or the other.

6. Anna Nagar in Chennai is a posh area with green lawns maintained by enough spraying of water. Bungalows here have tap water for major part of the day.

    On the otherhand Subramanian's Apartments in Mylapore faces water crisis with getting municipal water once in two days. A private borewell with brackish water is used in the toilets and for washing. For other uses, they purchase water from tankers. For drinking water, they have installed water purification system in their homes.

    The houses in Madipakkam are under acute water crisis. People get water once in four days. For drinking they purchase bottled water.

    The slum area near Sadapet is a cluster of hutments without a tap connection. For 30 hutments there is a common tap at one corner, in which water comes from a borewell for 20 minutes twice daily. A family gets to fill a maximum of three buckets within this time. The same water is used for washing and drinking. In summer, water flows in trickle. As a result, one family gets water only at the cost of another. People have to wait long hours to get water from tankers.

7. Yes, the responsibility to provide public facilities must be that of government only because of the following reasons:

   a) Private companies operate for profit in the market.

   b) In most of the public facilities there is no profit to be made. Thus private companies will probably not interested in undertaking such work.

   c) Private companies provide public facilities at prices that only some people can afford. Hence not available to all at affordable rate.

   d) Public facilities relate to people's basic needs. The constitution guarantees the Right to life for all Indians.

   e) Therefore the responsibility to provide public facilities must be that of government only.

8. 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 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.

9. The increased emergence of private educational institutions such as schools, colleges, universities, technical and vocational training institutes has given rise to a steep decline in the interest levels of the people in government educational institutes. Private players are focused on making money, which they employ to improve the facilities of the institute, thereby attracting talent and the middle class and upper middle class people. This makes such private institutions nonaffordable to the lower sects of the society. This creates a divide between the rich and the poor thus making the government institutes face a shortage of skilled faculty. This further brings down the scope of the poor talented students to achieve career goals.

10. The shortage of water has opened up opportunities for private companies in a big way. Many private companies are providing water to cities by buying it from places around the city. In Chennai, water is taken from nearby towns like Mamandur, Palur, Karungizhi and from villages to the north of the city using a fleet of over 13,000 water tankers. Every month the water dealers pay farmers an advance for the rights to exploit water sources on their land. This is water taken away not just from agriculture but also from the drinking water supplies of the villagers. Ground water levels have dropped

drastically in all these towns and villages as a result. Hence, the local people can object to this trade of water.

Yes, it is the government who can sort out this problem. The government needs to help the people of the city by providing them adequate water.

CHAPTER - 10

LAW AND SOCIAL JUSTICE

KEY POINTS:

- To protect people from exploitation the government makes certain 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.

- 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.

- By making constitutional rights governments always try to ensure social justice to every section of society.

- One of the world's worst industrial tragedy took place in Bhopal.

- 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.

- Foreign companies come to India for cheaper labour.

- 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.

- 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.

- Earlier it was mainly 'Environment protection act 1986' in India and there was hardly any enforcement of this law.

- Environment was treated as a 'free' entity and industry could pollute the air and water without any restricted.

- 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.

- The government has to encourage and support factories to gradually move to cleaner technologies.

- 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.

MULTIPLE CHOICE QUESTIONS

1. Which article provides the right to life?
   a) Article 2
   b) Article 22
   c) Article 15
   d) Article 14

2. The Indian Constitution guarantees the Right to Education for all children between the ages of
   a) 6-18 years
   b) 6-15 years
   c) 6-14 years
   d) 6-16 years

3. What is the full form of PIL?

a) Public interest limit

b) Public interest litigation

c) Public interfare limit

d) None of these

4. Which of the following act was passed in 1974?

   a) Water (Prevention and Control of Pollution) Act

   b) Air (Prevention and Control of Pollution) Act

   c) Air and Water (Prevention and Control of Pollution) Act

   d) All of these

5. What is the name of gas which leaked in Bhopal gas tragedy?

   a) Co2

   b) S2

   c) MIC

   d) All of these

6. What is the term used for a ten-year old child working in a factory?

   a) Child labour

   b) Factory worker

   c) Baildaar

   d) All of these

7. The money spent to purchase new machine or building for gaining profits in future is called

   a) Investment

   b) Expenditure

   c) Losses

   d) none of these

8. Bhopal Gas Tragedy took place in the year _____.

   a) 1984

   b) 1985

   c) 1986

   d) 1981

9. How do the private companies earn more profit?

   (a) Giving high wages

   (b) Less working hours

   (c) Both of these

   (d) None of these

10. What do you think the famous cartoonist R.K. Laxman is trying to convey in this cartoon?

   a) child labour

   b) help each other

   c) both

   d) none of these

11. Look at the picture and give the answer that what are these people doing?

   a) Protesting against Union Carbide

   b) People are running on road

   c) Both

   d) None of these

12. What the picture is telling about?

   a) About textile mill

   b) About iron factory

   c) About coal mine

   d) All of these

13. The term used for event in which large number of losses occur to life and property:

   a) Toxic

   b) Poisonous

   c) Disaster

   d) Vulnerable

14. Which of the following are hazardous industries?

   a) Pesticides

   b) Asbestos producing

   c) Ship breaking

   d) All of these

15. What are provided by the government to protect people from exploitation?

   a) Laws

   b) Policies

   c) Schemes

   d) None of these

Question no. 16 – 20 are assertion based questions, read the assertion and reason carefully and answer the following:-

16. **Assertion-**Buying and selling was taking place at every step in the chain.

    Reason-Many of the people directly or indirectly involved in the production of the shirt - the small farmer producing cotton, the weavers of Erode or the workers in the garment - exporting factory.

    a) Both assertion and reason are true and reason is the correct explanation of assertion.
    b) Both assertion and reason are true but reason is not the correct explanation of assertion.
    c) Assertion is true but reason is false.
    d) Both assertion and reason are false.

17. **Assertion-** Private companies, contractors, businesspersons might deny workers their rights and not pay them wages.

    Reason- They normally want to make as much profit as they can.

    a) Both assertion and reason are true and reason is the correct explanation of assertion.
    b) Both assertion and reason are true but reason is not the correct explanation of assertion.
    c) Assertion is true but reason is false.
    d) Both assertion and reason are false.

18. **Assertion-** Through making, enforcing and upholding the laws, the government can control the activities of individuals or private companies so as to ensure social justice.

    Reason- Employers know this well and use their power to pay workers less than the fair wage.

    a) Both assertion and reason are true and reason is the correct explanation of assertion.
    b) Both assertion and reason are true but reason is not the correct explanation of assertion.
    c) Assertion is true but reason is false.
    d) Both assertion and reason are false.

19. **Assertion-** many years after the Bhopal gas tragedy, there are regular reports of accidents in construction sites, mines or factories.

    Reason- Employers ignore safety in workplaces.

    a) Both assertion and reason are true and reason is the correct explanation of assertion.
    b) Both assertion and reason are true but reason is not the correct explanation of assertion.
    c) Assertion is true but reason is false.
    d) Both assertion and reason are false.

20. **Assertion-** Pumps at contaminated wells are painted red by the government around the UC factory in Bhopal.

Reason- Because in Bhopal water is very clean.

a) Both assertion and reason are true and reason is the correct explanation of assertion.

b) Both assertion and reason are true but reason is not the correct explanation of assertion.

c) Assertion is true but reason is false.

d) Both assertion and reason are false.

SHORT ANSWER TYPE QUESTIONS

1. What does Article 21 of the Indian Constitution state?
2. Why do we need laws?
3. What are the three basic rights of workers?
4. What is the Minimum Wages Act?
5. How did Bhopal gas tragedy occur?
6. Can you think of other ways in which the environment can be protected?
7. How can the government ensure social justice?
8. What does the Right against Exploitation say?
9. What issues does the Bhopal tragedy brought to the forefront?
10. What are the problems in enforcement?

LONG ANSWER TYPE QUESTIONS

1. A 'clean environment is a public facility.' Can you explain this statement?
2. What are the advantages to foreign companies in setting up production in India?
3. How does the laws protect the interests of producers and consumers in the market?

4. How did the Indian government introduce new laws on the environment after the Bhopal disaster?

5. What are the reasons for the sharp differences in safety standards between the two Union carbide factories in the USA and India?

6. Write a brief note on the Bhopal gas tragedy.

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

8. Point out the role of government and citizens in establishing a state of law and social justice?

9. **Write the various roles of the government that you have read about in this unit.**

10. **What are the sources of environmental pollution? Discuss with respect to air, water and soil. What are the steps being taken to reduce pollution?**

ANSWER KEY

MULTIPLE CHOICE QUESTIONS

1. a) Article 21

2. c) 6-14 years

3. b) Public Interest Litigation

4. a) Water (Prevention and Control of Pollution) Act

5. c) MIC

6. a) Child Labour

7. a) Investment

8. a) 1984

9. d) None of these

10. a) Child Labour

11. a) Protesting against Union Carbide

12. a) About textile mill

13. c) Disaster

14. d) All of these

15. a) LawsQ1- Answer- Child labour

16. a) Both assertion and reason are true and reason is the correct explanation of assertion.

17. a) Both assertion and reason are true and reason is the correct explanation of assertion.

18. a) Both assertion and reason are true and reason is the correct explanation of assertion.

19. a) Both assertion and reason are true and reason is the correct explanation of assertion.

20. c) Assertion is true but reason is false.

SHORT ANSWER TYPE QUESTIONS

1. Right to Life is a Fundamental Right under Article 21 of the Constitution and it includes the right to the enjoyment of pollution-free water and air for full enjoyment of life.

2. We need laws because it protects our general safety and ensure our rights as citizens against abuses by other people, by organizations, and by the government itself.

3. Basics rights of workers are:

   a) Right to work

   b) Right to a fair wage

   c) Decent work conditions

4. The Minimum Wages Act 1948 is an Act of Parliament concerning Indian labour law that sets the minimum wages that must be paid to skilled and unskilled labours.

5. 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. At midnight on 2 December 1984 methyl-isocyanite (MIC) - a highly poisonous gas - started leaking from this UC plant. Within three days, more than 8,000 people were dead. Hundreds of thousands were maimed.

6. <u>Ways to protect environment:</u>

   a) Use reusable bags

   b) Print as little as necessary

   c) Recycle

   d) Use a reusable beverage containers

   e) Save electricity

   f) Save water

   g) Avoid taking cars or carpool when possible

7. Through making, enforcing and upholding the laws, the government can control the activities of individuals or private companies so as to ensure social justice. Many of these laws have their basis in the Fundamental Rights guaranteed by the Indian Constitution.

8. The Right against Exploitation says that no one can be forced to work for law wages or under bondage.

9. Bhopal tragedy causing disaster has brought the environment issues to the forefront.

10. Problems in enforcement are:

    a) Inadequate staff

b) Lack of training

c) Large population

LONG ANSWER TYPE QUESTIONS

1.   A clean environment is a public facility because the cleanliness of the environment depends upon how well the public is being able to maintain that level of cleanliness. The wellbeing of the surrounding can be checked only by the public. The public requires clean water, proper roads, sanitation facilities, etc.

2.   Foreign companies gain many advantages in setting up production in India. These are:

a)   Availability of cheap labour.

b)   Longer hours of work at low wages.

c)   Minimum additional expenses such as for housing facilities for workers.

d)   Cost cutting by including lower working conditions that consist of lower safety measures.

Thus, foreign companies can save costs and earn higher profits in India.

3.   There are laws that protect the interest of producers and consumers in the market. The help to ensure that the relations between these three parties – the workers, consumer and producers are governed in matter so that exploitation of any party could be avoided.

4.   The Bhopal disaster brought the issue of environment to the forefront thousands of persons who were not associated with the factory in any way were greatly affected because of the poisonous gases leaked from the plant. This made people realise that the existing laws, though weak, only covered the individual worker and not persons who might be injured due to industrial accidents.

In response to this pressure from environmental activists and others in the years following the Bhopal gas tragedy, the Indian government introduced new laws on the environment. Henceforth, the polluter was to be held accountable for the damage done to environment.

The environment is something that people over generations will share, and it could not be destroyed merely for industrial development. The courts also gave a number of judgments upholding the right to a healthy environment as intrinsic to the Fundamental Right to Life.

5.   India has a high rate of unemployment and due to this, workers are willing to work in unsafe conditions. One worker can easily replace another due to over population. Ignorance and the vulnerability of Indian workers is also another reason why the safety standards in the Indian factory were very much lower than the factory in USA.

6.   Union Carbide was an American Company which had a factory in Bhopal, Madhya Pradesh, India, which produced pesticides. At midnight on 2nd December, 1984, methyl-isocyanides – a highly poisonous gas – started leaking from the factory plant.

Within three days, more than 8,000 people were dead. Hundreds of thousands were maimed. Most of those exposed to the poison gas came from poor, working-class families.

There are nearly 50,000 people today who are too sick to work. Among those who survived, many developed severe respiratory disorders, eye problems and other disorders. Children developed peculiar abnormalities.

The Bhopal disaster is frequently cited as the world's worst industrial disaster.

7.   Law enforcement is any system by which some members of society act in an organized manner to enforce the law by discovering, deterring, rehabilitating, or punishing people who violate the rules and norms governing that society. The government is responsible for the enforcement of law. Enforcement is so important because merely making laws is not enough. The government has to ensure that these laws are implemented. Enforcement becomes even more important when the law seeks to protect the weak from the strong. For instance, to ensure that every worker gets fair wages, the government has to regularly inspect work sites and punish those who violate the law.

8.   A major role of the government is to control the activities of private companies by making, enforcing and upholding laws to prevent unfair practices and ensure social justice. While the government has a leading role in this respect, people can exert pressure so that both private companies and the government act in the interests of society.

9.   The government plays the following roles:

a)   Providing public facilities like healthcare, sanitation and water supply and ensures that these are not overtaken by the private enterprises.

b)   Enforcing law against child labour.

c)   Fixing minimum wages for workers and revising it from time to time.

d)   Enforcing laws regarding safety at the workplace.

e)   Enforcing laws regarding the safety of environment. Protecting the interests of consumers against overpricing and standard products.

f)   Punishing organisations who do not follow policies to protect the environment against pollution.

10. The various sources of environment pollution in our area are as follows:

(a) Smoke from factories and vehicles run by petrol or diesel are the main reasons behind air pollution.

(b) The main cause of water pollution is chemical fertilizers and garbage from factories, farms and houses.

(c) Soil is polluted by the pesticides and fertilisers that are used to grow crops or by garbage dumped by human or by factory waste.

Steps taken to reduce pollution are:

a)   Various laws have been enforced to keep a check on the environment pollution.

b)   Promotion of CNG vehicles to reduce air pollution.

c)   Strict actions against companies who violate environmental laws.

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5	Mr. Roop Singh	Bhaderwah
6	Mr. Satmander	Humhama
7	Mr. Dinesh	Pahalgam
8	Ms. Swati Yadav	No.2, Udhampur
9	Ms. Menika Rani	Kathua
10	Ms. Farzana	Nagrota
11	Mr. Vivek Yadav	Rajouri
12	Mr. Raj Kumar Meena	No.1, Srinagar
13	Ms. Babita	No.1, Akhnoor
14	Mr. Rohit Kumar	Jindrah
15	Mrs. Anita Raina	Sunjawan
16	Ms. Jasvir Kaur	No.2, Jammu
17	Ms. Shabnam Sharma	No.2, Jammu
18	Ms. Ritu Sharma	No.1, Jammu
19	Mr. Banarsi Dass	No.1, Jammu
20	Ms. Rohini Jasrotia	No.2, Udhampur
21	Mr. Padam Dev Singh	Kathua
22	Ms. Mithlesh Kumar	Kishtwar
23	Mrs. Jyoti	No.1, Udhampur
24	Mrs. Sunita Meena	No.1, Udhampur
25	Mrs. Sukhwinder Bali	No. 1, Udhampur