TEACHER'S RESOURCE BOOK

Focus on
HISTORY & CIVICS

Class 8

By
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1 A PERIOD OF TRANSITION

Learning Objectives

- To understand Renaissance and Reformation
- To learn about Industrial Revolution
- To know about the growth of Imperialism

Lesson Plan

Step 1. Explain the concept of Renaissance and its features
Step 2. Describe the process of Reformation
Step 3. Discuss the beginning of Industrial Revolution
Step 4. Explain the emergence of imperialism.
Step 5. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (c) **3.** (c) **4.** (a) **5.** (b)
6. (d) **7.** (d)

II. Fill in the blanks.

1. Protestant Reformation, Catholic Reformation
2. Calicut **3.** 1750
4. Cotton gin

III. Match Column A with Column B.

1. (f) **2.** (e) **3.** (d) **4.** (c) **5.** (b)
6. (a)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** True **4.** True

V. Answer the following question briefly.

1. The Renaissance, Reformation and the new geographical discoveries gradually ushered in the modern age. The Renaissance developed rationalism, humanism, scientific spirit and a spirit of inquiry in people at large. The Reformation led to establishment of Protestant church and Catholic Reformation which rid the churches of many evils and corruption. Religious dogmas and superstitions gave way to a scientific temper and spirit of inquiry among people. The new geographical knowledge led to discovery of new lands which opened new opportunities for trade, travel and further voyages and discoveries.

All these factors gradually ushered in the modern age. These were logically followed by the Industrial Revolution.

2. During the later part of the 18th century, England was in the most favourable position for an industrial revolution.

(i) Through her overseas trade, she had accumulated vast profits which could provide the necessary capital.

(ii) She had acquired colonies which ensured a regular supply of raw materials and markets for goods.

(iii) Due to the enclosure movement, a large army of landless unemployed people was created. Thus, there was abundance of labour force to work in the factories.

(iv) England had plenty of natural resources, such as iron and coal existing in vicinity. This provided the basis for new industries.

(v) England had developed a large shipping industry and had no problem of transportation of raw materials and goods overseas.

3. The Industrial Revolution had profound effect on society, economy and polity.

(i) The Industrial Revolution resulted in mass production of a variety of goods which had to be exported overseas. This led to acquisition of colonies in Asia and Africa.

(ii) Industrialisation resulted in urbanisation. A large part of rural population shifted to cities which became very crowded. This led to problems of housing, rise of slums and problems of health and sanitation.

(iii) The Industrial Revolution ushered in globalisation.

(iv) This led to socio-economic polarisation of people. Two classes of people emerged–the capitalists and workers. This led to hunger for more and more wealth among capitalists, exploitation of workers and shocking social inequalities.

(v) Rise of socialism and communism can be attributed to the reaction against the evils of capitalism.

4. The practice of establishing a country's rule and dominance over the economic and political life of people of another country is called imperialism.

Several factors led to the rise of imperialism.

(i) The capitalists asserted influence on their governments to capture colonies so that surplus goods could be sold profitably in colonies of Asia and Africa.

(ii) Growing demand for huge quantities of raw materials to feed the new industries in Europe led to imperialism.

(iii) Invention of steamships, railways, telephone, telegraph and posts enabled man to conquer space and time. Modern means of transport and

communication enabled and facilitated acquisition of colonies.

(iv) The extra and surplus population in Europe had to be provided basic facilities and new regions to settle down. This led to the establishment of colonies.

(v) The surplus capital of industrialists needed to be invested safely. Owners of shipping companies and bankers always looked for new and better opportunities to earn more and more. This obviously led to imperialism.

(vi) Goaded by the spirit of chauvinistic nationalism, the countries of Europe were eager to acquire colonies. Colonies added to the power and prestige of imperialist countries.

(vii) The zeal to spread Christianity in distant lands of Asia and Africa played a crucial role in the spread of imperialism.

(viii) Europeans considered it their divine task to spread the 'modernised' European culture in backward areas of Asia and Africa. It was considered a 'white man's burden' to teach civilised customs and manners to the coloured people.

5. Imperialism led to acquisition of colonies and colonial rivalries. It eventually led to the First World War and the Second World War. Imperialism led to political and economic subjugation of Asian and African countries. They became sources of raw materials and dumping grounds for finished goods for industries of Europe. On the positive side, imperialism led to development of modern infrastructure in colonies. Imperialism also led to national unity as people fought against the colonial power to free their country, so evident in India and Vietnam. India, Sri Lanka and Burma became colonies of England. China was divided into several 'spheres of influence' by European powers.

VI. Give Reasons.

1. Countries in South Asia had huge population, were backward and could not face the colonial powers. They had huge raw materials and vast markets for goods produced in European countries.

   The glory of nationalism and national pride was yet to take roots in South Asia. People were disunited.

2. New inventions and discoveries led to rapid industrialisation and urbanisation. Mass production of goods whetted the appetite for profit of industrialists. Development of modern infrastructure led to establishment of industries. Invention of flying shuttle, spinning jenny, waterframe, mule, powerloom, cotton gin, blast furnace and overall steam engine led to the Industrial Revolution.

VII. Case-Study Based Questions.

1. (b) **2.** (d)

2 THE GROWTH OF NATIONALISM : THE AGE OF REVOLUTIONS

Learning Objectives

- To understand the causes and results of American Revolution
- To learn about the causes and results of French Revolution
- To learn about the rule of Napoleon Bonaparte

Lesson Plan

Step 1. Explain the causes and consequences of the American Revolution

Step 2. Describe the causes and results of the French Revolution

Step 3. Discuss the rise of Napoleon Bonaparte

Step 4. Have an interactive session on the topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (d) **2.** (b) **3.** (a) **4.** (a) **5.** (d)

6. (b) **7.** (c) **8.** (a) **9.** (c)

II. Fill in the blanks.

1. Industrial Revolution **2.** 1776

3. Colonisation **4.** Capitalists, workers

5. colonies

6. Thomas Jefferson, tyrannical rule

7. United States of America

III. Match Column A with Column B.

1. (c) **2.** (f) **3.** (h) **4.** (g) **5.** (e)

6. (b) **7.** (a) **8.** (d)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** True **4.** False **5.** True

6. True

V. Answer the following question briefly.

1. Nationalism can be described as a strong feeling of love and loyalty which people have towards their own country. Nationalism arises when people share feelings and experiences. It may include common language, culture, religion, social order, historical tradition and physical descent. Patriotism is also a part of nationalism.

2. The Americans were not allowed to start any industry. They were not allowed to trade with any country except England. They did not have the same rights as the

English enjoyed in England. The Americans did not have any representation in the British Parliament. They had to pay more taxes than the English paid in England.

- The English settlers in America were inspired by the European philosophers like John Locke, Voltaire, Rousseau and Montesquieu who believed in freedom, equality and rights of people.
- In 1765, the English Parliament passed the Stamp Act which imposed stamp taxes on all business transactions. This Act aroused violent resentment among colonists.
- American thinkers like Jefferson asked people to rebel against the tyrannical rule of England.
- The most prominent protest against the British is known as Boston Tea Party. A group of people raided British ships in Boston Harbour and threw 340 crates of tea into the sea to protest against the new taxes.

  The 13 colonies in America revolted against the British. This is known as American War of Independence.

3. The American Revolution is an important land mark in the History of the World. It inspired the people of other colonies, including India, to overthrow their colonial masters and showed the path of democracy. It also inspired the French Revolution.

4. The French society at that time was divided into three distinct classes or estates.

The First Estate was made up of the clergy. The Second Estate was made up of the nobility. The nobles were absolute landlords.

The Third Estate consisted of the common people. They were the middle class members (merchants,

lawyers, teachers, doctors, etc.) and the peasants and artisans. The first two Estates enjoyed all the luxury and privileges, owned all the land between them and paid no taxes. The Third Estate was heavily taxed and lived a life of hardship and misery. King Louis XVI was indifferent to the plight of the common people and lived a life of luxury himself.

The common people of France were inspired by the revolutionary writings of famous french philosophers like Rousseau, Montesquieu and Voltaire. They attacked the church and the nobility in their writings. Rousseau wrote that subjects have the right to overthrow a king who does not rule according to the general will. The Philosophers propagated the ideas of liberty, fraternity and equality. The French people were also inspired by the American War of Independence. It made them ready to fight for their rights and justice.

5. The French Revolution was an event of great importance in the history of the world. It introduced democratic ideas and ended the supreme rule of the kings.

The nobles and the church lost their property and their lands were distributed to the peasants. Slaves in French colonies were set free. The watchwords of the French Revolution such as liberty, equality and fraternity led to the rise of a new democratic social order in Europe.

The most potent effect of the French Revolution was that it roused national feelings. The common people were prepared to die for the sake of protecting the rights and privileges they had got due to the French Revolution. It also inspired other European people to overthrow their oppressive governments.

6. In 1799 Napoleon overthrew the Directorate and framed a Consulate in France, which consisted of three

Consuls (1799–1801). He himself was the First Consul and later he became Consul for life in 1802.

Napoleon defeated Austrians in Italy, defeated Britain in 1802. He established numerous small republics in Italy, Germany and Belgium. After these victories he became the Emperor of France and the Pope attended his Coronation Ceremony in 1804.

He was at the height of his political and military glory between 1808–1810.

He was finally defeated in 1815 in the Battle of Waterloo. He was exiled to St. Helena Island where he died in 1821.

VI. Give Reasons.

- On July 14, 1789, the people of Paris stormed the prison of Bastille. They freed all the prisoners.

  Bastille was the symbol of despotism, absolutism and autocracy. It was a symbol of hatred.

- Anti British protests could be seen all over. The most prominent protest was the incident known as the 'Boston Tea Party'.

  In 1773, a group of people raided British ships in the Boston harbour and threw 340 crates of tea into the sea. This was to protest against the new taxes which the British Government had imposed upon the colonies, especially the tax imposed on tea.

VII. Case Study Based Questions.

1. (d) **2.** (a) **3.** (a) **4.** (d)

3 THE AMERICAN CIVIL WAR

Learning Objectives

- To learn about the American Civil War
- To understand the causes and result of the Civil War
- To appreciate the role of Abraham Lincoln

Lesson Plan

Step 1. Explain the circumstances that led to the American Civil War

Step 2. Describe the events and results of the War

Step 3. Discuss the role of Abraham Lincoln in the Civil War

Step 4. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (a) **3.** (c) **4.** (d) **5.** (b)

6. (c) **7.** (c) **8.** (d) **9.** (b) **10.** (b)

II. Fill in the blanks.

1. 1865 **2.** industrialised, agriculture

3. cotton, tobacco **4.** Robert E Lee, U S Grant

III. Match Column A with Column B.

1. (d) **2.** (c) **3.** (b) **4.** (a)

IV. State whether the following statements are True or False.

1. False **2.** True **3.** True **4.** True **5.** True

V. Answer the following question briefly.

1. The Southern states had large cotton and tobacco plantations. Slaves were a vital part of their economy. These plantations totally depended on slave labour.

Without slave labour agriculture would suffer in the South.

2. Carolina, Mississippi, Alabama, Georgia, Louisiana and Texas seceded from the union and established a new nation i.e., the Confederate States of America. They chose their own President Jefferson Davis in February 1861.

3. As soon as Abraham Lincoln was elected President of USA in 1860, Southern states like Carolina, Mississippi, Alabama, Georgia, Louisiana and Texas separated from the union. They established the Confederate States of America. When the Confederates fired on Fort Sumter, President Lincoln declared blockade of Southern Ports and the Civil War began in 1861. The President made a proclamation for Emancipation of slaves. The War dragged on for four years and in the end the south surrendered. In January 1863 Lincoln abolished slavery. Lincoln not only fought slavery but also fought for the preservation of the union. The seceding states were treated as rebels. This won the sympathy of foreign powers specially Great Britain. He fought a war to save the union and banish slavery.

4. The Northern states shunned slavery and considered it a blot on the name of their country. For one thing, unlike the Southerners they did not depend on slave labour for their economy. The Northern states were comparatively prosperous than the Southern states due to rapid industrial progress and trade. The Southern states were generally backward.

5. Slavery was the main issue. The Northerners were more prosperous and industrialised had abolished slavery. For southern states, mostly agriculturists, slavery was a vital part of their economy. Anti slavery movements in the North made relations worse between

North and South.

The Southern states wanted no interference by the Federal Government in their state affairs.

Lincoln's election as President in November 1860 and Southern states, seceding from the Union led to Civil War in 1861.

6. Nearly all the fighting had taken place on the Southern soil, so they suffered heavy damages. There was a period of reconstruction and it took a few decades for the Southern states to recover from the wounds of the Civil War.

Slavery was abolished from the United States. The problem of secession also ended and the Federal Government became the Supreme Authority in the United States. The Civil War speeded up the economic revolution of the country on an unprecedented scale.

VI. Picture Study.

- President Abraham Lincoln.
- He was a great statesman. He was a great orator. His Gettysburg speech is one of the most quoted speeches in the world. His proclamation of Emancipation prevented foreign nations from helping the southern states. He ended slavery in USA and saved the union from breaking up. He served the nation with dedication and devotion.
- Lincoln in his famous speech at Gettysburg said, "this nation, under God shall have a new birth of freedom and that the Government of the people, by the people, for the people shall not perish from the earth."

  His words have truly become a definition of democracy today and I do agree with it fully and truly because there cannot be any other definition of democracy apart from this.

VII. Assertion-Reason Type Questions.

1. (a) **2.** (b) **3.** (c) **4.** (d)

4 INDIA IN THE EIGHTEENTH CENTURY

Learning Objectives

- To learn about the causes of the decline of Mughal Empire
- To understand the rise of independent states
- To learn about the Maratha rule

Lesson Plan

Step 1. Explain the causes that led to decline of the Mughals

Step 2. Describe the rise of independent states

Step 3. Discuss the main features of Maratha administration

Step 4. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (c) **2.** (c) **3.** (b) **4.** (a) **5.** (c)

6. (a) **7.** (d)

II. Fill in the blanks.

1. Murshid Quli Khan

2. Nizam-ul-Mulk Asaf Jah

3. Mysore

4. Banda Bahadur

5. Balaji Vishwanath

6. Peshwa

III. Match Column A with Column B.

1. (b) **2.** (c) **3.** (a) **4.** (d)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** False **4.** False **5.** True

V. Answer the following question briefly.

1. Causes that led to the downfall of Mughal Empire were :

(i) **Weak successors :** After Aurangzeb's death the Mughal empire started declining. His successors were weak and were toys in the hands of nobles and Governors. They lacked the administrative skills of their predecessors.

(ii) **Internal Rivalry :** The nobles and Governors belonged to different groups and were always engaged in constant struggle for power. This hampered the growth of the empire.

(iii) **Crisis in Jagirdari and Mansabdari system :** The Mughals introduced the jagirdari and the mansabdari systems for smooth running of their administration but these proved to be the cause of the decline of their empire.

(iv) **Invasion of Nadir Shah and Ahmad Shah Abdali :** During the reign of Mohammad Shah two foreign invasions crippled the Mughal empire. They invaded India and weakened the Mughal Empire.

2. The third battle of Panipat was fought in 1761 between Ahmad Shah Abdali, an Afghan invader and Peshwa Balaji Baji Rao. The Peshwa suffered a crushing defeat and this put an end to the Maratha power.

3. Murshid Quli Khan became the first independent Nawab of Bengal. He established an efficient administration and effectively organised the revenue

system. He also started the new system of land revenue collection, on the basis of contracts, known as Ijara system. He reorganised the zamindari for which he is well remembered in the history of Bengal.

4. Hyder Ali was the ruler of Mysore. He started his career as an ordinary soldier in the Mysore army. He won many battles against the Marathas, the Nizam of Hyderabad and routed his enemies in two consecutive Anglo-Mysore Wars.

5. Tipu Sultan, the son and heir of Haider Ali and ruler of Mysore is known as 'Tiger of Mysore'. He was a brave warrior who did not compromise with the British and died fighting in the battlefield.

VI. Give Reasons.

1. The Marathas had established a Maratha Kingdom during the reign of Aurangzeb. They were very powerful and in course of time and with the decline of the Mughals would have proved worthy opponents to the emerging British empire but the third Battle of Panipat (1761) sealed their fate. Ahmad Shah Abdali, an Afghan invader gave a crushing defeat to the forces of Peshwa Balaji Baji Rao. It put an end to the Maratha power and their dream of ruling India. Thus, the way was paved for the British East India Company to gain power and become supreme.

2. The later Mughal rulers were so weak that they could not hold the provinces of the empire together. These provinces were under Governors who were always engaged in wars. Gradually, they took advantage of the situation of misrule and misgovernance by the central authority and declared independence.

   Thus Bengal, Hyderabad, Awadh, Rohilkhand became independent one after the other.

VII. Picture Study.

1. Maharaja Ranjit Singh.
2. Maharaja Ranjit Singh brought the whole area west of River Sutlej under his control and established the Sikh kingdom in Punjab. He signed the Treaty of Amritsar (1809) with the British which confirmed his conquests and established his sovereignty over the territory west of Satluj. It was only after his death in 1839 that the British gained control over the Punjab.

VII. Assertion-Reason Type Questions.

1. (a) **2.** (b)

5 TRADERS TO RULERS

Learning Objectives

- To learn about the arrival of Europeans as traders
- To understand the Anglo-French rivalry
- To understand the expansion of British power

Lesson Plan

Step 1. Explain the arrival of Europeans as traders

Step 2. Describe the arrival of English East India Company and the Anglo-French rivalry

Step 3. Discuss the British conquest of Bengal

Step 4. Explain the gradual expansion of British power in India

Step 5. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (d) **2.** (b) **3.** (c) **4.** (c) **5.** (c)

6. (c) **7.** (a) **8.** (b) **9.** (c) **10.** (d)

II. Fill in the blanks.

1. England

2. Pondicherry (now Puducherry)

3. Sir Thomas Roe

4. Carnatic Wars

III. Match Column A with Column B.

1. (d) **2.** (c) **3.** (a) **4.** (b)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** True **4.** False **5.** True

V. Answer the following question briefly.

1. It was formed by a group of English merchants. The company received a charter from queen Elizabeth I of England on December 31, 1600. Sir Thomas Roe got a farman from Jahangir in 1615 to establish a factory at Surat. The English traders from the very beginning tried to combine trade with diplomacy. The English set up factories at Surat, Agra Ahmedabad, Broach, Hooghly, Masulipatnam and Madras.

2. The French cherished the ambition of a French Empire in India. But this ambition was challenged by the English. This led to Anglo-French rivalry and the three Carnatic Wars. The French were defeated and the English became Supreme in the South. From this base the English conquered the rest of India.

3. The English built factories at Kassimbazar, Patna and in Bengal. In 1756 Siraj-ud-daulah came to power. The company had started to fortify their settlements in Bengal. Siraj did not like it. Siraj attacked and occupied the Fort William in Calcutta in 1756. The British defended under Clive and Nawab was forced

to come to terms. Nawab had to vacate Calcutta and also pay indemnity to the British. Clive hatched a conspiracy against the Nawab. The forces of the Nawab and the British East India Company fought on the field of Plassey in 1757. The Nawab was defeated, captured and killed.

4. Mir Qasim objected to the misuse of trade regulations. The abuse of duty free inland trade adversely affected the revenue which was the only income of the Nawab. Mir Qasim took other measures for consolidation of his administration. (a) training his army on European lines (b) transfer of treasury from Murshidabad to Munghyr. The British did not like these administrative steps.

Under these circumstances, Nawab Mir Qasim challenged the company and a war broke out between them. The Nawab was defeated and fled to Awadh. He formed an alliance with Shuja-ud-daulah, the Nawab of Awadh and Shah Alam, the Mughal Emperor. The three forces met the British at Buxar on October 22, 1764. This battle is known as Battle of Buxar. The British emerged victorious. They made Mir Jaffar the Nawab of Bengal, the second time. The defeat in the battle of Buxar finally sealed the fate of Indian rulers and made the English the supreme power in India.

5. According to **Doctrine of Lapse** if the ruler of a dependent state died without leaving a natural heir the state would automatically pass over to the British. The Doctrine of Lapse did not recognise adopted children as rightful heirs. Satara, Jaitpur, Baghat, Udaipur, Sambhalpur, Jhansi and Nagpur were annexed under the Doctrine of Lapse. Punjab was annexed through war. Awadh was annexed by Dalhousie on the basis of misgovernance.

VI. Picture Study.

1. The picture is of Fort William, Calcutta.
2. During 1696–1702.
3. The fortification of Fort William was led by the Battle of Plassey in 1757 between British and Nawab Sirajuddaullah. The Nawab was killed and Mir Jafar was made the Nawab of Bengal by the British.

6 BRITISH POLICIES AND IMPACTS

Learning Objectives

- To learn about the British economic policies
- To understand the land revenue systems introduced by the British
- To understand the Drain of Wealth
- To learn about the modern education system introduced by the British

Lesson Plan

Step 1. Explain the economic policies of the British

Step 2. Describe the various land revenue systems introduced by the British

Step 3. Discuss the exploitation of the artisans and weavers

Step 4. Explain the modern education system introduced by the British

Step 5. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (c) **2.** (b) **3.** (a) **4.** (a) **5.** (a)

6. (a) **7.** (b)

II. Fill in the blanks.

1. cultural, educational, social
2. self-sufficient
3. cash
4. Permanent settlement, Ryotwari settlement, Mahalwari system
5. Zamindars

III. Match Column A with Column B.

1. (d) **2.** (e) **3.** (a) **4.** (c) **5.** (b)

IV. State whether the following statements are True or False.

IV. 1. True **2.** True **3.** False **4.** True **5.** False

V. Answer the following question briefly.

1. India traded in wool, silk, textiles, metal craft like vessels and ornaments, objects in gold, silver, copper, steel and iron. British trade policies led to the drain of wealth from India. Indian trade, industries and handicrafts declined. Indian artisans lost support of kings and nobles. The British wanted India to become a supplier of raw materials and an importer of finished goods.
2. The British exploited India's resources, bought raw materials from India at nominal rates to be exported to England, and dumped their machine made goods in the Indian markets. Thus, India was a loser both ways—as a buyer and also as a seller.
3. The first objective of education in India was to form a class of interpreters between the British rulers and the millions of Indians they governed.

   The second objective was to create a class of persons, Indian in blood and colour but British in taste, opinion,

morals and intellect. The third objective was to obtain a cheap supply of clerks for holding subordinate posts in administration and British business concerns.

4. There were three main objectives of education in India according to Lord Macaulay. The first objective was to form a class of interpreters between the British rulers and the millions of Indians they governed.

The second objective was to create a class of persons, Indian in blood and colour but British in taste, opinion, morals and intellect.

The third objective was to obtain a cheap supply of clerks for holding subordinate posts in administration and British business concerns.

In 1835, Bentinck agreed to Macaulay's view and made English the medium of instruction. In 1844 the government declared their intention to employ only English educated Indians. In 1854, Wood's Despatch was accepted and implemented. New Universities were set up in Mumbai, Kolkata and Chennai.

5. (i) It declared that the aim of Government's educational policy was the teaching of Western education. "The education which we desire to see extended in India", wrote Wood in the Despatch, "is that which has for its object the diffusion of the improved arts, science, philosophy and literature of Europe, in short of European knowledge."

(ii) As to the medium of instruction, it declared that for higher education. English language was the most perfect medium of education. It also emphasised the importance of vernacular languages.

(iii) It proposed setting up of vernacular primary schools in villages and Anglo-Vernacular high

schools and an affiliated college at district level.

(iv) It recommended a grants-in-aid to encourage private enterprise.

(v) A department of public instruction under the charge of a Director in each of the five provinces to review progress of education.

(vi) Universities on the model of London University were set up in Calcutta, Bombay and Madras.

(vii) The Despatch emphasised the importance of vocational instruction and need for establishing technical schools and colleges.

(viii) Reachers Training institutions on the model then prevalent in England were recommended.

(ix) The Despatch gave frank and cordial support for fostering the education of women.

6. The British exported to Britain part of India's wealth and resources for which India got no adequate economic or material return. This 'Economic Drain' was peculiar to British rule. Previously the rulers had spent the revenue they extracted from the people inside the country. But the British spent part of the taxes and income they derived from the Indian people not in India but in Britain, their home country.

The drain of wealth from Bengal began in 1757 when company's servants began to carry home immense fortunes extorted from Indian rulers, zamindars, merchants and the common people. They sent home nearly £ 6 million between 1758 and 1765. This was more than four times the total land revenue collection of the Nawab of Bengal in 1765.

In 1765 the company acquired the Diwani of Bengal and thus gained control over its revenues. The company began to purchase Indian goods out of the revenue of

Bengal and to export them.

From 1765 to 1770 the company sent out nearly £4 million worth of goods or about 33 per cent of the net revenue of Bengal. The drain took the form of an excess of India's exports over its imports for which India got no return.

VI. Picture Study.

1. Dadabhai Naoroji
2. Drain of wealth referred to the transfer of wealth from India to England for which India did not get appropriate economic or material return.
3. Poverty and Un-British Rule in India

7 THE GREAT UPRISING OF 1857

Learning Objectives

- To learn about the causes of Revolt of 1857
- To understand the events and results of the Revolt
- To understand the nature of the Revolt

Lesson Plan

Step 1. Explain the social-political conditions on the eve of Revolt of 1857

Step 2. Describe the events during the Revolt

Step 3. Discuss the result of the Revolt

Step 4. Have an interactive session on the nature of the Revolt

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (c) **3.** (a) **4.** (b) **5.** (d)
6. (a) **7.** (d) **8.** (d)

II. Fill in the blanks.

1. Lord Dalhonsi, Nagpur, Jhansi

2. Hazarat Mahal

3. Bahadur Shah Zafar

4. 1856

III. Match Column A with Column B.

1. (b) **2.** (a) **3.** (d) **4.** (c)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** True **4.** True

V. Answer the following question briefly.

1. The British had changed the entire economic structure of India.

(i) Introduction of the new land revenue system which allowed the government to confiscate land and accept revenue in cash caused misery and suffering to the Indian peasants.

(ii) Due to Industrial Revolution markets were flooded with machine made goods. Indian Industries could not compete with them and thus declined.

(iii) When an Indian state was annexed, the administration was replaced by the company. This created unemployment and caused resentment.

2. (i) British advocated many reforms such as abolition of Sati, female infanticide, child marriage, widow remarriage. This caused discontent all over. These reforms were interpreted by Indians as interference in their religious and social customs.

(ii) Introduction of Railways and telegraph was viewed with fear and suspicion.

(iii) Introduction of western Education was viewed as an attack on Indian social and religious customs.

(iv) Policy of racial discrimination practised by British led to anger and resentment.

3. (i) Though it was wide spread it failed to involve all sections of the population.

(ii) The revolt did not involve the masses. Only those people joined revolt who had been adversely affected by the British. Scindia, Holkar, Raja of Jodhpur did not join it. Instead they supported the British. Merchants, western educated middle class did not join it.

(iii) The British soldiers were better equipped. Indians had outdated weapons. The British had experienced and competent Generals. Indian leaders lacked this expertise.

(iv) The revolutionaries did not have enough resources. The British were stronger financially and militarily.

(v) The revolt was not planned and organised.

(vi) The British had the advantage of post and telegraph. This helped them to communicate and exchange messages, plan strategies and act immediately.

4. There are divergent views regarding the nature of the outbreak of 1857. British historians have called it a Mutiny – confined to the army which did not command the support of the people at large.

Same view was held by contemporary Indians like Munshi Jiwan Lal, Moinuddin, (both eye witnesses at Delhi) and Durgadas Bandopadhyaya. Others have described it as racial struggle for supremacy between the Black and White. Some describe it as a struggle between oriental and occidental civilisation and culture.

A few have described it as Hindu-Muslim conspiracy to overthrow the British rule. Some Indians have called it a "well planned national struggle" and as "the first war of Indian Independence".

VI. Give Reasons.

1. The state of Awadh was annexed on account of maladministration.
2. With the coming of Industrial Revolution markets were flooded with machine made goods. Indian Industries could not compete with them and declined. Indian kings, princes and Nawabs lost their power and their employees lost their jobs.
3. The Indian sepoys refused to bite the cartridges of Enfield rifle as it was rumoured that these cartridges were greased with the fat of cows and pigs. This enraged the Hindus and Muslims as the cow is a holy animal of Hindus and the pig is considered taboo for the Muslims.

VII. Picture Study.

1. Mangal Pandy.
2. It was an immediate cause which supplied the spark to ignite dry firewood awaiting to be ignited.

   Other causes like oppressive economic policy, aggressive annexation policy, religious-social interference by the British were already there waiting to be triggered into Revolt. This was provided by the rumour that cartridges were greased with the fat of cow and pig and hence this enraged the Hindus and Muslims.
3. It would have been successful if it had been well organised and well planned or if it had involved the masses. It would have been successful if merchants, educated middle class and zamindars had supported it and the Indian soldiers had better weapons, goods and generals.

VIII. Assertion Reason Type Questions.

1. (a) **2.** (c)

8 SOCIO-RELIGIOUS REFORM

Learning Objectives

- To learn about Indian Renaissance
- To know the ideologies and work of various socio-religious leaders
- To understand the impact of Indian reformers on the society

Lesson Plan

Step 1. Explain the role of great reformers in bringing radical social changes

Step 2. Discuss the organisations set up by the reformers

Step 3. Describe the radical changes brought about by these reformers

Step 4. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (c) **3.** (a) **4.** (c) **5.** (b)
6. (b) **7.** (a) **8.** (a)

II. Fill in the blanks.

1. Lord William Bentinck, Sati, 1829

2. education of girls, women

3. fearless, self confident

4. back to the Vedas

5. Sir Syed Ahmad Khan

III. Match Column A with Column B.

1. (d) **2.** (b) **3.** (a) **4.** (c)

IV. State whether the following statements are True or False.

1. False **2.** True **3.** False **4.** True

V. Answer the following question briefly.

1. The impact of Western culture on India led to a great awakening in India. Many social reformers came forward and advocated changes in society and reforms in Hindu Religion. These reform movements played a major role in modernising India. Raja Rammohan Roy fought against the evil custom of Sati. It was due to his efforts that Lord William Bentinck banned Sati in 1829. He was a strong champion of Women's Rights and was against child marriage and polygamy. He advocated widow remarriage and advocated that women must be given the right to inheritance.

He was a supporter of western education. He founded Vedanta college for teaching of western as well as Indian learning.

He opposed Idol worship, caste system and preached worship of one God only.

2. Swami Dayanand Saraswati founded Arya Samaj in 1875. He opposed Idol worship, caste system and religious creeds. His slogan was "Back to the Vedas". Arya Samaj became the leading reform movement under him and promoted education, weakened the caste system and inculcated national pride and self confidence among the Indians.

Swami Dayanand Saraswati preached social equality. He opened the doors of the Arya Samaj to the Shudras and other depressed classes.

He was in favour of study of Sanskrit and Vedas along with English Education and western sciences. The Arya Samaj opened many schools and colleges for

boys and girls. They are known as DAV (Dayanand Anglo-Vedic) schools.

3. Swami Vivekananda was a great disciple of Ramakrishna Paramhans. He carried the message of his guru not only in India but all over the world. He preached unity and oneness of all religions. He asked people to cultivate the spirit of liberty, equality and free thinking. He wanted people to be fearless, self confident and self reliant. He emphasised character building and patriotism and laid great stress on action.

   He founded the Ramakrishna Mission in 1896. It established school, colleges, hospitals and orphanages to serve the common people.

4. When the rest of the society was going through the major and important changes, the Muslim community was still under the clutches of backwardness. The man who did his best to reform the Muslim society and change their social and political outlook was Sir Syed Ahmad Khan. The British government conferred the title of 'Sir' on him.

   Social Reforms : He wanted to raise the status of women in society. He advocated the removal of *Purdah* and spread of education among women. He also condemned the customs of polygamy and easy divorce.

   Educational Reforms : He advised the Muslims to receive English education and learn western sciences and culture and adopt modern ways and ideas.

   He founded the **Mohammedan anglo-Oriental College** at **Aligarh in 1875,** for the promotion of modern education among the Muslims. Later on this became the famous Aligarh Muslim University.

   He had many western books translated into Urdu for

the benefit of the Muslims. His reforms were basically meant for the upliftment of the Muslim community.

He also set up various Anglo-Muslim Associations which gained support of the British Government.

VI. Case Study Based Questions.

1. (a) **2.** (d) **3.** (a)

9 STRUGGLE FOR FREEDOM (I)

Learning Objectives

- To understand the rise of Nationalism in India
- To learn about formation of political associations
- To understand the Swadeshi and Boycott movements

Lesson Plan

Step 1. Explain the factors that led to the rise of nationalism

Step 2. Discuss the formation of Indian National Congress

Step 3. Describe the ideologies of the Moderates and the Radicals

Step 4. Explain the Partition of Bengal and anti-Partition movement

Step 5. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (a) **2.** (c) **3.** (d) **4.** (d) **5.** (d)

6. (b) **7.** (c)

II. Fill in the blanks.

1. self sufficient

2. possessing arms **3.** W.C. Bonnerjee

4. Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal

III. Match Column A with Column B.

1. (c) **2.** (a) **3.** (b) **4.** (e) **5.** (d)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** False **4.** True

V. Answer the following question briefly.

1. Political and administrative unification of India helped in the rise of nationalism. Under the British rule India was united as one political unit. The uniformity in laws and administration gave rise to a feeling of oneness among the people.

2. Indians who received modern education could now read western thought and literature. They were exposed to the revolutionary changes taking place in the west–the American and French Revolutions. They became aware of the ideas of democracy, equality and nationalism. The reform movement also played an important role. All this brought the people together and created unity among them.

3. (i) British Indian Association, 1851

(ii) The Bombay Association, 1852

4. The Early Nationalists had faith in the British system of administration and believed that India could develop by staying within the British Empire. They did not demand complete independence but dominion status i.e., autonomy or Swaraj within the British empire.

1905 onwards new trends began to appear in the nationalist movement. Bal Gangadhar Tilak, Lala Lajpat Rai and Bipin Chandra Pal were the leaders who brought about this change. They said the aim of

Indians should be 'Swaraj'. They criticised the policies of the Early Nationalists and said people have to rely on their strength rather than "Prayer and Petition". Tilak raised the famous slogan "Swaraj is my birthright and I must have it". The methods they suggested to achieve it were :

(i) Involvement and participation of the masses

(ii) Reviving popular festivals to spread political awakening among people.

(iii) New methods of agitation such as hartals and boycott of foreign goods and services.

5. The anti-partition movement was initiated on 7 August 1905. A massive demonstration was organized in the Town Hall in Calcutta. The partition brought the Early Nationalists and the Radicals together. It installed the feelings of Nationalism among the Indians. It also encouraged Indian trade and industry as the British goods were boycotted.

VI. Picture Study.

1. They are Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal.

2. They suggested method of boycott and swadeshi. They insisted on involvement of the masses.

10 STRUGGLE FOR FREEDOM (II)

Learning Objectives

- To learn about the emergence of Mahatma Gandhi
- To understand the Non-Cooperation and Civil Disobedience Movements
- To understand the granting of Independence and Partition

Lesson Plan

Step 1. Explain the Home Rule Movement and the coming together of the Radicals and Early Nationalists

Step 2. Discuss the emergence of Mahatma Gandhi

Step 3. Describe the Khilafat and Non-Cooperation Movement

Step 4. Explain the making of the Forward Bloc and the Quit India Movement

Step 5. Describe the events that led to Independence and Partition

Step 6. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (c) **3.** (a) **4.** (a) **5.** (a)

II. Fill in the blanks.

1. N.M. Joshi, 1920, in Bombay

2. 1942 **3.** Sir John Simon

4. Maulana Abul Kalam Azad

III. Match Column A with Column B.

1. (c) **2.** (d) **3.** (a) **4.** (b)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** False **4.** False **5.** False

V. Answer the following question briefly.

1. The growing antagonism of the Indians towards the British led to the Khilafat and Non-Cooperation Movement.

Gandhiji looked upon the Khilafat agitation as an opportunity of uniting Hindus and Muslims as would

not arise in a hundred years. The Non-cooperation Movement was named so because it decided not to cooperate with the Government by renunciation of titles, boycott of legislature, resigning from government jobs, lawyers leaving courts, students leaving British schools and colleges, boycott of British Goods and other activities. People refused to pay certain taxes, no longer recognising government as legitimate.

2. Civil Disobedience Movement was started on 12 March, 1930 when Gandhiji marched from his Sabarmati Ashram in Gujarat to Dandi (375 km from Ahmedabad). He carried on this march with 78 followers to break the Salt Law. He defied this law by picking up a handful of Salt formed by the evaporation of sea water.

This gave a start to the Civil Disobedience movement all over the country. Women also participated in this movement. It spread as far as N.W. Frontier Province where it was led by Khan Abdul Ghaffar Khan who is popularly known as the Frontier Gandhi. The Government tried to suppress it with a stern hand. The British declared the congress illegal. There was uprising all over the country followed by refusal to pay Chaukidari Tax and defiance of forest law. Lakhs of Indians offered Satyagraha. Foreign goods were boycotted and peasants refused to pay revenue and rent.

3. The All India Congress Committee met at Bombay on August 8, 1942 and passed the Quit India Resolution. After the Cripps Mission failed, this great mass struggle for Independence was launched by the Congress. It was the greatest mass challenge to the British authority. It shook the foundations of the British Rule.

Gandhiji declared, "I therefore want freedom immediately, this very night before dawn if it can be

had." He also gave a mantra 'Do or Die'. He said 'We shall either free India or die in the attempt.'

The movement was the greatest mass challenge to the British authority. It shook the foundations of the British rule in India and showed the British that the masses had immense capacity to suffer and die for the cause of freedom. The government soon arrested all leaders and declared Congress illegal. The government resorted to stern measures to suppress the movement.

4. In June 1920, an all-party conference met at Allahabad and approved a programme of boycott of schools, colleges and law courts. The Khilafat Committee launched a non-cooperation movement on 31 August 1920. A special session of the Congress was held in September 1920 at Calcutta. The Congress supported Gandhiji's plan for non-cooperation with the government till swaraj was established.

5. After his satyagraha struggle against racial injustice in South Africa, Gandhiji returned to India in 1915 and joined the struggle for freedom. He took up the cause of the poor peasants in Champaran against the excesses of the indigo planters in 1917. In 1918 he led the textile workers of Ahmedabad. They were demanding a raise in their wages. He also took up the cause of peasants of Khera in Gujarat.

6. The Indian National Army was formed with an aim to get freedom from British rule. It comprised Indian prisoners of war. Subhash Chandra Bose became the Supreme Commander of the INA. He gave the slogans 'Dilli Chalo' and 'Jai Hind'. In 1943 Netaji proclaimed the formation of Azad Hind Fauj in Singapore. He proceeded to the Andaman and Nicobar Islands which the Japanese had taken from the British and hoisted India's flag there. He then conquered Imphal and Kohima.

But the victory was short-lived. Britain re-established control over Burma. The INA was defeated. Japan surrendered after the atom bomb attacks.

7. Main clauses of the Indian Independence Act of 1947 :

(i) Two independent Dominions, namely India and Pakistan, shall be set up on August 15, 1947. Pakistan was to be comprised of Sind, Baluchistan N.W.F.P, the West Punjab and East Bengal.

Rest of the territories were to be included in India.

(ii) The British Government was to have no control over the affairs of the Dominions after August 15, 1947 and would transfer all powers to the Assemblies of India and Pakistan.

(iii) The office of the Viceroy was to end forthwith and replaced by a separate Governor–General for each Dominion.

(iv) The Constituent Assemblies of both the Dominions would frame their respective Constitutions and would decide whether to stay with the British commonwealth or not.

(v) The Constituent Assembly of each Dominion shall exercise the power of the Central Legislatures.

(vi) The Legislature of each of the new Dominions shall have full powers to make laws for that Dominion.

(vii) The right of the king to veto laws was given up. This right was given to the Governor-General.

(viii) Till the new Constitution was framed, each of the Dominions and all Provinces were to be governed in accordance with the Act of 1935.

(ix) The states would have the choice to join with either of the Dominions or to retain their independence.

(x) The Governor-General was given the powers to modify or adopt the Government of India Act, 1935 by March 31, 1948.

(xi) The office of the Secretary of State for India was to be abolished.

(xii) Agreements with the tribes of the NWFP were to be negotiated by the Dominion concerned.

CIVICS

1 THE UNION LEGISLATURE

Learning Objectives

- To understand the Legislature wing of the Government
- To learn about the power and functions of the Parliament
- To learn idea about the Lok Sabha and Rajya Sabha

Lesson Plan

Step 1. Explain the Union Legislature and its organs

Step 2. Describe the working of the Lok Sabha

Step 3. Describe the working of the Rajya Sabha

Step 4. Discuss the powers and functions of the Parliament

Step 5. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (d) **2.** (b) **3.** (b) **4.** (c) **5.** (a)
6. (c) **7.** (b) **8.** (a) **9.** (b)

II. Fill in the blanks.

1. secret **2.** 25 years of age
3. 550 members **4.** upper **5.** 12 members

III. Match Column A with Column B.

1. (d) **2.** (a) **3.** (e) **4.** (b) **5.** (c)

IV. State whether the following statements are True or False.

1. True **2.** True **3.** True **4.** True

V. Answer the following question briefly.

1. The two houses of Parliament are (i) Lok Sabha (ii) Rajya Sabha

2. The members of the Lok Sabha are elected directly through a secret ballot by adult citizens for five years.

3. Bicameral Legislature means a parliament has two houses–the Upper House and the Lower House. Our parliament consists of two Houses, therefore ours is a bicameral Legislature.

4. Qualifications for Membership to the Lok Sabha

(i) He must be a citizen of India.

(ii) He should not be less than 25 years of age.

(iii) He should be mentally sound.

(iv) He should not be an insolvent, i.e., he should not be in debt and should have the ability to meet his financial commitments.

(v) He should not hold an office of profit under the government.

(vi) He should not be a proclaimed offender.

(vii) He should have his name in the electoral rolls in some part of the country.

5. Rajya Sabha is the Upper House. It is also called Council of States. The maximum strength of the Rajya Sabha can be 250 members. Of these 238 are elected by the elected members of the State Legislative Assemblies. The remaining 12 members are nominated

by the President of India from among men of repute in various spheres of life e.g. science, technology, literature and social work.

However, at present, the Rajya Sabha consists of 245 members, out of which 233 members are elected and 12 members are nominated by the President.

6. The Functions of the Lok Sabha

(i) **Legislative Functions :** They pass bills and make laws. Any bill regarding subjects in the Union or the Concurrent List of the Constitution may be moved in this House.

(ii) **Financial Powers :** The House of People controls the treasury. No budget or government expenditure can be made without the permission of the House. A money bill has to be moved only in the Lok Sabha.

(iii) **Control over the Council of Ministers :** The council of ministers is responsible to the Lok Sabha. It may remain in power only so long as it enjoys the confidence of the Lok Sabha.

7. The Union Parliament is the law-making organ of the Union Government. Besides, it has to perform many more functions.

(i) It frames new laws and amends or cancels them, if necessary, on all the 97 subjects of the Union List and all the remainder subjects which have not found a place in any of the lists.

(ii) In certain cases, it can make laws on the subjects of the State List also.

(iii) The Parliament along with the State Legislature can pass laws regarding the 47 subjects on the Concurrent List.

(iv) The Union Parliament has the sole right to amend

the Constitution, although in certain cases, these amendments need to be ratified by a majority of the states.

8. The most important function of the Parliament is to exercise control over the government.

(i) The government is directly responsible to the Parliament for its acts of omission and commission. The government can be voted out of office by passing a vote of no confidence against the Prime Minister or the Ministry or any of its members.

(ii) The Members of Parliament can also move adjournment motions. An adjournment motion is tabled when there is an urgent matter that needs the immediate attention of the government. If admitted, a time is set aside from normal business of the house for discussing the matters of urgent public importance.

(iii) The members can ask any question relating to the administration of the state and the ministers are obliged to answer them. In this way, they can keep a check on the functioning of the various departments under different ministers.

(iv) The Parliament can also hold the strings of the government tight by voting a cut in the annual budget.

VI. Assertion-Reason Type Questions.

1. (b) **2.** (b)

VII. Picture Study.

(i) 553

(ii) 524 members

(iii) 19 members

2 THE UNION EXECUTIVE

Learning Objectives

- To understand the powers of the President
- To learn about the role of the Vice-President
- To learn about the Prime Minister and his council of ministers, their powers and functions

Lesson Plan

Step 1. Explain the eligibility for a President

Step 2. Describe the power and functions of the President

Step 3. Explain the role of the Prime Minister and his Council of Ministers

Step 4. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (d) **2.** (c) **3.** (b) **4.** (a) **5.** (d)
6. (d) **7.** (c) **8.** (d)

II. Fill in the blanks.

1. Parliament **2.** Pratibha Patil
3. five years **4.** Prime Minister
5. Civil servants

III. Match Column A with Column B.

1. (e) **2.** (d) **3.** (a) **4.** (b) **5.** (c)

IV. State whether the following statements are True or False.

1. True **2.** False **3.** True **4.** False **5.** True

V. Answer the following questions.

1. Two Executive powers of the President are :

(i) He appoints the Prime Minister and Union Minister.

(ii) He appoints state Governors, the Judges of the Supreme Court and High Court, the Comptroller and Auditor-General, the Attorney General and members of the Union Public Service Commission.

Two Judicial powers of the President are :

(i) He can pardon, remit or suspend a sentence of punishment given by a court martial or death sentence passed by the court.

(ii) He is not answerable to any law court for the exercise of his powers, except in case of impeachment in Parliament.

The President can declare emergency if

(i) Security of India is threatened.

(ii) There is a breakdown of the constitutional machinery in a state.

(iii) The financial stability of the country is threatened.

2. The two main functions of the Cabinet are :

(i) All important decisions are taken by the cabinet ministers.

(ii) Cabinet formulates the policies and programmes of the government.

3. The three categories of Ministers are :

(i) Cabinet Ministers (ii) Minister of State

(iii) Deputy Ministers

4. (i) Leader of the political party or parties securing absolute majority in the Lok Sabha.

(ii) Leader of the Lok Sabha.

(iii) Manages the affairs of the country both internal as well as external.

(iv) He is the chief spokesperson of the government.

(v) Selects other ministers.

(vi) Distributes portfolios.

(vii) Can demand the resignation of any minister.

(viii) Advises the President on various appointments to important posts.

(ix) Presides over cabinet meetings.

5. We have a system of government in which the Prime Minister is the most important person in the government of the country, the President is only a nominal Head. If the President was to be elected then he too would be equally important and powerful. Then there would be a clash of powers. So in my opinion it is preferable that the President should not be directly elected by the people.

VI. Case Study Based Questions.

1. (a) **2.** (d) **3.** (d) **4.** (a)

VII. Picture Study.

1. Prime Minister's Office, South Block
2. South Block, New Delhi
3. Powers of the Prime Minister are:
   (a) The PM selects other ministers
   (b) The PM allots one or more portfolios to the ministers
   (c) He presides over Cabinet meetings
   (d) He can demand the resignation of any minister
   (e) He reports to the President all decisions of the Cabinet
   (f) He advises the President on all important matters of the State

3 THE JUDICIARY

Learning Objectives

- To understand the role of the Judiciary
- To learn about the Supreme Court and other courts of justice
- To learn about the issuance of writs

Lesson Plan

Step 1. Explain the requirement for an independent Judiciary

Step 2. Describe the powers and functions of the Supreme Court

Step 3. Explain the composition and working of the High Courts

Step 4. Understand the usage of writs in protecting the Fundamental Rights

Step 5. Explain the working of the subordinate courts

Step 6. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (c) **2.** (b) **3.** (a) **4.** (d) **5.** (b)
6. (d) **7.** (c) **8.** (a) **9.** (b)

II. Fill in the blanks.

1. Supreme Court **2.** Chief Justice
3. 62 years **4.** subordinate courts
5. Dhananjaya Y Chandrachud

III. Match Column A with Column B.

1. (d) **2.** (e) **3.** (c) **4.** (b) **5.** (a)

IV. State whether the following statements are True or False.

1. False **2.** False **3.** True **4.** False **5.** True

V. Answer the following question briefly.

1. Judiciary is important because criminals and law breakers need to be punished. It is important to explain the meaning of laws, to interpret them and to apply them when and where needed. Legal disputes need to be settled. Without judiciary legal disputes cannot be settled.

2. The Supreme Court consists of the Chief Justice and not more than thirty other judges. The number of judges in the Supreme Court is fixed by Parliament from time to time.

3. The Chief justice and the other judges are appointed by the President of India. In order to be judge of the Supreme Court, a person must meet the following requirements :

- He must be a citizen of India.
- He should either be a distinguished jurist.

  or

- He should have been a high court judge for at least five years.

  or

- He should have been an advocate of a High Court for at least ten years.

4. A High Court of India has to perform many functions and duties of judicial and non-judicial nature.

(a) Original Jurisdictions : Cases relating to Fundamental Rights, divorce, wills and laws relating to marriage can be brought directly to a High Court.

(b) Appellate Jurisdiction : Appeals in civil and criminal cases are made to the High Court against the decision of the subordinate courts.

The High Court supervises the functions of all subordinate courts in the state. It can also transfer a case from a subordinate court to itself or to another subordinate court if necessary. It can also examine their records.

5. The District Judge also called the Sessions Judge (while deciding criminal cases) hears cases from all over the district. The court of District Judge is the highest court in a district.

6. Civil cases are those which concern property disputes, contracts, marriage, divorce, etc. Criminal cases are those where a crime has been committed e.g. murder, theft, etc.

7. Supreme Court and High Courts protect Fundamental Rights from being eroded. They issue the following writs to the offending party :

   (i) **Habeas Corpus :** It can get the body of any person released if he/she has been illegally detained.

   (ii) **Prohibition :** This is an order from a superior court to an inferior court to stop proceedings in a case which might be contemplating to do in excess of its jurisdiction.

   (iii) **Certiorari :** The writ is issued by a superior court to a judicial or quasi-judicial authorities in order to quash its order or decision. The difference between Prohibition and Certiorari is that while the former is issued when certain proceedings are still going on, the latter is issued only when the order has already been passed.

   (iv) **Mandamus :** It literally means 'we command'. This writ is thus a sort of command from a superior court to a subordinate court or an administrative authority in case they refuse to exercise their jurisdiction and fail to perform their duty.

   (v) **Quo Warranto :** Such a type of writ is issued by a court to a public servant to enquire into the legality of his holding a public office and to oust him if his claim is not well-founded. Then this writ prevents an unlawful claimant from holding a superior public office.

8. Lok Adalat means the Peoples' Court. The Lok Adalat is a voluntary forum which settles disputes between the

conflicting groups. These Lok Adalats have proved very effective in providing speedy justice to people. They provide quick justice without much expenditure.

VI. Assertion-Reason Type Questions.

1. (c) **2.** (d)

4 THE UNITED NATIONS

Learning Objectives

- To understand the birth of the United Nations
- To learn about various organs of the UN
- To learn about aims and achievements of the United Nations

Lesson Plan

Step 1. Explain the origin and aims of the United Nations

Step 2. Describe the organs of the United Nations

Step 3. Explain the objectives and achievements of UN

Step 4. Have an interactive session on topics covered

TIME TO LEARN

I. Tick (✓) the correct answer.

1. (b) **2.** (a) **3.** (a) **4.** (c) **5.** (b)
6. (d) **7.** (a) **8.** (b)

II. Fill in the blanks.

1. peace loving nations **2.** 193
3. Universal Child Immunisation against preventable diseases
4. member states of the United Nations
5. 1946

III. Match Column A with Column B.

1. (c) **2.** (d) **3.** (a) **4.** (e) **5.** (b)

IV. State whether the following statements are True or False.

1. True **2.** True **3.** False **4.** False **5.** False

V. Answer the following question briefly.

1. UNO was established on 24th October, 1945 to work for world peace and for eradication of poverty, hunger, injustice and to save the world from still another catastrophe of the magnitude of the Second World War.

2. The following are the objectives of the UNO :

Objectives of United Nations

(i) To save the succeeding generations from the scourge of war, which twice in our lifetime has brought untold suffering to mankind.

(ii) To reaffirm faith in fundamental human rights, in the dignity and worth of the human power in the equal rights of men and women, of nations large and small.

(iii) To maintain international peace and security.

(iv) To develop friendly relations among the nations of world based on respect for the equal rights of people.

(v) To cooperate in solving international problems of social, economic, cultural, and humanitarian character and to promote respect for human rights and fundamental freedoms.

(vi) To act as a common platform for harmonising activities of the various nations for the attainment of the aforesaid activities.

Principles of UNO : The UN has laid down certain principles to achieve the above objectives. These principles are also enumerated in the Charter.

(i) The basis of the organisation shall be equality of

all its member-states.

(ii) The member-states shall fulfil their obligations honestly according to the charter of the UNO.

(iii) All the member-states shall solve their mutual problems through peaceful means.

(iv) States will not use force in solving their mutual problems.

(v) All the member-states shall be morally bound to offer unconditional services, military or otherwise, to the UNO for preventive and enforcement actions of the UNO according to the UN Charter.

(vi) The members of the UNO shall see that even the non-members states work for the peace and security of the world.

(vii) No member-state shall interfere in the internal affairs of any other member-state.

3. **Organs of the UN :** There are six principal organs of the UN.

(i) **The General Assembly**

Functions

(a) Admits new members to the UNO on the recommendation of the Security Council.

(b) Appoints the General Secretary of the UNO on the recommendation of the Security Council.

(c) Elects ten (temporary) members of the Security Council, members of the Economic and Social Council and members of the Trusteeship Council from amongst its own members.

(d) Receives and discusses the reports of its main organs and takes decisions for their improvement.

(e) Can draw the attention of member-states to provide human rights to their citizens.

(f) Passes the annual budget of the UNO and fixes the share of every member country in providing those funds.

(g) Draws the attention of the Security Council whenever it finds that peace in a particular part of the world is endangered by the actions of one or more states.

(ii) **The Security Council**

Functions

The Security Council's primary responsibility is to maintain international peace and security.

(a) It can ask the fighting states to resolve their differences by bilateral talks.

(b) It may suggest mediation in the matter.

(c) It can suggest embargo (stoppage of trade) on the states who do not act according to the directions of the Security Council.

(d) It can order military action against a state which persists in undermining the peace and security of the world.

Besides this,

(e) It recommends the admission of a new member to the UNO.

(f) It recommends the name of person for his appointment as the Secretary-General of the UNO.

(g) It elects the Judges of the International Court of Justice concurrently with the General Assembly.

(h) It can ask for the cancellation of the membership of a state, if it does not act according to the Charter.

(i) It can recommend to call a meeting of the General Assembly in an emergency.

(iii) **The Economic and Social Council :** The main function of this Council is to promote economic and social operation, among the member states of the UN. There are several groups working under the council. They specialise in subjects like

population, money matters, international trade and equality of women, crime prevention and control of narcotic drugs.

(iv) **The Trusteeship Council :** Its main objective is to safeguard the interests of those territories that are not yet fully self-governing. Eleven such territories were brought under the UN Trusteeship Council after the Second World War. The Council helped ten of them to gain independence.

(v) **The International Court of Justice :** The International Court of Justice settles disputes between the member-states of the United Nations. Even private citizens have the right to approach the Court whenever they have grievance against another state.

(vi) **The Secretariat :** The personnel of the Secretariat are recruited from all over the world. Attempts are made to have a balanced representation from all regions and countries. The Secretary General is the chief executive officer or the head of the UN Secretariat.

The Secretary General holds a key position in the administration of the affairs of the UNO. He organises conferences, drafts reports, makes correspondence, registers treaties, prepares budget estimates.

4. The official languages of the UNO are – English, French, Russian, Chinese, Arabic and Spanish.

5. The UNO is financed by the contributions made by its member states. The amount is determined by the General Assembly on the recommendations of its committee on contributions.

6. The flag of the UNO represents two bent olive branches open at the top over a blue background. The branches of the wreath symbolise peace.

7. Permanent members of the UNO are five – USA, UK, France, China and Russia.

VI. Assertion-Reason Type Questions.

1. (a) **2.** (b) **3.** (c)

VII. Problem Solving Skills Based Questions.

1. India is the largest democracy inhabited by over 130 million people. China is the only permanent member of the Security Council from Asia. Only five permanent members can't be given the right to veto out of 193 countries. Hence, India deserves to be a permanent member of the UN Security Council.

VIII. Picture Study.

1. UNICEF
2. The UNICEF was established in 1946 after the World War II to meet the emergency needs of children in war-torn Europe.