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आज़ादी का
अमृत महोत्सव
1947-2022

SOCIAL SCIENCE TEXTBOOK

Veda Bhushan III Year / Prathama - III Year / Class VIII

MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

(Established and Recognized by the Ministry of Education, Government of India)

अव सृजा वनस्पते देव देवेभ्यो हविः ।

आप ओषधीरुत नोऽवन्तु चौर्वना गिरयो वृक्षकेशाः ।

दश कूप समा वापी, दशवापी समोहदः ।

दशहृद समः पुत्रो, दशपुत्र समो द्रुमः ॥

शुनं वाहाः शुनं नरः शुनं कृषतु लाङ्गलम् ।

सा नः पयस्वती दुहामुत्तरामुत्तरां समाम् ।

कृते योनौ वपतेह बीजम् ।

अचिक्कददृषाहरिर्महाह्नमित्रो नदर्शतः ॥ सः सूर्येण दिद्युतदुदधिर्निधिः ।

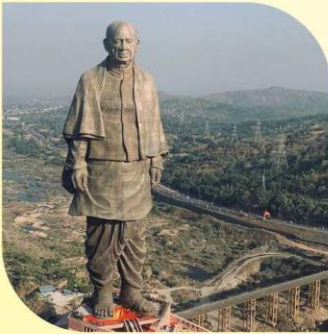
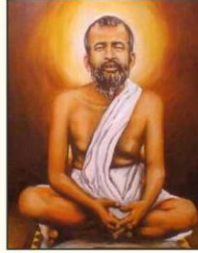
निधिं विभ्रती बहुधा गुहा वसु माणिं हिरण्यं पृथिवी ददातु मे ।

वसुनि नो वसुदा रासमाना देवी दधातु सुमनस्यमाना ॥

तस्यै हिरण्यवक्षसे पृथिव्या अकरं नमः ।

त्वं नो अग्ने सनये धनानां यशसं कारुं कृणुहि स्तवानः ।

ऋध्याम कर्मापसा नवेन देवैचार्यापृथिवी प्रावतं नः ।



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PREFACE

(In the light of NEP 2020)

The Ministry of Education (Department of Higher Education), Government of India established Rashtriya Veda Vidya Pratishthan in Delhi under the Chairmanship of Hon'ble Education Minister (then Minister of Human Resource Development) under the Societies Registration Act, 1860 (XXI of 1860) on 20th January, 1987. The Government of India notified the resolution in the Gazette of India vide no 6-3/85- SKT-IV dated 30-3-1987 for establishment of the Pratishthan for preservation, conservation, propagation and development of oral tradition of Vedic studies (Veda Samhita, Padapatha to Ghanapatha, Vedanga, Veda Bhashya etc), recitation and intonation of Vedas etc and interpretation of Vedas in scientific lines. In the year 1993 the name of the organization was changed to Maharshi Sandipani Rashtriya Veda Vidya Pratishthan (MSRVVP) and it was shifted to Ujjain, Madhya Pradesh.

The National Education Policy of 1986 and Revised Policy Formulations of 1992 and also Programme of Action (PoA) 1992 have mandated Rashtriya Veda Vidya Pratishthan for promoting Vedic education throughout the country. The importance of India's ancient fund of knowledge, oral tradition and employing traditional Guru's for oral education was also emphasized in the PoA.

In accordance with the aspirations of the nation, national consensus and policy in favour of establishing a Board for Veda and Sanskrit Education at national level, the General Body and the Governing Council

of MSRVVP under the Chairmanship of Hon'ble Education Minister, Government of India, have set up "Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board" (MSRVSSB) in tune with the mandate of the Pratishthan and its implementation strategies. The Board is necessary for the fulfillment of the objectives of MSRVVP as envisioned in the MoA and Rules. The Board has been approved by the Ministry of Education, Government of India and recognized by the Association of Indian Universities, New Delhi. The bye-laws of the Board have been vetted by Central Board of Secondary Education and curriculum structure have been concurred by the National Council of Educational Research and Training, New Delhi.

It may also be mentioned here that the committee "Vision and Roadmap for the Development of Sanskrit - Ten year perspective Plan", under the Chairmanship of Shri N. Gopaldaswamy, former CEC, constituted by the Ministry of Education Govt. of India in 2015 recommended for establishment of a Board of Examination for standardization, affiliation, examination, recognition, authentication of Veda Sanskrit education up to the secondary school level. The committee was of the opinion that the primary level of Vedic and Sanskrit studies should be inspiring, motivating and joyful. It is also desirable to include subjects of modern education into Vedic and Sanskrit Pathashalas in a balanced manner. The course content of these Pathashalas should be designed to suit to the needs of the contemporary society and also for finding solutions to modern problems by reinventing ancient knowledge.

With regard to Veda Pathashala-s it is felt that they need further

standardization of recitation skills along with introduction of graded materials of Sanskrit and modern subjects so that the students can ultimately acquire the capabilities of studying Veda bhashya-s and mainstreaming of students is achieved for their further studies. Due emphasis may also be given for the study of Vikriti Patha of Vedas at an appropriate level. The members of the committee have also expressed their concern that the Vedic recitation studies are not uniformly spread all over India; therefore, due steps may be taken to improve the situation without in anyway interfering with regional variations of recitation styles and teaching method of Vedic recitation.

It was also felt that since Veda and Sanskrit are inseparable and complementary to each other and since the recognition and affiliation problems are same for all the Veda Pathashalas and Sanskrit Pathashalas throughout the country, a Board may be constituted for both together. The committee observed that the examinations conducted by the Board should have legally valid recognition enjoying parity with modern Board system of education. The committee observed that the Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain may be given the status of Board of Examinations with the name “Maharshi Sandipani Rashtriya Veda Sanskrita Vidya Parishat with headquarters in Ujjain which will continue all programs and activities which were being conducted hitherto in addition to being a Board of Examinations.

The promotion of Vedic education is for a comprehensive study of India’s glorious knowledge tradition and encompasses multi-layered oral tradition of Vedic Studies (Veda Samhita, Padapatha to Ghanapatha,

Vedanga, and Veda Bhashy aetc), recitation and intonation, and Sanskrit knowledge system content. In view of the policy of mainstreaming of traditional students and on the basis of national consensus among the policy making bodies focusing on Vedic education, the scheme of study of Veda stretching up to seven years in Pratishtan also entails study of various other modern subjects such as Sanskrit, English, Mathematics, Social Science, Science, Computer Science, Philosophy, Yoga, Vedic Agriculture, etc. as per the syllabus and availability of time. In view of NEP 2020, this scheme of study is with appropriate inputs of Vedic knowledge and drawing the parallels of modern knowledge in curriculum content focusing on Indian Knowledge System.

In Veda Pathashala-s, GSP Units and Gurukula-s of MSRVVP, affiliated to the Board transact the curriculum primarily based on oral tradition of a particular complete Veda Shakha with perfect intonation and memorization, with additional subsidiary modern subjects such as English, Sanskrit, Mathematics, Science, Social Science and SUPW. Gradually, the Veda Pathashala-s will also introduce other skill and vocational subjects as per their resources.

It is a well-known fact that there were 1131 shakha-s or recensions of Vedas; namely 21 in Rigveda, 101 in Yajurveda, 1000 in Samaveda and 9 in Atharva Veda. In course of time, a large number of these shakhas became extinct and presently only 10 Shakhas, namely, one in Rigveda, 4 in Yajurveda, 3 in Samaveda and 2 in Atharvaveda are existing in recitation form on which Indian Knowledge System is founded now. Even in regard to these 10 Shakhas, there are very few representative

Vedapathis who are continuing the oral Vedic tradition/ Veda recitation/Veda knowledge tradition in its pristine and complete form. Unless there is a full focus for Vedic learning as per oral tradition, the system will vanish in near future. These aspects of Oral Vedic studies are neither taught nor included in the syllabus of any modern system of school education, nor do the schools/Boards have the systemic expertise to incorporate and conduct them in the conventional modern schools.

The Vedic students who learn oral tradition/ recitation of Veda are there in their homes in remote villages, in serene and idyllic locations, in Veda Gurukulas, (GSP Units), in Veda Pathashala-s, in Vedic Ashrams etc. and their effort for Veda study stretches to around 1900 – 2100 hours per year; which is double the time of other conventional school Board's learning system. Vedic students have to have complete Veda by-heart and recite verbatim with intonation (*udatta, anudatta, swaritaetc*); on the strength of memory and guru parampara, without looking at any book/pothi. Because of unique ways of chanting the Veda mantras, unbroken oral transmission of Vedas and its practices, this has received the recognition in the UNESCO-World Oral Heritage in the list of Intangible Cultural Heritage of Humanity. Therefore, due emphasis is required to be given to maintain the pristine and complete integrity of the centuries old Vedic Education (oral tradition/ recitation/ Veda knowledge Tradition). Keeping this aspect in view the MSRVVP and the Board have adopted unique type of Veda curriculum with modern subjects like Sanskrit, English, Vernacular language, Mathematics, Social Science, Science, Computer Science, Philosophy, Yoga, Vedic Agriculture

etc. as well as skill and vocational subjects as prescribed by NEP 2020.

As per Vedic philosophy, any person can become happy if he or she learns both *Para-Vidya* and *Apara-Vidya*. The materialistic knowledge from the Vedas, their auxiliary branches and subjects of material interest were called *Apara-Vidya*. The knowledge of supreme reality, the ultimate quest from Vedas, Upanishads is called *Para-Vidya*. In all the total number of subjects to be studied as part of Veda and its auxiliaries are fourteen. There are fourteen branches of learning or *Vidyas* - four Vedas, Six Vedangas, Mimamsa (Purva Mimamsa and Uttara Mimamsa), Nyaya, Puranas and Dharma shastra. These fourteen along with Ayurveda, Dhanurveda, Gandharvaveda and Arthashastra become eighteen subjects for learning. All curriculum transaction was in Sanskrit language, as Sanskrit was the spoken language for a long time in this sub-continent.

Eighteen Shilpa-s or industrial and technical arts and crafts were mentioned with regard to the Shala at Takshashila. The following 18 skills/Vocational subjects are reported to be subjects of the study– (1) Vocal music (2) Instrumental music (3) Dancing (4) Painting (5) Mathematics (6) Accountancy (7) Engineering (8) Sculpture (9) Cattle breeding (10) Commerce (11) Medicine (12) Agriculture (13) Conveyancing and law (14) Administrative training (15) Archery and Military art (16) Magic (17) Snake charming (18) Art of finding hidden treasures.

For technical education in the above mentioned arts and crafts an apprenticeship system was developed in ancient India. As per the Upanishadic vision, the vidya and avidya make a person perfect to lead

contented life here and liberation here-after.

Indian civilization has a strong tradition of learning of shastra-s, science and technology. Ancient India was a land of sages and seers as well as of scholars and scientists. Research has shown that India had been a Vishwa Guru, contributing to the field of learning (vidya-spiritual knowledge and avidya- materialistic knowledge) and learning centers like modern universities were set up. Many science and technology based advancements of that time, learning methodologies, theories and techniques discovered by the ancient sages have created and strengthened the fundamentals of our knowledge on many aspects, may it be on astronomy, physics, chemistry, mathematics, medicine, technology, phonetics, grammar etc. This needs to be essentially understood by every Indian to be proud citizen of this great country!

The idea of India like “Vasudhaiva Kutumbakam” quoted at the entrance of the Parliament of India and many Veda Mantra-s quoted by constitutional authorities on various occasions are understood only on study of the Vedas and true inspiration can be drawn only by pondering over them. The inherent equality of all beings as embodiment of “sat, chit, ananda” has been emphasized in the Vedas and throughout the Vedic literature.

Many scholars have emphasized that Veda-s are also a source of scientific knowledge and we have to look into Vedas and other scriptural sources of India for the solution of modern problems, which the whole world is facing now. Unless students are taught the recitation of Vedas, knowledge content of Vedas and Vedic philosophy as an embodiment of

spiritual and scientific knowledge, it is not possible to spread the message of Vedas to fulfill the aspiration of modern India.

The teaching of Veda (Vedic oral tradition/ Veda recitation/ Veda knowledge Tradition) is neither only religious education nor only religious instruction. It will be unreasonable to say that Vedic study is only a religious instruction. Veda-s are not religious texts only and they do not contain only religious tenets; they are the corpus of pure knowledge which are most useful to humanity as whole. Hence, instruction or education in Veda-s cannot be construed as only “religious education/religious instruction.”

Terming “teaching of Veda as a religious education” is not in consonance with the judgment of the Hon’ble Supreme Court (AIR 2013: 15 SCC 677), in Civil Appeal no. 6736 of 2004 (Date of judgment-3rd July 2013). The Vedas are not only religious texts, but they also contain the knowledge in the disciplines of mathematics, astronomy, meteorology, chemistry, hydraulics, physics, science and technology, agriculture, philosophy, yoga, education, poetics, grammar, linguistics etc. which has been brought out in the judgment by the Hon’ble Supreme Court of India.

Vedic education through establishment of Board in compliance with NEP-2020

The National Education Policy-2020 firmly recognizes the Indian Knowledge Systems (also known as 'Sanskrit Knowledge Systems'), their importance and their inclusion in the curriculum, and the flexible approach in combining various subjects. Arts’ and Humanities’ students will also learn science; try to acquire vocational subjects and soft skills.

India's special heritage in the arts, sciences and other fields will be helpful in moving towards multi-disciplinary education. The policy has been formulated to combine and draw inspiration from India's rich, ancient and modern culture and knowledge systems and traditions. The importance, relevance and beauty of India's classical languages and literature is also very important for a meaningful understanding the national aspiration. Sanskrit, being an important modern language mentioned in the Eighth Schedule of Indian Constitution, its classical literature that is greater in volume than that of Latin and Greek put together, contains vast treasures of mathematics, philosophy, grammar, music, politics, medicine, architecture, metallurgy, drama, poetry, storytelling, and more (known as 'Sanskrit Knowledge Systems'). These rich Sanskrit Knowledge System legacies for world heritage should not only be nurtured and preserved for posterity but also enhanced through research and put in to use in our education system, curriculum and put to new uses. All of these literatures have been composed over thousands of years by people from all walks of life, with a wide range of socio-economic background and vibrant philosophy. Sanskrit will be taught in engaging and experiential as well as contemporary relevant methods. The use of Sanskrit knowledge system is exclusively through listening to sound and pronunciation. Sanskrit textbooks at the Foundation and Middle School level will be available in Simple Standard Sanskrit (SSS) to teach Sanskrit through Sanskrit (STS) and make its study enjoyable. Phonetics and pronunciation prescriptions in NEP 2020 apply to the Vedas, the oral tradition of the Vedas and Vedic education, as they are founded upon

phonetics and pronunciation.

There is no clear distinction made between arts and science, between curricular and extra-curricular activities, between vocational and academic streams, etc. The emphasis in NEP 2020 is on the development of a multi-disciplinary and holistic education among the sciences, social sciences, arts, humanities and sports for a multi-disciplinary world to ensure the unity and integrity of all knowledge. Moral, human and constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, freedom, responsibility, pluralism, equality and justice are emphasized.

The NEP-2020 at point no. 4.23 contains instructions on the pedagogic integration of essential subjects, skills and abilities. Students will be given a large amount of flexible options in choosing their individual curriculum; but in today's fast-changing world, all students must learn certain fundamental core subjects, skills and abilities to be a well-grounded, successful, innovative, adaptable and productive individual in modern society. Students must develop scientific temper and evidence based thinking, creativity and innovation, aesthetics and sense of art, oral and written expression and communication, health and nutrition, physical education, fitness, health and sport, collaboration and teamwork, problem solving and logical thinking, vocational exposure and skills, digital literacy, coding and computational thinking, ethics and moral reasoning, knowledge and practice of human and constitutional values, gender sensitivity, fundamental duties, citizenship skills and

values, knowledge of India, environmental awareness etc. Knowledge of these skills include conservation, sanitation and hygiene, current affairs and important issues facing local communities, the states, the country and the world, as well as proficiency in multiple languages. In order to enhance the linguistic skills of children and to preserve these rich languages and their artistic treasures, all students in all schools, public or private, shall have the option of learning at least two years in one classical language of India and its related literature.

The NEP-2020 at point no. 4.27 states that -“Knowledge of India” includes knowledge from ancient India and its contributions to modern India and its successes and challenges, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. These elements will be incorporated in an accurate and scientific manner throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. It will have informative topics on inspirational personalities of ancient and modern India in the fields of medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, indigenous sports, science and other fields.

The NEP-2020 at point no. 11.1 gives directions to move towards holistic and multidisciplinary education. India emphasizes an ancient tradition of learning in a holistic and multidisciplinary manner, including

the knowledge of 64 arts such as singing and painting, scientific fields such as chemistry and mathematics, vocational fields such as carpentry, tailoring; professional work such as medicine and engineering, as well as the soft skills of communication, discussion and negotiation etc. which were also taught at ancient universities such as Takshashila and Nalanda. The idea that all branches of creative human endeavour, including mathematics, science, vocational subjects and soft skills, should be considered 'arts', has a predominantly Indian origin. This concept of 'knowledge of the many arts' or what is often called 'liberal arts' in modern times (i.e., a liberal conception of the arts) will be our part of education system.

At point No. 11.3 the NEP-2020 further reiterates that such an education system “would aim to develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.”

The NEP-2020 at point no. 22.1 contains instructions for the promotion of Indian languages, art and culture. India is a rich storehouse of culture – which has evolved over thousands of years, and is reflected

in its art, literary works, customs, traditions, linguistic expressions, artifacts, historical and cultural heritage sites, etc. Traveling in India, experiencing Indian hospitality, buying beautiful handicrafts and handmade clothes of India, reading ancient literature of India, practicing yoga and meditation, getting inspired by Indian philosophy, participating in festivals, appreciating India's diverse music and art and watching Indian films are some of the ways through which millions of people around the world participate in, enjoy and benefit from this cultural heritage of India every day.

In NEP-2020 at point no. 22.2 there are instructions about Indian arts. Promotion of Indian art and culture is important for India and to all of us. To inculcate in children a sense of our own identity, belonging and an appreciation of other culture and identity, it is necessary to develop in children key abilities such as cultural awareness and expression. Unity, positive cultural identity and self-esteem can be built in children only by developing a sense and knowledge of their cultural history, art, language and tradition. Therefore, the contribution of cultural awareness and expression is important for personal and social well-being.

The core Vedic Education (Vedic Oral Tradition / Veda Path / Veda Knowledge Tradition) of Pratishthan along with other essential modern subjects- Sanskrit, English, Mother tongue, Mathematics, Social Science, Science, Computer Science, Philosophy, Yoga, Vedic Agriculture, Indian Art, Socially useful productive work etc., based on the IKS inputs are the foundations/sources of texts books of Pratishthan and Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board. These inputs are in

tune with the NEP 2020. The draft books are made available in pdf form keeping in view the NEP 2020 stipulations, requirements of MSRVVP students and the advice of educational thinkers, authorities and policy of Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain. These books will be updated in line with NCFSE in future and finally will be made available in print form.

The Teachers of Veda, Sanskrit and Modern subjects in Rashtriya Adarsh Veda Vidyalaya, Ujjain and many teachers of Sanskrit and modern subjects in aided Veda Pathshalas of Pratishthan have worked for last two years tirelessly to prepare and present Sanskrit and modern subject text books in this form. I thank all of them from the bottom of my heart. Many eminent experts of the national level Institutes have helped in bringing quality in the textbooks by going through the texts from time to time. I thank all those experts and teachers of the schools. I extend my heartfelt gratitude to all my co-workers who have worked for DTP, drawing the sketches, art work and page setting.

All suggestions including constructive criticism are welcome for the improvement of the quality of the text books.

आपरितोषाद् विदुषां न साधु मन्ये प्रयोगविज्ञानम्।

बलवदपि शिक्षितानाम् आत्मन्यप्रत्ययं चेतः ॥

(Abhijnanashakuntalam 1.02)

Until the scholars are fully satisfied about the content, presentation, attainment of objective, I do not consider this effort to be successful, because even the scholars are not fully confident in the presentation without feedback from the stakeholders.

Prof. ViroopakshaV Jaddipal

Secretary

Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain
Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board, Ujjain



FOREWORD

Keeping in mind the national objectives in the light of the National Education Policy- 2020, Maharishi Sandipani National Veda Vidya Pratishthan, established by the Government of India, provides Veda Pathshalas/Guru recognized across the country by the Maharishi Sandipani Veda Sanskrit Education Board, Ujjain (M.P.). Veda Bhushan first , second , third , fourth , fifth and Veda Vibhushan first and second years studied in student units and NCE for the students of sixth , seventh, eighth , ninth , tenth , eleventh and twelfth class in school education . R.T. And I am extremely happy to present a social science textbook as per the standards of state education boards and various published sources on Indian knowledge tradition.

The subjects included in social sciences like geography, history, political science, economics and sociology etc. provide us many ways of help in understanding the society. On the basis of this understanding, we try to make our future the best in terms of personal and social behavior. This entire world is the result of various events and changes over time, thousands and millions of years ago. This textbook of social science is definitely helpful in knowing and understanding these events, changes and results.

Most of the subjects in the social science book have been included keeping in mind the theoretical nature and usefulness of the Vedic literature, due to which the students will definitely feel Indianans and cultural pride. An effort has been made to make this book more useful for students by including various maps, pictures and updated data. From

time to time, guidance has been received from the Honorable Secretary in the work of making textbooks. All the teachers and teachers of Rashtriya Adarsh Ved Vidyalaya have contributed in terms of collection of topics , mantra collection, word arrangement, error correction etc. of social science textbook, especially Mr. Ayush Shukla and Mr. Abhijeet Singh Rajput ji as well as social teachers of various schools. I have also received unprecedented support from science teachers Mr. Vijendra Singh Hada, Mr. Vikram Basniwal, Mr. Anil Sharma, Mr. Mukesh Kushwaha, Mr. Laxmikant Mishra, Mr. Amresh Chandra Pandey, Mr. Narendra Singh, Mrs. Anupama Trivedi and Mrs. Neha Maithil. Along with all this, the work of Mrs. Kiran Parmar in typing work has been highly commendable. We heartily thank you all for this cooperation.

Our effort has been to make the Social Science text book as useful as possible for the Vedic students, because Social Science being a dynamic subject, there is always a need for modification and addition to the content in the Social Science book. In this context, suggestions from respected teachers, subject experts and scholars interested in social sciences are always welcome.

Thanks and regards

Date-

Dr. Prakash Prapan Tripathi

Ravindra Kumar Sharma

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VEDA BHUSHAN 3RD YEAR SOCIAL SCIENCE



Chapter-1 Resource

In this chapter- Resources, Types of resources, Resource conservation, Land, Types of land, Characteristics of land, Land conservation, Importance of land in Vedic literature, Soil, Types of soil, Degradation of soil, Soil conservation Measures, Water resources, Problem of water availability, measures of water conservation, Importance of water in Vedic literature, natural vegetation and wild life, distribution of vegetation, Benefits from forests, wild life, Benefits of Wild life, Natural vegetation and wild life conservation, forests and wild life in Vedic literature Wildlife conservation and major forest movements in modern India.

Resources- Everything which fulfill our needs is called a resource. Today, both technology and time are essential factors that have the potential to convert any commodity to convert into a resource. A person is himself a resource by thinking, knowledge and making new inventions. Every invention and discovery creates new Resources. It is mentioned in the Atharvaveda- “कामःकामायादात्” (3.29.7) i.e. only by doing one task, the idea of doing another work comes to mind, as soon as fire was invented, then the same fire started being used variously. Similarly, through many types of inventions, people have made them an essential resource. Resources can be made economically valuable after being integrated.

Types of Resources- Resources can be divided into three parts-

- A. Natural Resources
- B. Man-made Resources
- C. Human Resources.

A. **Natural Resources-** The Resources that we have obtained from nature and we use them without any change, they are called natural Resources, such as air, water, soil, minerals, etc. Resources are divided into two parts-

- 1. Renewable Resources
- 2. Non-renewable Resources

1. **Renewable Resources-** the Resources that can be reused and which are continuously produced are called ‘renewable Resources’. Such as water, soil, wind energy, solar energy etc.
2. **Non-renewable Resources-** Resources that cannot be rebuilt or which are destroyed once used are called ‘non-renewable Resources’. Such as coal, natural gas, petroleum products, etc.

B. **Man-made Resources-** Those natural Resources, which humans have given new forms and shapes according to the need through art and technology, are called ‘man-made Resources’. Houses, large buildings, electrical equipment, etc. are examples of man-made Resources.

C. **Human Resources-** In the creation and development of Resources, the expected improvement in the work efficiency of the people is called ‘human resource’ and ‘development’. Due to investment in education, training and



medical services, population also converts into human Resources. Thus, human resource is the capital used in production. Skill in human capital and the knowledge contained in it are repositories of production.

Do you know?

- The knowledge and skills used in doing a work or producing a thing are called technology.
- Monopoly on any idea or invention is called **Patent**.

Resource Conservation- Resource conservation refers to giving time for renewal by making careful use of Resources. Conservation and balance of Resources for future use is called '**sustainable development**'.

In ancient times, man was dependent on plants and animals obtained from nature and due to very low level of population, technology, the misuse of Resources was minimal. Therefore, there would not have been a need for resource conservation at that time. But with the change of time and population growth, the demand for Resources increased and advanced technologies expanded, which has

Do you know?

- About **29%** of the total area of the Earth's surface is land. In India, **57%** of the total area is cultivable land, **4%** pasture land, **24.62%** forest land and **17%** other useful land. **90%** of the world's population lives on only **30%** of the land.

led to an increase in over-exploitation of Resources. At present, the continuously declining level of groundwater, fossil fuels etc. indicates over-exploitation of Resources. Conservation of Resources is imperative as an effective measure to prevent their destruction. For example, waste paper should not be thrown

away, because it can be recycled and used. Similarly, water should not be wasted because it produces electricity, etc. Through these measures, we can prevent Resources from being wasted.

Land- The upper surface of the earth, which is formed by the breakdown of rocks and the decay of substances, is called '**Land**'. We see land on earth in various forms, such as flat, rough, mountainous, marshy, barren, sandy land, etc.

Types of land- There are two types of land based on ownership-

1. **Private land-** Land which is owned by a single person or individual, which they can buy and sell at any time or set up agriculture and industry etc. it is called '**private land**'.
2. **Community land-** Land which is owned by a community or government and is mainly used for public interest purposes is called '**community land**'. Such as organizing health camps, organizing fairs, etc.

Land of use- Land of use is decided by physical factors. Such as soil, minerals, climate, topography and availability of water. Human factors such as population and technology are also the main facilitators of land use. We use the land for many purposes, such as agriculture, forestry, mining, road construction and setting up factories etc.



Characteristics of land- The land has a special significance since ancient times, which is mentioned in our Vedas and Sanskrit literature. In Atharvaveda, the land is called our mother. "माता भूमिः पुत्रो अहं पृथिव्याः ।" (12.1.12) Land is such a certain priceless gift from nature, which can never be destroyed. The land does not produce itself. But it is produced by labor and capital. The land is stable and incompressible. Not all parts of it are fertile. At some places the land is more fertile, and at some places the land is barren.

Land Conservation- At present, due to population growth and technology, there has been excessive exploitation of land, due to which the land has become polluted. Therefore, we should make some necessary efforts for land conservation, such as planting more trees, preventing the exploitation of gravel (sand) from rivers, reducing the continuous use of pesticide chemicals and fertilizers in agricultural land, organizing camps in every village and city for land conservation by the government to make people aware about land conservation.

Importance of land in Vedic literature- The importance of land is mentioned in the prithivi Sukta of Atharvaveda- "सत्यं वृहदमुग्रं दीक्षा तपो ब्रह्म यज्ञः पृथिवीं धारयन्ति । सा नो भूतस्य भव्यस्य पत्न्युरुं लोकं पृथिवी नः कृणोतु ।" (12.1.1) That is, brahma, yajna, tapa, vrihat and water spread in a larger form are the ones that hold the earth. This earth had reared organisms in the past and will follow organisms in the future as well. May the earth give us vast space for habitation "असंबाधं मध्यतो मानवानां यस्या उद्वतः प्रवतः समं बहु । नानावीर्या ओषधीर्या विभर्ति पृथिवी नः प्रथतां राध्यतां नः ।" (अथर्व.12.1.2) That is, the land on which there are flat places high and low and which possesses herbs of many types of strength. May that land come to us in all ways and completely and fulfill all our desires. "गिरयस्ते पर्वता हिमवन्तोऽरण्यं ते पृथिवि! स्योनमस्तु । बभ्रुं कृष्णां रोहिणीं विश्वरूपां ध्रुवां भूमिं पृथिवीमिन्द्रगुप्ताम् । अजीतोहतो अक्षतोध्यष्टां पृथिवीमहम् ॥ यत्ते मध्यं पृथिवि यच्च नभ्यं यास्त ऊर्जस्तन्वः संबभूवुः । तासु नो धेह्याभि नः पवस्व माता भूमिः पुत्रो अहं पृथिव्याः । पर्जन्यः पिता स उ नः पिपर्तु ॥ (अथर्व. 12.1.11-12) That is, O Mother Earth, may your snow-covered mountains and forests be without enemies. Give us prestige the nutrients of your body. This earth is our mother and we are its sons. O earth! Your central part is capable of living beings. Your navel is the protector of living beings. May the juices produced from you nourish and sanctify us. This earth is our mother, and we are its sons and our father Jal, follow us. "त्वज्जातास्त्वयि चरन्ति मर्त्यास्त्वं विभर्षि द्विपदस्त्वं चतुष्पदः । तवेमे पृथिवि पञ्च मानवा येभ्यो ज्योतिरमृतं मर्त्येभ्य उद्यन्तसूर्यो रश्मिभिरातनोति ॥" (अथर्व. 12.1.15) That is, "O Mother! May the sun rays bring us speech you give us honey juice, you nourish all beings including two legs, four legs. Here is a description of all the qualities of the earth, but there is also an apology from your side- "वर्षेण भूमिः पृथिवी वृतावृता सा नो दधातु भद्रया प्रिये धामनिधामनि ॥ यौश्च म इदं पृथिवी चान्तरिक्षं च मे व्यचः अग्निः सूर्य आपो मेधां विश्वे देवाश्च सं ददुः ॥ अहमस्मि सहमान उत्तरो नाम भूम्याम् । अभीषाडस्मि विश्वाषाडाशामाशां विषासहः ॥" 12.1.52-54) That is, O Mother, let us not be sad when we walk, sit, or stand with our right and left foot. While sleeping, taking a right-left curve, spreading your feet towards you, you should not be sad. If we



dig you to sow or remove medicines, seeds, then your family, grasses, vegetation will grow again at a rapid pace. Don't hurt your heart.

Soil- The thin layer of fine particles on the surface of the earth is called 'soil'. Soil is formed from minerals and hummus obtained from rocks. The five factors of soil formation- parent rocks, climate, elevation, biological action, and time together form the soil. In Atharvaveda, there is a description of soil formation that "शर्कराः सिकता अश्मान" (11.7.21) i.e. white particles, sand and stones etc. are all formed on the earth.

Types of soil- Soil is divided on two basis- Color and nature. There are mainly four types of soil on the basis of color - red soil, yellow soil, black soil and brown soil. Depending on the nature, there are mainly four types of soil- loamy soil, sandy soil, alkaline soil and saline soil.

Soil degradation- Soil degradation refers to the lack of natural nutrients required for the growth of trees, plants and crops in the land. The main reasons for this are mining, deforestation, excessive animal grazing, over-irrigation, industrial drainage, erosion, and excessive use of pesticides, landslides and floods.

Measures of Soil conservation- Soil conservation refers to the methods that prevent soil erosion. There are many ways to prevent soil erosion, some of them are as follows:

1. Forest conservation and tree plantation.
2. Prohibition of over-grazing.
3. Flood control.
4. Altar Farm (terraced farm).
5. Contour linear plugging.
6. To promote striped method of agriculture.
7. By building guarding machines.
8. Different crops are grown in isolated rows at different times to protect the soil from rainfall.

Water Resources- Water is an important renewable natural resource. Those sources of water, which are useful for all the organisms of the earth, are called water Resources. There is water on three-fourths of the earth, so it is also called the blue planet. There seems to be a variation in the abundance of water on earth. Water is constantly moving by evaporation, precipitation and flow and cycling in the oceans, which is called the 'water cycle'.

Problems of water availability- Today the whole world is moving rapidly towards water crisis. Declining ground water levels and wastage of water and pollution are the major problems of water availability. India ranks 120th in the water quality list of 122 countries released by NITI Aayog in the year 2018. Most parts of the world like Asia, Africa, Australia and USA are short of soft water

Do you know?

- It takes hundreds of years to form just one centimeter of soil.
- 97.3% of the total water on earth is salt water and 2.7% is fresh water.
- A leaky tap wastes about 1200 liters of water in a year.



supply. Therefore, scholars believe that the global water crisis will be at the core of the next world war.

Conservation of water Resources- For water conservation, it is necessary to conserve depleting water Resources. At present, due to the industrial and economic environment, increasing utilitarian culture, high population growth and continuous increase in irrigated land, exploitation of water is taking place at a rapid pace. Therefore, there is a need to conserve the amount of clean water at the regional, national and global level so that the future or coming generations can get clean water.



Figure-1.1 Sprinkler Method

Water conservation measures- Every citizen, society and administration needs to take steps together for water conservation. The following are the measures for water conservation-

1. Domestic and industrial waste should not be dumped in rivers and reservoirs.
2. Chemical substances like soap should not be used near sources of drinking water.
3. Transporting water from areas with high rainfall to areas with low rainfall through canals etc.
4. Advanced methods of irrigation such as sprinkler, drip method etc. should be used.
5. Increase in forest cover, i.e. more and more tree plantation should be done.
6. Installation of water harvesting system.
7. Collecting rainwater in tanks, ponds, wells, etc.

Importance of Water in Vedic Literature- The importance of water has been propounded in our Vedic literature. It is mentioned in Atharvaveda that-

Do you know?

- The collection of rain water from the roof of the house and using that water is called rain water harvesting. On an average, 8000 liters can be stored from two hours of rainfall.
- Udaipur is called the 'City of Lakes'.
- Jaisamand is the largest man-made fresh water lake of Asia continent.
- In the direction of water conservation and making rivers permanent, former Prime Minister of India Atal Bihari Vajpayee had planned the river linking project.

"अप्स्वन्तरमृतमप्सु भेषजम्" (1.4.4) i.e. water has medicinal properties. "क्षयन्तीश्चर्षणीनाम्।" (1.5.4) That is, water is the only support for our life. Due to water, civilizations developed on the banks of rivers in ancient times. Man can live for a long time without food but not without water. At present, central and state governments are working for water conservation. But unless there



is awareness among the public, these efforts will not succeed. In the olden times in Rajasthan, kings and maharajas had done important work towards water conservation. Ponds, lakes, wells, etc. found in different districts of the state are examples of this.

Natural vegetation and wildlife- In daily life, we use many types of vegetation. In different parts of the country, there are many materials made from jute, bamboo, cane etc. plants such as bags, baskets, chairs etc. In addition to these, we rear silkworms on mulberry trees to get silk. The part of the earth on which organisms are found is called the biosphere. Biodiversity is preserved in this biosphere. Biodiversity refers to the animals and vegetation found in a particular area. Natural vegetation and wildlife are found in a narrow area connected between the earth's lithosphere, water body and air system. The life of all organisms is dependent on each other, so they complement each other. This life-based system is called eco system. Forests and wildlife are precious Resources. They work to create a balance in nature.

Vegetation distribution- The basis of the growth of vegetation is mainly temperature and humidity. The flora is classified into four categories- forests, grasslands, glums and tundra. Large trees are found in areas with heavy rainfall. Where humidity is low, the size and density of trees decrease. Small trees and grasses grow in parts with normal rainfall, forming grass sites. Thorny shrubs and glums are found in areas with low rainfall. Plant roots are deep in these areas. The leaves of these trees are thorny and have a soft surface to reduce the loss of moisture through caused by humidity caused by transpiration. Mass and lichen tundra are flora. Forests are divided into evergreen and deciduous forests based on the fall of leaves of trees. The distribution of vegetation in India is not uniform. Forests are more, in areas with high rainfall, while forests are less in areas with low rainfall. According to the "India State of Forest Report 2021" report of the Forest Survey of India (FSI), India has forests in an area of about 8,09,537 square km. The highest number of forests in India are in Madhya Pradesh state and the lowest is in Haryana. At present, about 24.62 percent of India's land area is forested, which is about 2.4% of the total land area of the world. Whereas 33% of the land area of any country should be forested. Forest Resources are fast depleting. Therefore, there is a need to conserve this precious resource.

Benefits from forests- Forests give us many benefits directly and indirectly, some of which are as follows:

1. We get timber from trees.
2. We get oxygen from trees and plants.
3. Prevent soil erosion and make the land fertile.
4. They are helpful in the capture of groundwater.
5. From trees we get fruits, latex, turpentine oil, medicinal plants, paper, etc.

Wildlife- Wildlife is the category of wild animals that live in natural habitats. Wildlife is found in all the ecosystems of the world. Lions, tigers, leopards,



giraffes, blue cows, wild boars, foxes, rabbits, semis, jackals, etc. fall under the category of wild animals.

Benefits from wildlife- Wildlife is also of utmost importance in our daily life. They also have many benefits directly and indirectly, which are as follows:

1. Milk, meat, skins and wool etc. are obtained from them.
2. We get honey from the bee. The study of beekeeping is called apiculture.
3. Insects help to become the pollination of flowers.
4. Birds act as decomposers. For example, birds depend on insects in their food.
5. Birds also perform the task of purifying the environment, such as vultures purifying the environment by eating dead animals. Therefore, everyone, big or small, has an important contribution in balancing the ecological system.

Natural flora and fauna conservation- It is very important to have forests

and wildlife to maintain balance in the field of environment. Today, due to human intervention, the natural habitats of plants and animals are being destroyed. Many wildlife species have become extinct or are on the verge of extinction. At present, due to increasing industrialization, population growth, rapidly degrading forest, fire, soil erosion, forests, landslides, unauthorized hunting, natural vegetation and wildlife are at risk of extinction. The Central and State Governments have started working expeditiously in this direction by banning the trade of birds, wild animals etc. Along with the government, we will also have to make efforts to protect them, only then, these Resources can be safe for the future. The following measures have been taken by the Government to protect them:



**Figure-1.2 Dense Bird Sanctuary
Bharatpur (Rajasthan)**

1. The Government of India enacted an Act in 1972 for the protection of forests and wildlife. Many works have been done for the protection of forests and wildlife through this law. Such as ban on poaching, ban on sale and purchase of wildlife etc. The Wildlife (Protection) Amendment Bill 2021 has been enacted by the government to improve the Act, which seeks to increase the number of protected species and implement CITES.
2. By establishing national parks and wildlife sanctuaries, the central and state governments have protected their natural habitats for their conservation and promotion. They have banned human activities. Kanha National Park, Ranthambore National Park, Corbett National Park (Uttarakhand), Kaziranga National Park (Assam), Gir National Park (Gujarat) etc. are prominent.



3. At the state level, the State Governments also encourage the people by organizing programs like Social Forestry Van Mahotsav etc. at the community level to make people aware of their conservation and promotion.

Forest and Wildlife Conservation in Vedic Literature- Due to the

important place of flora and wild animals or fauna in our Vedic culture, they were linked with religious faith to protect and protect them. In ancient times, our sages have also made efforts to protect them. Even today, tulsi, peepal, khejri, mango, vilva etc. Are worshiped in our homes. "गावो विश्वस्य मातरः", that is, we all consider the cow as the mother.

Nandni, the cow of Maharishi Vashishta, was protected by King Dilip by putting his life at stake. This shows that even in

the Vedic era, forests and wild animals were protected. There is a statement about the importance of forests in Rigveda that "अव सृजा वनस्पते देव देवेभ्यो हविः ।" (1.13.11) । That is, flora provides us with materials for the gods. "आप ओषधीस्त नोऽवन्तु द्यौर्वना गिरयो वृक्षकेशाः ।" (5.41.11) Water and vegetation protect us. Mountains full of trees, forests and trees protect us by removing all these pollution. Similarly, while acknowledging the contribution of trees in environmental balance, our mystics have given great thought to them. While propounding their importance in Matsya Purana, it is mentioned that " दश कूप समा वापी, दशवापी समोहद्रः । दशह्रद समः पुत्रो, दशपुत्र समो द्रुमः ॥" That is, there is one bawdi equal to ten wells, one equal to ten Bawadi, one child equal to ten ponds and one tree equal to ten children.

Major Forest Movements of Modern India- In modern times, the **Khejli Forest Movement**, and Jodhpur (1730 AD) Rajasthan is famous in history. In this movement, 363 Bishnoi people including Amrita Devi Bishnoi were martyred in Khejrli to save Khejri trees. Chipko movement took place in 1973 AD in Chamoli, Uttarakhand. The main point of this movement was that more women participated in it. This movement was started under the leadership of famous environmentalist Sunderlal Bahuguna, Comrade Govind Singh Rawat, Chandi Prasad Bhatt and Smt. GauraDevi of India. In 1973, the Government of Kerala had planned a big dam on the Kuntipuzha River. Poet and activist Sugatha Kumari and the Kerala Shastra Sahitya Parishad had launched the **Silent Valley Save Movement to save this forest**. As a result, in 1981AD, the then Prime

Do you know?

- Globally, an organization called 'The Convention on International Trade in Endangered Species of Wild Fauna and Flora' (CITES) is working in this direction. This organization has done the work of listing all the animals and birds. Presently **5000** species of animals and **28000** species of plants have been protected.
- PETA (People for the Ethical Treatment of Animals) is an animal rights organization. It was established in **1980 AD** in Norfolk city of Virginia province of America. This organization emphasizes ethical behavior with animals globally and opposes animal cruelty.



Minister Indira Gandhi announced the protection of Silent Valley and in 1985 AD and Rajiv Gandhi declared it a National Park in 1982 AD. In Singhbhum district of Jharkhand state, tribals had launched '**Save Jungle Movement**' to save forests. In 2006, when the UPA government passed the Forest Rights Act, the tribals withdrew this movement. In 1983, **Aapiko movement** was launched to save forests in Shimoga district of Karnataka. This movement was led by Pandurang Hegde. The contribution of flora and fauna in the progress of human civilization is invaluable. Therefore, it is our duty that we must work for their conservation and promotion and for this, we should also inspire the coming generation.

Question

Multiple Choice Questions-

1. Which of the following are Man-made Resources-
A. Water B. Mountain C. Air D. Iron
2. Non-renewable Resources are called-
A. Soil B. Wind energy
C. Coal D. None of these
3. Formation of soil in the following is a factor of
A. Climate B. Rain C. Igneous Rocks D. All of Above
4. On the basis of color, there are types of soil-
A. 1 B. 3 C. 2 D. 4
5. Renewable resource is-
A. Natural Gas B. Petroleum
C. Metallic D. Solar Energy
6. The distribution types of forests in our country is-
A. Similar B. Unequal
C. Equal D. All of Above

Fill in the blanks-

1. Of India . . . the percentage of land area is forest. (24.4% / 30%)
2. Natural gas is..... Resources. (Renewable/Non-Renewable)
3. Ranthambore National Park in is located in.....
(Rajasthan/Chhattisgarh)

Tell the Truth/ False-

1. Soil is divided on two basis- color and nature. (True/False)
2. Water conservation is our responsibility. (True/False)
3. The Chipko movement started from the Rajasthan. (True/False)

Match the Pair Correctly-

- | | |
|--------------------|---------------------|
| 1. The movement | A. 1982 AD |
| 2. Chipko Movement | B. 1730 AD. |
| 3. Aapiko | C. Movement 1973 AD |

Very Short Answer Question-

1. How many types of Resources are there?
2. What is human resource?
3. How many parts of natural Resources are there?
4. What is a man-made resource?
5. What is an ecosystem?



Short Answer Questions-

1. What do you mean by water Resources?
2. What are the main causes of soil degradation?
3. What are the various uses of water?
4. What is land? Explain the main factors.
5. What do we gain from forests?

Long answer questions-

1. Describe the characteristics of the land in detail.
2. Write an essay on flora and fauna conservation.

Project Work-

1. Illustrate the major methods of water conservation in modern times.



Chapter-2 Agriculture

In this chapter- The meaning of Agriculture, Types of Agriculture, Agricultural seasons, Agriculture in Vedic literature, Major crops of India and development of Agriculture in independent India.

The art and science used for crop production and animal husbandry etc. on land is called Agriculture. The land on which crops are grown is called

Do you know?

- Kirshi is called agriculture in English language. It is derived from the Latin words agar or agri and culture, which means doing a agriculture.
- Such agriculture in which organic fertilizers and natural pesticides are used to increase production is called organic agriculture.

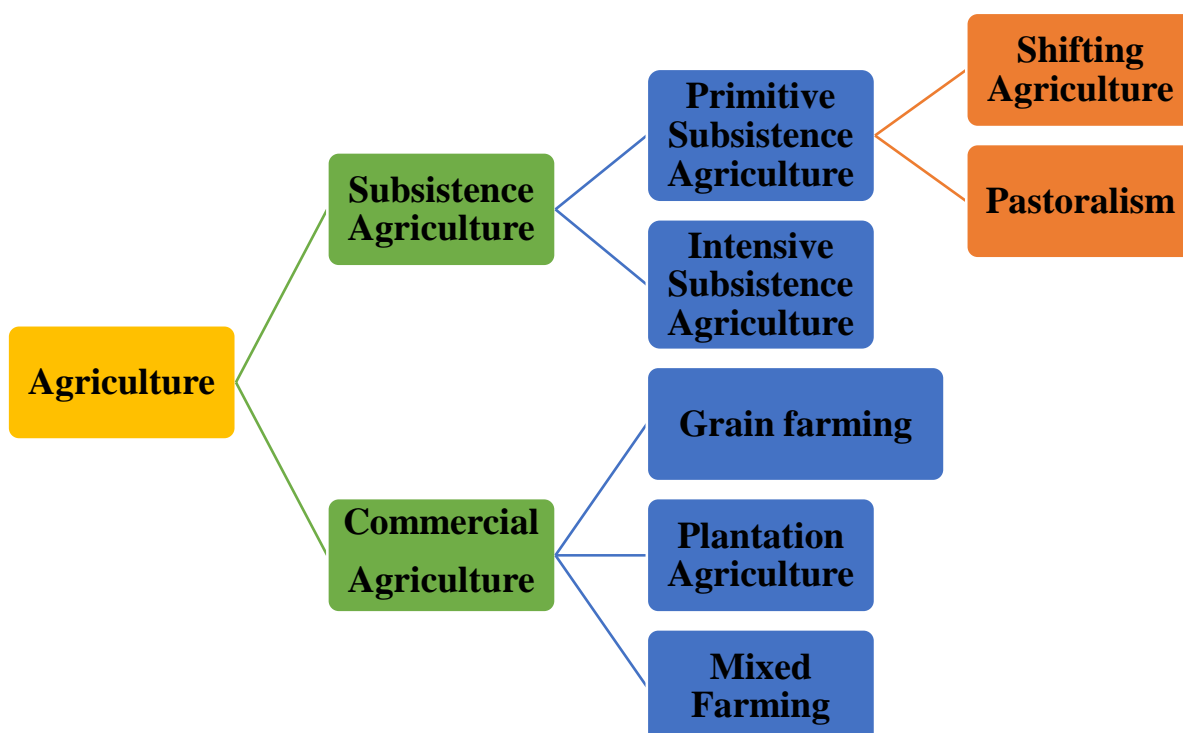
agricultural land. Grain, fruit and vegetable production and animal husbandry business are all included in agriculture. Half of the world's population depends on agriculture. Favorable conditions such as topography, soil and climate are essential for agriculture. Secondary and tertiary industries are also based on agriculture. Agriculture acts as a

mechanism. Labor, seeds, fertilizers, machinery are its inputs, tillage, sowing, harvesting, etc. are its operations and grains, wool, dairy etc. are its outputs.

Types of Agriculture- Agriculture can be divided into two parts.

(a) Subsistence Agriculture

(b) Commercial Agriculture



A. Subsistence Agriculture- The agriculture which the farmer does for the purpose of sustenance of his family is called subsistence agriculture. In this agriculture, more human Labor and less use of machinery is done. Subsistence agriculture is divided into primitive subsistence agriculture and intensive agriculture.

a. **Intensive Subsistence Agriculture-** Agriculture done two or three times in the same field on small plots is called intensive subsistence agriculture. More than one crop is sown in it. The main crop of this agriculture is rice, in addition to wheat, maize, pulses, Oilseeds. This cultivation is done in



Figure- 2.1 Pastoralists with sheep in western Rajasthan

the river plains of India in the densely populated areas of eastern India, West Bengal, Bihar, Punjab, Haryana, Uttar Pradesh, Madhya Pradesh etc.

b. **Primitive Subsistence Agriculture-** Primitive subsistence agriculture was often done during the nomadic life span of human beings. It is currently done in some parts of the world. There are two forms of primitive subsistence agriculture - transfer agriculture and pastoral pastoralism.

i. **Transferee Agriculture-** This agriculture is mainly done by primitive tribes. In this, fields are made by cutting or burning the forests of a place. Agriculture is done in these types of farms for 2 or 3 years. After that, when the fertility in the soil decreases, new farms are made in another place except that field. This agriculture is also known as 'Shearing and

Table 2.1

LIST OF MAJOR CROPS	
English Name	Hindi name
Agriculture	कृषि
Sericulture	रेशम उत्पादन की कृषि
Pisciculture	मछलीपालन
Viticulture	द्राक्षा (अंगूर की खेती)
Horticulture	उद्यान कृषि
Apiculture	मधुमक्खी पालन
Celli culture	वन्य कृषि

Burning' agriculture. This type of farming is called 'Jhuming' in north-eastern India and 'Walra' in south Rajasthan.

ii. **Pastoral Animal Husbandry Agriculture-** Animal husbandry is done in this farming. In this, cattle herders move their animals such as sheep, goats, camels and yaks etc. from one place to another for fodder and water. From these animals, the pastoralists get milk, meat, wool, skins and other products. This agriculture takes place in the states of Jammu and Kashmir, Rajasthan etc. in our country.



B. Commercial Agriculture- The main purpose of this type of agriculture is to sell crop and animal products in the market. This agriculture is done in large farms. It requires more capital and Labor. In this agriculture, crops like mustard, gram, cotton, jute, oilseeds, tobacco, sugarcane, tea, coffee, rubber etc. are grown. There are three types of agriculture.

- Commercial Grain Agriculture-** This agriculture mainly grows crops on which industries depend.
- Mixed Agriculture-** In mixed agriculture, land is used for growing grain and fodder crops and animal husbandry.
- Horticulture Agriculture-** Horticulture agriculture is a type of commercial agriculture. It is also called planting agriculture. It requires more capital and Labor. It is done in the form of large agricultural industries. Such as tea, coffee, rubber, fruits and vegetables etc.

Agricultural seasons- In our country, three types of crops are grown based on the seasons.

- Kharif crop-** The kharif crop is sown in the rainy season. Bajra, maize, jowar, moong, groundnut, rice etc. are the major Kharif crops.
- Rabi crop-** Rabi crop is sown in winter season. Wheat, barley, gram, mustard etc. are the major Rabi crops.
- Zayed crop-** Zayed crop is sown in summer. Fruits, vegetables, rajma, berseem etc. are the major zayed crops.

Table 2.2
States with highest crop/yeild in India

Crop/Produce	Most Producing State	Crop/Produce	Most Productive State
Rice	West Bengal	Groundnut	Gujarat
Wheat	Uttar Pradesh	Mustard	Rajasthan
Sorghum	Maharashtra	Soybean	Madhya Pradesh
Millet	Rajasthan	Jute	West Bengal
Maize	Andhra Pradesh	Coconut	Kerala
Sugarcane	Uttar Pradesh	Saffron	Jammu and Kashmir
Tea	Assam	Cotton	Gujarat
Coffee	Karnataka	Potato	Uttar Pradesh
Chana	Madhya Pradesh	Onion	Maharashtra
Rubber	Kerala	Banana	Tamil Nadu
Maize	Andhra Pradesh	Garlic	Madhya Pradesh
Sunflower	Karnataka	Barley	Uttar Pradesh

Agriculture in Vedic Literature- Human beings first learned to cultivate in the development of civilization. In Vedic literature, rural and agricultural culture has been described beautifully. In the Krishi Sukta of Atharvaveda, there is a mention of agricultural karma- "कृते योनौ वपतेह बीजम्।" (3.17.2) that is, plowing the land and sowing seeds in it has been called the primary act of agriculture. The



king has been directed to protect the farmers. In the Vedas, there is a description of the equipment required for agriculture: the farmer, the plow and a pair of oxen and the expectation of rain from nature.

"शुनं वाहाः शुनं नरः शुनं कृषतु लाङ्गलम्।" (3.17.6) That is, the

farmer and the bull plow the field happily. It is prayed for rain that "सा नः पयस्वती दुहामुत्तरामुत्तरां समाम्।" (Atharva. 3.17.4) That is, the land should provide us with good yield every year. Food is called **Life** (प्राण) because the human body becomes strong only by consuming food. Explaining the importance of food, it has been said that "अन्नाद्येन यशसा तेजसा।" (13.4.49) That is, we get fame and glory from food. Even today, India's economy is based on agriculture, which is related to the production and consumption of natural Resources.

Major Crops of India-

1. **Rice-** It is the most consumed grain in the world. Its cultivation is more in alluvial soil. China ranks first in rice production. Most of the rice in India is grown in West Bengal. Apart from this, Bihar, Uttar Pradesh, Andhra Pradesh, Chhattisgarh etc. are the major rice producing States.
2. **Wheat-** Wheat crop is good in loam soil. Wheat is the largest producer in the United States of America in the world. In India, states like Uttar Pradesh, Punjab, Haryana, Rajasthan, Madhya Pradesh etc. have more production.
3. **Millets-** Millets require less rainfall. Its production is high in Rajasthan, Gujarat, Maharashtra, and Madhya Pradesh.
4. **Maize-** Maize requires high temperature and rainfall. The United States ranks first in maize production. It is produced in the states of Karnataka, Madhya Pradesh, and Bihar etc. in India.
5. **Jute-** Jute requires more rainfall and high temperature. India is the largest producer of jute in the world. In India, Western Bengal, Bihar are the leading states in production.
6. **Cotton-** Cotton is the main raw material for the cotton textile industry. This requires high temperature and light rainfall. India has the highest number of cotton in the world. Cotton is produced in the states of Haryana, Maharashtra, Gujarat, Punjab, Tamil Nadu etc.
7. **Tea and coffee-** Tea and coffee are the major horticultural crops. In our country, tea is produced in the States of Assam, West Bengal, Karnataka, etc. Karnataka is the largest producer of coffee.

Do you know?

- Agriculture is done on two-thirds of the land area of India.



Fig. 2.2 View of Suratgarh Agricultural Farm, Rajasthan



Development of Agriculture in Independent India- After the Green Revolution (1966-67 AD), there has been rapid development in the agricultural sector in India. As a result, it has been possible to supply food grains to the growing population. For this, large agricultural farms were established in India. In those farm houses, farming is done using modern techniques and machines of agriculture. The extreme goal of agriculture in our country is to increase food security. Due to excessive development in the field of agriculture, today we have become self-reliant. Large agricultural farms have been established by the government in the states of Uttar Pradesh, Punjab, Haryana, Rajasthan etc., in which crops are being produced with modern techniques.

Do you know?

- Coffee was discovered in 850 AD by Arab resident Kaldi.

Question

Multiple Choice Questions-

- Highest cotton production in the world-
A. India B. America C. France D. Pakistan
- Among the following is a kharif crop-
A. Wheat B. Chana
C. Mustard D. Maize
- The major maize producing state is-
A. Karnataka B. Rajasthan C. Bihar D. Andhra Pradesh
- Rabi crop is-
A. Bajra B. Peanuts C. Chana D. Rice

Tell the Truth/False-

- Commercial agriculture is carried out by primitive tribes. (True/False)
- India's economy is based on agriculture. (True/False)
- Shifted agriculture is also called Walra agriculture. (True/False)

Match the Pair Correctly-

- | | |
|-----------|------------------|
| 1. Millet | a. West Bengal |
| 2. Wheat | b. Rajasthan |
| 3. Rice | c. Uttar Pradesh |

Fill in the blanks-

- The two main types of agriculture are subsistence agriculture and.....
- Highest rice production in the world is
- Mustard seed is sown in..... season.

Very short answer question-

- What is horticulture agriculture?
- What is transfer agriculture?
- What is planting agriculture?

Short Answer Questions-

- What is commercial agriculture?
- How many types of crops are sown in India? Write their names.
- Name the factors affecting agriculture.

Long Answer Questions-

- Describe the main crops grown in India.
- Explain the development of agriculture in independent India.

Project-

- List the agricultural products to be produced in your surrounding areas.



Chapter-3

Mineral and Power Resources

In this chapter- about the meaning of minerals, types of minerals, metallic, non-metallic and energy minerals, conventional energy sources, non-conventional energy sources, methods of mineral mining, distribution of minerals in the world and uses of minerals.

Mineral meaning- Mineral is one of the major natural gifts received by human beings. Minerals are closely related to human life and its livelihood. Because it is difficult to imagine the construction of industrial, factories, transportation and agricultural work without minerals (metals). The substances extracted from the land by mining are called '**Minerals**'. Various minerals are identified by their physical properties, such as their color, hardness, and density etc. In our Vedic thought, sages have described the excavation, extraction and various uses of minerals like gold, iron, copper etc.

There are indications of many types of minerals in Vedic literature- "हिरण्यवक्षा जगतो निवेशनी" (Atharv.12.1.6) That is, in the womb of the earth, there are golden treasures, which are the basis of the whole world. "निधिं विभ्रती बहुधा गुहा वसु मणिं हिरण्यं पृथिवी ददातु मे । वसूनि नो वसुदा रासमाना देवी दधातु सुमनस्यमाना ॥" (Atharv.12.1.44) According to this mantra, the earth is full of minerals like gems, gold, etc. "अचिक्रददृषाहरिर्महान्मित्रो न दर्शतः सूर्येण्दिद्युतदुदधिर्निधिः ॥" (Yajur.38.22) That is, the sea is a storehouse of eternal minerals and gems.

Types of Minerals- Minerals are obtained in three forms-

a. Metallic minerals b. Non-metallic minerals c. Energy minerals.

A. **Metallic Minerals** – The mineral in which metal is mixed and its texture is hard, it is called metallic mineral. There are two types of metallic minerals - ferrous metals and non-ferrous metals.

I. **Ferrous metal** – The metallic mineral in which iron substance is mixed is called ferrous metal. Iron ore, manganese, cobalt, nickel etc.

II. **Non-ferrous metal-** A mineral that does not contain iron is called non-ferrous metal. Copper, tin, bauxite, gold, platinum, silver, diamond etc.

B. **Non-metallic minerals-** Minerals that do not contain metals are called non-metallic minerals. Marble, granite, mica, sandstone, limestone, etc. are non-metallic minerals.

C. **Energy Minerals** – Such Resources from which energy is obtained are called power Resources. Therefore, power Resources are called energy minerals.

Do you know?

- One or more groups with indefinite organization of mineral components are called rocks.
- So far more than **2800** minerals have been identified in the world, out of which only **100** are ores.
- No minerals are found in Switzerland.



Such as coal, petroleum, natural gas, solar energy etc. The sources of energy acquisition are divided into two forms-

1. Conventional energy sources

2. Non-conventional energy sources

1. **Traditional Energy Sources-** Such energy sources which we have been using since ancient times are called conventional energy sources. At present, this energy is being harnessed at a rapid pace, so this energy will be exhausted soon. The two main sources of this energy recovery are fuels and fossil fuels. Fuel is often used in cooking. Millions of years ago, animal and plant remains were buried under the ground and over time converted to fossil fuels due to pressure and heat. The sources of conventional energy are as follows:

Coal- Due to the natural disaster millions of years ago, the trees and animals of the earth were buried inside the land and gradually converted into minerals as a result of natural activities. Coal is also a fossil fuel. Coal is used in domestic fuel, factories and power generation etc. Due to its use in power generation, it is also called thermal energy. Jharkhand, Chhattisgarh, Madhya Pradesh, West Bengal are the major coal producing states.



Fig. 3.1 - Coal mine

Petroleum- Petroleum is also produced due to the burial of animals and vegetation inside the ground like coal and over time due to the high temperature and pressure of the ocean, it is also called rock juice or raw oil. It comes out in the form of black matter from inside the earth, many substances like petrol, diesel, kerosene, charkol, grease, etc. are formed by purification by the method of distillation. It is also



Fig. 3.2 - Bombay High

called black gold. It is used in running the transportation, production of energy, etc. The main producing states in India are Assam, Maharashtra, Gujarat and Rajasthan etc.

Natural Gas- Natural gas is found inside the land along with petroleum products. When refined petroleum is brought to the ground, it is released. Natural gas consists of a mixture of many gases. Methane gas is predominant in this mixture. It is used as a domestic and industrial fuel. It causes

Do you know?

- The word petroleum is derived from the Latin words Petra and oleum, which mean shell oil.
- Compressed Natural Gas (CNG) is an environment friendly gas, it is used as an automobile fuel.



less pollution than petrol, diesel. Tripura, Rajasthan, Maharashtra etc. are the main natural gas producing States.

Hydropower- The electricity generated by the speed of flowing water is called hydropower. To obtain this energy, water from rivers or dams is poured onto the turbine, from which it rotates and hydropower is created. Hydropower was first generated in Norway in the world. In India, Bhakra Nangal, Gandhi Sagar, Nagarjuna Sagar, etc. are the major centers of hydropower.

2. **Non-conventional energy-** Such Resources of energy which have been developed in just a few decades are called non-conventional sources. It is a renewable source of energy. Solar energy, wind energy, biogas, nuclear energy etc. are non-conventional sources.

Solar Energy- The major source of this energy is sunlight. Solar energy is converted into electrical energy and consumed. It's a never-ending energy. It is useful for hot regions. It is used for solar cookers, solar dryers, lights, etc.

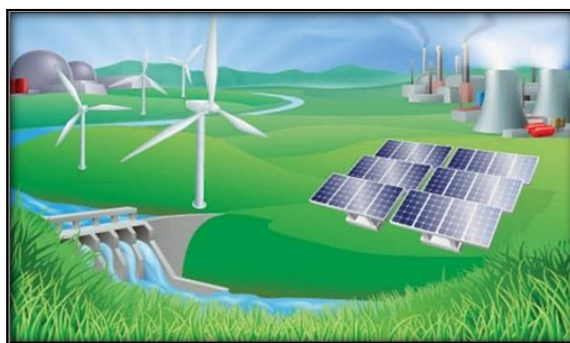


Figure 3.3 - Non-Conventional Energy Sources

Wind Energy- This energy is produced by running windmills with strong winds. In this, wind energy is converted into electrical energy and used. In India, it has been used since ancient times to extract water from wells and grind flour etc. Rajasthan, Tamil Nadu, Andhra Pradesh etc. are the major producers of wind energy in India.

Biogas- The energy that is produced by converting animal dung, dead animal residues, etc. into gaseous fuel is called biogas. Biogas is used for cooking food and power generation etc. Its waste is used as the best organic manure.

Do you know?

- The world's first solar and wind powered bus stand was built in Scotland.
- The world's first tidal power station was built in France.
- The highest natural gas production in India is in the state of Tripura.

Atomic Energy- The energy that is produced by heat emission in a controlled nuclear reaction is called nuclear energy. The major sources of nuclear energy are uranium and thorium, which are radioactive substances. The major centres

of nuclear power in India are Narora (Uttar Pradesh), Rawatbhata (Rajasthan), Tarapur (Maharashtra), Kaiga (Karnataka), Kalpakkam (Tamil Nadu) etc.

Geothermal energy- Heat energy obtained from the earth is called geothermal energy. We get this energy from hot water sources emerging from the underground. It is used in cooking food, obtaining heat, etc. Geothermal power plants have been established in Manikar in Himachal Pradesh, India and Puga Valley in Ladakh.



Tidal Energy- The energy generated by tides is called tidal energy. This energy is produced by building dams in the narrow mouths of the sea. Tidal energy is produced in the Rann of Kutch in the state of Gujarat.

Methods of mineral mining- We remove minerals from the earth in five ways - mining, bleaching, follicular mining, exploration, and mining.

1. **Mining-** The method of extracting minerals from the rocks buried in the earth's surface is called mining.
2. **Scattered mining** – Minerals which are not very deep and whose surface level is extracted on one side is called deforested mining.
3. **Culvert mining-** The mineral that is extracted from the depths of the earth's surface is called culvert mining.
4. **Exploration-** Minerals which are found very deep on the ground and have to be excavated to remove them are called drilling.
5. **Quarrying-** The mineral which is easily dug out from within the surface is called 'quarrying'.

Probably, Indian mystics knew the minerals and mining methods of the land from ancient times. It is mentioned in the Atharvaveda “तस्यै हिरण्यवक्षसे पृथिव्या अकरं नमः” (12.1.26) that our salutations are to this mother earth who holds many such golden metals in her womb.

Distribution of minerals in the world- The distribution of minerals in the world is not uniform. Bauxite, manganese, nickel, zinc, gold, silver, and copper etc. are mined more in Asia. Iron ore in Europe, gold, silver zinc, nickel, iron ore and copper in North and South America. Diamond, gold, platinum, oil etc. in South Africa. Aluminum, copper, lead, zinc, and manganese are found in Australia. The highest production of antimony, tungsten, and lead is in China.

Use of minerals- Minerals are used in many industries. Copper is used in the manufacture of coins, pipe objects, wires, etc. Silicon used in computers is obtained from quartz. Aluminum is obtained from bauxite. It is used in automobiles, airplanes, building construction, etc. Similarly, iron is made from iron ore and used in various forms. Mineral is a non-renewable natural resource. It takes thousands of years to form minerals. At present, they are being exploited in large quantities. Recycling of metals is the main way to conserve them. We should also be frugal in the use of minerals.

Question

Multiple Choice Questions-

1. Among the following metallic minerals is-
 - A. Iron Ore
 - B. Gold
 - C. Silver
 - D. None of These
2. Non-metallic minerals of the following is-
 - A. Gold
 - B. Lead
 - C. Copper
 - D. All The Above



3. The sources of Energy from the following are-
 A. Three B. Four C. One D. Two
4. The traditional source of energy from the following is-
 A. Nuclear Energy B. Solar Energy
 C. Biogas D. Coal

Fill In the Blanks-

1. For minerals of low depth. Method is used.
 (Culvert Mining/Classified Mining)
2. Bauxite is obtained from..... (Aluminum/Platinum)
3. The main source of solar energy is. (Sun/Moon)

Tell the truth/false-

1. Minerals that contain iron content are called non-ferrous minerals.
 True/False
2. Natural gas is made up of petroleum elements. True/False
3. Bio gas is produced by nuclear reaction. True/False

Match the pair correctly-

- | | |
|--------------------------|--------------|
| 1. Metallic Mineral | A. Granite |
| 2. Non-Metallic Minerals | B. Petrol |
| 3. Energy Mineral | C. Manganese |

Very short answer question-

- How many types of minerals are there?
- What is iron ore?
- What is Agha called?
- What are non-metallic minerals?
- What are the energy minerals?

Short Answer Questions-

- Write the definition of metallic mineral.
- Mention the types of minerals and their names?
- Minerals are used in which purposes?
- What minerals are found in India? Write the name.

Long answer questions-

- Describe in detail the distribution of minerals in the world.
- Describe the conventional and non-conventional sources of energy.

Project Work-

- Show the major oil producing countries of the world in the map.



Chapter- 4 Industry

In this chapter- Industries, Classification of Industries, Factors Affecting the Location of Industries, Industrial System, Industrial Regions, Location of Major Industries in India, Iron-Steel Industry, Cotton Textile Industry and Information Technology Industry.

Industry- The unit that manufactures useful goods for us with the help of raw materials is called "manufacturing or industry". Industries are related to economic activities-production of goods, mining of minerals and services. In our Vedic literature, works of agriculture, iron, wood and metal etc. have been mentioned. From which information about the then industries is obtained. It is mentioned in Rigveda that "दीना दक्षा वि दुहन्ति प्र वाणम् ।" (4.24.9) That is, in large industries, whatever price is charged at the time of sale of goods is valid. In Rigveda, establishment of industries, business and commercial establishments and commercial activities are abundant at the speed of wind (मरुद्भ्यो वाणिजः) there are instructions for making. By establishing new enterprises everywhere on the whole world, wealth and success are obtained. "त्वं नो अग्रे सनये धनानां यशसं कारं कृणुहि स्तवानः । ऋध्याम कर्मापसा नवेन देवैद्यार्वापृथिवी प्रावतं नः ।" (Rig.1.31.8) It is directed in this mantra that, O human beings, you should continue to achieve success in new professions by participating in the beneficial discipline that provides good wealth and success, i.e., entrepreneurship and effort fully with the knowledge of various crafts and disciplines.

At present, industries can be mainly divided into three sectors. Exports, food gathering, animal husbandry, fisheries, agriculture, mining etc. are the **primary manufacturing** sectors. Conversion of raw materials into high value products for the people such as sugar making from sugarcane, textiles from cotton, making equipment from iron etc. are **secondary manufacturing** sectors. Service providers such as communication, tourism and trade are called **tertiary manufacturing** sectors.

Classification of Industries- Industries are divided into three parts on the basis of size, ownership and raw materials-

(a) Industry based on size-

There are three types of industries based on size.

3. Cottage Industry
 4. Small Scale Industries
 5. Large industry.
1. **Cottage (domestic) industries-** Industries which are operated on a small scale with the help of people of the house are called cottage or home industries. Such as- pottery making, broom making, sweater weaving, rope making, etc.
 2. **Small Scale Industries-** Small scale industries which require less capital, small machines and less Labor are called small scale industries. Such as brick manufacturing industry and matchmaking factory etc.



3. **Large Industries-** Industries which require more capital, bigger machines and more Labor in operation are called large industries. Such as cement manufacturing industry, iron and steel industry, cotton textile industry etc.

(b) **Ownership-** There are four types of industries on the basis of ownership:

1. Individual (Private) Industry
2. Public Industry
3. Joint Industry
4. Co-operative industry.

1. **Individual Industry-** The industry which is operated and owned by an individual or a group of individuals is called private or individual industry. For example, Tata, Birla, Reliance Group etc. are private industries.



Fig. 4.1 Bamboo basket weaving

2. **Public Industries-** The industries which are run by the government are called public industries. Such as Hindustan Aeronautics Limited, Hindustan Copper Limited. Steel Authority of India, etc. are public industries.

3. **Joint Industries-** Those businesses and industries in which two or more entities invest capital and participate in the operation of the business are called joint industries. These organizations can be in the form of private, government or foreign companies, such as Maruti Udyog is an example of joint industry.

4. **Co-operative Industries-** Industries which operate and own raw materials by producers or suppliers, workers or both are called co-operative sector industries. Such as- cooperative groups, Amul Dairy, Saras Dairy etc.

(c) **Raw material based industry-** Based on raw materials the industries are divided into four parts.

1. Agriculture based
2. Sea-based
3. Mineral based
4. Forest based.

1. **Agro-based industries-** Industries which are based on flora and fauna as raw materials are called agro-based industries. Such as food Resources, vegetable oils, cotton textiles, dairy products, etc.

2. **Mineral based industries-** Industries in which mineral ores are used as raw material are called mineral based industries. It includes heavy industries. Such as iron making from ore, manufacturing of heavy machines, cement industry, rail compartment making industry etc.

3. **Ocean based industries-** Those industries which are based on industry materials in the form of raw materials obtained from the seas and oceans are



called sea based industries. Such as seafood processing industry and fish oil manufacturing industry etc.

4. **Forest based industries-** Industries in which products obtained from forests used as raw materials are called forest based industries. Such as bamboo goods, furniture, brooms, beedis, matchbox industry, pulp and paper industry, herbal medicine, kattha, glue etc.

Factors affecting the location of industries- Raw materials, land, water, Labor, capacity, money, and means of transport affecting the location of industries. Industries can be set up at the same place where all these are available.

Industrial System- Industrial system has three parts-

1. Investment
2. Process
3. Issued.

1. **Investment-** Land requirement, Labor, money and raw materials are related to investment. For example, in the cotton textile manufacturing industry, money has to be invested in cotton, wages, warehouses and transportation etc.

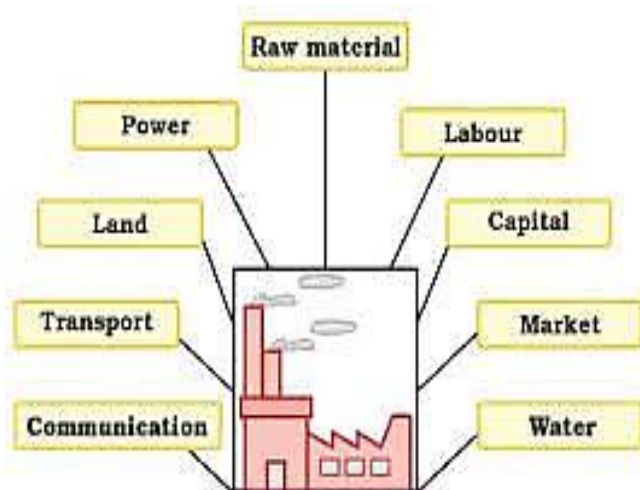


Figure-4.2 Locational Factors of Industries

2. **Process-** The process of refining the raw material and changing its original form is called process. For example, the process of cutting, weaving, issued weaving and dyeing etc. of textiles is called process.

3. In the output, the goods are manufactured and made ready for

sale. Such as shirts, pants, etc.

Vedic literature mentions diverse industries. In the Rig Veda, there is an indication of the manufacture of clothes- "स इत् तन्तु स वि जानात्योतुं।" (6.9.3) That is, he knows the fabric. "शं न ऋभवः सुकृतः सुहस्ताः।" (7.35.12) That is, the skilled and the virtuous craftsman should be beneficial for us. In India

Industrial Region- When diverse industries, located close to each other, distribute the benefits of their proximity to each other, then the industrial region develops there? Industrial areas are usually adjacent to temperate regions, sea ports and coal fields. North East

Do you know?

- Industrial disaster/accident occurs due to technical failure or use of hazardous substances in industries.
- On 3 December 1984, 35,598 people died due to the leakage of toxic gas **Methyl Isocyanine (MIC)** at the Union Carbide factory in Bhopal. This is India's biggest industrial accident ever.



America, Eastern, Western and Central Europe and East Asia are the major industrial regions. India has industrial areas like Mumbai-Pune group, Bangalore, Tamil Nadu, Hooghly, Ahmedabad-Vadodara, Chota Nagpur, Visakhapatnam-Guntur, Gurgaon, Delhi, Meerut and Kollam, Thiruvananthapuram.

Status of major industries in India-

Iron and steel industry- Iron and steel industry is the oldest industry in India, because iron has been used since ancient times for the manufacture of small and big goods. Such as- needles, scissors, arms and weapons manufacturing, industrial equipment etc. The reason for the expansion and development of this industry is the availability of raw materials, low-priced Laborers, means of transportation, and more profits. India ranks second in the world in the production of iron and steel. Prior to independence, Tata Steel and Iron Company Limited (TISCO) was a private sector iron and steel factory. But after independence, the major iron and steel producing centers of India have developed in Bhilai (Chhattisgarh), Vernpur (West Bengal), Bokaro, Jamshedpur (Jharkhand), Rourkela (Orissa), Bhadravati and Vijay Nagar (Karnataka), Visakhapatnam (Andhra Pradesh), Salem (Tamil Nadu) etc. The Government of India established the Steel Authority of India (SAIL) in 1973 for proper management of the iron industry.

Do you know?

- The growing industries are called Sunrise Industries.
- The word textile is derived from the Latin word texiere, which means to weave.
- The first cotton textile mill in India was established in Kolkata in 1818 AD. But this mill was closed.

Cotton Textile Industry- Cotton textile industry is considered to be the ancient industry of India. Since ancient times, the work of Muslim of Dhaka, Chhint of Musalipatnam, Keliko of Calicut, Burhanpur, Surat and Goldsmith of Vadodara were world famous due to its quality. Before the colonial rule, the demand for Indian textiles was very high abroad. But the British rule caused great damage to the Indian textile industry. Natural and man-made fibres are required in textile manufacturing. Such as cotton, wool, silk, jute, polyester, nylon, rayon, and linen etc. The first modern mill for textile manufacturing was established in Mumbai in 1854. In India, Mumbai is called the capital of cotton textiles. Apart from this, textile industry has also developed in Ahmedabad, Coimbatore, Kanpur, Chennai, Kolkata, Ludhiana, Bhilwara, Puducherry and Panipat.

Information Technology Industries-

The industries which are engaged in the acquisition, processing and distribution of information are called information Technology industries. At present, it is a global industry. Through this, we can



Figure 4.3- Information Technology Industry





Map- 4.1 Industrial Areas in India

easily send any information or message from one place to another by computer or mobile. The development of this technology in the world is happening very fast. At present, its need is more in the field of telecommunication, education, entertainment, medicine, meteorology, economic and administrative fields etc. California (USA) and Bengaluru (India) have developed a lot in terms of information technology in the world. The southern part of the State of California, USA is famous as Silicon Valley. Due to the high number of chip making



industries in this area, it is called **Silicon Valley**. Bengaluru has been a leading source of India's IT experts and is headquartered in almost all technology companies. That is why it is called the **Silicon Valley** of India. In India, Mumbai, Chennai, Hyderabad and New Delhi are major centers of information technology. Guru gram, Pune, Kochi, Chandigarh etc. are developing as other new areas of information Technology in India.

Question

Multiple Choice Questions-

1. Industry are of type-

A. One	B. Three
C. Four	D. Two
2. Industries which require less capital are called-

A. Cottage Industries	B. Small Scale Industries
C. Large Industry	D. None of These
3. Invest More Capital is done in India-

A. Large Scale Industries	B. Small Scale Industries
C. Cottage Industries	D. All of The Above
4. Agro-Based Industries from the following are-

A. Sea Salt	B. Fisheries
C. Medicine	D. None of These
5. Which Are The Major Industries In India?

A. Iron - Steel	B. Cotton Textiles
C. Cement	D. All of The Above

Fill in the blanks-

1. Rourkela Iron Steel Industry. is located in. (Jharkhand/Odisha)
2. The Capital of Cotton Textiles is called (Mumbai/Ahmedabad)
3. Brick making industry is placed in the category of.....
(Cottage Industries/Small Scale Industries)

Tell the truth/false -

1. Industries are mainly divided into three categories. (True/False)
2. Bhilwara is famous for the textile industry. (True/False)
3. Saras Dairy is a public sector industry. (True/False)

Match the pair correctly-

- | | |
|-----------|----------------------------|
| 1. Mumbai | a. Cement Industry |
| 2. Bhilai | b. Cotton Textile Industry |
| 3. Katni | c. Iron and Steel Industry |

Very short answer question-

1. What are industries related to?
2. How many types of industries are there based on size?
3. What are the things involved in the industrial system?
4. What is small scale industry?
5. Where was the first cotton textile mill established in India?



Short Answer Questions-

1. What is the definition of industry?
2. How does the location of industries affect? Give me the reason.
3. In which parts of the world have the industrial regions expanded?
4. How and where is information technology used?

Long answer questions-

1. Explain the classification of industries in detail?
2. Mention the major industries of India and their importance?

Project Work-

1. Show the major cotton textile industry centers in the map of India.



Veda Bhushan 3rd Year History



Chapter- 5

Establishment of British Rule in India

In this chapter- British East India Company, Establishment of British Rule in Bengal, Battle of Plassey, Battle of Buxar, Subsidiary Alliance, Tipu Sultan, Anglo-Maratha Conflict, Company's supremacy, Company's state usurpation Doctrine of lapse policy, Establishment of Company Rule in India, Company Rule Military reforms, Company's revenue system and Indigo rebellion.

In ancient times, India's cultural and economic prosperity was discussed all over the world. India's economic prosperity had always attracted foreign people. Inspired by the changes in the European Renaissance, European traders were eager to trade with India. But in 1455 AD, The Ottoman Empire took control of Constantinople. As a result, the western countries' trade land route with the Eastern countries was blocked. Therefore, European traders started trying to reach India by waterway. In this effort, in 1498, the Portuguese traveler Vasco da Gama came to Calicut port in India. After this, a new route of trade was found from India for European traders. Among these traders were Portuguese, Dutch, French and English. But the agenda of the Europeans in India was three-fold-propagation of Christianity, colonialism and capitalism.

The British had resorted to mantra viplav (मन्त्र विप्लव) to establish rule in India. By mantra viplav, there is confusion and distortion in the mind of the person. He forgets his own self and attains a state of emptiness and becomes a stooge in the hands of others. mantra viplav, is also mentioned in the Mahabharata- "एक विषरसो हन्ति, शस्त्रेणै वध्यते, सराष्ट्रं सप्रजं हन्ति राजान मन्त्रविप्लवः।" (Udyog Parv 33-45) That is, poison kills only the recipient, only the one who is hit by the arrow

dies, but the nation, society and the people all die due to mantra failure. Mahatma Vidur has called this mantra Viplav.

The British East India Company was a private company. This company came to India in 1600 AD with authorization from The British Queen Elizabeth I to do business. The then Mughal emperor Jahangir ordered the company to trade in 1608 AD. The company had built its first trading centre in Surat. As you know, many companies came from western



Figure- 5.1- Routes coming from Europe to India in 18th century



countries for business in India. Due to mutual competition among these companies, there were wars among themselves to achieve a monopoly on trade. In these wars, the British and the Dutch together defeated the Portuguese in 1612 AD. The British Company secured its trade in India by a royal decree in 1613 AD. At the same time, the Princess of Portugal was married to British Prince Charles II. The Portuguese gave the Bombay Islands to Britain in dowry. The Queen of Britain gave it to the British East India Company in 1668 AD on a 10 pound annual lease. So now the business headquarters of the company was shifted from Surat to Mumbai.

Establishment of British rule in Bengal- In 1651 AD, the British built their first factory in Bengal near the Hooghly River. Gradually the company's business increased. As a result, traders from far and wide started settling near the factory. In 1690 AD, The British officer '**Job Charnock**' had bribed the Mughal officers and bought the land of three villages- Sutanati, Kalikata and Govindpur. He had merged these three villages to establish the city of Kolkata. The British obtained a free trade order (decree) from mughal ruler Farrukhsiyar in 1717 AD



Fig- 5.2 Robert Clive and Sirajuddaulah

to get maximum benefits. This order was misused by the company's officers and employees. As a result, revenue collection in Bengal was reduced. The then Nawabs of Bengal, Murshidkuli Khan, Alivardi Khan and Sirajuddaula, during their tenure, strongly opposed it and accused the company of fraud. He said

that it has become difficult to provide for the public. Therefore, the company can no longer be exempted from business. The Nawab of Bengal took action against the company, taking away their right to trade and stopping their fort closure. Against this, the company officials said that their business was being closed due to the futile demands of the Nawab. Therefore, the Nawab should waive the revenue tax. This confrontation resulted in the Battle of Plassey.

Do you know?

- Stooze is a toy, which is made by a person to dance on his signals through strings. When a person acts on someone's signals, he is called a puppet.
- The royal order was called Farman.

Battle of Plassey (1757 AD) - Now the East India Company needed a Nawab in Bengal who would act as a stooze in their hands. Sirajuddaula became the Nawab of Bengal after the death of Nawab Alivardi Khan in 1756 AD. He ordered the East India Company to pay the revenue fee and not to obstruct the nawab's work. Before the Battle of Plassey, the Nawab had locked 146



British in a cell, out of which 123 people died of suffocation. It is known in history as the 'Dungeon' incident. This incident was the immediate cause of the Battle of Plassey. On 23 June 1757, the Battle of Plassey began. Initially, the Nawab's soldiers took control of all the trading places of the British. The British had lured Mir Jafar, a nawab loyalist, with them by luring him to the post of Nawab. In the end, under the leadership of Robert Clive, the British won the Battle of Plassey and established their superiority in Bengal.

Battle of Buxar (1764 AD) - As a result of the Plassey War, the British controlled Mir Jafar's rights by making him the Nawab of Bengal. Nevertheless, when he tried to increase his prestige and power, the British gave the Nawabi of Bengal to Mir Qasim in his place. Mir Qasim was a worthy, ambitious Nawab. He had started organizing his military force by abolishing the fees from all over Bengal. Angered by this, the British attacked Mir Qasim. Mir Qasim had sought help from the Nawab and Mughal emperor of Awadh. As a result, there was a war between the combined armies of these three and the British on October 23, 1764 AD at a place called **Buxar**. In this war, the British won and their complete rule over Bengal was established.

Subsidiary Treaty- Lord Wellesley came to India in 1798 AD as governor general of India. At that time, the British had a problem that how to keep a huge army here and how to bear the expenses of this army? The answer to all these

Do you know?

- The British officer appointed in the Indian princely states was called Resident.
- The heavy gun used by foot soldiers in the British rule was called Musket.
- The gun used in the British rule, in which gunpowder was filled and set on fire with matches, was called matchlock gun.

questions is Subsidiary Treaty. Under the Subsidiary Treaty, the English army was kept here to provide security to the Indian kings. All the expenses of that army had to be paid to that king. If the king did not do so, a heavy fine was imposed on him. In the event of non-payment of penalty, his state was merged with the company's state. Through this treaty, British residents were appointed in the Indian states, who keep track of activities of the princely states as well as interfered in their work. The States

of Oudh, Hyderabad, Mysore, Tanjur, Jodhpur, Jaipur, Bharatpur etc. had accepted this subsidiary treaty.

Tipu Sultan- Tipu, son of Haider Ali, the ruler of Mysore, became Sultan of Mysore on December 22, 1782 AD. He dreamed of establishing an Islamic empire in his mind. To realize his dream, he had modernized his army, learning to make ammunition, firearms, etc. from the French people. Tipu had become hostile to the British by banning goods exported abroad from his territory. In 1790-92 AD, there was an '**Anglo-Mysore War**', in which Tipu Sultan was defeated and the British took control of Mangalore. Tipu Sultan was killed in a battle with the combined army of the British, Marathas and Nizam in 1799 AD.



As a result, the kingdom of Mysore was given by the British to the old Wodiyar dynasty there.

British Maratha conflict- After the defeat of the Marathas in the Third Battle of Panipat (1761 AD), due to the weakening of the Peshwa, Maratha power was divided into four parts- Sindhia (Gwalior), Holkar (Indore), Gaikwad (Baroda) and Bhonsle (Nagpur). To reduce the influence of Marathas, there were three wars between the British and Marathas from 1775 AD to 1818 AD. Finally, Maratha power was defeated. The company gave pension to the then Peshwa Nana Fadnavis and sent him to Bithur and took the Maratha empire under its control.

Table 5.1

First Anglo-Maratha War	1775-1782 AD
Second Anglo-Maratha War	1803-1805 AD
Third Anglo-Maratha War	1817-1818 AD

Supremacy of the Company- In the 19th century, due to the aggressive expansion of its kingdom in India, it began to consider itself supreme in India. But this supremacy of the company was not accepted by many Indian kings. Therefore, those kings used to struggle with the company. Rani Chennamma's struggle against the Company (1824 AD) in South India is an example of this. This struggle was continued by Rayanna of Sangoli and destroyed many of the company's camps and documents. In the end, Rayanna was defeated and he was hanged in 1830 AD.



Figure- 5.3 Rani Chinnamma

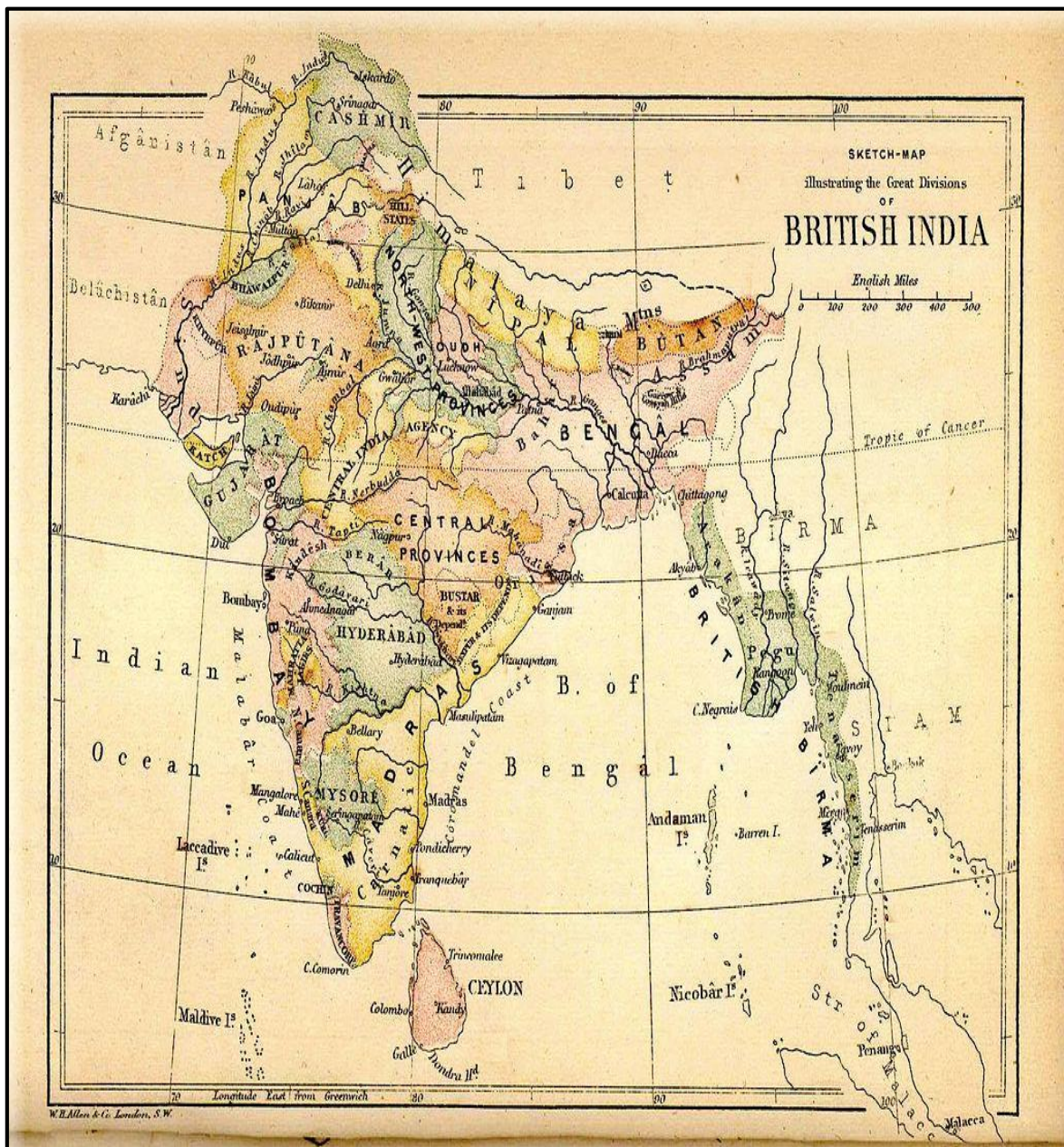
In the decade of 1830, to stop the growing influence of Russia at the global level, the Company had to face a heavy conflict on the north-western border of India (Afghanistan) from 1838 AD to 1842 AD. The company was indirectly controlled there, but in Punjab, the company had to face defeat against Maharaja Ranjit Singh. After the death of Maharaja Ranjit Singh (1839 AD), The Company acquired Panjab in 1849 AD.

British state usurpation policy- In 1848, Lord Dalhousie became the Governor General of India. He had made a new plan for the expansion of the English Empire in India. He abolished the adoption practice of India for empire expansion, as well as when a king did not have children, his kingdom was merged with English rule. In history, it is called the ‘**State annexation or merger policy**’. Through this policy, Dalhousie acquired Satara, Sambalpur, Udaipur, Nagpur and Jhansi and merged the company with the state. This policy caused widespread dissatisfaction among the entire Indian public. As a result, the first war of independence took place in 1857 AD. This revolution shook the roots of British rule.

Establishment of company governance in India- Governor General Warren Hastings (1773-1785 AD) played the most important role in the expansion of the East India Company in India. Which divided the official British



territories into three administrative parts and named them Bengal, Mumbai and Madras Presidency. Hastings also made significant changes in the field of judiciary. In 1772 AD, he established two types of courts in every city of India- 1. Criminal Court 2. Civil courts were established. The head of these courts was the District Collector. At that time, the post of Collector was the largest in India, whose main function was to pay taxes and fees as well as to ensure smooth functioning of law and order in the district through courts and police etc. Clerics and pandits used to help him in judicial work. There were different rules and laws due to difference of opinion in Hinduism. He wanted that there should be uniformity in rules and laws for everyone. That is why in 1775 AD, 11 pandits were given the task of compiling these laws, which were translated into English by B. Hall Head. By 1778 AD, laws were also prepared for Muslims.



Map- 5.1 British Rule Period



Military reforms in company rule- The power of the real power of any regime lies in its military force. The Mughals strengthened their military force by teaching Indians horse riding, archery, sword fighting and the use of gunpowder to establish their power and increase power. In the 18th century, the British also started giving military training to the Indian people in the state-of-the-art European method to increase and strengthen the military system to establish rule in India. The British called their army as army or sepoy. At that time, the British rule had muskets (broken guns) and matchlocks for the soldiers. The Indian British Army had great assistance in the wars of Egypt, Burma and Afghanistan. Most of the British rulers neglected the feelings of Indian caste and community. Due to this, there was widespread dissatisfaction among the Indians. Because Indians did not agree to give up their social and religious feelings. Later this discontent gave rise to the Revolution of 1857.

Revenue system of the company- The purpose of the arrival of the British in India was to earn economic profits and take them to their country. Due to the rule of the East India Company, there were many changes in the Indian system of governance. After the Battle of Buxar, under the Treaty of Allahabad, on August 12, 1765 AD, Mughal Emperor Shah Alam II gave the Civil of Bengal to the East India Company. Now the company became the main ruler of economic affairs on the territory under its control and had the opportunity to earn economic profits. The company decided to establish its rule in rural areas and increase income. The over-exploitation and exploitation of Indian Resources by the British made the people here agitated and aggressive. The British planned extensive reforms in governance to control them. As a result, extensive changes were made in the rural system, which was called the initial unit of governance in India. These changes destroyed the very paradigm of our self-reliant rural economy. The British rule had implemented its revenue system in the rural areas of India.

Permanent settlement- The East India Company knew very well that unless there were reforms in agriculture and rural areas in India, the company's income could not increase. Therefore, in 1793 AD, the permanent settlement (new revenue policy) was implemented in Bengal by the then Governor General Lord Cornwallis. It was a permanent tax collection agreement between the landlords of Bengal and the East India Company. It is also called **istmarari** settlement. In this, more investment was taken from the farmers. Due to farmers not being able to pay the tax, they were evicted from their land.

Mahalwadi system- In the Central Province, like Bengal, Lord Hastings implemented a new land revenue system, which is called the **Mahalwadi system**. Mahalwadi means village. This arrangement was proposed by **Halt Mackenzie** in 1819 AD. It was enacted by the Regulation Act-7 in 1822 AD. In this system, revenue was implemented by the Collector by visiting the villages, checking and measuring the land there and recording the customs of the rural environment. The work of collecting revenue was done by the head of the village.



Rayatwadi Settlement- Rayatwadi Settlement System was first implemented by the British rule in South India. This system was developed by **Thomas Munro**. Hence it is also called the **Monroe system**. In this system, the fields were surveyed before determining the revenue. This system was applicable to 51 percent of the then India.

Blue Rebellion- After managing the land revenue, the East India Company realized that the income of the company could not be increased much by just getting revenue in rural areas. The officials of the East India Company had put pressure on the farmers to cultivate jute, indigo and opium in different parts of India such as Bengal-Bihar, sugarcane in Uttar Pradesh, cotton in Maharashtra, etc. to increase the income of the company and to increase their requirement.

At that time there was more demand in European markets due to the high quality of Indian indigo. Therefore, in European markets it was sold at expensive prices. The British used to benefit a lot in its cultivation. It is said that British officials had even given up their jobs to cultivate indigo. The British used to force indigo cultivation in order to get more profit from Indian farmers. Indians accounted for 95 percent of the indigo imported by Britain in 1810 AD. At that time there were two ways to cultivate indigo.

1. **In private-**private farming, the plantation owners used to cultivate themselves or take land on rent from another landlord.
2. **Raiyat System-** Under this system, indigo was cultivated by the East India Company by giving concessions / leases to the farmers. Rayat had to cultivate indigo on at least 25% of the total land. Continuous cultivation of indigo made the fields unfertile. The plantation owners pressure the farmers to cultivate indigo for more production of indigo in the fertile fields. In March 1859, the farmers refused to cultivate indigo and pay the revenue to the plantation owners. So they were now ready to fight a face-to-face battle. This was the biggest movement after the revolution of 1857. Due to this, the production of indigo in the gardens was badly affected. At the end of the nineteenth century, artificial colures began to be created. Due to which the business of indigo cultivation was also gradually eliminated. This study is clear how European traders came to India for the purpose of trade and they dominated the government power here along with trade. The company established a number of social, economic and political systems to benefit Britain by maximizing Indian Resources.

Question

Multiple Choice Question-

1. Mughal emperor Farrukhsiyar had ordered free trade to the company-
 - a. In 1800 AD
 - b. In 1710 AD
 - c. In 1700 AD
 - d. In 1717 AD
2. Which British ruler gave permission to the British East India Company to trade with India?



- a. Gandhi
c. Rani Elizabeth
- b. Subhash Chandra Bose
d. None of these
3. 1822 AD by The Regulation Act was implemented in a legal form-
a. Permanent settlement
c. Rayatwadi settlement
- b. Mahalwadi System
d. None of these
4. When did the East India Company get revenue rights in Bengal?
a. 1765 A.D. b. 1766 AD. c. 1760 AD. d. 1780 AD.

Fill in the blanks-

1. Permanent settlement. was implemented. (Bihar/Bengal)
2. East India Company first established its trading center in. (Surat/Madras)
3. Vasco-de-Gama First arrived in. (Calicut/Mumbai)

Tell the truth/false-

1. The Battle of Plassey took place in 1758 AD. (True/False)
2. Jahangir allowed the East India Company to trade in India. (True/False)
3. The father of the subsidiary treaty was Wellesley. (True/False)

Match the pair correctly-

- | | |
|-------------------------|---------------|
| 1. Permanent settlement | a. Hastings |
| 2. Mahalwadi System | b. Munro |
| 3. Rayatwadi System | c. Cornwallis |

Very short answer question-

1. How did the Mughals strengthen their military force?
2. What was the task assigned to the collector during company rule in India?
3. Who played an important role in the expansion of the East India Company?
4. How many types of courts were there in Indian cities during the British rule?

Short Answer Question-

1. What kind of new regime was established by the East India Company?
2. What was the merger policy of General Lord Dalhousie?
3. Why and for what reason did the Battle of Plassey take place?
4. What was the Mahalwadi system?
5. Explain the civil arrangements of the company.
6. Explain the Monroe system of revenue determination.

Long Answer Questions-

1. Explain the establishment of English rule in Bengal.
2. Describe the Nile Rebellion in detail.

Project Work-

1. Collect pictures, stories, poems and other information about the following.
Rani Chennamma of Kittur, Maharaja Ranjit Singh and Lord Dalhousie.



Chapter- 6

Revolution of 1857

In this chapter- Revolution of 1857 AD, Causes of Revolution of 1857 AD, Spread of Revolution, Results of 1857 AD Revolution and Major leaders of 1857 AD Revolution.

Revolution of 1857 AD- The rules and regulations of the British rule were not favorable to our society. Therefore, his policies and system of governance had an adverse impact on the Indian public mind. Because these policies and actions had greatly affected the traditional governance system and public life of India. These massive changes had stirred the then Indian public mind. As a result, after 100 years, there was a nationwide revolution against foreign rule in 1857 AD. It is known as the first freedom struggle of India. The revolution of 1857 was not the result of any one incident, but the result of the wrong policies, laws and exploitative tendencies of the British rule in the last hundred years. Therefore, the Indian people were forced to agitate against the British rule. We will study the causes, propaganda and consequences of the freedom struggle of 1857 AD.

Do you know?

- “Between” 1817 AD-1825 AD, there was an armed movement under the leadership of Baxi Jagabandhu against the British rule in Khurda of Orissa state, which is known in history as Paik rebellion.

1. **Political reasons-** Lord Clive, through his diplomacy, transformed the British East India Company from an economic institution to a political institution. The Company merged the states of the native kings of India with diplomatic state embezzlement policies such as the prohibition of adoption, subsidiary treaty, and stopped their various types of aid. Therefore, along with the native kings and maharajas, the public also turned against the British.
2. **Social reasons-** Christian missionaries were allowed to propagate their religion in India. He used to convert Indians, ignoring their religious and social traditions. Even an ordinary Englishman used to insult big Indian citizens. Thus, in the name of social reform, the British had intervened in the social life of the Indian people, due to which the hatred against the British in the minds of Indians took the form of a rebellion.
3. **Economic reasons-** India's civilization and culture have been excellent since ancient times. At that time, India's economic prosperity was spread all over the world. People used to call India the **golden bird** (सोने की चिड़िया). It was brutally exploited by the British after gaining power. The ancient and traditional industries here were destroyed. Cheap raw materials were purchased from India and sold in Britain, prepared by machines and sold back here at expensive prices. Farmers and artisans were forcibly charged taxes. The British government had imposed excessive taxes on food items, which



created a situation of starvation here. Therefore, due to this, Indian farmers, Laborers and the general public also turned against the British.

4. **Military reasons-** The British used to pay low salaries to Indian soldiers, as



Figure-6.1 Mangal Pandey

well as interfere in their religious and social life. At that time, the protective shields on top of the cartridges were made from cow and pig fat, which soldiers had to open from their mouths. This hurt the religious and military sentiments of the Indian soldiers and they started opposing it. Indian soldiers who joined the English army considered it as their religious depravity and united against the British rule. On March 29, 1857, soldier Mangal Pandey refused to use these cartridges in Barrackpore Cantonment and shot the British army officer and

with this a military rebellion broke out. Mangal Pandey was hanged on April 8, 1857. Soon this spark of viplav, which rose from Barrackpore Cantonment of Meerut, spread all over the country through Awadh, Meerut, Jhansi, Gwalior, Kanpur, and Rajasthan etc.

Spread of Revolution- The plan for the revolution of 1857 AD was mainly

prepared by Peshwa Nana Saheb and his associates Azimullah and Rangoji Bapu. The symbol of this revolution was '**lotus flower and bread**'. The first freedom struggle was to be started from 31 May 1857 under the leadership of Mughal Emperor Bahadur Shah Zafar. But due to the revolt in Meerut Cantonment, this revolution started on 29

March and soon spread to the whole of North India. On May 11, 1857, the revolutionaries took control of Delhi and declared Bahadur Shah Zafar emperor. Nana Saheb in Kanpur, Tantya Tope, Rani Laxmibai in Jhansi, Kunwar Singh in Bihar, Diwan Maniram in Assam, Begum Hazrat Mahal in Awadh and many rajwads participated in this plan of revolution and declared their autonomy by expelling the British from their respective areas. At that time the Governor General of India was Lord Kenning. He crushed the rebellion by calling in English forces from Madras, Bombay, Burma and Sri Lanka and re-established the Company Rule in India. Rani Lakshmi Bai of Jhansi attained martyrdom, Bahadur Shah Zafar was imprisoned and exiled to Rangoon. Gradually the spark of freedom had slowed down.

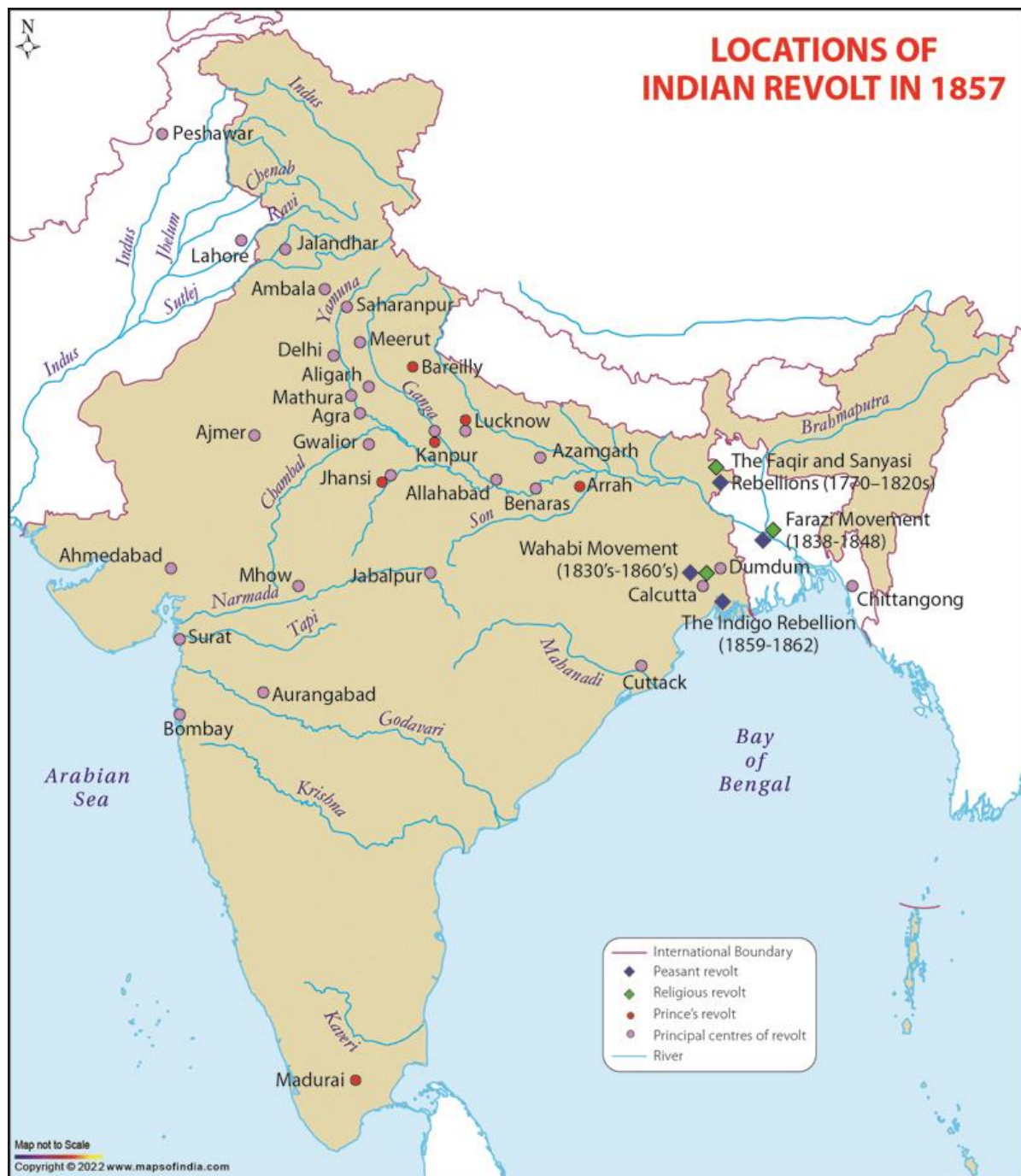
The major centers of revolution in India were Delhi, Meerut, Jhansi, Gwalior, Kanpur, Awadh, Auwa, Kota, Neemuch etc. Some Western historians consider it a military revolt or mass uprising. But the scope of this revolution was wide and its purpose was to completely destroy the British rule from India. That is why it has been called India's first freedom struggle.

Do you know?

- Savarkar called the revolution of 1857 AD as '**India's first freedom struggle**'.
- The symbol of the freedom struggle of 1857 was 'lotus flower and bread'.



Results of the Revolution of 1857- The British had completely controlled this disaster by the end of 1859 AD. But the British had to change the policies of their rule. The main consequences of this revolution were as follows-



Map-6.1 Major centres and leaders of the revolution of 1857 AD in India

1. India was ruled by the British Crown after the end of company rule. Queen Victoria accepted the existence of native kings in her manifesto of 1858 AD and the India Council was created to advise on the governance of India. In India, the post of Viceroy was created in place of governor general, who was directly responsible to the British government.



2. The adoption policy was repealed. Indian rulers were allowed to rule under British rule.
3. The British had made extensive reforms in the army.
4. The British believed that the contribution of Muslims in this revolution was high. Therefore, they were looked upon with suspicion and their land and property were confiscated.

In conclusion, we can say that, in the coming time, this revolution continued to inspire the freedom movements. This revolution, in the eyes of Indians, was not the end of the struggle but a chapter of the freedom movement. As a result of this revolution, the Indian people also got partial participation in the British rule. It was during this period that the Indian National Congress (in 1885 AD) was established with the aim of protecting the rights of Indians, which later became the basis for independence.

The main leaders of the revolution of 1857-

1. **Nana Saheb (1824-1859)** - Nana Saheb's childhood name was Dhondupant.

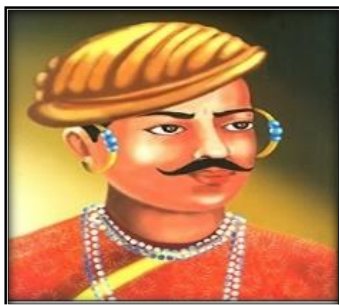


Fig- 6.2 Nana Saheb

He was the successor of Peshwa Bajirao II. He was the main architect of the revolution of 1857 and led the revolutionaries against the British in Kanpur in this Great War.

2. **Bahadur Shah Zafar (1775-1862)** - He was the last emperor of the Mughal Empire. The freedom struggle of 1857 AD was fought under his leadership. After the failure of this freedom struggle, he was exiled to Rangoon by the British government.

3. **Tatya Tope (1814-1859)** - Tatya Tope's name is mainly taken among the freedom fighters who mainly participated in India's First War of Independence. His real name was **Ramchandra Pandurang Yewalkar**, but everyone affectionately called him Tatya. He was born in a Brahmin family. He was the military advisor to Nana Saheb. After the failure of this struggle, this movement was kept alive for a year with its indomitable bravery and strength.

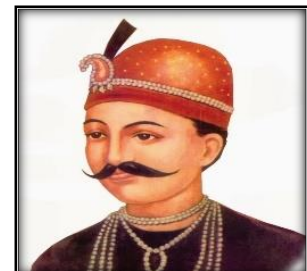


Fig-6.3 Tatya Tope

4. **Rani Lakshmi Bai (1828-1858)** - Lakshmi bai's childhood name was Manu.



Fig-6.4 Rani Lakshmi Bai

She was born in Varanasi. He learned horse riding, sword fighting, military skills etc. in childhood. She was married to Raja Gangadhar Rao of Jhansi. In the freedom struggle, he defeated the British. But at the same time, with the arrival of the second English army contingent, there was a fierce battle and the queen gained heroic momentum.



5. **Veer Kunwar Singh (1777-1858)** - Veer Kunwar Singh, the great hero of the first freedom struggle, was a zamindar of Jagdishpur taluka of Bihar. He fought a war against the British at the age of 80 and attained martyrdom.



Fig-6.5 Veer Kunwar Singh

In Vedic literature, the national defenders (freedom fighters) are called the eyes of the nation, fierce-sighted and victorious warriors. It has been mentioned in the Atharvaveda that उग्रं पश्या राष्ट्रभूतो ह्यक्षाः (7.109.6) i.e. protectors of the nation are the eyes of the nation and their vision should always be fierce. प्रेता जयता नर उग्रा वः सन्तु बाहवः (3.19.7) means that the brave warriors go ahead and win with their strength. मामीषां मोचि कश्चन। (3.19.8) That is, enemies should never be left alive in war.

Question

Multiple Choice Question-

- The Revolution Of 1857 AD had started on-

A. 31 May 1857	B. April 8, 1857
C. March 29, 1857	D. None of These
- Bahadur Shah Zafar I Was Deported to-

A. Colombo	B. Rangoon	C. Calcutta	D. Delhi
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- Pike Movement was happened between-

A. 1945 AD-1947 AD	B. 1850 AD-1856 AD
C. 1747 AD-1760 AD	C. 1817 AD – 1825 AD

Fill in the blanks -

- After the revolt of 1857 in India. has been ruled.
(Company/British Crown)
- Symbol of revolution was.....
(Jasmine flower and hal/lotus flower and bread)
- Mangal Pandey was a soldier in the camp.....
(Barrackpore/Meerut)

Tell the truth/false-

- Dalhoji was the Governor General of India at the time of the Revolt of 1857.
(True/False)
- Kota in Rajasthan was also the center of the revolution of 1857. (True/False)
- The National Congress was established to protect the rights of Indians.
(True/False)

Match the pair correctly-

- | | |
|-----------|-----------------------|
| 1. Kanpur | a. Diwan Maniram |
| 2. Bihar | b. Nana Saheb |
| 3. Assam | c. Begum Hazrat Mahal |
| 4. Avadh | d. Kunwar Singh |



Very short answer question-

1. Which soldier was hanged by the British in 1857?
2. Who led the Pike movement?
3. Why is the revolution of 1857 called the first war of independence?
4. When was the rule of British Crown established in India?

Short Answer Question-

1. What were the main causes of the revolt of 1857?
2. Describe the situation in India after 1857 AD.
3. Why did Rani Lakshmibai participate in the freedom struggle?
4. What were the major events of the revolution of 1857 AD?

Long Answer Questions-

1. Discuss the consequences of the revolution of 1857 AD.

Project-

1. Collect pictures of revolutionaries who took part in India's first freedom struggle.



Chapter-7

Education in Colonial India

In this chapter- British approach towards Indian education, orientalist approach, modernist approach, Macaulay's memorial letter for western education system in India, Wood's dispatch (policy), and Pre-British Indian Gurukul education system, Mahatma Gandhi's views on education, Tagore's views on education and Swami Vivekananda's views on education.

The attitude of the British towards Indian education- The imperialist policy of the British and the importance of the superiority of their religion and culture had inspired them to expand western culture in their empire. For this, he adopted social, political, economic and intellectual tactics. Known as the world's oldest civilization and culture, India and its people were attracted by showcasing the mechanization, new science, social, economic and political advancement developed by the European Renaissance as superiority. The British administrators tried to propagate and impose the superiority of western civilization on the minds of ordinary Indians. Extensive changes were made in education and religion during this period. Because for the stability of governance, the British considered the mental change of Indians necessary. The British got help in this work from Indians who were either educated or inspired by western education. The policy of the British towards the ancient Indian education system in the then India was not clear. As a result, two types of approaches were developed towards the Indian education system:

1. Orientalist view
2. Modernist approach

1. **Orientalist view-** In 1783, Sir William Johns was appointed a judge of the High Court by the East India Company. He was highly influenced by Indian culture. In India, he studied ancient Indian texts such as Indian philosophy, theology, arithmetic and medical science, by learning Arabic, Persian and Sanskrit languages. After that he started translating Sanskrit and Persian works into English language. Apart from this, some other English officers studied Indian languages, including Henry Thomas, Colebrook, Nathaniel, etc. Both Johns and Colebrook had respect for Indian culture. Therefore, instead of teaching English to Indians, he made efforts to improve the traditional study style of the Indian people. For this reason, he established a madrasa in Kolkata in 1781 and a Hindu college in Banaras in 1791. The purpose of their establishment was to make people aware of Sanskrit texts for the proper operation of India's governance system.



Figure-7.1 William Jones



2. **Modernist Approach-** In the early 19th century, some English officers strongly condemned the orientalist tradition of William Jones. Among such critics, James Mill and Thomas Babington Macaulay were the best names. Modernists believed that the oriental Indian education system was backward and flawed. Therefore, the English system of government cannot spend much money on the development of Sanskrit and Arabic education. Therefore, Indian people should be given western and technical knowledge.

Do you know?

- People having knowledge of Indian language and culture are called orientalist.
- The term vernacular was used by the British in colonial India to mark the difference between the local language and the official language.
- William Jones founded the Asiatic Society of Bengal in 1784 AD.

Macaulay's Memorial for western education system in India- Lord Macaulay is known as the father of the English language and modern education system in India. He was a member of the British Law Council in India. He wrote in a letter that emphasis should be given to teach English language in Indian schools. He believed that the forms and colors of Indians are different, but they should maintain Western civilization, policy and attitude, so English language should be made the medium of higher education in all Indian schools. This letter of his is known as **Macaulay's Memorial Letter** and it is called the **English Education Act 1835**.

Wood's dispatch- In 1854, the Court of Directors of London sent a letter to the Governor General of India regarding Indian education, which was issued in the name of Charles Wood, Chairman of the Company's Comptroller. In this letter, the biggest benefit of Western education was in the economic sector. If English education is provided to Indian people, they will behave accordingly. Due to the interest in British goods, they will buy them, which will increase their business. Wood's policy paper also mentions that if the Indian people are provided with western education, the loyalty and dedication of the Indian people to the British rule will increase. As a result, the company will start getting honest, conscientious and reliable employees in India. To achieve these objectives, the Department of Education was formed in India and universities were established in Calcutta, **Bombay and Madras** in 1857 AD. This letter was called **Wood's Dispatch**. It is called the **Magna Carta** of modern Indian education.

Indian Gurukul Education System before the British- India's education tradition was emphasized on discipline, spiritual, cultured, logical, experimental, scientific and organizational since ancient times. The purpose of this education was to develop personality development, self-reliance and character advancement in the learner. The importance of education has been propounded in Vedic literature. Atharvaveda indicates that- "मा नो मेधां मा नो दीक्षां मा नो हिंसिष्टं यत्पः ।" (19.40.3) That is, no one can harm our initiation and our penance. That is why we must



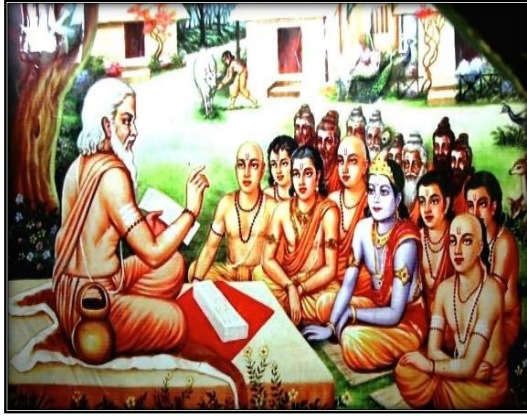


Figure-7.2 Ancient Gurukul

follow our customs and traditions courageously. Every Indian should always keep this statement in his mind. "तमस्ते यन्तु यतमे द्विषन्ति।" (12.3.49) That is, people who hate always go into darkness. Therefore, it is clear that the ancient education system of India was going to establish high ideals, employment-oriented moral, ideological, etc. That is why India was famous as Vishwa Guru in the world.

William Adam, a Christian who came to India in the 1830s, prepared a report on the then Indian education system in Bengal and Bihar. It is mentioned in this report that at that time there were more than one lakh schools/gurukuls in India. Each school had a maximum of 20 students. These schools were run by local people in the picturesque environment of nature. Free, flexible and oral education was provided in them. When the first school in Britain opened in 1811, there were 7, 32,000 gurukuls in India, in which free and public education was provided. Therefore, it is clear that in India, the effort to spread the light of knowledge to the people has been done since ancient times. The proof of which was such a large number of gurukuls operating in the 18th-19th century. In such a highly developed education system, the British East India Company decided to change its favorable after 1854 AD. The company had started conducting new routines, rules and administrative inspections in the name of organizing these schools. Gurukuls who followed these rules of the government were getting financial assistance. As a result of this system, these traditional schools received financial assistance from the English government, but the Gurukul education system was completely destroyed and corrupted. Several lakh gurukuls from all over the country were either destroyed or began to develop into an English education system.

After the introduction of British education system in India, the Indian public got to know about the merits and demerits of the Western education system. Most of the then Indian thinkers, intellectuals and freedom fighters considered the European education system to be harmful to India. Therefore, soon there was a demand for improvement in it. Among these education reformers were Mahatma Gandhi, Rabindranath Tagore, Vivekananda and Arvindo Ghosh etc.

Gandhi's thoughts on education (1869-1948) - Mahatma Gandhi is counted among the great educationists of India. He believed that the British had poisoned the people here by giving knowledge of English education, way of life and culture, along with harming Indian culture and civilization and this education has made us slaves. Gandhi wanted such an education system in India, which would revive the sense of self-respect, prestige and self-respect among the Indian



people. That is why Gandhi called upon the students to leave the British educational institutions during the national movement. Gandhi considered conduct and moral education in the mother tongue as the medium of all-round development of human beings. Mahatma Gandhi was in favor of free, practical, discipline and employable education to children from 6 to 14 years in India. His thinking in terms of teacher was idealistic. He believed that the Indian ancient education system was the best.

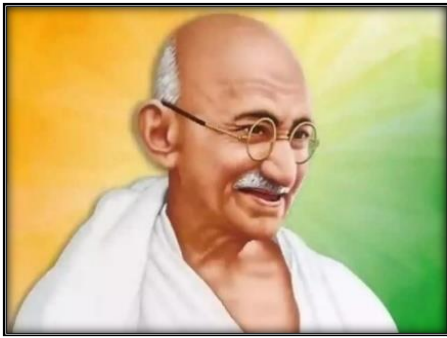


Figure- 7.3 Mahatma Gandhi

Because since the development of civilization, the Indian education system has been of high quality. Therefore, we should acquire knowledge in the same education system. All kinds of teachings were studied in our gurukuls. Mahatma Gandhi considered the picturesque and beautiful environment of nature as ideal for the location of the school.

Tagore's Thoughts on Education (1861-1941) - Rabindranath Tagore was a

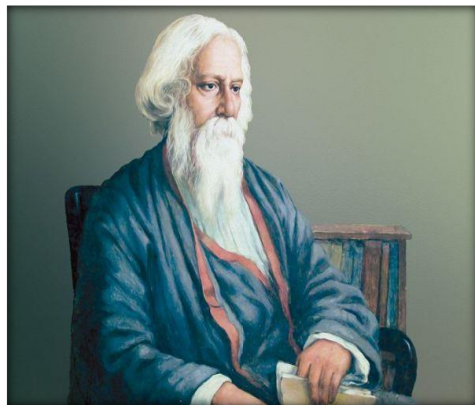


Fig-7.4 Rabindranath Tagore

great Indian educationist. He said that the purpose of education is to develop the innate powers of the child and to develop his personality in all round. For the teacher, he said that education can only be given by the teacher, not by the teaching method. In 1901, a school named Shantiniketan was established in Calcutta to bring about a change in the thinking of people towards education from their school life experience. He was of the view that the school environment should be natural and

independent, where children can read and learn happily. Along with education in the school, physical Labor should also be done. Students should be provided western education along with mother tongue. Therefore, he emphasized on technical education along with the education of Indian arts in Shantiniketan. He believed that there should be a father-son relationship between the teacher and the student. He wanted to teach in pictorial style to develop thinking in the students.

Swami Vivekananda's Thoughts on Education (1863-1902) - Swami Vivekananda was a great educationist and spiritual thinker. He was inclined towards spirituality since childhood. He received initiation from Swami Ramakrishna Paramahansa in 1881. In collaboration with Raja Ajit Singh of Khetri state of Rajasthan, he got the opportunity to participate in the World Religion Conference held in Chicago, USA in 1892 AD. Swami Vivekananda had established the superiority of Sanatan Hindu Dharma in his speech in Chicago. Due to this, his fame spread all over the world. He made outstanding contributions towards social, religious, education and health reforms. He founded



the Ramakrishna Mission in Bengaluru on May 1, 1897, to give concrete shape to his ideas.

Swami Vivekananda believed that we need education that helps in character building, increasing brain power and becoming self-reliant. His statement in the context of education is that '**education is the expression of man's inherent perfection**'. He supported oriental (emulation, lecture, self-study, reasoning and yoga) and modern teaching method (direction, counseling and experimentation). He was a traditionalist about teachers and learners.



Fig- 7.5 Swami Vivekananda

Question

Multiple Choice Questions-

1. India was a Colony of-
A. French B. Portuguese C. Dutch K D. British
2. William Johns was-
A. Judge B. Doctor C. Police D. Employee
3. Gandhi was born on-
A. 2 October 1848 B. 30 January 1948
C. 2 October 1869 D. 2 October 1885

Fill in the blanks-

1. Ramakrishna Mission was established in (Beluru/Kanchi)
2. Helped Swami Vivekananda to reach Chicago (Ranjit Singh/Ajit)
3. was given respect towards Indian Culture (Macaulay/Callbrook)

Tell the truth/false-

1. Wood's policy paper was suited to Indian education. (True/False)
2. Macaulay was the father of higher education in India. (True/False)
3. Mahatma Gandhi was in favor of English education. (True/False)

Match the pair correctly-

- | | |
|----------------------------------|-------------|
| 1. World Conference of Religions | a. 1901 AD. |
| 2. Shanti Niketan | b. 1791 AD. |
| 3. Hindu College | c. 1893 AD. |

Very short answer question-

1. Who was the father of English education system in India?
2. How many gurukuls were there in Bengal and Bihar before independence?
3. Write the definition of education according to Swami Vivekananda?
4. Who built Santiniketan and why?
5. Who founded Ramakrishna Mission?

Short Answer Questions-

1. According to Gandhi, tell two objectives of education?
2. What was Rabindranath Tagore's views on education?



-
3. What was the attitude of the modern British towards Indian knowledge?
 4. Why were our ancient gurukuls destroyed?

Long Answer Questions-

1. Explain the British view of education in India.
2. Describe Mahatma Gandhi's thoughts on education.

Project-

1. Get information related to the education of the elderly people in your village or city.



Chapter 8

Industry and Urbanization in Colonial India

In this chapter- about the antiquity of industries in India, industries in British India, Indian cotton textile industry, Indian iron and steel industry, urbanization in India, causes of urbanization and Delhi during the colonial period.

The antiquity of industries in India- Agriculture was at an advanced stage in Vedic culture. Therefore, there was more development of agro-based industries at that time. There are mentions of various industries in Vedic literature. These mentions confirm the work of industry in ancient India. For example, there is a hint in a mantra of Rigveda - कारुहं ततो भिष गुपलप्रक्षणी नना । नानाधियो वसूयवो ऽनु गा इव तस्थिमे । (9.112.3) that is, I am Karu (poet, craftsman), my father is a bhishaj (physician) and my mother works as a mill owner. About 140 types of industries are mentioned in the Vedas. In India, the industries of textiles, chariots, jewelry, boats, metals etc. were highly developed since ancient times. India's textiles, iron products, spices, food grains, etc. were exported abroad.

Industry in British India- The Industrial Revolution of England of the 18th century changed the nature of industries all over the world. Due to the British rule over India, the Indian economy was also widely affected. The biggest impact of the industrial revolution in India was on the textile industry and iron and steel industry in India. At that time, raw materials from India were taken to Europe and manufactured in abundance by machines and sold by European traders in Indian markets. The desire of British rule in India to get more benefits destroyed the advanced traditional industrial system of India and instead the Europeans started setting up mechanized industries in India.

Do you know?

- Craftsmen (entrepreneurs) have been called Ribhu (ऋभु) in the Vedas.

Indian Textile Industry- Cotton textile industry is the ancient textile industry of India. Signs of the antiquity of this industry are found in Vedic literature. Regarding textile manufacturing, it is mentioned in the Rig Veda- पुमौ एनं तनुत उत् कृणुति (10.130.2) i.e. weavers who weavers first spread and collect various ingredients for weaving. In ancient times, high quality textiles were manufactured by Indian weavers. At that time, the muslin of Dhaka, the chint of Musalipatnam, the kelico of Calicut, the golden zari cotton of Surat, Vadodara



Fig. 8.1 Patola weaving in the nineteenth century



and Burhanpur were world-renowned for their quality and designs. The

Do you know?

- Spinning Jenny was invented by John in 1764 AD.

popularity of these garments can be gauged from the fact that at that time not only the rich of England but also the Queen used to wear clothes made of Indian clothes. Here bright colours were used on clothes. Indian textiles, being flowery, fine fibre and cheap, were very popular in the market. Alarmed by the popularity of Indian textiles, the British government banned cotton spun in England in 1720 AD. This law is called the 'Calico Act'. Indian cloth dominated the foreign market till the end of the 18th century. Due to the demand for high quality fabric in the market, many times the thumbs of Indian weavers were cut off by the British due to not giving clothes on time. It was due to competition from the Indian cotton textile industry that technological reforms took place in Britain.

With the East India Company gaining civil rights in Bengal, the Indian textile industry completely fell into the hands of the British. The British

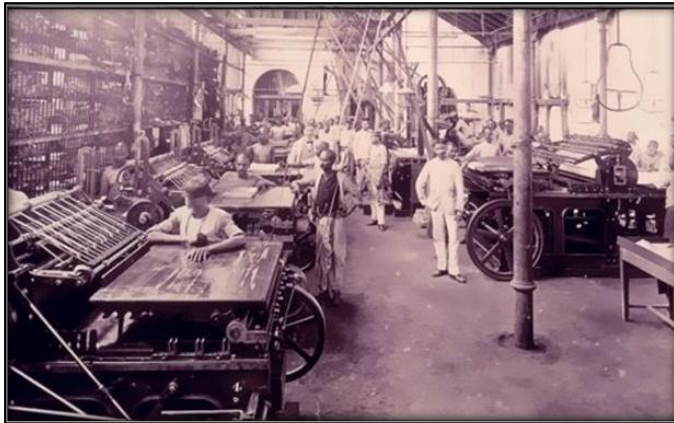


Fig. 8.2 Cotton textile mills of Bombay

government had imposed more customs duty on clothes coming from India, which made Indian textiles expensive and its demand was reduced in foreign markets. Now clothes made in the power loom of England were being sold more in the markets due to being cheaper. After 1830, British cotton textiles were being sold in large quantities in the Indian textile market. Now Indian

weavers became unemployed and their economic condition had become worrisome. At the end of the nineteenth century, cities like Mumbai, Ahmedabad, Sholapur, Kanpur, Surat, Nagpur and Madurai developed as the main centers for weavers. At the time of the national movement, Mahatma Gandhi gave the slogan of Swadeshi. Khadi nationalism and charkha had become the identity of India.

Indian Iron and Steel Industry- The use of iron in India is mentioned in

Vedic literature. In the Rigveda, various types of agricultural machinery, chariots and weapons etc. made of iron are described- कार्मारो अश्मभिर्द्युभिः । (9.112.2) It is clear from this mantra that the Karmar (blacksmith) people used to make weapons like swords and arrows by rubbing iron on stone and heating it in fire. In ancient

Do you know?

- The process of making metal by heating the ore at high temperature is called smelting.
- Wootz steel was invented in Tamil Nadu around 300 BC. It is a distorted English form of the words Ukku in Kannada, Hukku in Telugu and Urukku in Tamil and Malayalam.



India, there were iron smelting furnaces. In which machines were made for daily use. At that time, the best quality of iron was manufactured in India.

Diverse armaments made from **wootz steel** were very popular in the colonial period. At that time Central India, Bihar etc. were the centers of iron production. At the end of the nineteenth century, these small iron centers began to disappear. Because iron ore could not be brought from the jungles through the

Do you know?

- 1912 E. Tata had settled the new industrial city of Jamshedpur.

new forest laws of the British Government. Therefore, the iron artisans had changed their occupation. Now India was importing iron and steel from Britain. The Lohars of our country also started making agricultural and domestic use items from

imported iron. At the same time, due to the development of railway routes in India, the demand for iron in the market increased. And the government started looking for new options. Now the British government had also given permission to people to go to the forests by changing the forest laws. Due to this, there was also development in the field of iron and steel industry in India.

Tata Iron and Steel Company (TISCO) - Jamsetji Tata is considered to be the father of the iron and steel industry in India. Jamsetji Tata, along with American

geologist **Charles Beld**, entrusted his son **Dorabji** Tata with the task of finding iron ore in India. In search of iron ore, Dorabji Tata roamed around a village where people of **agariya** community were carrying iron ore in baskets. When asked, he described the Rajhara hills (Jharkhand) as the source, which was a storehouse of the best variety of iron ore. But there was no water in this area. In 1907, on the



Fig- 8.3 TISCO Jamshedpur

banks of the Swarna Rekha River, Tata established India's first iron steel factory **Tata Iron and Steel Company (TISCO)**. Gradually TISCO had become the largest producer of steel in the British Empire.

Urbanization in India- The history of cities in India is very ancient. Saraswati-Indus culture is considered to be the world's most ancient and excellent urban civilization. Many cities had developed in India during the development of civilization. In which Ayodhya, Mathura, Hastinapur, Indraprastha, Kampilya, Patilputra, Avantika, Kashi, Kanchipuram etc. were the major cities.

After the establishment of English rule in India at the end of the 18th century, development took place rapidly in three presidencies Calcutta (Bengal), Bombay and Madras. Now new centers of governance were established in these cities and due to the high industrial development of these new cities, new settlements were established around them. Due to industrial development in the





Figure 8.4- Mumbai port in 18th century

colonial period, the establishment of new cities was called urbanization. At the beginning of the twentieth century, 11% of the people lived in cities.

Causes of Urbanization in India-

1. Due to the destruction of cottage industries, Indian artisans (craftsmen) became unemployed and they went to cities in search of work.
2. Due to the forest and revenue policy of the British, land and forests were taken away from the people. So these people started migrating to cities in search of work.
3. The major cause of urbanization in colonial India was rapid industrial development.

Delhi during the colonial period- Since ancient times, Delhi has seen many ups and downs of the Indian Empire. From the point of view of antiquity, it has also been mentioned in the Puranas and Mahabharata texts and it was also the capital of many dynasties. Foreign state invaders had looted and destroyed Delhi many times. But with the passage of time, Delhi was redeveloped. Delhi has also been the center of Sufi culture during the Sultanate period. Mughal emperor Shah Jahan founded Old Delhi (Shahjahanabad) in 1639 AD. After the establishment of the British Raj in Bengal, the glory of Delhi started to fade. Because the British had made Calcutta their capital.

Do you know?

- Red Fort and Jama Masjid of Delhi were built by Shahjahan with red stone.

Before 1857 AD, the situation of Delhi was different from other Indian



Fig. 8.5 The present President on Raisina Hill

cities. Because in other cities like Mumbai, Calcutta, Madras, the settlements of the British were different. But after the revolution of 1857 AD, the British rulers understood that if the roots of governance in India were to be strengthened, then Delhi would have to be the center of central power. Therefore, the British had organized many spectacular events in Delhi such as a grand darbar was

organized by Viceroy Lord Liton on the arrival of Queen Victoria in 1877 AD and George V in 1911 AD. At the same time, George V had announced to make Delhi the capital. Present-day New Delhi was built on a 10 square mile area on



the Raisina Hill by architects **Edward Lutyens** and **Hervert Wecker**. Among them were the Viceroy's Palace (present Rashtrapati Bhavan), Kingsway (Rajpath) and the Secretariat building. The buildings of New Delhi were constructed in Indo-Greek style by carving red stone and nets. It took 20 years to build New Delhi. The old Parliament House of our country was built by the British after being influenced by the architecture of **Vateshwar Shiva Temple** in Morena district of Madhya Pradesh.

Now Delhi is divided into two parts, New Delhi (Lutyens) and Old Delhi respectively. According to the 1931 census, there were 90 people per acre. The Delhi Improvement Trust was formed in 1936 to improve the condition of Old Delhi. At the time of partition of the country, the number of refugees in Old Delhi had increased. Areas like Daryaganj were created for rich people. Areas like Lajpat Nagar, Tilak Nagar were developed for the refugees.

Question

Multiple Choice Question-

1. The first cotton textile mill in India was established in-
 - a. Mumbai
 - b. Calcutta
 - c. Ahmedabad
 - d. Kanpur
2. Establishment of TISCO was happened-
 - a. In 1911
 - b. In 1912
 - c. In 1907 AD.
 - d. In 1913 AD
3. British was announced to make Delhi as the capital-
 - a. In 1911
 - b. In 1912
 - c. In 1910
 - d. None of these in
4. Was the Viceroy at the time of Queen Victoria's arrival in India?
 - a. Lord Irwin
 - b. Lord Lytton
 - c. Dalhousie
 - d. Lord Clive

Fill in the blanks-

1. India was a colony of..... (US/UK)
2. The Architect of Delhi was..... (Edward Lutyens/George Thomas)
3. The early capital of the British was.....(Delhi/Calcutta)

Tell the truth/false-

1. The old buildings in Delhi are built in Indo-Greek style. (True/False)
2. The Red Fort is located in New Delhi. (True/False)
3. At the beginning of the 20th century, only 25% of people lived in cities. (True/False)

Match the pair correctly-

1. Freedom Movement A. 1818 AD.
2. George V Arrives In India B. 1857 AD.
3. First Cotton Textile Factory C. 1877 AD.
4. Queen Victoria Arrived In India In D. 1911

Very short answer question-

1. Name the full form of TISCO.



-
2. What did the People of Agaria community do?
 3. Which city is known as Manchester, India?
 4. What was the reason for setting up more cotton mills in Mumbai?
 5. What was the Kelico Act?
 6. Name the architects who planned the construction of New Delhi.

Short Answer Questions-

1. Name the major sectors of the famous textile industry in ancient India?
2. Explain the meaning of colonialism.
3. What were the causes of urbanization in colonial India?
4. What were the reasons for the destruction of Indian traditional industries during the colonial rule?
5. What were the reasons for making Delhi the capital?

Long Answer Questions-

1. Explain in detail the iron and steel industry in India.
2. Mention Lutyens Delhi in detail.

Project Work -

1. Show cotton textile and iron and steel centres in the map of India.



Chapter- 9

Social Reform Movement in Colonial India

In this chapter- Social Reforms in Colonial India, Status of Women in Society, Caste and Society, Raja Rammohan Roy, Ivarchandra Vidya Sagar, Swami Dayanand Saraswati, Mahatma Jyotiba Phule, Narayan Guru, Dr. Bhimrao Ambedkar and Dr. Keshavrao Baliram Hedgewar.

Social Reforms in Colonial India- Since ancient times, Indian society has been advanced and culture-oriented. Due to certain reasons, superstition and social evils had arisen in our society. From time to time, efforts have been made to remove these evils. The British rule was established in India between the 18th-19th centuries. Western social materialism, education and philosophy were being propagated in our society. The British, under the pretext of criticizing the superstitions and evils prevalent in our society, made fun of our superior cultural heritage and social folk traditions. Therefore, the enlightened people of the society had worked tirelessly to remove these social evils and superstitions. We will look at women, caste and social reforms under colonial rule under the following points.

Status of women in society- Women have a high position in our society since ancient times. The condition of a woman is indicated in the Rigveda-"अर्चन्ति नारीरपसो न विष्टभिः ।" (1.92.3) That is, a hardworking woman gets respect in society due to her diligence. It is also said in Manusmriti that- "शोचन्ति जामयो यत्र विनश्यत्याशु तत्कुलम् । न शोचन्ति तु यत्रैता वर्धते तद्धि सर्वदा ॥" (3.57) 'The family in which family women are mourned due to abuse is soon destroyed and degraded.' On the contrary, where this does not happen and women are happy, it makes total progress. Hence it is clear that in ancient times the status of women was the best. With the advent of the medieval period, the social evils that came into the Indian society made the condition of women worse. During the colonial period, social evils like tradition of Sati, child marriage had placed women at a lower position.

Caste and Society - In ancient times, many efforts were made by the mystics to organize and systematize the Indian society. The proof of this is found in the Purusha Sukta of Rigveda, where the Society as a giant (सावयव समाज) is mentioned- ब्राह्मणोऽस्य मुखमासीद्ब्राह्म राजन्यःकृतः । ऊरू तदस्य यद्वैश्यःपद्भ्याःशूद्रो अजायत ॥ Society is envisaged as a great man. The Brahmin face (wisdom-intelligence) of that great man, Kshatriya arms (military power), Vaishya thighs (economic power) and Shudra are the feet (social workers) of that great man. Therefore, just as a human being is incomplete due to the deformity or absence of any organ in the body. Similarly, society is crippled without one of them. In the Vedic era, this social system was based on karma. Which over time, with human development, became born-based and transformed into a caste system. One of its major benefits at that time was that there was no problem of unemployment in the society. Traditional employment



was available to people from birth. By the middle ages, many types of anomalies had prevailed in this social system of ours. In this caste-based social system in the colonial period, the fourth category in ethnic hierarchy was a victim of exploitation. In the name of caste, evils like untouchability had flourished in the society. During the study of Indian society, the British had converted it into ethnic hatred for administrative gain and under **‘the policy of divide and rule’**. At the same time, the industrial revolution and urbanization in the British rule were encouraged, cottage industries in the villages collapsed, the demand for Laborers in the cities had increased. Therefore, the rural working class started working in the cities in the municipality, army, etc. His children were inspired by the idea of Western equality and justice by studying in Christian mechanistic schools. Now these people had started raising their voice against social evils and discrimination. In this, he also received the support of people from the elite and intellectual class of the society. Influenced by all these things, a stream of change started in the society, which is called the reformist movement of modern India. The main social reformers of this reformist movement were:

Raja Ram Mohan Roy (1772-1833 AD) - In the nineteenth century in Bengal, the wave of social reforms that arose is known as the Indian Renaissance. Raja Rammohan Roy is considered to be the forerunner of the Indian Renaissance. He had knowledge of Sanskrit, Bengali, Hindi, Urdu, Persian, English, etc. He had a reputation as a scholar in society. At that time, sati practice was dominant in Bengal and Rajasthan. Raja Ram Mohan Roy launched a social movement to end this practice. Influenced by this movement, the British government banned the practice of Sati in 1829 AD. Raja Ram Mohan Roy founded an organization

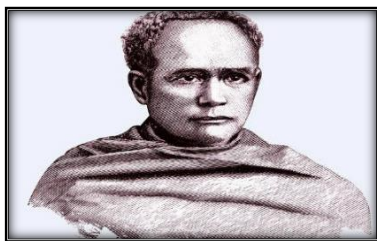


Fig 9.2- I. C. Vidyasagar

called **‘Brahmo Samaj’** in Calcutta in 1828 AD for social reforms. The main objectives of the Brahmo Samaj were to establish social and religious unity, to oppose blind beliefs and evils and to emphasize monotheism.

Ishvarachandra Vidya Sagar (1820-1891AD) - Ishwarchandra Vidyasagar was a famous philosopher, educationist, social reformer and writer. He was born in a poor family. He had obtained higher education on the basis of his ability. Ishwarchandra Vidyasagar had

Do you know?

- At that time, after the death of a woman's husband in elite families, the wife used to kill herself by burning in his funeral pyre. This evil practice was called Sati practice.
- Raja Rammohan Roy is considered the father of journalism in India.

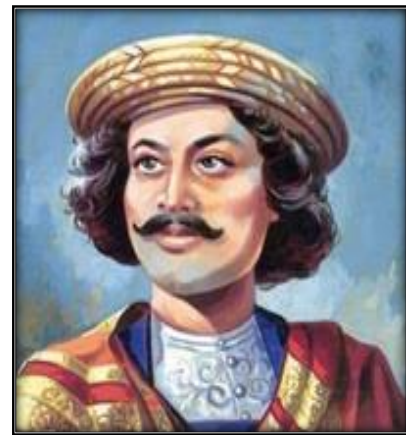


Fig. 9.1 Raja Ram Mohan Roy



done remarkable work for women's upliftment and education in India. You had opened many schools for girls' education. He was a strong supporter of widow remarriage. You had got one of your sons married to a widow. It was due to the efforts of Ishwarchandra Vidyasagar that widow remarriage was recognized by the British government in 1856 AD through the **Widow Remarriage Act**.

Swami Dayanand Saraswati (1824-1883 AD) - Swami Dayanand Saraswati was born in Morbi state of Gujarat. His childhood name was Moolshankar. He believed that if a person understands the essence of the Vedas, then all his problems can be solved. They considered foreign rule as a curse for India. Dayanand Saraswati was the first to revive the idea of Swadharma, Swadesh and Swayambhasha in India. In addition, you opposed child marriage and emphasized on women's education and Dalit upliftment. The DAV Schools established by him are still doing the work of promoting education He founded the Arya Samaj in 1875 AD for social reforms.



Fig- 9.3 Maharishi Dayanand Saraswati



Fig. 9.4 Jyotiba Phule

Mahatma Jyotiba Phule (1827-1890 AD)- Mahatma Jyotiba Phule's name is a pioneer among social reform leaders. He was born in Pune district of Maharashtra. Jyotiba Phule had opened a school for the education of women along with emphasizing on women's education. His wife **Savitribai Phule** received education in this school. Jyotiba Phule had emphasized on ethnic equality. He founded the **Satya Shodhak Samaj** in Pune in 1873 AD. Jyotiba Phule wrote a book called **Ghulam**

Giri (1873).

Narayana Guru (1855-1928) – Narayana Guru was born in the Aizawa caste of Kerala state. Shri Narayana Guru was a great saint and social reformer of India. He gave the message of ethnic unity. Narayana Guru's important statement 'ओरु जाति, ओरु मतम्, और देवम् मनुस्यानु' means that humanity has one caste, one religion and one God.



Fig. 9.5 Narayana Guru

Dr. Keshavrao Baliram Hedgewar (1889 AD) 1940 AD) - Dr. Hedgewar was born in Nagpur (Maharashtra). Kushagramati Hedgewar completed his medical studies in Calcutta. During his study, he joined the revolutionary organization Anushilan Samiti and an organization called Yugantar and started fighting against the British rule. On his return to Nagpur, he became a follower of Lokmanya Tilak and joined the freedom movement run by the Congress. You was sentenced to one year's rigorous imprisonment for participating in the Non-Cooperation Movement. Disturbed by the riots that broke out in many places in India in 1922



AD, Hedgewar along with his friends Dr. Shivram Munje and Dr. Paranjpe founded the Rashtriya Swayamsevak Sangh (RSS) on Vijaya Dashmi (September 28, 1925 AD) with the aim of making India a strong Hindu nation and social harmony. Dr. Hedgewar started a work culture in this organization such as faith in the saffron flag, integrated ideological primacy, full-time volunteers and daily branch. It is the result of his foresight that the Rashtriya Swayamsevak Sangh is today the largest social voluntary organization in the world.



**Fig-9.7 Dr. Keshavrao
Baliram Hedgewar**

Dr. Bhimrao Ambedkar (1891-1956 AD) - Dr. Bhimrao Ambedkar was born on April 14, 1891, in a family of Mahar caste at a place called Mhow near Indore,



**Fig- 9.6 Dr. Bhimrao
Ambedkar**

Madhya Pradesh. He was a genius since childhood. His early education took place in Satara. In 1897, his family moved to Bombay, so you did further study in Bombay. With the help of Baroda Maharaj Sayajirao, he went to America for higher studies. After returning to India in 1919 AD, Ambedkar launched a reform movement in the field of untouchability, women's education, etc. and from 1927 AD to 1935 AD, he started a movement for the entry of temples. He played an active role in the freedom movement. He was made the Chairman of the Drafting Committee in the Constituent Assembly and

the first Law Minister of independent India. He was called '**the architect of the Indian Constitution**'.

There has been a continuous debate on women's education and caste system since the colonial rule. In the twentieth century, leaders like Keshavchandra Sen, Irawati Karve, Pandita Ramabai, Swami Vivekananda, Derizio, Mahatma Gandhi, Pt. Jawaharlal Nehru, Subhash Chandra Bose also contributed to social reform. In those times, Ved Samaj (1864 AD), Yuva Bengal (1886 AD in India), Ramakrishna Mission (1897 AD), Aligarh Muslim Movement (1875 AD) and Singh Sabha (1873 AD) promoted women's education, caste and society. Had done remarkable work in the field of reform. As a result of these reforms, after independence, all men and women in India were given the right to vote. From the constitutional point of view, commitment has been expressed to establish a discrimination-free society under equality, liberty and fraternity.

Question

Multiple Choice Question-

1. Raja Ram Mohan Roy Was Founded-

- A. Brahma Samaj
- C. Prarthana Samaj

- B. Arya Samaj
- D. Satya Shodhak Samaj



2. Relation of Narayana Guru is from State
 A. Rajasthan B. Kerala C. Karnataka D. Tamil Nadu
3. Leadership of the Truth Seeker Society Was done by-
 A. Savitri Phule B. Ramabai
 C. Periyar D. None of These
4. Establishment of Rashtriya Swayamsevak Sangh was happened on-
 A. Vijayadashami B. Ramnavami
 C. Maha Ashtami D. None of These

Fill in the blanks-

1. Architect of Indian Constitution is called.....
 (Pt. Nehru/Dr. Ambedkar)
2. Establishment of Satyashodhak Samaj was done in.....
 (1873 AD/1875 AD)
3. Against sati system. Raised his voice.
 (Dr. Ambedkar/Raja Ram Mohan Roy)

Tell the truth/false-

1. Sati was practiced in Rajasthan. (True/False)
2. In ancient times, women had a high position in society. (True/False)
3. The Widow Remarriage Act was brought in 1847. (True/False)

Match the pair correctly-

1. Brahma Samaj A.1873 AD.
 2. Arya Samaj B.1828 AD.
 3. Ghulam Giri's C. 925 AD.
 4. Rashtriya Swayamsevak Sangh D. 1875 AD.

Very short answer question-

1. When was the practice of Sati banned in India?
2. Which social evil was banned by Ishwar Chandra Vidyasagar?
3. When was Bhimrao Ambedkar born?
4. Who is considered as the father of social reforms in Bengal?

Short Answer Question-

1. Tell us the teachings of Brahma Samaj.
2. Mention the social reforms of Dayanand Saraswati.
3. What were the social reform works of Mahatma Jyotiba?
4. Write a brief note on Dr. Hedgewar.

Long Answer Questions-

1. What do you understand about the caste system and reform movements in India?
2. Highlight the status of women in ancient India?

Project Work-

1. Students should collect pictures of prominent social reformers and write a brief essay about any two of them.



Chapter- 10

Painting in Colonial India

In this chapter- Painting in ancient India, Painting in colonial India, Origin and development of Company painting style, Major painters, Characteristics of Company style paintings, Modern Indian painting, Raja Ravi Varma's paintings and their characteristics and Avanimdranath Tagore.

Painting in Ancient India- The history of Indian painting started with the development of human civilization. In the 30th chapter of Yajurveda, sixty-four arts are mentioned from mantra number 4-22. Painting is one of those sixty-four arts. We see the story of the development of painting in Vedic thought in the Vedas, Upanishads, Ramayana, Mahabharata, Gita etc. Apart from this, information about painting is found in Bharat Muni's Rasa Siddhanta and Chitrasutra, Roop Goswami's Sound Theory. Archaeological discoveries have found remains of civilizational paintings at many sites in India. For example, Bhimbetka, Ramgarh hill of Surguja and Jogimara etc. were obtained from caves.

Painting in Colonial India- During the colonial rule, along with changes in social, religious, economic, political fields in India, the fields of art and literature were also affected. During this period, various forms, styles, materials and new techniques of art and new genres of visual art were introduced. We will study modern Indian painting in brief as follows:

Origin and development of company painting style- Along with the development of European education system in India, the European painting style was also developed, which was called company style. Administrative officers, painters, soldiers, servants, etc. working in the company government were all called employees of the company. After the introduction of English education system by Lord Macaulay in India in 1834 AD, there was also rapid development in the field of painting. The British went to Madras (1850 AD), Calcutta (1854 AD), Mumbai (1857 AD) Art schools were opened in Lahore (1857 AD). At that



Fig. 10.1 - Painting of Ganga Bank (Varanasi) made by Thomas Daniel

time, thousands of drawings, water paintings, oil paintings were made in the company style. Those who made these paintings were painters, doctors, tourists, military officers. Indian artists were also influenced by this art. Painting work



was more in Patna, Calcutta, Awadh and Madras. Company style paintings are still preserved in Victoria Memorial, Calcutta, Birla Academy of Art, National Library, and Delhi etc. Paintings of this style are outside India and abroad in India Office Library and Records and British Library London.

Prominent painters- Prominent painters of the Company style were James Ferguson, Robert Melville, Robert Smith and Daniel brothers. Among them, the Daniel brothers (Thomas Daniel and William Daniel) were very famous painters of this tradition. These two brothers came to India in 1875 AD. He made very attractive pictures of the territories conquered by the British. His paintings were in great demand in the British markets.

Features of Company style paintings- The following features of Indian painting during the British rule are-

1. **Visual paintings-** Company style painters depicted scenes of mountains, rivers, jungles and seas etc. These paintings were full of great panoramic views.
2. **Depiction of folk life-** The British who came to India at that time were attracted to the style, dress, ornaments, festivals and festivals etc. filled with colors here. Therefore, paintings of various festivals, processions, shobha yatras were depicted. In the company painting, the paintings of farmers, blacksmiths, weavers, goldsmiths, etc. were beautifully depicted. British painters depicted beautiful paintings of animals, birds and insects in botanical paintings.
3. **Portrait-** A large number of busts and portraits of kings, nawabs, company rulers and officials were made in Company style. Johann Joffney was a famous painter of this style. He came to India from Germany in 1780 AD.
4. **Depiction of places of historical importance-** Many English painters painted paintings of historical places of India such as Ajanta, Ellora, Taj Mahal, Red Fort, Qutub Minar etc. Apart from this, English painters glorified their respective rulers by making pictures of war. These paintings included a post-war view of Plassey and the portraits of Sri Rangapatnam.

Therefore, it is clear that during the time of the East India Company, pictures of various subjects were made. Various forms of painting such as jalranga, telrang, mica painting and lithograph etc. were developed during this period.

Modern Indian Painting- In the nineteenth century, a new painting style developed in Indian cities, which is called the modern style of Indian painting. This modern painting was introduced by Raja Ravi Varma.

Do you know?

- A picture made on paper with a metal or wood impression is called an engraved picture.
- Such a picture in which more attention is given to the person's face and expressions, it is called Portrait.
- The art of making portraits is called Roop Illustration.



Raja Ravi Varma- Raja Ravi Varma was born on April 29, 1848, in Kilimannur village of Kerala. He took training in painting from the court painter Alagiri Naidu. Raja Ravi Varma blended foreign art and technology in his painting style. He adopted the oil painting method of the British painter Leodor Jansson. King Ravi Varma painted portraits of the royal family of Trivandrum, the Maharanas of Udaipur and the Duke of Buckingham. His paintings were in great demand in the Indian and European markets. Raja Ravi Varma was given a gold medal by the then British Governor for his excellent painting. In 1904, he was given the title of Kesar-e-Hind by the British Government.

Portraits of Raja Ravi Varma and his features- The paintings painted by Raja Ravi Varma include pictures of Hindu gods and goddesses and Maharana Pratap. The demand for his paintings was high in the market, so he set up a press in Mumbai, so that people started getting cheap pictures. Major paintings of Raja Ravi Varma are Ravana and Jatayu War, Usha Aniruddha Vivah, Samudra Garv Mardan by Rama, Satyavadi King Harishchandra, Sri Krishna and Balarama, Bhishma Pratigya, Udaipur Fort etc. Shakuntala's writing letter to Dushyant is his best work.

The main feature of Raja Ravi Varma's painting is the attractive colour scheme. They used dark red, blue, green, golden and purple colours. Their ring scheme evokes a serious feeling in the mind. Raja Ravi Varma had worked tirelessly to revive the dead almost Indian painting. He gave a new vision to Indian art. As the founder of the new school of painting, his name is always taken with respect among the best painters of India.

Abanindranath Tagore- Abanindranath Tagore was born on the day of Janmashtami in 1817 AD in the famous Thakur family of Bengal. After completing his early schooling, Abanindranath received education in Indian art and literature from his grandfather Girindra Nath and Uncle Rabindranath Tagore at home. Abanindra Nath was a versatile man. Apart from being a good artist, he was also an ideal teacher, actor, literature and craftsman. His contribution to the re-upliftment of Indian painting is unforgettable. When Abanindra Nath entered the field of painting, most of the Indian painters were working on European style. Abanindranath received formal art education from Italian painter Gilhardi and British painter Mr. Palmer. Among his early paintings were sketches made of pen and ink, person portraits and visual drawings.

The main features of Abanindra Nath's painting are-

1. Initially depicted the European style. He was based on Rabindranath's book Chitrangada.
2. Indo-European painting style paintings were made. The paintings of the 'Radha-Krishna' series made at this time belong to this category.
3. In 1901-02 AD, Abanindra Nath studied the Japanese method of washing from Japanese artists Yokoham Taikan and Hisida. Pictures of this method were published under the title Bharatmata. He first made an excellent portrait of Bharat Mata.



4. He used postal colours in his paintings.
5. Abanindranath Thakur founded the Indian Society of Oriental Art in 1907 AD.

Among the paintings made by Abanindranath Thakur, the birth of Buddha, the poet Kankan, Gandhi, Tagore, Kajri, Radha Krishna etc. are notable. Apart from this, Nandalal Bose, Rabindranath Tagore, Anand Kumar Swami, E.V. Havel are prominent among these painters in the development of modern Indian painting. The paintings of these Indian painters are simple, clear and captivating. In his paintings, cool colours have been used in place of bright colours. The content of these paintings was based on mythology, social life and historical stories.

Question

Multiple Choice Question-

1. Prominent painters of the company style was-

A. Daniel Brother	B. Nandalal Bose
C. Ferguson	D. None of these
2. Raja Ravi Varma was born in-

A. Karnataka	B. Rajasthan
C. Bengal	D. Uttar Pradesh
3. Raja Ravi Varma was given the title of Kesar-a-Hind-

A. 1904 AD.	B. 1876 AD.
C. 1885 AD.	D. 1914 AD.

Fill in the blanks-

1. European painting style in India was called.....
(British style/company style)
2. The beginning of modern Indian painting was done by.....
(Raja Ravi Varma/Robert Myth)
3. Ravindranath Tagore studied painting from.....
(Ferguson/ Gilbardi)

Tell the truth/ false-

1. Rabindranath Tagore also contributed to the development of Indian painting.
True/False
2. English education was implemented by Macaulay in 1835 AD.
True/False
3. Raja Ravi Varma made paintings of Udaipur Maharanas.
True/False

Match the correct pair-

- | Year of | Establishment of Art School |
|--------------|-----------------------------|
| 1. Madras | A. 1854 AD. |
| 2. Calcutta. | B. 1850 AD. |
| 3. Mumbai | C. 1857 AD. |

Very short answer question-

1. In which Veda is sixty-four arts mentioned?



-
2. Write the name of the author of the Ras Siddhanta book.
 3. Where are the remains of civilizational paintings found in India?
 4. Who was the first to depict the portrait of Bharat Mata?

Short Answer Question-

1. Explain the main features of the company style.
2. How did Raja Ravi Varma revive Indian painting?
3. Explain the snoring painting style.

Long Answer Questions-

1. Highlight the development of modern Indian painting.
2. Explain the contribution of Abanindra Nath Thakur in the field of Indian painting.

Project Work-

1. Students should make a picture of Bharat Mata in their practice book.



Chapter-11 Tribal in India

In this chapter- Meaning and history of the word tribal, Indian tribal community, agriculture, hunters, cattle herders, herb gatherers, impact of British rule on tribals, consequences, Birsa Munda, Munda rebellion and status of tribals and weaker sections in the Indian Constitution.

- **Meaning and history of the word tribal-** Tribal is made up of two words, Adi(आदि)+Vasi(वासी), which means native. They are also called forest dwellers. In ancient Sanskrit literature, they are called Atvika (अत्विका). The concept of social participation is very ancient, where there has always been talk of happiness, brotherhood, unity, peace, etc. for all. In one of the verses of the Rig Veda, it is said, "संगच्छध्वं संवदध्वं संवोमनांसि जानताम्।" (Rigveda. 10.191.2) That is, let's walk together, communicate, let everyone's mind be the same, feelings of mutual interest be in your mind. "मा भूम निष्ट्या इवे।" (Rig.8.1.13) That is, we should not turn anyone away. It is said in the Atharvaveda that "नानाधर्माणं पृथिवी यथौकसम्।" (12.1.45) That is, just as Mother Earth has kept us all as one family without any discrimination, so we are all working together. In the Vedas, sages have preached in their thoughts that "सं वो मनांसि जानताम्।" (Atharv.6.64.1) That is, there should be a sense of oneness in the whole of humanity. Vedic literature gives us the message that we should not discriminate among ourselves and there should be a sense of benevolence towards living beings. It is indicated in the Rigveda that "प्र ये विशस्तिरन्त श्रोषमाणा।" (7.7.6) and "अर्चामि सुम्रयन्नहमन्यूर्ति मयोभुवम्।" (1.138.1) That is, philanthropists cross bhavasagar while doing public welfare. All the creatures living on the earth belong to that God, so we should never discriminate against anyone. The history of tribals in India has been in the form of valour since ancient times. In the Ramayana, the stories of Lord Rama's friendship with Nishadraj and Sugriva, Eating Shabari's pickings plums etc. are indicative of social harmony in ancient Indian society.

Indian Tribal Community- Tribal people live a nomadic life in the jungles and they live their lives with products obtained from the jungles such as herbs, tubers, roots and fruits etc. Tribal castes still live in north-eastern India, Jharkhand, Orissa, Madhya Pradesh, Rajasthan, Gujarat, West Bengal, Andhra Pradesh etc. After the establishment of the British Raj in India, due to rapid industrialization, the British started interfering in their residence and life. As a result, their housing, business and independence were affected. At present, Santhal, Munda, Bhil, Meena, Saharia, Garasia, Kol etc. are the major tribal castes. Till the nineteenth century, tribes in different parts of the country were active in various types of activities such as agriculture, poultry and animal husbandry etc.

Agriculture- Since ancient times, tribes have been cultivating grass etc. from the land of jungles and after getting the crop, they leave the land. These people do



not sow seeds, they spread them in the ground and do farming. But due to the change in the nineteenth century, some tribal tribes started farming permanently. Gond and Santhal tribes are prominent among these tribes.

Hunter- Most of the tribes are hunters. They fulfill their stomach by hunting wild animals. In the colonial period, the then kings, maharajas and British officials used to take help from them in hunting animals.

Animal Husbandry- Tribal often earn their living by rearing sheep, goats and other animals as shepherds. Gujjars in Punjab, Labadia in Andhra Pradesh, Gaddi (Gadaria) and Bakarwal tribes in Jammu and Kashmir still do animal husbandry.

Herb collectors- Primitive tribes collect herbs and medicines from Jungle and sell these medicines and herbs in the city and run their livelihood. The name of the Khond of Orissa, the Baiga tribe of Central India is notable in this region. These tribes do not like to work as Laborers or jobs in anyone's place.

Do you know?

- Mahua is the name of a tree whose flowers and fruits are used by the tribal people as a drink and food.

Do you know?

- According to the 2011 census, the population of indigenous people in India is 8.6% of the total population.
- 2011 AD. According to the census, the maximum tribal population is in the state of Madhya Pradesh.

Impact of British rule on tribal- Tribal groups have always been an active part of Indian society. Indian society suffered a deep setback due to the exploitation of Indian Resources by the British during the colonial rule period, due to which the tribal were also not untouched. There was a huge upheaval in his life too. We can understand the impact of British rule on the lives of tribal through these points-

1. The British rule first affected the power of the head of the tribal society. Because the place of the head is very important in the life of the tribal. Obeying the chief's command was mandatory for all. During the British rule, there were extensive changes in the work and rights of the head of the tribal. They got ownership, but their official powers were exhausted. It had become mandatory for them to follow the English rules.
2. The second effect of the British rule was on the nomadic life of the tribal. Earlier these tribes used to move from one place to another. But under the British rule, land leases were issued due to changes in revenue rules. The government



Fig-11.1 Housing of tribal in Madhya Pradesh



had tried to settle the jhunmig cultivators permanently. The tribal had widely opposed it.

3. The laws made by the British Raj also affected the lives of the tribals. The British controlled the forests and made them habitatless. Forests were extensively cut for rail sleepers etc. Forests were destroyed into farms and these primitive tribes were forced to work as Laborers. Tribal groups had largely opposed the forest laws enacted by the British.
4. The colonial rule had also affected the trade of the tribal. For example, the Santali tribe of Jharkhand reared silk pests. British silk traders and agents used to make huge profits by buying silk worms from Santali at a lower price. Therefore, the tribal communities considered silk traders as their enemies.
5. The condition of the tribal community was worsened due to the destruction of forests. People from these tribal communities were forcibly taken hostage by mining contractors, forced to work in tea gardens and coal mines etc. at cheap wages. Thus, these tribes were exploited multiple times.

Do you know-?

- Straight wooden planks on which railway tracks are laid.
- The word Bewad is used for nomadic farmers in Madhya Pradesh.

The result- Aggrieved by the exploitative policy of the British rule, the tribal community had started openly opposing the British rule. At this time, the spirit of freedom was rising in the whole country. Therefore, the freedom struggle also had an impact on the tribal movements. Thus the aim of all the movements was to achieve independence.

The tribal tribes considered the British as **Diku** i.e. foreigners. Among these primitive tribes, the people of Munda tribe believed that our life was very good before the British rule. We have to achieve that golden age again. As a result, there were revolts of Kol rebellion in 1831 AD-32 AD, Santhal in 1855 AD and Worli in 1940 AD. An attempt was made by a tribal leader named **Birasa Munda** to fulfill his dream of a golden age.

Birasa Munda- Birasa Munda was born on November 15, 1875, in the village of Ulihatu near Ranchi city of present-day Jharkhand state. Birasa's father was poor and lived his life by doing animal husbandry. Birasa had heard about his descendants from his community that there was a golden age in India at that time. How Did Diku (British) take away their land and land from them? These things had influenced Birasa more. Birasa called upon his community to abandon evils, saying that unless you give up evils like drinking, believing in witchcraft, etc., the golden age will not be established. Birasa's

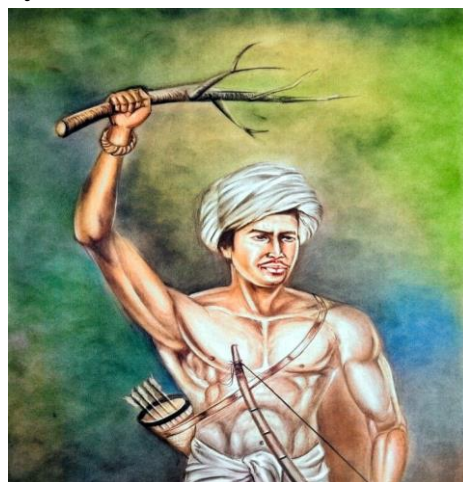


Figure 11.3 Birasa Munda



thoughts and teachings changed the lifestyle of the Munda tribe and they again dreamed of establishing the Munda Raj.

Munda Rebellion- In 1895 AD, Birasa told his disciples that we have to fight with landowners, landlords, mahajans and British to achieve our glorious past, because these people have destroyed our traditional system. Soon this movement spread all around. Birasa Munda gave the slogan of 'Abua Dishoom Abua' i.e. our country our rule in this movement and raised the talk of 'Jungle Land'. The British government had strongly suppressed this movement. Birasa Munda was arrested and sentenced to two years in jail for inciting riots. After his release from Birasa jail, the tribals started roaming from village to village to bring awareness in the tribes. He used to talk to people in ancient symbols and language. At that time the white flag was a symbol of Birasa Raj. Birasa followers used to flee into the jungles by attacking and looting the symbols of Diku (English) and British power. This movement ended after Birasa's death in 1900 AD. But the British rule was forced to make such laws that no outsider could occupy their land in the future. At the same time, the British had also realized that the tribal community was also capable of protesting. Even today, tribal communities consider Birasa as their god and worship him.

Table 11.1
Location of tribals in India

Area	Major Tribal Tribes
Andhra Pradesh	Khond, Gadaba etc
Karnataka	Bedar, Toda, Hakkipiki etc.
Assam	Bodo, Chakma, Dimasa, Garo etc.
Jharkhand, Odisha, Bengal	Munda and Santhal, Khond
Madhya Pradesh	Gond, Bhil, Kol, Baiga etc.
Gujarat	Bhil, Garasia, Rewari, Bharwad etc.
Chhattisgarh	Gond, Binjwar, Bhaina, Bhatra, Oraon, Munda etc.
Rajasthan	Bhil, Meena, Saharia, Garasia etc.
Panjab	Khokhar, Gaddi etc.
Jammu and Kashmir	Bakarwal, Gaddi, Gujjar etc.
Himachal Pradesh	Kinnaur, Lahaul, Gaddi, Gurjar etc.

Status of tribal and weaker sections in the Indian Constitution- For the upliftment of tribal and weaker sections, the framers of the Constitution had made provision for some rights in the Constitution at the time of making it. After this, our governments, keeping their interests in mind, amended the Constitution and created many provisions and by-laws to connect them with the mainstream. According to the Constitution, their rights and laws are as follows-

1. Article 46 of the Constitution provides for educational, economic and social elevation of weaker sections, Scheduled Castes, Scheduled Tribes etc.
2. Article 16 of the Constitution provides equal opportunity for all in government services.



3. Article 15 of the Constitution does not discriminate against any citizen on the basis of religion, caste, sex, or place of birth.
4. Untouchability and untouchability have been abolished by Article 17 of the Constitution.
5. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989 prohibits discrimination and violence by upper castes against Scheduled Castes and Scheduled Tribes.
6. The Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act, 1993, which prohibits the construction of manual scavengers and dry toilets.
7. The National Commission for Scheduled Tribes has been set up under Articles 335 and 338A of the Constitution and the right of Scheduled Castes and Scheduled Tribes to get jobs in government sectors has been protected.
8. The Protection of Civil Rights Act, 1955 protects the rights against the untouchability that accompanies them.

Do you know?

- The President of our country Mrs. Draupadi Murmu was born in Odisha state Santhal tribe family.
- Tribals have been called Scheduled Tribes in the constitution.
- Reservation has been given for Economically Unreserved Weaker Sections (EWS) by the 103rd Amendment 2019 AD of the Constitution. Under this, a provision has been made for reservation in educational and government services for people with an annual income of less than Rs.8 lakh.

9. The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 recognizes the rights of Scheduled Tribes and other forest dwellers.

Thus we see that every section and individual of the society desires equality, respect and dignity. He makes many efforts to achieve them. It

is not only by making laws by the government that a society is saved, but it is also necessary to put that law or right into actual use. The government is working for this, as well as we should also be aware of our rights, only then will those laws be properly discharged.

Question

Multiple Choice Question-

1. Munda Tribe of India found in state.

A. Rajasthan	B. Andhra Pradesh
C. Jharkhand	D. Haryana
2. Tribal community believes as their God

A. Birasa Munda	B. Tantia Mama
C. Govind Guru	D. None of these
3. The meaning of Akhetak from the following is

A. Shikari	B. Businessman	C. Adhikari	D. Tribal
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-
4. When was the Scheduled Castes and Scheduled Tribes (Prevention Of Atrocities) Act enacted in India?
A. B. in 1989 B. In 1952 C. In 2020 D. in 1990

Fill in the blanks-

1. During the British rule there was a rapid.....
(Commercialization/Industrialization)
2. Santhal is one
3. Relationship between Gadaria and Bakarwal tribes is from.....
(Jammu and Kashmir/Rajasthan)
4. The President of our country Smt. Draupadi Murmu, was born inState.
(Odisha/Jharkhand)

Tell the truth/ false-

1. In the colonial period, there was coffee exploitation of tribals.
(True/False)
2. People of Santhal tribe used to rear silkworms. (True/False)
3. The green flag was a symbol of Birsa Raj. (True/False)
4. Untouchability has been abolished by Article 17 of the Constitution.
(True/False)

Match the pair correctly-

- | | |
|-------------------|-------------------------------|
| 1. Birsa Munda | A. Porbandar (Gujarat) |
| 2. Mahatma Gandhi | B. Ballia (Uttar Pradesh) |
| 3. Mangal Pandey | C. Brahmaputra Valley (Assam) |
| 4. Bodo | D. Ranchi (Jharkhand) |

Very short answer question-

1. What percentage of the total population of India is tribal population?
2. What slogan did Birsa Munda give in the Munda rebellion?
3. What is the meaning of the word Diku?
4. How did the English forest laws affect the tribal?
5. Which state has the highest tribal population in India?

Short Answer Question-

1. Briefly describe the teachings of Birsa Munda.
2. How was the life of primitive tribes affected by the colonial rule?
3. Why did the tribals oppose the Dikus?
4. What was the idea of the Golden Age of Birsa? Do you agree with that?

Long Answer Questions-

1. What provisions have been made in the Indian Constitution for tribals and weaker sections? Describe in detail?
2. Explain in detail about the Munda movement?

Project Work-

1. Find out the names of tribal leaders of the twentieth century and write their biographies in your own words.



Chapter-12

National Movement (1885 to 1947)

In this chapter- Nationalism, Nationalism in Ancient India, Rise of Nationalism in Modern India, National Independence Movement in India, Establishment of Indian National Congress, and Contribution of Mahatma Gandhi in Indian National Movement, Armed Revolutionary Movement, Act of 1935 AD, Quit India Movement and independence and partition.

Nationalism- Nation refers to a group of people who reside in a certain territory with caste, history, culture, language. Because of nationalism, the citizens of every nation have the right to rule freely on the territory where they have been living for centuries. Nationalism has a community spirit of uniting the nation with common traditions, common interests, and common political will, which strengthens and organizes the people. Nationalism is therefore considered abstract. Nationalism is an ideology in which a person has an unwavering love for his country, a kind of thinking and national sentiment. In nationalism, a person takes care of national interest before self-interest.

Nationalism in Ancient India- Nation and nationalism are not new concepts for the oldest Indian culture in the world. It has been conceptualized in our oldest literature. Nationalism is first mentioned in the Rigveda- "सं गच्छध्वं सं वदध्वं सं वो मनांसि जानताम् ।" (10.191.2) That is, let us all walk together, speak together, and have the same feeling of our mind. It is also said in Atharvaveda that "माताभूमिः पुत्रो अहं पृथिव्याः ।" (12.1.12) That is, this land (India) is our mother and we are its sons. Apart from this, it is mentioned in the world's first epic Ramayana that- "जननी जन्मभूमिश्च स्वर्गादपि गरीयसी ।" That is, the mother and birthplace who gave birth are greater than heaven. It is clear from this study that the feeling of nationalism in India has been strong since civilizational times.

Rise of Nationalism in Modern India- Nationalism, which is called a newcomer in India, is actually our natural national spirit. Because no new nation and nationalism had emerged in modern India. Foreign rule has always been thrown out of the country by our forefathers in all times. The history from ancient India to the end of British rule is evidence of this. The main reasons for the resurgence of nationalism in modern India are:

1. Impact of social and religious reform movements.
2. Public awakening of India's political unity.
3. Impact of historical research and Western education.
4. Publication of Indian newspapers and literature.
5. Exploitation of Indian wealth and exploitation of people by the British.
6. There is ethnic hatred being propagated by the British in India and discrimination against Indians in government jobs etc.



National Independence Movement in India- There were many movements for freedom from English rule in modern India, as a result of which we got independence. We will study this freedom movement under the following points:

Establishment of Indian National Congress- After the revolution of 1857 AD, a feeling of deep unity and dedication to the nation started developing among Indians. The lawyers, intellectuals, youth, public meetings and institutions of the

Do you know?

- The principle of drain of wealth was given by Dadabhai Naoroji.
- Mahatma Gandhi had organized the Kheda movement in 1918 AD for the demands of farmers in Kheda district of Gujarat.
- All India Hindu Mahasabha was founded in 1915 AD by Madan Mohan Malaviya, Veer Savarkar and Lala Lajpat Rai.

country together formed various national organizations to improve the British system of governance and achieve independence. In this sequence, on December 28, 1885, an Englishman named 'Alan Octavian Hume' formed an organization called 'Indian National Congress' in the 'Gokuldas Tejpal' building of Bombay to control the growing dissatisfaction of the Indian people towards The British rule. The first President of the Indian National Congress

was Byomkesh Chandra Banerjee. There were 72 founding members including Dadabhai Naoroji, Badruddin Tayyab, and S. Subramaniam Iyer etc. The partition of Bengal in 1905 AD was particularly effective with a view to enhancing national unity. At the same time, the members of the Indian National Congress raised the voice of complete independence and Bal Gangadhar Tilak gave the slogan '**Freedom is my birthright, I will take it**'. As a result, in 1907, on the basis of ideological differences, the Congress was divided into the Moderate Party (Liberal) and the Garam Dal (Nationalist). The leaders of the soft party were Dadabhai Narauji, Firoz Shah Mehta, Umesh Chandra Banerjee etc.

and the prominent leaders of the Garam Dal were Lokmanya Tilak, Vipin Chandra Pal and Lala Lajpat Rai. At the same time, Bal Gangadhar Tilak started the Swadeshi Movement in India. In 1915, due to the cooperation of Mrs. Annie Besant and other leaders, the two parties



Figure 12.1 Bal Gangadhar Tilak, Lala Lajpat Rai, Vipin Chandra Pal

became united. The Indian independence movements of the twentieth century were led by the Indian National Congress.

Role of Mahatma Gandhi in the National Independence Movement- Mahatma Gandhi received barrister education from England. In 1893, Mahatma



Gandhi went to South Africa to fight the case of his merchant friend Dada Abdullah. There, Gandhi ji protested against caste oppression and racial discrimination. He had decided in South Africa that I had to unite the exploited people and inspire them to fight and in this resolution Gandhi had achieved unprecedented success till 1914 AD. At the core of his success was non-violence and satyagraha. The success of this movement led to his reputation as a leader. Mahatma Gandhi arrived in India in 1915 AD. After coming here, he first started the Bharat Darshan Yatra and from this visit, he saw the needs and pitiable conditions of the people here closely. Very sad to see the condition of the Indian people, Gandhi had resolved to liberate the country from the subjugation of British rule.

Champaran Movement- In Champaran district of Bihar, farmers refused to

Do you know?

- The Gadara Party was founded in America in 1913 by expatriate Indians Lala Hardayal, Sohan Singh Bhakana and Kartar Singh.
- Swaraj Party was founded in 1923 AD by Chittaranjan Das and Moti Lal Nehru.
- Poona Pact was signed between Mahatma Gandhi and Dr. Bhimrao Ambedkar on September 24, 1932 in Yerwada Jail.

cultivate indigo. For this reason, the farmers were being oppressed by the British government. Gandhi reached Champaran and listened to the problems of the farmers and understood the conditions of the people. On April 19, 1917, Gandhi along with the farmers started satyagraha against the British. In the end, the Government had to accept the

demand of the farmers. At the same time, the ongoing anti-British struggle in India took the form of a big movement after 1919 AD, in which all Indians participated.

Satyagraha against the Rowlett Act- In 1919 AD, the British enacted a law called the Rowlett Act to control the public. According to this law, the police was given the right to arrest any person without giving any reason. On February 24, 1919, Gandhi called for satyagraha movement at the national level in a meeting

in Mumbai against the Rowlett Act. There were riots and riots in many places all over India against this law. The British had adopted the method of repression

Do you know-?

- Programs of non-cooperation movement- Boycotting government educational institutions, titles, courts and foreign goods.
- Establishment of Panchayats in the country.
- To lay emphasis on Hindu-Muslim unity and to follow the path of non-violence.

to stop the movement. On April 13, 1919, a public meeting was being organized peacefully at Jallianwala Bagh in Punjab to protest against the arrest of Saifuddin Kitchlu and Satyapal in protest against this law. At the same time, bullets were fired on people by General Dyer, in which thousands of Indians were martyred. It is called the Jallianwala Bagh massacre in history.



Non-Cooperation Movement- This was the first mass movement started under the leadership of Gandhi. Thereof.

The resolution was passed in the Nagpur session of the Congress in 1920 AD. To expand its movement, the Congress joined hands with the leaders of the Khilafat Movement (from 1919 to 1921). Gandhi appealed to the people to agitate peacefully. But the people continued to fight directly with the British and due to the Chauri-Chaura incident in 1922 AD, Gandhi postponed the movement.

Armed revolutionary movement- Cooperation Movement, there was a change in the ideology of the revolutionaries and they joined the Hindustan Republic Association (1924 AD). This organization was formed by Ram Prasad Bismil, Sachindra Sanyal and Yogesh Chandra Chatterjee. The main objective of this organization was to end the British Rule in India and establish the Republic. The members of this organization looted the British Treasury going by train in Kakori to damage the British Raj, which is known in history as the Kakori incident (August 9, 1925 AD). In 1928, the Simon Commission came to India, against which movements were started in different parts of the country.



Fig 12.2-Raj guru, Bhagat singh , sukhdev

The murder of Congress nationalist leader Lala Lajpat Rai in Lahore in a lathi charge by Sanders shocked the country. In protest, British officer Sanders was shot dead. Under the leadership of Sardar Bhagat Singh, a bomb was thrown in the Assembly (8 April 1929 AD) to awaken the Bahri British government. Bhagat Singh, Sukhdev and Rajguru were hanged on March 23, 1931.

Civil Disobedience Movement- Non-Cooperation Movement, the air of



Fig -12.3 Dandi Yatra

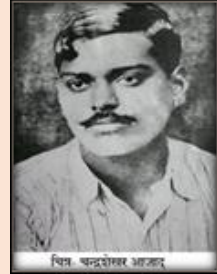
nationalism in the country had become fierce. Simon Commission in India from 1922 to 1929 AD (1927 AD) Angered by the Lahore session of the Congress (1929 AD) and the British government's salt tax incident, the Indian public prepared for a movement again under the leadership of Gandhi. Mahatma

strongly opposed the government's decision to impose a tax on salt, an essential commodity of the common man. He walked along with his followers to



reach Dandi on the seashore, 240 km from Sabarmati, to break the salt law. He publicly violated this law by making salt with his hands on April 6, 1930 AD. This event is known as 'Dandi' March in Indian history. Its basis was civil disobedience before the British, so it is also called Civil Disobedience Movement.

Chandra Shekhar Azad- Chandra Shekhar Azad was born on July 23, 1906, in Alirajpur, Madhya Pradesh. He was associated with the Hindustan Republican Association for an active revolution in the country. On September 9, 1928, due to his efforts in Delhi, Bhagat Singh's Naujawan Sabha was merged with it, which was later renamed as Hindustan Socialist Republican Association. The Army Chief of this new association was Chandrashekhar Azad. On February 27, 1931, there was a sudden exchange of fire between Azad and the police at Alfred Park in Prayagraj. When he had one bullet left, he killed it in the head and sacrificed himself. Thus, he was always free according to his name.



Act of 1935 AD- Due to the ongoing conflict by Indians, the British Government granted provincial autonomy in India under the Indian Government Act in 1935 AD. As a result, the government had announced that elections to provincial legislatures would be held in 1937 AD. In the result of the election, Congress government was formed in 7 out of 11 provinces. Two years later, in 1939, The Second World War began. In the war, the Congress demanded India's independence in exchange for assisting the British government. But when the British refused, the Congress governments resigned in protest.

Subhash Chandra Bose- He was a prominent leading of the Indian National Movement. Subhash Chandra Bose was elected president of the Indian National Congress in 1938. Due to ideological differences with Mahatma Gandhi, he left the Congress. During the Second World War, he gave the slogan 'You give me blood, I will give you freedom' in 1942 to unite the country on the basis of his political foresight. In 1943, Rash Behari Bose formed the 'Azad Hind Fauj' and made Netaji Subhash Chandra Bose its commander. Subhash Chandra Bose gave the slogan 'Delhi Chalo'. On August 18, 1945, he died in a plane crash. Mahatma Gandhi was first called the Father of the Nation by Subhash Chandra Bose.



Quit India Movement- During the Second World War, Mahatma Gandhi had warned the British that they should immediately liberate India. On the call of Gandhi, the Quit India Movement started on August 8, 1942 AD. Gandhi gave the slogan of do or die in this movement. Indian youth, elderly, men, women and children all participated in this nationwide movement.

Independence and Partition- The Quit India Movement made it clear that Indians could not tolerate British rule for any longer. Therefore, the British started



discussions with the congress and the Muslim League, two major political organizations of the country. But due to the conditions of the Muslim League, the consensus could not be reached. The Muslim League demanded to be given the status of the sole institution of Indian Muslims and the Congress rejected it. After the end of The Second World War in 1945 AD, elections were held in 1946 to form the Constituent Assembly. In this election, the Congress party won a big victory. The Muslim League had won the reserved seats. For this reason, Muslims demanded a separate Pakistan nation for Muslims under the two-nation theory. On August 16, 1946, the Muslim League celebrated Direct Action Day and spread riots all over India, in which millions of people were killed. Lakhs of people were forced to deport due to these riots. In these difficult circumstances, Pakistan was considered a separate nation on August 14, 1947. Thus India got freedom from British rule on August 15, 1947.

Question

Multiple Choice Questions-

1. The policy of divide and rule was adopted-

A. Gandhi	B. Subhash Chandra Bose,
C. Peoples	D. It to the British.
2. The slogan of 'do or die' was given, by-

A. British	B. Chandrashekhar Azad
C. Mahatma Gandhi said	D. "None of these
3. Mahatma Gandhi was first called the Father of the Nation by-

A. Dadabhai Naoroji	B. P. Motilal Nehru
C. Chittaranjan Das	D. Subhash Chandra Bose
4. The slogan 'Give me blood, I will give you freedom' was given by-

A. Dadabhai Naoroji	B. Motilal Nehru
C. Chittaranjan Das	D. Subhash Chandra Bose

Fill in the blanks-

1. Bhagat Singh, Sukhdev, Rajguru was hanged on.....
(23 February 1930/23 March 1931)
2. Pakistan Separated from India on.....
(14 August 1946/14 August 1947)
3. Simon Commission was opposed by.....
(Lala Lajpat Rai/Vipin Chandra Pal)
4. The Jallianwala Bagh massacre took place in.....
(13 April 1919 AD/ 13 March 1919 AD)

Tell the truth/false-

1. The Chauri-Chaura incident took place in 1921 AD. (True/False)
2. Champaran is in the state of Bihar. (True/False)
3. The National Congress Party was founded in New Delhi. (True/False)
4. Mahatma Gandhi did not go to Africa. (True/False)

Match the pair correctly-



-
- | | |
|------------------------------|-------------|
| 1. National Congress founded | A. 1920 AD. |
| 2. Champaran Movement | B. 1942 AD. |
| 3. Quit India Movement | C. 1885 AD. |
| 4. Non-cooperation movement | D. 1917 AD. |

Very short answer question -

1. When and who founded the Indian National Congress?
2. When was Bengal divided?
3. When was the Indian National Congress divided?
4. Who gave the slogan of 'Delhi Chalo'?
5. Who killed Lala Lajpat Rai?

Short Answer Questions-

1. Explain the concept of ancient nationalism.
2. Explain the contribution of Subhash Chandra Bose in the freedom movement.
3. What were the reasons for the Civil Disobedience movement?
4. What do you know about the Rowlett Act Satyagraha?

Long Answer Questions

1. Describe in detail the role of Mahatma Gandhi in the freedom movement.
2. Explain the Quit India Movement and Partition?

Project Work-

1. Write a brief essay on the work of two such leaders who joined the freedom movement.



Chapter 13

Independent India

In this chapter- Formation of Constituent Assembly and making of new constitution, Problems arising out of partition, Merger of princely states, Kashmir problem and solution, Reorganization of states, Plans for economic

After independence on August 15, 1947, our country faced many other difficult challenges including the problems arising out of the partition of the country, the problems of integration of the nation and the weak economic condition. With these difficult challenges, the Indian people had high expectations from governance. Addressing these challenges was necessary to make India a strong nation again. We will study how our new Government solved these problems as follows.

Table 13.1

Major committees of Indian constitution making		
Sl.	Name of the Committee	Chairman of the Committee
1	Steering Committee	Rajendra Prasad
2	Union Power Committee	Jawaharlal Nehru
3	Provincial Constitution Committee	Sardar Vallabh Bhai Patel
4	Drafting Committee	Dr. Bhimrao Ambedkar
5	Flag Committee	JB Kriplani
6	Federal Constitution Committee	Jawaharlal Nehru

- 1. Formation of constituent assembly and creation of a new constitution–**
After the end of World War II in 1945 AD, Britain announced its policy on India. Under this, when the Cabinet Mission (a team of three ministers) was brought to India in 1946 AD for the formation of the Constituent Assembly. At the same time, the demand for constitution making was becoming very strong in our country. This team returned to Britain and in its report gave



Figure-13.1- Refugees from Pakistan at New Delhi Railway Station.

consent to the constitution formation in India. The Constituent Assembly of India was formed on December 6, 1946. Out of the total 389 members of the Constituent Assembly of India, 292 were elected members from the provinces, 4 members from the Union Territories and 93 members were Raja

Maharaja. The Constitution of India was prepared in 2 years, 11 months and 18 days. The new Constitution of India was approved by the Constituent



Assembly on November 26, 1949. On January 26, 1950, the Indian Constitution was implemented by declaring India a Republic.

2. **Problems arising from partition-** At the time of independence, 70 to 80 lakh people were displaced from Pakistan and came to India as a result of partition. These refugees had left their home, business, property, etc. in Pakistan and reached India struggling with many types of troubles and crises. Many of these refugees had lost their families. At that time these people needed mental and financial support. The government faced a major challenge in providing rehabilitation and employment to the refugees. The government had kept these refugees in camps in the first six months. Camps were set up in the cities Ajmer, Kutch, Gandhinagar, Adipur, Kalyan, Delhi, Karnal cities etc and they were given employment training and new technical education institutes were built for these people. The government had set up cities like Ulhas Nagar (Maharashtra), Gandhinagar (Gujarat), Pilibhit (Uttar Pradesh), Shivpuri (Madhya Pradesh), Sri Ganganagar (Rajasthan) etc. for their rehabilitation. Many of these displaced people have made significant contributions in the fields of politics, trade, industries, research, journalism, films etc. despite adverse circumstances.
3. **Merger of native princely states-** In the colonial period, there were two types of provinces in India **first**, the provinces which were directly governed by the British rule. **Second**, the native princely states which were ruled by kings and maharajas and ruled under British rule. At the time of independence, there were a total of 565 princely states in India.

After independence, according to the India Independence Act 1947 AD, India and Pakistan were divided into two nations and these princely states were given the right to join either of the two countries or remain independent by the British rule. This decision had created a crisis situation in the country. At that time some states wanted to be independent and some wanted to join Pakistan. In order to unify the country during this crisis period, the Princely Department was established under the Chairmanship of Sardar Vallabhbhai Patel. Sardar Patel had

Do you know?

- Dr. Sachidanand Sinha was the temporary president of the Constituent Assembly.
- The permanent president of the Constituent Assembly was Dr. Rajendra Prasad.
- The first and last Governor General of independent India was C. Rajagopalachari.

Do you know?

- The world's tallest metal statue of **182** meters dedicated to Sardar Patel is located at Kevadia on the banks of the Narmada River in the Bharuch district of Gujarat state. Which is called Statue of Unity. It is a unique example of Indian architecture and the ambitious project of the Government of India was dedicated to the nation on **31 October 2018**.



inspired the native princely states to merge with India. He explained to the native kings that, keeping in mind their geographical and economic status and the will of the people, they should merge with India. Due to the foresight and diplomacy of Sardar Vallabhbhai, most of the native states were merged with India before August 15, 1947. The rulers of Baroda and Bikaner first agreed to merge with the Indian Union. Now only Junagadh, Hyderabad and Kashmir did not join the Union of India. In 1948, the people of Junagadh rebelled against their Nawab and merged themselves with India. The Nizam of Hyderabad wanted to stay away from India by ignoring public sentiments. In September 1948, Sardar Patel launched Operation Polo and merged Hyderabad with India. The unification of India was possible due to the efforts of Sardar Patel. That is why he has been called the Iron Man in Indian history.

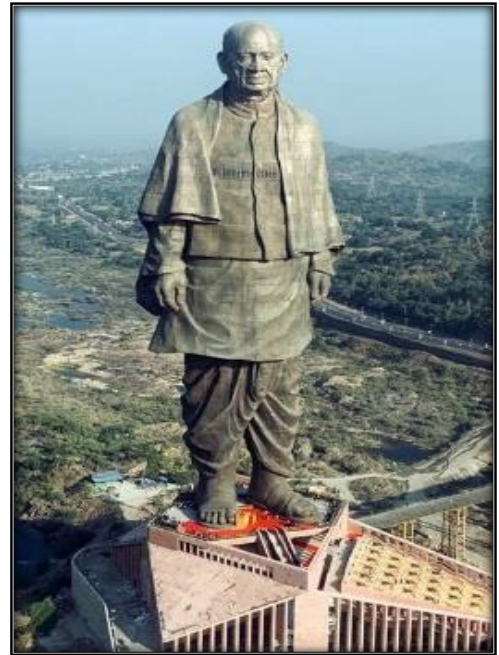


Figure-13.2 Statue of Unity

4. **Kashmir Problem and Solution-** After independence, Maharaja Hari Singh

of Kashmir adopted the policy of neutrality. But at the same time, Pakistan launched a military invasion of Kashmir under the guise barricade of tribesmen and took control of some part of Kashmir. The Maharaja of Kashmir, keeping in mind the public sentiment and security reasons, signed the

Do you know-?

- Sardar Patel's associate in the integration of India, the then Home Secretary was V.P. Menon.
- Dr. Shyama Prasad Mookerjee died mysteriously in Jammu on June 23, 1953, opposing the permit system for entering Kashmir under Article 370 of the Indian Constitution.

instrument of accession and merged with India. Thus Kashmir has now become an international disputed issue between the two countries and the status quo was created here due to the presentation of this issue in the United Nations. Now Kashmir, an integral part of India, was divided into two parts - Pakistan Occupied Kashmir and Jammu and Kashmir. But Pakistan had been claiming the whole of Kashmir. On August 5, 2019, the Government of India announced the abolition of Articles 370 and 35A, dividing the state of Jammu and Kashmir into two union territories – Jammu and Kashmir and Ladakh. Now the issue of dispute is Pakistan-occupied Kashmir.

5. **Reorganization of States-** After independence, there was a demand for reorganization of states on linguistic basis in India. There were big movements for this in the State of Madras. The state of Andhra Pradesh was first formed on linguistic basis in 1953 AD. On December 22, 1953, the States



Reorganization Commission (Fazal Ali Commission) was formed. This commission in its report in 1955 said that states should be reorganized on linguistic basis for national unity, administrative and financial behavior, economic development etc. In 1956, the government passed the States Reorganisation Act. Under this, 14 new states and 6 union territories were created. As a result, the states of Tamil Nadu and Karnataka were formed on linguistic basis. Similarly, in 1960, Bombay province was divided into Maharashtra and Gujarat, in 1966 AD, Hindi of the five-speaking area was made Haryana state and Madhya Pradesh state was created from central India. Later, on the basis of the report of various commissions, the Government of India divided new states such as Uttarakhand, Chhattisgarh and Bihar from Uttar Pradesh in November 2000 AD and Jharkhand state and on June 2, 2014, Telangana was divided from Andhra Pradesh to a separate state. The



Map- 13.1 State Reorganization of India after 1956 AD



Government of India announced the abolition of Section 370 by the historic Jammu and Kashmir Reorganisation Act-2019 on August 5, 2019. At present, there are a total of 28 states and 8 union territories in India.

Schemes for Economic Development- A well-organized plan was needed for the economic reconstruction of independent India and to achieve freedom from poverty. The Planning Commission was established in 1950 to achieve these objectives. Under this, plans were made by setting goals for development works, which are called 'Five Year Plan'. In the first five-year plan in 1952 AD, the work of construction of heavy industries and construction of large dams was done. Subsequently, in the five-year plans, emphasis was laid on agriculture and community development. In 2015, Niti Aayog has been formed in place of planning commission. It is headed by the Prime Minister and the Chief Ministers of all states and Lieutenant Governors of union territories are its members.

After seventy-five years, India- From August 15, 2021, we are celebrating the Amrit Mahotsav of Independence on the completion of 75 years of independence. It is necessary to know to what extent we have been able to realize the ideals set in the Constitution in these 75 years period. Our democracy is the largest democracy in the world. After independence, foreign scholars believed that India's future was not very long due to diversity in language, caste, religion, costumes and food. But later all the apprehensions of foreign scholars proved to be eliminated. A large and successful democracy in India has reached the advanced peak of development. Today, India has done remarkable and commendable work in the areas of state-of-the-art military force, growing steps in space, advanced technology, transport, self-reliance in food grains, state-of-the-art educational and health institutions etc. Our government has made meaningful efforts towards solving the problems of terrorism, regionalism, casteism etc. In the last 75 years, we have been continuously moving towards achieving the goal of 'Ek Bharat Shreshtha Bharat' by keeping in view the political, social, economic and linguistic diversities in the country, while keeping intact the national unity and integrity.



Fig- 13.1 bhakra nangal dam

Questions

Multiple Choice Questions-

1. Father of Indian Constitution is considered-
 - A. Dr. Ambedkar
 - B. Rajendra Prasad
 - C. Mahatma Gandhi
 - D. Dr. Sardar Patel



2. Chairman of the Provincial Constitution Committee were-

A. Dr. Ambedkar	B. Rajendra PrasadS.
C. Mahatma Gandhi	D. Dr. Sardar Patel
3. In place of planning commission in 2015 AD the Commission was constituted-

A. NITI Aayog	B. Election Commission
C. Nanavati Commission	D. State Reorganization Commission
4. The Amrit Mahotsav of Independence is being celebrated on the occasion of anniversary of independence-

A. 65th	B. 70th	C. 75 th	D. 80th
---------	---------	---------------------	---------

Fill in the blanks-

1. Height of Statue of Unity is..... (182 m/282 m)
2. Establishment of Planning Commission it happened in..... (1950/1951 AD)
3. Chairman of the State Reorganization Commission was..... (Ghulam Ali/Fazal Ali)
4. Temporary President of the Constituent Assembly was. (Dr. Sachidanand Sinha / V.P. Menon)

Tell the truth/ false-

1. The new name of the Planning Commission has been changed to NITI Aayog. (True/False)
2. Haryana is carved out of the state of Gujarat. (True/False)
3. Sardar Patel is known as the Iron Man. (True/False)
4. V.P. Menon was the Home Secretary of India. (True/False)

Match the pair correctly-

Former state	new divided state
Bihar	A. Telangana
Madhya Pradesh	B. Uttarakhand
Uttar Pradesh	C. Jharkhand
Andhra Pradesh	D. Chhattisgarh

Very short answer question-

1. Which state was first formed on the basis of language?
2. How many princely states were there in India at the time of independence?
3. How many elected members were there in the Constituent Assembly?
4. Which of the following states was formed in Bombay province?

Short Answer Question-

1. What were the challenges of independent India?
2. How many types of states were there in colonial India? Discuss.
3. How did Sardar Vallabhbhai Patel merge the princely states?
4. Explain the economic development in India after independence.

Long answer questions-

1. Explain the problems of independent India.
2. Highlight the integration of India.

Project Work-

1. Throw light on the life stories of C. Rajagopalachari and Dr. Bhimrao Ambedkar.



Veda Bhushan

3rd year

Social and Political Life



Chapter-14

Indian Constitution

In this chapter- Need of constitution, meaning of constitution, Making of Indian constitution, Main features of Indian constitution, Inspiration from different sources, what is secularism? And the observance of secularism in India.

Need of the Constitution- Just as we need many rules and regulations for the smooth functioning of our family, similarly rules and procedures are needed to run the governance of the country. The structure of the formation of the government, the rights and duties of the people, etc. is determined by these rules. Vedic literature also mentions the rules of cosmic behavior and personal conduct for kings, subjects, etc., which are also visible in our Constitution today. For example, "आत्मवत् सर्वभूतेषु" means that all beings are equal, this is confirmed by the right to equality. "यत्संयमो न वि यमो वि यमो यन्न संयमः ।" (Atharvaveda.4.3.7) That is, those who are always in control should be released and those who are always out of control should be controlled. "योऽस्मान्देष्टि यं वयं द्विष्मस्तं वो जम्भे दध्म ।" (Atharvaveda. 3.27.2) That is, anyone who is jealous of us should be left to the justice and punishment of God's judgment and punishment law.

Meaning of the Constitution- The collection of all the rules and laws that guide the governance, individuals and their interrelationships in a nation or state. The Constitution directs the tyranny of the ruling class, control over voluntariness and protection of the rights of the people as well as for the welfare and promotion of the nation. There are two types of constitutions.

1. **Written Constitution-** The constitution which contains written provisions is called written constitution, such as the constitution of India and United States etc.
2. **Unwritten Constitution-** The constitution in which the provisions are not written but run on the basis of traditions is called unwritten constitution. For example, the Constitution of Britain.

Creation of Indian Constitution- The idea of constitution making in our country developed along with the freedom movement. At the time of the Non-Cooperation Movement, in 1922 AD, Mahatma Gandhi had said, 'The political future of India will be made by Indians themselves'. In 1934, the demand for the formation of the Constituent Assembly was included in the Indian

Do you know?

- The Indian Constitution, the longest handwritten constitution in the world, was written by Prem Bihari Narayan Raizada in italic style.
- The Cabinet Mission was headed by Sir Stafford Cripps, hence it is also called Cripps Mission.
- At present (2020 AD), our constitution has a total of 25 parts, 395 articles and 12 schedules.



National Congress for the first time in its official agenda. Finally, with the tireless efforts of our politicians, the British Government accepted the demand of the Constituent Assembly and sent the Cabinet Mission to India on March 24, 1946. He had recommended the formation of the Constituent Assembly to the British Government in his report. 296 representatives from people of the Constituent Assembly were nominated by election in July 1946 and 93 from the princely states.

The first meeting of the Constituent Assembly was held on December 9, 1946, under the chairmanship of Sachidanand Sinha. In the meeting of December 11, 1946, Dr. Rajendra Prasad was elected the permanent president of the Constituent Assembly. The Constituent Assembly had constituted several committees for the making of the Constitution, out of which six committees were



Figure- 14.1 Constituent Assembly 1946-50

headed. The chairman of the drafting committee was Dr. Bhimrao Ambedkar. After 114 days of discussion on the draft constitution, on February 21, 1948, the drafting committee presented it in the Constituent Assembly. After reading it in the Constituent Assembly three times, on November 26, 1949, the Constituent Assembly passed the Constitution and implemented some of its

provisions, so Constitution Day is celebrated every year on 26 November. The last meeting of the Constituent Assembly was held on January 24, 1950, and on the same day, Dr. Rajendra Prasad was elected the first President of the country. On January 26, 1950, the Constitution was fully implemented. In 1950, there were a total of 22 parts 395 articles and 8 schedules in the Indian Constitution.

Salient features of Indian Constitution-

1. **Preamble-** The Preamble of the Indian Constitution is called the soul and key of the Constitution. The source of the powers of the Constitution is the Indian people. This Preamble is irrevocable by the Court. By the 42nd Constitutional Amendment (1976 AD), the words socialist, secular and integrity were added to it.
2. **Federal Governance-** Federal governance is the main feature of our Constitution because the supremacy of the Constitution, division of powers between the Central and State Governments, independent judiciary, are the main features of federal governance. In the Indian Constitution, the State Governments have been brought under the Central Government.
3. **Parliamentary Governance-** Parliamentary governance has been established in our country, in which the responsibility of the executive is towards the



legislature. In this system, the President is the constitutional chairman and all the powers of governance are exercised by the Prime Minister and his Council of Ministers. In this system, public representatives are directly elected by the people.

4. **Secularism-** Our country is a secular nation, that is, the state will have no religion, and the state will respect and protect all religions equally.
5. **Fundamental Rights-** The Indian Constitution describes the six fundamental rights to protect the rights of its citizens in Articles 12 to 35 of Part-3 of the Constitution.

- Right to Equality (Articles 14-18)
- Right to Freedom (Articles 19-22)
- Right against exploitation (Articles 23-24)
- Right to freedom of religion (Articles 25-28)
- Cultural and educational rights (Articles 29-30)
- Right to Constitutional Remedies (Article 32)

6. **Directive Principles-** Directive Principles: Directives have been given to governments in the Constitution for policy making and social and economic development keeping in mind the interests of the citizens, they are called Directive Principles. The directive principles aim to establish a public welfare state. These are mentioned in Articles 36 to 51 in Part-IV of the Constitution.

Do you know?

- Article 31 contains laws to provide for the acquisition of properties, validation of certain acts and regulations and laws to give effect to certain directive principles. In Article 33, the power to modify the fundamental rights has been given to the Parliament. Article 34 provides for restriction of fundamental rights when military rule is imposed. Article 35 provides the method for giving effect to the provisions of Part Three.

7. **Fundamental Duties-** Eleven fundamental duties for the upbringing of the citizens in our Constitution are mentioned in Part 4 Article 51 (a) of the Constitution. These fundamental duties should be performed by every citizen of the country.
8. **Independent Judiciary-** An independent judiciary has been established by the Constitution to protect the rights of the people and to do justice.

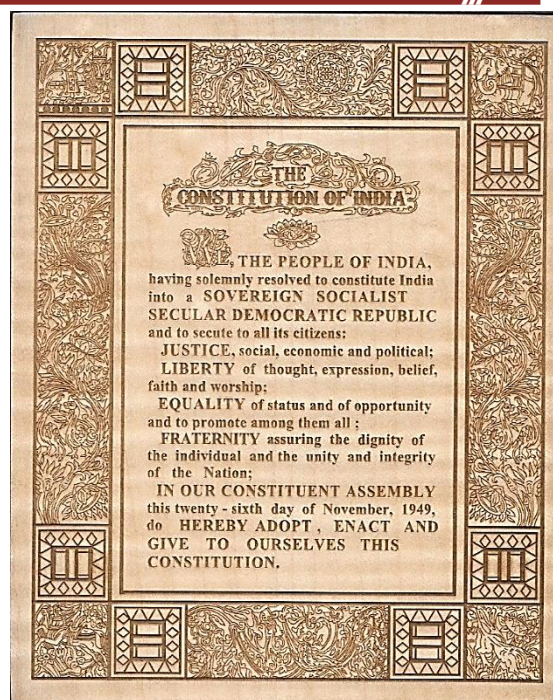


Figure- 14.2 Indian Constitution Preamble



9. **Universal Suffrage-** Every citizen of our country who is 18 years of age or above has been given the right to exercise his right to vote without discrimination.

10. **Single Citizenship-** In our Constitution, a provision has been made for single citizenship for the citizens of the country, that is, the citizen of India is free to travel, reside in any part of the country.

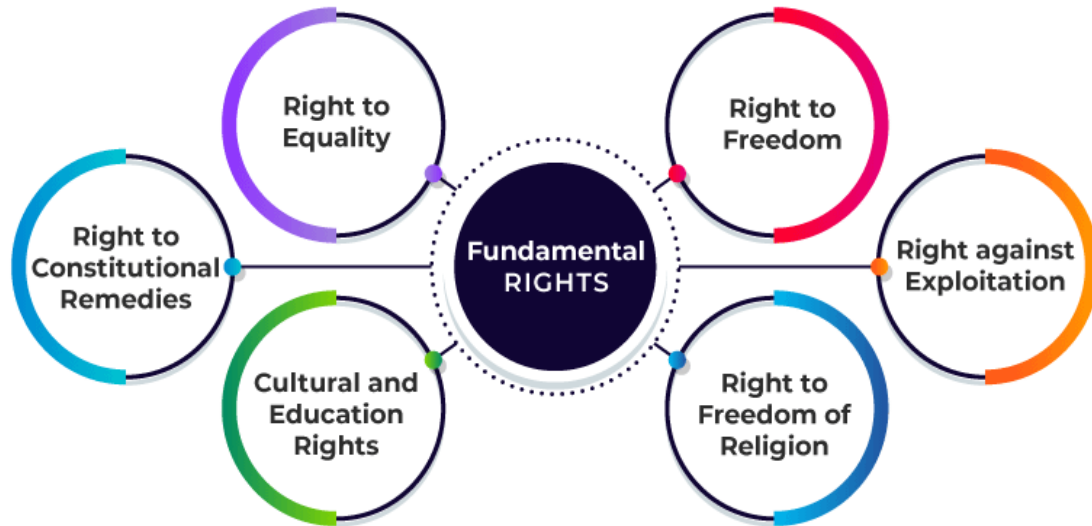


Figure- 14.3- Fundamental Rights

11. **Single Citizenship-** In our Constitution, there is a provision of single citizenship for the citizens of the country, that is, a citizen of India is free to travel and reside in any part of the country.

Inspiration from various sources- The Constitution of our country has also taken many references from the constitutions of other countries of the world. Fundamental rights from USA, independent judiciary, judicial review, supremacy of the Constitution, financial emergency, etc., state policy directives from Ireland, parliamentary governance from Britain, single citizenship and law-making process, language of preamble from Australia, concurrent list, Centre-state Relations etc., fundamental duties from Russia and provisions of legal process have been taken from Japan. Apart from all these foreign sources, the biggest influence on the Indian Constitution has been the British Government's Indian Government Act-1935 AD.

What is secularism? In most of the democratic countries of the world, everyone is considered equal in terms of governance. There is no religion of governance in these countries. If religion is not kept separate from the state in a democracy, then the majority religious community can exploit the minority people economically and socially, so in a democratic society, religion is an important reason to keep religion separate from the state.

In our Vedic literature, there is a detailed discussion of governing through dharma (truth, charity, belief in all-harmony). Ten characteristics of dharma are



described in Manu Smriti- "धृति क्षमा दमोऽस्तेयं सौचमिन्द्रियनिग्रहः। धीर्विद्या सत्यमक्रोधो दशकं धर्मलक्षणम् ॥" That is, dhriti (patience), forgiveness, dam (restraint), asteya (not stealing), defecation (purity), sense control (putting the senses in dharmacharan), dhi (increasing intelligence through hospitality), vidya (real knowledge), Satyam (good conduct) and akroh (not getting angry) are the ten characteristics of dharma. But over time, certain foreign scholars have considered Dharma to be equivalent to religion. While the word religion is meant for sect, not religion. But when those scholars interpreted the word religion, they saw the interpretation of sect in it, when in reality religion and sect are different. Due to the influence of foreign rule on India, gradually there was a practice that if anyone asks about religion, we call it Hindu. But Hinduism is a religion, whose definition is different. Shaivites, Vaishnavas, Christians, Muslims, etc. are sects. There is a sense of good conduct and public welfare in religion. Since ancient times, charitable hospitals, schools, dharamshalas, etc. have been constructed by administrators and economically rich people for the purpose of public welfare. The basic purpose of their creation is righteous, not worship, rituals, etc. Therefore, we can say that the purpose of religion is public service and equality of all religions.

The Indian Constitution gives freedom to its citizens to follow their religious beliefs, festivals, etc. according to their customs. By the 42nd Constitutional Amendment (1976 AD) in the Preamble of the Constitution, India has been declared a secular nation i.e. India will not have any state religion. The government in our country will not encourage any particular religion nor will it violate the religious freedom of the citizens.

Adherence to Secularism in India- As we have studied at the beginning of this text, India is a secular state. Every citizen of the state has equal right to profess, practice, and propagate any religion as per his wish. Articles 25 to 28 of the Constitution provide for religious freedom. If a person interferes with the religious freedom of another person, the aggrieved person can appeal against him in the Supreme Court and it is considered a violation of fundamental rights.

Question

Multiple Choice Question-

1. Permanent Chairman of the Indian Constituent Assembly was-

A. Dr. Rajendra Prasad	B. Bhimrao Ambedkar
C. Mahatma Gandhi	D. Sardar Patel
2. We celebrate Constitution Day on-

A. January 26	B. November 26
C. August 26	D. 2 October
3. Among the following is called the unwritten constitution of the country-

A. India's	B. America's
C. Britain's	D. Everyone's
4. The first President of India was-

A. P. Jawaharlal Nehru	B. Dr. Bhimrao Ambedkar
C. Rajendra Prasad	D. Mahatma Gandhi



Fill in the blanks-

1. In Articles 12-35 . . . is described. (Fundamental Rights/Fundamental Duties)
2. Republic Day is celebrated. (January 26 /August 15)
3. Currently the Constitution has part. (24/25)
4. In Article..... Of the Constitution there is a provision for religious freedom. (25-28/ 30-35)

Tell the truth/ false-

1. There were 395 articles in the original constitution. (True/False)
2. The Constitution was adopted on November 26, 1950. (True/False)
3. Dr. Rajendra Prasad was the Chairman of the Drafting Committee. (True/False)
4. Ten characteristics of religion are described in Manu Smriti. (True/False)

Match the pair correctly-

- | | |
|-------------------------|-----------------------------|
| 1. Fundamental Rights | A. Russia |
| 2. Directive Principles | B. UK |
| 3. Parliamentary Rule | C. United States of America |
| 4. Fundamental Duties | D. Ireland |

Very short answer question-

1. Who was the Chairman of the Drafting Committee of the Indian Constituent Assembly?
2. When did the Constitution come into force in our country?
3. Which country has the largest constitution of the world?
4. How long was our Constitution drafted?
5. How many types of constitutions are there?

Short Answer Question-

1. What is secularism?
2. What is the Preamble of our Constitution?
3. Describe the process of framing our Constitution.
4. According to Manu Smriti, describe the ten characteristics of religion.

Long-term question

1. Describe the salient features of our Constitution.
2. What is secularism according to The Indian Constitution? Throw light on its nature.

Project-

1. Prepare the constitution of the school by organizing a MCA meeting of the Constituent Assembly under the direction of teachers in the school.



Chapter- 15 Our Parliament

In this chapter- Antiquity of the legislature, parliamentary system in India, Lok Sabha, Rajya Sabha, powers and functions of the Parliament, political parties and election of the national government.

Antiquity of the Legislature- The assembly or committee mentioned in our Vedic literature is currently a replica of the Legislature i.e. Parliament. Because, like in the present times, at that time there was public participation in laws, decisions, etc. of collective interest through the House or Committee. It is mentioned in the Atharvaveda that- "सभा च मा समितिश्चावतां प्रजापतेर्दुहितरौ संविदाने । येना संगच्छा उप मा स शिक्षाच्चारु वदानि पितरः सङ्गतेषु ॥" (7.12.1) That is, the assembly and the committee are both able to be raised by the king who obeys the people, and they should both protect the king whom I meet, he should teach me. O protector! In meetings, I speak well. In these mantras Prajapati means king and sabha and samiti are his daughters. Because here comes the word duhita for the daughter. But Yask has pointed out that "दुहिता दूरे हिते" (निरुक्त 3.1.41) that is, what is beneficial when you are far away is duhita. The wife is habitable and the daughter is able to keep away. Someone else has the right over the daughter, not the father. Therefore, the House and the Committee have been kept independent like the present Parliament. These institutions created the king. "ये राजानो राजकृतः ।" (अथर्ववेद 3.5.7) that is, the people were members of the Sabha and the Committee. The king himself addresses the members of the committee as "पितरः" (अथर्ववेद 7.12.1) Here the word father does not mean father but protector. "भद्रा हि नः प्रमतिरस्य संसद्यग्रे ।।" (ऋ.1.94.1) That is, our intellect in Parliament should be full of good thoughts. "असुन्वामिन्द्र संसदं विषूचीं व्यनाशयः ।" (अथर्व. 20.29.5) that is, Indradev breaks down and destroys a group of sinners and evil people. It is clear from this that in ancient India there was a tradition of parliamentary governance of healthy democracy.

Parliamentary System in India- At present, Parliament is a political system working with everyone together. In Indian parliamentary governance, the constitutional head is the President while the practical head is the Prime Minister. Parliament is the name of the legislature and the legislature of our country. Parliament has the power to make or implement any law. The joint session of both houses of Parliament is presided over by the

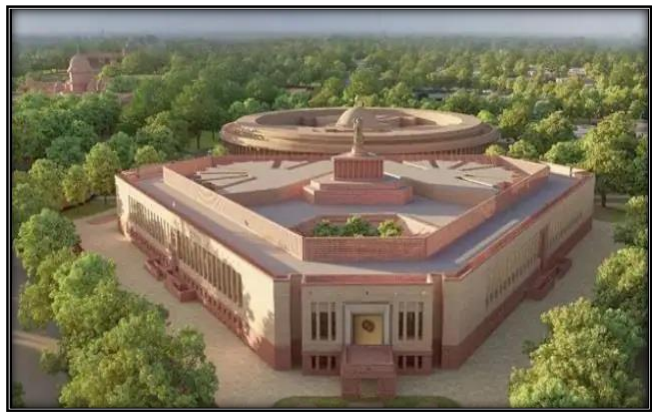


Figure-15.1 New Parliament Building of India



President. To understand the role of Parliament, we need to know about both its Houses and its members.

There are two houses in the Indian Parliament- 1. Lok Sabha (Lower House) 2. Rajya Sabha (Upper House).

Lok Sabha- The members of the Lok Sabha are elected by the public through direct voting system. Adult suffrage has been adopted in our country. In our

Table 15.1

Executive	Admin
President	President
Prime Minister	Rajya Sabha
Council Of Ministers	Lok Sabha

country, any woman or man whose age is 18 years or above and has a name in the voter list has the right to vote. The Lok Sabha currently has 543 members. Their maximum number can be up to 552 members. The proceedings of the Lok Sabha

are conducted by the Speaker of the Lok Sabha. The term of the Lok Sabha members is 5 years.

Eligibility criteria for becoming a Member of Lok Sabha-

1. He is a citizen of India.
2. His minimum age should be 25 years.
3. He should not hold any government-benefit position.
4. He should not be of declared bankruptcy and distorted intellect.
5. He has never been punished by the court for two or more years of imprisonment.

Rajya Sabha- The members of the Rajya Sabha are elected by the elected members of the legislative assemblies of all the states and union territories. The Rajya Sabha currently has a total of 245 members, out of which 233 members are elected by indirect voting. The President nominates 12 eminent members in the fields of art, sports, literature, science and

Do you know?

- The cheapest (for MPs) food is available in the canteen of Parliament.
- The circular structure of the Parliament House is a symbol of continuity.
- The Parliament Library is the second largest library in India.
- The elections to the first Lok Sabha were held in **1952 AD**. At present the term of the Seventeenth Lok Sabha (**2019 AD**) is going on.

social service etc. . The Vice President is the ex-officio Chairman of the Rajya Sabha, who administers the proceedings of the Rajya Sabha. The term of the members of the Rajya Sabha is 6 years.

Eligibility criteria for becoming a Member of Rajya Sabha:

1. He is a citizen of India.
2. He should be at least 30 years of age.
3. He should not hold any government-owned position.
4. He should not be of declared bankruptcy and distorted intellect.



-
5. He has never been punished by the court for two or more years of imprisonment.

Powers and functions of Parliament- The role of Parliament is important to ensure the protection and security of the interests of the people and the nation and to take appropriate decisions. The parties opposing the government in Parliament are called opposition parties. The Indian Parliament has the following functions and powers-

1. Making laws, enforcing them.
2. To amend the Constitution.
3. Parliament gives consent to the government to make income and expenditure according to the budget.
4. Power of impeachment.
5. Electoral power.

In addition to these functions and powers, Members of Parliament exercise control over the Government by asking no-confidence motions, censure motions, blasphemous motions, policy questions and supplementary questions.

Political party- An organized group of people in which all the members of the party believe in the same political ideology is called a political party. Political parties play an important role in a democratic system. Political parties get their candidates elected in the election to join the system of governance. Their basic purpose is to implement the programs of their respective parties. Congress, BJP, SP, BSP, CPI (M), AAP, NCP, etc. are the major political parties in India. There are two types of political parties:

1. National political party.
2. Regional political parties.

National Political Party- After reviewing the election results held by the Election Commission of India from time to time in various States, it is decided which party is national. The following are the conditions for getting recognition of a national political party by the Election Commission:

1. If a political party is recognized in four or more states, it is called a national political party.
2. If a political party has 4 Lok Sabha seats and gets 6% or more votes.
3. If a political party gets 2% votes in states other than 3 Lok Sabha seats.

Election Commission of India recruitment 2019 Bharatiya Janata Party (BJP), Indian National Congress (INC) Trinamool Congress, Bahujan Samaj Party (BSP), National People's Party, Communist Party of India, Communist Party of India (Marxist) and Nationalist Congress Party are registered as national parties.

Regional Political Parties- Political parties whose influence in a particular region or state are called regional parties. Such political parties are recognized by the Election Commission with election symbols to regional political parties. These regional political parties automatically become national political parties once they are recognized in four states. A party registered with the Election



Commission must comply with one of the following conditions in order to get the recognition of a regional political party.

1. If a party has secured at least 3% of the total seats or 3 seats in the Legislative Assembly election.
2. If a party has secured at least 6% of the valid votes in an election to the Lok Sabha/Legislative Assembly and has won at least one seat in the Lok Sabha and two seats in the Legislative Assembly.
3. If the party has not won any seat in Lok Sabha and Vidhan Sabha, it has secured 8% of the valid votes in Lok Sabha/Vidhan Sabha elections.

In India, the Samajwadi Party, Apna Dal, Rashtriya Janata Dal, Janata Dal, Aam Aadmi Party, Telugu Desam Party, Dravida Munnetra Kazhagam, Anna Dravida Munnetra Kazhagam, Shiv Sena etc. are the major regional parties.

National government election- After the Lok Sabha elections, the list of victorious MPs of political parties is provided to the President by the Election Commission. According to this list, the President invites the party having majority to form the government. Generally, to get one-third majority, any political party should get 272 seats. If any party does not get a clear majority, then a coalition government is formed by including some other party. The leader of the party with majority is sworn in as the Prime Minister by the President. On the advice of the Prime Minister, the President administers the oath to the other members of the Cabinet.

Question

Multiple Choice Questions-

1. The Joint Session of Parliament. Presides-
A. Prime Minister
B. Chief Minister
C. President
D. Mahamantri
2. In Parliament there are Houses-
A. 1
B. 2
C. 4
D. 3
3. Currently in there are seats in Lok Sabha-
A. 500
B. 543
C. 545
D. 550
4. The Chairman of Rajya Sabha is-
A. Prime Minister
B. Chief Minister
C. President
D. Vice President

Fill in the blanks-

1. For voting years of age is required isyears (18/21)
2. The tenure of Rajya Sabha Members is..... (5/6)
3. Chairman of Lok Sabha (Lok Sabha Speaker/Vice President)
4. To get a majority in Parliament there should be..... seats. (272/290)

Tell the truth/ false-

1. In the Rajya Sabha, 12 members are nominated by the President. (True/False)
2. The leader of the majority party in the Lok Sabha becomes the Prime Minister. (True/False)



-
3. The constitutional Prime Minister in India is the prime minister. (True/False)
 4. The first Lok Sabha elections in India were held in 1952 AD. (True/False)

Match the pair correctly-

- | | |
|---|--------|
| 1. Number of Members in Lok Sabha | A. 238 |
| 2. Number of Members in Rajya Sabha | B. 272 |
| 3. Member of The Lok Sabha for a majority | C. 12 |
| 4. Nominated Member of Rajya Sabha | D. 543 |

Very short answer question-

1. In ancient Vedic literature, whose daughters are mentioned to the Sabha and Samiti?
2. Who makes practical use of the power of the President?
3. How many houses are there in Parliament?
4. Where is the second largest library in India?
5. Name the two national political parties of India.

Short Answer Questions-

1. What is Parliament?
2. Describe the specialty of Lok Sabha and its members.
3. What are the functions of Parliament?
4. What is a national political party?

Long Answer Questions-

1. How is the national government elected?
2. Make a comparative discussion with the ancient Assembly and Committee of the modern Parliament.

Project Work-

1. All the students in the class should conduct a mock drill of Parliament under the direction of their Guruji.



Chapter-16 Judiciary

In this chapter- Our judiciary, functions of the judiciary, structure of judiciary in India, Supreme Court, High Court, Local Court, criminal justice system and punishment given in various sections of the Indian Penal Code.

The concept of justice was born with the development of creation. In ancient times, our sages, maharishis have confirmed their views about justice. Justice is one of the six Indian philosophies. Gautam Rishi is considered to be the pioneer of jurisprudence. In the Rig Veda, it is prayed to Agni Dev about justice- "पराग्रे रक्षो हरसा शृणीहि ।" (10.87.14) O Agnidev! Destroy sinners by burning them with your glory. Similarly, it is mentioned in the Atharvaveda that "योऽस्मान् द्वेष्टि यं वयं द्विष्मस्तं वो जम्भे दध्मः ।" (3.27.1) That is, whoever is jealous should be left to God's judgment/punishment. The sentence "यतो धर्मस्ततो जयः" has been mentioned many times in the Mahabharata. This is also the motto of our Supreme Court. It means where there is righteousness, that is, justice, there is victory. Similarly, there is a mention about justice in Mahabharata and Manu smriti that- "धर्म एव हतो हन्ति धर्मो रक्षतिः रक्षितः । तस्माद्धर्मो न हन्तव्यो मा नो धर्मो हतोऽवधीत् ॥" (8-15) and (Van parv.313-128) i.e. protected dharma protects the protector. The line is the motto of the Indian foreign intelligence department.

Our judiciary- Justice equips every law with social values. A three-tier fair and independent judiciary has been established to deliver justice in India. In the federal system of government of India, the central and state governments work according to the Constitution, yet in the event of a dispute on a subject, the judiciary resolves their mutual disputes. The provision of the judiciary of India is from Articles 124 to 147 in Part 14 of the Constitution.

Functions of judiciary- The functions of the judiciary are mainly divided into three parts-

1. **Resolving disputes:** – In our country, the judiciary resolves the disputes between the citizens, the state governments and the central state governments.
2. **Judicial Review-** In our country, the judiciary has the right to interpret the Constitution. If the judiciary feels that the law made by the government is against the basic structure of our Constitution, then it can repeal it. This is called judicial review. Judicial review is considered to be the supreme power of the judiciary.

Do you know?

- Violation of any law or right is called infringement.
- Against the decision of the lower court, when a person or party prays for the hearing of his case in the higher court, it is called appeal.



3. **Protection of Fundamental Rights-** Part-3 of our Constitution describes fundamental rights from Articles 12 to 35. If a citizen of our country feels that his fundamental rights have been violated, he can appeal to the Supreme Court. The court will give him his lost authority.

Structure of Judiciary in India There are three types of courts in our country.

1. National Level - Supreme Court
2. State Level - High Court
3. Local Level - Local/District Court

Supreme Court- The apex body of the judiciary in our country is the Supreme Court, which is located in New Delhi. It is also called the Final Appellate Court. There is a Chief Justice for the affairs of the Supreme Court who is appointed by the President. The President appoints other judges in consultation with the Chief Justice. At present, the number of judges in the Supreme Court is 31.



Figure- 16.1- Supreme Court, New Delhi

Qualifications- The qualifications required to become a Judge of the Supreme Court are as follows-

1. He is a citizen of India.
2. He has served as advocate in a High Court for 10 years or as a judge for 5 years.
3. Be an eminent jurist in the eyes of the President.

A Judge of the Supreme Court can serve in his office till the age of 65 years. They can also be removed prematurely by self-resignation or by impeachment. The salary and allowances of Rupees 2,80,000/- per month to the Chief Justice of the Supreme Court and Rupees 2,50,000/- per month to other Judges are payable from the Consolidated Fund of India.

Do you know?

- Presently Shri UU Lalit is the Chief Justice of India.

Jurisdiction of Supreme Court-

1. **Initial jurisdiction-** The initial jurisdiction includes disputes relating to violation of fundamental rights, disputes between the Central State Governments and disputes between the State Governments.
2. **Appellate Jurisdiction-** Appellate jurisdiction covers constitutional issues (rules relating to interpretation of the Constitution), civil cases (matters relating to land property, purchase, marriage, divorce, rent etc.), criminal matters (cases of theft, murder, crime, robbery etc.)

As a protector of the Constitution and fundamental rights-

1. A law made by the government which is against the Constitution can be declared illegal by the Supreme Court. This is called judicial review.
2. To protect the fundamental rights when they are violated.



3. The decisions of the Supreme Court are published and used as a law in the cases that follow, hence it is also called the Archival Court.

High Courts- High Courts have been established separately or jointly in each State of India. High courts have other judges, including the Chief Justice.

Qualifications of High Court Judge-

1. He is a citizen of India.
2. He has been a judge in a state of India for 10 years or has been an advocate in a high court for 10 years.

He can hold this position till the age of 62 years. They are appointed by the President in consultation with the Governor and the Chief Justice of the Supreme Court. At present, the Chief Justice of the High Court is paid a salary of Rupees 2, 50,000/- per month and other judges Rupees 2, 25,000/- per month.

Jurisdiction of High Court-

1. **Preliminary jurisdiction-** Matters relating to fundamental rights.
2. **Appellate jurisdiction-** Appeals can be made against the decisions of the district and session's courts subordinate to the state.
3. **Supervisory Authority-** The right to inspect all the district and local courts of the state.

Local Courts- In our country, there are two types of courts at the local level - civil courts and revenue courts. Civil and criminal cases are heard in the civil court. Revenue related matters are heard in the Revenue Court. In order to ensure that justice is accessible to all and justice is quick, accessible and affordable, some important measures have been taken in our country, which are as follows:



Figure-16.2 High Court, Madras

1. **Lok Adalat-** Even in ancient times, people used to resolve disputes through mutual reconciliation. Similarly, even today, Lok Adalat's have been established in every district at the district level across the country to resolve disputes.
2. **Public Interest Litigation (PIL) -** A petition which protects public interest is called a public interest petition. For this, it is not necessary that the aggrieved party goes to the court itself. A PIL can be filed in favors of the victim by any citizen, institution, or the court itself. This is different from other petitions. An appeal for a PIL can also be made by letter. In Bihar, the practice of sedation (inhuman practice), mid-day meal, the work of releasing prisoners, the problem of slums, etc. have been done through public interest litigations.

Do you know?

- Public interest litigation was introduced in India in the 1980s by Justice P.N. Bhagwati.



3. **Legal Aid Fund-** Citizens whose annual income is less than Rupees 12,500/- . They get free consultation from the Legal Aid Fund. It has been set up in every court to provide justice to the weaker sections of the society.
4. **Domestic Violence Women Protection Act, 2005-** A law has been enacted by the Parliament of India to protect women from domestic violence, which is known as the Domestic Violence Women Protection Act- 2005. Under Section 12, the victim can apply for compensation or damages to the magistrate. Under this Act, the judge has to hear the case within three days and execute it within 60 days.

Do you know?

- The Protection of Women from Domestic Violence Act-2005 came into force on October 26, 2006.
- The POCSO Act-2012 was enacted by the Government of India to prevent sexual offenses like sexual assault, sexual exploitation, pornography and molestation against minor children.

Criminal Justice System- The justice system is also mentioned in Vedic literature- "अयस्मयैः पाशैरङ्गिनो ये चरन्ति।" (अथर्व .19.66.1) That is, sinners and elusive people walk with their hands in iron chains, which means that even at that time criminals were handcuffed. In the Rigveda, the people who stole were punished by the king, such as - "अव राजन् पशुतृपं न तयुं।" (7.86.5) in this mantra, the king is being requested to punish the animal thieves. "उरुष्या णो अघायतः सम्स्मात्।" (यजुर्वेद 3.26) the sign of protecting us from all sinners gives information about the Vedic judicial system.

You must have seen people or people being caught and taken away by the police in cinema or in real life. How these accused were arrested, whether the charges were proved against them or not, all these are studied under the criminal justice system. The judicial system will be understood as follows.

1. **First Information Report (FIR)** - Any crime that is first reported to the police in written or oral form is called a First Information Report (FIR).
2. **Role of police-** On receipt of first information report (FIR), the officer in charge of the concerned area investigates the case. At the time of investigation, he does not have the right to beat or shoot anyone and punish him. If he arrests a person, under Article 22 of the Constitution, the accused has to be produced before the Magistrate within 24 hours along with the reason after the arrest. Women and minors (Section 160) cannot be called to the police station for questioning.
3. **Public Prosecutors-** Criminal cases that harm not only the victim but also the society or the country. Such cases are filed on behalf of the Government. In these cases, the government has a lawyer to represent the government. When the police file a charge sheet in the court, the role of a public prosecutor begins. There are Attorney Generals and Solicitors general to give legal advice and represent the central government.



4. **Judge-** The most prominent role in the criminal justice system is that of the judge. He is the judge of it. He makes his decision on the basis of evidence and statement of witnesses, in his presence, by giving the accused an opportunity to present his case. If convicted, sentenced and acquitted and if not convicted, he is discharged.

Table 16.1		
Punishment Payable Under Various Sections Of The Indian Penal Code		
Currents	Crime	Punishment
13	Gambling/Betting	1 Year Imprisonment And Rs 1000 Fine
110	Punishment Of Abetment, If The Person Abetted Acts With A Different Intention From That Of The Abettor	Three Year Sentence
141	Unlawful Assembly	Life Imprisonment Or Fine
147	To Rebel	2 Years Imprisonment/Fine Or Both
156	Failure of the agent of the owner or occupier for whose benefit the nuisance has been committed to use legal means to prevent the nuisance.	Monetary Penalty
161	Giving/Taking Bribe	3 Years Imprisonment/Fine/Both
302	Murder	Life Imprisonment/Death Penalty
171	Election Bribery	1 Year Imprisonment/Rs 500 Fine
177	Giving False Information To Public Servant/Police	6 Months Imprisonment / 1000 Rupees Fine
186	Obstructing Official Business	3 Months Imprisonment/Rs 500 Fine
191	Give False Evidence	Provision Of Imprisonment Up To 7 Years And Fine
193	Perjury In Court Cases	3/ 7 Years Imprisonment And Fine
217	Giving False Evidence While Being A Public Servant	Provision Of Imprisonment Up To 2 Years And Fine
216	Giving Shelter To Robbers/Bandits	3 Years Sentence
224/25	Legally Released From Custody	2 Years Imprisonment/Fine/Both
231/32	Making Counterfeit Coins	7 Years Imprisonment And Fine
255	Forgery Of Official Stamp	10 Years Or Life Imprisonment
264	Use Of False Weight Distributions	1 Year Imprisonment/Fine Or Both
267	Adulterate Medicine	6 Months Sentence
272	Food/Drink Adulteration	6 Months Imprisonment / 1000 Rupees Fine
279	Rash/Negligent Driving On The Road	6 Months Imprisonment Or Rs 1000 Fine
292	Selling Pornography/Books	2 Years Imprisonment And Rs 2000 Fine
294	Insult To Any Religion/Religious Place	2 Years Sentence
297	Trespassing In Crematoriums/Cemeteries Etc.	1 Year Imprisonment And Fine
306	Abet Suicide	10 Years Imprisonment And Fine
308	Attempted Culpable Homicide	7 Years Imprisonment And Fine
309	Attempt Suicide	1 Year Imprisonment/Fine/Both
310	Cheat	Life Imprisonment And Fine



Question

Multiple Choice Question-

1. Our Supreme Court is located in-
A. Kolkata
B. Jaipur
C. New Delhi
D. Mumbai
2. At the state level there is-
A. Village Court
B. District Court
C. High Court
D. Supreme Court
3. Provisions in Articles 124-147 is-
A. President
B. Executive
C. Legislature
D. Judiciary
4. Yato Dharmastato Jai: This is the motto of the-
A. Village Court
B. District Court
C. Parliament
D. Supreme Court

Fill in the blanks-

1. At the local level is inyear (District Courts/High Courts)
2. Retirement age of Chief Justice of Supreme Court It's a year. (58/65)
3. Fundamental Rights is shown in (Part 2/Part 3)
4. Public Interest Litigation Judge was started by.....
(P.N. Bhagwati/ U.U. Lalit)

Tell the truth/ false-

1. The fundamental duty is described in Articles 12 to 35. (True/False)
2. The Chief Justice (Supreme Court) is appointed by the President. (True/False)
3. Public interest litigation began in the 1980s. (True/False)
4. The Attorney General gives legal advice to the Central Government. (True/False)

Match the pair correctly-

1. National Level A. Local/District Courts
2. State Level B. Supreme Court
3. Local Level C. High Court

Very short answer question-

1. Who is the present Chief Justice of India?
2. What is the number of judges in the Supreme Court?
3. What is initial jurisdiction?
4. What is judicial review?

Short Answer Question-

1. What are the qualifications required to become a judge of the Supreme Court?
2. Write a comment on Lok Adalat?
3. What is public interest litigation?
4. What do you think about the Protection of Domestic Violence women Act-2005?



Long answer question-

1. Highlight the formation and functions of the Supreme Court.
2. Explain the criminal judicial system.

Project Work-

1. Do experimental work to understand the criminal judicial system in a hypothetical way in your class.



Chapter-17 Public Facilities

In this chapter- Public facilities, public facilities in ancient India, Public facilities in modern era, Classification of public facilities, Purpose of study of public facilities, public participation in distribution of public facilities, Role of Central and State government in public facilities, drinking water related facilities and Health related facilities.

Public Amenities- Food, clothing, housing, health and water etc. are the basic needs of human life. The fulfillment of these basic needs is called public facilities. In the Indian Constitution, water, health and education etc. are considered as the right to life. We/Governments should always be ready to do public welfare work.

Public facilities in ancient India- In ancient India, the king used to take full care of his subjects. At that time the king was Praja Vatsal. The king used to change his costumes and go out to know the condition of the people. He used to build wells, bawdies, ponds, shady trees along the roads, temples and dharmshalas etc. for drinking water in his state. He used to help his subjects financially during famines and epidemics. He never let the seeker be disappointed from his door, so the importance of charity has been propounded in our Vedic literature. It is clear from all this that public facilities were in vogue in ancient times like the present. In ancient times, Maharishi Dadhichi, King Raghu, Karna and King Harsha etc. sacrificed everything for the welfare of the people. Regarding public welfare, the Rigveda indicates that- "पुमान् पुमांसं परि पातु विश्वतः।" (6.75.14) That is, one person should help or protect the other person in every way possible. "आ चर्षणिप्रा वृषभो जनानां।" (1.177.1) That is, the government (king) should be the one who showers happiness for the people for the welfare of the people. At that time, public utility related works were done keeping in mind the spirit of world welfare. It is mentioned in the Atharvaveda that- "विश्वं सुभूतं सुविदत्रं नो अस्तु।" (1.31.4) That is, may everything be beneficial and glorious for us. It is clear from this discussion that public welfare works in India were publicly performed by kings and subjects since ancient times, which can be seen as charity and charitable work even today.

Public facilities in the modern era- At present, providing all kinds of facilities to the public is the most important task and duty of the government. The government needs money to carry out the functions of these public facilities and to get this money, the government imposes various types of taxes on the public. With the money received from this fee, the government arranges schools for



Fig. 17.1 Accessible toilet



education, health schools for health, proper system for water supply and drainage, transport system, housing system, electricity and food grains etc. for the public.

Classification of public facilities- Public facilities can be divided into four parts-

1. High public facilities.
 2. Medium public facilities.
 3. The following public facilities.
 4. Let's go to public facilities.
1. **High public facilities** - The facilities which are easily provided to the people in big cities are called high public facilities such as electricity, water, schools, colleges and hospitals etc.
 2. **Medium public facilities-** The facilities which are provided in a village / town etc. are called medium public facilities such as higher secondary schools, first aid centers, etc.
 3. The facilities which are made available to the people of an institution or community are called the following public facilities such as Anganwadi, primary school etc.
 4. Mobile public facilities- The facility of exchanging goods from one place to another is called mobile public facilities such as post office, garbage car etc.

Purpose of study of public facilities- The study of public facilities is necessary so that the public knows what work the government is doing for public facilities. How beneficial and necessary is the role of the Government in terms of these public facilities?

Public participation in the distribution of public facilities- In order to properly reach the public facilities provided by the government to all the people and to benefit them from these public facilities, we need to follow the following points by the people-

1. Use water only according to the need.
2. Dirty water from factories and factories should be prevented from going into drinking water sources and rivers.
3. Garbage should not be thrown on the road and the garbage of the house should be collected and put in the garbage container or garbage cart.
4. Do not misuse electricity and emphasize on the consumption of other sources of energy such as solar energy, wind energy etc.
5. Food should not be misused. Leftover food should be sent to orphanages etc. in festivals, ceremonies, etc.
6. If you are rich, help the poor, orphans, and helpless people financially.

The Role of Central and State Governments in the works of public facilities-

At present, the central and state governments are working for the public welfare of the citizens and the development of public facilities. These functions are mentioned in the Concurrent List in the Constitution. Separate arrangements of departments are made by the government for their smooth operation. The budget for public facilities and public welfare works is allocated by the Central Government or the State Governments or both. The State Government has to



submit the agenda and cost budget to the Central Government to get the budget for these schemes. The State Government undertakes these works with the approval of the Central Government. Now we will study water and sanitation facilities as a public facility.

Drinking water related facilities- Water is an important need to protect the lives of all the living beings of the world.

Regarding the importance of water, it is mentioned in the Atharvaveda that "आ यन्ति दिवः पृथिवीं सचन्ते भूम्याः सचन्ते अध्यन्तरिक्षम् । शुद्धाः सतीस्ता उ शुम्भन्त एव ता नः स्वर्गमभि लोकम् नयन्तु ॥" (12.3.26)

That is, water is an invaluable gift of nature, which falls from the sky and collects on the earth, so everyone has the right over water. Article 21 of our Constitution considers the right to water as the right to life, so it is the

duty of the government to provide universal access to water. The central and state governments are working for this. Jal Jeevan Mission, River Linking Project, Namami Gange Project etc. run by the government are important to meet the water shortage. Due to the growing materialistic culture, the shortage of water on the earth and the ever increasing water pollution remain a threat to life. The reason for this is increasing pollution on the earth, excessive exploitation of water. Therefore, comprehensive water conservation measures are necessary.

Sanitation facilities- Cleanliness is essential for good health. In our Vedic literature, more emphasis has been laid on the inner and outer purity of human beings. There is a mention about physical hygiene in Manu Smriti "क्लृप्तकेशनखश्मश्रुदान्तः शुक्लाम्बरः शुचिः । स्वाध्याये चैव युक्तः स्यान्नित्यमात्महितेषु च ॥" (4.35) That is, we

Do you know?

- Under the Swachh Bharat Mission, from October 2014 to December 2021, more than 10.86 crore toilets have been constructed in rural India.
- According to the Cleanliness Survey 2021 AD, Chhattisgarh is the cleanest state in India. According to the Cleanliness Survey 2021 AD, Indore is the cleanest city in India.

should regularly clean our hair, teeth, clothes, body, etc. and be ready to protect our health. In modern times, many efforts are being made by governments and NGOs in terms of sanitation facilities. To improve and expand sanitation services, our Central Government launched the

Swachh Bharat Mission on October 2, 2014. The main objective of this mission was to provide free from open defecation by 2019 AD by solid waste management, sanitation facilities in rural and urban areas, so the government is providing financial assistance to the citizens for the construction of toilets from house to house. Today, the scheme is yielding pleasant results, which is evident from the cleanliness list released annually by the government. In the field of



sanitation and health in India, some NGOs like Sulabh International, West Warriors etc. are working.

Finally, we can conclude that public facilities are directly related to the basic needs of human beings. Therefore, they have been considered as the right to life in the Constitution. Therefore, it is the responsibility of the government to ensure that public facilities reach everyone in a proper manner. If there is a lack of basic needs of the person in a place, then it is also the duty of the public to draw the attention of the government towards it.

SWACHHTA PLEDGE



I take the pledge that I will remain committed towards cleanliness and devote time for this. I will devote 100 hours per year to work for cleanliness. I will neither litter nor let other litter. I will initiate the quest for cleanliness with myself, my family, my location, my village and my workplace.

Figure-17.2 Cleanliness oath

Question

Multiple Choice Questions-

- Among the following had sacrificed everything in ancient times-
 - Dadhichi
 - Duryodhana
 - Karna
 - Shukni
- Meaning of the word 'Public Convenience' is-
 - Entertainment
 - Basic Facilities
 - Fight-Fight
 - None of These
- The government collects the people to for the operation of public facilities-
 - Food
 - Loan
 - Fee
 - Money
- India's cleanest cities according to Cleanliness Survey 2021 AD-
 - Indore
 - Mumbai
 - Bhopal
 - Patna

Fill in the blanks-

- Karna in history is known for comes in..... (Loan/Donation)
- Post office, garbage car..... (Running features/following features)
- The right to water has been considered as the right to life inof the constitution. (Article 21/25)
- Sweepings or the garbage should be put in the (Garbage bins/ Donation letter)

Tell the truth/ false-

- Food, clothing, housing, health and water etc. are the basic necessities of human life. (True/False)
- Public facilities are divided into 4 parts. (True/False)
- Water is life. (True/False)
- According to the Cleanliness Survey 2021 AD, Chhattisgarh is the cleanest state in India. (True/False)



Match the pair correctly-

- | | |
|--------------|--------------|
| 1. Rajasthan | C. Imphal |
| 2. Assam | b. Jaipur |
| 3. Manipur | c. Hyderabad |
| 4. Telangana | D. Dispur |

Very short answer question-

1. What are the basic needs of man?
2. What is the meaning of public convenience?
3. How does the Government function for public convenience?
4. In how many parts has the public facilities been enlarged? Write the name.

Short Answer Questions-

1. What is the role of the government in public convenience?
2. What is the relationship between public welfare and public convenience work?
3. What can we do for the benefit of the people?
4. What do you know about the Jal Jeevan Mission?

Long Answer Questions-

1. Mention your views about the importance of cleanliness.
2. Explain the basic meaning of public amenities and the contribution of the government.

Project-

1. What public facilities are available in your city/village? If they need improvement, make a list of improvements according to your ideas.



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आदर्श प्रश्नपत्र / Model Q. Paper : III/23-24/ सामाजिक विज्ञान /

**वेदभूषण तृतीय-वर्ष / Vedabhusan Third Year/
कक्षा 8वीं / प्रथमा - III / Class 8th / Prathama - III
वर्ष / Year 2023-24**

विषय - सामाजिक विज्ञान/Soc. Science

पूर्णांक/M.M. – 100

समय/Time – 3 घण्टे

<ul style="list-style-type: none"> सभी प्रश्न हल करना अनिवार्य हैं। सभी प्रश्न के उत्तर पेपर में यथास्थान पर ही लिखें। इस प्रश्न पत्र में कुल 39 प्रश्न हैं, प्रत्येक प्रश्न के सामने निर्धारित अंक दिये गये हैं। उत्तीर्णता हेतु न्यूनतम 40% अंक निर्धारित हैं। आदर्श प्रश्न पत्र का छात्रों को लिखित परीक्षा हेतु अभ्यास कराएँ। 	<ul style="list-style-type: none"> It is mandatory to attempt all the questions. Write down the answers at the appropriate places provided. This question paper contains 39 questions. Marks for each question are shown on the side. The minimum pass marks are 40%. The model question paper should be used by the students for written examination practice.
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बहुविकल्पीय प्रश्न -

1 × 10 = 10

Multiple Choice Questions -

1. निम्न में से कौन नवीकरणीय संसाधन है-

Which of the following is a renewable resource?

- | | |
|---------------------------------|------------------------------|
| अ. प्राकृतिक गैस
Natural Gas | ब. पेट्रोलियम
Petroleum |
| स. धात्विक
Metallic | द. सौर ऊर्जा
Solar Energy |

2. विश्व में सर्वाधिक कपास का उत्पादन होता है-

Largest producer of cotton in the world is

- | | |
|---------------------|--------------------------|
| अ. भारत
India | ब. अमरीका
America |
| स. फ्रांस
France | द. पाकिस्तान
Pakistan |

3. निम्न में से ऊर्जा का परम्परागत स्रोत क्या है-

Which of the following is a conventional source of energy?

- | | |
|-----------------------------------|------------------------------|
| अ. परमाणु ऊर्जा
Nuclear Energy | ब. सौर ऊर्जा
Solar Energy |
| स. बायो गैस
Bio Gas | द. कोयला
Coal |

	1	वर्ष/Year - 2023-24
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4. 1822 ई. में रेग्युलेशन एक्ट द्वारा कानूनी स्वरूप प्रदान कर लागू किया गया था-
In 1822, the Regulation Act was implemented by providing legal form to-
- अ. स्थायी बन्दोबस्त ब. महालवाड़ी व्यवस्था
Permanent Settlement Mahalwari System
- स. रैयतवाड़ी बन्दोबस्त द. गोद निषेध आज्ञा
Ryotwari Settlement Lap Prohibition
5. 1857 ई. के प्रथम स्वतन्त्रता संग्राम का प्रतीक चिह्न था-
The symbol of the first freedom struggle of 1857 AD was-
- अ. कमल का फूल और रोटी ब. गुलाब का फूल और चक्र
Lotus Flower and Bread Rose Flower and Circle
- स. कमल का फूल और तलवार द. गेंदे का फूल और गदा
Lotus Flower and Sword Marigold and Mace
6. भारतीय भाषा और संस्कृति का ज्ञान रखने वाले लोगों को कहा जाता है-
People having knowledge of Indian language and culture are called-
- अ. पाश्चात्यवादी ब. प्राच्यविद्वान्
Westerners Orientalist
- स. वामपंथी द. दक्षिणपंथी
Left winger Right Winger
7. अंग्रेजों ने दिल्ली को भारत की राजधानी बनाने की घोषणा की थी-
The British had announced to make Delhi the capital of India in -
- अ. 1911 ई. ब. 1912 ई.
1911 AD 1912 AD
- स. 1913 ई. द. 1914 ई.
1913 AD 1914 AD
8. 'राष्ट्रीय स्वयं सेवक संघ' की स्थापना हुई थी-
'Rashtriya Swayam Sevak Sangh' was established in-
- अ. 28 सितम्बर, 1921 ई. ब. 24 सितम्बर, 1923 ई.
28 September, 1921 E.B. 24 September, 1923 AD
- स. 28 सितम्बर, 1924 ई. द. 28 सितम्बर, 1925 ई.
28 September, 1924 AD 28 September, 1925 AD

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9. संविधान में स्वतन्त्रता के मौलिक अधिकार का उल्लेख है-
The fundamental right to freedom is mentioned in the constitution in -
- अ. अनुच्छेद 12-13 ब. अनुच्छेद 14-18
Article 12-13 Article 14-18
- स. अनुच्छेद 19-22 द. अनुच्छेद 23-25
Article 19-22 Article 23-25
10. सर्वोच्च न्यायालय के मुख्य न्यायाधीश को मासिक वेतन दिया जाता है-
Monthly salary given to the Chief Justice of the Supreme Court is -
- अ. रुपये 2,50,000/- ब. रुपये 3,80,000/-
Rs. 2,50,000/- Rs. 3,80,000/-
- स. रुपये 2,80,000/- द. रुपये 2,25,000/-
Rs. 2,80,000/- Rs. 2,25,000/-

रिक्त स्थान की पूर्ति कीजिए -

2 × 5 = 10

Fill in the blanks -

नोट- प्रश्न क्रम संख्या 11-15 तक के प्रश्नों के उत्तर के लिए दिए गए विकल्पों में से एक को रिक्त स्थानों में लिखना अनिवार्य है। चिह्नाङ्कित करने पर अंक नहीं दिया जाएगा।

Note- It is mandatory to write one of the given options in the blank spaces for answering questions from 11-15. Marks will not be given for only marking the option.

11. भारत के प्रतिशत भू-भाग पर वन है। (24.4%/30%)

Forests cover percent of the land area of India. (24.4%/30%)

12. प्रथम स्वतन्त्रता संग्राम के बाद भारत में का शासन स्थापित हुआ।

(कम्पनी/ब्रिटिश क्राउन)

After the first independence struggle, the rule of

was established in India. (Company/British Crown)

13. रामकृष्ण मिशन की स्थापना में की गई थी। (बेलूरु/काञ्ची)

The Ramakrishna Mission was established in (Beluru/Kanchi)

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14. गडरिया व बकरवाल जनजातियों का सम्बन्ध से है। (जम्मू-कश्मीर/केरल)

Gadaria and Bakarwal tribes are related to

(Jammu-Kashmir/Kerala)

15. जनहित याचिका न्यायाधीश द्वारा शुरू की गई थी। (पी.एन.भगवती/ललित)

The Public Interest Litigation was started by Judge

(P.N.Bhagwati/Lalit)

16. सत्य/असत्य कथन-

1 × 5 = 5

True/False statement –

नोट- नीचे पाँच कथन दिए गए हैं। उन कथनों को पढ़कर कथनों के दाहिनी ओर अंकित कोष्ठकों में सत्य या असत्य लिखिए।

Note- Five statements are given below. Read the statements and write true or false in the brackets marked on the right side of the statements.

A. भारत की सिलिकॉन वैली बेंगलुरु को कहा जाता है। ()

Bengaluru is called the Silicon Valley of India.

B. मन्त्र विपल्व का उल्लेख महाभारत के उद्योग पर्व में है। ()

Mantra Vipalva is mentioned in Udyoga Parva of Mahabharata.

C. तात्या टोपे का वास्तविक नाम रामचन्द्र पाण्डुरङ्ग येवलकर था। ()

The real name of Tatya Tope was Ramchandra Pandurang Yewalkar.

D. 'उग्रंपश्या राष्ट्रभृतो ह्यक्षाः' मन्त्रांश अथर्ववेद से लिया गया है। ()

The mantra 'Ugrampashya Rashtrabhrito Hyaksha' is taken from the Atharvaveda.

E. अनु. 35 में भाग तीन के प्रावधानों को प्रभावी करने की विधि दी गई है। ()

Anu. 35 lays down the method of giving effect to the provisions of Part III.

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17. सही जोड़ी मिलान कीजिए -

5

Match the correct pair –

नोट- स्तम्भ - 1 को स्तम्भ - 2 से सही जोड़ी मिलान के चार विकल्प (A, B, C, D) नीचे दिये गए हैं। सही विकल्प पर सही (✓) का चिह्न लगाइए।

Note- Four options (A, B, C, D) are given below to match Column-1 with Column-2 correctly. Tick (✓) the correct option.

स्तम्भ - 1 Column - 1	स्तम्भ - 2 Column - 2
i. राजस्थान Rajasthan	a. इम्फाल Imphal
ii. असम Assam	b. जयपुर Jaipur
iii. मणिपुर Manipur	c. हैदराबाद Hyderabad
iv. तेलंगना Telangana	d. दिसपुर Dispur
v. मध्य प्रदेश Madhya Pradesh	e. भोपाल Bhopal

A. i (c), ii (a), iii (b), iv (e), v (d)

B. i (b), ii (c), iii (a), iv (e), v (d)

C. i (b), ii (d), iii (a), iv (c), v (e)

D. i (c), ii (d), iii (b), iv (a), v (d)

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18. स्मृति आधारित प्रश्न-

2 × 5 = 10

Memory based questions -

नोट- स्मृति के आधार पर रिक्त स्थानों की पूर्ति करना है।

Note- Fill in the blank spaces from memory.

A. प्रकृति से प्राप्त वे संसाधन, जिनका उपयोग हम आंशिक रूप से परिवर्तित कर करते हैं, वे कहलाते हैं।

The resources obtained from nature, which we use after partial modification are called

B. चिपको आन्दोलन वर्तमान राज्य में प्रारम्भ हुआ था।

The Chipko movement was started in the present state of

C. 1984 ई. के भोपाल गैस काण्ड में नामक विषैली गैस का रिसाव हुआ।

In the Bhopal gas tragedy of 1984, there was leakage of poisonous gas named

D. वास्को-डी-गामा भारत के बन्दरगाह पर आया था।

Vasco-da-Gama came to the port of in India.

E. 'स्टेच्यू ऑफ युनिटी' गुजरात प्रान्त में के तट पर स्थित है।

'Statue of Unity' is located in the state of Gujarat on the banks of

अति लघु उत्तरीय प्रश्न-

2×10=20

Very short answer type questions -

नोट- प्रश्न संख्या 19 से 28 तक के उत्तर पूर्ण वाक्य में देने हैं, नहीं तो अंक काट लिए जाएँगे।

Note- Question numbers 19 to 28 have to be answered in complete sentences, otherwise marks will be deducted.

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19. “अप्स्वन्तरमृतमप्सु भेषजम्....” मन्त्रांश का अर्थ लिखिए।

Write the meaning of the mantransh “Apswantramritmapsu bsheshjam....”.

20. बागानी कृषि किसे कहते हैं?

What is plantation agriculture?

21. लौह-अयस्क किसे कहते हैं?

What is iron ore called?

22. प्रथम स्वतन्त्रता संग्राम किस माह और वर्ष में प्रारम्भ हुआ था?

In which month and year did the First War of Independence begin?

23. पाइक आन्दोलन का नेतृत्व किसने किया था?

Who led the Paik movement?

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24. कैलिको अधिनियम क्या है?
What is Calico Act?

25. वटेश्वर शिव मन्दिर कहाँ स्थित है?
Where is Vateshwar Shiva Temple situated?

26. ब्रह्म समाज के संस्थापक कौन थे?
Who was the founder of Brahma Samaj?

27. भारत माता का चित्र सर्वप्रथम किसने बनाया था?
Who first made the picture of Bharat Mata?

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28. 'जननी जन्मभूमिश्च स्वर्गादपि गरीयसी।' श्लोक किस ग्रन्थ से लिया गया है?
'Janani janmabhoomischa swargadapi gariyasi.' The verse has been taken from which scripture?

लघु उत्तरीय प्रश्न -

5 × 3 = 15

Short Answer Type Questions –

नोट- प्रश्न संख्या 29 से 33 तक के प्रत्येक प्रश्नों के उत्तर 40-50 शब्दों में देने हैं।

Note- Answer of question number 29 to 33 is to be given in 40-50 words each.

29. संसाधन के प्रकार का विस्तार से उल्लेख कीजिए।
Mention the type of resource in detail.

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30. वैदिक वाङ्मय की दृष्टि से जल की महत्ता को मन्त्रों/श्लोकों सहित समझाइए।
Explain the importance of water in Vedic literature with mantras/shlokas.

31. वैदिक वाङ्मय के अनुसार कृषि कर्म पर टिप्पणी मन्त्रों/श्लोकों सहित लिखिए।
Write a note on agricultural work according to Vedic literature with mantras/shlokas.

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32. वैदिक वाङ्मय में निहित संविधान की अवधारणा का उल्लेख कीजिए।

Mention the concept of constitution enshrined in Vedic literature.

33. शासन व्यवस्था की दृष्टि से भारत में व्यवस्थापिका की प्राचीनता का उल्लेख कीजिए।

Mention the antiquity of legislature in India from the point of view of governance.

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दीर्घ उत्तरीय प्रश्न-

Long answer type questions

नोट- दीर्घ उत्तरीय प्रश्न के दो खण्ड- 'अ' और 'ब' हैं। खण्ड 'अ' में चार प्रश्न हैं, जिनके उत्तर 120 से 150 शब्दों में देने हैं।

Note – There are two sections 'A' and 'B' of the long answer type question. Section 'A' has four questions, to be answered in 120 to 150 words each.

खण्ड- अ

4×5=20

Section - A

34. भूमि किसे कहते हैं? वैदिक वाङ्मय की दृष्टि से भूमि के महत्त्व पर प्रकाश डालिए।

What is land? Throw light on the importance of land from the point of view of Vedic literature.

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35. वैदिक वाङ्मय में वन संरक्षण सम्बन्धी मन्त्रों का उल्लेख करते हुए आधुनिक भारत के प्रमुख वन आन्दोलनों पर संक्षेप में प्रकाश डालिए।

Mention the mantras related to forest protection in Vedic literature and briefly throw light on the major forest movements of modern India.

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37. भारतीय संविधान की प्रमुख विशेषताओं का विस्तार उल्लेख कीजिए।

Write in detail the salient features of the Indian Constitution.

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खण्ड - ब

2×2 ½=5

Section - B

38. निम्नलिखित मन्त्र/श्लोक का अर्थ सन्दर्भ सहित अर्थ लिखिए-

Write the meaning of the following Mantra/Shloka with context-

“धृति क्षमा दमोऽस्तेयं शौचमिन्द्रियनिग्रहः। धीर्विद्या सत्यमक्रोधो दशकं धर्मलक्षणम्॥”

39. भारत के मानचित्र में निम्नलिखित औद्योगिक क्षेत्र को दर्शाइए-

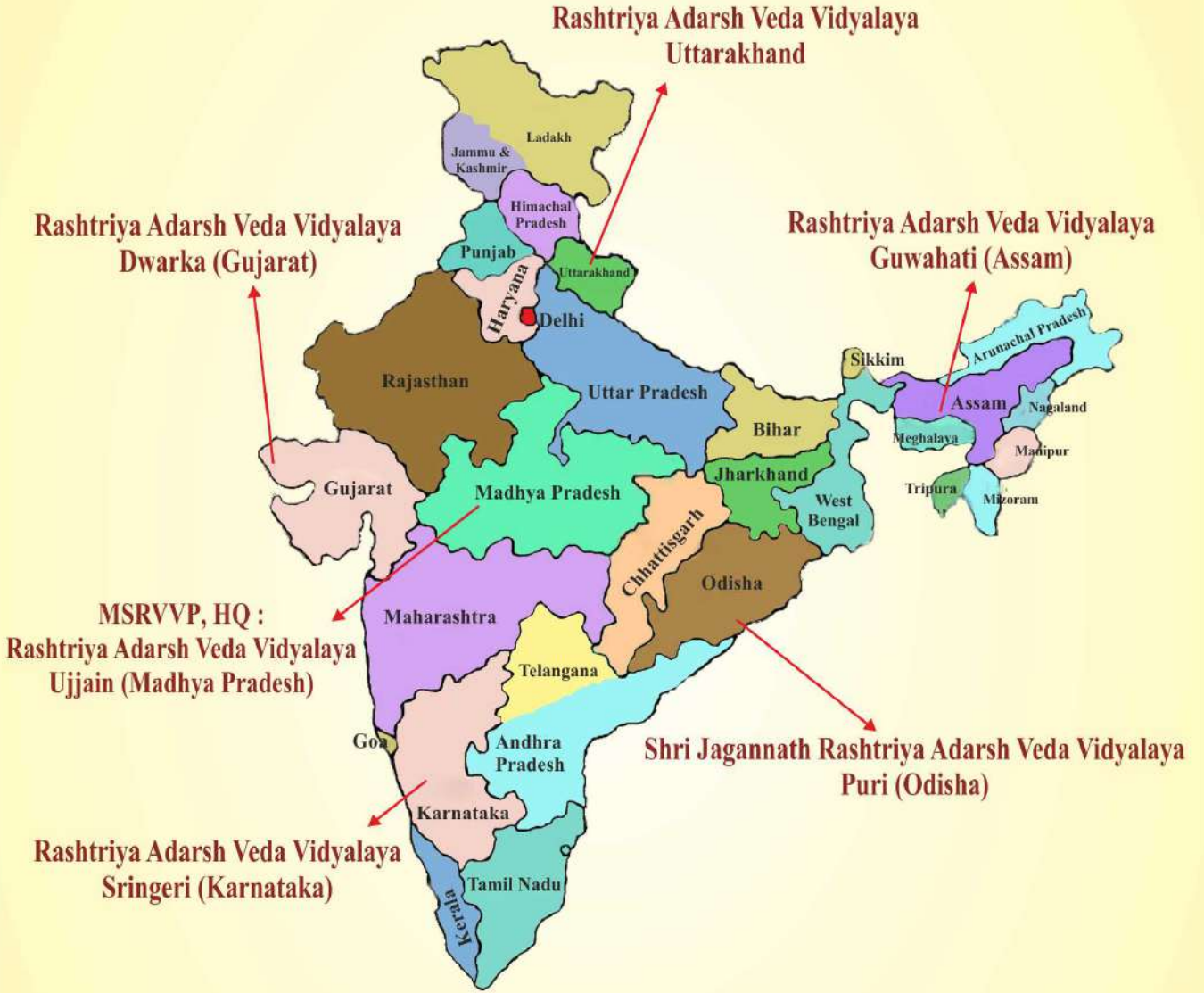
Show the following industrial areas on the map of India-

- | | |
|---|--|
| 1. भिलाई (छत्तीसगढ़)
Bhilai (Chhattisgarh) | 2. जमशेदपुर (झारखंड)
Jamshedpur (Jharkhand) |
| 3. राउरकेला (ओडिसा)
Rourkela (Odisha) | 4. विजय नगर (कर्नाटक)
Vijay Nagar (Karnataka) |
| 5. सलेम (तमिलनाडु)
Salem (Tamil Nadu) | |



**Rashtriya Adarsh Veda Vidyalaya Run and Proposed by
MAHARSHI SANDIPANI RASHTRIYA VEDA VIDYA PRATISHTHAN, UJJAIN (M.P.)**

(Ministry of Education, Government of India)



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