Secondary Course

213 - Social Science

Book - 1

213en

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A Word With You

Dear Learners,

National Institute of Open Schooling welcomes you to the social science course of the secondary programme. The study materials for this course consist of two books. The first book deals with history and geography while the second one with political science. Social science involves the study of human society which makes us familiar with evolution of human society and covers the major civilisations of the world. You will read about India and the world during the Ancient, Mediaeval and Modern period. The first book will give you the insight into the evolution and will acquaint you with the impact of colonialism on India, reforms in society as well as resistance to British rule.

Further, you will deal with geographical concepts and facts. You will understand inter-relationships between nature, environment, resources and development.

How following certain life skill patterns can maintain ecological balances on the earth will be evolved. While going through the lessons, you will find a number of activities like surveys, case studies, problem solving etc. These have been specially designed for better understanding of the issues as well as for enhancing such skills and abilities as thinking, communication, negotiation and many others. Do take time to carry out these activities as they are meant to enrich you as a learner.

We hope that this book will not only be useful for examinations, but also inspire you to become a good human being. **For any kind of difficulties and queries about the course, you are welcome to write to us. Your feedback would be appreciated.**

NIOS Course Team

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material in .... with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: *Certain activities have been suggested for better understanding of the concept.*

www **Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

Course Overview

Contents

Social Science (213)
Bifurcation of Syllabus

MODULE	I	II
	TMA (40% of Syllabus)	**Term End Examination (60% of**
	Total No. of Lesson (12)	**Total No. of Lesson (16)**
Module -1 India and World through Ages	L-0　Introduction to Social Science L-1　Ancient World L-2　Medieval World	L-3 : Modern World – I L-4 : Modern World – II L-5 : Impact of British Rule on India: Economic Social and Cultural (1757-1857) L-6 : Religious and Social Awakening in Colonial India L-7 : Popular Resistance to the British Rule L-8 : Indian National Movement
Module 2 India: Natural Environment, Resources and Development	L-11　Bio-diversity L-12　Agriculture in India L-14　Population Our Greatest Resource	L-9 : Physiography of India L-10 : Climate L-13 : Transport and Communication
Module 3 Democracy at Work	L-15　Constitutional Values and Political System in India L-17　India: A Welfare State L-18　Local Government and Field Administration L-22　People's Participation in the Democratic Process	L-16 : Fundamental Rights and Fundamental Duties L-19 : Governance at the State Level L-20 : Governance at the Union Level L-21 : Political Parties and Pressure Groups
Module 4 Contemporary India: Issues and Goals	L-24　National Integration and Secularism L-26　Environmental Degradation and Disaster Management	L-23 : Challenges to Indian Democracy L-25 : Socio-Economic Development And Empowerment of Disadvantaged Groups L-27 : Peace and security

For Sample Question Paper please visit NIOS website : **www.nios.ac.in**

MODULE -1

INDIA AND THE WORLD THROUGH THE AGES

Introduction to Social Science

1. Ancient World
2. Medieval World
3. Modern World – I
4. Modern World – II
5. Impact of British Rule on India: Economic, Social and Cultural (1757-1857)
6. Religious and Social Awakening in Colonial India
7. Popular Resistance to the British Rule
8. Indian National Movement

MODULE - 1
India and the World
through the Ages

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INTRODUCTION TO SOCIAL SCIENCE

Imagine that you owned a time machine and that you travelled back to those days when your great grandparents were children. You found that your home and the surroundings look very different. If you travel back further, you will be even more surprised and fascinated by the food, clothes and even the language that your ancestors were using. Wouldn't it be interesting to know what happened in the past? Do you realize that we can relate with our past even today. Does it not sound like a mystery that we must solve? In order to do this, we will use sources to understand how human life progressed from pre-historic times till today.

OBJECTIVES

After studying this lesson you will be able to:

- establish that study of Social Science includes disciplines like History, Geography, Economics, Political Science and Sociology;

- appreciate that all these subject areas are interconnected and together form the knowledge mass of Social Science;

- discuss the different stages through which human societies evolved and

- identify opportunities and challenges of our present day society.

0.1 SOCIAL SCIENCE AS AN ACADEMIC DISCIPLINE

As the name itself suggests, Social Science is concerned about society. It aims at understanding all aspects of society as well as finding solutions to deal with social problems. It is a broad area of knowledge and includes several different disciplines under its domain. The main ones that you need to know at this stage are:

- History and Archaeology

- Geography

Notes

- Political Science

- Sociology

- Economics

The various modules and units of this course in Social Science are connected with these very subjects. In this Unit, we will try to understand the discipline of Social Science, especially History. We will understand the importance of studying Social Science and how closely it is related to our lives. We will see how, as human beings, we have gone through several stages to evolve from when we lived in caves to today's modern world of cities. We will read about History not simply as a set of facts about our past but also learn from them. Social Science also helps us to acquire a capacity to make inter connections between various subjects. We will learn to draw linkages between events and processes of development across the times. This will help us to draw connections between our past, present and future. Let us study more about these subjects to understand their impact on our lives.

How do you think studying the subject of Social Science at secondary level will help you to understand better the society around you? Explain with at least two reasons.

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0.2 STUDY OF SOCIAL SCIENCE

An academic discipline, or a field of study, is a branch of knowledge that is taught at various levels of education and researched at university level. Any field of study has several sub-disciplines or branches. These may at times overlap. Some important branches or sub-disciplines of Social Science are Economics, History and Archaeology, Geography, Political Science and Sociology.

You would be surprised to know that in the beginning, there was only one discipline, i.e. Philosophy. Philosophy means love for wisdom or knowledge. That is why even now the highest Degree in any subject is Ph.D. (Doctor of Philosophy). Later, when knowledge started increasing and expanding, a need was felt to classify knowledge into different disciplines. Science and Social Science came to be differentiated. Both refer to different aspects of our reality. Environment Science deals with knowledge regarding the natural and physical world. Social Science on the other hand deals with knowledge concerned with all aspects of society and human beings themselves. Let us begin with History.

0.2.1 History and Archaeology

What is History? History is an account of events that have happened in the past. It is about the real people and the real things. It does not deal with mere ideas and ideals or what should have been. On the other hand, it is a study of what has been. History does not deal with individuals alone. It is concerned with nations and societies. It is not limited to kings and queens, but all human beings. It includes all men and women, rich and poor irrespective of their background in terms of religion caste etc. Have you ever wondered how and what happened to our ancestors in ancient times? You will learn about them in this book. While going through this course, note down all the events which seem interesting to you. Go to the libraries and search the internet to see if you can get more information on them. We will also help you in your search for more knowledge.

Why do we study History? The study of History helps us to know our roots, strengths and achievements and gives us a sense of pride as well as direction. What we call progress would be non-existent if we do not have proper knowledge and understanding of our past. There is a general belief that history deals with the past, which we think is dead. In reality, our past has important lessons for the present and the future. History records this legacy that has an important bearing on our lives. In essence, history relates the story of cooperative actions of a large number of men and women in their quest for a better life. When we think of how we can know about our past, we get connected to Archaeology. Often these past activities and achievements bring a sense of pride. Let us keep them safe for our future generations.

Archaeology is the study of the ancient times with respect to society and culture. The traces of those events can be found in material remains i.e. *the artifacts, burials, ruined buildings, monuments,* etc. and are studied by **archaeologists.** They interpret them to provide knowledge about the times to which these artifacts belong. The study of Archaeology also includes the written records that are very ancient and cannot be easily deciphered or understood. These sources give more reliable and authentic information.

Most of the time, such traces are found buried underground and have to be dug out. This is called **archaeological excavation.** *Mohenjo-daro, Harappa* and *Nalanda* are some well known sites where excavations have been undertaken and valuable material found. Such excavations are often carried out and reported in the newspapers. A very interesting recent discovery is that of the remains of a city found under the sea near Gujarat. It is believed to be Hindu God Krishna's city Dwarka. *Rakhigarhi,* in Haryana, is another very recent excavation site.

A trip to such a site will transfer you back to those times. You must visit such sites whenever you get an opportunity. Also, find out more about such sites in other countries too.

Notes

Archaeological sources also include *inscriptions, pillars, metal plates, coins, seals, monuments, tools, pottery, toys, pictures etc.* Works of art like paintings, sculptures, architecture, etc. tell us about the culture of particular periods. Look around your city or town for a museum or visit somebody's house which has a collection of some of these items. Make a list and then try and find out which period they belong to. For this you can search on the internet or visit a library to know more about them. Today, a lot of information can be got from books, magazines and newspaper.

Do you know

The Archaeological Survey of India (ASI), under the Ministry of Culture, is the premier organization for the archaeological researches and protection of the cultural heritage of the nation. Maintenance of ancient monuments and archaeological sites and remains of national importance is the prime concern of the ASI. For the maintenance of ancient monuments and archaeological sites the entire country is divided into 24 Circles. The organization has a large work force of trained archaeologists, conservators, epigraphists, architects and scientists for conducting archaeological activities and researches. Explore more about it on the website of the organization i.e. **www.asi.nic.in**

INTEXT QUESTIONS 0.1

1. List the main subjects that build up the knowledge area of Social Science.

2. Do you think studying History is necessary and important? Give two reasons for your stance.

3. Give one difference between History and Archaeology.

4. List five sources which can help us to study our past.

5. Find out at least four archaeological sites in India other than those mentioned in the text.

0.2.2 Geography

The study of History and Archaeology remains incomplete without knowing something about the Geography of the area being studied. Geography is the study of the earth's landscapes, people, places and environment. In simple terms, it is knowing about the world in which we live. Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography).

Geography plays an important role in shaping the life and history of any society. It helps us to recognise the differences in cultures, political systems, economies, landscapes and environments across the world. It also helps us to establish links among them. Geography provides an ideal framework for relating to other fields of knowledge, too. If we know the geography of a country, we can understand what happened in history. In this lesson, you will read that early humans made bows, arrows and other small tools. It is from studying Geography that you get to know why. After ice age, changes in environment must have taken place. As a result, many dense forests might have become grasslands. Can you imagine what must have happened? Yes, it led to a growing population of grass eating animals like the deer, goat, sheep and the antelope. You also know that these animals can run fast. So hunting them was not easy with heavy weapons. These light stone weapons, which the early humans had invented, helped them in their survival.

Do you know that the Indo-Ganga Plain is the most fertile land in India? This is because big rivers like the Ganga brings an abundant supply of fresh water for drinking and irrigation. That is why this land became the place for establishing big empires like those of the Mauryas, the Guptas and the Mughals. Availability of iron in abundance further helped in expansion of these empires. Can you guess why? You will learn more about this in lesson-4.

ACTIVITY 0.1

Major cities such as Agra, Nasik, Patna and Kolkata are developed on the banks of big rivers. You will be surprised to find that history has been virtually created on them. Provide three reasons for the growth of these cities as major centres of trade and administration

0.2.3 Political Science

Government is a word with which you are familiar. You often hear or read about it in the newspapers or on the television. Have you ever thought about what a government is? Do you know the role it plays in our lives and the important things it does for the people. The government of a country makes laws and everyone living in the country has to obey these laws. In democracy, it is the people who give power to the government when they elect them. In this way people help the Parliament of that country to make laws. While in a monarchy, it is the monarch or king/queen who has the powers to take decisions and enforce them. Social Science also deals with how we are governed. It also helps us to understand the role of people like us in the running of nations and governments. This discipline is called *Political Science*.

Notes

Political Science is a social science concerned with the theory and practice of politics and the analysis of political systems and political behavior. It tells us how the government is elected. Political scientists study the relationship between the political events and the conditions. They try to understand general principles about the way the world of politics works. It includes studies on governments, public policies, political processes, systems and political behaviour. If you decide to study Political Science in senior secondary you will learn more about political theory, political philosophy and political economy, which are the important branches of this subject.

0.2.4 Sociology

Sociology is yet another very important part of Social Science. It is the study of human behavior in societal context. Sociology focuses on the study of human groups. Sociology comes from the Latin word *'sociologie'*. It literally means the study of companion. Sociology seeks to understand the structure of a society and how it works. It also seeks to define and understand the different factors that have shaped our society. This includes race, class, gender, culture, religion, belief systems and government. Sociology also studies the way individual and group behaviours impact on the running of our society.

0.2.5 Economics

Living in a society also means that we must know how to organize our lives. We must know how to economise our income, time and resources because all of them are limited. You must also learn to organise your time in such a way so that you can manage to do things you want. Similarly, when we make a budget for our home, we make the best use of the resources which are available to us. We can avoid many problems in this way. We call this study *Economics*. It is much more than making a budget. It is the scientific study of the ways in which humans make choices about production, consumption and wealth. This becomes very important when we are faced with limited means. It is the social science of striking a balance between needs and available resources. Studying this subject will be more interesting if you apply the learning to real life situations. One such activity could be to make your household budget or time table.

All these subjects help us to understand how the entire process of human progress and development takes place. For this let us go back into our past. Step by step we will get to know about the evolution of human beings on this earth. Do you know that we study about evolution in Science, too? But over there we learn how evolution took place in nature. How plants and animals evolved. It is an interesting story of how the most highly evolved species, i.e. human beings, developed from less evolved

Introduction to Social Science

MODULE - 1
India and the World
through the Ages

animals. Do you know that the biological name of our species (human beings) is *homo sapiens. We are going to read more about these homo sapiens in the next section.*

INTEXT QUESTIONS 0.2

1. Can you explain how geography contributes to the understanding of History?

2. List the main components of Political Science.

3. What does Sociology as a subject focus on?

4. What does the study of economics deal with?

5. How do you think subjects like Political Science, Sociology and Economics help you to understand the functions of the society better?

0.3 EVOLUTION OF HUMAN BEINGS

The first human-like beings are believed to have emerged about two million years ago. They resembled apes. Biologists called them Homo sapiens (wise human beings in Latin). They did not know how to cultivate land and grow food. Nor did they know how to build a house for shelter. They lived in caves or on tree tops. Do you know that human beings had started living on earth much earlier than they learnt to write? The invention of writing was an important landmark, as written records became the main source of our knowledge of the past. Do you know what is not recorded in writing is called **Prehistory?** You will be surprised to know that the period of prehistory is much longer than the recorded time, which we term as history. So to re-construct the life of prehistoric humans, historians and anthropologists study tools, weapons, ornaments, cave dwellings and cave paintings made by our ancestors. History refers to that period of human evolution for which written records are available. Such writings are found on rocks, pillars, copper plates and more recently paper.

0.3.1 Nomadic Life: The Stone Age

The primitive human beings were nomads. They kept moving from one place to another in search of food from the environment. They moved in groups to ensure safety from wild animals, for social security and for companionship. They also started making tools with stones. So we call that period in human evolution as the Stone Age. In each stage human beings used stones as implements which were better than the earlier ones. This helped them to progress to a better and safer life. It had the following main stages:

Notes

(i) The Old Stone Age - Paleolithic Age (500,000 B.C. -10,000 B.C.)

During the old stone ages, (Paleolithic Age) human beings lived in the foothills of the mountains preferably near a river. Rivers provided them with drinking water as well as food in the form of animals that came there to quench their thirst. They could find caves for shelter on the foothills. So, their basic needs of food, water and shelter were satisfied easily at such spots. Do you know that early humans had to push out wild animals, specially the giant bears, from the caves in order to make a home for themselves? Just imagine how difficult and dangerous life the primitive people lived.

To cover and protect their bodies from heat and cold, these primitive humans wore bark from the trees and the skin of animals, which they dried under the sun. You must appreciate the role environment plays in sustaining the human beings even today. There are some places in India like the Andaman and Nicobar Island where certain tribals live like the early humans even today.

Early humans lived in caves and made paintings depicting hunting scenes on the walls of these caves. Paintings of animal-chase, especially big animals like bison and reindeer can still be seen in the Bhimbetka caves in Madhya Pradesh. It is quite possible that this practice of drawing on the walls was some kind of a **ritual** that ensured that they would be successful in their hunting expeditions. It is also possible that it was a creative expression to make their surroundings beautiful by making an artistic expression of their hunts.

Figure 0.1 *Bimbetka Cave Paintings*

? Do you know

Bhimbetka is an archaeological World Heritage site located in Raisen District in Madhya Pradesh. The Bhimbetka shelters exhibit the earliest traces of human life in India which is of prehistoric times. A number of analyses suggest that at least some of these shelters were inhabited by man for in excess of 100,000 years. Some of the Stone Age rock paintings found among the Bhimbetka rock shelters are approximately 30,000 years old.

Notes

The Paleolithic humans also developed certain practices which we think must be their religious beliefs. They worshipped their ancestors after their death and buried them with tools and eatables for a comfortable journey to the next world. They were afraid of natural phenomena like lightning and thunder. They could not understand facts like the rising and setting of the sun. But they knew that when the sun rose in the east, it gave heat during the day time, whereas the moon gave peace and coolness at night. To them it was something supernatural, because they could not understand the cause. So they worshipped the Sun, the Moon, Thunder and Lightning. Moreover, they were wise enough not to destroy nature and its balance. They took from nature only as much as they needed and preferred to live in harmony with it. Don't you think that the world would be a nice place to live in if people followed what the early humans did? The Old Stone Age was followed by the Middle Stone Age or the Mesolithic age. The Mesolithic age was regarded as the transitional age between the Paleolithic age and the Neolithic age.

(ii) The Middle Stone Age – Mesolithic Age (10,000 B.C. – 8,000 B.C.)

Let us see how the humans during the Mesolithic age discovered the **use of fire**. It is quite possible that when two pieces of flint stone were struck together they produced a spark. This spark may have fallen on some dry leaves and caused a fire. This could have frightened or surprised the early humans. The intelligent humans learnt to use this discovery to their advantage. They found that fire frightened the animals and so could provide them safety if kept burning near the caves. It also provided light during the night. Even the food became softer and tastier when cooked on fire. It also warmed up the cold caves by providing heat. Even today, people warm themselves sitting near a fire on a cold winter night. This must have been really a great event in the life of early humans. Can you imagine how the progress of early humans from living on the treetops to the discovery of fire took place? It could not have happened overnight. Obviously, it took several thousand years. No wonder that fire became an object of wonder as well as worship.

ACTIVITY 0.2

Imagine that you are visiting a place where there is no electricity. It is a cold winter night and you are scared. Recall what the early humans must have done to keep themselves warm. Now write three different ways in which you could keep yourself warm.

Just like fire the use of tools was another important discovery for the early humans. The tools found in this period were called '*Microliths'*. They were sharper and more effective. Bones of animals were also used to make tools and weapons like borers, scrapers, arrows, hooks, arrowheads and hammers. They made *hammers, choppers*

and *hand axes* with which they cut down small trees. They used it to kill animals for food or build small huts for themselves. They clipped smaller stones to make them as sharp as a knife. By attaching them to *bows and spears, they* made these tools more effective. Now they were able to hunt animals from a safer distance. Some of these stone implements have been found in *Punjab*, *Kashmir Valley* in the foothills of the Himalayas and in the *Narmada Valley* among other places. If you can visit the library and refer to some books or search the internet, you will be able to locate some other sites where these tools can be found across the world.

Figure 0.2 *Mesolithic flint weapons*

(iii) The New Stone Age – Neolithic Age (8,000 B.C. – 4,000 B.C.)

In the beginning, human beings were mere hunters and food gatherers. It took them hundreds of thousands of years before they could become food producers. This was the beginning of the Neolithic Age. Humans could grow their own food and they no longer depended on the uncertainty of hunting or searching and gathering more food. How do you think this happened? It is quite possible like the discovery of fire this could also have been an accident. May be some seeds fell on the ground and plants came out. These plants soon became a regular supply of food. They started sowing these seeds and harvesting them. Now, they had to look after the plants they had sown. This was because there was a gap of at least six months between sowing and harvesting the grains. This was the **beginning of agriculture**. It led to a settled life for humans for now they had a regular source of abundant food. They also had a better chance of survival as they no longer had to go hunting for food. Agriculture brought many advantages and changes in the lives of the human beings. They built huts for themselves which were probably protected by a wall. Their fields lay outside the walls. Now they had a regular place to live which soon took the form of a village. This village consisted of many families which provided protection to each other.

MODULE - 1
India and the World
through the Ages

Notes

Around the same time the early humans realized that they could keep some animals with them. This was possible because of agriculture. Now they kept grain for themselves and the husk was kept for animals. They had learnt to domesticate animals. Do you know that the dog was the first animal to be domesticated? Later, early humans started keeping goats, cattle and sheep for various uses especially for meat and milk. They used wool and skin from animals for clothing. This was the beginning of mixed farming. Agriculture provided plant - food while domesticated animals gave meat, milk and also wool.

The early humans had seen plants coming out of seeds and giving food like the mother who feeds and sustains the life of her children. They started worshipping Earth as a symbol of mother. The Neolithic Age human beings continued to remain in awe of the forces of nature like the Paleolithic Age people.

Gradually as the knowledge of their environment increased, a desire for a comfortable life also developed. The early humans realized that it was important to have better tools and implements. So they made them sharper. The axe was used for cutting and felling trees. It was made of hard stone, chipped and ground to an edge, after which it was nailed to a wooden stick. Similarly, a sickle was used for harvesting the grain. These tools were also polished to make them last longer. These polished tools helped them to clear the land for agriculture and for cutting and gathering crops. Do you know that such tools are used for gardening and farming by small farmers even today?

Another important discovery of this period was the **wheel**. Nobody could have believed the innumerable ways it could affect and change human life. Wheel was used for drawing water from the well in the form of *pulley;* for spinning of thread and making clothes in the form of spinning wheel or the *charkha;* to make pottery in the form of the *potter's wheel.* The invention of the potter's wheel helped them to make cooked food. The pots were made with twig baskets, which were plastered with clay. These pots were of different sizes and had beautiful patterns on the outside. The greatest use of the wheel was in the cart for *transportation.* This enabled human beings to carry themselves and their goods from one place to another. Even today, the wheel is used for many important activities.

Figure 0.3 *Neolithic Age Pottery*

Notes

ACTIVITY 0.3

As you read along you must have realized how human beings progressed steadily from the Paleolithic to the Neolithic Age. Compare the situation of the Early Humans of the past with your situation today. Use the given clues:

Fire, tools, agriculture, mixed farming, wheel, religion, harmony with nature.

INTEXT QUESTIONS 0.3a

1. Why were the early humans called nomads?

2. Write two differences between the tools of Old Stone Age and New Stone Age.

3. Mention two important discoveries of the Neolithic Age.

4. Describe three ways in which the discovery of wheel was significant for human civilization.

0.3.2 Use of Metals: Chalcolithic Age

Humans had come a long way from their food gathering and stone implement days. Yet they were not satisfied. Soon they discovered a metal called copper. This period now came to be called the Chalcolithic Age. In this age people began to use copper for making implements. Do you remember reading that in order to make clay pottery, the early humans used fire? It is used till today in the form of furnaces. Copper was the first metal to be melted by heat in order to make implements.

Figure 0.4 *Chalcolithic Age Metal Weapons*

MODULE - 1
India and the World
through the Ages

As the early humans started discovering new materials they started experimenting with them. Copper was mixed with other metals like *zinc, tin* and *lead* to produce *bronze.* The age in which people started using bronze came to be called the ***Bronze Age*.** The tools made of metal proved to be much more effective than the earlier stone implements. Metallic knives and axes were helpful in cutting down trees and more land was cleared for agriculture. The period when humans used both metals and small pieces of stone, is called the **Chalcolithic age**. Implements of this age have been found at *Brahmagiri* in *Mysore, Nawab Toli* near Narmada River as well as in the Chhota Nagpur Plateau. If you happen to be anywhere near this area, try to see the excavated sites and make notes. Compare this information with any other sites which you might have seen or read.

Notes

0.3.3 Beginning of Community Life

Agriculture, mixed farming, development of tools and discovery of wheel all led to a settled life which we may call the beginning of a village life. By now, the groups of human beings that had settled together had become larger. And a large group needed someone who could maintain law, order and some discipline. So, it was natural that they choose one such person amongst themselves who could lead them. Various groups decided their own method of choosing a leader. The leader was more often the oldest person in the group and sometimes it could be the strongest person in the community. The leader looked after the law and order of the settlement. If a dispute arose between any two members of the group, the leader would act as the mediator. Gradually, these settlements became even larger. Towns and cities started coming up. Do you know that the area around the rivers Saraswati and Indus were the places where the first Indian cities came up around 2500 B.C.? It was the Indus Valley Civilization (called Indus-Saraswati Civilization by some historians after the discovery of sites in Harappa).

Religion: Human beings all over the world have fear of the unknown. Any event, which was not understood by them, was held in awe and soon became sacred. The same happened with the early humans. The earth assumed the status of a mother figure, which provided food for all living beings her children. The sun gave life and warmth. It was also reassuring after the dark night. It was the same for the moon, stars, rains etc. People started worshipping them. They started sacrificial rites and sang songs in praise of these natural objects. There were magic practitioners, who claimed they could prevent people from coming to harm by them. Some individuals decided to perform sacrificial rites and pray for the community. Such persons came to be known as **priests.**

People had realized that death was a journey from which people never returned. So they began to follow the practice of making graves for burying their dead. They covered the graves with large stones called megaliths. Sometimes, various articles

of everyday use were also placed, keeping in mind the requirement of the dead on their last journey.

Does it strike you that this reverence for the departed souls persists even today? In fact, you will be surprised to see how many things we have in common with our ancestors.

0.3.4 Iron Age and beyond

As you have learnt, human culture and civilization has undergone several phases of development. The earliest human beings started making tools with stone. Later, human beings discovered metals, which proved to be more useful for making tools. Copper, Bronze and Iron were discovered in that very chronological order.

The discovery of iron was a very important landmark in human civilization. It helped in making tools that were more lasting and durable. Later, other materials came to be used. People learned to make *alloys*, which are made up of two or more metals in fixed ratios. **Brass** is an example of an alloy. Then, we learnt how to make *steel* by adding Carbon to Iron. And much later, modern science gave us a very useful material called plastic. Plastic is still used for making all kinds of tools and objects of everyday use. It has many advantages over other materials. However, lately, it has been found to have a negative impact on our environment. Therefore, its use is being restricted. I am sure you have heard about the ban on plastic bags. The scientists are now trying to discover biodegradable plastic. So, you must realize that every age of human development presents its own set of challenges. These have to be addressed as humans evolve to the next stage. Let us now study the various stages of human development.

ACTIVITY 0.4

Make a list of some religious rituals that we perform. Discuss these rituals with your family and friends. Based on these discussion write a letter to your friend living in another city about the new things about the rituals that you have learnt. Identify also the relevance of these rituals in today's life.

INTEXT QUESTIONS 0.3b

1. Why do we say that the tools made during the Chalcolithic age were better than the tools of the Stone Age?

2. Enlist the basic factors which led to settled life of early age humans. What is the importance of those factors today?

MODULE - 1
India and the World
through the Ages

3. How did community life and religion shape the functioning of society in the early age?

4. List the changes in the life of early humans brought by the discovery of iron.

0.4 DIFFERENT STAGES OF HUMAN DEVELOPMENT

Now, based on the above narrative, we can trace the development of human civilization in different stages that are common for people all over the world in all the countries. We will also find the certain discoveries from the past are still relevant today, e.g. the use of wheel.

(a) Hunting Stage: Many clues that have been provided to us by archaeology have helped us to reconstruct our prehistory. This type of life was called primitive because people depended on nature for their livelihood. These early human beings began life as hunters preying upon beasts, birds, fish and insects for food, just as wild animals in the jungle do. They lived only as hunters for hundreds of thousands of years. This stage in history was called the Stone Age. This period was also marked by tending of domesticated animals. This gave people an assured food supply and also some new food items like milk, butter and cheese. For the people, life was much more secure now than it had been when they were hunters. Besides tending of animals was a much lighter work than hunting. People had leisure to think about other matters. But they still had to live like nomads, moving from one place to another in search of food. They had to look for new pastures for their cattle when the previous ones became bare, eaten up by the animals.

(b) Village Life (Rural): With the advent of agriculture came the opportunity for settled life. People discovered that they could sow seeds in the soil and make them grow into plants. This technique enabled them to grow their own food at one place. Now they could have permanent settlements, which later took the shape of villages where civilization, in the modern sense, was born. This can also be termed as the rural stage.

(c) Town Life (Urban): From rural life in villages and agriculture, human beings moved towards urbanization. At this stage, there was an immense growth in the population. Human beings were no longer food gatherers. They were now food producers. The groups of families became larger and societies were formed. Now there was no need for every family to work in the fields and produce their own food. Those who were weavers, potters or carpenters exchanged their products for food. There was a great improvement in their lives. Discovery of metals had led to specialization in preparing crafts. Some artisans had better skills than the others did. This led to the society's stratification into skilled and semi-skilled craftsmen depending on the skills they possessed. By this time, metals like copper and bronze had been discovered. These were being used in producing articles essential for a comfortable life. Human beings used these

skills in making crafts like *Pottery, leather-work* and *masonry.* People would get together at a convenient place to exchange their products. Even the farmers would come to sell their surplus grains and buy other necessities. These activities happened at a central place. At this stage of civilization, people looked for more than just satisfying their need for food and engaged in other activities such as weaving, pottery and metal works. It was also the stage when iron was being discovered. Now there arose a need for structure and categorization into smaller and specialized groups. Division of labour took place on the basis of the work performed by them. Humans were now ready to move to the next stage of their existence and development. The invention of writing was a great step forward. Knowledge could now be passed forward from one generation to another. Writing was also needed for keeping records by the traders as also by the people who were looking after law and order in the villages, towns and cities.

Figure 0.5 *Harappan Inscriptions*

(d) **City Life:** Later, people started growing surplus grain and storing it for the future. This resulted in a lot of leisure time, which led to the progress of civilization and culture. Arts like *painting, music, sculpture and architecture* developed. More decorative crafts like *metalwork* and *ornament making* were introduced. Now that people had security and their basic needs were fulfilled, they could cater to their higher social and aesthetic needs. It was also the beginning of the concepts of caste and class. From towns developed more advanced and urbanized cities. The earliest cities to be discovered were *Harappa* and *Mohenjo-daro* which are now in Pakistan. In India some important sites for these cities were at Ropar near Chandigarh, at Lothal near Ahmedabad, and a third at Kalibangam in Rajasthan. These cities were well planned and had all facilities that were available at that time such as roads that cut each other at right angles, drainage system and use of burnt bricks.

MODULE - 1
India and the World
through the Ages

Figure 0.6 *Ruins of Indus Civilization at Lothal, Gujarat*

With the advancement in science and technology, progress in material sphere was accelerated manifold. Life became more comfortable and later luxurious, at least for some people. Soon cities gained importance too. Some of them came to be called metropolitan cities in which we find high rise buildings, important offices, big business houses and factories. Life has changed for the better for some of us. We have made many discoveries, inventions and innovations to make our lives not only comfortable but also meaningful. But there are many of us who do not have access to clean drinking water, electricity and basic facilities like education and health. This in turn has created many problems for which we have to find solutions. We shall read more about them in this lesson.

INTEXT QUESTIONS 0.4

1. Identify two features from every stage of human development.

2. How was the hunting for animals for food by the humans different from the hunting practices of human today?

3. What factors were responsible for the formation of towns?

4. How did writing help to contribute towards human progress?

0.5 SOCIAL SCIENCE AND PROBLEMS OF PRESENT DAY SOCIETY

It has been a long journey from the times when we were hunters in forests to the modern times when we explore other planets and send out satellites into outer space. Information can now be stored and communicated with the help of computers and robots. We have stepped into the age of information and communication technology. Cities have given way to the metropolis. But we are still changing, developing, evolving and progressing.

You may have by now understood how humans have evolved from hunting and food gathering stage to the present day modern society. It has been a very long journey

Notes

with many new discoveries and challenges and opportunities. The relationship of humans with self, society, and nature should inspire us to create a society in which all of us rather than only a few could lead a gainful life.

Even though we have made good progress, we still need to overcome several challenges. You will read about many of these issues in the Modules and Units that follow in this course. We will go through them and see what possible solutions we can have for the following:

(a) Poverty and Hunger

(b) Inequitable distribution of wealth

(c) Unemployment and underemployment

(d) Parallel economy, tax evasion & Black money

(e) Corruption in public life

(f) Pollution and environmental degradation

(g) Lack of nationalism and love for the country

(h) Gender based problems: discrimination against women, crime against women, dowry system, infanticide and foeticide, human trafficking, prostitution.

(i) Violence: Terrorism, Naxalism

(j) Hurdles to National Integration – Linguism, Regionalism, Casteism, Communalism

INTEXT QUESTIONS 0.5

1. Make a list of some problems which you face in your society which are not listed in this lesson.

2. Discuss how subjects in Social Science can help you in finding solutions to your problems.

3. "With the progress of human civilization, the problems also increased" Can you identify some problems which have arisen with urbanization and industrialization.

WHAT YOU HAVE LEARNT

● Understand the importance of studying Social Science and how it helps us to acquire a capacity to make inter connections between various subjects.

● History relates the story of human life in their quest for a better life for themselves.

● Archaeologists study material remains – *the artifacts, burials, ruined buildings, monuments,* while Geography is the study of the earth's landscapes, peoples, places and environments.

MODULE - 1
India and the World
through the Ages

Notes

- Political Science analyses political systems and political behavior.

- Sociology deals with the structure of a society and how it works while Economics is the scientific study of the way in which humans make choices about production, consumption and wealth.

- We learn that in the various Stone ages, humans discovered the use of fire. They made *hammers, choppers* and *hand axes* with which they– cut down small trees, killed animals and hunted for survival. They worshipped their ancestors after their death and buried them with tools and eatables for a comfortable journey to the next world. Later they made their tools sharper and more effective.

- In the Neolithic Age they made their life more comfortable. Invention of wheel and its advantages were known to them. Agriculture led to mixed farming and a settled life. It became the foundation for a community life. Soon villages were formed followed by towns and cities.

TERMINAL EXERCISES

1. How are different disciplines under social science interlinked with each other? Discuss with the help of examples.

2. Do you think studying History is necessary and important? Give reasons for your stand.

3. What is the relationship between Archaeology and History?

4. How do other sub-disciplines of social science contribute in the understanding of human civilisation?

5. Write a short note on the factors that led to the rise of community and social life during Chalcolithic and Bronze Age.

6. What was the importance of the discovery of fire?

7. Explain briefly the subject matter of economics.

8. Economists are very important for a country. Do you agree? Why?

9. Find out why plastic bags need to be banned. Prepare a Project bringing out the advantages and disadvantages of metal and plastic.

ANSWER TO INTEXT QUESTIONS

0.1

1. Economics, History and Archaeology, Geography, Political Science and Sociology.

2. The study of history helps us to know our roots, strengths and achievements and gives us a sense of direction.

3. History is the story of human beings and of what happened in the past while archaeology helps us to understand our past through scientific study of the material remains.

4. Inscriptions, coins, monuments, seals and excavated sites.

5. Harappa, Mohenjo-daro, Rakhigarhi, Dwarka and Nalanda.

0.2

1. Geographical characteristics of a region are very important for its historical development such as Indus river valley for the Indus civilization.

2. Political Science is a social science concerned with the theory and practice of politics and the analysis of political systems and political behavior.

3. Sociology focuses on the study of human groups.

4. Economics is the scientific study of the way in which humans make choices about production, consumption and wealth.

5. They are inter-related to each other and together they give a holistic understanding of Social processes.

0.3a

1. Because they kept moving from one place to another in search of food.

2. The tools of the New Stone Age were sharper and polished to make them last longer which was not the case with the Old Stone Age.

3. Discovery of wheel and mixed farming.

4. For transportation and potter's wheel.

0.3b

1. The tools made of metal proved to be much more effective than the earlier stone implements. Metallic knives and axes were helpful in cutting down trees and more land was cleared for agriculture.

2. Discovery of fire, wheel and metal, Practice of agriculture led to settled life. They more relevant for advanced human progress in Industrial society.

3. They led to the formation of family life, creation of common beliefs and interactivities and interdependency like trade, politics, security etc.

4. Equipment became stronger and long lasting. Work efficiency increased.

0.4

1. Refer section 1.3 and 1.4

2. Relate with hunting for survival of life and hunting for sole pleasure.

3. Central place for trade and commerce as well as administration

4. To communicate for long distance, to take account and keep records, etc.

0.5

1. Education of the girl child, Violence against the weaker sections of the society etc.

2. They add to the body of knowledge which we need to solve our problems. They help to analyze the problems which we face in our day to day life. They help us to locate these facilities as well as how to use them for ourselves.

3. Write the answer with analyzing the advantages and disadvantages of progress.

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ANCIENT WORLD

Go to the market or to the railway station, sit in your home or stand on the road and look around you. You will find many things where metal is being used. This metal could be copper, bronze, iron or any other may be steel. Steel is a refined form of iron only. Discovery of metals brought profound and dramatic changes in the lives of people.

You have read about pre-history in the introductory lesson. You have learnt that during the Stone Age human learnt to make tools and weapons of stone, bone and wood. They lived in caves and found food by hunting and food-gathering. Later, they learnt about agriculture, domestication of animals and led a settled life. The Stone Age was followed by the Metal Ages – Bronze Age and Iron Age. It was with the discovery of metal that human civilisation became highly evolved. During the Bronze Age, advanced civilisations came up in Mesopotamia, China, Egypt and India. We will read about these civilisations in some detail in this lesson. We will also read about the Iron Age Civilisations in Greece, Rome and Persia, as well as India.

Isn't it surprising that the use of iron started so long back. We still use iron in some way or the other, don't we? Look around you and you will find many things made of iron and steel. We all have steel utensils in our homes. Steel is a refined form of iron.

Further, we will read in detail about Ancient India, about the emperors and dynasties that ruled India during that period. You will realize that India's contribution to human civilisation is immense. Isn't it interesting and exciting to know about our glorious past? Let us start the journey into our past and know how we humans have travelled through the ages and evolved into sophisticated, advanced and highly civilised people.

OBJECTIVES

After reading this lesson, you will be able to:

● describe the contributions of ancient Bronze Age Civilisations – Mesopotamian, Chinese, Egyptian and Indus Valley;

MODULE - 1
India and the World
through the Ages

- recognize the contributions of the Iron Age Civilisations – Greek, Roman and Persian;

- explain the important developments in Indian history from the Vedic Age down to the time of Harsha;

- examine the different aspects of India's contribution to world civilisation;

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1.1 THE BRONZE AGE

Towards the end of the New Stone Age, began the use of metal. Copper was the first metal used by them. The cultures based on the use of both stone and copper are called Chalcolithic Cultures. This is also called Bronze Age because of the invention of bronze in this period which is an alloy of copper and tin. Gradually copper and bronze replaced stone, wood, and bones to some extent for making weapons and implements. People learnt how to make bricks and use them in construction. These bricks were baked and sun dried. Town-based civilisations came up for the first time in different river valleys. These towns became centers of trade, commerce and administration. The Bronze Age people had built up great civilisations and made significant contributions. In this section, we will read about four major Bronze Age Civilisations of the world, that is, Mesopotamia, Egypt, India and China.

1.1.1 Mesopotamian Civilisation

Mesopotamia was the land lying between two rivers, Tigris and Euphrates, which lie in modern day Iraq. These rivers were often in flood and in this process they deposited a lot of silt which made the land around them very fertile. This resulted in increased food production. The abundant agricultural produce enabled the growth of a number of crafts persons like smiths, potters masons, weavers and carpenters. They sold their products and got their necessities from others in exchange. They carried on trade with far-off places like India. Carts, wagons, boats and ships were used for transport and communication. They also developed the art of writing. Their script was a collection of symbols and pictures. They drew wedge-like lines and so this script came to be known as Cuneiform script.

The earliest cities of Mesopotamia were like small states, each with its own administration. The ruling class consisted of priests, kings and aristocrats. Besides them there were merchants, ordinary people and the slaves. The people of Mesopotamia worshipped many gods and goddesses like sky, sun, moon, fertility, etc. Each city had its own patron god or goddess.

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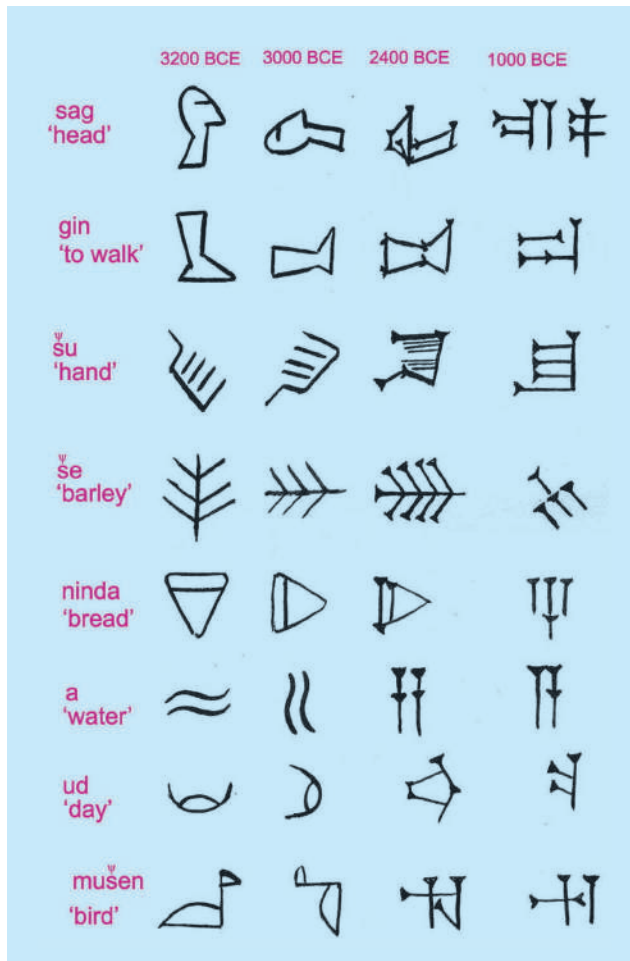
Figure 1.1 *Cuneiform Script*

1.1.2 Egyptian Civilisation

Another civilisation arose in Egypt, along the River Nile, which made the land very fertile. The Egyptian kings were called Pharaohs. They had ministers and officers in their service that administered the land and collected taxes for them. The priests enjoyed a very high and honorable position in society. Temples were dedicated to a particular god in each town or city. The ancient Egyptian script was called Hieroglyphics. Traders and merchants carried on their business both on land and water. There were skilled workers like stone-cutters and carpenters. Egyptians had considerable knowledge of weights and measures.

The Pharaohs built the great monuments of the ancient world – the Pyramids. Since the Egyptians believed in afterlife, they preserved the dead bodies. These were called mummies. The pyramids were built as tombs to keep the mummified bodies of the dead kings.

MODULE - 1
India and the World
through the Ages

Figure 1.2 *Hieroglyphics Script*

1.1.3 Chinese Civilisation

The Chinese civilisation grew up in the Hwang Ho valley in North China. The first rulers known were the Shangs (1523 BC to 1122 BC), who built China's first cities. They also contributed to art and culture. The Chinese writing system was developed during this period. Craftspersons of this period, especially the bronze workers were great experts in their fields.

The Shang dynasty was overthrown by the Zhous, who built strong forts and walled towns to defend themselves from invaders. It was during the later phase of the Zhou rule that iron was introduced, thus ending the Bronze Age in China.

In 221 BC, the Chin rulers came to power in China. They ordered the use of common language, common laws and common weights and measures throughout their empire. Do you know that they were the rulers who built the famous Great Wall of China?

After the Chins, the Han dynasty came to power, who ruled till AD 220. It was during this period that Chinese traders had contact with the West through the famous Silk Route, crossing Central Asia and Persia.

The people of China worshipped a number of deities. Worship of ancestors, nature and spirits were very common. In China a famous religious preacher named Confucius advocated a system of right behavior, which greatly influenced Chinese society and government. He laid emphasis on good moral character, respect to elders and loyalty to the family and obedience to the laws of the State.

Notes

ACTIVITY 1.1

Did you notice that all the major civilisations arose on the banks of rivers? Identify some important towns which rose on the banks of some rivers. Can you think of at least two reasons what made these towns more successful than those which were not on any river bank?

1.2 INDIA: INDUS VALLEY CIVILISATION

Do you know that India was also part of the Bronze Age Civilisations, which flourished in the valley of river Indus and neighboring regions? This ancient civilisation was discovered when archaeologists began excavating the sites connected with it in the 1920s. The first sites to be excavated were Harappa and Mohenjo-Daro. That is why it is also called Harappa Civilisation. At present, hundreds of sites of this culture are known. The most important cities were Harappa (Western Punjab), Mohenjo-Daro (Sindh), Lothal (Gujarat), Kalibangan (Rajasthan), Ropar (Punjab), Banawali and Rakhigarhi (Haryana), and Dholavira (Gujarat).

1.2.1 Town Planning

One of the most interesting features of this civilisation was the emergence of the first urban societies in South Asia. The most remarkable aspect was the high level of sophistication in town planning, crafts and culture. The people lived in well-planned cities. A general feature of the cities was the presence of a fortified citadel which housed public buildings. The cities had wide roads, which cut each other at right angles. The houses were brick – built and most of these were two-storied. There were wells, baths, drains and sewage in each house. Paved roads and street lightings were also known. Apart from the living houses in the lower town, big multi–pillared halls have also been discovered at the citadel area in Mohenjo-Daro. Here, the most striking feature was the Great Bath (180 ft long and 108 ft long and 108 ft wide). The bathing pool in it was 39 feet long, 23 feet wide and 8 feet deep. The Great Granary of Harappa was another important building. The surplus produced by the peasants was stored here.

1.2.2 Society and Economy

The people practiced agriculture, animal husbandry, art and crafts, trade and commerce. Main crops were wheat, barley, rye, sesame and pea. Evidence of rice has been found at Lothal and Rangpur. Furrow marks found at Kalibangan show that ploughing was known to them. Sickles were used for harvesting. Various forms of irrigation were practiced. Cotton was a known product. Animals like cows, goats,

MODULE - 1
India and the World
through the Ages

Notes

sheep, humped bulls, dogs, cats, camels and donkeys were domesticated. The people consumed cereals, fish, meat, milk, egg and fruit. Tools and weapons made from copper and bronze were mostly used. Ornaments were made of gold, silver, precious and semi-precious stones, conch and ivory. Iron was not known to them. Among artisans and craftsperson, there were potters, weavers, masons, carpenters, smiths, jewelers, sculptors, stone cutters, brick-makers and terracotta manufacturers. Trade and commerce were also very important economic activities. Both inter-regional trade and external trade were carried out. Several evidences point to Harappa trade with Mesopotamia. Main imports consisted of metals like gold, tin, copper and various kinds of precious and semi-precious stones. Among the exports were agricultural products, cotton goods, potteries, jewelleries, ivory products and other crafts. Harappa seals were probably used for commercial purposes. The society was divided into classes.

1.2.3 Religion and Culture

The cult of Mother Goddess seems to have been very popular among them. Many figurines of Mother Goddess have been found. One male deity has also been found at Mohenjo-Daro which has been called the prototype of Lord Shiva (Pashupati). This deity is represented in a seal, sitting in a yogic posture and surrounded by animals.

Lingam worship and nature worship of trees were prevalent. Can you see the similarities in the religious practices among the Hindus in India even today? When you visit a Shiva temple, you can see that Shiva lingam is worshipped. You must be aware that Hindus also worship trees like Peepal.

1.2.4 Technical Skills

They had also acquired high levels of technical skill. They had knowledge of urban engineering, weights and measures, health and hygiene. They also knew how to write. They used a script which has not yet been deciphered.

1.2.5 Decline

It is difficult to say what actually caused the ultimate decline of this civilisation. Natural calamities seem to be the most important cause of the decline of this civilisation. Recurring floods, drying up of rivers, decreasing soil fertility, deforestation due to constant consumption of wood, earthquakes, scanty rainfall, extension of desert seem to have played havoc with this civilisation. According to some scholars, the decline of overseas trade with Mesopotamia may have contributed to the decline of this civilisation. With its decline, literacy and urban life disappeared in India for more than a thousand years.

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INTEXT QUESTIONS 1.1

1. Fill in the blanks:

   (a) Society in Bronze Age civilisation was divided into ....

   (b) .... seems to be the most important cause of the decline of Harappa Civilisation.

   (c) The Harappa people had overseas trade with ....

2. Which was the first metal used by human beings?

3. Name the rivers between which the Mesopotamian Civilisation was founded.

4. Name the ancient Egyptian script.

5. Name at least four sites of the Harappa Civilisation situated in India.

1.3 IRON AGE CIVILISATION

Iron Age began about 3000 years ago when it came to be produced on a large scale and its use became common. It was much cheaper and stronger than copper and bronze. So, the use of iron tools and implements enabled our forefathers to clear forests and to reclaim lands for the extension of cultivation. Agricultural production thus increased considerably. This brought radical changes in the social and economic life of the people.

The use of iron had a great impact on transport and communication. Iron rims and spokes were used in wheels to make them stronger. Iron nails and sheets were widely used for making boats and ships. Trade and commerce flourished. This trade brought prosperity. New weapons of war like the use of long, heavy sword, sabre/saber, iron-shield, spear and lance changed the methods of warfare.

The Iron Age was also a period of intellectual progress. The most important development was the beginning of alphabets. This replaced the old pictographic style of writing about which you have already read in the Bronze Age Civilisations of Egypt, Mesopotamia and China. The Civilisations that flourished during the Iron Age were Greece, Rome, Persia and India. They were much more advanced than the earlier civilisations. Let us now read about them in some detail in this section.

1.3.1 Greek Civilisation

Greek Civilisation flourished in Greece more than 2000 years ago. There arose many independent city-states, which developed a remarkable system of government. The development of city-state was a unique feature of Greek civilisation. Each city was enclosed by a wall for protection. Inside the city, there was a fort called Acropolis which was situated on a hill top.

Ancient World

MODULE - 1
India and the World
through the Ages

Among the Greek city-states, the most famous were Athens and Sparta. Athens was rich and cultured. Athenian citizens included writers, philosophers, artists and thinkers. The society was based on slave labor, but the citizens enjoyed a democratic form of government. You will read about Democracy in detail the later lessons. Sparta was almost like an army camp, where everyone was expected to obey the superiors. Sparta had the best army in Greece. Training in warfare was considered to be the most important thing here.

There was considerable rivalry between Athens and Sparta. But they fought side by side to drive off the mighty Persian army of Darius I and Xerxes, who tried to conquer Greece. Under Pericles, Athens enjoyed a 'Golden Age'. But a long war between Athens and Sparta, called the Peloponnesian War, which lasted for 27 years resulted in the defeat of Athens.

Do you know that Ancient Greece had the distinction of being called the birth place of Western Civilisation? They were pioneers in art and learning, science, literature and sculpture. Socrates, Plato and Aristotle were great philosophers whose works are studied even today. Herodotus and Thucydides were famous historians. Archimedes, Aristarchus and Democritus were great scientists. Aeschylus, Sophocles and Aristophanes were great dramatists. Homer was the author of the famous epics - Iliad and Odyssey.

The Greeks also had great knowledge of architecture. They built many beautiful temples and palaces. The Greeks believed in many gods. Each city had its own protector god or goddess. The gods were believed to live on Mount Olympus. The Olympic Games, first recorded in 776 BC was held every four years at a place called Olympia. Sports and athletic events were held to honor Zeus, the king of gods.

The Greek towns were the centers of administration as well as cultural and economic activities. The farmers mainly grew grapes, olives and grain. Wine and olive oil were important products. The Greeks, at one time, also established vast empires. Alexander of Macedonia, better known to history as Alexander the Great, led his army out of Europe and conquered Syria, Mesopotamia, Egypt, Afghanistan and even parts of Central Asia and North-Western India. This led to the spread of Greek ideas and learning. Alexander died at an age of thirty-three only. After his death, his empire broke up into smaller kingdoms. Later, Greece was conquered by the Romans.

1.3.2 Roman Civilisation

In 510 BC, the Romans set up a Republic on the city of Rome which is on river Tiber in Central Italy. The Roman Republic was ruled by the senate, which consisted of a group of elders called senators. They elected two Consuls each year to lead them. By 200 BC, Rome became the leading power of Italy. It was able to defeat rivals like Carthage for the control of the Mediterranean world.

Notes

In the early Roman society, there were three classes of people – the patricians (aristocrats), the plebeians (commoners) and the slaves. Roman economy was based on slave labor. Rich Romans owned slaves. These slaves were often trained for the gladiators' fight, which was a fight between the slaves and wild animals. There were also frequent slave revolts in Rome. One such revolt was led by Spartacus in 74 BC.

Although Rome was a Republic, strong and influential leaders fought for power. Julius Caesar was one such leader who got enormous power and became a dictator. In 44 BC, Caesar was murdered and a civil war broke out. After the war, Augustus Caesar became the first emperor of Rome. The Roman Empire spread to three continents – Europe, Asia and Africa. Do you know that it was during the rule of Augustus, the great prophet, Jesus Christ appeared? He was the founder of Christianity. He was born in Bethlehem. According to him, all men and women are the children of God. He taught people to love each other. After his death, the followers of Christ spread his teachings among the people. At its peak, the Roman Empire stretched from Mesopotamia in the east to Gaul and Britain in the west. People throughout the Empire adopted Roman way of living. Towns with baths, temples, palaces and theatres were built. In the countryside, the Romans built huge, comfortable farmhouses called villas. Roman rulers used to preside over victory parades, religious ceremonies and games in the arenas and amphitheatres. Gladiator's fight, chariot racing, and theatre were some of the common amusements.

Figure 1.4 *Roman Colosseum/Amphitheatre*

The Roman Empire was divided into several provinces, each ruled by a governor. He had a number of officers under him who looked after different affairs of

MODULE - 1
India and the World
through the Ages

Notes

administration. The main fighting forces of the Roman army were the legions. Each legion had 5000 soldiers headed by a commander. The Roman Empire was governed by the personal will of the emperor. But his power depended on the army. Weak emperors were often overthrown by the army generals.

By 395 AD, the huge Roman Empire was divided into two halves for better governance. The Eastern part with capital at Byzantium survived even after the fall of the Western Roman Empire in the face of barbarian invasion in 476 AD. Emperor Constance gave Byzantium a new name – Constantinople. It became the home of Eastern Orthodox Christian faith and the capital city of the Byzantine emperors.

ACTIVITY 1.2

You have read about the famous gladiators' fight in this lesson. You must have also watched some of them on television or in the movies. Did you feel good watching them? Do you think it is a human practice to watch people suffer and find amusement from it? What would your thoughts be on the same? Write in about 50 words.

1.3.3 Persian Civilisation

In the Iron Age, Persia (Modern Iran) was inhabited by the Aryan communities. One branch of them, known as the Medes, settled in the western part of the country. Another branch occupied the southern and eastern parts and was called the Persians. The Medes built up a powerful kingdom covering a vast area of Iran. At first, the Persians also had to acknowledge the supremacy of the Medes. One of the Persian kings, Cyrus, united the Persians in 550 BC. He built a powerful army and successfully conquered Babylon, Assyria and Asia Minor. Darius I was the greatest emperor of Persia. He belonged to the Achaemenian dynasty. His empire stretched from River Indus to the Eastern shores of Mediterranean Sea. He made Persepolis his capital in 518 BC. During his reign, Persian art, architecture and sculpture flourished. He also built a powerful navy.

The Persian emperors were able administrators. They divided their empire into provinces, each governed by a Satrap or Governor. The Persians were good soldiers with strong cavalry, navy and had iron weapons. Though the Persians were defeated by Alexander the Great in 331 BC, their civilisation did not come to an end. Their culture and civilisation continued to flourish under the Parthian and Sassanian emperors. But ultimately they were conquered by the Arabs in 7th century AD.

Like the Indo-Aryans, the early Persians worshipped the forces of nature. They believed in the sun god, sky god and other gods. They considered fire to be a symbol of holiness. They also performed fire rites and practiced animal sacrifices. Later, a

religious preacher Zoroaster found the religion called Zoroastrianism. He taught them about Ahura-Mazda, the Lord of Heaven and Light, who gives men strength and energy. According to Zoroaster, life was a constant struggle between good (light) and evil (darkness). The holy scripture of the Persians is called Zend – Avesta.

INTEXT QUESTION 1.2

1. Name the three spheres where the impact of iron implements were felt the most.

2. Name two important city states in Greece.

3. Name the river on which the city of Rome is situated.

4. Complete the sentences below:

a) Constantinople was the capital of the ....

b) The Persian king who united the Persians was ....

c) The Indo-Aryans and the early Persians worshipped the ....

1.4 INDIA: THE VEDIC AGE

The Vedic Age marks a new phase in ancient Indian History which began with the arrival of the Aryans in India around 1500 BC. It lasted for almost a thousand years, in the course of which a number of economic, social, political and religious developments took place. The Vedic Age is accordingly divided into two periods of about equal duration - Early Vedic Period and Later Vedic Period.

Have you heard of the Vedas? They are the most important source of information on the Vedic Age. The Early Vedic period is known mainly from the Rig Veda, which was the first Veda to be composed. For this period, when the Vedic tribes lived in northwest part of the subcontinent including Punjab and Afghanistan, we do not have much archaeological evidence. This was probably because the Early Vedic people generally led a nomadic life and did not stay for long at any place. Their economy was mainly pastoral. Cattle-rearing was the chief means of livelihood. Horses, goats and sheep were also important. A little agriculture was also practiced. Family, clan and tribes (called Janas) were the social units, and there were no castes. The chief of the tribe was called Raja. Popular assemblies of all members of the Janas, called Sabhas and Samitis, had an important say in public affairs. A number of deities were worshipped, Indra being the most important of them.

The Later Vedic period is known in much greater detail from the vast corpus of Later Vedic literature as well as from archeological material. The Later Vedic literature comprised of the following books, that is, the three Vedas – Sama Veda, Yajur Veda and Atharva Veda. There were also commentaries on all the four Vedas called Brahmanas, Aranyakas and Upanishads.

MODULE - 1
India and the World
through the Ages

A large number of sites belonging to this period have also been excavated. They are all marked by a typical pottery called Painted Grey Ware (PGW), and so are known as PGW sites.

During the Later Vedic period, there was a large scale eastward movement of the Aryan communities to Indo-Gangetic Doab and Upper Ganga plains. Towards the end of the period, three important kingdoms came up further East: Kashi, Koshala and Videha. Agriculture was now the main occupation, and number of crops including rice, wheat and sugarcane were grown. Crafts also multiplied, iron weapons and tools were introduced. People now led a settled life in villages. Castes began to emerge and crystallise in the form of four Varnas - Brahmanas, Kshatriyas, Vaishyas and Shudras. The powers of the king and his men increased, and those of the assembly were proportionately undermined. Sacrifices now became very elaborate. The importance of the god Indra receded; new gods such as Prajapati figured prominently. Towards the end of this period, a reaction to the sacrificial ritual could also be observed which we find mentioned in the Upanishads.

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ACTIVITY 1.3

Read the passage given below and answer the questions that follow:

The Various Means of Livelihood (Extract from *Rig Veda*, IX, 112)

We all have various thoughts and plan, and diverse are the ways of men.

The Brahman seeks the worshipper; the carpenter/*takshan* looks for the cracked (wood, to repair); the physician/*bhishaj*, the injured (to treat).

The smith/*karmara* with ripe and seasoned plants, and with birds' feathers,

With stones and with enkindled fire, seeks one who has a store of gold.

I am a poet/*karu*, my father's a physician, and my mother grinds grain upon the stone.

1. List the various occupations mentioned in the passage.
2. What kind of society does it depict?
3. Are the occupation hereditary based? Why or why not?
4. What kind of work did the women folk engaged in?

1.4.1 The Post-Vedic Age

In the 6th century BC there came up large territorial states in northern and eastern India known as the Mahajanapadas. There were sixteen such states namely Anga, Magadha, Vajji, Kashi, Koshala, Malla, Kuru, Panchala, Vatsa, Avanti, Kamboja,

Gandhara, Assaka, Chedi, Matsya, and Shurasena. Among them Magadha, Kosala and Avanti were the most powerful. The extension of agriculture, growth of trade and industries, rise of territorial states and beginning of urbanization gave rise to new forces in the society. Thus the 6th century BC was also a period of socio- religious transformation. People expressed their dissatisfaction against the ritualistic Brahmanism and Vedic sacrifices. There emerged numerous sects and reformatory movements. This period called the Ancient Period in History saw the rise of two important religions called Jainism and Buddhism.

1.4.2 Buddhism

Gautama Buddha, the founder of Buddhism, was born in 563 BC at Lumbini which is situated near the Indo-Nepal Border. He was the son of Shuddhodhana, the chief of Shakya of Kapilavastu. At the age of 29, Gautama left home and attained Bodhi (enlightenment) at Bodhgaya under a pipal tree. He delivered his first sermon at Sarnath near Varanasi. His teachings included four Noble Truths (Arya Satya) and Eightfold Path (Ashtangika Marga).

According to Buddha:

(i)   the world is full of misery (dukkha);

(ii)   desire (trishna) is the cause of this misery;

(iii) if desire is conquered, then all sorrows can be removed;

(iv)   this can be done by following the Eight fold Path; which included:

   (a) right memory   (b) right aim   (c) right speech
   (d) right action   (e) right livelihood   (f) right efforts
   (g) right memory and   (h) right meditation

Buddha suggested a 'Middle Path' - away from both extreme luxury as well as extreme austerity. He also laid down a code of conduct such as non-killing and non-stealing for his followers. He died at the age of 80 (483 BC) at Kushinagar in Uttar Pradesh.

1.4.3 Jainism

Rishabhanath, the first Tirthankara, is known to be the founder of Jainism. Vardhamana Mahavira was the 24th Tirthankara of this sect, Parshvanath being the 23rd one. Mahavira was born in 540 BC at Kundagram near Vaishali (Bihar). His father was the Chief of Jhatrika Kshatriya clan. Mahavira became an ascetic at the age of 30 years and died at Pawapuri in 468 BC near Rajagriha. His followers came to be known as 'Jainas'.

Jainism had no place for a supreme creator. It recognized the existence of gods, but placed them lower than the Jaina teachers. The main aim of Jainism is the attainment of freedom from worldly bonds. Like Buddhism, Jainism opposed the ritualistic

MODULE - 1
India and the World
through the Ages

practices and evils of Vedic Brahmanism. It also opposed the caste system and accepted the doctrine of Karma and rebirth. Jainism has five cardinal principles:

(i)   Ahimsa or non-violence,   (ii) Truthfulness,
(iii) Abstention from stealing,   (iv) Non-attachment, and
(v) Celibacy or Brahmacharya.

The three jewels (Triratna) of Jainism are:

(a) Right vision (Samyak Darshana),
(b) Right knowledge (Samyak Jnana), and
(c) Right Conduct (Samyak Charita)

Notes

ACTIVITY 1.4

Reflect on the teachings of Buddha and Mahavira. Think of at least three teachings which you find to be relevant and can be practiced in your daily life. Share your thoughts and experiences with your family and friends.

1.5 THE MAURYAN AGE (322 BC-184 BC)

Out of the sixteen Mahajanapadas, it was Magadha that expanded considerably under powerful rulers like Bimbisara, Ajatashatru and Mahapadmananda. The last king of the Nanda dynasty was defeated by Chandragupta Maurya in 322 BC He established the Maurya Empire uprooting Greeks from the Punjab and Nandas from the Gangetic Plains. By a continuous process of conquest and annexation he was able to unify almost the whole of India. Chandragupta ruled from 322 BC to 297 BC. He embraced Jainism under the influence of Bhadrabahu. He died at Sravanabelgola near Mysore.

Bindusara (297 BC-272 BC), the son and successor of Chandragupta Maurya, was also known as Mitraghata (slayer of enemies). He is said to have conquered Deccan, extending Mauryan control as far as Mysore. He also had contacts with Antiochus I, the Greek ruler of West Asia. It appears from the Buddhist literature that after the death of Bindusara, there was a struggle for the throne among his sons.

Ashoka (272 BC-236 BC) emerged victorious in this fratricidal war of succession and ascended the throne of Magadha. An important event of his reign was the famous Kalinga War in 260 BC mentioned in his Rock Edict XIII. Later, Ashoka, embraced Buddhism, and gave up war. He was a benevolent ruler and did many things for the welfare of his subjects. His policy of 'dhamma' was based on religious toleration, respect to elders, care for the old, kindness, truthfulness and purity. It was through his efforts that Buddhism spread beyond the boundaries of India. The rock edicts and pillar edicts inscribed by him give a detailed account of his reign.

After Ashoka's death, his empire disintegrated into pieces. There was also the danger of foreign invasion. The economic condition of the country deteriorated. The last king of the Maurya dynasty was Brihadratha.
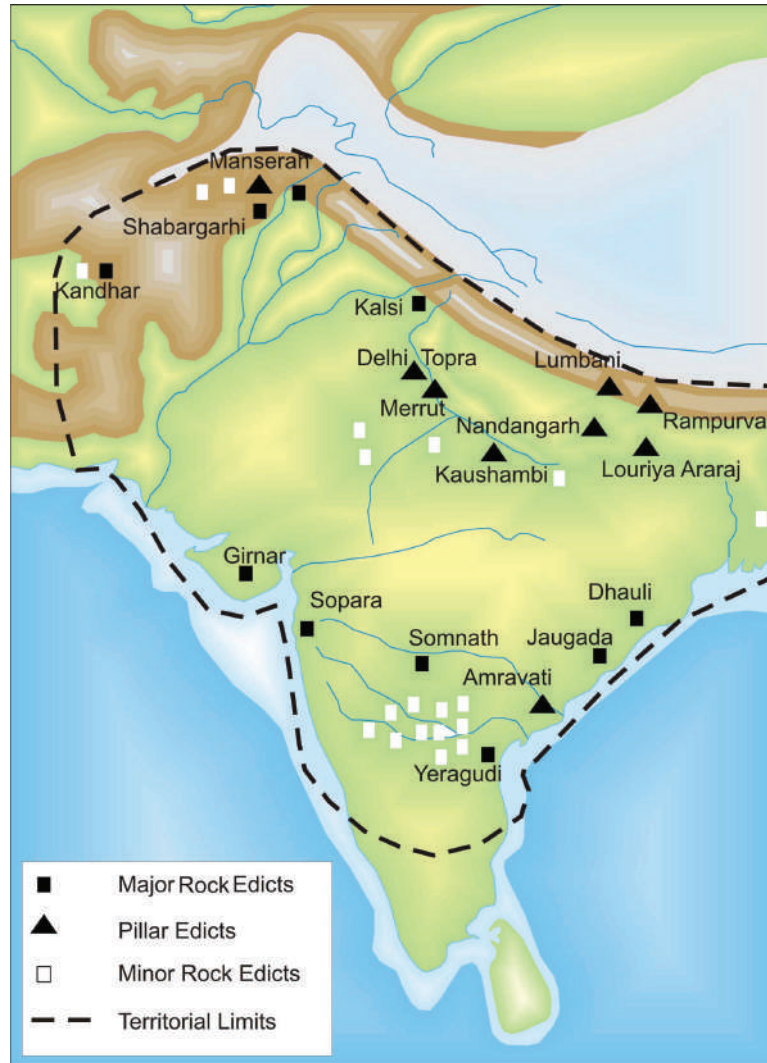
Figure 1.4 *Locations of the Various Edicts of Ashoka*

1.6 THE SANGAM AGE (300 BC-200 AD)

With the Sangam Age, the historical period began in South India. The word 'Sangam' means an assembly of scholars of literacy figures, held under the royal patronage of Pandyan kings of Madurai. Early Tamil literature comprised works such as Tolkappiyam, the Eight Anthologies (Ettutogai) the 'ten Idylls' (pattupattu), the 'Eighteen Minor Works' and the three Epics (Shilappadikaram, Manimekalai and Sivaga Sindamani). The Sangam Age extends roughly between 300 BC to 200 A.D. Sangam literature refers primarily to Pandyan Kingdom. But it also contains valuable information about the Chola and Chera kingdoms. The Pandyas ruled over an area

Ancient World

MODULE - 1
India and the World
through the Ages

Notes

comprising southern Tamil Nadu. Madurai was their capital. The Cheras ruled over Kerala and the Cholas occupied Northern Tamil Nadu and Southern Andhra Pradesh.

1.7 THE KUSHANA AGE

After the fall of the Mauryan Empire, a number of foreign powers like the Bactrian Greeks, the Shakas, the Parthians and the Kushanas invaded India. They ruled in the western and north-western parts of India. The Kushanas were a branch of the Yue-Chi tribe of Central Asia. The first ruler of the Kushanas was Kujula Kadphises. He was succeeded by Vima Kadphises.

The greatest ruler of the Kushana dynasty was Kanishka, who became king after Vima. Kushana conquered Kashmir and established his supremacy over the Indo-Gangetic plains. He occupied Kashgar, Yarkhand and Khotan in Central Asia. Punjab and Afghanistan were also parts of the empire. Kanishka was a devoted Buddhist. Through his efforts Buddhism spread to China, Central Asia and other countries. He was also a great patron of art and learning. Purushapura (Peshawar) was his capital. Kanishka's successors were Vashishka, Huvishka, Kanishka II and Vasudeva. Vasudeva was the last great ruler of the Kushanas. After his death the mighty Kushana Empire quickly disintegrated. The fall of Kushana Empire marked the beginning of political uncertainty in north India which continued for about a century.

1.8 THE GUPTA AGE (319AD-550 AD)

The rise of Gupta Power in the 4th century AD marked the beginning of a new era in Indian history. Confusion and political disunity were replaced by integrity. Under the leadership and patronage of the powerful Gupta monarchs, considerable progress was made in different aspects of Indian life. There was also a high material prosperity, as mentioned by Fa-hien, the Chinese traveler (4th–5th century AD).

Maharaja Shri Gupta is said to be the founder of the Gupta dynasty. He was succeeded by Ghatotkacha Gupta. But Chandragupta I (319-355 AD), who assumed the title of Maharajadhiraja, was the first important Gupta Monarch. Another important Gupta emperor was Samudragupta. The eulogy, composed by his court poet Harisena, which is available as Allahabad Pillar Inscription, gives a vivid account of Samudragupta's military exploits. Besides being a great conqueror and ruler, he was also a poet of high order, patron of art and learning and a musician. He also performed 'Ashwamedha yajna' – a symbol of imperial authority.

Samudragupta was succeeded by Chandragupta II (380-415 AD) who assumed the title of Vikramaditya after his victory over the Shaka rulers of western India. In order to consolidate his power, Samudragupta made important matrimonial alliances. His daughter Prabhavati was married to the Vakataka ruler Rudrasena II. The son and successor of Chandragupta II was Kumaragupta I (415-455 AD), whose reign was marked with peace and prosperity. He was succeeded by his son Skandagupta

Notes

(455-467 AD), who repulsed the Hun invasion several times. The successors of Skandagupta (Purugupta, Budhagupta, Narasimhagupta) were not so powerful and competent. This gradually led to the decline and fall of the Gupta Empire.

Monarchy was the prevailing system of government during the Gupta Age. The king was assisted by a Council of Ministers and other officials in day to day administration. The Guptas had a powerful army. The provinces were ruled by governors. The Governors had under them a number of officers who administered the districts and towns. Village administration under the village headman (Gramika) enjoyed considerable autonomy. The Guptas also developed an efficient system of judicial and revenue administration.

1.8.1 Post Gupta Age (550AD-750 AD)

The period between the downfall of the Gupta Empire and the rise of Maharaja Harshavardhana of Thaneshwar is considered to be a period of confusion and disintegration. During this time India was broken into several small independent states. Besides the Huna power, there were four other kingdoms in Northern India. These were the later Guptas of Magadha, the Maukharis of Kanauj, the Pushyabhutis of Thaneshwar and the Mitrakas of Vallabhi (Gujarat). Among the important South Indian Dynasties were the Chalukyas of Badami and the Pallavas of Kanchi. Pulakesin II (609-64 AD) and Narasimhavarman I (630-668 AD) are considered to be the greatest of the Chalukya and the Pallava rulers respectively.

It was Harshavardhana who again made an attempt to raise an empire. He was called Sakalottarapathanatha because he had established his hold practically over the whole of North India. During this time, the political unity of India was, to some extent, restored. Harsha patronised Banabhatta, the author of Kadambari and Harshacharita. Hiuen Tsang, the Chinese scholar-traveler, visited India during Harsha's reign. Shashanka, the king of Bengal, was a contemporary of Harsha.

This period of history witnessed the consolidation of Hinduism. Hiuen Tsang writes about the existence of caste system in Indian society. There was the rise of several mixed and sub-castes. Hiuen Tsang also mentions the existence of untouchables and outcastes. The position of women had also declined considerably during this period. In the religious field, the ascendancy of Brahmanism brought about the decline of Buddhism. Vaishnavism, Shaivism and Jainism were also practiced.

1.9 INDIAN CIVILISATION: AN OVERVIEW

Indian civilisation has a very important place in world history. As in Early Greece and Rome, in India also some kind of democratic and republican form of government

MODULE - 1
India and the World
through the Ages

existed in ancient times. We also made tremendous progress in philosophy and various branches of science. Indian contribution to the fields of Mathematics, Astronomy, Chemistry, Metallurgy and Medicine is worth mentioning. Aryabhatta and Varahamihira were famous mathematicians-astronomers. Charaka and Sushruta were great physicians. Nagarjuna was a famous chemist as well as pharmacist. The concept of zero and the decimal system first evolved in India.

The ancient Indians also showed great skill in art, architecture, painting and sculpture. Ashokan Pillars, Caves of Ajanta and Ellora, South Indian Temples, the famous Stupa at Sanchi, Buddha's images of Mathura are only a few examples from the vast ocean of Indian art. Many great centres of learning were developed in Ancient India, like Taxila, Nalanda, Vikramshila, Vallabhi, Kashi and Kanchi which imparted education to both Indian and foreign students. Famous scholars and teachers taught in such centre. Indian learning and scholarship was highly appreciated abroad by the Arab Muslims.

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Figure 1.5 *Sanchi Stupa*

Many great works of literature were produced in ancient India. Rig Veda is the earliest specimen of Indo-European literature. The four Vedas, Sutras, the two Epics-Ramayana and Mahabharata, Smritis, Puranas, Tripitakas, Jaina Agamas and other religious texts are the products of ancient India. Moreover, there are a number of drama, prose and poetic works. Great literacy figures like Kalidasa, Banabhatta, Harisena, Vishakhadatta, Bhasa, Bhairavi, Shudraka and many others belonged to this period. Sanskrit, Pali and Prakrit literature made great progress in ancient India.

MODULE - 1
India and the World
through the Ages

Ancient World

Notes

INTEXT QUESTION 1.3

1. What were the main occupations of people in the Later Vedic Period?

2. Which religion did Ashoka embrace after the Kalinga war?

3. Name at least four great centers of learning in Ancient India.

4. Name two great physicians of Ancient India.

5. Fill in the blanks:

    (a)   The Tamil work Tolkappiyam belonged to the ....

    (b)   .... was the capital of the Pandyas.

    (c)   Kanishka belonged to the .... Dynasty.

WHAT YOU HAVE LEARNT

- Human civilisation has evolved through various phases - each phase contributing something unique.

- The Stone Ages was followed by the Metal Ages – Copper, Bronze and Iron.

- Town based civilisations came in the Bronze Age.

- The art of writing was developed during the Bronze Age Civilisations.

- The Indus Valley Civilisation was known for its town planning, crafts and culture.

- The Iron Age brought radical changes in the social and economic life of the people in different countries at different times.

- Significant contributions were made in various fields such as polity, philosophy, art, architecture and sculpture by the Greeks, Romans, Persians and Indians.

- Buddhism and Jainism were the first reformatory movements in 6th century BC India.

- Indian Civilisation in its long course went through a number of significant developments. It did not remain one and the same throughout.

- India has made tremendous contributions in the fields of Mathematics, Astronomy, Chemistry, Metallurgy, Medicines, Art, Architecture, Literature and Learning.

MODULE - 1
India and the World
through the Ages

TERMINAL EXERCISES

1. How did the Bronze Age mark a shift from the New Stone Age?

2. What were the important features of the Harappa Civilisation?

3. Discuss how did the discovery of iron bring in radical changes in the lives of the people?

4. Describe the Roman society and economy during 5th century BC

5. Describe the social, religious and economic life of the Early Vedic people.

6. What is 'dhamma' according to Ashoka?

7. Write a short note on India's contribution to World Civilisation.

8. On the given outline map of the world mark the following:

   (i) Rivers - Tigris, Euphrates, Nile, Hwang Ho, Indus.

   (ii) Places - Egypt, Greece, Rome, Iran, Nalanda.

PHYSICAL OUTLINE MAP OF THE WORLD

Notes

ANSWER TO INTEXT QUESTIONS

1.1

1. (a) classes

   (b) Natural calamities

   (c) Mesopotamia

2. Copper

3. Tigris and Euphrates

4. Hieroglyphics

5. Lothal (Gujarat), Kalibangan (Rajasthan), Banawali (Haryana), Dholavira (Gujarat), Ropar (Punjab)

1.2

1. Agriculture, Transport and Warfare

2. Athens and Sparta

3. Tiber

4. (a) Byzantine Empire

   (b) Cyrus

   (c) forces of nature

1.3

1. Agriculture and Crafts

2. Buddhism

3. Taxila, Nalanda, Kashi, Vikramshila, Vallabhi

4. Charaka and Sushruta

5. (a) Sangam Age

   (b) Madurai

   (c) Kushana

MODULE - 1
India and the World
through the Ages

2

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MEDIEVAL WORLD

We have just finished reading about the different civilisations of the ancient world. Have you wondered what happened to these civilisations when the Ancient Period came to an end? Did civilisations also come to an end? Or were the ancient civilisations succeeded by equally significant ones during the Medieval Period? Let us look for answers to such queries here. In this lesson we shall read about the transformation of European society after the downfall of the Roman Empire. We shall also see how the birth of a new religion called Islam led to the founding of a vast empire that originated in West Asia and spread out over a large part of the world. We shall also take a look at India's medieval past to see what happened after the decline of Harsha's rule.

OBJECTIVES

After studying this lesson, you will be able to:

- identify the Medieval Period as an important stage in the evolution of human society;

- describe the changes in political organization that took place after the collapse of the Roman Empire;

- explain the political, military and socio-economic aspects of Feudalism as it existed in Western Europe;

- describe the evolution of Islamic religion, society and polity in West Asia;

- recognise the features of political organization during the Medieval Period in India

- describe the main features of Medieval Indian economy; and

- analyse how cultural and religious life during the Medieval Period in India represented a unique tradition of synthesis.

Notes

2.1 EUROPE IN MEDIEVAL TIMES

The Medieval Period is also called the Middle Ages. As the name suggests, it refers to the period which succeeded the Ancient Period and came before the Modern Period. But was it only a 'Middle' age caught in between two great ages with no significance of its own? Not really since the Medieval Period constitutes an important stage in the evolution of human society that needs to be studied for its own interest. What is more, the achievements and glories of the Medieval Period were also important steps towards the Modern Period.

You may find it interesting to know that the term 'Middle Ages' was coined by Europeans in the 17th century because they saw it as a long and dark period of interruption between the Classical Period of Ancient Greek and Roman Civilisations and their own Modern Age. However, the Medieval Period was not necessarily a dark period or an interruption. For the Islamic world, it was a period when a civilisation flowered and reached the height of its glory. In India, the Medieval Period was an age of synthesis. It saw a fusion of old and new political, economic and social systems. Out of this fusion emerged a unique cultural pattern of co-existence and acceptance that became the hallmark of the Medieval Period of India. Even in Europe, the picture does not appear as gloomy as it is sometimes thought. In the early part of the Medieval Period the level of material and cultural accomplishment was no doubt somewhat low. However, during the later part the Europeans greatly improved their standard of living. They also developed new institutions of learning and new modes of thought and reached very high standards in literature and art. In fact, the new ideas that emerged during this time not only transformed Europe but also had a deep impact on the rest of the world in the times to come. Let us then find out what was happening in the different parts of the world during the medieval ages.

2.1.1 Decline of the Roman Empire

We have read in the previous lesson about the strength and greatness of the Roman Civilisation. We also read how the Roman Empire had come to be divided into Western and Eastern territories. The Western provinces had their capital in Rome while the Eastern provinces had their capital in Constantinople. The Roman Emperor Constantine had set up the new capital of the Eastern territories in the ancient Greek city of Byzantine in 330AD. It came to be known as Constantinople after his name. The Roman Empire continued to exist in the east for almost a thousand years after it had collapsed in the west. It was known as the Eastern Roman or the Byzantine Empire. This Eastern Civilisation of Greek speaking people reached very high standards of economic and cultural life at a time when Western Europe was in a relatively backward condition. The Roman Empire in the west came to an end following attacks by various Germanic tribes like the Goths, Vandals, Visigoths and

Franks. After overthrowing the Roman Emperor in the West in 476 AD, these invaders established separate successor states.

Did all this political upheaval result in a complete change? Did the political and economic systems built by the Romans disappear? Well, the new Germanic rulers did not completely replace the earlier systems with their own. In fact, Roman and Germanic societies came into close contact and merged with each other. As a result of this and the prevailing political and economic conditions, a new type of society was born in Europe, with institutions and systems that were quite different from either Roman or Germanic ones. The most important institution of this new society was Feudalism. It completely transformed the existing social, political and economic organizations. Let us see how this system evolved and what its characteristics were.

Notes

2.2 FEUDALISM: POLITICAL, MILITARY AND SOCIO-ECONOMIC ASPECTS

The successor states of the Germanic peoples in the West managed to restore political stability after the collapse of the Roman Empire. In fact, one of these states managed to create a sizeable empire under the famous king Charlemagne, which began to collapse after about mid-9th century under the impact of fresh waves of invasions. The resulting political chaos led to the emergence of a new kind of political order called Feudalism. It was a hierarchical or graded organization of political sovereignty. This hierarchical structure can be understood easily if we visualize a ladder or a flight of steps. At the top of the ladder stood the King, below him stood the big lords known as the Dukes and Earls. Below these lords were a number of lesser lords known as the Barons. Below these were the Knights, who were perhaps the lowest category of lords. The lords derived their authority from and owned their loyalty to the lord just above them and were known as the vassals of their lord. This pattern of relationship between lords and vassals, that is, between bigger lords and lesser lords was the same from the top of the ladder to the bottom. These lords were all powerful in their respective local areas. Thus political power was widely dispersed unlike in the Roman Empire where it was concentrated mainly in the hands of the king. This was the political aspect of Feudalism.

A unique feature of the new feudal political structure was the personal nature of the bond that linked a lord and his vassal. An elaborate ceremony would be organized to establish this bond. In this ceremony, a vassal would take a vow to serve the lord all his life. Simultaneously, he also accepted the protection of the lord. Protection was important since these were politically unstable times. In return for the protection that a vassal received he was bound to perform various services for his lord. This mainly included military services which meant that the vassal had to provide a certain number of troops whenever required by the lord. In his turn the lord was expected to make a grant usually in the form of land for the sustenance of the 'fief' or 'fiefdom'

Notes

from which the word Feudalism is derived. The lords used to mobilize armed supporters in their own areas who had personal loyalty directly to him. With this armed strength, he would provide military support to the lord whenever required. With this military power, the lords also became complete masters of their own area and could not be challenged even by the state.

In a period of political turmoil, just as the lords sought protection, so did the peasant. These peasants had no land of their own, no implements and could not afford to buy seeds. For these well as for protection the free peasants now turned to the lords. These dependent peasants of Medieval Europe, tied to the soil and completely subject to the authority of the lord were called serfs. A major portion of the wealth generated during this period was through their exploitation. To understand how this happened, let us see how agriculture was organised during this period.

The entire landed estate over which a feudal lord had control was known as the manor. The land surrounding the manor house was divided into three parts - land for the use of the lord, the arable land granted in parcels to the peasants and the meadowlands used by everyone as grazing land for livestock. The serfs who occupied these parcels or holdings were regarded tenants of the lord of the manor. Being tenants, they had to give something to the lord as rent. This rent was paid by peasants in the form of labour services to the lord. They also worked on the lands of the lords for a certain number of days in the week. The serfs had to put in extra labour during agricultural seasons when plugging, harvesting or threshing was required. Such unpaid labor services also included other heavy tasks such as construction work, hewing and cutting of fire wood. In the later phase of Feudalism, these labor services were gradually substituted by those payable in money.
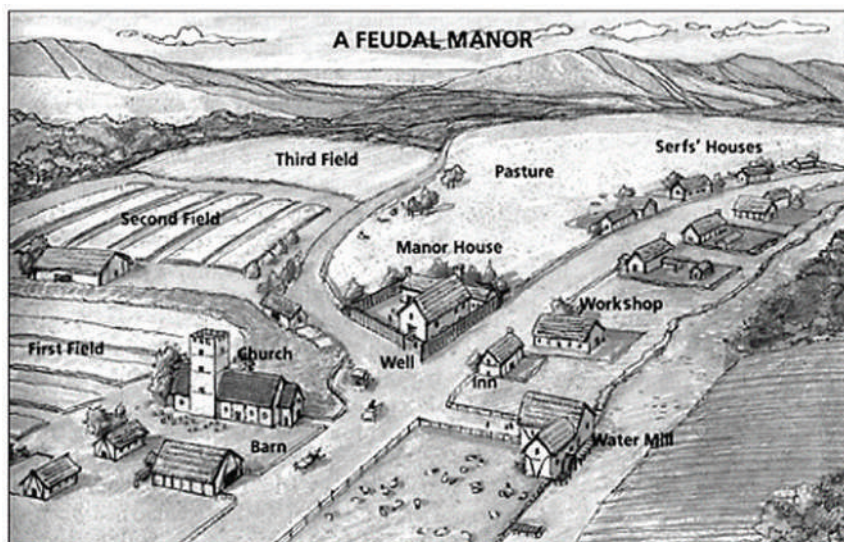
Source: Michael B. Petrovich et al., *People in Time and Place: World Cultures*, Silver, Burdett & Ginn, 1991

Figure 2.1 *Feudal Manor*

MODULE - 1
India and the World
through the Ages

The serfs also had to pay some dues or taxes in kind which came from the share of their own produce. These were often introduced arbitrarily whenever the lord wanted more resources. The lords also extracted from the peasants in an indirect manner. The manor was a self-sufficient economic unit. This means that almost all articles of everyday use were produced and consumed on it. For this there were various facilities like smithies for turning out iron object, flour mills for grinding wheat or corn, ovens for baking bread, wine presses for making wine from grapes and various workshops for making products of everyday use. All of these were owned by the lord. The peasants were forced to use these facilities and the charges for these would of course be fixed by the lord according to his own will.

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ACTIVITY 2.1

You have already read about the Roman slaves in the previous lesson. Find out the conditions of present day Indian farmers who don't own lands and work in other people fields through newspaper or by speaking to your elders. Now compare the lives of the feudal serfs with the Roman slaves and the present day Indian farmers. What conclusions can you draw? Write a brief report about your findings.

2.2.1 Changes in Feudal Economy: Prosperity and Crisis in Medieval Europe

We have just finished reading about the various aspects of the feudal system. But did this system remain the same throughout the Medieval Period? Not at all! Indeed, the feudal system was not a static system. It witnessed several changes and the feudal economy underwent a pattern of prosperity and crisis. Let us trace this pattern from the beginning.

The few centuries after the collapse of the Roman Empire were marked by a low level of economic life. As we already know, this was also a period of political change and turmoil. There was a decline in town life, trade and monetary exchange. Some cities did survive from Roman days but these were only empty shells which had no real economic role. Roads deteriorated. Barter widely replaced the use of money. European economy was based almost entirely on agriculture and very limited local trade. The main economic unit was the self-sufficient landed estate, or the feudal manor that we have read about. Technology used in agriculture was backward and agricultural yields were low. These conditions lasted till about the 10th century AD.

After the 10th century, the feudal system of production underwent significant changes. There was an increase in agricultural fields as the system became more and more stable. Another factor that helped in increasing agricultural productivity at this time was a significant improvement in agricultural techniques. A new plough was introduced which was heavier, had wheels and was drawn by a team of oxen. This helped in

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cultivating the heavy and sticky soil of Northern Europe more effectively. Agriculture was later replaced by the Three Field System in which 1/3rd of the land was left fallow; 1/3rd was used for cultivating autumn crop and 1/3rd for a spring crop. By leaving only a third part of the land fallow, the Three Field System helped greatly in increasing the cropped area. The new plough, Three Field System and other innovations in agricultural techniques helped in increasing the agricultural yield by several times.

Along with the expansion in agriculture the period from the 10th to the 12th century also witnessed the revival of trade and the growth of town life. Trade ranged from the small trade at local markets where peasants sold their excess grain or eggs and bought long distance trade products like wine or cotton. Improvements in road building helped road transport. Rives and sea routes were also used for trade. The revival in trade made necessary new patterns of payment since barter was inadequate for this purpose. As a result, money economy made a tremendous advance. This led to agricultural prosperity of the surrounding rural areas. The towns soon began to specialize in certain enterprises. One of these was cloth making which became one of the most important industries of these towns. Guilds became important. Both merchant activities and craft production came to be organized around guilds. These medieval towns continued to grow in importance and ultimately became an important factor in the breakdown of feudal relations of the countryside.

The tendency towards growth reached its limits by the end of the 12th century. Significant changes could be noticed in the feudal system by the 13th century which witnessed a reversal of the process of growth. The period of economic growth and prosperity resulted in a rise of population. This meant an increase in the supply of labour for the landlords. They, therefore, no longer found it necessary to retain their demesnes. Also due to abundant labor, labor-serving technology found few investors. As demesne lands were gone, the need to extract labor services from the peasants also went. The reduction in labor services and technological stagnation in agriculture together with other factors brought down agricultural yield very sharply. Food shortage and famines began to occur. Epidemics of plague broke out. All this resulted in an overall decline in the agricultural economy whereas there was growth of a money economy, urban centers and trade. However, European society was able to overcome this crisis more easily than the pre-10th century crisis and by around 1450 the economy started moving towards recovery.

? Do you know

The portion of the entire landed estate of the lord which was managed directly by him was called the DEMESNE.

Medieval World

MODULE - 1
India and the World
through the Ages

Notes

We now have some idea about the conditions in which people in Medieval Europe lived. We have also been able to trace the pattern of change in these conditions over a period of several centuries. How did these changes in the material conditions affect the society and culture of medieval Europe? Let us see for ourselves.

Given the relatively low level of economic life in the period before the 10th century, we should not be surprised to know that it was not a prosperous time for learning or the arts. During this period learning remained a privilege of the few. The masses received no formal education. In fact, the language of learning was Latin which was known only to the priestly class. However, even this little bit of education was of a very narrow kind. It consisted mostly of memorization, without any reasoning or questioning. All learning was dominated by blind faith. In such conditions, naturally, there was hardly any development in the sciences. There was some attempt at a revival, but even this did not result in any real intellectual creativity. However, the educated members of the priestly and monastic orders did try to recopy and preserve some major works of Roman literature. This, at least, served as the basis of a revival of learning that began in the 11th and 12th centuries. This period saw very little significant production in the area of literature because of the low level of literacy. The same is the case with artistic productions in this period. However, a unique style that developed in this field was that of manuscript illustrations. On the whole it may be said that in this period cultural attainment was minimal and sparse. European Civilisation at that time was much backward in comparison with other contemporary neighboring civilisations like the Byzantine and the Islamic world.

The prosperity and relative peace of the period from the 10th century brought about a consequent change in the cultural life of the period. This period witnessed rise in literacy with the spread of primary education and the opening of universities. There was an attempt at the acquisition of classical knowledge as well as knowledge from the Arab Civilisation. Thus, this period saw a progress in knowledge and thought in Europe. It was an important step towards the intellectual flowering that took place during the Modern Period.

INTEXT QUESTIONS 2.1

1. Describe the bond between the feudal lord and his vassal in about 30 words.

2. Who were the serfs?

3. Justify the following statements giving reasons for the same:

   (a) The period from the 10th to the 12th century witnessed a revival of trade and growth of town life.

   ....

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(b)	From the 13th century onwards there was a reversal in the trend of growth of feudal economy.

....

(c)	The cultural life before the 10th century was a prosperous time for learning and the arts in Europe.

....

2.3 ARAB CIVILISATION DURING THE MEDIEVAL PERIOD

Arabia is a peninsula of deserts. Before the founding of Islam, most Arabs were Bedouins, that is, wandering camel herdsmen. Their main source of livelihood was pastoralism and the produce of the desert oases such as dates. Craft production was very limited; trade was sluggish and urban development minimal. In the second half of the 6th century, the economy picked up some momentum due to a shift in long distance trade routes. There was an ongoing war between the two dominant neighboring empires of Arabia, namely the Roman and the Persian. Because of these wars, Arabia became a safer transit route than others for caravans going between Africa and Asia. This encouraged the growth of some important towns that took advantage of this trade. The most prominent of these was Mecca which lay on the junction of some major trade routes. Mecca's position also derived from its local religious importance since the Kabah, a pilgrimage shrine was located here. The Kabah at that time served as a centre of worship for diverse Arabian clans and tribes. This shrine was controlled by the Quraysh tribe which played a powerful role in the economic life of Mecca. A brilliant civilisation arose in Arabia in the Medieval Period which influenced a large section of the world population. It owed its emergence to the birth of Islam, which was a significant development in world history.

Prophet Muhammad who spread Islam was born in Mecca into the Quraysh tribe in 570 AD. He was brought up by his uncle since he was orphaned early in life. He grew up to be a prosperous trader, entering the service of a rich widow Khadija, whom he later married. Polytheism or belief in many Gods was replaced by a strict monotheism or belief in one God which became the basis for this new religion known as Islam and Muhammad was hailed as a 'Prophet'. At first, he was not very successful in gaining many converts amongst the Quraysh, except for a limited few including his wife Khadija. Meanwhile, representatives of another town in the north called Yathrib invited Prophet Muhammad to come and resolve their local rivalries. In 622 AD, Muhammad with his followers migrated to that town. That year of migration was called Hijrah and the town was renamed as Medina. He continuously began to organize his converts into a political as well as religious community. In an attempt to spread his faith to Mecca, he and his followers conducted raids on

Medieval World

MODULE - 1
India and the World
through the Ages

caravans of the Quraysh. He finally succeeded in 630 AD and entered Mecca after defeating the Quraysh. The Quraysh submitted to the new faith and the Kabah henceforth became the main shrine of Islam. After the defeat of Mecca, other tribes throughout Arabia accepted the new faith.

Islam has simple doctrines. The word 'Islam' means absolute submission to God and adherence to faith. The followers of this faith are knows as Muslims. Islam teaches that there is only one God. Prophet Muhammad is believed by Muslims to be the last and greatest prophet of God. They also recognize the prophets of the Jews and Christians. Muslims believe in the Day of Judgment when the pious would be granted eternal life in paradise and the wicked would be damned. Quran is the holy book of the Muslims which is a compilation of the revelations that Prophet Muhammad was believed to have received from God. These steps include dedication to a life of morality and compassion, adherence to some set religious observances like prayer and fast at stipulated times, charity, pilgrimage to Mecca and frequent recitation from the Quran. Apart from the Quran, the Sunna or Practices of the Prophet and Hadis or Sayings of the Prophet also set the norms for desirable behavior among Muslims. In Islam, there are no intermediaries between the individual and God. Instead of priests there are only religious scholars who have the authority to comment on the religion and religious laws. Islam also preaches equality of all. Islam has many similarities in doctrine and beliefs with Judaism and Christianity.

2.3.1 Society and Culture

Arab Philosophy was based on the study of earlier Greek thought. Greek Philosophy was cultivated by philosophers who believed in rationality. These philosophers apart from their philosophical speculation were also distinguished in studying Natural Sciences. They practiced Astrology and Medicine. Their astrology was based on accurate astronomical observation. In medicine, they not only studied the medical writings of the Greeks carefully but went much beyond that. Ibn Sina, known to the West as Avicenna, discovered the infectious nature of tuberculosis and described several types of nervous ailments. Al-Razi, known to the West as Rhazes, one of the greatest clinical physicians of the Medieval World discovered the difference between measles and smallpox. Other Arabic physicians also diagnosed cancer of the stomach and prescribed antidotes for cases of poisoning. An interesting feature about the Arab people is that they excelled over all other medieval cultures in the organization of hospitals. There seems to have been at least 34 hospitals located in important cities of Persia, Syria and Egypt organized on remarkably modern lines.

The Arabs also excelled in Optics, Chemistry and Mathematics. Physicists founded the Science of Optics and drew a number of significant conclusions regarding the velocity, transmission and refraction of light. In chemistry, these people are credited with the discovery of various new substances and compounds like carbonate of soda,

alum, saltpeter, nitric and sulphuric acids among other things. There were also the first to describe the chemical processes of distillation, filtration and sublimation. In mathematics, the greatest accomplishment of Arabs was to bring together the Geometry of the Greeks and the Number System of the Indians. In fact, the use of the Indian Number System spread so widely through the Arabs that the west named them 'Arabic Numerals'. With a synthesis of all this existing knowledge, the Arabs were able to make great progress in Arithmetic, Geometry and Trigonometry. These Indian numerals are even now used all over the world. They have not now come to be known as European numerals.

European	0	1	2	3	4	5	6	7	8	9
Arabic-Indic	.	١	٢	٣	٤	٥	٦	٧	٨	٩
Eastern Arabic-Indic (Persian and Urdu)	.	۱	۲	۳	۴	۵	۶	۷	۸	۹
Devanagari (Hindi)	०	१	२	३	४	५	६	७	८	९
Tamil		க	௨	௩	௪	௫	௬	௭	௮	௯

Figure 2.2 *Number System*

The Arab Civilisation was also noted for its Literature particularly poetry. The Rubaiyat of Omar Khayyam is an example of poetry that is remembered to this day. Just as in other fields, Arab Art also represented a beautiful synthesis of various styles like the Byzantine and the Persian. Architecture was the most important of the Arab arts. Examples of Arab architecture include mosques, palaces and madrasas. Its principal features were domes, minarets, arches etc.

In short it may be said that at a time when the West was lagging far behind, Arab Civilisation was at its peak intellectually and artistically. The establishment of a vast empire brought the Arabs into contact with diverse cultures such as Arab, Persian, Turkish, Indian and African. With these diverse elements it created a splendid society leaving behind a legacy of discoveries and achievements.

ACTIVITY 2.2

Recollect and make a list of at least 5 monuments you have visited or seen on books or magazines which reflects Arab architecture, in India as well as outside India. What were the distinct features of these monuments? Where were they located? What were your thoughts on viewing them? Suggest ways to conserve them.

2.4 MEDIEVAL INDIAN CIVILISATION

In the previous lesson we have read about the Gupta Empire. After the reign of King Harshavardhana, began a prolonged period of political decentralization between the

Medieval World

MODULE - 1
India and the World
through the Ages

Notes

8th and 10th centuries during which several kingdoms struggled for supremacy. In Northern India, the three major kingdoms were those of the Palas, the Pratiharas and the Rashtrakutas. Smaller kingdoms or principalities were established by the Rajput Dynasties of the Chauhans, Paramaras, Gahadavalas, etc. In the South, it was the Chola Dynasty that had control over most of the peninsular part of the country. This situation of fragmentation of political authority was greatly favourable for an invader like Mahmud of Ghazni. After several successful conquests in Western and Central Asia, Mahmud turned toward India. His Indian conquests began in 1000 AD, after which he made repeated invasions over Punjab, as far as Kashmir and Eastern Rajasthan and then into the fertile area of the Gangetic Plains. However, Mahmud was not interested in establishing his rule over this country.

2.4.1 Political Events

Mahumud's invasions were followed by the coming of the Turks. The Turks established their rule over most of Northern India by the 13th century. The Turkish rulers were known as Sultans and ruled from their capital at Delhi. Their Empire is thus called the Delhi Sultanate. Its most powerful dynasties were those of the Khaljis and the Tughluqs. Most of these rulers had to face the threat of invasions by the Mongols. Meanwhile in the South, the two powerful kingdoms of Vijayanagar and Bahmani were constantly competing with each other for political supremacy. The coming of the Mughals in early 16th century marked a new era in Indian History. Politically, it saw the consolidation of an all India Empire on a scale that had not been witnessed in India for a long time. Socially and culturally, this was a period of fusion of various traditions. Out of this fusion was born a unique tradition which could be seen in the social life, religious practices and beliefs, and in the various arts. It was based on mutual acceptance and a harmonious coexistence.

Parallel to these centralized empires such as the Delhi Sultanate and the Mughal Empire, there flourished several smaller regional and provincial independent ruling dynasties. Some of these were the Ilyas Shahi and Husain Shahi Dynasties of Bengal, the Ahoms of Assam, the Gajapati Dynasty of Odisha, the Dynasties of Mewar and Marwar in Rajasthan and the Sharqi Dynasty of Jaunpur. The reign of these independent regional dynasties witnessed the growth of strong and flourishing regional and sub-regional languages, literature and cultures.

2.4.2 Political Institutions

The coming of the Turks and the Mughals brought in new ideas of sovereignty and governance. In the first place, kingship itself had no clear-cut legitimate place in the Islamic conception of polity which was based on the notion of a community of equals. Initially power was shared between the Sultan and the powerful Turkish chiefs or nobles. But the reign of Balban saw an elevation of the position of the Sultan, so much so that he assumed absolute power in all matters of state and governance. The

Notes

power of the Turkish nobility was considerably downsized. The Mughals established the power and prestige of the king at an unprecedented level.

The Sultans of Delhi and the Mughal Emperors made some innovations in the administrative system. The Mughal Emperor came to be regarded as the Emperor of India. In the Delhi Sultanate, military commanders were assigned territorial units known as *iqtas*. These territories were transferable. The assignees of these *iqtas* were not given ownership of the land but only control over the revenues collected from them. This revenue was to be used by the *iqtadar*, that is, the assignee to meet his own requirements as well as for the maintenance of his troops. He would then be expected to provide military support with these troops whenever called upon by the emperor to do so. However, the pre-existing structure of control over land and the hierarchy in the landed system of the village continued largely undisturbed.

The Mughal system was more penetrative with control over the revenue and landed network going much deeper right to the village level. The Mughals appointed *mansabdars* who performed military and civil duties. The *mansabs* were actually ranks of position which was fixed according to the position of the officers in Mughal bureaucracy and the military contingents under their command. These *mansabdars* were mostly paid through land assignments called *jagirs* which were frequently transferable. These were similar to *iqtas*, with the difference that while *iqtas* combined administrative charge, *jagirs* did not. The Mughal system was crucially dependent on the smooth functioning of *Mansabdari* and *Jagirdari* Systems.

2.4.3 Economy

The Delhi Sultanate as well as the Mughal Empire was based on the surplus of agricultural produce of the peasants that was extracted in the form of revenue. In the Mughal Empire, particularly in the reign of Akbar, far reaching changes were made in the system of revenue collection. Land was measured and land revenue was fixed according to the exact area of land. Fertility of the land was also taken into account. The cash value of the state's share of the produce was then calculated according to prevailing market prices and the revenue was fixed in cash terms accordingly. The state encouraged payment of revenue in cash. This was a period of commercialization of agriculture and the state encouraged cash crop production. The state also took a lot of interest in the extension of cultivation into zones which were hitherto uncultivated or forest areas. It gave various incentives to pioneer agriculturists. The state also advanced to peasants loans as well as revenue relief in times of crop failure.

Trade and commerce which had declined greatly following the period of the Guptas saw a revival during this time. Urban centers flourished after a considerable period of decline. Inland trade increased in the 13th and 14th centuries as a result of this new urbanization. A vast network of road connecting these urban centers came up which also facilitated trade. Cities like Delhi, Agra, Lahore, Multan, Dhaka,

Medieval World

MODULE - 1
India and the World
through the Ages

Ahmadabad, Surat and Bombay rose in importance. The merchandise from Punjab was sent to markets in West and Central Asia. Political stability and relative peace established by the Mughals made it possible to travel with considerable ease among the cities of the empire. Coastal trade also flourished. There were a large number of trading classes and commercial practices were of high standard and integrity. The *seths*, *bohras* and *modis* were engaged in long-distance trade, while *beoparis* and *baniks* dealt in local and retail trade, the *sarafs* or *shroffs* were money changers who issued *hundis* or Bills of Exchange. The *hundi* was a letter of credit that could be paid at a later date at the designated place. This facilitated the movement of goods from one part of the country to another as it made the transaction of money over long distance remarkably easy.

2.4.4 Cultural and Religious Life

In the sphere of religion and culture, the Medieval Period witnessed a great synthesis of traditions. The *Bhakti* Movement and *Sufism* in the religious sphere are examples of this. The *Bhakti* Movement which stressed on oneness with god through personal devotion came very close to the everyday lives of ordinary people. It stressed on love, purity and devotion rather than rituals and sacrifices. It questioned the caste system and the authority of Brahmans. *Bhakti* saints, like Ramananda, Kabir, Ravidas, Mira Bai, Guru Nanak, Tukaram and Chaitanya Mahaprabhu had a deep impact on the minds of the common people and this influence continues even today. In fact, some of these saints developed large following. For example, Guru Nanak had deep influence over the people of Punjab. His large following led him to found a new religion called Sikhism whose followers are called Sikhs.

Figure 2.3 *Guru Nanakji*

? Do you know

Kabir ke Dohe:

Dukh mein simran sab kare, Sukh mein kare na koye
Jo sukh mein simran kare, Tau dukh kahe ko hoye

(Translation)

In anguish everyone prays to Him, in joy does none
To One who prays in happiness, how sorrow can come

In a similar manner, the *Sufi* saints also stressed on devotion and love as the only way to realize the divine. They preached tolerance and compassion. They lived lives of austerity and shared the sorrows and anxieties of the common masses. As a result their influence over the masses, both Hindus and Muslims, was very strong. There was also a lot of interaction between the *Sufi* and *Bhakti* saints and exchange of philosophical idea took place. Both traditions in fact acted as a bridge between the two communities.

ACTIVITY 2.3

Try to find out if any *Bhakti* and *Sufi* saints lived in your state or your neighborhood. Try to find more about them. Visit their shrine, if any. What did you see? Write your experience in about 80-100 words.

Collect pictures of at least 3 *Bhakti* and *Sufi* saints each. Find out about them and their teachings. Do you find similarities and differences in their teachings? Reflect and write a few lines about each of them. What did you learn? Do you find their teachings relevant? Share your thoughts with family and friends.

Language, literature, art, architecture, music and dance also bore out this trend of synthesis between different traditions. In the area of language and literature, classical languages like Persian and Sanskrit flourished. But, the real remarkable development was in the growth of regional languages.

Under the Mughals, painting was organized in the royal *karkhanas* and painters were on government payroll. The Mughal School of painting represented a complete assimilation of the Persian and Indian styles. This to some extent was a result of the fact that the artists of this school brought with them elements of the various traditions to which they belonged like Rajputana, Gujarat, Malwa, etc. Some famous painters were Daswant, Basavan, Mukund and Kesav. The supervision of the Persian masters

MODULE - 1
India and the World
through the Ages

like Abdul Samad and Sayyid Ali brought in an element of Persian style as well. Manuscript Illustration was another hallmark of Mughal painting.

Another fascinating aspect of cultural life in Medieval India is visible in its Indo-Islamic architecture. It is characterized by the adaptation of Indian resources, expertise, motifs and designs to Persian styles. New features like the arch and the dome were combined with the use of Hindu motifs like bell, lotus, *swastika* and *kalash*/water pot. The Qutub Minar, the Allai Darwaza and various monuments of the Tulghlaq Period like the Tomb of Ghiyasuddin Tughlaq are fine examples of architecture during the Delhi Sultanate period. The monuments of the Mughal Period reflect a deeper sense of fusion and assimilation of Indo-Islamic styles. For example, the monuments in Fatehpur Sikri, like Panch Mahal, Birbal's Palace and Ibadat Khana, as well as the Tomb of Humayun in Delhi, Akabar's famous Tomb at Sikandra, Itmadudaulah's Tomb in Agra and, of course, the Taj Mahal are outstanding examples of Mughal architecture.

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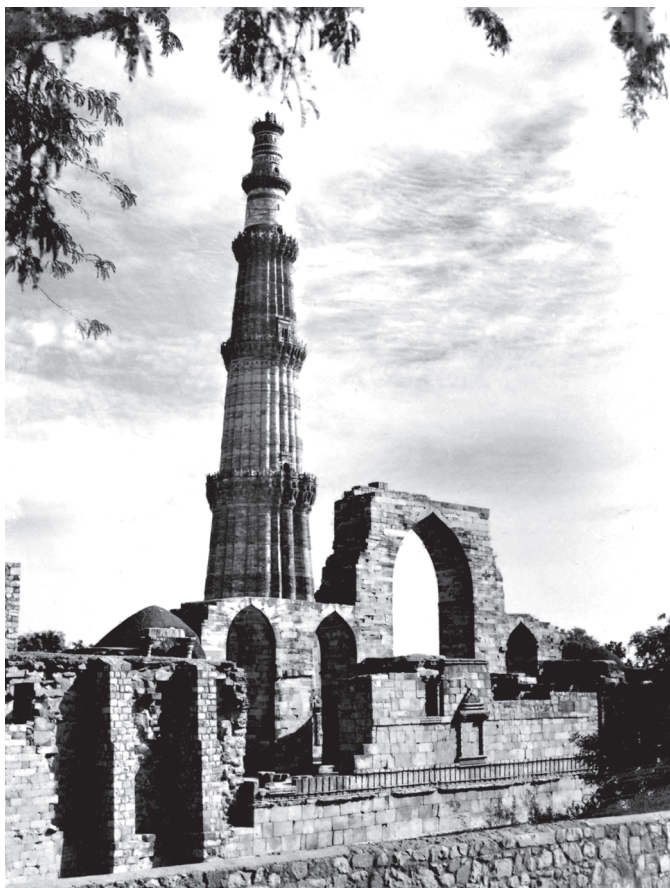
Figure 2.4 *Qutub Minar*

Music was also patronized by most medieval rulers in India. Indian system of vocal and instrumental musical interfaced with Arab, Iranian and Central Asian traditions

Notes

of music. New ragas came to be composed. The *Bhakti* and *Sufi* traditions also gave an impetus to new devotional styles of music.

The Medieval Period of Indian history, quite distinct in its characteristics of political economic and cultural life, was thus another important outstanding period after the Ancient Period.

INTEXT QUESTIONS 2.2

1. Give reasons why Mecca arose into prominence.

2. Enlist at least 5 fields in which we can see the contribution of Arab Civilisation.

3. Fill in the blanks:

   (a) In the South, it was the .... Dynasty that held way over most of the Peninsular India.

   (b) The Mughal System was based on the smooth functioning of the .... and .... Systems.

   (c) The .... were money changers who issued *hundis* or Bills of Exchange.

   (d) The *Bhakti* Movement stressed on oneness with God though ....

WHAT YOU HAVE LEARNT

- The Medieval Period cannot be called a Dark Period since so many important developments and growth in various spheres of life took place in different parts of the world.

- The most important institution of the society of Europe in the Medieval Period was Feudalism.

- The feudal system comprised a hierarchical of graded organization of political authority.

- An economic aspect Feudalism was characterized by serfdom and the manorial system of production.

- The feudal system was not a static one. It underwent patterns of prosperity and crisis.

- The period before the 10th century of Europe was marked by low level of cultural achievements. Cultural life improved, learning and intellectual development began to flourish after the 10th century.

MODULE - 1
India and the World
through the Ages

- Islam was a new faith spread by Prophet Muhammad around the 7th century. It has simple doctrines.

- Islam spread to large parts of the world

- Up to about 1500 AD, Islamic culture and society was remarkably cosmopolitan and dynamic. It witnessed great strides in cultural and scientific development.

- The coming of the Turks and the Mughals brought new ideas of sovereignty and governance to India. The *iqta, jagirdari* and *mansabdari* systems were important administrative innovations.

- The Medieval Period in India was a period of economic growth.

- The cultural and social life in Medieval India was marked by a unique synthesis of different traditions.

Notes

TERMINAL EXERCISES

1. Explain why the Medieval Period is a significant period that needs to be studied to understand the evolution of human society?

2. Describe the changes that took place in the political and economic life in Western Europe after the downfall of the Roman Empire.

3. Examine the main features of Medieval Indian economy.

4. What are the main teachings of Islam? Discuss in about 100 words.

5. 'Arab Civilisation in the Medieval Period left behind a legacy of sicoveries and achievements'. Justify this statement.

6. Differentiate between *Iqtadars* and *Mansabs*.

7. What were the important teachings of the *Bhakti* Movement and *Sufism*? How did acted as a bridge between the Hindus and the Muslims?

8. Illustrate how Medieval Indian culture represented a harmonious synthesis of traditions in the fields of arts, architecture and music.

ANSWER TO INTEXT QUESTIONS

2.1

1. The lord and his vassal shared a personal bond which was established through an elaborate ceremony. The vassal would take a vow to serve the lord while the lord protects the vassal in return.

MODULE - 1
India and the World
through the Ages

Medieval World

2. Serfs were dependent peasants of Medieval Europe, tied to the soil and completely under the authority of the lord.

3. (a) Yes. Due to the increase in agricultural yield, people could now sell the excess produce and buy products of long distance trade.

    (b) Yes. The reduction in labor services and technological stagnation led to lesser agricultural produce.

    (c) No. Education was a privilege of the few with the masses given no education, and learning was dominated by blind faith.

2.2

1. Mecca rose into prominence because it lay on the junction of some major trade routes and it was a place of an important religious shrine, first with the diverse Arabian clans and tribes, and later with the spread of Islam.

2. Astrology, Medicine, Natural Sciences, Literature, Mathematics, Architecture.

3. (a) Chola

    (b) *Mansabdari*, *Jagirdari*

    (c) *sarafs* or *shroffs*

    (d) personal devotion

MODULE - 1
India and the World
through the Ages

Notes

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MODERN WORLD – I

From the 14th century onwards, Europe witnessed many profound changes in its cultural and intellectual life that helped to usher in the modern period. This was the ***Renaissance,*** the awakening, that encouraged thinking and reasoning in social and political fields and affected every aspect of life. A period of rationality and scientific enquiry had already begun in the Arab world, but the changes that took place during renaissance in Europe affected the whole world. These changes began with the disintegration of the feudal system, about which you have read, in detail, in the previous lesson. In this lesson, we will discuss some of these changes and developments which transformed medieval society into the modern world. We will also trace the events that took place in the modern world till the 20th century.

OBJECTIVES

After reading this lesson, you will be able to:

- Discuss the impact of decline of the feudalism;

- explain the meaning and features of Renaissance;

- explain the causes of Reformation and its impact;

- describe the development of science;

- mention the main scientific discoveries of the age and some of the main voyages of discoveries;

- explain significance of the Industrial Revolution for Europe and the rest of the world;

- explain the causes and effects of the American Revolution and the French Revolution;

- discuss the struggle for National Unification in Germany and Italy; and

- examine the growth of socialist ideas and Russian Revolution.

Notes

3.1 IMPACT OF DECLINE OF FEUDALISM

During the Medieval Age, one of the most important institutions was Feudalism. You have read about it in detail in the previous lesson. Feudalism as an institution flourished in Europe for many centuries. But with the rise of the middle class, it started to decline. Rise of powerful kingdoms as well as warfare between the feudal lords further led to its decline. Emergence of new towns and cities and a revival of trade also led to the disintegration of the feudal system. These towns were centers of production and were governed by elected representatives. The atmosphere of the towns was free from feudal restriction and control as people were free to go anywhere and to take up any profession. Towns attracted artisans and peasants from rural areas because they provided better prospects of living and acting as a refuge from feudal exploitation. These towns and cities encouraged the production of many crops such as cotton and sugarcane. Peasants were paid in cash for their product. The manufactured goods were sold in the markets where money was the medium of exchange. The lords began to accept money from their vassals instead of services as they also needed money to buy various luxurious commodities. This led to the rise of a powerful merchant class. They now began to aspire for a higher status in the social hierarchy. They began to support the powerful monarchs to undermine the position of the feudal lords which weakened the feudal structure and led to the decline of the feudal order.

The infusion of new ideas created a new awakening. This gave birth to a new movement called the Renaissance about which we are going to read now.

3.2 RENAISSANCE

The modern period ushered the end of the Age of Faith and the beginning of the Age of Reason. It witnessed movements like the Renaissance and the Reformation. These movements brought many changes in cultural, intellectual, religious, social and political life of the people all over the world. This period is also characterised by urbanisation, faster means of transport and communication, democratic systems and uniform laws based on equality.

The literal meaning of Renaissance is 'rebirth'. It started in Italy around 14th Century AD. Italy was divided into small city states at that time. Many of them were built on the ruins of ancient Roman buildings. The geographical position of Italian cities made them great trading and intellectual centers. Moreover, the position of Italian cities such as Venice made them centers of trade and intellectual crossroads. Many great ideas, along with wealth, were brought by merchants from far corners of the globe. The new form of political and social organization gave political freedom and a suitable atmosphere for academic, artistic and cultural advancement. People had more leisure time for study and other activities.

MODULE - 1
India and the World
through the Ages

This was also a period of great economic expansion. Many commercial and financial techniques were developed for trade practices like book keeping, bills of exchange and public debt. This enabled Italy to become the centre of Renaissance. The major developments of this time were the revival of urban life, commerce based on private capital, banking, formation of nation states, explorations to find new routes and territories and the development of vernacular literature which was popularized by the printing press. This new mercantile society was less hierarchical and more concerned with secular objectives. It was in sharp contrast to the earlier rural, tradition bound society. The adventures and explorers played a significant role in opening a world economic system. Many new commodities were brought from America, Asia and Africa after the discovery of trade routes. These goods enriched the life of Europeans and inspired them to develop new ways of producing them in large numbers to make profit. The result was that merchants, entrepreneurs and bankers joined hands and 'Capital' came to enjoy an important position in the political life as well as in relations with other countries.

The new ideas that were generated in this period like humanism, rationalism and the spirit of inquiry brought a profound change in the thinking pattern of the people. There was a renewed interest in the cultural achievements of the Classical Greek and Roman Civilisations. Human beings became the central concern of the new scholars. They believed in the creative potential of the human beings and their right to seek joy and pleasures in this world itself. This was contrary to the belief of the Medieval Church which opposed worldly pleasures. This respect for human beings encouraged interest in art, history, language, literature, ethics, etc. Do you know that it was at this time that the disciplines grouped under 'humanities' were born?

The spirit of Humanism also found expression in the field of art and literature. The greatest achievements of Renaissance artists were in the field of paintings. Painters studied the anatomy and proportions of the human body. They wanted the human beings to be painted in realistic form and proportion. Some of the outstanding artists were Leonardo da Vinci, Michelangelo, Raphael, Botticelli and Titian. Even in the field of sculpture, artists began to make free standing statues. These sculptures now stood apart from the building or background and were separate works of art. The first great Renaissance sculptor was Donatello who made the statue 'David'.

Figure 3.1 *Leonardo da Vinci's Monalisa*

The Renaissance spirit also marks the rise of Nationalism in Europe. People now began to free themselves of medieval religious restrictions and

bonds. National identities grew stronger and this was reflected in the development of modern European languages such as Italian, Spanish, French, German, English etc. as the languages of literature. Now the writers used local languages in poetry, drama, prose, etc., instead of Latin. The works of Renaissance authors became accessible to a large number of people due to the use of vernacular languages and the introduction of printing press. The Bible was printed and read by a large number of people. Several works that were produced in Modern European languages were Dante's *Divine Comedy*, *Erasmus*, *In Praise of Folly*; Machiavelli's *The Prince* and Cervantes' *Don Quixote*.

Two major developments took place in the history of Europe towards the later part of the Renaissance. The first was the Protestant Reformation which resulted in the split in Christianity. The second development concerned reforms within the Roman Catholic Church, generally referred to as Catholic Reformation or Counter Reformation. Reformation was a part of the socio-religious and political movement which led to the emergence of the modern world.

ACTIVITY 3.1

Rationalism, Humanism, Inquiry, Observation, Experimentation and Reasoning were some of ideas that come up during the Renaissance period. Find their meanings and relate their relevance in our lives today.

3.3 REFORMATION

The Medieval Catholic Church came to be associated with superstitions, corruption and greed for money. Superstitious peasants were convinced by the Church that it possessed the true Cross. People were used to paying fees for seeing a piece of wood as the true Cross because it was believed that sacred relics had healing power. The Church laid more emphasis on blind faith than reason as it was the means to extract money from the devotees. All this changed with the coming of the Renaissance. In the new spirit of the Renaissance nothing could be accepted. Do you know that it was in 1517 AD that a German priest called Martin Luther first challenged the authority of the Roman Catholic Church? According to him, the Bible was the only source of religious authority. He believed that salvation could be attained through faith in Jesus Christ instead of having blind faith on the Church. He protested against some practices of the Church such as the selling of positions in the church, the issuing of the letters of indulgence for works of charity or going on crusades, to the highest bidder. Luther had the protection of the German Princes, primarily because of his desire to seize church property. But on 3 January 1521, he was excommunicated by Pope Leo X after he refused to stop writing against the Church.

Luther's views started the Protestant Reformation in the West and it divided the Christian world into two, the Protestants and the Roman Catholics. According to him, Christians must win salvation by following Christ and not by buying letter of indulgence. Though the Reform Movement in England was influenced by Lutheran ideas, the English Reformation occurred as a direct result of King Henry VIII's efforts to divorce his first wife, Catherine of Aragon. Thomas Cromwell, the King's Chief Minister, helped the Parliament to pass the Act in Restraint of Appeals and the Act of Supremacy. It gave a royal headship to the King over the church. The king was allowed to marry Anne Boleyn, a commoner.

Figure 3.2 *Martin Luther*

Notes

The Reformation proved to be a great upheaval for religious revival. A Reform Movement also took place within the Catholic Church. This is known as the 'Counter Reformation'. It aimed to reduce corruption as well as to improve and strengthen Catholic Church. It began in Spain where Ignatious Loyal founded the 'Society of Jesus' which stressed upon service of God, charity, chastity and missionary work. The movement started by Martin Luther spread to other countries of Europe through the efforts of King Henry VIII of England, Huldreich Zwingli and John Calvin.

INTEXT QUESTIONS 3.1

1. Fill in the blanks:

    (a)   .... expressed its belief in the creative potential of human beings.

    (b)   Ignatius Loyal founded the ....

2. Define feudalism. Give at least two features of feudalism.

3. What were the main ideas of Renaissance?

4. Enlist at least two teachings of Martin Luther which influenced reforms in the Church.

3.4 DEVELOPMENT OF SCIENCE

During the Renaissance, extraordinary accomplishments were made in the field of science. We have already read that the Renaissance thinkers emphasized more on

reason than on blind faith and stressed that knowledge could be gained by observation and experimentation. They rejected blind faith in tradition and established beliefs. This resulted in a scientific inquiry that had almost disappeared. Renaissance also brought about a scientific revolution. Artists like Leonardo da Vinci made observational drawings of anatomy and nature which were a unique blend of science and art. The period also saw remarkable achievements in medicine and human anatomy. Michael Servetus, a Spanish doctor, discovered the circulation of blood. William Harvey, an Englishman explained the function of the heart in purifying blood and its circulation through veins. The beginnings that were made by the Renaissance scientists paved the way for observation and experimentation in other fields of knowledge.

One of the most remarkable achievements of the Renaissance in science was in the field of astronomy. Have you heard of Copernicus, Kepler and Galileo? They were great astronomers who formulated and tried to prove that the Earth revolves around the Sun. Before the Renaissance, it was believed that the Sun revolved around the Earth and whoever questioned this was denounced as a heretic. Copernicus in his book *On the Revolution of the Heavenly Sphere* argued that the earth and the planets move around the sun in concentric circles. Even though the theory was imperfect, it aroused thinking and reasoning. Kepler further developed this theory and said that the other planets move in elliptical paths around the sun. He also argued that magnetic attractions between the Sun and the planets kept the heavenly bodies in an orbital motion. Further on this assumption, Isaac Newton developed his Law of Universal Gravitation. With his self manufactured telescope, Galileo discovered the moons of Jupiter, the rings of Saturn and spots in the Sun. He also confirmed the findings of Copernicus. Renaissance also developed a curiosity in the minds of Europeans about other lands and other peoples. Let us find out how this happened.

3.5 DISCOVERY OF NEW LANDS

The spirit of inquiry encouraged many adventurers to discover new lands. The new trade routes that were discovered changed the history of the world. It is said that 'God, Glory and Gold' was the main motive behind these discoveries. But the motive of gold or economic need was the most important. Before the geographical discoveries, Europeans obtained articles like spices, cotton, precious gems, silk, etc. from the Eastern part of the world. They travelled through the Arabic and Islamic territories for the supply of these articles. This was not very convenient and also posed uncertainties. So a direct sea route to South East Asia was discovered as it had a potential of a lucrative trade. The explorers also had another motive, which was to convert the people of the newly found areas to Christianity. It also became a means for them to serve God. In addition, the adventurers also hoped to acquire fame by discovering new lands. Some did indeed become very famous. Have you heard about

Modern World – I

MODULE - 1
India and the World
through the Ages

Vasco da Gama discovering India and Columbus who set out for India but discovered America? Do you know Ferdinand Magellan was the first explorer to lead an expedition around the world? Bartholomew Diaz was another famous explorer.

Why do you think that these great adventures and voyages were sponsored by kings and wealthy people? The tremendous increase in trade and colonization had a great impact on the enhancement of European wealth. One of the most famous kings who sponsored the voyages was the Portuguese King Henry, who is also known as Henry the Navigator. The technological base for these discoveries came from the invention of the compass, astrolabe, astronomical tables and the art of map making. These voyages led to the establishment of

Figure 3.3 *Vasco da Gama*

trading outpost and colonial empires in different parts Africa, America and Asia. Now commercial focus shifted from Mediterranean Sea to the Atlantic Ocean. Many new commodities were added to trade such as tobacco, molasses, ostrich feathers, potato, etc. It also started the inhuman slave trade in America. Slaves were captured from Africa, transported across the Atlantic Ocean and sold to work in plantations in North America.
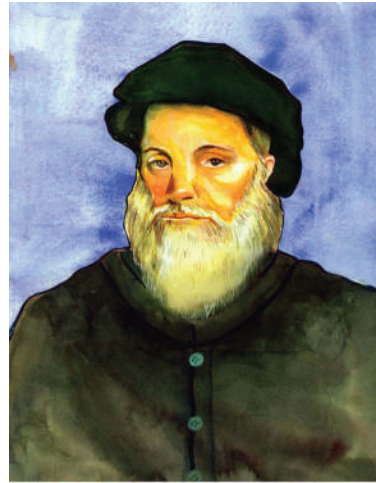
These trade practices and new sea routes helped the European merchants to accumulate huge wealth which they invested in the development of new machines. This led to the coming of the Industrial Revolution which made them more powerful and wealthy.

ACTIVITY 3.2

On a world map trace the sea routes taken by Vasco da Gama, Ferdinand Magellan and Christopher Columbus to reach new destinations.

3.6 INDUSTRIAL REVOLUTION

The Industrial Revolution began in England from about 1750 AD. This was possible because English merchants had accumulated huge wealth through overseas trade and her colonies secured the supply of raw materials. The colonies also acted as potential markets for finished goods. Moreover, England had huge amount of essential resources such as coal and iron which were necessary for running the industries. Thus, the capitalists invested in the development of new machines to speed up the

Notes

production with the aim of earning more profits. Now machines began to take over some of the work of humans and animals for production. Though there was new development and the coming in of new machineries to improve production, the society became unequal. It created a division in society with the coming of two groups of people – the capitalist or the bourgeoisie and the worker or the proletariat – as they were later called. You will read more about the Industrial Revolution in the next lesson.

INTEXT QUESTIONS 3.2

1. Choose the correct answer:
   (a) Who discovered the sea route to India?
      (i) Bartholomew Diaz   (ii) Vasco da Gama
      (iii) Columbus   (iv) None of these
   (b) Which of the following was not a result of the voyages of discovery?
      (i) Setting up of colonies in Asia and Africa
      (ii) Expansion of European commerce
      (iii) Rise in the prosperity of the colonies
      (iv) Beginning of slave trade

2. Name at least two contributions of the Renaissance in the field of Science.

3. Enlist at least three discoveries which helped the Europeans to find new sea routes.

4. Identify the significant change in the society due to the Industrial Revolution.

3.7 AGE OF REVOLUTIONS

The European Revolution of 1848 brought a series of political upheavals with their opposition to the traditional authority. There was a very strong dissatisfaction with political leadership and people started demanding more participation in the affairs of the states. Political awareness, ideas like liberty, equality and fraternity were popularised by the printing press. The revolutions which were most important occurred in America, France, Germany, Italy and Russia. Britain had already faced a major change with the Glorious Revolution. The United States of America was born after the American War of Independence and Russia experienced a workers' movement which led to the establishment of a socialist government. These upheavals were accompanied by a feeling of nationalism amongst the population of many states which had been encouraged by enlightened ideas. Now we are going to read about these revolutions.

MODULE - 1
India and the World
through the Ages

3.7.1 The Glorious Revolution

The Glorious Revolution of 1688 occurred in England much before the Age of Revolutions and proved a source of inspiration for the world. It was called the Glorious Revolution because no blood was shed to achieve its success. The Stuart king James II lost the popular support of his countrymen. This was due to his harsh attitude towards the people. The creation of an expensive standing army and increasing employment of Roman Catholics in the government, army and universities had angered the people. The Parliament removed King James II from the throne in favor of his daughter Mary II and her husband William III, Prince of Orange. The autocratic rule of James II was replaced with a constitutional form of government. It showed that the Parliament had the power to change the monarch.

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3.7.2 American War of Independence

It will be interesting for you to know that some of the political rights that we enjoy today are the direct outcome of two very important revolutions that occurred in the later part of the 18th century. They played a crucial role in the shaping of the modern world. These were the American Revolution and the French Revolution. Through these revolutions, people asserted their rights and ended exploitation.

Around the 16th century, many Europeans had settled in America because of religious persecution in England. Some of them were also attracted by economic opportunities. They had formed 13 colonies which had local assemblies to settle their problems. These colonies were suffering due to the British economic policy of mercantilism through which they tried to regulate colonial commerce in the British interest. The colonies were not permitted to set up industries as it would result in competition with the British industries like iron and textile. They had to export sugar, tobacco and cotton only to England, at prices determined by the mother country England. This provoked opposition from the British American colonies.

By the 18th century, the wars with France and in India were proving very expensive for Britain. She needed money to fight these wars, and this was done by collecting taxes from the American colonies. In 1765, the British Parliament passed the Stamp Act on all business transactions like official documents, deeds, mortgages, newspapers and pamphlets. The revenue was used to pay the cost of maintaining 10,000 British troops in America. The Act was opposed by the colonists. Riots broke out in colonial port cities. The colonial assemblies passed resolutions against the Stamp Act. The British Parliament had to repeal the Stamp Act in 1766. However, the Parliament continued the tax on tea. On 16th December, 1773 some Americans disguised as Native Indians descended upon the three ships of the East India Company and dumped the tea into the sea. This incident is known as the Boston Tea Party. The Parliament closed the Port of Boston but the trigger was set for the American War of Independence.

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The representatives of the 13 colonies called the meeting of the first Continental Congress at Philadelphia in 1774 and appealed to the King of England not to impose taxes without their consent. The King regarded this as an act of rebellion and declared war. This led to fights and finally to the 'Declaration of Independence' on 4 July, 1776 at a Congress at Philadelphia which proclaimed their independence from Great Britain and the formation of a cooperative union. It inspired the whole world with its emphasis on equality, right to life, liberty and pursuit of happiness. The Bill of Rights granted many freedoms such as freedom of speech, press, religion and justice under law. The American Revolution was a struggle by which the thirteen American colonies won independence from Britain and gave birth to the nation that is now called the United States of America (USA).

ACTIVITY 3.3

Imagine you are a newspaper reporter who was a witness to the Boston Tea Party. You interviewed the English East India Company officials, the Americans who participated and passersby who had seen the act. Write a newspaper article on it bringing out their versions of the story. Also, give your opinion of what must have taken place.

3.7.3 French Revolution

In the 18th century, French society was still feudal in character with the monarch exercising complete authority. It was divided into three classes or estates. The First Estate of Clergy or Church and the Second Estate of Nobility enjoyed all the luxuries and many privileges over religion and the governance of the country. The Third Estate of the Commoners such as peasantry, city workers and the middle class were heavily burdened with taxes.

The internal condition of France made it an ideal stage for a revolution to take place. Louis XVI and his wife Marie Antoinette's luxurious lifestyles had emptied the treasury and made the country bankrupt. Louis XVI was forced to call a meeting of representatives of the three estates- the clergy, the nobility and the commoners in 1789. He wanted to gain approval for new tax law. The third estate demanded equality in taxation and abolition of special privileges enjoyed by the first two estates. It declared itself a National Assembly and took over the sovereign power from the Emperor. The historic French document, 'Declaration of the Rights of Man and Citizen' was adopted. It was later embodied as the preamble in the French Constitution of 1791. This was influenced by the U.S. Declaration of Independence, asserting the equality of all men, the sovereignty of the people and the rights to liberty, property, security, right to education, to free speech, to be informed, right of the poor to public assistance, a ban on torture and slavery, recognition of the right of the people

MODULE - 1
India and the World
through the Ages

to choose their government and the eligibility of all citizens for employment in public offices.

The French Revolutionary Wars and the Napoleonic Wars starting from 1789 and lasting for about 15 years resulted in the formation of the French Republic. The French Revolution tore down the medieval structures of Europe and brought in new ideas of liberalism and nationalism. France witnessed a complete change in the government, administration, military, society and culture. France became a republic under Napoleon Bonaparte. The guiding principles of the French Revolution were Liberty, Fraternity and Equality. The revolutionaries were inspired by the ideas of many Enlightenment thinkers and philosophers such as Voltaire, Montesquieu and Rousseau.

The American War of Independence and the French Revolution popularizsd the feeling of nationalism all over the world. The idea of nationalism from America, France and Britain influenced the Italians. The result was a revolution for a unified kingdom of Italy in 1861.

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ACTIVITY 3.4

Given below are the flags of France and America. What role do you think these flags played in the French Revolution and the American War of Independence? Find out what the different colors signify. Do you think the Indian flag played a similar role in the Freedom Struggle?

Count the number of stars in the American map. What do you think it represents? Count the number of stars in the present day flag of America.

Figure 3.4 *Flag of France during the French Revolution*

Figure 3.5 *Flag of the American War of Independence*

Notes

3.7.4 Unification of Italy

In the 18th century, Italy was a collection of states, each having its own monarch and traditions. Some of them were Venetia, two Sicilies, Papal States, Sardinia, Tuscany, etc. During the Middle Ages, the Pope increased their influence in both religious and political matters. The Pope established their own political rule in what were called the Papal States. Soon Italy began to grow in importance. They became centers of political life, banking and foreign trade. During the Renaissance, Italy became even more important than the other states, about which you have read earlier. For many years, France and the Holy Roman Empire fought for the control of Italy. The French Revolution of 1789 played an important role in the history of Italy. The Italian rulers sensing danger in their own country drew closer to the European kings who opposed France. After France became a republic, secret clubs favoring an Italian Republic was formed throughout Italy. From 1796 till 1814, when Napoleon Bonaparte was defeated by the European powers many Italians had started seeing the possibility of a united Italy free from foreign control.

Many revolutionaries like Mazzini and Garibaldi along with some secret societies kept spreading the idea of an independent unified republic among the Italians. From 1849 onwards, the Kingdom of Piedmont-Sardinia which was a monarchy under Victor Emmanuel took an active role in this unification. It was significant that the Italian unification was headed by a monarch. Under his leadership, Cavour the Prime Minister ousted the Austrians form Lombardy, Tuscany, Modena, etc. Garibaldi led the revolt and liberated Sicily and Naples. He handed over the charge of the two states to Emmanuel and declared him the King of Italy. Later, Rome and Venetia joined the federation of Italian states. The process of unification of Italy began with the Congress of Vienna in 1815 and ended with the Franco-Prussian War in 1871.

3.7.5 Unification of Germany

After Napoleon's defeat in 1815, many Germans wanted an independent Germany. Germany was a confederation of 39 small states, led by Austria and Prussia. These states were always at war with one another, deterring the economic progress of Germany. The King of Prussia, Kaiser William I, chose a Prime Minister Bismarck to unify Germany under the rule of Prussia, and excluding Austria and France completely. Bismarck was fearless and believed in the urgent need for unification in Germany. He started with the modernisation of the army, defying the parliament in collecting taxes. His policy came to be known as 'Blood and Iron' policy and earned him the nickname of the 'Iron Chancellor'.

Figure 3.6 *Otto Von Bismarck*

MODULE - 1
India and the World
through the Ages

Notes

With this improved army, Bismarck encouraged the German population of Schleswig and Holstein to revolt against their ruler Denmark. In 1864, Bismarck joined hands with Austria against Denmark. Bismarck's next target was Austria. Prussia defeated Austria and formed the North German Confederation. Bismarck promised the province of Venice to Italy and kept her out of the war. Austria was forced to give Venice to Italy, ending the Austrian control in Italy. He also promised territorial compensation to Napoleon III of France and kept it out of the war. He had already secured Russia's support by helping them in suppressing a revolt in Russian controlled Poland.

The only obstacles to Prussian dominance of Germany were four small German states in Southern Germany and the disapproval of Napoleon III of France. But a disagreement between the two countries led France to declare a war on Prussia. The Franco-Prussian War was quite short. Prussia invaded France in 1871 and defeated the French. Napoleon III abdicated the throne and France was forced to give up Alsace and Lorraine. The remainder of the German states, except Austria, were annexed and joined with Germany. The unification of Germany was complete under Kaiser William I. Soon Germany emerged as the leading power in Europe, building a colonial empire to further German economic interest and increase German influence in the world.

3.7.6 Socialist Movement and the Russian Revolution

The Industrial Revolution had led to an unequal society. On the one hand were the workers who were poor, exploited and without any rights; and on the other were the capitalists who enjoyed all the privileges. At that time, some people began to think about the society that should be based on equality in social and economic terms. Ideas like equality, freedom of speech and democracy gave encouragement in this regard. The idea of socialism, which tries to establish equal society, began to take root. The most powerful and influential ideas of socialism was given by Karl Marx and Friedrich Engels. In the book *Das Capital*, Marx pointed out that history of all societies is the history of class struggle. According to him the capitalists always try to increase their profits by reducing the wages of the workers which leads to class conflict. He predicted that the struggle will be successful with the end of capitalism and the coming of socialism. This will result in the control of the ownership of the means of production in the hands of the state and the birth of an equal society.

The first practical example of this was the Russian revolution which resulted in the establishment of the first socialist government of the world. Russia was industrially backward and was based on an agrarian economy. Tsar was an autocratic and oppressive ruler; hence the workers and the peasants suffered a lot. The Revolution of 1905 led to the formation of a constitutional monarchy with the formation of the Duma; the members of whom were representatives of peasants, townsmen and

gentry. Even after the 1905 of Revolution, the civil rights and democratic representation was limited and hence the unrest continued.

In 1917, occurred another revolution in Russia. It happened because the condition of the Russian workers and peasants, and non Russians living in Russia had become quite miserable under the autocratic rule of Tsar Nicholas II. Exploitation along with inhuman working conditions and huge amount of taxes had made the people rise against him. People were also denied any political rights. Russia had also entered World War I for imperialist gains. But she was unequipped to do so. Thousands of Russian soldiers were killed in World War I as they were ill equipped with no proper warm uniforms and arms to fight in the cold desert of Siberia. Many skilled workers were forced to enlist in the army and fight in the battlefields resulting in their deaths. The nobility were also dissatisfied with Tsar Nicholas II due to his autocratic ways. Famines further worsened the situation in the country. This resulted in labor riots and strikes. Striking crowds attacked courts, prisons and office premises. There was widespread unrest among all sections of society. The army lacked ammunition, the cities lacked food while the peasants failed to get proper return for their produce. The government in the meantime had printed millions of Rouble notes leading to inflation. The situation slipped out of Tsar's hands.

Figure 3.7 *Demonstrations by the People on 18 June 1917 at Petrograd. The banner says, "Down with the 10 Capitalist Ministers; All Power to the Soviets of Workers', Soldiers', and Peasants' Deputies; and to the Socialist Ministers, we demand that Nicholas II be transferred to the Peter-Paul Fortress."*

This situation was further worsened by the writings of Marx and Tolstoy which influenced the people, especially the workers, and led to their political awakening. This led to the formation of the Council of Workers called the Soviets. In February 1917, Tsar was deposed and a Provisional Government was established under the

Modern World – I

MODULE - 1
India and the World
through the Ages

control of the Menshevik Party. But the Government failed to fulfill the demands of the people. Another Party called the Bolshevik headed by Lenin organised the Soviets and replaced the Government in October 1917. This October Revolution was the final stage of the Russian Revolution. It brought to an end the rule of the Tsar and led to the formation of the USSR and a new world order.

In the next lesson you will read more about Industrialisation, Imperialism and the World Wars. You will be able to understand how the Industrial Revolution changed the face of the world and brought about tremendous changes in the life of the people. You will also read the impact it had on the non-industrialised countries of the world and how it led to conflicts which are till today considered to be some of the most horrible wars faced by the world.

Notes

INTEXT QUESTIONS 3.3

1. Choose the correct answer:

    (a) In how many colonies was America divided?

        (i) 13   (ii) 14   (iii) 15   (iv) 16

    (b) The Third Estate in France comprised of the:

        (i) Nobility   (ii) Clergy   (iii) Commoners   (iv) Monarchy

    (c) German Unification was successfully carried out under the leadership of:

        (i) Cavour   (ii) Mazzini   (iii) Bismarck   (iv) Garibaldi

2. 'The Glorious Revolution of 1688 was a source of inspiration for the world'. Justify this statement within 30 words.

3. Enlist at least two similarities between the American War of Independence and the French Revolution.

4. The Russian Revolution was inspired by the ideology of socialism. Explain briefly.

WHAT YOU HAVE LEARNT

● The feudal order of Medieval Europe broke down as a result of several factors such as the emergence of towns and cities, the revival of trade, the growth of commercial agriculture and the aspirations of the rising merchant class.

● The Renaissance or Rebirth that took place in Europe around the middle of the 14th century began with a renewed interest in the cultural achievements of Classical Greece and Roman Civilisations. It resulted in a profound change in the thought pattern of the people.

Notes

- The idea of humanism stressed on the creative potential of human beings and the human being became the subject of study of the humanists.

- The Reformation was an attempt to question the abuses that had crept into the practices of the Church. It was started in Germany by Martin Luther. It soon led to the division of the Christian World into the Catholics and the Protestants.

- One of the important achievements of the Renaissance was the development of rationality and scientific attitude and the growth of modern science. Copernicus, Keplar, Galileo and Newton are remembered for their contributions in this area.

- The Renaissance spirit of inquiry led to the voyages of exploration and the discovery of new lands. These voyages had far reaching consequences for a large part of the world.

- The Industrial Revolution began in England from around 1750 A.D. The coming of the Industrial Revolution increased the rate of industrial production several times over. It created a class of industrial workers/proletariat who were miserably exploited by the capitalists/bourgeoisie.

- The American Revolution that took place in 1776 inspired the whole world with its ideas of equality and freedom and the rights of people.

- The French Revolution was inspired by the ideas of philosophers such as Montesquieu, Voltaire and Rousseau. It had a deep influence on the modern world with its ideas of freedom, equality and fraternity.

- The rise of the feeling of nationalism led to the movements for unification of countries like Germany and Italy.

- The problems and concerns of the new industrial working class led to the rise of the ideas of socialism. The Russian Revolution was an outcome of the growth of such consciousness and it led to the establishment of the first socialist government in the world.

TERMINAL EXERCISES

1. How did the rise of towns and emergence of trade led to the decline of feudalism?

2. Why do you think Renaissance marks a break from earlier patterns of thought and existence? Write in about 100 words.

3. How did the Reformation impact Europe and the rest of the world?

4. How did the discovery of new lands change the economy and society in the modern world?

5. Enlist the main ideas given in the Declaration of American Independence.

Modern World – I

MODULE - 1
India and the World
through the Ages

6. Which ideas of the French Revolution had an impact on the world order?

7. Discuss the strategies used by the German and Italian leaders for their unification.

8. Describe the conditions of the industrial workers which influenced the Russian Revolution.

ANSWERS TO INTEXT QUESTIONS

3.1

1. (a) Renaissance scholars

   (b) Society of Jesus

2. Feudalism is defined as a system in which people were given land and protection by lords in return for their labor. Its two features were:

   (a) The workers worked and fought for their lords.

   (b) The king was the most powerful feudal chief.

3. The spirit of humanism, rationalism and inquiry.

4. (a) Martin Luther advocated for salvation through faith on Jesus Christ and not through the blind faith on the church.

   (b) The Bible was the only source of religious authority.

3.2

1. (a) (ii)

   (b) (iii)

2. (a) The emphasis on reason than on blind faith.

   (b) Scientific inquiry based on observation and experimentation.

3. Compass, astrolabe and the art of map making.

4. The society became unequal and was divided into two groups of people – the capitalist or the bourgeoisie and the worker or the proletariat.

3.3

1. (a) (i)

   (b) (iii)

   (c) (iii)

Notes

2. The Glorious Revolution proved to be a source of inspiration for the world because the Parliament was able to replace the autocratic rule of James II with a constitutional form of government without shedding any blood.

3. (a) Both the Revolutions helped assert the rights of the people and spoke against exploitation.

   (b) Both popularised the feeling of nationalism all over the world.

4. The French and Renaissance ideas like equality, freedom of speech and democracy, along with the writings of Marx helped in strengthening the idea of socialism. It advocated the control of the ownership of the means of production in the hands of the state which would give birth to an equal society. This influenced people and led to political awakening of the people, especially the workers resulting in the Russian Revolution.

MODULE - 1
India and the World
through the Ages

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MODERN WORLD – II

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In the last lesson, you read about the developments during the Renaissance which brought many changes in the European society. Extraordinary accomplishments were made in the field of science. People rejected blind faith and tradition and laid more stress on observation and experiments. The coming of the printing press created political awareness about new values and ideas like liberty, equality and fraternity. Political conditions in many countries of Europe led the adventurers to discover new sea routes to many territories of the world. Missionaries ventured into new domains to spread Christianity and merchants brought in goods from different parts of the world. The time was right for technological changes that brought the Industrial Revolution and revolutionised the life of the working classes especially in England. Let us now read about the impact of the Industrial Revolution, Imperialism and Colonialism in Asia and Africa. We will also read about the two World Wars and about the formation of the United Nation Organisation in this lesson.

OBJECTIVES

After reading this lesson, the learner will be able to:

- describe the Industrial Revolution;

- discuss the innovations and technological changes brought in by the Industrial Revolution;

- assess the impact of the Industrial Revolution on society;

- identify the factors responsible for the rise of Imperialism and Colonialism;

- discuss the various stages of development of Imperialism in Asia and Africa;

Notes

- trace the events which led to the two World Wars; and

- list the objectives of the United Nations Organisation.

4.1 INDUSTRIAL REVOLUTION

In the 18th century came the Industrial Revolution. It brought social and economic changes that marked the transition from a stable agricultural and commercial society to a modern industrial society. Historically, it refers to the period in British History from 1750 to 1850. Dramatic changes in the social and the economic structure took place as inventions and new technology created the factory system of large-scale machine production and greater economic specialisation. The population which was employed in agriculture now gathered in urban factories. Do you know why this happened? Earlier the merchants supplied the family with raw materials and collected the finished products. This system did not meet the growing demands of the markets for long. So by the end of the 18th century, rich merchants set up factories. They installed new machineries, brought raw materials and employed workers on fixed wages to make machine made goods. Thus the factory system was born.
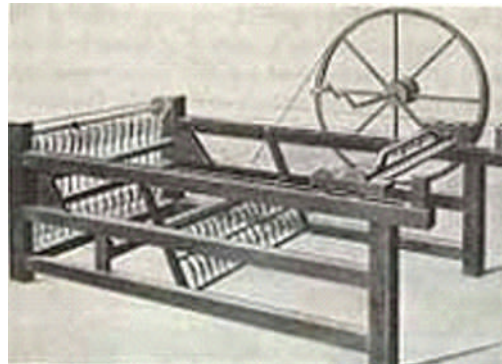
Figure 4.1 *Early Spinning Machine*

The Industrial Revolution started in Britain with the use of steam power. This was made possible with the invention of the Steam Engine by James Watt in 1769. In 1733 John Kay's invented the Flying Shuttle which simplified the process of weaving cloth and which increased the output four times. James Hargreaves invented a hand powered spinning wheel, the Spinning Jenny, to create multiple spools of thread at once. After the invention of the Spinning Jenny, cotton textiles became the key industry of this period. The presence of large quantities of coal and iron proved a decisive factor in Britain's rapid industrial development. The building of canals and roads, as well as the advent of the railroad and steamship, widened the market for manufactured goods. New periods of development came with electricity and the gasoline engine.

Modern World – II

MODULE - 1
India and the World
through the Ages

Britain had all the resources that were needed to make her an industrialised power. By 1850, the Revolution had been accomplished with industries becoming a dominant factor in British life. The effect of the Industrial Revolution was felt worldwide. France after 1830, Germany after 1850 and U.S. after the Civil War soon started industrialisation. Let us read further how industrialisation was achieved.

Major inventions and reforms gave a boost to agriculture in England. Important innovations took place in farming such as Jethro Tull's Seed Planting Drill which aided in planting seeds at uniform intervals and depths without any wastage. Between 1760 to 1830, the British Parliament passed nearly 1000 Enclosure Acts by which the lands which had earlier belonged to the community were combined into larger areas. Though all this helped to increase agricultural production but at the same time rendered a large number of people landless. Now only a few people were needed to work on the farms so a large number of people started migrating to cities for employment. This provided cheap and abundant labour to work in the factories.

The favorable political conditions in England further helped in the growth of the Industrial Revolution. Acts like the removal of trade barriers and a common market aided the merchants. England was able to capture the overseas markets primarily with the development in transportation. Many European countries had by now started following the Policy of Mercantilism. Under this Policy, governmental control was exercised over industries and trade. It was based on the theory that national strength was indicated by more exports and less imports. This theory also believed that wealth of a nation depends on the possession of gold and silver and the governmental interference in trade should be very limited.

What factors do you think made it possible for England to be the first country to be industrialised? England enjoyed a geographical advantage over other countries. It had a secured island location with an easy proximity to sea. But at the same time it was isolated from the rest of Europe and hence progressed unhindered. Waterways like canals, rivers and sea helped England to have the largest free trade area, without tolls or barriers. These advantages made England a favourable location for the Industrial Revolution.

4.2 INNOVATIONS AND TECHNOLOGICAL CHANGES DURING THE INDUSTRIAL REVOLUTION

Many innovations, inventions and technological changes took place during this period. It helped to make the industrialised countries more powerful and efficient. Now production could be done much faster and in large quantities which made things cheaper. These inventions had maximum impact on the textile and transport industries which you are going to read now.

Notes

MODULE - 1
India and the World
through the Ages

Modern World – II

Notes

4.2.1 Textile Industry

Technological advancements in the textile industry started a series of inventions in iron and steel production. Other countries were inspired to follow the example of England as manufactured goods from England were flooding the world markets. To safeguard their interests Britain passed laws to ban textile workers from leaking out information about industrial technology or to travel to other countries. But in 1789, Samuel Slater slipped out of England to America. He took the knowledge of British textile industry with him which initiated Industrial Revolution in America. Vast new areas were brought under cotton plantations in America which increased the demand for slaves. Similar incidents started Industrial Revolution in France and Germany also.

Do you know that Arkright was called **'The Father of the Factory System'**? He created the first factory that was specially built to house machinery, where the working hours were fixed and the people were employed rather than kept on contractual basis. In 1779, Samuel Crompton invented the 'Spinning Mule' while Edmond Cartwright made the first water driven powered loom. The textile industry stimulated other industries such as dying, bleaching, and printing.

ACTIVITY 4.1

Try to visit a handloom center or a family of weavers near your neighborhood. Find out about the kind of work they do; whether there is division of labour between the men and the women. What kind of technology they use? What are the problems they face? Do they employ children or do their children help them in their work? Write a report on your findings.

The innovations and technological changes which led to advancement in manufacturing, transport and communication industries followed closely with chemical, electrical, petroleum and steel industries. The discovery of trade routes not only gave a boost to Industrial Revolution but also led to a competition among colonial and imperialist powers for expanding their empires to fulfill the need of industries for raw materials, new markets and cheap labour. The imperialist expansions led to struggle for supremacy and the two World Wars. The colonies were exploited; their traditional social, economic and political systems were destroyed. They started opposing the foreign rule and to establish their own nations.

4.2.2. Steam Engine

Another major achievement of the Industrial Revolution was the development and application of steam power. Even the earlier devices were improved upon and developed into machines as the number of industries had increased. So, enormous power was needed for production. In 1705, Thomas Newcomen built an engine for

MODULE - 1
India and the World
through the Ages

pumping water from coal mines. In 1764, James Watt improved upon the design and improved the efficiency of Newcomen's engine fourfold. He introduced a chamber with a jet of cold water to condense the steam and cause vacuum. This was also a period of transfer of one technology to another. Watt used John Wilkinson's drill gun to bore the large cylinder for his engine. The steam engine soon replaced the earlier locomotive coal engines. It increased the demand for railway lines. The steam engine made the technology portable and was in demand by other industries. Now there was no need to locate the factories along rivers or lakes any longer.

Notes

4.2.3 Coal and Iron

The steam engine, coal and iron laid the foundation for modern industry. It was believed that only people with 'death wish' worked in mines. Coal was moved along horizontal tunnels in baskets and then hauled up a vertical shaft to the surface. The movement of coal from mines was totally dependent on muscle power – animals, men, women and children. The coal mines had dangerous working conditions. Unfortunately the children were preferred because of their small size.

The demand for coal went up with the increase in the use of steam power. Great progress was made in coal mining such as tunnel ventilation, transportation of coal, use of gunpowder to blast away ridges and the use of safety lamps. But the coal miners suffered from many hazards and health problems like lung disease.

Significant improvements were made in the iron industry during this time. In 1709, Abraham Darby produced pig iron smelted with coke. Earlier pig iron was smelted with charcoal which was derived from wood which resulted in fast depletion of England's forests. In 1784, Henry Cort, an ironmaster, developed a process for producing a less brittle iron. It was called wrought iron. It proved to be a very useful metal in industrial processes. In 1774, John Wilkinson invented a drilling machine that could drill holes with great accuracy. Between 1788 and 1806, the production of iron increased many times and the use of iron spread to farm machinery, hardware, shipbuilding, etc.

The development in the iron and textile industries made it necessary to invent better transportation facilities for cheaper and quicker movement of goods. It was urgently required to fulfill the need of domestic and foreign markets.

4.2.4. Means of Transportation and Communication

The improvement in the means of transport and communication was a great encouragement to the Industrial Revolution. The raw materials, finished products, food and people needed a reliable system of transportation. Improvements in bridges and road construction were made early in the 1700's. They helped to transport the

Notes

raw materials and factory made products to their destinations. In 1814, George Stephenson built the first steam locomotive engine to run on railway tracks. Soon the steam engines and railways were transporting goods over tracks throughout England and supporting the canal transportation.

Figure 4.2 *George Stephenson's 'Rocket', 1829*

? Do you know

The first railway line to use locomotive traction and carry passengers as well as freight was between Stockton to Darlington, in the year 1825.

During the mid-19th century wooden steam powered ships took over sailing ship. Soon after iron ship was used for travelling across the ocean. If the first phase of Industrial Revolution depended on steam, then the second phase depended on electricity. Do you know Michael Faraday had the distinction of inventing the first electric motor? Electricity now became commercially available and was used to run the factories. Faster means of transportation and communication speeding up business transactions, contacts between army units, colonies, countries and even common people. The invention of telegraph and telephone made it possible to communicate anywhere in the world instantly.

4.3 IMPACT OF THE INDUSTRIAL REVOLUTION

The Industrial Revolution also encouraged the movement of the masses towards cities which gave birth to an urban society. The workers now lived close to the workshops or the factories where they were provided employment opportunities. But the working

Modern World – II

MODULE - 1
India and the World
through the Ages

Notes

conditions in the factories were miserable along with poor housing, hygiene and health conditions. The factory owners had only one motive and that was to make profit. Hence he forced the workers to work for long hours on low wages – sometimes 12 to 14 hours daily. Women and children were paid very low wages. The factories were poorly ventilated, noisy, dirty, damp and dark. Do you think this situation continued for long? Gradually the workers began to realise their strength. The pressure came from trade unions. A movement began to save the workers from the injustices of the factory system. Many laws were made to reform the working and living conditions. You will read more about it the coming section.

ACTIVITY 4.2

Look around you, in your family or neighborhood or shop or market. Do you see young children, below 14 years, being employed and denied their right to study? What should be done to educate them? Give it a thought and try to find ways to help them.

There was a tremendous increase in production which resulted in lower cost of goods. Human labour was replaced with the machines and the domestic system of production came to an end. Increase in agriculture production decreased the food prices. A new source of wealth rose from the ownership of factories and machinery. This new group of people was known as the capitalists. They also organised the banking system to distribute capital from surplus income areas to those areas where it was needed. In early 1700's the first private banks were opened by goldsmith, merchant and manufacturers.

Very soon Industrial Revolution spread to other countries. The discovery of trade routes encouraged competition amongst colonial and imperialist powers for expanding their empires to fulfill the need of raw materials, new markets and cheap labour. It started a race for colonies among the European countries, rivalry particularly between England and France. Later on Italy, Germany and other countries also joined the race. These imperialist expansions led to struggle for supremacy and the two world wars about which you will read further in the lesson. They exploited the colonies and destroyed their traditional social, economic and political systems. These colonies in turn started opposing the foreign rules and fighting for their independence.

INTEXT QUESTIONS 4.1

1. Which two natural resources played an important role in the birth of Industrial Revolution in England?

2. How the development in the means of transport and communication assisted the merchants?

3. What were the reason to employ children in coal mines and factories?

4. Match the column:

   (a) James Watt   (i) Iron Industry

   (b) Samuel Crompton   (ii) Electric Motor

   (c) Henry Cort   (iii) Steam Engine

   (d) Michael Faraday   (iv) Spinning Jenny

                          (v) Spinning Mule

                         (vi) Flying Shuttle

4.4 THE RISE OF IMPERIALISM AND COLONIALISM

In the last section you read about Industrial Revolution and how it spread to the countries of the West. By the turn of the 19th century, most of the European countries were industrialised. These countries needed constant supply of raw materials and a ready market for selling the finished goods. So they began to extend control over areas which were not industrialised. The capitalists too needed new places and new industries to invest their surplus capital since these needs could not be fulfilled in their own countries or in neighboring areas. This practice of extending control or rule over the political and economic life of another country is known as Imperialism. This may be done through military or other means. Colonialism meant to acquire colonies and making them dependent by conquest or other means. It was the need for raw materials, markets and places for investment of capital which prompted the imperial nations to conquer lands outside their country. The main feature of Imperialism was economic domination of colonies by an imperial nation through military conquest, political rule or by any other method. The wealth and resources were drained out from the colonies to the imperial countries. The interest of the colonies was subjected to the interests of the imperial country. The country which conquers another land is known as the Imperial Country while the conquered land is known as a Colony. By the end of the 19th century almost all countries of Asia and Africa were under the control of one or the other European nations.

Why do you think these industrialised countries chose Asia and Africa to extend their dominance? This was because these countries were rich in resources but were politically and militarily weak and industrially backward. Unfortunately, they were too far and distant. Without good means of communication, no countries would be able to make profit from them. The growth of Imperialism coincided with the growth of transport and communication. Good roads, steamships, railways and canals were being built by industrialised nations in their own countries and in the colonies. Easy transportation of goods to and from the colonies made things easier for these countries. Troops could also be easily sent to colonies. With the development of telegraph and telephone, messages could be sent easily. Almost every country now came within the easy reach of imperial countries.

MODULE - 1
India and the World
through the Ages

Extreme Nationalism became a major force in the extension of Imperialism. For pride, prestige and glory, some countries like Italy and Germany conquered lands belonging to others. By this time, the Europeans who had developed a feeling of racial superiority considered the people of Asia and Africa as backward. According to them, it was 'the white man's burden' to civilise the 'backward people'. So it was their duty to conquer these countries, spread Christianity and bring enlightenment to them. This feeling provided a moral justification for the conquest of these lands.

This was not difficult as adventurers and explorers played a significant role in inciting a desire among Europeans for conquering lands. They brought back valuable information about the lands they discovered and described the wealth and resources they saw in these remote lands. Do you remember reading the names of many explorers such as Christopher Columbus, Vasco da Gama and Ferdinand Magellan?

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4.4.1 Imperialism in Africa

Do you know that once upon a time Africa was known as the Dark Continent? Very little information was available about this continent. The missionaries and the explorers were the first to venture into the interiors. There they discovered an immense treasure of ivory, gold, diamond, timber and people who could be made slaves. Africa also had weak political systems, a backward economy and society as well as weak armies. A competition started amongst the European nations to gain power and prestige as well as raw materials and markets for their manufactured goods. The Europeans on the other hand had technologically advanced weapons which helped in their conquests. Till 1875, European possessions in Africa were limited to some forts and trading posts along the coast and a few small colonies. But between 1880 and 1910, the whole of Africa was divided up amongst the Europeans. All important decisions related to Africa and its people were taken on the conference tables of London, Paris, Lisbon and other European capitals for the next 50 years!

? Do you know

France ruled the maximum number of colonies in Africa while Britain ruled over the greatest number of people.

France acquired a huge empire in North and West Africa. Algeria, Tunisia, Morocco, Ivory Coast, Dahomey, Mali and other areas in West Africa came under the French rule. Britain ruled Gambia, Sierra Leone, Gold Coast, Nigeria, South Africa, Rhodesia, Uganda, Kenya, Egypt, Sudan, Eritrea, parts of Somaliland and Libya. Germany ruled over Southwest Africa, Tanganyika, Togoland and Cameroon until German was defeated in World War I. By the time the war started in 1914, only two independent countries were left in Africa - Liberia and Ethiopia. But Ethiopia was taken over by Italy in 1935.

MODULE - 1
India and the World
through the Ages

An interesting feature about Imperialism was the slave trade in Africa. The Europeans started importing slaves from Africa to work on the plantations in their colonies in America. There was a regular slave market in Lisbon, the capital of Portugal. Between 1500 and 1800, nearly 15 million Africans were captured and sold as slaves.

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ACTIVITY 4.3

A person is discriminated and looked down upon based on his/her color, race, class, caste or region. We have many incidents of verbal and physical abuse both in India and abroad regarding the same. Do you think we are acting sensitively and maturely when we take part in such acts? How would the other person feel? Suggest some steps you can take to stop this.

4.4.2 Imperialism in Asia

As in Africa so in Asia, the Europeans started colonising here also. The British and the French did not like the prosperous trade carried on by Portugal and Holland, whom they ultimately threw out from India. Soon the English and the French Companies made settlements here. In 1763, the British ended the French influence in India and established their own control. You will read more about the British rule in India in the next lesson. Countries like Japan and China refused to accept the western culture and way of life because of their belief in their traditional ways. The Boxer Rebellion and the Opium War gave the power to the industrialised countries to get involved in China. Gradually they accepted industrialisation and western influence. Let us read how it happened.

4.4.3 China

Chinese goods were in great demand in European countries but there was no demand for European goods in China. This one-sided trade was not profitable for European merchants so they started smuggling opium to China to demoralise the Chinese youth and exchange Chinese goods. This led to the First Opium War between China and Britain in which China was easily defeated and Britain gained many concessions for herself. She succeeded in getting all five ports of China opened for British traders. The Chinese government could not impose any tariff on foreign goods. They could not carry out any trial against British subjects in Chinese courts. The island of Hong Kong was handed over to Britain.

The Second Opium War was fought to revenge against the insult of British flag and the murder of a French missionary. China was defeated by the two European powers and was forced to concede extra territorial rights.

The Boxer's Rebellion was an organised terror against the Christian missionaries and exploitation of China after the division of China into spheres of influence. Chinese

youth tortured 'foreign nationals' with their fists. They had the secret support of the royal court.

4.4.4 Japan

The Meiji Restoration began in 1868 with an era of 'enlightened rule' which transformed Japan from a closed feudal society to the first industrialised nation. She had little natural resources of her own and needed both overseas markets and sources of raw materials.

In 1871, a group of Japanese politicians toured Europe and US. Japan framed a state led industrialisation policy. In 1877, the Bank of Japan was founded. Many steel and textile factories were set up, education was popularised and Japanese students were sent to study in the West. By the year 1905, under the slogan of 'Enrich the Country, Strengthen the Military', Japan rose as a formidable industrial and military nation. She was successful in conquering Formosa, Southern Sakhalin, Korea, Manchuria, Indo-China, Burma, Malaya, Singapore, Indonesia and the Philippines.

4.4.5 Imperialism in South and South-East Asia

South and South-East Asia includes Nepal, Burma, Sri Lanka, Malaya, Indonesia, Indo-China, Thailand, Indo-Philippines. Even before the rise of the New Imperialism, many of these countries were already dominated by the Europeans. Sri Lanka was occupied by the Portuguese then by the Dutch and later by the British. England introduced tea and rubber plantations, which came to form 7/8ths of Sri Lanka's exports.

Other countries of South East Asia also suffered under Imperialism. French troops attacked Vietnam claiming that they were protecting the Christians of Indo-China. Gradually Vietnam, Laos and Cambodia were added to the French Colonial Empire. The British added Burma and the port of Singapore to gain control over the Malaya states.

Do you know

Thailand or Siam remained an independent state even though it was sandwiched between the French conquests in Indo-China and the British in Burma.

4.5 IMPACT OF IMPERIALISM

Some of the positive effects of Imperialism on the colonies were the introduction of transportation and communication like railway lines, canals, telegraphs and telephones. It also led to the growth of political consciousness and the feeling of nationalism in

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Notes

the colonies. It led to development in modern education and science which helped the nations to develop after they gained their independence.

Imperialism had a disastrous effect on the colonies. The indigenous industries were ruined and the natural resources ruthlessly exploited. China was divided into spheres of influence and thrown open to international trade. The whole of Africa, except for Liberia and Ethiopia, was divided amongst the European nations. A large numbers of Africans were sold as slaves. In South Africa, the 'white' European community ill-treated the 'black' on the basis of their dark skin. This is called racial discrimination or apartheid which was the worst impact of Imperialism.

The negative impact of Imperialism outweighs its positive one as it drained both the Asia and Africa of their wealth, raw materials and exploited their markets by selling their industrial goods thereby destroying the economy of these colonies. Their policy of racial discrimination made the people lose their self respect as well as their confidence. You will read more of about it in the next few lessons on India. In India, the Europeans came as traders but became rulers. They destroyed our prosperous economy. India which was an exporter of textile became a buyer of finished goods and exporter of raw materials. Besides, heavy taxation led to poverty of the masses.

The 20th Century saw more scientific discoveries and inventions than any other period in the human history. Starting with the steam-powered ships it ended with human visit to space, moon landings and of course the network of computers. The world shrunk with instant communication and speedy transport. Unfortunately the whole world was affected by imperialist rivalries and economic motive. This created a tension among European countries, US and Japan which entangled them in two World Wars about which you will read in the coming section.

INTEXT QUESTIONS 4.2

1. Define Imperialism.
2. Mention two advantages of the growth of transportation in the colonies which helped in the spread of Imperialism.
3. What was the Slave Trade?
4. Choose the right answer:
    (a) Which of the following was known as the Dark Continent?
        (i) Africa   (ii) Asia   (iii) Europe
    (b) Meiji Restoration took place in which country?
        (i) Cambodia   (ii) Sri Lanka   (iii) Japan
    (c) Opium War was fought in?
        (i) India   (ii) China   (iii) Burma
    (d) Which was not a French colony?
        (i) Vietnam   (ii) Morocco   (iii) Kenya

MODULE - 1
India and the World
through the Ages

4.6 WORLD WAR I

Industrialisation, Colonialism and Imperialism created intense rivalry among the European nations over their possessions of colonies in Asia and Africa. This competition became more acute by the end of the 19th century when colonies were no longer available in Asia and Africa. Compromise was not possible due to mutual distrust and hostilities and in 1914 a war began in Europe which soon engulfed the entire world. It involved all the major countries of the world and their colonies. The damage caused by this war had no precedent in history. For the first time in history all the resources of the warring states were mobilised. It involved their army, navy and air force. The civilian population suffered tremendous casualties because of indiscriminate bombing. Since the war was spread over a very large part of the world for the first time, it is known as World War I. It marked a turning point in world history. It was not a sudden occurrence but the culmination of a large number of forces and developments covering a long period before 1914.

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4.6.1 Causes of World War I

Imperialist rivalries among the different nations like England, France, Germany and others were a major cause of the war. Earlier wars were averted because possibilities of acquiring more colonies were still there. But the situation had now changed. Most of Asia and Africa had already been divided up and possibilities of further expansion were not there. It was possible only by dispossessing some imperialist country of their colony. This division of colonies created conditions of war. In the last quarter of the 19th century, Germany had made tremendous economic and industrial progress and left England and France far behind in industrial production. She needed colonies as much as Britain to fulfill her economic needs. In the imperial race, Germany became the main competitor of England. British naval supremacy was also challenged when Germany built the largest warship 'Imperator' and built the Kiel Canal connecting the North Sea and Baltic Sea endangering the English coast line. Germany also built a railway line connecting Berlin with Baghdad which made it easier for Germany to send troops or suppliers to the East. But it posed a threat to British colonies there.

Like Germany, all other major powers of Europe and Japan also had their imperialistic ambitions. Italy after her unification wanted Tripoli in North Africa which was under the Ottoman Empire. France wanted to add Morocco to her conquest in Africa while Russia had her ambitions in Iran. Japan had her ambitions in the Far East where she was able to extend her influence after the Russo-Japanese War of 1905. Austria had her ambitions in the Ottoman Empire while the United States of America was slowly emerging as a powerful nation. Her main interest was to preserve the independence of trade as it was increasing at a fast pace. The expansion of influence of any great power was posing a major threat to world peace.

4.6.2 System of Alliances

Conflicts and confrontations for more colonies prompted the imperial powers to look for allies. In 1882, Germany, Austria and Italy signed the Triple Alliance pledging mutual military assistance against rival powers. England, Russia and France signed the Triple Entente in 1907. Emergence of two mutually opposed groups divided Europe into hostile camps leading to tension and conflicts among European powers. These countries competed with one another in producing deadly weapons which led to a race for armaments. Mutual hatred and suspicion disturbed the atmosphere of peace. The propaganda which was created made it clear that if war broke out the whole of Europe would be drawn into it.

4.6.3 Pan Slav Movement and the Balkan Politics

Balkan region of Eastern Europe consisted of many states such as Greece, Romania, Bulgaria, Serbia, Montenegro and many other smaller states. Originally these states were under the control of the Ottoman Emperor or the ruler of Turkey. By the beginning of the 20th century, the Ottoman Empire began to decline. Europeans powers including Austria and Russia rushed for obtaining a foothold in the region. The matter got complicated with the resurgence of Nationalism among the people in most of these states. They were called Slavs. Since they were scattered in many of the east European states, they started a National Movement called the Pan Slav movement. Their main demand was to unite the Slavs in one state under Serbia, the state which had the largest Slav population in this movement. Serbia was supported by Russia, whereas Austria opposed Serbia and their National Movement. This resulted in rivalry between Russia and Austria. Austria did not want a strong Serbian state which would hamper her ambition of expansion. In 1908, Austria annexed two Slav states, Bosnia and Herzegovina, leading to hostility between Serbia and Austria. Between 1912 and 1914, four Balkan States fought two wars against the Ottoman Emperor for independence. Turkey was defeated and lost all her possessions in Europe. Austria hurriedly set up an independent state of Albania against the Serbian ambition of Greater Serbia. Hostility mounted between Austria on one side and Serbia and Russia on the other.

As you can see by 1914, the atmosphere in Europe was explosive. Against this background, Archduke Francis Ferdinand the heir to the Austrian throne went to Sarajevo, the capital of Bosnia, on a state visit. As he was getting down from his car, he was assassinated by a Serbian youth on 28 June 1914. The murder of Archduke Francis Ferdinand became the immediate cause of the war. Austria held Serbia responsible for the assassination of their prince and served her with an ultimatum with various conditions. Assured of Russian help, Serbia refused to accept the ultimatum and started mobilising her troops on the border. On 28 July 1914, Austria declared war on Serbia. On 1 August 1914, Germany declared war on Russia. On 3 August 1914, Germany declared war on France. As German troops

Modern World – II

MODULE - 1
India and the World
through the Ages

entered Belgium, England declared war on Germany on 4 August 1914. Thus a minor incident in Europe triggered the war with all the countries joining in which soon took the shape of World War I.

4.6.4 The Course of the War (1914-1918)

World War I which started in August 1914 continued till November 1918. During this period many important battles were fought such as the Battle of Marne in 1914, Battles of Verdu, Battle of Somme and Battle of Jutland in 1916. The year 1917 saw two important developments – one was the entry of USA into the war in April and second was the withdrawal of Russia from the war in November.

In 1915, a British passenger ship Lusitania was sunk by German U Boats killing 128 US civilians who were travelling in the ship. The US Senate took a very serious view of this. Besides becoming a powerful nation, Germany would pose a threat to US supremacy. Moreover, USA being the major supplier of arms and ammunition, the continuation of war would result in economic advantage for the US. Keeping all these in view, she decided to join the war in 1917.

Do you remember reading about the October Revolution of 1917 in Russia? One of the main demands of the revolutionaries was peace. So immediately after the Revolution under the leadership of Lenin, Russia withdrew from the war and signed a peace treaty with Germany in 1918.

By July 1918, Germany began to collapse. Bulgaria and Turkey surrendered in September and October respectively. On 3 November 1918, the Austrian Emperor surrendered due to widespread unrest in Austria. After similar revolts by the German people, German Emperor Wilhelm II fled to Holland and Germany was proclaimed a Republic. The new government signed an armistice on 11 November 1918, bringing an end to World War I.

In the course of the war, many new weapons such as machine guns, poison gas, liquid fire, submarine and tanks were used. New strategies and military techniques were experimented by both sides. England used naval and economic blockade, tanks and air raids. The French used trench warfare and Germany used U Boats and submarines to sink ships under the sea.

4.6.5 Immediate Consequences of World War I

World War I was one of the most disastrous and frightening events the world had witnessed. A million people including innocent civilians lost their lives. There was a large scale damage of property in most of the European countries. The total expenditure was estimated at a staggering figure of 180 billion dollars. The economy of most of the countries was shattered resulting in social tension, unemployment and poverty.

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Between January and June 1919, the Allied Powers met at a conference in the palace of Versailles, Paris to decide the future of the defeated powers. Though the representatives of nearly 27 countries attended the conference, the decisions were taken by Heads of State of Britain, France and USA. Russia was excluded and the defeated powers were not allowed to attend. The Allies signed different treaties with the defeated powers. The most important of them were the Treaty of Versailles signed with Germany, the Treaty of St. Germain with Austria and the Treaty of Serves with Turkey.

The Treaty of Versailles shattered Germany politically, economically and militarily. Germany was held guilty of aggression and was asked to pay a huge amount of money as compensation for the war. Alsace and Lorrain which were taken from France in 1871 were to be returned to France. Rhineland, the land between France and Germany, was demilitarised and brought under the control of the Allied powers. The coal rich Saar Valley was given to France for 15 years. German army was disbanded. Ships were sunk and the army was restricted to 100,000 soldiers only. Germany was deprived of all her colonies. Much of her territories in Europe were given to Belgium and Poland.

The Treaty of St. Germain separated Hungary from Austria and Hungary was made an independent state. Austria had to recognise the independence of Hungary and had to give part of her territories to Czechoslovakia, Rumania and Yugoslavia. The Treaty of Sevres broke up the Ottoman Empire. Some of its states were given to the Allied Powers as mandates. For example, Palestine and Mesopotamia were given to Britain and Syria to France. The Allied Powers were to look after these countries till they became self-reliant.

The war and the peace treaties transformed the political map of the world, particularly Europe. After the October Revolution in Russia, the ruling dynasty of the Romanovs was overthrown. By the end of the war, Hohenzollern Dynasty of Germany and Hapsburg Dynasty of Austria were removed and Republic Government was set up. Monarchy was also abolished in Turkey after a Revolution in 1922. Two new states - Czechoslovakia and Yugoslavia - were created out of the territories taken from the defeated powers. Hungary emerged as an independent state. Baltic States such as Estonia, Lithuania, Latvia and Finland were made independent states. The states of Rumania and Poland were enlarged in size. All this changed the boundaries of most of the states of Europe.

It was evident that the peace settlements were dictated and unequal settlements which were imposed upon the defeated powers. They had no say in the deliberations. The end of the war saw the end of European supremacy and emergence of USSR and USA as major powers. The period also saw the strengthening of National Movement in the countries of Asia and Africa. Even before the war ended in November 1918, the US President Woodrow Wilson had proposed a peace program known as the

Wilson's Fourteen Points. The most important point was the proposal for the establishment of an international organisation maintaining peace and security in the world. On the basis of this proposal, the League of Nations was set up in 1920.

4.6.6 The League of Nations

The League was the first international organisation set up in 1920 with its headquarters at Geneva. Its main aims were to maintain peace and security in the world, prevent future war, promote international co-operation, settle international disputes peacefully and improve the conditions of labourers in member countries. But unfortunately, the League failed to prevent war and conflict for which it was set up. When Italy attacked Ethiopia in 1935 and Japan attacked Manchuria in 1936, the League could do nothing. Also, mutual rivalries among nations for the possession of colonies continued exposing their imperial ambitions.

Notes

ACTIVITY 4.4

"Earth provides enough to satisfy every man's need, but not every man's greed"- Mahatma Gandhi. Do you think this quote holds true? Why or why not? Justify with the help of examples.

4.7 THE WORLD BETWEEN THE TWO WORLD WARS

The period of twenty years between the two World Wars experienced tremendous changes. There were positive developments like national awakening in countries of Asia and Africa and popularity of Socialist Movement in the Soviet Union and in other countries. The world also saw the worst form of dictatorship in many countries of Europe, especially in Italy and Germany. A major economic crisis took place which affected almost every part of the world, particularly the most advanced countries of the West. The period also witnessed the worst economic depression in USA in 1929, which affected the economy of the entire world.

4.7.1 Causes for the Growth of Fascism and Nazism

After the war, a number of political movements arose in Europe which was given the name Fascism. They had a number of features which were common that is hostility to democracy and socialism, and the aim to establish dictatorship. They were supported by the rulers, the upper class aristocrats and the capitalists because they promise to save them from the danger of socialism. They let loose a systematic campaign of terrorism and murder which the government showed little interest in curbing.

The dictatorship introduced in Italy by Mussolini is referred to as Fascism. The term Fascism is derived from Latin word *fasces* which stood for 'symbols of authority' in Ancient Rome. In 1922, Mussolini came to power with the support of the Italian King and ruled like a dictator from 1925 to 1943. Mussolini banned all political parties and introduced some reforms to get the support of the people. The arrogance of Victorian powers, the inability of the existing governments to cope up with post-war problems, the helplessness of the League of Nations and failure of democratic forces to check fascism made the rise of dictatorship possible.

The German version of Fascism is known as Nazism. It was established by Adolf Hitler. He promised to reverse post-war settlements and restore German power and glory. His vision of rebuilding Germany into a great nation inspired many Germans to join him. It acted like a balm on the wounds caused by the humiliation after World War I. Many people supported Nazism because it seemed to offer a way out of the economic decline. The success of the Nazis proved disastrous not only for the German people but for the entire Europe and many other parts of the world. It led to dictatorships being established in Hungary, Rumania, Portugal and Spain. The growth of anti-democratic government in so many countries led to World War II.

4.7.2 Developments in Other Parts of the World

England and France too had to face severe economic crisis, scarcity and unemployment but they continued with their democratic governments. Despite workers' strikes and other disturbances in England, the problems were sought to be solved by forming a Coalition Government consisting of Labour, Liberal and Conservative Parties in 1931. In France, a Popular Front Government consisting of Left Wing Parties was set up in 1936.

Soviet Union emerged as the first Socialist State of the world. Under the new government, socialist principles were introduced in economy and it was the only country to remain unaffected while all the Western capitalist countries suffered due to the Economic Depression in 1929.

Though USA participated in World War I, the country did not suffer much material loss. Industrial prosperity, political stability and economic growth made it a super power. However, she suffered the worst economic crisis in 1929 due to overproduction. Prices of commodities declined leading to the fall in share prices. The banks closed down and people lost their lifelong savings. The loan which USA had given to the European countries after World War I had to be withdrawn. It resulted in economic instability in the European countries also. The new government that came to power in USA under Franklin Roosevelt introduced a program of economic recovery called the New Deal. Under this, many reforms were introduced such as creating new employment opportunities, giving help to the farmers, etc.

Modern World – II

MODULE - 1
India and the World
through the Ages

Japan was the only country in Asia which emerged as an imperialist country. You have already read that it defeated Russia in 1905. During the period between the two World Wars, Japan became a strong military power and supported Fascism. She signed the Rome-Berlin-Tokyo Axis with the fascist powers. She also signed the Anti-Commintern Pact to check the spread of communism along with Germany and Italy, indicating their hostility to Soviet Union.

Notes

4.8 WORLD WAR II

We have read about the League of Nations and how it failed in its aim within twenty years after its formation. Even though it was set up with the aim of preventing future war, World War II started on September 1939. Let us find out why the war took place.

4.8.1 Causes of World War II

World War II, like the earlier war, started in Europe and assumed the character of a world war. The fascist countries wanted to re-divide the world for imperialist gains and thus came into conflict with the established power. We know that Germany was politically, militarily and economically shattered by the Treaty of Versailles. She sought revenge and was ready to have a trial of strength with the Allied Powers. The position of Italy was no better. Though Italy joined the Allied Powers during World War I with the hope of imperial gain, she did not gain any colonies after the war. She lost nearly 600,000 people during the war. Both the Fascist and Nazi Parties glorified war and promised to their people that they would bring back the lost glory of their countries through war. They began to follow an aggressive policy of expansion through conquests. Germany annexed Rhineland in 1936, Austria in 1938 and Czechoslovakia in 1938, while Italy attacked Ethiopia. This resulted in social tension and conflicts among European nations.

You have read about the rise of Japan as a military power and also her support for fascist powers. By signing the Rome-Berlin-Tokyo Axis, these three powers committed support to each other. Japan was given a free hand to expand control in Asia and the region of the Pacific while Germany and Italy would have a free hand in Europe.

The success of the Soviet Union alarmed the Western Powers. Being capitalist countries, they wanted to check the spread of Communism. So they adopted a systematic policy of favoring Italy and Germany, who were anti-communists. This policy is referred to as the Appeasement Policy. German army which was restricted to 100,000 soldiers after World War I increased her strength to 800,000 soldiers without any protest from the western powers. Even when Hitler put aside the Treaty of Versailles and annexed Rhineland and Austria, the western powers remained silent

spectators. In 1937, Civil War began in Spain between the popularly elected Government and the fascist leader under General Franco. Hitler supplied arms and ammunition to overthrow the democratically elected Government in Spain. Soviet Union appealed to England for collective action against General Franco. When the whole world sent support to the existing government, England and France did not take any action. This Appeasement Policy reached its climax when Hitler invited the Prime Ministers of Britain and France to Munich in August 1938. The Munich Pact was signed by them in 1938, allowing Germany to annex Sudetenland in the Northern part of Czechoslovakia. Later, the whole of Czechoslovakia was annexed. The Policy of Appeasement strengthened the fascist powers.

It was now clear that Britain and France wanted Germany and Italy to act against the Soviet Union. To stall these plans, Soviet Union signed a pact with Germany by which both agreed not to attack one another. This gave her some time to prepare for future confrontation while Germany obtained the neutrality of the Soviet Union. The scene was set for World War II when Germany attacked Poland on 1 September 1939. Britain declared war on Germany on 3 September 1939.

4.8.2 Consequences of the War

The war came to an end in September 1945. This was the most destructive war in human history. It caused unprecedented loss of life, property and resources. Big buildings were razed to the ground and thousands of people were uprooted from their homelands. The German Jews were either exterminated or sent to concentration camps. The Japanese cities of Hiroshima and Nagasaki were almost wiped off when atomic bombs were dropped on them. The danger of nuclear holocaust was one of the major consequences of the war. Germany was divided into four zones, each under the control of one of the victorious powers. The Nazi Party was banned and the German army disbanded. Japan was placed under US supervision. In 1949, when monarchy was re-established, US troops were withdrawn.

Imperialism weakened with USA and Soviet Union emerging as super powers. The world was now divided into two power blocs – the Communist Bloc headed by Soviet Union and the Western Bloc headed by the USA. The tension and unarmed conflict that developed between these blocs started the Cold War which continued for a very long time.

A major impact of the war was the foundation of United Nations Organisation (UNO) about which you will read in the next section. The world has since then undergone many changes. Its political map has changed. A large number of nations of Asia and Africa who had suffered under colonial rule are now independent. Together they are now a major force in the world.

MODULE - 1
India and the World
through the Ages

ACTIVITY 4.5

The world has seen devastating world wars and continues to witness conflicts and struggles till today. Enlist at least five problems which come in the way of world peace. Suggest ways to address these issues and how you as an individual can contribute to make the world a better place to live in.

Notes

4.9 FOUNDATION OF UNITED NATIONS ORGANISATION

The horrors of the war made the world leaders realise the need for an international organisation for peace. World leaders such as British Prime Minister Winston Churchill, Soviet Leader Stalin and US President Roosevelt met at various conferences to decide about the formation of this organisation. Finally, on 24 October 1945 at a conference in San Francisco, the United Nations Charter was adopted by the members of 50 nations and the United Nations Organisation (UNO) was formed. Since then 24 October is celebrated every year as UN Day, all over the world. The UNO is based on the principle of sovereignty and equality of all nations. The main aims of the UNO are to maintain peace and security in the world, to prevent future war, to solve international disputes peacefully and to promote international cooperation.

Do you know

The UN flag consists of the official emblem of the organisation - a circular world map, as seen from the North Pole, surrounded by a wreath of olive branches in white centered on a light blue background.

4.9.1 Objectives of United Nations Organisation

Like the League of Nation, which was established after World War I, the UN too had a major objective of maintaining international peace and security. It also had another major objective to develop friendly relations among nations on the basis of equality and achieve international cooperation in solving economic, social, cultural and humanitarian problems. To promote human rights and fundamental freedom for the people of the world was one of the aims of the UN. It was also to act as a common platform for harmonising the activities of various nations for the attainment of the objectives of the UN.

Notes

INTEXT QUESTION 4.3

1. Name at least four Balkan states.
2. Which countries formed the Triple Alliance?
3. Give at least three causes of World War I.
4. Name two countries which adopted dictatorial governments after 1920.
5. What was the main cause of the Great Depression of 1929?
6. When and where the UN was formally constituted?

WHAT YOU HAVE LEARNT

- The new wave of Colonisation known as New Imperialism in the last quarter of the 19th century.

- The main factors behind colonial expansion were the needs created by the Industrial Revolution, growth of transport and communication, desire for power, extreme nationalism and an urge to civilise men.

- Japan was the only Asian country to rise as an imperialist power.

- The intense imperialist rivalry among European countries and formation of military alliances resulted in the outbreak of World War I in 1914.

- The consequences of the war included harsh and humiliating treatment to Germany in the form of the signing of the Treaty of Versailles, defeated powers losing their colonies, major territorial changes in Europe, breaking up of the Ottoman Empire, independence of Hungary and setting up of the League of Nations.

- Growth of Fascism in Italy led by Mussolini and Nazism in Germany led by Hitler suppressed democracy, freedom, socialism and communism between 1919-1939.

- The Policy of Appeasement of the western powers towards Germany and Italy led to the outbreak of World War II.

- Formation of the UN, division of Germany, weakening of imperial powers and the emergence of independent states in Asia and Africa were some of the consequences of World War II.

- The post-war situation witnessed the emergence of two super powers – the USA and the Soviet Union - and the beginning of a bitter Cold War between the two military power blocs.

- United Nations Organisation was formed for peace and harmony in the world at the end of the war.

TERMINAL EXERCISES

1. How the inventions in the textile industry revolutionised the production of cotton cloth?

2. What were the various factors – political, economic, geographical and technological – which contributed to industrialisation in England?

3. State both the advantages and the disadvantages in the society with the coming of the Industrial Revolution.

4. Why did the industrialised countries start fighting amongst themselves for the control of the areas where Industrial Revolution had not taken place?

5. What made Japan join the race for colonies?

6. Mention both the positive and the negative effects of Imperialism on the colonies.

7. Examine the consequences of World War I.

8. How did the Appeasement Policy by the western powers led to the rise of Fascism in Italy and Nazism in Germany?

9. Describe the course of events during World War II.

10. What are the main objectives of the United Nations?

11. Mark the following places on the given outline map of the world:

    (a) Any two colonies each of Britain and France.

    (b) The Triple Allies and the Triple Entente of World War I.

    (c) The Allies and the Axis Powers of World War II.

PHYSICAL OUTLINE MAP OF THE WORLD

Notes

ANSWERS TO INTEXT QUESTIONS

4.1

1. Coal and Iron.

2. They provided a faster and reliable means of transporting raw materials and factory made products to their destination, speeding up business transactions.

3. Children were employed because their small size helped them move better in the horizontal and narrow coal mines. Plus, they were paid very low wages compared to older men and hence were preferred in factories.

4. (a) iii

   (b) v

   (c) i

   (d) i

4.2

1. Imperialism is defined as the practice of extending control or rule over the political and economic life of another country.

2. The two ways were:

   (a) It made easier the flow of goods to and from the colonies to the imperial country.

   (b) Troops could be easily sent to colonies and keep them under control.

3. The importing of people from Africa by the Europeans to work as slaves on their plantations in their colonies in America was the Slave Trade.

4. (a) i

   (b) iii

   (c) i

   (d) iii

4.3

1. Greece, Romania, Bulgaria, Serbia, Montenegro.

2. Germany, Austria and Italy.

Modern World – II

MODULE - 1
India and the World
through the Ages

3. The main causes of World War I were:

   (a) The rise of Germany as an industrial nation led to its growing need for raw materials, hence imperialist rivalry for colonies began with England and France.

   (b) System of Alliances divided Europe into two hostile camps – Triple Alliance and Triple Entente – leading to tension and conflicts.

   (c) The resurgence of nationalism in the Balkan States known as the Pan Slav Movement. People now wanted to be independent and remain under foreign control.

4. Italy and Germany.

5. Overproduction resulted in the declining prices of commodities, leading to the fall in share prices. The banks closed down and people lost their lifelong savings. This was the Great depression of 1929.

6. The UN was formally constituted on 24 October 1945 at a conference held in San Francisco, USA.

Notes

5

IMPACT OF BRITISH RULE ON INDIA: ECONOMIC, SOCIAL AND CULTURAL (1757-1857)

Around the 18th Century a number of significant events took place in the world. One such event was the Industrial Revolution which took place in England. It gradually spread to other countries of Europe also. You must have read about the Industrial Revolution that took place in England, and also read about the discovery of new sea and trade routes. One such sea route to India was discovered by a Portuguese called Vasco da Gama in 1498. As a result, the English, French, Portuguese and the Dutch came to India for trade. They also used it to spread missionary activities in India. Do you know that the beginning of modern period in Indian history began with the coming of these European powers to India? In this lesson you will be reading about the coming of the British to India and the impact it had on the economic, social and cultural spheres as well.

OBJECTIVES

After studying this lesson, you will be able to:

- discuss the reasons for the British to come to India;
- identify the various methods used by the British to colonize India;
- study the economic impact during the British rule;
- describe the British impact on Indian society and culture; and
- identify the reasons for the protest movements that took place under their rule before the revolt of 1857.

5.1 REASONS FOR COMING TO INDIA

The European and the British traders initially came to India for trading purposes. The Industrial Revolution in Britain led to the increase in demand for raw materials for

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

the factories there. At the same time, they also required a market to sell their finished goods. India provided such a platform to Britain to fulfill all their needs. The 18th century was a period of internal power struggle in India and with the declining power of the Mughal Empire, the British officials were provided with the perfect opportunity to establish their hold over Indian Territory. They did these through numerous wars, forced treaties, annexations of and alliances with the various regional powers all over the country. Their new administrative and economic policies helped them consolidate their control over the country. Their land revenue policies help them keep the poor farmers in check and get huge sums as revenues in return. They forced the commercialisation of agriculture with the growing of various cash crops and the raw materials for the industries in the Britain. With the strong political control, the British were able to monopolise the trade with India. They defeated their foreign rivals in trade so that there could be no competition. They monopolised the sale of all kinds of raw materials and bought these at low prices whereas the Indian weavers had to buy them at exorbitant prices. Heavy duties were imposed on Indian goods entering Britain so as to protect their own industry. Various investments were made to improve the transport and communication system in the country to facilitate the easy transfer of raw materials from the farms to the port, and of finished goods from the ports to the markets. Also, English education was introduced to create a class of educated Indians who would assist the British in ruling the country and strengthen their political authority. All these measures helped the British to establish, consolidate and continue their rule over India.

Figure 5.1 *Currency used by the East India Company*
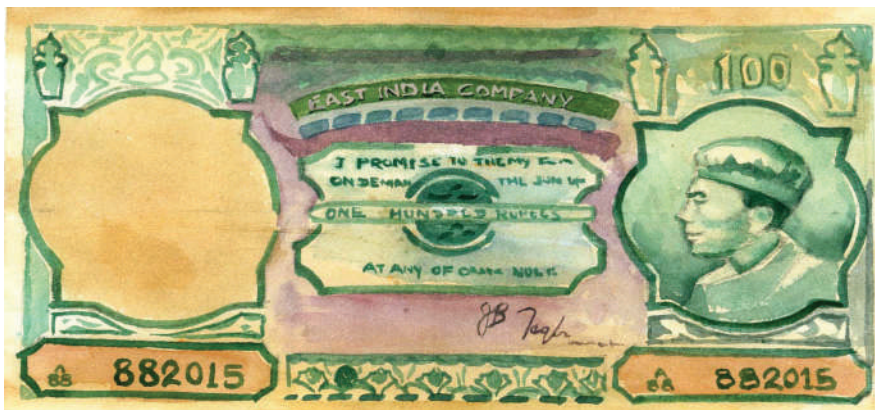
Figure 5.2 *Currency used by the East India Company*

Notes

5.2 METHODS OF COLONISATION IN INDIA

Look at the map of Europe. You will find many big and small states on it. When the industrial revolution started in Europe these small states did not have sufficient raw materials for their industries, or markets for their finished goods. These countries now started looking for markets in Asia and Africa. England succeeded in controlling trade with India and established the East India Company in 1600. This company was supported by the British government. With its help England was able to extend her territorial frontiers to the Indian subcontinent. The first factory was established at Surat in 1613. In 1615, Sir Thomas Roe got permission from the Mughal emperor Jahangir to open more factories at Agra, Ahmadabad and Broach. Their most important settlement on the southern coast was Madras where they built a fortified factory called Fort St. George. This was the first proprietary holding acquired by the company on Indian soil. Gradually the company expanded its trading network. By that time the company was well established in India. It had also succeeded in eliminating the other rival European powers from India. They also started interfering in the political affairs of the Indian rulers.
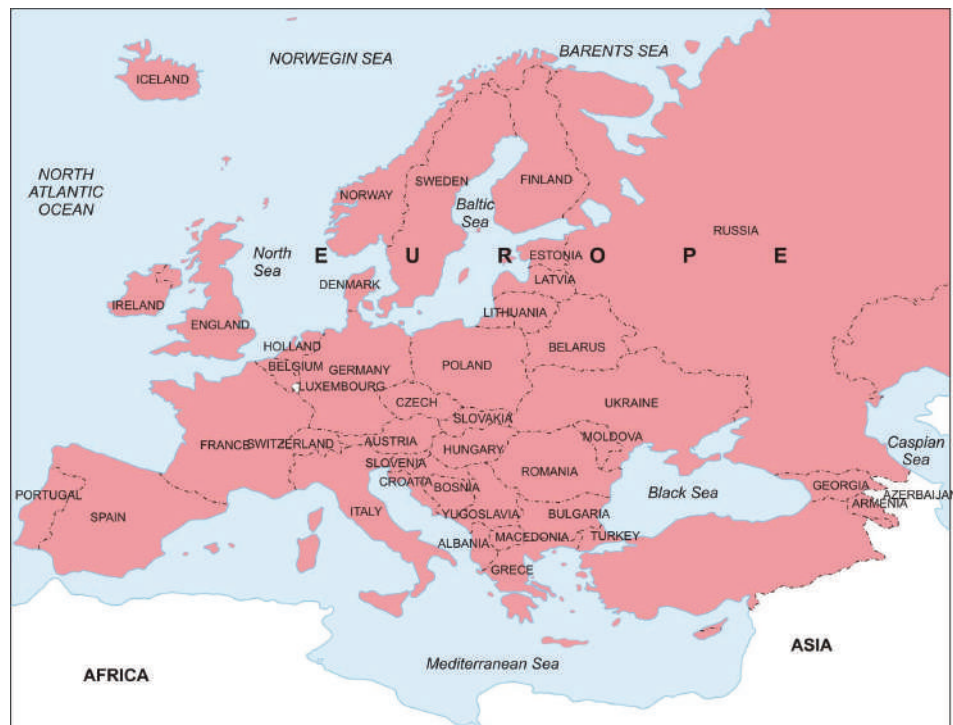
Figure 5.3 *Present day map of Europe*

? Do you know

In 1696, the company developed three villages into a city in Bengal and named it Kolkotta. They also built a fort around this city known as Fort William.

Look at the map of the 19th century India. What do you see? You will locate many big and small independent states. These states had their own rulers, economy, language and culture. These states were constantly at war with each other. It was not surprising that they fell an easy prey to the European powers especially the British. It was the battles of Plassey (1757) and Buxar (1764) which provided the ground for the British success in India. Through these battles, a long era of British political control over India began. The Battle of Plassey was won by the English in Bengal. The British made Mir Jafar, the new Nawab of Bengal, in return for which they receive an enormous sum of money as well as the territory of 24 Parganas from the Nawab. But Mir Jafar was not able to make further payments to them. As a result he was replaced by Mir Qasim who proved to be a strong ruler. Mir Qasim was not ready to meet their demands for more money or control. As a result, Mir Qasim was removed and Mir Jafar was made the Nawab again. Mir Qasim then joined hands with the Nawab of Awadh, Shiraj-ud-daula and the Mughal emperor Shah Allam
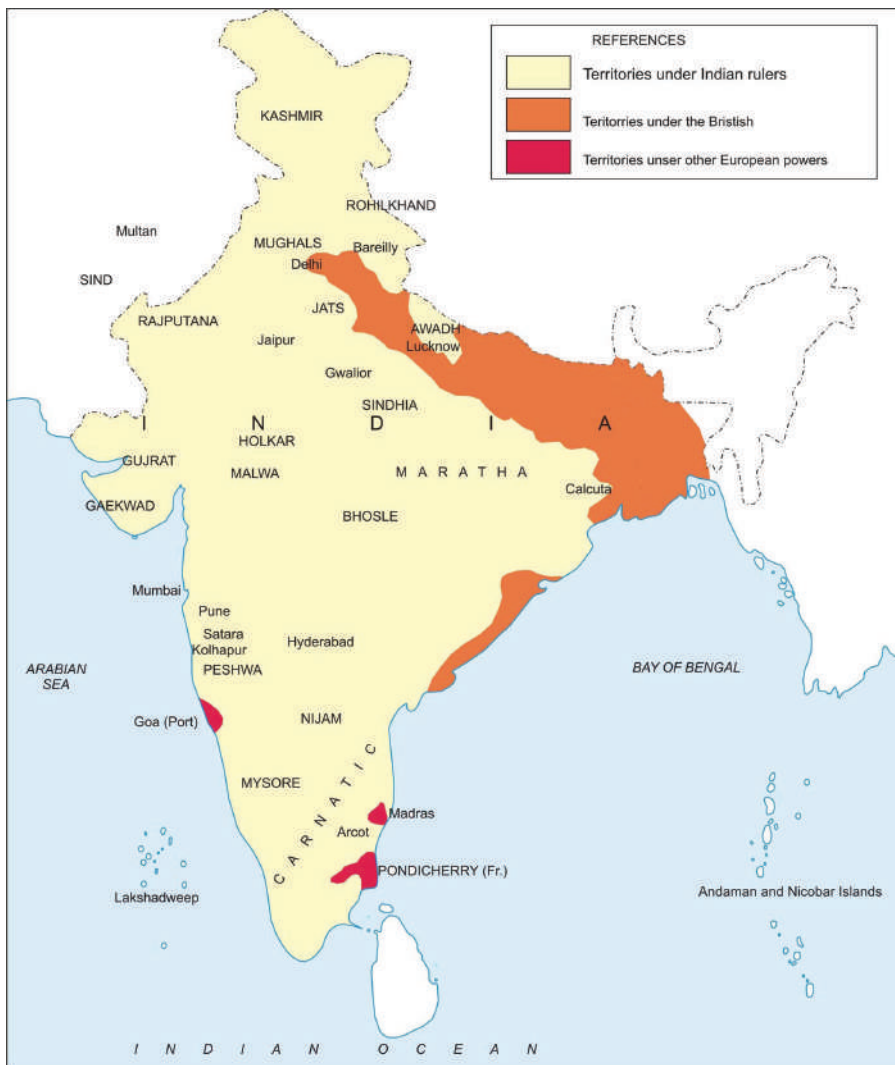
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Figure 5.4 *Map of 19th century India*

Notes

II in plotting against the British, the battle took place at a place called Buxar on 22 October 1764. Their defeat proved to be decisive.

Though the British successfully gained control over Bengal, the imposition of British rule throughout India was not an easy task. A number of regional powers opposed them and tried to resist the efforts of territorial expansion of the British. Let us read about the various wars waged by the British against the Indian states.

(i) Anglo-mysore Wars

Mysore emerged as a powerful state under an able leadership of Haider Ali and his son Tipu Sultan in the second half of the eighteenth century. Four wars took place between Mysore and the British. Finally the Fourth Anglo-Mysore War (1799) ended in the heroic defeat and death of Tipu Sultan. With this a glorious chapter of struggle between Mysore and the English came to an end. Large ports like Kanara, Coimbatore and Seringapatam were secured by the British.

Figure 5.5 *Tipu Sultan*

(ii) Anglo-maratha Wars

The Marathas were another formidable power in western and central India during the second half of the eighteenth century. But the struggle for power among themselves gave the British an opportunity to intervene in their internal matters. Many wars took place between the British and the Marathas mainly on account of the Subsidiary Alliance (which you will read in 5.2.1). The Third Anglo-Maratha War (1817-19) was the last war between them. The English defeated the Peshwa, dethroned him and annexed all his territories. The Peshwa was pensioned off and sent to Bithur near Kanpur, Uttar Pradesh.

(iii) Anglo-sikh Wars

In north-west India, the Sikhs under their able leader Maharaja Ranjit Singh (1792-1839) became an effective political and military force. The British power in India

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

Notes

viewed the rise of the Sikhs as a potential threat. The British thus wanted to bring the Sikhs under control. After the death of Ranjit Singh in 1839, lawlessness prevailed in Punjab. The British took advantage of this and the First Anglo-Sikh War broke out in 1845 which ended with the defeat of the Sikhs. In the Second Anglo-Sikh War in 1849, the British finally defeated them in the battle of Gujarat, a town on river Chenab (1849). The Sikh chiefs surrendered and Punjab was annexed by Lord Dalhousie. Maharaja Dalip Singh, the son of Maharaja Ranjit Singh was pensioned off and sent to England.

Figure 5.6 *Maharaja Ranjit Singh*

5.2.1 Other Conquests, System of Alliances and Annexations

The Third Battle of Panipat against the Marathas in 1761 had already provided the stage for the success of British in India. Soon many more native states came under British control. This was done by a system of alliances called the Doctrine of Lapse and Subsidiary Alliance. Doctrine of Lapse led to a number of independent kingdoms being annexed to the British Empire. These were the states that were enjoying British protection but their rulers had died without leaving a natural heir to the throne. Their adopted sons could now no longer inherit the property or the pension which was granted to them by the British. In this way Dalhousie annexed the Maratha States

Notes

of Satara (1848), Sambalpur (1850), Udaipur (1852), Nagpur (1853), Jhansi (1854) and Awadh (1856). In Subsidiary Alliance, the Indian States that were under British protection had to suspend their armies and instead maintain British troops. They also surrendered their control on their foreign affair and let go of their right to make alliances with other foreign states for any purpose, economic or political. In return, they were given protection by the British from their rivals.

The policy of annexation affected not only the Indian rulers, but all those who were dependent upon them such as soldiers, crafts people and even nobles. Even the traditional scholarly and priestly classes lost their patronage from these rulers, chieftains, nobles and zamindars, and were thus impoverished. Thus, by the mid-nineteenth century,no single Indian power was there to challenge or resist the British. Assam, Arakhan, North Eastern region and portions of Nepal and Burma were already annexed (1818 to 1826). The British also occupied Sind in 1843.

Figure 5.7 *Rani Lakshmibai of Jhansi*

ACTIVITY 5.1

Imagine you are 15 years old and the nephew/niece of a ruler of a princely state in 19th century India. Your uncle has no child of his own, so you are made the heir to the throne. What steps would you take if the British imposed Doctrine of Lapse in your kingdom and didn't allow you to succeed after your uncle?

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

INTEXT QUESTIONS 5.1

1. Tick the correct answer:

   (a) The British came to India as

   (i) conquerors (ii) travellers (iii) invaders (iv) traders

   (b) Mir Jafar was the nawab of

   (i) Mysore (ii) Punjab (iii) Bengal (iv) Berar

2. Why did the British come to India? Give at least two reasons.

3. What were the two main methods that the British used to annex the native states?

5.3 ECONOMIC IMPACT

The Industrial revolution has helped the English merchants accumulate a lot of capital from the countries of Asia, Africa and America. They now wanted to invest this wealth in setting up industries and trade with India. The mass production of goods through machines that we witness today was pioneered through the Industrial Revolution which occurred first in England during the late 18th and the early 19th century. This led to a massive increase in the output of finished products. The East India Company helped in financing and expanding their industrial base. During this time there was a class of manufacturers in England who benefited more from manufacturing than trading. They were interested in having more raw materials from India as well as sending their finished goods back. Between 1793 and 1813, these British manufacturers launched a campaign against the company, its trade monopoly and the privileges it enjoyed. Ultimately, they succeeded in abolishing the East India Company's monopoly of Indian trade. With this India became an economic colony of Industrial England. Let us learn more about the economic impact on various Indian industries and trade.

5.3.1 Textile Industry and Trade

Earlier, Indian handloom had a big market in Europe. Indian textiles such as cotton, linen, silk and woolen goods already had markets in Asia and Africa. With the coming of industrialisation in England, the textile industry there made important headway. There was now a reverse of the direction of textile trade between Britain and India. There was a massive import of machine made clothes from English factories to Indian markets. This import of large amount of products manufactured by mechanical looms in England led to increase threat for the handicraft industries as the British goods were sold at a much cheaper price.

The British succeeded in selling their goods at a cheap price as foreign goods were given free entry in India without paying any duty. On the other hand, Indian handicrafts were taxed heavily when they were sent out of the country. Besides, under the pressure of its industrialists, British government often imposed a protective tariff on

Indian textiles. Therefore, within a few years, India from being an exporter of clothes became an exporter of raw cotton and an importer of British clothes. This reversal made a huge impact on the Indian handloom weaving industry leading to its virtual collapse. It also created unemployment for a large community of weavers. Many of them migrated to rural areas to work on their lands as agricultural laborers. This in turn put increased pressure on the rural economy and livelihood. This process of uneven competition faced by the Indian handloom industry was later dubbed by the Indian nationalist leaders as de-industrialisation.

? **Do you know**

Duty: *Taxes which are paid to the government on goods that are bought or sold.*

Tax: *A sum of money demanded by a government for its support for specific facilities or services, levied upon incomes, property, sales.*

Tariff: *An official list or table showing the duties or custom imposed by a government on imports or exports.*

The main aim of the British was to transform India into a consumer of British goods. As a result, textile, metal work, glass and paper industries were soon out of work. By 1813, the Indian handicrafts lost both their domestic as well as foreign market. Indian goods could not compete with the British factory-made products where machines were used. These markets were now captured and monopolised by Britain by means of war and colonisation. From an exporter India became an importer of these goods. They extracted money from the Indian rulers, merchants, zamindars and even the common people. Added to this drain were the profit made through trade and also the salaries of the officials. It was evident that their economic policies were meant to serve the interests of the East India Company and later the British Empire.

☀ **ACTIVITY 5.2**

Case Study of Behriyar-Gareriya nomads:

This community of 75 sheep wool weavers' in Jharkhand from the Gaya district in Bihar has almost given up weaving blanket due to lack of funds as reported in the news (The Sunday Tribune-Spectrum, March 11, 2012). One weaver says, 'we cannot compete with the blankets being sold in the markets'. Another says, 'we are forced to sell our products in villages because of limited access to urban markets'.

Compare the situation of the weavers in British India and in the present times. Is it same or different? What steps would you suggest to improve their conditions?

MODULE - 1
India and the World
through the Ages

5.3.2 Land Revenue Policy and Land Settlements

Since ancient times, the main source of livelihood for the people were agriculture. Hence, land tax had formed a principal source of revenue for all the emperors all over the world. In the 18th century, the main occupation of the Indian people were agriculture. During British rule, revenue from land kept on increasing, and the reasons for this were many. Earlier the British had come to trade with India. Gradually they wanted to conquer the vast territory of India for which they needed a lot of money. They also needed money for trade, projects of the company as well as for the cost of running the administration. The British carried out a number of land revenue experiments which caused hardship to cultivators. They extracted taxes from the farmers to finance their policies and war efforts. Direct and indirect means were carried out to bring about this collection of revenue for the British. This affected the lives of the people who could not meet their daily needs because they had to provide the landowners and the collectors their share in the produce. Local administration failed to provide relief and natural justice to the rural poor.

Lord Cornwallis introduced the **Permanent Settlement** in Bengal and Bihar in 1793. It made the landlord or zamindar deposit a fixed amount of money in the state treasury. In return they were recognised as hereditary owners of land. This made the zamindar the owner of the land. The amount of revenue to be paid to the Company was fixed for a period of time which made the British financially secured. Now they knew in advance as to how much revenue was coming in form the State. The zamindar also knew how much revenue was to be paid. So to get surplus revenue for themselves they asked the peasants to increase production. But, if the zamindar failed to pay the fixed revenue on time his land was sold off to another zamindar. The British stood to benefit from this settlement as the new class of zamindars that emerged became their political allies. They supported the British in times of need and acted as a buffer between them and the peasants. This class, in fact, supported the British against the freedom movement.

In 1822, the British introduced the **Mahalwari Settlement** in the North Western Provinces, Punjab, the Ganga Valley and parts of Central India. Here the basis of assessment was the product of a **mahal** or estate, which may be a village or a group of villages. Here all the proprietors of mahal were jointly responsible for paying the sum of revenue assessed by the government. Unfortunately it brought no benefit to the peasants as the British demands were very high.

The **Ryotwari Settlement** was introduced in the beginning of the 19th century in many parts of Bombay and Madras Presidencies. Here the land revenue was imposed directly on the **ryots**, the individual cultivators, who actually worked on the land. The peasant was recognized as the owner of the land as long as he was able to pay the revenue but the exploitation continued with the high revenue demands.

Notes

5.3.3 Commercialisation of Agriculture

Another major economic impact of the British policies in India was the introduction of a large number of commercial crops such as tea, coffee, indigo, opium, cotton, jute, sugarcane and oilseed. Different kinds of commercial crops were introduced with different intentions. Indian opium was used to balance the trade of Chinese tea with Britain in the latter's favor. The market for opium was strictly controlled by British traders which did not leave much scope for Indian producers to reap profit. Indians were forced to produce indigo and sell it on the conditions dictated by the Britishers. Indigo was sent to England and used as a dyeing agent for cloth produced in British towns. Indigo was grown under a different system where all farmers were compelled to grow it on $3/20^{th}$ part of their land. Unfortunately cultivation of Indigo left the land infertile for some years. This made the farmers reluctant to grow it. In the tea plantations ownership changed hands quite often. The workers on these plantations worked under a lot of hardships.

Commercialisation of agriculture further enhanced the speed of transfer of ownership of land thereby increasing the number of landless laborers. It also brought in a large number of merchants, traders and middlemen who further exploited the situation. The peasant now depended on them to sell their produce during harvest time. Because the peasants now shifted to commercial crops, food grain production went down. So, less food stock led to famines. It was therefore not surprising that the peasants revolted. You would read about it in detail in the coming chapters. There was an enormous drain of wealth from our country to Britain due to the various economic policies. Additional financial burden was placed on India due to expenditures on salaries, pensions and training of military and civilian staffs employed by the British to rule India. If this wealth was invested in India it could have helped enormously improved the economy in this country. Let us learn how the economic policies implemented by the British changed the social structure of Indian society.

5.3.4 Rise of the New Money-lending Class

Time bound and excessive demand of revenue by the British government forced the peasants to take loans from the moneylenders. These moneylenders often exploited the peasants by charging high interest rates. They often used unfair means like false accounting, forged signatures and thumb impressions. The new legal system and the policy introduced by the British only helped the moneylenders who were either local merchants or landlords. In most cases, the peasants failed to pay back the loan with full interest. Thus, their lands gradually passed into the hands of the money-lending class.

5.3.5 Rise of the New Middle Class

A major impact of the British rule in India was the beginning of a new middle class. With the rise of the British commercial interests, new opportunities opened to a small

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

Notes

section of the Indian people. They often acted as the agents and intermediaries of the British traders and thus made huge fortunes. The new landed aristocracy, which came into being after the introduction of Permanent Settlement, also formed a part of this new class. A major section of the old landowning aristocracy lost ownership of their land and in many cases were replaced by a new class of land owners. These people got some English education and became the new elite. With the spread of British power, new job opportunities were also created. Indian society witnessed the introduction of new law courts, government officials and commercial agencies. The English educated people naturally got the necessary patronage from their colonial rulers. Thus, a new professional and service-holding middle class was also created by the British, apart from those with landed interests.

5.3.6 Transport and Communication

The means of transport in India at that time were bullock carts, camels and pack animals. England on the other hand needed railways that connected the raw material producing areas with the exporting ports and to facilitate the movement of British goods to different parts of the country as well as bring raw materials to the ports. The vast network of railways that you witness today was pioneered during the latter half of the 19th century. This opened avenue for British bankers and investors to invest surplus wealth and material in the construction of railways. Railways benefited the British capitalists in two important ways. First, it made trading in commodities much easier and profitable by connecting the internal markets with the ports. Secondly, the rail engines, coaches and the capital input for building of rail lines came from Britain. The British capitalists who invested in railways were also guaranteed a minimum profit of 5% by the government. These companies were also given free land with a lease of 99 years.

Although the railways were set up for the advantage of British trade, they also played an important role in the national awakening of the country. Though the British had never anticipated, the extensive transport network and improved education brought people and ideas closer.

During British rule, India took ideas of liberty, equality, human rights, science and technology from the West. This accelerated the process of modernisation. Now we will read about the impact of modern idea on Indian society.

? Do you know

The first railway line was the Red Hill Railroad line, Madras. It opened in 1837 and was use for the carriage of granite stone. While the first passenger railway line ran from Bombay to Thane in 1853. The same year Dalhousie opened the first telegraphic line from Calcutta to Agra and also introduced the postal service to India.

Notes

INTEXT QUESTIONS 5.2

1.   State true or false and justify your statement:

   (a)   Duty free entry of foreign goods was good for Indian economy.

   ....

   (b)   All land settlements benefit the British.

   ....

   (c)   Indigo, rice, wheat, tea and opium were the five major commercial crops introduced by the British.

   ....

   (d)   Some of the money lending class became the new landowners.

   ....

2.   Provide any two reasons why the British built an extensive network of railways in India?

5.4 BRITISH IMPACT ON SOCIETY AND CULTURE

Indian society underwent many changes after the British came to India. In the 19th century, certain social practices like female infanticide, child marriage, sati, polygamy and a rigid caste system became more prevalent. These practices were against human dignity and values. Women were discriminated against at all stages of life and were the disadvantaged section of the society. They did not have access to any development opportunities to improve their status. Education was limited to a handful of men belonging to the upper castes. Brahmins had access to the Vedas which were written in Sanskrit. Expensive rituals, sacrifices and practices after birth or death were outlined by the priestly class.

When the British came to India, they brought new ideas such as liberty, equality, freedom and human rights from the Renaissance, the Reformation Movement and the various revolutions that took place in Europe. These ideas appealed to some sections of our society and led to several reform movements in different parts of the country. At the forefront of these movements were visionary Indians such as Raja Ram Mohan Roy, Sir Syed Ahmed Khan, Aruna Asaf Ali and Pandita Ramabai. These movements looked for social unity and strived towards liberty, equality and fraternity. Many legal measures were introduced to improve the status of women. For example, the practice of sati was banned in 1829 by Lord Bentinck, the then Governor General. Widow Remarriage was permitted by a law passed in 1856. A law passed in 1872, sanctioned inter-caste and inter-communal marriages. Sharda Act was passed in 1929 preventing child marriage. The act provided that it was illegal to marry a girl below 14 and a boy below 18 years. All the movements severely criticized the caste system and especially the practice of untouchability.

The impact of the efforts made by these numerous individuals, reform societies, and religious organisations was felt all over and was most evident in the national movement. Women started getting better education opportunities and took up professions and public employment outside their homes. The role of women like Captain Laxmi Sehgal of Indian National Army (INA), Sarojini Naidu, Annie Besant, Aruna Asaf Ali and many others were extremely important in the freedom struggle.

Figure 5.8 *Captain Lakshmi Sehgal (in the middle, front row) and other INA Cadres with Netaji Subhas Chandra Bose (left, front row)*

5.4.1 Social and Cultural Policy

The British had come to India with the idea of making immense profits. This meant buying of raw materials at very cheap rates and selling finished goods at much higher prices. The British wanted the Indians to be educated and modern enough to consume their goods but not to the extent that it proved detrimental to British interests.

Some of the Britishers believed that Western ideas were modern and superior, while Indian ideas were old and inferior. This was, of course, not true. Indians had a rich traditional learning that was still relevant. By this time in England there was a group of Radicals who had a humanistic ideology towards Indians. They wanted India to be a part of the modern, progressive world of science. But the British government was cautious in undertaking rapid modernisation of India. They feared a reaction among the people if too much interference took place with their religious beliefs and social customs. The English wanted perpetuation of their rule in India and not a reaction among the people. Hence, though they talked about introducing reforms, in reality very few measures were taken and these were also half-hearted.

5.4.2 Education Policy

The British took a keen interest in introducing the English language in India. They had many reasons for doing so. Educating Indians in the English language was a part of their strategy. The Indians would be ready to work as clerks on low wages while for the same work the British would demand much higher wages. This would reduce the expenditure on administration. It was also expected to create a class of Indians who were loyal to the British and were not able to relate to other Indians. This class of Indians would be taught to appreciate the culture and opinion of the British. In addition, they would also help to increase the market for British goods. They wanted to use education as a means to strengthen their political authority in the country. They assumed that a few educated Indians would spread English culture to the masses and that they would be able to rule through this class of educated Indians. The British gave jobs to only those Indians who knew English thereby compelling many Indians to go in for English education. Education soon became a monopoly of the rich and the city dwellers.

The British Parliament issued the Charter Act of 1813 by which a sum of Rupees One lakh was sanctioned for promoting western sciences in India. But a controversy soon arose. Some wanted the money to be spent on advocating western ideas only. There were others who placed more emphasis on traditional Indian learning. Some recommended use of vernaculars (regional languages) as the medium of instruction, others were for English. In this confusion people failed to notice the difference between English as a medium and English as a subject for study. The British, of course, decided in favor of teaching western ideas and literature through the medium of English language alone. Another step in this direction was the Woods Despatch of 1854. It asked the Government of India to assume responsibility for the education of the masses. As part of the directive given by the Woods Despatch, Departments of Education were instituted in all provinces and Affiliated Universities were opened in Calcutta, Madras and Bombay in 1857. A few English schools and colleges were opened instead of many elementary schools. They ignored the education of the masses. But in reality, it was not sufficient to cater to the needs of the Indian people.

Though the British followed a half-hearted education policy in India, English language and western ideas also had some positive impact on the society. Many reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Swami Dayanand Saraswati, Sir Syed Ahmad Khan, and Swami Vivekananda absorbed western ideas of liberalism and democracy and used it to reform some of the non-humanitarian social and religious practices of the time. Though education did not reach the masses but some ideas of anti-imperialism, nationalism, social and economic equality took root through political parties, discussions and debates on public platform and the press.

The spread of English language and western education helped Indians to adopt modern, rational, democratic, liberal and patriotic outlook. New fields of knowledge

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

in science, humanities and literature open to them. English became the lingua franca of the educated people in India. It united them and gradually made them politically conscious of their rights. It also gave opportunity to the Indians to study in England and learn about the working of democratic institutions there. The writings of John Locke, Ruskin, Mill, Rousseau and many others instilled in them the ideas of liberty, equality, fraternity, human rights and self-government. The French and the American Revolutions, and the unifications of Italy and Germany further strengthened their appreciation of these ideas. Cavour, Garibaldi and Mazzini became their favorite heroes. They began to aspire for these ideals for India.

Western thinkers like Max Mueller and Annie Besant encouraged vernacular languages and literary works to instill a sense of pride in Indian heritage and culture. It enabled Indians to revive India's cultural past. Also, the important role of press in arousing political awakening and exchange in ideas is noteworthy. The newspapers and journals gave opportunities to share ideas and problems. Similarly, novel, drama, short story, poetry, song, dance, theatre, art and cinema were used to spread views and express resistance to colonial rule. They spoke the language of the people, showcasing their everyday lives, joys and sorrows. Along with newspapers and journals, they promoted the feelings of self confidence, self respect, awareness and patriotism, thereby developing a feeling of national consciousness.

? Do you know

Indian People's Theatre Association (IPTA) was founded in 1943. It used music as an integral medium to express dissent and resistance, and continuing its cultural movement even after Independence. Songs ranged from the awareness of exploitation, immortalising the sacrifices of peasants, the revolt of 1857 and the people killed in the Jallianwala Bagh in Amritsar. They cited the meaninglessness of war and violence and also protested against the partition of India through their songs.

The British devised several strategies to make their rule effective. The early British administrators in India like Warren Hastings, William Jones, Jonathan Duncan and others glorified India's ancient past. These scholars and administrators were called Orientalists. They thought that a better understanding of Indian languages, literature and culture would make it easier for them to rule India. Important institutions that came to be identified with their efforts were the Calcutta Madarsas founded by Warren Hastings (1781), the Asiatic Society of Bengal founded by William Jones (1784), the Sanskrit College at Banaras founded by Jonathan Duncan (1794) and the Fort William College founded by Wellesley (1800). These institutions, especially the Asiatic Society and the Fort William College became the epicenter of the study on Indian culture, languages and literature. For the first time great ancient Sanskrit writers like Kalidasa became known to the world through translation of their monumental work into English.

MODULE - 1
India and the World
through the Ages

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

Notes

ACTIVITY 5.3

During this period there were some individuals who played a major role in glorifying India's culture, knowledge and tradition. Listed below are some personalities whose contribution have been recognised worldwide. Search for more information in the library/internet on their works.

1. Aryabhatta ....
2. Charaka ....
3. Maitreyi ....
4. Gargi ....

How do you think it must have helped the Indians to take pride in their past history and regain self respect?

5.4.3 Impact of the Reform Movement

How did the socio-religious reform movements led to the national movement? The persistent efforts of the reformers had immense impact on the society. The religious reform movements instilled in the minds of Indians greater self-respect, self-confidence and pride in their country. These reform movements helped many Indians to come to terms with the modern world. The reformers felt that modern ideas and culture could be best imbibed by integrating them into Indian cultural stream. They helped other countrymen to appreciate that all modern ideas were not against Indian culture and values. The introduction of modern education guided the Indians towards a scientific and rational approach to life. People became more conscious of their identity as Indians which was ultimately responsible for their united struggle against the British in the freedom movement of India.

5.4.4 British Administration and Judicial System

The Indians found it difficult to adjust to the new system of administration introduced by the British. The Indians were denied political rights and the British officers treated them with contempt. Indians were excluded from all higher positions in the civil administration and military.

The British also introduced a new system of law and justice in India. A hierarchy of civil and criminal courts was established. The laws were codified and attempts were also made to separate the judiciary from the executive. Efforts were made to establish the 'Rule of Law' in India. But this only helped the British to enjoy arbitrary powers and to interfere with the rights and liberties of the Indians. The law courts were not easily accessible to the common people. Justice became a costly affair. The new judicial system also discriminated between Europeans and Indians.

INTEXT QUESTIONS 5.3

1. Match the following:

(a)	Widow Remarriage Act	(i)	1857
(b)	Charter Act	(ii)	1794
(c)	Department of Education	(iii)	1813
(d)	Sanskrit College of Banaras	(iv)	1856
		(v)	1855

2. Name at least two centers of Indian culture and languages founded by the British.

3. Briefly explain at least two legal measures which helped improve the status of women in British India.

5.5 PROTESTS MOVEMENTS

The adverse impact of the British rule on the political, economic and social spheres resulted in sharp reaction of the Indian people against the foreigners. This led to a series of the anti-British movements throughout the country. Peasants and tribes rebelled against exploitative rulers. This has been dealt in greater detail in the next few lessons. During the British rule, the number of famines recorded in India was unprecedented. During the first half of the 19th century, 7 big famines were recorded which led to the death of 15 lakh people. Similarly, in the latter half of the 19th century there were 24 famines causing over 200 lakh deaths. The most devastating was the Bengal Famine of 1943 which killed 3 to 4 million Indians. Peasants burdened with taxation, eviction from land and survivors from the Bengal famine joined the rebel groups of Sanyasis and Fakirs. In 1783, rebels stopped paying revenues to company agents. However, rebels were finally forced to surrender. Similarly, Poligars of Tamil Nadu, Malabar and Coastal Andhra, Mappilas of Malabar revolted against the colonial rule. In North India, the Jats of western Uttar Pradesh and Haryana revolted in 1824. In Maharastra and Gujarat, the Kolis revolted.

Tribes in different parts of country also rebelled as colonial government extended their authority to tribal lands. The tribes were subjected to various extortions. Tribal leaders such as Bhils of Khandesh and Kolis of Singhbhum revolted against British rule. However, British suppressed them ruthlessly. Oppressed Santhals on the border of Bengal, Bihar and Orissa also revolted against Britishers as they were being evicted from their lands. They even set up their own government but British suppressed their revolt. Though these rebels did not succeed, they exposed the unpopular character of colonial rule. Even today, we witness many disparities in our society. At least one-third of the country's population barely manages to survive. If you compare this situation with that at the time of independence, we have made good progress but we still have a long way to go.
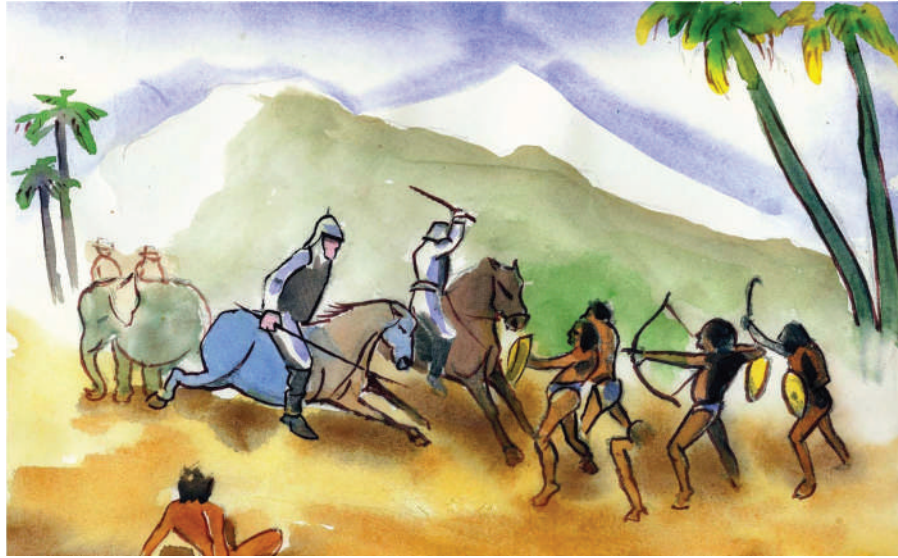
Figure 5.9 *Santhal Rebellion: Fight between Railway Engineers and Santhals (Illustrated from London News, 1856)*

ACTIVITY 5.4

According to expert analysis, more than 17,500 farmers killed themselves between 2002 and 2006. Farmers' suicides have been reported from Maharashtra, Andhra Pradesh, Karnataka, Gujarat, Kerala, Punjab, Chhattisgarh and Tamil Nadu. The reasons are mainly crop failure and debts. Also, the number of farmers is also falling due to their abandonment of farming. Collect more information either from newspapers, magazines and internet, or by talking to 5-6 farmers on the possible reasons for taking such an extreme step? Share your thoughts.

Have you seen the movie Peepli Live? Do watch it if you can.

5.5.1 Impact of the Revolt of 1857

The economic decline of peasantry and artisans were reflected in 12 major and numerous minor famines from 1770 to 1857. All these factors only helped to spread anti-British feeling which ultimately culminated in the revolt of 1857. The British were not very sensitive to the feelings of the masses they ruled ruthlessly. Hence, reforms introduced by them to put an end to some social customs made the people believe that the Government wanted them to be converted to Christianity. As a result, the English East India Company's rule in India witnessed a large number of uprisings and rebellions. In a later lesson you will read about some important and popular uprisings and also analyse the nature and significance of these uprisings. You will also read about the Revolt of 1857 which had a major impact on our national movement. For the first time it unified and brought together people having different ethnic, religious and class background against the British rule.

MODULE - 1
India and the World
through the Ages

The revolt brought an end to East India Company's rule, along with changes in the British policy towards Indian States. One of the most important outcomes of the revolt was that it gave rise to nationalism. Indian people became more aware of their heroes, who sacrificed their lives for the country so that others might live in free India in times to come. The revolt however scarred the relationship between Hindus and Muslims with the Divide and Rule Policy which was adopted by the British. They felt that if they wanted to continue their rule in India, it was important to divide the Hindus and Muslims.

Notes

5.5.2 Impact Today

After reading this lesson, you would become more aware of how British rule affected every bit of Indian life. This political control also meant a long drawn interaction between two distinct cultures. Some changes were deliberately introduced to strengthen the British political and trading interests. But there were others that occurred as a byproduct of the interaction between the Indian and the western cultures. A large number of British and Europeans stayed in our country during this period which also brought cultural transformation.

We should also understand that our present life is shaped to a great extent by our immediate past. In this immediate past, the British control over a large part of the country becomes an important determining factor. Some of the cultural and legal changes that took place as a result of British rule continue to affect our life even today. The rails, the club life, the imperial buildings like the Rashtrapati Bhavan and the Parliament are reminiscent of the British rule in India. Many food items like bread, tea and cake that we consume today are a direct result of our interaction with Europeans during the British rule. If you look around yourself, you will be surprised to know that a large number of costumes prevalent in urban India were adopted during the British rule, for example, trousers, coats and ties. The idea of introducing Indian civil service started during this period. The Indian armed forces still retain many aspects of European training and culture. The medium of our instruction or learning itself is predominantly English. The Supreme Court and the High Court pass their judgments in English. This language itself is a legacy of the British rule and continues to be the lingua franca of Indians seeking employment in their own country.

INTEXT QUESTIONS 5.4

1. Identify two reasons for protest movements by peasants and tribal groups in India.

2. How did the British policy of Divide and Rule affect the national interest of the country? Explain in 30 words.

Notes

WHAT YOU HAVE LEARNT

- The British came to India as traders, but also had territorial ambitions. They gradually gained control over the whole of India by using various means like direct conquest, annexation and diplomacy.

- The Battle of Plassey in 1757 marked the beginning of the political dominance of the British in India. British rule had a deep impact on the political and social life of the Indians.

- The economic impact of British rule was most far-reaching. It destroyed the traditional economy of India and drained India's wealth to Britain. The economic policies of the British also affected the classes of peasants, artisans very adversely.

- The discontentment that resulted from British Rule gave rise to a series of resistance movements against the British. The Sanyasi and Fakir uprisings, the Farazi movements, the Wahabi movement and the Santhal rebellion are some examples of resistance to British rule.

- The war of 1857 had to end in defeat due to the military and political weaknesses of the Indians.

TERMINAL EXERCISES

1. How did the land revenue policies of the British affect the life of the peasants?

2. Distinguish between Permanent Settlement and Mahalwari System.

3. How did English education contributed in the rise of nationalism in India?

4. Examine the reasons for the success of the English language in the country?

5. Do you agree with the fact that British impact could be seen even today? If yes, how?

ANSWERS TO INTEXT QUESTIONS

5.1

1. (a) (iv)

   (b) (iii)

2. To find raw materials for their industries in Britain and markets for their finished goods.

3. Doctrine of Lapse and Subsidary Alliance.

Impact of British Rule on India: Economic, Social and Cultural (1757-1857)

MODULE - 1
India and the World
through the Ages

Notes

5.2

1. (a) No because the cheap foreign goods were a threat to Indian handloom. Also, Indian weavers suffered much loss.

   (b) No because the high revenue rates led many peasants to revolt against the British rule. Though the British Empire benefitted economically, it had to suffer politically in the long run.

   (c) No because rice and wheat are food crops.

   (d) Yes because when the peasants failed to pay back their loan their lands passed into the hands of the money lending class.

2. The main purpose was to connect trading ports and industrial towns to villages from where they got their raw materials, that is, cash crops. It ensured its easy and fast transport. Also, finished goods from the trading ports could be taken to various markets.

5.3

1. (a) (iv)

   (b) (iii)

   (c) (i)

   (d) (ii)

2. Asiatic Society of Bengal founded by William Jones in 1784.

   Fort William College founded by Lord Wellesley in 1800.

3. The practice of sati, wherein the wife had to jump at her husband's funeral fire, was banned in 1829.

   Sharda Act, which raised the marriageable age of girls to 14 and boys to 18 thereby preventing child marriage, was passed in 1929.

5.4

1. (a) The exploitative nature of the British with their heavy taxation and high revenue rates on the peasants.

   (b) Various extortion policies and extension of British authority to tribal lands.

2. The British policy of Divide and Rule led to the division of the country on the basis of religion. The relationship between the Hindus and the Muslims suffered with the British pitching native against native to continue their rule.

Notes

6

RELIGIOUS AND SOCIAL AWAKENING IN COLONIAL INDIA

Read a conversation between Mimi, a thirteen years old girl, and her grandmother.

Mimi: "Which college did you go to, Grandma?"

Grandmother (smiling): "I never went to college, my dear. I only studied up to class 6 and was married when I was of your age."

Mimi (shocked): "Married at thirteen! That is illegal, Grandma! Did you not protest?" Grandmother: "Things were different at that time and many of my friends got married at the same age."

This made Mimi curious about the practices prevalent in the society when her grandmother was a child. She also wondered how things changed over a period of time. Who were the people responsible for bringing this change? Mimi wanted to know all this and more. In this lesson you will read how reforms were introduced in the 19th and 20th century in India. You will also read about the impact of these reforms on the society.

OBJECTIVES

After reading this lesson, you will be able to:

- identify the social practices that existed in our society during the 19th century;

- discuss the importance of socio-religious reform movements during the 19th and early 20th century in raising awareness about prevalent social practices;

- explain the efforts of the reformers to deal with issues like caste system, child marriage, sati pratha, through legislation and other means;

- discuss the role of reformers from the 19th century onwards in promoting school education in India;

- analyse the impact of the reform movement on Indian society.

SOCIAL SCIENCE

MODULE - 1
India and the World
through the Ages

6.1 SOCIETY IN THE EARLY 19TH CENTURY

The Indian society, which you see in 2012, is very different from the one in the first half of the 19th century. Two major social causes prevented the society's progress. These were lack of education and subordination of women. Many sections of the Indian society were rigid and followed certain practices which were not in keeping with humanitarian values.

6.1.1 Lack of Education

Majority of people in those days were illiterate. All over the world education was in the hands of a very small number of people. In India also, education was limited to a handful of men belonging to the upper castes. Brahmins in India had access to the Vedas which were written in Sanskrit. It was a language known only to them. Religious texts were also controlled by these people. So they interpreted them in a way that benefitted them. Expensive rituals, sacrifices and practices after birth or death were outlined by this priestly class. It was mandatory for everyone to perform these rituals in the belief of a better life after death. Nobody could question the Brahmin priests because nobody knew what was written in the scriptures. Similarly in Europe, the Bible was written in Latin. It was the language of the Church and their priests interpreted the religious texts accordingly. And that is why, as a reaction, Europe saw the **Renaissance** and the **Reformation Movement** about which you have read earlier in this book. Even ideas like liberty, equality, freedom and human rights were introduced in Europe by various revolutions which took place there.

6.1.2 Position of Women

Girls and women today have better opportunities for their development. They have more freedom to study and work outside of home. However, way back in the 19th century the life was much harder for majority of the women. Certain social practices like female infanticide, child marriage, sati pratha and polygamy were prevalent in some sections of Indian society. Female infanticide or killing of a girl child was a very common practice. Girls who survived were often married at a very young age and often to men who were much older. Polygamy, a practice of a man having more than one wife was an accepted norm among many castes and religion. In some parts of the country *Sati Pratha* was practiced in which a widowed woman was compelled to burn herself on the funeral pyre of her husband. Those women who could escape the practice of *Sati* had to live a very miserable life. Women had no right to property. They also had no access to education. Thus, in general, women had a subordinate position in the society. The fear of the invader and loss of family honor was one reason. The other reasons were dowry and sharing of ancestral property which further deteriorated their status.

It was evident that certain practices and superstitions were preventing Indians from progressing. Reforms were needed to bring a change in the social and religious lives of the people.

? Do you know

Infanticide: The killing of an infant born alive; the killing of a newly born child;

Child Sex Ratio: The number of girls per 1000 boys in the 0-6 years age group. In India, the ratio has shown a sharp decline from 976 girls to 1000 boys in 1961 to 914 girls to 1000 boys as per the 2011 census. As per global terms, the normal child sex ratio should be above 950.

ACTIVITY 6.1

According to the 2011 census, the states with the highest and the lowest sex ratio is Kerala with 1084 females per 1000 males, and Haryana with 877 females per 1000 males. Find out any 5 states having sex ratio of less than 914 females per 1000 males.

Visit the website www.censusindia.gov.in for information.

6.2 A DESIRE TO CHANGE: SOCIO-RELIGIOUS AWAKENING

What do you think could be the reasons that led to the awakening of the people against discrimination and inequality? Reformers like Raja Rammohan Roy, Ishwarchandra Vidyasagar, Swami Dayanand Saraswati, Jyotiba Phule, Sir Syed Ahmed Khan and Pandita Ramabai understood that ignorance and backwardness in the society was responsible for hindering its progress and development. This realisation was reinforced when they came in contact with the Europeans and found that life was very different in other parts of the world. When the British missionaries started spreading Christianity, they criticized and questioned many of our social and religious practices. Many of their ideas were accepted by our reformers. The desire to reform the society was so strong that these reformers were now ready to face challenges as well as resistance from the orthodox Indians. They started several movements to bring desirable changes in the society.

These were made possible by enlightened people like Swami Dayanand Saraswati and Raja Ram Mohan Roy. They studied the religious scriptures and criticized the prevalent religious and social practices. According to them, society should be based on the concepts of liberty and equality both for men and women and this was possible

MODULE - 1
India and the World
through the Ages

only by the spread of modern and scientific education especially among the women. These movements came to be called **socio-religious movement** because the reformers felt that no change is possible in a society without reforming the religion. We will read further to know why education and other priviliges were available to only the upper classes in society.

6.2.1 The Caste System

Since ancient times, Indian society had a caste system which was originally occupation based. Over a period of time, interpretation of religious texts by the upper caste and lack of access to religious scriptures by the lower caste led to several superstitious practices in the name of religion. This also resulted in power being concentrated in upper caste and exploitation of the lower caste.

Hindu society was based on the *Varna* system, that is, Brahmin, Kshatriya, Vaishya and Shudra. According to this system people were divided on the basis of their occupation. The people who were engaged in praying and worshipping the Gods were categorized as *Brahmins*. Those who were engaged in wars were called *Kshatriyas*. Those whose occupation was agriculture and trading were known as *Vaishyas* and those who used to serve the upper three Varnas were known as *Shudras*. This caste system, which was purely based on occupation, had become hereditary. A person born in a particular caste could not change his/ her caste even though they might have changed their work. This created inequality in society. It also led to the exploitation of the lower castes. Therefore, caste system had became a major hindrance in the development of a healthy, democratic and progressive society

Many socio-religious reformers and organizations stepped forward to fight against this social practice. Organizations, such as Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission and reformers like Jyotiba Phule, Pandita Ramabai, Sri Narayana Guru, Periyar, Vivekananda, Mahatma Gandhi and many others strongly protested against its rigidity. Most reformers considered the prevalent caste practices as against the original spirit of the Vedas and other scriptures. They considered the caste system as irrational and unscientific. They felt it was against the basic rules of humanity. The untiring and relentless efforts of the social reformers helped people to become more tolerant towards each other.

? Do you know

Article 14 of the Constitution states that, *'it shall not discriminate against any citizen on the grounds of religion, race, caste, sex, place of birth or any of them.'* This constitutional provision has facilitated the participation of the marginalized in the social, political and economic development of the country.

Notes

6.2.2 The Prevalent Religious Practices

Most of the social practices were done in the name of religion. Hence, social reform had no meaning without religious reform. Our reformers were deeply rooted in Indian tradition and philosophy and had a sound knowledge of the scriptures. They were able to blend positive Indian values with western ideas and the principles of democracy and equality. On the basis of this understanding, they challenged the rigidity and superstitious practices in religion. They cited the scriptures to show that the practices prevalent during nineteenth century find no sanction in them. The enlightened and the rationalistic amongst them questioned the popular religion which was full of superstitions and was exploited by the corrupt priests. The reformers wanted society to accept the rational and scientific approach. They also believed in the principle of human dignity and social equality of all men and women.

6.2.3 The Educational Scenario

In the 19th century, many children, especially girls, were not sent to school. Education was imparted in traditional Paathshalas, Madrasas, Mosques and Gurukuls. Religious Education was imparted along with subjects like Sanskrit, Grammar, Arithmetic, Religion and Philosophy. Science and technology had no place in the curriculum. Many superstitious beliefs existed in the society. In certain communities girls were not allowed to be educated. It was thought that educated women would soon become widows after marriage! But in reality lack of education and awareness was the root cause of social and religious backwardness among the Indians. So it was important to promote modern education.

All socio-religious reformers whether Hindus, Muslims, Sikhs or Parsis aimed at the spread of modern education. They believed that education was the most effective tool to awaken and modernize our society.
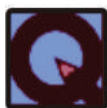
INTEXT QUESTIONS 6.1

1. List any two social practices against which the reform movement began.

2. Why the caste system was considered irrational and unscientific?

3. What was the basis of the reformers' criticism of rigidity in religion?

4. Read the excerpt below and answer the given question:

    Dr. Bhim Rao Ambedkar belonged to a poor Mahar family, considered an untouchable caste. He had his college education in India and later earned degrees and doctorates for his study and research from Columbia University

and the London School of Economics. Dr. Ambedkar was the Chairman of the Drafting Committee of the Indian Constitution. Despite facing social and financial hardships, Dr. Ambedkar spent his whole life fighting against social discrimination and was awarded the Bharat Ratna posthumously in 1990.

(i)   In addition to education, which other attributes (qualities) enabled Dr. Ambedkar to withstand the discrimination and contribute to the society?

Notes

ACTIVITY 6.2

Cite at least two instances where you observed caste-based discrimination. Note down your reactions in 50 words.

6.3 SOCIO RELIGIOUS REFORMERS OF THE 19TH CENTURY

Many Indian thinkers and reformers came forward to bring reforms in society. According to them society and religion were interlinked. Both needed to be reformed to achieve positive growth and development of the country. Hence our reformers took the initiative to awaken the Indian masses. Some of these reformers founded organizations to spread the awareness about which you will read now. Another major contribution of these reformers was in the field of education.

6.3.1 Raja Ram Mohan Roy

Raja Ram Mohan Roy was born in a Brahmin family of Bengal. He knew many languages and had read Quran, Bible and the New Testament along with Hindu scriptures in great depth. Liberal education exposed him to different cultures and philosophies. Deeply moved by the plight of his brother's widow, who had been forced to commit Sati, he was determined to uproot this social practice. This led him to challenge other unfair social and religious practices prevalent at that time. He founded *Brahmo Samaj* in 1828. He was the first person to take an initiative to challenge the practice of Sati and it soon became his life-long crusade. He mobilized public opinion and cited the scriptures to show that this practice had no sanction in Hindu religion. In the process he faced displeasure and enmity of orthodox

Figure 6.1 *Raja Ram Mohan Roy*

Notes

Hindus. In his efforts he was supported by the then Governor General of India, Sir William Bentinck. A law was passed in 1829 making Sati illegal and punishable. He also made efforts to advocate widow re-marriage and condemned child marriage.

He represented a synthesis of the Eastern and the Western thoughts. An authority on the Vedas, Vedantas and Upanishads, he also took up the best in all religions as he was well versed in the scriptures. He advocated the importance of Vedas in reforming religion and upheld the fundamental unity among all religions. He held that all the principal ancient texts of the Hindus preached **Monotheism** (worship of one God) and opposed **Polytheism** (belief in more than one God). He was critical of idol worship and observance of meaningless rituals.

He strongly advocated the learning of English language, literature, scientific advancement and technology to modernize India. He maintained an English school in Calcutta at his own cost. Subjects like mechanics and philosophy were also taught among other subjects. A Vedanta college was opened in 1825. Raja Ram Mohan Ray helped in the opening of the Hindu college in Calcutta for higher learning.

6.3.2 Ishwar Chandra Vidyasagar

A great scholar and reformer, Ishwar Chandra Vidyasagar dedicated his entire life to the cause of social reforms. The first Hindu Widow Remarriage Act was introduced in 1856 owing to his relentless efforts. He also protested against child-marriage and campaigned against polygamy. Though he did not concern himself much with religious questions, he was against all those who opposed reforms in the name of religion.

Though he was a Sanskrit scholar, his mind was open to the best in Western thought. His major contribution was in the field of education. He encouraged the study of Sanskrit and Bengali literature. He also introduced the study of Western thought in the Sanskrit college to inspire the Indians to shake off their age-old beliefs and modernize their ideas. He believed that condition of

Figure 6.2 *Ishwar Chandra Vidyasagar*

women could be improved only through their education. His efforts in this direction were praise worthy. He helped in opening approximately 35 girls' school in Bengal. He was a champion of women's education. The admission of non-Brahmin students in the Sanskrit College was made possible through his efforts.

6.3.3 Swami Dayanand Saraswati

The Arya Samaj founded by Swami Dayanand Saraswati in 1875 undertook the task of reforming Hindu religion in North India. He considered Vedas to be infallible and

MODULE - 1
India and the World
through the Ages

the foundation of all knowledge. He rejected all those religious thoughts which were in conflict with the Vedas. He believed that every person had the right to have direct access to God. It started the *Shuddhi Movement* to bring back those Hindus who had converted to Islam and Christianity. *Satyarth Prakash* was his most important book.

Notes

Figure 6.3 *Swami Dayanand Saraswati*

Arya Samaj advocated social reform and worked to improve the condition of women. It fought untouchability and the rigidities of the hereditary caste system and promoted social equality. The use of Hindi language in which he wrote and preached made his ideas accessible to the people of Northern India. Arya Samaj also had a major role to play in the national movement as it inculcated a spirit of self respect and self reliance among the people.

The role of Arya Samaj was commendable in promoting education among the masses. Some of Swami Dayanand's followers later started a network of schools and colleges called D.A.V. (Dayanand Anglo Vedic) in the country to impart education on western lines without compromising on the Vedic teachings. They encouraged teaching of English and modern science along with Sanskrit and Vedic education.

6.3.4 Ramakrishna Paramhansa and Swami Vivekananda

Ramakrishna Paramhansa (1836-1886) highlighted the essential unity of religions and the need to lead a spiritual life. He believed that the different religions of the world are only different ways to reach the same god. Swami Vivekananda (1863-1902) was his foremost disciple.

Notes

The history of the world is the history of a few men who had faith in themselves. That faith calls out the Divinity within. You can do anything. You fail only when you do not strive sufficiently to manifest infinite power. As soon as a man or a nation loses faith in himself or itself, death comes. Believe first in yourself, and then in God.   – Swami Vivekananda.

Vivekananda was the first spiritual leader who thought beyond religious reforms. He felt that Indian masses needed secular as well as spiritual knowledge to empower them to believe in themselves. Vivekananda established the Ramakrishna mission after the name of his guru Ramakrishna Paramhansa. Through his speeches and writings, he brought out the essence of Hindu culture and religion. He believed in the spirit of Vedanta and the essential unity and equality of all religions. He laid stress on the removal of religious superstitions, obscurantism, and outdated social customs. He tried to remove caste rigidities, and untouchability. He motivated the people to respect women while he himself worked for women's upliftment and education. Vivekananda attached primary importance to the removal of ignorance among the people.
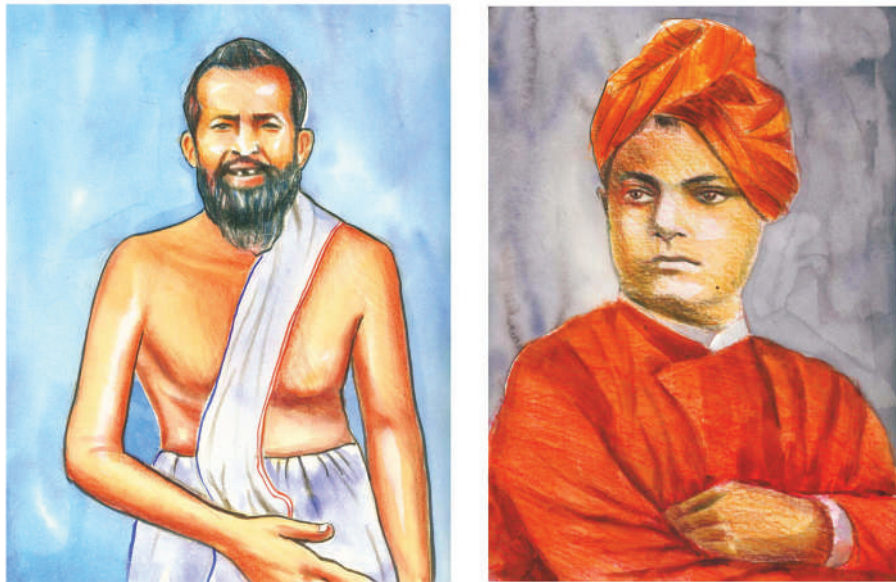
Figure 6.4 *Sri Ramakrishna Paramhansa and Swami Vivekananda*

6.3.5 Sir Syed Ahmed Khan

Sir Syed Ahmed Khan believed that the religious and social life of the Muslims could be improved only by imbibing modern western scientific knowledge and culture. His major concern was the removal of social and educational backwardness among the Muslims. He worked hard to raise the status of the Muslim women. He was against

MODULE - 1
India and the World
through the Ages

the *purdah* system, polygamy, easy divorce and lack of education among the girls. Though he was opposed by the orthodox Muslims, he made commendable efforts in promote women's education. He tried to interpret the Quran in the light of reason and spoke out against fanaticism and ignorance. He also initiated social reforms for the upliftment of Muslim society.

Throughout his early life, he advocated the study of English language even against the opposition of the orthodox Muslims. He considered that only modern education could lead Muslims towards progress. He established an English school in Ghazipur (present day Uttar Pradesh) in 1864. He started the Mohammadan Anglo-Oriental College (M.A.O.) at Aligarh in 1875 which later developed into the Aligarh Muslim University. It provided education in humanities and science through English medium. He also established a scientific society for translating English books. He also published a journal for spreading awareness among the Muslims towards social reforms especially towards modern education. He started the Mohammadan educational conference for spreading liberal ideas among the Muslims. The movement for reform started by him is known as the Aligarh Movement which proved to be an important step towards social and political awakening among the Muslims.
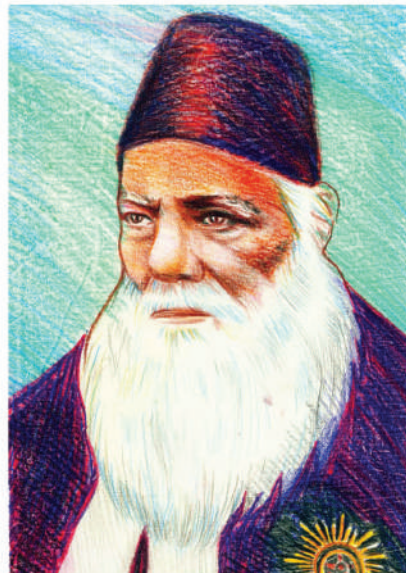
Figure 6.5 *Sir Syed Ahmed Khan*

6.3.6 Jyotirao Govindrao Phule

Jyotirao Govindrao Phule from Maharashtra worked to attain equal rights for peasants and the lower caste. He and his wife, Savitribai Phule, are most known for their efforts to educate women and the lower castes as well as the masses. He first educated his wife, after which both of them opened a school for girls in India

in August 1848.took up the cause of women and started a girls' school in Poona (Pune) in 1851. He is also remembered for his efforts towards promoting widow remarriage. In September 1873, Jyotirao along with his followers formed the *Satya Shodhak Samaj* (Society of Seekers of Truth) with the main objective of liberating the lower castes and protecting them from exploitation and atrocities. He was popularly known as Jyotiba.
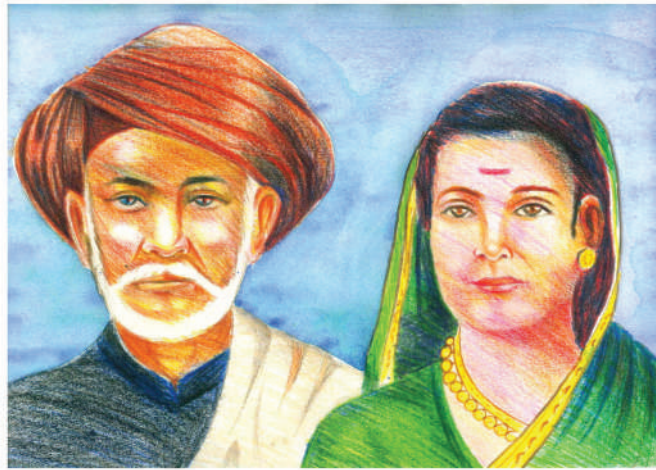
Figure 6.6 *Jyotiba Phule and his wife Savitribai Phule*

6.3.7 Justice Mahadev Govind Ranade

Justice Mahadev Govind Ranade established the Poona *Sarvajanik Sabha* and the *Prarthana Samaj* in 1867 in Bombay to bring about religious reforms. It sought to remove caste restrictions, abolish child marriage, the saving of widows' heads, the heavy cost of marriages and other social functions; encourage education of women and promote widow remarriage. Like *Bramho Samaj*, it advocated the worship of one God. It condemned idolatry and the domination of the priestly castes in religious matters. He introduced vernacular languages in the University curriculum which made higher education accessible to Indians. He attempted to reform the rigid traditions in the society without destroying the social atmosphere of India's rich cultural heritage. He was also a founding member of the Indian National Congress.
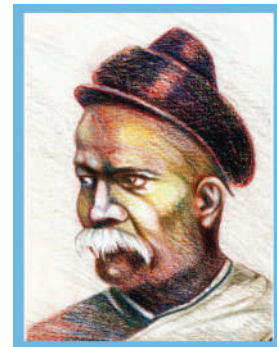
Figure 6.7 *Justice Mahadev Govind Ranade*

6.3.8 Pandita Ramabai

In Maharashtra, Pandita Ramabai, a renowned social reformer, fought for the rights of women and spoke against the practice of child marriage. She promoted girls

Religious and Social Awkening in Colonial India

MODULE - 1
India and the World
through the Ages

Notes

education and started the *Arya Mahila Samaj* in1881, in Pune, to improve the condition of women, especially child widows. In 1889, she established the *Mukti* Mission, in Pune, a refuge for young widows who had been deserted and abused by their families. She also started *Sharda Sadan* which provided housing, education, vocational training and medical services to widows, orphans and the visually challenged. She also wrote many books showing the hard life of women, including child brides and child widows. The Pandita Ramabai Mukti Mission is still active today.

Figure 6.8 *Pandita Ramabai*

6.3.9 Annie Besant

Annie Besant was a member of the Theosophical Society and came to India for the first time in 1893. This movement was led by Westerners who glorified Indian religious and philosophical traditions and encouraged vernacular languages and literary works to instill a sense of pride in Indian heritage and culture. It aroused political awakening and helped Indians recover their self-confidence and get a sense of pride in their own country. The society also preached the universal brotherhood of man. It made immense contribution towards the development of Modern India. Annie Besant became the President of the Theosophical Society in 1907.

Besant opened a college for boys, the Central Hindu College at Banaras based on Theosophical principles with the aim to build a new leadership for India. The students studied religious texts along with modern science. The college became a part of the new University, the Banaras Hindu University from 1917.

Figure 6.9 *Annie Besant*

ACTIVITY 6.3

Identify any two social practices or superstitions which are still prevalent despite several reform movements and government regulations. What can you, as an individual do to challenge these social practices or superstitions?

Clue: Social practices or superstitions like dowry, gender discrimination, illiteracy, child marriage, female infanticide.

Possible Action: Lead by personal example, organise group discussion; write a letter to the newspaper, assist people in distress in public places etc.

Notes

6.3.10 Muslim Reform Movement

A few movements were launched which aimed to spread modern education and removing social practices like the polygamy. The Mohammedan Literacy Society of Calcutta was founded by Abdul Latif in 1863. It was one of the earliest organisations that promoted modern education among the upper and middle class Muslims. It also played an important role in promoting Hindu-Muslim unity. Shariatullah of Bengal, leader of the Faraizi movement in Bengal, took up the cause of the peasants. He also condemned the evils of the caste system among the Muslims.

Figure 6.10 *Muhammad Iqbal*

There were several other socio-religious movements which in one way or the other helped the national awakening of the Muslims. Mirza Ghulam Ahmed had founded the Ahmediya Movement in 1899. Under this movement, a number of schools and colleges were opened all over the country. They emphasised the universal and humanitarian character of Islam. They favoured the unity among Hindus and Muslims.

One of the greatest poets of Modern India, Muhammad Iqbal (1876-1938) influenced the philosophical and religious outlook of several generations through his poetry.

? **Do you know**

Muhammad Iqbal wrote the famous song 'Saare jahaan se achcha hindustaan hamaara. . .'

6.3.11 The Akali Reform Movement

The formation of the two *Singh Sabhas* at Amritsar and Lahore in the 1870's was the beginning of religious reform movement among the Sikhs. The setting up of Khalsa College in Amritsar in 1892 helped promote Gurmukhi, Sikh learning and Punjabi literature. The college was set up with help from the British. In 1920, the Akali movement which rose in Punjab, started the cleansing of the management of the Gurudwaras or Sikh shrines. A powerful Satyagraha in 1921 against the Mahants forced the Government to pass a new Gurdwara Act in 1925. With the aid of this act and by direct action, they freed the sacred places from the control and domination of corrupt Mahants.

Religious and Social Awkening in Colonial India

MODULE - 1
India and the World
through the Ages

6.3.12 Reform Movement among the Parsis

Narouji Furdonji, Dadabhai Naoroji, S.S. Bengalee and others began religious reforms among the Parsis in Mumbai in the middle of the 19th century. In 1851, they founded the *Rahnumai Mazdayasnan Sabha* or Religious Reform Association. They played an important role in the spread of education, especially among girls. They also campaigned against the orthodox practices in Parsi religion. In course of time, the Parsis became one of the most progressive sections of Indian society.

Figure 6.11 *Dadabhai Naoroji*

Notes

ACTIVITY 6.4

Make a list of 10 eminent personalities who have contributed towards making our society a better place to live in. Also find out the field in which they have contributed.

INTEXT QUESTIONS 6.2

1. Fill in the blanks with correct answer:

   (i) He .... did not represent the synthesis of the thought of East and West

       (a) Swami Vivekananda   (b) Rammohan Roy

       (c) Dayanand Saraswati   (d) Iswarchandra Vidyasagar

   (ii) He did not emphasize the infallibility of the Vedas

       (a) Swami Vivekananda   (b) Ramakrishna Paramhans

       (c) Dayanand Saraswati   (d) Syed Ahmed Khan

   (iii) The movement started to free the sacred places from the control and domination of corrupt Mahants

       (a) Akali Movement   (b) Caste reform movement

       (c) Shuddhi movement   (d) Satyagraha movement.

2. Match the following:

   (i) Bramho Samaj   (a) Swami Vivekananda

   (ii) Arya Samaj   (b) Annie Besant

   (iii) Ramakrishna Mission   (c) Swami Dayanand Saraswati

(iv)	Theosophical Society	(d)	Jyotiba Phule
(v)	Akali Movement	(e)	Pandita Ramabai
(vi)	Satya Shodhak Samaj	(f)	Raja Ram Mohan Roy
(vii)	Aligarh Movement	(g)	Sikhs
(viii)	Arya Mahila Samaj	(h)	Justice Mahadev Govind Ranade
		(i)	Sir Sayed Ahmed Khan
		(j)	Dadabhai Naoroji

3. Write any two limitations of the reform movements.

4. Read the excerpt below and answer the given questions:

Ramvati is working as a peon in NIOS office. She got married at the age of 21, but unfortunately her husband passed away when she was 28. She was offered her husbands' job at NIOS because she had completed her secondary school education. With this job Ramvati is now able to look after her children and herself. She leads a dignified life and her children are proud of their mother.

(a) What could have happened if Ramvati had got married as a child?

(b) If Ramvati was not allowed to work outside home, what could have happened to her and her family?

6.4 IMPACT OF THE REFORM MOVEMENTS ON INDIAN SOCIETY

The reform movements were able to create socio-religious consciousness among the Indians during the 19th century. All these movements laid stress on rational understanding of social and religious ideas and encouraged a scientific and humanitarian outlook. The reformers felt that modern ideas and culture could be best imbibed by integrating them into Indian cultural streams. The introduction of modern education guided the Indians towards a scientific and rational approach to life. All the movements worked to improve women's status and criticized the caste system especially the practice of untouchability. These movements looked for social unity and strived towards liberty, equality and fraternity.

Importance was given to education especially women's education. Some legal measures were introduced to raise the status of women. For example Sati Pratha and infanticide were declared illegal. Widow Remarriage was made possible by a law passed in 1856 and condition of widows improved. A law passed in 1872, sanctioned inter-caste and inter-communal marriages. Marriageable age of girls was raised to ten by a law passed in 1860. Further, Sharda Act was passed in 1929 preventing child marriage. According to it, a girl below 14 and a boy below 18 cannot

MODULE - 1
India and the World
through the Ages

be married. The impact of the efforts of these reformers was most evident in the National Movement. A large number of women came out to take part in the freedom struggle. The role of women like Captain Laxmi Sehgal of Indian National Army, Sarojini Naidu, Annie Besant, Aruna Asaf Ali and many others was extremely important in the freedom struggle. Women now came out of the *purdah* and took up jobs.

The persistent efforts of the reformers had immense impact on the society. The religious reform movements instilled in the minds of Indians greater self-respect, self-confidence and pride in their country. These reform movements helped many Indians to come to terms with the modern world. People became more conscious of their identity as Indian. It was ultimately responsible for their united struggle against the British in the freedom movement of India.

In the 20th century and especially after 1919, the Indian National Movement became the main propagator of social reform. Indian languages were used to reach the masses. They also used novels, dramas, short stories, poetry, the press and in the 1930's used the cinema to spread their views. The movements promoted the feelings of self-confidence, self-respect, awareness and patriotism and thereby developed a feeling of national consciousness. Do you remember reading some of the novels and seeing some films related to Independence Movement. For a beginning start making a list of some such authors and their book. Make a list of some films also. Also make a list of some songs. May be this clue will help you "*Insaf ki dagar pe, Bachhon dikhao chal ke, yeh desh hai tumhara, neta tumhi ho kal ke*", or "*Vande Mataram*" sung by **Lata Mangeshkar** in the same film.

These reform movements had certain limitations. It affected a very small percentage of the population, mostly the educated class and could not reach the vast masses of the peasantry and urban poor who continued to live in the same conditions.

Humanitarian: Having the concern for or helping to improve the welfare and happiness of all people.

Liberty: Freedom to act or think as you chose.

Fraternity: A group of people with something in common.

WHAT YOU HAVE LEARNT

- The Indian society was challenged by issues like superstitious beliefs, backwardness and evil practices such as Sati or widow immolation and untouchability.

- Some educated Indians like Raja Rammohan Roy, Iswarchandra Vidyasagar, Jyotiba Phule, Swami Dayanand Swaraswati, Sir. Syed Ahmed Khan, Swami

Notes

Vivekananda took the initiative to reform the society by introducing reforms in the religion first as the social practices were often driven by religious beliefs.

- All the socio-religious reformers emphasized upon modern education and scientific knowledge to reform the society. Women's education has been specially emphasized upon to improve the position of the women in the society.

- The impact of the reform movements in the society was immense. Due to the persistent efforts of the social reformers many such practices like Sati, untouchability was abolished by law. Widow-remarriage was introduced. Modern education was encouraged in the society.

- Despite all the efforts, India still require more involvement of the educated people in spreading awareness. The role of media is very crucial in this regard.

TERMINAL EXERCISES

1. Explain the social practices that existed in 19th century India.

2. Why do you think reforms were needed to awaken our society?

3. Why do you think that the social reform movement had no meaning without religious reforms?

4. Do you think the reformers were able to bring change in the Indian society?

5. How did the socio-religious reform movements lead to the National Movement?

6. Explain the role of following reformers in challenging caste system and advocating widow remarriage:

    (a) Raja Ram Mohan Roy

    (b) Ishwar Chandra Vidyasagar

    (c) Jyotiba Phule

7. Identify the common features amongst the following reformers:

    (a) Theosophical Society and Ramakrishna Mission

    (b) Akali Movement and Arya Samaj

8. Explain the hindrances in the growth of women's education in the 19th Century India.

9. Who introduced English education among the Muslims? Explain his/her contribution in this area.

10. Study the map carefully and answer the questions that follow:

    (a) Name the places where Brahmo Samaj, Arya Samaj, Prarthana Samaj and M.A.O. College became popular.

    (b) Name the social reformers who were active in Western India and also mark the places where they were active.

MODULE - 1
India and the World
through the Ages

Figure 6.12

ANSWERS TO INTEXT QUESTIONS

6.1

1. Sati, Caste System, Child Marriage, Plight of Widows.

2. Because it was against the basic tenets of humanity.

3. Courage, determination, motivation and a vision to achieve goals.

4. They found that the scriptures do not sanction rigidity and superstitions.

6.2

1. (i) (c)   (ii) (d)   (iii) (a)

2. (i) (f)   (ii) (c)   (iii) (a)   (iv) (b)   (v) (g)   (vi) (d)

    (vii) (i)   (viii) (e)

3. (a) She would have been illiterate, would have been married at an early age,
        would have many children and possibly had been suffering due to ill health
        as a result of child-birth at a very early age. She would probably have been
        dependant on her parents or in-laws for her survival.

    (b) She would be dependent on others resulting in low socio-economic status.

4. (a) It affected a very small percentage of the population, mostly the educated
        class.

    (b) It did not reach the masses.

MODULE - 1
India and the World
through the Ages

7

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POPULAR RESISTANCE TO THE BRITISH RULE

British colonial rule had a tremendous impact on all sections of Indian society. Can you imagine being ruled by some strangers year after year? No, we cannot. Most of us were born after 1947 when India had already become independent. Do you know when the British conquered India and colonised its economy they faced stiff resistance from the people. There were a series of civil rebellions. These rebellions were led by rulers who were deposed by the Britishers, ex-officials of the conquered Indian states, impoverished *zamindars* and poligars. It brought together people having different ethnic, religious and class background against the British rule. In this lesson, we will read about some important popular uprisings, their nature and significance. We will also read about the uprising of 1857 which had a major impact on our National Movement.

OBJECTIVES

After reading this lesson, you will be able to:

- discuss the causes of the popular resistance movements against the colonial rule before 1857;
- explain the nature and significance of the peasant and tribal revolts;
- identify the issues that led to the Revolt of 1857; and
- analyse the importance and significance of the Revolt of 1857.

7.1 THE EARLY POPULAR RESISTANCE MOVEMENTS AGAINST COLONIAL RULE (1750-1857)

Can you think of a reason why these resistance movements are called popular? Was it because of the large number of people who participated in them? Or was it because of the success they met with? After reading this section you will be able to arrive at a conclusion.

SOCIAL SCIENCE

7.1.1 Causes of Popular Resistance Movements

Why do people resist? They resist when they feel that their rights are being taken away. That means all resistance movements started against some form of exploitation.

British rule whose policies had undermined rights, status and economic position of Indians symbolised this exploitation. The protest and resistance was mainly offered by the displaced ruling classes, peasantry and tribals. For example, when Warren Hastings attacked Banaras and imprisoned King Chet Singh to fulfill his unjustified demand of money and army, the people of Banaras rebelled. In Madras Presidency, Poligars rebelled, when the British tried to snatch away their military and land rights. Interference in religious practices was another cause of these popular rebellions. Often these revolts were anti-Christian. This was due to the socio-religious reforms introduced by the British which were unacceptable to the people.

In some other rebellions, difference between the religion of the ruler and exploited classes became the immediate cause for the rebellion. This happened in Mappila Rebellion of Malabar region. Here the Muslim peasantry fought against the Hindu landlords and moneylenders. In the next section we shall read about the nature of this movement.

7.1.2 Nature of Popular Resistance Movements

Violence and plunder were the two most popular tools used by the rebels to express their resistance against their oppressors. Lower and exploited classes often attacked their exploiters. They were the Britishers or the *zamindars* or the revenue collecting officials, wealthy groups and individuals. Santhal Rebellion saw mass scale violence where account books of moneylenders and government buildings were burnt and their exploiters punished.

In a previous lesson we read about the land policies of the British. The purpose was to extract as much money as possible from the peasants and tribal people. This caused so much unrest among the peasants and the tribals that they started expressing their resentment against the British.

It is important to know that these popular resistance movements aimed at restoration of old structures and relations which had been done away with by the British. Each social group had its own reasons to raise its voice against the colonial powers. For example, displaced *zamindars* and rulers wanted to regain their land and estates. Similarly, the tribal groups rebelled because they did not want the traders and moneylenders to interfere in their lives.

7.2 PEASANT MOVEMENTS AND TRIBAL REVOLTS IN THE 19TH CENTURY

You would be surprised to know that beginning with the Sanyasi Rebellion and Chuar Uprising in Bengal and Bihar in the 1760s, there was hardly a year without an armed

Popular Resistance to the British Rule

MODULE - 1
India and the World
through the Ages

opposition. From 1763 to 1856 there were more than 40 major rebellions apart from hundreds of minor ones. These rebellions were, however, local in character and effects. They were isolated from each other because each rebellion had a different motive. We will now read more about these movements in the next section of this lesson.

Notes

Figure 7.1 *Map of India citing various places of Peasant and Tribal Revolts in the 19th century*

7.2.1 Peasant Revolt

In an earlier lesson you read about the various land settlements and the adverse effects they had on the Indian peasantry. The Permanent Settlement had made the *zamindar* the owner of the land. But this land could be sold off if he failed to pay the revenue

Notes

on time. This forced the *zamindars* and the landlords to extract money from the peasants even if their crops failed. These peasants often borrowed money from the moneylenders, who were also called *mahajans*. The impoverished peasants could never pay back this borrowed money. This led to many hardships like extreme poverty and being forced to work as bonded labourers. Hence the lower and exploited classes often attacked their exploiters. Failure to pay by the *zamindars* also meant that the land would be taken away by the British. The British then would auction this land to the highest bidder, who often came from the urban areas. The new *zamindars* from the city had little or no interest in the land. They did not invest money in seeds or fertilizers to improve the fertility of the land but only cared to collect as much revenue as they could. This proved destructive for the peasants who remained backward and stagnant.

To get out of this situation, the peasants now started producing commercial crops like indigo, sugarcane, jute, cotton, opium and so on. This was the beginning of commercialisation of agriculture. The peasants now depended on merchants, traders and middlemen to sell their produce during harvest time. As they shifted to commercial crops, food grain production went down. Less food stocks led to famines. It was therefore not surprising that the hungry peasants revolted. Lets us read more about some peasants revolts which took place on account of the British policies:

(i) **The Faqir and Sanyasi Rebellions (1770–1820s)**: The establishment of British control over Bengal after 1757 led to increase in land revenue and the exploitation of the peasants. The Bengal famine of 1770 led peasants whose lands were confiscated, displaced *zamindars*, disbanded soldiers and poor to come together in a rebellion. They were joined by the Sanyasis and Fakirs.

The Faqirs were a group of wandering Muslim religious mendicants in Bengal. Two famous Hindu leaders who supported them were Bhawani Pathak and a woman, Devi Choudhurani. They attacked English factories and seized their goods, cash, arms and ammunition. Maznoom Shah was one of their prominent leaders. They were finally brought under control by the British at the beginning of the 19th century.

The Sanyasi Uprisings took place in Bengal between the periods of 1770-1820s. The Sanyasis rose in rebellion after the great famine of 1770 in Bengal which caused acute chaos and misery. However, the immediate cause of the rebellion was the restrictions imposed by the British upon pilgrims visiting holy places among both Hindus and Muslims.

(ii) **The Indigo Rebellion (1859-1862):** The British adopted many ways through which they could increase their profits. They also started interfering with the basic means of livelihood of the people. Not only did they introduce new crops, they also brought new techniques of farming. Heavy pressure was put on the *zamindars* and peasants to pay high taxes and grow commercial crops. One such commercial crop was **Indigo**. The cultivation of indigo was determined

MODULE - 1
India and the World
through the Ages

by the needs of the English cloth markets. The discontent of the farmers growing indigo was mainly for three reasons:

- They were paid very low prices for growing indigo;
- Indigo was not lucrative as it was planted at the same time as food crops;
- And loss of fertility of the soil because of planting indigo.

Figure 7.2

As a result, food stocks declined. The peasants suffered at the hands of the traders and the middleman on whom they depended to sell their goods, sometimes at very low prices. They supported the *zamindars* to maintain their dominance and deal with their problems in administering those areas.

The peasants launched a movement for non cultivation of indigo in Bengal. Hindu and Muslim peasants together went on strike and filed cases against the planters. They were supported by the press and the missionaries. The government passed orders in November 1860, notifying that it was illegal to force the *raiyats* to cultivate indigo. This marked the victory for the rebels.

Figure 7.3 *Indigo cultivation in Bengal*

(iii) Farazi Movement (1838-1848): This was the first ever no-tax campaign against the British Government led by Shariatullah Khan and Dadu Mian. Their band of volunteers fought heroically with the armed group of Indigo planters and *zamindars*. It brought together all the cultivators of Bengal against the tyranny and illegal extractions by the landlords.

(iv) Wahabi Movement (1830's-1860's): The leader of the movement was Syed Ahmed Barelvi of Rae Bareilly who was greatly influenced by the teachings of Abdul Wahab of Arabia and Shah Waliullah, a Delhi saint. The movement was primarily religious in its origin. It soon assumed the character of a class struggle in some places, especially in Bengal. Irrespective of communal distinctions, peasants united against their landlords.

7.2.2 Significance of Peasant Revolt

The aggressive economic policies of the British shattered the traditional agrarian system of India and worsened the condition of peasants. The peasant revolts taking place in various parts of the country were mainly directed at these policies. Though these revolts were not aimed at uprooting the British rule from India, they created awareness among the Indians. They now felt a need to organise and fight against exploitation and oppression. In short, these rebellions prepared the ground for various other uprisings such as Sikh Wars in Punjab and finally the Revolt of 1857.

ACTIVITY 7.1

Resistance is shown by all of us in our day to day life. How is this resistance different from the resistance movements? What makes some resistance movements popular? Discuss these questions with your friends, peer group or family. Write a note of not more than 50 words on the discussion.

Notes

7.2.3 Tribal Revolts

Another group of people who revolted against the British rule were the tribals. The tribal groups were an important and integral part of Indian life. Before their annexation and subsequent incorporation in the British territories, they had their own social and economic systems. These systems were traditional in nature and satisfied the needs of the tribals. Each community was headed by a chief who managed the affairs of the community. They also enjoyed independence regarding the management of their affairs. The land and forests were their main source of livelihood. The forests provided them with basic items which they required for survival. The tribal communities remained isolated from the non-tribals.

The British policies proved harmful to the tribal society. This destroyed their relatively self-sufficient economy and communities. The tribal groups of different regions revolted against the Britishers. Their movements were anti-colonial in nature because they were directed against the colonial administration. The tribals used traditional weapons, mainly bows and arrows and often turned violent. The Britishers dealt severely with them. They were declared criminals and anti-social. Their property was confiscated. They were imprisoned and many of them were hanged. The tribal movement in India remained confined to some regions only. But it did not lag behind other social groups as regards participation in the anti-colonial movements. We shall now read about some major tribal revolts that took place against the British rule:

(i) **The Santhal Rebellion (1855-57):** The area of concentration of the Santhals was called Daman-i-Koh or Santhal Pargana. It extended from Bhagalpur in Bihar in the north to Orissa in the south stretching from Hazaribagh to the borders of Bengal. The Santhals like other tribes worked hard to maintain their lives in the forests and wild jungles. They cultivated their land and lived a peaceful life which continued till the British officials brought with them traders, moneylenders, *zamindars* and merchants. They were made to buy goods on credit and forced to pay back with a heavy interest during harvest time. As a result, they were sometimes forced to give the *mahajan* not only their crops, but also plough, bullocks and finally the land. Very soon they became bonded labourers and could serve only their creditors. The peaceful tribal communities were now up in arms against the British officials, *zamindars* and money lenders who were exploiting them. Sidhu and Kanu were leading Santhal rebel leaders.

MODULE - 1
India and the World
through the Ages

Popular Resistance to the British Rule

Notes

They gave a heroic fight to the British government. Unfortunately, the Santhel Rebellion was crushed in an unequal battle but it became a source of inspiration for future agrarian struggles.

Figure 7.4 *Tilka Manjhi*

(ii) Munda Rebellion (1899-1900): One of the most important and prominent rebellion which took place after 1857 was the Munda Rebellion. The Mundas traditionally enjoyed certain rights as the original clearer of the forest which was not given to the other tribes. But this land system was getting destroyed in the hands of the merchants and moneylenders long before the coming of the British. But when the British actually came into these areas they helped to destroy this system with a rapid pace when they introduced contractors and traders. These contractors needed people to work with them as indentured laborers. This dislocation of the Mundas at the hands of the British and their contractors gave birth to the Munda Rebellion. The most prominent leader of this rebellion was Birsa Munda who was more aware than the others as he had received some education from the Missionaries. He encouraged his tribe people to keep the tradition of worshipping of the sacred groves alive. This move was very important to prevent the Britishers from taking over their wastelands. For this, Birsa Munda fought against the moneylenders/*mahajans* and English officials.

MODULE - 1
India and the World
through the Ages

He attacked Police Stations, Churches and missionaries. Unfortunately the rebels were defeated and Munda died in prison soon after in 1900. But his sacrifice did not go in vain. The Chhotanagpur Tenancy Act of 1908 provided some land ownership rights to the people and banned bonded labour of the tribal. Birsa Munda became the architect of Munda Rebellion and somebody who is remembered even today.

Figure 7.5 *Birsa Munda*

Notes

? Do you know

Indentured: An indentured laborer was one who had to work for others on a contractual basis for a fixed period of time. The person had to work in a foreign/ new place and in return would be given payment for travel, accommodation and food.

(iii) Jaintia and Garo Rebellion Rebellion (1860-1870s): After the First Anglo-Burmese War, the British planned the construction of a road connecting Brahmaputra Valley (present day Assam) with Sylhet (present day Bangladesh). The Jaintias and the Garos in the North-Eastern part of India (present day Meghalaya) opposed the construction of this road which was of strategic importance to the British for the movement of troops. In 1827, the Jaintias tried to stop work and soon the unrest spread to the neighbouring Garo hills. Alarmed, the British burnt several Jaintias and Garo villages. The hostilities increased with the introduction of House Tax and Income Tax by the British in 1860's. The

Jaintias leader U Kiang Nongbah was captured and publicly hanged and the Garo leader Pa Togan Sangma was defeated by the British.
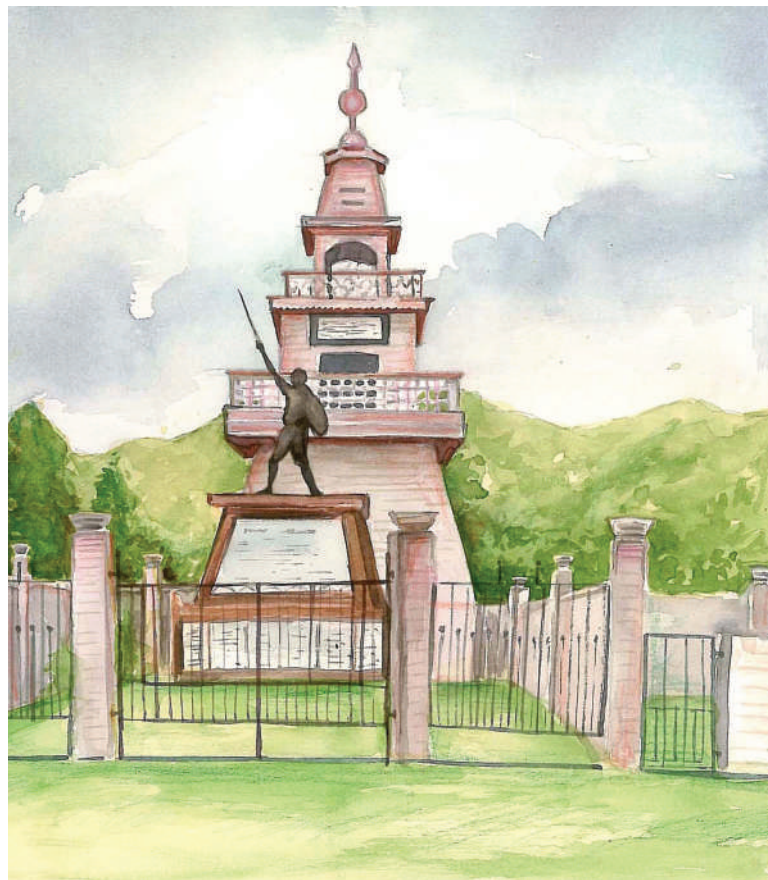
Figure 7.6 *U-Kiang Nongbah memorial*

(iv) The Uprising of the Bhils (1818-1831): The Bhils were largely concentrated in Khandesh (present day Maharashtra & Gujarat). Khandesh came under British occupation in 1818. The Bhils considered them as outsiders. On the instigation of Trimbakji, rebel minister of Baji Rao II they revolted against the Britishers.

(v) The Kol Uprising (1831-1832): The Kols of Singhbhum in the Chhotanagpur area enjoyed autonomy under their chiefs but the entry of the British threatened their independence. Later the transfer of tribal lands and the coming of moneylenders, merchants and British laws created a lot of tension. This prompted the Kol tribe to organise themselves and rebel. The impact was such that the British had to rush troops from far off places to suppress it.

(vi) The Mappila Uprisings (1836-1854): The Mappilas were the Muslim cultivating tenants, landless labourers and fishermen of Malabar region. The

Popular Resistance to the British Rule

MODULE - 1
India and the World
through the Ages

British occupation of Malabar region and their new land laws along with the atrocities of the landlords (mainly Hindus) led the Mappilas to revolt against them. It took many years for the British to crush the Mappilas.

Notes

INTEXT QUESTIONS 7.1

1. Explain the following terms in one sentence each:

   (a) Faqirs   (b) Mahajan   (c) Mappilas

2. In the space given space list three groups involved in the exploitation of the Indian peasantry.

   (a) ....

   (b) ....

   (c) ....

3. List three causes of popular resistance movements in the given space.

   (a) ....

   (b) ....

   (c) ....

7.3 THE UPRISING OF 1857 – CAUSES, SUPPRESSION AND CONSEQUENCES

The revolt of 1857 started on 10th May when the Company's Indian soldiers at Meerut rebelled. Called the Sepoy Mutiny by the British, it is now recognised as the First War of Independence against the British rulers. Indian soldiers killed their European officers and marched towards Delhi. They entered the Red Fort and proclaimed the aged and powerless Mughal Emperor Bahadur Shah Zafar, as the Emperor of India. This rebellion was a major anti-colonial movement against the aggressive imperialist policies of the British. In fact, it was an economic, political and social struggle against the British rule. This severe outburst of anger and discontent shook the foundations of colonial rule in large parts of India. We will now study the causes of dissatisfaction among the Indian people which made them rebel against the British rule.

(a) **Political Causes:** The nature of colonial expansion through annexation became a major source of discontent among the Indian rulers. British wanted to acquire land and collect as much wealth for England as they could. Their policy of annexation called Doctrine of Lapse and Subsidiary Alliance led to a number of independent kingdoms being annexed to the British Empire. These were states that were enjoying British protection but their rulers had died without leaving

a natural heir to the throne. As a result their adopted sons could now no longer legally inherit the property or receive the pension which was granted to them by the British. In this way Lord Dalhousie annexed the Maratha States of Satara, Nagpur , Jhansi and several other minor kingdoms. On the death of Baji Rao II, the pension granted to him was abolished and the claim of his adopted son, Nana Saheb, to receive this pension was denied to him. This interference by the East India Company was disliked by many Indian rulers. Before the policy of Doctrine of Lapse, the Indian ruler had a right to adopt an heir to his throne even if he was childless, but now they had to take prior consent from the British.

Figure 7.7 *Map of India citing the major cities participating in the Revolt of 1857.*

The policy of annexation affected not only the rulers but affected all those who were dependent upon them namely, soldiers, crafts people and even the nobles.

MODULE - 1
India and the World
through the Ages

Notes

Even the traditional scholarly and priestly classes lost the patronage which they were getting from these rulers. Thousands of *zamindars*, nobles and poligars lost control over their land and its revenues. The annexation of Awadh on grounds of misgovernment was also resented by the Nawab who was loyal to the British. No alternative jobs were provided to the people who lost their jobs when the British took over Awadh. Even the peasants had to pay higher taxes and additional land revenue.

The continuous interference of the British in the basic way of living, traditional beliefs, values and norms was seen by the masses as a threat to their religion. The British administrators gradually became arrogant and gulf between them and the people widened.

(b) Economic Causes: Another important cause of the Revolt was the disruption of the traditional Indian economy and its subordination to the British economy. The British had come to trade with India but soon decided to exploit and impoverish the country. They tried to take away as much wealth and raw material from here as they could. The Britishers kept high posts and salaries for themselves. They used political control to increase their trade as well as export and import of foreign goods. All means were used to drain India of her wealth. Indian economy now suffered under the British policies. Since they worked against the interests of Indian trade and industry, Indian handicrafts completely collapsed. The craftsmen who received royal patronage were impoverished when the states were annexed. They could not compete with the British factory made products where machines were used. It made India into an excellent consumer of British goods and a rich supplier of raw materials for the industries in England. The British sold cheap, machine made clothes in India which destroyed the Indian cottage industry. It also left millions of craftsmen unemployed. The British also sent raw materials to England for the factories there. This left little for the Indian weavers. The Britishers also imposed heavy duties on Indian made goods. Now they could reap huge profits as there was no competition for their goods. Thus, the British drained India of her wealth and her natural resources.

What other measures did the British take to exploit India? To buy raw materials and sell their finished goods they introduced steamships and railways. The railways opened a vast market to the British and facilitated export of Indian raw materials abroad. The railways connected the raw material producing areas with the exporting ports. As a result British goods flooded the Indian market. But do you know that the railways played an important role in the national awakening of the country too? They let people and ideas come closer together, something that the British had never anticipated. In 1853, Dalhousie opened the first telegraphic line from Calcutta to Agra. They also introduced the postal service to India.

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Since land was the major source of revenue for them, the British thought of various means to get revenue from land. The colonial policy of intensifying land revenue demand led to a large number of peasants losing their land to revenue farmers, traders and moneylenders. This was done through the Ryotwari and Mahalwari systems. Permanent Settlement of Bengal, Bihar and Orissa did not recognise the hereditary rights of the peasants on land. On the other hand, if they failed to pay $10/11^{th}$ of the entire produce, their property could be sold off. To prevent this situation the peasants often borrowed money from the moneylenders at a high rate of interest. Sometimes they even sold their property to the moneylenders. Even the officials harassed the peasants who dared not seek justice at the courts for fear of further harassment. The new class of *zamindars* that were created by the British became their political allies. They supported them in times of need and acted as buffers between the British and the people. Some of them even supported the British against the freedom movement. The economic decline of peasantry and artisans was reflected in 12 major and numerous minor famines from 1770 to 1857. All these factors helped to spread an anti-British feeling which ultimately culminated in the revolt of 1857.

(c) **Social and Religious Causes:** The British were not very sensitive to the feelings of the vast mass of Indian people. Social reforms against sati, female infanticide, widow re-marriage and education of woman, made many people unhappy. With an objective to convert people the Christian missionaries opened schools and college. They also needed a population which was educated and modern enough to buy their goods, but not enough to prove detrimental to British interests. It made the people believe that the Government was in collusion with the missionaries to eradicate their religion and convert them to Christianity. The passing of Act XXI of 1850 enabled converts to Christianity inherit ancestral property. The new law was naturally interpreted as a concession to Christian converts which further created anxiety and fear among the people.

The religious sentiments of the sepoys were hurt in 1806 in the Madras presidency. The Hindus were asked to remove their caste marks from their foreheads and the Muslims were asked to trim their beards. Though the sepoy uprising was put down, it was evident that the British neither understood nor cared for the Indian soldiers. The loyalty of the sepoys was further undermined by certain military reforms which required them to serve overseas. This outraged their religious feelings. They had an aversion to overseas services, as travel across oceans meant loss of caste for them.

(d) **Discontent in the Army:** The soldiers in the East India Company's army came from peasant families which were deeply affected by the governments' policies. Indian soldiers were not given posts above that of subedars. Some sepoys wanted special *bhatta*/allowance if sent on oversea duty. Sometimes they were paid, but most of the time they were not. They, therefore, started distrusting

Popular Resistance to the British Rule

MODULE - 1
India and the World
through the Ages

their officers. These instances contributed in their own way to the revolt of 1857. The soldiers had other grievances too. They were paid salaries less than their English counterparts. As a result, the morale of the Indian sepoy was very low. On the other hand, when the soldiers refused to cross the 'black water' that is oceans and seas because their religion forbade it, the British were ruthless on them.

(e) **Immediate Cause:** Strong resentment was rising among the Indians and they were waiting only for an occasion to revolt. The stage was all set. Only a spark was needed to set it on fire. Introduction of greased cartridge in 1856 provided that fire. The government decided to replace the old-fashioned musket, 'Brown Bags' by the 'Enfield rifle'. The loading process of the Enfield rifle involved bringing the cartridge to the mouth and biting off the top. There was a rumour among the Sepoys in January 1857 that the greased cartridge contained the fat of cow and pig. The cow is sacred to the Hindus and the pig is forbidden to the Muslims. The sepoys were now convinced that the introduction of greased cartridges was a deliberate attempt to defile Hindu and Muslim religion and their religious feelings. This sparked off the revolt of sepoys on 29th March 1857.

7.3.2 Course of the Revolt

A sepoy called Mangal Pandey was the first soldier who openly disobeyed orders. He killed two English officers at Barrackpore near Calcutta on 29 March 1857. He was arrested, tried and executed. The regiments of Barrackpore were disbanded. The news of Mangal Pandey very soon reached other parts of the country and resulted in open revolts.

Figure 7.8 *Mangal Pandey*

MODULE - 1
India and the World
through the Ages

Popular Resistance to the British Rule

Notes

The most decisive uprising occurred at Meerut where 85 sepoys of the cavalry regiment were sentenced to 2-10 years imprisonment for refusing to use greased cartridges. The very next day, on 10th May 1857, three regiments broke into open mutiny. They killed British officers and broke open the prison to release their comrades. They began to march towards Delhi, where they were joined by the local infantry and the common people. The rebels captured Delhi and killed many British officers. They declared the Mughal Emperor Bahadur Shah as the emperor of India.

From Delhi the revolt spread to other places. In Kanpur,Nana Sahib was declared the Peshwa. His troops were commanded by Tantya Tope and Azimullah. At Lucknow, Begum Hazrat Mahal was assisted by Maulvi Ahmadullah. In Jhansi, Rani Lakshmi Bai and in Arrah, Kunwar Singh led the revolt. Khan Bahadur Khan was the leader in Bareilly.

Figure 7.9 *Begum Hazrat Mahal*

The loss of Delhi greatly lowered the prestige of the British. To recover their lost prestige they took help of the loyal forces from Punjab. The siege lasted four months and Delhi was finally recaptured on 10th September 1857. It took another ten months of fighting before the Governor-general, Lord Canning, could proclaim the end of the Mutiny on 8th July 1858.

Stiff resistance had been offered to the British force by the heroic trio of the rebellion Rani Laxmi Bai of Jhansi, Tantya Tope and Kunwar Singh. Rani Laxmi Bai led the rebel ranks. Mounted on horseback, she boldly faced the British cavalry but when her horse stumbled and fell she was killed. According to the British commander-in-chief, Sir Hugh Rose, she was the best and bravest military leader of the rebels. Kunwar Singh was killed in another battle in Bihar. Tantya Tope was captured while

Popular Resistance to the British Rule

MODULE - 1
India and the World
through the Ages

he was asleep. He was hanged after a trial. This was the end of the heroic trio and the rebellion was finally suppressed by the British.

The old Emperor Bahadur Shah along with his two sons was taken prisoner. After a trail he was deported to Rangoon, where he died in 1862, at the age of 87. His sons were shot dead at Delhi without a trial .We must now look into the causes for the failure of the revolt.

Notes

ACTIVITY 7.2

Which personality of the revolt of 1857 inspired you the most? Can you identify any two of their qualities that you may also share?

7.3.3 Nature of the Revolt

A big debate surrounds the revolt of 1857. British historians describe the events of 1857 -1858 as a mutiny by the sepoys. It should perhaps be mentioned here that there were many uprisings by the sepoys prior to 1857. One example is the Vellore mutiny of July 1806 where Indian sepoys had revolted against the East India Company's garrison. Nevertheless, 'order' was restored very soon and this revolt did not go beyond the confines of the cantonment.

But if you look closely into the facts of 1857 you will see the difference. The revolt was started by the sepoys but was joined in large numbers by the civilian population. The participation of peasants and artisans made the revolt a widespread and popular event. In some areas, the common people revolted even before the sepoys. All this shows that it was clearly a popular revolt. It was characterised by Hindu-Muslim unity. Unity between different regions also existed. Rebels in one part of the country helped people fighting in other areas. The revolt should be seen as the first nationalist struggle in India for independence from foreign rule.

You will realise that the Revolt of 1857 was not one movement but many. It was not a class revolt either. The peasantry did not rebel against the landlords. They only directed attacks against money-lending grain dealers or the representatives of the British Indian government. But their policies strongly influenced the way a particular region as a whole was going to react. The Revolt in Awadh as well as in other regions, was popular, in that it pertained to people as a whole and was carried out by them. Talukdars and peasants in Awadh fought together against a common foe. But there is no doubt that the revolt of 1857 was the first time that soldiers of the Indian army recruited from different communities, Hindus and Muslims, landlords and peasants, had come together in their opposition to the British. It also provided the necessary foundation for the later successful anti-colonial struggles against the British.

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7.4 FAILURE OF THE REVOLT

Although the revolt was a big event in the history of India, it had very little chance of success against an organised and powerful enemy. It was suppressed within a year of its outbreak. Various causes led to the failure of the Revolt of 1857. There was no unity of purpose among the rebels. The sepoys of Bengal wanted to revive the ancient glories of the Mughals while Nana Saheb and Tantya Tope tried to re-establish the Maratha power. Rani Lakshmi Bai fought to regain Jhansi, which she had lost as a result of British policy of Doctrine of lapse. Secondly, this rising was not widespread it remained confined to North and Central India. Even in the north, Kashmir, Punjab, Sind and Rajputana kept away from the rebels. The British managed to get the loyalty of the Madras and Bombay regiments and the Sikh states. Afghans and Gurkhas also supported the British. Many Indian rulers refused to help the rebels. Some were openly hostile to them and helped the British in suppressing the revolt. The middle and upper classes and the modern educated Indians also did not support the revolt. Thirdly the leadership of the movement was weak. Indian leaders lacked organisation and planning. The rebel leaders were no match to the British soldiers. Most of its leaders thought only of their own interest. They were motivated by narrow personal gains. They fought to liberate only their own territories. No national leader emerged to coordinate the movement and give it purpose and direction. Lakshmi Bai, Tantya Tope and Nana Saheb were courageous but were not good military generals. With the escape of Nana Sahib and the death of Bahadur Shah Zafar came the end of Peshwaship and the Mughal rule.

The rebels were short of weapons and finances. Whatever few weapons existed were old and outdated. They were no match to the sophisticated and modern weapons of the British. The rebels were also poorly organised. The uprisings in different parts of the country were uncoordinated. Often the sepoys behaved in an uncontrolled manner. On the other hand the telegraphic system and postal communication helped the British to speed up their operation. The English mastery of the sea enabled them to get timely help from England and crush the revolt ruthlessly.

7.5 SIGNIFICANCE AND IMPACT OF THE REVOLT

The Revolt of 1857 was the first sign that the Indians wanted to end British rule and were ready to stand united for this cause. Even though they failed to achieve their objective they succeeded in sowing the seeds of nationalism among the Indians. Indian people became more aware of the heroes, who sacrificed themselves in the Revolt. However, it was the beginning of distrust between Hindus and Muslims which the British later exploited to continue their rule in India.

7.6 THE LEGACY OF THE REVOLT

The Revolt of 1857 is unique in a sense that cut across caste, community and class barriers. Indian people for the first time put up a unified challenge to the British rule.

MODULE - 1
India and the World
through the Ages

Notes

Though the efforts of the rebels failed, the British government was pressurised to change their policy towards India. In August 1858, by the Act for the Better Government of India, both the Board of Control and the Board of Directors were abolished. And the office of the Secretary of State for India was created with an Indian Council of 15 members to assist the Viceroy of India, designation earlier known as Governor General in India. In August 1858 the British crown assumed control of India from the East India Company and in 1877 Queen Victoria was crowned empress of India. This brought to an end the rule of East India Company. In the proclamation of 1st November 1858 the Queen announced a continuation of the Company's policies. India became a colony of the British Empire. The Indian rulers were assured of their rights to succession after adoption. The crown promised to honor all the treaties and the agreements made by the company with the rulers of Indian State.

By now the British had become distrustful of the Hindu Muslim unity. They decided to follow the policy of divide and rule the country. They kept a tight control over key positions both in the civil and military administration. To give expression to this pledge the Indian Civil Service Act of 1861 was passed, which provided for an annual competitive examination to be held in London for recruitment to the coveted Civil Service.

The revolt played a pivotal role in Anglo- Indian history. The British became cautious and defensive about their empire, while many Indians remained bitter and would never trust their rulers again. It was not until the emergence of Indian National Congress in 1885 and Mahatma Gandhi that Indians re-gathered their momentum for home rule. One group which kept away from trouble and opposition to the British was the English-educated Indians. This group owed its rise to the conditions of the new rule. Some of its members were descendants of the new Bengali *zamindars*, a class created by the Permanent Settlement in Bengal. It is curious to note that some members of this elite group would turn against the British some thirty or forty years after the 1857 Revolt.

The Army had been mainly responsible for the crisis of 1857. Hence, radical changes were introduced in the army. The strength of European troops in India was increased and the number of Indian troops reduced from the pre- 1857 figure. All Indian artillery units with the exception of a few mountain batteries were disbanded, even the artillery was kept with the British soldiers. On the other hand, there were attempts to play native against natives on the basis of caste, religion and region. All the big posts in the army and the artillery departments were reserved for the Europeans. There was mutual distrust and fear between Indians and the British.

It was increasingly realised that one basic cause for the Revolt of 1857 was the lack of contact between the ruler and the ruled. Thus, a humble beginning towards the development of representative institutions in India was made by the Indian Councils Act of 1861.The emotional after effects of the Revolt were perhaps the most unfortunate. Racial bitterness was perhaps the worst legacy of the struggle.

INTEXT QUESTIONS 7.2

1. List two grievances of the Indian sepoys against the colonial rulers.

2. Name any three important leaders of the Revolt of 1857.

3. When and how was the East India Company's rule abolished?

4. Enlist any three major causes of the failure of the Revolt of 1857.

WHAT YOU HAVE LEARNT

- Oppression and exploitation of the people were the main reasons for the rebellion and resistance to British rule in India.

- Being evicted from their lands, peasants and tribals became labourers on their own lands. Different form of taxes made their life miserable.

- Those who were engaged in small cottage industries had to close their factories as a result of the import of British manufactured goods. All these changes and unresponsive attitude of the British administration compelled the peasantry to vent their grievances through rebellions.

- Unfortunately these rebellions were not successful before the organised British armed forces but they paved the way for future challenge to the British Raj in India.

- The Revolt of 857 was a big challenge to British authority. It was led by the sepoys and supported by the common people.

- Economic, political, social, religious and military causes were responsible for the Revolt of 1857. The greased cartridges incident was the immediate cause of the revolt.

- A large part of India was affected by the revolt. The main centres of the revolt were Meerut, Delhi, Kanpur, Lucknow, Jhansi, Bareilly and Arrah. Some important leaders of the revolt were Bakht Khan, Nana Sahib, Tantia Tope, Azimullah, Begum Hazrat Mahal, Maulvi Ahmadullah, Rani Lakshmi Bai, Khan Bahadur Khan and Kunwar Singh.

- The revolt failed to end British rule in India. The major reasons for its failure were – its localised and unorganised nature, weak leadership and lack of weapons and finances.

MODULE - 1
India and the World
through the Ages

TERMINAL EXERCISES

1. Explain two common features of the Peasant and Tribal Revolts.
2. How did the political and socio-religious factors led to the Revolt of 1857?
3. Explain the significance of the Revolt of 1857.
4. Make a table listing main leaders of the Revolt of 1857 and the reasons for their joining it.
5. Do you think the Revolt of 1857 made any impact on the British and their rule in India? Analyse the situation and give your inference.
6. History tells us that people normally protest when their means of livelihood are threatened. Do you think this holds true even today? Identify one incident that has happened recently published from the newspaper or magazines and make a report of about 50 words.
7. (a) On the given outline map of India locate the region of the following rebellions:

   (i) Faqir and Sanyasis Rebellion (ii) Santhal Rebellion

   (iii) Munda Rebellion (iv) Jaintia and Garo Rebellion

   (b) Give one cause for each of the rebellion.

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ARABIAN
SEA

BAY OF
BENGAL
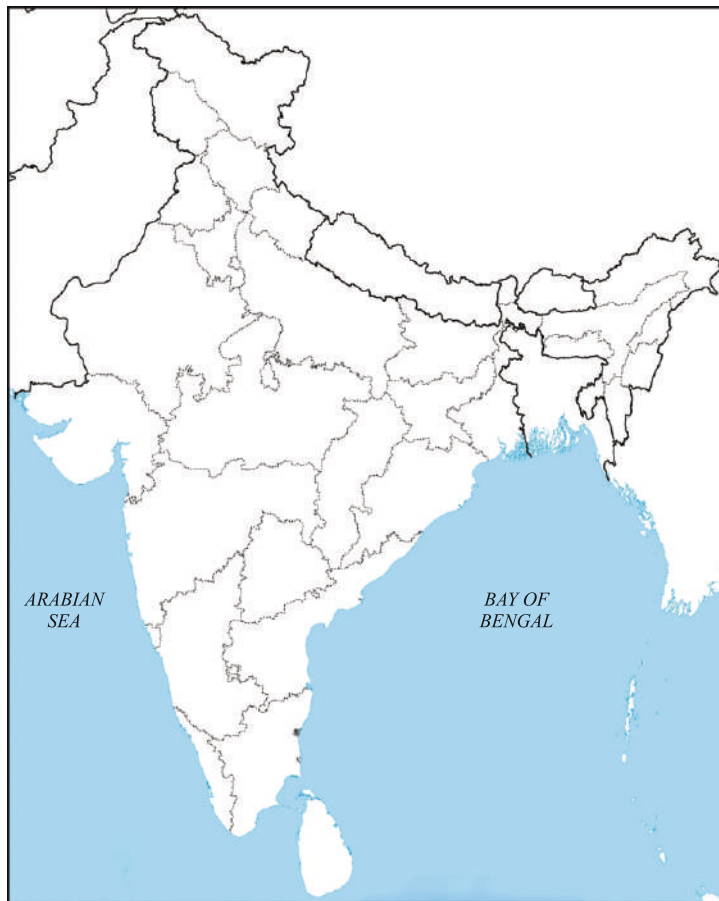
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ANSWERS TO INTEXT QUESTIONS

7.1

1. (a)   Faqirs were a group of wandering Muslim religious mendicants.

    (b)   Mahajan was the term used for moneylenders.

    (c)   Mappilas were the Muslim cultivating tenants, landless laborers and fishermen of Malabar region.

2. The three groups of exploiters were:

    (a)   Officials of British Government

    (b)   Landlord

    (c)   Money lender

3. The four causes of popular resistance movements were:

    (a)   Exploitation by the British

    (b)   High revenue rates on the peasants

    (c)   Compulsory growing of commercial/cash crops

    (d)   Interference in the religious practices of the people by the British.

7.2

1. (a)   Low pay and no *bhatta,* that is, no extra payment for their duty overseas,

    (b)   Social discrimination in promotion, pension & in terms of service,

    (c)   Use of greased cartridge rumored to contain the fat of cow and pig which hurt their religious sentiments.

2. Rani Laxmi Bai, Tantia Tope, Begum Hazrat Mahal, Nana Saheb, Kunwar Singh of Arrah.

3. The East India Company's rule was abolished in 1858 through a declaration of the Queen's Proclamation by the British Parliament.

4. The three major causes of the failure of the Revolt of 1857 were:

    (a)   The revolt was a big event in the history of India. It had very little chance of success against an organised and powerful enemy.

    (b)   It remained confined to north and central India.

    (c)   There was no unity of purpose among the rebels

    (d)   The leadership of the movement was weak.

    (e)   The rebels were short of weapons and finances.

MODULE - 1
India and the World
through the Ages

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INDIAN NATIONAL MOVEMENT

In the last few lessons, you have been reading about the history of our civilization starting from the Pre-historic Age till the modern period. You have travelled down to this lesson on India's Freedom Movement. Don't you think it was a very interesting journey? You read how people lived in jungles, used crude stones to protect themselves, and got food by killing animals. You also read about the Bronze Age when metals were discovered and were used for cutting down small forests and also how its use made life more comfortable. This led us to the Iron Age and the beginning of Industrialization. You read how as society grew, some people became more powerful than the others. You also read how money and land became a source of greed for powerful nations. This led to protest and resistance against states and nations who tried to control the others by exploiting the natural and human resources and by ruling over them ruthlessly. One of these states happened to be our own county India. You shall read about India's long struggle for freedom in this lesson.

OBJECTIVES

After reading this lesson you will be able to:

- identify the causes that led the rise of Nationalism in India

- trace the emergence of Indian National Congress

- discuss the various stages of the National Movement in India

- list the names of prominent leaders of the Indian National Movement

- discuss the role of Gandhi in this Movement

8.1 ORIGIN OF NATIONALISM

The rise of Nationalism is reflected in the spirit of Renaissance in Europe when freedom from religious restrictions led to the enhancement of national identity. This expression of Nationalism was furthered by the French Revolution. The political

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changes resulted in the passing of sovereignty from the hands of an absolute monarch to the French citizens, who had the power to constitute the nation and shape its destiny. The watchwords of the French Revolution - *Liberty, Equality and Fraternity* - inspired the whole world. Many other revolutions like the American Revolution, the Russian Revolution, etc. (about which you have already read in Lesson 3) also strengthened the idea of Nationalism. In this lesson, you will read about the rise of Nationalism in India which emerged in the 19th Century after the revolt of 1857.

8.1.1 Rise of Nationalism in India

For India, the making of national identity was a long process whose roots can be drawn from the ancient era. India as a whole had been ruled by emperors like Ashoka and Samudragupta in ancient times and Akbar to Aurangzeb in Medieval times. But, it was only in the 19th Century that the concept of a national identity and national consciousness emerged. This growth was intimately connected to the anti-colonial movement about which you have already read in lesson 4. The social, economic and political factors had inspired the people to define and achieve their national identity. People began discovering their unity in the process of their struggle against colonialism.

The sense of being oppressed under colonial rule provided a shared bond that tied different groups together. Each class and group felt the effects of colonialism differently. Their experiences were varied, and their notions of freedom were not always the same. Several other causes also contributed towards the rise and growth of Nationalism. One set of laws of British Government across several regions led to political and administrative unity. This strengthened the concept of citizenship and one nation among Indians. Do you remember reading the lesson Popular Resistance Movements? Do you remember the way the peasants and the tribals rebelled when their lands and their right to livelihood was taken away? Similarly this economic exploitation by the British agitated other people to unite and react against British Government's control over their lives and resources. The social and religious reform movements of the 19th century also contributed to the feeling of Nationalism. Do you remember reading about Swami Vivekananda, Annie Besant, Henry Derozio and many others? They revived the glory of ancient India, created faith among the people in their religion and culture and thus gave the message of love for their motherland. The intellectual and spiritual side of Nationalism was voiced by persons like Bankim Chandra Chatterji, Swami Dayanand Saraswati and Aurobindo Ghosh. Bankim Chandra's hymn to the Motherland, *'Vande Matram'* became the rallying cry of patriotic nationalists. It inspired generations to supreme self-sacrifice. Simultaneously, it created a fear in the minds of the British. The impact was so strong that the British had to ban the song. Similarly, Swami Vivekananda's message to the people, "Arise, awake and stop not till the goal is reached", appealed to the Indians. It acted as a potent force in the course of Indian Nationalism.

Do you also remember reading about the establishment of printing press and how it helped in wide circulation of ideas like liberty, equality and fraternity? All these factors helped in the spread of Nationalism among the people of India.

Around this time many organizations were being formed which raised their voices against British rule. Most of these organizations were regional in nature. Some of these organizations were very active such as Bengal Indian Association, Bengal Presidency Association, Pune Public Meeting, etc. However it was felt that if these regional organizations could work jointly it would help the Indian masses to raise their voices against the British Rule. This led to the formation of Indian National Congress in the year 1885. We will discuss about this in the next section of this lesson.

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8.2 EMERGENCE OF INDIAN NATIONAL CONGRESS (1885)

The Indian National Congress was founded by Allan Octavian Hume in 1885. Hume was a retired Civil Service Officer. He saw a growing political consciousness among the Indians and wanted to give it a safe, constitutional outlet so that their resentment would not develop into popular agitation against the British rule in India. He was supported in this scheme by the Viceroy, Lord Dufferin, and by a group of eminent Indians. Womesh Chandra Banerjee of Calcutta was elected as the first President. The Indian National Congress represented an urge of the politically conscious Indians to set up a national organization to work for their betterment. Its leaders had complete faith in the British Government and in its sense of justice. They believed that if they would place their grievances before the government reasonably, the British would certainly try to rectify them. Among the liberal leaders, the most prominent were Firoz Shah Mehta, Gopal Krishna Gokhale, Dada Bhai Naoroji, Ras Behari Bose, Badruddin Tayabji, etc. From 1885 to 1905, the Indian National Congress had a very narrow social base. Its influence was confined to the urban educated Indians.

Figure 8.1 *Indian National Congress (Session 1885)*

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The early aims of this organization were limited only to communicate with British government on behalf of the Indian people and voice their grievances. It was rightly called the era of the Moderates. You will soon find out why?

8.2.1 Initial stages of Indian National Congress

The congress placed its demands before the government always in the form of petitions and worked within the framework of law. It was for this reason that the early Congress leaders were referred to as 'Moderates'. During its first twenty years the Congress made moderate demands. The members placed their demands before the Government always in the form of petitions and worked within the framework of law. It was for this reason that the early Congress leaders were referred to as 'Moderates' They asked for: (a) representative legislatures, (b) Indianization of services, (c) reduction of military expenditure, (d) education, employment and holding of the ICS (Indian Civil Services) examination in India, (e) decrease in the burden of the cultivators, (f) defense of civil rights, (g) separation of the judiciary from the executive, (h) change in the tenancy laws, (i) reduction in land revenue and salt duty, (j) policies to help in the growth of Indian industries and handicrafts, (k) introduction of welfare programmes for the people.

Unfortunately, their efforts did not bring many changes in the policies and administration of the British in India. In the beginning, the Britishers had a favourable attitude towards the Congress. But, by 1887, this attitude began to change. They did not fulfill the demands of the Moderates. The only achievement of the Congress was the enactment of the Indian Councils Act, 1892 that enlarged the legislature by adding a few non-official members and passing of a resolution for holding Indian Civil Services Examination simultaneously in London and in India. Many leaders gradually lost faith in the Constitutional process. Even though the Congress failed to achieve its goal, it succeeded in creating national awakening and instilling in the minds of the Indian people a sense of belonging to one Nation. They provided a forum for the Indians to discuss major national issues. By criticizing the government policies, they gave the people valuable political training. Though, They were not ready to take aggressive steps which would bring them in direct conflict with the Government. The most significant achievement was the foundation of a strong national movement.

The Britishers who were earlier supporting the Moderates soon realized that the movement could turn into a National force that would drive them out of the country. This totally changed their attitude. They passed strict laws to control education and curb the press. Minor concessions were given so as to win over some Congress leaders. The British Viceroy, Lord Curzon was a staunch imperialist and believed in the superiority of the English people. He passed an Act in 1898, making it an offence to provoke people against the British rulers. He passed the Indian Universities Act in 1904, imposing stiff control over Indian Universities. Curzon was out to

MODULE - 1
India and the World
through the Ages

suppress the rising Nationalism in India. This was evident from what he did in 1905 about which you will read in the next section.

8.3. PARTITION OF BENGAL (1905)

What do you think happened in1905? Curzon announced the partition of Bengal. The reason for partition was given as an attempt to improve administration. But the real aim was to 'Divide and Rule'. The partition was done in order to create a separate State for Muslims and so introduce the poison of communalism in the country. However the Indians viewed the partition as an attempt by the British to disrupt the growing national movement in Bengal and divide the Hindus and Muslims of the region. Widespread agitation ensued in the streets and in the press. People of different parts of India opposed the partition of Bengal all over the country. This opposition was carried on by organized meetings, processions and demonstrations etc. Hindus and Muslims tied *'rakhi'* on each other's hands to show their unity and their protest.

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ACTIVITY 8.1

(Do you know what *'rakhi'* is? Write a paragragraph on it. Connect it with the Indian festival of Raksha Bandhan.)

The use of Swadeshi (made in our own country by our own people) goods, business, national education and Indian languages were encouraged. The new nationalist spirit of self reliance- shed the fear of repression including imprisonment and painful torture by the British rule. It was Bal Gangadhar Tilak who realized the importance of boycott as a weapon that could be used to paralyze the whole British administrative machinery in India. The boycott and Swadeshi movements were instrumental in the establishment of swadeshi enterprises - textile mills, banks, hosiery, tanneries, chemical works and insurance companies. Swadeshi stores were opened. Volunteers supplied goods at the doorstep of every household. The movement spread to all classes and groups of people. Everyone, including women and children, came forward to take part. The most active were school and college students. This made the British reverse the partition of Bengal and unite it in 1911. During this time, the role of Radical Nationalists in the Indian National Congress, who were called the *'Garam Dal'*, came to be appreciated. They tried to involve people from all classes and groups including peasants, worker, students as well as women. They succeeded in uniting the Indian people against the common enemy - the British. The young people were roused to the highest level of patriotism and zeal to free their country. They helped in making people self confident and self reliant. They also revived the Indian Cottage industry.

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8.4 THE RISE OF RADICAL NATIONALISTS

The mild policies of the Moderates in the Congress led to the rise of passionate, radical nationalists, who came to be called the 'Garam Dal'. Thus the first phase of the nationalist movement came to an end with government reaction against the Congress on the one hand and a split in the Congress in 1907 on the other. That is why the period after 1905 till 1918 can be referred to as the 'Era of Passionate Nationalists or Garam Dal'. Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal (Lal-Bal-Pal) were important leaders of this Radical group. When the Moderates were in the forefront of the action, they had maintained a low profile but now they swung into action. Their entry marked the beginning of a new trend and a new face in India's struggle for freedom. According to them, the Moderates had failed to define India's political goals and the methods adopted by them were mild and ineffective. Besides, the Moderates remained confined to the upper, landed class and failed to enlist mass support as a basis for negotiating with the British.

Figure 8.2 *Lal-Bal-Pal*

The Garam Dal realized that the British were out to exploit Indians, destroy their self-sufficiency and drain India of its wealth. They felt that Indians should now become free of foreign rule and govern themselves. This group, instead of making petitions to the government, believed in organizing mass protests, criticizing government policies, boycotting foreign goods and use of Swadeshi (home-made) goods etc. They did not believe in depending on the mercy of the Britishers, but believed that freedom was their right. Bal Gangadhar Tilak gave a slogan '***Freedom is our birth right and we must have it***'.

In 1916 the two groups were again united with the efforts of Mrs. Annie Besant. Do you remember reading about her in an earlier lesson? She started working for

the Home rule movement in 1914. She was convinced that India should be granted Self-Government. In 1916, Muslim League and Congress also came to an understanding with each other and signed the Lucknow Pact. Later, Mahatma Gandhi, Jawahar Lal Nehru, Subhash Chandra Bose became the eminent figures of Indian National Congress, who led the freedom movement of India forward.

Notes

ACTIVITY 8.2

Prepare a time line of the events of the history of Indian National Congress from its establishment to Independence. Collect photographs related to it and arrange them on this chart.

8.5 FORMATION OF THE MUSLIM LEAGUE (1906)

As the radical movement grew stronger the British began to look for ways and means to break the unity among Indian. They tried to do this through the partition of Bengal and by sowing the seed of communalism among Indian people. They motivated Muslims to form a permanent political association of their own. In December, 1906, during the Muhammadan Educational conference in Dacca, Nawab Salim Ullah Khan raised the idea of establishing a Central Muhammadan Association to take care of Muslim interests. Accordingly, on 30th December, 1906, the All India Muslim League was founded. Another prominent person, Aga Khan was chosen as its president. The main objective of the league was to protect and advance the rights of Muslims in India and represent their needs to the government. By encouraging the issue of separate electorates, the government sowed the seed of communalism and separatism among Indians. The formation of the Muslim League is considered to be the first fruit of the British master strategy of 'Divide and Rule'. Mohammad Ali Jinnah later joined the League.

8.6 MORLEY-MINTO REFORMS (1909)

Do you remember reading about the Indian Councils Act 1892, which enlarged the legislature by adding members to the Central Legislative Assembly? The Council Act of 1909 was an extension of the 1892 reforms, also known as the Morley-Minto Reforms after the names of the then Secretary of State (Lord Morley) and the then Viceroy (Lord Minto). It increased the members of the Legislative Assembly from sixteen to sixty. A few non-elected members were also added. Though the members of the Legislative Council were increased, they had no real powers. They remained mainly advisory in character. They could not stop any bills from being passed. Nor did they have any power over the budget.

The British made another calculated move to sow the seed of communalism in Indian politics by introducing separate electorates for the Muslims. This meant that from the constituencies dominated by Muslims only Muslim candidates could be elected. Hindus could only vote for Hindus, and Muslims could only vote for Muslims. Many leaders protested against this communal electorate policy of the British to 'Divide and Rule'.

8.7 THE NATIONAL MOVEMENT DURING THE FIRST WORLD WAR

The First World War started in the year of 1914, about which you have already read in the previous lesson. This War was fought among the nations of Europe to get colonial monopoly. During war time, the British Government made an appeal to the Indian leaders to join hands with them in their time of crisis. Indian leaders agreed but they put their own terms and conditions i.e. after the war was over, the British government would give Constitutional (legislative and administrative) powers to the Indian People. Unfortunately, the steps taken by the British government during the World War I created unrest among the Indian people. This was because the British government had taken a huge loan during war time which they had to repay. They increased rent from the land, i.e. lagan. They forcefully recruited Indians in the British Army. They increased the price of necessary goods and imposed taxes on personal and professional income. As a result, they had to face protest from the Indian society. Farmers and workers of Champaran, Bardoli, Kheda and Ahmedabad actively protested against the exploitative policies of British government. Lakhs of students left schools and colleges. Hundreds of lawyers gave up their practice. Women also significantly contributed in this movement and their participation became wider with the emergence of Gandhi. The boycott of foreign cloth became a mass movement, with thousands of bonfires of foreign cloth lighting the Indian sky.

ACTIVITY 8.3

Media played a very significant role in the success of Indian National Movement. Find out the names of some prominent newspapers of that time. Also the kinds of media publicity used during that time. Write a report.

8.7.1 Coming together of Naram Dal and Garam Dal

During the war time, The Naram Dal and Garam Dal came together in 1916 at Lucknow Congress session. The Muslim League and the Congress agreed to separate electorates and decided to give weightage to the other party wherever they were in minority. Both Congress and Muslim League jointly demanded self-

Indian National Movement

MODULE - 1
India and the World
through the Ages

government which could no longer be ignored by the Government. The Lucknow session was also significant as the radical leaders of the Congress were attending it after the split in 1907. It brought Tilak into prominence and he remained an active member in the Movement till his death in 1920. The pact which took place between the Congress and Muslim League aroused great hopes and aspirations in the country. Simultaneously, the work done by the Home rule movement infused confidence and determination among the people. In order to pacify the Indians, the Montague-Chelmsford Reform came in 1919. It introduced Dyarchy - which was a kind of double government in the provinces. The provisional government was to be divided into two parts - one to be responsible to the Indian Electorate through the Legislature, and other to the Governor. The report also laid stress on the Indianization of the services.

In the First World War, Britain and its allied groups won the war. During the War, Muslims supported the government with an understanding that the sacred places of Ottoman Empire would be in the hands of Khalipha. But after the War, a new treaty was imposed on the Turkish Sultan and Ottoman Empire was divided. This angered the Muslims who took it as an insult to the Khalipha. Shoukat Ali and Mohammad Ali started the **Khilafat Movement** against the British government.

After the end of the First World War, the British government also passed another Act known as the Rowlatt Act. The Act authorized the British government to arrest and imprison any person without trial in a court of law. It also banned Indians from keeping any type of weapon. This angered the Sikhs, who kept a *kripan* (a type of small sword) with them as part of their religion. The Indians considered this Act as an insult to them. On 13th April, 1919 on the occasion of Baisakhi fair at Jallianwalla Bagh (Amritsar), people had gathered for peaceful protest against this Act. Suddenly, a British officer, General Dyer, entered into the park with his troops and ordered them to open fire on the crowd with their machine guns. This was done without any warning to the people. The Jalianwalla Bagh gates were closed and the people - men, women and children could not escape to safety. Within a few minutes about a thousand persons were killed. The massacre aroused the fury of the Indian people. Showing his anger and pain, the famous philosopher-poet Rabindra Nath Tagore returned his Knighthood to the British government.

INTEXT QUESTIONS 8.1

1. Explain three causes which led to national consciousness among Indians during the British regime.

2. Why was British government interested in the formation of Indian National Congress in 1885?

MODULE - 1
India and the World
through the Ages

Indian National Movement

3. What were the differences between the Moderates and the Radicals?

4. Why did the Indian leaders support the British during the First World War?

5. Why was the Khilafat movement against British rule?

8.8 EMERGENCE OF GANDHI

Mohan Das Karamchand Gandhi was a lawyer, trained in Britain. He went to South Africa in 1893 and resided there for twenty one years. The treatment of the Indians in South Africa by the British provoked his conscience.

He decided to fight against the policy of racial discrimination of the South African Government. During the course of his struggle against the government he evolved the technique of *Satyagraha* (non-violent insistence for truth and justice). Gandhi succeeded in this struggle in South Africa. He returned to India in 1915. In 1916, he founded the Sabarmati Ashram at Ahmedabad to practice the ideas of truth and non-violence. Gopal Krishna Gokhale advised him to tour the country mainly in the villages to understand the people and their problems. His first experiment in *Satyagraha* began at Champaran in Bihar in 1917 when he inspired the peasants to struggle against the oppressive plantation system. He also organised a satyagraha to

Figure 8.3 *Mohan Das Karamchand Gandhi*

support the peasants of the Kheda districts of Gujarat. These peasants were not able to pay their revenue because of crop failure and epidemics. In Ahmedabad, he organized a movement amongst cotton mill workers.

ACTIVITY 8.4

You are requested by the peasant community to contact Gandhiji and invite him to visit Champaran. Write a letter to him explaining the conditions of the peasants there and what you would like him to do for these people.

8.8.1 The Non-Cooperation Movement (1920-22)

Gandhiji by this time, was convinced that no useful purpose would be served by supporting the government. He was also emboldened by his earlier success in Bihar In the light of the past events and the actions of British government, he decided to launch a nationwide satyagraha against the proposed Rowlatt Act in 1919. He threatened to start the non-cooperation movement in case the government failed to accept his demands. Why do you think Gandhiji protested against the Act? It was because the Act gave the government enormous powers to repress political activities

MODULE - 1
India and the World
through the Ages

and allowed detention of political prisoners without any trial for two years. Gandhiji wanted non violent civil disobedience against such unjust laws. The government paid no heed to it. Gandhiji, therefore, started his non-cooperation movement in August 1920, in which he appealed to the people not to cooperate with the British government. At this time, the Khilafat movement started by the Muslims and the Non-cooperation movement led by Gandhi merged into one common confrontation against the British Government.

For this Gandhi laid down an elaborate programme- (1) Surrender of titles and honorary offices as well as resignation from nominated seats in local bodies; (2) refusal to attend official and non-official functions; (3) gradual withdrawal of children from officially controlled schools and colleges; (4) gradual boycott of British courts by lawyers and litigants; (5) refusal on the part of the military, clerical and labouring classes to offer themselves as recruits for service in Mesopotamia; (6) boycott of elections to the legislative council by candidates and voters; (7) boycott of foreign goods and National schools and colleges.

Later, it was supplemented with a constructive programme which had three principal features: (1) promotion of 'Swadeshi', particularly hand-spinning and weaving; (2) Removal of untouchability among Hindus; (3) promotion of Hindu-Muslim unity.

Due to this appeal of Gandhiji, an unusual frenzy overtook the country. A large number of people, dropping their differences, took part in this movement. Over two-thirds of the voters abstained from taking part in the elections to the Council, held in November, 1920. Thousands of students and teachers left their schools and colleges and new Indian educational centers were started by them. Lawyers like Moti Lal

Figure 8.4 *Gandhi during National Movement*

Nehru, C. R. Das, C. Rajagopalachari and Asif Ali boycotted the courts. Legislative Assemblies were also boycotted. Foreign goods were boycotted and the clothes were put on bonfire.

But, during this movement some incidents took place that did not match with the views of Gandhiji. The non-violent Non-Cooperation Movement, which started auspiciously, was marked by violence in August, 1921. The government started taking serious action. Prominent leaders were arrested. In two months, nearly 30,000 people were imprisoned. The outbreak of violence cautioned Gandhi. Mob violence took place on February 9, 1922, at Chauri Chaura village, in Gorakhpur district of UP. This was followed by more violence at Bareilly. Gandhi suspended his non-cooperation on February 14, 1922. He was arrested at Ahmadabad on March 18, 1922, and sentenced to six years simple imprisonment. The non-cooperation movement failed to achieve success, yet it succeeded to prepare a platform for the future movements. After taking back the Non-Cooperation movement, Gandhiji and his followers were busy in creative activities in village areas. By this he gave the message to the people to remove the cast based animosity.

ACTIVITY 8.5

In 1922, Gandhiji suspended his non-cooperation movement after Chauri Chaura incident, even when the movement was on its peak. Many people criticized the decision of Gandhi ji. Imagine that you were a journalist at that time and you got an assignment to interview Mahatma Gandhi just after this movement. Write an imaginary dialogue of your discussions with Mahatma Gandhi asking him to justify his decision.

C. R. Das, Motilal Nehru and other like minded persons hatched out a novel plan of non-cooperation from within the reformed councils. They formed the **Swaraj Party** on January 01, 1923. C. R. Das was the president of the party and Motilal Nehru the Secretary. The party was described as 'a party within the Congress' and not a rival organization. But, they could neither end nor amend the Act of 1919.

In 1927, British government appointed a commission under the chairmanship of Sir John Simon. The Commission was appointed to study the reforms of 1919 and suggest further measures for Constitutional reforms. The Commission had no Indian member in it. The Indians boycotted this all-White commission. Therefore, when this Commission arrived in India, it faced protests all over the country. Black flags were shown, demonstrations and *Hartals* took place all over the country and the cry of 'Simon go back' was heard. These demonstrators were lathi charged at a number of places by the British Police. Lala Lajpat Rai was severely assaulted by the police

MODULE - 1
India and the World
through the Ages

and he succumbed to his injuries. This agitation against the Simon Commission gave a new strength to the National Movement of India.

Meanwhile, Indian political leaders were busy in drafting a Constitution. This is known as **Nehru Report** which formed the outline of the Constitution. Among its important recommendations were a declaration of rights, a parliamentary system of government, adult franchise and an independent judiciary with a supreme court at its head. Most of its recommendations formed the basis of the Constitution of independent India which was adopted more than twenty years later. At the historic annual session of Congress in Lahore in 1929, the Congress committed itself to a demand for *Purna-Swaraj* or complete independence and issued a call to the country to celebrate 26th January as *Purna-Swaraj* Day. On January 26, 1930, the Congress celebrated 'Independence Day'. On the same day in 1950 the Constitution of Independent India was adopted, making India a sovereign, democratic socialist republic. Since then January 26th is celebrated as Republic Day.

8.8.2 Dandi March

Around the same time, the government made a new law. They imposed taxes on the use of salt. This was opposed by the people, as salt was the basic need of the people. But, no attention was paid to demands of the people. During March-April, 1930, Gandhi marched from his Sabarmati Ashram to Dandi on the Gujarat coast for the purpose of raiding the Government Salt. The violation of salt law was his first challenge to the government. It was a peaceful march. Gandhi committed a technical breach of the Salt Law on 6th April, 1930, when he picked up the scattered sea salt from the coast to break this Law. In this movement farmers, traders and

Figure 8.5 *Gandhi during Dandi March*

women took part in large numbers. The government arrested him in May 1930 and put him in Yervada jail at Poona. The campaign had a significant effect on British attitude toward Indian independence. Gandhi-Irwin Pact in 1931 was one of its examples. Gandhiji also went to London in 1931 and participated in the second round table conference as the sole representative of the Congress but no settlement could be arrived at. Although, Gandhi's arrest removed him from the active leadership of the movement, this civil disobedience continued. Special stress was laid on boycott of foreign goods particularly clothes.

The Civil Disobedience Movement, though a failure, was a vital phase in the struggle for the freedom. It promoted unity among Indians of different regions under the Congress banner. It provided an opportunity to recruit younger people and educate them for positions of trust and responsibility in the organization as also in provincial administration, which was captured in the 1937 elections. It gave wide publicity to political ideas and methods throughout the country and generated political awareness even in remote villages.

8.9 THE REVOLUTIONARIES

The reactionary policy of the British developed a deep hatred towards them among a section of the younger generation of India. They believed that India could achieve independence only by an organized revolutionary movement. As a result, they organized secret groups to launch revolutionary activities against the British. Youths were trained in aggressive methods of violence as a means of strength against the British. They attempted killing of unpopular British officials, committed dacoities to finance their activities and looted arms. Many of them, therefore, chose the path of violence to gain independence for India. They were called the revolutionaries. The centres of their activities were Punjab, Maharashtra, Bengal, Bihar, Uttar Pradesh and Orissa. Prominent among these revolutionaries were Khudiram Bose, Prafulla Chaki, Bhupendra Nath Dutt, V. D. Savarkar, Sardar Ajit Singh, Lala Hardayal and his Gadar Party, Sardar Bhagat Singh, Raj Guru, Sukh Deo, Chandra Shekhar Azad, etc. These revolutionaries organized secret societies, murdered many British officers, disrupted railway traffic, engaged in organized attack on British wealth. In order to overturn the British Rule through arms, Kakori Conspiracy was planned by Ram Prasad Bismil, Ashfaqullah Khan and other team members of the Hindustan Republican Association in 1925. In 1928, Hindustan Socialist Republican Association was formed by Chandrasekhar Azad, Bhagat Singh, Batukeshwar Dutt and others. Bhagat Singh and Batukeshwar Dutt threw a bomb inside the Central Legislative Assembly on 8th April, 1929 protesting against the passage of the Public Safety Bill and the Trade Disputes Bill while raising slogans of *Inquilab Zindabad* (long live the revolution), though no one was killed or injured in the bomb incident. Following the trial in court of this and other cases, Bhagat Singh, Sukhdev and Rajguru were

MODULE - 1
India and the World
through the Ages

hanged in 1931. Their sacrifice provided an incentive to the people. They were regarded martyrs and became the symbol of national unity and aspirations.

Bhagat Singh   *Sukh Deo*   *Raj Guru*   *Chandra Shekhar Azad*

Figure 8.6

Notes

ACTIVITY 8.6

Gather a collection of movies based on Indian Nationalism. See those movies and identify the major issues of Nationalism raised through them. Do these movies really play an important role in sensitizing us towards Nationalism? Put your thoughts down in your diary and discuss this with your family and friends.

8.10 THE DEVELOPMENT OF SOCIALIST IDEAS

A significant feature of the twentieth century was the development of Socialist ideas in Congress and outside it. Peasants now started asking for land reforms, abolition of zamindari system and reduction in the revenue and debt relief. The All India Trade Union Congress which was founded in 1920 worked towards improvement in the workers working and living condition. It mobilized the workers to the cause of complete independence which helped the movement to be broad based. Some of the prominent socialist and communist leaders were M.N. Roy, S.A. Dange, Abani Mukhopadhyaya, Nalini Gupta, Muzaffar Ahmed, Shaukat Usmani, Gulam Hussain, Singaravelu Chettair, G.M. Adhikari and P.C. Joshi. They outlined the course of the revolution through transformation of individual strike into a general political strike, the development of spontaneous peasant movements, a nationwide movement for complete independence, as well as the spread of revolutionary propaganda amongst the police and the army. Struggle against imperialism was the rallying slogan. In 1936, when Nehru was the President of the Congress, he declared at the Lucknow Session that the solution to Indias problems lay in the adoption of socialist ideas. Nehru was deeply influenced by Karl Marx. Even Subhash Chandra Bose was influenced by socialist ideas. Because of differences with Gandhi, Bose resigned from the Congress and formed his own Forward Bloc.

MODULE - 1
India and the World
through the Ages

Indian National Movement

Notes

8.11 THE COMMUNAL DIVIDE

The policy of divide and rule was inaugurated right in the days of East India Company when the Britishers were establishing themselves as rulers of India. You have read how the Company set one Indian ruler against the other and ultimately it became the undisputable ruler. You have seen that, in the latter half of the 19th Century, Nationalism started growing. Now the British government found it prudent to vitalize their policies of divide and rule and drive a wedge between the Hindus and Muslims. The British had looked upon the Muslims with disfavor and suspicion since the revolt of 1857. But now they realized that in order to counteract the growing Nationalism, time had come to appease the Muslims. The Government seized every opportunity to set the Indians against one another on the basis of religion and creating hostility between them. Ultimately, in accordance with this policy, separate electorates for Muslims were established. You have read about the formation of the Muslims League which sowed the seeds of communalism. You will remember that the league had been formed on the encouragement of British officials.

The Communal Award of 1932 was a continuance of this policy, because it allowed separate electorates and reservation of seats to the depressed classes also. Separate electorates were first demanded by the Muslims in 1906 and introduced for them under the Morley-Minto Reforms of 1909. This was done with a view to building up Muslim communalism as a counterpoise against Indian Nationalism. Under the Montford Reforms (1919) they were extended for Sikhs, Europeans, Anglo-Indians, Indian Christians, etc. Under the Act of 1935 seventeen separate electorates were constituted. In reality, communal electorates were an unmixed evil. They hampered the growth of national unity. The two-nation theory appeared in 1938 and was clearly communicated by Jinnah in 1940. Once, the demand for Pakistan was made, it received direct and indirect encouragement from British authorities. The immediate cause of the emergence of the demand for Pakistan was the refusal of the Congress to form coalition ministries after the elections of 1937. The county seemed to be drifting towards anarchy and ruin. Under the circumstances, partition was accepted as a necessary evil, the only way of getting rid of British rule and preventing a complete breakdown of law and order.

8.2 INTEXT QUESTIONS

1. How was Satyagraha different from the other protests?
2. Why was Simon Commission boycotted by Indians? Give two reasons.
3. Why did Gandhi withdraw the non-cooperation movement?
4. How was the approach of revolutionaries different from the others?
5. What do you understand by *Purna-Swaraj* ?
6. How was communal divide in India promoted by the British?

MODULE - 1
India and the World
through the Ages

8.12 ACHIEVEMENT OF INDEPENDENCE (1935-47)

The British Government prepared a White Paper in March, 1933. On the basis of this White Paper, a Bill was prepared and introduced in parliament in December, 1934. The Bill was finally passed as the Government of India Act on August 2, 1935. The most conspicuous feature of the Act of 1935 was the concept of an All India Federation comprising the Provinces of British India and the Princely States. It was compulsory for the Provinces to join the proposed federation. For the Princely States it was voluntary. The members from the provinces were to be elected, while the representatives of the States were to be nominated by the rulers. Only 14 percent of the population in British India had the right to vote. The powers of the Legislature were confined and restricted. It had no control over defense and foreign relations. The Act protected British vested interests, discouraging the emergence of national unity, rather encouraging separation and communalism. All nationalists, including Nehru and Jinnah, condemned the Act.

The Congress session met in Lucknow on 25th April, 1935. Though the Act was condemned, it was decided to contest the elections to resist British imperialism and to end the various regulations, ordinances and Acts, which were initiated against Indian Nationalism. In the 1937 elections the Congress swept the poll. Congress Ministries were formed in seven out of the eleven provinces. On March 18, 1937, the All India Congress Committee adopted a resolution on Congress policies in the legislatures. It claimed that the Congress had contested the elections "with its objective of independence and its total rejection of the new constitution, and the demand for a Constituent Assembly to frame India's constitution. The declared Congress policy was to combat the New Act and end it". The immediate effect of the coming of the Congress Ministries was a feeling of relief. Political prisoners were released and a large measure of civil liberty was established. Agrarian legislation was also passed and this provided considerable relief to the peasantry. Basic education was intended to be made free and compulsory for every child.

8.12.1 National Movement during the Second World War

When the Second World War broke out in 1939, the Congress attitude was one of sympathy, though it refused unconditional cooperation. The Congress demanded that "India must be declared an independent union, and present application must be given to this status to the largest possible extent". The British did not agree and as a result all the ministries resigned in protest in 1939. A demand for Provisional National Government at the Centre was made at the instance of C. Rajagopalachari in 1940. It was turned down by the Viceroy Lord Linlithgow. In October, 1940 was launched the Civil Disobedience Campaign. Acharya Vinoba Bhave was the first to offer individual Satyagraha.

All India Committee of the Cabinet, with Attlee as Chairperson, was set up and a draft declaration was made. In March, 1942, Sir Stafford Cripps came to India with the draft declaration. It stated the British Government's desire to grant India 'Dominion Status' at the end of the war. Complete Independence was not promised. There was no mention of a national government of the Indian people. The Congress rejected the offer. The Muslim League, opposed to the creation of a single union, found the scheme unacceptable, as it did not unequivocally concede Pakistan. The Cripps Mission failed.

The struggle for independence was carried on by Subhash Chandra Bose from abroad. He found the outbreak of the Second World War to be a convenient opportunity to strike a blow for the freedom of India. Bose had been put under house arrest in 1940 but he managed to escape to Berlin on March 28, 1941. The Indian community there acclaimed him as the leader (Netaji). He was greeted with 'Jai Hind' (Salute to the motherland). He tried to raise an Indian army and urge his country people to rise in arms against the British. In 1942, the Indian Independence League was formed and a decision was taken to form the Indian National Army (INA) for the liberation of India. On an invitation from Ras Bihari Bose, Subhash Chandra Bose came to East Asia on June 13, 1943. He was made president of the Indian Independence League and the leader of the INA popularly called 'Azad Hind Fauj'. He gave the famous battle cry *'Chalo Dilli'*. He promised independence to Indians saying, *'tum mujhe khoon do, main tumhe Azadi dunga'* (You give me blood, I will give you freedom). In March 1944, the Indian flag was hoisted at Kohima.

Unfortunately, after that the movement collapsed. What happened to Netaji remains a mystery. It is said that he lost his life in an air crash in August 1945. But it could not be ascertained. The INA continued to occupy an honored place in India's freedom struggle. The intense patriotism of Bose and the soldiers of the INA proved a tremendous source of inspiration for the Indian people.

Figure 8.7 *Subhash Chandra Bose and Indian National Army*

MODULE - 1
India and the World
through the Ages

8.12.2 Quit India Movement and After

The failure of the Cripps Mission made the Indians frustrated and embittered. It was felt that time had now come for launching another mass movement against the British rule. Discontent of Indian people was increasing due to wartime shortages and growing unemployment. There was a constant danger of Japanese attack. The Indian leaders were convinced that India would be a victim of Japanese aggression only because of British presence in India. Gandhiji said, "the presence of the British in India is an invitation to Japan to invade India". Subhash Chandra Bose, who escaped from India in 1941, repeatedly spoke over radio from Berlin arousing anti-British feeling which gave rise to pro-Japanese sentiments.

The Congress under Gandhiji felt that the British must be compelled to accept Indian demands or quit the country. A meeting of the Congress Working Committee in Wardha passed the Quit India Resolution on 14th July, 1942 which was later endorsed and passed on 8th August at the Bombay session of the Congress. The Congress decided to launch a mass struggle on non-violent lines, on the widest possible scale. Addressing the Congress delegates on the night of 8th August, Gandhiji, in his soul stirring speech, said:

"I therefore want freedom immediately, this very night before dawn if it can be had …..I am not going to be satisfied with anything short of complete freedom. Here is a 'mantra', a short one that I give you. You may imprint on your hearts and let every breath of yours give expression to it. The 'mantra' is 'Do or Die'. We shall either free India or die in the attempt. We shall not live to see the perpetuation of slavery."

But before the Congress leaders could start the movement formally, all important leaders of Congress were arrested before the dawn of 9th August 1942. Congress was banned and declared as an illegal organization. The Press was censored.

The news of the arrest of popular leaders shocked the nation. Their anger and resentment was expressed through numerous agitations, hartals, processions and demonstrations in all parts of the country. With most of the important leaders in jail, the movement took a different shape at different places. The people gave vent to their anger by burning government buildings, police stations, post offices anything that symbolized British authority. Railways and telegraphs lines were disconnected. At some places, such as in Balia district in U.P., Midnapore district of West Bengal and in Satara in Bombay, the revolt took a serious turn. Inspired by the 'mantra' of Gandhiji people were ready to make the supreme sacrifice. The British with its army and police came down heavily on the Indian people. The people were shot indiscriminately. The Quit India Movement became one of the greatest mass-

movements of historical significance. It demonstrated the depth of national sentiments and indicated the capacity of the Indian people for sacrifice and determined struggle. After this movement there was no retreat. Independence of India was no longer a matter of bargain. It was to be a reality.

Figure 8.8 *Quit India Movement (August, 1942)*

At the end of the World War in 1945, the British government started to talk about the transfer of power to Indian Hindus and Muslims. The first round of talks could not be successful because Muslim leaders thought that the Muslim League was the only one who could represent Indian Muslims. The Congress did not agree upon it. In 1946, the Cabinet Mission arrived in India to find a mutually agreed solution of the Indian Problem. The Mission held talks with the leaders of all prominent political parties and then proposed its plan of establishing Federal Government in India. Initially the plan was criticized by all political parties, but later all gave their consent to it. When the election to the Constituent Assembly took place, the Congress won one hundred ninety nine seats and the Muslim league won seventy three.

8.12.3 Partition and Independence of India

Differences soon arose between the Congress and the Muslim League concerning the powers of the Constituent Assembly. The League rejected the Cabinet Mission Plan in the middle of 1946. In September 1946, the Congress formed the government at the Centre. The League refused to be a part to it. Muslim League celebrated this day as a 'Direct Action Day' on 16th August 1946 to attain Pakistan. The conflict

MODULE - 1
India and the World
through the Ages

resulted in widespread communal riots in different parts of India. Thousands were killed in the riots, lacks of people became homeless. In the mean time, Lord Mountbatten was sent as the Viceroy to India. He put up his plan in June 1947 which included partition of India. In spite of strong opposition by Gandhi, all the parties agreed to the partition and the Indian Independence Act, 1947 came into being. It created two independent states in the Indian sub-continent, i.e. Indian Union and Pakistan. India got its independence on 15th August, 1947. At the stroke of mid-night (14th -15th August, 1947), transfer of power took place.

Notes

ACTIVITY 8.7

Imagine you were chosen by the British government as a member of the Cabinet Mission to talk to the members of the Indian National Congress and Muslim League and discuss how to transfer power after independence. Make a list of proposals that you would present before them?

INTEXT QUESTIONS 8.3

1. Write two basic features of the Act of 1935.

2. What was the demand of Muslim League?

3. What led to the participation of Congress in the elections after 1935?

4. Why were the Indian leaders concerned about the British presence in India during the Second World War?

5. What were the major causes of the partition of India?

WHAT HAVE YOU LEARNT?

- Renaissance, the French Revolution, American Revolution, Russian Revolution had promoted the idea of Nationalism in the world.

- Anti-colonial movement led to the rise of Nationalism in India in 19th Century. The contemporary social and religious reform movements also contributed to the rise of feelings of Nationalism.

- Indian National Congress was founded in 1985 only to communicate with British government on behalf of the Indian people and voice their grievances.

Notes

- In 1905, Lord Curzon announced the partition of Bengal. The Indians viewed the partition as an attempt by the British to disrupt the growing national movement in Bengal and divide the Hindus and Muslims of the region.

- In 1906, Muslim League was formed in Dacca with the objective to protect and advance the rights of Muslims in India and represent their needs to the government.

- Difference in ideas led to split in Congress in 1907. Two groups i.e. Moderates (Naram Dal) and Radicals (Garam Dal) were formed.

- In the First World War, Indian leaders agreed to help the British Government on the condition that the latter would give Constitutional powers to Indians after the war.

- Gandhiji successfully experimented with the technique of Satyagraha in South Africa as well as Champaran, Kheda and Ahmadabad in India.

- Gandhiji started the mass movement in India against the British policies. He was the leader who could encourage and involve all sections of society in this movement.

- The revolutionaries like Bhagat Singh, Chandrashekhar Azad, Sukhdeo, etc. chose the path of aggressive movement against the British government.

- The seed of communal divide in India, sowed by the British, led to the future consequence of partition.

- The struggle for Independence was carried on by Subhash Chandra Bose from abroad. He became the leader of Indian National Army to liberate India from British.

- The Quit India movement paved the way for India's freedom. It was the final call from Gandhiji to 'Do or Die'.

- Muslim League demanded the formation of Pakistan for Muslims which led to the partition. India got its freedom on 15th August, 1947.

TERMINAL QUESTIONS

1. In the initial years of its existence, what types of demands were put by the Indian National Congress before the British government?

2. Why was Lord Curzon interested in the partition of Bengal?

3. What was the significance of the *Satyagrah* of Gandhi in Africa? What was the nature of his *Satyagraha* in India?

Indian National Movement

MODULE - 1
India and the World
through the Ages

4. Do you think that the Non-Cooperation movement was successful in its goal? Give two reasons in support of your argument.

5. Why was the Simon Commission asked to leave India?

6. Why did the Dandi March lead to the arrest of Gandhi?

7. What made the revolutionaries throw a bomb in the Legislative Assembly?

8. Discuss the role of Azad Hind Fauz led by Subhash Chandra Bose in the Indian National Movement.

9. How did the 'Quit India' Movement contributed to the independence of India?

10. Mention three causes that forced the Britishers give India independence in the twentieth century.

ANSWERS TO INTEXT QUESTIONS

8.1

1. Anti-colonial movement, political and administrative unity under British rule, revival of ancient India glory.

2. To give a safe and constitutional outlet to Indians, so that their anger would not develop into agitation against British.

3. Moderates believed in petition and requesting the British government to solve the grievances whereas Radicals believed in organizing mass protests, criticizing government policies, boycotting foreign goods and use of Swadeshi goods.

4. In the hope that the British government would provide Constitutional powers to the Indians after winning the war.

5. Because of the division of Ottoman Empire and insult of Khalipha.

8.2

1. Satyagraha means a non-violent insistence for truth and justice. Other protests were violent and aggressive in nature.

2. The Commission had no Indian members.

3. Outbreak of violence during the movement caused its suspension.

4. They chose the path of armed movement against the Britishers. Others were not in favour of this.

5. *Purna-Swaraj* means complete independence and sovereignty.

6. By promoting separate electorates for Muslims, Sikhs, etc. and encouraging Muslim League to raise communal demands.

8.3

1. Princely States and the British Provinces all had to come under All India Federation. It restricted the power of legislature, i.e. no control over defense and foreign relations.

2. Muslim League demanded a separate nation for Muslims, i.e. Pakistan.

3. To gain constitutional power and change the British laws, Congress decided to participate in the elections.

4. Because British presence in India could lead to Japanese invasion during Second World War.

5. The communal divide, demand of Muslim League and lack of consensus between the political parties.

MODULE -2

India : Natural Environment, Resources and Development

9

PHYSIOGRAPHY OF INDIA

213en09

Tutor : Dear learners, you will agree that the place to which we belong has many influences on our thinking and behaiour. Let us try to know which place do we belong to?

Natasha : I belong to Hisar town. Farah is from Fatehabad and Rajinder comes from Bhiwani.

Tutor : Do you know where all these places are located?

Rajinder : Yes, they are in Haryana as well as in India. But, where is India located?

Farah : What is the need to know India's location?

Tutor : Location of a country is the key to its identity. It determines the important aspects like climate, vegetation, agriculture, resources etc. This has a deep impact on the way people of that area live, what they eat and how powerful is their voice on the world stage. Therefore, to understand the various aspects of India, we need to look into its location. Let us discuss more about it in this lesson.

OBJECTIVES

After completing this lesson, you will be able to:

- describe the location of India in terms of latitude and longitude;

- describe with the help of map, the significance of the relative location of India in terms of neighbouring countries;

- illustrate the States and Union Territories with the help of political map of India;

- explain the major physical divisions of India;

- describe the drainage system in India;

- compare and contrast between the Himalayan and the Peninsular drainage system; and

- explain the importance of people's participation in keeping river clean.

Notes

9.1 LOCATION

Teacher: Learners, when someone asks where India is, we can answer in two ways, in terms of absolute and relative location. Let us see what we mean by absolute location and relative location. Absolute location is given in degrees of latitude and longitude. Relative location depends upon point of reference, e.g., near, far etc.

? Do you know

Latitude: Latitude is the angular distance, north or south from the equator, of a point on the earth's surface.

Longitude: Longitude is an angular distance on the earth's surface, measured east or west from the prime meridian at Greenwich.

Angular distance : The angular distance between the points from the centres is called angular distance.

Latitude
(North/South)

90°N

Tropic of Arctic   66½°N

Tropic of Cancer   23½°N

0°   0° Equator

Tropic of Capricorn   23½°S

Tropic of Antarctica   66½°S

90°S
Latitude varies from 0°
of the equator to 90°
North and South
at the poles

Longitude
(west/East)

0°

Prime Meridian

W   E

0°
Longitude varies from 0°
at Greenwich to 180°
East and West
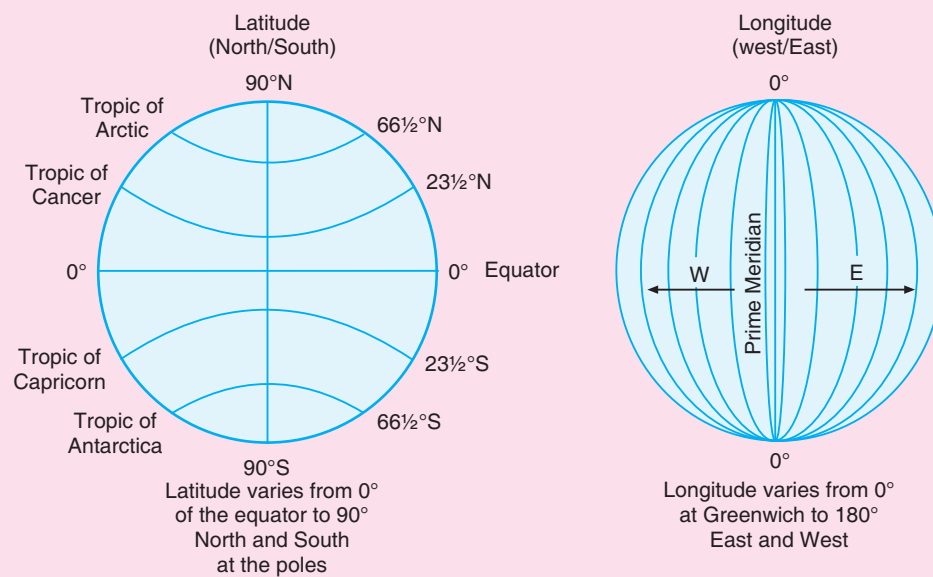
Teacher: With the help of this map can you find out the latitudinal and the longitudianal location of Indian mainland.

Natasha: The Indian mainland extends between 8°4′ North and 37°6′ North latitudes and from 68°7′ East and 97°25′ East longitudes. Thus, the latitudinal and the North-south extent is 3214 km and East-west extent is 2933 km. India accounts 2.42% of the total world land area

Teacher: India lies entirely in the northern hemisphere, and eastern hemisphere. The Tropic of Cancer (23°30′ North) passes through the centre of the country. It divides the country into almost two equal parts Northward of this latitude is North India and South of it is known as south India. Similarly

Notes

Figure 9.1 *Latitudinal and Longitudinal extent of mainland of India*

82°30′ East longitude passes almost from the middle of the country. It is known as **Standard Meridian** of India.

Teacher: Now determine the relative location of India and then record it in the space given below: Remember relative location is given in relationship to other places (north of, south of, northeast of, next to, across from).India is part of Asian continent. India is surrounded by water from three sides. Arabian sea in west, Bay of Bengal in the east and Indian ocean in the south. Towards its north west is Pakistan and Afghanistan. China, Bhutan, Tibet and Nepal lies to its north. Bangladesh and Myanmar lies to its east. Srilanka and Maldives are located in the Indian Ocean towards its south. The southern most point of the country is Indira Point (Nicobar Islands) which lies on 6°4′ N latitudes and Kannya Kumari is southern most point of Indian mainland which lies on 8°4′ N latitudes.

Notes

? **Do you know**

The 82°30′E longitude passes through Mirzapur (in Uttar Pradesh). This is the Standard Meridian of the country. The 82°30′ East has been selected as standard Merdian because there is a time lag of almost two hours between Gujarat and Arunanchal Pradesh. Therefore, a Central Meridian is selected to determine the time for the whole country.

9.1.1 Locational Significance

Let's observe the Fig. 9.2. What do you notice? India is the largest country in terms of area and population in South-Asia. It is surrounded by ocean. India is strategically located in Indian Ocean. It commands sea routes between Europe and Africa, South-East Asia, far East Asia and Oceania. It is because of this that India shares good trade relation between many countries since ancient times. India has a good location in terms of sea and also well connected by land. Various passes like Nathu-La (Sikkim), Shipki-La (Himachal Pradesh), Zoji-La and Burji la pass (Jammu & Kashmir) have their own importance. The main India-Tibet trade route that connects Kalimpong near Darjeeling with Lhasa in Tibet passes through Jelepa La. Several passes have provided a passage to many ancient travelers. These routes are not only important for trade but also to exchange ideas and culture.
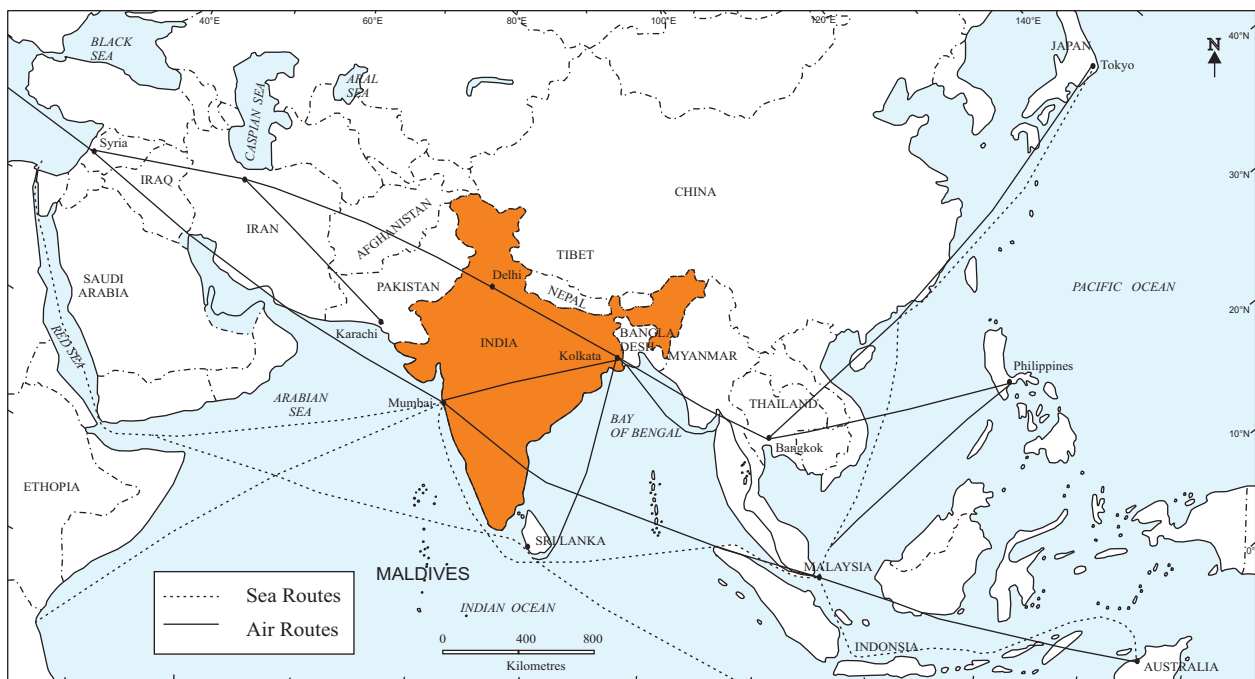
Figure 9.2 *Location of India with respect to important trade routes*

INTEXT QUESTIONS 9.1

1. Look at the map 9.2 and answer the following questions.
    (i)   Find out the names of two countries lying to the eastern side of India.
    (ii)   Mention the names of two seas located on the eastern and western side of India.
    (iii) Which country is connected to India by Palk Strait?
    (iv)   Write the names of two countries having a common border with India.

Notes

9.2 STATES AND UNION TERRITORIES OF INDIA

India is the seventh largest country in the world. It has land boundaries of 15,200 km and 7516.6km*long coast line. Indias landmass covers 3.28 million square kilometer of area. This accounts for nearly 2.47 percent of the total geographical area of the world.

For good governance, India has been divided into 28 states and 8 union territories. Let us study the Fig. 9.3 given below.

Figure 9.3 *Political Map of India*

*Total length of the coast line of mainland including Andaman & Nicobar and Lakshadweep

Notes

This map clearly indicates that each state and union territory has its own capital. It is interesting to note that while New Delhi is the capital of India, Delhi is the capital of Union Territory Delhi. Can you identify any other capital like this? Yes, it is Chandigarh which is the capital of two states Haryana and Punjab and also a Union Territory.

ACTIVITY 9.1

Find out the minimum number of states you need to across, if you want to move between the following places. (Refer Fig. 9.5)

(a) Kashmir to Mizoram   (b) Punjab to Bihar   (c) Delhi to Banglore

(d) Mumabi to Kolkata   (e) Chennai to Raipur

INTEXT QUESTION 9.2

1. Look at the map 9.3 and answer the following questions.

   (i) Write the names of two States of South India.

  (ii) Mention the names of two states sharing international boundary.

 (iii) Write the names of two countries sharing their boundaries with Sikkim.

 (iv) Write the names of two union territories along Arabian Sea.

9.3 PHYSICAL DIVISIONS OF INDIA

Natasha : What is terrain?

Tutor   : Terrain is an area of land which usually has a particular type of physical feature.

Farah   : Like, Mumbai beach is sandy and Shillong is a hilly.

Teacher : Right. Do you know India is a vast country with varied land forms and topography?

Rajinder : What is the meaning of topography?

Teacher : Topography means the features of a place determined by nature. It is the description of various features and landscape on the surface of the earth.

India has the topographical diversity. This includes the Great Himalayas, the Northern Plain, the Thar desert, the coastal plains and the Peninsular Plateau. The reasons for variation in the topography could be:

● Differences in the rock formations. These landmasses have been formed in different geological periods.

● Number of processes such as weathering, erosion and deposition has modified these features to their present forms.

Notes

Weathering: Weathering is the process of gradual destruction of rocks at or near the earth's surface through physical, chemical and biological processes caused by wind water, climate change etc.

Erosion: Erosion is the process of gradual transportation of weathered rock materials through natural agencies like wind, river, streams, glaciers etc.

Weathering is distinguished from Erosion as no transportation of material is involved in case of weathering.

India is a country of physical diversity. There are high mountain peaks in some areas while in others, lie the flat plains formed by rivers. On the basis of physical features, India can be divided into following six divisions:
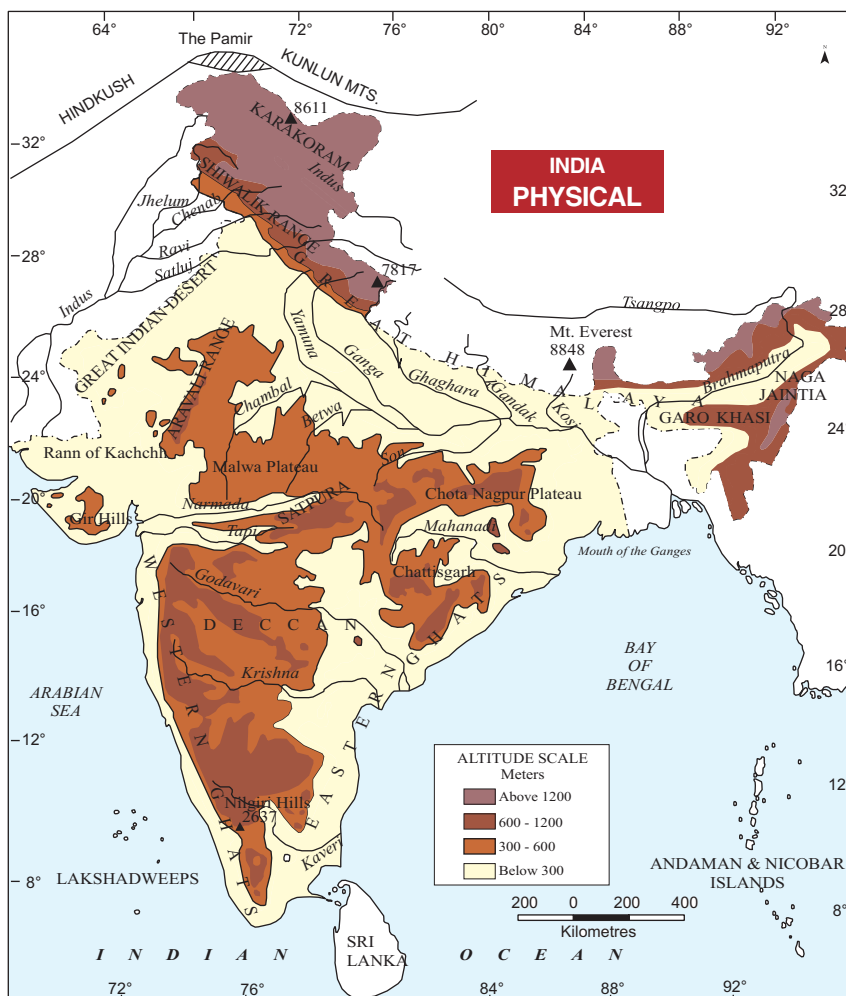
Figure 9.4 *Physiographic Divisions of India*

Notes

1. The Northern mountains
2. The Northern Plains
3. The Peninsular Plateau
4. The Indian Desert
5. The Coastal Plains
6. The Islands.

1. The Northern Mountain : It is divided into three groups. They are :

(i)   The Himalayas

(ii) The Trans Himalayas

(iii) The Puranchal hills

1. The Himalayan Mountains

Himalayas are the young fold mountains. This is the highest mountain range of the world. Himalayas act as natural barrier. The extreme cold, snow and rugged topography discourage the neighbors to enter India through Himalayas. They run from west-east direction from Indus to Brahmaputra along the northern boundary of India

1. **Pass:** It is a natural gap or a route between a ridge, hill.

2. **Range:** large landmass consisting of mountains, ridges and peaks.

3. **Peak:** highest point or tip of a mountain range.

4. **Valley:** a depression or a flat land between two elevated areas.

5. **Dun:** Longitudinal valleys existing beween himachal and shiwaliks.
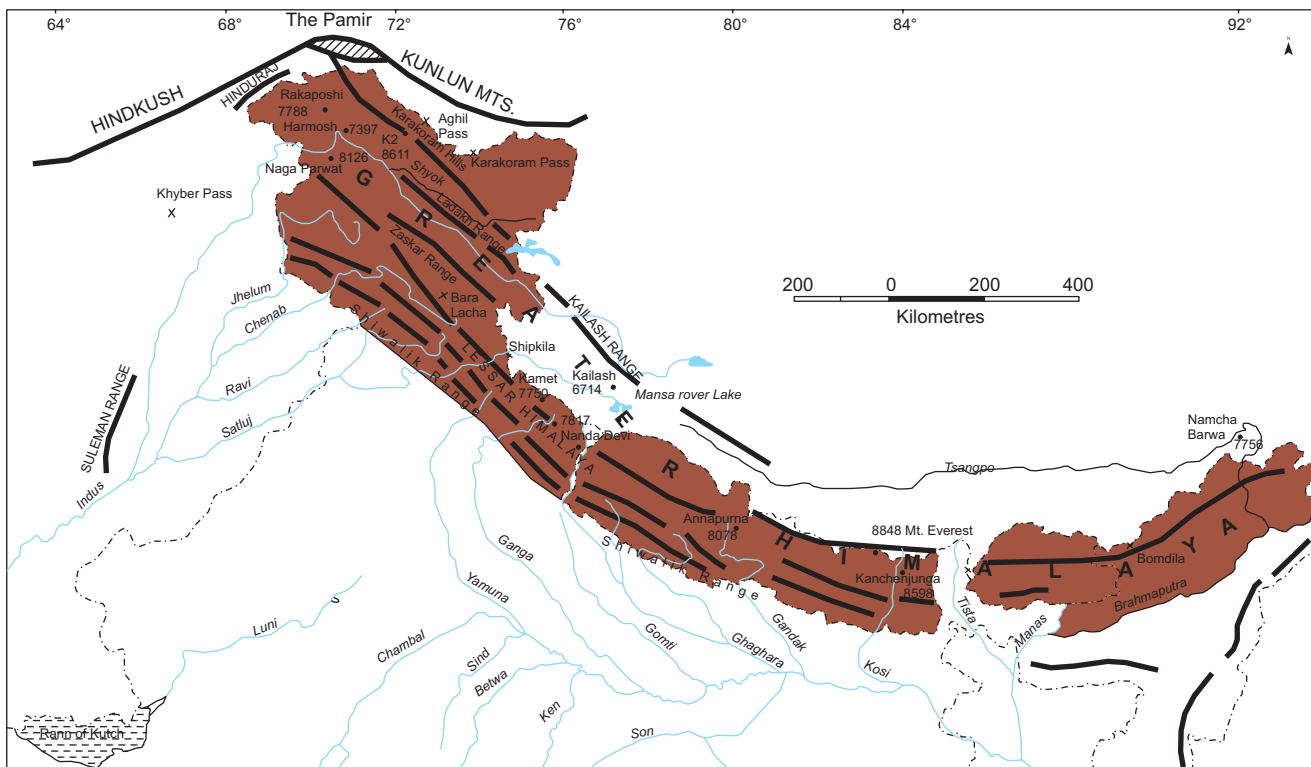
Figure 9.5 *The Himalyan Mountains*

Notes

covering a distance of 2500 KM. Their width varies from 400 in the west and 150 KM in the East (Fig. 9.5). The Himalayas may be divided into three parallel ranges:

(a)   Greater Himalayas or Himadari

(b)   Lesser Himalayas or Himachal

(c)   Outer Himalayas or Siwaliks.

(a)   **The Greater Himalayas or Himadari:** The Greater Himalayas comprises of the northern most ranges and peaks. It has an average height of 6000 metres and width lies between 120 to 190 Kms .It is the most continuous range. It is snow bound and many glaciers descend from this range. It has high peaks like Mt. Everest, Kanchenjunga, Makalu, Dhaulagiri, Nanga Parbat etc. having a height of more than 8000 metres. Mt. Everest (8848 m) is the highest peak of the world and Kanchenjunga is the highest peak of Himalaya in India. High Mountain passes also exist in this range, namely, Bara Lacha-La, Shipki-La, Nathu-La, Zoji-La, Bomidi-La etc. The Ganga and Yamuna rivers originates from this Himalayas.

(b)   **The Lesser Himalayas or Himachal:** The altitude of this range lies between 1000 and 4500 metres and the average width is 50 KM. The Prominent ranges in this are Pir Panjal, Dhaula Dhar and Mahabharata ranges.It compresses of many famous hill stations like Shimla, Dalhousie Darjeeling, Chakrata, Mussoorie, Nanital etc. It also comprises of famous valleys like Kashmir, Kullu, Kangra etc.

(c)   **The Outer Himalayas or the Siwaliks:** It is the outer most range of the Himalayas. The altitude varies between 900-1100 meters and the width lies between 10-50 KM. They have low hills like Jammu Hills, etc.The valleys lying between Siwalik and Lesser Himalayas (Himachal) are called 'Duns' like Dehra Dun, Kotli Dun and Patli Dun.

(ii) The Trans-Himalayan ranges

It extends north of greater Himalaya and parallel to it is called zaskar range. North of Zaskar range lies Ladakh range. The Indus river flows between Zaskar and Ladakh range. The Karakoram range lie extreme north of the country. K_2 is the second highest peak of the world.

(iii) The Purvanchal hills

It comprises Mishami, Patkoi, Naga, Mizo hills which are located in eastern side. The Meghalaya plateau is also part of these hills which includes the hills of Garo, Khasi and Jaintia.

Notes

INTEXT QUESTIONS 9.3

1. Write the names of the three ranges of the Himalayas.

2. Look at the map (Fig. 9.5) and find out.

   (i) In which state Nanga Parbat and Nanda Devi are located?

   (ii) Say Yes or No.

   (a) Mt. Everest is located in India……………………

   (b) Shipki-La pass is located in Siwalik Range……………

   (c) Mansarover lake is located in Kailash Range………...

3. Mention the names of the countries in which the Greater Himalayas are situated.

4. Identify two purvanchal hills.

2. The Northern Plains

Let us try to locate and label the states lying in the Northern Plains of India (refer Fig. 9.5. The Northern Plains are located between south of the Himalayas and north of the Peninsular plateau. It is formed by the deposition of the sediments brought by three main river systems namely : the Indus, the Ganga and the Brahmaputra. From Punjab in the west to Assam in the east, this plain is about 2400 km long. Its width varies from about 300 km in the west to about 150 km in the east. It mainly includes the states of Punjab, Haryana, Uttar Pradesh, Bihar, West Bengal and Assam. This plain is very fertile due to alluvial sediments brought by the rivers from the Himalayas. This plain is one of the largest and most fertile plains of the world. Major crops such as wheat, rice, sugarcane, pulses, oil seeds and jute are grown here. Due to proper irrigation, the plain makes significant contribution in the production of food grains. The Northern plain is broadly divided into two parts :

(a) The Western plain

(b) The Ganga-Brahmaputra plain

(a) The Western Plain

This plain is formed by the river system of the Indus. It lies to the west of Aravallis. This plain is formed due to deposits brought by the rivers like the Satluj, the Beas and the Ravi. This part of the plain has doabs.

(b) The Ganga-Brahmaputra plain

It is also formed by the deposition of the sediments brought by two main river systems, the Ganga and the Brahmaputra. The early civilizations like Mohenjo-Daro and

Harappa also called river valley civilizations, were spread over plain areas. This is because of the availability of fertile land and water through the river networks.

> **Doab:** the alluvial land between two converging rivers. Example doab area in Punjab.
>
> **Khadar**: The area flooded by rivers almost every year
>
> **Banger**: The area never flooded by rivers.

Notes

3. The Peninsular Plateau

Look at the map (Fig. 9.6) given below, you will find that the Peninsular plateau is a triangular shaped table land. It is part of ancient land mass called Gondwana level. It covers an area of nearly 5 lakh sq.km. It is spread over the states of Gujarat, Maharashtra, Bihar, Karnataka and Andhra Pradesh.

Figure 9.6 *The Peninsular plateau of India*

Notes

River Narmada divides the peninsular plateau into two parts : The central highlands and Deccan Plateau

(i) **The central Highlands:** It extends from Narmada river and the northern plains. A ravallis is the important mountain which extends from Gujrat through Rajasthan to Delhi. The highest peak of the Aravallis hills is Gurushikhar (1722m) near Mt. Abu. The Malwa Plateau and Chhota Nagpur plateau are parts of the central highlands. River Betwa, chambal and Ken are the important river of Malwa plateau while Mahadeo, Kaimur and Maikal are the important hills of chhota Nagpur plateau. The valley of Narmada is lies between the Vindhyas and the satpura which flows east to west and joins the Arabian sea.

(ii) **The Deccan Plateau:** The Deccan plateau is separated by a fault (A fracture in the rock along which rocks have been relatively replaced), from Chota Nagpur plateau. The black soil area in the Deccan plateau is known as Deccan trap. It is formed due to volcanic eruptions. This soil is good for cotton & sugarcane cultivation. The Deccan plateau is broadly divided into:

(a)   The Western Ghats

(b)   The Eastern Ghats

(a)   **The Western Ghats:** If you look at map (Fig. No. 9.6), we will see the Western Ghats or Sahyadris lie on the Western edge of the Deccan plateau. It runs parallel to the western coast for about 1600 km. The average elevation of the Western Ghats is 1000 metres. The famous peaks in this area are Doda Betta, Anaimudi amd Makurti. The highest peak in this region is Anaimudi (2695m.). Western ghats are continuous and can be crossed through passes like Pal Ghat, Thal Ghot and Bhor Ghat. The rivers like Godavari, Bhima and Krishna flow eastward while the river Tapti flows westward. The streams form rapids & water falls before entering the Arabian Sea. The famous water falls are Jogfalls on Sharavati, Shiva Samudram falls on Kaveri etc.

(b)   **The Eastern Ghats:** The Eastern Ghats are discontinuous low belt. Their average elevation is 600 m. They run parallel to the east coast from south of Mahanadi valley to the Nilgiri hills. The highest peak in this region is Mahendragiri (1501 m). The famous hills are Mahendragiri hills, Nimaigiri hills in Orissa, Nallamallai hills in Southern Andhra Pradesh, Kollimalai and Pachaimalai in Tamilnadu. The area is drained by the Mahanadi, Godawari, Krishna and Kaveri river systems. The Nilgiri hills join Western & Eastern Ghats in the south.

ACTIVITY 9.2

Trace five main differences between Western and Eastern Ghats.

1. Continuity		
2. Average Elevation		
3. Extent		
4. Highest Peak		
5. Rivers		

4. The Indian Desert

The Indian Desert lies towards the western margin of Aravali Hills. It is also called Thar Desert. It is the ninth largest desert in the world. It spreads over the states of Gujarat and Rajasthan. This region has semi-arid and arid weather conditions. It receives less than 150 mm of rainfall per year. The vegetation cover is low with thorny bushes. Luni is the main river in this area. All other streams appear only at the time of rainfall otherwise they disappear into the sand.

Figure 9.7 *The Indian Desert*

I am Thar 'The Indian Desert':

1. I remain dry most of the year. The moisture bearing winds goes parallel to Aravalli so I receive scanty rainfall.

2. I am pierced by cactus and other thorny bushes on my body.

3. If you are thirsty, you will have to walk several kilometers to reach an oasis and sinduates (small water body).

4. The sand dunes add to the beauty of my desert.

5. My people follow rich cultures and traditions.

5. The Coastal Plains

The coastal plains in India run parallel to the Arabian Sea & Bay of Bengal along the Peninsular Plateau. The western coastal plain is a narrow belt along the Arabian sea of about 10-20km wide. It stretches from Rann of Kachchh to KanyaKumari. Western coastal plains comprises of three sectors (i) Konkan Coast (Mumbai to Goa), (ii) Karnataka coast from Goa to Mangalore (iii) Malabar Coast (Mangalore to Kanya Kumari). The eastern coast runs along Bay of Bengal. It is wider than the western coastal plain. Its average width is about 120Kms. The northern part of the coast is called Northern Circar and the southern part is called Coromandal Coast. Eastern coastal plain is marked by Deltas made by the rivers Mahanadi, Godavari, Krishna amd Kaveri. The Chilka largest salt water lake in India in Odisha is located to the south of Mahanadi Delta. The coastal plains are belts for growing spices, rice, coconut, pepper etc. They are centres of trade & commerce. The coastal areas are known for fishing activities, therefore large number of fishing villages have developed along the coasts. Vembanad is famous lagoon which is located at Malabar coast.

6. The Islands

India has two main groups of Islands. There are 204 islands in Bay of Bengal called as Andaman and Nicobar islands and 43 islands in Arabian Sea called as Lakshadweep islands The Andaman & Nicobar island extend from north to south in Bay of Bengal. They are bigger in size. An active volcano is located on the Barren Island in Andaman & Nicobar group of islands. Lakshadweep islands are located near Malabar coast of Kerala in the Arabian sea. They cover an area of 32 sq km. Kavarati is the capital of Lakshdweep. These islands are formed by corals and endowed with variety of flora and fauna. These islands are important tourist attraction under water activities like snokling, such diving, deep sea diving and other sports make these island more popular.
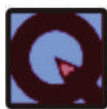
INTEXT QUESTIONS 9.4

1. Answer the following questions briefly (not more than two sentences)

    (i) How was Deccan Trap formed?

    (ii) State any two economic activities of coastal plains.

    (iii) Why does Andman and Nicobar Islands attract more tourists?

    (iv) Write the names of the rivers which help to form the western plain.

9.4 DRAINAGE SYSTEMS IN INDIA

The drainage system refers to the system of flow of surface water mainly through rivers. An area drained by a river and its tributaries is called a drainage basin. The drainage system is related to a number of factors like slope of land, geological structure, amount and velocity of water. A river through its drainage system performs several tasks. These are excess water removal from a particular area, transportation of sediments from one place to other, providing natural source for irrigation and maintaining the water table of a region. Traditionally, rivers were useful as a source of abundant fresh water and navigation. In today's world rivers importance has risen to include hydro power generation and setting up water-based industries. These are also important tourist attraction for activities such as boating, river rafting and cliff jumping. Because of their utility, rivers are important for life and hence regarded as lifeline. Many cities are located along the rivers and are densely populated. Delhi on the banks of Yamuna, Patna along Ganga, Guwahati along Brahmaputra, Nasik along Godavari and Cuttack along Mahanadi are some examples (Fig. 9.8). On the basis of the origin the drainage can be divided in to two parts:

(a)   The Himalayan drainage system

(b)   The Peninsular drainage system

Notes

Tributary: A stream or river that flows into a larger river. e.g. Yamuna

Delta: A triangular shaped land at the mouth of a river formed from the deposition of silt, sand and small rocks that flow downstream in the river. eg. Ganga delta.

Estuary: A partially enclosed coastal body of water where the salty tidal water mixes with the fresh water of the river. eg. Narmada river makes an estuary.

9.5 MAJOR DRAINAGES SYSTEMS

As mentioned earlier on the basis of origin, the Indian river have been classified into two major drainage systems. Let us discuss the comparision between the two drainage systems.

Himalayan River System

1.   They are Perennial rivers originating from glaciers.

2.   Rivers form valleys by the process of erosion.

3.   The rivers are ideal for irrigation purposes as they pass through plain fertile tracts.

4.   These rivers have meandering courses which shift over time.

9.5.1 The Himalayan Drainage System

Most of the Himalayan Rivers are perennial. This means they have water throughout the year. This is because most of these rivers originate from the glaciers and snowy

Notes

peaks. They also receive water from the rainfall. The main river system in this category are:

1. The Indus River System   Jhelum, Ravi, Beas and Satluj

2. The Ganga Rivers System   Yamuna, Ramganga, Ghaghara, Gomti, Gandak and Kosi etc.

3. The Brahmaputra River System   Dibang, Lohit, Tista and Meghna etc.

9.5.2 The Peninsular Drainage System

You have already studied about Peninsular Plateau. Most of the Peninsular rivers flow eastwards and enters into Bay of Bengal. Only Narmada and Tapi rivers which flow westwards of the Western Ghats. They are good for generating hydropower because these rivers form rapids & water falls. The major peninsular rivers are Mahanadi, Godavari, Krishna and Kaveri.

Figure 9.8 *Major Rivers of India*

ACTIVITY 9.3

Look at the physical and political maps of India in an atlas. Given below are four river. Find out the following informaiton and record in the table given below.

Rivers	Main tributaries	Origin	States it passes through	Drains into
Ganga				
Brahmputra				
Indus				
Satluj				
Kaveri				
Godavari				
Krishna				

Notes

ACTIVITY 9.4

Look at the Atlas and name all the cities situated along the Ganga and locate on the physical India map.

9.6 KEEPING RIVERS CLEAN

Do you know that over 97% of all the water on Earth is salty and most of the remaining 3% is frozen in the polar ice-caps? The rain, rivers, lakes and underground water hold less than 1% of all the fresh water. This tiny amount has to provide the fresh water needed to support the entire population of the world. Fresh water is a precious resource and the increasing pollution of our rivers and lakes is a cause for alarm.

You must have seen a river either flowing through your town, village or elsewhere. India has a large number of rivers that are lifelines for the millions of people living along their banks. These rivers can be broadly categorized into four groups:

(i) Rivers that flow down from the Himalayas and are supplied by melting snow and glaciers. This is why these are perennial, that is, they never dry up during the year.

(ii) The Deccan Plateau rivers, which depend on rainfall for their water.

(iii) The coastal rivers, especially those on the west coast, which are short and do not retain water throughout the year.

(iv) The rivers in the inland drainage basin of west Rajasthan, which depend on the rains. These rivers normally drain towards silt lakes or flow into the sand.

Rivers have been given the pride of place in the way of life. Several cities as well as holy shrines are on the banks of rivers, and indeed, rivers such as the Ganga and the Yamuna are sacred to millions. Despite this, they are being polluted with unaccountable and environmentally threatening practices. Only sewage claims for about 70 percent pollution loads in Indian rivers. Heavy loads of biological and chemical pollutants usually enter waterways to be consumed in some manner by the downstream users. This affects the aquatic life and causes various health hazards. Along with the pollutants, the insensitivity of people towards rivers is severely adding to the problem. Urban dwellers identify vaguely with rivers. An example can be the highly contaminated blackish water of Yamuna river in New Delhi which hardly draws attention from capital's citizens.

Since, water issues are assigned to provincial governments in India, each one of them treats a river as its own, with little or no regard to the downstream effects. Ecologists and conservationists have long demanded that rivers need to be treated as one entity and work on a determined, time-specific combination of serious efforts. This could lead to an improvement of water quality of the rivers. The government has come up with ambitious river cleaning initiatives such as the Ganga Action Plan (GAP) and the National River Conservation Plan (NRCP) in the hope of improving water quality. Water harvesting is gaining popularity across the country, through which monsoon waters could be retained in the river basins. Several civic organizations and people movements are also contributing in raising awareness and sensitivity about the critical condition of polluted rivers.

ACTIVITY 9.5

1. Find out the river or natural water source in your locality. Observe the kind of activities that are happening there.

2. What kinds of human activities are causing damage to river systems?

3. Write a letter to the local authority suggesting what you and your friends like to do to stop pollution. Also mention in the letter what help would you like to have form them.

4. Organise a meeting with your friends to discuss what can be done to prevent the negative effects of the human activities

   There could be many ways of stopping pollution. Suggests the ways to check the water pollution.

INTEXT QUESTION 9.5

Answer the following question:

1. Mention the name of two tributaries joining Ganga from the north.

2. Which lake is located near Mahanadi?

3. Write the names of the states drained by river Godavari.

4. Which river is tributary of Tunghabhadra?

Notes

WHAT YOU HAVE LEARNT

● India is located between 8°4' North and 37°6' North lalitudes and 68°7' East and 97°25' longitudes. India has land boundaries of 15,200 km and 6100km long coast line. India's landmass covers 3.28 million square kilometer of area.

● India can be divided into mainly six physical divisions: the Northern mountain, The Northern Plain, the Peninsular Plateau, the Indian desert and the coastal plains and Islands.

● The Himalayas may be divided into three parallel ranges: Greater Himalayas or Himadari,Lesser Himalayas or Himachal and Outer Himalayas or Siwaliks.

● The northern plain spreads mainly in the states of Punjab, Haryana, Uttar Pradesh, Bihar and West Bengal. The soil here is rich in nutrients and hence good for cultivation of varieties of crops.

● The Peninsular plateau stretches from the Aravali range till the southern tip of India. It is a table land made of old and metamorphosed rocks.

● The Great Indian Desert spreads over the states of Gujarat and Rajasthan. This region has semi-arid and arid weather conditions.

● The coastal plains in India run parallel to the Arabian sea & Bay of Bengal. They are called Western coastal plains and the Eastern coastal plains.

● India has two main groups of Islands. There are 204 islands in Bay of Bengal called the Andaman and Nicobar Islands and 43 islands in Arabian Sea i.e Lakshadweep islands.

● Indian River System can be divided into two main categories: The Himalayan Drainage System and The Peninsular Drainage System. The three main rivers in Himalayan system are the Indus, Ganga, The Brahmaputra. The main Peninsular rivers are Narmada, Tapi, Godavari, Krishna , Kaveri and Mahanadi.

Notes

TERMINAL EXERCISES

1. Explain the location and extends of India.

2. Dercribe any three characteristics of the Indian Desert.

3. Explain any two paints each about the three parallel ranges of Himalayas.

4. Differentiate between Himalayan and Peninsular drainge system by giving any four differences in each.

5. Give reasons:-

    (i)   Northern plans have fertile alluvial soil.

    (ii) Indian desert has very less vegetation cover.

Project:

*   Create a guidebook for visitors to your home region

    1. It should describe your region's unique physical and human characteristics.

    2. List elements of the physical landscape, such as climate, landforms, plants, animals, and elements of the human landscape, such as work opportunities, economic activities, recreational activities, regional language, and foods.

    3. The guidebook should include pictures/ drawings and should feature the things that you feel are special about your locality.

ANSWERS TO INTEXT QUESTIONS

9.1

1. (i)   Bangladesh, Myanmmar.

    (ii)   Bay of Bengal and Arabian Sea.

    (iii) Sri Lanka.

    (iv)   Pakistan, Bhutan.

9.2

1. (i)   Kerala, Tamil Nadu.

    (ii)   Jammu and Kashmir, Arunachal Pradesh.

    (iii) Nepal, Bhutan.

    (iv)   Daman and Diu, Dadar Nagar Haveli.

9.3

1. the Himadari The Himachal, and Siwalik.

2.   A. Jammu and Kashmir.

    B. (a) No

        (b) No

        (c) Yes

3. India, Nepal, Bhutan.

4. Patkoi, Mizo hills

9.4

1.   (i) Due to volcanic erruption.

    (ii) (i) Agriculture (ii) fishing (iii) trade and commerce (any two)

    (iii) Because Islands have developed attractive tourist activities of under water and water sports.

    (iv) Satluj, Beas, Ravi

9.5

1. Gandak, Kosi.

2. Chilka.

3. Maharashtra, Andhra Pradesh and Chattisgarh.

4. Krishna.

Notes

10

CLIMATE

Mona and Raju were excited about proposed first trip to a hill station, Shimla with their parents. While they were packing their clothes, their mother asked them to pack some woolen clothes also. They reside in Chennai, a city and capital of Tamil Nadu, a state in South India. They were really surprised as it was the month of May and it's very hot in Chennai. Their mother told that although India has monsoon climate but in Shimla, it being a hill station the weather was cool. They were little confused with a few questions in their mind like - what is weather? What is the difference between the weather and the climate? Why do we find different climatic conditions in India? You will find the answers to such questions in the following lesson.

OBJECTIVES

After completing this lesson, you will be able to:

● list the factors that influence the climate of India;

● explain the mechanism of monsoon and its various characteristics;

● recognize the cyclic system of seasons along with their unique features;

● describe the distribution of rainfall in India;

● analyse how our social and cultural life is deeply associated with the cycle of seasons; and

● describe the global environmental changes and its impact on Indian climate.

10.1 FACTORS AFFECTING THE CLIMATE OF INDIA

When Mona and Raju were in the train along with their parents they asked the questions to their parents about the difference between the weather and climate. One of the fellow passengers was a teacher, Mrs. Rupa and she explained that **climate**

Notes

is always for a large area like a country or a big region and generally it does not change, like India has monsoon climate whereas **weather** is always for a smaller area like that of your city or village where it may frequently change like raining in the morning and sunny in the afternoon. Mrs. Rupa asked them to observe the changes in the weather conditions along the way to Shimla. They realized the changes: it was hot and humid weather in the southern regions and slowly it became hot and dry in the northern plains; and they felt cool on their way when they were close to Shimla. They asked the teacher the reason for it and she explained that there are many factors which affect the climate or weather.

? Do you know

Climate refers to the sum total of weather conditions and variations over large area for a long period of time (more than 30 years).**Weather** is state of atmosphere over an area at any point of time. Similarly weather conditions which last for longer duration are responsible for making a season.

10.1.1 Factors Affecting the Climate of India

1. **Location:** The places which are closer to equator have high temperature. As one moves towards the poles temperature decreases. As our country, India is located in Northern hemisphere closer to equator at 8°4¢ and 23½° Tropic of Cancer passes through the central part of India. So in south of this latitude we find tropical climate and towards the north we find sub-tropical climate. For example, Andhra Pradesh would be hotter than Haryana. Broadly speaking parts lying south of the Tropic of Cancer receive more solar heat than those lying north of it.

2. **Distance from the sea:** The southern half of India is surrounded by sea from three sides: the Arabian Sea in the west, the Bay of Bengal in the east and the Indian Ocean in the south. Due to moderating influence of the sea this region is neither hot in summer nor very cold in winter. For example the area of North India which is far away from the sea has extreme type of climate and the area of south India which is nearer to the sea has equable type of climate. We can see the variations in temperature and rainfall at different stations in the given table 10.1.

3. **Altitude:** It means the height above the average sea level. The atmosphere becomes less dense and we feel breathlessness as we go higher from the earth surface and thus the temperature also decreases with the height. For example, the cities located on the hills are cooler like Shimla whereas the cities lying in the plains will have hot climate like Ludhiana.

Notes

4. **Mountain Ranges:** Mountain ranges also affect the climate of any region to a great extent. The Himalaya Mountain is located in the northern part of our country with an average height of 6000m. It protects our country from cold winds of Central Asia. On the other hand, they check rain bearing South-West Monsoon winds and compel them to shed their moisture in India. Similarly, Western Ghats force rain bearing winds to cause heavy rain fall on the Western slopes of the Western Ghats.

5. **Direction of surface winds:** The wind system also affects the Indian climate. This system consists of monsoon winds, land and sea breeze, and local winds. In winter the winds blow from land to sea so they are cold and dry. On the other hand, in summer wind blow from sea to land bringing the moisture along with them from the sea and they cause wide spread rain in most part of the country.

6. **Upper air Currents:** Besides surface winds, there are strong air currents called Jet streams which also influence the climate of India. These jet streams are a narrow belt of fast blowing winds located generally at 12,000 metre height above the sea level. They bring western cyclonic disturbances along with them. These cyclonic winds originate near the Mediterranean Sea and move eastwards. On their way, they collect moisture from Persian Gulf and shed it in the North western part of India during winter seasons. These Jet streams shift northwards during summer season and blow in Central Asia. Thus helps in the onset of monsoons.

ACTIVITY 10.1

Temperature (T) and Rainfall (R) of some important stations

Stations		Month											
		J	F	M	A	M	J	J	A	S	O	N	D
Leh	T	–8	–7	–1	9	10	14	17	17	12	6	0	–6
	R	10	8	8	5	5	5	13	13	8	5	0	5
Chennai	T	25	26	28	31	33	33	31	31	30	20	26	25
	R	4	13	13	18	38	45	87	113	119	306	350	135

(i)   Write annual range of temperature between two places.

(ii)   Which is the rainiest month of the year in each stations?
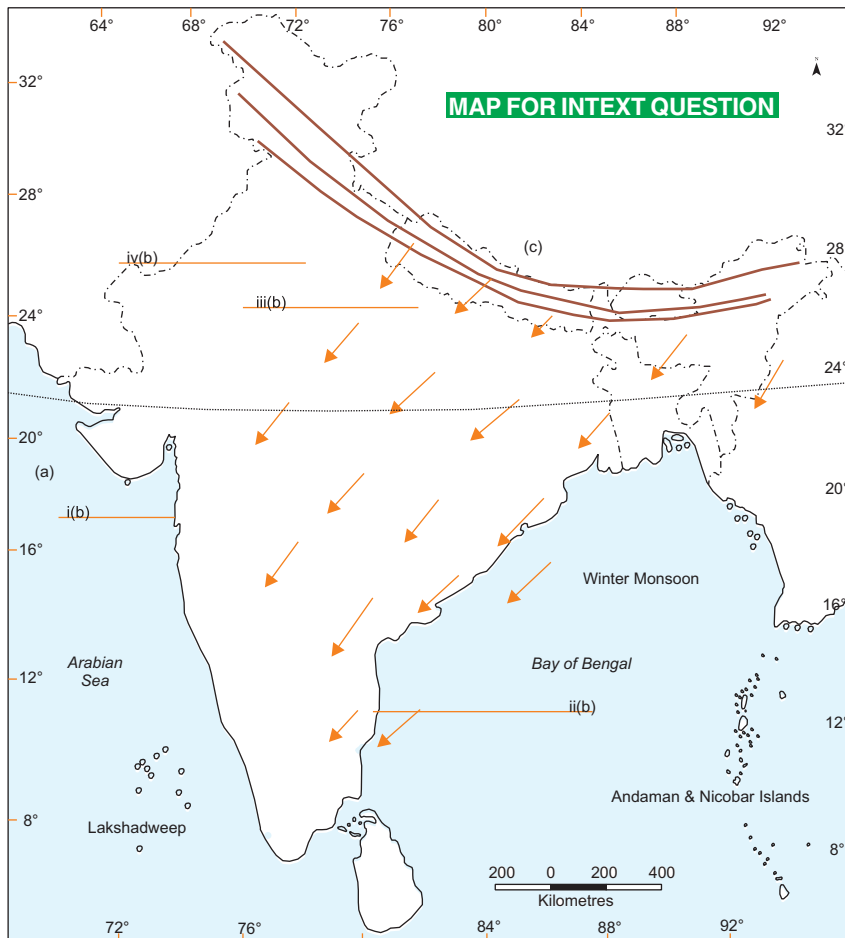
Figure 10.1

INTEXT QUESTIONS 10.1

Look at the map given above and answer the following questions:

(a) Name the important latitude drawn on the map which has divided India in two heat zones. Also tell the degree of that latitude.

(b) Name the cities located on map which are influenced by the sea and cities which are not influenced by the sea.

(c) Which mountain range protects our country from cold breeze of Central Asia?

(d) Observe the wind direction given on the map and tell why do we have dry winter season?

Mona and Raju returned from Shimla after five days stay. They were very happy and shared their experience with their friends. Few days later they were surprised to see a news headline that monsoons are coming on time. What is the meaning of

monsoon? They wanted to know the answers of their questions with the help of their teacher. Try to find out answers in the following section.

10.2 MECHANISM OF MONSOON

The word monsoon is derived from the Arabic word 'Mausim' which means season. Monsoon refers to the seasonal reversal in the wind direction during a year. During summer, the interior parts of North Indian Plains covering Rajasthan, Punjab, Haryana, and Western Uttar Pradesh are intensely hot. The daily maximum temperature in some of these parts is as high as 45° to 47° C. Table 10.1 given below indicates the climatic diversity in India. Try to understand the varying temperature that different stations in India have.

Table 10.1: Temperature (in ° Celcius) and Rainfall (in cm) of some important stations in India

STATIONS		MONTHS											
		J	F	M	A	M	J	J	A	S	O	N	D
LEH	Temp.	-8	-7	-1	9	10	14	17	17	12	6	0	-6
	Rainfall	10	8	8	5	5	5	13	13	8	5	0	5
SHILLONG	Temp.	10	11	16	19	19	21	21	21	20	17	13	10
	Rainfall	14	29	56	146	295	476	359	343	302	188	36	10
DELHI	Temp	14	17	23	29	34	35	31	30	29	21	20	15
	Rainfall	21	24	13	10	10	68	186	170	125	14	2	9
JAISALMER	Temp	16	20	25	30	33	34	32	31	30	28	22	17
	Rainfall	0.2	0.1	0.3	0.1	0.5	0.7	0.9	86	14	01	0.5	0.2
MUMBAI	Temp	24	24	24	28	30	29	27	27	27	28	27	25
	Rainfall	4	2	2	2	18	465	613	329	286	65	18	2
CHENNAI	Temp	25	26	28	31	33	33	31	31	30	28	26	25
	Rainfall	4	13	13	18	38	45	87	113	119	306	350	135
THIRUVANA NTHAPURAM	Temp	27	27	28	29	29	27	26	26	27	27	27	27
	Rainfall	23	21	39	106	208	356	223	146	138	273	206	75

? **Do you know**

- Air has weight and this weight exerts pressure on us, which is known as air pressure.

- There is an inverse relationship between temperature and air pressure, i.e. if the temperature of any area is high then the air pressure will be low and vice-versa.

- Difference in the air pressure is responsible for the attraction of the winds.

The average maximum temperature is above 33°C in the month of May at Delhi and
Jodhpur. Such high temperature heats up the air of that region. Hot air rises, low
pressure area is created under it. This low pressure is also known as monsoonal
trough. It lies between Jaisalmer in the west and Balasore in Odisha in the East.

Notes

**INDIA
TEMPERATURE OF MAY**

Low Pressure Trough

46°C

45°C

42°C

Arabian
Sea

Bay of Bengal

38°C

Andaman & Nicobar Islands

Lakshadweep

200   0   200   400
Kilometres
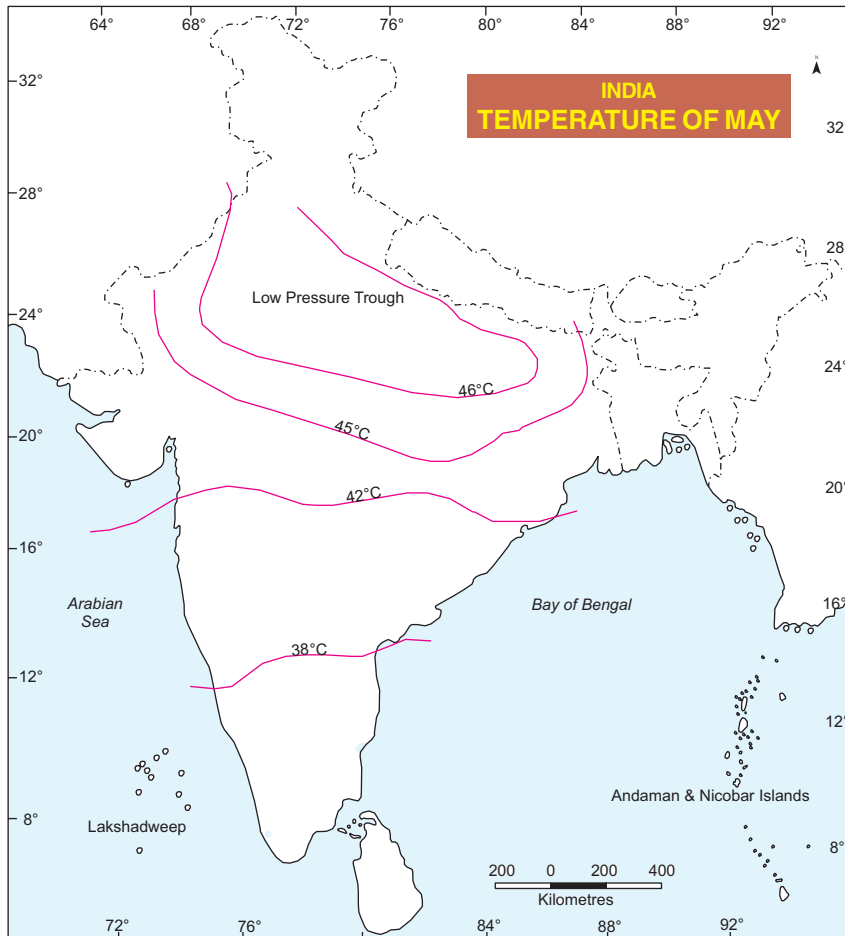
Figure 10.2 *Temperature of May*

On the other hand temperature over Indian Ocean is relatively low, as water needs
more time to get heated as compared to land. So a relatively high pressure region
is created over the sea. See the map 10.2 given above and try to understand the
given phenomenon.

Thus, there is a difference of temperature and resultant pressure over North Central
Indian Plains and Indian Ocean. Due to this difference, air from high pressure region
of the sea starts moving towards the low pressure region of North India. Thus, by
mid June the general movement of air is from equatorial region of Indian Ocean to
the Indian subcontinent and the direction of these winds in general is from South-
West to North-East. This direction is exactly opposite to that of the trade winds
(North – East to South-West) prevailing during winter in India. This complete reversal

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of wind direction from North-East to South West and vice-versa is known as monsoons.
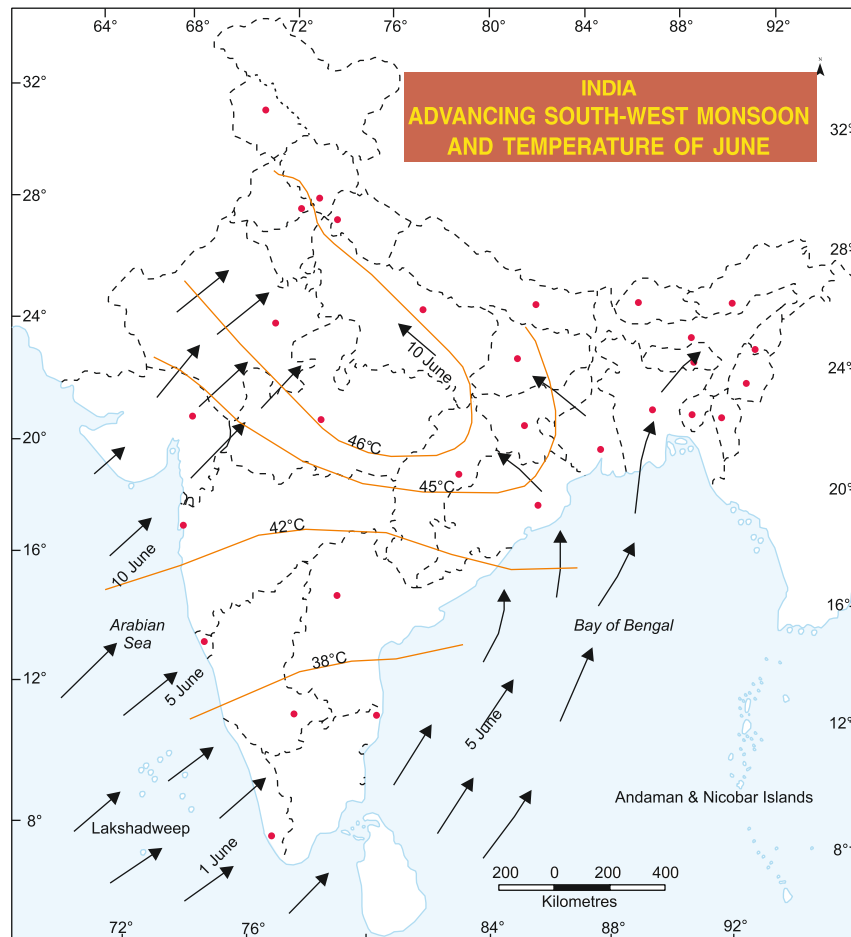
Figure 10.3 *Temperature of June*

These winds originate over warm seas. Therefore, they contain a lot of moisture. When these moisture laden winds move over the Indian sub-continent they cause wide spread rain throughout India and from June to September 80% to 90% of the total rainfall in India is confined to these four months only.

10.2.1 Characteristics of the Monsoon

1. Monsoons are not steady winds. They are irregular in nature affected by different atmospheric conditions i.e. due to regional climatic conditions. Sometimes monsoon early or some times late.

2. Monsoons are not equally distributed. Coastal areas like Kerala West Bengal and Odisha receive heavy rain fall, whereas interior regions like Haryana, Madhya Pradesh, receive less rainfall.

3. When monsoon arrives, it gives heavy rainfall which continues for several days. This is known as 'burst of monsoon'. This occurs mainly at Kerala coast where it reaches first.

ACTIVITY 10.2

Observe the picture and answer the following questions:

(a)   (b)   (c)

Figure 10.4

1. Identify the seasons in the given pictures (a), (b) and (c).

2. Arrange them on the basis of their occurrence.

3. Which season you like the most and why? Write answer in about 30 words.

INTEXT QUESTIONS 10.2

Look at maps (Fig. 10.2, Fig. 10.3) of advancing monsoon and answer the following questions:

1. Name the states which lie within the low pressure regions.

2. As the monsoon winds are coming from south-west which state they will strike first.

3. When the monsoon winds reach the Bay of Bengal, what is their direction?

4. Observe the rainfall data of the following cities and find out the average duration of monsoon in four cities. Name of the cities are:

   (a) Mumbai   (c) Delhi

   (b) Jaisalmer   (d) Shillong

A few months later Mona and Raju's father was transferred to Delhi. They were excited to live in the capital of India. They shifted to Delhi. New home, new school, new friends and new environment and everything was new for them. They realized

Notes

that now they were going to see the real changes of the seasons which they had read in their book. Try to discover the various seasons and how they happen in the following section.

10.3 CYCLE OF SEASONS

Our country, India, enjoys variety of seasons due to geographical locations. Now you will know about the seasons of India and their unique features. We have four seasons:

(a)   Cold weather season (December – February)

(b)   Hot weather season (March – May)

(c)   Advancing South – West monsoon season (June – September)

(d)   Post or retreating monsoon season (October – November).

You will know more about each of them in the following section.

(a)   Cold Weather Season: The duration of cold weather season is from December to February. The temperature decreases from the South to the North. December
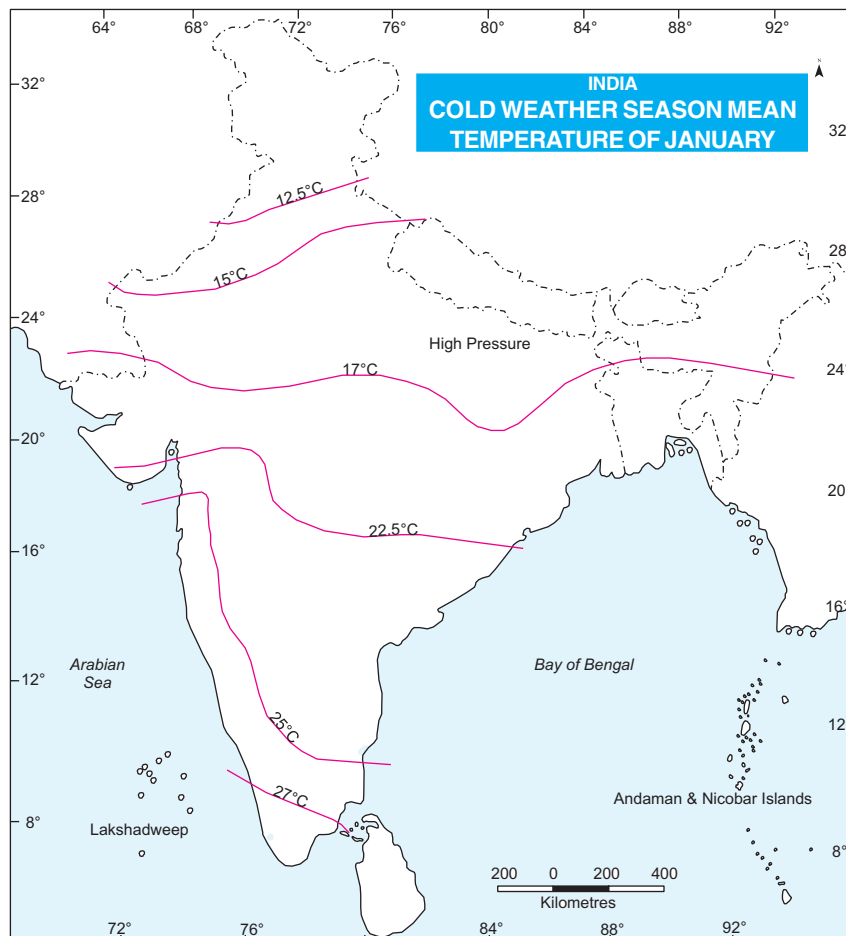
Figure 10.5 *Mean Temperature of January*
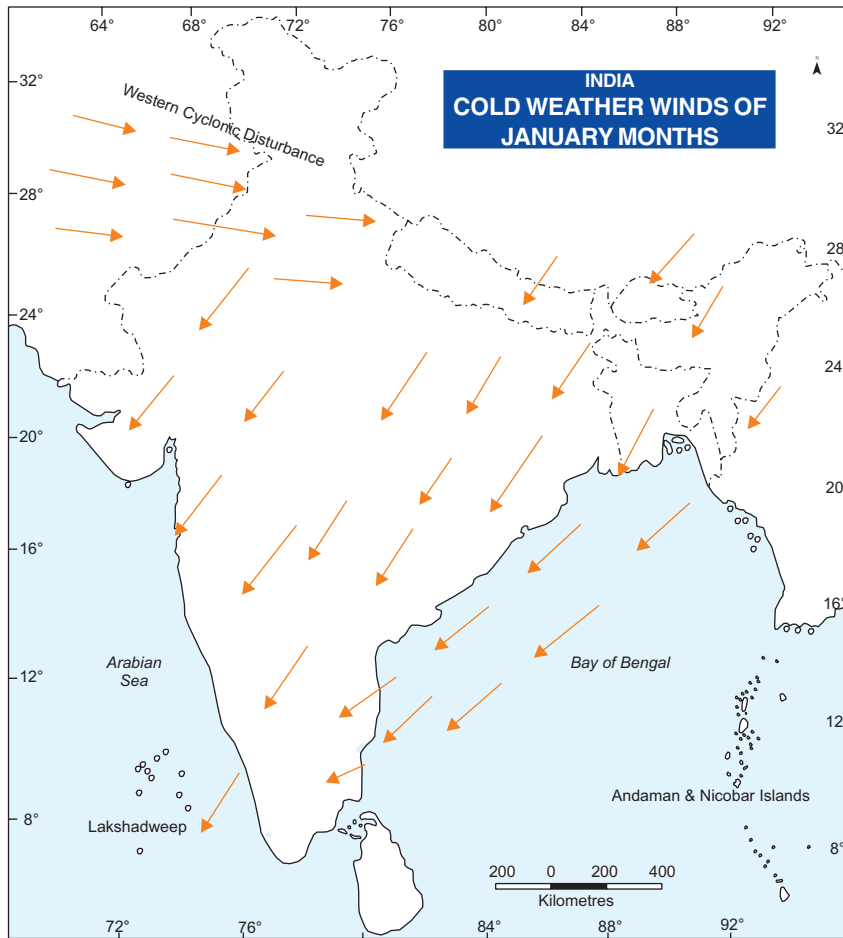
Figure 10.6 *Direction of winds in January*

and January are the coldest months and the average temperature in North is (12° to 15°C) and in South (25°C). Frost is common in the North and North-West India. There is light rainfall in this region due to Western disturbances. Higher slopes of the Himalayas experience snowfall. During the winter season, North-East trade winds prevail over India. They blow from land to sea. Hence, for most part of the country, it is a dry season. However, the Tamil Nadu coast receives winter rainfall due to these winds. A part of North-East trade winds blow over Bay of Bengal. They gather moisture which causes rainfall in the coastal Tamilnadu while the rest of the country remains dry. In the northern part of the country the weather is marked by clear sky, low temperatures and low humidity. The winter rainfall is very important for the cultivation of '*Rabi*' crops.

(b) **Hot Weather Season:** By the end of February the temperature starts rising. So from March to May it is hot weather season. We find high temperature in plains, western part of India and in the central part of peninsular India. In Northern plains, thus, an elongated low pressure which is called monsoonal trough created here, which extends from Jaisalmer in western Rajasthan to Jharkhand and parts of Odisha to the East. However, over Indian Ocean south

Notes

of the equator high pressure belt begins to develop in this season. In North-West India, afternoon dust storms are common. During summer, very hot and dry winds blow over North Indian plains. They are locally called '*Loo*'. Exposure to theses hot winds may cause heat or sun stroke. This is also the season for localized thunderstorms, associated with violent winds, torrential downpours, often accompanied by hail. In West Bengal, these storms are known as the '*Kaal Baisakhi*' (calamity for the month of Baisakh). Towards the close of the summer season, pre-monsoon showers are common, especially in Kerala and Karnataka. They help in the early ripening of mangoes, and are often referred to as '*mango showers*'.

(c) Advancing South West Monsoon Season: After the scorching heat of summer season people eagerly wait for the rains which can give them relief. Farmers wait for the rains so that they can prepare their fields for the next cropping season *Kharif*. June to September are the months of advancing South-West monsoon season. By the end of May the monsoon trough further intensifies over north India due to high temperature in the region. The General direction of the wind during this season is from South-West to north-east. These winds
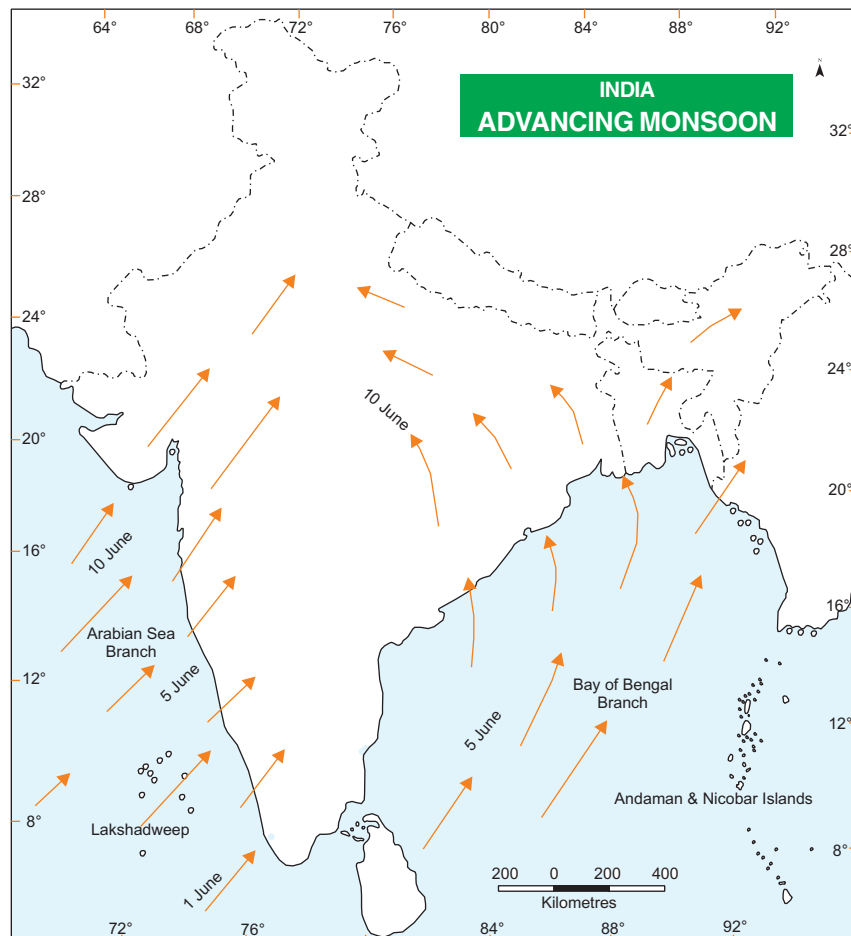
Figure 10.7 *Advancing Monsoon of India*

are strong and blow at an average velocity of 30 km per hour. These moisture laden winds first hit at Andaman and Nicobar Islands in the last week of May and Kerala coast in the first week of June with violent thunder and lightning.This South-West monsoon that flows in to India brings about a major change in its weather. Two branches of south-west monsoon originate from: (i) Arabian Sea and (ii) Bay of Bengal.

The Arabian Sea Branch obstructed by Western Ghats gives heavy rainfall on the Western side of Western Ghats. It reaches Mumbai by 10th June *(See Fig. 10.7)*. When this branch crosses the Western Ghats and reaches the Deccan Plateau and parts of Madhya Pradesh, it gives less rainfall as it is a rain shadow region. Further, this branch reaches in Northern Plain by 20th June.

The monsoon winds that move from Bay of Bengal strike Andaman and Nicobar islands North-Eastern states and coastal areas of West Bengal and covers the whole of India by the 15th of july. They cause heavy rainfall in the region. However, quantity of rainfall decreases as they move towards West over the Northern plains. For examples rainfall at Kolkata is 120 cm, Allahabad 91 cm and Delhi 56cm.You must have seen that rainfall does not continue for several days. The monsoon tends to have 'breaks' in its rainfall which causes wet and dry spells. This means that monsoon rains occur only a few days at a time. Rainless dry spells occur in between. As the monsoon comes after the hot and dry summer season, the rainfall brings down the temperature. We can see this decline is from 5°C to 8°C between mid June and mid July. This is the time when many parts of India face floods also. This is mainly because of heavy rainfall and our inability to manage our water resources more systematically. On the other hand there are many areas that experience drought conditions during this season.

ACTIVITY 10.3

Collect the information from the newspapers and other sources and find out which parts of India are regularly affected by the floods and droughts. Also paste the newspaper cuttings as a sample. Identify name the reasons and collect the information about the most recent.

(d) Retreating or Post Monsoon Season: October and November are the months of post (or retreating) monsoon season. The temperatures during September-October start decreasing in north India. Monsoonal trough also becomes weak over North-West India. This is gradually replaced by a high pressure system. The South-West monsoon winds weaken and start withdrawing gradually from North Indian Plains by November. In October the weather remains humid and warm due to continuing high temperature and moist land in

Notes

month of October. In Northern plains hot and humid weather becomes oppressive at this time. It is commonly called 'October Heat'. However, towards the end of October, temperature starts decreasing, making nights pleasant. This is also the time of cyclonic storms which develop in the Bay of Bengal as the low pressure of North India shifts to this area. These storms create havoc in coastal areas of Odisha, Andhra Pradesh and Tamil Nadu, especially in the deltas of Mahanadi, Godavari and Krishna rivers.
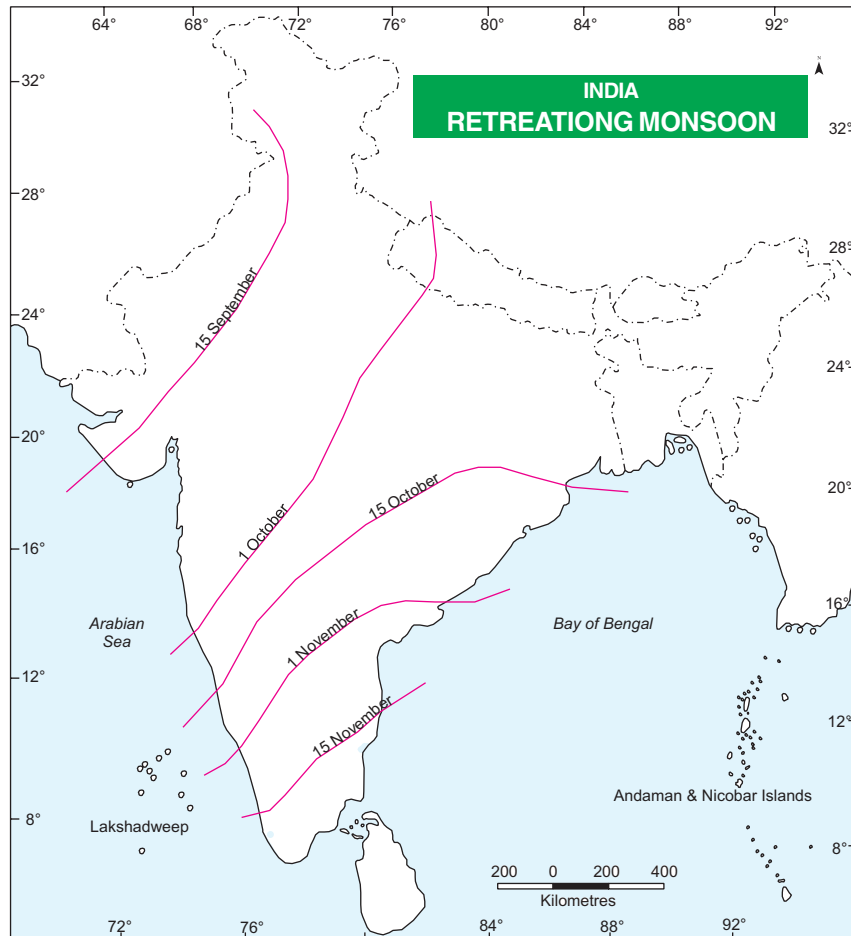
Figure 10.8 *Retreating Monsoon*

INTEXT QUESTIONS 10.3

Choose the correct answer:

(i) The hot and dry wind blowing in the northern plain in the summer are called—

(a) Kaal Baisakhi   (c) Trade winds

(b) Loo   (d) All of the above

(ii)   Which mountain range acts as a barrier in the path of the Arabian Sea branch?

    (a)   Aravallis   (c)   Western Ghats

    (b)   Eastern Ghats   (d)   Raj Mahal hills

(iii)   The tropical cyclones of the Bay of Bengal usually occurs during

    (a)   South-west monsoon   (c)   Retreating monsoon season

    (b)   Hot weather season   (d)   Cold weather season

(iv)   Which place would be the hottest one in March?

    (a)   Delhi   (c)   Deccan Plateau

    (b)   Shillong   (d)   Punjab

(v)   Monsoons are called ....

    (a)   Seasonal winds   (c)   Permanent winds

    (b)   Temporary winds   (d)   Local winds

Seasons, its cycle, causes and effects were now clear to Mona and Raju. Only one question remained unanswered. If the monsoons came in a particular area for certain duration so it means the rainfall distribution in India was uneven? Try to find the answer with the help of Rainfall distribution map.

10.4 DISTRIBUTION OF RAINFALL

Rainfall in India is highly uneven over a period of time in a year. As we move from East to West in Northern plains, we observe that in central India rainfall decreases. In peninsular region, India's rainfall decreases from coast to interior parts. In North-East India, the rainfall increases with altitude. India is the unique example of rainfall distribution with marked contrasts. Both, one of the rainiest and driest places of the world are located in India itself. Can you think why? Spatial variations in rainfall in India can be shown under the following headings. Observe the given map and find out the states under the given categories –

(a)   Areas of heavy rainfall (more than 200cm): Maximum rainfall in India occurs in the western coast, sub Himalayan regions of north-east and Garo, Khasi and Jaintia hills of Meghalaya.

(b)   Area of Moderate rainfall (100-200cm): Areas receiving 100 to 200cm rainfall in India include some parts of the Western Ghats, West Bengal, Odisha and Bihar and many states.

(c)   Areas of Low rainfall (60 to 100cm): This is the region of low rainfall, which includes parts of Uttar Pradesh, Rajasthan, interier deccan plateau.

(d)   Areas of Inadequate rainfall (Less than 60cm): This is region of scanty rainfall. The western part of Rajasthan and Gujarat, Laddakh and south central part receives a rainfall of less than 20cm.

Notes

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ACTIVITY 10.4

List out the festivals of India in the table given below. Also find out which season is economically significant in your area and why?

List of the festivals	Areas where celebrated	Date and month	Season	Economically Significant

Do you see co-relation between seasons of festivals and harvest seasons. Please provide one reason.
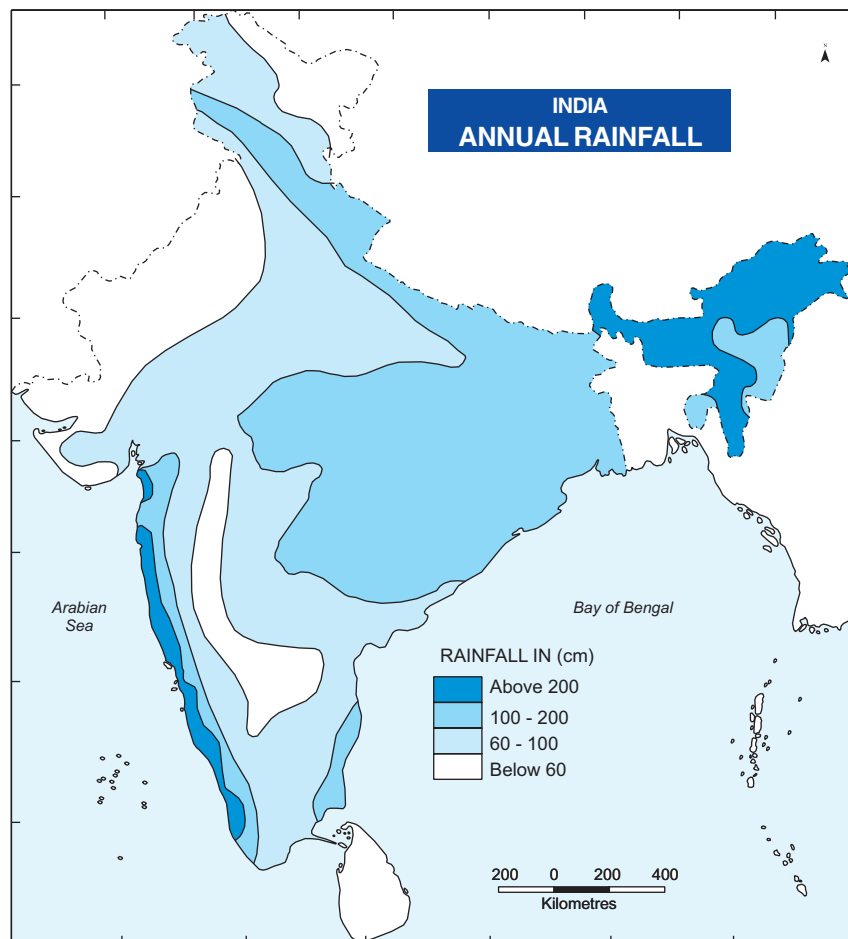
Figure 10.9 *Annual Rainfall of India*

10.5 SOCIO-CULTURAL LIFE

You are now well aware about the cycle of seasons but a second thought comes to our mind what do the relationship between the seasons and our life? Are they so important that they affect our life? The answer is 'yes'. They do affect our social and cultural life. As India is an agricultural country the main economic activity of agriculture is totally dependent on the cycle of seasons. The time of *Kharif* crop is advancing monsoon season and harvesting is post monsoon season. *Rabi* crop is grown in winter and *zaid* crop is at the end of winter season. Floods and droughts are hindrances in the economic growth of the nation as our economy is agro based economy.

All our activities are related with the seasons. As winter season comes the days become shorter and we start purchasing woolen clothes. Groundnuts, almonds and calorie rich food become very important in our diet. In spite of cold weather people celebrate many festivals like *Makar Sankranti* in many states, *Lohri* in Punjabi and *Pongal* in Tamil Nadu in the month of January. *Basant Panchami* is also celebrated in the month of February in which people pray for good harvest.Summer season is very dry but it reminds us of juicy fruits, ice creams and variety of drinks. What are the fruits available in this season? *Holi* and *Baisakhi* are the main festivals of the season.By the end of summer farmers start preparing their fields so that they can welcome the rains. This is the time when people of Kerala celebrate *Onam* which coincide with their harvest season. Post Monsoon is the harvesting time. It is also a festival time of *Dushera, Durga Pooja* and *Diwali* which are celebrated all over India.

10.6 GLOBAL ENVIRONMENTAL CHANGES AND ITS IMPACT ON INDIAN CLIMATE

After studying this lesson you must have understood that India is fortunate to have four clear seasons' summer, winter, spring and monsoon. However, these days one can notice disturbance in the cycle of seasons. This is due to global warming which is a burning topic of today's world. It has a significant political, social and economic impact that may affect almost every aspect of our lives and lifestyles. The global warming has a serious impact on world's climate and India cannot escape it. Don't you think that it is important for everybody to know about it and think how each one of us can contribute in reducing its extent?

Let us understand what is global warming. During the last decades of urbanization, industrialization and population growth the atmosphere has been polluted. Human activities increase the amount of carbon dioxide, Chloro Floro Carbon (CFC) and other dangerous gases. About 51% of the solar energy is absorbed by the earth's surface, which increases its temperature. The rest of the heat is reflected back in to the atmosphere. This helped in maintaining temperature. But now due to pollution some of the reflected heat is trapped by green house gases (GHGs), mainly carbon

dioxide. It has increased the temperature of the Earth's surface. There is evidence to show that CO_2 levels are still increasing. Many countries have signed a convention to reduce GHGs under the U.N. framework. However, the current international agreements are still not effective enough to prevent the significant changes in climate.

We already know that 70% of Indians are working in agriculture sector. Any change in temperature will have an adverse effect on agriculture. This will have a serious social and economic impact on India. After reading the chapter we can clearly see that climate plays a very important role in Human life. Our food, our festivals, and our economy everything is closely linked with the cycle of seasons. If the seasons are favourable, human life will be good and comfortable. Since the state of the weather affects agriculture, health, transportation etc it is important that all of us make some change in our lifestyle to reduce CFC and other harmful gases.

ACTIVITY 10.5

Keep a diary of events about natural calamities such as earthquakes, cyclones and geographical events. Record them with name of the event, date and their impact.

INTEXT QUESTIONS 10.4

1. Why do we find the rainfall distribution in India highly uneven?

2. Name the three regions of India receiving lowest rainfall.

3. Name the months of *Kharif* and *Rabi* season.

4. When do we have the *zaid* season?

5. Which human activities are responsible for global warming?

WHAT YOU HAVE LEARNT

- Climate of India is affected by many factors like location, distance from the sea, altitude, mountain ranges, direction of surface winds and upper air currents.

- India has a special system of reversal of winds which is known as monsoon and it comes with a system.

- India has a cyclic system of season and it has four main seasons. They are winter, summer, advancing monsoon and retreating monsoon.

- Seasons play an important role in our day to day life and affect our activities and eating habits.

- Global warming influences Indian climate also.

TERMINAL EXERCISES

1. Describe any five factors which are responsible for affecting the climate? Explain with the help of examples for each factor.

2. Differentiate between climate and weather.

3. How are winds and their directions responsible for affecting the climate? Explain by giving examples.

4. Define monsoon. Identify the main reason which is responsible for moving trade winds in opposite direction?

5. Mention any four characteristics of cold weather season.

6. List any four main features of hot weather season?

7. By giving examples explain the effects of the global warming in India. What are the causes behind it?

ANSWERS TO INTEXT QUESTIONS

10.1

(a) Tropic of cancer, 23½° N

(b)

Incluenced by sea

  (i) Mumbai

  (ii) Chennai

  Not incluenced by sea

(iii) Lucknow

(iv) Delhi

(c) Himalayan Mountain Ranges

(d) Winds are coming from North-East. Since they are coming from land, they are dry and unable to give rain to the country.

10.2

1. Rajasthan, Punjab, Haryana, Uttar Pradesh, Bihar, Jharkhand, West Bengal, Madhya Pradesh and Chhattisgarh and parts of Odisha.

2. Kerala.

Notes

3.   South to North and North-East and North-West.

4.   (a)   Mumbai: 4 months   (c)   Delhi: 4 months

       (b)   Nagpur: 4 months   (d)   Shillong: 6 months

10.3

1.   (i)   (b)   Loo

        (ii)   (c)   Western Ghats

        (iii)   (c)   Retreating monsson season

        (iv)   (c)   Deccan Plateau

        (v)   (a)   Seasonal Winds

10.4

1.   When monsoon winds enter from the coast, they give the maximum rain there. When they reach the central or northern regions, they become dry, resulting less rainfall.

2.   Regions of low rainfall –

       1.   Northern leh-ladakh region

       2.   Western Rajasthan

       3.   South-Central part

3.   *Kharif* – June and July   *Rabi* – October and November

4.   From the end of the winter season i.e. March to May.

5.   Urbanization, Industrialization, Deforestation, burning of fossil fuels, etc.

11

BIO-DIVERSITY

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You must have seen variety of grass, plants, bushes, trees, insects, birds, animals or beautiful landscape around you. We rely on this diversity of plants and animals to provide us food, fuel, medicine and other essentials without which we cannot live. These species are the product of more than four billion years of evolution. Yet, this rich bio diversity is being lost at an alarming rate largely because of human activities. However, there are many things that each one of us can contribute in preserving these species, plants, animals and other living organisms. There are lots of things which you can do to help in saving these precious diversities of life. It is very important for us to know about this variety in terms of plants, animals and micro-organisms. In this lesson, we will learn about some of these plants, animals, their importance, their distribution in India and need for their conservation.

OBJECTIVES

After studying this lesson, you will be able to:

● explain the concept of bio-diversity;

● explain the status of bio-diversity in India;

● establish the significance of biodiversity;

● describe natural vegetation and wildlife in India;

● locate forests, wildlife sanctuaries, national parks, biosphere reserves and wetlands in an outline map of India; and

● recognise our role in conserving natural vegetation and wildlife in our region.

11.1 BIO-DIVERSITY

Biodiversity is a short form of biological diversity. **Biological diversity or biodiversity is a term; we use to describe the variety of life on Earth which includes**

Notes

different components of physical environment such as temperature, soil and water. In simple terms biodiversity is the total number of **genes**, **species** and **ecosystems** of a region. It includes (i) genetic diversity, (ii) species diversity and (iii) ecosystem diversity. Plants and animals constitute only a small component of biodiversity. Do you know that the invisible micro-organisms constitute a large component of bio-diversity.
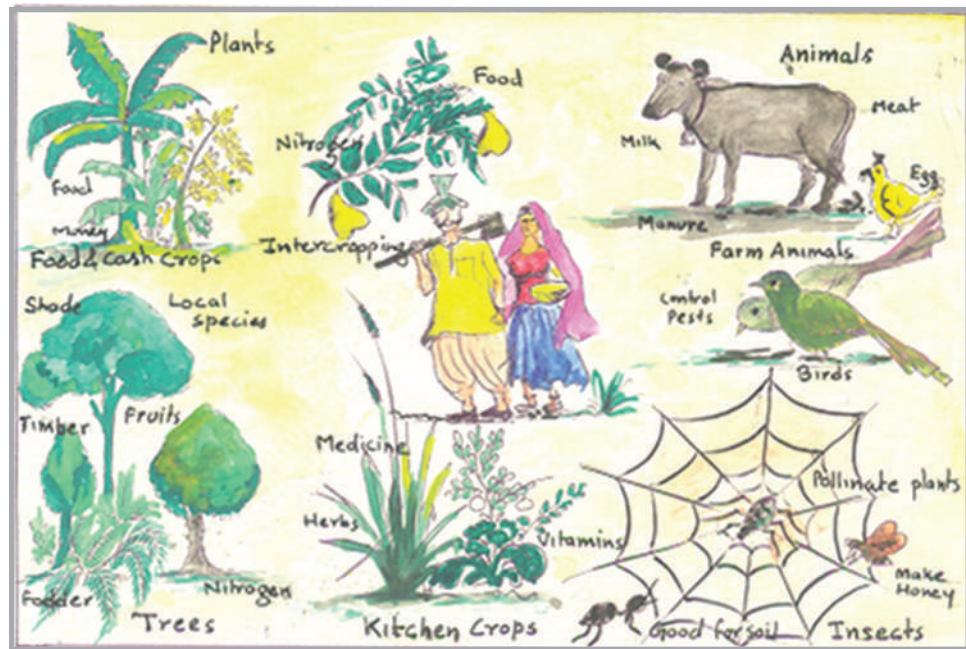
Figure 11.1 *Biodiversity*

Genes: The basic biological unit of heredity. Genes of an individual belonging to the same species are similar and genes control the characteristics of particular species.

Species: A group of very similar having some common characteristics or qualities and capable of interbreeding.

Ecosystem: Any segment of the landscape that includes biotic (living) and abiotic (non-living) components is known as ecosystem.

11.1.1 Status of biodiversity in India

Biodiversity increases as we move from the poles towards the equator. India is located between 8°4′ North and 37°6′ North latitudes and 68°7′ East and 97°25′ East longitude. It is due to this unique position that India has such rich biodiversity. Although India has only 2.4% of the world's land area but its contribution to the

world's biodiversity is approximately 8% of the total number of species which is estimated to be 1.75 million (As per Global Biodiversity Assessment of UNEP of 1995). 6% of the world species are found in India. 45000 plants species comprising about 12 % of world's flora are found in Indian forests. Two of the twelve biodiversity **hotspots** in the world are in India. They are the North-Eastern region and the Western Ghats.

- A biodiversity **hotspot** is a region with a high level of endemic species. Endemic species are those species that are found in a certain limited area.

- **Mega biodiversity**: A unique combinations of different plants and animal species which is not available anywhere else.

11.2 SIGNIFICANCE OF BIODIVERSITY

Biodiversity is fundamental to the existence of life on the earth. Its significance cannot be underestimated. There are varieties of living things that exist in a given physical environment. These are interdependent and interrelated in the form of an **ecosystem**. Do you know that plants occur in distinct groups of communities in areas having similar climatic conditions? The nature of vegetation in any area determines the animal life. When the vegetation of a place is altered, animal life also changes and simultaneously it affects mankind. Loss of any component in the system adversely affects other components of the system. We are an integral part of the ecosystem. By cutting trees and killing animals, human beings lead to ecological imbalance. How does the ecosystem get influenced by human beings? Collect some articles from the newspaper and magazines which will help you in understanding human impact on ecosystem. We must understand that all plants and animals in an area are interdependent and interrelated in their physical environment? This ecosystem is extremely valuable in different facets of human life which includes the following:

- Providing of food, water, fiber, fuel etc.

- Regulating of climate and disease (For example: people are suffering from cold and cough in winters and stomach infections in monsoon etc.

11.2.1 Causes of Loss of Biodiversity

Increasing population and changing lifestyle leads to commercial exploitation of the natural resources. This results in loss of biodiversity. Consequently it is adversely affecting the ability of the nature to continue delivering the goods and services for human existence. The loss of biodiversity affects not only the physical environment but also the social, cultural, religious and spiritual well being of human life.

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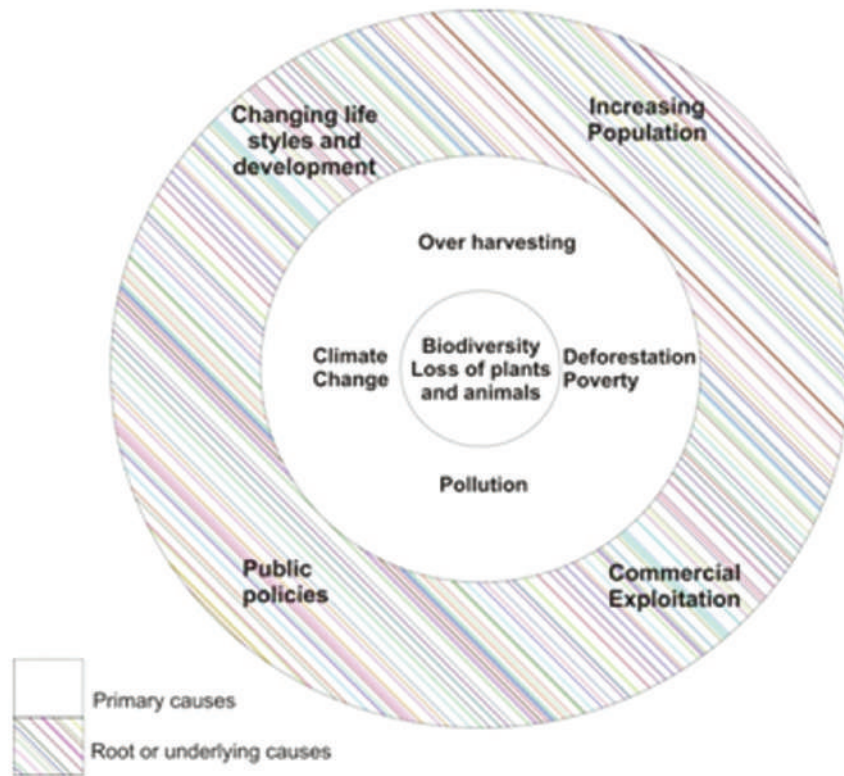
Figure 11.2 *Causes of Loss of Biodiversity*

? Do you know

- United Nations had proclaimed the year 2010, the International Year of Biodiversity.

- According to IUCN (International Union for Conservation of Nature), by 2010 around 18,788 species out of 52,017 so far assessed are threatened with extinction. Of the world's 5,490 mammals, 78 are extinct, 188 critically endangered, 540 endangered and 492 vulnerable. Amphibians are also in danger of extinction, 1,895 of the planet's 6,285, are the most threatened group of species.

- Extinction of individual species, destruction of natural habitats, land-use conversions, climate change, pollution and degradation is continuing at an alarming rate. Do you think this has anything to do with the extinction of various species.

ACTIVITY 11.1

Can you mention the names of three species of plants and animals/birds found in your locality and their importance for the residents of your locality? One example has been done for you.

Sr. No.	Plants	Importance	Sr. No.	Animals/Birds	Importance
1.	Neem	Give us medicine, wood ,oxygen and shade	1.	**Vulture**	Keeps environment free of carcasses and waste, restrict spread of diseases, help control a number of pest like rats
2.			2.		
3.			3.		
4.			4.		

INTEXT QUESTIONS 11.1

1. "Bio-diversity is fundamental to the existence of life on the earth" Justify the statement by giving any two reasons.

2. Explain **hotspots** in 30 words.

11.3 NATURAL VEGETATION AND WILDLIFE

In our ecosystem, vegetation and wildlife are valuable resources. We all know that plants provide us with timber, give shelter to man and animals, produce the oxygen we breathe, prevent soil erosion and natural calamities such as floods, high speed winds and help in storage of underground water, give us fruits, nuts, latex, turpentine oil, gum, medicinal plants and also the paper that is so essential for our studies. These are some of the innumerable uses of plants. Wildlife includes animals, birds, insects, reptiles as well as the aquatic life forms. They provide us milk, meat, hides and wool. Insects like bees provide us honey, help in pollination of flowers and have an important role to play as decomposers in the ecosystem. The birds feed on insects and act as a decomposers as well. Vulture due to its ability to feed on dead livestock is a scavenger and considered a vital cleanser of the environment. So life forms, big or small, all are integral in maintaining a balance in the ecosystem.

11.3.1 Natural Vegetation in India

As in any other part of the world, natural vegetation of India is also determined by climate, physiographic and soil factors. If we look at the figure 11.3, we find that based on factors of temperature, rainfall and topographic conditions, India has diverse vegetation patterns as summarized below. Dense natural vegetation found in North-Eastern region, Western Ghats and Andaman Nicobar. The Northern plain and North-Western Region supports very scanty vegetation and is under cultivation. The

Deccan region is full of scrubs and mixed deciduous forests. Natural vegetation of India can broadly be divided into the following groups:

(i)   Tropical Evergreen Forests

(ii)   Tropical Deciduous Forests

(iii) Thorn Forests

(iv)   Tidal Forests

(v)   Himalayan Forests

Forests can also be man-made, it can be created in urban areas. However, in this lesson, only natural forests have been discussed under natural vegetation.

(i) Tropical Evergreen Forests

Trees in these forests remain green all the year round as the **climate of the region is warm** and wet throughout the year. The leaves of these trees do not fall in any particular season. Hence, they are evergreen. These forests are found in the areas having more than **200 cm of rainfall** with a short dry season. The trees reach a **height up to 60 meters or even more**. It has a dense and mixed vegetation of all kinds including trees, shrubs, climbers, creepers, epiphytes and ferns giving it a multilayered structure. Hence, their economic exploitation is not viable. The number of species of trees is very large in a small area. **Rosewood, ebony, mahogany, rubber, jack wood and bamboo are the important species** of trees found in Tropical Evergreen Forests. In India, this type of vegetation is found in the areas of heavy rainfall in **Western Ghats, upper parts of Assam and islands of Lakshadweep, Andaman and Nicobar**. Hardwood from these forests is used for furniture, handicraft etc. The prevent landslides and soil erosion.

ii) Tropical Deciduous Forests

Vegetation in these forests shed their leaves once in a year. That is why they are called tropical deciduous forests. These are most widespread forests of India. These forests are found in the areas receiving annual rainfall between 75 to 200 cms. As far as the physical distribution of this type of forests is concerned they are found in the entire country excluding some parts of Deccan Plateau, North-Eastern Region, Western Ghats and Eastern coast. These forests have been subject to extensive clearance by man for the purpose of cultivation. Still some patches of natural vegetation are found along the foothills of Himalayas, hilly regions of peninsular and central part of the country. On the basis of the availability of rainfall these forests are further divided into **moist deciduous** and **dry deciduous**.

(a)   **The moist deciduous forests** are found in the areas of **rainfall between 100 to 200 cm**. These are distributed mainly in the eastern parts of the country,

Northeastern states along the **foothills of Himalayas, Jharkhand, Odisha and Chhattisgarh, and eastern slopes of Western Ghats**. **Teak, Bamboo, Sal, Shisham, Sandalwood, Khair, Kusum, Arjun, Mahua, Jamun and Mulberry are the important species** of trees found in these forests.

(b) **The dry deciduous forests** are spread in the areas receiving **rainfall between 75 to 100 cms** annually. These forests are found in the interior parts of the **Peninsular plateau and the plains of Uttar Pradesh, Madhya Pradesh and Bihar**. Tree **species grow in this vegetation are Teak, Sal, Peepal, and Neem**.

Notes

(iii) Thorn Forests

The areas with **less than 75 cm of annual rainfall** are characterized by the natural vegetation of thorny trees and bushes. **Climate of this part is mainly dry** with occasional wet period, so it does not support dense vegetation. They are mainly found in **North-Western India, interior parts of the Peninsular India including semi**

**INDIA
NATURAL VEGETATION**

200   0   200   400
Kilometres

ARABIAN SEA

BAY OF BEGAL

Legend:
- Tidal Forest
- Tropical Evergreen
- Tropical Deciduous
- Thorn Forest
- Himalayan Vegetation

Andaman & Nicobar Islands

Lakshadweep

I N D I A N   O C E A N
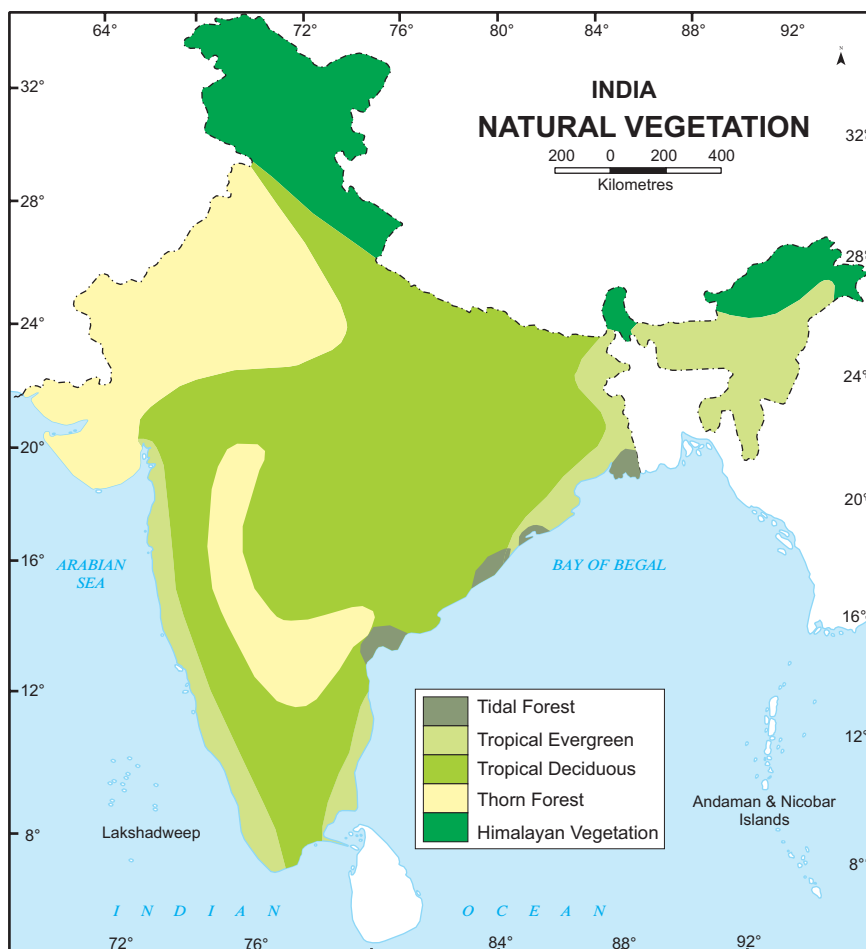
Figure 11.3 *Natural Vegetation of India*

arid areas of Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh, Haryana, Karnataka, Andhra Pradesh and Maharashtra. Vegetation of these forests is widely distributed in the form of small trees and bushes with deep roots. The stems are succulent to conserve water. Leaves are mostly thick and small to minimize evaporation. **Acacia, euphorbias, babul, cacti, khair, date and palms** are common variety of trees in this type of vegetation.

(iv) Tidal Forests

As suggested by the name, these forests are found in tidal creeks and swamps influenced by the tides and wetland topography. These areas are characterized by mud, silt and water accumulated on the surface. Roots and branches of the trees are submerged under water for specific period of time. They are also called mangrove forests. Mangroves are practically evergreen with thick leathery leaves. Such types of forests are found in the deltas of Sundarbans, Mahanadi, the Godavari, Krishna, Kaveri rivers and in the Andaman and Nicobar Islands. Mangrove or Sundari is the common tree in sunderbans while palm, coconut, keora, and agar are other important species of tidal forest. It is interesting to know that this type of forests have remained away from the large scale commercial exploitation. These forests are located along the coasts. They provide protection against cyclones.

(v) Himalayan Vegetation

As is evident by the name that these forests are mainly found in the mountainous region of the Himalayas. The decreasing in temperature and increasing in altitude lead to varied types of vegetation depending upon the factors like slope of the mountain and sunrays receiving side. The ecosystem is highly fragile. Himalayan forests have been exploited in many ways in recent decades. Areas with relatively low altitude up to 1000 meters, warm climate and good amount of rainfall are characterized by dense vegetation cover. These areas look like tropical forest. Sal and Bamboo are main species in these areas. **Between the elevation of 1000 to 2000 meters evergreen broad leave Oak and Chestnut are the common species** found in these forests. In eastern Himalayas the same elevation is occupied by sub tropical Pine forests. Chir is common species found in this part. Moist temperate forest in Himalayas are found **between the elevation 1500 to 3500 meters which receives annual rainfall in the range of 100 to 250 cm. Oak, laurel, chestnut, cedar, Silver, Fir, spruce rhododendron and deodar are the main specie**s found in this part of Himalayas. They have been widely exploited for their timber. Last type of vegetation found in Himalayas is known as Alpine vegetation which is found **between 3000 to 3800 meters with large and extensive highland grassland and sparsely distributed pine, birch, sliver, fir and rhododendron trees.**

INTEXT QUESTIONS 11.2

1. Why are the tropical rain forests called evergreen forests? Explain in 30 words.

2. Give reasons

    (i)   Tidal Forest areas along the eastern coast experienced severe destruction during cyclones in recent years because

        ....

        ....

    (ii) Himalayan Forests have been economically more exploited in comparison to Tropical Evergreen Forests because

        ....

        ....

11.3.2 Wildlife in India

You have studied earlier in the lesson that due to its unique geographical position, India is rich in wildlife. Wildlife of India is a great natural heritage. It is estimated that about 80 percent of all known plant and animal species on the earth are found in India. Many plants synthesize substances that are useful to the maintenance of health in humans and other animals. In recent decades, human encroachment has posed a threat to India's wildlife. In response to this, the system of National parks, Wildlife sanctuaries and protected areas, first established in 1935, has substantially expanded the provision to provide for the protection of wildlife animals by **wildlife protection Act 1972.** Efforts are being made to protect and preserve biological diversity of our country under various programs. India has preserved vast tracts of natural habitats, birds and plants in its **551 Wildlife Sanctuaries, 96 National Parks, 25 Wetlands and 15 Biosphere Reserves** spread around in all the states of India. Besides this, there are **33 Botanical Gardens, 275 Zoological Parks,** Deer Parks, Safari Parks , Aquaria etc. to make people aware conservation of threatened and endangered wildlife species in their respective areas. In India, for the purpose of effective conservation of natural habitat of wildlife, special schemes like **Project Tiger 1973** and **Project Elephant 1992** have been launched. These are very important as certain species are at the brink of extinction. However, none of these efforts will be truly successfull unless every Indian recognizes their role in conserving bio-diversity.

(i)   **Wildlife Sanctuaries:** The main objective of the wildlife sanctuaries is to ensure maintenance of viable population of wildlife and their desired habitat. The wildlife sanctuaries in India are home to around two thousand different species of birds, 3500 species of mammals, nearly 30000 different kinds of insects and more

MODULE - 2

India: Natural Environ-
ment, Resources and
Development

Notes

Bio-Diversity

than 15000 varieties of plants. These sanctuaries and forest reserves are home to several endangered species of animals and birds like the Asiatic Elephant, the Royal Bengal tiger, the Snow Leopard and the Siberian Crane. Many of the forest reserves and wildlife sanctuaries of India are famous for some particular species of animals. For instance, the Kaziranga in Assam is known for the Indian Rhinoceros, while Periyar in Kerala is famous for its elephants. There are 551 wildlife sanctuaries in India. India is also home to several migratory animals and birds like Olive Ridley Sea Turtles, Siberians Cranes and Flamingos.

(ii) **National Parks:** The purpose of establishing national parks is "to conserve the natural and historic objects and the wild life and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." By 1970, India only had five national parks. In 1972, India enacted the Wildlife Protection Act to safeguard the habitats of conservation reliant species. The two main objectives of the act are; to provide protection to the endangered species listed in the Act and to provide legal support to the conservation area of the country classified as national park.

Table 11.1 Rare Species of Animals Found in Major National Parks

National Parks (wild life sanctuaries)	Rare species of wild animals protected
1. Dachigram (J&K)	Hangul , Musk deer
2. Corbett (Uttrakhand)	Tiger, Elephant, Panther , Deer
3. Dudhwa (U.P.)	Elephants and Tiger
4. Kanha (M.P.)	Tiger, Barasingha
5. Badipur (Karnataka)	Tiger and Barasingha
6. Periyar (Kerala)	Elephants
7. Bharatpur (Rajasthan)	Different types of water birds
8. Deset Park (Rajasthan)	Desert wolf, Fox
9. Gir (Gujarat)	Lion, Panther, Chital
10. Kaziranga (Assam)	Rhino, Wild Buffalo
11. Manas (Assam)	Elephant, Rhino, Wild Buffalo
12. Nam Dafa (Arunachal Pradesh)	Tiger, Gaur, Wild buffalo
13. Sundarbans (West Bengal)	Royal Bengal Tiger
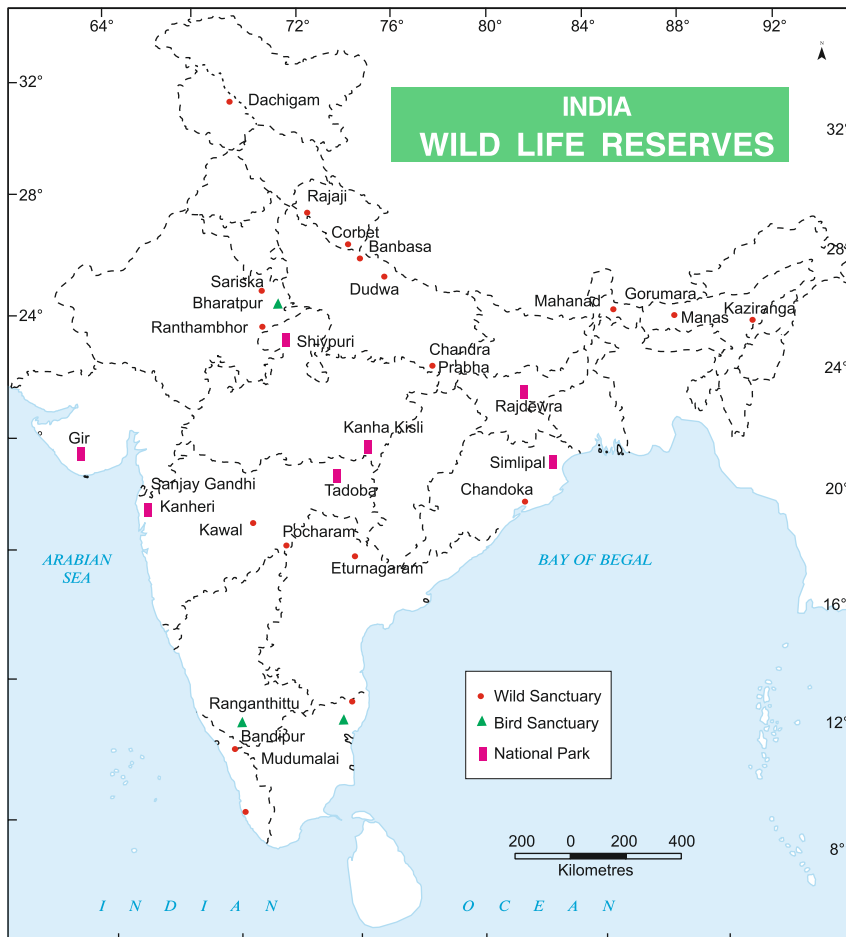
Figure 11.4 *Major National Park, Wildlife Sanctuaries and Bird Sanctuaries in India*

(iii) Wetlands: A **wetland** is an area of land whose soil is saturated with moisture either permanently or seasonally. Such areas may also be covered partially or completely by shallow pools of water. Wetlands include swamps, marshes, and bogs, among others. The water found in wetlands can be saltwater, freshwater, or brackish. Most importantly wetlands also serve as natural wastewater purification systems. Wetlands are considered as biologically the most diverse of all ecosystems. Plant life found in wetlands includes mangrove, water lilies, cattails, sedges, tamarack, black spruce, cypress, gum, and many others. Animal life includes many different amphibians, reptiles, birds, insects, and mammals. Wetlands perform two important functions in relation to climate change. They have mitigation effects through their ability to sink carbon, and adaptation effects through their ability to store and regulate water. The Convention on Wetlands of International Importance, or Ramsar Convention, is an international treaty designed to address global concerns regarding wetland loss and degradation. The primary purpose of the treaty is to list wetlands of international importance and to promote their wise use with the ultimate goal of preserving the worlds

Notes

wetlands. Methods include restricting access to the majority portion of wetland areas, as well as educating the public to combat the misconception that wetlands are wastelands.

Do you know

About 80 wetlands or Ramsar sites have been identified of significance in India.

Table 11.2 Major Wetlands in India

No.	Name	State	Area(km²)
1.	Ashtamudi	Kerala	614
2.	Bhitarkanika Mangroves	Orissa	650
3.	Chilika Lake	Orissa	1165
4.	East Calcutta Wetlands	West Bengal	125
5.	Kolleru Lake	Andhra Pradesh	901
6.	Loktak Lake	Manipur	266
7.	Point Calimere	Tamil Nadu	385
8.	Pong Dam Lake	Himachal Pradesh	157
9.	Sambhar lake	Rajasthan	240
10.	Tsomoriri	Jammu and Kashmir	120
11.	Upper Ganga canal	Uttar Pradesh	266
12.	Vembanad-Kol Wetland	Kerala	1512
13.	Wular Lake	Jammu and Kashmir	189
14.	Harike Lake	Panjab	41
15.	Bhoj Wetland	Madhya Pradesh	32

(iv) Biosphere Reserves

Biosphere Reserves are multipurpose protected areas to preserve the genetic diversity in representative ecosystems. The Indian government has established 15 Biosphere Reserves, which protect larger areas of natural habitat (than a National Park or Wildlife Sanctuary), and often include one or more National Parks and/or preserves along buffer zones that are open to some economic uses. Protection is granted not only to the flora and fauna of the protected region, but also to the human communities who inhabit these regions, and their ways of life. The main objectives to establish them are: (i) to conserve diversity and integrity of the life of plants, animals and micro-organisms, (ii) to promote eco friendly sustainable life in the areas, and

(iii) to promote ecological conservation, research, education, awareness and training in the life of such areas.
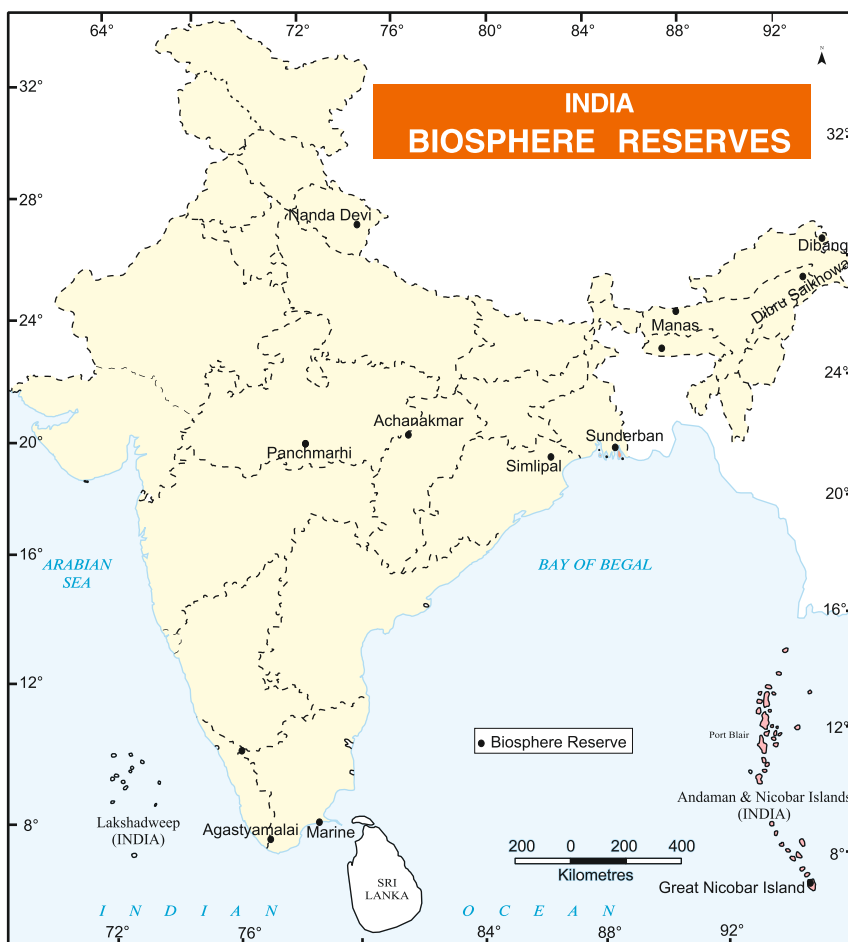
Figure 11.5 *Major Biosphere Reserves in India*

Table 11.3 Major Biosphere Reserves

No.	Name	State
1.	Nilgiri	Tamil Nadu, Kerala and Karnataka
2.	Gulf of Mannar	Tamil Nadu
3.	Sundarbans	West Bengal
4.	Nanda Devi	Uttarakhand
5.	Dihang-Dibang	Arunachal Pradesh
6.	Pachmarhi	Madhya Pradesh
7.	Simlipal	Orissa
8.	Achanakmar Amarkantak	Madhya Pradesh and Chhattisgarh

9.	Manas	Assam
10.	Kanchenjunga	Sikkim
11.	Agasthyamala	Kerala
12.	Great Nicobar	Andaman & Nicobar Islands
13.	Nokrek	Meghalaya
14.	Dibru-Saikhowa	Assam
15.	Rann of Kachchh	Gujarat

11.4 NEED OF CONSERVATION OF BIO-DIVERSITY

In section 11.1 we have described bio-diversity as the total number of genes, species and ecosystems of a region. We have also learnt that biodiversity is fundamental to our existence on the earth. We look for food, water, shelter and fibre in nature. All these are interrelated and interdependent. If any one component is disrupted, it would have multiple impacts on other components of biodiversity. If we want to conserve our natural vegetation and wildlife we need to relook at the way we exploit these. It is time to re-look at our lifestyle and bring it in harmony with nature. Vegetation is an integral part of our life. Let's see how plant life and vegetation impacts us:

(i) Vegetation is a key component of biodiversity. Without vegetation, the animals and some micro-organisms would die for lack of habitat, food and oxygen.

(ii) Plant's root systems hold the soil together, protecting it from being blown away by the wind or washed away by water.

(iii) Vegetation plays a major role in the water cycle. Plants provide a link between the ground and the atmosphere by drawing water up from the ground and releasing it through the leaves into the air as water vapour.

(iv) Vegetation is a natural barrier and slows down the flow of water over the surface of the ground.

(v) Through photosynthesis, vegetation removes carbon dioxide from the air and replaces it with oxygen. Other pollutants can also be filtered out of the air by vegetation.

(vi) Vegetation acts as a stabilising influence in the greenhouse effect. Conversely, clearing of vegetation releases high amounts of carbon dioxide – the main greenhouse gas.

(vii) Wildlife plays an important role in maintaining balanced food. This role helps in maintaining ecological balance resulting in healthy biodiversity.

(viii) The invisible micro-organism play an important role of scavengers, improving soil fertility and are of immense medicinal value.

You can now feel that conservation of biodiversity is of great significance not only to the world or national heritage but also for the survival of local people in any part

of the globe. We as a responsible citizen of the world need to understand our positive role in making responsible living choices. This would be our contribution in conserving biodiversity.

Notes

Peoples Participation in Conserving Biodiversity

(A Case Study)

Twenty-five years old Rajender Singh left his job and committed himself to rural development. With four companions he boarded a bus and travelled to a desolate village near Alwar. At this time Alwar had been opened to miners and loggers, who decimated its forests and damaged its watershed. Its streams and rivers dried up, then its farms. Dangerous floods now accompanied the monsoon rains. Overwhelmed by these calamities, villagers abandoned their Johads. As men shifted to the cities for work, women spirited frail crops from dry grounds and walked several kilometers a day to find water. This was Alwar when Rajendra Singh first arrived in 1985. Before that he worked with nomadic tribes and tried to understand issues in natural resources management in rural areas.

Upon advice of a local village elder, he began organizing villagers to learn how to repair and deepen old johads. He initiated an awareness campaign for Gram Swawlamban, which is organised every year during the summer months for forty days in different hundreds of villages. In this campaign discussion on Gram Swawlamban, soil conservation, improved seeds, collection of herbal medicine and shramdan were the activities undertaken. Singh coordinated all these activities to mesh with the villager's traditional cycle of rituals. He played a catalyzing role in the building of 8600 johads (water harvesting structures) in 1058 villages spread over 6500 sq.km. Out of these 3500 were built by TBS and as an after effect of these the community was motivated to build the remaining 5100 structures.

Through his determination, vision, hard work and dedication, he has transformed the life of people in 1058 villages of Aravali hills. He has turned the arid land cultivable, densely afforested large tracts making a wild life sanctuary by water management, made the dry rivers flow throughout the year. Aquatic life and bird sanctuary have flourished. Animal life has become lively, with desert beaming with life all around.

Do you know

There is so much we can do to save nature.

Think what we give back to nature in lieu of what we take away. If we cut down a tree, we should plant two small ones in its place. Buy only those products which have not been tested on animals. Do not waste paper. Try to use recycled paper.

Notes

ACTIVITY 11.2

Find out if there are any wetlands in your state and its distance from your place of residence.

INTEXT QUESTIONS 11.3

1. Fill in the blanks correctly from the alternatives provided in the bracket:-

    (i)   At present there are .... wild life sanctuaries   (441/551)

    (ii)   .... in Assam is known for the Indian Rhinoceroses.

    (Manas/Kaziranga)

    (iii) HarikeWetlands is located in .... (Punjab/ Himachal Pradesh)

    (iv)   .... biosphere reserve is in the state of Tamil Nadu.

    (Gulf of Mannar/Pachmarhi)

2. Define Wetlands

    ....

3. Make a list of any three efforts you can make to safeguard Biodiversity of your surroundings?

    (i)   ....

    (ii)   ....

    (iii) ....

WHAT YOU HAVE LEARNT

● We are fortunate to have such a great biodiversity on the planet we live on.

● Being an integral part of nature, it is important for us to save it.

● People all over the world are working to safeguard this irreplaceable natural wealth and biodiversity.

● Natural vegetation and wildlife are important aspects of biodiversity.

● India is among the twelve mega biodiversity countries of the world having rich wildlife heritage and great range of natural vegetation.

● It is really important to know about the threats and the need of conservation of this natural wealth.

TERMINAL EXERCISES

1. Define biodiversity. Explain the interrelationship between natural vegetation, wildlife and micro-organisms.

2. Describe in brief the characteristics and distribution of Tropical Evergreen Forests in India.

3. Give any two differences between the moist deciduous forests and the dry deciduous forests in India.

4. State three objectives for establishment of biosphere reserves in India.

5. What are the main causes of loss of biodiversity? State any four.

6. Justify the need for conservation of natural vegetation, wildlife and micro-organisms with suitable reasons.

7. Study the table given below and answer the following questions.

Natural Parts/Wild life Sanctuary	Protected Wild Animals
1. Kaziranga	1. Tiger
2. Manas	2. Elephant
3. Periyar	3. Musk Deer
4. Corbett	4. Lion
5. Dachigram	5. Rhino
6. Wild Buffalo	
7. Panther	
8. Beer	

   (a) Match the name of the animal to the national park in which they are protected?

   (b) Encircle the animal which are not protected in any national park?

   (c) Write the name of the animal which is protected in more than one National Park?

8. Refer to Figure No.11.3

   (a) Find out the type of vegetation in your state.

   (b) Which areas have thorn forests?

   (c) Which areas have tidal forests and why are they restricted to those areas?

Notes

Notes

ANSWER TO INTEXT QUESTION

11.1

1. Biodiversity is fundamental to the existence of life on the earth because this is extremely valuable in different facets of life which includes providing of food, water, fiber, fuel etc. and regulating of climate and diseases.

2. A biodiversity hotspot is a region with a high level of endemic species. Endemic species are those species that are found in a certain limited area.

11.2

1. Trees in these forests remain green all the year round as the climate of the region is warm and wet throughout the year. The leaves of the trees do not fall in any particular season. Hence they are evergreen.

2. (i) Tidal forests along the eastern coast provide protection against cyclones. But in recent years due to massive deforestation of these forests, these areas have been experiencing severe destruction during cyclones in recent years

   (ii) Tropical evergreen forest has a dense and mixed vegetation of all kinds and hence, their economic exploitation is not viable whereas species in Himalayan vegetation are less dense and found in pure stand.

11.3

1. (a) 551

   (b) Kaziranga

   (c) Punjab

   (d) Gulf of Mannar

2. A wetland is an area of land whose soil is saturated with moisture either permanently or seasonally. Such areas may also be covered partially or completely by shallow pools of water.

3. Some of the efforts you can make to safeguard Bio diversity of your surroundings are: (i) stop cutting trees; (ii) plant more trees; (iii) protect all animals; (iv) establishment of hospitals for injured birds or animals; (v) stop throwing garbage and polluting environment.

12

AGRICULTURE IN INDIA

213en12

In the previous lessons, we have studied physiography, climate and natural vegetation in India. Now, we will study about agriculture which is the backbone of Indian economy. In India around 70% of the population earns its livelihood from agriculture. It still provides livelihood to the people in our country. It fulfills the basic need of human beings and animals. It is an important source of raw material for many agro-based industries. India's geographical condition is unique for agriculture because it provides many favourable conditions. There are plain areas, fertile soil, long growing season and wide variation in climatic condition etc. Apart from unique geographical conditions, India has been consistently making innovative efforts by using science and technology to increase production.

In this lesson we will discuss about various types of farming, cropping patterns and establish their relationship with various geographical factors. We will also discuss some of the major issues and challenges faced by Indian Agriculture in this lesson.

OBJECTIVES

After studying this lesson you will be able to:

● explain various types of farming in India;

● describe salient features of Indian agriculture;

● list the major crops grown in India along with their utility;

● establish relationship of crops with the types of soil and climatic conditions;

● locate major crop producing areas on the outline map of India, and

● analyse challenges faced by farmers in Indian agriculture.

12.1 TYPES OF FARMING IN INDIA

You know that India has diversified topography. You have already learnt about it in the lesson on physiography of India. The country has Himalayan mountain ranges

Notes

extending from Jammu and Kashmir in the west to Arunachal Pradesh in the North-East. They have hill ranges in the form of Eastern Ghats and Western Ghats. Do you know India has one of the largest plain areas of the world in the form of Indo-Ganga plain? Central part of India is dominated by plateau area. Apart from variation in landform, the country has varieties of climatic conditions, and soil types. These physical variations along with other factors like availability of irrigation, use of machinery, modern agricultural inputs like High Yielding Varieties (HYV) of seeds, insecticides and pesticides have played their respective roles in the evolution of different farming practices in India. Some of the major types of farming are discussed below.

1. **Subsistence and commercial farming:** Majority of farmers in India practises subsistence farming. This means farming for own consumption. In other words, the entire production is largely consumed by the farmers and their family and they do not have any surplus to sell in the market. In this type of farming, landholdings are small and fragmented. Cultivation techniques are primitive and simple. In other words there is a total absence of modern equipments like tractors and farm inputs like chemical fertilizers, insecticides and pesticides. In this farming, farmers mostly cultivate cereals along with oil seeds, pulses, vegetables and sugarcane. **Commercial farming** is just the opposite to subsistence farming. In this case, most of the produce is sold in the market for earning money. In this system, farmers use inputs like irrigation, chemical fertilizers, insecticides, pesticides and High Yielding Varieties of seeds etc. Some of the major commercial crops grown in different parts of India are cotton, jute, sugarcane, groundnut etc. Rice farming in Harayana is mainly for commercial purpose as people of this area are pre-dominantly wheat eaters. Howevr in East and North-Eastern states of India, rice cultivation would be largely of subsistence type.

2. **Intensive and Extensive Farming:** The basic difference between these two types of farming is the amount of production per unit of land. In comparison with temperate areas of USA, Canada, and former USSR, India does not practise extensive cultivation. When we use large patch of land for cultivation then we call it extensive farming. Here, total production may be high due to larger area but per unit production is low. In India extensive cultivation can be observed in Punjab, Haryana and Western Uttar Pradesh. **Intensive Farming** records high production per unit of land. Best example of intensive cultivation is in Japan where availability of land for cultivation is very limited. Similar kind of situation can be observed in the state of Kerala in India.

3. **Plantation Farming:** Plantation farming is an artificial and established form. It is an estate where a single cash crop is grown for sale. This type of agriculture involves growing and processing of a single cash crop purely meant for sale. Tea, coffee, rubber, banana and spices are all examples of plantation crops. Most of these crops were introduced in India by the Britishers in the 19th Century.

4. **Mixed Farming:** It is a situation in which both raising crops and rearing animals are carried on simultaneously. Here farmers engaged in mixed farming are economically better of than others.

   All classifications are based on nature and purpose of farming. It may overlap. For example: Banana is a plantation type of farming. It can also be classified as commerical farming.

? Do you know

Green Revolution: It stands for a major technological breakthrough in India based on (i) improved seeds of high yielding varieties, (ii) adequate and assured supply of water for irrigation, and (iii) increased and appropriate action of chemical fertilizers for increasing agricultural production.

White Revolution: It stands for remarkable increase in milk production and establishment of a national milk grid, removing regional and seasonal imbalances. Among the technological inputs are (i) crossbreeding of indigenous cows with high milk yielding European breed; (ii) pasteurization of milk for keeping it for a longer duration; (iii) collection of quality milk from members in rural areas; and (iv) refrigerated transport system which helps sending milk to far off metropolitan centres both by road and rail.

Blue Revolution: It refers to big rise in catching of fresh water and marine fish.

Yellow Revolution: It refers to remarkably steady and assured supply of poultry products.

Pink Revolution: It refers to a considerable rise in the production of quantity of apples particularly in the states of Himachal Pradesh and J&K.

ACTIVITY 12.1

Conduct a survey within 1 km radius of your residence and find out which types of crops are grown in that specific area. Record your findings in the table given below and give reasons for the same.

| Name of the crop	State	Type of farming	Reasons
Hint: Apple	HP	Commercial	Suitable climatic conditions, grown in large quantities for high demand in the market

Notes

12.2 SALIENT FEATURES OF INDIAN AGRICULTURE

(a) Subsistence Agriculture: As mentioned earlier, most parts of India have subsistence agriculture. This type of agriculture has been practised in India for several hundreds of years and still prevails in a larger part of India in spite of the large scale change in agricultural practices after independence.

(b) Pressure of population on Agriculture: Despite increase in urbanization and industrialization, about 70% of population is still directly or indirectly dependent on agriculture.

(c) Mechanization of farming: Green Revolution took place in India in the late sixties and early seventies. After more than forty years of Green Revolution and revolution in agricultural machinery and equipments, complete mechanization is still a distant dream

(d) Dependence upon monsoon: Since independence, there has been a rapid expansion of irrigation infrastructure. Despite the large scale expansion, only about one third of total cropped area is irrigated today. As a consequence, two third of cropped areas is still dependent upon monsoon. As you know, monsoon in India is uncertain and unreliable. This has become even more unreliable due to change in climate.

(e) Variety of crops: Can you guess why India has a variety of crops? As mentioned in the beginning of the lesson, India has diversity of topography, climate and soil. Since India has both tropical and temperate climate, crops of both the climate are found in India. There are very few countries in the world that have variety comparable to that of India. You would realize that when we would discuss the different type of crops in detail. Look at the table No.1 to get an idea.

(f) Predominance of food crops: Since Indian agriculture has to feed a large population, production of food crops is the first priority of the farmers almost everywhere in the country. However, in recent years, there has been a decline in the share of land used for food crops due to various other commercially most advantageous uses of these land.

(g) Seasonal patterns: India has three distinct agricultural/cropping seasons. You might have heard about kharif, rabi and zaid. In India there are specific crops grown in these three seasons. For example rice is a kharif crop whereas wheat is a rabi crop.
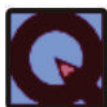
INTEXT QUESTIONS 12.1

1. Differentiate between intensive and extensive farming by giving two points of difference each.

2. Based on the salient features studied above, identify the one applicable in your area. (example : The farming is largely mechanized in harayana and well irrigated. So that there is less dependance on monsoon.)

12.3 MAJOR CROPS OF INDIA

India grows almost each and every crop. Can you think why? If we consider the varieties of crop grown from Kashmir to Kanyakumari and western coast of Gujarat to extreme north eastern states of Arunachal Pradesh, then there would be hundreds of crops. We group all these crops into four broad types. Let us discuss the main crops under each type in detail:

Table 12.1

Sl. No	Types of Crops	Meaning	Major Crops
1.	Food Crops	Crops that are used for human consumption	Rice, Wheat, Maize, Millets and Pulses
2.	Cash Crops	Crops which are grown for sale either in raw form or in semi-processed form	Cotton, Jute, Sugarcane, Tobacco and Oilseeds
3.	Plantation Crops	Crops which are grown on Plantations covering large estates	Tea, Coffee, Coconut and Rubber
4.	Horticulture	Sections of agriculture in which Fruits and Vegetables are grown	Fruits and Vegetables

1. Food Crops

(i) **Rice:** Rice is the most important food crop of India. It is predominantly a **Kharif** or summer crop. It covers about one third of total cultivated area of the country and provides food to more than half of the Indian population. Maximum population of India is of rice consumers. Do you know what types of geographical conditions are required for rice cultivation? If you look at rice grown areas of India, you should find that this is the only crop in India which is grown in varied conditions as illustrated below..

Some of the **geographical conditions** are as follows:

(a) **Temperature:** Rice requires hot and humid conditions. The temperature should be fairly high i.e. 24°C mean monthly temperature with average temperature of 22°C to 32°C.

Notes

(b) **Rainfall:** Rainfall ranging between 150-300 cm is suitable for its growth in areas of Punjab, Haryana and Western Uttar Pradesh where rainfall is less than 100 cm, rice is cultivated with the help of irrigation.

(c) **Soil:** Rice is grown in varied soil conditions but deep clayey and loamy soil provides the ideal conditions. Rice is primarily grown in plain areas. It is also grown below sea level at Kuttinad (Kerala), hill terraces of north eastern part of India and valleys of Kashmir.
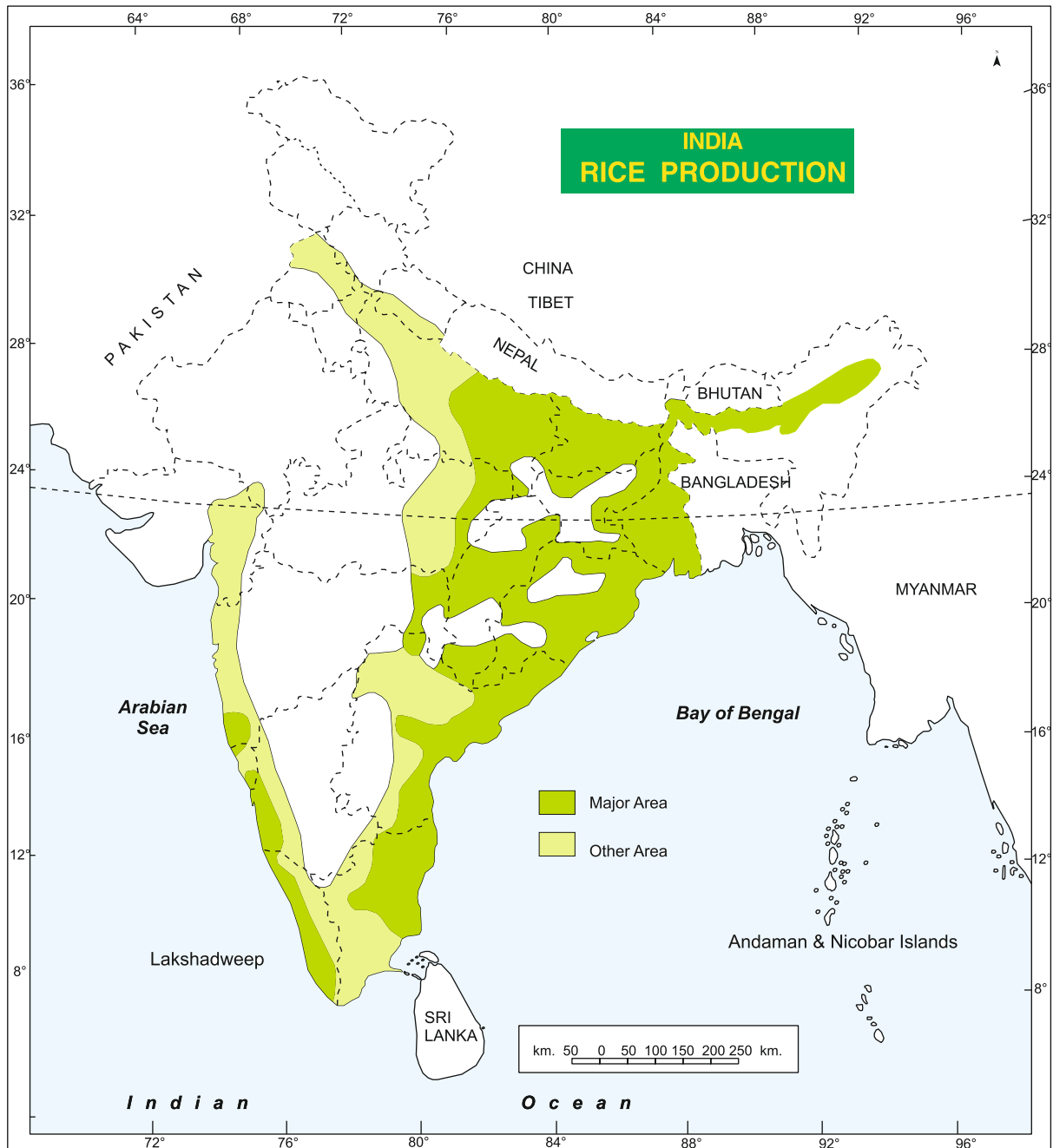

Figure 12.1: *India: Major Rice Producing Areas*

Notes

(d) **Labour:** Rice cultivation requires easily available labour because most of the activities associated with it are labour orientated and are not very well suited for mechanization.

(e) **Distribution:** Rice is grown in almost all the states of India. The main rice producing states are Tamilnadu, West Bengal, Andhra Pradesh, Bihar, Jharkhand, Uttarakhand, Chhatisgarh, Punjab, Odisha, Uttar Pradesh, Karnataka, Assam and Maharashtra. It is also grown in Haryana, Madhya Pradesh, Kerala, Gujrat and Kashmir Valley (See figure 12.1).

(ii) Wheat: Wheat is the second most important food crop of India next to rice. It is a **Rabi** or winter crop. It is sown in the beginning of winter and harvested in the beginning of summer. Normally (in north India) the sowing of wheat begins in the month of October-November and harvesting is done in the month of March-April. This is the staple food of millions of people particularly in the northern and north-western regions of India. Unlike rice, wheat is grown mostly as a rabi or winter crop.

Some of the **geographical conditions** are as follows:

(a) **Temperature:** It is primarily a crop of mid-latitude grassland. It requires cool climate. The ideal temperature is between 10°C to 15°C at the time of sowing and 21°C to 26°C at the time of ripening and harvesting.

(b) **Rainfall:** Wheat thrives well in areas receiving annual rainfall of about 75cm. Annual rainfall of about 100cm is the upper limit for wheat cultivation. As you know areas receiving more than 100cm of rainfall are suitable for rice cultivation. Like rice, wheat can also be grown by irrigation method in areas where rainfall is less than 75cm. Light drizzles at the time of ripening help in increasing the yield. But on the other hand, frost at the time of flowering and hailstorm at the time of ripening can cause heavy damage to the wheat crop.

(c) **Soil:** Although wheat can be grown in a variety of soils but well drained fertile loamy and clayey loamy soil is best suited for wheat cultivation. Plain areas are very well suited for wheat production.

(d) **Labour:** Wheat is extensive and highly mechanized and requires less labour.

(e) **Distribution:** The main regions of wheat production in India are U.P., Punjab, Haryana, Rajasthan, Madhya Pradesh, Gujrat,Maharashtra. U.P., Punjab and Haryana together produce more than 66% of the total wheat of the country (See figure 12.2).

(iii) Millets: Millets are short duration warm weather crops. These are coarse grain crops and are used for both food and fodder. These are kharif crop. These

Notes

are sown in May-August and harvested in October-November. Today millets are mostly consumed by poor people as their staple food. In India, lots of millet is grown and these are known by various local names. Some of these are *Jawar, Bajra, Ragi, Korra, Kodon, Kutki, Hraka, Bauti, Rajgira*. In India, *Jawar, Bajra and Ragi* are grown.on large areas But unfortunately area under these crops has drastically reduced over the years.
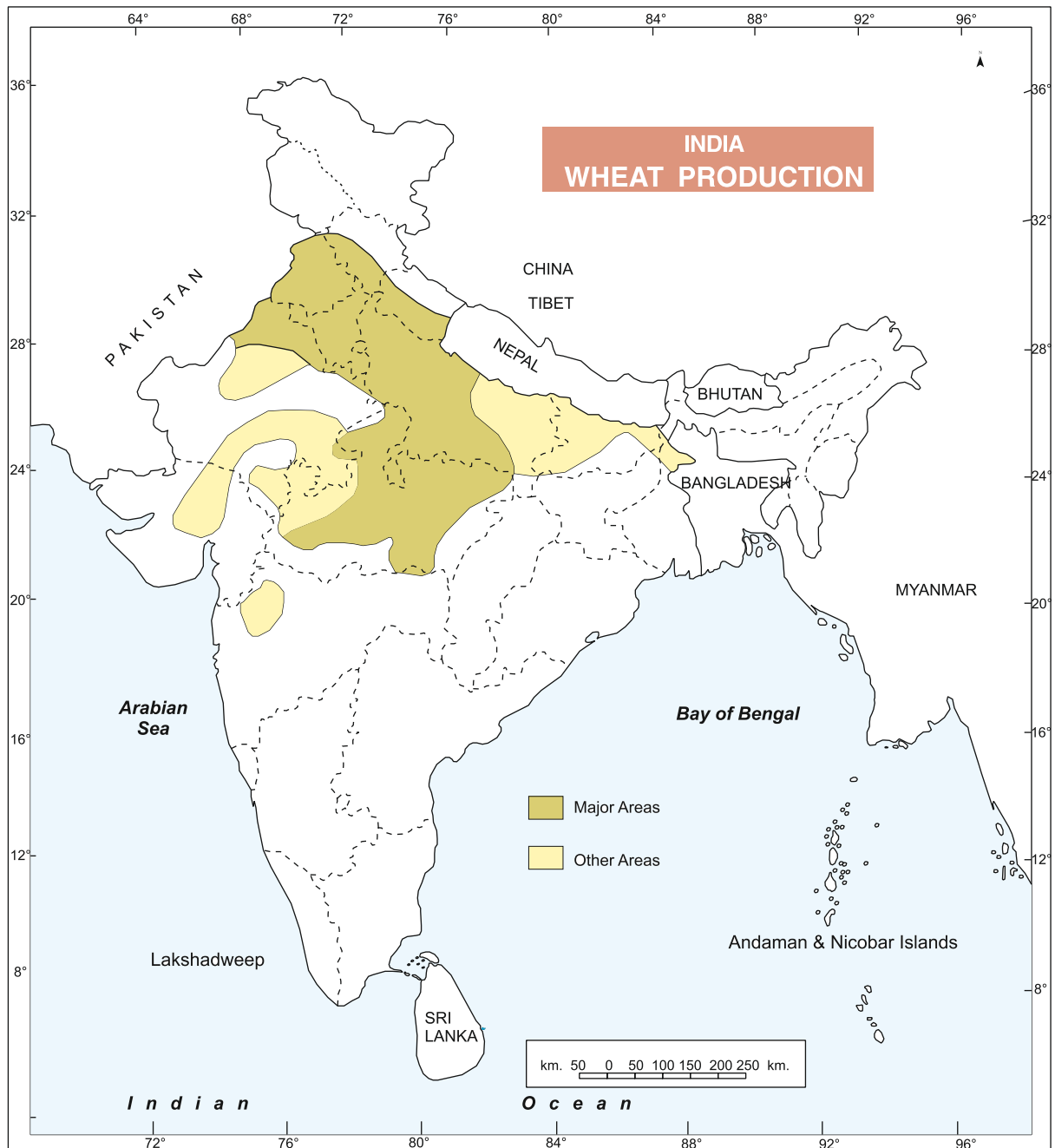
Figure 12.2: *India: Major Wheat Producing Areas*

Some of the **geographical conditions** for growing these crops are as follows:

(a) **Temperature:** These crops are grown where the temperature is high which ranges between 27°C to 32°C.

(b) **Rainfall:** As mentioned earlier that millets are 'dry land crop', therefore, rainfall ranging from 50 to 100cm is ideal for their cultivation.

(c) **Soil:** Millets are less sensitive to soil deficiencies. They can be grown in inferior alluvial or loamy soil.

(d) **Distribution:** *Jawar, Bajra,* is grown both in north and south India whereas *ragi* is generally concentrated in the southern India. *Jawar, Bajra,* is grown in Madhya Pradesh, Gujrat, Rajasthan, Maharastra, Karnataka, Tamil Nadu, Andhra Pradesh, Haryana and Punjab. R*agi* is generally concentrated in the southern India i.e. Tamilnadu, Karnataka and Andhra Pradesh.

(iv) Pulses: It includes a number of crops which are mostly leguminous and provide invaluable proteins to the vegetarian population of India. As they have fewer sources of proteins in comparision to those who consume meat and fish. They also serve as excellent forage and grain concentrates in the cattle feed. Apart from that these leguminous crops have the capacity to fix atmospheric nitrogen in the soil and are normally rotated with other crops to maintain and restore soil fertility. A large variety of pulses are found in India. These are gram, *tur or arhar* (Pigeon Pea or Red Gram), *urd* (black gram), *mung* (green gram), *masur* (lentil), *kulthi* (horse gram), *matar* (peas) etc. But among these above mentioned varieties only gram and *tur or arhar* are more important pulses.

Gram: It is the most important of all the pulses. It accounts for about 37% of the production and about 30% of the total area of pulses in India. It is a *rabi* crop which is sown between September and November and is harvested between February and April. It is either cultivated as a single crop or mixed with wheat, barley, linseed or mustard.

Some of the **geographical conditions** are as follows:

(a) **Temperature:** It is grown in a wide range of climatic condition. Mild cool and comparatively dry climate with 20°C-25°C temperature.

(b) **Rainfall:** 40-45 cm rainfall is favourable for gram cultivation.

(c) **Soil:** It grows well on loamy soils.

(d) **Distribution:** Although gram is cultivated in several parts of the country, however, 90% of the total production comes from five states. These states are Madhya Pradesh, Uttar Pradesh, Rajasthan, Haryana and Maharashtra.

Notes

Notes

? Do you know

1. Rice and wheat are climate sensitive crops whereas millets are climate resistant crop.

2. In India there was a strong tradition of eating various millets as staple food. But over the years majority of the population uses either rice or wheat as staple food.

3. As lifestyle related diseases become pandemic in nature, various millets are now prescribed as an essential food to control these diseases as they contain a lot of fibers.

ACTIVITY 12.2

1. Find out the areas/states where rice, wheat, and millets are staple foods in India. Mention the staple foods (rice, wheat, millets) in each of the following states of India

States	Staple food
Rajasthan	wheat, Bajara
Karnataka	
Your state	

2. On an outline map of India show the states (in two different shades) where rice and wheat are staple foods.

2. Cash Crops

As mentioned in the beginning of the lesson, cash crops are those crops which are grown for sale either in raw form or semi processed form. In this section we will learn more about selected cash crop i.e. sugarcane, cotton and jute; two beverages-tea and coffee; three oil seeds i.e. groundnut, mustard and rapeseed.

(i) Sugarcane: Can you think life without sugar in your everyday life? It is almost impossible to think of life without sugar. Do you know sugarcane belongs to bamboo family of plants and is indigenous to India? It is a *Kharif* crop. It is the main source of **sugar, gur and khandsari**. It also provides raw material for the manufacturing of alcohol. Bagasse, the crushed cane residue, has also multiple uses. It is used for manufacturing of paper. It is also an efficient substitute for petroleum products and a host of other chemical products. A part of it is also used as fodder.

Some of the **geographical conditions** for the growth of sugarcane are as follows:

(a) **Temperature:** It requires hot and humid climate with an average temperature of 21°C to 27°C.

(b) **Rainfall:** 75-150 cm rainfall is favourable for sugarcane cultivation. Irrigation is required in those areas where rainfall is less than the prescribed limit.

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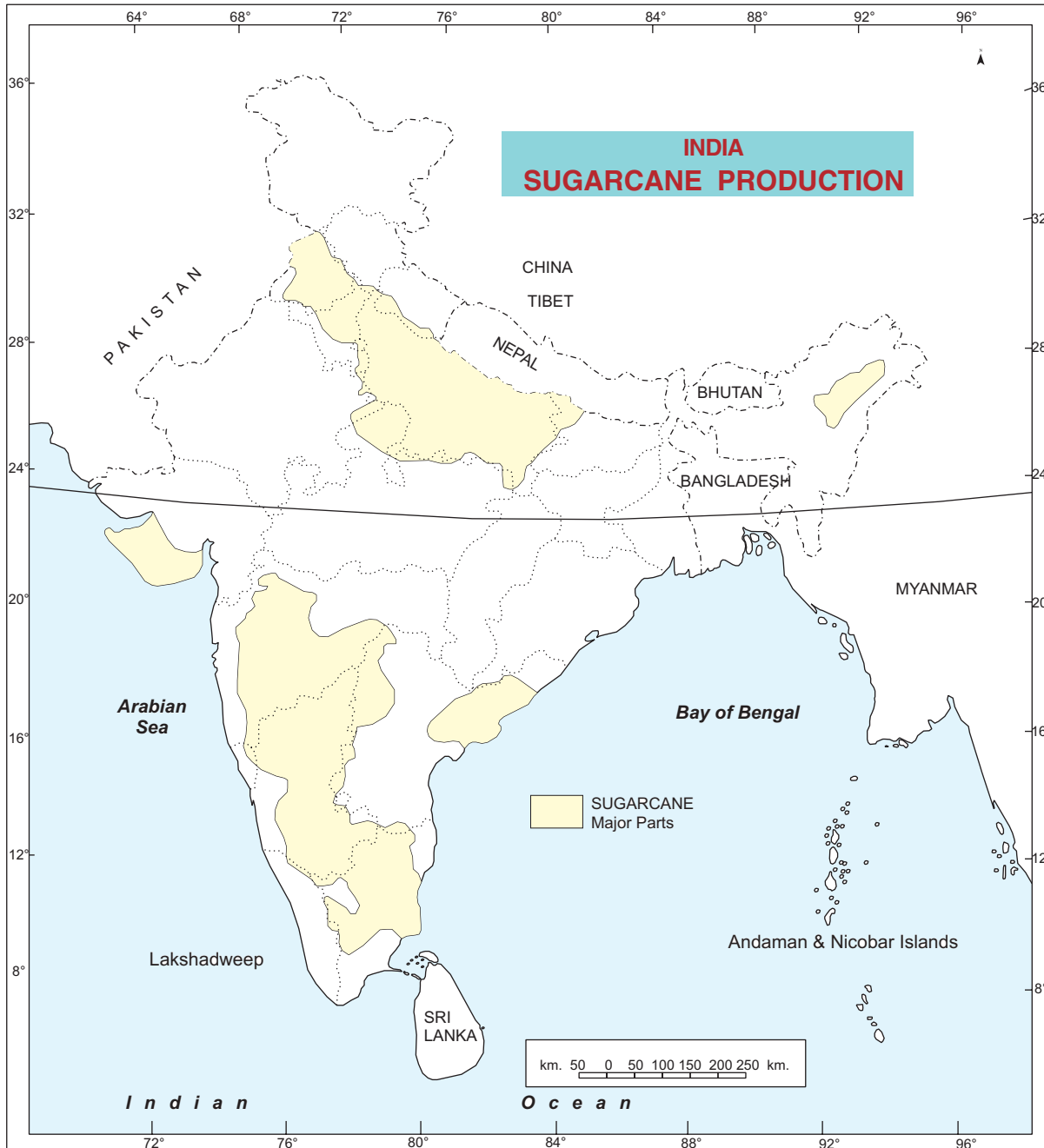
Figure 12.3: *India: Major Sugarcane Producing Areas*

(c) **Soil:** It can grow in a variety of soils. In fact sugarcane can tolerate any kind of soil that can retain moisture. But deep rich loamy soil is ideal for its growth. The soil should be rich in nitrogen, calcium and phosphorous but neither it should be too acidic nor alkaline. Flat, plain and level plateau is an advantage for sugarcane cultivation because it facilitates irrigation and transportation of cane to the sugar mills. Sugarcane cultivation requires heavy manures and fertilizers because it exhausts the fertility of soils quickly and extensively.

(d) **Labour:** It is a labour orientated cultivation and requires cheap labour. Ample human hands are required at every stage i.e. sowing, hoeing, weeding, irrigation, cutting and carrying sugarcanes to the factories

(e) **Distribution:** India has the largest area under sugarcane cultivation in the world and the second largest producer next to Brazil. As far as distribution of sugarcane cultivation in India is concerned, there are three distinct geographical regions in the country. These regions are:

(i) The Satluj-Ganga plain from Punjab to Bihar containing 51% of the total area and 60% of the country's total production.

(ii) The black soil belt from Maharashtra to Tamil Nadu along the eastern slopes of the western Gahats.

(iii) Coastal Andhra Pradesh and Krishna river valley.

(ii) **Cotton:** Cotton is the most important fibre crop not only of India but also of the entire world. It not only provides a raw material for cotton textile industry but also its seed is used in Vanaspati oil industry. The cotton seed is also used as part of fodder for milch cattle for better milk production. Cotton is basically a kharif crop and grown in tropical and sub-tropical areas.

Some of the **geographical conditions** are as follows:

(a) **Temperature:** Cotton is the crop of tropical and sub-tropical areas and requires uniformly high temperature varying between 21°C and 30°C.

(b) **Rainfall:** It grows mostly in the areas having at least 210 frost free days in a year.

It requires modest amount of rainfall of 50 to 100cm. However, cotton is successfully grown with the help of irrigation in the areas where rainfall is less than 50 cm.High amount of rainfall in the beginning and sunny and dry weather at the time of ripening are very useful for a good crop.

(c) **Soil:** Cotton cultivation is very closely related to Black soils of Deccan and Malwa plateau. However, it also grows well in alluvial soils of the Satluj-Ganga plain and red and laterite soils of the peninsular region.

(d) **Labour:** As picking of cotton has not been made mechanized till now,
therefore a lot of cheap and efficient labour is required at the time of picking.

(e) **Distribution:** India has the largest area under cultivation and third largest
producer of cotton next only to China and the USA. Within the country
two third of total area and production is shared by four states. The main
states for cotton production are Panjab, Maharashtra, Gujarat and Haryana.

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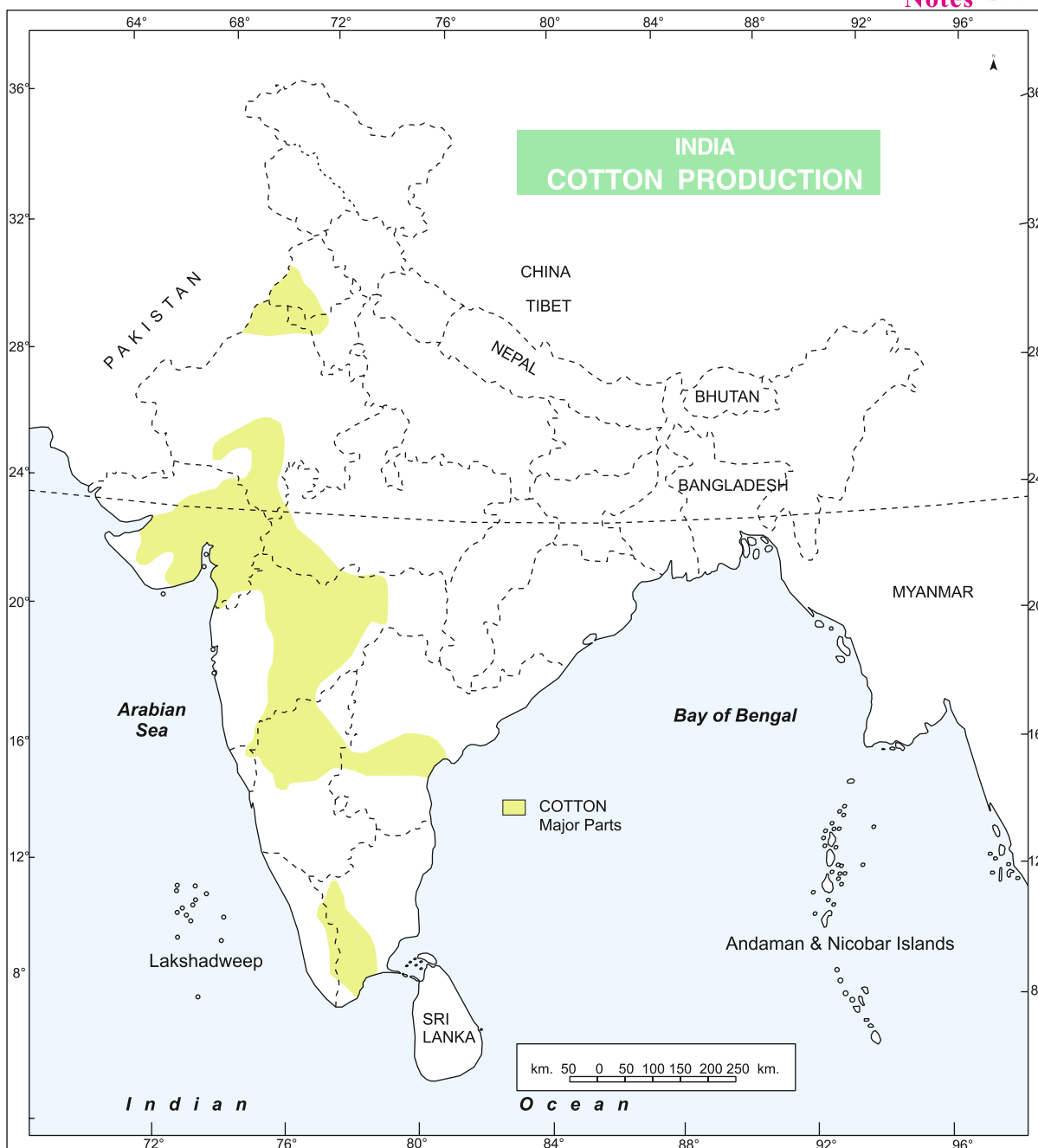
Figure 12.4: *India: Major Cotton Producing Areas*

MODULE - 2

India: Natural Environ-
ment, Resources and
Development

Notes

Agriculture in India

(iii) Oilseeds: It is one of the important groups of commercial crops in India. In fact, India has the largest area and production of oilseeds in the world. Oil extracted from oilseeds not only forms an important item of our diet but also serves as raw material for the manufacturing of hydrogenated oils, paints, varnishes, soaps, lubricants etc. Oil-cake (the residue after the oil is extracted from the oilseeds) forms an important cattle feed and manure.

Groundnut: It is the most important oilseed of India. Groundnut is grown both as kharif and rabi crop but 90-95% of the total area is devoted to kharif crop.

Some of the **geographical conditions** are as follows:

(a) Temperature: It thrives best in the tropical climate and requires 20°C to 30°C temperature.

(b) Rainfall: 50-75 cm rainfall is favourable for groundnut cultivation. It is highly susceptible to frost, prolonged drought, continuous rain and stagnant water. Therefore dry winter is needed at the time of ripening.

(c) Soil: Well drained light sandy loams, red, yellow and black soils are well suited for its cultivation.

(d) Distribution: It is the most important oilseed of India and accounts for about half of the major oilseeds produced in the country. India is the largest producer of groundnut in the world and accounts for about one third of the world's to the production. Andhra Pradesh, Tamil Nadu and Gujarat are three main producer of groundnut in India and account for about 60% of the total production. Another 30% of the total production comes from Maharashtra, Karnataka and Odisha.

3. Plantation Crops

(i) Tea: India is famous for its tea gardens. You must have heard about tea gardens of Assam and Darjeeling in West Bengal. It is being said that tea plantation in India was started by the Britishers in 1923 when wild tea plants were discovered by them in the hilly and forest areas of Assam. Tea is made from tender sprouts of tea plants by drying them. At present, India is the leading tea producing country in the world. China and Sri Lanka are respectively second and third largest producers of tea.

Some of the **geographical conditions for the growth of tea** are as follows:

(a) Temperature: It requires hot and wet climate. The ideal temperature for the growth of tea bushes and leaf varies between 20°C to 30°C. If temperature either rises above 35°C or goes below 10°C, it would be harmful for the growth of tea bushes and leaves.

(b) **Rainfall:** As mentioned above tea requires a good amount of rainfall ranging between 150-300 cm and the annual rainfall should be well distributed throughout the year. Long dry spell is harmful for tea.

(c) **Soil:** Tea bush grows well in well drained, deep, friable loamy soil. However, virgin forest soils rich in humus and iron content are considered to be the best soils for the tea plantation. Tea is a shade loving plant and grows better when planted along with shady trees.

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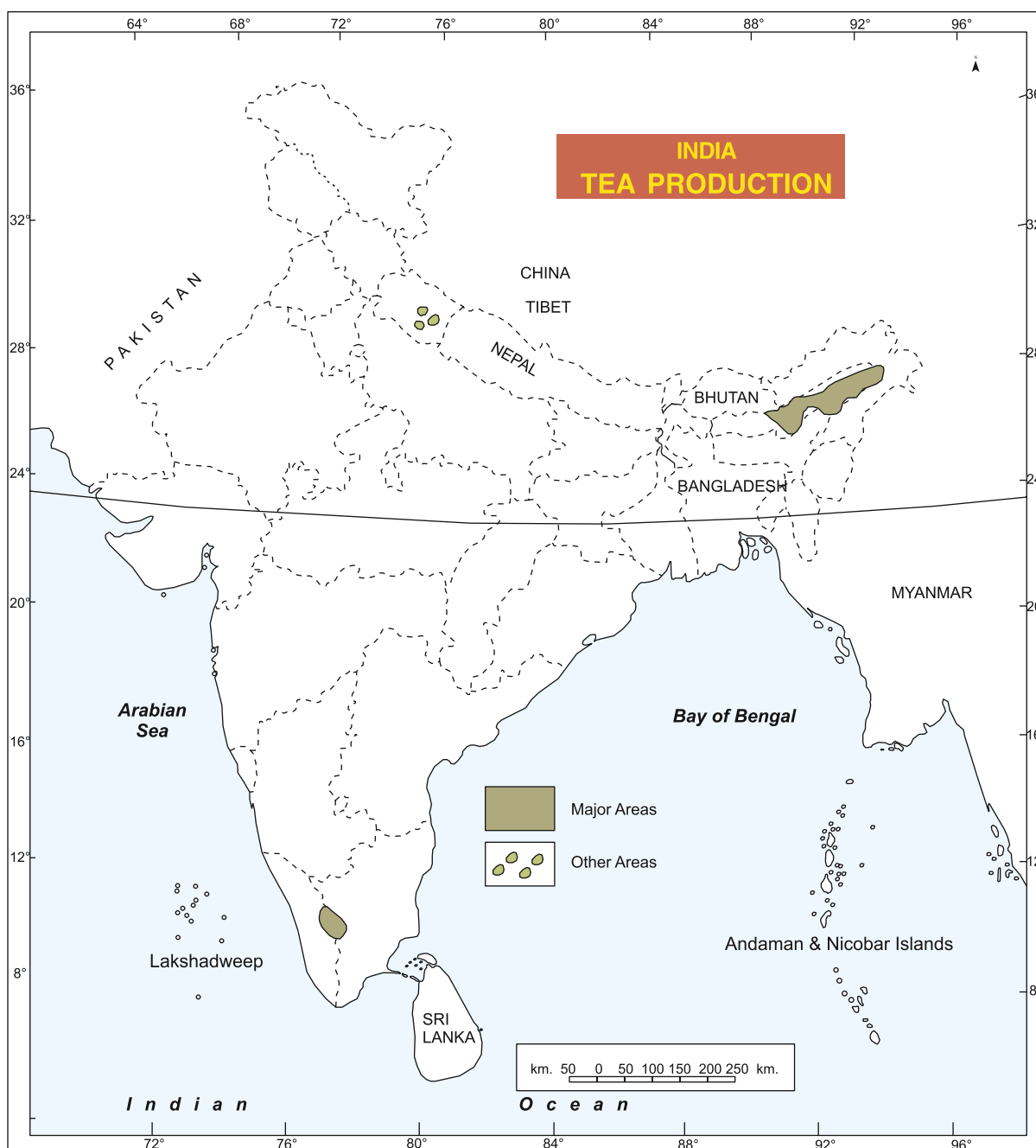
Figure 12.5: *India: Tea Producing Areas*

(d) **Labour:** Cheap and efficient labour is required for tea production

(e) **Distribution:** Assam is the leading producer that accounts for more than 50% of tea production of India. Tea producing areas of Assam are the hill slopes bordering the Brahmaputra and Surma valleys. West Bengal is the second largest producer of tea where tea is mostly grown in the districts of Darjeeling, Siliguri, Jalpaiguri and Cooch Bihar districts. Tamil Nadu is the third largest producer where tea growing areas are mostly restricted to Nilgiri hills.

(ii) **Coffee:** Do you know from where coffee was brought to India? It is the indigenous crop of Ethiopia (Abysinia Plateau). From Ethiopia, it was taken to Arabia in 11th Century. From Arabia, the seeds were brought by Baba Budan in 17th Century and were raised in Baba Budan hills of Karnataka. But it was British planters who took keen interest and large coffee estates were established in the hills of Western Ghats.

Some of the **geographical conditions for the growth of coffee** are as follows:

(a) **Temperature :** It requires hot and humid climate with temperature varying between 15°C and 28°C. It is generally grown under shady trees. Therefore, strong sun shine, high temperature above 30°C, frost and snowfall are harmful for coffee cultivation. Dry weather is necessary at the time of ripening of berries.

(b) **Rainfall:** Rainfall between 150 to 250 cm is favourable for coffee cultivation.

(c) **Soil:** Well drained, rich friable loamy soil containing good deal of humus and minerals like iron and calcium are ideal for coffee cultivation. The soil must be properly manured to retain and replenish fertility and to increase productivity.

(d) **Labour:** Like tea, coffee cultivation also requires plenty of cheap and skilled labour for various purposes like sowing, transplanting, pruning, plucking, dying, grading and packing of coffee.

(e) **Distribution:** Karnataka, Kerala and Tamil Nadu are the main states of coffee production in India.
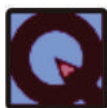
INTEXT QUESTIONS 12.2

1. Explain any three geographical conditions required for the cultivation of cotton?

2. How will India cloth its billion + population if cotton crop fails for successive number of years?

3. Why are commercial crops known as cash crops?

12.4 MAJOR CHALLENGES FACED BY INDIAN AGRICULTURE

If we look at the challenges faced by Indian agriculture, we can broadly group them into two categories. One category belongs to the problems that have been long standing. Second category of problems is new and has been emerging from the prevailing agricultural practices, system, changing climate and economy. Let us discuss the major challenges in detail:

1. **Stagnation in Production of Major Crops:** Production of some of the major staple food crops like rice and wheat has been stagnating for quite some time. This is a situation which is worrying our agricultural scientists, planners and policy makers. If this trend continues, there would be a huge gap between the demand of ever growing population and the production. Nobody wants India to go back to a situation that was prevailing in our country prior to Green Revolution. Try to find out what was the situation during pre-Green Revolution period.

2. **High cost of Farm Inputs:** Over the years rates of farm inputs have increased manifold. Farm inputs include fertilizer, insecticide, pesticides, HYV seeds, farm labour cost etc. Such an increase puts low and medium land holding farmers at a disadvantage.

3. **Soil Exhaustion:** On one hand green revolution has played a positive role in reducing hunger from India. On the other hand it has also led to negative consequences. One of which is Soil exhaustion. Soil exhaustion means loss of nutrients in the soil from farming the same crop over and over again. This usually happens in the rain forest.

4. **Depletion of Fresh Ground Water:** The second major negative consequence of green revolution is depletion of fresh ground water. You would remember that areas where green revolution was successful, it was due to the use of chemical fertilizers and irrigation. Most of the irrigation in dry areas of Punjab, Haryana and Western Uttar Pradesh was carried out by excessive use of ground water. Today fresh ground water situation in these states is alarming. In the coming few years if this type of farming practice continues, these states are going to face water famine.

5. **Adverse impact of Global Climatic Change:** Among various challenges, global climatic change is the recent one. It has been predicted that its impact on agriculture would be immense. Since, 70% of Indian population is engaged in agricultural activities, you can imagine the consequences. It is predicted that due to climate change, temperature would increase from 2°C to 3°C, there would be increase in sea level, more intense cyclones, unpredictable rainfall etc These changes would adversely affect the production of rice and wheat. Specifically, rise in temperature in winter would affect production of wheat in north India.

MODULE - 2

India: Natural Environ-
ment, Resources and
Development

Notes

Agriculture in India

Production of rice would be affected in coastal areas of India due to ingress of saline water and increase of frequency of cyclones.

6. **Impact of Globalisation** You can see the effect of globalisation on the farm sector in India. All developing countries have been affected by it. The most evident effect is the squeeze on farmer's income and the threat to the viability of cultivation in India. This is due to the rising input costs and falling output prices. This reflects the combination of reduced **subsidy** and protection to farmers. Trade **liberalization** exposes these farmers to competition from highly subsidized production in the developed world.

> **Globalisation** refers to the increasingly global relationships of culture, people and economic activity. **Subsidy:** A subsidy is money given by government to help support a business or person. **Liberalization:** liberty to establish any kind of economic activity at any time any where in the country without anticipating any kind of so called private or public restrictions.

7. **Providing Food Security:** Before the introduction of green revolution in India, we were not self sufficient in terms of our food grain production. Due to partition of India in 1947 the network of canal irrigation system, cotton belt and wheat bowl meant to West Pakistan which is now Pakistan. Similarly the jute belt and rice bowl was awarded to East Pakistan, which is now Bangladesh. With the introduction of green revolution, production of food grains increased substantially and India became self sufficient. However, during the last one decade the total production has become stagnant. On the other hand we have added another 16 to 18 million population over this period. Although India has become self sufficient in good it is yet to ensure food security which is dependent upon accessibility, affordability as well nutritional value of the food available. One of the biggest challenges facing India is Providing Food Security to its population.

8. **Farmers Suicide:** Every suicide has a multiple of causes. But when you have nearly 200,000 of them, it makes sense to seek broad common factors within that group. The suicides appear concentrated in regions of high commercialization of agriculture and very high peasant debt. Cash crop farmers seemed far more vulnerable to suicide than those growing food crops. Yet the basic underlying causes of the crisis remained untouched. Commercialization of the countryside along with massive decline in investment in agriculture was the beginning of the decline. Withdrawal of bank credit at a time of soaring input prices and the crash in farm incomes compounded the problems. Shifting of millions from food crop to cash crop cultivation had its own risks. Privatization of many resources has also compounded the problems.

The devastation lies in the big 5 States of Maharashtra, Andhra Pradesh, Karnataka, Madhya Pradesh and Chhattisgarh. These states accounted for two-thirds of all farm suicides during 2003-08.Some of the major factors responsible are indebtedness,

crop failure and deterioration in economic status. Decline in social position, exorbitant charges by local money lenders for the vulnerable farmers, chronic illness in the family, addiction etc. have made life of farmers difficult.

Notes

ACTIVITY 12.3

If you are assigned political leadership of the country, what measures would you adopt to address the challenges that are mentioned above? Which two changes would you address and how?

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....
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....

INTEXT QUESTIONS 12.3

1. How would climate change would affect agriculture in India? Explain any two situations.

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....
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....
....

WHAT YOU HAVE LEARNT

- There are different types of farming practised in India. Some of these practices are subsistence and commercial farming, intensive and extensive farming, plantation farming and mixed farming.

- The major salient features of Indian agriculture are subsistence agriculture, highly dependent on monsoon and animals, variety of crops and predominance of food crops.

- Major crops in India can be broadly divided into four categories i.e. food crops, cash crops, plantation crops and fruits.

- Some of the major challenges faced by Indian agriculture are Stagnation in production, high cost of farm inputs, soil exhaustion, depletion of fresh ground water, climatic change, globalization and liberalization of economy, food security and farmer's suicide.

TERMINAL EXERCISES

1. Explain any four salient features of Indian agriculture.

2. Compare the geographical conditions required for the growth of rice and the growth of wheat cultivation.

3. Identify and write any four similar geographical conditions required for both tea and coffee.

4. Analyse any four major challenges confronted by Indian Agriculture.

5. Explain the concept of food security. How is it different from self sufficiency in food.

6. On the outline map of India locate the production areas of:

   (i) Two labour intensive crops

   (ii) Two crops that are grown in varied terrains

ANSWERS TO INTEXT QUESTIONS

12.1

1. The basic difference between these two types of farming is the amount of production from per unit of land. USA, Canada, former USSR are the major countries where extensive farming is practiced whereas Japan is the leading example of intensive farming.

2. As per the learners experience.

12.2

1. (i) Uniformly high temperature varying between 21°C and 30°C (ii) It grows mostly in the areas having at least 210 frost free days in a year; (iii) It requires modest amount of rainfall of 50 to 100cm. However, cotton is successfully grown by the help of irrigation in the areas where rainfall is less than 50 cm (iv) high amount of rainfall in the beginning and sunny and dry weather at the time of ripening are very useful for a good crop; (v) cotton cultivation is very closely related to Black soils. However, it also

grows well in alluvial soils of the Satluj-Ganga plain and red and laterite soils of the peninsular region; (vi) as picking of cotton has not been made mechanized till now, therefore a lot of cheap and efficient labour is required at the time of picking (Any three)

2. As per the learners' experience.

3. Commercial crops are known as cash crops because most of the produce is sold in the market for earning money.

Notes

12.3

1. Due to climatic change, temperature would increase by 2 to 3 degree Celsius, increase in sea level, more intense cyclone, unpredictable rainfall etc These changes would adversely affect the production of rice and wheat. Specifically rise in temperature in winter would affect production of wheat in north India. Production of rice would be affected in coastal areas of India due to ingress of saline water and increase of frequency of cyclone.

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13

TRANSPORT AND COMMUNICATION

Rakesh and his wife lived in a small village. One evening there was heavy rain and thunder storm. His wife had severe stomachache. The village nurse advised him to take her to the nearest hospital. Since there was no communication facility available, it was not possible for Rakesh to contact any doctor, hospital or ambulance. Rakesh requested his friend to take them to the nearest hospital. Unfortunately their tractor couldn't go beyond a few hundred metres as the road was broken and submerged in rain water. What should Rakesh do? What would have been the solution to the problem? This incident highlights the importance of transport and communication in our life. In this lesson, we plan to bring before you the various modes of transport and communication and their importance for the development of a nation.

OBJECTIVES

After completing this lesson, you will be able to:

● establish that modes of transport and communication help in connecting people and facilitate the socio-economic growth of a region;

● classify roads on different parameters and appreciate the role and importance of road transport in our daily life and national development;

● examine the factors affecting the distribution and density of railway network in India and recognise the technical advancement that has taken place in this sphere;

● explain the importance of various means of water transport;

● recognize the growing importance of air transport and its ever growing economic significance; and

● realise the role of communication in connecting people and reducing distance

13.1 TRANSPORT AND COMMUNICATION – LIFELINES OF A COUNTRY

Transport and means of communication are integral part of our life today. Can we imagine our life without them? Just imagine if one day you come to know that all the modern means of transport and communication have been stopped due to unavailability of fuel. Also imagine the problems you are going to face!

Notes

ACTIVITY 13.1

List your problems:

- ....
- ....
- ....
- ....
- ....

13.1.1 The Role of Transport and Communication

Transport facilitates trade and commerce by carrying goods from the areas of production to that of consumption. Goods from the areas that have surplus are shifted to those areas which are deficient in those items. Movement of people from one place to another place in search of job, education and emergency through transport facility. Communication keeps us informed about the world's events and trends. It brings in positive changes in the life of the people and thereby enhancing their economic conditions.

13.2 THE MODES OF TRANSPORT

The modes of transport on which the countries depend for connecting people, growth and development are as under:

Modes of Transport

Land — Roadways, Railways
Water — Oceanic, Inland
Air — Domestic, International
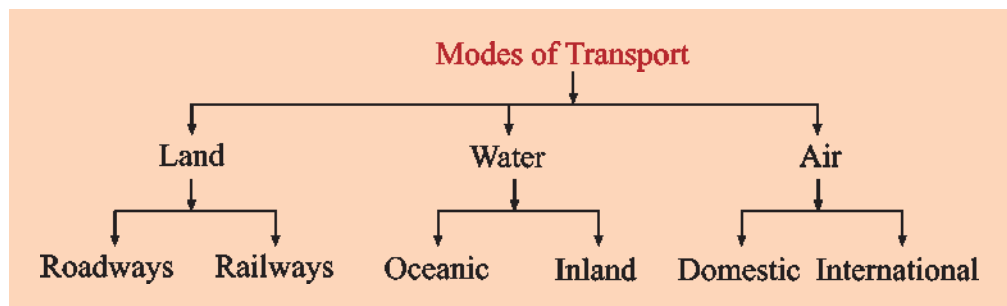
Notes

13.2.1 Land Transport can be broadly divided into two types:

1. Roadways

2. Railways

1. Roadways

Look at the pictures in Fig. 13.1. Can you imagine the changes in the manner we have moved from ancient to modern time from these pictures? Suppose, you have to go to your friend's house just 500 metres away from your house, or a visitor or a relative living 200 km away from your house. A villager has to catch a bus to come from a village to a city. Of course, the roads will be used. Now, you must
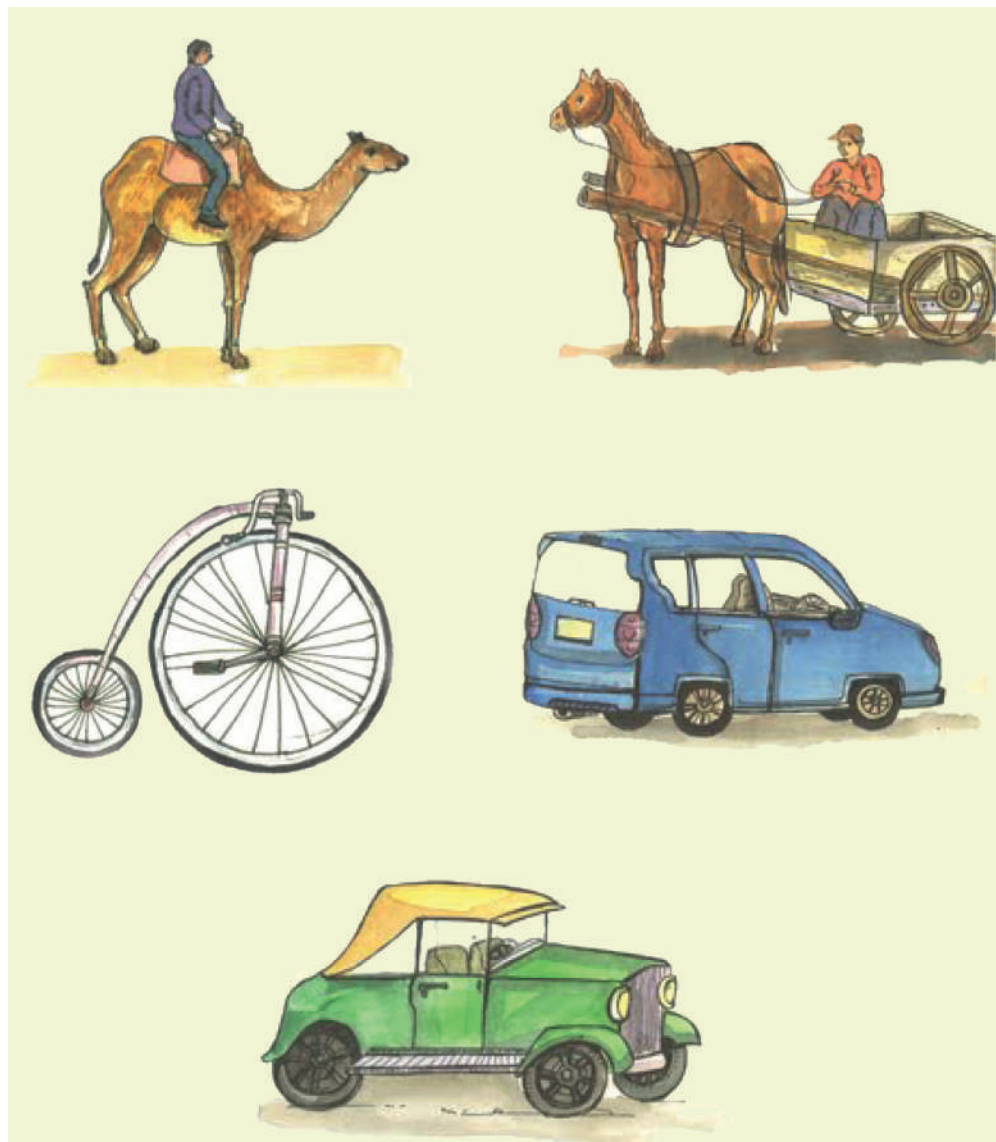
Figure 13.1 *Modes of Transport*

have understood that roads are most commonly used means of transport. Roads play an important role in connecting people and also in ensuring socio-economic growth of a country as under:

- Roads provide door to door service by means of a rickshaw, car, bicycle, bus, scooter or a truck.

- The construction, repair and maintenance cost is less than other means of transport.

- It is the cheapest and the most convenient mode of transportation for a few people and relatively smaller amount of goods over shorter distances.

- It is through roads that we reach railway stations, airports and seaports.

- Perishable goods like milk, fruits and vegetables are quickly carried from nearby villages to the cities or metropolis or to other destinations.

- Roads connect rural areas to the urban areas and can be constructed in all types of terrains like hills, deserts, mountain and plateaus.

Classification of Roads

Do you find same kind of roads everywhere? Obviously not, some roads may be *kuchcha*, and others *pakka*, then narrow while others broad. Roads are classified on the basis of:

(i) Materials used for construction.

(ii) Constructing and maintaining authority.

(i)   Material used for construction

Roads can be classified on the basis of materials used for construction as metalled and un-metalled roads. Metalled roads are usually made by bricks, concrete, cement and charcoal. Un-metalled roads are made of sand, mud and straw.

ACTIVITY 13.2

Identify the materials used for the construction of the roads.

Metalled Roads (Pucca Roads)	Un-metalled Roads (Kuchha Roads)

Notes

Notes

(ii) Constructing and maintaining authority

Have you ever wondered as to who constructed these roads and where did they get the money from? They are constructed by using public money paid as taxes by people. Various government authorities are responsible for balanced development of roads and better management.

- The development of *village roads* are undertaken by the scheme known as **Pradhan Mantri Gram Sadak Yojna** launched by the Central government.

Figure 13.2 *India: Goldern Quadrilateral*

These provide links from village to village and village to main road in the rural areas. About 80% of the total road length in India is categorize as rural roads.

- **Zila Parisad** has been made responsible for constructing roads that connect district headquarters with other cities and towns of the district. These *District Roads* account for 14% of the total road length in India.

- **State Public Works Department (SPWD)** constructs and maintains roads that link state highways, state capitals with district headquarters. They constitute 4% of the total road length in the country.
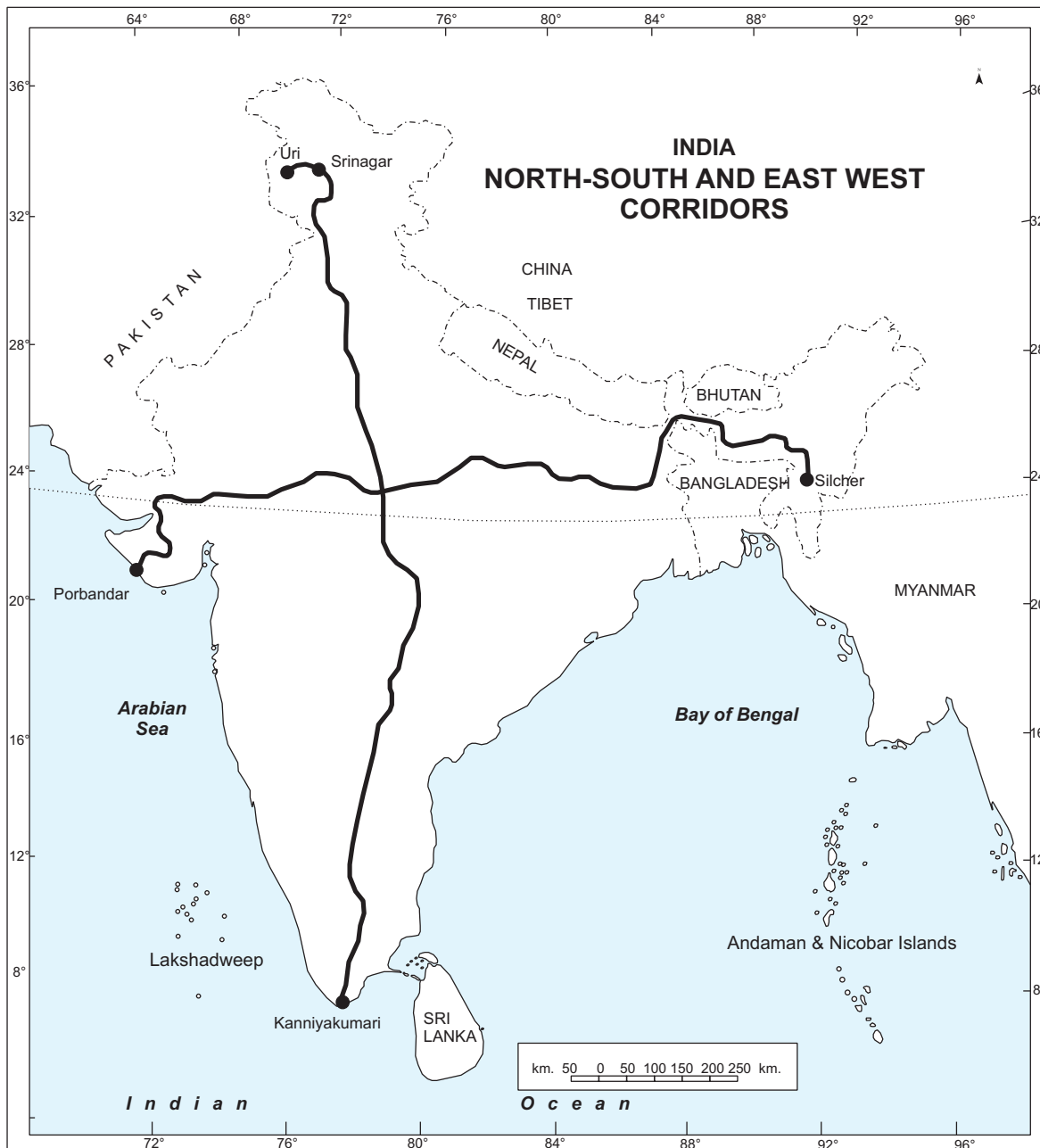
Notes

Figure 13.3 *North-South and East-West corridors*

Notes

- **National Highway Authority of India** constructs and maintains the *National Highways [NH]*, important roads linking different parts of the country and connecting state capitals to the main cities of India. They constitute only 2% of the total road length but carry 40% of the road traffic. The government has launched a major road development project linking north, south, east and west India.This will reduce time and fuel. Then it will also help to maintain fast flow of traffic between mega cities of India. It is implemented by **National Highway Authority of India**. The major **super highways** are:

    (a) **Golden Quadrilateral** connects Delhi, Mumbai, Chennai and Kolkata which forms a geometrical figure of Quadrangle.

    (b) **North-South Corridor** links Srinagar to Kanyakumari.

    (c) **East-West Corridor** connecting Silchar in the east to Porbandar in the west.

- *Border Roads* are constructed along the bordering areas of the country for easy accessibility of goods and other requirements of defence personnels during the time of war and emergency and for the benefit of people living in those areas. They are constructed and maintained by **Border Road Organization (BRO)**.

? Do you know

The oldest and the longest road in India was built across Gangetic plain from the north-west to the east on orders of Pashtun emperor, Sher Shah Suri in 16th century which was renamed as **Grand Trunk Road.** It is presently divided into NH-1 (Amritsar to Delhi)and NH-2(Delhi to Kolkata).Today India has about 330 lakh kms of road network whereas in 1947 it was only 4 lakh kms.

ACTIVITY 13.3

Look at the maps (Fig. 13.2 and 13.3) and find out which super highway is nearest to your home and which organization maintains it.

2. Railways

"This has become an easy way to place their demands and there is no strict punishment" said Anu's father while reading the newspaper. Anu asked, "what had happened". Father replied, "Nothing new, a group of protestors have blocked the

railway tracks. They stopped the trains and have burnt two bogies on Agra Delhi route". Anu asked her father "why he was upset". Father said, "Don't you know that millions of rupees, efforts of thousands of people and many years are spent in building railway tracks and manufacturing railway coaches. This is for our convenience and quick movement of passengers and freights. Such an act causes inconvenience to the passengers, loss of millions of rupees, and affects business."Anu has realized the importance of railways as stated below:

- This is the cheapest transport by which thousands of people can travel together from one corner of the country to another for the purpose of education, business, siteseeing, pilgrimage or visiting friends or relatives.

- People of all income groups can travel by train as it has different types of coaches like General, Sleeper and AC chair car.

- One can have comfortable night journey as it has berths and washrooms in sleeper coaches.

- It carries country's largest amount of bulky goods like coal, cement, food grains, fertilizer, petroleum, automobiles etc. from mines to industries and from industries to the areas of consumption.

That is why we should all help in maintaining this important resource of country. Railways facilitate the movement of both freight and passengers and contribute to the growth of our economy.

? Do you know

Indian Railways started in 1853 from Bombay to Thane covering a distance of 34 km.

At present, Indian Railway network is the largest in Asia and the fourth largest in the world with the length of more than 64000 kms.

It is the largest government undertaking employing 1.6 million people and a separate budget is presented for it.

It has been divided into 16 zones for better administration and management of work.

When Anu and her father were talking about the importance of railways, one of her friends Jiya came to her house. She was studying in Delhi University but her native state was Sikkim. Jiya understood the logic, but question in her mind was why Sikikim

Notes

Notes

never be well connected with the other parts of the country. She stood for a while and said, "Uncle, why are there few railway lines in my state whereas other states have good network of railways?" He explained the factors which are responsible for the development of railways:

● The construction of railways is very difficult and costly in mountainous region whereas it can be easily done in areas of flat land. Therefore, India has dense railway network in the Gangetic plain where as desert, hills, marshy regions, flood prone areas, dense forest, areas with rapids and rivers have not been developed much.

● The states of Uttar Pradesh, Bihar, West Bengal, Punjab and Haryana, are well connected by railways because these states are located in the plains. He also told that these areas are food bowl of India and most of the crops grown here are taken to other parts of the country through railways.

● Areas where mining and industries are more developed tend to have better facilities of railways for easy transportation of goods. Areas with less industrial development cannot compensate the cost of construction of railways, therefore have less railway network.

● Regions which are densely populated and have more movements are definitely well connected with railways.

● Urban areas or large cities attract more people for jobs, business, education, trade, banking have high density railway network for quick movement of people.

Anu's father smiled and said "No Jiya, the government is aware of the importance of connecting different part of the country specially in remote areas. This is being done on priority now". Jiya understood that any one can be connected anywhere in the world on the internet.

Technical advancement provided by Indian Railways

There is a direct rail link available from the north to the south of the country (i.e. from Jammu to Kanya Kumari) covering a distance of 3751 km in 71 hours. Facilities to travel in 1st A.C., 2nd A.C., 3rd A.C., A.C. Chair Car, 2nd Class sleeper and General class are available to cater to the needs of the people of different economic strata. Only diesel and electric locomotives are used on broad gauge providing pollution free journey. The passengers can avail the facility of booking electronic-tickets easily from home. The trucks loaded with goods are delivered directly to the consumers or factories in special rail wagons.

ACTIVITY 13.4

Search the headquarters of the major railway zones in the grid given below.

P	O	R	I	T	S	M
U	P	N	K	J	O	U
K	L	M	T	R	P	M
Q	U	W	A	I	T	B
K	O	L	K	A	T	A
J	A	I	P	I	N	I
Z	V	D	U	X	Y	R
C	H	E	N	N	A	I
T	K	L	J	Q	R	J
I	T	H	Q	X	Z	U
N	P	I	T	O	J	K

INTEXT QUESTIONS 13.1

1. Complete the following statements;

    (a) East-West corridor links .... and .... as ....

    (b) Super Highway connecting four metro-cities is known as ....
         as it forms ....

2. (a) Explain briefly the main factor affecting density of railways. Identify the
         following two groups of states where there is high and low density of
         railways and give reasons for your answer.

    (b) Identify two advantages and two disadvantages in each roadways and
         railways transport.

3. "A few states of India lack a good railway network". Justify the statement in 30
    words.

Notes

ACTIVITY 13.5

Show the railway reservation form given below to your family. Try to fill it up discussing the meaning and the importance of the columns given below:

(a) Medical Practitioner

(b) Senior Citizen

(c) Choice of berth

(d) Meals available in some trains

RAILWAY RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner Please tick ( ) in Box Dr. [   ] (You could be of help in an emergency)

If you want Sr. Citizen concession, please write Yes/No in box [   ] (if yes, please carry a proof of age during the journey to avoid inconvenience of penal charging under extant Railway Rules)

Do you want to be upgraded without any extra charge? Write [   ] Yes/No in the box. (If this option is not exercised, full fare paying passengers may be upgraded automatically)

Train No & Name:	Date of Journey:
Class:	No. of Berth / Seat:
Station From:	Station To:
Boarding At:	Reservation Upto:

S.No.	Name in Block Letters (not more than 15 chars)	Sex (M/F)	Age	Concession / Travel Authority No.	Choice if any
					Lower / Upper Berth
					Veg / Non-veg Meal for Rajdhani / Shatabdi Express only

CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)

S.No.	Name in Block Letters	Sex	Age

ONWARD / RETURN JOURNEY DETAILS

Train No & Name _____ Date _____

Class _____ Station From _____ To _____

Name of Applicant _____

Full Address _____

Signature of the Applicant

FOR OFFICE USE ONLY

S.No. of Requisition_____ PNR No._____

Berth/Seat No._____ Amount Collected _____

Signature of Reservation Clerk

Note: 1. Maximum permissible passengers are 6 per requisition.
2. One person can give one requisition form at a time.
3. Please check your ticket and balance amount before leaving the window.
4. Forms not properly filled or in illegible forms shall not be entertained.
5. Choice is subject to availability.

13.2.2 Water Transport

Have you ever wondered why people in ancient times settled down near the rivers? How was trading possible between far off lands? Yes, it was through rivers and seas. From olden days till now waterways had been an important means of transportation. It is because:
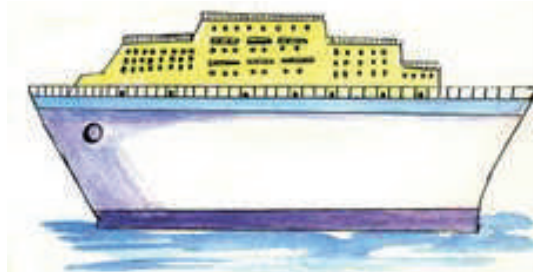

Figure 13.4 *Mode of Water Transport*

- It is the cheapest means as compared to other means of transport because it involves no expenditure on construction other than maintenance.

- It is very useful for transporting heavy and bulky goods. A ship can carry lakhs of tonnes of goods at a time.

- It is a better mode of transportation for petroleum and its products as it involves cross-continental transfers. India lacks in petroleum deposit and most of it is imported from Middle East countries.

- It is fuel efficient and environment friendly means of transportation.

Water ways have been classified into two types – Do you know them? Find out why are they called Inland waterways and Ocean routes?

1. **Inland Waterways:** India has inland navigable waterways measuring 14,500 km which include canals, rivers, backwaters and narrow bays etc. But only 3,700 km of river length is suitable for mechanized boats in river Ganga and Brahmaputra in the north and Godavari, Krishna and Kaveri in the south. A good network of inland waterways is able to reduce the traffic on the highways. It also helps transportation of goods.

    Inland Waterways Authority of India was constituted in 1986 and looks after the development, maintenance and management of inland water ways in the country. The following three waterways have already been declared as National Waterways,

    NW 1 – River Ganga from Allahabad, Uttar Pradesh to Haldia, West Bengal (1620 km)

    NW 2 – River Brahmaputra from Sadiya to Dhubri in Assam (891 km)

    NW 3 – Kollam to Kotapuram stretch of canal in Kerala (205 km)

Notes

2. **Oceanic Waterways:** If you look at the map of India, you will find that India is surrounded on three sides by the Arabian Sea, the Bay of Bengal and the Indian Ocean with a coastline of 7516 km India had only 49 ships in 1946 with a capacity of 1,27,083 tonnes. After independence, the Government has taken various measures resulting in procurement of 616 ships in 2004 with a gross tonnage of 700,000 tonnes of carrying capacity.
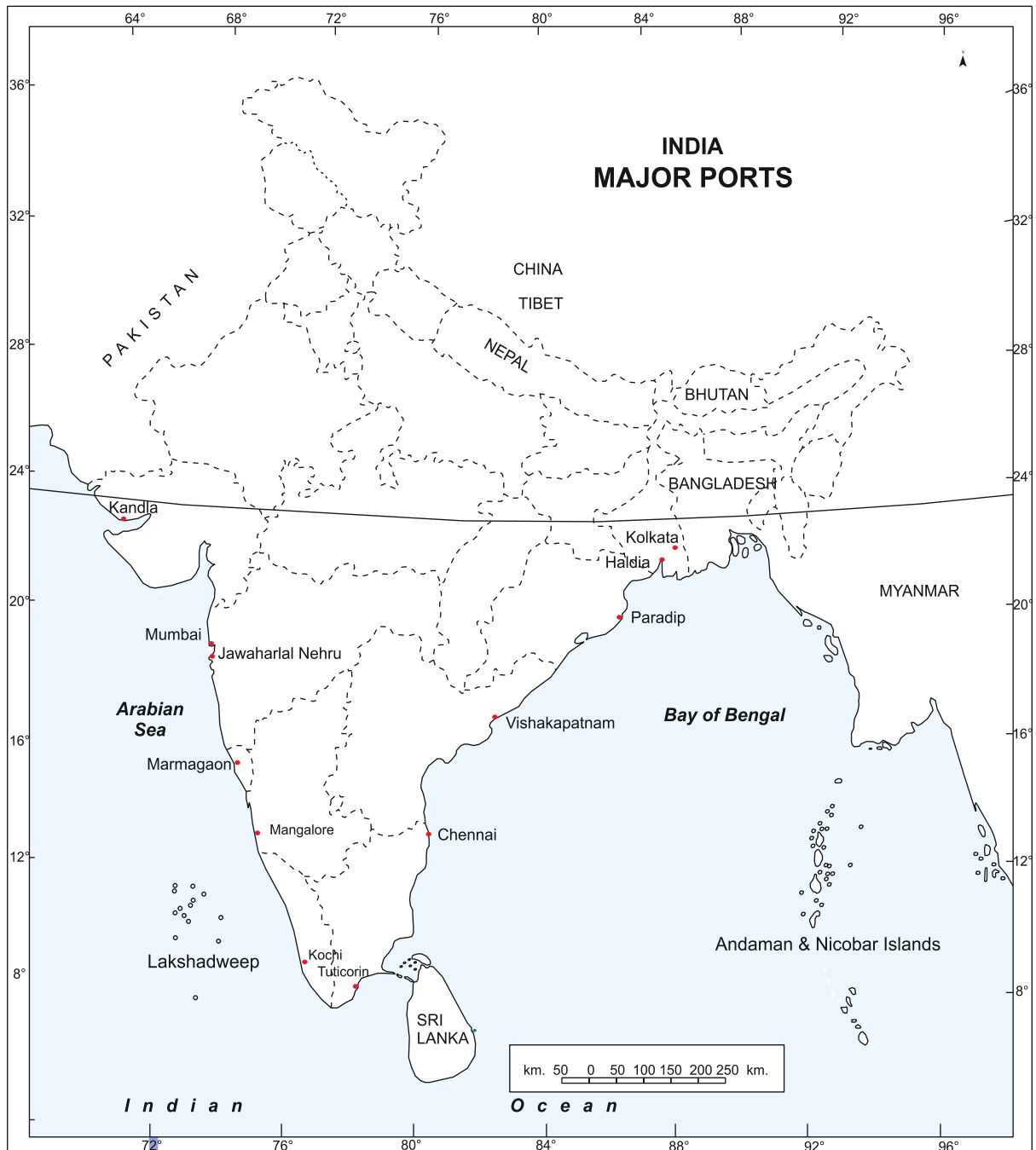
Figure 13.5 *Major Ports of India*

The two categories of Indian Sea Waterways are:

(a) **Coastal shipping:** Transporting passengers and cargo between the ports located along the coast of the country is done by coastal waterways. Ships of about 100 navigation companies are engaged in coastal waterways handling about 7 lakh tonnes of cargo through 12 main ports and 189 small and medium class ports.

(b) **International shipping:** Most of the shipping capacity of India is used in international trade. Through the ports of the east coast to Myanmar, Malaysia, Indonesia, Australia, China, Japan and from the west coast ports to the U.S.A., Europe and Asia, are used for export and import.

Notes

INTEXT QUESTIONS 13.2

1. (a) Complete the given table with the help of the map given below.

Port	State	Coast
Mumbai	Maharashtra	Western

(b) Point out the areas where there are no ports. Give one reason for the same.

13.2.3 Air Transport

Do you wish to fly like a bird? By airways, you can reach at the destination quickly and without encounter any cring traffic. Our modern day airplane was designed by the Wright Brothers in 1903. Air transport in India began in 1911. Today it is one of the important means of transportation like roadways and railways. India has facilities of both domestic as well as international airways. Let us discuss its importance in the modern age.

Notes

Figure 13.6 *Mode of Airways*

- Air transport is considering that world is becoming a global village. It is the fastest means of transport and one can reach the destination in a few hours covering the distance of hundreds of kilometers.

- It is free from surface hindrances such as inaccessible mountains, dense forests, marshy lands or flooded areas.

- It is most important due to its utility in national defence.

- It also connect countries of different continents making earth a global village.

- It is suitable for transporting fruits, vegetables or high value goods like costly drugs and sophisticated machines in desired time frame.

- It is very useful at the time of natural or any other calamities for saving people or supplying goods of their basic requirements immediately.

The only drawback is the high cost of travelling or transportation. That is why, it is still out of reach for the common man. In the last few years, the use of air transport has recorded a rapid increase.

Air transport services in India can be classified into the following categories:

13.2.4 Domestic and International Services

Domestic and International services are provided by government and private provider. **Pawanhans Helicopter Ltd.** (government undertaking) – This Company provides air transport to the Oil and Natural gas Corporation, Indian Oil and in the North-Eastern part of the country.
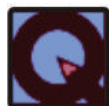
INTEXT QUESTIONS 13.3

1. Which states has more than one international airport?

2. Mention two states which do not have international airport?

3. Which is the closest or nearest Domestic and International airport from your house?

MODULE - 2
India: Natural Environment, Resources and Development

13.3 COMMUNICATION AND ITS IMPORTANCE

Your sisters marriage has been fixed and you want all your relatives and friends to be present at the wedding. How would you like to inform them? Suddenly, your grandfather suffered from a heart attack and your father is in his office. How will you inform him immediately? How did you come to know about tsunnami in Japan or about the incident where millions of people were protesting against the President
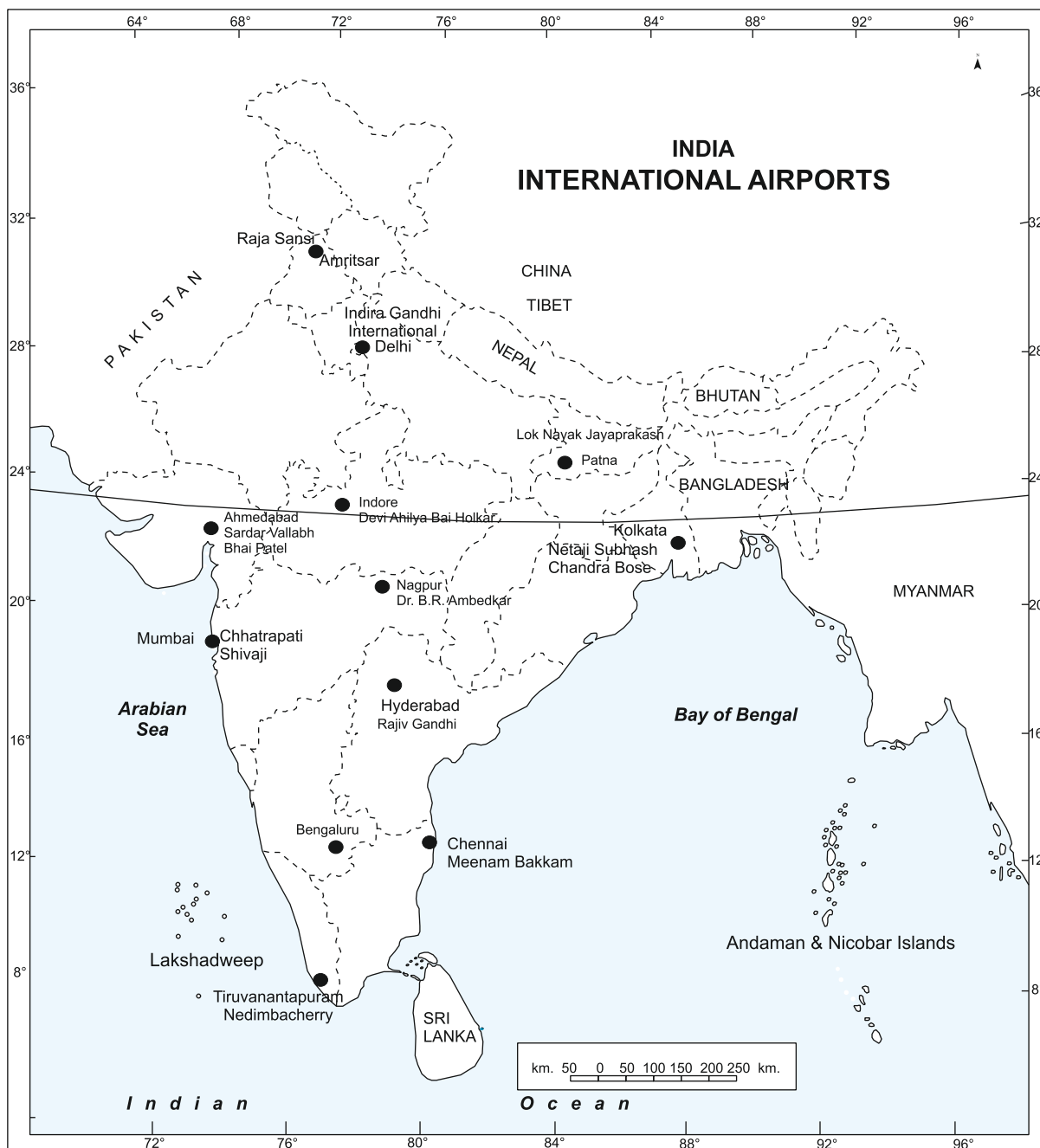
Notes

Figure 13.7 *Major International Airports of India*

in Egypt? Your response to the above situations must have classified the importance of communication in everyday life, its need and various means of carrying it out. Thus, communication is a system of carrying messages to exchange thoughts, ideas and information and also to share your sorrows and pleasures with your family members or friends.

Now you must have understood that the means of communication change suiting the purpose of communication. There are various means of communication. People communicate with each other by writing letters, sending telegrams, radio, T.V., computer technology, newspapers, magazines and pamphlets; messages can be sent by telegram, facsimile machine (FAX) and E-mail (Electronic mail) for business trade and other services. E-mail has emerged as the fastest means of communication and is almost free.

It is also important to know that the choice of a particular means of communication depends on purposes.

Now, let us classify different means of communication into two groups:

1. Means of Personal Communication

2. Means of Mass Communication

1. **Means of Personal Communication:** We classify means of personal communication into two parts:

   (i)   Postal Service

   (ii) Telephone Service

   (i)   Postal Service: Postal service is a very old means of communication. Though letter writing is not that popular any longer, it is still important even today. Indian Postal Network is the largest in the world. In 2001, India had 1,55,000 post offices providing different services like – letters, money orders, parcels, postal saving schemes, etc.

   (ii) Telephone Service: It has emerged as one of the most important and widely used means of communication in today's world. It is quick and affordable, serving our need seamlessly.

2. **Means of Mass Communication:** The means by which information can be communicated to a very large number of people are called Media or Mass Communication, such as radio, television, newspaper, cinema, books, magazines, traditional folk modes and satellite communication.

(i) **Radio:** Radio transmission in India started in 1927 from Mumbai and Kolkata to entertain, educate and apparise the people of the country with important information. Today the program of All India Radio (AIR) are available to 90% parts of the country to 98.8% of our people.

(ii) **Television:** The national television transmission service of India started in 1959 is one of the biggest ground transmission organizations of the world. Today, 87% of population can watch it. Television program telecast by National, Regional and local Doordarshan and a large number of private channels are available for education, information and recreation.

(iii) **Computer (Information Technology):** Today, computer has become the basis of communication and economic development as it is used everywhere from homes, offices to shops, hospitals, railways, airports, banks, educational institutions, etc.

Notes

13.3.1 Newer communication Technology

In recent years, there is revolution of new technology that has helped people in much better way such as:

(a) **Internet:** It provides access to several kinds of information.It connects all types of computers across the world to obtain information at the click of a button.

(b) **Video Conferencing:** People sitting at far off places can talk and express their views with the help of telecommunication and computer.

(c) **E-Commerce:** Facility available for sale and purchase of goods through internet and fax.

(d) **Internet Telephony:** It is a software programme which makes a computer to work like telephone. This facility has reduced the call rates drastically.

(e) **E-Mail:** It is a method of sending letters or information through internet to anyone in the world in the blink of an eye.

(f) **Tele-Medicine:** Using this technology, doctors can advise his patients sitting at a distance of thousands of kilometers from them.

Thus, scientific advancement and technology has revolutionized the system of communication and brought people very close to each other, to be in touch all the time and making the world a global village.

ACTIVITY 13.6

Take a pack of old playing cards. Cut pictures of various modes of communication from old newspapers or magazines. Stick one picture on each card. On the back side write one question about it. Now you have your own set of Communication Cards. Play it with your friends and family.

Hints: Which communication aid can deliver one message at the same time throughout the country? (Ans. T.V.).

INTEXT QUESTIONS 13.4

1. Categorize the following into personal communication, Mass Communication and others;

   Electronic monitor, utility van, tractor, telegram, metro rail, mobile, postcard, fax, news bulletin, radio, ambulance, facebook, twitter and magazine, bulk SMS.

2. Give one word for each of the following statement:

   (a) A system of carrying messages to exchange thoughts, ideas and information.

   (b) The service through which letters, parcels and money-orders are sent.

   (c) A system of writing letters through internet.

   (d) The authority responsible for transmission of programs through radio in India.

   (e) The most common and popular means of personal communication in India at present.

WHAT YOU HAVE LEARNT

- Need and importance of means of transport and communication
- Types of roads constructed in India

- Role of railways in the development of a country

- Types of waterways and their importance in a country's trade

- Need of airways and its importance in a country like India

- Modern means of communication and their relevance in our lives

Notes

TERMINAL EXERCISES

1. Why are the means of transport and communication regarded as the lifelines of a country and its economy?

2. State three merits and three demerits of roadways?

3. What is the importance of water ways for India?

4. Study the map of Major Ports and answer the following questions:

    (a) Count and tell how many ports are there on the eastern coast.

    (b) List the states that have two ports.

    (c) Name the state in which Paradeep port is located.

    (d) Name the port located in Goa.

    (e) Name the southernmost port of India.

5. What are the benefits of airways over other means of transport?

6. State the importance of communication in your day-to-day activities?

7. Differentiate between personal communication and mass communication.

8. List five problems that you faced during your last journey by train. Suggest at least one remedy for each of the problems you faced.

9. On the outline map of India, identify the states of high, moderate and low rail density and name them. Why do they have such density?

    (**Hints:** Difficult terrain, climatic conditions, economy, etc)
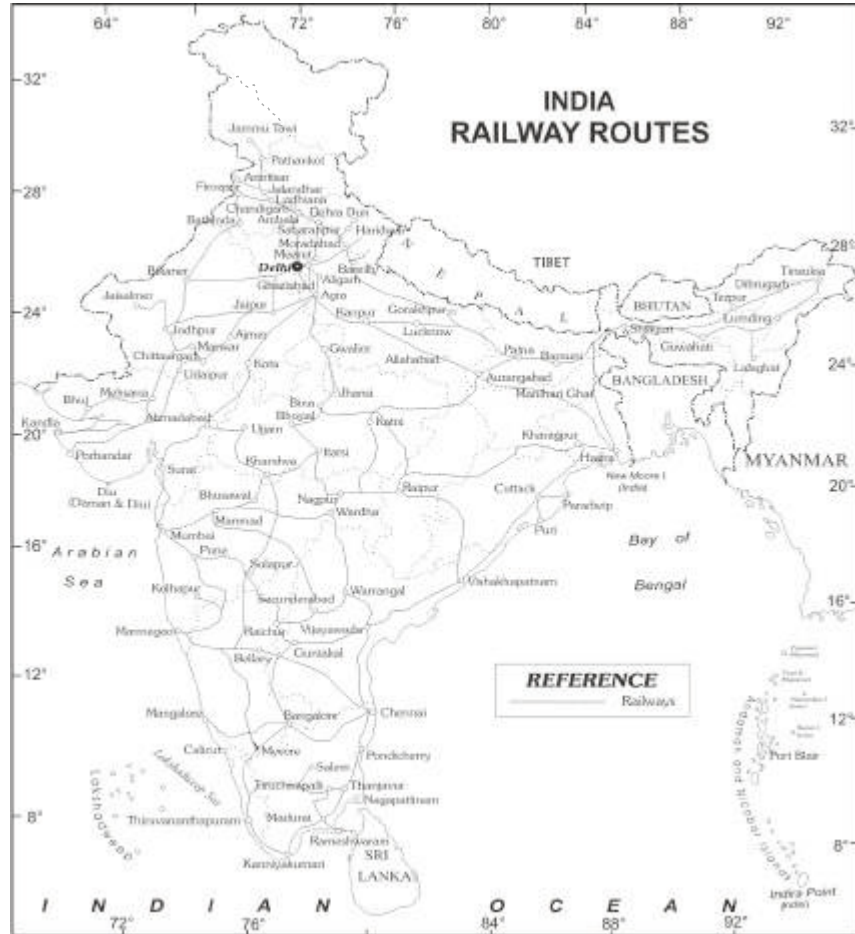
India: Railway Zones

Project:

Interview at least five people in your locality who have been staying there for the last ten years, and ask them what changes have occurred over a period of time due to construction of new roads/railways.

OR

In your area, find the authority responsible for the construction of roads. You may need to go to that office to find the details of it.

ANSWERS TO INTEXT QUESTIONS

13.1

1. (a)   Silchar, Porbander, they are located in the eastern and western edge of the country

(b) Golden quadrilateral, a geometrical quadrilateral, of various types of relief features across the country

2. (a) These regions have a high railway density due to the following reasons,

Punjab and Haryana – due to agricultural productions

Maharashtra and Gujarat – due to industrialization

Jharkhand and Chhattisgarh – due to mineral deposits

(b) Both are important means of transport of the masses.

Both are essential for the development of a region.

Railways are generally used for long distances.

Roadways are generally preferred over shorter distances.

Railways can carry very large volumes.

Roadways can carry lesser volume.

Railways involve high construction and maintenance cost.

Roadways involve lesser cost in construction and maintenance.

3. Because of high mountains and rugged topology. For example, Sikkim and Arunachal Pradesh.

13.2

1. (a) Table

Port	State	Coast
Kandla	Gujarat	Western
Mumbai	Maharashtra	Western
Jawaharlal Nehru	Maharashtra	Western
Marmagao	Goa	Western
New Mangalore	Karnataka	Western
Kochi	Kerala	Western
Tuticorin	Tamil Nadu	Eastern
Chennai	Tamil Nadu	Eastern
Vishakapatnam	Andhra Pradesh	Eastern
Paradip	Orissa	Eastern
Haldia	West Bengal	Eastern
Kolkata	West Bengal	Eastern

(b) Rajasthan, Haryana, Punjab, Bihar etc. donot have any port as those states are far away from the ocean.

Notes

13.3

1. Maharashtra

2. Haryana and Rajasthan

3. As per the learners' experience

13.4

1. Means of transport: Utility van, tractor, metro rail, ambulance, trolley, bicycle.

    Means of communication: Telegram, mobile, postcard, fax, facebook, twitter.

2. (a) Communication

    (b) Postal service

    (c) Email

    (d) All India Radio (AIR)

    (e) Mobile Phones

14

POPULATION: OUR GREATEST RESOURCE

All of us hear many people saying that the population of India is a great problem. You also may be feeling the same. You may be aware that the population of India is more than a billion and it is still growing. It may overtake the population of China within the next couple of decades, eventually making India the most populous nation of the world. It is in this way the population is quite often seen as a liability, a major hindrance to development and quality of life of the people. But is it true? Let's think and understand. Has population not been an asset, a resource for the country? Today, India is considered as a leading nation in the world in terms of human power. One of the major contributory factors for this global standing has been the young, educated and productive people of our country. They are contributing to the development of not only our country, but many of the foreign countries also. In this context, population is an asset for the economy, the greatest resource of the country rather than a liability. In this lesson, you shall know how population of our country can be viewed as the greatest resource.

OBJECTIVES

After completing this lesson, you will be able to:

● analyze population not in terms of simple numbers and a problem, but as the greatest resource of the country;

● explain factors that make population a human resource;

● identify areas of high, moderate and low density of population and locate the same on the outline map of India;

● analyze the factors affecting the distribution and density of population;

● examine the implications of the population change and population composition, rural-urban composition, age composition, sex composition and literacy;

Notes

- appreciate needs of adolescents as a critical population group and the growing potential human resource;

- recognize the need for empowerment of women in India; and

- evaluate population policies adopted by the Government of India, especially in the context of human resource development.

14.1 POPULATION AS A RESOURCE

Generally, we understand that population means a collection of people. Let us go through the meanings of population stated in the box below. This term has been defined differently in different contexts. You may find that the meaning of population stated in a science or biology textbook is different from how it has been used in a social science, geography, economics or sociology textbooks. You will learn later on that in statistics this term has yet another meaning. Will you like to find out what it is? You may do it by consulting books on Statistics. However, in the present lesson we will be using population to mean the collection of people living in a given geographic area or territory. This is how it is used in the census. The collection of people is seen and understood primarily in terms

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What does population mean?

- Total number of people inhabiting a specified area or territory (e.g. population of a village, city, state, country, world).

- Total number of people of a particular group, race, class or category (e.g. population of Scheduled Castes, Scheduled Tribes, or religious groups like Hindus, Muslims, Christians, Sikhs)

- In biology, collection of inter-breeding organisms of a particular species (e.g. population of tigers, deer, etc.)

---

of number. But population is also considered as a resource, a human resource.

What is resource? It is something that can be used and reused. Let us look around the room. We find things like furniture, books, notebooks, pen, cups and others. We consider them as our resources and use and reuse them in our daily life.

Now, let us try to trace their origin. These are made out of the resources which we get from nature. The furniture is made from timber that we obtain from the forest. Books and notebooks are made from the wood pulp which comes from the forest. The pen is made up of plastic which is the by-product of petroleum. The cup is made of clay found in the soil. These and many more things which are part of our daily life are extracted, processed or manufactured from the natural resources. It is the people who with their physical and mental efforts convert the natural resources into various goods of utility.

? Do you know

The Government of India created a Ministry of Human Resource Development in 1985, in place of its earlier Ministry of Education and Culture. Some of the States also have done so. This suggests that the idea of people being a human resource has gained acceptance.

Notes

If resources are things that are used and reused, how can population be considered a resource? We all know that the grains which are cultivated in the fields, the minerals that are mined, and the goods which are manufactured in factories are all produced by people. People of the country produce and develop various facilities and services to make their lives comfortable. The facilities, whether these are means of transport and communication, schools, colleges, hospitals, electricity producing units, infrastructure for irrigation and others, play a significant role in the development of a country.

For producing and developing all such facilities and converting them into useful resources, human beings play the role of the best resource. Without human beings, other resources cannot be developed and utilized properly. Therefore, the number as well as the quality of people, collectively, is the real and ultimate resource of a country.

In view of the above, the sheer number of people, which is determined by census conducted at periodic intervals, may be a liability, but the qualitative population becomes the human capital of a country. For converting the number into capital, the country has to invest a lot in the form of improving the health and nutritional status of the people, their education and specialized training and their overall quality of life. The investments for improving the quality of the people made by the state as well as the society matter a lot. It is essential that every individual develops to the fullest capability and is engaged in the development process of the country. It is therefore important to understand that people as human resource are both an object of development and also a participant in development. As we discussed earlier the number of people may not be called resource, but there are certain factors which convert these numbers into a useful resource.

? Do you know

Human capital: Over the years, the terms used to describe staff and employees in businesses have changed. We have moved from 'personnel' to 'human resources' to 'human capital'. Human capital represents attributes of a person that are productive in the economic context. It refers to the stock of productive skills and technical knowledge embodied in labour.

Notes

Census: The procedure of systematically acquiring and recording information about the members of a given population. The term is used mostly in connection with 'national population and door to door censuses' to be taken every 10 years. The Government of India, with the assistance of States, has been conducting census to collect data about various demographic and socio-economic aspects of our population.

Factors making population a Human Resource

What are the factors that influence the role of population as the human resource? You may infer from the above discussion that the education, health and nutritional status of the people, and their specialized training determine the quality of population as a human resource. But besides these, there are key socio-demographic factors that have significant impact on the role of population as a resource. These are: (i) Distribution of Population; (ii) Population Change; and (iii) Population Composition. We shall try to understand these three factors. Let us begin with Distribution of Population.

INTEXT QUESTIONS 14.1

1. What is meant by resource?

2. Enumerate qualities that are essential for making human beings a resource.

14.2 DISTRIBUTION OF POPULATION

You may be knowing that resources, whether natural or any other, are not equally distributed. For example, natural resources like forests or iron ore or coal are not found equally in the world and also within our own country. The same is the case with human resources. They are not evenly spread everywhere in the world and their numbers keep on changing. The spread of population over an area, may be in a state or the entire country, is known as the distribution of population.

You will find it very interesting when you look at the following map of India (Figure 14.1). It shows how the population of India is spread across various States and Union Territories (UTs). This has been shown through dots. Each dot represents five lakh persons. As you see, in some States, the number of dots is less, even if the area is substantially large. It means that the population in these States is either widely spread or moderately spread. But in some other States, the dots are very close to one another, so close that those parts in the map look almost painted. In them, the spread of population is very dense. Let us prepare a list of sparsely populated, moderately populated and densely populated States and Union Territories (UTs) of India.
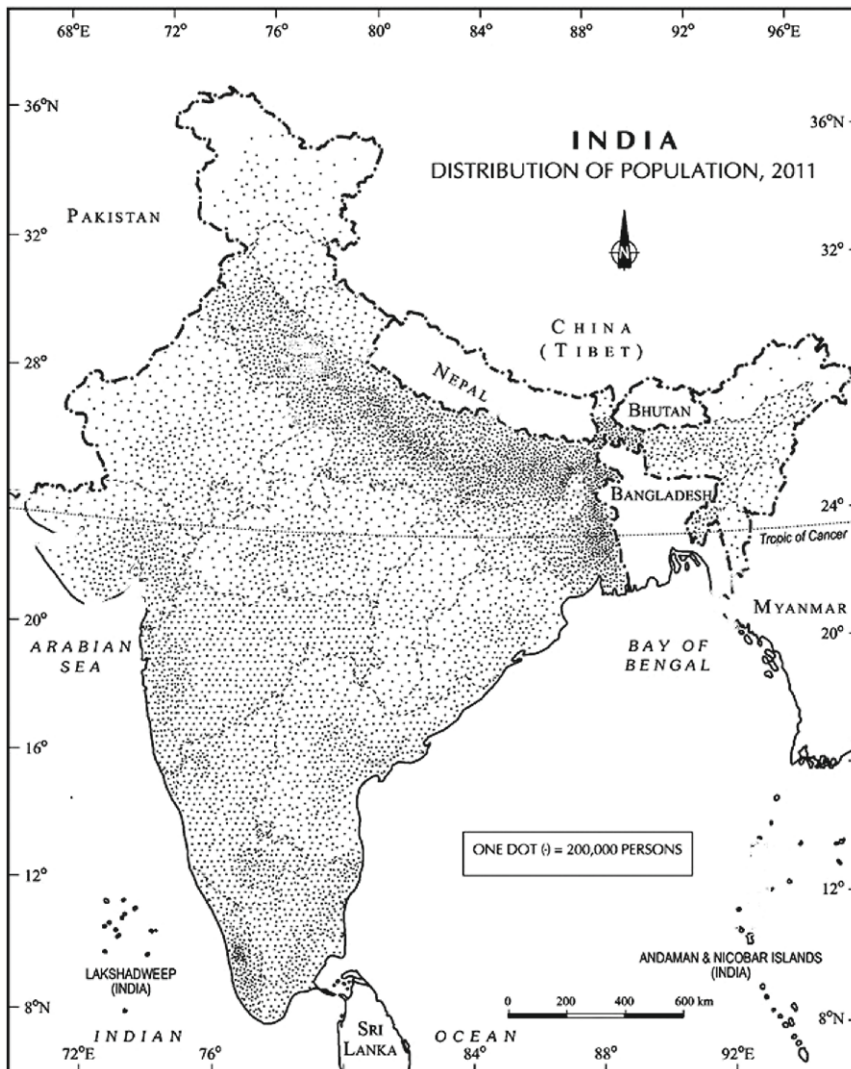
Since Ladakh was bifurcated from Jammu & Kashmir as a separate Union Territory of India in 2019. Hence, the map only highlights the Census 2011 population data of Jammu & Kashmir

Figure 14.1: *Distribution of Population in India*

14.3 DENSITY OF POPULATION

Based on the above figure, a comparison of population distribution in any two States will be quite interesting. Let us look at the States of Maharashtra and West Bengal in the map (Figure 14.1). The patterns of the spread of population in them are different. From the simple look at the map, it appears that West Bengal has more population than Maharashtra. But it is not true. Maharashtra has more population than West Bengal, but Maharashtra is thinly populated because its land area is larger than that of West Bengal. Hence, we can not compare the population situation of two States in terms of only the number without considering their areas. That is why, the comparison of population of regions and countries is done through density of population.

Notes

Do you know

Density of Population: The density of population is the number of persons living per unit of an area. It is usually expressed as number of people per square kilometre (sq km). The formula for its computation is:

$$\text{Density of population} = \frac{\text{Number of people in a defined area unit}}{\text{Total area in square km of that particular area}}$$

For determining the density, the number of people living in a specific territory is divided by the total area of that territory. This provides an average number of persons living per sq km in the territory. For example, let us assume that the population of a district is 250,000 and its area is 1000 square km. The density of population of this district can be calculated as follows:

$$\text{Density of Population} = \frac{250000 \text{ persons}}{1000 \text{ sq km area}} = 250 \text{ persons per sq km.}$$
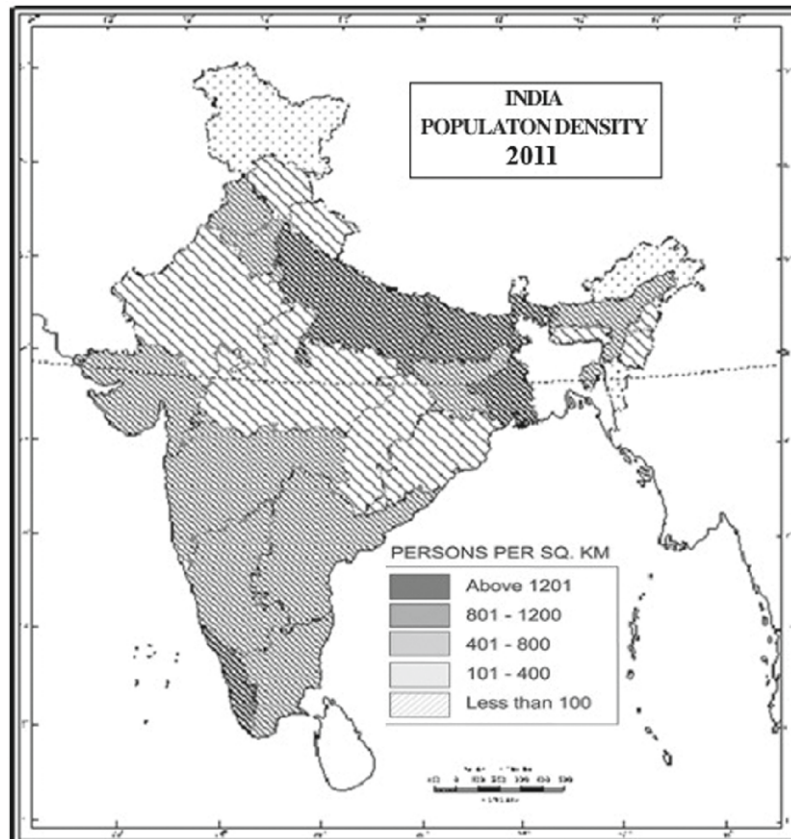
INDIA
POPULATON DENSITY
2011

PERSONS PER SQ. KM

Above 1201
801 – 1200
401 – 800
101 – 400
Less than 100

Since Ladakh was bifurcated from Jammu & Kashmir as a separate Union Territory of India in 2019. Hence, the map only highlights the Census 2011 population data of Jammu & Kashmir.

Figure 14.2: *Density of Population in India*

The map (Fig. 14.2) shows that the density of population in India is uneven. It varies from one state to another.

Notes

ACTIVITY 14.1

India: Population Density

Look at the Figure 14.2. Identify and name the States having high (more than 500 persons per sq km), moderate (100-500 persons per sq km) and low (less than 100 persons per sq km) density.

States having high density

States having moderate density

States having low density

Can you state the reasons for such a variation in density among States?

Hints: Unfavorable/harsh climatic conditions, rugged terrain and poor soil fertility are mainly responsible for the low density. Rich soil, abundance of rainfall, developed irrigational facilities, moderate climate and urbanization support high density of population. The areas of average fertility, modest rainfall, less developed irrigational facilities and, to some extent, stony/sandy surface sustain moderate density of population.

It also keeps on changing. As you may find in figure 1.3 the density of population in India was as low as 77 persons per sq km in 1901. It has steadily increased from 90 persons per sq km in 1931 to 325 persons per sq km in 2001. You would be interested to know, which is the most densely populated State/UTs of India. For that you may have to see the Census Reports. According to Census 2001, the NCT of Delhi has the highest density of population (9340 person per square km) followed by UT of Chandigarh (7900 persons per sq km). Arunachal Pradesh has the lowest density, 13 persons per sq km. Among the States, West Bengal has the highest density of population, i.e., 903 persons per sq km.
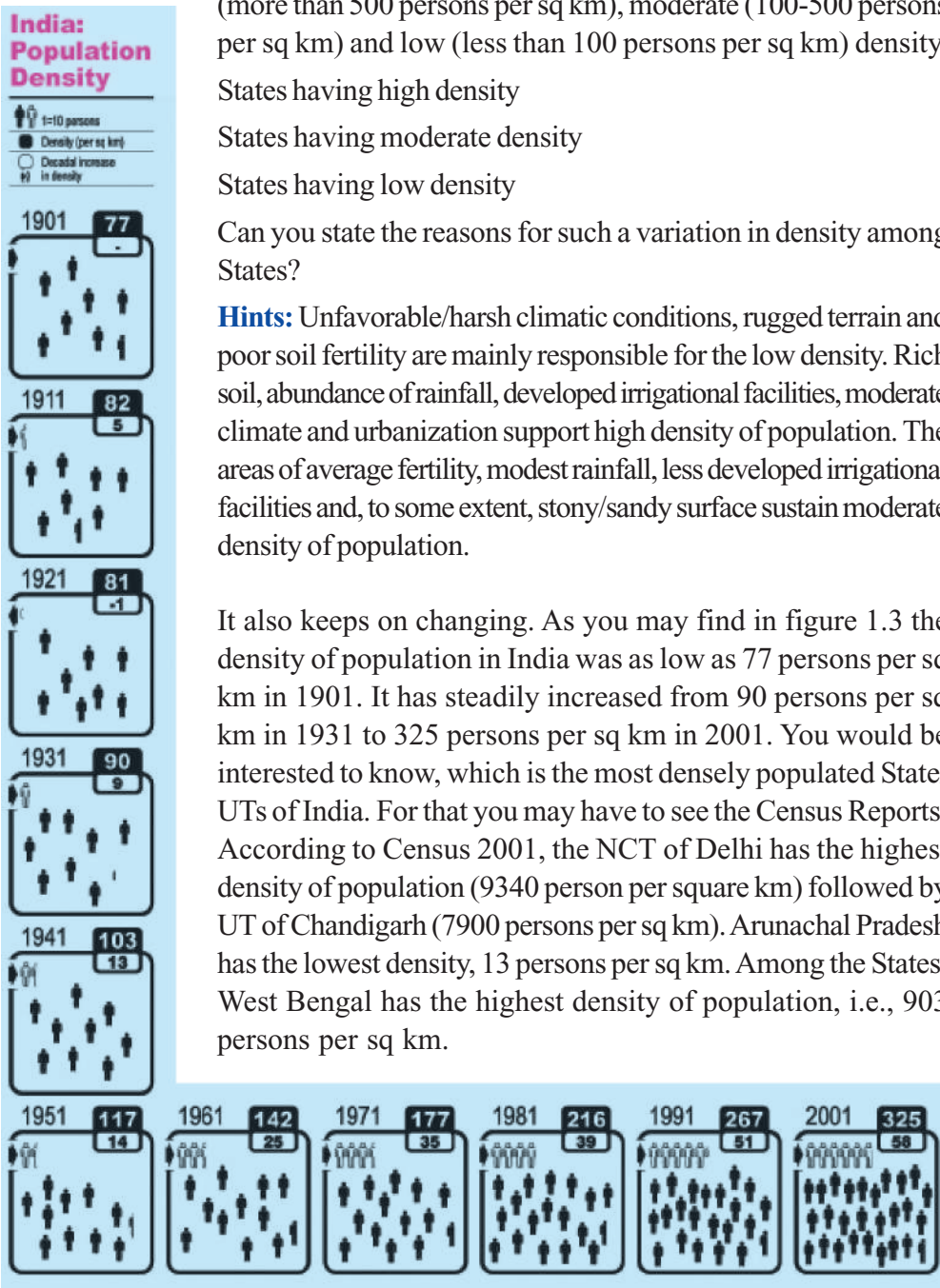
Figure 14.3: *Density of Population in Decades* (1901-2001)

Factors affecting distribution and density of population

Why is the distribution of population uneven? It is human nature that people like to live in the areas where resources are easily available. These resources may be fresh water, fertile soil, food and shelter, opportunities of work and others. The availability of these resources is influenced by geographical features which cause uneven distribution. And therefore, density and distribution of population are also uneven. We can divide the factors which affect distribution and density of population into two broad categories: Physical and Socio-economic.

A. Physical Factors

Three important physical factors influence the distribution and density of population, namely relief, climate and soil.

(i) **Relief:** you may have visited a mountainous area or a valley and also a plain area and observed that the mountains are less populated than the plains. Relief which represents the differences in elevation and slope between the higher and lower parts of the land surface of a given area, directly affects the accessibility of the area. The areas, which are easily accessible, are most likely to be inhabited by people. that is why, we find that the plains are densely populated and areas of rugged relief like mountains and plateaus are not. If you compare the density and distribution of population in northern plain and those in Himalayan areas, you can find the effects of relief.

Physical features
(Influence the Distribution and Density of Polpulation)

Mountains

Indo-gangetic plains

Thar desert

INDIA

Figure 14.4 : *Factors affecting Distribution of Population*

> **Relief :** Elevations of land; the variations in height of a land surface and its being shaped into hills and valleys.

Notes

(ii) Climate: Climatic condition is one of the most important factors which affects density and distribution of population. Favourable climate provides convenient living conditions for human beings. The higher density of population is found in the areas where the climate is favorable. But areas with harsh climate, i.e., areas that are too hot, too cold, too dry or too wet have lower density of population. In India, the area having dry climate such as Rajasthan and the areas with extreme cold climate such as the Valley in Jammu and Kashmir, or Himachal Pradesh and Uttarakhand have low density of population.
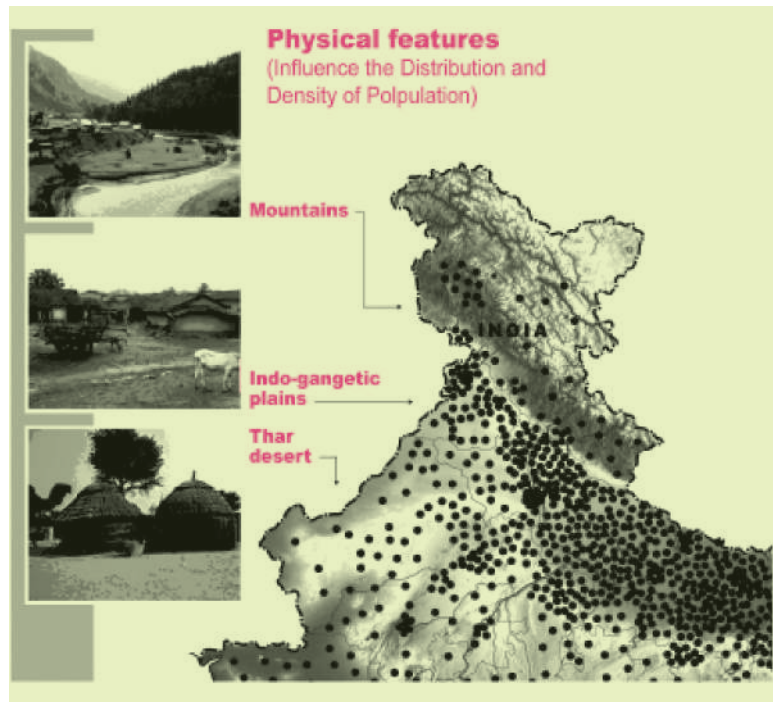
(iii) Soil: Human beings depend upon the quality of soil for agriculture. Areas of fertile soil can, therefore, support larger population. That is why, the regions of fertile soil such as the alluvial plains of North India and coastal plains have higher density of population. On the other hand, the areas with less fertile soils like parts of Madhya Pradesh, Rajasthan and Chhattisgarh have lower density of population.

B. Socio-economic Factors

The density and distribution of population also depend on the following socio-economic conditions of the area:

(i) Industrialization and Urbanization: As you always find, large number of people reside in the area having industries. They also prefer to live in the urban areas, towns and cities. The areas which are rich in mineral resources also attract large population. The mining areas in Jharkhand are very densely populated. This is so because these areas support several economic activities and offer lots of employment opportunities. Moreover, the education and health facilities are better in these areas. We are aware that all large cities of India like Delhi, Mumbai, Bangalore, Hyderabad, Chennai, Kolkata and many more have high density of population.

(ii) Transport and Communication: Some parts of the country have better transport and communication facilities and other public utility services than the other parts. Areas of northern plain are very well connected, whereas north eastern areas have comparatively poor connectivity. All such areas where the public facilities are well developed have a comparatively higher density of population. Sometimes we find that the places of cultural and religious significance are also densely populated.

All the above mentioned factors operate in combination. We can take the example of the high density population in the Ganga plain. It is caused by a combination of factors: level land, fertile soils, a favorable climate, industrialisation and urbanisation,

and comparatively well developed means of transport and communication. On the other hand, factors like rugged hilly terrain, unfavorable climate, poor means of transport and communication together cause low density of population in areas like those in Arunachal Pradesh.

ACTIVITY 14.2

Study the maps of physiographic divisions of India, the great northern mountains and the peninsular plateau of India in lesson 11. The smiling face of our Mother Land. Read these maps along with the data given in the figure numbers 14.1, 14.2 and 14.4 showing the distribution and density of population, respectively.

Co-relate and analyze the maps and identify the areas where physical conditions are favourable for people.

INTEXT QUESTIONS 14.2

1. Which one of the following States has the highest density of population according to 2001?

    A. West Bengal   B. Kerala

    C. Tamil Nadu   D. Uttar Pradesh

2. The population of a district is 3, 00,000 and its area is1000 square km. What would be the density of population?

    A. 150 persons/sq. km   B. 200 persons/sq. km

    C. 250 persons/sq. km   D. 300 persons/sq. km

3. Mention four important factors that are responsible for high density of population in big cities like Delhi, Mumbai, Kolkata and Chennai.

4. Why is density of population of Uttarakhand low? Give two reasons.

14.4 POPULATION CHANGE

The quality of population as a human resource in any country is greatly influenced by the pattern of population change. The change can be in terms of population growth or population decline. Although the population of the world is still growing, there are countries where it is declining. Both the situations of population change have their impact on the quality of human resources. If population grows at a faster rate, it results into an imbalance between population growth and resources of a country. This situation has an adverse impact on the quality of human resources.

The Indian population has been growing since long. From a population of 238 millions in the year 1901, it increased to 1028 millions in 2001 and is still growing. This increase in population is more than four times within a span of a century. On the other hand there are countries in Western Europe where population is declining. Why it is so? Let us identify those factors which are responsible for population change.

Factors of Population Change

Population of any country increases or decreases because of three main demographic factors: (a) birth rate, (b) death rate, and (c) migration. A number of socio-economic factors also influence birth rate and death rate which ultimately affect population change. However, you may find in figure 14.5 that in our country the main reason for rapid increase in population is high birth rate and low death rate. The migration as a factor has rather negligible influence on population growth at the national level.

Notes

Birth, Death and Growth rate of population (1961-2001)
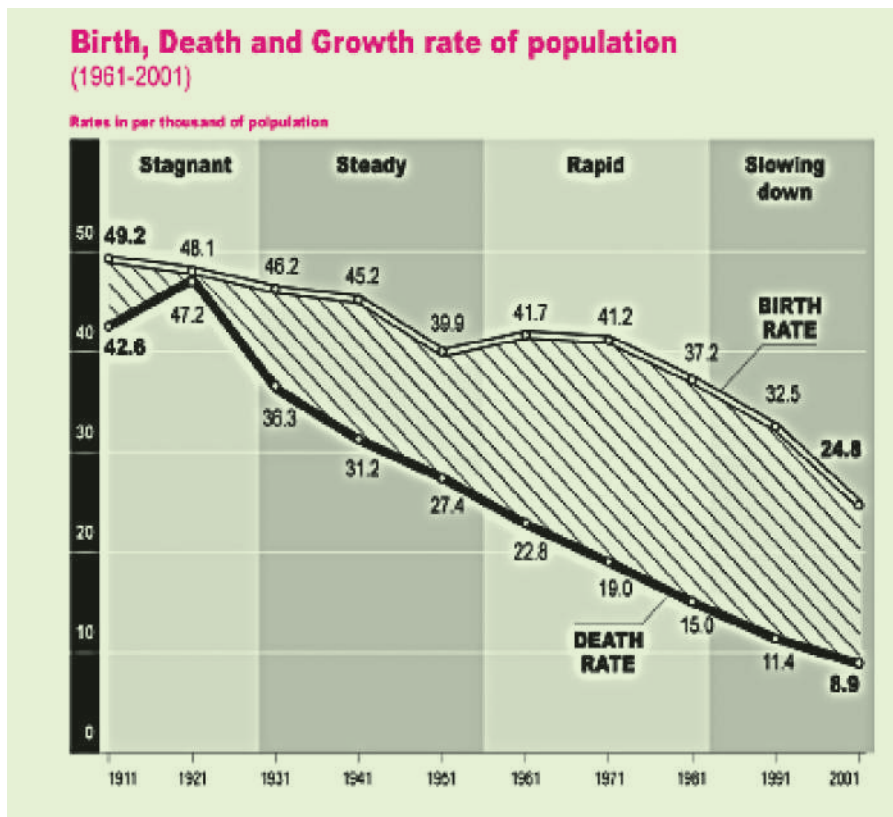
Figure 14.5 : *Growth of Population*

If you study figure 14.5 carefully, you will find that death rate has been declining since 1921. The birth rate also started declining during the same period. However, the decline in death rate has been faster than that of the birth rate. That is why, the gap between birth rate and death rate has been widening, leading to increase in population.

Notes

The population growth is also visible when you look at the decadal growth given in figure 14.6. The decadal growth rate have declined marginally between 1981 and 1991 and again between 1991-2001. It is a happy sign. But you may be surprised to know that in spite of decreasing growth rates, the absolute population has been increasing continuously over the successive years. Based on the outcome of birth rate and death rate, the entire period since 1901 to 2001 has been divided into four groups – stagnant, steady, rapid and slowing down stages of population growth.

? **Do you know**

Birth Rate: The number of births per thousand of population in a given year under a particular territory is called Crude Birth Rate (popularly known as birth rate). Thus,

$$\text{Birth Rate} = \frac{\text{No. of live births in a year under an area}}{\text{Mid-year population of that area}} \times 1000$$

Suppose in a district, the total live births are 800 in a year and its mid-year population is 25000. So,

$$\text{Birth Rate} = \frac{800}{25,000} \times 1000 = 32 \text{ per thousand of population}$$

Death Rate: The number of deaths per thousand of population in a given year under a particular territory is called Crude Death Rate (popularly known as death rate). Thus,

$$\text{Death Rate} = \frac{\text{No. of deaths in a year under ab area}}{\text{Mid-year population of that area}} \times 1000$$

Suppose in a district, the total deaths are 600 in a year and its mid-year population is 25000. So,

$$\text{Death Rate} = \frac{600}{25,000} \times 1000 = 24 \text{ per thousand of population}$$

Natural Growth Rate: Natural growth rate is the difference between birth rate and death rate. Therefore, natural growth rate = birth rate - death rate.

Suppose the birth rate of a particular year within an area is 32 and death rate is 24. Therefore, natural growth rate is 32 – 24 = 8 per thousand of population.
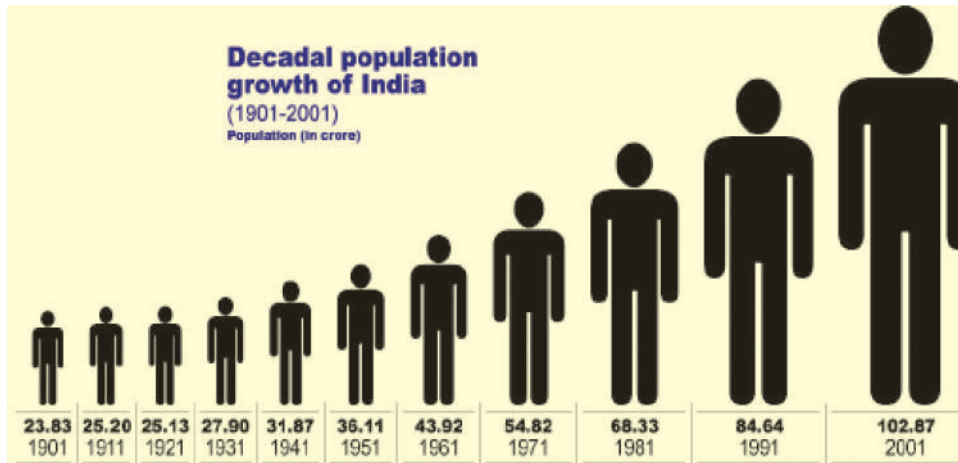
Figure 14.6 : *Decadal Population Growth of India* (1901-2001)

As we find right from the beginning of the 20th century, the population of India has been increasing in absolute numbers except during 1921 when there was a decline in absolute number. After 1921, there has been a continuous rising trend. That is why, the census year of 1921 is called the year of "The great divide" in the demographic history of India.

Let us try to understand the reasons for the fast rate of population growth in India. The most significant factors are illiteracy and low level of education, unsatisfactory health and nutritional status and poverty. There are some other crucial socio-cultural factors like preference for male child, early marriage, religious beliefs and low status of women.

INTEXT QUESTIONS 14.3

1. If in an area, birth rate is 45 per thousand and death rate is 25 per thousand, what would be the natural growth rate?

   A. 15 per thousand   B. 18 per thousand

   C. 20 per thousand   D. 25 per thousand

2. Which one of the following is the main reason for rapid increase in population of India?

   A. High birth rate and high death rate

   B. Low birth rate and low death rate

   C. High birth rate and low death rate

   D. Low birth rate and high death rate

3. Why is 1921 called the year of "The great demographic divide"?

Notes

14.5 POPULATION COMPOSITION

We have studied the distribution, density and growth of population so far. You would have been able to understand that the net effect of the difference between birth rate and death rate determines the pace and trend of population change. This net effect also demonstrates the composition of population which is an important factor influencing not only the pace of population growth but also the quality of population as a human resource. What is population composition? Population composition is the description of population defined by characteristics such as age, sex, rural-urban or literacy status. We shall, therefore, try to understand the following aspects of the population composition in India:

(i)   Age composition,

(ii)   Sex composition,

(iii)   Rural-urban composition, and

(iv)   Literacy

(i) Age Composition

The age composition of population has significant implications for the current and future development of a country. Population has been traditionally divided into three broad age groups: children (0-14 years), adults (15-60 years) and old (more than 60 years). Figure 14.7 shows age composition of Indian population in the above mentioned groups. If we compare the data from 1971, it is obvious that the child
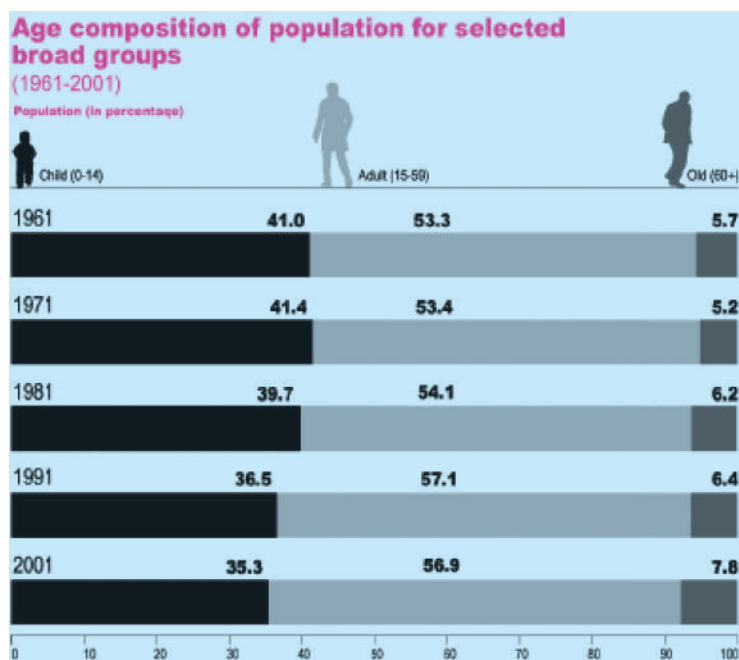
Figure 14.7 : Age Composition

population is declining and the population of adults has been increasing. However, population of the old is also increasing. In this way, the share of dependent population is increasing. Population of the old and children put together constitutes the dependent population. When the number of dependent population increases, the dependency ratio goes up. As a result, the country has to invest more on the growth and development of children and welfare of the old people; otherwise the same resources can be used for other productive purposes.

? Do you know

Dependency Ratio

$$\text{Dependency Ratio} = \frac{\text{Dependent population (0-14 yrs. plus more than 60 yrs. old)}}{\text{Working population (15-59 years)}} \times 100$$

Suppose in a district, dependent population (0-14 years plus more than 60 years) is 7000 and working population (15-59 years) is 18000. Thus,

$$\text{Dependency Ratio} = \frac{7000}{18,000} \times 100 = 38.89$$

That means out of every 100 persons, 38.89 persons are dependent and 61.11 persons are working persons.

Think and Ponder

Your grandparents, being in the age-group of 60 years and above, belong to the dependent population group. Do you think they are a burden? Are they not contributing towards the welfare of the family and society? If 'yes', how are they contributing? If 'no' why are they not contributing?

Adolescents as a Distinct Population Group

The latest approach to understand the age composition emphasises the need to treat adolescents as a distinct population group. Traditionally, we have been dividing population in three phases: childhood, adulthood and old age. But as we observe, there are many individuals who are neither children nor adults. If you yourself are in that phase of life, you must have experienced your parents or other adults telling you, "Why are you doing this? You are no longer a child". On another occasion the same adults would be telling, "How can you do this? You are not an adult". In fact, the phase of life between childhood and adulthood, say between 10 years and 19 or a few more years, is known as adolescence and the persons in this age group are identified as adolescents. You may go through the text in the Box to understand meaning of adolescent better.

Notes

? Do you know

What does Adolescent Mean?

United Nations **definitions are based on number of years as follows:**

- Adolescents: 10-19 years olds
- Youth: 15-24 years olds
- Young People: 10-24 years olds

But adolescents as a population group may not be seen only in association with the precise number of years, as its periodicity varies from person to person. Adolescents belong to "a developmental period which extends from the end of childhood to the beginning of adulthood".

Adolescence is defined as the period of physical, psychological and social maturation from childhood to adulthood, the period extending from puberty to the attainment of full reproductive maturity.

As shown in Table 1.1, adolescents as a distinct population group constitute almost 22.0 per cent of total population of India. This was their share in 2001. Their number is still growing and currently (in 2009) their percentage share has increased. The National Population Policy 2000 identifies them as an "under-served population group", because their needs have not been specifically addressed so far. The Policy describes various strategies to address different needs of adolescents. These are: (i) provide accurate information about physical, physiological, psychological and social changes and developments that take place during adolescence; (ii) develop the needed life skills to empower them to avoid risky situations and to attain sound physical, mental and social health; (iii) provide food supplements and nutritional

Trends in Sex Ratio in India (1901-2001)

Sex ratio (Number of female per 1,000 male)	972	964	955	950	945
Child sex ratio (Number of girl child per 1,000 male child)	NA	NA	NA	NA	NA
	1901	1911	1921	1931	1941
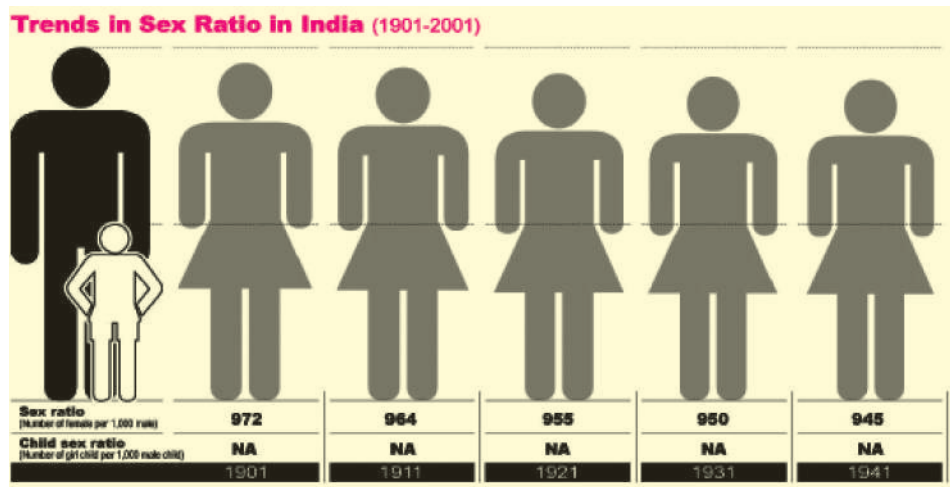
Figure 14.8(a) : *Trends in Sex Ratio in India*

services; and (iv) make available the needed health and counselling services available to them.

Table1.1 : Adolescents (10-19 Years) by Sex (in thousands) in India, 1991 and 2001

Census Year	Total No.of Adolescents	% of Total Population	Male	% of Total Male	Female	% of Total Female
1991	181,419	21.4	95,969	21.9	85,450	21.0
2001	225,061	21.9	119,571	22.4	105,490	21.2

ACTIVITY 14.3

Look into the data given in Table 1.1 and search answers for the following:

1. Why is the number of adolescent girls less than adolescent boys, though biologically the number of girls should have been more?

2. What is the trend in terms of percentage of male and female adolescents during 1991 and 2001?

3. Why are the adolescents considered as under-served population group?

4. Can you prepare a list of the needs of adolescents that must be addressed by the society?

(ii) Sex Composition

Sex composition is a very significant indicator of the quality of population of a country as a human resource. In fact, primarily it is understood on the basis of sex ratio. Sex ratio is defined as the number of females per 1000 males. It is an important
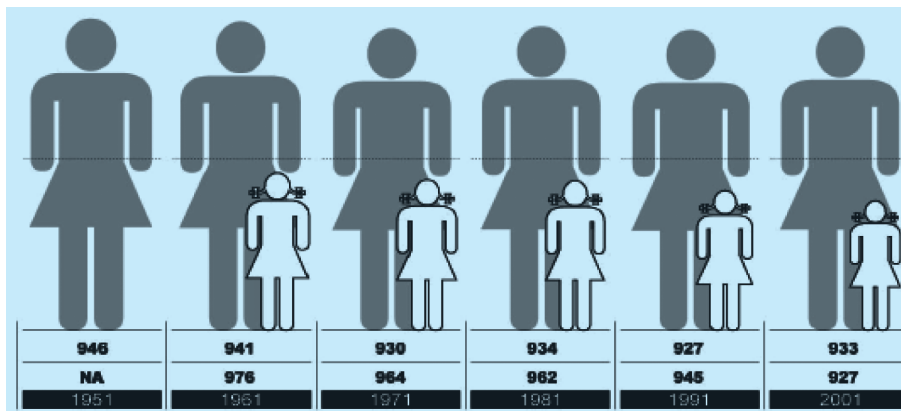
Figure 14.8 (b) : *Trends in Sex Ratio in India*

Notes

social indicator to measure the extent of prevailing equity between males and females at a given point of time. Sex ratio should be favourable. But in our country, sex ratio has always remained unfavorable to females, and the matter of concern is that it has been declining. In the year 1901, there were 972 females per 1000 males. In 2001, it has come down to 933 only. This trend is shown in figure 14.8 (a) and (b).

? **Do you know**

Sex Ratio is calculated as follows:

$$\text{Sex Ratio} = \frac{\text{Total number of females in a particular area}}{\text{Total numbers of the male in same area}} \times 1000$$

Suppose in a district, the total number of females is 12000 and total number of males is 13000. Thus,

$$\text{Sex Ratio} = \frac{12,000}{13,000} \times 1000 = 923 \text{ females per thousand male}$$

Let us think why sex ratio is unfavorable in our country? It is primarily because of the prevailing discrimination against the females in our society. The favourable sex ratio is available only in one State and one Union Territory. It is 1058 in the State of Kerala and 1001 in the Union Territory of Pondichery, now known as Puducherry.

Child Sex Ratio

The trend of decline in child sex ratio in the country is a matter of great concern. The sex ratio in 0-6 year population (child population) is continuously decreasing. Whereas the 1991 and 2001 Census Reports showed some improvement in overall sex ratio, the sex ratio of 0-6 year population has decreased sharply. Out of 28 States and 7 Union Territories, only in four States, namely Kerala, Mizoram, Sikkim, Tripura and Union Territory of Lakshadweep the child sex ratio is in tune with the overall sex ratio. The worst affected States are Haryana, Himachal Pradesh, Gujarat, Punjab, and Uttarakhand, and the Union Territory of Chandigarh and National Capital Region of Delhi. This decline in child sex ratio suggests the prevalence of the practices of female foeticide and female infanticide in these States. These practices are against the norms of a civil society.

(iii) Rural-urban Composition

India has been a land of farmers and a country of villages. At the beginning of the twentieth century nine out of ten persons used to live in villages. More than three-

Notes

fourths of our population still lives in rural areas. The urban area in India is defined as one, in which three-fourth of the population depends directly or indirectly on non-agricultural pursuits, with a minimum of 5000 population and the density being not less than 400 persons per sq. km.

It seems, (see figure 14.9) we are moving rather fast towards urbanization along with its consequences such as shortage of housing, water, electricity, and encroachment on environment.

Rural and Urban population
(1951-2001)

Year	Population (million)		% of population	
	Rural	Urban	Rural	Urban
1951	299	62	82.7	17.3
1961	360	79	82.0	18.0
1971	439	109	80.1	19.9
1981	524	159	76.77	23.3
1991	629	218	74.3	25.7
2001	742	285	72.2	27.8

Figure 14.9: Rural - Urban Change

(iv) Literacy

Literacy is an indicator of development of any society. As defined in the Census Report, 'a person aged seven and above, who can both read and write with understanding in any language is treated as literate'. Literacy rate in our country was 18.83 percent in 1951. It has increased to 65.38 percent in 2001. Among various States of our country, Kerala has the highest literacy (90.86 percent) followed by Mizoram (88.49 percent) and Lakshdweep (87.52 percent). But the literacy rate, in general, is lower among females as compared to males (figure 14.10)

Literacy rate in India
(1951-2001)

Year		Male	Female	Total
1951	18.33			
1961	28.30			
1971	34.45			
1981	43.57			
1991	52.21			
2001	65.37			
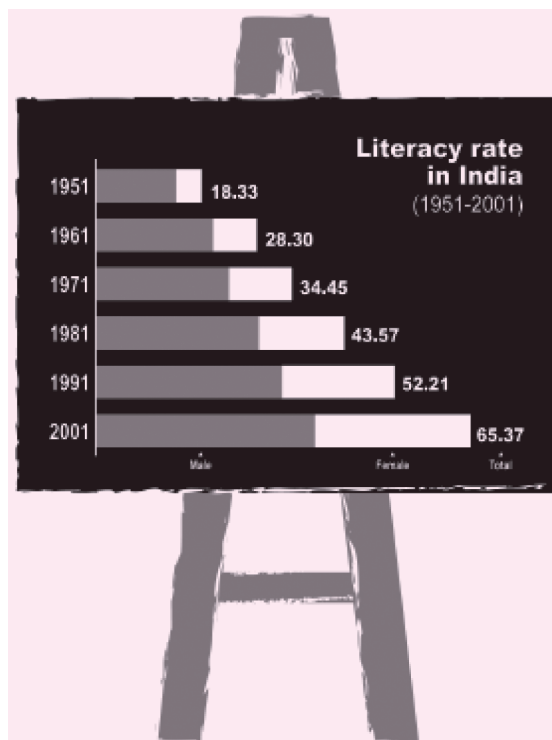
Figure 14.10: Literacy

Notes

ACTIVITY 14.4

Collect the following information from your vicinity for about 10-15 households:

1. Name of the person interviewed ....
2. Age .... Years ....
3. Academic Qualification ....
4. Number of persons earning in the family ....
5. Total no. of members   M ....   F ....
6. Members of family in the age groups
   (a) Up to 14 years ....
   (b) 15 years to 60 years ....
   (c) More than 60 years ....
7. Based on the data collected above, compute and analyze :
   (a) Sex-ratio
   (b) Dependency ratio ....
       (i) Below 14 years .... and its percentage ....
       (ii) More than 60 years .... and its percentage ....

We have been thus able to understand that the population of any country cannot become its greatest resource only by virtue of its number. The country has to invest to improve the quality of demographic characteristics and convert the number into a resource. For converting the number into human resource, India like many other countries of the world has been adopting and implementing policies and programmes. In the next section, therefore, we shall try to understand policies of Government of India in respect of population and empowerment of women.

INTEXT QUESTIONS 14.4

1. According to 2001 census, the sex ratio of India is:
   A. 920   B. 927
   C. 933   D. 943
2. The percentage of urban population, according to 2001 census is:
   A. 27.8   B. 26.7
   C. 25.7   D. 24.0
3. What would be the result if the dependency ratio is more?
4. State any two reasons responsible for unfavourable sex ratio in India.

14.6 POPULATION POLICIES IN INDIA

Do you know that discussions on population growth and the need to adopt a population policy had begun in India even before Independence? A Sub-Committee on population was set up by the National Planning Committee appointed in 1938 by the Interim Government. This Committee, in its resolution in 1940 said, "in the interest of social economy, family happiness and national planning, family planning and a limitation of children are essential".

In 1952, India was the first country in the world to launch a national population programme emphasizing family planning. The aim of the programme was to reduce birth rates "to stabilize the population at a level consistent with the requirement of national economy". Since then India has been reformulating its population policy from time to time, the details of which you can get from relevant books or when you study in higher classes. At present we shall try to understand the latest population policy which was adopted by Government of India in 2000.

National Population Policy (NPP) 2000

The National Population Policy 2000 has made a qualitative departure in its approach to population issues. It does not directly lay emphasis on population control. It states that the objective of economic and social development is to improve the quality of lives that people lead, to enhance their well-being, and to provide the opportunities and choices to become productive assets (resources) in the society. Stabilizing population is an essential requirement for promoting sustainable development. The **immediate objective** of the NPP 2000 is to address the unmet needs for contraception, health care infrastructure, and health personnel, and to provide integrated service delivery for basic reproductive and child health care. **The medium-term objective** is to bring the total fertility rate (TFR) to replacement levels by 2010 through vigorous implementation of inter-sectoral operational strategies. The **long-term objective** is to achieve a stable population by 2045 with sustainable economic growth, social development, and environmental protection.

? Do you know

Total Fertility Rate at Replacement Level: It is the total fertility rate at which newborn girls would have an average of exactly one daughter over their lifetimes. In more familiar terms, every woman has as many babies as needed to replace her. It results into zero population growth.

Stable Population: A population where fertility and mortality are constant over a period of time. This type of population will show an unvarying age distribution and will grow at a constant rate. Where fertility and mortality are equal, the stable population is stationary.

MODULE - 2

India: Natural Environ-
ment, Resources and
Development

Notes

Population: Our Greatest Resource

Women Empowerment in India

The empowerment of women is very crucial for improving the quality of population as a human resource. Women, in India, although making up almost 50% of the total population, have been looked down upon and subjected to discrimination. By simple logic, this has deprived the nation of the contribution of half of its population as human resources. This is quite opposite of what is seen and observed in the developed world. The role of women in our country has been limited to looking after their families, also being mute spectators to all kinds of discrimination, ill treatments and crimes against them.

If you go through the Indian Constitution, you will find that in its Articles 14, 15, 16, 19, 39, 42, 51e provisions have been made to ensure justice and equality to all. Many laws have been passed like Special Marriage Act 1954, Medical Termination of Pregnancy Act 1971 and Child Marriage Restraint Act (Amendment) 1978. Yet the status of women continues to be a matter of great concern.

Some steps have been taken and it is hoped that there will be qualitative change in the status of women. The empowerment of women received a major boost when the 73rd and 74th Constitutional Amendments providing 33 percent reservation of seats for Women in Panchayati Raj institutions and Urban Local Bodies were passed by the Parliament. Another Constitution Amendment Bill has been introduced, which aims at providing 33 percent reservation for women in the House of the People and State Legislative Assemblies. A National Commission for Women came into existence in 1992, through an Act passed in 1990. Wide ranging functions have been assigned to the Commission to look into and investigate into any ill treatment brought to their notice against women and to safeguard their interest.

The ultimate objective is to facilitate the advancement, development and empowerment of women and to eliminate all forms of discrimination. These steps will also ensure their active participation in all spheres of life and activities. You can read, learn and understand about the need of women empowerment and its efforts made more in detail in the lesson 'Socio –Economic Development and Empowerment of Disadvantaged Groups'.
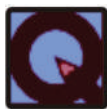
INTEXT QUESTIONS 14.5

1. Suppose a particular district has an area of 200 square Km. The same district records the total number of persons as 17400, 26200, 36200, 47200, 59800, 75200 according to 1951, 1961, 1971, 1981, 1991 and 2001 census, respectively.

    A. Calculate the density of population for all six censuses.

    B. Find out the decadal change in density.

    C. Can you find any trend from your calculation of population density?

Notes

WHAT YOU HAVE LEARNT

- Population is the total number of people living in a country at a given time. The data regarding various socio-economic and demographic aspects of our population is collected by the Government of India at the beginning of each decade and it is called census.

- The total population of India according to the 2001 census is 1028.7 millions which is more than four times to that of 1901 (238.3 millions). The difference between the birth rate and death rate is called natural growth rate.

- Density of population is defined as the number of persons per square kilometer. Its distribution in India is highly uneven. NCT of Delhi has the highest density of 9294 persons/sq. km. and Arunachal Pradesh has the lowest 14 persons/sq. km.

- Sex ratio is defined as the number of females per 1000 male in the total population. Sex ratio is unfavorable in India. It is 933 according to the census of 2001. The sex ratio can be improved by empowering women.

- Population of India is divided mainly into three age-group; (i) children (0-14 years), (ii) adults (15-60 years) and (iii) old (60+years). Children and old form the dependent population and their percentage in the total population is about 43.

- For an awakened society, literacy is an important indicator. As per the census 'a person aged seven and above should be able to read and write with understanding'. Literacy rate in our country has improved a lot. It was only 18.33 in 1951 which has gone up to 65.37% in 2001. Kerala has the highest literacy rate 90.86 percent.

- The main objective of the National Population Policy is to improve the quality of life of the people by reducing birth and death rates, family welfare, stabilizing population, economic growth, social development and environmental protection. By making appropriate investment in improving the quality of life, our large population can be transformed into a productive resource of our country.

TERMINAL EXERCISES

1. Define sex-ratio. Why is the sex-ratio in India unfavorable?

2. Define population growth rate and explain how it is arrived at.

3. What inferences can we draw from the age composition data of India?

4. How can we turn our huge population into a resource?

Notes

5 Define the following terms

    (i)   Density of population

    (ii) Birth rate, Death rate and Growth rate.

    (iii) Literacy

6 Explain the National Population Policy?

7 What is meant by women empowerment? How does women empowerment empower the whole society/community?

ANSWER TO INTEXT QUESTIONS

14.1

1. Something that can be used or reused by us.

2. Education, health and nutrition, specialized training.

14.2

1. A. West Bengal

2. D. 300 persons/square km

3. Industrialization; (ii) Urbanization; (iii) Employment opportunities; (iv) Means of transport and communication.

4.   (i)   Rugged topography

    (ii) Harsh climatic condition

14.3

1. C. 20 per thousand

2. C. High birth rate and low death rate

3. The year 1921 shows decline in population but after that it has been increasing continuously.

14.4

1. C. 933

2. A. 27.8

3. Government has to invest more for the welfare of dependent population and hence less available fund for greater developmental works in country.

4.   (i)   Discrimination against females.

    (ii) Female foeticide and infanticide.

14.5

1.

Year	A Density	B Decade change in density	C
1951	87	—	Continuously increasing trend in the density of population
1961	131	44	
1971	181	50	
1981	236	55	
1991	299	63	
2001	376	77	

Notes

CURRICULUM OF SOCIAL SCIENCE AT SECONDARY LEVEL

Rationale

The study of human society is a complex one. It involves study of the network of social relations. Understanding society requires inputs from a number of subjects. Hence, the curriculum of social science attempts to take an integrated approach drawing upon the knowledge inputs of anthropology, sociology, history, geography, economics and political science.

Social Science seeks to enable the students to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them, also, relate the knowledge acquired to the real life situations. This experiential learning helps them acquire important values and prepares them to grow as responsible citizens. It motivates the learners to effectively participate in and contribute to the process of nation building and development.

Objectives

The Curriculum aims:

- *to draw appropriate lessons from the struggles and experiences of our previous generations;*

- *to underline the need to judiciously use the country's resources and conserve them;*

- *to establish that India as a functioning democracy is inspired by the values enshrined in our constitution; and*

- *to take stock of various socio-political problems in contemporary India and to identify the contribution each one of us can make in addressing these problems*

Evaluation

Both formative (time to time) and summative (at the end of course) evaluation will be used. Formative evaluation will be in the form of Tutor Marked Assignment (TMA) and summative evaluation will be in the form of external examination, which is conducted twice in a year i.e. in the month of March and October for 100 marks. There will be 3 TMAs for 20 marks each. Apart from these two, certain in-built components for self-evaluation such as in-text questions, terminal exercises and activities etc. would also be integral part of each lesson.

Course Structure

Module No.	Module Name	Weightage	Study Hours
Module I	India and the World Through the Ages	32 Marks	76 Hours
Module II	India: Natural Environment, Resources and Development	27 Marks	64 Hours
Module III	Democracy at Work	28 Marks	68 Hours
Module IV	Contemporary India: Issues and Goals	13 Marks	32 Hours
	Total	**100 Marks**	**240 Hours**

COURSE DESCRIPTION

Module I: India and the World through the Ages

Weightage: 32 Marks   Study Hours: 76 Hours

Approach: The module aims at familiarising learners with the making of India and the world through the ages. The following events and processes represent new political and economic forces although they may be markedly different from each other. While the French Revolution promoted liberalism and democracy, the Russian Revolution resulted from, and helped to create socialist ideas. Nazism in Germany is a case study of the negation of both democracy and socialism. It also aims at acquainting learners with the impact of colonialism on India with social reform and resistance to British rule and with the making of the Indian national movement. It shows how a notion of popular sovereignty and equal citizenship were developed by the freedom struggle. It also seeks to familiarise learners with many different visions of the future of India as envisaged by leaders and participants of the national struggle. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

Introduction to Social Science

1. Ancient World

2. Medieval World

3. Modern World – I

4. Modern World – II

5. Impact of British Rule on India: Economic Social and Cultural (1757-1857)

6. Religious and Social Awakening in Colonial India

7. Popular Resistance to the British Rule

8. Indian National Movement

Module II: India: Natural Environment, Resources and Development

Weightage: 27 Marks   Study Hours: 64 Hours

Approach: The module is designed to acquaint the learner with the inter-relationship between natural environment, resources and development. This module enables the learners to understand the basic elements of environment and its dynamism. It will also highlight the maintaining of ecological balance on the earth so that the total life of which human is a part, continues to exist and flourish on the earth.

This module is also designed to acquaint the learner with the concept of natural resource base in its totality and scientific development on a sustainable basis. This module will mainly discuss various natural and man-made resources their distribution, utilisation, and need for conservation and management. The module is to be developed with reference to India and help learners to understand the physical and cultural diversities of the country and their underlying unity. The physical diversities include landforms, climate, soil, vegetation and wild life. Cultural aspects include the meaning of culture especially in the context of India, cultural diversity and its relationship with the physical environment. It emphasises the richness of the country's heritage both natural and cultural and the need to preserve it for future generations. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Physiography of India.

2. Climate

3. Bio-Diversity

4. Agriculture in India

5. Transport and Communication

6. Population Our Greatest Resource

Module III: Democracy at Work

Weightage: 28 Marks   Study Hours: 68 Hours

Approach: This module has been designed to emphasis the importance of being a good citizen, the rights and duties highlighting the mutually reinforcing relationship between the state and the citizen. The module seeks to highlight the welfare state in design and implementation. It also seeks to acquaint the learners with the different levels of governments local and above. At the local level three institutions are inc1uded - Panchayati Raj, Municipal Administration and District Administration. This will be followed by the two successive levels of governments - State and Union governments. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Constitutional Values and Political System in India
2. Fundamental Rights and Fundamental Duties.
3. India: A Welfare State.
4. Local Government and Field Administration
5. Governance at the State Level
6. Governance at the Union Level
7. Political Parties and Pressure Groups
8. People's Participation in the Democratic Process

Module IV: Contemporary India: Issues and Goals

Weightage: 13 Marks   Study Hours: 32 Hours

Approach: This module seeks to identify the political, social and economic challenges being faced from within and outside the country. The learner should be made aware of the nation's problems and be able to appreciate the need to address them. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill, problem solving etc. as may be appropriate by way of giving examples, activities, surveys, case studies etc.

1. Challenges to Indian Democracy
2. National Integration and Secularism
3. Socio-Economic Development And Empowerment Of Disadvantaged Groups
4. Environmental Degradation and Disaster Management
5. Peace and security

Feed back on Lessons

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										

Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V.diff.
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

Dear Learners,

You must have enjoyed going through your course books. It was our endeavor to make the study material relevant, interactive and interesting. Production of material is a two way process. Your feedback would help us improve the study material. Do take a few minutes of your time and fill-up the feedback form so that an interesting and useful study material can be made.

Thank you
Coordinators
(Social Science)

Complete and Post the feedback form today

Yours suggestion

_____
_____
_____
_____

Did you consult any other book to study Social Science?   Yes/No
If Yes, give reason for consulting it

_____
_____

Name : _____   Subject : _____
Enrolment No: _____   Book No: _____
Address : _____
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National Institute of Open Schooling
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Sector-62, NOIDA (U.P.)

No Enclosures allowed

Secondary Course

213 - Social Science

Book - 2

213en

A Word With You

Dear Learners,

National Institute of Open Schooling welcomes you to the second book of the Secondary Course in Social Science. By now you must have finished the first book where you studied about History and Geography of our nation. In the second book you would be able to understand that even though our country is physically and culturally diverse there is an underlying thread of unity. This unity makes India the largest democracy of the world where her people come together to address their issues and concerns.

In these modules you would also learn about the importance of being a good citizen who fulfils his/her duties before enjoying his/her rights. The lessons highlight the mutually reinforcing relationship between the State and the citizen, leading to an insight into the functions of different levels of governments- rural and urban. You would be able to appreciate the political, social and economic challenges faced by India from within and outside the country. You would be able to identify, understand and fulfill your own role for making a positive contribution towards nation building.

While going through the lessons you will find a number of activities like surveys, case studies, problem solving etc. These have been specially designed for better understanding the issues as well as for enhancing such skills and abilities as thinking, communication, negotiation and many others. Do take time to carry out these activities as they are meant to enrich you as a learner.

We hope that this book will not only be useful for examinations, but also inspire you to become good human beings. ***For any kind of difficulties and queries about the course, you are welcome to write to us. Your feedback would be appreciated.***

NIOS Course Team

How to use the Study Material

Congratulation! You have accepted the challenge to be a self-learner. NIOS is with you at every step and has developed the material in .... with the help of a team of experts, keeping you in mind. A format supporting independent learning has been followed. If you follow the instructions given, then you will be able to get the best out of this material. The relevant icons used in the material will guide you. These icons have been explained below for your convenience.

Title: will give a clear indication of the contents within. Do read it.

Introduction: This will introduce you to the lesson linking it to the previous one.

Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives will also help you to check what you have learnt after you have gone through the lesson. Do read them.

Notes: Each page carries empty space in the side margins, for you to write important points or make notes.

Intext Questions: Very short answer self check questions are asked after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.

What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.

Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole topic.

Do You Know: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concept.

www   **Web site:** These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान की लिंग विषयक नीति

शिक्षा अथवा मुक्त विद्यालयी शिक्षा की गुणवत्ता मुख्यत: शिक्षार्थियों के संतुष्ट होने पर निर्भर करती है। गुणात्मक शैक्षिक सहयोग के साथ-साथ शैक्षिक प्रक्रिया में सशक्तिकरण के द्वारा ही उनकी सफलता आँकी जा सकती है।

शिक्षार्थियों का सर्वांगीण विकास करने तथा उन्हें अच्छा मनुष्य बनाने और समाज/देश के लिए उपयोगी नागरिक बनाने का प्रयास होना चाहिए। ऐसे शिक्षार्थी लिंग समानता और न्याय के पक्षधार होने चाहिए तथा जो कि उनके कार्य व व्यवहार से प्रकट भी होना चाहिए। लिंग समानता के लिए वंचित लिंग समूहों (महिला एवं अन्य वंचित वर्ग) के प्रति एक सकारात्मक दृष्टिकोण जरूरी है तभी लैंगिक साम्यता के परिणाम अच्छे मिलेंगे।

भारतवर्ष लैंगिक समानता और महिला सशक्तिकरण की दिशा में ऐसे अन्य देशों के साथ कार्य करने के लिए प्रतिबद्ध है जो इन लक्ष्यों को पूरा करने में सहमति देते हैं। आजकल मानवाधिकार के अंतर्गत सभी लैंगिक समूहों के प्रति जागरुकता बढ़ी है। शोध बताते हैं कि सामाजिक-सांस्कृतिक परिवेश का देश की लैंगिक स्थिति पर गहरा प्रभाव है। लिंगानुपात, लिंग आधारित हिंसा, बीच में पढ़ाई छोड़नेवाले, काम में भागीदारी, साक्षरता दर, सामाजिक-सांस्कृतिक बाधाएँ, वंचित तथा अल्पसंख्यक वर्ग की समस्याएँ, विशेष आवश्यकतावाले लोग, किशोर और स्वास्थ्य के मुद्दे तथा अन्य लिंग आधारित मुद्दों का तत्काल परीक्षण किया जाना चाहिए। अब वैश्विक समाज की मानसिकता को बदलने का समय आ गया है ताकि सभी लोगों को जीयो और जीने दो का अधिकार मिल सके। सन् 1979 में संयुक्त राष्ट्र की सामान्य सभा द्वारा अपनाए गए 'महिलाओं के प्रति सभी प्रकार के भेदभाव को समाप्त करने' के संकल्प को पूरा करने में भारत अग्रणी है।

राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान की लिंग संबंधी दृष्टि है – **'व्यापक लिंग समावेशी शिक्षा का परिवेश तथा सार्वभौगिक एवं सहज पहुँचने वाली मुक्त विद्यालयी शिक्षा प्रणाली द्वारा लैंगिक साम्यता, समानता, न्याय और सशक्तिकरण का लक्ष्य प्राप्त किया जा सके।'**

GENDER POLICY OF NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS)

The success of education, including open schooling, largely depends on satisfaction of its learners, not only in terms of the quality of academic support they receive but also the extent to which they are empowered during the learning process.

The endeavour is to ensure all round development of the students, making them good human being and useful members of the society/nation, who believe in gender equity, equality and justice, which should be evident from their actions and behaviour. In order to ensure equitable gender outcomes, a positive discrimination for the disadvantaged genders (women and other disadvantaged groups) has to be put in place.

India is committed to work towards gender equality and women's empowerment along with other nations who have consented to fulfil these goals. Today, there is a greater awareness towards all genders as a human rights issue. Research clearly indicates that our socio-cultural milieu has dominantly impacted the gender status in the country- the sex ratio, the figures on gender violence, dropout rates, work participation rates, literacy rates, socio-cultural impediments, problems of disadvantaged and minority groups, humans with special needs, adolescent and health issues and other gender related issues need to be examined for immediate action. It is now time to change the mindset of the globalised society so that every human being has the right to live and let live. India is one of the signatories to The Convention on the Elimination of all forms of Discrimination amongst Women (CEDAW), adopted in 1979 by the UN General Assembly.

The gender vision of NIOS is **"Comprehensive gender inclusive learning environment with universal and flexible access leading to gender equity, equality, justice and empowerment in open schooling".**

Contents

Social Science (213)
Bifurcation of Syllabus

MODULE	I		II	
	TMA (40% of Syllabus)		**Term End Examination (60% of**	
	Total No. of Lesson (12)		**Total No. of Lesson (16)**	
Module -1 India and World through Ages	L-0 L-1 L-2	Introduction to Social Science Ancient World Medieval World	L-3 : L-4 : L-5 : L-6 : L-7 : L-8 :	Modern World – I Modern World – II Impact of British Rule on India: Economic Social and Cultural (1757-1857) Religious and Social Awakening in Colonial India Popular Resistance to the British Rule Indian National Movement
Module 2 India: Natural Environment, Resources and Development	L-11 L-12 L-14	Bio-diversity Agriculture in India Population Our Greatest Resource	L-9 : L-10 : L-13:	Physiography of India Climate Transport and Communication
Module 3 Democracy at Work	L-15 L-17 L-18 L-22	Constitutional Values and Political System in India India: A Welfare State Local Government and Field Administration People's Participation in the Democratic Process	L-16 : L-19: L-20 : L-21 :	Fundamental Rights and Fundamental Duties Governance at the State Level Governance at the Union Level Political Parties and Pressure Groups
Module 4 Contemporary India: Issues and Goals	L-24 L-26	National Integration and Secularism Environmental Degradation and Disaster Management	L-23 : L-25 : L-27 :	Challenges to Indian Democracy Socio-Economic Development And Empowerment of Disadvantaged Groups Peace and security

For Sample Question Paper please visit NIOS website : **www.nios.ac.in**

MODULE -3
DEMOCRACRY AT WORK

15

CONSTITUTIONAL VALUES AND POLITICAL SYSTEM IN INDIA

Mona, who is a student of class X in a school in Shillong asked her teacher a question that had been bothering her for long. She said, "Sir! in newspapers and the television news, I find the reference of the President of United States of America (USA) quite often, but the Prime Minister of USA is never mentioned. Why it is so?" The teacher replied, "You have rightly noticed the differences. It is so because the government of USA is based on its own Constitution, whereas our governmental system is based on our Constitution. It is the Constitution of a country that makes provisions according to which various institutions and offices are created and are made to function. In fact, the Constitution defines all aspects of the political system that a country has and more important than any thing else, the Constitution reflects certain values that form the core of that political system. These values guide not only the government, but also the citizens and the society at large." Just like Mona, you may also have questions related to the Indian Constitution and its political system such as, what are the values reflected in the Constitution? What is the nature of the Indian political system? Why India is called a federal system? Why is it said to have parliamentary form of government? We shall discuss all these questions in this lesson.

OBJECTIVES

After completing this lesson, you will be able to:

● explain how the Constitution is the basic and fundamental law as well as a living document;

● analyze the Preamble of the Constitution and identify the core values reflected in it;

● appreciate the core constitutional values that permeate the salient features of the Indian Constitution; and

● examine the nature of the Indian federal system and the parliamentary form of government.

Notes

15.1 THE CONSTITUTION OF INDIA

Let us begin with a discussion on the Constitution of India. But even before that the question that needs to be answered is: what is the meaning of the term constitution?

15.1.1 Meaning of the Constitution

You may have come across the term constitution quite often. It is used in various contexts such as Constitution of a State or a Nation, Constitution of an Association or Union, Constitution of a Sports Club, Constitution of a non-governmental organization (NGO), Constitution of a company and so on. Does this term mean the same in all these contexts? No, it is not so. As used commonly, constitution is a set of rules, generally written, which defines and regulate the structure and functioning of an organization, institution or a company. But when it is used in the context of a State or a Nation, *Constitution means a set of fundamental principles, basic rules and established precedents* (means *standards/instances*). It identifies, defines and regulates various aspects of the State and the structure, powers and functions of the major institutions under the three organs of the Government – the executive, the legislature and the judiciary. It also provides for rights and freedoms of citizens and spells out the relationships between individual citizen and the State and government.

A Constitution may be written or unwritten, but it contains fundamental laws of the land. It is the supreme and ultimate authority. Any decision or action which is not in accordance with it will be unconstitutional and unlawful. A Constitution also lays down limits on the power of the government to avoid abuse of authority. Moreover, it is not a static but a living document, because it needs to be amended as and when required to keep it updated. Its flexibility enables it to change according to changing aspirations of the people, the needs of the time and the changes taking place in society.

? Do you know

Unlike the Constitutions of most of the democratic countries, the British Constitution is known as unwritten constitution, because it is largely unwritten and uncodified. It was not framed as a complete statement like the Constitution of USA or the Indian Constitution. The Constitution of USA and the Indian Constitution are written constitutions.

15.1.2 The Indian Constitution

Have you seen the document of Indian Constitution? Do you recognize the cover page shown in the illustration? If you have seen or if you get a chance to see it, you will agree that it is a very lengthy document. In fact, Indian Constitution is the longest of all the written constitutions. It was prepared by a representative body, known as

the Constituent Assembly. Most of its members were deeply involved in the freedom struggle. They are respectfully called the founding fathers of the Constitution. The process of constitution-making was greatly influenced by the following factors: (a) aspirations generated during the long-drawn freedom struggle, (b) the constitutional and political changes that took place during the British rule, (c) The ideas and thoughts of Mahatma Gandhi, popularly known as Gandhism, (d) the socio-cultural ethos of the country and (e) the experiences of the functioning of Constitutions in other democratic countries of the world. The Constitution came into effect on 26 January, 1950 and since then we celebrate this day as the Republic Day every year.
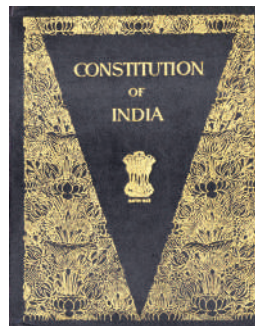
Figure 15.1 *Cover Page of the Document*

? Do you know

The Constituent Assembly began to prepare the Constitution on 9 December, 1946. Dr. Rajendra Prasad was elected as its President on 11 December, 1946. Dr. Baba Saheb Bhimrao Ambedkar was the Chairman of the Drafting Committee. The Constituent Assembly met for 166 days, spread over a period of 2 years, 11 months and 18 days. The making of the Constitution was completed on 26 November, 1949 when the Constituent Assembly adopted the Draft Constitution of India.

The Constitution of India defines all aspects of the Indian political system including its basic objectives. It has provisions regarding (a) the territories that India will comprise, (b) citizenship, (c) fundamental rights, (d) directive principles of state policy and fundamental duties, (e) the structure and functioning of governments at union, state and local levels, and (f) several other aspects of the political system. It defines India as a sovereign, democratic, socialist and secular republic. It has provisions for bringing about social change and defining the relationship between individual citizen and the state.

ACTIVITY 15.1

See a copy of the Constitution of India that is available in a Library or see it on the internet. Find out if there is an NGO or a Sports Club or a Students' Union or Teachers' Association or any social or cultural organisation nearby, which you may approach. Request any of them to show you the copy of the constitution they have.

Compare any of these constitutions with the Constitution of India. Write briefly what are the differences you find between the two?

Notes

INTEXT QUESTIONS 15.1

1. What is the meaning of Constitution?

2. Fill in the blanks:

   (i) The Indian Constitution is the .... constitution.

   (ii) The Indian Constitution was prepared by ....

   (iii) The Constitution of India is a living document, because it needs to be ....

   (iv) The 26 January is celebrated every year as ....
   because the Constitution came in to effect on ....

15.2 CONSTITUTIONAL VALUES

The Constitution of any country serves several purposes. It lays down certain ideals that form the basis of the kind of country that we as citizens aspire to live in. A country is usually made up of different communities of people who share certain beliefs, but may not necessarily agree on all issues. A Constitution helps serve as a set of principles, rules and procedures on which there is a consensus. These form the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that the country should uphold. The Indian Constitution has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions. But do you know what is the meaning of the word, 'value'? You may immediately say that truth, non-violence, peace, cooperation, honesty, respect and kindness are values, and you may continue to count many such values. In fact, in a layman's understanding, value is that which is very essential or 'worth having and observing' for the existence of human society as an entity. The Indian Constitution contains all such values, the values that are the universal, human and democratic of the modern age.

ACTIVITY 15.2

Read the list of the words stated below. Out of these, choose 6 words that you consider values for yourself and write those in the given box:

Freedom	Love	Money	Passion	Creativity	Ambition
Motivation	Happiness	Excitement	Knowledge	Success	Fame
Adventure	Enthusiasm	Peace	Friendship	Sleeping	Beauty

1.	4.
2.	5.
3.	6.

Of the 6 values, select your topmost value and state 2 reasons in the given space below for considering it as your topmost value.

My topmost value ....

Reasons are:

1. ....

2. ....

Do you think that the topmost value impacts your attitude and behaviour? For example, a person who strongly believes in the value of non-violence, always tries to be non-violent in her/his actions.

15.2.1 Constitutional Values and the Preamble of the Constitution

Have you read the Preamble to the Indian Constitution printed in the beginning of this material? As has been stated above, the constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. The Preamble to any Constitution is a brief introductory statement that conveys the guiding principles of the document. The Preamble to the Indian Constitution also does so. The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation. Let us discuss these constitutional values:

1. **Sovereignty**: You may have read the Preamble. It declares India "a sovereign socialist secular democratic republic". Being sovereign means having complete political freedom and being the supreme authority. It implies that India is internally all powerful and externally free. It is free to determine for itself without any external interference (either by any country or individual) and nobody is there within to challenge its authority. This feature of sovereignty gives us the dignity of existence as a nation in the international community. Though the Constitution does not specify where the sovereign authority lies but a mention of 'We the People of India' in the Preamble clearly indicates that sovereignty rests with the people of India. This means that the constitutional authorities and organs of government derive their power only from the people.

Notes

2. **Socialism**: You may be aware that social and economic inequalities have been inherent in the Indian traditional society. Which is why, socialism has been made a constitutional value aimed at promoting social change and transformation to end all forms of inequalities. Our Constitution directs the governments and the people to ensure a planned and coordinated social development in all fields. It directs to prevent concentration of wealth and power in a few hands. The Constitution has specific provisions that deal with inequalities in the Chapters on Fundamental Rights and Directive Principles of State Policy.

? Do you know

The following provisions under the Directive Principles of State Policy promote the value of socialism:

"The State shall, in particular, strive to minimise the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations. "   (Article 38(2)

"The State shall, in particular, direct its policy towards securing- (a) that the citizens, men and women equally, have the right to an adequate means of livelihood; (b) that the ownership and control of the material resources of the community are so distributed as best to subserve the common good; (c) that the operation of the economic system does not result in the concentration of wealth and means of production to the common detriment; (d) that there is equal pay for equal work for both men and women;…"   (Article 39)

3. **Secularism**: We all are pleased when anyone says that India is a home to almost all major religions in the world. In the context of this plurality (means **more than one or two; many**), secularism is seen as a great constitutional value. Secularism implies that our country is not guided by any one religion or any religious considerations. However, the Indian state is not against religions. It allows all its citizens to profess, preach and practise any religion they follow. At the same time, it ensures that the state does not have any religion of its own. Constitution strictly prohibits any discrimination on the ground of religion.

4. **Democracy**: The Preamble reflects democracy as a value. As a form of government it derives its authority from the will of the people. The people elect the rulers of the country and the elected representatives remain accountable to the people. The people of India elect them to be part of the government at different levels by a system of universal adult franchise, popularly known as 'one man one vote'. Democracy contributes to stability, continuous progress in the society and it secures peaceful political change. It allows dissent and encourages

tolerance. And more importantly, it is based on the principles of rule of law, inalienable rights of citizens, independence of judiciary, free and fair elections and freedom of the press.

5. **Republic**: India is not only a democratic nation but it is also a republic. The most important symbol of being a republic is the office of the Head of the State, i.e. the President who is elected and who is not selected on the basis of heredity, as is found in a system with monarchy. This value strengthens and substantiates democracy where every citizen of India is equally eligible to be elected as the Head of the State. Political equality is the chief message of this provision.

6. **Justice**: At times you may also realise that living in a democratic system alone does not ensure justice to citizens in all its totality. Even now we find a number of cases where not only the social and economic justice but also the political justice is denied. Which is why, the constitution-makers have included social, economic and political justice as constitutional values. By doing so, they have stressed that the political freedom granted to Indian citizens has to be instrumental in the creation of a new social order, based on socio-economic justice. Justice must be availed to every citizen. This ideal of a just and egalitarian society remains as one of the foremost values of the Indian Constitution.

7. **Liberty**: The Preamble prescribes liberty of thought, expression, belief, faith and worship as one of the core values. These have to be assured to every member of all the communities. It has been done so, because the ideals of democracy can not be attained without the presence of certain minimal rights which are essential for a free and civilized existence of individuals.

8. **Equality**: Equality is as significant constitutional value as any other. The Constitution ensures equality of status and opportunity to every citizen for the development of the best in him/her. As a human being everybody has a dignified self and to ensure its full enjoyment, inequality in any form present in our country and society has been prohibited. Equality reflected specifically in the Preamble is therefore held as an important value.

9. **Fraternity:** There is also a commitment made in the Preamble to promote the value of fraternity that stands for the spirit of common brotherhood among all the people of India. In the absence of fraternity, a plural society like India stands divided. Therefore, to give meaning to all the ideals like justice, liberty and equality, the Preamble lays great emphasis on fraternity. In fact, fraternity can be realized not only by abolishing untouchability amongst different sects of the community, but also by abolishing all communal or sectarian or even local discriminatory feelings which stand in the way of unity of India.

10. **Dignity of the individual:** Promotion of fraternity is essential to realize the dignity of the individual. It is essential to secure the dignity of every individual without which democracy can not function. It ensures equal participation of every individual in all the processes of democratic governance.

11. **Unity and integrity of the Nation:** As we have seen above, fraternity also promotes one of the critical values, i.e. unity and integrity of the nation. To maintain the independence of the country intact, the unity and integrity of the nation is very essential. Therefore, the stress has been given on fostering unity amongst all the inhabitants of the country. Our Constitution expects from all the citizens of India to uphold and protect the unity and integrity of India as a matter of duty.

12. **International peace and a just international order:** The value of international peace and a just international order, though not included in the Preamble is reflected in other provisions of the Constitution. The Indian Constitution directs the state (a) to promote international peace and security, (b) maintain just and honourable relations between nations, (c) foster respect for international law and treaty obligations, and (d) encourage settlement of international disputes by arbitration. To uphold and observe these values is in the interest of India. The peace and just international order will definitely contribute to the development of India.

13. **Fundamental Duties:** Our Constitution prescribes some duties to be performed by the citizens. It is true that these duties are not enforceable in the court of law like the fundamental rights are, but these duties are to be performed by citizens. Fundamental duties have still greater importance because these reflect certain basic values like patriotism, nationalism, humanism, environmentalism, harmonious living, gender equality, scientific temper and inquiry, and individual and collective excellence.

INTEXT QUESTIONS 15.2

1. What do you mean by the term value?

2. State two important constitutional values embodied in the Preamble of Indian Constitution? Why do you consider these two values as very important?

3. Match the values/objectives given below in column 'A' with the statements in column 'B'.

A Constitutional Values/Objectives	B Statements
(i) Sovereignty	a. promoting social change to end all forms of inequalities.
(ii) Socialism	b. government of the people, by the people and for the people.
(iii) Secularism	c. equal treatment without any discrimination.
(iv) Democracy	d. the Head of the State is an elected person.

(v)	Equality	e.	freedom to profess, preach and practise any religion.
(vi)	Liberty	f.	international peace & security and honourable relations among nations.
(vii)	Fraternity	g.	complete political freedom and supreme authority.
(viii)	International peace & just international order	h.	freedom of thought, expression and belief.
(ix)	Republic	i.	the spirit of common brotherhood.

ACTIVITY 15.3

Collect the views of at least five persons on the extent they think the constitutional values have been realized or objectives have been attained. These persons may be your classmates or teachers or members of your family or social workers in your neighborhood or any other. The constitutional values and objectives are stated in one column of the following table. They have to award marks in another column, out of the total marks of 10, based on their rating of the achievement made in respect of each of the values/objectives.

Constitutional Values/ Objectives	Extent to which achieved Marks out of 10				
	Person 1	Person 2	Person 3	Person 4	Person 5
Social & Economic justice					
Liberty of thought & expression					
Equality of status and opportunity					
Unity and integrity of the nation					
Abolition of untouchability					
International peace & security					
Universal adult franchise					
Sovereignty with the people of India					
Independence of judiciary					

Based on the analysis of the responses, identify which value/objective has been realized to the maximum extent and which to the minimum extent. Try to find out the reasons.

15.2.2 Values and the Salient Features of the Constitution

The discussion on the Preamble embodying constitutional values clearly demonstrates that these are important for the successful functioning of Indian democracy. Your understanding of these values will be further reinforced, when you will find in the following discussion that constitutional values permeate all the salient features of Indian Constitution. The main features of the Constitution as shown in the illustration are as follows:

1. **Written Constitution:** As has been stated earlier, the Constitution of India is the longest written constitution. It contains a Preamble, 395 Articles in 22 Parts, 12 Schedules and 5 Appendices. It is a document of fundamental laws that define the nature of the political system and the structure and functioning of organs of the government. It expresses the vision of India as a democratic nation. It also identifies the fundamental rights and fundamental duties of citizens. While doing so, it also reflects core constitutional values.

2. **A Unique Blend of Rigidity and Flexibility:** In our day-to-day life, we find that it is not easy to bring about changes in a written document. As regards Constitutions, generally written constitutions are rigid. It is not easy to bring about changes in them frequently. The Constitution lays down special procedure for constitutional amendments. In the unwritten constitution like the British Constitution, amendments are made through ordinary law-making procedure. The British Constitution is a flexible constitution. In the written constitution like the US Constitution, it is very difficult to make amendments. The US Constitution, therefore, is a rigid constitution. However, the Indian Constitution is neither as flexible as the British Constitution nor as rigid as the US Constitution. It reflects the value of continuity and change. There are three ways of amending the Constitution of India. Some of its provisions can be amended by the simple majority in the Parliament, and some by special majority, while some amendments require special majority in the parliament and approval of States as well.

3. **Fundamental Rights and Duties:** You must be familiar with the term fundamental rights. We quite often find it in newspapers or while watching television. The Constitution of India includes these rights in a separate Chapter which has often been referred to as the 'conscience' of the Constitution. Fundamental Rights protect citizens against the arbitrary and absolute exercise of power by the State. The Constitution guarantees the rights to individuals against the State as well as against other individuals. The Constitution also guarantees the rights of minorities against the majority. Besides these rights, the Constitution has provisions identifying fundamental duties, though these are not enforceable as the fundamental rights are. These duties reflect some of the basic values embodied in the Constitution.

4. **Directive Principles of State Policy:** In addition to Fundamental Rights, the Constitution also has a section called Directive Principles of State Policy. It is a unique feature of the Constitution. It is aimed at ensuring greater social and

economic reforms and serving as a guide to the State to institute laws and policies that help reduce the poverty of the masses and eliminate social discrimination. In fact, as you will study in the lesson on "India-A Welfare State", these provisions are directed towards establishment of a welfare state.

5. **Integrated Judicial System:** Unlike the judicial systems of federal countries like the United States of America, the Indian Constitution has established an integrated judicial system. Although the Supreme Court is at the national level, High Courts at the state level and Subordinate Courts at the district and lower level, there is a single hierarchy of Courts. At the top of the hierarchy is the Supreme Court. This unified judicial system is aimed at promoting and ensuring justice to all the citizens in uniform manner. Moreover, the constitutional provisions ensure the independence of Indian judiciary which is free from the influence of the executive and the legislature.

6. **Single Citizenship**: Indian Constitution has provision for single citizenship. Do you know what does it mean? It means that every Indian is a citizen of India, irrespective of the place of his/her residence or birth in the country. This is unlike the United States of America where there is the system of double citizenship. A person is a citizen of a State where he/she lives as well as he/she is a citizen of U.S.A. This provision in the Indian Constitution definitely reinforces the values of equality, unity and integrity.

7. **Universal Adult Franchise**: The values of equality and justice are reflected in yet another salient feature of the Constitution. Every Indian after attaining certain age (at present 18 years) has a right to vote. No discrimination can be made on the basis of religion, race, caste, sex, descent, and place of birth or residence. This right is known as universal adult franchise.

8. **Federal System and Parliamentary Form of Government**: Another salient feature of the Indian Constitution is that it provides for a federal system of state and parliamentary form of government. We shall discuss these below in detail. But it is necessary to note here that the federal system reflects the constitutional value of unity and integrity of the nation, and more importantly the value of decentralization of power. The parliamentary form of government reflects the values of responsibility and sovereignty vested in the people. The core principle of a parliamentary government is the responsibility of the executive to the legislature consisting of the representatives of the people.

INTEXT QUESTIONS 15.3

1. What are the main features of the Indian Constitution?

2. What are the constitutional values reflected in the Directive Principles of State Policy?

3. Why Indian judiciary is called an integrated judiciary?

4. What is the meaning of single citizenship?

15.3 FEDERAL SYSTEM IN INDIA

As you may have found, whenever there is a discussion on the nature, structure and processes of political system in India, it is said that India is a federal state. There are generally two types of states in the world. The state that has only one government for the entire country, which is known as unitary state. The United Kingdom has a unitary system. But there are states like United States of America and Canada which have governments at two levels: one at the central level and the other at the state level. Besides having two sets of government, a federal system must have three other features: (i) a written constitution, (ii) division of powers between the central government and the state governments, and (iii) supremacy of judiciary to interpret the constitution. India also has a federal system having all these features, but with a difference. Let us examine the nature of the Indian federation.

15.3.1 Characteristics of the Indian Federal System

1. **Two-tier Government:** You must have heard that there are two sets of government created by the Indian Constitution: one for the entire nation called the union government (central government) and another for each unit or State, called the State government. Sometimes, you may also find the reference of a three-tier government in India, because besides the Union and State governments, local governments-both rural and urban- are also said to constitute another tier. But constitutionally India has a two-tier government. The Constitution does not allocate separate set of powers to the local governments as these continues to be under their respective State governments.

2. **Division of Powers:** Like other federations, both the Union and the State governments have a constitutional status and clearly identified area of activity. The Constitution clearly divides the powers between the two sets of governments, so that the Centre and the States exercise their powers within their respective spheres of activity. None violates its limits and tries to encroach upon the functions of the other. The division has been specified in the Constitution through three Lists: the Union List, the State List and the Concurrent List. The *Union List* consists of 97 subjects of national importance such as Defence, Railways, Post and Telegraph, etc. The *State List* consists of 66 subjects of local interest such as Public Health, Police, Local Self Government, etc. The *Concurrent List* has 47 subjects such as Education, Electricity, Trade Union, Economic and Social Planning, etc. On this List both the Union government and State governments have concurrent jurisdiction. However, the Constitution assigns those powers on the subjects that are not enumerated under Union List, State List and Concurrent

List to the Union government. Such powers are known as *Residuary Powers*. If there is any dispute about the division of powers, it can be resolved by the Judiciary on the basis of the constitutional provisions.

3. **Written Constitution:** As we have earlier seen, India has a written Constitution which is supreme. It is also the source of power for both the sets of governments, the Union and the State. These governments are independent in their spheres of governance. Another feature of a federation is the rigid constitution. Although the Indian Constitution is not as rigid as the US Constitution, it is not a flexible constitution. As mentioned earlier, it has unique blend of rigidity and flexibility.

? Do you know

Whereas there have been only 27 Amendments in the Constitution of the United States of America since it was ratified on 21 June, 1788, there have been 95 Amendments to the Indian Constitution between 26 January, 1950 and 25 January, 2010.

4. **Independence of Judiciary:** Another very important feature of a federation is an independent judiciary to interpret the Constitution and to maintain its sanctity. The Supreme Court of India has the original jurisdiction to settle disputes between the Union and the States. It can declare a law as unconstitutional, if it contravenes any provision of the Constitution. The judiciary also has the powers to resolve disputes between the Union government and the State governments on the constitutional and legal matters related to the division of powers.

15.3.2 Indian Federal System with a Strong Centre

In view of the above provisions, the Indian system appears to have all the features of a federal system. But have you gone through a statement which says that, "India is federal in form but unitary in spirit"? In fact, Indian federal system has a strong Union government. This was deliberately done in the context of the prevailing situation on the eve of independence and in view of the socio-political situations. Apart from India being a vast country of continental dimensions, it has diversities and social pluralities. The framers of the Constitution believed that we required a federal constitution that would accommodate diversities and pluralities. But when India attained independence, it was faced with challenges like maintaining unity and integrity and bringing about social, economic and political change. It was necessary for the Centre to have such powers because India at the time of independence was not only divided into Provinces created by the British but it also had more than 500 Princely States which had to be integrated into existing States or new States had to be created.

In fact, the Central government has been made strong deliberately. Besides the concern for unity, the makers of the Constitution also believed that the socio-economic problems of the country needed to be handled by a strong central

government in cooperation with the States. Poverty, illiteracy, social inequalities and inequalities of wealth were some of the problems that required unified planning and coordination. Thus, the concerns for unity and development prompted the makers of the Constitution to create a strong central government. Let us look at the important provisions that have created a strong central government:

1. The First Article of the Constitution itself hints at Indian federal system being different. It states that India shall be "a Union of States". Nowhere does the Constitution describe India as a federal state. The Central government has sole power on the territory of India. The very existence of a State, including its territorial integrity is in the hands of the Parliament. The Parliament is empowered to 'form a new State by separation of territory from any State or by uniting two or more States. It can also alter the boundary of any State or even its name. However, the Constitution provides for some safeguards. The Central government must secure the view of the concerned State legislature on such decisions.

? Do you know

After independence a number of new States have been created. In 2000-2001, three new States were created by bifurcating them from the existing States : the State of Chhattisgarh from Madhya Pradesh, Jharkhand from Bihar and Uttarakhand from Uttar Pradesh. There were a number of reasons for doing so, including the slow pace of development in these regions.

2. Secondly, the division of powers is in favour of the Union government. The Union List contains all the key subjects. Besides, even in relation to the Concurrent List the Constitution has assigned precedence to the Centre over States. In the situation of a conflict between laws made on any subject of the Concurrent List by a State and also by the Parliament, the law made by the Parliament would be effective. The Parliament may legislate even on a subject in the State List, if the situation demands that the Central government needs to legislate. This may happen, if the move is ratified by the Rajya Sabha.

3. Thirdly, the federal principle envisages a dual system of Courts. But, in India we have unified or integrated judiciary with the Supreme Court at the apex.

4. Fourthly, the Union government becomes very powerful when any of the three kinds of emergencies are proclaimed. The emergency can turn our federal polity into a highly centralised system. The Parliament also assumes the power to make laws on subjects within the jurisdiction of the States. In yet another situation, if there are disturbances in any State or part thereof, the Union Government is empowered to depute Central Force in the State or to the disturbed part of the State.

5. As you will study in the lesson on "Governance at the State Level, the Governor of the State is appointed by the President of India, i.e. the Union government.

He/She has powers to report to the President, if there is a constitutional breakdown in the State and to recommend the imposition of President's Rule. When the President's Rule is imposed on the State, the State Council of Ministers is dismissed and the Governor rules over the State as a representative of the Central government. The State legislature also may be dissolved or kept in suspended animation. Even in normal circumstances, the Governor has the power to reserve any bill passed by the State legislature for the assent of the President. This gives the Central government an opportunity to delay the State legislation and also to examine such bills and veto them completely.

6. The Central government has very effective financial powers and responsibilities. In the first place, items generating revenue are under the control of the Centre. The States are mostly dependent on the grants and financial assistance from the Central government. Moreover, India has adopted planning as the instrument of rapid economic progress and development after independence. This also has led to considerable centralisation of decision making.

7. Finally, according to the constitutional provisions, the executive powers of the Centre are superior to those of the States. The Central government may choose to give instructions to the State government. Moreover, we have an integrated administrative system. The All-India Services are common for the entire territory of India and officers chosen for these services serve in the administration of the States. Thus, an IAS officer who becomes the collector or an IPS officer who serves as the Commissioner of Police, are under the control of the Central government. States cannot take disciplinary action nor can they remove these officers from service.

From the above discussion, it is clear, that there is a tilt in favour of the Centre at the cost of the States. The States have to work in close co-operation with the Centre. This has lent support to the contention that the Indian Constitution is federal in form but unitary in spirit. Constitutional experts have called it a 'semi-federal' or a 'quasi federal' system.

ACTIVITY 15.4

Consult books or surf the internet and make a list of the States of India and find out the year in which each of the States was created.

15.3.3 Demand for Greater Autonomy to States

The working of the Indian federation over the last six decades clearly shows that primarily because of the centralized federal system, the relations between the Centre and the States have not always been cordial. It is quite natural that the States would expect a greater role and powers in the governance of the State and the country

as a whole. Which is why, from time to time, States have demanded that they should be given more powers and more autonomy. With a view to seek solution, the Administrative Reforms Commission, Sarkaria Commision and several other Commissions were appointed by the Government of India, the latest being the Commission on Centre-State Relations in March, 2010.

The core of important recommendations of various Commissions has accepted that there is no need to bring about changes in the fundamental fabric of the Constitution. However, the need to have a permanent Inter-State Council has been felt. In addition, it is desired that both the Centre and the States should have the concern for the development of backward territories or areas. If economic development of these backward regions is undertaken in a planned manner, the separatist tendencies will be automatically controlled. Differences between the Union and the States should be resolved by mutual consultation. The view on the demand of the States to provide more financial resources at their disposal has found favour. In order to improve Centre-State relations in the country, recommendations have been made for economic liberalization and suitable amendments to the Constitution.

ACTIVITY 15.5

For the last five years an intensified agitation is going on to create a separate State out of a region of the present State. Identify that State, enumerate the reasons for such a demand and point out a major step that the political leaders of that region have taken during May-September, 2011

INTEXT QUESTIONS 15.4

1. What are the main features of a federal system?

2. State two important reasons why is it said that "India is federal in form, but unitary in spirit"?

3. The States of Chhattisgarh, Jharkhand and Uttarakhand were created during 2000 and 2001. Find out from which States they were separated? State also the reasons why were they created?

15.4 PARLIAMENTARY FORM OF GOVERNMENT IN INDIA

Another important feature of the Indian political system is its parliamentary form of government both at the union and state levels. There are two forms of government:

presidential and parliamentary. In presidential system, the three organs of government are independent of one another. There is absence of close relationship between the executive and the legislature. The United States of America has a presidential form of government. But, in a parliamentary form of government, there is a very close relationship between the executive and the legislature. United Kingdom has a parliamentary form of government. In fact, the Constitution makers of India adopted the British model, as the system of government that operated in India before 1947 was to a great extent quite similar to the British parliamentary government. In India, we have parliamentary form of government both at the central and state level. The Indian system reflects all the main features of a parliamentary government: (i) close relationship between the legislature and the executive, (ii) responsibility of the executive to the legislature, (iii) the executive having a Head of the State as the nominal executive, and a Council of Ministers headed by the Prime Minister as the real executive.

Figure 15.2 *Parliament of India*

1. **Close Relationship between the Legislature and the Executive:** In India, there is a close relationship between the executive, i.e. the Council of Ministers with the Prime Minister at the head and the legislature, i.e. the Parliament. Only the leader of the majority party or coalition of parties can be appointed as the Prime Minister. All the members of the Council of Ministers must be the Members of Parliament. It is only on the advice of the Council of Ministers that the President can summon and prorogue the sessions of both Houses of Parliament and even dissolve the Lok Sabha. All the elected Members of the Parliament participate

in the election of the President and he/she can be removed from office only when an impeachment motion against him/her is passed by both the Houses of Parliament.

2. **Responsibility of the Executive to the Legislature:** The Council of Ministers is collectively responsible to Lok Sabha. It means that the responsibility of every Minister is the responsibility of the entire Council of Ministers. It is responsible to Rajya Sabha also. In fact, both the Houses have powers to control the Council of Ministers. They do it by asking questions and supplementary questions on the policies, programmes and functioning of the government. They debate on the proposals of the government and also subject its functioning to intensive criticism. They can move adjournment motion and calling attention notices. No bill tabled by the Council of Ministers can become law unless it is approved by the Parliament. The annual budget also is to be passed by the Parliament. In real terms, the tenure of the Council of Ministers depends on the Lok Sabha. The Council of Ministers has to resign if it looses the confidence of Lok Sabha, which means the support of the majority in that House. The Council of Ministers can also be removed from office by the Lok Sabha through a vote of no-confidence.

3. **Nominal and Real Executive:** There are two parts of the executive in India, nominal executive and real executive. The President who is the Head of the State is the nominal and formal executive. Theoretically, all the executive powers are vested by the Constitution in the President of India. But, in practice these are not exercised by him/her. These are actually used by the Prime Minister and the Council of Ministers. The Council of Ministers with the Prime Minister at the head is the real executive. The President can not act without the advice of the Council of Ministers.

4. **Prime Minister as the real executive:** It is the Prime Minister who is the pivot of the parliamentary executive. All the members of the Council of Ministers are appointed by the President on the recommendations of the Prime Minister. The allocation of portfolios among the Ministers is the prerogative of the Prime Minister. He/She presides over the meetings of the Cabinet and is the only link between the Council of Ministers and the President. Any Minister can be removed from office if the Prime Minister decides. When the Prime Minister resigns, the entire Council of Ministers has to go.

The parliamentary system in India has been functioning quite satisfactorily. The parliamentary governments in States also are structured on the pattern of the Central government. The executive consists of the Governor and the Council of Ministers with Chief Minister at the head. Whereas, the Governor functions as the Head of the State, the Chief Minister and the Council of Ministers act as the real executive. State legislatures are bicameral (State Assembly and Legislative Council) in only a few States; in most of the States these are unicameral (Legislative Assembly).

Notes

INTEXT QUESTIONS 15.5

1. In a parliamentary system, what kind of relation is between the executive and the legislature?

2. Why is the President of India only the nominal executive?

3. What is the meaning of collective responsibility?

4. How do both the Houses of Parliament have control over the Council of Ministers?

WHAT YOU HAVE LEARNT

- Constitution means a set of fundamental principles, basic rules and established precedents, which identifies, defines and regulates the major institutions of the State, the executive, the legislature and the judiciary. It also specifies the powers and functions of institutions, provides for rights and freedoms of citizens and spells out the relationship between individual citizen and the State and government.

- The Constitution of India defines the basic objectives of the system it has established. It has established in India a sovereign, democratic, socialist and secular republic. It has provisions for bringing about social change and defining the relationship between individual citizen and the state.

- The Constitution of any country serves several purposes. It lays out certain ideals that form the basis of the kind of country that we as a citizens aspire to live in. A Constitution helps serve as a set of principles, rules and procedures that all persons in a country can agree upon as the basis of the way in which they want the country to be governed and the society to move on. This includes not only an agreement on the type of government but also on certain ideals that they all believe the country should uphold. The Indian Constitution also has certain core constitutional values that constitute its spirit and are expressed in various articles and provisions.

- The constitutional values are reflected in the entire Constitution of India, but its Preamble embodies 'the fundamental values and the philosophy on which the Constitution is based'. These are: sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

- The constitutional values also permeate all the salient features of Indian Constitution such as written constitution, the constitution having a unique blend of rigidity and flexibility, fundamental rights, directive principles, fundamental duties, integrated judicial system, single citizenship, universal adult franchise, federalism and parliamentary form of government.

● India is a federal state, as it has a written constitution, two tiers of government-at the union level and the state level. There is a division of powers between the Union government and State government, and there is also the independent judiciary. But it is a federation with a strong Centre. The Constitution itself has made the Union government more powerful than the State governments.

● India has a parliamentary form of government at both the central and state levels. The President is the Head of the State and a nominal executive, whereas the Prime Minister as head of the Council of Ministers is the real head of the executive. There is a close relationship between the executive and legislature and the Council of Ministers is collectively responsible to the Parliament.

TERMINAL EXCERCISES

1. Answer the following questions in brief:

    (i)   Define Preamble

    (ii)   What is a Constitution?

    (iii)   Who framed the Constitution of India?

    (iv)   What is meant by 'Universal Adult Franchise'?

2. Answer the following questions:

    (i)   Describe the importance of the Constitution.

    (ii)   What are the major constitutional values embodied in the Preamble? How are these being practised in our daily lives?

    (iii)   What are the salient features of the Constitution of India?

    (iv)   Explain any three federal features of the Indian Constitution.

    (v)   How can you say that the Constitution of India is rigid as well as flexible?

    (vi)   Why is India called a federal state in form but unitary in spirit?

    (vii)   Examine the nature of the parliamentary form of government in India.

    (viii) Have you ever been part of the Republic Day celebration in your own area/region as a participant or a spectator? If so, mention the highlights of that function.

    (ix)   Given below is the recorded conversation between a Saudi Arabian Citizen and an Indian. The points made by the Saudi Arabian are given below, whereas the replies by the Indian could not be recorded and hence are left blank. On the basis of what you have read in this lesson and your general knowledge, complete the conversation with relevant replies ('SA' stands for the Saudi Arabian and I stands for the Indian).

(a) SA Our country is ruled by a hereditary King. We cannot change him. So, we have a monarchial form of government.

     I   ....

(b) SA We, in Saudi Arabia do not have any such system as yours, because we have no political parties. There are no elections and the people do not have any say in the formation of the government. So much so that even media cannot report any thing that the King does not like.

     I   ....

(c) SA In our country, there is only one religion. Hence, there is no freedom of religion. Every citizen is required to be Muslim.

     I   ....

(d) SA Yes, Non-Muslims are allowed to follow their own religion but only privately and not in public.

     I   ....

(e) SA In my country, there is discrimination on the basis of sex. Women are not considered equal to men. They are subjected to many public restrictions. So much so that testimony of one man is considered equal to that of two women.

     I   ....

VIEWS EXPRESSED BY THE INDIAN

1. After independence no king rules in India. Instead, we have a President who is elected by the people indirectly. So, India is a republic with a parliamentary form of government wherein political parties play a major role as representatives of the people.

2. In this regard, we are very lucky. We have the freedom to form associations, unions as well as political parties. Every Indian citizen has the right to vote and contest elections. Besides, the media in India is also free to express its views on any issue in spite of the fact that India is a multi-cultural, multi-lingual and multi-religious country.

3. But we are a secular nation. The state does not have any religion of its own. Every citizen has a fundamental right as freedom of religion guaranteed by the Constitution. Hindus, Muslims, Sikhs, Christians, and others have freedom to practise his/her religion.

4. Strange enough! In our country the Constitution guarantees right to profess, preach and practise any religion publically.

Notes

5. In India the Constitution provides for gender equality, though in practice we also have to go a long way. But women have equal rights in every sphere of life. They are engaged in all kinds of job and business. They have also been made the beneficiary of reservations.

ANSWERS TO INTEXT QUESTIONS

15.1

1. When used in the context of a State or a Nation, Constitution means a set of fundamental principles, basic rules and established precedents. It identifies, defines and regulates various aspects of the State and the structure, powers and functions of the major institutions under the three organs of the Government, the executive, the legislature and the judiciary. It also provides for rights and freedoms of citizens and spells out the relationship between individual citizen and the State and government.

2. (i) longest (ii) the Constituent Assembly (iii) needs to be amended as and when required to keep it updated (iv) Republic Day, 26 January 1950

15.2

1. Value is that which is very essential or 'worth having and observing' for the existence of human society as an entity.

2. The values expressed in the Preamble are expressed as objectives of the Constitution. These are: sovereignty, socialism, secularism, democracy, republican character of Indian State, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

3.

A	B
(i)	(g)
(ii)	(a)
(iii)	(e)
(iv)	(b)
(v)	(c)
(vi)	(h)
(vii)	(i)
(viii)	(f)
(ix)	(d)

Notes

15.3

1. (i) Written Constitution; (ii) Unique blend of rigidity and flexibility; (iii) Fundamental Rights and Duties; (iv) Directive Principles of State Policy; (v) Integrated Judicial System; (vi) Single Citizenship; (vii) Universal Adult Franchise; (viii) Federal System and Parliamentary Form of Government.

2. social and economic equality, elimination of social discrimination, international peace

3. Although the Supreme Court is at the national level, High Courts at the state level and Subordinate Courts at the district and lower level, there is a single hierarchy of Courts. At the top of the hierarchy is the Supreme Court.

4. It means that every Indian is a citizen of India, irrespective of the place of his/ her residence.

15.4

1. (i) Two-tier government at the Centre and at the state level; (ii) Division of Powers between the Centre and the States; (iii) Written Constitution; (iv) Supremacy of Judiciary

2. (i) The Central government has sole power on the territory of India. The very existence of a State including its territorial integrity is in the hands of the Parliament; (ii) The division of powers between the Centre and the States is in favour of the Union government. The Union List contains all the key subjects; (iii) India has a unified or integrated judiciary with the Supreme Court at the apex; (iv) Union government becomes very powerful when any of the three kinds of emergencies are proclaimed; (v) During all the three types of Emergencies, The Union government becomes all powerful, and India becomes almost a unitary state; (vi) According to the constitutional provisions, the executive powers of the Centre are superior to those of the States.

3. Gather relevant information from books, magazines or by surfing internet to answer

15.5

1. There is a close relationship between the executive, i.e. the Council of Ministers with the Prime Minister at the head and the legislature, i.e. the Parliament. The Council of Ministers is collectively responsible to the Parliament. If the Lok Sabha passes a no-confidence motion against the Council of Ministers, it has to resign.

2. The President who is the Head of the State is the nominal and formal executive. Theoretically, all the executive powers are vested by the Constitution in the President of India. But in practice these are not exercised by him/her. These are actually used by the Prime Minister and the Council of Ministers. The Council

of Ministers with the Prime Minister at the head is the real executive. The President can not act without the advice of the Council of Ministers. The President is elected by an Electoral College that consists of the Members of Parliament. If the Parliament passes an impeachment against the President, he/she leaves the office.

3. It means that the responsibility of every Minister is the responsibility of the entire Council of Ministers. Even one ministry is criticized, the entire Council of Ministers is considered responsible for that.

4. They do it by asking questions and supplementary questions on the policies, programmes and functioning of the government. They can move adjournment motion and calling attention notices. No bill tabled by the Council of Ministers can become a law unless it is approved by the Parliament. The annual budget also is to be passed by the Parliament.

16

FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Now-a-days, terms like 'right to education', 'right to information' and 'right to protest peacefully' are being used quite frequently. Many a time, you also feel that you have certain rights. Simultaneously, you may have been told by some one, may be your teacher, that you have certain duties towards other individuals, society, nation or the humanity. But do you think that every human being enjoys the rights or everyone performs the duties? Perhaps not. But everyone will agree that there are certain rights that must be enjoyed by individuals. Particularly, in a democratic country like ours, there are rights that must be guaranteed to every citizen. Similarly there are certain duties that must be performed by democratic citizens. Which is why, the Constitution of India guarantees some rights to its citizens. They are known as Fundamental Rights. Besides, the Indian Constitution also enlists certain core duties that every citizen is expected to perform. These are known as Fundamental Duties. This lesson aims at discussing the details about the Fundamental Rights and Fundamental Duties.

OBJECTIVES

After completing this lesson, you will be able to:

- explain the meaning of rights and duties and critically evaluate their need and importance in our day to day life;

- assess the importance of Fundamental Rights given in the Constitution of India and analyse their exceptions and restrictions;

- appreciate the implications of recently added Right to Education;

- compare between Fundamental Rights and Human Rights;

- understand the process of seeking justice through constitutional means in case of violation of Fundamental Rights; and

- appreciate the importance of Fundamental Duties and the need to perform them as a good and law-abiding citizen of India.

16.1 MEANING AND IMPORTANCE OF RIGHTS AND DUTIES

We often talk about rights, but do you know what does the term 'rights' mean? Rights are rules of interaction between people. They place constraints and obligations upon the actions of the state and individuals or groups. For example, if one has a right to life, this means that others do not have the liberty to kill him or her. Rights are defined as claims of an individual that are essential for the development of his or her own self and that are recognized by society or State. These are legal, social, or ethical principles of freedom or entitlement and are the fundamental normative rules about what is allowed to people or owed to people, according to some legal system, social convention, or ethical theory. Rights are often considered fundamental to civilization, being regarded as established pillars of society and culture.

But the rights have real meaning only if individuals perform duties. A duty is something that someone is expected or required to do. Parents, for example, have a duty to take care of their child. You have duties towards your parents. A teacher has a duty to educate students. In fact, rights and duties are two wheels on which the chariot of life moves forward smoothly. Life can become smoother if rights and duties go hand in hand and become complementary to each other. Rights are what we want others to do for us whereas the duties are those acts which we should perform for others. Thus, a right comes with an obligation to show respect for the rights of others. The obligations that accompany rights are in the form of duties. If we have the right to enjoy public facilities like transport or health services, it becomes our duty to allow others to avail the same. If we have the right to freedom, it becomes our duty not to misuse this and harm others.

ACTIVITY 16.1

Write down in the boxes given below your rights and your duties towards family, friends and the neighbourhood.

MY DUTIES

Towards My Family	Towards My Friends	Towards My Neighbourhood
1.	1.	1.
2.	2.	2.

MY RIGHTS

In My Family	Related to My Friends	Related to My Neighbourhood
1.	1.	1.
2.	2.	2.
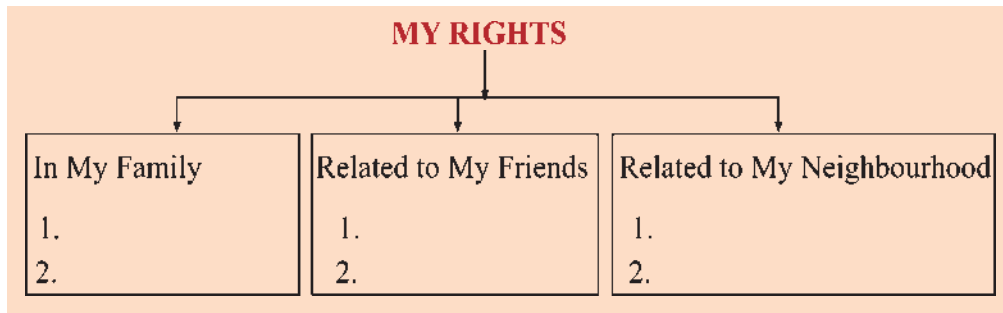
What do you think are the differences between your duties and rights? Do you think they are interrelated? How?

16.2 FUNDAMENTAL RIGHTS

As we have seen, rights are claims that are essential for the existence and development of individuals. In that sense there will a long list of rights. Whereas all these are recognized by the society, some of the most important rights are recognized by the State and enshrined in the Constitution. Such rights are called fundamental rights. These rights are fundamental because of two reasons. First, these are mentioned in the Constitution which guarantees them and the second, these are justiciable, i.e. enforceable through courts. Being justiciable means that in case of their violation, the individual can approach courts for their protection. If a government enacts a law that restricts any of these rights, it will be declared invalid by courts. Such rights are provided in Part III of the Indian Constitution. The Constitution guarantees six fundamental rights to Indian citizens as follows: (i) right to equality, (ii) right to freedom, (iii) right against exploitation, (iv) right to freedom of religion, (v) cultural and educational rights, and (vi) right to constitutional remedies. While these fundamental rights are universal, the Constitution provides for some exceptions and restrictions.

? Do you know

Originally, there were seven Fundamental Rights in the Constitution. Besides the above mentioned six rights, there was the Right to Property also. Since this Right created a lot of problems in the way of attaining the goal of socialism and equitable distribution of wealth, it was removed from the list of Fundamental Rights in 1978 by 44th constitutional amendment. However, its deletion does not mean that we do not have the right to acquire, hold and dispose of property. Citizens are still free to enjoy this right. But now it is just a legal right and not a Fundamental Right.

16.2.1 Right to Equality

Right to equality is very important in a society like ours. The purpose of this right is to establish the rule of law where all the citizens should be treated equal before

the law. It has five provisions (Articles 14-18) to provide for equality before law or for the protection of law to all the persons in India and also to prohibit discrimination on the grounds of religion, race, caste, sex or place of birth.

(i) **Equality before Law:** The Constitution guarantees that all citizens will be equal before law. It means that everyone will be equally protected by the laws of the country. No person is above law. It means that if two persons commit the same crime, both of them will get the same punishment without any discrimination.

(ii) **No Discrimination on the basis of Religion, Race, Caste, Sex or Place of Birth:** The State cannot discriminate against a citizen on the basis of religion, race, caste, sex or place of birth. This is necessary to bring about social equality. Every citizen of India has equal access to shops, restaurants, places of public entertainment or in the use of wells, tanks or roads without any discrimination. However, the State can make special provisions or concessions for women and children.

(iii) **Equality of Opportunity to all Citizens in matter of Public Employment:** The State cannot discriminate against anyone in the matter of public employment. All citizens can apply and become employees of the State. Merits and qualifications will be the basis of employment. However, there are some exceptions to this right. There is a special provision for the reservation of posts for citizens belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes (OBCs)

Figure 16.1 *Working in Office Without Gender Based Discrimination*

(iv) **Abolition of Untouchability:** Practising untouchability in any form has been made a punishable offence under the law. This provision is an effort to uplift the social status of millions of Indians who had been looked down upon and

kept at a distance because of either their caste or the nature of their profession. But, it is really very unfortunate that despite constitutional provisions, this social evil continues even today. Can you find any difference when you see a nurse cleaning a patient, a mother cleaning her child and a lady cleaning a toilet in the illustration? Why do people consider the cleaning of a toilet in a derogatory manner?

(v) Abolition of Titles: All the British titles like Sir (Knighthood) or Rai Bahadur which were given to the British loyalists during the British rule, have been abolished because they created distinctions of artificial nature. However, the President of India can confer civil and military awards to those who have rendered meritorious service to the nation in different fields. The civil awards such as Bharat Ratna, Padma Vibhushan, Padam Bhushan and Padma Shri and the military awards like Veer Chakra, Paramveer Chakra, Ashok Chakra are conferred. Do you know that these awards are not titles? Educational and military awards can be prefixed with one's name?

(Bharat Ratna, Padma Vibhushan, Pramvir Chakra, Veer Chakra, Ashok Chakra)

Figure 16.2 *Medals Showing Civil and Military Awards*

ACTIVITY 16.2

Gather the opinion of at least 5 of your classmates, friends or adults in your family and neighbourhood on the following questions:

1. Do you think that reservation of posts for Scheduled Castes, Scheduled Tribes and Other Backward Classes is proper?

2. Do you think that the people still avoid drinking water given by an individual of Scheduled Caste?

3. Do you agree that there is equality before law for all the citizens in the real sense of the term?

Put their responses in the table given below and draw conclusions. What opinion do you have regarding these questions?

Questions	Responses of Persons				
	Person 1	Person 2	Person 3	Person 4	Person 5
Question 1					
Question 2					
Question 3					

INTEXT QUESTIONS 16.1

1. What do you mean by rights and duties? How are they interrelated?

2. Which of the following statements do not conform to the Right to Equality and why?

    (i) Reservation for the Scheduled Castes and Scheduled Tribes provided only in a case of discrimination.

    (ii) A former Union Minister facing charges of corruption is exempted from attending the Court.

    (iii) Access to public places is open to all.

    (iv) Eligibility for employment is based on religion.

    (v) Rai Bahadur Sohan Singh is a candidate in Lok Sabha elections.

3. Which one of the following is not a form of untouchability?

    (i) There are separate doors for entry in a sacred place, one for Dalits and one for others.

    (ii) A Gym refused to admit Dalit clients.

    (iii) Dalits share the village hand pumps for water with others.

    (iv) A Dalit bride was not allowed to wear a bridal dress on her marriage day.

16.2.2 Right to Freedom

You will agree that the freedom is the most cherished desire of every living being. Human beings definitely want and need freedom. You also want to have freedom. The Constitution of India provides Right to Freedom to all its citizens. This Right is stipulated under Articles 19-22. The following are the four categories of Rights to Freedom:

I. **Six Freedoms:** Article 19 of the Constitution provides for the following six freedoms:

    (a) Freedom of speech and expression

    (b) Freedom to assemble peacefully and without arms

(c) Freedom to form Associations and Unions

(d) Freedom to move freely throughout the territory of India

(e) Freedom to reside and settle in any part of India

(f) Freedom to practise any profession or to carry on any occupation, trade or business

The purpose of providing these freedoms is to build and maintain an environment for proper functioning of democracy. However, the Constitution has authorized the State to impose certain *reasonable restrictions* on each of them:

1. Restrictions may be put on the Right to Freedom of speech and expression in the interests of the sovereignty, integrity and security of India, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence.

2. Right to assemble peacefully and without arms may be restricted in the interests of the sovereignty and integrity of India or public order.

3. Right to form associations or unions may have restrictions in the interests of the sovereignty and integrity of India, public order or morality.

4. Right to move freely throughout the territory of India and to reside and settle in any part of India may also be restricted in the interest of the general public or for the protection of the interests of any Scheduled Tribe.

5. Right to practise any profession or to carry on any occupation, trade or business may have restrictions in the interests of the general public. The State is also permitted to lay down the professional or technical qualifications necessary for practising any profession or carrying on any occupation, trade or business.

II. Protection in respect of conviction for offences: Article 20 of the Constitution provides for the protection in respect of conviction for offences. No one can be convicted for an act that was not an offence at the time of its commission, and no one can be given punishment greater than what was provided in the law prevalent at the time of its commission. Also, no one can be prosecuted and punished for the same offence more than once and can be forced to give witness against his or her own self.

III. Protection of life and personal liberty: As provided in Article 21, no one can be deprived of his or her life or personal liberty except according to the procedure established by law.

IV. Protection against arrest and detention in certain cases: It is provided in Article 22 that whenever a person is arrested, he or she should be informed, as soon as it is possible, of the grounds for arrest and should be allowed to consult and to be defended by a legal practitioner of his or her choice. Moreover, the

Notes

arrested person must be produced before the nearest magistrate within 24 hours of such an arrest excepting a person who has been arrested under preventive detention law. The case of the person arrested under preventive detention law has also to be referred to an Advisory Board within a period of three months of his or her arrest.

? Do you know

1. What will happen if the State misuses its power in the name of reasonable restrictions? Who will decide the reasonableness? According to the Constitution, only the courts can decide this issue and not the government.

2. Only some of the Fundamental Rights are enjoyed by the foreigners and not all. For example, the Right to Equality before Law and Right to Freedom of Religion are enjoyed by the foreigners also, but most other Fundamental Right are exclusively for the Indian citizens only.
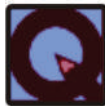
INTEXT QUESTIONS 16.2

1. What are the freedoms provided in the Indian Constitution?

2. Which freedom has been violated in the following cases?

    (i) The state policy did not allow the leader of a particular political party to cross its border and enter the state without any reason.

    (ii) Workers were not allowed to unite and highlight their demands.

    (iii) People forced to leave their own state and go elsewhere.

    (iv) The son of a shoemaker was not allowed to open a sweet shop in the village.

    (v) A political party was not accorded permission to hold a public meeting.

3. What are the provisions in the Constitution for the protection of citizens in respect of conviction for offenders, the protection of life and personal liberty and the protection against arrest and detention?

ACTIVITY 16.3

Below are stated Freedoms granted to citizens by the Constitution and the reasonable restriction that the State can impose. Match the Freedom with appropriate Reasonable Restriction. Do you think these restrictions are appropriate? Give reasons for your view.

Notes

Freedoms	Reasonable Restrictions
1. Freedom of speech and expression	(a) Restriction on the movement of a person/group to prevent spread of violence.
2. Freedom to form Associations and Unions	(b) Not allowed to run trades like gambling, prostitution, selling of narcotic drugs.
3. Freedom to assemble peacefully and without arms.	(c) Not allowed to reside too close to aerodrome
4. Freedom to move freely throughout the territory of India	d) Restriction on the use of language that may instigate people for communal violence
5. Free to reside and settle in any part of India	e) Not allowed to form an association to help terrorist activities
6. Freedom to practise any profession or to carry on any occupation, trade or business	f) Should be peaceful and participants should not carry any weapon.

16.2.3 Right against Exploitation

Have you ever thought how many ways exploitations take place in our society? You might have seen a small child working in a tea shop or a poor and illiterate person being forced to work in the household of a rich person. Traditionally, the Indian society has been hierarchical that has encouraged exploitation in many forms. Which is why, the Constitution makes provisions against exploitation. The citizens have been guaranteed the right against exploitation through Articles 23 and 24 of the Constitution. These two provisions are:

1. **Prohibition of traffic in human beings and forced labour:** Traffic in human beings and *begar* and other similar forms of forced labour are prohibited and any breach of this provision shall be an offence punishable in accordance with law.

? Do you know

1. **Traffic** in human beings means selling and buying of human beings as material goods. Trafficking, especially of young women, girls and even boys is continuing as an illegal trade.

2. **Earlier** especially in the feudal Indian society, people belonging to the poor and downtrodden sections were made to do work free of charge for landlords and other powerful people. This practice was *Begar* or forced labour.

3. **Prohibition of employment of children in factories, etc.:** As the Constitution provides, no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment. This right aims at eliminating one of the most serious problems, child labour, that India has been facing since ages. Children are assets of the society. It is their basic right to enjoy a happy childhood and get education. But as shown in the illustration and as you also may have observed, in spite of this constitutional provision, the problem of child labour is still continuing at many places. This malice can be eliminated by creating public opinion against it.

Figure 16.3 *Children working in hazardous situation*

ACTIVITY 16.4

Gonu and Sonu aged 9 and 11 respectively belonged to a remote village in the State of Jharkhand. Their father sold them to a bangle manufacturer of Firozabad in Uttar Pradesh for Rs. 2,000 each. They were made to work in a factory where many more children were already working under extremely unhealthy and hazardous conditions. They were not given enough food to eat and they hardly got time to sleep. In case they got hurt or burnt or fell ill, they were beaten up, tortured and forced to work for more than 18-20 hours. Some children who managed to escape from there, went to other cities and took to begging, stealing or some other menial jobs. They always dreamt of meeting their parents, but they could never do so.

Read the above news story and answer the following questions :

1.   Which Fundamental Rights are violated in this story.

2.   What action should be taken against the parents who sell their children or make them work in such conditions?

3.   What measures may be taken to save such children from exploitation?

Put yourself in the shoes of Sonu and Gonu being made to work for long hours in a bangle factory. What can you do to seek help and change your circumstances?

Notes

16.2.4 Right to Freedom of Religion

As you know, one of the objectives declared in the Preamble is "to secure to all its citizens liberty of belief, faith and worship". Since India is a multi-religion country, where Hindus, Muslims, Sikhs, Christians and many other communities live together, the Constitution declares India as a 'secular state'. It means that Indian State has no religion of its own. But it allows full freedom to all the citizens to have faith in any religion and to worship, the way they like. But this should not interfere with the religious beliefs and ways of worship of other fellow beings. This freedom is available to the foreigners as well. In respect of the Right to freedom the Constitution makes the following four provisions under Articles 25-28:

1.   **Freedom of conscience and free profession, practice and propagation of religion:** All persons are equally entitled to freedom of conscience and the right to profess, practise and propagate religion freely. However, it does not mean that one can force another person to convert his/her religion by force or allurement. Also, certain inhuman, illegal and superstitious practices have been banned. Religious practices like sacrificing animals or human beings, for offering to gods and goddesses or to some supernatural forces are not-permissible. Similarly, the law does not permit a widow to get cremated live with her dead husband (voluntarily or forcibly) in the name of *Sati Pratha*. Forcing the widowed woman not to marry for a second time or to shave her head or to make her wear white clothes are some other social evils being practised in the name of religion. Besides the above stated restrictions, the State also has the power to regulate any economic, financial, political or other secular activities related to religion. The State can also impose restrictions on this right on the grounds of public order, morality and health.

2.   **Freedom to manage religious affairs:** Subject to public order, morality and health, every religious group or any section thereof shall have the right (a) to establish and maintain institutions for religious and charitable purposes; (b) to manage its own affairs in matters of religion; (c) to own and acquire movable and immovable property; and (d) to administer such property in accordance with law.

3.   **Freedom as to the payment of taxes for promotion of any particular religion:** No person shall be compelled to pay any tax, the proceeds of which are specifically used in payment of expenses the incurred on the promotion or maintenance of any particular religion or religious sect.

4. **Freedom as to attendance at religious instruction or religious worship in certain educational institutions:** (1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds. However, it will not apply to an educational institution which is administered by the State but has been established under any trust which requires that religious instruction shall be imparted in such an institution. But no person attending such an institution shall be compelled to take part in any religious instruction that may be imparted there or attend any religious worship that may be conducted there. In case of a minor, the consent of his/her guardian is essential for attending such activities.

INTEXT QUESTIONS 16.3

1. What is the main objective of making 'right against exploitation,' a fundamental right?

2. Write one term for the following statements:

    (a) A practice where a person is compelled to serve without any payment
    ....

    (b) Selling and buying of a human beings
    ....

3. Mention any four real life-situations of exploitation being openly practiced in your neighbourhood.

16.2.5 Cultural and Educational Rights

India is the largest democracy in the world having diversity of culture, scripts, languages and religions. As we know the democracy is a rule of the majority. But the minorities are also equally important for its successful working. Therefore, protection of language, culture and religion of the minorities becomes essential so that the minorities may not feel neglected or undermined under the impact of the majority rule. Since people take pride in their own culture and language, a special right known as Cultural and Educational Right has been included in the Chapter on Fundamental Rights. In Articles 29-30 two major provisions have been made:

1. **Protection of interests of minorities:** Any minority group having a distinct language, script or culture of its own shall have the right to conserve the same. No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

2. **Right of minorities to establish and administer educational institutions:** All Minorities, whether based on religion or language, have the right to establish and administer educational institutions of their choice. In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, the State shall ensure that the amount

fixed by or determined under such law for the acquisition of such property would not restrict or abrogate the right guaranteed under that clause. The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

? Do you know

Minority does not mean minority at the national level. There can be minorities at the state level also. For example, the Sikhs are a majority community in Punjab, but they are a minority community in Delhi, Rajasthan, Haryana and many other States. Similarly Telugu, Kannad and Bangala speaking people are in minority in most of the States in India except in their own, i.e. Andhra Pradesh, Karnataka, West Bengal.

16.2.6 Right to Constitutional Remedies

Since Fundamental Rights are justiciable, they are just like guarantees. They are enforceable, as every individual has the right to seek the help from courts, if they are violated. But in reality it is not so. Encroachment or violation of Fundamental Right in our day to day life is a matter of great concern. Which is why, our Constitution does not permit the legislature and the executive to curb these rights. It provides legal remedies for the protection of our Fundamental Rights. This is called the Right to Constitutional Remedies stipulated in Article 32. When any of our rights are violated, we can seek justice through courts. We can directly approach the Supreme Court that can issue directions, orders or writs for the enforcement of Fundamental Rights.

16.2.7 Right to Education (RTE)

The Right to Education is added by introducing a new Article 21A in the Chapter on Fundamental Rights in 2002 by the 86th Constitutional Amendment. It was a long standing demand so that all children in the age group of 6-14 years (and their parents) can claim compulsory and free education as a Fundamental Right. It is a major step forward in making the country free of illiteracy. But this addition remained meaningless, as it could not be enforced until 2009 when the Parliament passed the Right to Education Act, 2009. It is this Act which aims at ensuring that every child who is between 6-14 years of age and is out of the school in India, goes to school and receives quality education, that is his/her right.

INTEXT QUESTIONS 16.4

1.   What are the major cultural and educational rights guaranteed by the Constitution?

2. Tamil, Kannad and Telugu speaking people living in Delhi are amongst the many minority communities. What can they do to conserve their distinct language and culture?

3. Which one of the following situations is not covered under the Cultural and Educational Rights:

   (a) To conserve one's distinct language.

   (b) No discrimination in granting funds to the minorities.

   (c) Right to establish institutions of their own choice.

   (d) The Minority school must admit children belonging to the majority community.

4. "The right to constitutional remedies is the most important fundamental right."Do you agree with this statement? Give justification to your answer.

16.3 FUNDAMENTAL RIGHTS AS HUMAN RIGHTS

You have already read that Fundamental Rights are indeed very essential for the well being of every citizen. We also know that people have always struggled against injustice, exploitation and inequality for the creation of better surroundings, better living conditions and preservation of the human dignity. Efforts to avail such rights to all human beings have been made at the international level also by recognising various rights which are popularly known as Human Rights. The General Assembly of the United Nations adopted Human Rights in 1948 and enshrined them in Universal Declaration of Human Rights about which you will study later. Some of the Human Rights are: Equality before Law, Freedom from Discrimination, Right to Life, Liberty and Personal Security, Right to Free Movement, Right to Education, Right to Marriage and Family, Freedom of Thought, Conscience and Religion, Right to Peaceful Assembly and Association and Right to Participate in the Cultural Life of the Community. If you carefully examine the above mentioned rights, you will realise how important the Human Rights are.

That is why, many of the Human Rights have found place in the Chapter on Fundamental Rights in the Indian Constitution. The Human Rights which could not find place under the Fundamental Rights have been included in the Chapter on Directive Principles of State Policy. Moreover, keeping in view the importance of Human Rights, the National Human Rights Commission was founded in 1993 by the Government of India to guarantee that the Indian citizens also enjoy those rights.

? Do you know

Human rights are universal, fundamental and absolute : universal because they belong to all humans everywhere; fundamental because they are inalienable; absolute because they are basic to a real living.

1. Fundamental Duties

After going through the Fundamental Rights, you must have observed and realized that in return for every right, the society expects the citizens to do certain things which are collectively known as duties. Some such important duties have been incorporated in the Indian Constitution also. The original Constitution enforced on 26th January, 1950 did not mention anything about the duties of the citizen. It was expected that the citizens of free India would perform their duties willingly. But things did not go as expected. Therefore, ten Fundamental Duties were added in Part-IV of the Constitution under Article 51-A in the year 1976 through the 42nd Constitutional Amendment. However, whereas Fundamental Rights are justiciable, the Fundamental Duties are non-justiciable. It means that the violation of fundamental duties, i.e. the non-performance of these duties by citizens is not punishable. The following ten duties have been listed in the Constitution of India:

1. to abide by the Constitution and respect its ideals and institutions, the National Flag, National Anthem;

2. to cherish and follow the noble ideals which inspired our national struggle for freedom;

3. to uphold and protect the sovereignty, unity and integrity of India;

4. to defend the country and render national service when called upon to do;

5. to promote harmony and the spirit of common brotherhood amongst all the people of India and to renounce practices derogatory to the dignity of women;

6. to value and preserve the rich heritage of our composite culture;

7. to protect and improve the natural environments including forests, lakes, rivers and wildlife;

8. to develop the scientific temper, humanism and the spirit of inquiry and reform;

9. to safeguard public property and not to use violence; and

10. to serve towards excellence in all spheres of individual and collective activity.

Besides, a new duty has been added after the passage of Right to Education Act, 2009. "A parent or guardian has to provide opportunities for the education of his child/ward between the age of six and fourteen years.

16.3.1 Nature of Fundamental Duties

These duties are in the nature of a code of conduct. Since they are unjusticiable, there is no legal sanction behind them. As you will find, a few of these duties are vague. For example, a common citizen may not understand what is meant by 'composite culture', 'rich heritage' 'humanism', or 'excellence in all spheres of individual and collective activities'. They will realize the importance of these duties only when these terms are simplified

Notes

A demand has been made from time to time to revise the present list, simplify their language and make them more realistic and meaningful and add some urgently required more realistic duties. As far as possible, they should be made justiciable.

? Do you know

1. Proper upbringing of the children and maintenance of the parents in their old age were included in the list of Fundamental Duties in the Soviet Constitution of 1977.

2. To educate the children, not to interfere with public welfare, to pay the taxes and the right to work have been included in the Constitution of Japan.

INTEXT QUESTIONS 16.5

1. Which international document on Human Rights was prepared and passed by the United Nations General Assembly?

2. List any four Fundamental Rights which are Human Rights also.

3. Carefully study the following illustrations and identify and list one Fundamental Duty for each illustration which can be associated with or are related to it.
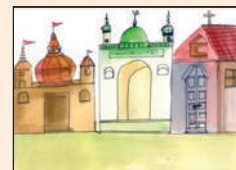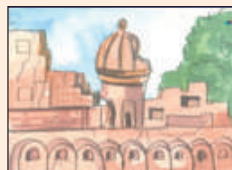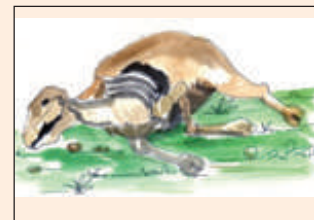
Illustrations to be included:(a) Leafless trees, fallen trees, dead animals etc. (b)Some ruined monuments (c) Marchers in a procession with placards like Inqulab zinadabad, Bharat Mata Ki Jai, Hindustan Amar Rahey (d) Soldier guarding the border or patrolling on the border (e) a few places of worship representing different religions

4.   If you are to take a pledge to abide by four Fundamental Duties on **the** Independence Day, which four duties, according to you are the most important ones and why?

WHAT HAVE YOU LEARNT?

- Rights are claims of an individual and these are essential for the development of himself or herself and that are recognized by the society or the State. A duty is something that someone is required to do for any number of reasons, including moral or legal obligations. Rights and duties are interdependent.

- Whereas all the rights are recognized by the society, some of the most important rights are recognized by the State and enshrined in the Constitution. Such rights are called Fundamental Rights.

- The Constitution guarantees six Fundamental Rights to Indian citizens as follows: (i) Right to equality, (ii) Right to freedom, (iii) Right against exploitation, (iv) Right to freedom of religion, (v) cultural and educational rights, and (vi) Right to constitutional remedies. While these Fundamental Rights are universal, the Constitution provides for some exceptions and restrictions.

- The General Assembly of the United Nations adopted several types of Human Rights in 1948 and enshrined them in Universal Declaration of Human Rights. A number of the Human Rights have been given place as Fundamental Rights in the Indian Constitution so that their implementation may become a legal duty of the government. The Human Rights which could not find place under the Fundamental Rights, have been taken care of under Directive Principles of State Policy.

- Ten Fundamental Duties have been added in Part-IV of the Constitution under Art 51A in the year 1976 through the 42nd Constitutional Amendment. Unlike Fundamental Rights which are justiceable, the Fundamental Duties are non-justiceable which means that their violation i.e. non-performance of these duties is non-punishable.

TERMINAL EXERCISES

1. Explain the significance of Fundamental Rights in our day to day life. Which fundamental right do you consider the most important in your life and why?

2. Enumerate the six Fundamental Rights granted to us by the Constitution.

3. How far will the Right to Education eradicate illiteracy from India? Explain.

4. Describe the main provisions of the Right to freedom of religion.

5. Highlight only three restrictions imposed on the Right to Freedom. In your opinion, are these restrictions justified? Give arguments to support your answer.

6. Do you agree that Human Rights are reflected in the Fundamental Rights of the Indian Constitution?

7. What are the fundamental duties enumerated in the Constitution? Which of these do you consider as your most important duties and why?

8. Read the following statements; identify the correct ones and rewrite the incorrect ones after necessary corrections:

   (i) A person is not free to change his/her religion without permission from the government.

   (ii) Every government or government-aided school can impart religious instructions.

   (iii) Students of institutions managed by private bodies cannot be compelled to take part in religious worships.

   (iv) As a multi-religious state, India can confer any privilege or favor on any religion.

   (v) The government can impose taxes for the maintenance of important religious places.

   (vi) Places of worship can be constructed any where even if they obstruct the national development projects.

9. Match the rights in column 'A' with their corresponding duties in column 'B'.

A	B
(a) The constitution gives us the freedom of expression	(a) It is our duty not to deny the use of them to others.
(b) If we have the right to practise the religion of our own choice	(b) It is our duty to obey the rules and maintain discipline.
(c) If we have a right to use a public park, a well or a tank	(c) It is the duty of others not to kill us or injure us.
(d) If we have the right to live.	(d) It is our duty to allow others to practise their religion.
(e) If we have the right to be taught.	(e) It also reminds us and tells us not to hurt the feelings of others.

Project

Survey your neighbourhood or nearby places and identify 3-5 children below the age of 14 who are working in menial jobs as beggar or rag pickers. Try to know

from them the factors which have forced them to reach such a stage. Based on your observations and discussions with your elders or with some NGO, fill-in the following table:

Sl. No.	Name of the Child	Factors that led him/her to difficult situation	Ways in which I can help him/her
1.			
2.			
3.			
4.			
5.			

ANSWERS TO INTEXT QUESTIONS

16.1

1. Rights are defined as claims of an individual that are essential for the development of his or her own self and that are recognized by society or State. A duty is something that someone is expected or required to do. Rights and duties are interdependent. Life can become smoother if rights and duties go hand in hand and become complementary to each other. Rights are what we want others to do for us whereas the duties are those acts which we should perform for others. Thus, a right comes with an obligation to show respect for the rights of others. The obligations that accompany rights are in the form of duties.

2. (i) Because the provision for reservation is not a case of discrimination.

   (ii) Because everyone is equal before law and discrimination cannot be made on any basis including the status of a person.

   (iv) Because religion cannot be made the sole basis of employment in any situation.

   (v) Because the Constitution of India has abolished all the Titles. Mr. Sohan Singh can not use the title of Rai Bahadur.

3. (iii) Dalits share the village hand pumps for water with others.

16.2

1. (a) Freedom of speech and expression; (b) Freedom to assemble peacefully and without arms; (c) Freedom to form Associations and Unions; (d) Freedom to

move freely throughout the territory of India; (e) Freedom to reside and settle in any part of India; (f) Freedom to practise any profession or to carry on any occupation, trade or business

2. (i) Freedom to move freely throughout the territory of India

   (ii) Freedom to form Associations and Unions

   (iii) Freedom to reside and settle in any part of India

   (iv) Freedom to practise any profession or to carry on any occupation, trade or business

   (v) Freedom to assemble peacefully and without arms

3. Article 20, Article 21 and Article 22 respectively

16.3

1. Traditionally, the Indian society has been hierarchical that has encouraged exploitation in many forms. Which is why, the Constitution makes provisions against exploitation.

2. (a) *begar*

   (b) human trafficking

3. Mention the life situations based on your own experiences, like a 10-year boy working in a tea shop.

16.4

1. In Articles 29-30 two major provisions have been made: Protection of interests of minorities; and Right of minorities to establish and administer educational institutions

2. Any minority having a distinct language, script or culture of its own shall have the right to conserve the same.

3. (d) Minority school must admit children belonging to majority community

4. Encroachment or violation of Fundamental Rights in our day to day life is a matter of great concern. Which is why, our Constitution does not permit the legislature and the executive to curb these rights. It provides legal remedies for the protection of our Fundamental Rights. This is called the Right to Constitutional Remedies.

16.5

1. The General Assembly of the United Nations adopted Human Rights in 1948 and preserved them in Universal Declaration of Human Rights

2. Right to Equality, Right to Freedom, Right to Freedom of Religion and Cultural and Educational Rights

Notes

3. (a) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

    (b) to value and preserve the rich heritage of our composite culture

    (c) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

    (d) to defend the country and render national service when called upon to do so

    (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

4. (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

    (b) to uphold and protect the sovereignty, unity and integrity of India;

    (c) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

    (d) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

These duties are focused on the central spirit of the Constitution and the goals that Indian political system tries to achieve.

17

INDIA – A WELFARE STATE

Ramakrishnan and his friend Abdul who were coming from Chennai got down at New Delhi railway station. While they were crossing the road to hire a taxi, Ramakrishnan was hit by a cycle rickshaw. He was immediately admitted in a government hospital for treatment, where Dr. Nirmala handled his case. Worried Abdul phoned Ramakrishnan's uncle and informed his own family also. After about an hour, Dr. Nirmala told Abdul that there was nothing to worry as Ramakrishnan had no serious injury. By then Ramakrishnan's uncle also reached and Ramakrishnan was discharged. Abdul noticied that the doctor did not charge anything for her medical advice and charged nominally for the medicines.. He asked Ramakrishnan's uncle, how it was possible? The uncle who is a teacher told that in a country like India which is a welfare state, all this is the responsibility of the government. Now Abdul was confronted by a basic question, "what does a welfare state mean"?

You may also have come across this term while going through newspapers or magazines or watching a discussion on television. You might have noted that whenever India is described as a welfare state, there is a reference to Directive Principles of State Policy. Why? Like Abdul, you may have a number of questions. In the lesson analyse and understand all the important facets of India being a welfare state.

OBJECTIVES

After completing this lesson you will be able to:

● explain the meaning of a welfare state and understand how India is a welfare state;

● identify the factors which led to the inclusion of Directive Principles of State Policy in the Constitution of India;

- appreciate the importance of Directive Principles in realizing the objectives of a welfare state of India.

- identify and classify various categories of Directive Principles;

- distinguish between Fundamental Rights and Directive Principles of State Policy; and

- analyse the measures taken to implement Directive Principles to realize the objectives of a welfare state

17.1 WHAT IS A WELFARE STATE?

The basic question i.e. what is a welfare state that bothered Abdul needs to be answered. As we have seen, India is described as a welfare state. There are a number of other nations in the world, which are also described as welfare states. Why are they called so and others are not? What is the meaning of the term, welfare state? It is a concept of government in which the state plays a key role in the protection and promotion of economic and social well-being of its citizens. A welfare state is based on the principles of equality of opportunity and equitable distribution of wealth. It also focuses on the governmental responsibility for those who are unable to avail themselves of the minimal provisions of a good life. Under this system, the welfare of its citizens is the responsibility of the state. India was not a welfare state before independence. The British rule was not very interested in protecting and promoting the welfare of the people. Whatever it did was in keeping with the interests of the British colonial government and not in the interests of the people of India.

When India attained independence, it had innumerable problems and challenges. The social and economic inequality was all pervasive. Economically, India's situation was miserable. Socially also India was having a number of problems. There were social inequalities and all the vulnerable sections of the society such as women, dalits, children were deprived of basic means of living. The Constitution makers were very much aware of the problems. That is why, they decided that India would be a welfare state. As you must have seen, India is described as a "sovereign socialist secular democratic republic" in the Preamble of the Indian Constitution. Accordingly, the Constitution has extensive provisions to ensure social and economic welfare of the people of India. In this regard two specific provisions have been made, one in the form of Fundamental Rights and the other as Directive Principles of State Policy.

The Fundamental Rights embodied in Part III of the Indian Constitution act as a guarantee that all Indian citizens can and will enjoy civil liberties and basic rights. These civil liberties take precedence over any other law of the land. They are individual rights commonly included in the Constitutions of liberal democracies. Some of these important rights are: equality before the law, freedom of speech and expression, freedom of association and peaceful assembly, freedom of religion, and

Notes

the right to constitutional remedies for the protection of civil rights. But this was not enough. Indian citizens also needed opportunities for economic and social development. That is why Part IV on Directive Principles of State Policy was included in the Indian Constitution.

INTEXT QUESTIONS 17.1

1. What do you mean by the term welfare state?

2. Why did Constitution-makers decide that India would be a welfare state?

3. Name at least two sections of Indian society that were adversely affected by prevailing social inequalities.

17.2 DIRECTIVE PRINCIPLES OF STATE POLICY

As we have seen in the Lesson on 'Fundamental Rights and Fundamental Duties', the fundamental rights provided in the Indian Constitution are primarily political rights. The Constitution makers were well aware that even if all the fundamental rights are truly enforced, the goals of Indian democracy would not be realized unless the people of India could avail of social and economic rights. However, they were also alive to the limitations of the abilities of Indian state which attained independence after centuries of foreign rule and was at a low level of socio-economic development. In that situation, if the economic and social rights had been included in the list of fundamental rights, the Indian state would have failed to enforce these rights because of its own limitations. But at the same time, these rights needed to be given special importance. This was done by including a separate Chapter as Part-IV known as the *Directive Principles of State Policy* in the Constitution.

17.2.1 Characteristics

The Directive Principles of State Policy are guidelines to the central and state governments of India. The governments must keep these principles in mind while framing laws and policies. It is true that these provisions of the Constitution of India are non- justiceable, which means that these are not enforceable by any court of law. But the principles are considered fundamental in the governance of the country. It is the duty of the central and state governments to apply these principles in making laws to establish a just society in the country. The principles have been inspired by the Directive Principles stated in the Constitution of Ireland and also by the principles of Gandhian philosophy.

The main aim of these principles is to create social and economic conditions under which all the citizens can lead a good life. In other words it is to establish social and economic democracy in the country. These principles act as a yardstick in the

Notes

hands of the people to measure the performance of governments in respect of achieving the objective. All executive agencies have to be guided by these principles. Even the judiciary has to keep them in mind while deciding cases.

Do you know

- The Directive Principles of State Policy have been listed in the Constitution under articles 36 to 51.

- A new directive was added by Forty Second Amendment. It speaks about the duty of the state to protect and improve the environment and to safeguard the forests and wild life of the country.

INTEXT QUESTIONS 17.2

1. Fill in the blanks:

    (a) The Directive Principles of State Policy are aimed at making India a .... state.

    (b) These principles are guidelines to .... of India, to be kept in mind while framing laws and policies.

    (c) The idea of Directive Principles is said to be borrowed from the constitution of ....

    (d) The directive principles are related to ....

2. Do you think the Indian Constitution would have failed to reflect the basic tenets of democracy, if it would not have included the Directive Principles of State Policy? Give reasons

17.2.2 Types of Directive Principles

If you go through the directive principles stated in the Constitution, you will find that they are of different types. Some are concerned with socio economic development, some are related to Gandhian thought, and some to foreign policy. The Constitution does not classify them under different heads, but for our better understanding, we may classify them under the following specific categories:

- Principles promoting social and economic equality;

- Principles related to Gandhian thought;

- Principles related to International peace and security; and

- Miscellaneous Principles.

A. Principles promoting social and economic equality

There are certain principles that are very important for realizing the goals of social and economic democracy in India. Many people in India have been suffering from social and economic inequalities since ages. The following principles, in particular, are aimed at ensuring economic and social equality:

Figure 17.1 *Social and Economic Inequalities*

1. The state should ensure for its people adequate means of livelihood.

2. The state should ensure fair distribution of the material resources of the country for the common good.

3. The state should distribute the wealth in such a way that the wealth is not concentrated in a few hands.

4. There should be equal pay for equal work for both men and women.

5. The state is directed to take steps to impart compulsory and free education to the children up to the age of 14 years.

6. The state should try to secure participation of workers in the management of the factory.

7. Childhood and Youth should be protected against exploitation. Men, women and children should not be forced by economic necessity to enter jobs and vocations not suited to their age or strength.

8. The state should ensure to the people (a) the right to work (b) the right to education (c) the right to state assistance in cases of unemployment, old age, sickness and disablement.

9. The state should make provisions for securing just and humane conditions of work for the workers and maternity relief for women.

 ACTIVITY 17.1

Read the situation given below and do the activity that follows:

There is a factory where men and women are working together and are doing equal work for equal time. The owner pays more wages to men and less to women.

Identify the Directive Principle which is not being observed in this case

....

....

Write a letter to the Editor of a National daily expressing why this is against the principles of a welfare state

Letter to the editor

....

....

....

....

B. Principles related to Gandhian thought

Gandhian thinking promotes a non-violent social order. Swaraj (Self-rule) , Sarvodaya (welfare for all) and svavlambam(self-reliance) are the basic principles of Gandhian thought. We are all well aware that Mahatma Gandhi was in the forefront of freedom movement. His philosophy and actions guided not only our freedom movement but also the framing of the Indian Constitution. The following Directive Principles in particular reflect Gandhian thought:

1. The state shall promote the educational and economic interests of the weaker sections of the society and in particular the interests of the scheduled castes and scheduled tribes.

2. The state shall take steps to organize the village panchayats. These panchayats should be given such powers and authority as may be necessary to enable them to function as units of self government.

3. The state shall make efforts to prevent the consumption of alcoholic drinks and other harmful drugs.

4. The state shall try to promote cottage industries in rural areas.

5. The state shall take steps to improve the quality of livestock and ban the slaughter of cows and calves and other milch and draught cattle.

ACTIVITY 17.2

1. According to the constitutional provisions, local government bodies should have 33% representation of women. Visit the office of at least one village panchayat

or a local municipal office and find out whether this provision is being met. Record your observations in the table below.

Total number of representatives in the panchayat/municipal office	Total number of women representatives

2. Talk to any two women representatives and fill in the table given below.

	Elected representative 1	Elected representative 2
3 positive changes that they have contributed to their area	1. 2. 3.	1. 2. 3.
3 challenges that they have faced during their work.	1. 2. 3.	1. 2. 3.

C. Principles related to International Peace and Security

The Constitution makers included some principles which provide guidelines to our foreign policy. These are:

1. The state shall promote international peace and security.

2. The state shall endeavor to maintain just and honorable relations with other nations.

3. The state shall foster respect for international laws and treaty obligations.

4. The state shall encourage settlement of international disputes by arbitration, i.e. mutual agreement.

D. Miscellaneous Principles

Besides, there are some notable Directive Principles which do not come under any of the above mentioned categories. These are as follows:

1. The State shall endeavour to protect and improve the environment and to safeguard the forests and wild life of the country.

2. The state shall take steps for the maintenance and protection of the historical monuments, places or objects of national importance.

3. The state shall aim at establishing a uniform civil code for all citizens throughout the country.

4. The state shall take steps to separate the Judiciary from Executive.

INTEXT QUESTIONS 17.3

1. Mention the major categories of Directive Principles of State Policy.

2. Match the following Principles with their appropriate category, as done for the first in the following table:

Sl. No.	Directive Principles	Category
a.	The state shall ensure for its people adequate economic means of livelihood	Principles promoting social and economic equality
b.	The state shall take steps to separate judiciary from executive.	
c.	The state shall endeavor to maintain just and honourable relations between nations.	
d.	The state shall take steps to organize the village panchayats.	
e.	There should be equal pay for equal work both for men and women.	
f.	The state shall try to promote cottage industries in rural areas.	

17.3 DIRECTIVE PRINCIPLES OF STATE POLICY AND FUNDAMENTAL RIGHTS

As you have learnt, the Directive Principles aim at establishing a welfare state. The aim of Fundamental rights is also the same; but there are some basic differences between the two.

First, Directive Principles are not justiceable. No constitutional provision or law binds the government to implement these. Fundamental rights are justiceable and enforceable. Fundamental rights cannot be denied to any citizen. These are protected by the Supreme Court and High Courts.

Second, these principles are only instructions or directions for the state to frame policies to implement them. Such policies should be a step towards realizing the

Notes

goals of a welfare state. Fundamental Rights have been ensured by the Constitution and the state is bound to protect the rights of all its citizens.

Third, even in respect of the placement in the Constitution, the Directive Principles come after the Fundamental Rights. It means that importance of Fundamental rights is more than that of Directive Principles.

However, it is important to appreciate that Directive Principles cannot be ignored even if these do not have the same kind of constitutional sanction as the Fundamental Rights. Implementation of Directive Principle enhances the credibility and popularity of any government, which and as we all know is the basis for regaining power in a democracy. Moreover, it is also apparent that the aim of both the Fundamental rights and Directive Principles is the same. They are not contradictory but complementary to each other. Fundamental Rights guarantee political democracy and Directive Principles are there to establish social and economic democracy. The real strength of the Directive Principles is derived from vigilant public opinion. The policies which are favoured by most citizens are usually implemented with great enthusiasm. No government can ignore the public interest. Each one of us is a vehicle for public opinion. It will be good if you try to create public opinion in favour of implementation of Directive Principles which you feel are important.

? Do you know

Shehzad Khan and Seema Dhanu who lead a group of young people, known as the Bal Panchayat in a village near Jaipur, Rajasthan have set a notable example of being catalytic to social development. This group of young people works on a variety of issues such as cleanliness, right to education, rights of thegirls of their village and also of the neighbouring villages. They are very actively engaged in preventing child labour. For this cause, they have lobbied with families, the panchayat and block administration to help working children go back to schools. Recently, Shehzad even approached the Chief Minister of Rajasthan to present the concerns regarding the lives of children in the villages. This example indicates that each one of us can raise a voice and make the government act for the betterment of the society?

17.4 IMPLEMENTATION OF DIRECTIVE PRINCIPLES OF STATE POLICY

You may now be interested in knowing whether the central and state governments have done anything to implement these Directive Principles. Have you heard about *Sarva Siksha Abhiyan*, a massive programme of the Central government being implemented in all the States of India? You may also be aware of *Right To Education Act 2009* passed by the Indian Parliament.These are the outcomes of efforts being

made to implement the Directive Principles. Some states like Bihar and Madhya Pradesh have reserved 50 percent seats in Panchayat elections for women. These instances indicate that although there is no legal force behind the Directive Principles and there is no obligation on the state to enforce them, yet the governments have been implementing these principles. Some of the implemented principles are:

- Minimum wages have been fixed in almost all the spheres of employment.

- Equal wages for equal work for both men and women have been enacted.

- Various programmes have been launched to boost rural employment. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and Swaran Jayanti Gram Swarojgar Yozna are the examples.

- Panchayati Raj has been given constitutional status. Village Panchayats have been set up and are functioning at village level.

- The Eighty-sixth constitutional amendment was adopted to ensure *provision for free and compulsory education for children* and the Right to Education Act was passed in 2009 to make it a fundamental right.

- Many laws have been passed to protect children from exploitation.

- A number of welfare schemes have been implemented for the poor and backward classes and also for scheduled castes and scheduled tribes. Seats have been reserved for them in the Parliament and Vidhan Sabhas.

- Several laws and welfare schemes have been launched to protect women from exploitation.

- The forty second constitutional amendment added a Directive principle , which ensures *Protection and improvement of environment and safeguarding of forests and wild life.* A number of Programmes like *Save the Tiger* project Rhino, elephant etc. are being implemented in pursuance of the newly added directive principle. Judiciary has been separated from the executive.

- Cottage industries have been establish*ed and protected* by giving tax concessions.

- *Our foreign policy is in consonance with the principles of interna*tional peace and security, an*d maintaining* just and honourable relations between nations.

- The Government of India supports and works for world peace.

In view of the above, it is clear that governments at central, state and local levels are working for the implementation of the Directive principles. A lot of work has been done but still problems of poverty, unemployment, poor health and illiteracy do exist. The spirit of Directive Principles is to improve the quality of life of people. This is a continuous process and the efforts of the government showing some results. There are challenges that need comprehensive response based on the Directives Principles.

Notes

ACTIVITY 17.3

Collect information in respect of four welfare programmes that are being implemented in your State with the support of the Central government or State government. You can get this information from the local newspapers, internet, conversations with teachers/tutors and informed adults.

Sl. No.	Name of the Programme	Period of Implementation	Supported by State/ Central government
1.			
2.			
3.			
4.			

INTEXT QUESTIONS 17.4

1. Name the Constitutional Amendments that (a) ensures the provision for free and compulsory education for children of 6-14 years; and (b) ensures protection and improvement of environment and safeguarding of forests and wild life.

2. Write the Directive Principle of State Policy,that should guide the government to act in case of each of the following incidents given below:

	Incidents	Directive Principles
(a)	A 10 year old boy is washing utensils in a hotel for a small wage.	
(b)	An 8 year old girl is not being given admission to a school.	
(c)	Selling of Alcohols and harmful drugs is being encouraged.	
(d)	Safety of historical monuments is not being taken care of.	

WHAT YOU HAVE LEARNT

- A welfare state is one in which the state plays a key role in the protection and promotion of the economic and social well-being of its citizens. A welfare state is based on the principles of equality of opportunity, equitable distribution of wealth and public responsibility for those unable to avail themselves of the minimal provisions for a good life.

- Directive principals have been included in the Constitution of India for the socio economic development of the people.

- Directive principals are non-justiceable and cannot be enforced by any court of law.

- But these principles are considered fundamental in the governance of the country, making it the duty of the central and state governments to apply these principles in making laws to establish a just society in the country.

- The Directive Principles of State Policy can be categorized as (a) Principles promoting socio-economic equality; (b) Principles related to Gandhian thought; (c) Principles related to International Peace and Security; and (d) Miscellaneous Principles.

- Directive Principles are different from Fundamental Rights; but both are complementary to each other.

- The Central and State governments have been implementing these directive principles, but much more needs to be done to realize the goals of a welfare state.

TERMINAL EXERCISES

1. What do you mean by a welfare state? Why did the Constitution-makers decide that India would be a welfare state?

2. What is the purpose of Directive Principles of State Policy?

3. How are Directive Principles of State Policy different from Fundamental Rights? Explain.

4. What are Directive principles of State Policy which reflect Gandhian thought?

5. How have Directive Principles helped in promoting socio-economic development and equality?

6. India and Pakistan have recently had secretary level talks to discuss conventional and nuclear confidence building measures as a part of peace process between

the two countries. To which Directive Principle of State Policy is this related and how?

7. Describe any three Directive Principles of State Policy which have been implemented.

Read the story given below and answer the questions:-

Bholu is a 10-year old who has come to a city. He has nobody to look after him so he begins working as a rag picker. He is staying on footpath outside the local hospital. He does not go to any school and earns his living by picking rags like plastic, toxic wastes and hospital wastes which are hazardous to health and also a risk to life. He earns about Rs. 20 a day and has no other option but to eat leftover and unhygienic food.

(a) What can be the possible reasons for Bholu's situation? Write any two.

(b) List two Directive Principles which are related to situations that children like Bholu may be facing.

(c) Discuss Bholu's situation with your friends and family and suggest two ways to improve it..

ANSWERS TO INTEXT QUESTIONS

17.1

1. A welfare state is a concept of government in which the state plays a key role in the protection and promotion of economic and social well-being of its citizens. It is based on the principles of equality of opportunity and equitable distribution of wealth.

2. When India attained independence, it had innumerable problems and challenges. There were social inequalities and all the vulnerable sections of the society such as women, dalits, children were deprived of basic means of living. The Constitution makers were very much aware of the problems. Which is why, they decided that India would be a welfare state.

3. Women and Dalits

17.2

1. (a) Welfare

   (b) Central and state governments

   (c) Ireland

   (d) Social and economic rights

2. Yes . The main aim of the Directive Principles of State Policy is to create social and economic conditions under which all the citizens can lead a good life. In other words it is to establish social and economic democracy in the country.

17.3

1. We may classify Directive Principles of State Policy under the following specific categories:

   (a) Principles promoting social and economic equality

   (b) Principles related to Gandhian thought

   (c) Principles related to International peace and security and

   (d) Miscellaneous Principles.

2. (a) Principles promoting social and economic equality

   (b) Miscellaneous Principles.

   (c) Principles related to International peace and security

   (d) Principles related to Gandhian thought

   (e) Principles promoting social and economic equality

   (f) Principles related to Gandhian thought

17.4

1. (a) The Eighty Sixth Constitutional Amendment

   (b) The Forty Second Constitutional Amendment

2. (a) Childhood and youth should be protected against exploitation

   (b) State shall take steps to impart compulsory and free education to children up to the age of 14 years

   (c) State shall make efforts to prevent consumption of alcoholic drinks and other harmful drugs

   (d) State shall take steps for maintenance and protection of historical monuments

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18

LOCAL GOVERNMENTS AND FIELD ADMINISTRATION

Ramphal had left his village and come to a city in search of livelihood. His family also joined him there when he got a job. After a gap of 8 years, he and his son, Vijay visited his native village. Both were surprised to see a newly built primary school with a boundary wall, a volley ball ground and the village tube well with a park around it. All these had come up after they had left the village. Vijay also saw his younger cousins playing with the children of the high caste people the privileged class. It was a pleasant surprise for him, because earlier, they being poor and considered untouchables were not allowed to play with the children of the privileged villagers. He was curious to know how all that could happen. When he chanced to meet the school teacher, Vijay asked him the reasons behind the changes. The teacher said that those changes were the outcome of the efforts made primarily by the newly elected Sarpanch and Panches of the Gram Panchayat with the support from the field administration. Vijay felt still happier when came to know that one of his aunties had also been elected as a Panch. He wanted to know more about local government institutions like Gram Panchayat and field administration. In this lesson, the details as told by the teacher have been discussed.

OBJECTIVES

After completing this lesson you will be able to:

● recognize the need to establish Local Government in villages and cities;

● appreciate the efforts of people to strengthen the democracy through local governments;

● analyse the structure and functions of the local government in India (rural as well as urban;

● analyse the changes made by 73rd and 74th amendment of Constitution and appreciate the steps taken towards women's empowerment;

- recognize the necessity and importance of different officers at different levels of field administration for assisting the representatives for better functioning of local governments; and

- appreciate the role of local governments in our daily life.

18.1 LOCAL GOVERNMENT

Vijay asked the teacher why a Gram Panchayat is called a local government institution. You must be aware by now that India being a federal system has governments at two levels, Union government at the Centre and State governments at the state level. Besides these two governments, the Constitution of India has provided for a set of institutions for rural and urban areas, commonly known as Local government. It is the third tier of the government aimed at development and social justice at the local level and acts as an instrument of decentralization of powers. This is said to be the best government largely because of its closet interface with the local people. It provides a forum to them to deliberate on the nature of local problems and devise appropriate solutions that are in conformity with the local situations. Local government is in fact a government of the local people, by the local people and for the local people. Being located nearest to the people, the local government institutions are under constant observation of the society. This goes a long way in enhancing local government's accountability. In fact, the role of local self-government institutions is so pervasive and the services provided by them is so closest to the daily lives of the local communities that it is said to serve the local citizenry from "cradle to the grave".

The teacher asked Vijay if he knew that right from ancient times there had been some sort of community based institutions in different parts of India. They had been variously known as Panchayats, Biradaries or by some other names. The eldest person or any other commonly accepted leader used to deal with different problems of the members of the village or community. In many films or T.V. serials you must have noticed Panchayats listening to the complaints of the members and making decisions to resolve the issues. A story 'Panch Parmeshwar' by renowned litterateur Prem Chand also depicts the role of Panchayat. That old traditional organization "Panchayat" is still prevalent and working in the villages. Keeping in view the importance, acceptance and utility of this traditional institution, the government of India has continued with this system to work for the welfare of the people.

18.1.1 Rural and Urban Local Government

He further shared that it is not only in the villages where local governments are working. In cities also there are local bodies which are working for the welfare of the city dwellers. The only difference is that rural local bodies have a smaller area

and smaller population to look after but the local bodies of the cities have larger area and population to look after. The local governments in India thus are of two types, one for the rural areas and the other for the urban areas. The system of rural local government is known as the Panchayati Raj System and that of the urban local government has three kinds of institutional arrangements in different cities and towns. These are known as Municipal Corporations, Municipalities and Nagar Panchayats. The organization and functioning of both the Panchayati Raj System and Urban local governments have been greatly influenced by the 73rd and 74th Constitutional Amendment Acts 1992.

18.2 PANCHAYATI RAJ SYSTEM

As we have seen earlier that in the past, Panchayats used to be the seat of justice. Local disputes and other problems were referred to Panchayats and their decisions used to be respected by one and all. Our national leaders like Mahatma Gandhi had a firm faith in this system. The Constitution makers also considered this system to be very important and made provisions for it in the Directive Principles of State Policy. The Constitution states that the State shall take steps to organize Village Panchayats and empower them with such powers and authorities as may be necessary to enable them to function as units of local self government.
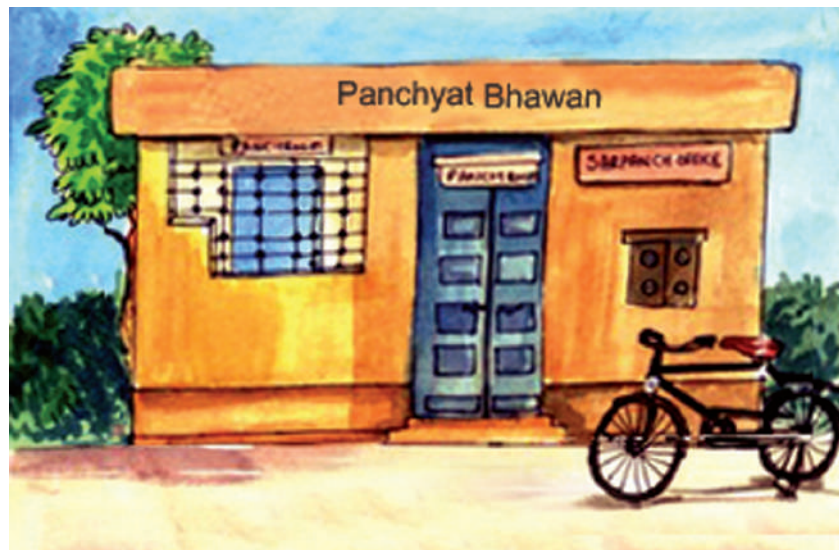
Figure 18.1

As a follow up, the present day Panchayats began functioning under the Community Development Programme introduced during the first Five year Plan. To make the system more effective a Committee was formed under the Chairmanship of Balwant Rai Mehta that went into its details. The Balwant Rai Mehta Committee in its report

submitted in 1957 recommended the establishment of a three-tier Panchayati Raj System: Gram Panchayats at the village level, the Panchayat Samitis at the block level or intermediate level and the Zila Parishad at the district level. In 1958, the National Development Council also recommended a similar structure of local government where village was at the bottom of the system and district at the top. However, it is the 73rd Constitutional Amendment 1992 that provided the present shape to the Panchayati Raj System. Now the Panchayati Raj Institutions in most of the States have been set up at three levels, village, intermediate and district levels. But in smaller States having a population of less than 20 lakh, there are only two tiers, the village level and the district level.

ZILA PARISHAD
(DISTRICT LEVEL)

PANCHAYAT SAMITIES
(BLOCK LEVEL)

GRAM PANCHAYATS
(VILLAGE LEVEL)
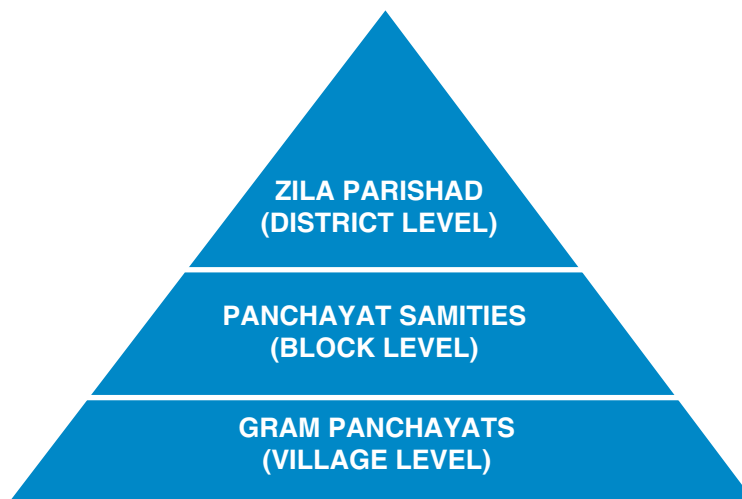
Figure 18.2 *The three tier structure of Panchayati Raj System*

18.2.1 The 73rd Constitutional Amendment 1992

The passage of the Constitution (73rd Amendment) Act, 1992 marks a new era in the federal democratic set up of the country and provides constitutional status to the Panchayati Raj Institutions (PRIs). The main features of the Act are:

(i)   establishment of a three-tier structure: Village Panchayat (Gram Panchayat); intermediate panchayat (Panchayat Samiti; and the district panchayat (Zila Parishad);

(ii)   regular elections, every five years;

(iii) reservation of seats for the Scheduled Castes and Scheduled Tribes in proportion to their population;

(iv)   not less than one-third reservation of seats for women at three different levels of PRIs;

(v)   establishment of State Finance Commissions to recommend measures to improve the finances of panchayats;

(vi)   establishment of State Election Commissions to conduct election to the PRIs;

(vii) establishment of District Planning Committees to prepare development plans for the districts;

(viii) preparation of plans for economic development and social justice and their execution concerning 29 subjects listed in the 11th Schedule of the Constitution;

(ix)   establishment of Grama Sabha (village assemblies) and their empowerment as a decision making body at the village level; and

(x)   rotation in accordance with the reservation of seats for women and the Scheduled Castes in the PRIs.

By the Constitution (73rd Amendment) Act, the Panchayati Raj Institutions have been given such powers and authority as may be necessary to enable them to function. It contains provisions for devolution of powers and responsibilities related to (a) the preparation of plans for economic development and social justice; and (b) the implementation of such schemes for economic development and social justice as may be entrusted to them.

? Do you know

Consequent upon the enactment of the 73rd Constitutional Amendment Act, almost all the States/UTs, except J&K, NCT Delhi and Uttaranchal have enacted their legislation. Moreover, almost all the States/UTs have held local body elections. As a result, 2,32,278 Panchayats at village level; 6,022 Panchayats at intermediate level and 535 Panchayats at district level have been constituted in the country. These Panchayats are being manned by about 29.2 lakh elected representatives of Panchayats at all levels. This is the broadest representative base that exists in any country of the world.

INTEXT QUESTIONS 18.1

1. Define local government. State two examples to justify the need for a local government.

2. Trace the evolution of Panchayati Raj System since the ancient days.

3. Identify the type of local government institutions that are set up in the area where you reside and name the institutions.

4. To what extent do you think the facilities and support provided by the local government impact our quality of life.

5. How has the 73rd Constitutional Amendment Act 1992 impacted the Panchayati Raj System?

MODULE - 3
Democracy at Work

Notes

![sun icon] **ACTIVITY 18.1**

Find out the following by discussing with your teachers or elders in your family and/ or neighbourhood or your classmates:

1. Names of local government institutions set up at the village level if you reside in rural area or in the town/city, if you reside there.

2. Designations of Office bearers in the concerned institutions and their number.

18.2.2 The Organisation, Functions and Sources of Funds of Gram Panchayats

A. Organisation

Village Panchayat also called Gram Panchayat is the grass root institution of Panchayati Raj System. At village level there is a Gram Sabha or Village Assembly and a Gram Panchayat having a Chairperson known as Gram Pradhan or Sarpanch (Mukhia), a Vice Chairperson and some Panches. In fact, the Village Panchayats are organized and they function according to the Act passed by every State government. That is why, you may find variations in different States. But mostly, the Panchayati Raj Institutions are organized and they function as follows:

A **Gram Sabha or Village Assembly** consists of all the adults i.e. voters (persons above the age of 18 years) living in the area of a Gram Panchayat i.e., village or a group of small villages. The Gram Sabha has now been recognized as a legal body. It acts like the legislative body. In one year at least two meetings of the Gram Sabha are held. In its first meeting the Gram Sabha considers the budget of the Gram Panchayat. In its second meeting it considers the reports of the Gram Panchayat. The main functions of Gram Sabha are to review the annual accounts of Panchayat,

Figure 18.3 *Meeting of Gram Sabha*

discuss audit and administrative reports and the tax proposals of its Panchayat and accept community service, voluntary labour and schemes for Panchayat. The members of Gram Sabha elect the members and also the Chairperson of Gram Panchayat. The States have to ensure that all the Gram Sabhas in their respective areas are functional.

The **Village Panchayat or Gram Panchayat** is the executive committee of Gram Sabha. It is the most important unit of rural local self-government. As we have seen, all the members of each Gram Sabha are voters who elect the members of the Panchayat by a secret ballot. In most of the States, a Village Panchayat has 5 to 9 members who are called Panches. In every Panchayat, one-third of the seats are reserved for women. However, there are States where the percentage of seats reserved for women is even more. Seats are also reserved for persons belonging to Scheduled Castes and Scheduled Tribes. The Sarpanch (Mukhia) of the Panchayat is directly elected by all the voters of the village. Some offices of Sarpanches are now reserved for women, and some for persons belonging to Scheduled Castes and Scheduled Tribes. Sarpanch calls the meetings of the Panchayat and presides over those meetings. He/She is to call at least one meeting of the Panchayat per month. The Panches can also request him/her for calling a special meeting. He/She has to call such special meeting within three days of the request. Sarpanch keeps the records of the meetings of Panchayat. The Panchayat can assign any special function to him/her. A Vice Chairperson is elected by the members of the Panchayat. The tenure of the Village Panchayat is of 5 years.

B. Functions of Gram Panchayats

Vijay showed greater interest in knowing more about Gram Panchayat and asked the teacher about the functions and sources of funds of this institution. The teacher explained the details. All the major functions of Gram Panchayat are related to the welfare and development of the village. With a view to fulfill the needs and requirements of the villagers every Gram Panchayat has to perform some important functions such as provision of safe drinking water, paving of streets, developing and maintaining good drainage system, ensuring cleanliness of the village, upkeep of street lights, dispensary, etc. These functions are known as obligatory functions. Some other functions are discretionary and can be performed, if the Panchayat has the resources and funds. These are plantation of trees, setting up and maintenance of insemination centre for cattle, developing and maintaining play ground for sports and setting up and running the library. From time to time some other functions can be assigned to Panchayats by the State government or Union government. But along with these functions of Panchayats, every member of the village also has the duty towards his/her village. One should keep the surroundings of his /her home clean, not waste drinking water and plant more and more trees.

C. Sources of Income of Gram Panchayats

Financial resources are essential for performance of the functions by Panchayats, whether these are obligatory functions or developmental work. Gram Panchayats can work better, if they have adequate funds to spend. Over and above the Grants-in-aid, State governments have empowered Panchayats to levy taxes and collect funds. Some of the sources are as follows:

1. taxes on property, land, goods and cattle;

2. rent collected for facilities like Barat Ghar or any other property of panchayat;

3. various types of fines collected from the offenders;

4. grants-in- aid from the State government and Union government;

5. a part of the land revenue collected by the State government given to the Panchayats; and

6. donations collected from the villagers for some common cause.

ACTIVITY 18.2

Have you ever thought of the impact young persons like you can make on the society? Read the following experience of a young person:

Vimla Devi is the 43 year old Sarpanch of the village Sundergaon. She has studied only up to sixth class. After she became the Sarpanch, she initiated several developmental works, be it construction of roads, drainage system or parks or spreading awareness about agricultural and health facilities. She has also played a major role in resolving cases of domestic violence. As she said, she had never dreamt of becoming a functionary like Sarpanch in her male dominated village. But now she is confident of bringing about many positive changes in her village.

In the context of this experience write answers to the following questions:

● Which Constitutional Amendment made this possible for Vimla Devi to do what she did?

● What do you think has been the impact of this amendment on women's empowerment?

● Write about at least 2 issues related to your society, which bother you.

● Talk to your friends and make a list of various actions you would like to take to positively impact the society you live in.

18.2.3 The Organisation and Functions of Panchayat Samiti

A. Composition

Panchayat Samiti is the intermediate or the middle tier of the Panchayati Raj System. These are named differently in different States. Its organization and functions also vary as these are determined by the Act passed by the concerned State. It coordinates all the activities of the Panchayats in a Block. A Panchayat Samiti is constituted by the following members:

- all the Sarpanches (Mukhias) or Chairpersons of the Gram Panchayats within the Block

- MPs, MLAs and MLCs of that Block

- some directly elected Members

- the elected Members of Zila Parishad from that Block

- some Officers of that Block

? Do you know
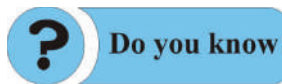
A Panchayat Samiti is created at the Block level. Each Block consists of the areas of several Panchayats. In different States it is known by different names: in Andhra Pradesh Mandal Praja Parishad, Assam the Anchalik Panchayat, Gujarat the Taluka Panchayat, Karnataka the Mandal Panchayat, Madhya Pradesh the Janapada Panchayat, Tamil Nadu, the Panchayat Union Council, and Uttar Pradesh the Kshetra Samiti. However, its most popular name happens to be Panchayat Samiti.

The term of each Panchayat Samiti is five years in all States. In its very first meeting, each Panchayat Samiti elects two of its members as Chairperson and Vice-Chairperson. Chairpersonships of at least 1/3rd Panchayat Samities stand reserved for women members. Likewise, some of the offices of Chairperson are reserved for members belonging to Scheduled Castes. The tenure of the Chairperson is co-terminous with the tenure of the Panchayat Samiti. The members of a Panchayat Samiti can remove the Chairperson by passing a resolution supported by 2/3rd majority. A Panchayat Samiti usually meets at least six times in one year. There cannot be a gap of more than two months between its two meetings. A meeting of Panchayat Samiti is either ordinary or special. The date of every meeting is fixed by the Chairperson of the Panchayat Samiti and in his/her absence by the Vice-Chairperson. Its chief administrative officer is Block Development Officer popularly known as BDO.

B. Functions of Panchayat Samiti

Panchayat Samiti performs a number of functions. Some important functions are: agriculture, land improvement, watershed development, social and farm forestry, and

technical and vocational education. Besides, the Panchayat Samiti implements certain schemes and programmes for which specific funds are allocated by the State government or Central government. It promotes and coordinates different development programmes of its areas. It also has the responsibilities like (a) provision of drinking water in the villages, (b) development and repair of rural roads, (c) framing of rules and regulations for the markets, (d) provision of improved seeds and chemical fertilizers, pesticides, agricultural tools and implements, (e) promotion of cottage industries such as handlooms, handicrafts, traditional art and artisans, (f) the welfare of Scheduled Castes and Tribes and other backward classes, and (g) promotion of the self employment schemes in the rural areas.

C. Sources of Income

The main source of income of Panchayat Samiti is the Grants given by the State government. Besides, it also levies taxes, levies and receives a fixed percentage of land revenue.

18.2.4 The Organisation and Functions of Zila Parishad

A. Composition

Zila Parishad is at the apex, being the third tier of Panchayati Raj System. It is situated at the district level. Zila Parishad also has a term of 5 years. Some of its members are directly elected and the Chairpersons of the Panchayat Samitis are ex-officio members. MPs and MLAs belonging to the district are also the members of Zila Parishad. Chairperson of the Zila Parishad is elected from the directly elected members. Not less than 1/3rd of the offices and seats are reserved for the women members. Seats are also reserved for Scheduled Castes and Scheduled Tribes.

Figure 18.4 *Zilla Parishad Latur (Maharashtra*

Notes

B. Functions of the Zila Parishad

The following are the major functions of the Zila Parishad, though you may find some variations across the States:

1. providing essential services and facilities to the rural population, planning and executing the development programmes for the district;

2. supplying improved seeds to farmers, informing them of new techniques of farming, undertaking construction of small-scale irrigation projects and percolation tanks, and maintaining pastures and grazing lands;

3. setting up and running schools in villages, executing programmes for adult literacy, and running libraries;

4. starting Primary Health Centers and hospitals in villages, managing mobile hospitals for hamlets, conducting vaccination drives against epidemics and family welfare campaigns;

5. executing plans for the development of the scheduled castes and scheduled tribes, running ashram for adivasi children, and setting up free hostels for scheduled caste students;

6. encouraging entrepreneurs to start small scale industries like cottage industries, handicrafts, agriculture products, processing mills, dairy farms, etc., and implementing rural employment schemes; and

7. constructing roads, schools and also taking care of the public properties;

C. Sources of Income of Zila Parshad

As you have seen, the Zila Parishad performs a number of important functions. For exciting them it needs money. This is arranged through its sources of income that are as follows:

1. income from taxes levied by Zila Parishad, license fees and market fees;

2. a share is given to Zila Parishad from the collected land revenue;

3. income from various properties of Zila Praishad;

4. grants from the State and Central governments; and

5. funds allotted by the State for developmental activities.

INTEXT QUESTIONS 18.2

1. How is Village Panchayat constituted? What is the role of Gram Sabha or Village Assembly?

2. List the important functions of a Gram Panchayat. Which of these functions are very essential? Are there certain functions which you feel the local governments need not take up? If so, why?

3. Describe the different sources of income of a Village Panchayat.

4. Based on the functions of Panchayat Samiti and Zila Parishad, draw a Plan of Action for one year to be implemented in a district by these institutions.

5. Collect information regarding reservation of seats for women in Panchayats from published Articles on Panchayati Raj or internet or your teachers or elders or your friends/classmates and list the names of States where the reservation for women in Panchayati Raj System is more than one-third.

18.3 URBAN LOCAL GOVERNMENT

While Vijay was trying to appreciate various aspects of the Panchayati Raj System, the teacher asked him if he knew about the local government institutions functioning in the city where he and his family had shifted from the village. Vijay wanted to know, if such institutions exist in urban area, too. The teacher said, "Yes, they do." As Panchayati Raj System is meant for rural area, similarly there are institutions of urban local government. There are three types of urban local bodies – (a) *Municipal Corporations* for the big cities, (b) *Municipal Councils* for all other cities with smaller population and (c) *Nagar Panchayats* for transitional areas (semi urban areas). But a significant difference between Panchayati Raj Institutions (PRIs) and the urban local bodies is that while the PRIs are closely linked with one another, the urban local bodies are independent. In one State there may be all the three types of urban local bodies: in one big city a Municipal Corporation, in another small city a Municipal Council and in yet another small town a Nagar Panchayat. But they are not linked with one another.

It was during the British colonial rule that the first urban local government came into existence in 1688 when a Municipal Corporation was formed in the city of Madras (now known as Chennai). Later on, similar bodies were formed for the administration at Calcutta (Kolkata) and Bombay (Mumbai). At that time these municipalities were formed to help in the matter of sanitation and prevent epidemics. These Local bodies also had a few civic functions like managing water supply and drainage. But theses bodies were not given the required powers, finance and authority. Initially most of the members were nominated. Our national leaders also had felt the importance and need of such an organization for the local administration and linked these bodies to the planned development of the country. But nothing fruitful could be achieved without finance and the finance was missing. But even then this system proved to be an effective tool of administration. During the British rule many changes were made in urban local bodies. Gradually certain structural changes were made, powers of the local bodies were enhanced and some funds were also provided.

After independence four types of urban local bodies were functioning: (i) Municipal Corporations, (ii) Municipalities, (iii) Town Area Committees and (iv) Notified Area Committees. But the 74th Constitutional Amendment 1992 brought about major changes in the system of urban local government. Now three types of urban local governments are functioning: (a) Municipal Corporations for the big cities, (b) Municipal Councils for smaller cities and (c) Nagar Panchayats for those areas that are in transition from rural areas to urban areas.

18.3.1 The 74th Constituional Amendment 1992

As stated above, the 74th Constitutional Amendment Act 1992 brought about significant changes in the structure and functioning of urban local government. The following points are noteworthy:

● constitution of urban local bodies (namely, *Municipal Corporation, Municipal Council,* and *Nagar Panchayat*) in every Indian State;

● constitution of **Wards Committees** within the territorial area of a municipality, to ensure people's participation in civic affairs at the grass-root level;

● regular and fair conduct of **municipal elections** by State Election Commissions;

● provision for supersession of municipal governments for not more than 6 months;

● adequate representation of weaker sections (i.e., Scheduled Castes, Scheduled Tribes, Backward Classes) of the society and women in municipal governments through **reservation** of seats;

● specification by law, through the State Legislatures, of the **powers** (including financial) and **functional responsibilities** to be entrusted to municipalities and wards committees;

● constitution of **State Finance Commissions**, once in every 5 years, to review the financial position of municipalities and to make recommendations on the measures needed to improve their financial position; and

● constitution of a **District Planning Committee** at the district level and a **Metropolitan Planning Committee** in metropolitan areas of every State, for the preparation and consolidation of development plans.

18.3.2 Municipal Corporations

A. Composition

Municipal Corporations are established in big cities according to the provisions made in the Acts enacted by the State Legislatures. The Councillors of Municipal Corporations are elected for 5 years. The elected Councillors elect one of them as Mayor annually. The Mayor is known as the first citizen of the city. The 74th Constitutional Amendment has provided for reservation of not less than 1/3rd of the

Notes

total seats for women. There is also a provision of reservation of seats for Scheduled Castes, Scheduled Tribes and other weaker sections in proportion to their population. Out of these reserved seats for Scheduled Castes and Scheduled Tribes, one-third would be reserved for women belonging to these communities. In the event of dissolution of Municipal Corporation, the elections will be held within six months. There is an official post of Municipal Commissioner, who is the Chief Executive Officer and is appointed by the State government. In case of Union Territories like Delhi it is done by the Central government.

Figure 18.5 *Municipal Corporation*

B. Functions of the Municipal Corporations

The main functions of the Municipal Corporation are as follows:

1. **Health and Sanitation**: Responsible for cleanliness of the city, disposal of garbage; maintenance of hospitals and dispensaries; promoting and conducting vaccination drives; checking of adulteration etc.

2. **Electricity and Water Supply**: Provision and maintenance of street lights, supply of electricity, supply of safe drinking water; construction of infrastructure and providing facilities for water supply, maintenance of water tankers etc.

3. **Educational**: Establishment of primary schools, provision of mid-day meals and other facilities for the children.

4. **Public works**: Construction, maintenance and naming of roads; framing rules for the constructions of houses, markets, restaurants and hotels; removing of encroachments and demolition of dangerous buildings.

5. **Miscellaneous functions**: Maintaining record of Births & Deaths; provision and maintenance of cremation grounds/burial grounds, night shelters; making arrangements of scooter & taxi stands and public facilities.

6. **Discretionary functions**:

    (a) *Entertainment*: Provision of parks, auditoriums etc.;

    (b) *Cultural*: Organizing music, dramas, painting and other art shows; and activities like maintaince of libraries and museums;

    (c) *Sports Activities*: Provision of play grounds for various games and also arranging sports competitions & tournaments;

    (d) *Welfare Services*: Setting up and maintaining Community halls; running public distribution system; implementing family welfare schemes and also schemes for the welfare of Scheduled Castes, Scheduled Tribes & backward classes.

C. Main Functions of Mayor

Mayor is the elected as the head of the Municipal Corporation and performs the following important functions:

● presides over the meetings of the Corporation and maintains decorum and discipline in the meetings;

● acts as a link between Councillors and the State government;

● receives foreign dignitaries visiting the city.

D. Sources of Income of Municipal Corporation

Like Panchayati Raj System, Muncipal System also requires funds for the development and welfare activities in its area. Provision is made in the Municipal Act for generating the required funds. Some of the sources of income are as follows:

● *Income from taxes*: Municipal Corporation imposes taxes on various items such as – house tax, entertainment tax, tax on hoardings and advertisements, registration fees, tax on building plans etc.

● *Other fees and charges*: These include water supply charges, electricity charges, sewer charges, license fee from shop keepers, and toll tax and octoroi duty.

● *Grants-in-Aid*: State government and Union government provide grants-in-aid for various projects and programmes related to development.

● *Income from Rents*: Corporations rent out the properties and get rent for various shops, kiosks, community centres, Barat Ghars and various sites for fairs, marriages or other exhibitions.

18.3.3 Municipal Councils

A. Composition

Cities which do not have very large population have Municipalities known as Municipal Councils to look after the local cities, their problems and developmental

work. After the 74th Amendment, the constitution of Municipalities is obligatory for every concerned city. Every Municipal Council has Councillors who are elected by the adult voters of the city for 5 years. Only those persons can be elected as Councillors who fulfill the conditions laid down by the State Election Commission. If in any case, the Municipal Council gets dissolved before completing the full term of 5 years, the elections for a new Municipal Council will have to be held within six months. Chairperson or President of the Municipal Council is elected by the Councillors from among the elected members. Chairperson holds the office till he/she enjoys the confidence of the majority of the elected members. Every Municipal Council has an Executive Officer who is appointed by the State government. He/She looks after the day-to-day work and also the administration. The Health Officer, Tax Superintendent, Civil Engineer are the other important officers.

B. Functions of the Municipal Council

Functions of the Municipal Council are as follows:

1. *Health and Sanitation:* Managing cleanliness of the town, disposal of garbage, prevention of sale of unhygienic and adulterated food items, and maintenance of dispensaries or hospitals;

2. *Electricity and Water Supply:* Ensuring supply of electricity and safe drinking water, maintaining water tanks and also water tankers;

3. *Education:* Maintaining and running of primary schools and literacy centres.

4. *Birth and Death Records*: Keeping the records regarding registration of birth and deaths in the city/town and also issuing the certificates for the same;

5. *Public Works*: Paving of streets, repairing and maintenance of municipal roads, construction and maintenance of Barat Ghars, Community Halls, Markets, Public facilities etc.

C. Sources of Income

No work can be done without money. Municipal Councils have got different sources of income. These sources can be grouped as under:

● *Taxes*: Taxes on properties, vehicles, entertainment and advertisement;

● *Rents and fees/charges*: Charges for water supply, sewer system; Licenses fees, Rents of the community Halls, Barat Ghars and Shops etc.;

● *Grants* from the State government;

● *Fines*: Fines from the tax offenders, law breakers, on encroachments etc.

18.3.4 Nagar Panchayats

An urban centre with more than 30,000 and less than 100,000 inhabitants has a N*agar Panchayat*. However, there are some exceptions. All the previous Town Area

Committees (urban centres with a total population of more than 5,000 and less than 20,000) are designated as N*agar Panchayats*. It is composed of a Chairperson and Ward Members. It may have a minimum of ten elected Ward Members and three nominated Members. Like other municipal bodies, Nagar Panchayat is responsible for (a) Cleanliness and disposal of garbage; (b) Supply of drinking water; (c) Maintenance of public amenities like street lights, parking space and public conveniences; (d) Setting up and maintaining fire services; and (e) Registration of deaths and births. Its sources of income are: Taxes such as house tax, water tax, toll tax; License fees and fee for approving building plans; Rents collected by renting Barat Ghars and other properties; and Grant-in-Aid from the State government.

INTEXT QUESTIONS 18.3

1. How many types of urban local bodies were functioning before the 74th Constitutional Amendment 1992? What changes did the Amendment make?

2. What are the functions of a Municipal Corporation? Why are these functions important?

3. What are the sources of income of a Municipal Corporation?

4. Urban local bodies take responsibilities for providing services to their respective areas. Do you think the citizens also have certain responsibilities? What are those?

ACTIVITY 18.3

Make a list of important Office bearers of a Municipal Corporation, Municipal Council and Nagar Panchayat. If you have ever met any of them, name those Office bearers and also state the purpose of your meeting.

18.4 DISTRICT ADMINISTRATION

Since Vijay was a student of class IX in a school in the city, the teacher tried to explain him the role of district administration. He did so, because it was important to know that apart from the above stated rural and urban local self governments, there is administrative machinery in every district. This not only contributes to the functioning of the local bodies directly and indirectly, but also performs administrative and development functions. In every district there are Sub-Divisions and Blocks or Talukas and the officials posted there assist the district administration. He asked Vijay, if he was aware of the key Officials of his district. Finding him fumbling, the teacher explained various aspects of the district administration. The key officials at the district level are: District Magistrate, Superintendent of Police, District Education Officer, District Agriculture Officer, District Forest Officer etc. All these officers are the heads of their departments in the district.

Notes

18.4.1 District Magistrate

However, it is the District Magistrate who is in-charge of the whole district administration. This post is also named as Deputy Commissioner, District Collector or Upayukta. He/She belongs to the Indian Adminstrative Service (IAS). District administration is responsible to implement the policies and programmes of the State and Central governments. Especially after independence, the district administration is responsible not only for collection of revenue or taxes and maintenance of law and order, but is also for various activities related to welfare and socio-economic development of the district.

District had been an important unit of administration since long. During the British colonial period, it was mainly responsible for maintaining law and order and collection of revenues. But at present, state administration has been decentralized and the district administration is playing multi-faceted role. The District Magistrate, therefore, has been assigned various important powers and functions to perform on behalf of the State government. The main functions of District Magistrate are as follows:

1. maintaining law and order and ensuring peace in the district;

2. implementing various policies and programmes of the State government and the Central government;

3. acting as the main link between State government and district level institutions and offices;

4. co-ordinating the activities of different departments such as education, health, welfare, land management, police, jail and culture;

5. taking adequate and appropriate measures during emergencies and disasters and conducting relief work;

6. ensuring the conduct of free and fair elections for various representative bodies, such as Lok Sabha, Vidhan Sabha, Block Samities, Zila Parishad, Municipalities, etc.;

7. managing collection of the revenue and other taxes;

8. performing judicial functions and deciding various disputes and even imposing penalties and fines;

9. listening to the grievances of the people and redressing them.

18.4.2 Sub Divisional Officer

For better administration each district is divided into smaller units called Sub Divisions. Although the sub divisions of the district are under the District Magistrate, an officer called the Sub Divisional Officer (SDO) is made in-charge of this unit. The SDO is there to assist the District Magistrate in the field of administration and also

works as his/her representative. The SDO belongs to the Indian Administrative Service (IAS) or to the cadre of State Civil Service. He/She keeps the land records and collects land revenue. He/She has the power to issue licenses for armed weapons like guns and pistols, and is also authorized for the issuance of Driving License, Certificates regarding the domicile, Schedule Castes/Schedule Tribes and other Backward Classes.

18.4.3 The Block Development Officer

The Block is the unit of administration at the lowest level. The officer in-charge of the Block is called Block Development Officer (BDO). He/She belongs to State Civil Service cadre and looks after various activities of the Block. The BDO is linked with the middle tier of Panchayati Raj as he/she is the ex-officio Secretary of the Panchayat Samiti and keeps the record of the meetings, prepares budget and coordinates various developmental activities.

ACTIVITY 18.4

The District Magistrate of your District is considering to take up the activities stated in the table below. Prioritise these activities based on what you feel is the most important and what you feel is the least important.

Sl.No.	Activity	Priority 1 to 10
1.	Construction of a new cinema hall in the district	
2.	Improve roads	
3.	Improve Health services	
4.	New schemes for the development of scheduled castes and tribes and other backward castes	
5.	Renovate the municipal office	
6.	Recruit more doctors for the local municipal hospitals	
7.	Revision of electoral roles	
8.	Improvement of the drainage system	
9.	Recruit new teachers to the municipal schools	
10.	Hire experts for developing a contingency plan for disasters like fire, draught etc	

Note: While assigning priority, give justification for the number you are assigning to the activity.

18.5 OPPORTUNITIES AND CHALLENGES

In view of the above, will you not agree that the rural and urban local bodies have opportunities for every citizen to actively participate in the decision-making process? These are the best institutions to impart political education to citizens and enable them to acquire leadership qualities. When citizens participate, they learn to realize and plead for issues and concerns of self as well as others. Since these local government bodies are nearer to them, the citizens can easily have access and seek solutions through personal initiative and intervention. Women in particular have greatest opportunities. Owing to reservation of seats for them, greater number of women participates in the running of these institutions. This has been one of the best ways to empower women and provide them opportunities to prove their capabilities.

On the other hand the local government bodies have put forth a number of challenges. Being closest to the people, these institutions have raised the aspirations and expectations which they are not able to fulfill because of various constraints. The tasks of these institutions are challenging, but the resources are limited. This situation quite often leads to feuds and dissentions. Promoting and ensuring qualitative participation of citizens in the political process have been constrained by factors like poverty, illiteracy, social inequalities and the trends of criminalization of politics. The elements of casteism and communalism also create problems. The increasing trend of corruption and nepotism has been great challenges to the effective functioning of the local bodies.

INTEXT QUESTIONS 18.4

1. Examine the significance of District Administration in governance.

2. What are the major functions of a District Magistrate?

3. What opportunities do local bodies provide to citizens? What are the major challenges of local bodies?

WHAT YOU HAVE LEARNT

●   Local self government in India is the third tier, the first and second being the Central government and the State governments. There are two sets of Local government bodies, one for rural areas and the other for urban areas. Panchayati raj System is for rural areas and Municipal Corporations, Municipal Councils and Nagar Panchayats are in urban areas.

- Although setting up of Village Panchayat was mandated by the Directive Principles of State Policy, Local government bodies got constitutional status by the 73rd & 74th Constitutional Amendment Acts passed by the Parliament in 1992.

- These Amendments made it mandatory for all State governments to have Local government bodies and to ensure that they function effectively and continuously. Over and above reserving seats for Scheduled castes, Scheduled Tribes and other weaker sections, these Acts promote empowerment of women by reserving seats for them

- Panchayati Raj System is a three tier system, having Gram Panchayats at village level, Panchayat Samities at intermediate or Block level and Zila Parishad at district level. These institutions work for the welfare and socio-economic development of the people of their respective areas. They also provide basic facilities such as safe drinking water, sanitation, dispensaries, paving of lanes & roads, primary schools, old age homes and other local needs of the areas.

- The urban local bodies, Municipal Corporations in big cities, Municipal Councils in smaller cities and Nagar Panchayats in transitional areas have been strengthened by the 74th Constitutional Amendment Act 1992. Like Panchayati Raj Institutions, they have also reserved seat for Scheduled castes, Scheduled Tribes and other weaker sections, as well as for women.

- These local bodies provide basic facilities to the people, develop and maintain infrastructure, conduct developmental activities and look after the welfare of the people of their respective areas.

- Both rural and urban local bodies are closest to the people and function as the truly grassroot democratic institutions. They provide opportunities to the people to be a part of the decision-making process, they have challenges like casteism, corruption, shortage of needed financial resources and indifference of the people.

- The District Administration headed by the District Magistrate not only performs traditional functions of maintaining law and order and collection of revenues, but also does significant development work. It is the real implementation tool for the implementation of development and welfare programmes of State and central governments.

TERMINAL EXERCISES

1. Why are Local governments important? Express your own view point.

2. Explain the composition and functions of Panchayati Raj Instituions and examine their roles.

3. Explain briefly the structure and functioning of urban local bodies.

4. What are the major changes brought about by the 73rd & 74th Constitutional Amendment Acts 1992 in the structure and roles of the Panchayati Raj System and Urban local bodies?

5. Do you think that the 73rd & 74th Constitutional Amendment Acts 1992 empowered women in true sense of the term? Give justifications.

6. A widow with two children works as a domestic help in a village. She wants to educate her children, but is unable to do so. Suggest the ways in which the Sarpanch of the Gram Panchayat can ensure that her children and such other children get education.

ANSWER TO INTEXT QUESTIONS

18.1

1. Local government is a government of the local people, by the local people and for the local people.

   The local government institutions provide a platform for the common people to participate and contribute to development and social justice at the local level.

   It provides a forum to them to deliberate on the nature of local problems and devise appropriate solutions that are in conformity with local situations. Local government is in fact a government which functions at the grassroot level.

2. Panchayati Raj System was functional in ancient time in our country. They had been variously known as Panchayats. Biradaries or by some other name, generally headed by village elders. By 73rd Constitutional Amendment Panchayati Raj System got constitutional status and consists of elected representatives of the people.

3. Find out the local government institutions in your area and note down their names.

4. Local Government provides for maintainence of water, drainage system, provision of drinking water etc. Thus impacts your quality of life in many ways.

5. (a) Established three tier Panchayati Raj System.

   (b) Establishment of District Planning Committees to prepare development plans for the districts;

   (b) Establishment of Gram Sabha (village assemblies) and their empowerment as a decision making body at the village level; and

(d) By ensuring reservation for Scheduled Castes, Schedule Tribes and women, the act has given them the opportunity to participate in the decision making process of local government and hence has empowered them

(e) Established state finance commission, state election commission.

18.2

1. Village Panchayat or Gram Panchayat is the grassroot institution of Panchayati Raj System. In the Panchayats, one-third of seats are reserved for women. Seats are also reserved for persons belonging to Scheduled Castes and Schedule Tribes. The Panchayat has a Sarpanch (Mukhia) who is directly elected by all the voters of the village. The panchayat also has panchs and a Vice Chairperson elected by the members of the Panchayat.

2. Three functions of the Gram Panchayat are :

   (i) provision of safe drinking water,

   (ii) paving of streets,

   (iii) developing and maintaining good drainage system.

   Discretionary functions are some of the functions which the Panchayat may not necessarily take up. These functions can be performed only if the Panchayat has the resources and funds. These include plantation of trees, setting up and maintenance of insemination centre for cattle, developing and maintaining playground for sports and setting up and running the library.

3. Some of the sources of funds for a Panchayat are as follows:

   (i) taxes on property, land, goods and cattle;

   (ii) rent collected for facilities like Barat Ghar or any other property of panchayat;

   (iii) various types of fines collected from the offenders;

   (iv) a part of the land revenue collected by the State Government given to the Panchayats; and

   (v) donations collected from the villagers for some common cause.

   (vi) grants-in-aid from State and Union government.

4. Try and collect this information from different sources to write this answer.

5. Collect the information from the the sources mentioned in the question itself.

18.3

1. After independence four types of urban local bodies were functioning: (i) Municipal Corporations, (ii) Municipalities, (iii) Town Area Committees and

(iv) Notified Area Committees. But the 74th Constitutional Amendment 1992 brought about major changes in the system of urban local government. Now three types of urban local governments are functioning: (a) Municipal Corporations for the big cities, (b) Municipal Councils for smaller cities and (c) Nagar Panchayats for those areas that are in transition from rural areas to urban areas.

2. These functions are very important as they improve the quality of lives of the citizens. Health, water supply or electricity are all of critical importance in every persons life, by ensuring that the city is clean, or providing for hospital and safe drinking water, the municipal corporation helps in improving the quality of life of citizens.

3. (i)   Income from taxes – Housing tax, entertainment tax, tax on hoardings etc.

    (ii) Grant-in-Aid from State and Union Government

    (iii) Income from rents – Municipal corporation rent out properties like shops, kiosks, community halls etc.

    (iv) other fees and charges like toll tax, sewer charges, water and electricity charges etc.

4. Write the answer based on your own understanding of the role of the urban local bodies and the responsibilities that the citizens can take up to support the local government.

18.4

1. District administration is headed by District Magistrate other officials of the District Administration are Suprintendent of Police, District Education Officer, District Agriculture Officer, SDOs etc.

Sub Divisional Officer

The SDO assists the District Magistrate in the field of administration and also works as his/her representative.

He/She keeps the land records and collects land revenue and has the power to issue Certificates regarding domicile, Schedule Caste/Schedule Tribes and other Backward Classes.

The Block Development Officer

The BDO is linked with the middle tier of Panchayati Raj as he/she is the ex-officio Secretary of the Panchayat Samiti and keeps the record of the meetings, prepares budget and coordinates various developmental activities.

2. The main functions of District Magistrate are as follows:

    (i)   maintaining law and order and ensuring peace in the district;

(ii)   implementing various policies and programmes of the State government and the Central government;

(iii) acting as the main link between State government and district level institutions and offices;

(iv) co-ordinating the activities of different departments such as education, health, welfare, land management, police, jail and culture;

(v)   ensuring the conduct of free and fair elections for various representative bodies, such as Lok Sabha, Vidhan Sabha, Block Samities, Zila Parishad, Municipalities, etc.

3. Local bodies are the best institutions to impart political education to citizens and enable them to acquire leadership qualities. When citizens participate, they learn to analyse and plead for issues and concerns of self as well as others. Since these local government bodies are nearer to them, citizens can have access and seek solutions through personal initiative and intervention. Women also have great opportunities to participate as members of local bodies.

The challenges to the effective functioning of local government bodies are –

Being close to the people, these institutions have raised democratic aspirations and expectations which they are not always able to fulfill because of various constraints. These constrains include factors like poverty, illiteracy, social inequalities and the trends of criminalization of politics. The elements of casteism, communalism and the increasing trend of corruption and nepotism have been great challenges to the effective functioning of the local bodies.

19

GOVERNANCE AT THE STATE LEVEL

As you have read, India is a federation having governments at two levels: state level and union or central level. Every citizen is related to and influenced by the governments functioning at both the levels. We are all guided by the laws made by state and union legislatures, administered by both the governments and get justice from courts at both the levels. All the three branches of government, executive, legislature and judiciary exist and function at both the levels. For a comprehensive understanding of the system of governance, this lesson discusses the institutions and processes of the government at the state level.

OBJECTIVES

After completing this lesson, you will be able to:

- explain the method of appointment, powers and position of the Governor;
- assess the relationship between the Governor and the Chief Minister, Chief Minister as the real head of the state government and his/her powers and role;
- explain the composition and powers of the state Council of Ministers;
- analyze the composition and powers and functions of the State Legislature;
- appreciate the organisation and jurisdiction of the High Court as well as the working of the Subordinate Courts; and
- describe the need of a government at the state level and analyse how it impacts citizens and their daily life.

19.1 GOVERNOR

You have studied in the lesson on "Constitutional Values and the Indian Political System" that India has a parliamentary form of government. Both at the state and union levels it has institutions and processes in place like any other parliamentary

system. At the state level, there is a Governor in whom the executive power of the State is vested by the Constitution. But the Governor acts as a nominal head, and the real executive powers are exercised by the Council of Ministers headed by the Chief Minister.

Figure 19.1 *Raj Bhavan, Ahamedabad*

19.1.1 Appointment

The Governor of a State is appointed by the President of India. In order to become a Governor, a person must have the following qualifications. He/She:

(a)   must be a citizen of India,

(b)   must be at least 35 years old, and

(c)   should not hold any office of profit during his/her tenure.

If a person is a member of either House of the Parliament or the Legislature of a State, or a member of the Council of Ministers at the national or the state level and is appointed as Governor, he/she resigns that post. The Governor is appointed for a term of five years but normally holds office during the pleasure of the President. The pleasure of the President means that the Governor may be removed by the President even before the expiry of his/her term. He/She may also resign earlier. However, in reality, while appointing or removing the Governor, the President goes by the advice of the Prime Minister.

ACTIVITY 19.1

Although there is a Governor in each State, there can be one Governor for two or more States. At times, if a Governor resigns then the Governor of a neighbouring

State looks after the administration of two States. Even now there may be some such cases. Find out from your teachers or friends or newspapers/internet at least one case where one person is the Governor of more than one State?

19.1.2 Powers of Governor

With every job there are powers attached. The powers of the Governor are conferred by the Constitution to enable him/her to perform his/her functions effectively as a Head of the State.

The powers of the Governor can be categorized as (i) executive powers, (ii) legislative powers, (iii) financial powers, (iv) judicial powers, and (v) discretionary powers.

(a) **Executive Powers:** The Constitution of India vests the entire executive powers of the State in the Governor who performs these functions according to the aid and advice of the Council of Ministers with the Chief Minister as its head. He/She appoints the Chief Minister and other members of the Council of Ministers. He/She also appoints persons on important posts such as the Chairpersons and Members of the State Public Service Commission, State Election Commission, State Finance Commission and the Advocate General, Judges of the courts, other than the High Court. He/She is consulted when the Judges of the State High Court are appointed by the President. But in practice the Governor's powers are only formal. He appoints only that person as Chief Minister who is the Leader of the majority in the Legislative Assembly. He/She appoints Members of the Council of Ministers only on the advice of the Chief Minister. All other appointments are made and executive functions are performed by him/her exactly as per the advice of Council of Ministers.

(b) **Legislative Powers**: The Governor is an inseparable part of the State Legislature and as such he/she has been given certain legislative powers. He/She has the right to summon and prorogue the State Legislature and can dissolve the State Legislative Assembly. He/She addresses the State Legislative Assembly or the joint sessions of the two houses of the legislature. He/She may nominate one person of Anglo-Indian Community as a member of Legislative Assembly in case the community is not represented. He/She also nominates one-sixth of the members to the Legislative Council, if the State has a bi-cameral legislature. Once again, in real practice the Governor does all this on the recommendations of the Council of Ministers headed by the Chief Minister. A bill passed by the State Legislature becomes a law or Act only when the Governor gives assent to it.

(c) **Financial Powers**: You must have read in the newspapers that every year the budget is presented by the government in the Legislature for its approval. In fact, the budget i.e. 'the Annual Financial Statement' of the State is prepared and presented by the State Finance Minister before the State Legislature, on behalf

of the Governor. Moreover, no money bill can be introduced in the State Legislature without the recommendations of the Governor. He/She also has control over the State Contingency Fund.

(d) Discretionary Powers: As we have seen earlier, the Governor acts on the advice of the State Council of Ministers. This means that in reality, the Governor has no powers. But according to the Constitution, under special circumstances, he/she may act without the advice of the Council of Ministers. Such powers, which are exercised by the Governor on his own, are called discretionary powers. Firstly, if no political party or coalition of parties wins a clear majority in the Legislative Assembly, he/she can exercise his/her discretion in inviting a person to be the Chief Minister. Secondly, the Governor acts as a link between the Centre and the State. He/She can reserve any bill passed by the State Legislature for the consideration of the President of India. Thirdly, if he/she thinks that the government of the State is not functioning according to the Constitution, he/she can report to the President. In that case under Article 356, the President's Rule is imposed, the State Council of Ministers is removed and the State Legislature is dissolved or put under suspension. During such emergency, the Governor rules on behalf of the President.

19.1.3 Relationship between the Governor and the Council of Ministers

As we have seen above, the State executive consists of the Governor, the Chief Minister and the Council of Ministers. Normally, the Governor exercises all his/her powers on the advice of the Council of Ministers. We know that when the Chief Minister is sworn in, the Governor simply performs a formal duty. He/She invites the leader of the majority in the State Legislative Assembly to be sworn in as the Chief Minister. The members of the Council of Ministers are also appointed by the Governor on the recommendations of the Chief Minister. The majority can consist of members of Legislative Assembly belonging to one party or a group of parties and independents. However, when there is no clear majority in the House electing one candidate as its leader, the Governor can exercise his/her discretionary power. Similarly, although theoretically the Ministers hold their offices during the pleasure of the Governor, in practice the Chief Minister and the Council of Ministers remain in office till they enjoy the support of the majority in the Legislative Assembly. The Governor can dismiss them only when the President's Rule is imposed.

The Chief Minister is required to communicate to the Governor all the decisions of the Council of Ministers. He/She may call for necessary information related to the state administration. If a Minister individually takes a decision, the Governor may ask the Chief Minister to place such a matter for consideration of the Council of Ministers. It is true that the Governor is a nominal head and the real powers are exercised by the Council of Ministers headed by the Chief Minister. But it will not

Notes

be correct to say that the Governor is just a constitutional or ceremonial head. He/She can exercise his/her powers effectively under certain circumstances, especially when there is political instability in the State. Since he/she is a link between the Centre and the State, he/she becomes very effective, if the central government sends directions to the State government. The discretionary powers also make the Governor to act as a real executive in particular circumtances.

INTEXT QUESTIONS 19.1

1. There is one correct option out of four given in each of the following sentences. Tick (√) the correct option:

   (i) The Governor is: (a) elected (b) appointed (c) nominated (d) selected.

   (ii) The candidate for the post of the Governor should have the age of: (a) 18 years 23 years (c) 30 years (d) 35 years.

   (iii) The tenure of the Governor is: (a) 2 years (b) 5 years (c) 6 years (d) for life.

2. Given below are some statements. Indicate which statement is right and which is wrong.

   (i) The Governor can appoint any person the Chief Minister and a Member of the Council of Ministers.   Right/Wrong

   (ii) The Governor can appoint the Chairperson of the State Public Service Commission on the advice of the Council of Minsters.   Right/Wrong

   (iii) The Governor is an inseparable part of the State Legislature.
                                                                         Right/Wrong

   (iv) There is no need of getting the consent of the Governor, if a Bill is passed by the State Legislature.   Right/Wrong

   (v) No Money Bill can be introduced in the Legislative Assembly without the recommendations of the Governor.   Right/Wrong

3. In one of the States, the Lokayukta had established corruption charge against the Chief Minister and a few Ministers. Demands were made for the resignation of the Chief Minister. In that situation the Governor sent a report to the President suggesting the State government was not functioning according to the Constitution and recommended the imposition of President's Rule on the State. Which power did the Governor use? Why do you think the Governor has been given such powers?

19.2 THE CHIEF MINISTER AND COUNCIL OF MINISTERS

19.2.1 Appointment

As we have seen earlier, the Council of Ministers with the Chief Minister as its head functions as the real executive. You are also aware how the Chief Minister and other members of the Council of Ministers are appointed by the Governor. Their term of office is for five years, but they remain in office till they enjoy the support of the majority in the Assembly. If a person who is appointed as the Chief Minister or a Minister, is not a member of the State Legislature, he/she has to become member of any of the two houses within six months of his/her appointment. The portfolios or different ministries are allocated to the Ministers by the Governor on the advice of the Chief Minister.

19.2.2 Functions of the Chief Minister and Council of Ministers

Have you ever given thought to the fact that whenever anything happens in a State, it is the Chief Minister who is said to be responsible for that? If good things happen, he/she is praised, and if bad things occur, he/she is criticized. Why so? In fact, the Chief Minister is the Head of the Government in the State. He/She plays very important roles. He/She:

● advises the Governor on the appointment of Council of Ministers and allocation of portfolios to them;

● presides over the meetings of the State Council of Ministers and also coordinates the functioning of different ministers;

● guides the framing of the policies and programmes for the State and gives approvals of the Bills that are introduced by the Ministers in the State Legislature;

● is the sole link of communication between the Council of Ministers and the Governor. The Chief Minister communicates the decisions of the Council of Ministers relating to administration as well as proposals for the legislation to the Governor; and

● submits any matter on which decision has been taken by a Minister for consideration of the Council of Ministers, if the Governor desires him/her to do so.

19.2.3 Position of the Chief Minister

The Chief Minister is the real executive head of the State. It is he/she who formulates the policies and guides the Council of Ministers to implement them. He/She is the most powerful functionary, especially when one political party has an absolute

majority in the Legislative Assembly. But if he/she heads a coalition government, his/her role gets restricted by the pulls and pressures of other partners of the coalition. At times, he/she is pressurized by a few independent Members of Legislative Assembly (MLAs), if the majority in the House is thin.

ACTIVITY 19.2

When no political party gets a clear majority, the Legislative Assembly elections, more than one political party and even independent M.L.As can come together to make a majority in the House. This government is known as a **coalition government**. Sometimes, political parties form an alliance before elections and contest the elections together. If they win a majority, the government formed by them is also known as a coalition government.

In view of the above understanding you have to do the following

1. Name two States where coalition governments are functioning at present and note down the names of major political parties which are partners in the coalition.

2. Identify the States where alliances among political parties were formed before elections and they fought and won the majority together.

INTEXT QUESTION 19.2

1.. Identify which of the following statements is right and which is wrong:

(i) The Governor presides over the meetings of the Council of Ministers.
    Right/Wrong

(ii) The Chief Minister is the sole link between the Governor and the Council of Ministers.
    Right/Wrong

(iii) The Chief Minister can be asked by Governor to place any matter for the consideration of the Council of Ministers.
    Right/Wrong

(iv) The Governor is the real head of the government in the State.
    Right/Wrong

(v) The Chief Minister can be asked by the Governor to place a matter which has been decided by a Minister for the consideration of the Council of Minister.
    Right/Wrong

2. Consider the following case:

    "Quite a few serious corruption charges have been levelled against the Chief Minister of a State. The media has come out with strong evidences against this

Chief Minister. In view of this case answer the following questions with justifications:

(i) Should the Governor send a report to the President recommending imposition of President's Rule?

(ii) Should the Constitution be amended for giving right to the people to call back (right to recall) corrupt elected representatives ?

(iii) Should the government continue in the interest of democracy, because the government is democratically elected and has the mandate received during last elections to rule over the State?

19.3 STATE LEGISLATURE

Every State has its Legislature. You are seeing below the building of the State Legislature of Karnataka. Let us understand how the State Legislatures are constituted. In some of the States the Legislature is *bicameral* i.e. has two houses. In most of the States it is *unicameral* i.e. has only one house. The Governor is an integral part of the State Legislature. The *unicameral* legislature has the Legislative Assembly and the *bicameral* has the Legislative Assembly being its Lower House and the Legislative Council the Upper House. At present only Bihar, Jammu & Kashmir, Karnataka, Maharashtra and Uttar Pradesh have *bicameral* legislatures and the remaining 23 States have *unicameral* legislatures.

Figure 19.2 *Vidhan Saudha (Vidhan Sabha) Bangaluru*

19.3.1 Composition of Legislative Assembly

The Legislative Assembly, i.e. *Vidhan Sabha* is the real legislature even in those States that have bicameral legislatures. According to the Constitution of India, a State

Legislative Assembly shall not have more than 500 members and not less than 60 members. However, very small States like Goa, Sikkim and Mizoram have been allowed to have less than 60 members. Seats are reserved for the Scheduled Castes and Scheduled Tribes in the Legislative Assembly.If the Governor feels that the Anglo-Indian Community is not adequately represented, he/she may nominate one person of that community in the State Legislative Assembly. The Legislative Assembly is an elected body. Its members, M. L. As. are elected by the people based on the principle of universal adult franchise. There are certain qualifications prescribed by the Constitution for being elected as an M. L. A. The candidate must:

● be a citizen of India;

● have attained the age of 25 years;

● have his/her name in the voters' list;

● not hold any office of profit; and

● not be a government servant.

? Do you know

What is Universal Adult Franchise?: All adults men/women who have completed the age of 18 and above have the right to vote and participate in the electoral process, without any discrimination based on race, caste, religion, place of birth or sex.

The tenure of the *Vidhan Sabha* is of five years. However, the Governor may dissolve the Assembly earlier on the advice of the Chief Minister. Similarly the Assembly may be suspended or dissolved when President's Rule is imposed in a State. During a national Emergency, the Parliament may extend the term of Legislative Assemblies for a period not exceeding one year at a time.

19.3.2 Composition of the Legislative Council

The upper chamber of the State Legislature i.e. the Legislative Council or *Vidhan Parishad* shall not have more than one third of the total membership of the State Legislative Assembly but not less than 40. The Legislative Council in Jammu & Kashmir has 36 members as an exception. The members of the Legislative Council are partly elected indirectly and partly nominated.

The composition of the Legislative Council is as follows:

● One-third members are elected by the members of local bodies i.e. Municipalities, District Boards and others in the State;

● Another one-third members are elected by the members of the Legislative Assembly;

Notes

- One-twelfth members are elected by the electorate consisting of graduates of the State of not less than three years standing;

- Another one-twelfth are elected by the electorate consisting of teachers having teaching experience of at least three years in the educational institutions within the State, but these institutions must not be lower in standard than secondary schools; and

- The remaining one-sixth members are nominated by the Governor of the State.

The *Vidhan Parishad* is a permanent house, and hence it is not dissolved. Members are elected/nominated for a period of six years. One-third of its members retire after every two years. The retiring members are eligible for re-election. The qualifications for becoming members of the Legislative Council are similar to those for the members of the Legislative Assembly. However, the minimum age in case of Legislative Assembly is 25 years whereas for the Council it is 30 years.

The State Legislature meets twice a year at least and the interval between two sessions cannot be more than six months. The members of *Vidhan Sabha* and *Vidhan Parishad* elect their respective Presiding Officers, as well as Speaker and Deputy Speakers, the Chairman and Deputy Chairman.

The business of the two houses is conducted by their respective Presiding Officers who also maintain discipline and order in the houses.

19.3.3 Functions of the State Legislature

The State Legislature performs the following categories of functions:

(a) **Legislative Functions**: The Assembly has the sole right to legislate. All the laws must be passed by it. Where there is a *bicameral* legislature, the ordinary Bills can be introduced in any of the Houses. A Bill passed by the Legislative Assembly is sent to the Legislative Council which has to pass it or to return it with recommendations to the Legislative Assembly.If the Legislative Assembly passes that Bill once again either with recommendations of the Council or without those, it shall be deemed to have been passed by both the Houses. As regards, Money Bills, these can be introduced only in the Legislative Assembly. After the Assembly passes the Money Bill, it goes to the Legislative Council which has to pass it or return the Bill to the Assembly with its recommendations within 14 days of the receipt of the Bill. Even if the Assembly rejects the recommendations of the Council, it will be deemed to have been passed by both the Houses. Once the Bill is passed by the Legislature, it is sent to the Governor for his/her assent. He/She cannot withhold the assent on the Money Bill but can send back an ordinary bill for reconsideration or can reserve any of the bills for consideration by the President.

(b) **Control over the Executive:** The State Legislature keeps control over the executive. The Council of Ministers is responsible to *Vidhan Sabha* collectively.

It remains in office so long as it enjoys the confidence of the House. The Council of Ministers is removed, if the *Vidhan Sabha* adopts a motion of no-confidence against it. Moreover, The State Legislature keeps checks on the government by asking questions and supplementary questions, moving adjournment motions and calling attention notices.

(c) **Electoral Functions:** The elected members of the Legislative Assembly are members of the Electoral College for the election of the President of India. The members of the *Vidhan Sabha* also elect the members of the *Rajya Sabha* from their respective States. Moreover, they elect one-third members of the Legislative Council of their own State.

(d) **Functions related to Constitutional Amendments:** There are important functions of the State Legislature related to the amendment of the Constitution. A constitutional amendment requires the support of a special majority of each House of the Parliament as well as ratification by not less than half of the States where the State Legislatures ratify the amendments.

19.4 IMPACT OF STATE GOVERNMENT ON CITIZENS AND THEIR DAILY LIFE

Have you ever realized how the policies and programmes of the State government which are often debated in the State legislatures impact our daily lives? All States run many schemes and projects which impact all of us directly or indirectly. A critical part of these are the welfare projects implemented by various State governments. Many times States also adapt Union Governments welfare schemes and implement them.

For example, in Andhra Pradesh and Rajasthan innovative efforts are being made for education of out-of-school children through residential bridge courses. This includes mentally challenged, hearing/visually impaired and physically challenged children. These efforts have enabled these children to join mainstream schools. The educational practices followed include education through play, and use of computer aided learning processes. As part of the Centre's Mid-Day Meal Scheme, in Uttar Pradesh, hot cooked meals are being provided to children in more than 95,000 government primary schools. Elected village Pradhans are responsible for implementing the scheme in schools. The State tries to provide a varied menu including wheat, rice, vegetables, soya and pulses (*dal)*

Maharashtra is implementing a School Sanitation and Hygiene Education programme, within which school children are leading the change. The children who are called *swachhata doots* are bringing awareness on sanitation and hygiene in schools, families and communities. This programme is run by Maharashtra State Government as part of Union Government's Total Sanitation Campaign.

Government of Nagaland is leading the way in sharing with the community the management and control of government institutions in social sectors such as education, health and electricity.

? Do you know

With the enactment of the Nagaland Communitisation of Public Institution and Services (Act No. 2) 2002 (Nagaland Communitisation of Elementary Education Institutions and Services Rule, 2002) on April 15, 2002, the education department began working towards communitisation of elementary education.

The word 'communitisation' was coined by the Chief Secretary to the Government of Nagaland in 2001 to explain the concept of Government sharing management and control of Government institutions with the community.

In many ways , communitisation of elementary education is in keeping with the tradition and spirit of the Naga community. Education has always been a priority for the Naga community., traditionally the *morong* or meeting hall of the village served as space for education, and the entire community took interest in it.

The State government began the process of communitising all elementary schools in 2002.

INTEXT QUESTIONS 19.3

Answer the following Questions:

(i)   Which are the three States which have a bicameral legislature.

(ii)   What would happen if a Money Bill passed by the Assembly and sent to the Legislative Council is not returned within 14 days?

(iii)   How much time is given to the Vidhan Parishad for passing an ordinary bill?

(iv)   What are the two main ways in which the Legislative Assembly keeps its control over the Council of Ministers?

(v)   What are the two electoral functions of the State Legislative Assembly?

19.5 HIGH COURT AND THE SUBORDINATE COURTS

You must have heard about the High Court of your State. According to the Constitution, there has to be a High Court for every State. A High Court may have more than one State under its jurisdiction. We have an example of Guwahati High Court that acts as a common High Court for the States of Assam, Meghalaya, Arunachal Pradesh, Nagaland, Mizoram, Manipur and Tripura. Mostly, the Union Territories come under the jurisdiction of the High Court of their neighbouring States.

Figure 19.3 *High Court, Guwahati*

19.5.1 Constitution of the High Court

Each High Court has a Chief Justice and Judges. The number of Judges in each High Court is determined by the President from time to time. There is no uniformly fixed number of Judges in all the High Courts. The Chief Justice and Judges of High Courts are appointed by the President. For appointment of the Chief Justice of the High Court, the President consults the Chief Justice of Supreme Court, whereas for the Judges, he/she also consults the Chief Justice of the concerned High Court. The Governor of the concerned State is also consulted for appointment of the Judges of the High Court. Judges can be transferred from one High Court to the other by the President on the advice of the Chief Justice of India.

In order to be appointed as a Judge of a High Court, the person concerned should possess the following qualifications. He/She:

- should be a citizen of India;

- should have held a judicial office in the territory of India for at least 10 years; or

- should have been an advocate in one or more High Courts for at least ten years continuously without break.

The Judges of High Court hold office till they attain the age of 65 years. However, a Chief Justice or a Judge can resign. A Judge can be removed from office through an impeachment process by parliament on grounds of proved misbehavior or incapacity. The Chief Justice and Judges are paid salaries and are also entitled to such privileges and allowances as determined by Parliament. After retirement, they may practice as advocates either in Supreme Court or in any High Court except the High Court(s) in which they have served as Judges.

19.5.2 Jurisdiction of High Court

The jurisdiction of the High Court extends up to the territorial limits of the concerned State/States or Union Territories. The High Court has original and appellate jurisdictions. Under the original jurisdiction certain types of cases may be brought directly before a High Court. The High Court exercises original jurisdiction for the enforcement of Fundamental Rights and other legal rights. In this respect High Court has the power to issue writs. These writs go a long way in protecting the rights of the individual against encroachment by the legislature, the executive or any other authority. The High Court may also hear election petitions under its original jurisdiction challenging election of a member of State Legislature.

? Do you know

Writs are the directions or orders which are issued by the Supreme Court or the High Courts for the enforcement of Fundamental Rights. The courts thus are the guarantors of these rights.

Under appellate jurisdiction, High Courts hear appeals against the judgments of the subordinate courts at the district level. In civil cases, an appeal may be filed before the High Court against the judgment of a District Judge. In criminal matters, appeal may be made before a High Court against the judgment of a Sessions Court, where the sentence of imprisonment exceeds seven years. Death sentence awarded by a lower court has to be confirmed by the High Court. The High Court exercises powers of control and superintendence over all subordinate courts falling within its jurisdiction. The High Court is a Court of Record. Hence, all the subordinate courts follow the judgments of the High Court. High Courts may also punish for contempt or disrespect of the Court.

19.5.3 Subordinate or Lower Courts

There are subordinate courts at district and sub-divisional levels. There is a Distict and Sessions Judge in each district. Under him/her there is a hierarchy of judicial officers. The organisation and working of subordinate courts in India are more or less uniform throughout the country as given below:

Subordinate Courts

Civil Courts   Criminal Courts   Revenue Courts
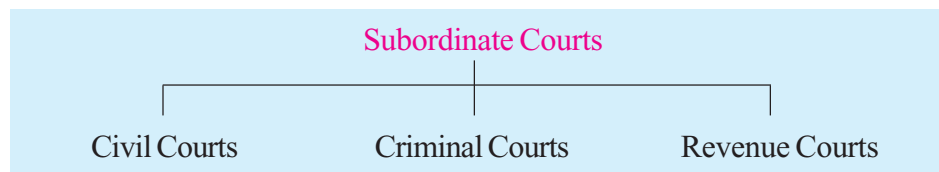
As seen in the illustration, these subordinate courts hear civil cases, criminal cases and revenue cases.

Civil Cases: These cases filed in civil courts pertain to disputes between two or more persons regarding property, breach of agreement or contract, divorce or disputes between landlords and tenants. All these cases are settled by civil courts. In such civil cases, the court does not award any punishment as violation of law is not involved.

Criminal Cases: Such cases relate to theft, robbery, rape, pick-pocketing, physical murder etc. These cases are filed in the criminal courts by the police, on behalf of the State, against the accused. In such cases, if the court finds the accused guilty, he/she is awarded punishment.

Revenue Courts Board of Revenue exists at the State level, Under it are the Courts of Commissioner, Collector, Tehsildars and Assistant Tehsildars. The Board of Revenue hears the final appeals against all the lower revenue courts under it. All States do not have a Board of Revenue. Andhra Pradesh, Gujarat and Maharashtra have Revenue Tribunals, Haryana, Punjab, Himachal Pradesh and Jammu and Kashmir have Financial Commissioners instead of the Board.

INTEXT QUESTIONS 19.4

1. Fill in the blanks:

    (a) Guwahati High Court acts as a High Court of .... States of North-East India.

    (b) The Chief Justice of a High Court is appointed by .... in consultation with ....

    (c) The High Court has .... jurisdiction and .... jurisdiction.

    (d) There are three kinds of subordinate courts: (i) .... (ii) .... and (iii) ....

2. Gather information about the names of the Chief Justice and the Judges of the High Court of your State or any one State. Find out from the list how many Lady Judges are there? You may find very few or even none. Write down the reasons for this situation.

WHAT YOU HAVE LEARNT

● India is a federal system, that is why, it has governments both at the union level and at state level. At both the level governments are organized and they function based on the principles of Parliamentary System

Notes

- The Governor is the Head of the State. He/She is appointed by the President of India. Constitutionally, he has extensive executive, legislative, financial and discretionary powers. But in practice he/she exercises those powers except the discretionary ones, at the advice of the Council of Ministers.

- The real executive in the State is the Council of ministers headed by the Chief Minister. It, therefore, has rightly been stated that the Chief Minister is the real head of the state government.

- Most of the States in India have unicameral legislatures while some of them have bicameral legislature. The two houses of the State Legislature are: Legislative Assembly and Legislative Council. The States with unicameral legislature have only Legislative Assemblies. The primary function of the State Legislature is law-making. In addition to this, the State Legislative Assembly also controls the Council of Ministers.

- High Courts are at the top of the state level judiciary. These courts have original and appellate jurisdictions. Besides, there are Subordinate Courts that decide civil, criminal and revenue cases.

TERMINAL EXERCISES

1. How is the Governor appointed? What are the powers and functions of the Governor?

2. How is the Council of Ministers constituted? Explain the powers and the position of the Chief Minister.

3. Examine the organization, powers and functions of the State Legislature.

4. Explain the jurisdictions of the High Court.

5. What kinds of cases are considered in the subordinate courts.

ANSWERS TO INTEXT QUESTIONS

19.1

1. (i) (b)
   (ii) (d)
   (iii) (b)

2. (i) Wrong
   (ii) Right

   (iii)   Right

   (iv)   Wrong

   (v)   Right\

3.   Write the answer based on your understanding. You may refer to Section 19.1.2(d)

19.2

1.   (i)   Wrong

   (ii)   Right

   (iii)   Wrong

   (iv)   Wrong

   (v)   Right

2.   Write the answer based on your understanding of the role of the Governor in the Indian democracy. You can find out more about similar cases from elders or your teachers.

19.3

1.   (i)   Bihar, Jammu & Kashmir, Karnataka

   (ii)   Bill will be deemed to have been passed by both Houses

   (iii)   One month

   (iv)   By asking questions and supplementary questions, moving adjournment motion and calling attention notices, and by passing a no-confidence motion, in which case the Council of Ministers resigns

   (v)   The elected members constitute the Electoral College that elects the President of India. The members of Vidhan sabha elect members of Rajya Sabha from their respective States.

19.4

1.   (a)   seven

   (b)   the President of India, the Chief Justice of the Supreme Court

   (c)   Original, Appellate

   (d)   (i) Civil Courts, (ii) Criminal Courts, (iii) Revenue Courts

2.   Answer the question by gathering the needed information.

20

GOVERNANCE AT THE UNION LEVEL

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We quite often discuss about the President of India, the Prime Minister, Ministers, bureaucrats, politicians and others. These interactions happen in our homes, at our offices, tea-stalls, canteens and even on street corners. Have you ever pondered over it and wondered why do we discuss these people so often? It is because being key functionaries of the government their views and actions, in one way or the other, affect us. The government plays a critical role in shaping the development and quality of life of the people of a country. That is why, we want to know more about them. Since our country is a federation, we have governments at the union and the state levels, besides having local governments at the grassroot level, villages, cities and towns. Both the Union and the State governments are organized and function based on the principles of parliamentary system of government. Accordingly, the Constitution of India has made elaborate provisions for the structure and functioning of all the three branches of the government, executive, legislature and judiciary. The President and the Council of Ministers with the Prime Minister at its head constitute the executive branch of the Union government. The Parliament is the legislative branch and the Supreme Court constitutes the judicial branch. In this lesson, we shall discuss the structure and functioning of these branches of the government.

OBJECTIVES

After studying this lesson, you will be able to:

● explain the process of election, tenure and powers, and the functions of the President of India;

● analyse the appointment of the Prime Minister and the composition, powers and functions of the Council of Ministers;

● examine the powers and position of the Prime Ministers as well as his/her relationship with the Council of Ministers;

- explain the composition, powers and functions of the Parliament and compare the position of Rajya Sabha and Lok Sabha; and

- appreciate the role of the Supreme Court of India by explaining its organisation and jurisdictions, its power of Judicial Review and the impact of Public Interest Litigation (PIL) and judicial activism on our day to day life.

Notes

20.1 THE PRESIDENT

The illustration below is showing the Republic Day Parade. We celebrate 26 January as Republic Day every year. India is known as a Republic. Do you know why? It is because our Head of the State, the President of India is elected. It is not so in Great Britain where the Head of State happens to be either the King or the Queen. The office there is hereditary.

Figure 20.1 *Republic Day Parade*

20.1.1 Process of Election of the President

The President is indirectly elected by an Electoral College which consists of the elected members of both the Houses of Parliament as well as of State Legislative Assemblies. Moreover, the elected members of the Legislative Assemblies of the Union Territories of Delhi and Puducherry (earlier known as Pondicherry) also participate in this election. The voting is by secret ballot. She/he is elected according to the system of proportional representation by means of the single transferable vote.
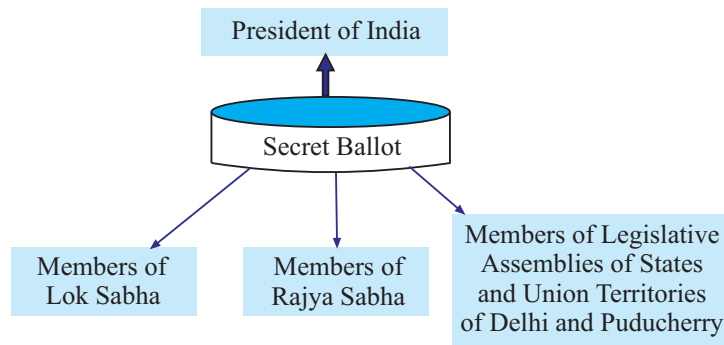
Figure 20.2 *Process of Election of the President*

Qualifications for election as President

In order to be qualified for election as President, a person must:

(i) be a citizen of India;

(ii) have completed the age of 35 years;

(iii) be qualified for being elected as a member of the House of the People (Lok Sabha); and

(iv) not hold any office of profit under the government of India, any State government or under any local authority or any other authority of the said government.

Term of Office

The President is elected for a term of five years, but even after the expiry of the term, he/she may continue to hold office until his/her successor enters the office. There is a provision for the re-election of a person who is holding or who has held the office as President. A vacancy in the office of the President may be caused in any of the following ways:

(i) in the event of his/her death;

(ii) if he/she resigns;

(iii) if he/she is removed from office by impeachment. Impeachment (a resolution to remove the President for his/her unconstitutional act need) to be adopted by a special majority of votes in both the Houses of Parliament.

As provided in the Constitution, in the event of the occurrence of any vacancy in the office of the President, the Vice President acts as President until the date on which a new President is elected and enters upon his/her office. But the Vice-President can act as the President for not more than six months.

The emoluments, allowances and privileges of the President are determined by a law passed by the Parliament. The President used to get a monthly pay of Rs. 10,000 as per the Constitution. It was raised to Rs. 50,000 in 1998 and again to Rs. 1,50,000 in 2008. He/She also has other perks and allowances and lives in an official residence popularly known as Rashtrapati Bhawan in New Delhi.

Figure 20.3 *Rashtrapati Bhavan*

Do you know

(i) Dr. Rajendra Prasad was elected as the first President of India and held the office for two consecutive terms.

(ii) Smt. Pratibha Devisingh Patil is the first woman to be elected as the President of India. She is the 12th President of India.

(iii) Till date only two Presidents who died in office were Dr. Zakir Hussain and Mr. Fakhruddin Ali Ahmed. Mr. V. V. Giri and Mr. B. D. Jatti who also died in office were Acting Presidents.

20.1.2 Powers of the President

As we have seen earlier, the President is Head of the State. It is the highest public office in the country. All executive actions of the government of India are carried out in his/her name. The President has the following powers:

(a) Executive Powers: The Constitution of India vests the executive powers of the Union in the President. He/She appoints the Prime Minister, who is the leader of the majority party or group of parties having majority in the lower house, the Lok Sabha. He/She also appoints other members of the Council of Ministers on the recommendations of the Prime Minister. Since the President is the formal head of the administration, all executive actions of the Union must be expressed to be taken in the name of the President. The executive power of the President includes the power of appointment of Governors in the States, the Attorney General of India, the Comptroller and the Auditor General of India, the Ambassadors and High Commissioners as well as the Administrators of the Union Territories. He/She also appoints the Chairman and Members of the Union Public Service Commission as well as the Chief Justice and Judges of the Supreme Court and the High Courts. Moreover, the President is the supreme commander of the Armed Forces and appoints the Chiefs of the three wings, Army, Airforce and Navy.

The President has the power to remove: (a) a Minister; (ii) the Attorney General of India (iii) Governors of the States; (iv) the Chairman and Members of the Union Public Service Commission (on the report of the Supreme Court) (v) the Chief Justice And Judges of the Supreme Court and High Courts and (vi) the Chief Election Commissioner and the Election Commissioners on an address of parliament. All diplomatic work is conducted and all international treaties and agreements are negotiated and concluded in his/her name.

(b) Legislative Powers: The President is an integral part of the Parliament and in this capacity he/she enjoys many legislative powers. The President addresses the Parliament every year at the commencement of the first session and after each general election to the Lok Sabha. He/She summons and prorogues the sessions of Parliament and can dissolve the Lok Sabha on the advice of the Council of Ministers. Without his/her assent no bill can become a law or an Act. If the Lok Sabha and the Rajya Sabha fail to agree on the passage of any bill, the President can call a joint session to resolve the issue. Whenever Parliament is not in session, the President on the request of the Prime Minister, can issue an ordinance, which has the force of a law.

(c) Financial Powers: In addition to the above mentioned executive and legislative powers, the President enjoys certain financial powers. No money bill can be introduced in the Lok Sabha without his/her prior recommendation. In other words, all the money bills are initiated in the Lok Sabha only with the assent of the President. You must have heard about the Budget. It is a document which contains the details of annual income and expenditure of the Indian government. The President gives his consent for it to be laid before the Lok Sabha before the beginning of every financial year.

? Do you know

What do the words, 'summon', 'prorogue' 'dissolve' and 'ordinance' used while discussing legislative powers mean?

Summons the Parliament: The President gives a formal notice to the Members of Parliament that the Lok Sabha/the Rajya Sabha will begin its meetings on a particular date and continue to do so up to a particular date.

Prorogues the Parliament: The President issues a formal notice to the Members of Parliament that the Lok Sabha/the Rajya Sabha will discontinue its meetings on a particular date.

Dissolves the Lok Sabha: When the President dissolves the Lok Sabha, it means that the House ceases to exist till it is reconstituted after the next elections.

Ordinance: If there is immediate need of a law when the Parliament is not in session, it is done through an Ordinance which is issued by the President on the advice of the Council of Ministers headed by the Prime Minister. It has all the effectiveness of a law. But as soon as the Parliament comes in to session, the ordinance has to be approved by it. In any case, if it is not approved by the Parliament within six weeks, the ordinance comes to an end.

Notes

(d) **Judicial Powers:** The President of India, as Head of the State, possesses certain special judicial prerogatives. He/She has the power to grant pardon or reduce sentence of a person convicted of offence. For example, he/she can suspend, commit or reprieve the sentence of a criminal convicted by a court of law, or even by a military court.

INTEXT QUESTIONS 20.1

1. How is the President of India elected?
2. Fill in the blanks:
   (i) The President is Head ....
   (ii) In order to be qualified for election as President, a person must:
       (a) .... (b) .... (c) ....
   (iii) In the event of a vacancy in the office of the President, ... shall act as the President of India
   (iv) The four major categories of powers of the President are (a) ....
       (b) .... (c) .... and (d) ....
3. How many times does the President convene the sessions of Parliament in a year? What are the names of the sessions? (Gather this information through books on Indian Constitution, or through Internet, or by consulting your teachers, classmates and friends.)

20.1.3 The President and Emergency Provisions

We have discussed so far the powers of the President of India that are exercised during normal period. Over and above these powers, he/she has important powers that are exercised during abnormal situations. These are known as emergency powers. The Constitution has made provisions for these powers to meet three specific extraordinary or abnormal situations arising in the country. These situations may be: (a) war or external aggression or armed rebellion; (b) failure of the constitutional machinery in any State; and (c) Deep financial crisis.

(i) **War, External Aggression or Armed rebellion:** A 'proclamation of emergency' is made by the President, if he/she is satisfied that the security of India or any part thereof is threatened by war, external aggression or armed rebellion. However, the President issues such a proclamation, only when a decision of the Union Cabinet, (the Prime Minister and the Ministers of the Cabinet rank,) to that effect is communicated to him/her in writing. Every proclamation is to be laid before two Houses of Parliament and if it is not approved within one month, it automatically ceases to operate. With the proclamation of emergency, the Union government can give directions to the State governments in respect of their executive powers and the Parliament may assume legislative powers of State legislatures. The President may also order the suspension of the enforcement of fundamental rights.

ACTIVITY 20.1

In 1975, an emergency was declared by the President because of the threat to internal security when Indira Gandhi was the Prime Minister. It has continued to be very controversial, and even now many people consider it as a **black** period in the history of democratic India. Collect information about the reasons for declaration of that emergency from books or through internet, your teachers and other informed adults**.**

(a) Based on the collected information, do you think the declaration was justified? Please provide at least two reasons.

(b) Based on your conversation with an adult who has been through this emergency, write at least 2 ways in which the emergency impacted the lives of ordinary citizens.

(ii) The second type of emergency relates to the situation in State. It may be proclaimed when the constitutional machinery of any State breaks down. If the President is satisfied on the basis of the report of the Governor or otherwise that the State cannot be administered in accordance with the provisions of the

Constitution, he/she can proclaim emergency. This is known as *President's Rule*. Such a proclamation must be approved by both the Houses of Parliament within two months. If the Parliament's approval is not obtained, it ceases to operate at the expiry of two months. After Parliament's approval it may continue for not more than six months at a time and by no means for more than three years. During this period the concerned State Assembly is either dissolved or remains suspended. The Governor of the State performs all the executive functions in the name of the President. The Parliament assumes legislative powers for that particular State.

ACTIVITY 20.2

Collect information about any one time that the President's Rule was imposed in the State to which you belong? If President's Rule has never been imposed in your State, collect information about any other State. For getting information consult books or your teachers/tutors or internet. **Write 2 -3 reasons for imposition of President's Rule. Did the government that was dismissed come back to power after elections?**

(iii) The third type of emergency, which is called 'financial emergency' is declared when a situation arises whereby the financial stability or credit of India or of any part of the country is threatened. Like the other two emergencies, this proclamation also must be approved by Parliament within two months. Once it is approved by the Parliament, it may continue indefinitely until it is revoked. In this situation, the President can reduce the salaries of all the government officials including the judges of the Supreme Court and the High Courts. The financial emergency has not been proclaimed in India so far.

Do you know

(i) The first category of emergency was declared in India for the first time in 1962 due to conflict and war between China and India; the second time it was done on account of Indo-Pak War in 1965. The third national emergency was declared in 1971 when India helped Eastern Pakistan to become an independent nation known as Bangladesh and for the 4th time, in 1975 when the Cabinet headed by the then Prime Minister, Indira Gandhi recommended to the President on account of 'internal disturbances'.

(ii) The imposition of the second category of emergency is considered to have provided extra-ordinary power to the Union government. The first such

emergency was proclaimed in 1951 in the State of Punjab, and then in Kerala in 1959. With the passage of time, this power has been used with increasing frequency. It has been alleged that President's Rule has been used to dislodge the State governments of parties other than the party in power at the Centre. Article 356 deals with this type of emergency, which includes the imposition of President's Rule over a State of India. When a State is under President's Rule, the elected State government is suspended, and administration is conducted directly by the Governor of the State. Article 356 is controversial because some people consider it undemocratic, as its provides too much power to the Centre over the State governments. After the landmark case of *S. R. Bommai v. Union of India* (1994), the misuse of Article 356 was curtailed by the Supreme Court, which established strict guidelines for imposing President's Rule.

20.1.4 Position of the President

Have you observed that when the functioning of Union government is discussed either in the Parliament or in the newspapers or on television, the roles of the Prime Minister and the Ministers are often discussed? But we have seen earlier that the Constitution vests all executive powers in the President. He/She also has extensive emergency powers. Does this mean that the President is all powerful? No! In reality, the President is a nominal executive or a constitutional Head of the State. No doubt the government is run in his/her name, but according to the Indian Constitution, the President has to exercise his/her powers on the aid and advise of the Council of Ministers headed by the Prime Minister. And that is not a simple advice, but is binding. This indicates that the Prime Minister and the Council of Ministers are the real rulers in the government. All decisions are taken by the Council of Ministers headed by the Prime Minister. The President has the right to be informed of those decisions. Similarly, the emergency provisions also do not grant any real powers to the President.

"Under the Constitution of India the President occupies the same position as the King/Queen under the British Constitution. He is head of the state but not the executive. He represents the nation but does not rule the nation. He is the symbol of the nation. His place in the administration is that of a ceremonial head on whose seal the nation's decisions are made known."

— Dr. B. R. Ambedkar (in the Constituent Assembly)
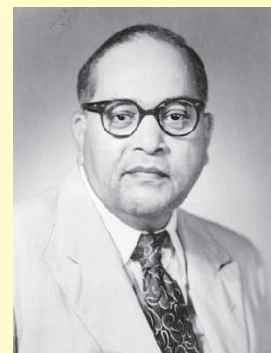
In the light of the above statement, some constitutional experts believe that the President can be compared with a 'rubber stamp'. But this conclusion is also not

true. The President has been given the task of preserving, protecting and defending the Constitution. He/She is the custodian of the democratic process as enshrined in the Constitution. In uncertain political situations, the President can play a decisive role in the formation of government. There have been some occasions when the President has asserted his/her position. However, in practice the President acts as a nominal or constitutional head. It has rightly been stated that in our constitutional system the President enjoys the highest honour, dignity and prestige but not the real authority.

? Do you know

Some Facts about the Vice President:

As we have seen earlier, the Vice President acts as the President, if a vacancy is caused because of resignation or removal or death of the President. According to the Constitution, the Vice President functions as ex-officio Chairman of Rajya Sabha. Being ex-officio Chairman means that he/she is the Chairman in the capacity of being the Vice President. He/She is elected by an electoral college which consists of the members of both Houses of the Parliament. He/She is elected according to the system of proportional representation by means of a single transferrable vote, and the voting is by secret ballot. The qualifications for being a Vice President are the same as prescribed for the office of the President. His/Her main function is to preside over the meetings of Rajya Sabha, as is done by the Speaker in the Lok Sabha.

INTEXT QUESTIONS 20.2

(i) How is the second category of emergency proclaimed? What is its impact on the State?

(ii) What is the role of the Cabinet headed by the Prime minister in the proclamation of emergency?

(iii) Do you agree that during the period of coalition governments the position of the President is very effective? Give reasons.

(iv) Which of the following statements are true and which are false?

   (a) President is the real head of government.

   (b) The President is just a 'rubber stamp'.

   (c) The President neither rules nor reigns.

   (d) The President preserves, protects and defends the Constitution.

20.2 THE PRIME MINISTER

Do you know who was the first Prime Minister of India? Yes, it was Chacha Nehru, that is, Jawahar Lal Nehru. How do you think he felt when taking up this important post? Remember that India at that time had just gained Independence from British rule. What were the challenges he faced? Let us see, from his own words (written in his book *The Discovery of India*): "India is not a poor country. She is abundantly supplied with everything that makes a country rich, and yet her people are very poor…. India has the resources as well as the intelligence, skill and capacity to advance rapidly." He added, "We must aim at equality…. Not only must equal opportunities be given to all, but special opportunities for educational, economic and cultural growth must be given to backward groups so as to enable them to catch up with those ahead of them. Any such attempt to open the doors of opportunity to all in India will release enormous energy and ability to transform the country with amazing speed." Nehru felt a great sense of responsibility to take the country forward because, as Prime Minister, he had a major role to play.

If you listen to the news on television or radio, you will find even today that we hear about the Prime Minister, much more frequently than any other office under the Union government. In fact, the Prime Minister is the most important functionary at the Centre. If you go through the Constitution, you may get a different impression, because all the powers are mentioned as powers of the President. But one provision turns the situation. According to the Constitution, there shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President who shall act according to that advice. In fact, the President is bound to exercise all the powers exactly according to the advice of the Council of Ministers, which is headed by the Prime Minister. It is the Prime Minister who is the real head of the Union executive.

The Prime Minster is appointed by the President, but the President has to invite only that person to be the Prime Minister, who is the leader of the majority in the Lok Sabha. Earlier the person to be invited used to be the leader of only one political party commanding absolute majority in the Lok Sabha. But with the initiation of the phase of coalitions, he/she may be the leader of a group of more than one political party. In the changed situation, the President invites the person who is the leader elected by the political party that has the largest number of seats in the Lok Sabha and who receives the support of other political parties to manage the needed majority. Besides being the leader of the majority in Lok Sabha, to be the Prime Minister, the person has to be a Member of Parliament. If he/she is not a Member at the time of appointment, he/she has to acquire it within six months from the state of his appointment as PM.

? Do you know

The government which is formed by members of the legislature belonging to more than one political party is known as **coalition government**. The phase of coalition governments in India began after the 1967 general elections when coalition governments, primarily of anti-Congress political parties, were formed in a number of States. At the Centre, this phase began with the formation of Janata Party government after the 1977 elections. The following coalition governments have been formed (identified here by the Prime Ministers' names):

First - Morarji Desai	1977-1979	Second - Chowdhary Charan Singh	1979-1980
Third - V. P. Singh	1989-1990	Fourth - Chandrashekhar	1990-1991
Fifth - A. B. Vajpayee	1996-1996	Sixth - H. D. Deve Gowda	1996-1997
Seventh- I. K. Gujral	1997-1998	Eighth - A. B. Vajpayee	1998-1999
Ninth - A. B. Vajpayee	1999-2004	Tenth - Man Mohan Singh	2004-2009
Eleventh - Man Mohan Singh	2009-…		

(NDA) and (UPA) are the main coalitions of political parties headed by BJP and Congress respectively.

20.2.1 Functions of the Prime Minister

Is it not interesting to note that the Constitution does not make any specific provision for the powers of the Prime Minister, though he/she is the most powerful functionary of the Union government? The only provision in the Constitution is that the President shall exercise his/her powers on the aid and advise of the Council of Ministers with the Prime Minister at the head, and that advice will be binding. But in practice, it is the Prime Minister who makes and unmakes the Council of Ministers. It is on his/her recommendations that the President appoints the members of the Council of Ministers and distributes portfolios among them. He/She presides over the meetings of the Cabinet and communicates its decisions to the President. The Prime Minister acts as the link between the President and the Council of Ministers. If, due to any reason, he/she submits his/her resignation, the entire Council of Ministers stands dissolved. As and when the necessity arises, he/she may recommend to the President that the Lok Sabha be dissolved and fresh general elections be held. In fact, the Prime Minister is not only the leader of the majority party, or the leader of the Parliament but he/she is also the leader of the nation. His/Her office is the office of power, while that of the President is the office of honour, respect and dignity. The Prime Minister is the Ex-officio Chairman of the Planning Commission as well as of the National Development Council. He/She represents the nation at the international conferences as the head of the government.

Figure 20.4 *Members of the Union Council of Ministers after Taking Oath (2009)*

20.2.2 The Union Council of Ministers

As you have noted above, the Constitution of India states that, "There shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President who shall, in the exercise of his functions, act in accordance with such advice, provided that the President may require the Council of Ministers to reconsider such advice, either generally or otherwise, and the President shall act in accordance with the advice tendered after such consideration."

The members of the Council of Ministers are appointed by the President on the recommendations of the Prime Minster. The Council of Ministers has three categories of Ministers – Cabinet Ministers, Ministers of State and Deputy Ministers. These Ministers work as a team under the leadership of the Prime Minister. The Ministers hold office during the pleasure of the President, but they cannot be removed so long as they have the support of the majority in the Lok Sabha, In fact, according to the Constitution, Ministers are collectively responsible to the Lok Sabha. If the Lok Sabha passes a 'no-confidence motion', the entire Council of Ministers including PM has to resign. A **no-confidence motion** is a legislative motion brought by the members of the Lok Sabha, expressing lack of trust in the Council of Ministers. That is why, it is said that the ministers swim and sink together.

Regarding the functions of the Council of Ministers, these are the same as those of the Prime Minister. The proceedings of the Cabinet or Council of Ministers are kept secret. The Council of Ministers is a large body of Ministers. We have seen during recent years, the top category, known as the Ministers of Cabinet rank are about 20 to 25 and they hold the charge of important departments. Then there is a group of ministers, called Ministers of State, some of them hold independent charges of ministries while others are attached to Cabinet Ministers. Yet another category of ministers known as Deputy Ministers are attached to Cabinet Ministers or Ministers of State. The Cabinet meeting is attended only by the Ministers of Cabinet rank, but if need be the Ministers of State also may be invited to attend such meetings.

20.2.3 Position of the Prime Minister

In the background of the above discussion, it is obvious that the Prime Minister occupies a key position in the Union government. He/She is the 'principal spokesperson' and defender of the policies of the government in the Parliament. The Council of Ministers functions as his/her team. The nation looks to him/her for needed policies and programmes and required actions. All international agreements and treaties with other countries are concluded with the consent of the Prime Minister. He/She has a special status both in the government and in the Parliament. The Prime Minister chooses his team (Council of Ministers) very carefully and gets willing co-operation from them. However, it is true that in a coalition government the Prime Minister has to seek help from like-minded political parties. The experience of the last ten to twelve years has shown that in such a scenario he/she has to be very vigilant and diplomatic. He/She has to take major decisions regarding defence and security of the country. He/She has to formulate policies not only for providing better living conditions but also to maintain peace, friendly relations with the neighbouring countries. It is because of the facts mentioned above that the Prime Minister is keystone of the cabinet arch.

ACTIVITY 20.3

Go through the newspapers of the last week or two, or recollect some of the discussions held on TV about the political, social and economic situations in the country. Think and write down the answers of the following:

(i) What are the two major problems that have been the subject of discussion in newspapers or/and on TV?

(ii) Are you satisfied with the views expressed by the Prime Minister/Ministers or the spokesperson of the government on those problems? Give reasons.

(iii) What according to you should the Prime Minister do to solve those problems?

INTEXT QUESTIONS 20.3

1. Fill in the blanks:

   (a) The Council of Ministers headed by the Prime Minister is the ....

   (b) The President should invite the person who is elected as .... of the .... to become the Prime Minister.

(c)   The Prime Minister is the .... head of the
....

(d)   The Ministers are appointed by the President on the recommendations of
the ....

2.   Answer the following questions:

(a)   How are the Prime Minister and the Council of Ministers dislodged before
the completion of their term?

(b)   Who acts as a link between the Council of Ministers and the President?

(c)   What are the three categories of the Ministers in the Council of Ministers?

(d)   Who presides over the meetings of the Cabinet?

ACTIVITY 20.4

The Prime Minister of a country must have many leadership qualities. What do you
think are the qualities of a good leader? Check whether you think the present Prime
Minister of India has these qualities. Also observe which leadership qualities do you
have?

Qualities of a good leader	Tick mark ( ) against the qualities of the present PM	Tick mark ( ) against the qualities you have

20.3 THE UNION PARLIAMENT

Do you recognise the institution in the illustration given below? Yes, it is the Parliament
House. The legislative branch of the Union government is called the Parliament that
consists of the President and two Houses known as the House of the People (Lok
Sabha) and the Council of States (Rajya Sabha). It is important to appreciate that
making the President a part of the Parliament is in conformity with the principles and
traditions of the parliamentary form of government. We shall now discuss the
composition, powers and functions of both the Houses of the Parliament.

Figure 20.5 *Parliament House, India*

Notes

20.3.1 Lok Sabha

Lok Sabha or the House of the People is the lower house. It is the people's representative body. The members of the Lok Sabha are directly elected by the people of India. The number of its members cannot exceed 550. Out of these, 530 are directly elected by the people of the States, and the remaining 20 members are elected from the Union Territories. All the citizens who are 18 years of age and above have the right to vote and elect the members of the Lok Sabha. According to the Constitution if there is no member of the Anglo-Indian Community in the Lok Sabha, the President can nominate two persons of this community as members. When the elections are announced, each State and Union Territory is divided into various territorial constituencies based on population. These are known as Parliamentary Constituencies. One representative to Lok Sabha is elected from each of the constituencies

The term of the Lok Sabha is *five* years. However, it can be dissolved even earlier by the President. During an emergency, its term can be extended for a period of one year. Those who want to be a member of the Lok Sabha must (i) be a citizen of India, (ii) be of at least of 25 years of age, and (iii) not hold an office of profit under the central, state or local governments. He/She should possess such other qualifications as may be specified by law made by Parliament from time to time.

20.3.2 Rajya Sabha

Rajya Sabha (the Council of States) is the upper house of Parliament. The maximum number of members of this house cannot exceed 250. Out of these, 238 members represent the States and Union Territories and 12 are nominated by the President of India. The nominated members are distinguished persons in the field of literature, art, science and social service. The elected representatives are elected by the State Legislative Assemblies according to the system of proportional representation by means of single transferable vote. The number of members from each State depends on the population of that State.

The Rajya Sabha is not subject to dissolution. The members of the Rajya Sabha are elected for 6 years. But there is an arrangement according to which one-third of the members retire every two years and new members are elected. The retiring member can be re-elected. To be eligible to be a member of the Rajya Sabha, a person must (a) be a citizen of India, and (b) be at least 30 years of age. Other qualifications are the same as those for the members of the Lok Sabha. The sessions of the Parliament are summoned by the President. There should not be a gap of more than six months between the two sessions. The President has the right to prorogue the sessions. Lok Sabha can be dissolved by the President but not the Rajya Sabha, as it is a permanent house of the Parliament.

20.3.3 Presiding Officers

Lok Sabha is presided over by the Speaker and in his/her absence by the Deputy Speaker. Members of the Lok Sabha elect the Speaker and the Deputy Speaker from among themselves. He/She maintains order and discipline in the lower house as well as supervises its proceedings. He/She decides who will speak and for how long. He/She normally does not cast his/her vote but can vote in case of a tie. The Speaker decides whether a bill is an ordinary or a money bill and his/her decision is final. Besides, he/she is the custodian of the rights and privileges of the members. In case of a joint sitting of the Lok Sabha and the Rajya Sabha, the Speaker of the Lok Sabha, presides over such meetings.

Figure 20.6 *Session of Lok Sabha*

Rajya Sabha is presided over by the Vice President of India who is its ex-officio Chairman. The Chairman (Vice-President) is not a member of the Rajya Sabha. He/She is elected by an electoral college consisting of the members of both the Houses of Parliament. During his/her absence, the House is presided over by the Deputy Chairman. Like the Speaker of Lok Sabha, the Chairman of the Rajya Sabha also does not normally vote but in case of a tie, he/she may exercise the casting of vote.

20.3.4 Functions of Parliament

The Parliament is the supreme legislative body. It performs functions that may be categorized as follows:

(i) **Legislative Functions:** Parliament is a law making body. It legislates on the subjects mentioned in the Union List and the Concurrent List by the Constitution. If there is a clash between the Union government and the State government regarding any concurrent subject, the central law will prevail. Besides, if there is any subject not mentioned in any list, known as residuary subjects, it comes under the jurisdiction of the Parliament. An ordinary bill can be introduced in any of the two houses. If a bill is passed by the Lok Sabha, it is sent to Rajya Sabha which may pass the same or may suggest amendments in the bill. If the disagreement between the two Houses continues, it has to be resolved in a joint sitting of the two Houses. In the joint sitting, Lok Sabha has an upper hand with 550 members over the Rajya Sabha which has only a maximum of 250 members. Till date there have been only three 'joint sittings' of both the Houses. Once the bill is passed by both the Houses, it is sent to the President for his/her assent and with his/her assent it becomes a law or an act.

(ii) **Executive Functions:** In a parliamentary system, there is a close relationship between the legislature and the executive. As discussed above, the real executive i.e. the Council of Ministers is collectively responsible to the Lok Sabha which can dislodge a ministry by passing a no confidence motion against it. In 1999 Atal Bihari Vjpayee's government lost the confidence motion in the Lok Sabha and it resigned.

However, both the Houses of Parliament maintain their control over the Council of Ministers through several other ways such as:

(a) *By asking questions and supplementary questions*: The first hour of every working day of Parliament relates to Question Hour in which the Ministers have to answer the questions raised by the members.

(b) *By discussing and passing motions*: Calling Attention Motion, Adjournment Motion or Censure Motion can be moved and policies of the government can be debated and criticized.

(c) By expressing lack of confidence: The Lok Sabha can express its lack of confidence in the executive by disapproving the budget or money bill or even an ordinary bill.

(iii) Financial Functions: The Parliament of India has been entrusted with the performance of important financial functions. It is the custodian of the public money. It controls the entire purse of the Union government. It sanctions, from time to time, money to the government to enable it to run the administration effectively and successfully. The Parliament may pass, reduce or reject the demands for grants presented to it by the government. No taxes can be collected and no expenditure can be made without the approval of the Parliament. There are, however, certain limitations on the Rajya Sabha. These are: (a) a money bill cannot be introduced in the Rajya Sabha. It has no power either to reject or amend a money bill. It can only make recommendations on the money bill. If the Rajya Sabha along with its recommendations (if any) does not return it to Lok Sabha within 14 days, the bill is deemed to have been passed by both the Houses. As regards the Annual Budget (Annual Financial Statement), it is presented in the Lok Sabha and the Rajya Sabha may only discuss it but can not stop it from becoming law.

(iv) Judicial Functions: The Parliament is empowered to prescribe the number of Judges of the Supreme Court by law. It is also authorized to establish a common High Court for two or more States as well as to constitute a High Court even for a Union Territory. A Chief Justice or Judge of the Supreme Court or of any High Court can be removed from his/her office by the President only after an impeachment process by both the Houses of Parliament.

(v) Miscellaneous Functions: The Parliament has the power to remove the President and the Vice President by a special majority of votes. This process is called as Impeachment. It has the power to amend the Constitution. Certain parts of the Constitution can be amended by a simple majority and certain others require two-thirds majority. Some other parts of the Constitution can be amended with special majority of the Parliament and the approval of the Legislatures of half of the States.

20.3.5 Comparative Position of Both the Houses of Parliament

In a parliamentary system the lower house always plays a more important role. Accordingly, in our country also, the Lok Sabha is more powerful and effective. The following points are important for understanding the comparative position of both the Houses:

(i) Lok Sabha is directly elected and the true representative of the people of India. Rajya Sabha on the other hand is indirectly elected. Moreover, Rajya Sabha is a permanent body, whereas the Lok Sabha is elected for a definite period

of 5 years. Its tenure can be increased and it can be dissolved even earlier than the expiry of the term.

(ii) In case of an ordinary bill, both the Houses have equal powers. But if the differences between both houses continue and a joint session is convened, the Lok Sabha gets an upper hand, as its membership is more than double of that of the Rajya Sabha.

(iii) In respect of having control over the Council of Ministers, once again the Lok Sabha is more effective. Rajya Sabha can have some control by debating on the policies and programmes and criticizing the government. But only the Lok Sabha has the power to pass a no-confidence motion which if done, the Council of Minister resigns.

(iv) With regard to the constitutional amendments, election of the President and the Vice-President and impeachment or removal of President, Vice President, Chief Justice and Judges of the Supreme Court and High Courts, both the Lok Sabha and the Rajya Sabha have almost similar powers.

(v) Whereas in financial matters, the Lok Sabha has an upper hand, it is only Rajya Sabha that may create a new All India Service and declare a subject in the State List to be of national importance.

In view of the above comparison, Lok Sabha is definitely more powerful than the Rajya Sabha. But it will not be appropriate to state that the Rajya Sabha is not only the second chamber, but also a secondary chamber. We have seen how important a role Rajya Sabha also plays and there are certain functions which only Rajya Sabha can perform.

20.3.6 Impact of Union Government on Citizens and their Daily Life

The Union government formulates and implements many national level programs and schemes which have an impact upon our quality of life. These programs include many in education and childcare, such as the Integrated Child Development Scheme (ICDS), providing anganwadis for child nutrition and care, Sarva Shiksha Abhiyan (SSA) for universalizing elementary education, and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), for universalization of secondary education. Some other Union government programs are the National Rural Health Mission, Total Sanitation Campaign, and MNREGA (Mahatma Gandhi National Rural Employment Guarantee Act), Indira Awas Yojana etc.

INTEXT QUESTIONS 20.4

1. Answer the following questions:

    (i) What is the maximum strength of the Lok Sabha?

(ii)   What is the tenure of the members of Rajya Sabha?

(iii) Which house of Parliament is a permanent body?

(iv) Who is the Chairman of Rajya Sabha?

(v)   What are the functions of the Speaker of Lok Sabha?

(vi) What are the qualifications for being a candidate in the Lok Sabha elections?

2.   Fill in the blanks:

(i)   An Ordinary Bill can be introduced in ....

(ii) If the differences between both the Houses continue, the President convenes a .... session of Parliament.

(iii) A money bill can be introduced only in the ....

(iv) For having a control over the Council of Ministers, both Houses can (i) .... and (ii) move .... motions.

3.   Which of the following statements is true and which is false:

(i)   Ordinary bill cannot be introduced in the Rajya Sabha.

(ii) Money bill can be introduced only in the Lok Sabha.

(iii) No bill can become a law unless it is signed by the President.

(iv) In the joint session convened on account of the differences between two houses on a bill, Lok Sabha has an upper hand over the Rajya Sabha.

4.   What qualities would you like to see in Members/Ministers when they participate in the proceedings of the Houses of Parliament?

ACTIVITY 20.5

Go through recent newspapers, and magazines. Also watch the debates being telecast through Lok Sabha/Rajya Sabha Channels or other News Channels and based on your observation answer the following questions:

(i)   Identify one Member of Parliament (M.P) whose participation in the Parliament you liked the most. Give 2 reasons.

(ii) Have you observed unruly behavior of any MP in the Parliament. Identify atleast two such behaviours. How does it affect the functioning of the Parliament?.

20.4 THE SUPREME COURT

We have mentioned in the beginning of this lesson that the Supreme Court represents the Union judiciary. But the structure and functioning of the judicial branch is different

from those of the executive and the legislative branches. Do you have some idea or experience of judicial actions? You may have heard at some point of time that a case that began in the lower court was considered by the courts at the district level, then by the High Court and ultimately by the Supreme Court. This happens because India has a unified judiciary. It means that there is a hierarchy of Courts, at the highest level of which is the Supreme Court, then at the state level there are High Courts and at the district and still lower levels there are subordinate courts.

Figure 20.7 *The Supreme Court of India*

As provided in the Constitution, the Supreme Court of India consists of the Chief Justice and other Judges whose number is prescribed by the Parliament from time to time. In 1950 there was a Chief Justice and there were 7 Judges. But the number of Judges continued increasing as per the need. The Supreme Court, at present, consists of the Chief Justice and 30 Judges.

The Chief Justice and other Judges of the Supreme Court are appointed by the President of India.

For appointing the Chief Justice of India, the other Judges of the Supreme or High Courts may be consulted. Usually, the senior-most Judge in the Supreme Court is appointed as the Chief Justice. For the appointment of other Judges of the Supreme Court, the Chief Justice has to be consulted. Usually, the Chief Justice himself consults a *collegium* of the four senior-most Judges, and all of them need to agree for any candidate to be recommended for the appointment of a judge.

A person can be appointed as a Judge of the Supreme Court only if he/she:

(i)   is a citizen of India;

(ii) must have been at least a Judge of a High Court or of two or more such Courts in succession for at least five years; or

(iii) must have been an advocate of a High Court or of two or more such Courts in succession for at least ten years; or

(iv) is, in the opinion of the President, a distinguished jurist.

Judges of the Supreme Court hold office till they attain the age of 65 years. But they may be removed from office by an order of the President, passed after an address by each House of Parliament supported by a special majority on the ground of proved misbehaviour or incapacity. This is known as impeachment procedure. No Chief Justice or Judge of the Supreme Court has been impeached so far. A Judge who has served in the Supreme Court is barred from pleading in any court within the territory of India after retirement.

20.4.1 The Jurisdiction of the Supreme Court

The Supreme Court has three types of jurisdiction — Original, Appellate and Advisory.

(i) Original Jurisdiction: The Supreme Court alone has the authority to hear directly certain cases. These are :

   (a) Disputes between the Union government and one or more State governments,

   (b) Disputes between two or more States,

   (c) Disputes between the Government of India and one or more States on the one side and one or more States on the other side.

(ii) Appellate Jurisdiction: The power of a superior or higher court to hear and decide appeals against the judgment of the lower court is called appellate jurisdiction. The Supreme Court is a court of appeal for constitutional, civil and criminal cases. It can hear appeals against the judgments of the High Courts. It also has the power to review its own judgment. It may in its own discretion grant special lease to appeal against any judgment or order delivered or passed by any court or tribunal within the territory of India.

Moreover, an Appeal may come to the Supreme Court in any criminal case, if the High Court certifies that the case is fit for appeal to the Supreme Court. The special appellate power has become a handy weapon in the hands of the Court to review the decisions pertaining to elections and Labour and Industrial Tribunals.

(iii) Advisory Jurisdiction: The Supreme Court has a special advisory jurisdiction in matters which may specifically be referred to it by the President of India. If at any time, it appears to the President that a question of law or fact has arisen or is likely to arise, which is of such public importance that it is urgent to obtain the opinion of the Supreme Court on it, he/she may refer it to the Supreme Court. The Supreme Court may, after such hearing as it thinks fit,

report to the President its opinion thereon. The report or the opinion of the Supreme Court is of course, not binding on the President. Similarly, there is no compulsion for the Court to give its advice.

The Supreme Court is a *court of record*. The records of the Supreme Court, in matters of interpretation of the law or of the constitution, have to be accepted when produced before the lower courts. Besides the above mentioned jurisdictions there are a few more special functions of the Supreme Court of India. These are:

(i) **Guardian of the Constitution:** As the interpreter of the Constitution, the Supreme Court has the power to protect and defend the Constitution. If the Court finds that any law or executive order is against the Constitution, the same can be declared unconstitutional or invalid. Similarly the Supreme Court also acts as the custodian and protector of Fundamental Rights. If any citizen feels that his/her fundamental rights have been infringed, he/she may move to the Supreme Court directly for the protection of his/her fundamental rights. The Right to Constitutional Remedies empowers the Supreme Court to act as the guardian of the Constitution.

(ii) **Judicial Review:** The Supreme Court of India has the power to examine the validity of laws or executive orders. The Supreme Court has the powers to interpret the Constitution, and through this it has assumed the power of judicial review.

Do you know

Judicial Review is a process through which the judiciary examines the constitutionality of a legislative act or executive order. If on examination it is found that there has been a violation of the Constitution, the judiciary declares it to be null and void or unconstitutional.

20.4.2 Judicial Activism

Judicial activism has been defined as 'innovative interpretation' of the Constitution by the Court. This has often been criticized as the judiciary taking over the powers of the legislature. But in India it has enjoyed support from the public, because it has concentrated on giving the disadvantaged the access to justice. It uses the instrument of **Public Interest Litigation (PIL)**. With public interest litigation, any person can bring a petition about a problem before the court, and not just the person affected by the problem. PIL has often been used on behalf of people who are poor or disadvantaged and do not have the means to approach the court. With judicial activism and PIL, courts have given judgments on pollution, the need for a uniform civil code, eviction of unauthorized buildings, stopping child labour in dangerous occupations, and other issues.

Notes

INTEXT QUESTIONS 20.5

1. Fill in the blanks:

   (i)   India has a .... judiciary.

   (ii) The Chief Justice and Judges of the Supreme Court are appointed by ....

   (iii) A Judge of the Supreme Court can be removed through the process of ....

   (iv) The ultimate power of interpreting the Indian Constitution lies with the ....

2. Which of the following statements is true and which one false?

   (i)   The Judges of the Supreme Court are appointed by the Chief Justice of India

   (ii) The Supreme Court has a Chief Justice and 30 Judges.

   (iii) Judges of Supreme Court hold office till they attain the age of 65 years.

   (iv) Judicial activism has concentrated on giving the disadvantaged the access to justice.

   (v)   The President of India must accept the advice given by the Supreme Court on the matter that was referred to it by the President for advice.

WHAT YOU HAVE LEARNT?

- The structure and functioning of Union government is based on the principles and conventions of the parliamentary form of government. The President and the Council of Ministers headed by the Prime Minister constitute the executive, the two houses of Parliament constitute the legislature and the Supreme Court is the highest judiciary.

- The Constitution vests executive powers in the President who is the Head of the State. He/She is indirectly elected by an Electoral College consisting of the elected members of both the Houses of the Parliament and the State Legislative Assemblies. His/Her term of office is for five years, though he/she can be removed even before through impeachment. He/She has executive, legislative, financial and judicial powers, as well as emergency powers.

- The Prime Minister is the real executive head of the Union government. He is appointed by the President who also appoints other members of the Council of Ministers on the recommendations of the Prime Minister. The President exercises

his/her powers on the aid and advice of the Council of Ministers headed by the Prime Minister, and their advice is binding. The Council of Ministers is collectively responsible to the Lok Sabha. It means that if they lose the confidence of the Lok Sabha, the Council of Ministers is dislodged with the resignation of the Prime Minister.

- The Parliament which consists of the Lok Sabha and the Rajya Sabha, is the legislative body. The Lok Sabha is directly elected by the citizens, whereas the Rajya Sabha is elected indirectly. The Lok Sabha has a term of five years, while the Rajya Sabha is a permanent body which is never dissolved. Besides making laws and passing annual budget, the Parliament controls the government in its day-to-day functioning. It participates in the election of the President and elects the Vice President of India.

- The Supreme Court is at the apex of the unified judiciary of India. The Chief Justice and other Judges are appointed by the President. It has Original, Appellate and Advisory Jurisdictions. It is also a court of record. It functions as the guardian of the Constitution. Its judicial activism, especially through Public Interest Litigation (PIL) has often been used on behalf of people who are poor or disadvantaged and do not have the means to approach the court.

TERMINAL EXERCISES

(i) How is the President of India elected? How can he/she be removed from office?

(ii) What are the powers and functions of the President of India? In spite of so much powers given by the Constitution, why is it said that President does not rule but represents the nation?

(iii) Examine and evaluate the role of the Prime Minister in India.

(iv) Is it appropriate to say that 'Rajya Sabha is not only the second chamber but also a secondary chamber'? Justify your answer.

(v) How is the Supreme Court constituted? What is its jurisdiction?

(vi) Is judicial activism a boon or a bane of Indian democracy? Justify your answer with three reasons.

ANSWERS TO INTEXT QUESTIONS

20.1

1. The President is indirectly elected by an Electoral College which consists of the elected members of the two Houses of the Parliament as well as of the State

Legislative Assemblies. Moreover, the elected members of the Legislative Assemblies of the Union Territories of Delhi and Puducherry (earlier known as Pondicherry) also participate in this election. The voting is by secret ballot. He/ She is elected according to the system of proportional representation by means of the single transferable vote.

2. (i) of the State

(ii) (a) be a citizen of India (b) have completed the age of 35 years (c) be qualified for being elected as a Member of Lok Sabha (d) not hold any office of profit

(iii) the Vice President of India

(iv) (a) Executive Powers (b) Legislative Powers (c) Financial Powers (d) Judicial Powers

3. Gather this information through books on Indian Constitution, or through Internet, or by consulting your teachers, classmates and friends.

20.2

1. The second type of emergency is proclaimed when the constitutional machinery of any State breaks down and the President is satisfied on the basis of the report of the Governor or otherwise that the State cannot be administered in accordance with the provisions of the Constitution. During this period the concerned State Assembly is either dissolved or remains suspended. The Governor of the State performs all the executive functions in the name of the President.

2. The Cabinet headed by the Prime Minister plays an important role in the proclamation of emergency. The President can issue a proclamation only when such a decision has been communicated to him/her in writing by the Union Cabinet headed by the Prime Minister.

4. Write your answer on the basis of your understanding.

5. (a) false (b) true (c) true (d) true

20.3

1. (a) real executive

(b) leader, majority

(c) real, government

(d) Prime Minister

2. (a) If Lok Sabha passes a no-confidence motion against the Council of Ministers

(b) the Prime Minister

   (c)   Cabinet Minister, Minister of State, Deputy Minister

   (d)   the Prime Minister

20.4

1.   (i)   550

   (ii)   6 years

   (iii)   Rajya Sabha

   (iv)   the Vice President of India

   (v)   to preside over the sessions, maintain order and discipline, to allow members to speak, to decide if a bill is a money bill and to preside over the joint session of Parliament

   (vi)   (i) a citizen of India (ii) of at least 25 years of age (iii) not hold an office of profit

2.   (a)   any House of Parliament

   (b)   joint

   (c)   Lok Sabha

   (d)   (i) ask questions and supplementary questions, (ii) adjournment motion and calling attention

3.   (a)   false (b)   true   (c)   true   (d)   true

4. Answer based on your own understanding of what the good qualities should be.

20.5

1.   (i)   unified

   (ii)   the President of India

   (iii)   impeachment

   (iv)   the Supreme Court

2.   (i)   false

   (ii)   true

   (iii)   true

   (iv)   true

   (v)   true

21

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POLITICAL PARTIES AND PRESSURE GROUPS

You might have already read that democracy is a government of the people, for the people and by the people. A democratic government is considered a people's government run by the people themselves. In practice in most of the countries the democratic governments are run by the representatives elected by the people. You might be thinking how the people get themselves represented in the government. People elect their representatives through the process of elections. In elections candidates generally are nominated by organizations known as political parties. Yes some of the candidates contest elections as independents also. However, participation of the people does not begin and end with elections only. People also participate in the process of governance through groups known as pressure groups or interest groups. In this lesson, we shall discuss political parties and pressure groups, especially in the context of our country. You will like to know more about political parties and pressure groups.

OBJECTIVES

After studying this lesson, you will be able to:

● explain the meaning of a political party;

● elaborate the main characteristics of political parties;

● classify the types of political parties in India;

● discuss the functions and role of political parties in a democratic government in India;

● distinguish between national and regional political parties of India;

● highlight briefly the major policies of national political parties;

● differentiate between political parties and pressure/interest groups;

- assess the role of pressure/interest group; and

- analyse the impact of political parties on our daily lives.

21.1 POLITICAL PARTIES: MEANING AND CHARACTERISTICS

21.1.1 Why Do We Need Political Parties?

In the present day democratic countries, political parties are considered as essential components for the formation and working of the government. Of course, in some countries like Libya, Oman, Qatar and the United Arab Emirates, there are governments without parties. These countries are not democratic and political parties are banned there. We can therefore infer that democracies function successfully in countries which have competitive party systems. Political parties actually help the institutions and processes of a government democratic. They enable people to participate in elections and other processes of governance, educate them and facilitate them to make policy choices. If political parties are necessary to make the working of the representative government possible, you may well ask as to what is the meaning of a political party? What are its main characteristics? What are their roles in a democratic government?

22.1.2 Meaning of a Political Party

A political party is generally described as an organized body of people who share common principles and cherish certain common goals regarding the political system. A political party operates and seeks political power through constitutional means to translate its policies into practice. It is a body of like-minded people having similar views on matters of public concern. Gilchrist defines a political party as "an organized group of citizens who profess or share the same political views and who by acting as a political unit, try to control the government". Another definition given by Gettell is: "a political party consists of a group of citizens, more or less organized, who act as a political unit and who, by the use of their voting power, aim to control the government and carry out their general policies". From these definitions it is clear that political parties are organized bodies and are primarily concerned with the acquisition and retention of power.

21.1.3 Characteristics

From the above mentioned definitions of political parties, following can be identified as their main characteristics:

- a political party is an organized group of people;

- the organized group of people believe in common principles and common goals;

SOCIAL SCIENCE

- its objectives revolve around seeking political power through collective efforts;

- it employs constitutional and peaceful methods in seeking control over the government through elections; and

- while in power, it translates its declared objectives into governmental policies.

INTEXT QUESTIONS 21.1

1. Answer the following questions by selecting the right option out of the four stated below:

   (a) Which of the following is the characteristic of a political party?

   (i) Group of people organized for betterment of their locality.

   (ii) Group of people sharing similar religious views.

   (iii) Group of people having common principles and views on public matters.

   (iv) Group of people attending an election meeting.

   (b) Why do we need political parties in a democracy?

   (i) To help legislature making laws.

   (ii) To help executives administering the country.

   (iii) To help judiciary delivering judgments.

   (iv) To help people choosing their representatives.

   (c) Which of the following is not a democracy?

   (i) Libya   (ii) Indonesia

   (iii) India   (iv) Sri Lanka

21.2 POLITICAL PARTIES: FUNCTIONS AND ROLE

You have already read about that political parties are essential for the proper functioning of representative democracy. They perform vital functions in every political system. It is important to know who places candidates before the electorate when there are elections in the country? Do you know who carries out campaigns during elections? Have you ever realized how a government is formed and who is nominated as the Prime Minister or the Chief Minister? All these relate to the functions of political parties and their role in a democratic polity. The functions performed by the political parties, especially in the context of India, are asunder:

- they nominate candidates during elections;

- they campaign to obtain support for their candidates in the elections;

- they place objectives and programmes before the voters through their manifestos;

- those securing the majority in elections form the government and enact and implement the policies;

- Those not in power form opposition and keep a constant check on the government;

- they form opposition when they are in minority in the legislature and constantly put pressure on the government for proper governance;

- they educate people and help in formulating and shaping public opinion;

- they articulate peoples' demands and convey them to the government; and

- they provide a linkage between people and governmental institutions.

In India political parties have been performing the above-mentioned functions quite effectively since independence. They have made representative governments in India both possible and successful for over past six decades. They provide effective links between the citizens and the governments on the one hand, and the electorates and their representatives on the other. They try to cater to people's demands on public matters, and mobilize political participation. Elections without parties would have almost been impossible. In fact, democracy needs strong and sustainable political parties with the capacity to represent citizens and provide policy choices that demonstrate their ability to govern for the public good.

The experience of functioning of political parties in India during the last six decades indicates that by and large they have been instrumental in shaping public opinion, creating political awareness, and imparting political education to the people. They successfully form the governments where they receive the mandate of the people and implement their respective policies and programmes both at the Centre and in the States. They have contributed towards making the institutions and processes of government truly democratic. We can, therefore, say that democracy in India has been strengthened by a competitive and multi-party system.

ACTIVITY 21.1

Try to find in your State:

- Which political party/parties have formed the present government?

- To which political party does the Leader of Opposition in the Assembly belong?

- Name five political parties that have put up their candidates in the last election.

You can get the above information from newspapers, your parents or friends.

21.3 POLITICAL PARTIES IN INDIA: THEIR EVOLUTION AND GROWTH

The establishment of Indian National Congress in 1885 in India is generally considered as the beginning of the formation of parties. To begin with, the Indian National Congress which led national movement was an umbrella organization representing interests of all sections of society. The formative phase of the Indian National Congress was dominated by the Moderates like Dada Bhai Naoroji, Surendra Nath Banerjee, Gopal Krishna Gokhale and others as well as the Extremists like 'Lal-Bal-Pal' – referring to Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal. After the First World War, the Indian National Congress steered the path of India's independence under the leadership of Mahatma Gandhi. There also emerged some other political parties during this period like the Muslim League, the Communist Party of India, the Hindu Mahasabha, etc.

After independence in 1947, the Indian National Congress transferred itself into a political party in the sense of contesting elections and forming government. It remained a dominant political party up to 1967, as it continued to win elections held in 1952, 1957, 1962 and 1967 at the Centre as well as in almost all the States. This period is known as 'one party dominant system' in view of the Congress winning majorities whereas the large number of other political parties contesting elections winning only few seats.

Since 1967 the party system in India has been in constant flux. In 1971 although the Congress won a majority in the Lok Sabha, in many states various other political parties formed governments mostly in coaltions. After 1977, it appeared that India had moved towards a 'two party system' – the two parties being the Indian National Congress and the Janata Party. But it was only for a very short period. The Janata Party which was in fact a coalition of various factions like the Congress O, the Jana Sangh, the Socialists, the Bharatiya Lok Dal, and the Congress for Democracy split into different factions. The Janata split once again gave advantage to the Congress which returned to power at the Centre in 1980 and remained there until 1989. However, the Congress has not been able to regain its dominant position ever since 1989. Indian party system witnesses a coalition system of government from 1989 onwards. Since 1999 two broad coalitions have come up – one, known as the National Democratic Alliance (NDA), led by the Bharatiya Janata Party, and the second, known as the United Progressive Alliance (UPA), led by the Congress Party. At present in India in fact there is a multi-party system as very large number of parties participate in political process.

INTEXT QUESTIONS 21.2

Answer the following questions by selecting the right option out of the four stated below each item.

(a) Which one of the following is a correct statement?

   (i)   India is a 'one party system'.

   (ii) Political parties in India came into in existence even before independence.

   (iii) Political parties in India emerged only after independence.

   (iv) The Congress did not get majority in Lok Sabha in 1989.

(b) Which of the following is not the function of political parties in a democratic system:

   (i)   Political parties work secretly to bring a change in the system.

   (ii) They shape public opinion.

   (iii) They attempt to acquire political power.

   (iv) They form opposition if not in majority in the legislature.

(c) Since when the coalitional governments in India have come to stay at the national level?

   (i)   1952   (ii) 1989

   (iii) 1977   (iv) 1967

21.4 PARTY SYSTEMS IN INDIA: NATURE, TYPES, POLICIES

You have read above that in the earlier years of independence the Indian National Congress dominated the party system. But the same has not continued and there had been periods of non-Congress governments both at the Centre and in the States. In general, the party system in India has not been a fixed one like a single party system or a dominant one-party system or a two-party system or a multi-party system. The features found in any of the above party systems may be found in India's party system. For many years now, the party system has not been a single-party dominant system as it used to be the case till 1967. It is not now a one-party dominant system. The Indian party system is not a bi-party system, that existed for a short period between 1977 and 1980. It is more a less a multi-party system because the national political parties depend largely on the support of regional political parties to stay in power at the Centre as well as in some States. Various political parties join hands to form coalition governments as single parties are finding difficult to get majorities by themselves.

21.4.1 Dominant Features of India's Party System

In view of the above, the party system in India displays the following major characteristics:

- India has a multi-party system with a large number of political parties competing to attain power at the Centre as well as in the States.

- the contemporary party system in India has witnessed the emergence of a bi-nodal party system existing at both national and state/region levels. The bi-nodal tendencies operating at two poles are led by the Congress and the BJP both at the center and in the states.

- political parties are not hegemonic but competitive, though many a time we see a particular party aligning with one national political party and then shifting to another on the eve of general elections.

- the regional political parties have come to play a vital role in the formation of governments at the Centre. At the Centre, these regional parties support one national political party or the other and seek substantive favours, ministerial berths at the Centre and other financial package for their respective States.

- election is now fought not among parties but coalition of parties. Nature of competition, alliance and players is varied from state to state.

- coalitional politics has been a new feature of our party system. We have reached a situation where there is no single party government, except in some of the States. There are, as you can see around, neither permanent ruling parties nor permanent opposition parties.

- as a result of coalitional politics, ideologies of the political parties have taken a back seat. Administration is run through Common Minimum Programme, which reflects that pragmatism has become the 'ruling mantra'. We have seen political situations where the Telugu Desam Party supported the BJP led NDA in 1999 and CPI(M) backed the Congress led UPA in 2004 without formally joining the government.

- parties are keen on focusing on the single emotive issue/s to garner votes. The emotive issues in some of the earlier elections were: *Garibi Hatao* of the 1970s, 'Indira is India' of the 1980s, 'Taking into the 21st Century' under Rajiv in mid-1980s, BJP' India Shining of 1999, Congress' 'Feel Good' in 2004 and 'Aam Aadmi' in 2009.

- parties now look for short term electoral gains rather than build lasting social coalitions.

Notes

ACTIVITY 21.2

Through discussions or reading newspapers, try to find out :

(i)   Which Political Party of your region has played a vital role in the formation of the government at the Centre and when?

(ii) Which National Political Party/Coalition enjoyed the status of being the ruling party at the Centre and when?

(iii) Which are the major Regional Political Parties in your state? When did they enjoy the status of being the ruling party in your state?

21.5 INDIAN POLITICAL PARTIES: TYPES

Political parties in India are classified by the Election Commission for the allocation of symbols. The Commission classifies parties into three main heads: National Parties, State Parties, and Registered (unrecognized) Parties.

The Election Commission grants political parties the status of national parties on three grounds:

1. It should be a recognized political party in four or more states.

2. It should have won at least 4 per cent of the seats in the last Lok Sabha elections or 3.33 per cent of the seats in the assembly elections from the state.

3. All the candidates put by the party should have polled at least 6 per cent of the total valid votes in the elections.

A. The **National Political Parties** have areas of influence extending over the entire country. Since the last general elections held in 2009 the recognized national political parties in India are: the Indian National Congress (INC), the Nationalist Congress Party (NCP), the Bharatiya Janata Party (BJP), the Communist Party of India (CPI), the Communist Party of India, Marxists (CPI-M), the Bahujan Samaj Party (BSP), and the Rashtriya Janata Dal (RJD).

B. The **Regional Political Parties**, as recognized by the Election Commission, are those political parties which receive a certain amount of votes or seats in a State. The Election Commission grants election symbols to the political parties and the candidates who contest elections. The number of regional political parties in the country is fairly large. Some of the leading regional political parties in India include Trinamool Congress (West Bengal), Assam Gana Parishad (Assam), All India Anna Dravida Munnetra Kazhagam (Tamil Nadu) Dravida Munnetra Kazhagam (Tamil Nadu, Pondicherry), National Conference (Jammu and Kashmir), Samajwadi Party (Uttar Pradesh, Uttrakhand), Shiromani Akali Dal (Punjab), Shiv Sena (Maharashtra), Telugu Desam (Andhra Pradesh). Can you identify the name of a regional political party in your state?

ACTIVITY 21.3

Find out the names of the political parties which formed governments in 2008 in the following states:

- Delhi
- Madhya Pradesh
- Rajasthan
- Chhatisgarh

21.5 INDIAN POLITICAL PARTIES AND THEIR POLICIES

You have read that there are a number of political parties at the national as well as the state levels. Every political party pronounces its policies and programmes as commitment to the electorate. These are normally included in a document known as Manifesto. As you may be aware, Manifestoes are published by political parties during elections. We may discuss the major policies of the following political parties.

I. 1. The Indian National Congress: Founded in Bombay in 1885, the Indian National Congress (now the Congress) played a leading role in India's freedom struggle. After independence the Congress emerged as the leading party of governance and ruled at the Centre and in almost all the States till 1967. The first two decades in India's political history were dominated by the Congress and the period came to be described as the 'Congress System'. The dominance of the Congress decreased gradually. Now it depended on coalition of political parties to come to power in the Centre. The Congress is committed to democracy, secularism, and socialism. It is, in a way, a centrist political party. While it champions the policy of liberalization, privatization, globalization called "LPG" on the one hand; it also works for the welfare of the weaker sections of society. It advocates both agrarian based Indian economy and industrialization. It seeks to strengthen grassroots institutions at the local level and claims to play a vital role in international institutions, especially in the United Nations.

2. The Bharatiya Janata Party: Founded in 1980 after distancing itself from the then Janata Party, the Bharatiya Janata Party is the new incarnation of its erstwhile formation, Bharatiya Jana Sangh (BJS). BJP is an important political party both at the Centre as well as in some of the States. The BJP stands for (a) nationalism and national integration, (b) democracy, (c) positive secularism, (d) Gandhian socialism, and (e) value–based politics. Tilted towards the right in the initial stages, the BJP is as centrist as is the Congress now. The party has formed governments in a number of States such as Bihar, Madhya Pradesh, Chattisgarh, Gujarat, Karnataka and Uttrakhand. The party is trying to expand its base in South and North-East India.

Notes

3. **The Communist Parties:** The major communist parties in India are the Communist Party of India (CPI), founded in 1925 and the Communist Party of India, Marxist (CPI M) which came into being after the split in the Communist Party of India in1964. Over the years, the CPI(M) became relatively more powerful than the CPI. The CPI (M) and the CPI had been in power in West Bengal, Kerala and Tripura. The Communist Parties are workers' and peasants' parties. Based on the ideology of Marxism and Leninism, the Communist Parties stand for socialism, socialist ownership of industries, agrarian reforms, rural upliftment and a self-reliant economy. They are opposed to capitalism, imperialism and globalization.

4. **The Bahujan Samaj Party:** Founded in 1984 by Kanshi Ram, the Bahujan Samaj Party (BSP) claims to be the party of the deprived sections of the Indian society, especially the poor, the landless, the unemployed and the Dalits who constitute the majority in the Indian population. It draws inspiration from the teachings of Sahu Maharaj, Jyotiba Phule, Ramaswami Naicker and Dr. B.R. Ambedkar. Ms. Mayawati is leading the party at present. The BSP works on the principle of '*Sarvajan Hitay, Sarvajan Sukhay*!' (Welfare and Happiness for All). It formed the government in Uttar Pradesh for two terms – once as an alliance with the BJP and later as an independent ruling party in the State.

5. **Nationalist Congress Party:** The Nationalist Congress Party is a breakaway group of the Indian National Congress. The trio who formed the party in 1999 included Sharad Pawar, P A Sangma and Tariq Anwar. The party's policies are more or less same as that of the Congress. It has major support base in Maharashtra. It has been a coalition partner of the Congress led UPA since 2004.

6. **The Rashtriya Janata Dal:** The Rashtriya Janata Dal (RJD) is another party which came into existence after disintegration of the Janata Dal in 1997. The party was formed by Lalu Prasad Yadav. The party stands for socialist programmes and social justice for the backward castes and minorities. It had been in power in Bihar for nearly a decade. It was also a coalition partner of the Congress led UPA in 2004.

II. **Regional Political Parties:** Regional political parties have emerged to fulfill regional aspirations. They became quite popular in their respective States that they have even begun dominating state politics and capturing power in their respective States. Their enhanced political positions helped the national political parties form coalition governments at the Centre. It is because of the regional political parties that our party-system has been federalized. The Centre has begun to address their problems and respond their aspirations through accommodation. The evolving nature of our party system has strengthened the cooperative trends of our federal system.

III. **Registered (unrecognized) Parties:**

A large number of political parties are registered at the Election Commission, without having been recognized as National or State parties.

You may be surprised to know that in 2009, 363 parties contested elections. Some independents were also in the fields. Most of the political parties were registered (unrecognized) parties. The classifications of political parties in 2009 may be asunder:

- National Parties - 7 (Congress, BJP, CPM, CPI, BSP, Nationalist Congress Party and Rashtriya Janata Dal)
- State Parties - 34
- Registered (unrecognized) Parties - 322

INTEXT QUESTIONS 21.3

1. State any two features of India's party system.

2. Write three major objectives of any two of the following political parties.

  (i) Indian National Congress

 (ii) The Bharatiya Janata Party

(iii) The Communist Party of India (Marxist)

(iv) The Bahujan Samaj Party

3. Which of the following is a regional political party in Jammu & Kashmir?

  (i) Indian National Lok Dal   (ii) National Conference

(iii) Forward Bloc   (iv) Rashtriya Janata Dal

4. The Shiv Sena is a political party in

  (i) Maharashtra   (ii) Tamil Nadu

(iii) Bihar   (iv) Uttrakhand

ACTIVITY 21.4

Find out about the important political parties in your State/ Union Territory. What are their three major policies? What would motivate people to vote for different parties?

Name of Political Party	Major Policies	Motivation for voting

Notes

21.6 POLITICS PARTIES AND PRESSURE/INTEREST GROUPS

You might have seen demonstrations, dharnas, and such like activities in your locality, city or State by students, farmers, workers, etc. Some of these activities, you might have observed, are carried by organized groups like Students Union, Farmers Union, Trade Union, Business Association, Teachers' Associations, etc. In general, these groups try to press upon the government for formulation of policies or enactment of laws according to their interests. Yet they themselves do not contest elections. Therefore, you will agree that they are not political parties.

Then what are these? In any country, especially a democratic one, there are large number of organized groups which, directly or indirectly influence politics and government. The members of such organized groups are united in respect of some specific interests that they tend to advance. For example, the workers of a factory are organized in what is called the trade union to promote their interests. Similarly, there are other organized groups. These are called pressure groups or interest groups. What are these pressure groups or interest groups? How do they differ from each other? What role do they play in the political system of our country? Let us discuss that.

21.6.1 Pressure groups and Interest groups

You can see below the illustration depicting a rally by the Indian National Trade Union Congress (INTUC). INTUC is an organization that can be described both as a pressure group and an interest group. Generally, interest groups and pressure groups are considered synonyms, but they are actually not. Interest groups are organized groups of people which seek to promote their specific interests. Their characteristics are: (a) they are well-organized, (b) they have certain common interests, (c) the interest that unites the members is specific and particular, (d) the members of such organized groups seek to attain, protect and

Figure 21.1 *A Rally by Indian National Trade Union Congress*

promote their interests for which they are united. A pressure group, on the other hand, is an interest group which exerts pressure on the government or the decision-makers for the fulfillment of their interests.

It is important to make a distinction between an interest group and a pressure group. Interest groups may exist without even exerting pressure on the government or the decision-makers. A group that does not exert pressure to influence or pressurize the authorities in order to achieve the desired objects, is not called a pressure group. An interest group that exerts pressure on the government to achieve its goals is called a pressure group. All pressure groups are interest groups while all interest groups may not be pressure groups. The following differences between the two groups are significant:

Interest Group	Pressure Group
Formally organized	Strictly structured
Interest-oriented	Pressure-focused
May or may not influence the policies of the government	Must influence the policies of the government
Softer in outlook	Harsher in attitude
More or less protective	Protective and promotive

21.6.2 Pressure Groups: Role and Techniques

In the democratic functioning of a polity, pressure groups play a vital role. They seek to promote, discuss, debate and mobilize public opinion on major public issues. In this process, they educate people and widen their vision, enhance their democratic participation and raise and articulate various issues. These groups try to bring changes in public policy.

To achieve their objectives and goals, the pressure groups employ various techniques and methods. These include appeals, petitions, demonstrations, picketing, lobbying, and processions. They also write in the media, distribute pamphlets, issue press releases, organize discussions and debates, put up posters and chant slogans. They may carry out satyagraha, that is, a non-violent protest. At times, pressure groups resort to strikes in order to pressurize the legislators, the executive officials, the decision-makers. Often, they resort to boycott. Have you not seen lawyers, sometimes boycotting the courts, the teachers, their classes? The pressure groups resort to such activities to influence governmental policies.

? **Do you know**

What is Lobbying?

Lobbying refers to attempts made by officials in the government, most often legislators to exert influence on the formation or implementation of public policy.

Notes

21.6.3 Political Parties and Pressure Groups

You have already read that political parties and pressure groups are not same. However, both of them play an important role in a democracy. Therefore, their relationship is markedly close and clear. For example, the trade unions help their respective political parties by providing them workers during elections. On the other, it is the political parties which advocate legislation in respect of the interests of the workers. Do you know that the National Students Union of India (NSUI) provides future leadership to the Congress while the Akhil Bharatiya Vidyarthi Parishad (ABVP) does so for the Bharatiya Janata Party? While some pressure groups are linked to particular political parties, there are many which have no linkage to any political party. It is important to understand that the pressure groups are different from political parties. The distinction between the two can be stated as under:

● Pressure groups are not primarily political in nature. For example, although Rashtriya Swayamak Sangh (RSS) supports the Bharatiya Janata Party, it is, by and large, a cultural organization. The political parties are basically political.

● Pressure groups do not seek direct power; they only influence those who are in power for moulding decisions in their favour. The political parties seek power to form the government.

● Pressure groups do not contest elections; they only support political parties of their choice. Political parties nominate candidates, contest elections, and participate in election campaigns.

● Pressure groups do not necessarily have political ideologies. Political parties are always wedded to their ideologies. For example, the Congress party is wedded to the ideologies of socialism, secularism and democracy; the Communists advocate the interests of workers, peasants and other weaker sections.

● The interests of the pressure groups are usually specific and particular, whereas the political parties have policies and programmes with national and international ramifications.

21.6.4 Pressure Groups in India

Like in other democratic countries, in India too there are many interest/pressure groups. These are of various kinds. There are pressure groups based on traditional social structure. There are groups like Arya Pratinidhi Sabha, Sanathan Dharma Sabha, Parsee Anjuman, and Anglo-Indian Christian Association. Then, there are the caste groups such as the Brahmin Sabha, the Nair society, and the language groups (such as the Tamil Sangh, the Anjuman-e-Terraqi-e-Urdu). You may find other types of interest groups which may include bodies such as the Federation of the Indian Chambers of Commerce and Industry (FICCI) or those related to workers and peasants like All India Trade Union Congress, Bharatiya Mazdoor Sangh, the Kisan Sabha, etc. There are, for example, the institutional groups such

as the Civil Services Association or the Non-Gazetted Officers' Union. At times, you may observe that there are groups like the All Assam Student's Union asking for the establishment of a college in rural areas.

21.6.5 Civil Society Organizations: A New Form of Mass Pressure Tactics in India

India has a very large number of Civil Society Organizations (CSOs), that is, organizations established by citizens of the country, to pursue certain interests. Many of these organizations act as pressure groups on the government, to promote implementation of policies in their areas of concerns. These organizations are run by ordinary persons who feel strongly committed to certain issues. Many ordinary persons come together informally or formally to share their feelings about different issues and prevailing social injustice.

Civil Society is an interface between the state and individual. Civil Society Organizations broadly refer to the active participation and engagement of men and women in groups – associations, organizations, voluntary agencies on the issues of common concern like environmental protection, price rise, prevention of corruption, etc. The 21st century witnessed the active involvement of people through civil society organizations which could be seen in number of protest movements across country. People take up issues of gender discrimination, child labour, street children and so on, and contribute through individual and collective action. Such organizations are able to mobilize public opinion because these issues are relevant to many people in society. Some of the Civil Society Organizations include Mazdoor Kisan Shakti Sangathan (MKSS, Rajasthan), People's Union for Civil Liberties (PUCL), National Alliance of People's Movements (NAPM), National Alliance of Women's Organizations (NAWO), Medico Friends Circle (MFC), and many others. Such organizations put pressure on the government for changing policies on many important issues such as corruption, human rights, livelihood of different people, environmental protection, women empowerment, educational and health issues.

Civil Society Organizations help to reach out to many people. They provide a channel for people to express their grievances and also work constructively for the change. They point out when the government is not fulfilling its promises to the nation. They attract idealistic and committed young people, even acting as a space for teaching and learning 'good citizenship'. Good citizens are vigilant and alert. Civil Society Organizations are formed by such vigilant citizens. Many of them struggle for the larger social good, often sacrificing their own comfort, time and energy. Some important leaders of Civil Society Organizations in recent times include Aruna Roy (Mazdoor Kisan Shakti Sangathan), Ela Bhatt (Self-Employed Women's Association), Medha Patkar (Narmada Bachao Andolan) and Anna Hazare (India Against Corruption). All these organizations involve a large number of people who struggle to bring about changes in State policies. Many of the organizations and groups believe in following non-violent methods.

Notes

21.6.6 Pressure Tactics

As pressure groups are concerned with influencing the government, they use various tactics for the same. These are primarily constitutional and peaceful. In India one of the commonly used pressure tactics is Satyagraha, a non-violent protest. As you know it is Gandhi who introduced the idea of Satyagraha and is known all over the world for the same. Although he used these methods in the context of foreign rule, the methods are still relevant. The methods have been successfully used. For instance, the Self-Employed Women's Association (SEWA) has influenced the government to improve its policies on the rights of women workers. Mazdoor Kisan Shakti Sangathan led the people's movement which got the government to bring about the law on 'Right to Information'. In the North-Eastern State of Manipur, many groups including 'Just Peace', Apunba Lup (students' organization) and Meira Paibis (women's groups) are trying to influence the government to listen to people's genuine grievances. Together, these groups are associated with Irom Sharmila, a civil rights activist known as 'the Iron Lady of Manipur' who has been on a hunger strike since

Figure 21.2 *Meira Paibis (women activists) protesting in Manipur;*

Figure 21.3 *Women of Kerala sending postcards to P.M. and President of India in support of demands made by Meira Paibis and Irom Sharmila for peace in Manipur*

Figure 21.4

November 2000. Irom Sharmila wants that the government should repeal the Armed Forces Special Powers Act (AFSPA) which is responsible for violence in her State and other parts of North-East India, and respect people's democratic right to life. People from all over the country are responding to her sacrifice (she has not eaten food for 11 years, and is alive only because she is being force-fed through a tube attached to her nose).

Pressure groups also use tactics of holding demonstrations, sitting on dharnas, going on strikes, organizing public meetings, presenting memorandums to legislative committees, promoting their causes through use of media and creation of public opinion.

INTEXT QUESTIONS 21.4

1. What are Pressure groups? How do they differ from interest groups?
2. Write two differences between pressure groups and political parties?
3. Discuss at least three ways in which pressure groups try to influence the policies of the government. Give suitable examples.

ACTIVITY 21.5

Some characteristics of interest groups, pressure groups and political parties are given below in a jumbled form. To distinguish each one of them from the other, read them carefully and write them at the appropriate place in the given table.

- Strictly structured
- Contest elections
- Softer in outlook
- More or less protective

Notes

- Protective and promotive
- Seek power of the government
- Help in making legislation
- Interest-oriented
- Political in nature
- Formally organized
- Smoothen the process of change of power
- Pressure-focused
- Harsher in outlook
- May or may not influence the policies of the government
- Must influence the policies of the government.

Interest Groups	Pressure Groups	Political Parties

WHAT YOU HAVE LEARNT

- Political parties have a definite role in any democratic system. In fact, political parties make democracy possible; they make elections possible; they help transfer power; they educate people and make government responsive.

- In India, political parties are broadly of two types; national political parties, with influence extending to the entire country; regional political parties, with influence limited to particular State(s).

- Among the national parties, we have the Congress, the Bharatiya Janata Party, the Nationalist Congress Party, the Communist Parties, the Bahujan Samaj Party, and the Rashtriya Janata Dal. The regional political parties include, among others, the Akali Dal (Punjab), the DMK and the AIADMK (Tamil Nadu), the Telugu Desam (Andhra Pradesh), the National Conference (Jammu and Kashmir), the Shiv Sena (Maharashtra), the Trinamool Congress (West Bengal).

- The regional political parties started playing a crucial role in coalition politics since 1989.

- The coalitional governments have come to stay in the country.
- Pressure groups, different as they are from political parties, exist and function to influence the policies of the decision-makers/government to attain their specific/particular interests. Their role, in modern democracies is, indeed, significant.

TERMINAL EXERCISE

1. Why do we need Political Parties?
2. What do you mean by a Political Party?
3. List any four characteristics of Political Parties.
4. Describe any four functions of Political Parties.
5. Explain briefly the policies of the Indian National Congress.
6. Describe three features of the nature of party system in India?
7. What is a pressure group?
8. Distinguish between political parties and the pressure groups highlighting two points.
9. Give a brief account of pressure groups in India.
10. What are Civil Society Organizations? Write the names of any two contemporary Civil Society Organizations in India.

ANSWERS TO INTEXT QUESTIONS

21.1

1. (a) (iii)
   (b) (iv)
   (c) (iii)

2. Write this answer based on your own understanding of how a democracy should function

21.2

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

Notes

21.3

1. competitive, coalitional

2. (1)   The Indian National Congress:

   (a)   democracy,

   (b)   secularism.

   (2)   The Bharatiya Janata Party: (a) nationalism and national integration, (b) Gandhian socialism

3. (ii)

4. (i)

21.4

1   A pressure group is an interest group which exerts pressure on the government or the decision-makers for the fulfillment of the interests of its members. Pressure groups are different from interest groups in the sense that the interest groups may exist without even exerting influence on the government or the decision-makers. But unless a group exerts such pressure to influence or pressurize the authorities in order to achieve the desired objects, it may not be called a pressure group.

2. (a)   Pressure groups are not primarily political in nature. For example, although Rashtriya Swayamak Sangh supports the Bharatiya Janata Party, it is, by and large, a cultural organization. Political parties are basically political in nature and orientation.

   (b)   Pressure groups do not contest elections; they only support political parties of their choice. Political parties nominate candidates, contest elections, and participate in elections campaigns.

3. Pressure groups play a vital role in the democratic functioning of a polity. They help promote, discuss, debate and mobilize public opinion on major public issues. Three ways used by pressure groups are: appeals, petitions and demonstrations. For instance, the Self-Employed Women's Association (SEWA) has influenced the government to improve its policies on the rights of women workers. Mazdoor Kisan Shakti Sangathan led the people's movement which forced the government to bring about the law on 'Right to Information'.

22

PEOPLE'S PARTICIPATION IN THE DEMOCRATIC PROCESS

Vijaya was going through an editorial in a newspaper and exclaimed, "I am delighted to live in a successful democracy like India". Rampal, her father says, "I may not be very educated, but I am wondering, whether we really are a successful democracy, I see many people who are still begging on the streets or are malnourished." Vijaya responds by saying," That's true, but atleast we can vote to bring another government. While many countries are still struggling to have regular popular governments, democracy in India has taken firm roots."

Indians have been participating in elections regularly for over six decades. People have been electing their representatives for running governments at national and state levels and also for local governments. Voting in elections is a formal and simple form of political participation. People's participation becomes effective only when there is a respect for public opinion. Within a country there are people and groups having different points of view, some people have disagreements with certain policies or programmes of the government. A process of debate and discussion is important for a healthy democracy. The essence of democracy is the freedom to voice one's opinion even if it is critical of the government. In fact, democracy is enriched when different voices and constructive opinions influence the policies of the government. Democratic government is a government that sustains itself through public opinion which is expressed through the medium of elections. In this lesson, you will learn about elections, the electoral system, the electoral process, universal adult franchise, in addition to the importance of public opinion in a democracy.

OBJECTIVES

After completing this lesson, you will be able to:

● understand people's participation in democratic processes;

● explain the meaning and importance of public opinion;

- list the agencies which help formulate public opinion;
- describe the electoral system that operates in India;
- discuss the meaning of elections and their types;
- assess election malpractices and measures to check them;
- identify various electoral reforms; and
- explain the meaning of universal adult franchise and its importance.

22.1 PEOPLE'S PARTICIPATION

You must have observed people voting in elections. Have you voted in any election? We vote to elect our representatives who form and run the government. These representatives implement the government's policies and programmes. People's participation in the election is what makes our democracy a representative and participatory democracy. But the meaning of people's participation does not begin and end with their voting in elections. People's participation is also expressed through public debates, newspaper editorials, protest demonstrations and their active involvement in governmental programmes. Even in respect of election process, it includes participation in campaign, political discussion, working for political parties and standing as candidates.

Figure 22.1 *People's Participation in an election rally*

People's participation may be defined as, "behaviour through which people directly express their political opinions". This conceptualization is broad enough to cover the electoral and non-electoral forms of political participation. In fact, participation comprises all those actions of citizens by which they seek to influence, support or criticize the government and its policies. They do so to ensure that their representatives respond to their needs and aspirations.

ACTIVITY 22.1

Ask the following questions to three people who are 18-years old or above and write their anwers in the table given below.

	Person 1	**Person 2**	**Person 3**
Did you vote in last election, why or why not?			
Did you participate in the election process by campaigning for a party/ candidate?			
If the elected person did not fulfill his/her promise, did you make in any public response eg. write to a newspaper, or participate in a protest rally .			

22.2 PUBLIC OPINION: MEANING, IMPORTANCE AND ITS AGENCIES

The discussion on people's participation makes it abundantly clear that there are several ways in which citizens participate in the democratic process. Public opinion is one of the most effective ways. You also must have observed that people quite often enter into discussion on political parties, leaders and candidates and express their opinions on various issues. They do so while travelling in a train or a bus, or at other public places. They also discuss policy decisions taken by the government. Many of us write letters to the editor expressing views on different issues or participate in protest rallies and discussions on radio or television . All such views take the form of public opinion and influence various aspects of democratic process, such as voting behaviour, functioning of a government and the working of administration.

22.2.1 Public Opinion: Meaning

But do the terms, 'voice of the people' and 'public opinion' mean the same? When you study these terms further, you will be able to appreciate that it is not so. In fact, the concept of public opinion has been defined in a variety of ways and definitions appear to be complex. At this stage, let us try to understand the meaning of public opinion in a simple manner. Public opinion is not the unanimous opinion of the people, nor it is the opinion of the majority. Public opinion is an organized and considered opinion of the people on any issues of public concern. Public opinion can also be defined as the complex collection of opinions of different people and the sum of all

their views. To a great extent, various definitions on public opinion include the following characteristics:

(a) Public opinion is an aggregate of views;

(b) views are based on reasons;

(c) these views aim at ensuring the welfare of the whole community; and

(d) public opinion influences the decisions of governments, functioning of political parties and running of administration.

Do you know?

Public opinion as a concept dates back to the eighteenth century. This concept came about through the process of urbanisation and other political and social forces. For the first time, it was Jeremy Bentham, the British Philosopher, who developed theories of public opinion. He said that public opinion had the power to ensure that rulers would rule for the greatest happiness of the greatest number.

22.2.2 Public Opinion: Its Importance in a Democracy

The role of public opinion, in a democracy, can hardly be ignored. You already know that democratic government draws its authority from the people and claims its legitimacy from the consent of the governed. No government can function without the support of the people. The process of development of public opinion generates thinking, promotes awareness and invites people's views on issues of public concern. Do you realize how a democratic government is formed, sustained and controlled by public opinion? The following roles of public opinion are especially important:

1. An alert and free public opinion is a check on absolute power;

2. it ensures a system in which no organ of the government overrules others;

3. it promotes a process to be responsive to the needs and aspirations of the people;

4. it influences government in making laws in the interest of the people;

5. it strengthens democratic values and norms; and

6. it protects rights, freedoms and liberty: 'eternal vigilance' is rightly called the price of liberty, i.e. every citizen needs to be vigilant in order to protect democratic values.

22.2.3 Public Opinion: Agencies for its Formulation

As we have seen above, public opinion is not the simple aggregation of views or opinions expressed by individuals or groups. In fact, public opinion is formed on the basis of such views and opinions, but as you find in the illustration, there are number of agencies that contribute to its formulation. The following are some of the important agencies which help to formulate public opinion:
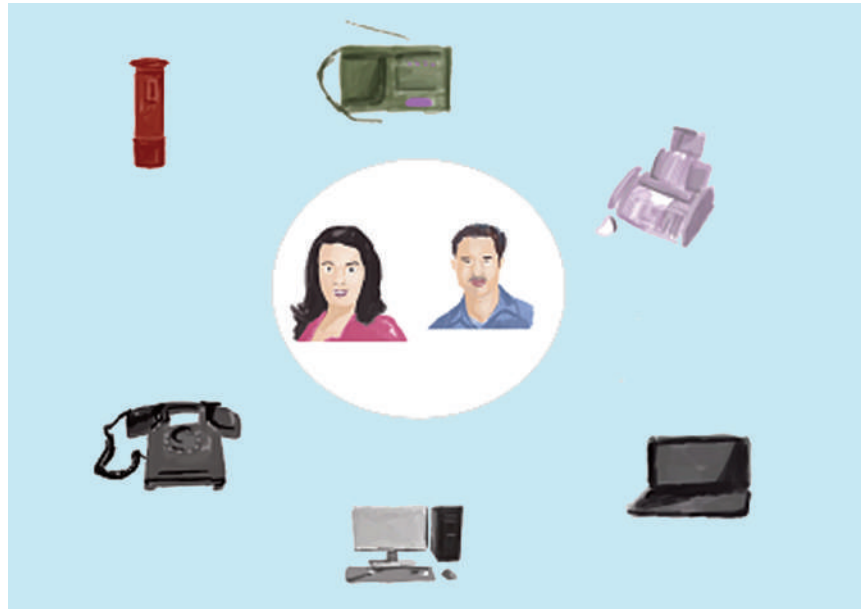
Figure 22.2 *Sources of Public Opinion*

1. **Print Media:** Newspapers, periodicals, magazines and other print materials have been contributing to the formulation of public opinion since a long time. As you are very well aware, the news items, articles, news stories, letters to editors and several other published items on almost all the critical public issues update the individual views and opinions. These also assimilate and concretise varied views and opinions and help them evolve as public opinion. These media instruments also facilitate communication of public opinion to all concerned.

2. **Electronic Media:** Cinema, radio, T.V. channels and now cell phones have emerged as perhaps the most effective tools that contribute to the formulation of public opinion. Their audio-visual mode helps a great deal in assimilating views and opinions expressed even in the remotest part of the country. They help in converting views into the most representative public opinion and also in communicating it to all concerned.

3. **Political Parties:** constitute an important agency for opinion formation. As you also may be experiencing, almost everyday, the political parties and their leaders feed the people with facts and ideas. We hear and see the leaders of political parties undertaking *padyatras*, *rathyatras* and workers of political parties conducting mass awareness activities about their programmes and policies. These contribute a great deal in the formulation of public opinion.

4. **Legislatures**: Legislatures, Parliament and State Legislatures in our country are the most effective institutions that make substantive contribution to the formation of public opinion. The impact of their contribution has increased manifold since the beginning of the live telecast of legislative debates. These are places where most of the discussions and debates on all the critical issues of public policy and

public welfare take place. These are watched and heard by the vast majority of population. Legislature's platform provides authentic information and ideas on which public opinion is effectively formulated.

5. **Educational Institutions:** Different educational institutions also help create public opinion. Our schools, colleges, universities and professional institutes leave on our minds permanent impact. These formal educational institutions impart political education and contribute to the formation of public opinion as well.

ACTIVITY 22.2

You may have watched the film, *Rang De Basanti*. Its story is about 5 young men whose friend gets killed in a fighter aircraft crash. The corruption in government appears to be the root cause of the incident. This event changes them from being carefree to passion-driven individuals who are determined to avenge their friend's death by using violent means.

In another film, *Lage Raho Munnabhai,* a Mumbai (Bombay) underworld don begins to see the spirit of Mahatma Gandhi. Through his interactions with the image of Gandhi, Munna Bhai begins to practice what he calls Gandhigiri (focused on satyagraha, non-violence and truth) to help ordinary people solve their problems.In both the films the lead actors were working towards a cause using different methods. Which method do you like more? Give your reasons.

Note: This question can be answered even if students have not seen the film.

INTEXT QUESTIONS 22.1

1. What do you mean by people's participation in the democratic process?

2. Are 'public opinion' and 'voice of the people' synonyms? Give reasons to your answer.

3. Explain the importance of Public Opinion in a democracy.

4. List any two agencies which help in the formation of public opinion? Which agency according to you has the most powerful impact on public opinion?

22.3 ELECTIONS IN INDIA

You may have seen a polling booth as shown in the illustration where citizens are lined up to cast their votes. In our country, elections take place for electing Members of the Lok Sabha or the Vidhan Sabha or the representatives of Gram Panchayat

or Municipal Bodies. You may have even participated in such election. Can you define elections? Well, election is a contest among candidates in order to seek the membership of a legislative body or a representative institution to attain a public position. Elections, to the legislatures and local government bodies are held periodically, usually after a particular period. The whole country or the entire State or the area of the concerned local body is divided into a number of constituencies. Each constituency returns one representative from a number of candidates who contest elections. The candidate who gets the largest number of votes as against the other candidates in the constituency is declared elected.

Figure 22.3 *A polling booth with voters in a queue*

? Do you know

A Constituency is a territorial area delimited separately for the Parliament, the State Legislature and the local bodies in India. Each constituency returns a single representative.

A Candidate is a prospective person seeking some position through election. He/She is either the incumbent seeking re-election or is a challenger seeking to unseat the incumbent or is simply an aspirant for an open seat.

A **Manifesto** is a document which outlines the proposed programmes and policies of the political parties.

22.3.1 Importance of Elections

You also may have experienced that elections provide opportunities to the people to participate actively in the functioning of the democratic government. These are the most important expressions of public opinion, as these enable the people to express their will. In fact, elections widen the scope of political awakening among the masses and educate them by familiarsing them with issues of public concern. Elections facilitate peaceful transfer of power from one political party or one group of political parties to another and legitimise the working of the government by justifying the authority of representatives to lead people.

ACTIVITY 22.3

Mukund Das, a politician is a two time MLA from Pratappur. He is associated with one of the prominent regional parties of Uttar Pradesh. He has 100% attendance in the Legislative Assembly. However, in terms of his active participation in the Assembly, he has never raised any question in the Assembly nor participated in debate on any issue. Out of Rs. 6 crore that he had in his MLA Development Fund, he has been able to spend only a small amount on development of roads and sewers in his locality.

Devika Sen became an MLA from Durgapur , West Bengal. She is an independent MLA not belonging to any political party. Her family owns a cloth mill in the area. She has 100% attendance in the Assembly. She has often raised questions in the Assembly relating to rights of women and on policies related to trade unions. Out of the Rs. 6 crore from her MLA Development Fund, an amount of Rs. 4 crores was spent on improving the schools in the area and another two crores on developing infrastructure like roads, community centers etc. around the cloth mills.

1. Based on the above information, write in the table below, whom would you vote for. Give reasons for your choice and suggest two ways in which the two candidates can improve their performance.

Candidate	My Vote and reasons	Suggestions for improvement
Mukund Das		1. 2.
Devika		1. 2.
Neither		–

22.3.2 Types of Elections

We all observe that elections do take place in our country quite often. But all the elections are not of the same kind. The kinds of elections that take place in India may be understood in two ways. Firstly, we have direct and indirect elections. In direct elections, people vote directly through their ballot to elect their representatives to legislative bodies (Lok Sabha and State Legislative Assemblies) and local government institutions. We have also indirect elections, in which the elected representatives of the people vote for electing persons to occupy certain positions. The President and the Vice-President of India are indirectly elected. The members of the Rajya Sabha also are elected indirectly. Moreover, certain percentage of

members of the Legislative Councils (that are present in some of the States) are indirectly elected by the members of the concerned Legislative Assemblies.

Observed in a different way we find another three categories of elections. These are: (a) General Elections, (b) Mid-term Elections, (c) Bye-elections. The General Elections are held all over the country, for the Lok Sabha and/or for the State Legislative Assemblies. Such elections are held after the expiry of the full term of the legislature. The Lok Sabha Elections held in 2009, for example, may be described as General Elections. If the elections are held before the completion of the normal term of the legislature owing to the dissolution of legislative bodies, these are called Mid-term Elections. The Lok Sabha elections that took place in 1991, for example, were mid-term elections. Bye-elections are held in a particular constituency owing to a vacancy caused by resignation or death of the elected member, or when the election of a particular member is set aside by the judiciary. In such elections, the member is elected for the remaining period of term of the legislature. P.V. Narsimha Rao was elected to the Lok Sabha from Andhra Pradesh in a bye-election held in November 1991.

Do you know

1. The first general elections (Parliamentary Elections) were held in our country in the year 1952. Since then there have been 15 General Elections (Lok Sabha elections) up to 2009.

2. The Lok Sabha elections of 1980, 1991, 1998 and 1999 were Mid-term Elections, held before the schedule.

3. In the history of Indian Elections, only the 1977 Lok Sabha elections were deferred for about two years on account of the proclamation of National Emergency in the country.
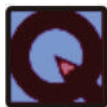
INTEXT QUESTIONS 22.2

1. Examine the importance of elections in India.
2. What do you mean by direct and indirect elections?
3. Fill in the blanks
   1. Elections held after the expiry of the full term of the legislatures are known as ....
   2. If the elections are held before the completion of the normal term of the legislature owing to the dissolution of legislative bodies, these are called ....
   3. An election held in a particular constituency owing to a vacancy caused by resignation or death of the elected member, or when the election of a particular member is set aside by the judiciary is known as ....

22.4 ELECTORAL SYSTEM IN INDIA

India has earned accolades for successfully conducting so many elections. But how do all these happen? Have you ever given thought to certain questions like how are elections conducted in a vast country like India? Who supervises the process of elections? Who delimits the constituencies? Who declares the schedule of elections right from nominations to declaration of results? Who are these officials, called the returning officers, presiding officers, and polling officers? In fact, there is a huge electoral system that has been engaged in managing elections in India. Let us discuss its details.

22.4.1 Election Commission of India

The task of conducting free, fair and impartial elections is entrusted to an impartial constitutional authority which is known as the Election Commission. The Election Commission is not a legal but is a constitutional body. A legal body is one which is created by the law of Parliament or State Legislature, while a constitutional body is one which is provided in the Constitution itself. Our Constitution provides for the Election Commission of India. The Election Commission consists of a Chief Election Commissioner and the number of Election Commissioners as the President may fix in accordance with the law. At present, the Election Commission of India consists of a Chief Election Commissioner and two Election Commissioners.

Figure 22.4 *Election Commission of India*

The Chief Election Commissioner and the Election Commissioners are appointed by the President of India. They have tenure of six years or up to the age of 65, whichever is earlier. They enjoy the same status and service conditions as are enjoyed by the Judges of the Supreme Court of India. The Chief Election Commissioner can be removed only by impeachment, through a procedure as applicable in the case of a Judge of the Supreme Court. The Election Commissioners can be removed by the President on the recommendations of the Chief Election Commissioner.

The main functions of the Election Commission of India are as follows:

1. Ensure free and fair elections in the country;

2. supervise, direct and control the entire election machinery; preparation of electoral roll;

3. provide recognition to political parties and register them as national and state parties;

4. allotment of symbols to political parties and the numerous independent candidates contesting the elections;

5. issuing guidelines and code of conduct for the election officials, candidates, and for the political parties during the elections;

6. redressal of election complaints received from the voters, the candidates and the political parties;

7. appointment of electoral officials; and

8. advising the President on matters relating to elections.

The Election Commission performs its role with the help of a group of officials and by observing an election procedure as discussed below:

1. Election Officials

For the conduct of elections, the Election Commission is assisted by a number of officials. At the state level, the election work is supervised, subject to overall superintendence, direction and control of the Commission, by the Chief Electoral Officer of the State. The Chief Electoral Officer of the State is appointed by the Election Commission from amongst senior civil servants proposed by the concerned State government. He/She is, in most of the States, a full time officer and has a team of supporting staff. The Election Commission utilises the State government officers for election work, by designating them as District Election Officers, Electoral Registration Officers, Returning Officers, Assistant Electoral Registration Officers, and Assistant Returning Officers. They all perform their functions relating to elections in addition to their own routine responsibilities. During election time, they are available to the Commission, more or less, on a full time basis. Out of these, there are three main officials who play very important roles in the conduct of free and fair elections. They are the Returning Officer, Presiding Officer and Polling Officer.

Returning Officer: In every constituency, one Officer is designated as Returning Officer by the Commission in consultation with the concerned State government. However, an Officer can be nominated as Returning Officer for more than one constituency. He/She is the official who (a) receives and scrutinises the nomination papers of the candidates contesting elections, (b) allots election symbols on behalf of the Election Commission, (c) conducts smooth elections in the constituency(ies), (d) ensures counting of votes, and (e) declares the election results.

Notes

Presiding Officers: Every constituency has a large number of polling booths. Every booth, for 800-1000 voters, remains under the charge of an Officer who is known as Presiding Officer. He/She supervises the entire process in the polling booth and ensures that every voter gets an opportunity to cast vote freely and that there is no impersonation. After the polling is over, he/she seals all the ballot boxes and delivers them to the Returning Officer.

Polling Officer: Every Presiding Officer is assisted by three or four officials who are called the Polling Officers. These officials ensure that the elections take place smoothly at the polling booth. They check the names of the voters in the electoral roll, put indelible ink on the finger of the voter, issue ballot papers and ensure that votes are secretly cast by each voter.

Do you know

1. *Impersonation*: It is 'bogus' voting. When somebody takes on a false identity and votes instead of the real person during elections, such an illegal act is called impersonation. It can be curtailed by compulsory identification through use of voters' cards.

2. *Indelible ink*: This ink cannot be removed easily. It is put on the index finger of the right hand of the voter, so that a person does not come again to cast vote for the second time. This is done to avoid impersonation.

2. The Electoral Process in India

The election process is a considerably long process having numerous stages. It is important for you to recognize various stages of the electoral process, which are as follows:

1. Delimitation of constituencies is the first step which is undertaken by the Delimitation Commission.

2. Preparation and revision of the electoral roll constitute the next step done under the supervision of the Election Commission periodically.

3. Consequent upon the President's and Governor's notifications, the Election Commission undertakes the task of conducting elections in the country.

4. The election schedule is announced indicating the dates for filling the nomination papers, their scrutiny, withdrawals, polling, counting of the votes, and declaration of the election results.

5. Allotment of election symbols to the candidates, and the political parties is done by the Election Commission.

6. The candidates and the political parties are given time for election campaigns by the Election Commission.

7. Re-poll, if necessary, in a constituency or in a part of the constituency, is done only on the orders of the Election Commission.

8. Countermanding of election is done when a duly nominated candidate belonging to a recognized political party dies any time after the last date of withdrawals of the nomination papers and the commencement of the polling. The countermanding orders are issued by the Election Commission.

9. The election disputes such as improper rejection of nomination papers of the candidate(s), use of unfair or corrupt means during the elections, bribing and intimidating of voters, or the use of official machinery are probed by the judiciary, i.e. the High Court, and through appeals by the Supreme Court.

22.4.2 Polling and After

You must have noticed that the polling day, at every polling booth is a day full of activities. On the day of the polling, the voters go to their respective polling booths, and wait in a queue, for their turn. On entering the polling room, the voter discloses his/her identity to the first polling officer, and then to the second one. After that, another polling officer puts indelible ink on the first finger of left hand in the case of a male voter, and on the right hand in case of the female voter. This is done to avoid bogus or false voting or impersonation. Impersonation, you must be aware is an offence, punishable by law. After the identification of the voter is done by the officials, the voter is given a ballot paper or is shown the electronic voting machine (EVM) containing the names of the candidates along with their respective election symbols. Does not the EVM look like the one shown in the illustration?

Figure 22.5 *Voting in a Polling Booth*

Figure 22.6 *Electronic Voting Machine*

If a ballot paper is given, the elector casts his/her vote by marking the ballot paper with a rubber stamp on or near the symbol of the candidate of his/her choice, inside a screened compartment in the polling station. The voter then folds the ballot paper and inserts it in a common ballot box which is kept in full view of the Presiding Officer and polling agents of the candidates.

But if the electronic voting machine is used, the voter uses the machine to indicate his/her choice of candidate. Secrecy is maintained so that nobody gets to know for whom the voter has voted. After the polling, boxes or EVMs are sealed and sent to the counting centres. The votes are counted and the candidate who obtains the largest number of votes is declared elected. The candidate who fails to poll even one-sixth of the total votes cast in the constituency, forfeits his/her security deposits. If any candidate suspects corrupt practices used by the other candidates, he/she can file an election petition in the High Court. If the court is satisfied that corrupt means were used, the election is set aside. An appeal can be made in the Supreme Court against the decision of the High Court.

? Do you know

Ballot paper is a piece of paper which indicates the names of the candidates together with their election symbols. It is used to record the choices made by voters.

The **Secret Ballot** is a voting method in which the voters' choices are made confidential, in an election or in a referendum. The method is a means of achieving the objective of secrecy.

Electronic Voting Machine (EVM) is a simple electronic device used in place of ballot papers and boxes which were used earlier in conventional voting system. It was first used in 1982 in the bye-election to Parur Assembly Constituency of Kerala for a limited number of polling stations (50 polling stations). During the General Elections of 2004 in india, elections were conducted using a total of 10.75 lacs EVMs

INTEXT QUESTIONS 22.3

1. How is the Election Commission constituted?

2. What according to you are the two most critical functions of the Election Commission?

3. Who are the main election officials from state level to the level of polling booth?

4. If you are assigned the task of acting as a Returning Officer, what main functions will you perform and how will you ensure free, fare and peaceful poll in the constituency?

5. What are the five major stages of electoral process in India?

22.5 PEOPLE'S PARTICIPATION IN ELECTIONS AND ELECTORAL REFORMS

The discussion so far has enabled us to appreciate the significance of elections ensuring people's participation in the democratic process. But over the years, it has been found that the election system in India needs improvement to make India a truly participatory democracy. We shall now discuss the most notable factor that has contributed to ensure people's participation in elections. The discussion will also focus on those issues that are considered concerns of Indian elections as well as on suggested electoral reforms.

22.5.1 Universal Adult Franchise

Elections play an important role primarily because of the system of universal adult franchise adopted in India just after its independence. It is interesting to observe that in Great Britain, the universal adult franchise was granted in 1928, nearly 300 years after the process of democratization began. In Switzerland, the Home of Democracy, it was also granted as late as in 1972. In India, however, universal adult franchise became a part of the electoral process right from the beginning of our establishment as a democracy, that is, after Independence. What does Universal Adult Franchise mean?

Let us begin with the literal meaning of the concept of universal adult franchise in this context. 'Universal' means commonly applicable to all persons, without any discrimination; 'adult' means a person who is a major and not a minor; 'franchise' means individual's right to cast his/her vote. Universal adult franchise thus means, a system in which all adults, men and women, without any discrimination, have a right to vote in the elections. But all adults do not include those who are legally barred from voting.

? **Do you know**

1. New Zealand was the first country to grant universal franchise in 1893, and Finland was the first European Country to do so, in 1906.

2. Universal Adult Franchise was introduced in Germany in 1919, Sweden in 1920, and France in 1945.

The concept of universal adult franchise is based on the principle of political equality: one person, one vote; none has more than one vote. It helps ensure liberty of the people and helps secure protection of rights. It is educative in so far as it widens the scope of people's participation.

Notes

The right to vote is linked with age of the person. The minimum age required for voting differs from country to country. In most countries of our times, the voting age is 18 years, as in India, China, United States of America, Great Britain and Russia. In countries like Iran, the minimum age for a voter is 15, while in Brazil, Cuba, Nicaragua, it is 16 years, and in Indonesia, North Korea and Sudan, it is 17 years. In Japan and Tunisia, it is 20 years, while in South Korea, it is 19 years. In countries such as Kuwait, Lebanon, Malaysia, Maldives, Singapore, the voting age is 21 years, but in Uzbekistan, a voter has to have a minimum age of 25 years.

22.5.2 Electoral Reforms

As we have seen, the electoral system in India based on universal adult franchise has helped our voters not only in choosing their representatives, but also in facilitating smooth and peaceful change of governments, replacing one political party or a set of political parties by another. We have also observed that our elections, held so far, have largely been free and fair. People have participated in the election processes actively. Accordingly, elections have become an important part of our democratic life. And yet, there are certain critical problems that have been adversely affecting not only the quality of electoral process but also the functioning of democratic system. These definitely call for electoral reforms.

In fact, the electoral reforms have been engaging the attention of the Parliament, the Government, the Election Commission, the Press and the people for a long time. Some measures were implemented in the past to remove glaring lacunae in the law. Based on the experiences in the recent past, the need has been felt for some steps to be taken quickly for amendment of certain provisions of law. There are issues like (a) rigging of the elections - fake and bogus voting, impersonation, (b) violence during elections, (c) adverse role of money and muscle power, (d) intimidation of voters especially the people of weaker sections, (e) misuse of governmental machinery, (f) booth capturing and criminalization in both elections and politics, that demand immediate attention

Figure 22.7 *Free and Fair Election*

Notes

These negative developments have been discussed at different levels and actions are on for electoral reforms. Indeed, a lot of electoral reforms have already been introduced. But no system of election can ever be perfect. In actual practice, there always come up flaws and limitations in the electoral practices. We have to keep searching some mechanism to make elections truly free, fair and impartial. Numerous suggestions for electoral reforms have come from scholars, political parties, government sponsored committees, and various independent sources.

A tentative list of **suggested electoral reforms** is as follows:

1. Democratization of electoral system be made from time to time so as to keep the electoral system in pace with changing times;

2. change from the on-going system (*plurality system*) to some form of proportional representation system to be introduced to reduce the votes-seats imbalance (see box below);

3. the functioning of political parties to be regulated in order to ensure that they function in a transparent and democratic manner. There is a need to audit their expenditure incurred during the elections;

4. electoral laws to be made more stringent and there must be provisions for harsher punishment;

5. state funding of elections to be introduced so as to reduce and curb election expenses;

6. special provision to be made to ensure at least one third representation of women in Parliament and State legislatures;

7. the role of money and muscle power to be curbed during the elections;

8. criminalization of politics to be stopped in the elections;

9. candidates with any criminal record to be barred from contesting elections; and

10. complete ban to be imposed on the use of caste and religious appeal in election campaigns.

? Do you know

1. The **Plurality System** refers to an election won by the candidate having maximum votes. This voting system is used at present to elect members of the legislative assembly in single-member and multi-member constituencies.

2. The **Proportional Representation** is an electoral device to ensure representation of all sections of the people more or less in proportion to their voting strength. Under this system any group, whether it is a political party or interest group will secure representation in proportion to the popular votes it obtains.

The Election Commission has taken several new initiatives in the recent past, a reference to some of which has already been made above. Notable among these are: (i) a scheme for use of State owned Electronic Media for broadcast/telecast by political parties, (ii) restrictions on Opinion and Exit Polls (because these polls might influence voters), (iii) checking criminalisation of politics, (iv) computerisation of electoral rolls, (v) providing electors with Identity Cards, (vi) simplifying the procedure for maintenance of accounts and filing of the same by candidates and (vii) a variety of measures for strict compliance of Model Code of Conduct for providing a level playing field to contestants during the elections. As our electoral system has worked well even under certain adverse conditions, hopes are ripe that democracy in our country is going to stay and continue to be better. Our people are committed to democratic values and there are chances that the governments would come up to people's expectations.

ACTIVITY 22.4

Given below is a short interview sheet. Conduct this interview with the adults in your family or neighborhood to find out what they feel about voting.

1. Name :   Age :

2. When did you vote for the first time?

3. How did you decide on the candidate you voted for?

4. Have you ever seen the manifesto of a political party? Did it help you to take your decision?

INTEXT QUESTIONS 22.4

1. Universal adult franchise ensures that the vote of every Indian citizen is equally valuable. Do you think that this has been able to reduce inequalities related to class, caste, gender and religion . Justify your view point.

2. Mention any three problems that are confronted by the electoral system in India.

3. Mention any two electoral reforms you think are important to improve our electoral system.

WHAT YOU HAVE LEARNT?

- In a large country like ours, representative democracy is desirable. Representative government works through representation and representation through elections. Elections, therefore, are the basis of democracy.

- Elections require electorate and electoral processes. Electorate means citizens exercising franchise. In modern democracy, universal adult franchise (all adult citizens without any discrimination, have the right to vote) is essential.

- Single member constituency system is more common than multi-member constituency. Voting is through secret ballot.

- Usually the elections are direct for popular legislative assemblies, though indirect election system is used for certain offices such as the President and the Vice-President of India.

- The electoral process moves through various stages: filling up the nomination papers for election by the candidates, scrutiny of the nomination papers, withdrawals from elections, election campaign, results, etc.

- In India, there is a provision for independent and impartial Election Commission to conduct and supervise elections.

- In the context of a number of lacunae in the on-going electoral process, there is a need for electoral reforms.

TERMINAL EXERCISES

1. What do you mean by people's participation in the democratic process? Do you think, casting votes in elections is the be-all and end-all of people's participation? Give reasons.

2. Define Public Opinion and discuss its importance in a democracy.

3. Give any four agencies which help to formulate public opinion. Which agency according to you has the most powerful impact on public opinion?

4. Examine the role of elections in Indian democratic system. Discuss the types of elections that are held in the country.

5. What are the major functions of the Election Commission of India? What are the major stages of election process?

6. What is meant by Universal Adult Franchise? Explain its significance.

7. In India where we see many inequalities related to class, caste, gender, religion, how successful do you think is universal adult franchise?

8. Discuss any four major problems confronted by the electoral system in India.

9. Do you think there is an urgent need to effect electoral reforms in India? What are the major recommendations for bringing about election reforms?

10. Make an Action Plan for the Election Commission, for bringing about reforms in the process of electoral campaigning. The Plan should help promote effective dissemination of information among the general public, about political parties and candidates.

ANSWERS TO INTEXT QUESTIONS

22.1

1. People's participation includes voting in elections, it is also expressed through public debates, newspaper editorials, protest demonstrations and their active involvement in governmental programmes. Even in respect of election process, it includes participation in campaign, political discussion, working for political parties and standing as candidates.

2. 'Voice of the people' and 'public opinion' do not mean the same. Public opinion is not the unanimous opinion of the people, nor is it the opinion of the majority. Public opinion is an organized and considered opinion of the people on any issue of public concern. Public opinion can also be defined as the complex collection of opinions of many different people and the sum of all their views.

3. Public opinion plays an important role in a democracy. A democratic government draws its authority from the people and claims its legitimacy from the consent of the governed. No government can function without the support of the people. The process of development of public opinion generates thinking, promotes awareness and invites people's views on issues of public concern. An alert and free public opinion is a check on absolute power and it promotes a process to be responsive to the needs and aspirations of the people. It also influences government in making laws in the interest of the people.

4. Two agencies which help in the formation of public opinion are Print media and electronic media.

   Write the answer to the second part based on your understanding and experience.

22.2

1. Elections provide opportunities to the people to participate actively in the functioning of the democratic government. These are the most important expression of public opinion, as these enable the people to express their will. Elections also widen the scope of political awakening among the masses and educate them by familiarizing them with issues of public concern. They facilitate peaceful transfer of power from one political party or one group of political parties to another and legitimise the working of the government by justifying the authority of representatives lead people.

2. In direct elections, people vote directly through their ballot to elect their representatives to legislative bodies (Lok Sabha and State Legislative Assemblies) and local government institutions. In indirect elections, the elected representatives of the people vote for electing persons to occupy certain positions. The President

and the Vice-President of India are indirectly elected. The members of the Rajya Sabha also are elected indirectly.

3. (a) General Elections, (b) Mid-term Elections, (c) Bye Election

22.3

1. The Election Commission consists of a Chief Election Commissioner and such number of Election Commissioners as the President may fix in accordance with the law. At present, the Election Commission of India consists of a Chief Election Commissioner and two Election Commissioners.

2. The two important functions of the election commission are

   (i)   Ensuring free and fair elections in the country;

   (ii) supervision, direction and control of the entire election machinery.

3. For the conduct of elections, the Election Commission is assisted by a number of officials. The main election officers are the Chief Electoral Officer of the State, District Election Officers, Electoral Registration Officers, Returning Officers, Assistant Electoral Registration Officers, Assistant Returning Officers, and Polling officers.

4. The following are the main functions performed by a returning officer:

   (a)   receives and scrutinizes the nomination papers of the candidates contesting elections, (b) allots election symbols on behalf of the Election Commission, (c) conducts smooth elections in the constituency(ies), (d) ensures counting of votes, and (e) declares the election results.

5. The five major stages of electoral process in India are:

   (i)   Delimitation of constituencies is the first step which is undertaken by the Delimitation Commission;

   (ii) preparation and revision of the electoral roll constitute the next step done under the supervision of the Election Commission periodically;

   (iii) consequent upon the President's and Governor's notifications, the Election Commission undertakes the task of conducting elections in the country;

   (iv) the election schedule is announced indicating the dates for filling the nomination papers, their scrutiny, withdrawals, polling, counting of the votes, and declaration of the election results;

   (v)   allotment of election symbols to the candidates and the political parties is done by the Election Commission.

22.4

1. Universal adult franchise means a system in which all adults, men and women, without any discrimination, have a right to vote in the elections. In many ways

Universal Adult Franchise has provided opportunities to people to participate in election processes despite differences of class, caste, gender and religion. It has enriched our democracy by giving equal opportunity to all persons. Today, people of all castes and classes have an opportunity to vote. However, we cannot say that the inequalities in our society have completely gone, persons belonging to different castes, classes and gender is still discriminated. Real equality can only be brought in once there is a change in the attitude and behavior of ordinary citizens and they stop discrimination at all levels in their personal lives as well at the societal level.

2. Three problems confronting the electoral system in India are:

   (a)   rigging of the elections - fake and bogus voting, impersonation;

   (b)   violence during elections;and

   (c)   adverse role of money and muscle power.

3.   (i)   The functioning of political parties to be regulated in order to ensure that they function in a transparent and democratic manner. There is a need to audit their expenditure incurred during the elections;

   (ii) electoral laws to be made more stringent and there must be provisions for harsher punishment.

MODULE-4

CONTEMPORARY INDIA : ISSUES AND GOALS

23. Challenges to Indian Democracy

24. National Integration and Secularism

25. Socio-economic Development and Empowerment of Disadvantaged groups

26. Environmental Degradation and Disaster Management

27. Peace and Security

23

CHALLENGES TO INDIAN DEMOCRACY

We are proud to be the largest democracy in the world. For more than seventy-one years we have witnessed the conduct of successful elections, peaceful changes of government at the Centre and in the States, people exercising freedom of expression, movement and religion. India has also been developing and transforming economically and socially. At the same time we, quite often, listen complains about prevalent inequalities, injustice or non-fulfillment of expectations of certain sections of the society. These people do not feel themselves participative in the democratic process. You may ask why it is so. You have already read in earlier unit that democracy means 'government of the people, for the people, and by the people'. It means democracy is not limited to just a process of election, but also fulfilling social and economic aspirations of the people. In India we keep on debating these various aspects of democracy and its achievements and challenges. For a better understanding of the same, we discuss this in this lesson.

OBJECTIVES

After studying this lesson, you will be able to:

● understand the meaning of democracy in its different aspects;

● appreciate the introduction and development of democracy in India;

● identify major problems and challenges being faced by Indian democracy;

● recognize the corrective measures for improving the Indian democratic system; and

● explain the roles of citizens in making an efficient and successful democracy.

23.1 UNDERSTANDING DEMOCRACY

Let us begin with understanding the meaning of democracy and the conditions that are essential for its successful functioning. This will help us in appreciating the challenges to Indian democracy.

Notes

Figure 23.1 *What exactly is Democracy?*

23.1.1 Meaning of Democracy

Long back, former President of the United States of America, Abraham Lincoln said, "Democracy is a government of the people, for the people, and by the people." The term 'democracy' comes from the Greek word *demokratia* which means "rule of the people". It was coined from two words: *demos* that means "people" and *Kratos* which refers to "power". That is, in a democracy the power rests with the people. This meaning is based on the experiences of the governments that existed in some of the Greek city-states, notably Athens. And, today also, democracy is defined as a form of government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. When you examine the definitions of democracy, as suggested above, you will find that most of those definitions define democracy as a form of government which is run by the elected representatives.

This statement defines democracy in the political context, but should democracy be defined only in the political context? Does this concept not have equal, if not more, relevance, in the social context or even in relation to self in our daily life?

ACTIVITY 23.1

Democracy has been defined in many ways. Bryce believes that "Democracy really means nothing more or less than the rule of the whole people, expressing their Sovereign will by their votes".

MacIver observes, "Democracy is not a way of governing, whether by majority or otherwise, but primarily a way of determining, who shall govern, and broadly to what ends".

Which aspect of democracy is reflected in these definitions, political, social or self?

You have seen above that in the present age democracy is just not limited to political democracy. It means more than a mere form of government. In its comprehensive form, democracy means, or ought to mean, (i) a form of government, (ii) a type of state, (iii) a pattern of social system, (iv) a design of economic order, and (v) a way of life and culture. Therefore, when we say that India is a democracy, we mean not only that its political institutions and processes are democratic but also that the Indian society and every Indian citizen is democratic, reflecting basic democratic values of equality, liberty, fraternity, secularism and justice in the social environment and individual behaviour.

ACTIVITY 23.2

Anil, a post-graduate student, lives in a joint family. His grandfather has fixed the marriage of one of his sisters who is 13 years old. The groom is 18 years old and is studying in class XII. Neither Anil nor his parents who are officers in the State government are in favour of this decision. But no one is able to assert the opinion, nor does his grandfather consult any one of them. Do you think there is democracy in Anil's family? **Which of the following statements do you consider are relevant and which are not relevant in this case and why?**

1. The decision in respect of the marriage of his sister at the age of 13 is undesirable, illegal and unethical.

2. The decision has been taken by the head of the family alone without consulting the girl whose life is going to be affected or other members of the family. The decision was taken as is being done traditionally since ages. This indicates that the social condition is undemocratic.

3. The individual behavior of other members of the family is undemocratic, as they have not expressed their opinion, even though they do not approve the decision.

23.1.2 Essential Conditions For Democracy

A system can be termed as a genuine and comprehensive democracy only when it fulfills both political and socio-economic aspects of people's participation and satisfaction. Let us identify those. There may be two major categories: (a) political conditions, and (b) social and economic conditions – the fulfillment of the first leads to political democracy and the second as social democracy.

Obviously, the first and the foremost, are political conditions of democracy. It is essential that for a system to be democratic, we must adopt a Constitution and laws that vest supreme power in the people. The human rights and

fundamental rights, such as equality, liberty of thought and expression, belief, movement, communication and association must be protected by the Constitution. The democratic system has to have universal adult franchise as the basis of electing representatives at various levels of the government. Moreover, opportunities for political participation of all the citizens not only in elections at regular interval, but also in other aspects of the political process have to be made available. There has to be a responsible government in which the executive is answerable to the legislature, the legislature to the people and the Judiciary to remain independent. Political institutions like political parties and interest and pressure groups (associations, various non-governmental organizations) must be functional for expressing popular needs, demands and grievances. A democratic system is strengthened if it maintains an enlightened public opinion in its various forms through free press and other communication processes. Political democracy is thus one which incorporates all the above political traits. Can you think of a few more essentials of democracy, especially in the context of the ideas discussed in the previous lessons?

You may also be interested in knowing the social and economic conditions of democracy. A democratic system has to ensure that the social development is in tune with democratic values and norms reflecting equality of social status and opportunities for development, social security and social welfare. Citizens must avail opportunities of universal and compulsory education. They must also be enabled to utilize means of economic development. The fruits of economic development must reach all and especially to the poor and the deprived sections of the society. Socio-economic development of the people strengths social democracy.

ACTIVITY 23.3

Think over the situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy. List the same in the table shared below. One example has already been done for you.

Condition	Category	Present/Absent
Equal pay for equal work	Socio-economic	Absent

INTEXT QUESTIONS 23.1

1. What do you mean by political democracy?

2. Do you think, the definition of democracy is incomplete unless it is defined in social and individual contexts as well? Give reasons for your answer.

3. Write at least two essential conditions of political and social democracy.

23.2 CHALLENGES TO INDIAN DEMOCRACY

Since independence India has been functioning as a responsible democracy. The same has been appreciated by international community. It has successfully adapted to the challenging situations. There have been free and fair periodic elections for all political offices from the panchayats to the President. There has been smooth transfer of political power from one political party or set of political parties to others, both at national and state levels on many occasions. You will find many examples in our neighbouring countries like Pakistan, Myanmar and even Bangladesh where transfer of power has been done through military coups.

The legislative, executive and judicial organs have been functioning properly. The Parliament and the State Legislatures control the Executives effectively through the means like question hours, etc. More importantly, some significant enactments like the Right to Information (RTI) Act 2005, Right to Education 2009 and other welfare means have empowered the people. The mass media, including print and electronic, have full autonomy and play a key role in formulating and influencing public opinion. Significant social change has taken place in almost all walks of life and the nation is moving ahead on course of socio-economic development.

India is a very large country full of diversities – linguistically, culturally, religiously. At the time of independence it was economically underdeveloped. There were enormous regional disparities, widespread poverty, illiteracy, unemployment, and shortage of almost all public welfare means. Citizens had enormous expectations from independence. As mentioned above, India has changed a lot. Yet, there are various challenges that the country faces in terms of fulfillment of expectations of various sections of society. The challenges come both from prevailing domestic and international conditions as well as lack of adequate prerequisites for a smooth functioning of democracy. These are discussed below.

23.2.1 Illiteracy

Illiteracy among people was a matter of grave concern for the successful functioning of democracy in India on the eve of independence and it still

continues to be a major challenge. The level of education of citizens is a key to both the successful functioning of democracy and socio-economic development of the country. And perhaps, more importantly, it is an essential condition for human dignity. But the state of formal literacy was almost dismal when India achieved independence. The literacy rate in 1951 was mere 18.33 per cent and female literacy was negligible with 8.9 percent. It was, therefore, feared by many that the citizens would not be able to play their roles effectively and exercise their right to vote meaningfully which is an individual's expression of the power of the people.

As you also know, this apprehension, however, has been proved wrong by the Indian electorate over the years. In spite of a substantial number of them being illiterates, they have demonstrated maturity in the exercise of their right to vote on more than one occasion thus resulting peaceful transfer of political power since independence. The Indian National Congress under the leadership of Ms. Indira Gandhi was very popular and powerful during the early part of 1970s. But in 1977's general election, the people of India rejected her primarily because of the misuse of power during emergency in 1975-1977 and provided an opportunity to the first non-Congress government at the Centre in form of the Janata Party. After that there have been changes in the governments both at the Centre and in the States almost regularly.

Figure 23.2 *Chirdren Getting Education*

Literacy is necessary not simply for enabling citizens to participate in elections and exercise their right to vote effectively, it has other important implications as well. Literacy enables citizens to be aware of various issues, problems, demands, and interests in the country. It also makes them conscious of the principles of liberty and equality of all and ensures that the representatives elected by them truly represent all the interests in the society. Universal literacy is therefore a must for the successful functioning of Indian democracy. Although according to 2011 Census, the literacy rate has risen to 74.04 per cent, the female

literacy rate is still lagging at 65.46 per cent. This means that over one-fourth of the country's population is still illiterate while among women nearly one out of three is not literate. If the children have access to basic education, the problem of illiteracy can be checked. Recently, the Right to Education is provided as a fundamental right. We hope that this will help the cause of educating the children universally.

23.2.2 Poverty

It is generally said that for a hungry person right to vote does not have any meaning. For him/her the first requirement is food. Therefore, poverty is considered as the greatest bane of democracy. It is, in fact, the root cause of all kinds of deprivations and inequalities. It is the state of denial of opportunities to people to lead a healthy and fulfilling life. Of course, India inherited poverty from the long exploitative British colonial rule, but it continues to be one of the gravest problems today. Even now a considerable proportion of Indian population lives below poverty line, called 'BPL'. **The poverty line means an income level below which human beings cannot provide for their basic necessities of food, much less for clothes and shelter**. The governmental definition of poverty line during the 1960s sought to measure the extent of poverty on the amount of income required to purchase a barest minimum desirable food having nutritional standards of caloric intake by a person. According to it, in Indian conditions, a person in rural areas needs an average of 2400 calories per day and in urban areas an average of 2100 calories per day in order to keep himself above the poverty line.

During the 1990s non-food items like clothes, employment, shelter, education, etc. got included in the definition of poverty.

Figure 23.3 *Poverty in the neighbourhood of affluence*

Notes

Poverty in the contemporary phase is linked with systemic deprivation of rights. It is also associated with the notion of Human Development Index (HDI) as championed by Mabud-ul-Haq and Amartya Sen. Viewed from the HDI perspective, the definition of poverty also includes socio-economic-political and human rights issues under its ambit.

? Do you know

Based on the current criteria, the Planning Commission estimated the poverty ratio to be 28.3 per cent in rural areas, 25.7 per cent in urban areas and 27.5 per cent for the country as a whole in 2004-05. India was ranked 134 out of 182 countries of the world by Human Development Report 2009 of the United Nations Development Programme (UNDP).

The persisting phenomenon of poverty is attributed to many factors, one of which is mass unemployment and under-employment. A large number of people in rural areas do not have regular and adequate work. In urban areas also the number of educated unemployed is very high. The growing population is regarded as a reason for poverty, though population is considered as the greatest resource in the country. In fact, the process of economic development has not been able to ensure social justice and gap between rich and poor has not been bridged. Because of all this, poverty continues to remain a great challenge to Indian democracy.

23.2.3 Gender Discrimination

Discrimination against girls and women exists in every walk of life. You must have had such experiences of prevailing gender inequality in our society and polity. But we know that gender equality is one of the basic principles of democracy. The Constitution of India enjoins upon the State to ensure that men and women are treated as equals and there is no discrimination against women. Fundamental Rights and Fundamental Duties as well as the Directive Principles of State Policy make these intensions very clear.

Figure 23.4 *Daughter doing Household Chores and Son going to School*

But the discrimination against females continues to be a fact of life. It is clearly reflected in the sex ratio, child sex ratio and maternal mortality rate. The number of females in comparison to males has been declining ever since 1901. In 1901, the sex ratio was 972 females per 1000 males. It came down to 927 females per 1000 males in 1991. According to 2011 Census it is 940 females per 1000 males which is still very unfavourable to females. In some of the States, the 2011 Census reported a very low sex ratio of 877 females per 1000 males (Haryana), the lowest being 618 in Daman & Diu and 866 in the NCT of Delhi.

The child sex ratio is a matter of greater concern. According to 2011 Census, the child sex ratio (0-6 years) in India is only 914 female children per 1000 male children. This is lower than the 2001 Census which reported child sex ratio of 927 female children per 1000 male children. It has been declining because of several factors, like the prevailing preference for male child, discriminatory treatment against the girl child right after birth, and the increasing incidence of female infanticides and female foeticides. By using technology, people are forcing mothers to get the fetus of a female child aborted. The infant mortality rate among girl children is high, as compared to that among boy children. The maternal mortality ratio as per the Sample Registration System 2004-06 is 254 per lakh live births, which is considered very high.

ACTIVITY 23.4

Sonu Khatun is a native of Assam. She is one of the increasing number of brides getting married in Haryana. Haryana has an unfavourable sex ratio between men and women. The Red Cross Society of India which campaigns against the female infanticide and foeticide in the country in one of its reports in 2010 pointed out that at least 100 brides were brought into Bhiwani, one of the 21 districts of Haryana.

(Adapted from the print edition (International) *The Economist,* 4 March, 2010)

Read the case stated above and answer the following questions:

1. Why do you think Sonu Khatun from Assam got married in Haryana?

2. Identify at least three States where the sex ratio is very low.

Besides these demographic indicators, gender discrimination is very much apparent in the context of economic and social development. The female literacy rate in India in 2011 is 65.46 percent, whereas the male literacy rate is 82.14 per cent. Females are discriminated in respect of both employment and their representation in public life. No doubt, the 73rd and 74th Constitutional

Amendments, 1993 providing 33 per cent reservation of seats in Panchayati Raj Institutions, Municipalities and Municipal Corporations have facilitated the course of political empowerment of women. However, traditionally women have been subordinated in the society, which restricts their participation in every field. This has been true for women belonging to more or less all classes and communities. Women Reservation Bill (providing 33 per cent of reservation of women in Parliament) has yet to be passed despite a very low ratio of women in both the Houses of the Parliament.

The Women Reservation Bill was meant to increase the proportion of women in Parliament to provide opportunities for equal political participation. While most parties agree on the need for such a Bill, none of them has given it a priority.

? Do you know

The Bihar Panchayat Amendment Bill, 2006 has extended reservation for women in the three-tier Panchayati Raj system to 50 per cent. Elections in the state have seen 54 per cent of the seats being won by women panchayat members. The State now boasts 2 lakh women panchayat members. Himachal Pradesh, Madhya Pradesh, Odisha, West Bengal also have 50 per cent reservation for women in panchayats.

23.2.4 Casteism, Communalism, Religious Fundamentalism

The Indian democracy faces serious challenges also from casteism, communalism and religious fundamentalism. They weaken the functioning and stability of democratic system.

(a) **Casteism:** The caste system which presumably originated in the division of labour in the ancient society has become a more or less rigid group classification, based on birth. Have you ever experienced the role of caste in your life and society? You will agree that the most detrimental and inhuman aspect of the caste system is the practice of untouchability which is continuing in spite of the constitutional ban imposed on it. This has led to segregation of so called low castes or 'Dalits', depriving them of education and other social benefits. The Dalits have been typically performing menial labour and some of the hardest physical work in society. Casteism has played a negative role even in the democratic political processes. In fact, casteism has become notorious as a strategy of exploitation of caste consciousness for narrow political gains. The caste system acts against the roots of democracy. The democratic facilities - like fundamental rights relating to equality, freedom of speech, expression and association, participation in the electoral process, free media and press, and even legislative forums - are misused for maintaining casteist identity.

Casteism has also been contributing towards continuation of socio-economic inequalities. It is true that India has been an unequal society from times immemorial. The Scheduled Castes (SCs), the Scheduled Tribes (STs) and the backward classes have suffered down the ages from socio-economic deprivations. There are enormous inequalities in our society which are posing serious challenge to Indian democracy.

What is more alarming is the mixing of caste and politics resulting into 'politicization of caste' and 'casteization of politics' in contemporary Indian polity which has become a grave challenge to our democracy. Despite the era of liberalization and globalization caste consciousness has not been eroded in our society and castes are being increasingly used as vote bank politics.

(b) **Communalism:** Communalism and religious fundamentalism have acquired a very dangerous form and alarming proportion in India. They disrupt the pattern of co-existence in our multi-religious society. Communalism is an affront to India's nationalist identity and a tragic setback to its evolving secular culture. It is subversive of our democratic political stability and destroyer of our glorious heritage of humanism and composite culture. Quite often, communalism is wrongly used as a synonym for religion or conservatism. Adherence to a religion or attachment to a religious community is not communalism.
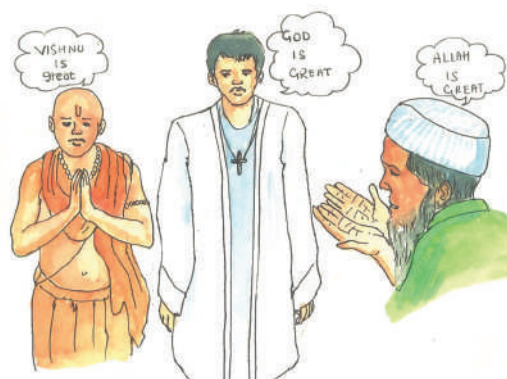
Figure 23.5 *My Religion is the Greatest*

Although conservatism represents social backwardness, it does not mean communalism either. As a matter of fact, communalism is an ideology of political allegiance to a religious community. It uses one religious community against other communities and perceives other religious communities as its enemies. It is opposed to secularism and even humanism. One of the manifestations of communalism is communal riots. In recent past also, communalism has proved to be a great threat to our social and political life on several occasions. Can you recollect some communal incidents that have occurred in the recent past?

(c) **Religious Fundamentalism**

Religious fundamentalism also reinforces communalists in exploiting both religion and politics. In fact, fundamentalism acts as an ideology which advocates a return to orthodoxy and a strict compliance to the fundamental tenets of religion. Religious fundamentalists vehemently oppose progressive reforms in order to establish their exclusive control on their respective communities.

23.2.5 Regionalism

Indian democracy has also been struggling with regionalism which is primarily an outcome of regional disparities and imbalances in development. We all know that India is a plural country with diversities of religions, languages, communities, tribes and cultures. A number of cultural and linguistic groups are concentrated in certain territorial segments. Although development process in the country aims at growth and development of all regions, the regional disparities and imbalances in terms of differences in per capita income, literacy rates, state of health and educational infrastructure and services, population situation and levels of industrial and agricultural development continue to exist. Existence and continuation of regional inequalities both among States and within a State create a feeling of neglect, deprivation and discrimination. This situation has led to regionalism manifested in demands for creation of new States, autonomy or more powers to States or even secession from the country.

It is true that regionalism and sub-regionalism are unavoidable in a vast and plural country like India. It is not always correct to consider every attempt to support or defend regional or sub-regional interests as divisive, fissiparous and unpatriotic. The problem begins when these interests are politicized and regional movements are promoted for ulterior political motives. Such unhealthy regional or sub-regional patriotism is cancerous and disruptive. The continuing regional imbalances have given rise to militant movements in certain parts of our country. Separatist demands in Jammu and Kashmir or by ULFA (United Liberation Front of Assam) in Assam or by different groups in the North-Eastern region are matters of grave concern for Indian polity.

23.2.6 Corruption

Corruption in public life has been a major concern in India. In 2011, India was ranked 95th of 183 countries defined as corrupt in Transparency International's *Corruption Perceptions Index* (CPI). In fact, corruption is rampant in all walks of life, be it land and property, health, education, commerce and industry, agriculture, transport, police, armed forces, even religious institutions or so-called places of spiritual pursuits. Corruption continues to exist in covert and overt ways at all three levels - political, bureaucratic and corporate sector. One can see the nexus between the politicians, the bureaucrats and the industrialists which has resulted into corruption and corrupt practices. The tentacles of corruption have affected all organs of government, including the judiciary.

Figure 23.6 *Campaign Against Corruption*

Above all, corruption in electoral processes and bribing of voters who participate in elections at different levels has now become a common practice. Have you or your friends observed this happening during elections in the recent past? In recent years, various scams have been coming out in our country in quick succession. In fact, corruption is a sign of political instability and institutional decay, challenging seriously the validity and propriety of governance. We as citizens should take a vow not to indulge in corrupt practices at any level and contribute in eliminating corruption from our country.

23.2.7 Criminalization of Politics

In recent years, criminalization of politics in India has become a debatable issue. There have been allegations that there are some elements in politics who do not have faith in democratic values and practices. They indulge in violence and take refuge in other unhealthy, undemocratic methods to win elections. Undoubtedly, this is not a healthy trend in politics and there is an urgent need to apply serious check on such tendencies.

Criminalization of politics is the very negation of democratic values and has no place in a democratic set up. Democracy can be strengthened by adopting and promoting democratic values and shunning criminal activities.

Recently, the judiciary, while taking a serious note of criminal tendencies in politics, has showed signs of adopting remedial measures to apply a serious check on such elements. The Central government and many State governments have been taking steps to address this issue effectively. This is a matter of great satisfaction and a healthy sign for the successful functioning of democracy in our country. We, as awakened citizens and as voters of the largest democracy in the world, can also contribute by discouraging such persons who have a criminal background, from contesting elections.

23.2.8 Political Violence

Violence has been with us for long, but use of violence for political end is dangerous for the existence of any system. In India we have been witnessing various forms of violence. Communal violence, caste violence and political violence in general have attained serious proportion. Communal riots are engineered by vested interests for political, religious and economic reasons. Caste violence in various shapes has been increasing. Despite agricultural development, abolition of *zamindari system*, and developments like green revolution and white revolution, there are still powerful feudal elements in the society. A serious conflict of interests has emerged between higher and middle castes and this has led to aggressive competition for political power which many a time leads to violence.

Figure 23.7 *Protest becoming Violent*

Another aspect of caste violence is the backlash of the higher castes against the growing awareness and assertion of their rights by the Dalits and lower castes, particularly the Scheduled Castes and the backward castes. During elections, violence is being adopted either to mobilize voters or to prevent them from exercising their right to vote. Moreover, violence has been associated with demands for separate States, reorganization of States or adjustment of State boundaries. Violence has also been used quite frequently during industrial strikes, farmers' movements, and students' agitations.

INTEXT QUESTIONS 23.2

1. How do illiteracy, inequality and poverty adversely affect the functioning of Indian democracy?

2. Do you agree that the portrayal of women by popular entertainment channels or films depict gender discrimination? Justify with examples.

3. Explain with two examples as how do casteism or communalism impact our day to day lives and influence Indian democracy?

4. If regionalism and sub-regionalism are inseparable part of Indian democracy, why are they considered as challenges?

5. What are the reasons for criminalization of politics in India?

6. What are the reasons of increase of political violence in India?

23.3 CORRECTIVE MEASURES

It is thus clear that democracy in India faces certain serious challenges. These are causes of serious concern to all. In fact, the leadership of the freedom movement and especially the framers of the Indian Constitution themselves were very much aware of these issues. They made a number of constitutional provisions to address the same. Since independence governments have taken various measures to respond to many of these challenges. There have been significant improvements in some of these. However, lots still have to be done. For that, efforts have been going on. There is need for collaboration among governmental agencies, political parties, civil society and citizens in general. Certain significant corrective measures that have been adopted and can be initiated are as follows:

23.3.1 Universal Literacy 'Education for All'

The significance and necessity of education for efficient functioning of democracy was appreciated by the framers of the Indian Constitution. Which is why, free and compulsory education to all children up to the fourteen years of age continued to remain constitutional commitment in India. Various governments at national and state levels have been making efforts to attain this goal. As a follow up of the National Policy on Education 1986, a National Literacy Mission was set up in 1988 to plan and implement programmes for the removal of illiteracy under the platform, **Sarva Shiksha Abhiyan**. But the goal of universal literacy is yet to be attained. Currently a nation-wide programme known as *Saakshar Bharat* is being implemented. It aims at developing functional literacy and numeracy to non-literate and non-numerate adults in the age group of fifteen and above, to enable them to continue their learning beyond basic literacy and acquire equivalence to formal educational system. The Sarva Shiksha Abhiyan

Figure 23.8

is a flagship programme for universalization of elementary education for children between 6-14 years of age. Further, the Parliament of India in 2009 passed the *Right to Education Act* through which education has become a fundamental right for all children of age group 6-14 years.

23.3.2 Poverty Alleviation

From the 1970s, a number of programmes have been implemented for alleviation of poverty in India. These programmes fall into two broad categories: (i) There are programmes to lift beneficiaries above poverty line by providing them with productive assets or skills or both, so that they can employ themselves usefully and earn greater income. (ii) Programmes are also being implemented to provide temporary wage employment for the poor and the landless.

? Do you know

In 1999, Swarnajayanti Gram Swarozgar Yojana (SGSY) was conceived as a holistic programme of micro enterprise development in rural areas with emphasis on organizing the rural poor into self-help groups (SHGs), capacity-building, planning of activity clusters, infrastructure support, technology, credit and marketing linkages. This programme has impacted many rural poor, for example, in Mathur, a village of the Dharmapuri district of Tamil Nadu, 100 women from eight self-help groups were trained in fruit processing by a non-government organization (NGO). They availed assistance under SGSY to run a fruit processing unit registered under the name of Sathyamurthi Mahalir Mandram in May 2000. The unit produces fruit squash, jam, ready-to-serve beverages, pickle, etc. Apart from raising the economic status of the group members, this venture has made the members more aware and they are actively involved in the government schemes, camps and campaigns. They have made significant representations for ensuring provision of basic facilities in their village and by bringing overall development of the area.

Similarly, the Jawahar Gram Samridhi Yojana (JGSY) is a programme for the creation of rural economic infrastructure with employment generation as a secondary objective. The programme is implemented by the village panchayats and since its inception it has generated 27 crore men-days of employment each year. The Employment Assurance Scheme (EAS) covers 1,778 drought-prone, desert, tribal and hill area blocks. The programme was designed to provide employment in the form of manual work in the lean agricultural season. The Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) is being implemented to enhance the livelihood security of people in rural areas by guaranteeing hundred days of wage-employment in a financial year to a rural household whose adult members volunteer to do unskilled manual work.

23.3.3 Elimination of Gender Discrimination

It is now being recognized that the goals of democracy "of the people, for the people and by the people" cannot be fully realized if the female population are not included in all ways in the processes of socio-economic and political development. That is why, besides constitutional provisions, several laws have been enacted, policies have been made and implemented, and institutional reforms have been carried out for the development of women. The 73rd and 74th Amendments of Indian Constitution in 1993 are the milestones in the process of political empowerment of women. These Amendments have reserved one-third of the seats in the Panchayati Raj Institutions, Municipalities and Municipal Corporations. Another significant development has been the adoption of the National Policy for Empowerment of Women in 2001, the overarching goal of which is to "bring about the advancement, development and empowerment of women." But a lot needs to be done to attain this goal.

? Do you know

Goal and Objectives of National Policy for Empowerment of Women, 2001

The goal of this Policy is to bring about the advancement, development and empowerment of women. Specifically, the objectives of this Policy include:

(i) creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential;

(ii) equal access to participation and decision making of women in social, political and economic life of the nation;

(iii) equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office, etc.;

(iv) strengthening legal systems aimed at elimination of all forms of discrimination against women; and

(v) elimination of discrimination and all forms of violence against women and the girl child.

23.3.4 Removal of Regional Imbalance

Redressing regional imbalances has indeed been a vital objective of the planning process in India. Efforts are on to reduce regional disparities. Besides, the State-specific efforts for reducing intra-State regional disparities, a number of Centrally Sponsored Programmes have been in operation for the last two to three decades for taking care of specific aspects of backwardness of such regions.

Are you aware of any such programme being implemented in your area? Some of the major programmes are: (i) the Tribal Development Programme, (ii) the Hill Area Development Programme, (iii) the Border Area Development Programme, (iv) the Western Ghat Development Programme, (v) the Drought Prone Area Programme and (vi) the Desert Development Programme.

For the development of North-East states, a certain percentage is earmarked from the budget for each developmental scheme or programme in the region.

While the development of the backward regions is a national responsibility, the State and the local leadership also have significant role to play. Unless the local leadership – political, bureaucratic and intellectual – resolves to usher in development based on sharing the benefits on egalitarian basis with the masses, results will be hard to come by. Resources are not the real constraints; it is the way resources are spent that remains the fundamental concern.

23.3.5 Administrative and Judicial Reforms

The success of all the above stated corrective measures primarily depends on the efficient functioning of administration and independence and righteousness of the judicial system. But on both counts, a lot needs to be done. The performance of public administration in India has come under close scrutiny in the last few years. Rampant corruption, inefficiencies, wastages and irresponsiveness to the needs of citizens are some of the commonly acknowledged problems afflicting the administration. No doubt, the Indian judiciary has remained independent and neutral; there are serious problems of (i) slow disposal of cases leading to delays as well as accumulation of backlog, and (ii) very low rate of prosecution in criminal cases.

Administrative reforms have continuously been on the agenda of the government ever since independence. A number of Commissions and Committees have been set up in this regard. But bureaucratic reluctance to change has prevented the reforms to take place in full measure. The recommendations of various Commissions and Committees focus around the need (i) to make administration accountable and citizen friendly, (ii) to build its capacity for quality governance, (iii) to orient administration for promoting peoples' participation, decentralization and devolution of powers, (iv) to make administrative decision-making process transparent, (v) to improve the performance and integrity of the public services, (vi) to reinforce ethics in administration, and (vii) to inculcate readiness for e-governance.

Judicial reform also has been a critical concern since long. Various recommendations have been made on many occasions. The major issues that need consideration in this regard are : (a) Simplification of Rules and Procedures, (b) Repealing Out-dated Laws, (c) Increase in the Judge Population Ratio, (d) Time-bound filling of Vacant Posts in Judiciary, (d) Transparency in Appointment, Promotion and Transfer of Judges, (e) Judicial Accountability; and (f) Transparency of Court Proceedings.

23.3.6 Sustainable Development (Economic, Social, Environmental)

Indian democracy can adequately respond to all the challenges when it moves forward on the path of sustainable development. A model of development without taking into account the basic needs of millions, today as well as in the future, cannot be conducive for the survival of democracy. Development has to be human-centred and directed towards improvement of quality of life of all the people. It has to be focused on removal of poverty, ignorance, discrimination, disease and unemployment. The development process has to aim at sustained economic, social and environmental development.

Do you know

Sustainable development is a pattern of using resources that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for future generations to come. The term was used by the Bruntland Commission (1987) which coined what has become the most often-quoted definition of sustainable development as development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."

INTEXT QUESTIONS 23.3

1. Describe the measures undertaken to achieve the goals of universal literacy, poverty alleviation and removal of gender discrimination?

2. Discuss the steps needed for solving the problem of regional imbalances in India?

3. What needs to be done to reform administration and judiciary in India?

4. What is sustainable development? How will it strengthen Indian democracy?

23.4 ROLE OF CITIZENS IN A DEMOCARCY

As citizens of India, do we really appreciate the role of a citizen in a democracy? Why is this role so important? Generally, it is believed that the government rules the people who have to respect the political authority and obey it. They are there to be governed. But don't you think that this is not so in a democracy? The people who are citizens in a democratic system like India cannot and ought not remain passive and treat themselves as governed. In fact, a democracy can be successful and vibrant only when citizens imbibe and reflect in their mindset, thinking and behaviour the basic values like equality, freedom, secularism, social justice, accountability and respect for all. They have to appreciate the opportunities for their desired roles and play proactive roles to actualize the goals of democracy.

Notes

23.4.1 Appreciation of Opportunities for Citizens' Role

The opportunities as democratic citizens are available in all democracies, but they vary from one democratic system to another. Indian democracy in the modern sense began after a long period of colonial rule. Although the democratic system started just after independence in 1947, its socio-cultural settings were and still are not in tune with the democratic culture. India is a vast multi-cultural, multi-lingual, truly plural society, which in many respects still carries the characteristics of traditionalism. At the same time it is trying to absorb the values of modern democracy. Even now many think that the government has to rule and do everything, and if things are not happening in an expected manner, it is only the government which is to be blamed. As you know, the democratic government in our country is run by the representatives chosen by us. In that sense, every citizen is responsible for how the governments functions at different levels: national, state and local. And hence, every citizen has to play a critical role and use every opportunity for doing so. As Indian citizens are we doing it? Let us consider. Major opportunities for roles of citizens may be as follows:

(a) Participation

The key role of citizens in a democracy is to participate in public life. The most commonly observed opportunity of participation is exercising the right to vote during elections. And in order to vote wisely it is necessary that each citizen listens to and knows the views of different parties and candidates, and then makes his or her own decision on whom to vote for. It is also learnt that in many cases the percentage of voting is still low. The Election Commission is doing its best to educate the people about importance of participation in elections.

Participation in a democratic polity, however, is not confined simply to participation in elections only. A vital form of participation comes through membership of political parties and more importantly, active membership in independent non-governmental organizations, that are known as "civil society organizations." These organizations represent a variety of interests of different groups such as women, students, farmers, workers, doctors, teachers, business owners, religious believers, human rights activists. Such organizations and people's movements help to bring political awareness about different issues among the people.

(b) Making the System Accountable

Participation in the political process is not enough. Citizens have to make the democratic system responsive and responsible. The Constitution makes the executive responsible to the legislature, but citizens are needed to ensure that the Parliamentarians, Members of State Legislatures and their representatives in Panchayati Raj and Municipal Institutions are accountable. The instruments created by the Right to Information Act, 2005 in our country enable citizens to play their role effectively. Citizens have an obligation to become informed

about public issues, to watch carefully how their political leaders and representatives use their powers, and to express their own opinions and interests. When citizens find that the government is not living up to its promises; they can point it out through media, make recommendations and demands accountability from the government. If the government still fails to fulfill promises, citizens may protest, carry out peaceful satyagraha, civil disobedience or non-cooperation campaigns to make the government accountable.

(c) Fulfilling Obligations

We should realize that citizenship is more than voting or making the system accountable. Many people tend to regard democracy as a system where literally everything is allowed. And every person has the freedom to do whatever one desires. This often leads to a complete chaos that devastates the order of the society rather than improving it. In that way it leads to the opposite effects of democracy. A citizen has to accept that freedom is never absolute. If you have a right to do certain things, you have also the responsibility to ensure that your actions do not infringe upon the rights of others.

23.5 PROACTIVE ROLE TO ACTUALIZE CORRECTIVE MEASURES

For a successful working of democracy, citizens' participation is a must. The corrective measures to meet the challenges can be actualized only when citizens play a proactive role. The citizens must respect the law and reject violence. Every citizen must respect the rights of his or her fellow citizens, and their dignity as human beings. No one should denounce a political opponent as evil, just because of holding different views. People should question the decisions of the government, but not reject the government's authority. Every group has the right to practice its culture and to have some control over its own affairs, but each group should accept that it is a part of a plural society and democratic state.

When you express your opinion, you should also listen to the views of other people, even people you disagree with. Everyone has a right to be heard. When you make demands, you should understand that in a democracy, it is impossible for everyone to achieve everything one wants. Democracy requires mutual cooperation. Groups with different interests and opinions must be willing to sit down with one another and negotiate. If one group is always excluded and fails to be heard, it may turn against democracy in anger and frustration. Everyone who is willing to participate peacefully and respect the rights of others should have some say in the way the country is governed.

It is also important that citizens must assert their opinion, as in a democracy not asserting your opinion also means that you are agreeing with the decision which you may consider improper. You have seen in Activity 23.2, how members of Anil's family did not assert their opinion against the decision of the head of the family.

ACTIVITY 23.4

Now that you have understood the roles a democratic citizen plays, you will find it interesting to explore how democratic you yourself are?

Below are given some statements in a table, write whether the statements are right or wrong.

S.No.	Statement	Right/Wrong
1.	Right To Information Act, 2005 is an effective tool to be used by the citizens to make the government accountable.	
2.	Everyone in your society is treated equal, whether he/she belongs to any economic or social strata.	
3.	In your family, women and girls are not always considered equal to men and boys.	
4.	You believe that you should never act in a way that affects the rights of others.	
5.	The system of reservations for females, members of SCs/STs and minorities is not good for Indian democracy.	

INTEXT QUESTIONS 23.4

1. What do you mean by participation of citizens in the democratic process?

2. What are the various forums or tools available to a common citizen for making the government accountable?

3. Fill in the Blanks:

    (a) If you have a right to do certain things, you have also .... to ensure that your actions do not infringe upon the .... of others.

    (b) Citizens must respect the .... and reject ....

    (c) Every group has the right to practice its .... and to have some .... over its own affairs.

    (d) When a citizen expresses his/her .... he/she should also listen to the .... of other people.

Notes

![target icon] **WHAT YOU HAVE LEARNT**

- Democracy is a form of government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. However, it is defined not only in the political context, but also in social context or even in relation to self.

- A system can be termed as a genuine and comprehensive democracy, a successfully functioning democracy, only when it fulfils certain political, social and economic conditions. Based on the fulfillment of these conditions one can broadly witness two types of democracy in a given set up – Political Democracy and Social Democracy.

- Indian Democracy over the years has been able to articulate many of these essential conditions. It is confronting a number of challenges that at times bring out the distortions which have crept in and also indicate the possible threats to its future. Illiteracy, social and economic inequality, poverty, gender discrimination, casteism, communalism and religious fundamentalism, regionalism, corruption, criminalization, political violence and militancy are the major challenges that need to be addressed.

- The corrective measures that are needed to meet the challenges to Indian democracy are focussed around the issues and concerns like universal literacy i.e. education for all, poverty alleviation, elimination of gender discrimination, removal of regional imbalances, administrative and judicial reforms and sustained economic, social and environmental development.

- However, Indian democracy can be successful and vibrant only when its citizens imbibe and reflect in their behavior the basic democratic values like equality, freedom, social justice, accountability and respect for all. Their mindset, thinking and behavior are expected to be in tune with the essential conditions of democracy. They have to appreciate the opportunities for their desired roles like participation, making the system accountable, fulfilling obligations, and playing proactive roles to actualize the goals of democracy.

![exercise icon] **TERMINAL EXERCISES**

1. Define democracy. Why democracy cannot be defined only in political context?

2. Describe the essential conditions for a successful democracy.

3. What are the major challenges the Indian democracy faces? How these challenges are opportunities to make India an effective democratic system.

4. Examine the trends of protest and violence in India. Why do some protests turn into violent movements?

5. What are the significant corrective measures that are required to meet the challenges to Indian democracy?

6. Discuss the expected roles of citizens in Indian democracy, especially in the context of the experiences of Indian society and government.

7. What are the qualities that need to be reflected in an individual to be an Indian citizen in true sense?

8. Write some qualities of a good citizen.

ANSWERS TO INTEXT QUESTIONS

23.1

1. Democracy is defined as a form of government in which the supreme power is vested in the people and is exercised by them directly or indirectly through a system of representation usually involving periodic free elections. In essence, democracy is a form of government which is run by the elected representatives of the people.

2. The definition of democracy is incomplete unless it is defined in social and individual contexts as well. In the present age, it means more than a mere form of government. In its comprehensive form, democracy means, (i) a form of government, (ii) a type of state, (iii) a pattern of social system, (iv) a design of economic order, and (v) a way of life and culture. Therefore, when we say Indian democracy, we mean not only that its political institutions and processes are democratic but also that the Indian society and every Indian citizen is democratic, reflecting basic democratic values of equality, liberty, fraternity, secularism and justice in social sphere and individual behaviour.

3. A system can be termed as a genuine democracy only when it fulfils (a) political conditions as follows: (i) having a Constitution that vests supreme power in the people and protects fundamental rights, such as equality, liberty of thought and expression, belief, movement, communication and association; (ii) having universal adult franchise as the basis of electing representatives; and (iii) having a responsible government in which the executive is answerable to the legislature and the legislature to the people; and (b) social and economic conditions as follows: (i) the system ensuring social development that is in tune with democratic values and norms reflecting equality of social status, social security and social welfare; and (ii) the system facilitating a situation where the fruits of economic development reach all and especially the poor and deprived sections of the society.

23.2

1. Illiteracy, inequality and poverty adversely affect the functioning of Indian democracy. (i) Illiterate citizens are not able to play their roles effectively and exercise meaningfully their right to vote which is an individual expression of the power of the people. Literacy enables citizens to be aware of various issues, problems, demands, and interests in the country, be conscious of the principles of liberty and equality of all and ensure that the representatives elected by them truly represent all the interests in the society. (ii) Poverty is perhaps the greatest bane of democracy. It is the root cause of all kinds of deprivations and inequalities and is the state of denial of opportunities to people to lead a healthy and fulfilling life.

2. Yes, the popular entertainment channels and films generally depict gender discrimination. In fact, the serials on television channels are reinforcing the prevailing patriarchal system showing females playing traditional roles of mothers, sisters, wives and daughters. It is true that a few of them question the traditional roles, but those also somehow reflect gender discrimination.

3. Caste System: The most detrimental and inhuman example of the prevailing caste system is the practice of untouchability which is continuing in different covert and overt ways in spite of the constitutional ban imposed on it. The Dalits still bear the brunt of discrimination and deprivation. This has led to segregation of so called low castes, depriving them of education and other social benefits. The second example relates to politicization of caste system. Casteism has become notorious as a strategy of exploitation of caste consciousness for narrow political gains. The caste system acts against the roots of democracy. Communalism: It disrupts quite often the smooth process of co-existence in a multi-religious Indian society. Communal riots happening in the country since independence have been dangerous for peace order and social harmony. Secondly the misuse of religion by fundamentalist people during elections and even in other situations has always been proved to be counter-productive.

4. Although development process in the country aims at growth and development of all regions, the regional disparities and imbalances continue to exist. Existence and continuation of regional inequalities in terms of differences in per capita income, literacy rates, state of health and educational infrastructure and services, population situation and levels of industrial and agricultural development both among States and within a State create a feeling of neglect, deprivation and discrimination.

5. The influence of muscle power in Indian politics has been a fact of life for a long time. Political parties and candidates do not hesitate in seeking the help of criminal elements to dominate the election scene in India. Earlier in the 1960's, the criminals were content by covertly helping the politician win the election so that they could in turn get protection from him. But the

roles have now been reversed. It is the politicians who now bank on the support of the criminals for protection.

6. One of the major reasons of increase of political violence has been the emergence of serious conflict of interests between higher and middle castes as an outcome of agricultural development, abolition of *zamindari system*, and developments like green revolution and white revolution. These have led to aggressive competition for political power which many a time leads to violence. Another reason is the backlash of the higher castes against the growing awareness and assertion of their rights by the lower castes, particularly the Scheduled Castes and the lowest backward castes. Moreover, violence has been associated with demands for separate States, re-organization of States or adjustment of State boundaries. As we observe, the Telangana Movement in Andhra Pradesh and Bodo Movement in Assam often turned violent. Violence has also been used quite frequently during industrial strikes, farmers' movements, students' agitations, and a number of other civil disobedience campaigns.

23.3

1. To attain the goal of universal literacy a nation-wide programme known as ***Saakshar Bharat*** is being implemented. Moreover, the Sarva Shiksha Abhiyan is a flagship programme for the universalization of elementary education for children between 6-14 years of age. Besides, the Parliament of India in 2009 passed *Right to Education Act* through which education has become a fundamental right of all children in the age group of 6-14 years. For poverty alleviation, two kinds of programmes are being implemented: (i) Programmes to lift beneficiaries above poverty line by providing them with productive assets or skills or both so that they can employ themselves usefully and earn greater income, and (ii) Programmes to provide temporary wage employment for the poor and the landless. Public Distribution System (PDS) contributes towards meeting people's basic food needs, the Integrated Rural Development Programme (IRDP) provides rural households below the poverty line with credit to purchase income-generating assets, the Jawahar Rozgar Yojana (JRY), provides more than 700 million person days of work a year. Moreover, TRYSEM (Training Rural Youth for Self Employment) was started to provide technical skills to the rural youth and to help them to get employment.

2. Besides the State-specific efforts for reducing intra-State regional disparities, a number of Centrally Sponsored Programmes have been in operation for the last two to three decades for taking care of specific aspects of backwardness of such regions. Some of the major programmes are: (i) the Tribal Development Programme, (ii) the Hill Area Development Programme, (iii) the Border Area Development Programme, (iv) the Western Ghat Development Programme, (v) the Drought Prone Area Programme, and (vi) the Desert Development Programme.

3. For administrative reforms, the following recommendations need to be implemented: (i) to make administration accountable and citizen friendly, (ii) to build its capacity for quality governance, (iii) to orient administration for promoting peoples' participation, decentralization and devolution of powers, (iv) to make administrative decision-making process transparent, (v) to improve the performance and integrity of the public services, (vi) to reinforce ethics in administration, and (vii) to inculcate readiness for e-governance.

For judicial reforms, the steps that are to be taken are as follows: (a) Simplification of Rules and Procedures, (b) Repealing Out-dated Laws, (c) Increase in the Judge Population Ratio, (d) Time-bound filling of Vacant Posts in Judiciary, (d) Transparency in Appointment, Promotion and Transfer of Judges, (e) Judicial Accountability, and (f) Transparency of Court Proceedings.

4. Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for the future generations. When the development is human-centred and directed towards improvement of quality of life of all the people, it has to be focused on removal of poverty, ignorance, discrimination, disease and unemployment. All these steps will strengthen Indian democracy.

23.4

1. Participation in a democratic polity is not confined simply to participation in elections. A vital form of participation comes through membership of political parties and more importantly, active membership in independent non-governmental organizations, that are known as "civil society organizations." Civil Society Organizations represent a variety of interests of different groups: women, students, farmers, workers, doctors, teachers, business owners, religious believers and human rights activists.

2. Citizens have to make the democratic system responsive and responsible. They are needed to ensure that the Parliamentarians, Members of State Legislatures and their representatives in Panchayati Raj and Municipal Institutions are accountable. The instruments created by Right to Information Act, 2005 in our country enable citizens to play their role effectively. Citizens must watch carefully how their political leaders and representatives use their powers, and to express their own opinions and interests.

3. Fill in the Blanks: (a) responsibility, rights; (b) law, violence; (c) culture, control; (d) opinion, views.

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24

NATIONAL INTEGRATION AND SECULARISM

You must have learnt and recited our national anthem, 'Jana-gana-mana'. You would have also solemnly recited it with others on several occasions, especially while celebrating national events, such as Independence Day and Republic Day. At times there may be a curiosity in you to know what core ideas does the national anthem communicate? And why does it contain so many names of regions, mountains and rivers of the country and also why does it make a reference to the sea? You will agree that while reciting the national anthem we shower our love for the country, pay respect and wish her victory. At the same time while mentioning various regions, mountains and rivers, we respectfully acknowledge the unity of our country in its diversity. You must be coming across news items and articles in newspapers, or discussions on television, focusing on the need to maintain the unity and integrity of our nation. In fact, national unity and integrity, i.e. national integration has been one of the most important priorities of our country. In the course of analyzing the issues related to unity and integrity of the country, Secularism is mentioned as the fundamental characteristic of our nation. It is said that secularism is one of the most essential conditions of national integration. In this lesson, you shall learn various aspects of national integration and secularism.

OBJECTIVES

After completing this lesson, you will be able to:

● understand the meaning and the importance of national integration;

● appreciate how national movement against British Rule helped in national integration;

● analyse how the provisions in the Indian Constitution promote national integration;

● identify the challenges to national integration in our country;

- understand the implications of secularism; and

- appreciate the role of a learner as a citizen of India and an agent of change in promoting national integration and secularism in our country.

24.1 NATIONAL INTEGRATION

24.1.1 National Integration: Its Meaning and Importance

Before we begin a discussion on national integration, it will be better to understand its meaning. This term has two words: nation and integration. What do we mean by the term nation? A nation is a country with a unified socio-economic and political structure. It denotes a body of people who have a feeling of oneness, built on the basis of common history, society, culture and values. This feeling of oneness binds the people together in to a nation. In general terms it is this feeling which is known as national integration. National integration is the awareness of a common identity amongst the citizens of a country. It means that though the individuals belong to different communities, castes, religions, cultures and regions and speak different languages, all of them recognize the fact that they are one. This kind of integration is very important in the building of a strong and prosperous nation.

Do you know

National integration means "creating a mental outlook which will promote and inspire every person to place loyalty to the country above group loyalties and the welfare of the country above narrow sectarian interests."

– Dorothy Simpson

As we all know, India is a nation having great diversities. The people who inhabit this nation belong to different races, communities and castes. They reside in different geographical regions and speak different languages. They believe in and practice different religions and have varied life styles. But with all these diversities, they all are Indians and they feel like that. They may have many religious identities such as Hindus, Muslims, Christians, Sikhs, Buddhists, Jains, or Zoroastrians. They may also be identified as Punjabis, Tamils, Malayalis, Bengalis, Manipuri, and so on, or South or North or North-East Indians. But their national identity is supreme.

Do you know

Pandit Nehru had once said, "Political integration has already taken place but what I am after is something much deeper than that, an emotional integration of Indian people so that the two may be welded into one strong national unity, maintaining at the same time all our wonderful diversities."

National integration is essential for any nation with socio-cultural, religious, linguistic and geographical diversities. And for a country like ours, it is still more necessary. As we know, India is a very large country. We have the second largest population in the world. A unique feature of our country is that all the major religions of the world are practiced here such as Hinduism, Islam, Christianity, Buddhism, Sikhism, Jainism, and Zoroastrianism. Can you identify religions from the symbols shown in the illustration below? There are more than one thousand languages that people of India speak. There are also great varieties in costume, food habits, and social customs. Geographically, our land is diverse and there are amazing differences in climate. Despite all these differences India is one political entity. We have to co-exist with each other peacefully, respect the culture and religion of our fellow Indians. This is possible only when national integration is realised in true sense of the term. National integration is necessary also for the security and development of the nation.
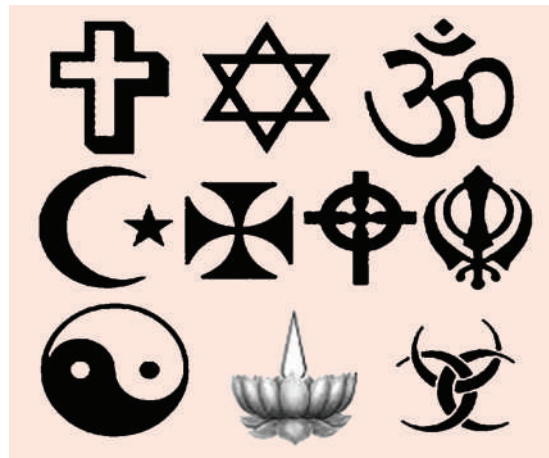
Figure 24.1 *Symbols of Religions*

ACTIVITY 24.1

It is claimed that cricket is like a religion in India. You also must have experienced that almost the whole nation is glued to the TV when the game of cricket is in progress. Our cricket players hail from all parts of India and belong to diverse socio-cultural and economic settings, but they play as a single unit for the country. People of all the regions remain completely engrossed with it. They celebrate every victory of the Indian Team and express their disgust, whenever it is defeated. Can there be a better example of national integration? Based on this experience, collect the views of at least 5 young persons who are easily available such as your classmates or young persons in your neighbourhood on the following questions:

1. Why do Indians behave like the way it is stated above?

2. Why do the people almost worship every great cricketer of India, even though the player does not belong to their own region, state, community, caste, or religion?

3. What are the other occasions when every person thinks and behaves like an Indian and not as a Bihari or Maharashtrian or Telugu or Brahmin or Dalit?

Analyse the responses and appreciate the importance of national integration

INTEXT QUESTIONS 24.1

1. Fill in the blanks:

   (a) A nation is a country ....

   (b) National integration is the awareness of a .... amongst the citizens of a country.

   (c) This kind of integration is very important in the building of ....

   (d) In India all the major religions of the world such as .... are practiced.

2. Why is national integration needed?

24.1.2 National Movement and National Integration

You may recollect occasions when you read or you were told that India existed even in ancient times. Yes, India which we see today has been there since ancient times. But then it had been only a geographical entity, because it was divided into a large number of princely states. There were cultural similarities in those states, but it was not one united and integrated nation like it is today. It was for the first time during the British rule that India became administratively united. The British rulers annexed several princely states and established indirect rule on others. India became one geographical entity, but the feeling and sentiments of nationhood was not present among the people. The major strategy of the British rulers was based on 'divide and rule'. They promoted communal division, especially among Hindus and Muslims. Their neglect of economic development of the people created many divides in the country.

It was during the national freedom movement that the feelings and sentiments of nationhood emerged and the need for national integration was realized. During that movement people belonging to different regions, religions, cultures, communities, castes and creeds joined hands to drive out the British power from the soil of India. Especially under the banner of the Indian National Congress, established in 1885 people from all the sections came together and compelled the British rulers to quit India. Since the British rulers had adopted the policy of 'divide and rule', the freedom movement was focused on forging unity in the people of the country. The leadership

Notes

of the movement laid emphasis on equality, liberty, secularism, socio-economic development. When India became independent all these formed the main objectives of the new nation.

ACTIVITY 24.2

As you may be aware, people of every part of India participated in the freedom struggle and many of them sacrificed their lives. Many of those freedom fighters must be from the State to which you belong. Prepare a **list of freedom fighters** who belonged to your State. You may consult the elders in your family, neighbourhood, teachers and others.

24.1.3 National Integration and the Indian Constitution

But when India got independence on 15 August 1947, the country was faced with many problems. The national integration faced great challenges. You must be aware that the partition of the country created two nations, India and Pakistan. The partition caused the worst kind of communal violence. A large number of people who were living in an area for generations had to move to the other area as refugees. You may have watched such scenes in some films and documentaries and serials on the television. Besides, the Indian political leaders were faced with complex issues related to integration of Princely States. There were other factors also that had the potential to generate problems for the unity of the country.

? Do you know

On the eve of independence, India was divided into two sets of territories - the first was the territory known as the **British India**, on which the British rulers had direct control, and the second being 562 independent **Princely States**, having indirect control of the British government. When independence was declared, Princely States were given the option to join either of the two nations, India or Pakistan. A few Princely States joined Pakistan, but the rest merged with India. However, there were exceptions like Hyderabad, Jammu and Kashmir, and Junagadh, who wished to remain independent. There were problems with States of Manipur and Tripura also.

In the above stated background, the Constitution of India lays great emphasis on national integration. Its Preamble includes unity and integrity of the nation as a major objective. It also stipulates that every citizen has the fundamental duty to uphold and protect the sovereignty, unity and integrity of India. The Constitution reflects respect for diversity of the country, but it tries to ensure that the unity and integrity is maintained. Which is why, it has made provisions for a centralized federation and

opted for a strong central government. You may have noticed this while studying the Lessons on Central government and State governments.

? Do you know

Many provisions under Fundamental Duties reinforce national integration. The following are important:

It shall be the duty of every citizen of India –

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to defend the country and render national service when called upon to do so;
- to promote harmony and the spirit of common brotherhood amongst all the people of India and respect religious, linguistic and regional or sectional diversities;
- to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our culture;
- to safeguard public property and to reject violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of achievement.

INTEXT QUESTIONS 24.2

1. Fill in the blanks:

   (a) During the British rule India became geographically united, but it was not a .... and .... nation.

   (b) It was during the freedom movement that the feelings and sentiments of .... emerged.

   (c) During the freedom struggle people belonging to different .... joined hands to drive out the British power from India.

   (d) The Indian National Congress was formed in ....

2. Do you think that the Constitution of India lays great emphasis on national integration? How?

24.1.4 Challenges to National Integration

As we noticed in the above paragraphs, just after independence India faced a number of challenges to national integration. Although various efforts have been made to solve those problems, the challenges are continuing. The most important challenges are as follows:

A. Communalism

Communalism has been one of the most complex problems that India has been facing. This is generated when individuals belonging to one religion develop excessive affinity to their religion and hatred towards other religions. This kind of feeling promotes religious fundamentalism and fanaticism and proves to be dangerous for the unity and integrity of the country. It is more so for a country like India where people practise all the major religions of the world. But India has been suffering from communalism since independence. As we know, we faced worst kind of communal riots on the eve of independence, and even after. There have been many communal riots in various parts of the country, inflicting immense sufferings on the people.

ACTIVITY 24.3

Identify at least three major communal riots that took place in India after independence. Try to gather the details of those riots through books, magazines or internet.

Have you watched a movie or heard the name of a movie that is based on the communal riot occurred in India? If not, some of your elders or friends must have seen such a movie. Try to gather the details of that movie through those who saw it. You may also get such information through internet.

Prepare a brief write-up on each of the above, explaining what do you think about communal riots.

B. Regionalism

Regionalism is another obstacle in the way of national integration. On many occasions it encourages people to promote regional interests even at the cost of national priorities. One may think that raising the problems of a particular region is needed to attract the attention of the decision makers and to compel them to fulfill justified regional demands. This thinking is reasonable, because such demands may be based on genuine grievances of the regions and States that have been denied fair shares of projects and industries in the overall structure of development. Those may also be related to the continued neglect of a particular region.

In spite of over six decades of planned development, all regions in our country have not been developed in the desired manner. Along with other factors, the lack of expected socio-economic development results in demands for creation of new States. Do you know how many times in India various States have been reorganized because of the agitations based on regional aspirations? But when regionalism ignores national interests or encourages people to have negative feelings towards the interests of other regions, it becomes harmful. On many occasions regional protests and demonstrations are based on political considerations. Aggressive regionalism is still more dangerous, as it leads to separatism. We have been experiencing such feelings in certain parts of States of Assam and Jammu and Kashmir.

Figure 24.2 *Darjeeling Movement*

ACTIVITY 24.4

Regional movements have resulted in the creation of new States by dividing the existing States. A major reorganization occurred through the States Reorganisation Act 1956. Since then many new States have been created, the latest being the States of Chhattisgarh, Jharkhand and Uttarakhand. Each of these three States has been created by dividing the existing States. Currently, agitation is going on for creation of a new State by dividing Andhra Pradesh. Based on this information you have to do the following:

- *Identify the three States by dividing which the States of Chhattisgarh, Jharkhand and Uttarakhand have been created.*

- *Identify the name of the proposed State for the creation of which the agitation is on in Andhra Pradesh.*

C. Linguism

All of us know that India is a multilingual country. People of India speak nearly 2000 languages and dialects. This plurality has been negatively used on many occasions, particularly in the early decades after independence. Every country needs to have a common official language, but it has not been an easy task for India. When a recommendation was made in the Constituent Assembly to recognise Hindi as the official language of India, it was opposed by representatives of almost all the non-Hindi speaking areas. A compromise had to be made there. While the Constituent Assembly declared Hindi as the official language, it was provided that English would continue to be used for official purposes of the Union government for a period of 15 years.

When the Official Language Commission set up in 1955 recommended in favour of replacing English by Hindi as official language, there were wide-spread protests in all the non-Hindi speaking regions. Such protests and demonstrations were seen once again in 1963, when the Official Language Bill was introduced in Lok Sabha. As a compromise the Act of 1963 allowed the continued use of English for official purposes without any time limit.

? Do you know

During those conflicting years in order to satisfy various language groups and to promote national integration, a Three Language Formula was evolved. *The formula includes the study of a modern Indian language, preferably a South Indian language, in addition to Hindi and English in Hindi speaking States and of Hindi in addition to the regional language and English in the non-Hindi speaking areas.* Although efforts have been made to assimilate it in the school curriculum of the country, it is yet to be fully implemented.

Although the demand for language based States was met comprehensively when the States were reorganized on linguistic basis in 1956, fresh movements are going on in some parts of the country. Such movements generate many challenges for national integration

D. Extremism

The extremist movements going on in different parts of the country are yet another challenge to national integration. You must have heard about Naxalite movement or Maoist movement. These movements quite often use violence, create fear in public life, cause loss of lives of government personnel and people and destroy public property. Mostly the youth participate in such movements. The basic reason for taking up arms by the youth is the continuing state of socio-economic deprivations. Moreover, the day-to-day humiliation, denial of justice, human rights violations,

various kinds of exploitation and political marginalization prompt them to join the Naxalite movement. But the extremist activities have been threat to law and order and peaceful living of the people residing in the affected areas.

Figure 24.3 *Naxalites in Jungle*

24.1.5 Factors Promoting National Integration

Although the above stated challenges do exist, there are certain important factors that provide sound base for national integration. These are:

A. Constitutional Provisions

As we have seen, the Indian Constitution has made provisions for promoting and ensuring national integration. It has accepted socialism, secularism, democracy, liberty, equality, justice and fraternity as the goals of Indian political system. Citizens have been empowered with fundamental rights and their fundamental duties have also been prescribed. The Directive Principles of State Policy directs the State to promote equitable economic development, eliminate social discrimination, and promotion of international peace and security. And above all, the provisions related to various institutions and processes have been geared towards national integration.

B. Governmental Initiatives

The governments have also been making efforts to promote national integration. A National Integration Council has been set up to consider issues related to national integration and recommend suitable measures to be taken. A Single Planning Commission prepares plans for economic development of the entire country and one Election Commission conducts elections.

C. National Festivals and Symbols

National festivals also act as an important unifying force. Independence Day, Republic Day, and Gandhi Jayanti are festivals that are celebrated by all Indians and in all parts of the country, regardless of language, religion or culture. We also observe the National Integration Day on 19 November every year and take a pledge. This day is also known as "Qaumi Ekta Divas". Moreover, our National Symbols like the

National Flag, the National Anthem, and the National Emblem also help to remind us that we all have one identity. For this reason we stress on the importance of showing proper respect to these symbols. These act as strong unifying forces both in times of celebration and adversity. They remind us of our common nationality.

? Do you know

The Text of the **National Integration Pledge:** "I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation. I further affirm that I shall never resort to violence and that all differences and disputes related to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means".

D. All India Services and Other Factors

Moreover, the All Indian Services (IAS, IFS, IPS and others), unified judicial system, postal and communications networks, including radio and television, and the internet promote the unity and integrity of the Indian nation. You may be aware that the members of the All India Services are recruited centrally, but they work in States. Many of them, after having long experiences at the state level come to work in the Central government and be a part of policy decision-making for the entire country. Postal and communication network definitely binds the nation. You also may have listened to radio broadcasting national events or watched those events on television. Is it not true that people of all parts of the country do so?

ACTIVITY 24.5

Certain events like Kalpana Chawla going into space along with other space scientists or Indian Teams winning world cup bind the entire nation together. There are some sportspersons who are national heroes. Similarly there are some personalities who are respected throughout India. You have to collect views of at least 5 persons, may be your friends, classmates, members of your family, teachers or others, on the following:

1. Who is the Indian personality the people throughout India respect the most?

2. Who is the sportsperson whom the most young people of the whole country consider their role model?

3. Which are the national events that are watched on television by people of the entire country or about which people listen to on radio?

4. Names of at least two food items that are liked by people of all parts of India.

Analyse the collected information and about how the feeling of unity can be promoted among the people of India.

INTEXT QUESTIONS 24.3

1. What is communalism?

2. Do you agree that regionalism may be justified? State reasons.

3. Why do non-Hindi speaking States oppose Hindi as the Official language?

4. Why is extremism a threat to national integration?

24.2 SECULARISM

Communalism has been one of the most disturbing problems. It has continued to be a threat to national integration. It is true that traditionally, the Indian society has been non-communal. Since centuries it has been absorbing and assimilating many religions and cultures. But it was during the British rule that communalism was used as a tool to divide Indians. The colonial rulers created situations to convince Indians that primarily they were members of different religious communities and they must think and act differently. The Constitution makers had sensed the negative potential of communalism. That is why, the Constitution declares India to be a secular State. Although the original Constitution had many provisions to promote secularism, the continued reappearance of communalism demanded reassertion. Consequentially, it was made one of the basic pillars of Indian democracy and the word 'secular' was inserted into the Preamble of the Constitution by the Forty-Second Amendment in 1976.

24.2.1 Meaning of Secularism

What does secularism mean? You may come across with the some people who will say, "I am secular, because I do not believe in any religion". You may also find some politicians who say that what is reflected in the Constitution is not true but "pseudo-secularism". Pseudo-secularism means false secularism. However, it is necessary to understand that secularism does not mean being irreligious or anti-religious. The term pseudo-secularism is used only for political purposes. In fact, secularism implies equality of all religions and religious tolerance. It may be appreciated in two contexts: state context and individual context. In the state context it means that India does not have an official state religion. The government must not favour or discriminate against any religion. It must treat all religions with equal respect. All citizens, irrespective of their religious beliefs are equal in the eyes of law. No religious instruction is imparted in government or government-aided schools. But the general information about all established world religions may be imparted, without giving any importance to any one religion or the others. In the individual context, it means *sarva dharma samabhava*, equal respect for all religions. Every person has the right to preach, practice and propagate any religion they choose. Every citizen must treat all religions

with the same respect as he/she has for his/her religion. No religion permits individuals to ignore or hate others.

Figure 24.4 *Freedom to choose religion*

24.2.2 Secularism in the Constitution

As we have seen above, various provisions of the Constitution ensure India to be a secular State. The Indian constitution through its Preamble and particularly through its chapters on Fundamental Rights and Directive Principles has created a secular state based on the principle of equality and non-discrimination. Along with the principles of social and economic democracy, secularism has been held to be one of the 'Basic Structures' of Indian Constitution. It has been reflected in the Constitution primarily as a value in the sense that it extends support to our plural society. Secularism aims at promoting cohesion among different communities living in India.

24.2.3 Secularism: Its Significance

Despite the constitutional provisions and safeguards it is unfortunate that all Indians are yet to be truly secular. We have to experience communal riots at regular intervals. Even a very insignificant reason leads to communal tension and violence. But secularism is essential not simply for maintaining communal harmony and peace, but for the very existence of our nation. If you look around yourself, you may find that your friends, classmates, neighbours or nearby residents believe and practice religions that are different from your religion. They belong to various castes. How can you interact with them and be a good friend, classmate or neighbour, if you do not respect their religion and they do not do the same. We all know that India has a plural society. It is therefore essential that all the people develop respect towards one another and practice peaceful co-existence.

Notes

? Do you know

India is a land of the great diversities and infinite varieties. It is a country with at least 18 major languages and over 400 important dialects. It is a land that has given rise to four of the world's major religions. It is home to the world's second largest Muslim population. It welcomed Christianity long before Europe embraced it. India has always offered refuge to people fleeing from religious persecution. It is a society with over 4,000 ethnic communities or castes or endogamous groups. India is thus a multi-religious, multi-linguistic, multi-ethnic and multi-regional civilization without a parallel. Therefore, secularism is the only way out where every religion and religious community will get the needed space to survive and respect each other.

INTEXT QUESTIONS 24.4

1. What is the meaning of secularism?

2. What are the provisions in the Constitution that are focused on secularism?

3. What is the role of a citizen in strengthening India as a secular state?

WHAT YOU HAVE LEARNT?

● A nation is a country with a unified socio-economic and political structure. It denotes a body of people who have a feeling of oneness, built on the basis of common history, society, culture and values. This feeling of oneness binds the people together in to a nation.

● India is a nation having great diversities. The people who inhabit this nation belong to different races, communities and castes. They reside in different geographical regions and speak different languages. They believe in and practice different religions and have varied life styles. But with all these diversities, they all are Indians and they feel like that.

● National integration is the awareness of a common identity amongst the citizens of a country. It means that though the individuals belong to different communities, castes, religions, cultures and regions and speak different languages, all of them recognize the fact that they are one. This kind of integration is very important in the building of a strong and prosperous nation.

● It was during the national freedom movement that the feelings and sentiments of nationhood emerged and the need for national integration was realized. During

that movement people belonging to different regions, religions, cultures, communities, castes and creeds joined hands to drive out the British power from the soil of India. Simultaneously they laid emphasis on equality, liberty, secularism, socio-economic development, that formed the main objectives of the new independent nation that emerged after independence.

- The Constitution of India lays great emphasis on national integration. Its Preamble includes unity and integrity of the nation as a major objective. It also stipulates that every citizen has the fundamental duty to uphold and protect the sovereignty, unity and integrity of India.

- India has been facing many challenges in its efforts to maintain and strengthen national integration. The most critical among those are: communalism, regionalism, linguism and extremism.

- However, there are many factors that promote national integration. The Indian Constitution has made provisions for ensuring and promoting national integration. The governments have also been making efforts to promote national integration. A National Integration Council has been set up to consider issues related to national integration and recommend suitable measures to be taken. One Planning Commission prepares plans for economic development of the entire country and one Election Commission conducts elections. National festivals also act as an important unifying force. National Symbols like the National Flag, the National Anthem, and the National Emblem also help to remind us that we are all one identity.

- Secularism implies equality of all religions and religious tolerance. It means that India does not have an official state religion. Every person has the right to preach, practice and propagate any religion they choose. The government must not favour or discriminate against any religion. It must treat all religions with equal respect. And every citizen must practice the principle of "sarva dahrma samabhava" (Equal respect for all religions)

- The Indian Constitution through its Preamble and particularly through its chapters on Fundamental Rights and Directive Principles has created a secular state based on the principle of equality and non-discrimination.

- Secularism is essential not simply for maintaining communal harmony and peace, but for the very existence of the nation.

TERMINAL EXCERCISES

1. Define national integration and discuss the contribution made by the national freedom movement to the emergence of national integration.

2. How does the Indian Constitution reflect and promotes national integration?

3. What are the major challenges to national integration in India?

4.   What are the factors that promote and strengthen national integration?

5.   Define secularism and analyse its importance for the Indian political system.

6.   Given below are two statements of renowned freedom fighters:

Mahatma Gandhi once said: "I am a Hindu and swear by my religion, I will die for it. But it is my personal affair. The State has nothing to do with it. The State would look after your secular welfare, health, communications, foreign relations, currency and so on, but not your or my religion. That is everybody's personal concern!!"

Maulana Azad, one of the closest colleague of Mahatma Gandhi had said, "I am a Muslim and profoundly conscious of the fact that I have inherited Islam's glorious traditions of the last thirteen hundred years. I am not prepared to lose even a small part of that legacy.... I am equally proud of the fact that I am an Indian, an essential part of the indivisible unity of Indian nationhood, a vital factor in its total make-up without which its noble edifice will remain incomplete."

In the light of the above two statements, explain the role of Indian citizens for strengthening secularism and national integration in India?

ANSWERS TO INTEXT QUESTIONS

24.1

1.   (a)   with a unified socio-economic and political structure

(b)   a common identity

(c)   a strong and prosperous nation

(d)   Hinduism, Islam, Christianity, Buddhism, Sikhism, Jainism and Zoroastrianism

2.   National integration is essential for any nation with socio-cultural, religious, linguistic and geographical diversities. And for a country like India, it is still more necessary. India is a very large country. A unique feature of our country is that all the major religions of the world are practiced here. There are more than one thousand languages. Despite all these differences India is one political entity. We have to co-exist with each other peacefully. This is possible only when national integration is realised in true sense of the term.

24.2

1.   (a)   united integrated

(b)   nationhood

(c)   regions, religions, cultures, communities

(d)   1885

2.   Constitution of India lays great emphasis on national integration. Its Preamble includes unity and integrity of the nation as a major objective. It also states that every citizen has the fundamental duty to uphold and protect the unity and integrity of India. It has made provisions for a centralized federation and opted for a strong central government.

24.3

1.   Communalism is generated when individuals belonging to one religion develop excessive affinity to their religion and hatred towards other religions. This kind of feeling promotes religious fundamentalism and fanaticism and proves to be dangerous for the unity and integrity of the country.

2.   Regionalism may be reasonable if the demands are based on genuine grievances of the regions that have been denied fair shares of projects and industries in the overall structure of development. Those may also be related to the continued neglect of a particular region. In spite of over six decades of planned development, all regions in our country have not been developed in the desired manner.

3.   Because most of the people do not know Hindi. However, there are non-Hindi speaking States where Hindi is being promoted. It is necessary that Hindi-speaking States also promote non-Hindi languages like Tamil, Telugu, Malayalam, Kannada, Oriya or Bengali or Assamese in their respective areas.

4.   Because these movements use violence, create fear in public life, cause loss of lives of government personnel and people and destroy public property. Mostly the youth participate in such movements. The basic reason for taking up arms by the youth is the continuing state of socio-economic deprivations and exploitation. But the extremist activities have been threat to law and order and peaceful living of the people residing in the affected areas.

24.4

1.   Secularism implies equality of all religions and religious tolerance. In the state context it means that India does not have an official state religion. The government must not favour or discriminate against any religion. It must treat all religions with equal respect. In the individual context, it means *sarva dharma samabhava*, equal respect for all religions. Every person has the right to preach, practice and propagate any religion they choose.

2.   The Indian Constitution through its Preamble and particularly through its chapters on Fundamental Rights and Directive Principles has created a secular state based on the principle of equality and non-discrimination.

3. Every citizen must treat all religions with the same respect as he/she has for his/
    her religion. No religion permits individuals to ignore or hate others. If citizens
    look around themselves, they may find that their friends, classmates, neighbours
    or nearby residents believe and practice religions that are different from their
    religion. They belong to various castes. How can they interact with them and
    be a good friend, classmate or neighbour, if they do not respect their religion
    and they do not do the same. It is, therefore, essential that all the people develop
    respect towards one another and practice peaceful co-existence.

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25

SOCIO-ECONOMIC DEVELOP-MENT AND EMPOWERMENT OF DISADVANTAGED GROUPS

We quite often read about different concerns of socio-economic development like poverty, unemployment, development of roads and bridges and facilities like hospitals, educational institutions in newspapers, magazines and other periodicals. During elections in particular these are discussed by political leaders, political parties, electorates and media. Whenever there are discussions on development and particularly on socio-economic development, the issue of empowerment of disadvantaged groups in our society is referred to. You may have also come across these terms in your study materials or somewhere else. What do these terms mean? Why and how should we understand the relationships between socio-economic development and empowerment of disadvantaged groups? The present lesson will make an attempt to discuss these issues.

OBJECTIVES

After completing this lesson, you will be able to:

● analyze the concepts of socio-economic development, human development, regional development and sustainable development;

● explain various factors responsible for regional imbalances and socio-economic disparities in India;

● highlight the issues related to empowerment of disadvantaged groups like scheduled castes, scheduled tribes and women;

- evaluate various policies and programmes related to groups like scheduled castes, scheduled tribes, women and children; and
- appreciate various policies/programmes related to different sectors like education, health and nutrition.

Notes

25.1 MEANING OF SOCIO-ECONOMIC DEVELOPMENT

What does socio-economic development mean? In order to understand this concept, let us begin by defining development. Generally, development is defined as a state in which things are improving. But it is defined in different ways in various contexts, social, political, biological, science and technology, language and literature. In the socio-economic context, development means the improvement of people's lifestyles through improved education, incomes, skills development and employment. It is the process of economic and social transformation based on cultural and environmental factors.

ACTIVITY 25.1

You may have read in different materials or heard in discussions in the media the use of concepts like economic development, social development, developments in the human body and developments in science and technology.

Can you prepare a list of some other terms using the word 'development' as mentioned above? Try to write at least eight terms.

Socio-economic development, therefore, is the process of social and economic development in a society. It is measured with indicators, such as gross domestic product (GDP), life expectancy, literacy and levels of employment. For better understanding of socio-economic development, we may understand the meaning of social and economic development separately.

Social development is a process which results in the transformation of social institutions in a manner which improves the capacity of the society to fulfill its aspirations. It implies a qualitative change in the way the society shapes itself and carries out its activities, such as through more

Figure 25.1: *Social Development Components*

Notes

progressive attitudes and behavior by the population, the adoption of more effective processes or more advanced technology. As you see in the illustration below, there is a close relation among environments, ways of living and technology.

Economic development is the development of economic wealth of countries or regions for the well-being of their inhabitants. Economic growth is often assumed to indicate the level of economic development. The term "economic growth" refers to the increase (or growth) of a specific measures such as real national income, gross domestic product, or per capita income. The term economic development on the other hand, implies much more. It is the process by which a nation improves the economic, political, and social wellbeing of its people.

? Do you know

Gross Domestic Product (GDP): The gross domestic product or gross domestic income (GDI) is one of the measures of national income and output for a given country's economy. It is the total value of all final goods and services produced in a particular economy within a country's borders in a given year.

National Income: The income earned by a country's people, including labour and capital investment. It is the total value of all income in a nation (wages and profits, interests, rents and pension payments) during a given period, (usually one year).

Per Capita Income: The total national income divided by the number of people in the nation. This is what each citizen is to receive if the yearly national income is divided equally among all.

Socio-economic development, thus, is a process of improvement in a variety of ways. It has to influence all aspects of human life in a country. But do you think the concept of socio-economic development takes care of all aspects of development? Its major indicator, the GDP is a specific measure of economic welfare that does not take into account important aspects such as leisure time, environmental quality, freedom, social justice, or gender equality. Another indicator, the per capita income also does not indicate the level of income equality among people. These indicators do not ensure that the benefits of development have been equally distributed and have reached particularly to the disadvantaged groups of society. Which is why, a new concept of **human development** is being used. It is focused on the overall quality of life that people enjoy in a country, the opportunities they have and the freedoms they enjoy.

25.2 HUMAN DEVELOPMENT

As we have seen, when we talk about economic development, the focus is on income only. For a long time the general notion about development was accumulation of wealth or economic assets. But **human development focuses on expanding and**

widening of people's choices as well as raising the levels of wellbeing. It covers almost all aspects of human life and people's choices like economic, social, political, cultural, educational, physical, biological, mental and emotional. Income is only one of the many components of development. Human development places people at the centre of development and emphasizes that the purpose of development is to enlarge all human choices, and not just income. It regards economic growth as essential but emphasizes the need to pay attention to its quality and distribution.

? Do you know

The concept of human development was introduced by Dr. Mahbub ul Haq, a Pakistani economist who described it as development that enlarges people's choices and improves their lives. The Indian Noble Laureate Professor Amartya Sen has also made contributions to the evolution of this concept and defined it as development that increases freedoms.

The Human Development Index (HDI) was developed in 1990 by a group of economists including Dr. Mahbub ul Haq and Professor Amartya Sen. It has been used since then by United Nations Development Programme (UNDP) in its annual Human Development Report.

You may now understand that if the socio-economic development of a country is modeled along human development framework, it can provide better understanding of development and its impact on the quality of life of the people. We may appreciate it in a better manner when we try to understand the Human Development Index (HDI) developed as a means of measuring human development. The basic use of HDI is to measure a country's level of development.

The Human Development Index (HDI) combines three basic indicators and their dimensions as shown in Table 25.1

Table 25.1: Human Development Index: Indices and Dimensions

Sl. No.	Indices	Dimensions
1.	A Long and Healthy Life	• Life expectancy at birth, as an index of population health and longevity
2.	Knowledge and Education	• Adult Literacy Rate • The combined primary, secondary, and tertiary gross enrollment ratio
3.	A Decent Standard of Living	1 Gross domestic product (GDP), per capita at purchasing power parity (PPP) in United States dollars (US$)

? **Do you know**

The United Nations Development Programme (UNDP) launched Human Development Report in 1990, incorporating development related data in respect to the above mentioned indices. Since then this Report is published every year and the nations are ranked every year according to the level of improvements made in respect of each of the indices.

The analysis of Human Development Report published since 1990, indicates that India is always placed almost at the bottom of the table in the medium level category. Out of 177 countries included in the Report, India's rank was 128 in the

INDIA
HUMAN DEVELOPMENT INDEX

Human Development Index

■ High >0.500

■ Moderate 0.472-0.500
(National average 0.472)

□ Low <0.472

Note: The data shown on the
map relates to undivided M.P.
U.P. & Bihar

Scale 1:15,000,000
100 0 100 200 300 400 500
Kilometers
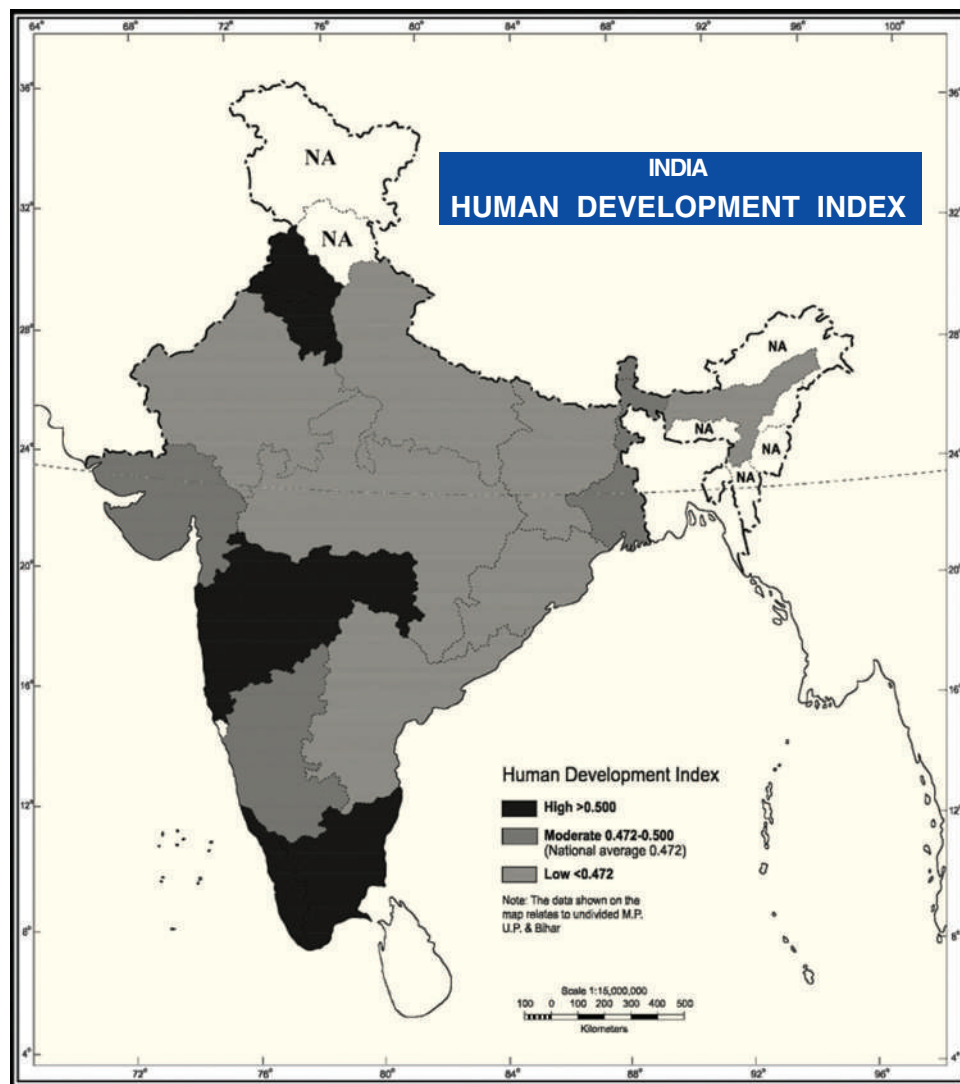
Based upon Survey of India Outline Map printed in 1990
The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
The boundary of Meghalaya shown of this map is as interpreted from the North-Eastern Areas (Reorganisation) Act, 1971, but has yet to be verified
Responsibility for correctness of internal details shown on the map rests with the publisher.

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Figure 25.2: *India : State wise Human Development Index 2001*

year 2007-08. The Government of India has also made an attempt to develop state wise Human Development Index. You may see figure 25.2 and observe the variation among the States.

ACTIVITY 25.2

Study the above mentioned Human Development Index Map of India and find answers to the following questions:

(i)   What is the situation of your State as far as HDI is concerned? Give any two reasons for such a situation.

(ii) Identify two States of India - one having very high HDI and the second having low HDI.

(iii) State any three factors that are responsible for high and low Human Development Index in these States.

(iv) Suggest any three measures for improving Human Development Index in the States where HDI is very low.

25.3 SUSTAINABLE DEVELOPMENT

As we all observe and feel, we are using natural resources almost carelessly to meet our needs. It is said that a number of minerals like, coal, petrol and many more will last only for a few decades, if we go on using them at the present rate. Future
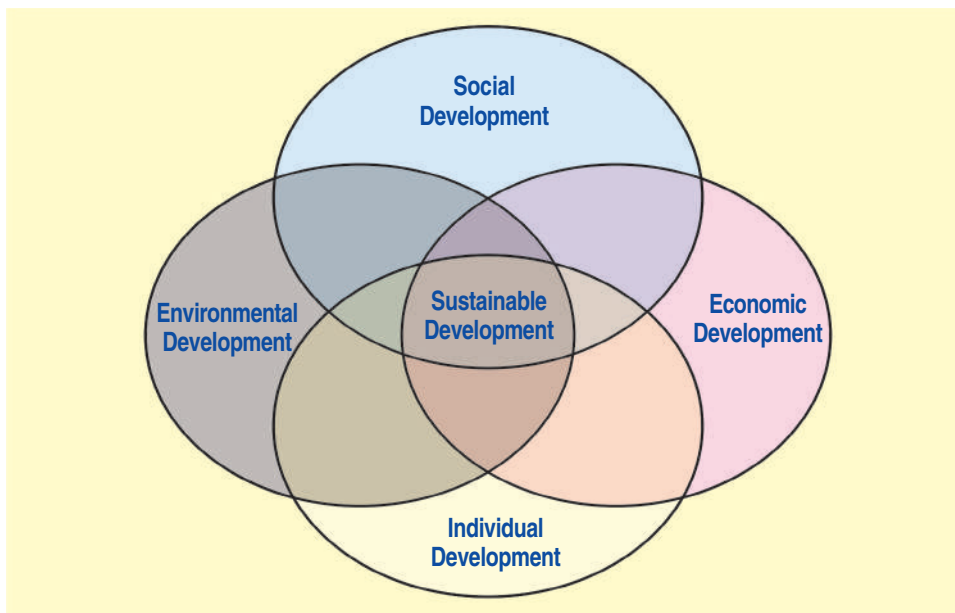
Figure 25.3: *Sustainable Development*

generations will not have the facility of using these resources. Is it fair for our generation to deprive the future generations of these resources? The concept of sustainable development has emerged in this context. It is a broad concept that is defined as **'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.** Although many think that it is relevant only in the environmental context, it actually does not focus solely on environmental issues. As shown in the figure below, it includes economic development, social development, individual development and environmental development. It is a pattern of social and economic transformation, i.e. development that optimizes the economic and societal benefits available in the present, without adversely affecting the likely potential for similar benefits in the future. A primary goal of sustainable development is to achieve a reasonable and equitably distributed level of economic and social wellbeing that can be perpetuated continually for many human generations. It takes care of the needs and requirements of all sections of the society including the disadvantaged groups.

25.4 SOCIO-ECONOMIC DEVELOPMENT IN INDIA

We have discussed so far various aspects of significant issues related to four concepts: development, socio-economic development, human development and sustainable development. Based on our appreciation of these, let us now try to understand the socio-economic development taking place in India. Although various efforts have been made for the development of the country right from the day the country became independent, it is since 1990 that India has emerged as one of the fastest-growing economies in the developing world. It is said that the economy of India is the twelfth largest in the world by market exchange rates and the fourth largest in the world by GDP, measured on purchasing power parity (PPP) basis.

This has been accompanied by increase in life expectancy and literacy rates and attainment of food security. There has been significant reduction in poverty, although official figures estimate that 27.5 per cent of Indians still lived below the national poverty line of $1 (PPP), (around 10 rupees in nominal terms) a day in 2004-2005. It is also said that India's recent economic growth has widened economic inequality across the country. Despite sustained high economic growth rate, approximately 80 per cent of its population lives on less than US $2 a day (PPP). Even though the arrival of Green Revolution brought an end to famines in India and ensured food for the entire population, 40 per cent of children under the age of three are underweight and a third of all men and women suffer from chronic energy deficiency.

Do you know

Purchasing Power Parity (PPP): It is a method of measuring the relative purchasing power of currencies of different countries. PPP has been found more useful for comparing differences in living standards among nations. Earlier, the

comparison was based on per capita income, but this was abandoned by most of the international organizations, because it was giving a misleading picture. It is well known that the purchasing power of different currencies varies substantially. For example, one US dollar (US$) can buy far fewer goods and services in the United States than Rs. 50 which is equivalent to one US dollar, can do in India. Therefore, by investing Indian currency equivalent to $1000, one can have a much better standard of living in India than that in USA by investing the same amount.

INTEXT QUESTIONS 25.1

1. Why do GDP and per capita income not effectively measure the quality of people's life?

   ....

   ....

2. How is the concept of human development different from the traditional concept of social and economic development?

   ....

   ....

3. Define Sustainable Development.

   ....

   ....

4. Why is it said that development and under-development co-exist in India? Identify the major reasons.

   ....

   ....

25.5 REGIONAL DEVEOPMENT: IMBALANCES AND SOCIO-ECONOMIC DISPARITIES IN INDIA

We have discussed above that the efforts made for socio-economic development in India have been aimed at holistic development of all the regions of the country. In fact, one of the major objectives of development planning initiated immediately after independence has been reduction of regional disparities by promoting the development of all regions. The planning and implementation processes have focused on an approach of regional development. But one of the critical problems facing

India's economy is the sharp and growing regional variations among different States and Union Territories.

There are certain differences which are already created by nature. For example, you may find in the figure below that (figure no. 25.4) some areas have plain topography, fertile alluvial soil and abundance of water like Indo-Ganga plain; whereas there are certain areas which have hilly terrains, dense forest cover and less fertile soil like North-Eastern parts of the country. These differences created by nature are called regional diversity. But there are certain differences that are human-made. These differences or inequalities are related to indicators like per capita income, agricultural growth, industrial growth, expansion of transport and communication facilities, literacy and status of health. These human-made differences or inequalities between regions are known as disparities. You may understand disparity in a better way when you observe figure no. 25.5. It is these disparities that are causes of concern. Let us analyse and try to understand the disparities in respect of the following:

Figure 25.4 : *Diversity*

Figure 25.5 : *Disparity*

A. Disparities in India

1. **Per Capita Income:** Per capita income is the essence of the level of economic activity in the region. There are very wide regional disparities in per capita income. For the year 2005-06, national average of per capita income was Rs. 25,716. There were only eleven States which had per capita income higher than the national average. The bottom seven poorest States that had per capita income below the national average are Bihar, Uttar Pradesh, Madhya Pradesh, Orissa, Rajasthan, Jharkhand and Chhattisgarh. These States are home to more than half of India's population.

2. **Poverty:** State-wise poverty ratios have witnessed a decline over the years. Though poverty has declined at the macro-level, rural-urban and inter-state disparities are continuing. The poverty ratio is still relatively high in Orissa, Madhya Pradesh, Chhatisgarh, Bihar, Jharkhand and Uttar Pradesh. Poverty rates in rural Orissa (43%) and rural Bihar (40%) are some of the worst in the world. On the other hand rural Haryana (5.7%) and rural Punjab (2.4%) compare well even at global level with some of the middle income countries.

3. **Industrial growth:** The initial distribution of industries in India was determined by the historical process of growth driven primarily by the interests of the British Rulers. As a result, most of the industries were concentrated at a few centers. This pattern has continued in the post-independence period as well despite all attempts made so far to expand the process of industrialization of various regions.

4. **Agricultural growth:** Regional disparities in agricultural growth have increased over the years with the States of Punjab, Haryana and Uttar Pradesh, pushing well ahead of others. The per capita average food grain production has been the highest in Punjab and the lowest in Kerala. Mizoram and Maharashtra are at the lowest level in respect of irrigated areas. States like Punjab and Haryana achieved high rate of agricultural productivity because of having extensive irrigation facilities and intensive use of fertilizers. In majority of the States agricultural growth is yet to pick up the needed pace and come up to their potential.

5. **Literacy:** It is one of the major indicators of socio-economic development but there are great disparities in this respect in various regions. According to Census 2001, the literacy rate is the highest in Kerala and the lowest in Bihar. Whereas the all-Indian average of literacy rate was 65.38 percent, it was 90.92 percent in Kerala and only 47.53 percent in Bihar. There are significant variations among rest of the States also.

6. **Transport and Communications**: Transport and communication in India are of various types. The common forms of transportation are Roadways, Railways, Airways and Waterways. When you look at the data in respect of even one of these, you may appreciate the prevailing disparities. For example, in respect of road length there are some States that are at a very advanced level, whereas there are some in which the road situation is very poor. With regard to total road length per 100 km. Kerala tops the list whereas the State of Jammu and Kashmir is at the bottom.

B. Causes of Regional Disparities

Whenever we try to identify the reasons for regional imbalance in various regions we tend to think that population growth, illiteracy and lack of basic infrastructure are responsible for under-development of certain States. But if we analyse these reasons further, we find that these factors are not only the reasons of under-development in backward States but also its outcome. For example, there has been unabated population growth, prevalence of illiteracy and lack of basic infrastructure in many under-developed States, primarily because the socio-economic development has not taken place in the way it has taken place in other forward States. It is therefore, interesting to analyse the following major causes of regional disparities:

1. **Historical perspective:** During the colonial rule in the pre-independence era, the areas which were not important from commercial or political angles, received little attention and remained under developed. Those areas still continue to be ignored by entrepreneurs. The most prominent among such areas are the tribal areas of central and north-eastern India.

2. **Geographical factors**: Topography of a region can constrain its development. The desert region of Rajasthan and difficult hilly terrains of north-eastern regions are examples of such cases.

3. **Unequal distribution and variation in use of natural resources**: As you may be aware, natural resources like coal, iron ore, oil, natural gas and others are not available in all the States. But this availability alone has not ensured the development of such States. There are certain States that have made good use of this privilege, but others like Bihar, Jharkhand and Orissa have not been able to do so.

4. **Remote areas from national markets:** The distance of the region from the national markets have also affected the development of economy in those areas especially the north eastern region, making it difficult to alter their growth process.

5. **Lack of basic infrastructure**: The States that have developed infrastructure facilities like roads, electricity and transportation facilities have made speedy progress in terms of socio-economic development. The States that lack these facilities find it difficult to adequately utilize the allocated investments and also to attract private investors.

6. **Poor governance**: The most important factor that influences socio-economic development is the quality of governance. You may observe that the States that have moved forward have had the spell of good governance for most of the periods. On the other hand, almost all of the backward States are those that have not been able to develop basic infrastructure, have been struggling with law and order problems and have not been able to make optimum utilization of national resources allocated by the Planning Commission. The poor governance has also been discouraging the private investors to set up industries or pursue any other productive activities in those States.

INTEXT QUESTIONS 25.2

1. Differentiate between disparities and diversities with suitable examples.

   ....

   ....

2. How is Colonialism one of the important factors in creating regional disparities in India?

   ....

   ....

3. Which one of following States can be grouped under economically developed States?

   (A) Bihar

   (B) Orissa

   (C) Arunachal Pradesh

   (D) Haryana

4. Why are tribal areas of Central India underdeveloped in comparison to most of the areas in the country? Write below the correct statements selecting out of the following:

   (A) The areas do not have much natural resources.

   (B) They do not have any major industries in this area.

   (C) The economic as well as human development for local people is very low.

   (D) None of the above.

25.6 DISADVANTAGED GROUPS OF THE SOCIETY

As we have been emphasizing in this lesson, the ultimate goal of socio-economic development has been to ensure that all sections of the society are enabled to be a part of the development process. All must have equal access to the outcomes of development, and equal opportunities for upward economic and social mobility. Although it is said that India has been making notable progress, this goal of reaching the development outcomes is yet to be attained by all. There are many population groups that are till today discriminated both socially and economically and are not able to participate freely and fully in the development process and reap its benefits. These are known as disadvantaged groups. Some of such groups are Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), minorities and women. According to Census of India 2001, SCs constitute 16.23% and STs

Notes

8.2% respectively. Minorities and other backward classes also have significant share, whereas women constitute almost half of the Indian population. We shall discuss the efforts for the empowerment of Scheduled Castes, Scheduled Tribes and Women.

25.7 EMPOWERMENT OF SCHEDULED CASTES AND SCHEDULED TRIBES POPULATION

The urgent need for empowerment of Scheduled Castes and Scheduled Tribes in the country was realized in India on the eve of independence to reduce the regional disparities and uplift the status of these communities. Constitution of India makes a number of commitments under its various provisions for the development of these groups. Towards fulfilling the commitments, the Government of India has adopted a three-pronged strategy of (i) Social Empowerment; (ii) Economic Empowerment; and (iii) Social Justice to ensure removal of disparities, elimination of exploitation and suppression and to provide protection to these disadvantaged groups.

(a) Social Empowerment

Education being the most effective instrument for socio-economic empowerment of the disadvantaged groups, high priority continues to be accorded to improve the educational status of these groups. The following measures are important:

● With respect to elementary education, various incentives in the form of abolition of tuition fee, free supply of books, mid-day meals, and scholarships are provided. Special focus has also been on ST students in Kasturba Gandhi Balika Vidyalaya, Navodaya Vidyalaya and National Talent Search Scheme.

● There are also major scholarship programmes. Post-Matric Scholarships are awarded to promote higher education beyond matriculation. Pre-Matric Scholarships are given to encourage children of scavengers and those engaged in menial works to pursue education. Upgradation of Merit Scheme is aimed at extending remedial and special coaching. Rajiv Gandhi National Fellowships for SC students provide special incentives to pursue higher studies and research.

● Coaching facilities are provided to students preparing for various competitive examinations.

● Hostel facilities are provided to both girls and boys for pursuing education from upper primary stage onwards.

(b) Economic Empowerment

Employment and income generation programmes have been launched for the economic empowerment of socially disadvantaged groups. The following apex financial organizations have been set up:

- The National Scheduled Castes Finance and Development Corporation (NSFDC) provides financial and other support to beneficiaries for taking up various income generating activities.

- The National Safai Karamchari Finance and Development Corporation (NSKFDC) provides financial and other support to safai karamcharis for taking up various income generating activities.

- The National Scheduled Tribes Finance and Development Corporation (NSTFDC) supports various income and employment generating activities through loans, marketing support, training and so on.

- The Scheduled Castes Development Corporations (SCDCs) finance employment oriented schemes that cover agriculture and allied activities including minor irrigation, small scale industry, transport and trade and service sector.

- The Scheduled Tribes Development Corporations (STDCs) function as channellizing agencies and extending financial and other assistance to beneficiaries. The Tribal Cooperative Marketing Development Federation of India Ltd. (TRIFED) provides marketing assistance to STs for collection of minor forest produce and surplus agricultural produce.

(c) Social Justice

The Constitution of India guarantees protection from social injustice and all forms of exploitation. Some protective legislations have also been made. The Protection of Civil Rights Act, 1955, the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989, and the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 are important.

25.8 WOMEN EMPOWERMENT

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution

Figure 25.6 *Women Empowerment*

not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women. However, there still exists a wide gap between the accepted goals and related mechanisms on the one hand and the situational reality of the status of women in India, on the other. The access of women, particularly those belonging to weaker sections of society to education, health and productive resources is inadequate. They remain largely marginalized, poor and socially excluded. But a number of programmes are being implemented and various kinds of efforts, as shown in the following figure no. 25.6, have been made to empower women. The following major steps are being undertaken for empowerment of women:

(a) Economic Empowerment

- Since women comprise the majority of the population below the poverty line, poverty eradication programmes are specifically addressed to their needs and problems.

- In view of the critical role of women in the agriculture and allied sectors as producers, concentrated efforts are being made to ensure that benefits of training, extension and various programmes reach them in proportion to their numbers.

- Comprehensive support in terms of labour legislation, social security and other support services is provided to women to enable them to participate in various industrial sectors, especially electronics, information technology, food processing, agro industry and textiles.

- The provision of support services for women, like child care facilities, including crèches at work places and educational institutions, homes for the aged and the disabled are being improved to create an enabling environment and to ensure their full cooperation in social, political and economic life.

(b) Social Empowerment

- Efforts are being made to ensure equal access to education for women and girls, eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupational/vocational/technical skills by women.

- A holistic approach to women's health which includes both nutrition and health services is being adopted and special attention is being given to the needs of women and girls at all stages of the life cycle.

- In view of the high risk of malnutrition and disease that women face, focused attention is being paid to meet the nutritional needs of women at all stages of the life cycle.

- Elimination of all forms of violence against women, physical and mental, whether at domestic or societal levels, including those arising from customs, traditions or accepted practices has been getting top most priority.

(c) Political Empowerment

Women have been enjoying right to vote and contest any elections ever since independence. They have right to participate equally in decision making at all levels of governance. The 73rd and 74th Amendments (1993) to the Indian Constitution have served as a breakthrough towards ensuring equal access and increased participation in political power structure by providing 33.3 % reservation of seats for women in rural and urban local bodies. This has played a central role in the process of enhancing women's participation in public life. A Bill to provide reservation of seats in Lok Sabha and State Assemblies is under consideration by Parliament.

ACTIVITY 25.3

Situations related to discrimination against females are stated below. State the reasons for each situation:

Sr. No.	Situations	Give Reasons
1.	In most of the families girls do not get the same opportunity and facility for education as boys. Why?	
2.	Generally, the illness of females, i.e. mothers, sisters or sisters-in-law is not taken as seriously as that of the males. Why?	
3.	Most of the household activities are done by females only. Male members do not share. Why?	
4.	Birth of a female child in a family is not celebrated like the birth of a male child. Why?	

Study the above situations carefully and answer the following:

(i) Why do you think this inequality is prevalent in our society? Give any three reasons.

(ii) Suggest any three remedial measures which will help in removing inequality.

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INTEXT QUESTIONS 25.3

1. Which are the major socially disadvantaged groups?

    ....
    ....

2. Do you think that the steps taken so far have been empowering Scheduled Castes and Scheduled Tribes to reap the benefits of socio-economic development? Give three reasons.

    ....
    ....

3. Why are the efforts made so far have not been able to empower women in our society?

    ....
    ....

4. Do a survey of at least 5 families in your neighbourhood and collect data in respect of the following. It will be better if you do it on more families, may be 10.

    (i) Number of adult male and female members; (ii) Number of male and female children; (iii) Number of male and female children born in the last two years; (iv) Number of male and female children dead in the last two years; (v) Number of male and female children above the age of 5 attending schools or colleges/ university; (vi) Number of females working outside home in offices or in some business.

    Based on the analysis of collected data, try to find the answers to the following questions:

    (a) What is the number of male and female children and how many of them are attending schools/colleges? Are the male and female children of a family studying in the same school? And if not, what are the reasons?

    (b) Are females working outside home? If yes, where? If not, why?

    (c) Do you find the environment of gender discrimination in families? If yes, why? If not, how?

25.9 MAJOR POLICIES AND PROGRAMMES ON SOCIO-ECONOMIC DEVELOPMENT

We have so far tried to understand various issues related to socio-economic development and empowerment of disadvantaged groups. Now you may also like

to know about the major policies and programmes focused on socio-economic development. If we discuss all of them, it will be too exhaustive. We shall therefore discuss below some of the important policies and programmes related only to education and health. You may study the rest in your senior classes.

25.9.1 Education for All

You can very well appreciate that not only India but also the entire international community realizes the need for providing education to all. Under the leadership of UNESCO, a large number of countries met at Jomtien (Thailand) in 1990 and decided to provide Education for All by 2000. In 1992, nine highly populous countries namely China, India, Indonesia, Pakistan, Nigeria, Mexico, Bangladesh, Brazil and Egypt congregated at Delhi to reinforce their commitment towards Education for All (EFA). For the last two decades India, with the help of international agencies, has adopted various measures towards achieving the goal of Education For All. The following are the most significant:

A. Universalisation of Elementary Education

The National Policy on Education 1986 envisages that free and compulsory education should be provided to all children up to the age of 14. The 86th Constitutional Amendment Act, 2002 made free and compulsory education a Fundamental Right for all children in the age group of 6-14 years. Recently Indian Parliament has enacted the Free and Compulsory Education Act, 2009. As a result of the efforts made by central and state governmentS, almost 95% of the country's rural population now has primary schools within one km and about 85% have upper primary schools within three km. This has resulted in:

1. Steady growth of enrolment of children of 6-14 years of age in primary and upper primary schools has gone up steadily.

2. Significant improvements have taken place in enrolment of girls and Scheduled Castes and Scheduled Tribes.

3.   There has been significant increase in the number of primary and upper primary schools.

The Central and State governments over a period of time, evolved strategies to reduce drop-out rates and improve levels of achievements in schools. The steps taken in this direction are as follows:

●   Creating parental awareness and community mobilization;

●   Involvement of community and Panchayati Raj Institutions;

●   Economic incentives such as free education, free books and free uniforms;

●   Improvement in the content and process of schooling; and

● National Programme of Nutritional Support to Primary Education (Mid-day Meal Scheme).

The following programmes are specifically aimed at universalisation of elementary education:

(a) Sarva Siksha Abhiyan

An ambitious programme for achieving the goal of universalisation of elementary education, known as Sarva Siksha Abhiyan (SSA) was launched in 2001. The goals of SSA are as follows:

(i) Enrollment of all 6-14 age group children in school/Education Guarantee Scheme (EGS) Centre/ Bridge Course by 2005;

(ii) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;

(iii) Universal retention by 2010;

(iv) Focus on elementary education of satisfactory quality with emphasis on education for life.

(b) National Programme of Nutritional Support to Primary Education or Mid-day Meal Scheme:

This Programme was started and is still continuing to attain the goal of universalisation of elementary education. The objectives of Mid-day Meal Scheme are:

(i) Improving the nutritional status of children in class I-V in Government, Local Body and Government aided schools and EGS and AIE Centers;

(ii) Encouraging poor children by helping disadvantaged sections to attend schools more regularly and help them concentrate on class room activities;

(iii) Providing nutritional support to children of primary stage in drought affected areas during summer vacation;

25.9.2 National Literacy Mission

The National Literacy Mission (NLM) was launched in 1988. It aims at imparting functional literacy to adult non-literates in the age group 15-35 in the country. The main programmes of the NLM were the Total Literacy Campaign to impart basic literacy to the adult non-literates. It was followed by the Post Literacy Programme to reinforce the literacy skills of the neo literates. And then the Continuing Education Programme was aimed at providing facilities like rural library and reading room for the neo literates and other sections of the community. In addition, vocational training was also provided to the neo-literates and other disadvantaged sections of the society through the Jan Shikshan Sansthans.

The NLM resulted in the following major outcomes:

- It has been able to cover 597 districts in the country under various literacy programmes and nearly 124 million people are reported to have been made literate.

- The literacy rate of the country has also increased from 52.21% in 1991 to 65.37% in 2001, registering one of the highest decadal growth in literacy so far.

- However, despite these gains, nearly 34% of the non-literates in the 15+ age group in the world are in India. The gender, regional and social disparities are still continuing.

In view of the above, the Government of India has decided that an integrated approach to literacy would be followed now. This means, the **Total literacy Campaigns** and the **Post Literacy Programme** will now operate under one literacy Project. This approach would enable the enormous illiteracy problem to be tackled in a holistic manner. By treating the imparting of functional literacy as a continuum rather than as a one off benefit for the illiterate person, the inputs would be made goal-directed. Literacy campaigns would continue to run in those areas where there are large pools of residual illiteracy. At the same time, for those who have crossed the basic learning phase, programmes of consolidation, vocational skills, integration with life skills and such other aspects would be given priority.

25.9.3 Health for All

India was the first country in the world to launch a comprehensive Family Planning Programme in 1951. This was aimed at enhancing individual health and welfare in the country. But there were very few health facilities for serving the poor people living in remote rural areas. The past five decades have witnessed significant investments in developing a network of health centers all over India. However, though we have not achieved the expected infrastructure of sub-centers, primary health centers and community health centers, the government has been trying to provide health facilities to all the citizens of India.

Though India has been making a steady progress in the development in different aspects of health, a lot of progress has to be made to achieve Health for All goals. "Health for All by the Year 2000" was first enunciated at the WHO/UNICEF meeting at Alma Atta in 1978. As a signatory to this, the Government of India re-oriented priorities to emphasize primary health care, immunization, family planning and nutritional support programmes. World Leaders including India committed themselves to achieve this ambitious goal by 2000.

During 1951-2001, the population in India has increased almost three times from 36.10 crores in 1951 to 102.70 crores in 2001. Therefore, the health system is at cross roads with a wide gap between demand and supply. Looking at the distribution

of medical facilities, we find there is highly unequal distribution and most of the facilities are concentrated around major cities and towns. To reduce this inequality in distribution, Government of India started an ambitious programme known as National Rural Health Mission (NRHM). Apart from NRHM, Government of India has also launched many programmes related to health of women and children like Janani Suraksha Yojna (JSY), Balika Samridhi Yojna (BSY), and Kishori Shakti Yojna (KSY). With the success of NRHM, Government of India is planning to launch a similar programme for urban area called National Urban Health Mission (NUHM). You may see in the Box, the names of some major national health programmes that are being implemented.

	NATIONAL HEALTH PROGRAMMES
1.	National Vector Borne Disease Control Programme (NVBDCP)
2.	National Filaria Control Programme
3.	National Leprosy Eradication Programme
4.	Revised National TB Control Programme
5.	National Iodine Deficiency Disorders Control Programme
6.	National Mental Health Programme
7.	National Aids Control Programme
8.	National Cancer Control Programme
9.	Universal Immuization Programme
10.	National Programme for Prevention and Control of Deafness
11.	Pilot Programme on Prevention and Control of Diabetes, CVD and Stroke
12.	National Tobacco Control Programme
13.	National Programme for Control of Blindness

INTEXT QUESTIONS 25.4

1. Identify the target groups for Sarva Siksha Abhiyan and National Literacy Mission.

   (i) .... and (ii) ....

2. Describe any two achievements of the health sector during the last fifty years.

   (i) ....

   ....

(ii) ....

....

3. What is the latest approach adopted under National Literacy Mission?

....

....

....

4. Why has Goernment of India started National Rural Health Mission (NRHM)?

....

....

....

WHAT YOU HAVE LEARNT

- Development is defined as a state in which things are improving. But it is defined in different ways in various contexts, social, political, biological, science and technology, language and literature. In the socio-economic context, development means the improvement of people's lifestyles through improved education, incomes, skills development and employment. It is the process of economic and social transformation based on cultural and environmental factors.

- There are certain differences which are already created by nature. The differences created by nature are called diversity. But there are certain differences created by human beings. The inequalities created by human beings are called disparities. In India there are certain areas that have excellent facilities whereas there are certain areas which are not so advanced in terms of the socio-economic facilities. These human-made differences between regions are known as regional disparities.

- Human development focuses on expanding and widening of people's choices as well as raising the levels of wellbeing. So it covers almost all aspects of human life i.e. economic, social, political, cultural etc. So in human development, income is only one of the many components. Human Development Index (HDI) has three components: a long and healthy life; knowledge and a descent standard of living.

- According to Human Development Report 2007-08 India's rank was 128 out of 177 countries in the world. India was placed almost at the bottom of the table in the medium level category.

- In India, there are sizeable populations who can be classified as marginal section of the society. We group them as marginal because these groups are still

discriminated both socially and economically and still are not able to participate freely and fully in the development process. Some of them are Scheduled Castes (SCs), Scheduled Tribes (STS), women etc.

● Towards fulfilling the commitments, the Government of India adopted a three pronged strategy of - (i) Social Empowerment; (ii) Economic Empowerment; and (iii) Social Justice to ensure removal of disparities, elimination of exploitation and suppression and to provide protection to these disadvantaged groups.

● There are two significant programmes which were implemented in all the states of the country to improve two important social sectors of India i.e. education and health. These two programmes are Education for All and Health for All.

TERMINAL EXERCISES

1. Why does the concept of socio-economic development not take care of all aspects of development? Give any two reasons.

2. Why are there regional imbalances and socio-economic disparities in India? Analyze any six factors responsible for this.

3. Explain any six social empowerment measures adopted by the Government of India for the disadvantaged sections of the society.

4. Describe various measures undertaken by the Government of India for reducing the drop-out rates and to improve the levels of achievements in education.

5. What is Literacy Campaign? Describe various strategies adopted for the success of the programme.

ANWER TO INTEXT QUESTIONS

25.1

1. The GDP is a specific measure of economic welfare that does not take into account important aspects such as leisure time, environmental quality, freedom, or social justice or gender equality and similarly the per capita income numbers also do not indicate the level of income equality among people.

2. It covers almost all aspects of human life. It places people at the centre of the concerns of development and emphasizes that the purpose of development is to enlarge all human choices, and not just income.

3. Sustainable development is defined as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

4. It is said because:

   (i) Indian economy is 12th largest in the world by market exchange rates and the fourth largest by GDP.

   (ii) Indian rank in HDI is 128 out of 177 countries in the year 2007-08

   (iii) 27.5% Indians still lives below powerty line.

   (iv) Approximately 80% of India's population live on less than $ 2 a day (ppp).

25.2

1. There are certain differences which are already created by nature. The differences created by nature are called diversity. But there are certain differences created by human being. The inequalities created by human being are called disparities.

2. During the pre-independence era, areas which were not important from commercial or political interests received little attention and it continued even after independence.

3. D

4. C

25.3

1. The major socially disadvantaged groups are Scheduled Castes (SCs), Schedulet Tribes (STs), Other Backward Classes (OBCs), Minorities and Women.

2. The steps taken so far have been empowering the SCs and STs. The reasons are:

   (i). Different programmes have been initiated such as mid-day meal, supply of books etc.

   (ii) Schools for SCs and STs such as Kasturba Gandhi Balika Vidyalaya and special treatment in Navodaya Vidyalaya, National Talent Search Schemes, Scholarships are also provided.

   (iii) NSFDC, NSKFDC, NSTFDC, SCDC and STDC have been opened to provide financial support to SCs and STs.

   (iv) TRIFED provide marketing assistance to STs for their products.

3. The efforts made so far has not been able to empower women in our society because

   (i) The access of women, particularly those belonging to weaker sections of society to education, health and productive resource is inadequate.

   (ii) They remain largely marginalized, poor and socially excluded.

4. Survey has to be conducted by students themselves.

Assessment Key

Learning Objective	Assessment tool	Scoring key
To analyse the gender perspective of socio-economic development	To conduct small survey	Level -1 (Marks - 0 to 33% – Insufficient response) Learner is able to answer only one out of three items Level - 2 (Marks 34-55% – Improvement required) Learner is able to answer at least two items. Level -3 (Marks 56-75% – more or less satisfactory) Learner is able to answer all the three items. Level - 4 (Marks 76-100% – very good) Learner is able to answer all three items with all dimensions of gender implications.

25.4

1. (i) Children of school going age but not attending the school (ii) adult illiterates.

2. (i)Death rate has declined from 27.4 per thousand at the time of independence to 8.5 in 2001 (ii) infant mortality rate has been brought down from 134 per thousand live births to 71 in 2001 (iii) Life expectancy has risen from a mere 32 years in 1947 to 65 in 2001 (iv) There has been a steady progress towards elimination of leprosy, polio, neonatal tetanus, and iodine deficiency disorders. (Any two)

3. The Government of India has decided that an integrated approach to literacy would be followed now. This means, the **Total Literacy Campaign** and the **Post Literacy Programme** will now operate under one literacy Project. This approach would enable the enormous illiteracy problem to be tackled in a holistic manner.

4. There is highly unequal distribution of health facilities in the country and most of the facilities are concentrated around major cities and towns. To reduce the inequality, Government of India started an ambitious project of National Rural Health Mission (NRHM).

26

ENVIRONMENTAL DEGRADATION AND DISASTER MANAGEMENT

If you live in a village, you would have seen the trees being cut for using the land to grow crops or to construct houses. You may have also observed that small water bodies that existed some time ago are no longer seen now. If you are a resident in a city, you must have seen trees being felled for constructing houses, multiplexes and roads. We all feel the impact of air pollution owing to emission of carbon monoxide by large number of vehicles and harmful gases from factories. We come to know by reading newspapers or listening to discussions on radio or watching on television how the rivers and even the underground water sources are being polluted and the water level is going down fast. In hilly areas, forests are being cut to meet the fast growing needs of the people. Many of us are aware that all these are adversely affecting our environment. The deterioration of environment has also led to various kinds of man-made disasters and natural calamities. You may be aware of some of these like The Bhopal Gas tragedy, Tsunamis, Landslides and London Smog, and what happened regarding their management. In this lesson, therefore, we shall study the phenomenon of environmental degradation and how it is related to natural calamities, disasters and their management.

OBJECTIVES

After completing this lesson, you will be able to:

● define the terms environment and environmental degradation;

● identify various physical and biological components of environment;

● analyse various reasons for the deterioration of environment and the variety of ways in which human beings interfere with their environment;

- infer consequences of environmental degradation;
- highlight the importance of conservation of environment;
- establish relationship between deterioration of environment and natural calamities and disasters;
- describe impacts of disaster and natural calamities on development;
- examine the role of individuals and society in protecting and maintaining the environment;
- suggest various schemes for disaster management; and
- devise various methods to manage natural calamities/disasters at local levels.

26.1   MEANAING OF ENVIRONMENT

Let us begin the discussion on environmental degradation by understanding the term 'environment' itself. What does the word 'environment' mean? Commonly environment means the surroundings in which we live. You may have read or heard terms like social environment, political environment, literary environment and school environment. But the environment which we shall discuss has a different meaning.

ACTIVITY 26.1

Based on the examples given above, can you prepare a list of any four ways in which the term **environment** is used?

In the present context, environment denotes all the elements, processes and conditions around us along with their interrelationships. It is defined as the sum total of all the conditions and circumstances and the living and non living things around an organism, which affect its life.

Let us try to understand this concept through a concrete example. You see in Fig. 26.1, a park with trees, flowers, plants, grass, butterfies, and also a couple with two children.

For the children of the couple, the environment comprises the park, trees, plants, flowers, playing equipment, air and water There are fish in the pond. But for the fish, it is not the same. For them, environment is the surroundings within the pool. The living and non living things in the pool make the environment of the fish. Therefore, for any living organism like a human being or a plant or an animal, the environment means everything, living or non living, which surrounds it. As we find, the environment of any organism has two components, living and non-living. The living component is known as **Biotic** and includes the organisms themselves, i.e. human beings, plants, animals, other organisms, their food and their interactions. The second component

Figure 26.1 *A couple playing in the park*

is the non-living, known as **Abiotic** which includes such items as sunlight, soil, air, water, land, climate etc.

 ACTIVITY 26.2

For a better understanding of environment based on this categorization, prepare two lists of items that are in your surroundings. In one list of the biotic component include all the things that are living and in the other list of abiotic component those things that are non-living.

26.2 CLASSIFICATION OF ENVIRONMENT

When we consult different sources of information, we find that environments can be classified in many ways based on various factors. We have seen above that environment is referred to as social environment, political environment, literary environment and school environment. These references are based on the specific contexts, social, political, literary and school. But the environment which we are trying to understand is classified on the basis of the process of its creation or evolution. Based on this, environment falls into two main categories: **natural environment** and **human-made environment.**

Natural environment: It includes all living and non-living things that occur naturally on Earth. It comprises the nature of the living space. The living space may be land or sea, that is, it may be soil or water. It also includes the chemical constituents and physical properties of the living space, the climate, and a variety of organisms. Natural environment includes both biotic and abiotic components as these have been evolved through a natural process. The creation of these components has been done by nature, and not by any human intervention or support. It is true that human beings

live in an environment where both biotic and abiotic factors influence them and they learn to adapt themselves to these in several ways. But human beings have no role to play in the creation and evolution of natural environment.

Human-made environment: On the other hand, human-made environment includes all those things which are created by humans for their use. Human beings construct these surroundings, as these are needed for providing the required setting for human activity. These things range from the large-scale civic surroundings to personal places. For example, houses, roads, schools, hospitals, railway lines, bridges and parks are components of human-made environment.

Figure 26.2 : *Classification of Environment*

There is yet another kind of environment which plays an important role in the living conditions of human beings. This is called the social environment. Social environment includes cultural norms and values, the culture that individuals live in, and social, political, economic and religious institutions with which they interact.
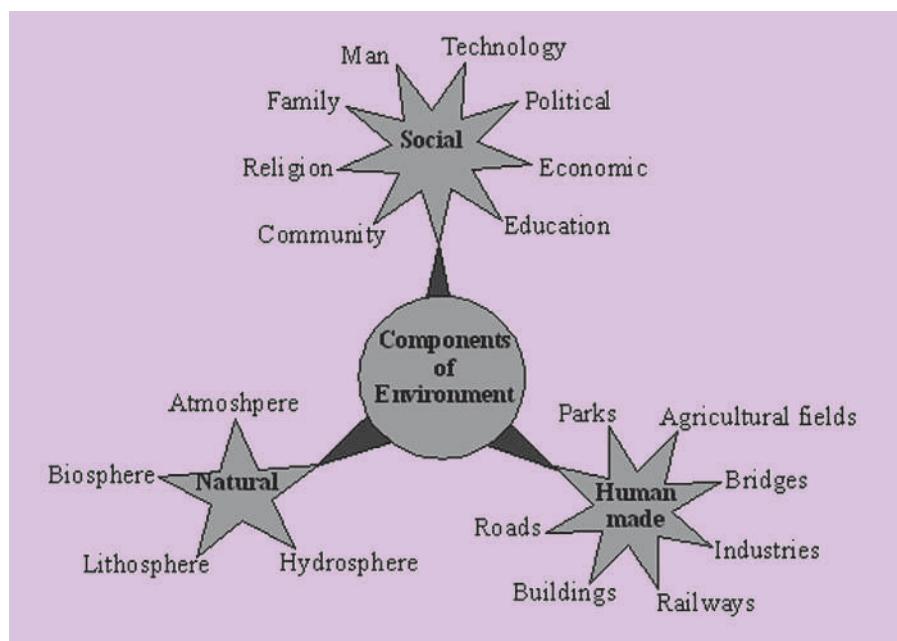

Figure 26.3 : *Components of Environment*

Notes

By now we have been able to understand that normally, the environment at any place is a combination or sum total of the natural component and the human-made component. For example, in a town or city the people and animals living in it, the land, air, water and trees are the components of the natural environment, whereas the buildings, roads, other structures like schools, hospitals and establishments for water and electricity supplies are the components of the human-made environment. As you may observe, human beings use natural environment for creating human-made environment.

26.3 THE DYNAMISM AND THE VARIETY OF THE ENVIRONMENT

As you yourself observe and find that the environment is never static. One of its most significant characteristics is its dynamism. It is continuously changing. Both the biotic and the abiotic elements in the environment are dynamic by their nature. Let us understand what is this dynamism and how it works. The environment differs from place to place and also from one time in history to another. For example, the environment of the Himalayas is different from that of the Great Indian Desert, and even there it is not the same over the years and decades. Climatic conditions change in different places in different seasons. If you observe the evolution of the environment of the same place, say over a period of 20 or 30 years, you will find that the environment of that place has changed. Some changes take place naturally, while others are caused by the activities of human beings.

Even the human-made environment has been undergoing changes over a period of time and space. There have been notable changes in human dwellings. The skyscrapers that you see today in many cities were not present about 20 years ago. A number of villages have developed into towns, cities and mega-cities. Means of transport and communications have been revolutionized. All these changes and developments show the dynamic nature of environment. Observe, think and understand the kinds of changes that have taken place within the last couple of years in the human-made environment in the city or village where you live. Aren't the changes very noticeable?

The environment is dynamic in nature and keeps on changing.

INTEXT QUESTIONS 26.1

1. Put the following into biotic and abiotic groups:

   Plants, Water, Soil, Animals, Fire, Microbes, Topography, Bacteria.

Biotic	Abiotic

2. Fill in the blanks with appropriate words:

    (a) Environment can be classified into .... and ....

    (b) The classification of environment can also be made on the basis of its ....

    (c) Road, buildings and school are parts of .... environment.

    (d) Environment is dynamic because ....

3. Activity - Make a list of things around you and classify them into two categories. In the first category mention those things that are essential for your living and in the second category put those things that you can live without.

26.4 IMPORTANCE OF ENVIRONMENT

We always say that environment is key to our welfare and survival. Have you ever thought why it is said so? The environment is our life support system. In fact, it affects and influences the growth, development, and survival of all organisms, including human beings. All kinds of our needs are met by the environment. It supplies the basic necessities for life and supports large number of life forms. We are dependent on the environment for our food, shelter, water, air, soil, energy, medicines, fibers, raw materials, and many other things. The environment maintains atmospheric composition and protects all kinds of life on earth from harmful effects of solar radiation. But in spite of all these benefits we find that the quality of environment is deteriorating and it is being degraded continuously. It is not only that the resources of the environment are being irrationally utilised, we are contributing dangerously to its pollution.

? Do you know

Environmental degradation is one of the *ten threats* officially cautioned by the High Level Threat Panel of the United Nations. The World Resources Institute (WRI), the United Nations Environment Programme (UNEP), the United Nations Development Programme (UNDP) and the World Bank made public an important report on health and the environment worldwide on May 1, 1998.

26.5 ENVIRONMENTAL DEGRADATION

What is environmental degradation? Let us understand it. It is the process by which our environment i.e., air, water and land, is progressively contaminated, over-exploited and destroyed. When the environment becomes less valuable or damaged, environmental degradation is said to occur. In specific term, environmental degradation is the deterioration of the environment through depletion of resources such as air,

water, soil and forest; the destruction of eco-systems and the extinction of wildlife. Let us recall our experiences in daily life. We are utilizing resources like water, soil, trees, coal, petrol without caring for the future. We are carelessly interfering with the eco-system and deliberately killing wild animals. In fact, there are many forms of environmental degradation. Whenever habitats are destroyed, biodiversity is lost, or natural resources are depleted, the environment is hurt.

26.6 CAUSES OF ENVIRONMENTAL DEGRADATION

Based on the discussion so far, we now know that healthy environment is essential for the very existence of human society and other living organisms. But environmental degradation is going on unabated. We are being cautioned every now and then about the deterioration in the environment and its consequences like global warming, changing climatic conditions, impending water crisis, decreasing fertility of agricultural land and increasing health problems. There is an urgent need to take all possible steps to check environmental degradation. In order to consider the required steps to be taken for doing so, it is necessary to understand the causes of environmental degradation. The important factors are the following:

Social Factors

Growing Population: Population is the greatest resource of any country and a major contributory factor for development, and yet it is a major cause of environmental degradation. As we find, the rapid pace of population growth has led to the excessive utilization of natural resources. Huge population also leads to huge production of wastes. The resultant outcomes are loss of biodiversity, pollution of air, water and soil and increased pressure on arable land. All these have been putting great stress on the environment. If you take the case of India, it supports 17 percent of world population on just 2.4 per cent of the world land area.

Poverty: Poverty is said to be both the cause and effect of environmental degradation. You may have seen that the poor people use natural resources more than the rich. They use these for building their huts, for cooking, for their food and for meeting many other needs. In this way they deplete these resources faster as they have no opportunity of gaining access to other types of resources that are

primarily exploited by the rich. As we know, the more the resources are utilized, the more degraded the environment becomes. And the more the environment deteriorates, the more impoverished the poor will be.

Urbanisation: You may have observed a large number of poor people from villages moving to towns, cities and mega cities to earn their livelihood. This has led to unplanned and rapid expansion of cities, creating enormous pressure on the infrastructural facilities. If you live in a city, you may be experiencing these pressures on housing, water and electric supply and sewage. You would be aware of the growing slums. Urban slums are major sources of pollution and suffer from the worst kind of unhygienic conditions. The fast pace of urbanisation has also been responsible for the depletion of forests and irrational use of other resources.

Changing Life Style: There has been a remarkable change in the style of living of people. This change is visible not only among the people living in cities and towns but also among those who live in villages. The changing life style of people has enormously increased their level of consumption. It has also resulted in the increase of human activities that are causing serious damage to environment in many ways. It has contributed to air, water, sound, vehicular and industrial pollution. The fallout of the fast increasing use of modern gadgets like refrigerators and air conditioners is the release of harmful gases in the atmosphere. This has been causing global warming which is very dangerous. In fact, due to overuse of modern gadgets, harmful gases like carbon monoxide and carbon dioxide are released which lead to global warming.

? Do you know

Chlorofluoro Carbon (CFC): It is an inert lifeless gas. But when it comes into contact with other gases, it becomes harmful. It is responsible for depletion of the ozone layer.

Economic Factors

Agricultural Development: Agricultural development is so important for a country like ours. But this has been affecting the environment adversely. Various kinds of

farming activities especially directed towards increasing agricultural production have a direct impact on environment. These activities have been contributing to soil erosion, land salination, alkalization and loss of nutrients. As we have been experiencing in India, the green revolution has led to over exploitation of land and water resources. Extensive use of fertilizers and pesticides has been a major source of contamination of water bodies and land degradation.

Industrialization: Rapid industrialization has been the foremost contributor to environmental degradation. Based on the information collected through various sources, we find that most of the industries adopt the technologies that place a heavy load on environment. These technologies lead to intensive use of resources and energy. The current pace of industrialization therefore is resulting in the depletion of natural resources like fossil fuel, minerals and timber, and contamination of water, air and land. All these are causing immense damage to eco-systems and leading to health hazards.

Economic Development: It is a fact that the pattern of economic development has also been creating environmental problems. The pace of economic development has been putting immense pressure on resources. The economy today has become consumption intensive which demands greater use of resources and promotes life styles that lead to wastage. The irrational use of resources and wastages are resulting in depletion of environment.

ACTIVITY 26.3

Some important causes of environmental degradation have been discussed above. But there are some other causes also, such as deforestation, mining activities, automobiles, industrial effluents, generation of too much waste (Garbage), dumping of hazardous radio-active wastes, spilling of oil, construction of larger dams and reservoirs.

You may collect information from different sources like books and magazines and prepare brief notes on each of the causes, explaining how these damage the environment.

Notes

26.7 IMPLICATIONS OF ENVIRONMENTAL DEGRADATION

The degradation of environment is thus a very serious concern. And it is occurring primarily due to excessive and reckless exploitation and unscientific management of natural resources. In fact, it has emerged as a global challenge for all the countries of the world. As stated above, the pollution of air, water and soil caused by emission of harmful gases, release of industrial effluents, urban wastes and radio-active wastes and reckless use of fertilizers and pesticides is threatening the very survival of modern civilization. If you go through the facts stated in the following box, you may realize the seriousness of environmental degradation.

Think and Ponder

- About 50 percent of geographical area of India suffers from varying degrees of degradation caused by deforestation, overgrazing, agricultural mismanagement, shifting cultivation, soil erosion, soil salination, water logging, alkalinity, and acid rains.

- Over 5.3 billion tonnes of top soil is lost every year due to soil erosion. The average soil loss is estimated to be over 16 tonnes per hectares per year which translates into approximately 1 millimetre (mm) each year or 1 centimetre (cm) every decade. It takes nature about a thousand years to form one cm of soil.

- The production of cereals will drop remarkably due to global warming. Scientist around the world are getting increasingly alarmed over global warming's impact on human health. Warming climate is responsible for spread of serious infectious diseases.

- Increasing temperatures are lengthening the growing season of some crops.

- Himalayan glaciers are melting. The rivers originating in Himalayas will get dried.

- Westerly winds have been disrupted this year (2009) causing less rain during the winter season.

One of the major causes of environmental degradation is generation of solid wastes. Do you know that, all over the world people throw away 1000 million tons of solid wastes annually? If we pile up all these at sea level in the shape of a cone, a pyramid with circular base of one kilometer region, its peak would be higher than Mount

Everest. So we are creating at least one Mount Everest of rubbish materials every year. We can save our environment from degradation and at the same time create wealth in three ways: Recycling, Reusing and Reducing, as detailed in the box below:

Recycle		Reuse		Reduce consumption	
What to recycle	**Its Impact**	**What to reuse**	**How**	**What to reduce**	**How**
Organic waste such as banana peels, egg shells and leftovers of vegetables	It will enrich soil	Cans/Tins	Use as Pencil Holder	Plastic	Use cloth bag for shopping and say no to plastic bags
Paper	Trees will be saved from being cut	Paper	Make rough pads out of remaining unused paper	Electricity	Switch off lights and fans when you leave a room
Aluminum	It will reduce need for more bauxite	Cloth	Use as Carpet Sheets	Water	Close taps when water is not being used and store only the needed amount of water

Notes

Recycle	Reuse	Reduce
Organic waste such as banana peels, egg shells and leftovers of vegetable **Enrich soil**	Cans/tins **Pencil holder**	Plastic **Use cloth bag for shopping**
Paper **save trees**	Paper **Make rough pads out of remaining unused paper**	Electricity **Switch off lights and fans when you leave a room**

Figure 26.4 : *Saving the Environment*

What can you do?

- You can use and promote eco friendly and biodegradable products.

- You can segregate your Home garbage to facilitate the recycling process.

- You can refuse products with plastic packing and depend on more traditional packing material like paper and cloth.

- You can demand eco-friendly refrigerators and air conditioning systems which do not use CFC's

26.8 SUSTAINABLE DEVELOPMENT

Because of the serious consequences of environmental degradation, it has been a matter of great concern. Very often it is linked with development. There is a strongly expressed point of view that the major reason of environmental degradation has been the model of development adopted by human society. The concept of sustainable development has emerged as an alternative model that will halt environmental degradation. Although sustainable development has been used in a number of contexts with different meanings, it has a particular meaning in the context of environment and development relationships.

It is defined as development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. In this context it is necessary to eliminate irrational use of natural resources that causes environmental depletion. Sustainability requires managing the needs of development in a way that ensures that the economy and society continue to exist without destroying the natural environment on which we depend. We can achieve the goal of sustainable development by managing the scientific use of our natural resources.

26.9 DISASTER MANAGEMENT

Environmental degradation has still more serious implications. Do you know that around the world a growing share of devastation triggered by disaster stems from environmental degradation and resource mismanagement? Disasters have become one of the greatest challenges, but they can be managed.

We may better understand disaster management by understanding the term disaster. A **disaster** is the tragedy that negatively affects society and environment. Disasters are seen as the consequence of inappropriately managed risks. These can be classified into two categories based on their origin: Natural Disasters and Human-made Disasters. A natural disaster occurs when a natural hazard (e.g., volcanic eruption or earthquake or flood) affects human life. Disasters caused by human action, such as negligence, error, or by the failure of a system are called human-made disasters. Examples of such disasters are: Bhopal Gas Tragedy, Landslides that take place in different parts of our country or Floods due to breaches in dams. Global

Warming is going to be a great disaster, and it is also the result of human interference with the natural environment.

Although the consequences of a disaster are immense, its impact can be minimized. Minimizing the adverse effects of natural and human-made disasters by adopting suitable strategies is called **disaster management**. Its process involves four phases: mitigation, preparedness, response, and recovery.

Mitigation

Mitigation may appear to you as a technical or difficult term. It means the efforts that are made to prevent hazards from developing into disasters, or to reduce the effects of disasters to the minimum, when they occur. The mitigation phase differs from the other phases because it focuses on long-term measures for reducing or eliminating risks. Even before the phase of mitigation, there may be a phase of the identification of risks. It is better to identify the risks before you plan and make efforts to reduce the impact of disaster. For example, during rainy season, there may be the possibility of flood in a river. If the possible damage to be caused by the flood is identified, one may plan and take steps to reduce the damage.

Preparedness

In the preparedness phase, disaster managers develop plans of action for when the disaster strikes. This includes (a) communication plans with easily understandable terminology and methods; (b) proper maintenance and training of emergency services; (c) development of emergency shelters and evacuation plans; (d) getting ready and maintaining disaster supplies and equipment; and (e) developing organizations of trained volunteers among civilian populations.

Response

When a disaster occurs, actions under the response phase are taken. These include the mobilization of the necessary emergency services and also of people who respond immediately in the disaster area. This is likely to include emergency services, such as firefighters, police and ambulance crews. A well planned strategy as part of the preparedness phase enables efficient coordination of rescue.

Recovery

The aim of the recovery phase is to restore the affected area to its previous state. It differs from the response phase in its focus. Recovery efforts are primarily concerned with actions that involve rebuilding destroyed property, re-employment, and the repair of essential infrastructure.

 ACTIVITY 26.4

Earthquakes, tsunamis, landslides, drought, floods and cyclones are the six major disasters which take a heavy toll on the life and property all over the globe. Can you prepare a disaster management plan in respect of any one of these for all the four phases: mitigation, preparedness, response and recovery, based on the processes discussed above?

 INTEXT QUESTIONS 26.2

1. Fill in the blanks with appropriate words.

    (a) When habitats are destroyed .... is lost.

    (b) Modern gadgets release .... and causes ....

    (c) Extensive use of fertilizers and pesticides have been a major source of .... and ....

    (d) One of the biggest causes of environmental degradation is generation of ....

2. What is disaster? Give any one example.

3. Activity: Garbage survey

    For waste management, it is necessary that we collect the wastes for disposing them off in three ways and take the needed steps, i.e. recycle or reuse or reduce them. In this context you have to observe what type of waste is disposed of in your house/area/colony? Carry out a weekly survey in your house/area/locality in the following format and write which of the wastes can be recycled, reused or reduced:

Day	Recycle	Reuse	Reduce
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Notes

Write in the above table the names of garbage generated in your house on each day of the week. After one week, see which type of garbage is generated the most. Try to reuse or reduce as explained in the lesson above. Do the same exercise for another week and compare the results of two weeks. You may find that the garbage under 'Reduce' has decreased substantially.

4. List the activities by which we degrade the environment.

1	Using and throwing plastic materials into drains.
2	Plucking leaves from plants or trees while standing at the bus stop.
3	
4	
5	
6	
7	
8	
9	
10	

WHAT YOU HAVE LEARNT

● The word environment denotes all the elements, processes and conditions around us along with their interrelationships. It is defined as the sum total of all the conditions and influences that affect the development of life of an organism. Environment has two components namely biotic and abiotic. Based on the process of creation or evolution, environment can be classified into two main categories, i.e. Natural and Human-made environment. The environment does not remain static but it keeps on changing according to place and time. Both natural and human-made environments are dynamic in nature; you must have noticed the changes in human-made environment. Environment is very vital for us. We are dependent on our environment for food, shelter, water, air, soil and energy, fibers, medicines, raw materials and so on. Inspite of such importance of environment, we are degrading it in the name of development. Social and economic factors such as growing population, poverty, urbanisation, changing life style, agricultural development, economic development and industrialization are major causes of environmental degradation. We should try to conserve our environment by observing certain simple rules and norms.

● Disasters like floods and droughts are caused by environmental degradation and mismanagement of resources. Disasters can be divided into two categories –

natural and human made. Disaster management is a series of activities in four phases. These are mitigation, preparedness, response and recovery. Though natural disasters cannot be stopped but their effects can be minimized by us.

TERMINAL EXERCISES

1. What is meant by environment? Explain it with the help of an example.

2. Classify environment on the basis of evolution. Explain them with examples from your surroundings.

3. 'Environment is dynamic in nature and keeps on changing.' Substantiate this statement with examples.

4. Discuss in brief the importance of environment.

5. Define environmental degradation. Explain the factors causing environmental degradation.

6. Suggest any three ways to save our environment from degradation.

7. List at least ten activities by which human beings have been degrading the environment.

8. Classify disasters on the basis of their origin.

9. What is meant by disaster management? How can we minimize the adverse effects of disasters?

ANSWERS TO INTEXT QUESTIONS

26.1

1. Biotic – Plants, animals, microbes, bacteria

    Abiotic – water, soil, fire, topography

2. (a)   Natural, human made

    (b)   Creation or its evolution.

    (c)   Human made

    (d)   It changes over a period of time and space.

3. The child will write the names of biotic and abiotic components of the environment of his own area/locality.

    For example water without which nobody can live. He/she will prepare the list of other things himself/herself.

Notes

26.2

1. (a) Biodiversity

   (b) Harmful gases, global warning

   (c) Contamination of water bodies, land degradation

   (d) Solid wastes

2. A disaster is the tragedy that negatively affects society and environment. Example Bhopal gas tragedy, Tsunamis, Landshides, London Smong, floods, earthquakes (Any one)

3. The students have to conduct this survey themselves.

4. He has to write the activities himself.

Hints for Activity

26.1

Learning objective	Assessment tool	Scoring key
Identify various components of environment	Experiential learning	Level -1 (Marks -0 to 3% – insufficient response) The child will be able to answer only one way in which the environment is used.
		Level -2 (Marks 34-55% – Improvement required) The child will be able to answer two ways in which the term environment is used.
		Level -3 (Marks 56-75% – more or less satisfactory) The child will be able to tell about three ways.
		Level 4 (76-100% and above – Very good) The child will be able to tell all the four ways in which the term environment is used.

27

PEACE AND SECURITY

Have you heard the term 'peace and security'. When there is some violent activity in a city or in any other area within a State, we are told that there is a threat to peace and security. If there is some upheaval within a country, it is said to be a threat to national peace and security. If the police force or the army is especially deployed in certain area, it is done to maintain peace and security. If there is war between nations or some terrorist activities in a nation, it is a threat to international peace and security. We are also told that international organizations like United Nations are there to contribute to the maintenance of peace and security. These two words, peace and security, are also used separately. All religions talk of peace. Individually, we are concerned about peace of mind or peace in the family or the community. We also read about the worries of families regarding the security of girls and women when they move out of home. The use of these terms in different contexts and in different ways at times confuses us. Let us therefore understand various aspects of peace and security in individual, societal, national and international contexts.

OBJECTIVES

After studying this lesson you will be able to:

- explain the meaning of peace and security in varied contexts;
- appreciate the traditional and new understandings of peace and security;
- underline peace and security as necessary condition for democracy and development;
- appreciate the approach and methods adopted by India to address the threats to peace and security;
- identify the steps taken by the government to deal with insurgency of militant groups; and
- assess India's contribution to International peace and security and its participation in UN.

SOCIAL SCIENCE

27.1 PEACE AND SECURITY

27.1.1 Meaning

To begin with, let us understand the meaning of peace and security, the following interesting story may help you.

1. Peace

Once, a King offered a prize to the artist who would paint the best picture on peace. Many artists tried. The king looked at all the paintings and shortlisted two, so that he could finally select one as the best painting. One picture showed a calm lake as a perfect mirror for mountains all around it. Overhead was the blue sky with white clouds, beautifully reflected in the lake. Everyone thought that it was a perfect picture of peace. The other picture also had mountains, but those were rugged and bare. Above was a stormy sky from which rain fell and in which lightening played. Down the side of the mountain a huge foaming waterfall releasing water at great force was also depicted. But behind the waterfall in a bush a bird had built a nest and was feeding her babies in perfect peace. Which painting do you think won the prize? The king chose the second picture. Do you know why? The King stated the reason, "Because peace does not mean the absence of noise, trouble, or disturbances. Peace means to be in the midst of all these and still remain calm in your heart."

Do you think that the painting selected by the King depicted peace in the true sense of the term? Peace really does not mean a state of mind or a condition with complete absence of disturbances or conflicts. In fact, complete absence of disturbances or conflicts in human world is impossible. We are trying to understand peace in societal, national and international contexts and not in the context where the humans do not exist. We may, therefore, define it as follows: Peace is a social and political condition that ensures development of individuals, society and nation. It is a state of harmony characterized by the existence of healthy relationships. It is a condition related to the social or economic welfare and equality. It is also related to a working political order that serves true interests of all. In the context of intra-national and international relations, peace is not merely the absence of war or conflict, but also the presence of socio-cultural and economic understanding and unity.

2. Security

The word security also appears in our daily conversations, in newspapers or in official discourse. The reference points of security ranges from individual, institutional, regional, national to international levels. All of us take various measures to secure our homes or areas where we live in. We know that Ministers and other VIPs are provided security individually. Security arrangements are made for key governmental

Notes

and other important institutions or certain regions that are under threat. We also hear about national and international security. This multiple usage of the word security indicates its varied meanings. In general terms, it means a secure condition or feeling free from fear. It also means the safety of an individual, an institution, a region, a nation or the world. However, in its most basic sense, security implies freedom from extremely dangerous threats. It also relates to threats that endanger core values like human rights.

3. Peace and Security

While accepting the varied perceptions of both the words, it is evident that peace and security are inseparable. Combined together, it is a condition where individuals, institutions, regions, nations and the world move ahead without any threat. In this condition regions or nations are generally more stable domestically, likely to be democratically governed and respectful to human rights. Conflict not only generates threat and fear, but also hampers economic, social, or political advancement.

 ACTIVITY 27.1

Try to appreciate the following two conditions and identify which of the two is the true condition of peace and security? Give reasons for your answer:

1. A country ruled by a military dictatorship has everything in order. There appears to be peace everywhere. The ruling group enjoys all privileges. People are poor and deprived of even the basic facilities necessary for a good life. But they silently obey the dictates of the ruling group. There is no protest, no threat to the government. There is adequate security arrangement for the external threat.

2. There is a democratic country which is moving ahead on the path of socio-economic development. People are enjoying all the basic rights, liberty, equality, justice. They are freely conveying their concerns to the government. Occasionally, there are peaceful protests and demonstrations that are managed by positive response from the government. People face difficulties in their daily life and try to sort there out problems. There is absence of constant threat to the safety and security of the people and the nation.

27.1.2 Traditional and New understandings of Peace and Security

When we talk about peace end security, we mostly relate it to its *traditional notion* that has been focused since ages on the danger of military or armed conflicts or threats. And the source of the danger has been a nation threatening to take or being suspected to take military action against the other. This endangers sovereignty,

Notes

independence and territorial integrity of the nation, and also the lives of its people. As a measure of ensuring peace and security, the cause of the threat of military action is sorted out by the concerned nations through a bilateral agreement, or a long-term treaty for not taking military action against each other. The nations also take preventive measures by increasing their defence capabilities, deploying more armed forces on borders. Some also adopt balance of power approach through entering into a treaty with other nations to take joint action in the case of military attack on any one of them. As we know, the international organizations like United Nations have been created to save the humanity from the threat of war or armed conflicts.

But the *new or non-traditional notion* of peace and security is much broader and goes beyond military threats to include wide range of dangers and threats to human existence. This conceptualization includes not only regions and nations, but also individuals or communities and the human kind at large. This notion is primarily addressed to individuals. It is true that protection of people from foreign attacks is a necessary condition for peace and security, but it is not the be all and end all. In fact, peace and security is to be seen as the precondition to socio-economic development and to the maintenance of human dignity. The new notion of peace and security also includes freedom of individuals from hunger, freedom from wants, diseases and epidemics, environmental degradation, exploitation and sub-human treatment. In this background the new notion of peace and security is based on threats beyond military attacks. These threats may be from terrorism, insurgency, genocide, denial of human rights, health epidemics, narcotics trade and irrational use of natural resources.

INTEXT QUESTIONS 27.1

1. Fill in the blanks:

    (a) Peace really does not mean a state of mind or a condition with complete absence of ....

    (b) Peace is a state of harmony characterized by the existence of ....

    (c) Security means a secure condition or feeling untroubled by .... It also means the safety of ....

    (d) In its most basic sense, security implies freedom from ....

2. Why is peace and security considered so important?

3. What are the three basic differences between traditional and new or non-traditional concepts of peace and security?

27.2 PEACE AND SECURITY FOR DEMOCRACY AND DEVELOPMENT

There is a mutual relationship between democracy and development, and peace and security. In the absence of peace and security, democracy cannot function and development cannot take place. It is necessary to have peace for holding of elections. The democratic institutions cannot function if there is no peace. Citizens can participate in the process of decision-making at different levels only when the peace prevails. Peace is still more essential for development in various areas. No development activity is possible if there is disturbance, violence or war.

On the other hand peace cannot be achieved in the absence of democracy and development. It has been observed that democracies by and large do not go for war. One can argue that regional peace is enhanced if democracy is prevalent in all the countries that constitute that region. Democracy is also better placed for eliminating conditions that generate public dissatisfaction. It is so because democratic system provides equal opportunity to all citizens to participate in the process of governance and decision-making. Development also promotes peace. It is through development that nations can ensure social and economic progress for the people and improve their quality of life. This ensures that people do not suffer from a sense of deprivation which leads them to indulge in protests and violent activities. When development activities continue in all the countries of a region, every country ensures that the peace is not disturbed, otherwise development will suffer. Development initiatives contribute to sustain peace, security and stability in the countries

Do you know

The Millennium Development Goals (MDGs), adopted by 189 Members of the United Nations on 8 September 2000, identified peace and security as key conditions for successful development;

The 2005 World Summit on MDGs universally recognized that "development, peace and security, and Human Rights are interlinked and mutually reinforcing".

27.3 PEACE AND SECURITY: APPROACH ADOPTED IN INDIA

Like any other country, in India also peace and security has been one of the major concerns. You also must be reading in newspapers or getting information through radio and television about external as well as internal threats to peace and security in our country. The geographical position of India and its emergence as a global power make it vulnerable to external threats. India has not only faced wars with neighbouring countries like China and Pakistan, but has also been dealing with international terrorism. It has been experiencing internal threats from insurgency and separatist

movements ever since independence. Just after two decades of its independence India experienced naxalite activities which have now assumed alarming proportion. It is in this context that the approach for ensuring peace and security began evolving quite early, in fact, during freedom movement itself. The approach has been reflected in the Constitution as well. The approach, however, has been changing over the years according to the needs and requirements.

27.3.1 Evolution of Approach to Peace and Security during freedom movement

The ideas and views about the approach to ensure peace and security began during freedom movement. The leadership clearly realized that the democratic system after independence can be functional only when a condition of peace and security is maintained. The development process can not be accelerated unless the peace prevails. Which is why, the leadership of the freedom movement expressed that independent India would make all-out efforts to maintain and promote international peace and security. They extended support to all the anti-colonial and anti-racist movements in the world and championed the cause of democracy. The consensus that emerged for adopting socialistic approach to socio-economic development, laying emphasis on social justice and secularism was aimed at creating conditions that promote security against internal threats to peace.

? Do you know

Jawaharlal Nehru said:

"But I should like to make it clear that the policy India has sought to pursue is not a negative and neutral policy. It is a positive and vital policy that flows from our struggle for freedom and from the teachings of Mahatma Gandhi. **Peace is not only an absolute necessity for us in India in order to progress and develop but also of paramount importance to the world."**

Quoted from the Speech of Pt. Nehru at Columbia University (1949);

27.3.2 Peace and Security in the Constitution

The process of constitution framing was greatly influenced by the ideas that evolved during freedom movement. The Constitution, therefore, mentions peace and security in the chapter on Directive Principles of State Policy. The federal system and the establishment of rural and urban local governments ensure that the power is not centralized, because centralization generates regional and local dissatisfaction that may be a threat to internal security. In a federal system, the decisions in respect of socio-economic development are taken by the State governments that are best placed to respond to all the hopes and aspirations of the people of that State. The local governments also ensure the mass participation in the decision-making for development and take care of the needs and requirements of all.

Do you know

Article 51 of the Constitution states: "The state shall endeavour to: (a) promote international peace and security; (b) maintain just and honorable relations between nations; (c) foster respect for international law and treaty obligations in the dealings of organized peoples with one another; and *(d)* encourage settlement of international disputes by arbitration."

India, therefore, adopted a multi-pronged approach and methods to ensure peace and security. At the international level, it adopted a policy aimed at promotion of international peace and security. It extends support to all efforts being made at the global or regional level for peace, equitable economic development, promotion of human rights and elimination of terrorism. At the national level, it is committed to ensure, liberty, equality and social justice, secularism, equitable economic development and removal of social inequalities. It also provides equal opportunities to all its citizens to participate not only in elections but also in the decision-making processes at various levels. All this is done to ensure that no section of the society feels that it is being discriminated or its interests are being ignored. Because it is these feeling of discrimination that gives birth to discontent and leads to protests and political violence which turn in to major threats to peace and security.

INTEXT QUESTIONS 27.2

1. Why did India need to evolve and adopt a specific approach for both international and internal peace and security?

2. What has been the contribution of freedom movement in the evolution of an approach to peace and security?

3. What is the approach for peace and security mentioned in the Indian Constitution?

4. What according to you would be the most effective methods for ensuring both internal and international peace and security?

27.4 INTERNAL THREATS TO PEACE AND SECURITY

You may have observed or experienced that whenever there is an aggressive protest and demonstration or violent activities leading to loss of lives and property, it is a threat to peace and security. But a number of such occurrences are law and order problems which are locally managed by the police. In a democracy like ours such protests, demonstrations, strikes, bandhs and other agitations do take place to draw the attention of governments or concerned authorities towards specific demands and concerns. However, India has been experiencing various types of violent activities under the garb of terrorism or insurgency or naxalite movement, which are more serious threats to peace and security.

27.4.1 Terrorism

Terrorism has been one of the greatest threats to peace and security in our country. The illustration on the terrorist attack in Mumbai on 26 November, 2008, popularly called 26/11, symbolizes one of the worst such incidences. Have you not been shocked by these kinds of terrorist attacks in several cities that have occurred almost at regular intervals in recent past? In fact, such activities have been happening since independence in various parts of the country. The terrorists who conduct violent activities are persons belonging to foreign countries or are Indian youth indoctrinated, supported and trained in neighbouring countries. At times, we are confused about defining terrorist activities. In fact, there is no consensus on the definition of terrorism. However, in general terms and in the context of India, we may define terrorism as essentially a criminal act to inflict dramatic and deadly injury on civilians and to create an atmosphere of fear, generally for a political or ideological purpose. Terrorism is a criminal act, but it is more than mere criminality. These acts are in any circumstance unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or any other nature that may be invoked to justify them.

Notes

Figure 27.1 *Terrorist Attack in Mumbai*

? Do you know

In 2004, United Nations Security Council Resolution 1566 condemned terrorist acts as:

"criminal acts, including against civilians, committed with the intent to cause death or serious bodily injury, or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons, intimidate a population or compel a government or an international organization to do or to abstain from doing any act, which constitute offences within the scope of and as defined in the international conventions and protocols relating to terrorism, are under no circumstances justifiable by considerations of a political, philosophical, ideological, racial, ethnic, religious or other similar nature,"

As we have experienced, the terrorists conduct bomb blasts or do indiscriminate firings at the crowded public places killing and injuring hundreds of innocent people. They also hijack planes and kill innocent passengers compelling the government to accept their demands like releasing other terrorists who were captured and kept in jails. These acts also destroy public and private properties. They commit these heinous acts to create an environment of terror to intimidate people and the governments.

ACTIVITY 27.2

Gather information about terrorist attacks in different cities of India conducted since 1992 and prepare the list in the following table:

Sl. No.	Date of Terrorist Attack	Name of the City	Mode of Attack (Bomb Blasts or Firing or both)	No. of people killed and injured

27.4.2 Insurgency

An insurgency is an armed rebellion against a constituted authority, the government. Ever since independence, India has experienced violence related to insurgent movements. Broadly, these can be divided into movements with political motives and movements for social and economic justice. The most prominent militant groups are violent extremist separatists operating in Jammu and Kashmir and Assam, and different militant groups in India's northeastern States of Arunachal Pradesh, Manipur, Mizoram, Nagaland and Tripura. Although all the members of these groups are Indians, these groups receive support from neighbouring countries. Whereas, these militant movements are going on because the groups involved in it are dissatisfied with their present state of affairs, there are certain groups, especially in Jammu and Kashmir and Assam that have political agenda. They are fighting for secession from the country. These groups have active support from the neighbouring countries and even certain international terrorist groups.

27.4.3 Naxalite Movement

The Naxalite movement has been a cause of great concern because of different kinds of complexities. It began in a village of West Bengal, but has now spread over in

about 125 districts in 12 States, influencing the lives of lakhs of people. The Naxalites quite often attack public property, the government officials, police and paramilitary forces and the people whom they consider their enemies. The Naxals are also against any development inside the forest area. The government wants to build pucca roads inside the villages and forests but the Naxals discourage any development work in the area. They know that once the development takes place then perhaps they may loose support of the people. Therefore they have been misguiding the innocent people that the government wants to take away their mineral wealth and their forests.

Figure 27.2 *Naxalites*

Unfortunately, the basic cause of the emergence and spread of this movement has been the discontent among certain sections of the society. The youth who are engaged in violent activities of the movement belong to the sections of society, mostly the scheduled tribes, scheduled castes and dalits, that have been bearing the brunt of social discrimination and economic deprivation since ages. You also may be aware or may even have some experience how the members of these sections receive discriminatory treatment in our society. Moreover, the fruits of development taking place in India are yet to reach these sections in full measure. Whatever may be the reason but the development has not been able to meet their hopes and aspirations.

? Do you know

The naxalite insurgency began in India in March 1967 when a group of revolutionaries led by Charu Mazumdar and Kanu Sanyal launched a peasants uprising at Naxalbari after a tribal youth, who had a judicial order to plough his land, was attacked by the goons of local landlords. The tribals retaliated and refused to part with the land owner's share of their produce and lifted the entire stock from his granary. It ignited a fire that spread in the State. This was brought down by use of force and simultaneously bringing in some land reforms by the State government. This was phase one of the movement. Later on, the phase two of the Naxal movement spread to 9 states that is, Bihar, Jharkhand, West Bengal, Orissa, Chattisgarh, Madhya Pradesh, Andhra Pradesh, Maharashtra

and Uttar Pradesh; posing a challenge to the nation. In the predominantly tribal areas, naxals hold Kangaroo courts; impose levis on contractors, mine owners, businessmen and even on government officials. The movement has thrown up leaders, a legion of workers and sympathisers who believe that guerrilla warfare tactic would liberate India.

27.4.4 Strategy of the Government

The Government of India has been employing strategies and methods to deal with terrorism, insurgency and naxalite movement. It has been supporting efforts of all nations to fight terrorism and seeking their support whenever any terrorist attack takes place. Diplomatically it is trying to put international pressure on Pakistan and other neighbouring countries to extend their active cooperation in ensuring that the support to such terrorist groups does not come from them. As regards the insurgency activities aimed at political objectives, the Government of India is trying to tackle it diplomatically. India has entered into a treaty with Myanmar and very recently Bangladesh to restrain the help and support coming to insurgent movements from those countries. It is also trying to mount international pressure on Pakistan to do the same. In respect of the Naxalite movement in the initial phase the State governments treated it as a law and order problem. But it was realized that it is a more serious issue, having deep socio-economic dimensions. Efforts are being made to accelerate the pace of development in those areas and to bring the youth in to the mainstream.

ACTIVITY 27.3

Ask your friends, classmates, teachers and others who are conveniently available to express their views on the statements given below. Their number may be at least <u>five</u>. They should give reasons why do they agree or disagree with the statement:

1. The government should crush the naxalite movement, capture or kill all the naxalites, so that there is no threat to peace and security.

2. The government should formulate a national policy about naxalite movement to prevent them effectively from disturbing peace and security, accelerate development activities in those areas, so that there is no discontent among youth and to motivate the naxalites to shun violence and join the mainstream.

Write down the reasons for response in the following table. Based on the responses, prepare a brief note on how will you like to solve the problem of naxalite movement.

Statement Nos.	Reasons
Statement -1	1. 2. 3. 4. 5.
Statement-2	1. 2. 3. 4. 5.

INTEXT QUESTIONS 27.3

1. Fill in the blank:

   (a) India has been experiencing various types of violent activities under the garb of (i) .... (ii) .... (iii) ....

   (b) Terrorism is a criminal act to .... on civilians and to .... generally for a political or ideological purpose.

   (c) The insurgency in India is of two types: (i) movements with .... and (ii) movements for ....

2. What are the main strategies being used by the governments to deal with insurgency?

3. What steps, according to you, the governments should take to solve the problem of insurgency?

27.5 INDIA AND THE INTERNATIONAL PEACE AND SECURITY

India has been equally concerned with international peace and security. It is essential for its progress. Like any other nation, India also has its foreign policy rooted in the national interest. India has been pursuing a foreign policy in which peace and security at the international level and especially in our neighbourhood and in our region as

a whole has been a key concern. In fact, right from independence the basic objectives of Indian foreign policy have been (i) maintenance of freedom in policy formulation; (ii) promotion of international peace and security; (iii) good relationships with other nations and especially with our neighbours; (iv) support to the United Nations; (v) disarmament; opposition to colonialism, imperialism and racism; and (vi) cooperation among developing nations. To attain these objectives the foreign policy that India has been pursuing consistently is known as the policy of non-alignment, though there have been changes in it to keep it relevant in the context of changes on the international scene.

27.5.1 Policy of Non-alignment

Non-alignment has been regarded as the most important feature of India's foreign policy. India led the process of evolution of the concept of non-alignment during the period, when the world was divided between two camps: western nations led by the United States of America constituting the one camp and the communist nations led by the Soviet Union constituting the other. It was a known as period of cold war between the two camps. Cold War was intense rivalry between USA and Soviet Union without fighting a direct war to attract allies in Africa, Asia and Latin America. It started soon after the Second World War and continued for forty five years. These two big countries became two opposite poles known as East and West and the world politics revolved around these two poles. In fact, the world became *bipolar*.

Non-alignment aimed at maintaining national independence in foreign affairs by not joining any of the two military alliances formed by the USA and Soviet Union. Non-alignment was neither neutrality nor non-involvement nor isolationism. It was a dynamic concept which meant not committing to any military bloc but taking an independent stand on international issues according to the merits of each case. The policy of non-alignment won many supporters in the developing countries as it provided an opportunity to them for protecting their sovereignty as also retaining their freedom of action during the tension ridden cold war period. India as the prime architect of non-alignment and as one of the leading members of the non-aligned movement has taken an active part in its growth. The Non-Aligned Movement is providing all member states, regardless of size and importance, an opportunity to participate in global decision making and world politics.

? Do you know

Among the non-aligned nations, Nehru had evolved special relationship with President Tito of Yugoslavia and Nasser of Egypt. These three are regarded as the founding fathers of the Non-Aligned Movement (NAM). The non-aligned movement was a group of the newly independent states who refused to accept the dictates of the former colonial masters and decided to act according to their own judgment on issues of international concern. Non-aligned Movement (NAM) has also been anti-imperialist in approach.

Figure 27.3 *Nehru, Nkrumah, Nasser and Tito (L to R); Leaders of NAM*

Since Non-aligned Movement NAM was a product of the cold war scenario and the bipolar world, many scholars questioned the relevance of NAM after the end of cold war and disintegration of the Soviet Union. However, even in the present scenario NAM has a significant role to play. First, with the disintegration of Soviet Union, the world faces a threat from unipolar world. The NAM can act as a check against US dominance. Secondly, the developed (North) and developing (South) world are divided over several economic issues. The NAM remains a very relevant forum for developing countries to engage with the developed nations in a productive dialogue. Moreover, the NAM can prove to be powerful instrument for South-South cooperation. Such a thing is essential if the developing countries are to increase their bargaining power vis-a-vis the developed world. Finally, the developing countries united under the banner of NAM have to fight for the reform of UN and change it according to the requirements of the 21st century.

27.5.2 Support to United Nations

India has always viewed United Nations (UN) as a vehicle for peace and security and for peaceful change in world politics. Being one of the 51 Original or founding Members of the United Nations, India has been extending all out support in its efforts for international peace and security and disarmament. India expects that the UN must involve countries to moderate their differences through talks or negotiations. Moreover, India has advocated active role for UN in development effort of the developing countries. It has pleaded for a common united front of these countries in the UN. It believes that the nonaligned world by virtue of its massive number could play a constructive and meaningful role in the UN by stopping the superpowers from using this world body for their own interests. Security Council, an important organ of United Nations plays a key role in the maintenance of international peace and security, that is why, a process of its reforms has been initiated and there is the possibility of expanding its permanent membership. India has a strong case for becoming a permanent member in the Security Council.

Notes

Figure 27.4 *UN Building, New York*

ACTIVITY 27.4

Gather information about the total membership of Security Council and how many nations are its permanent members? You may ask your teachers or consult a book on United Nations or take the help of internet to get the information. Based on the information prepare a write up on (i) Why only these nations were made permanent members of the Security Council? (ii) Why should India be its permanent member?

INTEXT QUESTIONS 27.4

1. What are the basic objectives of Indian Foreign Policy?
2. Why did India adopt the policy of non-alignment?
3. Fill in the blanks:
    1. India was .... of non-aligned movement.
    2. India has always viewed United Nations (UN) as a vehicle for .... in world politics.
    3. India has been extending all out support to UN in its ....and other endeavours like ....
    4. India has a strong case for becoming a .... in the Security Council.

WHAT YOU HAVE LEARNT

● Peace and security is very important for an individual, a society, a nation and the world. It is a condition where individuals, institutions, regions, nations and the world move ahead without any threat.

Notes

- Peace is a social and political condition that ensures development of individuals, society and the nation. It is a state of harmony characterized by the existence of healthy interpersonal or inter-group or inter-regional or inter-state or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all. In the context of intra-national and international relations, peace is not merely the absence of war or conflict, but also the presence of socio-cultural and economic understanding and unity. There is a sense of tolerance in relations for the realization of true peace.

- In general terms, security means a secure condition or feeling untroubled by danger or fear. It also means the safety of an individual, an institution, a region, a nation or the world. However, in its most basic sense, security implies freedom from extremely dangerous threats. It also relates to threats that endanger core values like human rights.

- In its traditional notion, peace and security has been focused since ages on the danger of military or armed conflicts or threats. But the new notion is focused on human peace and security or global peace and security. This is primarily addressed to individuals and is to be seen as enabler, as the precondition to socio-economic development and to the maintenance of human dignity.

- Peace and security is an essential condition for democracy and development. In fact, there is a mutual relationship between democracy and development and peace and security. In the absence of peace and security democracy cannot function and development cannot take place. On the other hand peace cannot be achieved in the absence of democracy and development.

- The approach and methods for ensuring peace and security began evolving in India quite early, in fact, during freedom movement itself. The approach has been reflected in the Constitution also. The approach, however, has been changing over the years according to the needs and requirements.

- India has been experiencing various types of violent activities under the garb of terrorism or insurgency or naxalite movement, which are more serious threats to peace and security. The Government of India has been employing strategies and methods to deal with terrorism, insurgency and naxalite movement.

- India has been concerned with international peace and security. The leadership of the freedom movement announced that India would promote the policy of international peace, because it would be essential for the socio-economic development. Which is why, like any other nation, India also has its foreign policy rooted in the national interest and its place at the international level.

- Non-alignment has been regarded as the most important feature of India's foreign policy. India led the process of evolution of the concept of non-alignment during the period, when the world was divided between two camps. The Non-Aligned

Notes

Movement is providing all member states, regardless of size and importance, an opportunity to participate in global decision making and world politics.

- India has been extending all out support to United Nations in its peacekeeping operations and other endeavours like disarmament. Moreover, India has advocated active role for UN in development effort of the developing countries. Since India has emerged as the second fastest growing economy and also because of the leadership it has provided at all international forums, its contribution to UN peacekeeping, and its track record in espousing the cause of the developing world, India has a strong case for becoming a permanent member in the Security Council.

TERMINAL EXERCISES

1. What is the meaning of the term peace and security? How is the traditional notion of the term different from the new or non-traditional notion?

2. Do you agree that there is a mutual relationship between peace and security on one hand and democracy and development on the other? Justify your answer.

3. What contribution did the national freedom movement make to evolve the strategies and methods to deal with threats to peace and security?

4. What are the major threats to peace and security in India? What are the major strategies and methods that India has been employing?

5. Examine the Indian Foreign Policy in the context of peace and security.

6. How is the policy of non-alignment relevant in the context of the changed nature of international politics?

7. How has India been extending its support to the United Nations? Why Should India be made a permanent member of the Security Council?

ANSWERS TO INTEXT QUESTIONS

27.1

1. (a) disturbances or conflicts

   (b) healthy interpersonal or inter-group or inter-regional or inter-state or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.

    (c)   by danger or fear, an individual, an institution, a region, a nation or the world.

    (d)   extremely dangerous threats

2. Because it is a condition where individuals, institutions, regions, nations and the world move ahead without any threat. In this condition regions or nations are generally more stable domestically, likely to be democratically governed and respectful to human rights. Conflict not only generates threat and fear, but also hampers economic, social, or political advancement.

3.   (i)   The *new or non-traditional notion* of peace and security is much broader and goes beyond military threats to include wide range of dangers and threats to human existence.

    (ii) It includes not only regions and nations, but also individuals or communities and the human kind at large. (iii) According to new understanding, peace and security is to be seen as the precondition to socio-economic development and to the maintenance of human dignity. (iv) The new notion also includes freedom of individuals from hunger, freedom from wants, diseases and epidemics, environmental degradation, exploitation and sub-human treatment.

27.2

1. There is a mutual relationship between democracy and development and peace and security. In the absence of peace and security democracy cannot function and development cannot take place. Citizens can participate in the process of decision-making at different levels only when the peace prevails. Peace is still more essential for development in various areas. On the other hand peace cannot be achieved in the absence of democracy and development. Democracy is better placed for eliminating conditions that generate public dissatisfaction. Development also promotes peace. It is through development that nations can ensure social and economic progress for the people and improve their quality of life.

2. The ideas and views about the approach to ensure peace and security began during freedom movement. The leadership clearly realized that the democratic system after independence can be functional only when a condition of peace and security is maintained. The consensus that emerged for adopting socialistic approach to socio-economic development during freedom struggle was aimed at creating conditions that promote security against internal threats to peace.

3. The Constitution mentions peace and security in the Chapter on Directive Principles of State Policy. The federal system and the establishment of rural and urban local governments are aimed at eliminating a threat to internal security. At the international level, the Constitution adopted a policy aimed at promotion of international peace and security. It has provisions for the support to all efforts

being made at the global or regional level for peace, equitable economic development, promotion of human rights and elimination of terrorism.

4. The democratic institutions and processes must be strengthened. Efforts should continue to be made to accelerate the pace of socio-economic development in all parts of the country. People must be encouraged to participate in democratic processes and development activities. India must support all international efforts for maintaining peace and security.

27.3

1. (a) (i) terrorism, (ii) insurgency, (iii) naxalite movement

   (b) inflict dramatic and deadly injury , create an atmosphere of fear

   (c) (i) political motives (ii) social and economic justice

2. The Government of India has been supporting efforts of all nations to fight terrorism and seeking their support whenever any terrorist attack takes place. As regards the insurgency activities aimed at political objectives, the Government of India is trying to tackle it diplomatically. India has entered into a treaty with Myanmar and very recently Bangladesh to restrain the help and support coming to insurgent movements from those countries. It is also trying to mount international pressure on Pakistan to do the same. In respect of the Naxalite movement it was realized that it is a more serious issue, having deep socio-economic dimensions. Efforts are being made to accelerate the pace of development in those areas and to bring the youth in to the mainstream.

3. The government should make all efforts for all-round development of all regions of the country. All must have equal opportunity for education and employment. The democratic institutions and processes must be strengthened to provide equal opportunities to participate. Efforts needed at international level are supporting the institutions and processes that are engaged in maintaining international peace and security. Allout efforts are to be made to contain terrorism.

27.4

1. (i) Maintenance of freedom in policy formulation; (ii) promotion of international peace and security; (iii) good relationships with other nations and especially with our neighbours; (iv) support to the United Nations; (v) disarmament; opposition to colonialism, imperialism and racism; and (vi) cooperation among developing nations.

2. Non alignment aimed at maintaining national independence in foreign affairs by not joining any of the two military alliances formed by the USA and Soviet Union. Non-alignment was neither neutrality nor non-involvement nor isolationism. The policy of non-alignment provided an opportunity to developing nations for protecting their sovereignty as also retaining their freedom of action during the

tension ridden cold war period. The Non-Aligned Movement is providing all member states, regardless of size and importance, an opportunity to participate in global decision making and world politics.

3. (a) prime architect

    (b) peace and security and for peaceful change

    (c) peacekeeping operations, disarmament

    (d) permanent member

Lesson No.	Lesson Name	Content			Language		Illustrations		What You Have Learnt	
		Difficult	Interesting	Confusing	Simple	Complex	Useful	Not useful	Very helpful	Not helpful
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										

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Feed back on Questions

Lesson No.	Lesson Name	Intext Questions		Terminal Questions		
		Useful	Not useful	Easy	Diff.	V. diff.
15.						
16.						
17.						
18.						
19.						
20.						
21.						
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25.						
26.						
27.						

Second Fold

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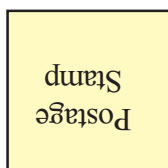Enrolment No: _____   Book No: _____
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