



## Natural Resources: Vegetation and Wildlife

In the beginning, the earth was a barren planet. There was no life in water or on land. Gradually, life appeared in the ocean in the form of plants. Slowly, various other types of organisms appeared on the earth which were broadly classified as animals and plants. The assemblage of plant species in an environment is known as **natural vegetation**. Natural vegetation includes forests, grasses and shrubs. In this Chapter, we will study about natural vegetation and wildlife.

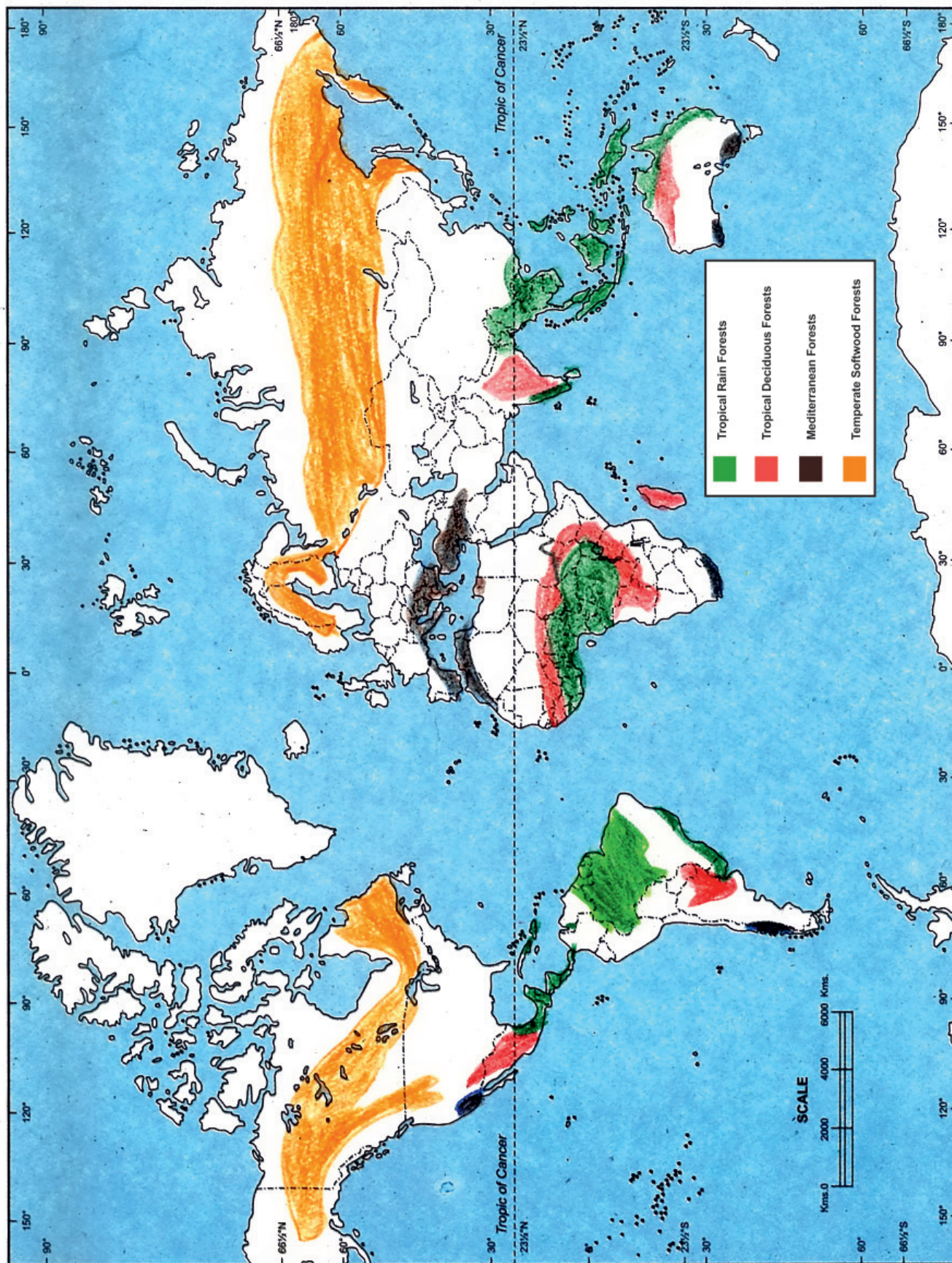


Natural vegetation

### NATURAL VEGETATION

Temperature and rainfall are two important factors for the growth of plants. In the areas where rainfall is heavy, the forests are thick and dense. As the rainfall decreases, the size and concentration of trees also reduce. Shrubs and short trees are common in the areas of low rainfall or in desert areas. In cold regions, the growing season is very short. Therefore, plants occur in scattered patches in the form of mosses and lichens.





World: Distribution of Forests



We have already discussed in the earlier class about the distribution of vegetation regions of the world. In this Chapter, we shall study about the different types of forests.

## CLASSIFICATION OF FORESTS

On the basis of the location and the type of climatic conditions, forests can be divided into the three broad types:

1. **Tropical Hardwood Forests**
2. **Mediterranean Forests**
3. **Temperate Softwood Forests**

Let us discuss them in detail one by one.

### **1. Tropical Hardwood Forests**

On the basis of temperature and rainfall, tropical hardwood forests are further sub-divided into two groups:

- (a) Tropical Evergreen Forests
- (b) Tropical Deciduous Forests

(a) **Tropical Evergreen Forests:** These forests are also known as **Tropical Rain Forests** because they are confined to tropical regions where heavy rainfall occurs throughout the year. All the trees of these forests do not shed their leaves at the same time. Hence, the forests always appear green. That is why, such forests are known as **evergreen forests**. They are spread in the areas of Ivory Coast, Ghana, Nigeria, Cameroon and Gabon in Africa. In India, they are common in the Western Ghats, Andaman and Nicobar Islands, Kerala and the North-Eastern parts of the country. The favourable climatic conditions for these forests are heavy and well-distributed rainfall (200 cm) and hot climate throughout the year.

The hardwood trees of these forests are very tall, sometimes reach up to 60 metres. Several species of trees are found within a single area. These forests are characterised by dense growth of vegetation. The trees have broad leaves to permit transpiration of surplus moisture. Some of the typical trees are mahogany, ebony, rosewood, rubber and palm. The animals found in rain forests are elephant, lemur, monkey and deer.



Mahogany tree

(b) **Tropical Deciduous Forests:** These forests are also known as **Monsoon Forests** because they are common in the Monsoon areas of the world. These forests are commonly found in India, Myanmar, South China, East Brazil and Central parts of America. These forests thrive in regions where the climate is warm, with distinct wet and dry seasons. Deciduous Forests receive summer rainfall in the months of June, July, August and September ranging between 100-200 cm.

The vegetation in these forests is not as dense as that in the Tropical Evergreen Forests. The Deciduous Forests have predominantly broad-leafed trees and medium size leaves and they shed their leaves during the dry season to conserve moisture. Trees are medium in height (30-40 metres). Common trees are sal, teak, sandalwood, bamboo and shisham. Eucalyptus is common in Australia. The animals found in Deciduous forests are lion, tiger, elephant and numerous kinds of reptiles.



Bamboo trees

## 2. Mediterranean Forests

These forests are mainly located in regions around the Mediterranean Sea. The main areas are the shores of Europe, Asia, North Africa and South-Western parts of South Africa. These forests are usually found in the areas which have dry summer and moderate rainfall during winter.

Trees of these forests are widely scattered and have spiny, waxy, small and leathery-textured leaves. They also have long roots and thick bark. Due to the above features, these trees are able to retain moisture in the dry summer season. The important trees of these forests are cork, olive and citrus fruit trees. The popular animal species found in Mediterranean forests are Mediterranean monk seal, Barbary macaque, Greek tortoise, Iberian lynx, Great bustard, etc.



Olive tree

## 3. Temperate Softwood Forests

These Forests are commonly known as **Coniferous Forests** as the shape of the trees looks conical. Such forests are common in the higher latitudes of the northern hemisphere and high mountains in Europe, Asia, North Canada and USA.

In India, the Temperate Softwood Forests are found in southern slopes of the Himalayas and are commonly known as **Mountain Forests**.

These forests are found in the colder regions of the world. Here, the precipitation is received in the form of snow in winter.



Most of the trees are tall and conical in shape. Due to their shape, the snow cannot accumulate on them. These trees do not shed their thick needle-shaped leaves and hence, look evergreen. Pine, fir, spruce, cedar, deodar, silver fir, chestnut and walnut are some of the common trees in these forests. These trees have commercial importance and are used for various purposes, such as making of pulp, plywood, etc. The animals commonly found in Softwood Forests are Kashmir stag, spotted deer, Tibetan antelope, snow leopard, tiger and golden eagle.



Pine trees



Deodar tree



Chestnut tree

## Advantages of Forests

Forests are the breathing lungs of the civilisation and therefore, are very important for the survival of life on earth.

Forests help us to breathe by converting carbon dioxide into oxygen. They provide safe habitat to the wild animals. Many people depend on forests for their livelihood. Trees also help in keeping the earth cool. Large forest cover helps in causing rainfall. Roots of the trees bind soil particles, help to raise the ground water level and prevent floods.

Deforestation in a rampant manner has depleted this important resource and led to the loss of habitat for wildlife, ecological imbalances and soil erosion. It is a matter of grave concern and therefore, government has taken several stringent measures to protect our forest cover. Some of these measures are:

- Afforestation or large scale plantation of trees.
- 'Each one plant one' policy.



Deforestation

- Efficient utilisation of forest products and usage of substitutes of wood.
- Enforcement of a number of laws/guidelines to protect forests and prohibit deforestation.
- Discouraging shifting cultivation which causes forest loss.

## WILDLIFE

Wildlife includes non-domesticated animals, such as birds, fishes and animals, which make forests as their natural habitat. It is the most important part of the natural ecosystem. Wildlife varies from place to place due to climatic variations. For example, in India, there is a rich variety of birds and animals. The blackbuck, peacock, lion and Bengal tiger are found in India. Australia is famous for kola bear, emu and kookabura. Wildlife is very essential to maintain the ecological balance on the earth's surface.



### **Do You Know?**

Kookabura is known as **Laughing Jackass.**



Siberian cranes at Bharatpur Bird Sanctuary



Chinnar Wildlife Sanctuary, Kerala

Wildlife is important for its aesthetic values and ecological balance. The beauty of wild animals boosts tourism and creates jobs for the people. Animals' behaviour changes at the time of natural disasters like tsunami and earthquake. If this information can be harnessed for imparting early warning system, then life of lots of people can be saved.

Dead and decaying plants and animals also produce humus, which is helpful to maintain the fertility of the soil. In various parts of the world, wild animals are hunted for various purposes like meat, skin, horns, etc. This disturbs the ecological balance of the environment. Many birds have become extinct and many others are on the verge of extinction. Our forests are treasure troves of biodiversity. They harbour millions of species of animals. Our wildlife suffers severely due to deforestation and urbanisation. Many animals have become extinct because they have lost their



natural habitat. Hence, there is great need for the conservation of wildlife. Several steps are being taken by the Government of India to conserve the wildlife. Some of these are:

- Hunting and poaching of wild animals and birds have been banned.
- Killing of wildlife is a punishable offence.
- National parks and wildlife sanctuaries are being set-up in different parts of the world.

At present India has 103 National Parks and 528 Wildlife Sanctuaries.

## National Park

A **National Park** is a well-defined area for the protection of wildlife. Visitors can only visit the park. No one has a right to use any forest products. Collection of firewood, timber from any part of the forest is totally prohibited. Grand Canyon National Park of USA is declared as a world heritage site by the UNESCO (United Nations Educational, Scientific and Cultural Organisation).

## Wildlife Sanctuary

It is a declared protected area in which limited human activities are permitted. Hunting of animals and cutting of trees are banned. People can collect firewood, timber and medicinal herbs in a moderate amount which can be used for research and educational purposes. The UNESCO has selected Manas Wildlife Sanctuary of India as a world heritage site.



### Do You Know?

- In India Wildlife Protection Act of 1972 prohibits poaching, hunting and trade of wildlife.
- In 1973 'Project Tiger' was launched in India with the aim of conserving tigers. Initially nine tiger reserves were set-up, which expanded to 39 tiger reserves in 2010. Jim Corbett National Park of Uttarakhand is a famous tiger reserve of India.



### Keywords

- **basin:** a region drained by river and its tributaries.
- **citrus fruit:** any fruit of genus citrus having juice and sour taste cultivated in warm regions of the world, e.g. orange, lemon, lime, grape, pomegranate, etc.
- **domesticated:** the animals which are tamed as pets or for agricultural purpose.
- **poacher:** a person who hunts animals for commercial benefits.
- **transpiration:** the emission of water vapours from the leaves of plants.



## Something To Know

### A. Tick (✓) the correct option.

1. Which term is used for the plant community which grows without human interference?  
(a) plantation ☐ (b) natural vegetation ☐  
(c) agriculture ☐ (d) gardening ☐
2. Which vegetation grows in hot and humid regions of the world?  
(a) Tropical Evergreen Forests ☐ (b) Tropical Deciduous Forests ☐  
(c) Mediterranean Forests ☐ (d) Temperate Softwood Forests ☐
3. The most common trees of Tropical Deciduous Forests are—  
(a) ebony and mahogany ☐ (b) sal and teak ☐  
(c) cork and olive ☐ (d) oak and chestnut ☐
4. Trees of Mediterranean Forests are have—  
(a) broad leaves ☐ (b) needle shaped leaves ☐  
(c) spiny and waxy leaves ☐ (d) small size leaves ☐
5. The area under forests is depleting due to—  
(a) natural calamity ☐ (b) human interference ☐  
(c) climatic change ☐ (d) water shortage ☐

### B. Fill in the blanks.

1. The assemblage of plant species in an environment is known as \_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ are two important factors for the plant growth.
3. Humus helps to maintain \_\_\_\_\_ of the soil.
4. Hardwood trees have broad leaves to permit \_\_\_\_\_ of surplus moisture.
5. Teak is the commercially important tree of the \_\_\_\_\_ forests.



**C. Write a technical term or an appropriate word for each of the following statements.**

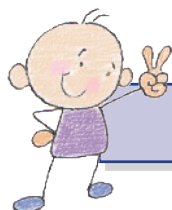
1. The forests which do not shed all their leaves at the same time. \_\_\_\_\_
2. In this forest, summers are dry and moderate rain falls in winter. \_\_\_\_\_
3. Conical shaped trees are common in these forests. \_\_\_\_\_
4. The act or process of creating new forests by planting saplings. \_\_\_\_\_
5. The Temperate Softwood Forests found in the southern slopes of Himalayas. \_\_\_\_\_

**D. Answer the following questions in brief.**

1. Why are the Tropical Rain Forests known as evergreen forests?
2. Why do the Tropical Deciduous Forests shed their leaves during the summer season? Name two such trees.
3. Write any three characteristic features of the trees found in the Mediterranean Forests.
4. Distinguish between a national park and a wildlife sanctuary.
5. Suggest any three important measures for the protection of forests.

**E. Answer the following questions.**

1. What is meant by natural vegetation? How do temperature and rainfall affect its distribution? Explain with examples.
2. Highlight any five points of distinction between Tropical Deciduous Forests and Coniferous Forests.
3. 'Forests are essential for maintaining an ecological balance.' Justify the statement with suitable arguments.
4. Explain the importance of wildlife.
5. How are human beings responsible for the depletion of vegetation and wildlife?



**Value Based Question**

**Chipko Movement**

The Chipko Movement was based on the Gandhian philosophy of non-violence and aimed at the protection and conservation of forests from destruction. This agitation inspired the women. They hugged the trees and said if the trees were to be cut, they would have to first kill the women embracing them.



Women were the worst affected by this deforestation as it was causing water shortage, landslide, shortage of firewood and fodder. They believed in traditional relationship of forest and humans. For them it was the fight for survival.

1. Why is the Chipko Movement called a fight for survival?
2. Mention any three lessons which all of us learn from this movement.



### Map Skill

On an outline political map of the world, mark and name the following—

- (a) Yellowstone National Park in USA
- (b) Badhavgarh National Park of India
- (c) Kaziranga National Park of India
- (d) Ecrins National Park of France
- (e) Charles Darwin National Park of Australia



### Something To Do

1. Prepare a tabular chart on National Parks of India, giving information under the following columns:

Name of the National Park	Location (State)	Bird/Animal which is protected

2. Paste pictures of trees/plants having medicinal value in your scrapbook. Which of these plants have you grown in your school or plan to grow?
3. Collect some specimen of leaves from the neighbourhood and classify them on the basis of their texture, size and broadness. Paste them in your scrapbook.





## Mineral and Energy Resources

You have already studied about natural resources, such as land, soil, water, vegetation and wildlife. Now, let us study about some other important natural resources, i.e. mineral and energy resources.

### MINERAL RESOURCES

Mineral and energy resources provide the foundation for economic and industrial development. No country can think of improving its standard of living without utilising its mineral and energy resources. We have evidences to prove how the advent of different metals have helped in the progress of human civilisation during Copper Age, Bronze Age and Iron Age.

In the previous class, you have already read about the layered structure of the earth, i.e. from the surface crust to the inner core. The earth's crust, the outermost solid shell of our planet, is composed of different kinds of rocks.



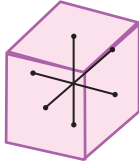


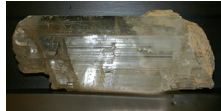
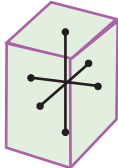

#### Do You Know?

A **Geologist** is a scientist who studies composition and structure of earth's crust. It is related to the branch of science called **Geology**. Geological Survey of India is a premier research organisation of Government of India. It was set-up in 1851. It provides information about earth science to the government, industry and public in general.

All rocks contain crystals of naturally occurring chemicals called **minerals**. The rocks do not have a fixed or definite mineral composition. Each type of rock is made from one particular mineral or aggregation of more than one minerals. A mineral may be made of a single element or a combination of more than one elements, called **compound**. Each mineral has its own special shape of a crystal. These mineral crystals give the rock its character of hardness, lustre and colours. Therefore, rocks may be hard or soft, and in varied colours. Sandstone, limestone, basalt and granite are some examples of rocks.



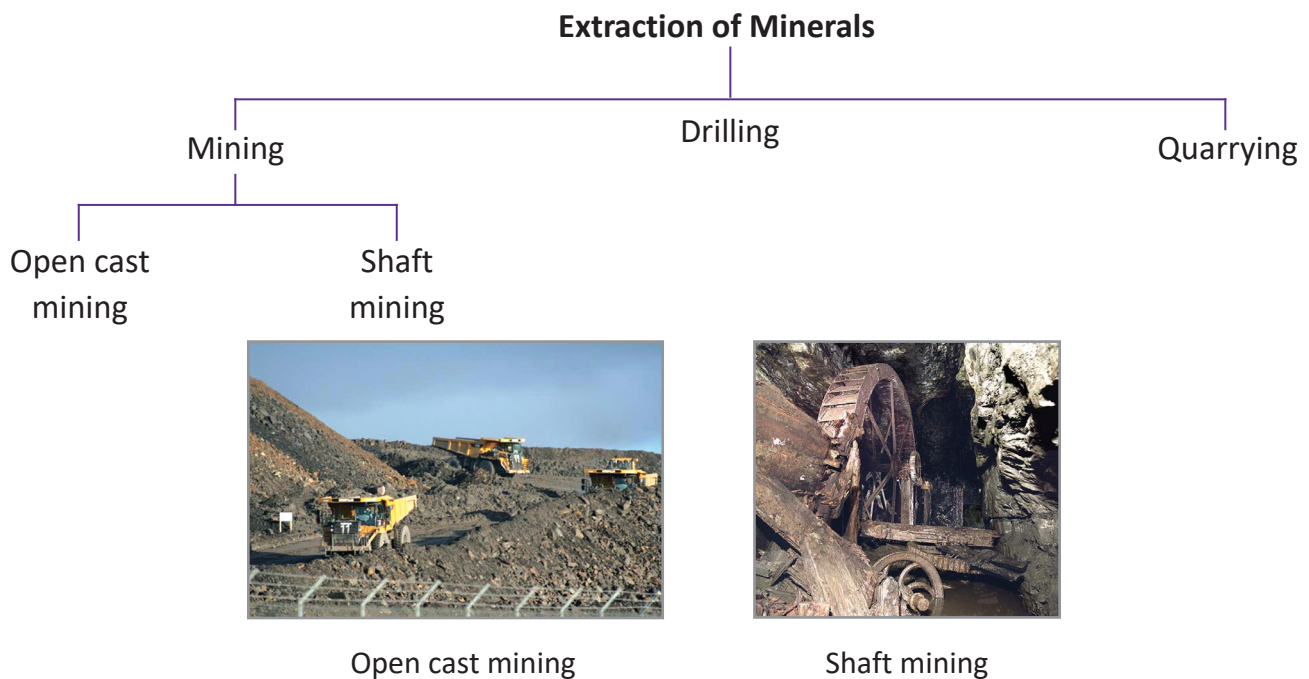
Different types of rock minerals

Name	Crystal Shape	Real Examples
Cubic—the most symmetrical crystal		 Halite
Monoclinic—the most commonly found crystal		 Gypsum
Tetragonal—the elongated crystals		 Zircon

Some mineral crystals alongside real examples

A rock having a large concentration of a particular metal mineral is called its **ore**, for example, iron ore, manganese ore, copper ore, etc. The extraction of useful minerals from rocks under the earth's surface is called **mining**. Minerals are extracted from mines only if the concentration of a particular mineral is high, commercially viable and useful.

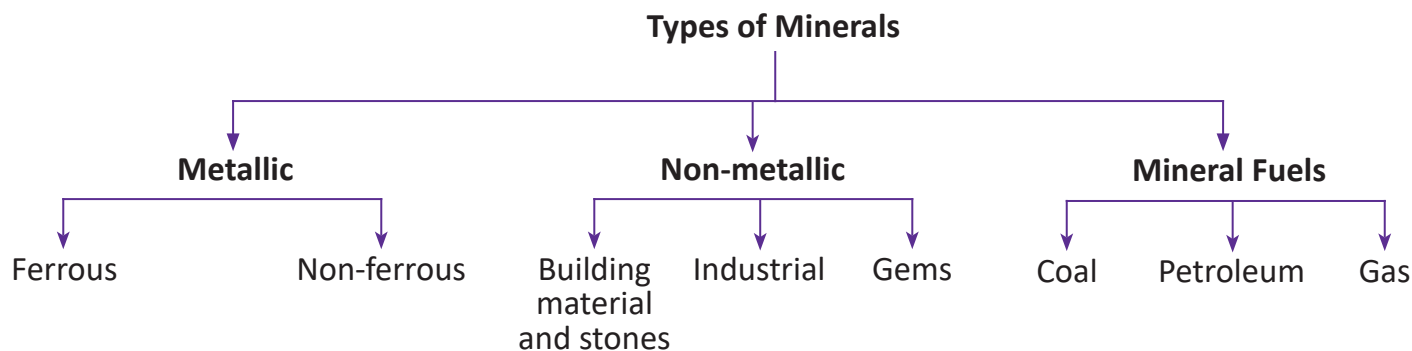
Minerals are extracted by the processes of mining, drilling and quarrying.



## Types of Minerals

Minerals are of different types. Generally, minerals are classified on the basis of their properties.





Let us discuss them in some detail.

### Metallic Minerals

They are hard substances with a shine or lustre. Metal obtained from its ore can be moulded into any shape. Metallic minerals can be sub-divided into categories:

- **Ferrous Minerals:** They include iron ore and manganese ore.
- **Non-ferrous Minerals:** They contain metals other than iron. Ores of gold and silver are examples of non-ferrous minerals.



#### Do You Know?

- The metallic ore contains impurities.
- **Smelting** is the process done to remove the impurities from an ore.

To improve the strength of a metal, sometimes two or more metals are mixed. This is called an **alloy**. For example, brass is an alloy obtained from the mixture of copper and zinc. Bronze is an alloy of copper and tin, and steel is an alloy of iron and manganese.

### Non-metallic Minerals

They do not contain metals and are lighter than metallic minerals. They cannot be moulded into different shapes. Generally, they include—

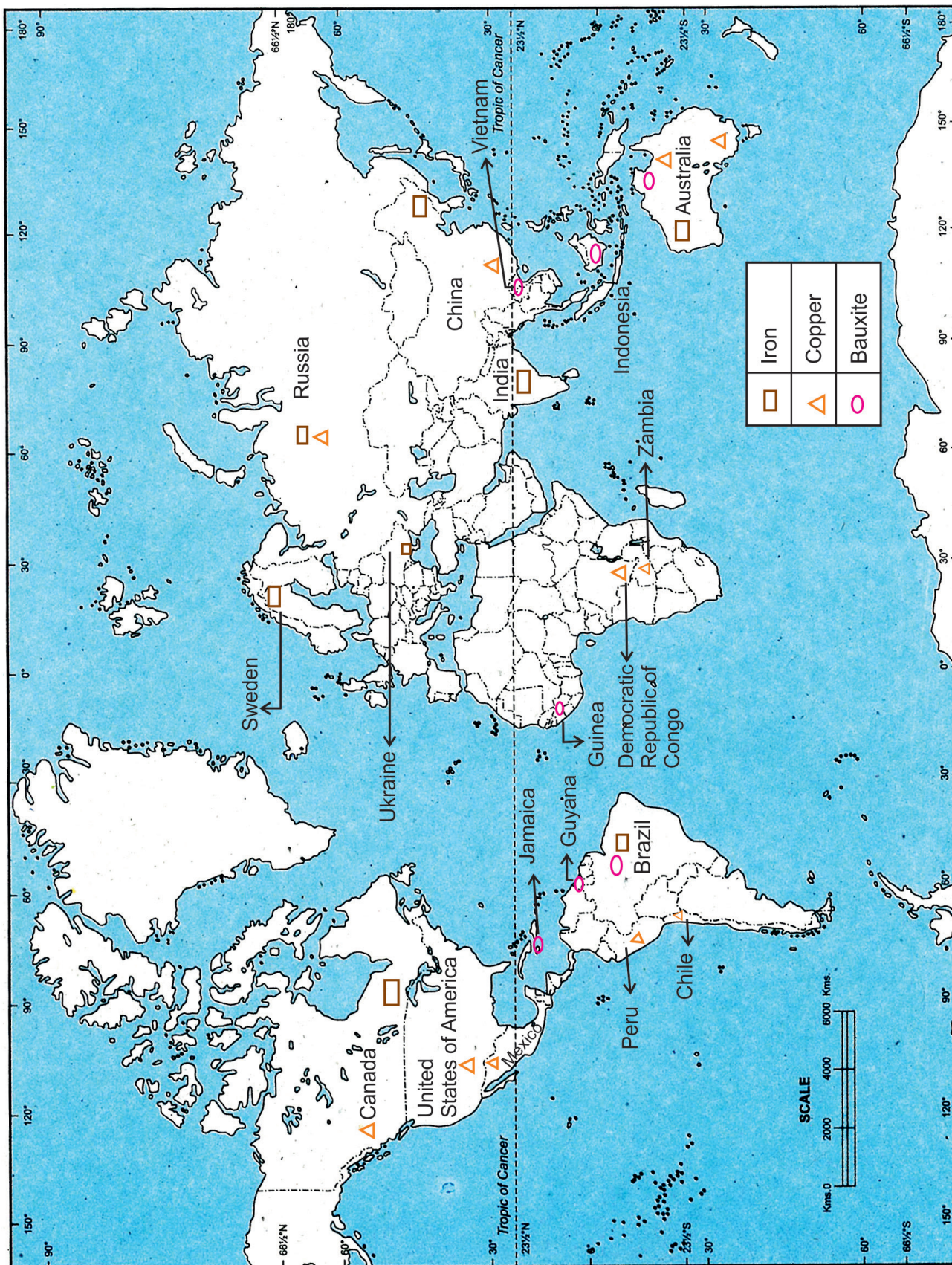
- **Building materials and stones:** Sandstone, limestone, granite, basalt, marble, etc.
- **Industrial:** Mica, sulphur, potash, salt.
- **Gems:** Diamond, topaz, garnet, emerald, etc.

### Mineral Fuels

They are used as sources of energy. They are obtained from sedimentary rocks. Mineral fuels consist of **coal** (solid), **petroleum** (liquid) and **natural gas** (gaseous).

### Distribution of Mineral Resources

The distribution of minerals is highly uneven in the world. It depends on the type of rocks available in a region. Igneous and metamorphic rocks are rich in minerals like iron ore, manganese ore, gold, silver, lead, etc. Mineral fuels are restricted to sedimentary rocks. Sometimes agents of gradation, such as rivers erode minerals from one region and deposit them somewhere else in the river beds. These are called **placer deposits**. The countries rich in minerals have a large potential for industrial development. The uneven distribution of minerals creates the global trade.



World: Distribution of Reserves of Minerals in Leading Countries



Let us now learn about some minerals.

**Iron:** Iron is the backbone of modern civilisation. It is used for manufacturing machines, automobiles, rail tracks, electric poles, constructing buildings, bridges, ship-building, weapons, agricultural implements and articles of general use. Haematite and Magnetite are the major types of iron ore.







The distribution of iron ore in the world is uneven. The countries having large reserves of iron ore include Australia, Russia, Brazil, China, India, Ukraine, Canada and Sweden. It is also found in Iran, Kazakhstan, United States, South Africa and France.

**Copper:** Copper is widely used in electric goods, such as generators, wireless systems, electric motors, radio, telephone, electric wires, refrigerators, utensils, etc.

Global copper reserves mainly occur in Chile, Australia, Peru, Mexico, USA, China, Russia, Congo, Zambia and Canada.

**Bauxite:** Aluminium is obtained from bauxite ore. It is used in the manufacturing of electric wires, aeroplanes, spare parts of vehicles, pipes, construction of escalators, window frames, shutters, utensils and other household goods.

Guinea, Australia, Brazil, Vietnam and Jamaica have large reserves of bauxite. It also occurs in Indonesia, Guyana, China, India, Suriname, Russia and Kazakhstan.

Name	Iron ore	Bauxite	Copper
Raw Mineral			
Mineral products			

## Distribution of Minerals in India

- **Iron:** Jharkhand, Odisha, Chhattisgarh, Karnataka, Goa and Maharashtra have large reserves of iron ore.
- **Bauxite:** More than half of India's bauxite reserves are in Odisha and Andhra Pradesh. The other states which have rich reserves of bauxite are Jharkhand, Madhya Pradesh, Chhattisgarh, Gujarat, Maharashtra, Karnataka and Tamil Nadu.
- **Copper:** It is mainly found in Madhya Pradesh, Rajasthan and Jharkhand.
- **Mica:** Major reserves are in Andhra Pradesh, Jharkhand, Bihar, Rajasthan, Odisha and Maharashtra.



- **Manganese:** The main reserves of this ore are in Odisha, Karnataka, Madhya Pradesh, Maharashtra and Andhra Pradesh.
- **Limestone:** It is found in Madhya Pradesh, Rajasthan, Andhra Pradesh, Gujarat, Chhattisgarh, Tamil Nadu and Karnataka.
- **Gold:** There are deposits of gold at Kolar mines in Karnataka, Andhra Pradesh and Jharkhand.
- **Salt:** It is obtained from sea water in coastal areas, lakes in Rajasthan and Himachal Pradesh.

## Conservation of Minerals

Minerals are exhaustible resources. These resources are limited and unevenly distributed. Per head consumption of minerals is higher in developed countries as compared to the same in developing countries. Therefore, we need to use them economically and conserve them for future generations.

The conservation of minerals does not mean preservation of minerals. It implies that efforts should be made to utilise minerals in the best possible way, depending upon the industrial need and changing technological requirements. Thus, **conservation** stands for sustainable development, where a balance is maintained between the economic development and the utilisation of natural resources, without causing damage to the environment. There is an urgent need to avoid the wastage of minerals. Following measures can be taken to conserve minerals:

- Use of efficient methods of mining and processing to minimise the wastage.
- Recycling of mineral resources—use and reuse of scrap (metallic waste).
- Substituting the use of scarce minerals by those found in abundance.

## ENERGY RESOURCES

We have read in earlier classes that ‘energy is the capacity to do a work’. The different ways to obtain energy is through sun, fire, electricity or burning of fossil fuels. Energy is fundamental to the quality of our lives. Now-a-days, we are totally dependent on an uninterrupted and abundant supply of energy.



Narora atomic station (Uttar Pradesh)



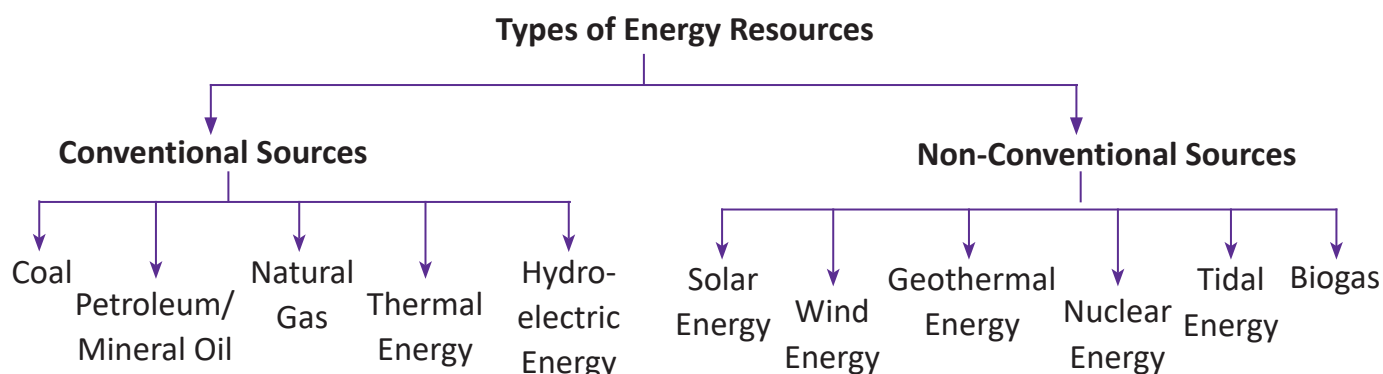
Thermal power plant at Neyveli (Tamil Nadu)

Electricity is generated through Thermal Power Plants, Nuclear Power Plants and Hydroelectric Power Plants. It is also produced through non-conventional sources of energy, such as tidal energy,

solar energy, wind energy and geothermal energy. After generation, electricity is transmitted to the **grid** through wires. Grid maintains the distribution of energy in the surrounding regions. As far as consumption of electricity is concerned, it is quite high in developed countries like Japan and USA.

Most of the energy of the world is produced by using coal, mineral oil and natural gas. They are formed inside the earth by decomposition of dead remains of plants and animals in the sedimentary rocks. Hence, they are also called **fossil fuels**.

The flowchart given below presents different types of energy sources.



### Do You Know?

A '**source**' refers to the point of origin of something that simply provides what we are looking for. In turn, the term '**resource**' is a functional concept and refers to the utilisation of materials which are valuable for accomplishing certain goals.

## Conventional Sources of Energy

**Conventional sources** of energy are traditional sources, which are widely in use. The highly popular conventional sources of energy are coal, petroleum, natural gas and hydroelectricity. All the other conventional energy resources with the exception of hydroelectricity, are non-renewable.

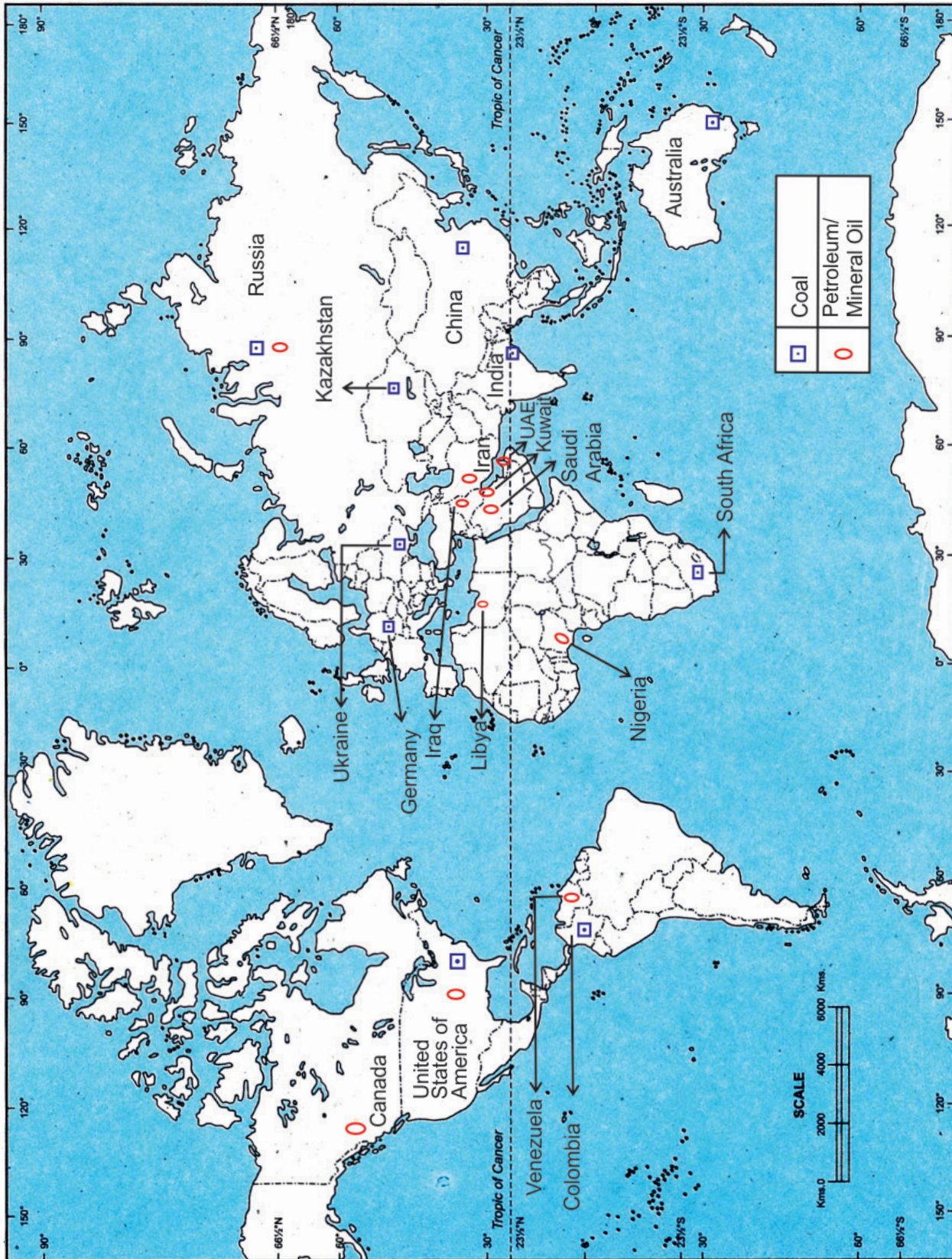
Let us discuss these resources in detail.

**Coal:** Coal is formed from the plant cover buried under the sedimentary rocks. Under the high temperature and pressure the plant cover gets carbonised over thousands of years. The major types of coal are anthracite, bituminous, lignite and peat. Anthracite is the hardest, brightest and best quality of coal. It contains about 90% carbon and emits little smoke.

Coal is widely used in iron and steel industry and thermal power stations. Moreover, it is also used as a raw material in various chemical industries.

Coal is found in USA, Russia, China, Australia, India, Germany, Ukraine, Kazakhstan, South Africa. In India, its reserves are confined to the states of Jharkhand, Odisha, Chhattisgarh, West Bengal, Madhya Pradesh, Telengana and Maharashtra.





World: Coal and Petroleum/Mineral oil reserves



**Petroleum/Mineral oil:** It is widely used as a source of power. Petrol, diesel and kerosene oil are the by-products of Petroleum/Mineral oil. As an industrial power, it is widely used to run machines, generate electricity and produce steam. Railway engines, motor vehicles and ships depend on it for their fuel requirements. It is used as a lubricant in machines and petrochemical industries for preparing rubber, synthetic, fibres, etc.



### Do You Know?

Petroleum is also called **black gold**.

About 60% of the petroleum is obtained from the Middle East. Regions around Black Sea, Caspian Sea, Persian Gulf and Red Sea have the largest reserves of petroleum of the world. It is mainly obtained from south-west Asian countries. The countries with the world's biggest oil reserves are Venezuela, South Arabia, Canada, Iran, Iraq, Kuwait, UAE, Russia, Libya, Nigeria and USA.

The petroleum reservoirs beneath the North Sea are extracted and used by UK, Germany, Netherlands, Denmark and Norway. In India, petroleum reserves are found in Assam, Gujarat and off the coast of Maharashtra. They are also found in the delta regions of Godavari and Krishna.



Oil drilling at Mumbai High—  
an offshore oilfield

**Natural gas:** Natural gas is mostly obtained along with mineral oil. However, sometimes exclusive gas resources are also found. It is widely used to run vehicles as CNG (Compressed Natural Gas). Throughout the world, it is transported by pipelines over great distances.

Natural gas is found in Russia, Iran, Qatar, USA, Saudi Arabia, Turkmenistan, UAE, Venezuela and Nigeria. In India, it is found in Assam, offshore regions of Gujarat and Maharashtra and along the east coast in the Godavari and Krishna delta regions.

**Thermal power:** A thermal power station is a power plant in which the prime mover is steam driven. Water, on heating, turns into steam and spins a steam turbine which drives an electrical generator to produce electrical energy. This is called **thermal electricity**.

**Hydel power:** Rain water or river water stored in dams is made to fall from heights. The falling water flows through pipes inside the dam over turbine blades placed at the bottom of the dam. The moving blades then turn the generator to produce electricity. This is called **hydroelectricity**. The water discharged after the generation of electricity is used for irrigation. One-fourth of the world's electricity is produced by hydel power. The leading



Salal hydel power plant, J&K

producers of hydel power in the world are Brazil, Norway and Paraguay.

For generating hydroelectricity, large dams are required. Hilly regions with perennial rivers are ideal for it. At the initial stage, it requires high technology and huge capital investment. But, in the long run, it becomes a cheap source of energy.

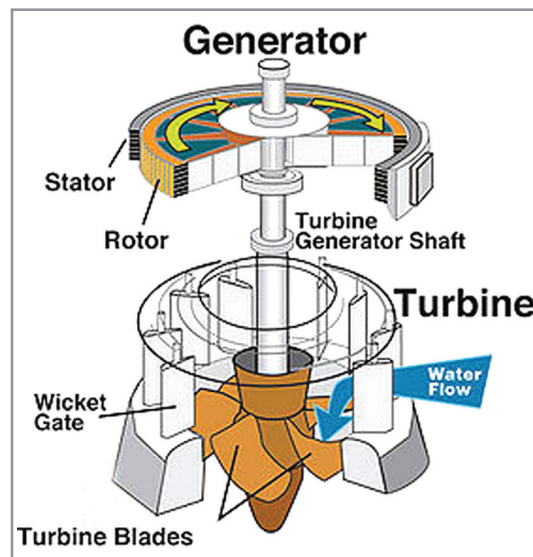
Many countries, such as Canada, China, India and Japan have developed their water resources to get electricity. African countries have a great potential for developing hydroelectricity. India has established several multipurpose river valley projects for generating hydroelectricity. Bhakra Nangal, Hirakud, Nagarjuna Sagar and Sardar Sarovar are some of the examples.

## Non-Conventional Sources of Energy

**Non-conventional sources** of energy are those that are more or less, still at an experimental stage. They are non-traditional. They are less expensive and do not have much of adverse effect on the environment. In future, the dependency on these resources will increase manifolds.

**Solar energy:** Sun is the greatest source of unlimited energy. Specially, in the tropical zone, it can be tapped to get maximum output. Now-a-days, solar energy is used for a number of purposes, such as solar cookers, solar gysers, solar cars, solar dryers, solar lanterns, solar street lighting system, solar airconditioning, etc. People are taking initiative to make it more cost effective.

Canada, France, Germany, India, Japan and USA are some of the countries doing research and promoting its utilisation in their countries. The largest solar plant in India is located in Gujarat.



Hydro turbine



### Do You Know?

Solar Photovoltaic (SPV) converts sunlight directly into electricity.



Solar water heater



Solar inverter



Solar lights

**Wind energy:** In the areas of high wind velocity, wind is used to generate energy. Coastal areas are ideal for it. Wind energy is mainly used for pumping water, grinding grains, sailing and electricity generation. It is developed in coastal regions of European countries (specially Netherlands), India, Japan and USA. In Tokyo, wind power is used to run the air conditioning system of buildings. In India, Gujarat, Maharashtra and Tamil Nadu have a few windmills.

**Geothermal energy:** The internal heat of the earth generates geothermal energy. It is more prominent in volcanically active areas, where frequency of hot springs, is high.

Some countries like Iceland, India, Japan, New Zealand, Russia and USA are generating geothermal energy. Basically, this energy is used in cold storage plants, industries and for domestic purpose. In India, Manikaran in Himachal Pradesh is famous for harnessing geothermal energy.

**Nuclear Energy:** It is obtained from energy stored in nuclei of atoms of naturally occurring radioactive elements like uranium and thorium. Nuclear energy is an alternative to fossil fuels and can reduce the emission of the greenhouse gases. It is a very powerful and efficient source of energy.



### Do You Know?

Nuclear fission involving breeder reactors are considered a renewable source because these constantly replenish available supply of nuclear fuel by converting uranium 238 and thorium into isotopes of plutonium, which are again used as nuclear fuel.

The greatest producers of nuclear energy are USA, France, Russia, South Korea, Germany, China and Canada. In India, Jharkhand and Rajasthan have large deposits of uranium and thorium is found in Andhra Pradesh, Tamil Nadu and Odisha. Nuclear power stations in India are located at Kaiga in Karnataka, Kalpakkam and Kudankulam in Tamil Nadu, Narora in UP, Ranapratap Sagar near Kota in Rajasthan and Tarapur in Maharashtra.

**Tidal Energy:** Energy generated from tides is called **tidal energy**. Tidal energy can be harnessed by building dams at narrow openings of the sea. France, Russia and Gulf of Kachchh in India have huge tidal mill farms.

**Biogas:** Organic wastes, such as dead plants, animal dung and kitchen waste can be converted into a gaseous fuel called **biogas**. It is an excellent fuel for cooking and lighting and produces huge amount of organic manure.



Biogas plant in India



Now, let us compare the conventional and non-conventional sources of energy.

### Comparative Study of Conventional and Non-Conventional Sources

	Conventional Sources	Non-Conventional Sources
1.	Traditional sources, e.g. coal, petroleum, natural gas and water.	Non-conventional sources are still at an experimental stage. Non-traditional, e.g. solar energy, wind energy, geothermal energy.
2.	Except hydel power, these sources are non-renewable in nature.	These are renewable sources.
3.	These are expensive to install and hard to maintain.	These are less expensive to install and easy to maintain.
4.	Except hydel power, these cause severe air pollution and related adverse impact on the environment.	These do not cause air pollution and are largely eco-friendly.
5.	At present, there is a lot of dependency on them.	In future, the dependency on these sources will increase.

### Conservation of Energy Resources

Conservation of energy resources is required because of the rapid depletion and very slow regeneration of the exhaustible sources of energy, i.e. coal, petroleum and natural gas. Due to the growing population, consumption of energy resources has increased manifolds. The fossil fuels are non-renewable in nature. Rampant exploitation of non-renewable resources like coal and petroleum can lead to energy crisis. Scarcity of conventional resources of energy is referred to as **energy crisis**. The rate of consumption of energy sources is more than the rate of their formation. Therefore, we need to conserve energy resources. It does not mean the curtailment of energy consumption, but to restrict unnecessary wasteful consumption of energy.



Non-conventional sources of energy

Following measures can be taken to conserve energy resources.

- Use of LED bulbs and tubelights.
- Use public transport.
- Switch off the light and fans when not in use.
- Use of power saving electronic devices.
- Use of non-conventional sources of energy, i.e. solar light, solar torch, solar gyser, etc.
- Use of automatic electronic power saver. It saves approximately 30% electricity bill.



### Do You Know?

In India, some states like Delhi, Haryana, Punjab and Uttar Pradesh give some benefits on electric bills for using non-conventional sources of energy like solar panels.



### Keywords

- **drilling**: the process of extraction of minerals in which narrow but very deep wells are bored to extract liquids and gases, like petroleum and natural gas.
- **electrical grid**: it is an interconnected network for delivering electricity from suppliers to consumers.
- **open cast mining**: the extraction of minerals from just below the ground surface by removing the surface layers.
- **perennial river**: a river that has continuous flow all the year round.
- **quarrying**: an open excavation from which rock, clay or sand is obtained to be used as building and construction material.
- **shaft mining**: the extraction of minerals from under the ground by sinking a vertical shaft into the ground and then cutting horizontal tunnels to reach ore or minerals that lie at great depth.



## Something To Know

### A. Tick (✓) the correct option.

1. Which one of the following is not a characteristic of rocks?

(a) These are composed of mineral crystals.

☐

(b) These have a definite mineral composition.

☐

(c) These vary in hardness and colour.

☐

(d) These form outermost shell of the earth.

☐

2. Which one of the following is the best quality of coal?

(a) lignite

☐

(b) bituminous

☐

(c) anthracite

☐

(d) peat

☐

3. The major oilfields of India are located in which one of the following states of India?

(a) Assam

☐

(b) Rajasthan

☐

(c) Bihar

☐

(d) Tamil Nadu

☐

4. The metallic minerals used in electrical industry are—

(a) copper and bauxite

☐

(b) iron and copper

☐

(c) mica and manganese

☐

(d) bauxite and iron

☐

5. Petroleum is not extracted from the oilfields of North Sea by—

(a) United Kingdom

☐

(b) Denmark

☐

(c) Norway

☐

(d) Sweden

☐



**B. Fill in the blanks.**

1. A mineral is extracted from the region where its concentration is \_\_\_\_\_.
2. \_\_\_\_\_ minerals are divided into ferrous and non-ferrous.
3. \_\_\_\_\_ is obtained from bauxite ore.
4. Petroleum, coal, \_\_\_\_\_ and hydroelectricity are conventional sources of energy.
5. \_\_\_\_\_ and \_\_\_\_\_ are the major types of iron ore.

**C. Write a technical term or an appropriate word for each of the following statements.**

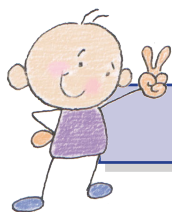
1. Energy generated by turbines run by water falling from a height. \_\_\_\_\_
2. The resultant metal with improved strength which is produced by mixing two or more than two metals. \_\_\_\_\_
3. Materials formed inside the earth by the decomposition of dead remains of plants and animals in sedimentary rocks. \_\_\_\_\_
4. Mineral deposits that are formed when a river erodes rock constituents from a primary source and deposits them in the river beds. \_\_\_\_\_
5. The process of extracting minerals from the earth's crust. \_\_\_\_\_

**D. Answer the following questions in brief.**

1. What is a mineral? Mention the three main processes of mineral extraction.
2. What is tidal energy? How can it be harnessed?
3. Why do we need to conserve mineral resources? Explain any three reasons.
4. What are two types of energy sources? Which one of them is a better resource and why?
5. Highlight any three advantages of using nuclear energy.

**E. Answer the following questions.**

1. How are minerals useful to us? Explain with the help of examples.
2. In your opinion, electricity is a boon or a bane? Support your answer with relevant arguments.
3. What is meant by nuclear energy? Explain the progress made by India in this field.
4. Assess the importance of petroleum on the basis of its wide range of applications.
5. Suggest any five measures to conserve minerals and energy resources.



### Value Based Question

As we become more and more familiar with the harmful effects of burning fossil fuels, we need to look for alternatives. Nuclear energy is one such example. It is a carbon free energy source and can provide a major solution to global warming and energy security. Nuclear energy is much more proficient than other energy resources.

However, the development and use of nuclear energy has its flaws also. The potential for severe harm caused by nuclear energy to human communities and future generations is too great a threat to our collective survival.

1. How far is nuclear energy really a viable source of energy?
2. How can technological advancements fulfil the increasing demand for energy sources? Give examples to substantiate your answer.
3. Why should we discourage burning of fossil fuels? List any three reasons.



### Map Skill

1. Locate and label any four major nuclear power stations on an outline political map of India.
2. On an outline political map of India, locate and label the leading states with respect to the reserves of:
  - (a) Iron ore
  - (b) Bauxite
  - (c) Coal
  - (d) Petroleum



### Something To Do

1. Collect specimens of various minerals and display them in the science exhibition in your school.
2. Prepare a report on the hazards and environmental impact of mining in the coalfields, especially in the state of Jharkhand.



## The Modern Period

In Class-VI you have studied about the period from Stone Age to the development of civilisation and many empires in different parts of India, etc. In Class-VII you have studied about the rise of various empires in North and South India, Turkish invasions, Delhi Sultanate, Regional Powers, The Mughal Empire, etc.

Now, we are going to learn about the Modern Period of Indian history which began in the eighteenth century, after 1707, when the Mughal Emperor Aurangzeb breathed his last. The crumbling of the old system gave place to new ideas and many new powers emerged on the political horizon of India.

The ever-changing political scenario heralded the dawn of Modern Period, especially with the coming of the Europeans to India. During this period, India was exploited politically, socially, economically and culturally. The East India Company was established as a trading company. But it took advantage of the political instability and gradually, took over the control of a large part of India. In 1858, the power went into the hands of the British Crown.

The nineteenth century witnessed various measures adopted by the East India Company to extend and consolidate its control over India like military action, introduction of railways, postal service, passing different Acts, etc. The Revolt of 1857 was a major event but the colonial power suppressed it ruthlessly. The British rule continued over India but the discontentment against the colonial power strengthened the national movement. The establishment of the Indian National Congress in 1885 had far reaching effects.

The major events of the twentieth century India were the Partition of Bengal, Formation of Muslim League, Home Rule League, Jallianwala Bagh Massacre, etc. The British government also introduced a series of reforms to pacify Indians and to weaken the freedom struggle. But India was able to end the British rule and gain independence in 1947 under the leadership of Mahatma Gandhi and many other national leaders. Unfortunately, India was divided into two countries—India and Pakistan.

### SOURCES OF INFORMATION

You know that the remains of the past like old buildings, artifacts, inscriptions, books and other documents are of great help in reconstructing the history of the Ancient and the Medieval Period.

Let us have a look at the sources of information of the Modern Indian History which are preserved in archives. You can see them and read most of them.

- **British Document:** The British ruled over India for almost 200 years. The records of reforms—the Morley-Minto Reforms (1909), Report of the Simon Commission (1929), the Government



of India Act (1935), etc., are important sources of information. They tell us about the condition of the people as well as administration of that time. Similarly, we get a lot of information from the various Bills like the Ilbert Bill, the Arms Bill, etc., that were passed by the British Parliament.

- **Books:** Many books were written and printed during this period. They are preserved in public and private libraries. Most books like *Anandmath* by Bankim Chandra Chattopadhyay, *My Experiments with Truth* by Mahatma Gandhi, *Unhappy Indian* by Lala Lajpat Rai, etc., are available even now, as they have been reprinted from time to time. They are an important source of information of the modern period. The poetry/prose/drama/stories/autobiographies/biographies written in this duration give us an insight into the conditions of that time.
- **Letters, writings, speeches, etc.:** They provide information about the developments that take place during a particular period. For example, the collection of writings of Gandhiji at the Gandhi Smriti near Rajghat, which is one of the biggest museum on Gandhiji, has a library with around 60,000 books. It also has about 6,000 original photographs of Gandhiji.



Gandhi Smriti



Museum

'Freedom is our birth right', the slogan given by Bal Gangadhar Tilak and the call given by Netaji Subhash Chandra Bose, 'You give me blood and I will give you freedom' and many other slogans tell us about the patriotic feelings and the national fervour during our struggle for independence.

- **Newspapers:** *The London Times*, *Bombay Times* and vernacular papers like Bal Gangadhar Tilak's *Kesari* in Marathi, *Amrita Bazar Patrika* in Bengali are important sources of the history of modern period.



Bal Gangadhar Tilak



### Do You Know?

The British passed the Vernacular Press Act in 1878 to repress the anti-government writings and propaganda. The Indian newspapers that worried the British government were *Somprakash*, *Sulabh Samachar*, *Halisahar Patrika*, *Amrita Bazar Patrika*, *Bharat Mihir*, *Dacca Prakash*, *Sadharani*, *Bharat Sanskarak*, etc.

- **Administrative reports of the Government:** Administrative reports of the Government on tribes, castes and land revenue settlements are also very important sources of information.

The basic objective behind the surveys and reports of the British government was to learn about India before it could be administrated effectively. For example, report on the survey and settlement operations in the District of Champaran (1913-19) in Bihar.

- **Internet or Databases:** Internet or database like Digital South Asia Library and the British Library's Oriental and Indian Office Collections provide us a lot of information.



### Do You Know?

- A **digital library** is a collection of documents in an organised electronic form, available on internet or on CD-ROM (Compact Disk Read Only Memory format) disk, i.e. in a coded form. Depending on the specific library, a user may be able to access magazines, articles, books, papers, images, sound files and videos.
  - *Wikipedia* is free online encyclopedia. It is the largest and the most popular reference work on internet. Its content is informative as well as verifiable.
- **Old buildings, artifacts and people:** The architectural style of old buildings, artifacts and people of that period also tell us the tales of the past. Many people, who participated in the freedom struggle and saw the important changes, share their experiences which throw light on the life of the people and the conditions that existed.



Victoria Terminus, Mumbai



Gateway of India, Mumbai



Victoria Memorial, Kolkata



Rashtrapati Bhawan, New Delhi

In the modern period of Indian history, we are going to take a look at India's suffering at the hands of the British imperialism and the subsequent achievement of independence from the foreign power.



### Do You Know?

Many changes that took place in the world originated in Europe, like Renaissance, Reformation, Industrial Revolution, French Revolution, Russian Revolution, Nationalism, Imperialism, etc.



### Keywords

- **artifact:** an object made by human being, typically one of cultural or historical interest like weapons jewellery, coins, etc.
- **bill:** a draft of law presented before a law making body for consideration.
- **imperialism:** a policy of extending a country's territory and influence through colonisation over a weaker country.
- **renaissance:** a revival of or renewed interest in something.
- **vernacular:** the language or dialect spoken by the common people of a particular country/clan/group.





## Something To Know

### A. Tick (✓) the correct option.

1. Modern period of Indian history began in the—  
(a) sixteenth century ☐ (b) seventeenth century ☐  
(c) eighteenth century ☐ (d) nineteenth century ☐
2. The call 'You give me blood, I'll give you freedom' was given by—  
(a) Subash Chandra Bose ☐ (b) Gopal Krishna Gokhale ☐  
(c) Lala Lajpat Rai ☐ (d) Bal Gangadhar Tilak ☐
3. In which language was the newspaper *Kesari* published?  
(a) Hindi ☐ (b) Gujarati ☐  
(c) Marathi ☐ (d) Urdu ☐
4. Which one of the following was a major factor in strengthening the national movement in India?  
(a) The establishment of Indian National Congress. ☐  
(b) Discontentment among the masses against the colonial power. ☐  
(c) Partition of India in 1947. ☐  
(d) Spread of education and awareness. ☐
5. The book *Unhappy Indian* was written by—  
(a) Bankim Chandra ☐ (b) Bal Gangadhar Tilak ☐  
(c) Lala Lajpat Rai ☐ (d) Sarojini Naidu ☐

### B. Fill in the blanks.

1. Land revenue settlements are an important source of \_\_\_\_\_.
2. Collection of Gandhiji's writings has been preserved and displayed at \_\_\_\_\_.
3. The Indian National Congress was established in \_\_\_\_\_.
4. The Revolt of 1857 was ruthlessly suppressed by \_\_\_\_\_.
5. The \_\_\_\_\_ reforms were introduced in 1909.

**C. Match the following.**

- |   |                         |
|---|-------------------------|
| 1. <i>Amrita Bazar Patrika</i>            | (a) Bal Gangadhar Tilak |
| 2. <i>My Experiments with Truth</i>       | (b) 1858                |
| 3. Simon Commission Report                | (c) Bengali             |
| 4. Transfer of power to the British Crown | (d) 1929                |
| 5. <i>Freedom is our birth right</i>      | (e) Mahatma Gandhi      |

**D. Answer the following questions.**

1. What type of information do we get from the official records?
2. How do letters, writings and speeches provide information? Give examples.
3. Mention any five major events related to the freedom struggle of India.
4. Explain any five major sources of information about Modern Indian History.
5. Enumerate the steps taken by the East India Company to establish their rule in India? How did the rule of the company come to an end?



**Value Based Question**

Rahul visited Red Fort during his vacations and saw that in some corners of the Red Fort people spat and scratched their names on the walls.

If you were at Rahul's place, what steps would you suggest to protect old monuments of your state/ country?



**Something To Do**

1. With the help of your teacher, organise a trip to the Parliament Museum/National Museum in New Delhi or a historical monument in your state. Collect information and present a report.
2. Collect the popular slogans used during the freedom struggle of India and write them on placards. Display them in you class/school.
3. As a vigilant citizen of India how can you create awareness among the people to protect old buildings and monuments?



## Establishment of Company Rule in India

Vasco da Gama landed at Calicut in 1498 and marked the beginning of the European era in Indian history. By the sixteenth century, the Portuguese had established their colony in Goa. In the next century, India became a popular destination for a large number of European traders, adventurers and missionaries from England, Spain, France, Holland, etc.

The Age of Imperialism in India began with the weakening and eventually, the disintegration of the Mughal Empire. The lack of a strong central authority led to the emergence of many independent states that revolted against the weak successors of Aurangzeb. They were the states of Bengal, Awadh, Hyderabad and Mysore. The Sikhs, the Marathas, the Jats and the Rajputs also set-up their own kingdoms. Hence, the stage was set for Europeans to take advantage of this situation.

### TRADING COMPANIES

Many European trading companies established their trading centres in coastal areas of India. The trading centres were called **factories**—the places where ‘factors’ or ‘officials’ worked. Some of the factories were fortified as a safeguard from the rival trading companies. They bought spices, cotton textiles (handlooms), indigo (for dyeing) and saltpetre (raw material for making gun powder) at cheap rates from India and sold them in Europe and America at high price. The huge profit margin led to a competition among the foreign trading companies.

Eventually, the other trading companies had to bow out to the English and the French companies, who remained the main rivals in India.

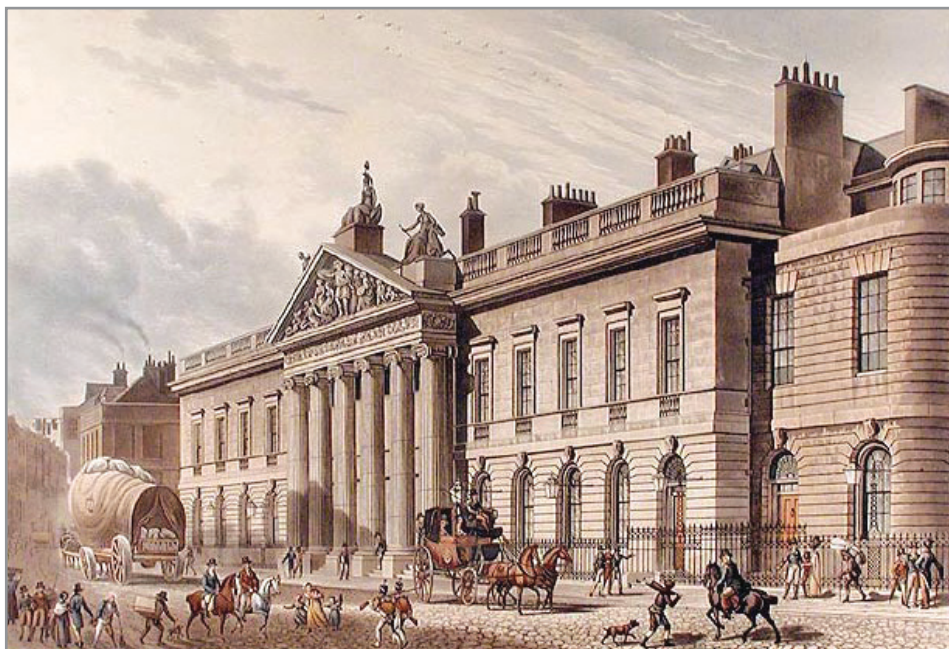
### THE EAST INDIA COMPANY

The history of the world has not witnessed a more amazing story than that of establishment of the British Empire in India. It was not the result of a deliberate effort but a series of episodes that finally led to political dominance of India by the East India Company.

The East India Company set-up trading posts in Surat and the three presidency settlements at Fort William in Bengal, Fort St. George in Madras and the Bombay Castle. They established friendly relations with the local princes to further their profits. The Indian rulers signed alliances to secure the help of the English military to settle their internal rivalries. Taking advantage of the situation,



the British introduced the policy of 'Divide and Rule'. As a result, the Indian princes became mere puppets in the hands of the English.



East India Company House, London



### Do You Know?

The East India Company enjoyed a privileged position with the English government and was granted special rights like trade monopolies and tax exemptions, causing resentment among its competitors.

How could a trading company become an imperial power? The real answer is that the East India Company became an imperial power to protect its trading interests from other European traders. It began as a trading company, took over political control and became the ruler of entire India. The aim of the Company was to gain monopoly of the entire trade in the East. The Company came into conflict with other foreign traders and hence, built up its own military and administrative departments. It became such a strong force that it took over the governance of Bengal, Madras (now Chennai) and Bombay (now Mumbai). Gradually, the trading Company transformed into an auxiliary government and military power that ended only in 1858.

## THE CARNATIC WARS

The **Carnatic Wars** were a series of battles fought between the English and the French, for the control of the trading ports of India, during the years 1746 to 1763.

These wars were driven by opportunism on all sides and though the native princes did not want to surrender their territory to an outside power, they often cooperated willingly with Europeans to strengthen their own position.

### **The First Carnatic War (1746-48)**

The Carnatic War was the result of Austrian succession war that took place in 1740 between Austria and Prussia. England and France entered opposite sides in this war. Commodore Barnet, the British Naval Officer arrived into India with troop. But the French proposed peace with British. The *Nawab* of Carnatic, Anwar-ud-Din, also ordered that there should not be any war. So, Commodore Barnet returned to England, but Dupleix did not keep his promise and attacked Madras and occupied it. The British complained to the *Nawab*. He declared war against the French. The battle took place in 1746. In this battle Anwar-ud-Din was defeated by the French. The Austrian succession war came to an end in 1748. The power of France weakened in India also. France was forced to sign a treaty and handover Madras back to England.

### **The Second Carnatic War (1749-54)**

There was war of succession between Chanda Saheb (son-in-law of Dost Ali Khan) and Anwar-ud-Din, for the Carnatic Nawabship. After the death of Nizam-ul-Mulk, the Deccan Subedar, in 1748, a war broke out between Mujaffar Jung (grandson of Nizam-ul-Mulk) and Nasir Jung (son of Nizam-ul-Mulk). The French signed a secret treaty with Muzaffar Jung and Chanda Sahib to help them with well-trained French forces. They defeated Nazir Jung and Anwar-ud-Din, the *Nawab* of Carnatic and gained monopoly of trade over south India. Anwar-ud-Din died in the battle and his son Muhammad Ali ran away. On the other hand, the English plotted with Nazir Jung and defeated the French army.

### **The Third Carnatic War (1756–63)**

The Third Carnatic War began in 1756 between the French and the English. When the French besieged Madras, Robert Clive sent Colonel Ford to occupy Northern Circars. Ford occupied Northern Circars and brought Salabat Jung (the fourth *Nizam* of Hyderabad) under his control. Salabat Jung gave Northern Circars to the British. A battle took place in 1760 at Wandiwash between the English and the French. The French were defeated. Pondicherry (now Puducherry) was occupied by the British. When the seven year war ended in Europe in 1763, the Treaty of Paris was signed. As per this treaty, Pondicherry was given back to the French. Robert Clive, succeeded in making a name for himself among the native princes. He won many more battles for the English and foiled Dupleix, the French General, at every turn. As a result of constant defeats, Dupleix was called back to France in disgrace.

Eventually, French East India Company was dissolved in 1770. The French ambitions of establishing an empire in India ended and the British supremacy was firmly established.

## CONQUEST OF BENGAL

The British wanted the control of the rich province of Bengal. Alwardi Khan, the *Nawab* of Bengal, was an able administrator. He had followed a policy of keeping the European merchants under control but after his death, his grandson, Siraj-ud-Daulah became the *Nawab*. The British started extending the fortification of Calcutta (now Kolkata). Meanwhile, Siraj-ud-Daulah's troops took over Calcutta. Robert Clive set out from Madras with an army of 900 Europeans and 1,200 sepoys, armed and trained in the European style of warfare and recaptured Calcutta.



Siraj-ud-Daulah

## BATTLE OF PLASSEY (1757)

It was fought between the forces of East India Company under Robert Clive and the army of Siraj-ud-Daulah at Plassey between Calcutta and Murshidabad. Mir Jafar, who wanted to become the *Nawab*, bribed Indian soldiers to throw away their weapons. Clive easily won the battle.

The British consolidated their position in Bengal by making Mir Jafar, the *Nawab* of Bengal. He gifted large sums of money and 24 *Parganas* of Bengal to the British.

But Mir Jafar could not fulfil the constant demands of the British. So, they installed his son-in-law, Mir Qasim, as the *Nawab*. He granted equal trade facilities to the British and the Indian merchants. This annoyed the British and they attacked him. Mir Qasim took refuge at Awadh with Shuja-ud-Daulah where Mughal Emperor, Shah Alam, was also taking refuge.



Battle of Plassey

## BATTLE OF BUXAR (1764)

The Battle of Buxar was very important in the history of India. The East India Company's victory in this battle established British colonial rule in Bengal Presidency and subsequent expansion of British control all over India.

Mir Qasim, the *Nawab* of Bengal, refused to be a puppet in the hands of the British. He wanted complete control of Bengal. He wanted to check the growing power of the officials of the East India Company. It resulted in a conflict and led to the Battle of Buxar (now in Bihar).



The battle was fought between the British East India Company led by Major Hector Munro and the armies of Mir Qasim, Shah Alam II (Mughal Emperor) and Shuja-ud-Daulah (*Nawab* of Awadh) at Buxar.

The battle was beneficial for the expansion of the power of the East India Company. It gained the rule and the *Diwani* – the right to collect the revenue from Bengal, which included Bihar and Orissa (now Odisha).

### **DUAL GOVERNMENT IN BENGAL (1765-72)**

Right to collect *Diwani* by the British began a **Dual Government** in Bengal. The *Nawab* looked after the administration and the Company controlled the army, the judiciary and the revenue collection of Bengal. This arrangement gave immense power to the British without any responsibility. But the general public suffered. Thousands of people died in the Bengal famine in 1770 but the Company did not help the victims and the *Nawab* did not have the resources.

In 1772, Warren Hasting, Governor of Bengal, abolished the Dual Government and gained the complete control over Bengal.



#### **Do You Know?**

The British passed the Regulating Act of 1773 to 'regulate' the activities of the East India Company. But the corruption of the company officials continued. Therefore, in 1784, Pitt's India Act was passed. It set-up a Board of Control to remove the shortcomings of the Regulating Act of 1773.

### **ANGLO-MYSORE WARS**

After the death of the Raja of Mysore of the Wodeyar dynasty in 1760, Hyder Ali became the ruler of Mysore. He extended his territories over Bednore, Sundre, Sera, Canara and Gutti, and also subjugated some parts of south India. At this time, Warren Hasting faced stiff resistance from the Marathas in the north and Hyder Ali in Mysore.

#### **First Anglo-Mysore War (1767-69)**

Hyder Ali gained some success even against the British and almost captured Madras. In 1767, the Nizam, the Marathas and the English made a Triple Alliance against Hyder Ali of Mysore as they were jealous of his increasing power. But Hyder Ali beat the English at their own game by making peace with the Marathas and luring the Nizam with territorial gains. He attacked Arcot. The British were shocked as they incurred heavy losses. They had to sign a treaty of peace and mutual help with Hyder Ali.

#### **Second Anglo-Mysore War (1780-84)**

In 1780, the English wanted to attack the French at Mahe, situated on the west coast of Mysore. Hyder Ali did not permit it. Therefore, the English declared war against Hyder Ali and his alliance

with the Nizam and the Marathas. Hyder Ali captured Arcot by defeating the English army. The British broke the alliance. In spite of that, Hyder Ali gave a crushing defeat to the British.

Hyder Ali died but his son, Tipu Sultan, continued to fight against the British. The battle concluded after the Treaty of Mangalore in 1784 when both the parties decided to restore each other's conquered territories and set the prisoners free.



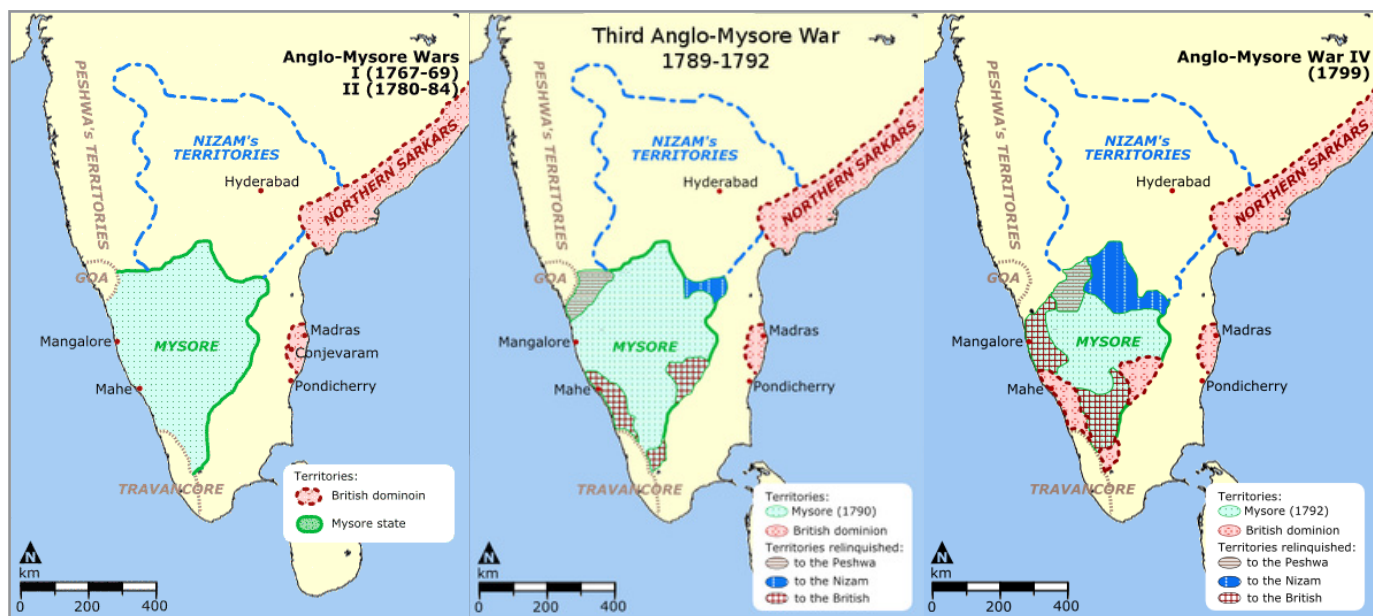
Tipu Sultan

### Third Anglo-Mysore War (1789-92)

Tipu Sultan, allied with the French and invaded the nearby state of Travancore in 1789, which was a British ally. The British were already looking for an excuse to crush Tipu's power. Hence, a war started between the two, resulting in the defeat of Mysore. The war ended after the siege of Srirangapatnam in 1792. Tipu was forced to sign the Treaty of Srirangapatnam. Mysore had to handover half of its territory to the British along with Tipu's two sons as war hostages.

### Fourth Anglo-Mysore War (1799)

When Lord Wellesley became the Governor-General of India in 1798, Tipu Sultan's alliance with the French was seen as a threat to the East India Company. As a result, Mysore was attacked from all four sides. The Nizam of Hyderabad and the Marathas launched an invasion from the north and the British attacked from south, east and west. The British won a decisive victory at Srirangapatnam in 1799. Tipu was killed during the defence of the city. Much of the remaining Mysorean territory was annexed by the British, the Nizam and the Marathas. The remaining core, around Mysore and Srirangapatnam, was restored to the Indian prince belonging to the Wodeyar dynasty who ruled till 1947.



## ANGLO-MARATHA WARS

The internal problems of the Marathas and the growing ambition of the English saw the conflict of interests between the British and the Marathas during the period between 1775 to 1818.

### First Anglo-Maratha War (1775-82)

British wanted to sign an alliance with aspiring *Peshwa*, Raghunath Rao against Madhav Rao II. The Maratha chieftains backed Madhav Rao. The British provided 2,500 men to Raghunath. He gave Salsette and Bassein to the English along with a part of revenue from Broach and Surat districts. The two sides signed the Treaty of Salbai (1782). It gave the British 20 years of peace with the Marathas.



Madhav Rao II

### Second Anglo-Maratha War (1803-05)

In 1801, there was a conflict among the Marathas over Peshwaship. *Peshwa* Baji Rao II entered the Subsidiary Alliance with the British and got the British protection against Jaswant Rao Holkar. The British troops drove Holkar out. *Peshwa* Baji Rao signed a treaty with the British. It was opposed by Maratha chieftains — the *Sindia* and the *Bhosale*. This resulted in the Second Anglo-Maratha War in 1803.

The Maratha chiefs failed to unify and were defeated by the well-equipped and disciplined British army. The *Bhosales* and *Sindias* were forced to sign treaties with the British and handover large territories.



#### Do You Know?

**Subsidiary Alliance** was the British policy of providing military assistance to Indian rulers in exchange of paying for army maintenance. A British resident was stationed at the court for security from other rulers, but the main purpose was to keep other European powers away.

### Third Anglo-Maratha War (1817-18)

*Peshwa* Baji Rao II did not like his subordinate position under the British. He tried to unite the Maratha chiefs against the British but failed. He was forced to surrender. The British abolished the position of *Peshwa* and Marathas were limited to the small kingdom of Satara. This was the end of the mighty Maratha power.

Between 1814 to 1826, the British had to fight many wars against Gurkhas in the North and the Burmese in the North-East. The British signed peace treaties with them.



## ANGLO-SIKH WARS

### First Anglo-Sikh War (1845-46)

During this period, the Sikh power was growing in the North-West region of Punjab. The British made a peace treaty with *Maharaja* Ranjit Singh to check his growing power. After his death, there was a lot of infighting amongst Sikhs.

The Sikhs had built up a strong army against the British and Afghan aggressions. When the British attacked, the united forces of Punjab—Hindu, Muslim and Sikh, faced the huge British army bravely. But Prime Minister Lal Singh and Commander Tej Singh turned traitors and the Punjab army was defeated. They were forced to sign the Treaty of Lahore. The British occupied Jullander Doab and handed Jammu and Kashmir to Raja Gulab Singh Dogra.



*Maharaja* Ranjit Singh

### Second Anglo-Sikh War (1848-49)

The British wanted a complete control of Punjab by ending the Sikh Kingdom. The immediate cause of this war was the exile of Lal Singh on charges of conspiracy. Lord Dalhousie, the greatest annexationist, attacked Punjab and made it a part of British India in 1849.

The British started consolidating their power by limiting the powers of the Indian princes and building a stronger army in India.



#### **Keywords**

- **alliances:** an association or a union formed for mutual benefit.
- **annexation:** taking over another country's territory by force.
- **Circars:** a former division of British India's Madras Presidency/province.
- **paragana:** a group of villages in India.
- **presidency:** the three original provinces of British India, i.e. Bengal, Bombay and Madras.



## Something To Know

### A. Tick (✓) the correct option.

1. Where is Fort William located?

(a) Bombay



(b) Calcutta



(c) Cochin



(d) Madras



2. The Battle of Plassey was fought in the year—

(a) 1754



(b) 1755



(c) 1756



(d) 1757



3. Which ruler was killed in the Fourth Anglo-Mysore war?

(a) Hyder Ali



(b) Shah Alam



(c) Nizam-ul-Mulk



(d) Tipu Sultan



4. The first Governor-General of British India was—

(a) Robert Clive



(b) Warren Hasting



(c) Lord Dalhousie



(d) Lord Wellesley



5. In which battle Siraj-ud-Daulah was defeated by Robert Clive?

(a) Battle of Panipat



(b) Battle of Buxar



(c) Battle of Plassey



(d) Battle of Wandiwash



### B. Fill in the blanks.

1. \_\_\_\_\_ was the capital of Carnatic.

2. \_\_\_\_\_ built small army units at presidency settlements.

3. \_\_\_\_\_ was called back to France in disgrace.

4. \_\_\_\_\_ means the right to collect land revenue.

5. Second Anglo-Mysore War ended with the Treaty of \_\_\_\_\_ in 1784.

**C. Match the following.**

- |                    |  |
|--------------------|--|
| 1. Lord Wellesley  | (a) Greatest annexationist             |
| 2. Tiger of Mysore | (b) Governor-General of India in 1798. |
| 3. Lord Dalhousie  | (c) <i>Nawab</i> of Carnatic           |
| 4. Anwar-ud-Din    | (d) Tipu Sultan                        |
| 5. Mir Qasim       | (e) <i>Nawab</i> of Bengal             |

**D. Answer the following questions in brief.**

1. Which Portuguese explorer discovered the sea route to India? How did this mark the beginning of European era in India?
2. Why did the European trading companies set-up trade centres in coastal areas?
3. Explain the policy of 'Divide and Rule' adopted by the British. What was its impact on the Indian princes?
4. Describe the causes and the consequences of the First Carnatic war.
5. How did the assumption of *Diwani* benefit the East India Company?

**E. Answer the following questions.**

1. How did East India Company become an imperial power in India? Explain.
2. What is meant by a Dual government? How did it lead to public suffering?
3. The Battle of Buxar was a turning point in India. Give arguments to support the statement.
4. What was the importance of the Battle of Plassey?



**Value Based Question**

The Battle of Plassey was fought between the forces of East India Company led by Robert Clive and Siraj-ud-Daulah, the *Nawab* of Bengal. Mir Jafar, the Commander-in-Chief who wanted to become the *Nawab*, bribed Indian soldiers to throw away their weapons. As a result, Robert Clive won the battle. Mir Jafar was made the *Nawab* of Bengal.

1. What was the main reason for the defeat of Siraj-ud-Daulah at the Battle of Plassey?
2. If you would have been in place of Mir Jafar, what would you have done and why?





### Map Skill

On an outline political map of India, mark the following kingdoms/territories during the expansion of the power of the East India Company.

- (a) Mysore
- (b) Carnatic
- (c) Bengal
- (d) Punjab
- (e) Hyderabad
- (f) Madras
- (g) Bombay



### Something To Do

1. Find out—
  - (a) Why did the Britishers force the Indian farmers to grow indigo?
  - (b) Why were Indian farmers hesitant to grow indigo?
  - (c) Collect information about an indigo plant.
2. List the factors that favoured the British to win the wars with regional powers in India.
3. Prepare a tabular chart of the Carnatic Wars, the Anglo-Maratha Wars, the Anglo-Mysore Wars and the Anglo-Sikh Wars as shown below.

War	Period	Warring group	Cause/Reason	Result



## Our Constitution

### RULES AND LAWS

Family is the basic unit of society. It comprises of various institutions and organisations at different levels. The smooth functioning of all such units depends upon certain rules and laws which are recognised by a country or a community to regulate the actions of its members. Think of what would happen if we all do not follow traffic rules while driving or walking on the road. Every individual would feel unsafe. We all need to follow rules and regulations to regulate our day to day life.

#### Rule of Law

**Rule of law** means that every citizen of the country is equal in the eyes of law. There is no discrimination on the basis of caste, religion, sex, social or economic status. Everybody is required to follow a set of laws, be it the people or government officials or the elected representatives of people, who form the government. In fact, rule of law is the basic foundation of a democratic system and the basis of all types of equalities.

Therefore, rule of law demands that those who are occupying positions of power should not be allowed to act in an arbitrary or an unlawful manner. On the other hand, the common man should be provided protection by law to enable her/him to enjoy equal rights. But let us not forget that equal rights are not possible without discharging equal responsibilities.

### THE CONSTITUTION

A **constitution** is a body of fundamental rules according to which the government of a country functions. It contains the powers and functions of the various organs of the government and their mutual relationship. It also defines the rights of the citizens and the relation between the government and its citizens. Therefore, in the Indian democratic set-up, the Constitution is a pivot and the primary source of our laws. It gives a detailed description of fundamental principles on the basis of which the laws are made and the country works.

#### Need of Constitution

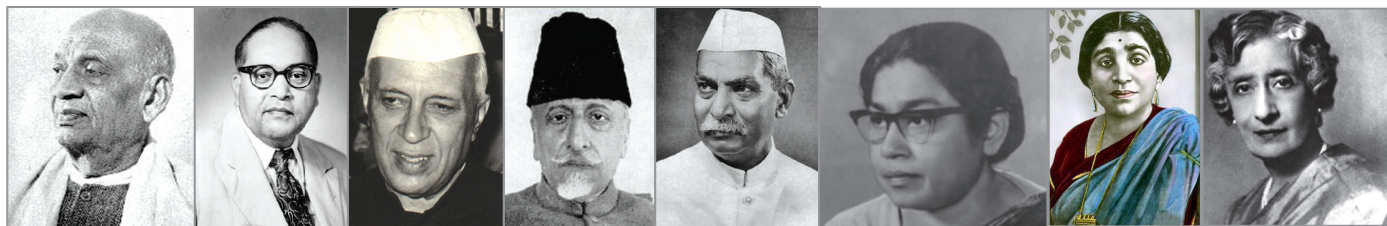
India is a vast country with various physical, cultural and social diversities. Different people belonging to different regions, who speak different languages, have very different lifestyles. Though different in beliefs and actions, they have many things in common. Yet, they may or may not agree on all the issues. Therefore, the Constitution provides a set of rules, principles and laws acceptable to almost all, as the basis of life and governance of the country. It is a multipurpose document which

caters to our needs, requirements, future aspirations and the ideals set before us. To meet these requirements, the Constitution serves the following purposes:

- Defines the nature of a country's political system.
- Provides certain significant guidelines that help in decision making within a democratic set-up.
- Lays down rules and provides safeguards against misuse of power and abuse of authority which leads to gross injustice by those in power.
- Guarantees certain rights based on equality to establish social, political and economic justice.
- Ensures that minority groups are not deprived of the benefits available to the majority group.
- Ensures that the majority group does not dominate the minorities.
- Guards our national interests.
- Does not allow dictatorial or biased decisions which may change the very basic structure of the constitution.
- Plays a crucial role in democratic societies towards the achievement of desired goals.

## Vision and Values of Indian Constitution

The constitution of a country reflects its distinctive features, culture and ethos. The Constitutions of France and the US (United States) are the products of political revolutions. But the British Constitution is not written as it is the outcome of gradual evolution. Unlike the US and the UK (United Kingdom), the Constitution of India is the result of serious deliberations of a representative body called the **Constituent Assembly**, which was an indirectly elected body. Most of the members of this Constituent Assembly represented Hindus, Muslims, Sikhs, Anglo-Indians, Christians, *Harijans*, Parsis, etc. The Assembly included eminent personalities like Jawaharlal Nehru, Vallabhbhai Patel, Dr. Rajendra Prasad, Maulana Azad, K.M. Munshi, J.B. Kriplani, C. Rajagopalachari, Pattabhi Sitarammyya, Dr. B.R. Ambedkar, Dr. S. Radhakrishnan, M. Gopala Swamy Ayyangar, etc. There were 15 female members also in the Constituent Assembly like Sacheta Kriplani, Sarojini Naidu, Rajkumari Amrit Kaur, etc.



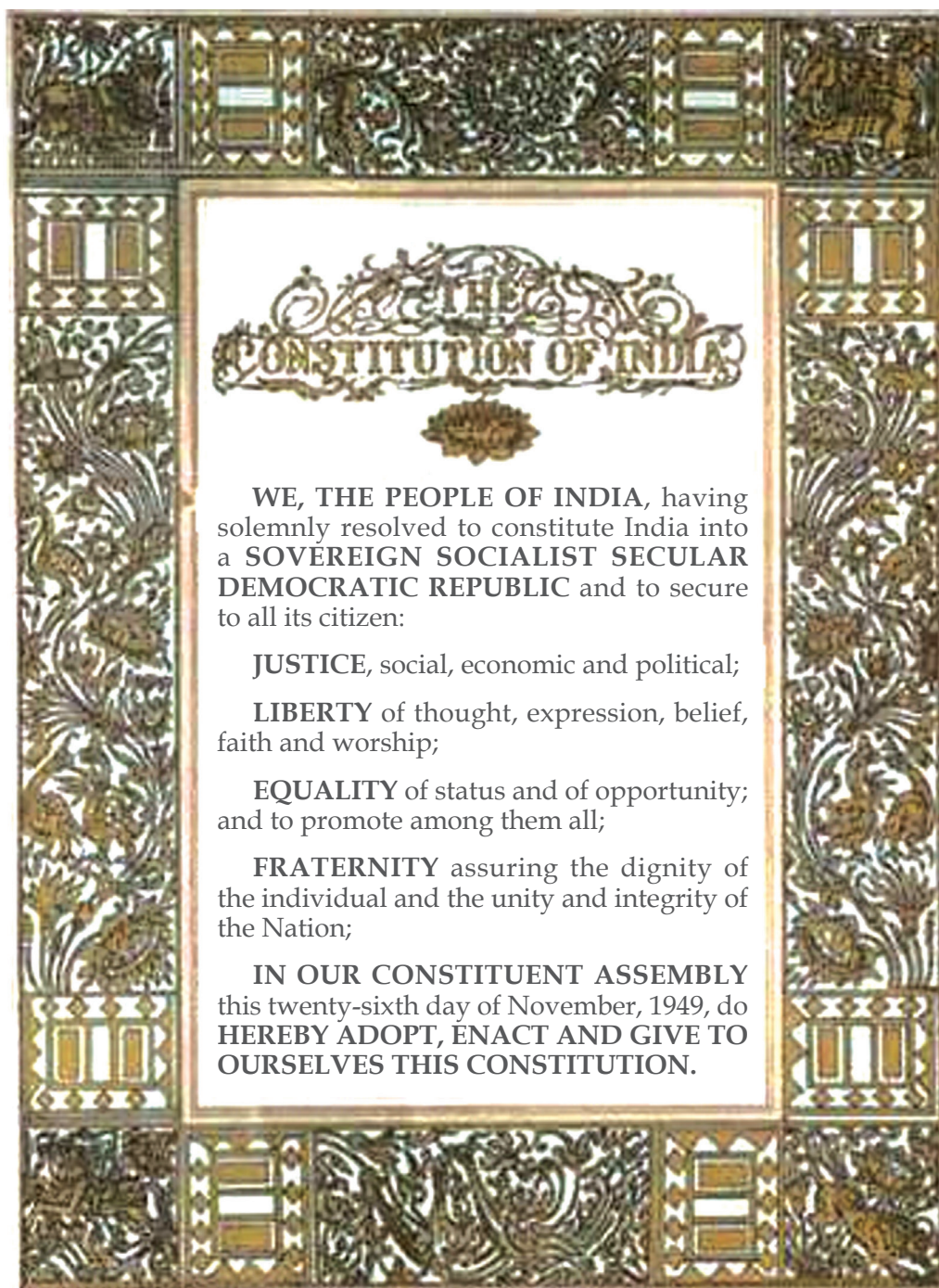
Prominent members of the Constituent Assembly  
Do you know their names?

Some ideals are included in the Constitution of free India like commitment to democracy and guarantee of justice, equality and freedom to all the people. The makers of the Constitution were also very much concerned about feeding the starved, clothing the naked and ending the exploitation of the already deprived and depressed sections of society.



Therefore, the Preamble was included in the beginning of the Constitution. The **Preamble** is an introduction to the Constitution and is non-justiciable. It contains the political philosophy, aims, objectives and basic purposes of the Constitution. It is called the **Soul of the Indian Constitution**. The courts regard it as a key to interpret the Constitution.

Let us look at the Preamble to the Constitution of India.



Let us study some of the salient features of the Indian Constitution that have been incorporated to achieve our national goals given in the Preamble.

The founding fathers of the Indian Constitution tried to incorporate the principles cherished by the leaders of the freedom struggle. They also tried to adopt the best features of the Constitutions of England, USA (United States of America), Canada, Ireland, etc. Therefore, our Constitution is a combination of good features of several constitutions. The needs and aspirations of the people have also been translated into ideals and rules in the Constitution.



## Do You Know?

### Features of Foreign Constitutions Borrowed by Indian Constitution

#### The British Constitution

- Constitutional Head of the State like the Queen of UK.
- The idea of Preamble.
- The Cabinet System.
- The Parliamentary type of Government.
- Bicameral Legislature.
- Making Lok Sabha (the Lower House) more powerful than Rajya Sabha (the Upper House).
- Collective responsibility of the Council of Ministers.
- Lok Sabha Speaker.
- The privileges of the Members of Parliament.



UK



USA



Canada



Ireland

#### The American Constitution

- Written Constitution
- The Federal System
- Head of the State is called **President**.
- Provision for a Supreme Court.
- Provinces are known as **States**.
- Rajya Sabha in India represents the States like the US Senate.

#### The Constitution of Canada

- India is known as **Union of States**.

#### Constitution of Ireland

- Concept of Directive Principles of State Policy.

#### Constitution of USSR

- Fundamental Duties.



Russia

## BASIC FEATURES OF OUR CONSTITUTION

### Unique Constitution

The chief characteristic of the Constitution of India is its **uniqueness**. The best features of many existing constitutions of the world were modified and adapted to our needs and conditions. Thus, the Constitution of India is a combination of many good points of several constitutions. At the same time, the needs and aspirations of the people were also not ignored.

### The Longthiest Constitution

The Constitution of India is the **lengthiest** and the most **detailed** Constitution of the world. It is divided into 22 parts and has 395 Articles and 12 Schedules. The Constituent Assembly spent 2 years 11 months and 18 days to complete its final draft on November 26, 1949 but it was adopted and enforced on January 26, 1950.

### Written Constitution

Indian Constitution is a **written** constitution. It was drafted and enacted by the Constituent Assembly, specially elected for this purpose. It was presided over by Dr. Rajendra Prasad. Dr. B.R. Ambedkar was the Chairman of its Drafting Committee.

### Rigid and Flexible

A constitution is called rigid or flexible on the basis of the procedure of its amendments. A **rigid constitution** is one which cannot be amended easily. On the contrary, a **flexible constitution** can be amended easily. The strength of a rigid constitution is that it is stable and is a guarantee against hasty changes. A flexible constitution is considered progressive in nature and helpful in development of the nation. Keeping this in mind, the Constitution of India is a combination of both rigid as well as flexible. It is not only a sacred document, that is, a framework for democratic governance but also an instrument that may require modifications. Accordingly, there are three methods of amendment.

## PROCEDURES OF AMENDMENT OF INDIAN CONSTITUTION

1. **By Simple Majority:** Certain provisions of the Constitution can easily be changed by passing the Amendment Bill by simple majority, which means the bill should be approved by a majority of the members present and voting in both the Houses of the Parliament.
2. **By Special Majority:** The Amendment Bill shall have to be approved by both the Houses of the Parliament by (i) absolute majority of total membership and (ii) two-third majority of members present and voting. Most of the provisions of our Constitution are amended by this method.
3. **Special Majority and Ratification:** After the bill is passed by Special Majority in both the Houses of the Parliament, it may be approved by the legislatures of at least half of the total number of states.



Whenever the need was felt, the Indian Constitution was suitably amended according to the relevant demands to achieve national goals or to eradicate certain evil practices. Abolition of Privy Purse, Nationalisation of banks, Reservation for OBC's, Right to Information, Right to Education, Reservation of seats in the local self-bodies for women are some examples which prove that Indian Constitution is dynamic. It is an ample proof of our commitment to transform India into a truly secular, socialist, democratic republic.



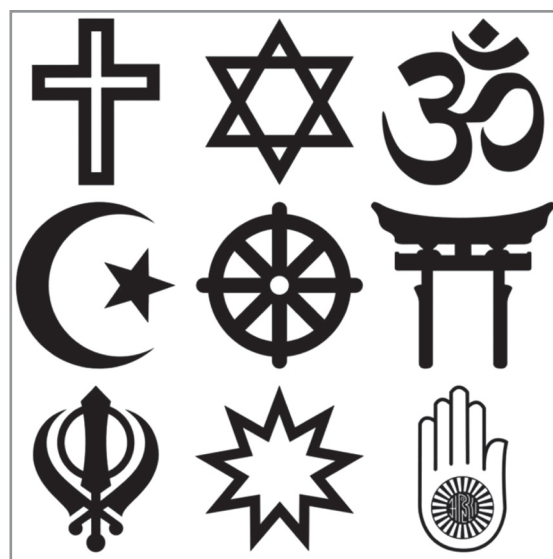
### Do You Know?

The Kings of the Princely States, who merged them with India after independence, were paid a fixed annual amount of money as a stipend. It was called **Privy Purse**.

## INDIA

### India is a Sovereign, Socialist, Secular and Democratic Republic

- India is a **sovereign state** because the country is free from all external controls. Internally, we are free to take our own decisions. No other country can dictate its policies or terms to us and no body can interfere in our internal affairs.
- India is a **socialist state** because socialism is one of the national goals to be achieved. Thus, India is against exploitation in all forms and will try to establish economic justice, without being attached to any particular ideology.
- India is a **secular state**. All religions enjoy equal freedom. No discrimination is made on grounds of religion. Right to Freedom of Religion is granted by our Constitution under the Fundamental Rights.
- India is a **democratic state**. Our government is elected by the people and the administration of the country is carried out by the elected representatives of the people. The government is run according to some basic rules.
- India is a **republic** because the Head of the State, i.e. our President (*Rashtrapati*) is an elected head from amongst the people. On the other hand, inspite of being a democracy, England is not a republic because its Head of the State is hereditary—king/queen.



All religions are equal

## Parliamentary Form of Government

We have **parliamentary form of government** both at the centre and in the states. In fact, we have adopted this system on British pattern. In a parliamentary democracy, there is a close relationship between the legislature and the executive. The Council of Ministers is constituted from amongst the members of the legislature. It holds the office as long as it continues to enjoy the confidence of the legislature. In a parliamentary form of government, the Head of the State, the President in case of India, is a nominal head. Although, she/he enjoys many powers, but in practice all these powers are exercised by the Council of Ministers headed by the Prime Minister.

## Federal and Unitary

The constitution of a **federation** is written and rigid and it divides powers between the centre and the states. There is an independent judiciary which interprets the constitution and settles the disputes. Accordingly, India has a federal system but with a difference. The **Central Government**, which is also called the **Union Government**, is so powerful that at times it appears that India is not really a **federation** but a **unitary state**. However, the Constitution of India has several features of a **federation** combined with the elements of a **unitary state**. Some people describe India as a federation with a very strong central government.



A woman casting vote



### Do You Know?

Universal Adult Franchise, i.e. the Right to Vote was granted in 1950 to every citizen of India above the age of 21 years. But 61st Amendment in 1988 lowered the age to 18 years.

## Universal Adult Franchise

Universal Adult Franchise means that every citizen of India, who is 18 years and above, is entitled to vote in the elections, without any discrimination of caste, colour, class, religion or gender. It is based on equality which is a basic principle of democracy. This right enables all citizens to be involved in the governance of the country through their elected representatives.

## Single Citizenship

In United States of America, there is double citizenship. Every American is a citizen of her/his state and also of the United States. But in India, we have **single citizenship**. Therefore, every Indian,

irrespective of the place where she/he lives, is a citizen of India. There is no citizenship in the name of the states. All the citizens of India can secure employment anywhere in the country. People, who call themselves *Punjabis*, *Marathis* or *Gujaratis*, are called so because they speak these languages, and not on the basis of their citizenship.

## Single Integrated Judicial System

India has a **single integrated judicial system**. Unlike the judicial system of the United States, we do not have separate federal and state courts. In our country, the entire judiciary is one hierarchy of courts. The Supreme Court of India and the High Courts form a single integrated judicial structure with jurisdiction over all laws. The High Courts have the right of supervision over the Subordinate Courts.

India has an **independent judiciary**, free from the influence of the executive and the legislature. The judges are appointed on the basis of their qualifications but they cannot be easily removed by the executive. Therefore, a set procedure is followed about which you will read in Chapter 20 on judiciary.

**The Fundamental Rights, Directive Principles of State Policy and Fundamental Duties** are also the basic features of the Constitution of India that prescribe the fundamental obligations of the state to its citizens and the duties of the citizen to the state. We shall be learning about these vital elements of the Constitution in the next chapter.



### Keywords

- **draft:** a design/a preliminary form of writing subject to revision/review.
- **governance:** a method or system of government/management.
- **hereditary:** passing from parent to their offsprings.
- **jurisdiction:** the extent of the power to make legal decisions and judgements.
- **non-justiciable:** matters that cannot be decided by a court.



## Something To Know

### A. Tick (✓) the correct option.

1. In a parliamentary form of government—
  - (a) the executive is answerable to the Parliament.
  - (b) there is no relationship between the legislature and the executive.
  - (c) the president enjoys real powers as Head of the state.
  - (d) the Council of Ministers can be dismissed by the President.
2. The Constituent Assembly of India consisted of—
  - (a) directly elected members.
  - (b) indirectly elected numbers.
  - (c) members nominated by the Queen.
  - (d) members nominated by Governor-General of India.
3. Most of the provisions of Indian Constitution can be amended by—
  - (a) simple majority.
  - (b) special majority.
  - (c) special majority with ratification by the State Legislature.
  - (d) simple majority with ratification by the State Legislature.
4. Freedom of religion makes India a—
  - (a) Socialist state
  - (b) Sovereign state
  - (c) Secular state
  - (d) Republic
5. Which one of the following statements goes against the spirit of federalism in India?
  - (a) India has a written and rigid Constitution.
  - (b) Powers have been divided between the Centre and the States.
  - (c) The government at the Centre is very strong.
  - (d) India has an independent judiciary.



**B. Fill in the blanks.**

1. \_\_\_\_\_ is the basic unit of society.
2. India is a vast country with various \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ diversities.
3. The Constitution provides a set of rules, \_\_\_\_\_ and \_\_\_\_\_ acceptable to almost all.
4. England is not a republic because its Head of the State is \_\_\_\_\_.
5. India has a single \_\_\_\_\_ judicial system.

**C. Write True or False for the following statements.**

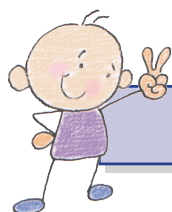
1. Mohan is a *Gujarati* but lives in Himachal Pradesh and has a dual citizenship. \_\_\_\_\_
2. The President of India has the power to remove any judge of the Supreme Court. \_\_\_\_\_
3. There were 15 female members in the Constituent Assembly of India. \_\_\_\_\_
4. A Constitution is called rigid or flexible on the basis of the procedure for its amendments. \_\_\_\_\_
5. India is a sovereign and socialist state but not secular. \_\_\_\_\_

**D. Answer the following questions in brief.**

1. Cite three examples to prove that Indian Constitution is quite dynamic.
2. Identify any three provisions which make the Constitution of India rigid as well as flexible.
3. "India has a parliamentary form of government." Give any three examples to support this statement.
4. Why is Indian federation called quite unique? Explain.
5. Explain the procedures of amending the Indian Constitution.

**E. Answer the following questions.**

1. Describe the composition and contribution of the Constituent Assembly of India.
2. Describe any five salient features of the Indian Constitution.
3. Mention any five purposes which the Constitution of India serves towards strengthening democracy.
4. India is a sovereign, socialist, secular, democratic republic. Explain.
5. Why do some people say that India is a federation with unitary features? Explain with the help of any five Constitutional provisions.



**Value Based Question**

The Constitution of India is the result of serious deliberations of Constituent Assembly which represented almost all communities. They were concerned about feeding the starved, clothing the naked and ending

the exploitation of the deprived and depressed sections of society. So, the ideals of justice, equality and freedom for all the people were included in the Constitution.

1. Which ideal given in the Constitution of India do you like the most and why?
2. How far have we achieved these targets/ideals?
3. Suggest any two ways to improve the condition of the deprived sections of our society.



### Map Skill

On an outline political map of the world, locate the following countries from whom India adopted varied features enshrined in our Constitution.

- (a) United Kingdom (UK)
- (b) United States of America (USA)
- (c) Canada
- (d) Russia (Part of erstwhile USSR)
- (e) Ireland



### Something To Do

1. Arrange a competition to recite the full text of the Preamble of the Constitution of India with emphasis on pauses and pronunciation. The recitation should be followed by 1-2 minutes speech about the importance of Preamble.
2. Organise an interclass declamation contest on the following topics.
  - (a) What would happen if there was no written Constitution of free India.
  - (b) If we had a rigid Constitution, what would have been the impact on regionalism?
  - (c) If there were no rules and regulations in the school.
3. Arrange a Pledge-taking ceremony in the Morning Assembly of your school where students and teachers take a pledge to follow the ideals given in the Preamble of our Constitution.



## Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

You have read in the previous chapter about the basic structure and elements of the Indian Constitution. Our Constitution framers had tried to transform the ideals given in the Preamble into reality and that would not have been possible without granting some Fundamental Rights to the people of India, without any discrimination. After a long period of slavery and exploitation at the hands of the Britishers, people aspired for a life where the mind is without fear and the head is held high; where education is free and for all; where every citizen has the freedom of religion and faith; where the sole aim of the government is welfare of the people, especially of the downtrodden.

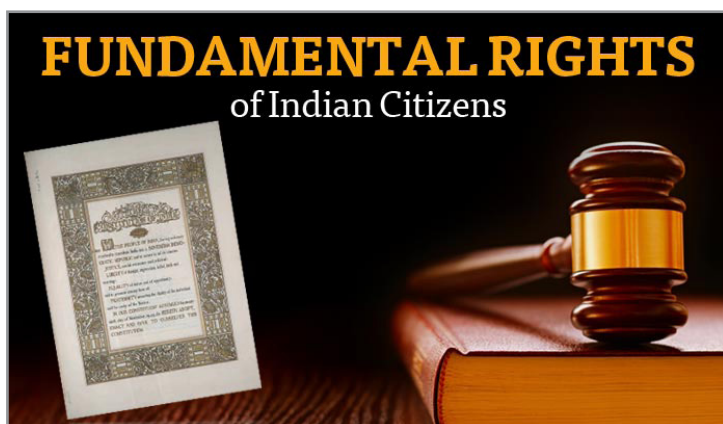
In this Chapter, we will study about those provisions of the Indian Constitution which help us to achieve our goals and fulfil our aspirations.

### FUNDAMENTAL RIGHTS

The **Fundamental Rights** were included in the Constitution because they were considered essential for the development of the personality of every individual and to preserve human dignity.

Fundamental Rights are an essential element of every democratic country. Since we were denied most of the civil and political rights by the British, one of the most important aspirations of the people was that they should have some basic rights, which cannot be violated. Therefore, the Constitution of India provides six Fundamental Rights—

1. Right to Equality
2. Right to Freedom
3. Right against Exploitation
4. Right to Freedom of Religion
5. Cultural and Educational Rights
6. Right to Constitutional Remedies



Fundamental Rights



#### Do You Know?

The Constitution of India also provided for the Right to Property as a Fundamental Right. The 44th Amendment of 1978 removed this right from the list of Fundamental Rights.

Let us learn more about the Fundamental Rights.

## Right to Equality

1. Equality before Law.
2. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
3. Equality of opportunity in matters of public employment.
4. Abolition of untouchability.
5. Abolition of titles.



Equality before Law

## Right to Freedom

1. Freedom of speech and expression.
2. Freedom to assemble peacefully and without arms.
3. Freedom to form associations and unions.
4. Freedom to move freely throughout the territory of India.
5. Freedom to reside and settle in any part of India.
6. Freedom to practise any profession or to carry on any occupation, trade or business.

Right to Freedom also includes the following provisions.

- Protection in respect of conviction for an offence.
- Protection of life and personal liberty.
- Protection against arbitrary arrest and detention.
- Right to Education.



Right to Peaceful Gathering



Right to Education



### Do You Know?

In August 2017, a Nine-judge bench headed by the Chief Justice of India unanimously arrived at the landmark verdict, declaring **Right to Privacy** as a Fundamental Right, which could have a bearing on several aspects of law, lifestyle and governance.





### Do You Know?

Right to Education was included in the Constitution in 2002 for the first time as a Fundamental Right. According to this, the State shall provide free and compulsory education to all children in the age group of 6-14 years.

## Right against Exploitation

1. Prohibition of traffic in human beings, all forms of forced labour and *begar* (work without payment).
2. Prohibition of employment of children below the age of 14 years in any factory, mine or hazardous occupations.



Child labour



### Do You Know?

Right to Information was given the status of a Fundamental Right in 2005. This Right enables people to seek information from the government departments and institutions on matters affecting the society. However, information may be denied if it is likely to impair the security of the country.

## Right to Freedom of Religion

1. Freedom of conscience and the right to profess, practise and propagate any religion.
2. Freedom to every religious institution to manage its own affairs in matters of religion.
3. State will not collect any taxes for promotion of any particular religion.
4. No religious instruction can be imparted in any educational institution, which is wholly or partly maintained out of State funds.

## Cultural and Educational Rights

1. It guarantees to preserve, maintain and promote one's culture and language.
2. The minorities will be given assistance by the State to establish and administer educational institutions of their own to preserve and develop their culture.

## Right to Constitutional Remedies

The Constitution of India has not only listed Fundamental Rights, but has also prescribed remedies against their violation. If a citizen feels that one of her/his Fundamental Rights has been violated by an executive order, she/he may request the Supreme Court/High Courts to issue the appropriate writ for the restoration of her/his rights—The writs are **Habeas Corpus, Mandamus, Prohibition, Quo Warranto** and **Certiorari**.

The Fundamental Rights protect the citizens against the misuse of power by the government or some institutions or individuals. Therefore, the Fundamental Rights are justiciable and are protected by the Court.

In case, a Fundamental Right is violated, one can move to the court of law and seek justice. But our Fundamental Rights are not absolute or unlimited. The Constitution has imposed certain restrictions to check the abuse of these rights. Besides, the State is allowed to impose some reasonable restrictions in the interest of public order, decency, morality, etc.



### Do You Know?

#### FIVE WRITS

The power of issuing writs is given to the Supreme Court to ensure the enjoyment of rights by the people and to restore their rights in case of any violation. The five types of writs are:

1. **Habeas Corpus** which means an unlawfully detained person may be produced before the Court to find out whether the detention was legal or not. It is the most valuable right for the protection of personal liberty.
2. **Mandamus** is issued when a public servant has failed to perform a duty. In such a case, the Court orders the concerned official to perform the duty not performed earlier.
3. **Prohibition** means to prohibit or forbid. This writ is normally issued by a superior court to the lower court asking it not to proceed with a case which does not fall under its jurisdiction.
4. **Quo Warranto** is issued to restrain a person from acting in a public office to which she/he is not entitled.
5. **Certiorari** means to be more fully informed of. If a superior court wants some additional information or records from a lower court to enable itself to deal with the case more effectively, this writ may be issued.

## RESTRICTIONS ON FUNDAMENTAL RIGHTS

Having studied the six Fundamental Rights, we should remember one very important point about all of them that they are not absolute. It means that some restrictions are imposed upon them to safeguard the interests of the entire community. Certain limitations are necessary for the meaningful enjoyment of these rights. However, these restrictions or limitations should be reasonable and in the interest of public order, morality, sovereignty and integrity of India. Here are some of the examples where restrictions imposed are justified.

1. To prevent spread of infectious diseases, the free movement of the people can be restricted.
2. Freedom to practise any profession does not mean to take up gambling, smuggling, hoarding or any other profession, which is injurious or hazardous to the society.
3. No body can claim to be a doctor or a lawyer unless she/he has the essential qualifications.
4. Freedom of expression does not mean to speak or write any thing you feel like. Any thought or expression that disturbs public peace or harmony or instigates communal violence will not be allowed.

## FUNDAMENTAL DUTIES

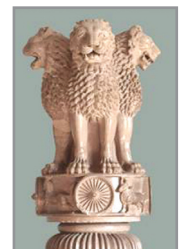
Rights without duties are meaningless. It has been rightly said, 'if a person does not perform her/his duties, others cannot enjoy their rights.' Thus, duties precede rights. Therefore, it was in 1976 that **Fundamental Duties** were added to Indian Constitution through 42nd Amendment. Originally, there were ten Fundamental Duties, but now they are eleven. Fundamental Duties are obligations and every citizen is expected to perform them.

It shall be the duty of every citizen of India:

1. to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem.
2. to cherish and follow the noble ideals which inspired our national struggle for freedom.
3. to uphold and protect the sovereignty, unity and integrity of India.
4. to defend the country and render national service when called upon to do so.
5. to promote harmony and the spirit of common brotherhood amongst all the people of India; to renounce practices derogatory to the dignity of women.
6. to value and preserve the rich heritage of our composite culture.



National Flag



National Emblem

7. to protect and improve the natural environment including forests, lakes, rivers and wildlife and to have compassion for all living creatures.
8. to develop scientific temper, humanism and the spirit of inquiry and reform.
9. to safeguard public property and to abjure violence.
10. to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
11. Parents or guardians should provide opportunities for education to her/his child or ward between the age of six and fourteen years (added by 86th Amendment in 2002).



Protect environment

### **DIRECTIVE PRINCIPLES OF STATE POLICY**

The **Directive Principles of State Policy** are guidelines/instructions given by the Constitution. The governments at all levels are expected to frame their policies in accordance with these principles with an aim to achieve our national goals and establish a welfare State in India.

Dr. B.R. Ambedkar considered these guidelines as powerful instruments for the transformation of India from a political democracy into an economic and social democracy.

#### **Classification of the Directive Principles**

Although the Directive Principles of State Policy are in a large number, they have been grouped into four main categories. They are—(a) Economic principles (b) Social principles (c) Gandhian principles (d) Principles related to international peace and security. Only two principles from each category are being given below to make you understand the nature of Directive Principles.

##### **(a) Economic Principles**

- (i) To secure equal pay for equal work for both men and women.
- (ii) To provide adequate means of livelihood for all.

##### **(b) Social Principles**

- (i) To make efforts to raise the standard of living and public health.
- (ii) To guard children against exploitation and moral degradation.

##### **(c) Gandhian Principles**

- (i) To organise village *Panchayats*.
- (ii) To promote cottage industries.



#### (d) Principles related to International Peace and Security

- (i) To maintain just and honourable relations between nations.
- (ii) To promote international peace and security.

#### Significance of Directive Principles of State Policy

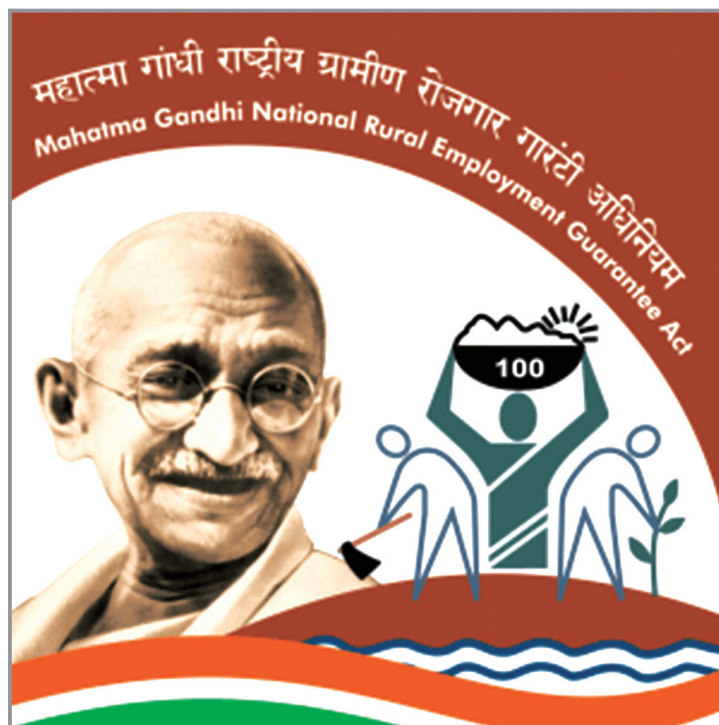
Though the Directive Principles of State Policy are non-justiciable, yet these are the moral obligations on the part of the governments at all levels to work for the welfare of the people.

Many Directive Principles have been implemented and they have become either Legislations or Fundamental Rights, such as:

1. Right to Education has become a Fundamental Right.
2. Environment Protection Act and Wildlife Protection Acts have been passed.
3. National Commission for the welfare of women has been established.
4. Right to Work has been implemented for the rural unemployed under MNREGA (Mahatma Gandhi Rural Employment Guarantee Act).



Right to Education



MNREGA

#### SECULARISM

According to the Constitution, Indian secularism has two aspects. One is that every citizen of India is free to believe in and practise any religion of her/his own choice. It also implies that every religious

group has freedom to manage its own affairs. The second aspect is that the State will not discriminate against any group or individual on the basis of religion. It means that our Constitution observes strict impartiality towards all religions and does not propagate any religion.

This impartial attitude of being secular has been guaranteed in several ways at various places in the Constitution. For example, the Preamble itself had assured 'Liberty of belief, faith and worship'. Similarly, the provisions that establish secularism are also there in the Fundamental Rights. Equality before law, equal opportunity to secure a job without discrimination on the ground of religion, and the freedom of religion and worship are ample guarantees of secularism.

Besides this, the Right to Freedom of Religion, allows full freedom to all the citizens as well as the aliens in their religious matters. They can worship the way they like, but without interfering with the religious beliefs and ways of worship of others.



## Significance

The concept of secularism is based on equal treatment to all the religions. Secularism is not merely desirable but essential for the healthy existence of a pluralist society, such as ours.

Indian secularism is related to the constitutional values of liberty, equality, justice and fraternity. Secularism is important for India for the following reasons—

- It enables people of different religions to live in harmony with other faiths.
- It is a part of democracy, which grants equal rights.
- It protects the rights given to the minorities.
- It safeguards democracy by limiting the powers of the majority.



### Do You Know?

In spite of so many provisions already existing in the Constitution, the word **secular** was introduced in the Preamble in 1976 by the 42<sup>nd</sup> Amendment of the Constitution. The purpose behind adding this word in the Preamble was mainly to reiterate that secularism was a part of the basic ideology of India. The inclusion simply emphasises that India does not have any State religion.

## INDIAN SECULARISM

Many a times, the government does not strictly follow the policy of non-interference with the religious matters and practices. To respect the sentiments of all religions, the government sometimes

makes certain exceptions for a particular community. For example, the wearing and carrying of *Kirpan* is included in the Sikh religion. So, they are allowed to keep a *Kirpan* with them as a religious symbol.

Similarly, the wearing of a *Pagri* by Sikhs is again a religious symbol. So, the Sikhs are allowed to wear *Pagri* in schools or other institutions.

The intervention of the State in the religious and social practices of a particular religion may be aimed at eradicating certain social evils which are a stigma in the name of the present civilised society. For example, the practice of untouchability by the so-called 'upper castes' towards the 'low castes' has been abolished because it is based on discrimination and violates the Fundamental Rights. Similarly, personal laws based on religion can also be amended through the State intervention if they go against the principles of liberty, equality and justice. For example, Right of Inheritance in some communities has been amended.

Although the State funding to the religious institutions is not permissible, yet the State can give financial aid on preferential basis to some of the religious communities for their welfare and upliftment. So, some special grants can be provided to them.



### Keywords

- **abjure:** to give up.
- **human trafficking:** the act of buying and selling human beings.
- **pluralist:** a society in which many different groups and political parties are allowed to exist.
- **propagate:** to spread and promote an idea, theory, religion, etc., widely.
- **writ:** it is a legal document that orders a person to do a particular thing.



## Something To Know

### A. Tick (✓) the correct option.

1. The Fundamental Right that came into existence in 2002 is the—
  - (a) Right to Equality
  - (b) Right to Education
  - (c) Cultural and Educational Rights
  - (d) Right to Freedom of Religion
2. Writs can be issued by—
  - (a) a District Court
  - (b) a *Gram Panchayat*
  - (c) a Civil Court
  - (d) a High Court
3. Which of the following statements regarding the Fundamental Rights is incorrect?
  - (a) They are granted to all citizens of India.
  - (b) One can move to any court of law in case of violation of Fundamentals Rights.
  - (c) They are not absolute.
  - (d) They are justiciable.
4. Identify the Directive Principle based on the Gandhian philosophy.
  - (a) Equal pay for equal work for both men and women.
  - (b) To organise village *panchayats*.
  - (c) To promote heavy industries.
  - (d) To promote international peace.
5. Which one of the following promotes secularism?
  - (a) National Commission for the welfare of the women.
  - (b) Environment Protection Act.
  - (c) Right to Education.
  - (d) Communal harmony.



**B. Fill in the blanks.**

1. The \_\_\_\_\_ guarantees the Fundamental Rights to all the citizens of India.
2. Right to work has been implemented for the rural unemployed under \_\_\_\_\_.
3. The practice of \_\_\_\_\_ has been abolished to pave the way for social equality.
4. Sikhs are allowed to keep a *kirpan* with them as a \_\_\_\_\_ symbol.
5. Freedom of \_\_\_\_\_ does not mean that there is no check at all on your religious activities.

**C. Match the following.**

- |   |                       |
|---|-----------------------|
| 1. Secularism                           | (a) non-justiciable   |
| 2. Abolition of Untouchability          | (b) the writ          |
| 3. Fundamental Duties                   | (c) promotes harmony  |
| 4. Quo Warranto                         | (d) 42nd Amendment    |
| 5. Directive Principles of State Policy | (e) Right to Equality |

**D. Answer the following questions in brief.**

1. Explain the significance of the Fundamental Rights in our day to day life.
2. Explain the Right to Freedom of Religion.
3. 'The Fundamental Rights are justiciable and are protected by the Court.' In the light of the above statement, explain the Right to Constitutional Remedies.
4. Mention any three Directive Principles of State Policy that have been implemented.
5. Why does the government sometimes make exceptions to help a particular religious community? Justify your answer with examples from recent times.

**E. Answer the following questions.**

1. Explain the five provisions given under the 'Right to Equality'.
2. 'Our Fundamental Rights are not absolute or unlimited.' Support the statement by giving any five suitable examples.
3. Classify Directive Principles of State Policy into four main categories. Explain each of them briefly.
4. Highlight the main provisions of the Right to Freedom.
5. In spite of freedom of religion, why does communal tension persist in certain parts of the country some times? Suggest ways and means to establish communal harmony.



### Value Based Question

The Apex Court has made it compulsory for cinema theatres to play the National Anthem with the image of the National Flag prior to screening films. The audience should stand up to show respect. It is said that majority of the people have supported the directive of the Supreme Court as it is a Fundamental Duty also.

1. In your opinion, how far does this directive instil values of nationalism among the Indians?
2. Suggest ways and means to tackle those who violate this directive.



### Map Skill

On an outline political map of world, locate these countries—

- (a) The country from where ideals of Justice, Liberty, Equality originated. — France
- (b) The country having largest democracy.—India
- (c) The country to give the concept of the Rajya Sabha. — USA
- (d) The country to give the concept of Directive Principles of State Policy. — Ireland
- (e) The country where the idea of Fundamental Duties originated. — Russia



### Something To Do

1. What would happen if there were no rules and regulations in the school? Make a list of duties to be followed by the students of your class.
2. Collect reports and pictures from newspapers which show violation of the various Fundamental Rights. Against each picture, name the Fundamental Right in question. Suggest remedies to avoid recurrence of such incidents.
3. 'The right of one person depends upon the fulfilment of duty by another person.' In the light of this statement, prepare a list of ten day to day rights and their corresponding duties from daily life.