**Class VIII**

**SA-II notes of Civics**

**Chapter no. 19**

The Union Executive

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| S.no | Main Points | Explanation |
| 1 | Executive | Executive is that organ of the government which enforce laws made by the legislature, executive them and runs the administration of the country. |
| 2. | Parliamentary form of government | In parliamentary form of government means there are two types of executive -1. Nominal executive 2. Real executive |
| 3. | President | The president is called Head of the state |
| 4. | Qualifications | 1. He/She must be citizen of India. 2. Age -35 years 3. He/She should be qualified to be a member of the Lok sabha and should not hold any office of profit under the government at any level. |
| 5. | Tenure | 5 years |
| 6. | Election of president | 1. Indirectly elected by an electoral college consisting of only **elected members** of Lok Sabha , Rajya Sbaha and legislative assemblies of the state. 2. The election is held in accordance with the single transferable vote system of proportional representation. |
| 7. | Impeachment | The process to **remove the President** is called Impeachment. |
| 8. | Succession of President | In case the office of the President falls vacant due to his/her resignation, death or Impeachment ,The Vice President of India takes over the responsibility to officiate as President till the new President is elected. |
| 9. | Powers and function of the President | 1.Executive Powers  2. Legislative powers  3.Financial powers  4. Judicial powers  5. Emergency powers –**a**. National Emergency **b**. Emergency in state **c.** Financial emergency |
| 10. | Vice -President | 1. The vice president of India is elected for five years by the members of both the houses of parliament by single transferable vote system of proportional representation.  2. The Vice president is the ex-officio chairman of the Rajya sabha. |
| 11. | Coalition government | When no single party gets a clear majority, the leader of two or more parties combined together or an alliance is called upon to become the prime Minister. The government headed by such a prime minister is called the coalition government. |
| 12. | Collective responsibility | The council of Minister works collectively as a team. All the ministers become equally responsible to defend their acts and decisions. So, all the ministers swim or sink together. This is called collective responsibility. |
| 13. | Function of the Prime Minister | 1. Formation of Council of minister 2. To preside over the meetings Cabinet as a well as Council of Minister. 3. To co-ordinate the working of various departments. 4. He /She advice the president on making important appointment like that of Chairman of UPSC, Auditor general of India, Ambassadors. 5. Prime minister is a very important link between President and the cabinet. |

**Chapter No. 20**

**The judiciary**

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| **S.no.** | **Main Points** | **Description** |
| 1 | Judiciary | In a federal government, it is essential to have judiciary which not only resolves disputes, but is the final interpreter of the constitution. |
| 2 | Independence of Judiciary | Justice is possible only if the judiciary is independent, impartial and unbiased. Special provisions that ensure the independence of judiciary in India-  1.The judges are appointed on the basis of their qualifications.  2. The judges cannot be easily removed. There is a special procedure to remove them called impeachment.  3. The judges are paid adequate salary.  4. The tenure of the judges is fix. |
| 3 | Criminal cases | Criminal cases involve offences like robberies, murders, cheating, harassing of women beating, violence, kidnapping etc. |
| 4 | Civil Cases | Civil cases relate to disputes over property, marriage money matters, purchase of goods, |
| 5 | FIR | First information Report, An FIR means First Information Report lodges with police about a criminal offence. |
| 6 | Single Unified and Integrated judicial system | It has got powers to supervise and control the working of entire judicial system for the whole country. |
| 7 | Supreme Court | The supreme court is the highest court of the country its headquarter at New Delhi. It was established on 26th January 1950  **Presently Chief Justice of India-Sh. H.L.Dattu** |
| 8 | Composition | It comprises the [Chief Justice of India](http://en.wikipedia.org/wiki/Chief_Justice_of_India) and 30 other judges. It has [original](http://en.wikipedia.org/wiki/Original_jurisdiction), [appellate](http://en.wikipedia.org/wiki/Appellate_jurisdiction) and advisory jurisdictions.Judges are appointed by the President of India in consultation with the Chief Justice of India. |
| 9 | Qualifications | A [**citizen of India**](http://en.wikipedia.org/wiki/Indian_nationality_law)[**]**](http://en.wikipedia.org/wiki/Supreme_Court_of_India#cite_note-Section_124.2C_Constitution_of_India-11) who has been   * a judge of one high court or more (continuously), for at least five years, or * an advocate there, for at least ten years, or * a distinguished [jurist](http://en.wikipedia.org/wiki/Jurist), in the opinion of the president,   is eligible to be recommended for appointment, a judge of the supreme court. |
| 10. | Tenure | Supreme Court judges retire at the age of 65 which is 3 years more than the retirement age of a judge of the High Court. |
| 11 | Removal of  Impeachment[ | A judge of Supreme Court can be removed by the procedure prescribed in article 124(4) of the [Constitution of India](http://en.wikipedia.org/wiki/Constitution_of_India) on ground of proved misconduct or incapacity or judge resigning from his office addressed to the [president of India](http://en.wikipedia.org/wiki/President_of_India). |
|  | Salary | A judge gets INR90,000 and the Chief Justice gets a sum of INR100,000. |
| 12 | Powers and functions of supreme court | 1. Original Jurisdiction 2. Appellate Jurisdiction 3. Advisory Jurisdiction 4. Supervisory Jurisdiction 5. Court of record 6. Protector of fundamental rights 7. Guardian of Our Constitution 8. Judicial review |
| 13 | Judicial Review | Judicial review is the power of the supreme Court to review the laws enacted by the Parliament of the State Legislative to ascertain whether they are in conformity with the provisions of the Constitution or not. |
| 14 | **High Court**  There are 24 High Courts at the [state and union territory](http://en.wikipedia.org/wiki/States_and_union_territories_of_India) level of [India](http://en.wikipedia.org/wiki/India) which, together with the [Supreme Court of India](http://en.wikipedia.org/wiki/Supreme_Court_of_India) at the national level, comprise [the country's judicial system](http://en.wikipedia.org/wiki/Law_of_India).  The [Calcutta High Court](http://en.wikipedia.org/wiki/Calcutta_High_Court) is the oldest High Court in the country, established on 2 July 1862.  **Hon'ble Justice**[**Sunil Ambwan**](http://en.wikipedia.org/wiki/Sunil_Ambwani)**i is the Chief Justice of Rajasthan High Court** | |
| 15 | Orgnisation | The number of judges in a court is decided by dividing the average institution of main cases during the last five years by the national average, or the average rate of disposal of main cases per judge per year in that High Court, whichever is higher. |
| 16 | Qualifications | Citizen of India who has been an advocate in one or more High courts for the at least 10 years or holder of a judicial officein subordinate courts for a period of 10 years. |
| 17 | Appointment | Judges in a High Court are appointed by the [President of India](http://en.wikipedia.org/wiki/President_of_India) in consultation with the [Chief Justice of India](http://en.wikipedia.org/wiki/Chief_Justice_of_India) and the [governor of the state](http://en.wikipedia.org/wiki/Governors_of_states_of_India). High Courts are headed by a Chief Justice |
| 18 | Emoluments | **Chief Justices of High Courts**will draw a salary of Rs. 90,000/- p.m. plus DA thereon whilst the Judges of High Court will draw a salary of Rs.80,000/- p.m. plus DA thereon. |
| 19 | Tenure | A judge may continue to remain in office till the attainment of 62 years of age.The Judge of high court can removed from office by the president of India in the same manner as the judges of the Supreme court. |
| 20 | Powers and functions | 1. Appellate jurisdiction-A high courts is mainly a court of appeal both in civil and criminal cases brought before it against the decisions of the lower courts. 2. Original jurisdiction- Cases involving violation of Fundamental rights, disputes related to the election of an MP or MLA where interpretation of the constitution is required. and cases pertaing to marriage, divorce, laws, wills of the deceased persons. 3. The High courts also has the power of judicial review. 4. Supervisory jurisdiction –All the subordinates courts in the state concerned function under the control and guidance of the High courts. 5. High courts is also known as courts of record . |
| 21 | Subordinate Court | Subordinate courts are the lower courts at the district level and below. |
| 22 | Revenue Court | The highest revenue court in the district is the Board of Revenue which deals with cases of land revenue. |
| 23 | Lok Adalat | It was in 1985 when the first lok Adalat was held in Delhi.The Lok Adalat is normally presided over by the retired judge. In Lok Adalat no advocate or pleader is allowed to argue the case. Even witness are not examined. |
| 24 | Public Interest litigation | **Public-Interest Litigation** is [litigation](http://en.wikipedia.org/wiki/Litigation) for the protection of the [public interest](http://en.wikipedia.org/wiki/Public_interest). In [Indian law](http://en.wikipedia.org/wiki/Indian_law), **Article 32** of the [Indian constitution](http://en.wikipedia.org/wiki/Constitution_of_India) contains a tool which directly joins the public with judiciary. A PIL may be introduced in a [court of law](http://en.wikipedia.org/wiki/Court_of_law) by the court itself.  Any person from the public, whether affect or not, smay write an ordinary letter or even a post card drawing the attention of the high court or the Supreme courts towards any matter of serious public importance. |

Chapter No. 21 and 22

**Safeguarding the Marginalized**

**Social Justice and the Marginalized**

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| **S.no.** | **Main Points** | **Description** |
| 1 | Marginalization | Marginalization means the social process of discriminating and isolating an individual or a group to a lower or outer edge and treating them as inferiors. In most cases ,the deprivation leads to impoverishment and unemployment. |
| 2 | Right to Equality | Our Constitution lays down that there will be social equality and no person shall be discriminated on the basis of caste, colour, creed, sex, religion or language.  The state can make special provisions like protective Discrimination. |
| 3 | Protective Discrimination | protective Discrimination means that the state can make special provision to protect the interest of the socially and economically backward classes **like SC/ST/OBC** |
| 4 | Untouchability | **Untouchability is a direct product of the caste system.  It is not merely the inability to touch a human being of a certain caste or sub-caste.** |
| 5 | Right Against Exploitation | The constitution provides for abolition of trafficking in human beings,Begar or forced labour and ban on the employment of children below the age of 14 years. |
| 6 | Special Provisions for minorities | The fundamental rights to Freedom of Religion and cultural and educational rights have special provisions for the minorities to protect their distinct culture and safeguard it from the influence of the majority. |
| 7 | The Directive Principles of the State Policy | They direct the states to apply these principles while making laws to secure a social order for the promotion of the welfare of the people.The directive principles ensure that the material resources of the community are distributed for the common good. |
| 8 | Reservation Policy | **Article 334** of the Indian Constitution lays down the provision of reservations as a way to realize social equality by reserving seats in the Indian parliament for the SC and ST. |
| 9 | Fundamental Duties | **Article 51 A** of the Indian Constitution safeguard the interests of the Minorities. It lays down that it is the duty of all citizens to promote harmony and the spirit of common brotherhood amongst all the people of India. |
| 10. | Prevention of atrocities Act 1989 | This Act prevents offences of atrocities against the members of SC/ST. It provides for relief and rehabilitation to the victims |
| 11 | Employment of manual scavengers and construction of dry latrines (Prohibition ) Act 1993 | This laws prohibits the employment of manual scavengers as well as the construction of dry latrines. |
| 12. | Political Safeguard | As a political safeguard, seats in the parliament, Legislative, Assemblies, of the States, Panchayats and Municipalities are reserved for the SC and ST in proportion to their population. |
| 13 | People Aspirations and the Goal of the Government | Our Growth processes should be more inclusive to ensure that marginalized and weaker sections benefit from economic growth and to ensure that social infrastructure, particularly in health and education, is also improved.s |
| 14. | Minority Groups | The constitution of India also safeguards the interest of minorities. Their number is much less than majority community and hence, they are known as minority communities like Muslims, Christians,Sikha,Buddhists, Jains, Persians, Anglo Indians |

Class VIII

S.St.

Geography

Lesson 4

Mineral and Energy Resources

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| Introduction | Minerals and energy resources provide the foundation for economic and industrial development. |
| Rocks | Rock is mixture of one or more minerals.  Rocks do not have definate chemical composition.They can be hard or soft.  e.g:- Sandstone, basalt and granite. |
| Minerals | Minerals are chemical compounds,uniform in structure and composition.  They are obtained from rocks having one or more minerals. |
| Ore | A rock having large concentration of a particular metal.E.g:- Iron ore, copper ore etc |
| Mining | Minerals are available on the surface of the earth or are hidden inside the earth.They are obtained through the process of mining. |

Metallic Minerals

\*They have are substance with a shine and luster. Metal obtained from its ore can be moulded into any shape.

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| Non-metallic Minerals | \*They do not contain metals and are lighter than metallic minerals.  They cannot be moulded into different shapes  1.Building materials:- sandstone, limestone, marble, etc  2.Gems:- diamond, topaz, garnet, etc  3.Others:- mica, sulphur, salt, etc |
| Minerals Fuels | They are used as sources of energy, obtained from sedimentary rocks. e.g:- coal (solid), petroleum (liquid),natural gas (gaseous) |
| Distribution of Mineral Resources | \*Minerals distribution uneven in the world.  \*depends on the type of rocks available in a region.  \*Igneous and metamorphic rocks rich in iron ore, manganese ore, gold, silver, lead etc.  \*Sedimentary rocks rich in Minerals fuels.  \*The uneven distribution of minerals affects the global trade. |
| Placer deposits | Agents of gradation, such as rivers erode minerals from one region and deposit it somewhere else in the river beds. |
| Smelting | It is a process to remove impurities from metallic ore. |
| Alloy | To improve the strength of a metal, sometimes two or more metals are mixed. |
| Iron | \*Used for manufacturing machines, automobiles, rail tracks, electric poles, construction buildings, bridges, weapons, etc  \*Haematite and Magnetite are major iron ore.  \*About 90% reserves are found in Brazil, Canada, China, France, India, Russia, and United Kingdom. |
| Bauxite | \*Aluminum is obtained from bauxite ore.  \*Used in electric wires, aeroplanes, spare parts of vehicles, pipes, the construction of stairs, window frames, shutters, utensils and other household goods.  \*Australia, Brazil, Guinea and Jamaica are main producers of bauxite. |
| Copper | \*Used in electric goods, such as generators, wireless system, electric motors, radio, telephone, electric wires, refrigerators, utensils etc. |
| Distribution of Minerals in India | \*Iron:- Andhra Pradesh, Chhattisgarh, Goa, Jharkhand  \*Bauxite: - Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu.  \*Copper:- Andhra Pradesh, Jharkhand, Karnataka, Madhya Pradesh and Rajasthan.  \*Mica:- Andhra Pradesh, Bihar, Jharkhand, and Rajasthan.  \*Manganese:- Andhra Pradesh, Madhya Pradesh and Rajasthan  \*Limestone:- Gujarat, Karnataka, Madhya Pradesh.  \*Gold:- Kolar mines in Karnataka  \*Salt:- Lakes in Rajasthan and salt range of Himalayas. |
| Conservation | Sustainable development where a balance is maintained between the economic development and the utilization of natural resources without damage to the environment. |
| Fossil Fuels | They are formed inside the earth by decomposition of dead remain of plants and animals in sedimentary rocks. |
| Types of Energy | Conventional and Non- conventional |
| Conventional Sources | **Coal**:- found in Australia, Belgium, China, France  **Petroleum**:- Middle East, Regions around Black Sea, Caspian Sea, Persian Gulf and Red Sea.  **Natural gas**:- Algeria, Canada, Indonesia, UK and USA.  **Hydel power**:- Brazil, Norway and Paraguay. |
| Major types of Coal | Anthracite, Bituminous, Lignite and Peat. |
| Non-conventional Sources | **Solar energy**:- Canada, France, Germany, India and USA  **Wind energy**:- India, Japan, Netherlands, USA.  **Geothermal energy**:- Iceland, India, Japan, New Zealand  **Nuclear energy**:- greatest producer are Europe and USA  **Tidal energy**:- France, Russia and Gulf of Kachchh in India.  **Biogas**:- Organic wastes, such as dead plants and animals materials, animals dung and kitchen waste can be converted into a gaseous fuel called biogas. |
| Conservation of Energy Resources | Use of LED or CFL bulbs and tubelight.  Use public transport.  Use of electronic power saver.  Use of non-conventional sources of energy, solar light, solar torch, solar gyser, etc. |

Lesson 5

Agriculture

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| Agriculture | Land cultivation. The science and art of raising crops, rearing of livestocks, forestry and fishing. |
| Importance of Agriculture | 1. Most of the population depends on agriculture of its livelihood. 2. Agriculture is the backbone of our country’s economic development. 3. Agriculture creates huge market for tractors, threshers, harvesters, fertilizers, pesticides and other industrial products. 4. It helps in providing employment, eradicating poverty, enhancing trade and foreign exchange. |
| Factors affecting Agriculture | **Physical or geographical factors**:- Relief, Climate, Soil.  **Economic factors**:- Means of irrigation, availability of HYV(High yield variety) of seeds, fertilizers and pesticides. |
| Types of Agriculture | 1.**Subsistence Agriculture**:- Nomadic herding and Shifting agriculture  2. **Commercial agriculture:** - Extensive, Intensive and plantation agriculture. |
| Extensive Agriculture | Agriculture is done on a large scale on big land holdings.  Land is available in abundance and the input of labour is comparatively less.  Total produce is large but per hectare yield is comparatively less.  Practised in Australia, Canada, Russia and USA. |
| Intensive Agriculture | Farmers apply all modern techniques of agriculture to obtain maximum production from limited area.  It requires huge labour and capital investment.  Land holdings are small and yield per hectare is high.  Practised in major parts of Bangladesh, India, Indonesia, Japan, Malaysia and Philippines. |
| Major Crops | **Cereals**: - Rice, Wheat, Maize, Millets.  **Fibre Crops:** - Cotton and jute.  **Beverage crops:** - Tea and coffee. |
| Agriculture development | New techniques have developed to increase productivity.  The farmers started using HYV seeds, fertilizers and modern equipments.  Some countries genetically modified crops through biotechnology. |

Lesson 6

Manufacturing Industries

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| Manufacturing | The conversion of raw material into more useful and valuable commodity with the help of machines and tools. |
| Importance of Manufacturing Industries | Industry not only converts raw materials into a much useful finished products but in this process performs multiple tasks.  The manufacturing process transforms natural resources into many useful and saleable products.  It also generates scope of employment and increase national earnings through local and foreign trade. |
| Classification of Industries | Size:- Cottage and household, small scale and large scale.  Nature of finished products:- Basic and consumer.  Sources of raw material:- Agro based, Forest based, Animals based and Mineral based.  Ownership:- Public sector, Private sector, Joint sector and Co-operative sect |
| Cottage or household Industry | Potter, blacksmith, weaver and craftsman |
| Small scale Industry | Paper, goods, toys, furniture, edible oils etc |
| Large scale Industry | Iron and steel, textile, heavy machines and tools, ship-building, petrochemical, etc |
| Basic Industry | Iron and steel industry |
| Consumer goods Industry | Edible oils, tea, soap, bread biscuits |
| Agro-based Industry | Tea, sugar, cotton textile, vegetable oil etc |
| Forest based Industry | Paper, Furniture, medical plants etc |
| Animals based Industry | Milk, egg, leather, fishery etc |
| Mineral based Industry | Copper smelting, iron and steel, petrochemical, cement etc. |
| Public sector | Bhilai Steel Plant, Bharat heavy electrical ltd |
| Private sector | TISCO(Tata Iron and Steel Co), Reliance (Ahmedabad), Birla Mills at Delhi, etc |
| Joint sector | Maruti Udyog, Gujarat Alkalis, Oil India Ltd |
| Co-operative sector | Amul of Gujarat, Lijjat papad of Maharastra |
| Factors Influencing Location of an Industry | Geographical factors:- land, climate, availability of raw materials, means of power in order to reach the market.  Non-geographical:- government policies, capital, management, banking, labour and developed means and transport and insurance. |
| Industrial regions in the world | Eastern coast of North America, Western and Central Europe, Eastern Asia including China and Japan and Southern Asia Including Indonesia, Malaysia, Thailand and Singapore |
| Industrial regions in India | Mumbai Pune region, Hugli region, Bangalore-Chennai region, Chotanagpur region |
| Some Major Industries of the World | Iron and Steel Industry, Cotton Textile Industry, Information Technology. |

Lesson 7

Human Resources

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| HRD | Human Resource Development |
| Distribution of population | \*The distribution of population in the world is highly uneven.  \*The population depends on climate conditions, availability of natural resources. |
| Density of population | The density of population is measured as number of persons living in per sq.km of an area. |
| States with a low density of population | Arunachal Pradesh, Jammu and Kashmir, Mizoram and Sikkim. |
| States with moderate density of population | Chhattisgarh, Madhya Pradesh, Nagaland and Uttaranchal. |
| States with high density of population | Bihar, Kerala, Uttar Pradesh and West Bengal. |
| Factors affecting distribution of population | Physical Factors:- Relief, Climate, Soil and water, Vegetation  Economic factors:- Minerals, Industries, developed means of transport, government policies |
| Growth rate of population | The net change in population between two fixed periods of time expressed in percentage. |
| Birth Rate | The number of births per thousand persons in a specific time. |
| Death Rate | The number of deaths per thousand persons in a specific time. |
| Three important attributes of human resources | Age structure, sex-ratio and literacy rate |
| Age structure | People below 14 years-young population  People between 15 years to 59 years-adult population  People above 59 years-old population. |
| Reason for declining sex-ratio in India | Preference for male child.  Infant mortality is higher among girls  Pre-natal sex determination tests led to practice of female foeticide |
| Literacy rate | The percentage of people who can read and write in a certain country. |

**Class VIII**

**History**

**Lesson-12**

**Impact of British Rule on India**

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| **Introduction** | The British era is the most eventful era in the history of India. It brought changes in every aspect of the Indian society – education, public institutions, reforms in caste system and the condition of women. |
| **Education under the British** | **The Charter Act of 1813** was the first significant step wherein the British sanctioned a sum of one lakh rupees for education in India.  2. The Hindu and the Elphinstone colleges were established in Calcutta and Bombay respectively.  **Wood’s Despatch of 1854** made major changes in the education policy of the British.   1. It gave a detailed plan for a separate department of education. 2. Universities were set up at the Presidency towns of Bombay. Calcutta and Madras. 3. Institutes for training the teachers were also set up and assistance was given to vernacular schools. 4. In 1882, an Education Commission was formed to look into the system of revenue in education, female education, setting up of schools, colleges and universities.   **The Indian Universities Act of 1904** was passed to check the growth of higher education in India. It annoyed the Indians.  **Wardha Scheme of Education (1937)** was initiated by Gandhji.   1. This committee proposed a National Education System that would inculcate the moral values of truth, goodness and justice among the masses all over India. 2. In 1943, the British appointed John Sargent to prepare a National System of Education. 3. It proposed universal, compulsory and free education for children between 6 to 14 years of age for all-round development of the students. |
| **Positive Impact of British System of Education** | 1. The English language united the people of different regions. 2. A surge of Nationalism spread in all parts and all sections of India. 3. It created awareness about the ideals of equality, liberty, fraternity and democracy. 4. It created awareness about the need of social and religious reforms 5. Educated women like Sarojini Naidu joined the national movement. |
| **Social Impact** | English-educated Indians wanted to free the Indian society from evils, superstitions and rituals.   1. **Sati** was an inhuman practice where a widow was forced to burn herself on the funeral pyre of her husband. It was abolished in 1829 by the Governor General, William Bentinck at the insistence of Raja Ram Mohan Roy 2. **Female Infanticide** was banned. It means killing of infant girls. 3. Child-Marriage of children as early as one or three years of age was banned by law in 1891 and again in 1929. **Sharda Act of 1929** raised the age for marriage. Now, the minimum marriage age is 21 years for boys and 18 years for girls. 4. **Widow Remarriage Act** was passed by the British government is 1856. It was with the persistent efforts of Ishwar Chandra Vidyasagar that widow remarriage was legalized. |
| **Challenging the caste reforms** | Many socio-religious reform movements spread in different parts of India.   1. **Shri Narayana Guru (1854 – 1928)**   Shri Narayana Guru was a great Hindu saint and social reformer. He campaigned against caste system, untouchablility, Brahmin dominance and discrimination against the lower castes. He opposed conversion to other religions as the way to escape from suffering.  **Jyotiba Phule (1827-90)**  Jyotiba Phule was a social reformer of Maharashtra, founded the Satya Shodhak Samaj – an organization that worked for the upliftment of the low and oppressed classes. His campaign for the removal of untouchability and upliftment of lower castes took the form of an anti-Brahmin movement.  **Veeresalingam Kandukuri (1848-1919)**  Veeresalingam is considered the prophet of modern Andhra Pradesh as he awakened the Andhra society from their orthodox customs and superstition. He wrote Abhagyopakhyanamu, a humorous satire on the Andhra society. Veeresalingam started a magazine named Vivekavadhini, in which he propagated women’s education, widow remarriage and the rights of women.  **Periyar E.V.Ramasamy (1879 – 1973)**  He was born in Erode of Tamil Nadu. He was a great rationalist and revolutionist. He called Congress as a fort of Brahmins. Periyar was a strong supporter of Dravidian culture and launched a Self-Respect Movement in 1925. He propagated the principles of nationalism, self-respect, women’s right and eradication of caste system.  **Swami Dayanand Saraswati (1824 – 83)**  Swami Dayanand was a great sage, a philosopher, scholar and a social reformer. He was born in a Brahmin family and in 1875, he established Arya Samaj Society of Nobles at Bombay and later at Lahore. He believed in one God and propagated the message of Back to Vedas, which are a source of great knowledge. He opposed idol worship, child marriage and caste system. He was a great supporter of widow remarriage and women’s education.  **Dr.Bhimrao Ambedkar (1891-1956)**  Dr. Ambedkar was popularly known as Babasaheb. He led millions of oppressed people to a life of self-respect and dignity. He realized that education was the only way to achieve justice. He founded a Marathi newspaper Mook Nayak (Leader of the Dumb) to champion for the rights of the ‘untouchables’. He is known as the architect of India’s Constitution.  **Mahatma Gandhi**  Mahatma Gandhi, popularly known as Father of Nation, he initiated many activities like Satyagraha and Sarvodaya under non-violent resistance. Gandhiji was opposed to child-marriage, untouchability, discrimination against women. He considered untouchables as Harijans-people of God. He supported education of women and widow remarriage. He opposed dowry and purdah system. |
| **Impact of the reform movements** | 1. The educated Indians revived the past glory and helped in the formation of Modern India. 2. The reform movements also brought a cultural awakening. There was a remarkable improvement in the status and education of women. 3. The Printing Press played a pivotal role in mobilizing public opinion. 4. The most remarkable phenomenon was the surgence of national consciousness and cultural unity. |
| **Urbanization of Calcutta** | By early nineteenth century, Calcutta, the capital of the British, came to be divided into two parts   1. The British part known as the White Town, 2. The Indian part known as the black town.   The Indian part was poor with congested streets and sanitation, whereas the British part had sprawling bungalows and wide open spaces. In eighteenth century, the Calcutta Municipal Corporation was established. |
| **Delhi** | 1. In 1805, the British took over lands, revenue and city administration of Delhi. 2. In 1824, the era of urban planning began in Delhi when a Town Duties Committee was set up by the Britishers for the development of the Cantonment, Khyber Pass, the Ridge and the Civil Lines area. 3. In 1863, Delhi Municipal Committee was formed. 4. Delhi Durbar of 1877 (for Queen Victoria) saw a lot of improvement like schemes for drainage, water supply, irrigation, road construction and development of residential areas in Delhi. 5. The 1911, Delhi Durbar (for King George V) changed the look of city. Civil Lines area (now Delhi University and Old Secretariat) were set up. 6. He construction of the new capital was a massive task and the Imperial Delhi Committee was formed in 1913. 7. The Chief Commissioner of Delhi created the Raisina Municipal Committee. Raisina Hill was selected for building the new capital-New-Delhi.   The New Delhi Municipal Committee (NDMC) was set up to look after all the services and activities like water supply, electricity, buildings, roads, sewers, medical and public health of the capital. In 1937, the Delhi Improvement Trust established. After independence, the Government of India set up Delhi Development Authority in 1955. |
| **Police in Delhi** | In 1912, Delhi’s first Chief Commissioner was appointed and handed over the duties and responsibilities of Inspector General of Police. In 1946, Delhi Police was restructured with the appointment of Inspector General, Deputy Inspector General and Superintendents.  Indian Railways made a beginning on April 6, 1853 when the very first train ran over a stretch of 21 miles from Bombay to Thane. The British introduced railways for –   1. Commercial advantage 2. Political aspect 3. Defence aspect |
| **British Impact on Indian Painting, Literature and Architecture** | The art, architecture, painting, literature, poetry, drama novels and even Indian religion and philosophy were greatly influenced by the western contact.   1. Indian painters like Raja Ravi Varma, Abanindranath Thakur, Jamini Roy, etc., were greatly influenced by the western style. 2. Many huge architectural wonders were built in the port city of Madras, especially churches were constructed in English style with artistic carvings. 3. The great literary figures like Rabindranath Aurobindo Ghosh, Sarojini Naidu, Mulk Raj Anand, R.K.Narayanan, etc., were influenced by the English pattern of writing. |

**Lesson-13**

**The Nationalist Movement (1870 to 1947)**

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| **Formation of Indian National Congress (INC)** | The Indian National Congress was formed in December, 1885 by A.O.Hume, a retired British official. The early phase of the Congress was influenced by the leaders who were referred as Moderates. |
| **The demands of the Moderates** | 1. To have representative institutions in the whole country for the welfare of the people. 2. To create Provincial Legislative Councils in all provinces. 3. To have higher posts for Indians in the administration 4. To hold Civil Services Examination in India 5. To ensure the growth of Indian industries and handicrafts 6. To stop the drain of wealth to Britain 7. To end exploitation of Indian resources and people. |
| **The prominent Moderate leaders** | Gopal Krishna Gokhale, Dadabhai Naoroji, Surendra Nath Banerjee, Pheroz Shah Mehta, Mahadev Govind Ranade, Badruddin Tayabji and others. |
| **Radicals** | Aurbindo Ghosh, Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai (Lal, Bal, Pal) emerged as new leaders and were known as Radicals. They did not believe in appeals. They believed in protests, hartals and slogans. |
| **Partition of Bengal** | In order to weaken the Hindu-Muslim unity in the National Movement, Lord Curzon issued an order in July, 1905 to partition Bengal. The official reason given by Britishers was that it was difficult to govern and collect revenue from such a big province. The day was observed as the Day of mourning. The Swadeshi meaning ‘of one’s our country’, Boycott and National Education were adopted as tools for achieving Swaraj by the radicals. |
| **The radical group among the Congress encouraged** | 1. Love for swadeshi goods. 2. Participation in mass rallies to boycott foreign goods 3. Boycott of government services, schools and colleges. 4. Surrender of titles conferred by the British.   During this time, Dadabhai Naoroji presided over the **Calcutta session of Congress in 1906.** A call was given for attainment of ‘Swaraj’ – self-government. The differences between the Moderates and Radicals came to head during the **Surat session in 1907.** |
| **Formation of Muslim League** | The Britishers were practicing the policy of divide and rule to weaken the nationalist movement. Muslim League was formed in 1906 by Aga Khan, the religious head of a Muslim sect and Nawab Salimulla of Dhaka. |
| **Morley-Minto Reforms(1909)** | The British Government announced Morley-Minto Reforms to pacify the Moderates. Muslims were granted separate electorate (representation). This reform was a threat to the Hindu-Muslim unity in the National Movement. The Moderates opposed it and the struggle for Swaraj became more intense. |
| **Home Rule League** | In 1916, an Irish lady, Ms Annie Besant established the Home Rule League in Madras and Bal Gangadhar Tilak established it in Maharashtra. The purpose of the League was to attain self government. |
| **Lucknow Pact of 1916** | In 1916, the Moderates and Radicals reunited after nine years and signed a joint pact at Lucknow with the Muslim League. They jointly demanded self-rule for India. |
| **Montague Chemsford Reform or Government of India Act of 1919** | 1. The number of elected members was increased in Legislature Assembly and Council of States by there was no change in the location of power. 2. The system of Dual Government –Dyarchy was introduced. 3. The real power was still vested with the British officials. 4. Indians were disappointed by the reforms. |
| **Rowlatt Act of 1919** | The British government passed the Rowlatt Act. It empowered the Government to arrest anyone without a warrant and imprison people without trial. |
| **Jallianwala Bagh Massacre** | 1. On April 13, 1919, the people of Punjab gathered on the auspicious day of Baisakhi at Jallianwal Bagh near Golden Temple in Amritsar. 2. They were protesting peacefully against the arrest of Dr Satya Pal and Saiffudin Kitchlew, two prominent national leaders. 3. General Dyer ordered the British armed forces to open fire at the hundreds of innocent, unarmed men, women and children. 4. The massacre stunned the whole country. The government imposed martial law in Punjab. |
| **The Non-Cooperation (1920 -22)** | The Congress session at Nagpur ratified Gandhiji’s call for Non-cooperation – not to cooperate with the government.  Non-cooperation was directed against the injustices done by the British in Punjab and Turkey. It began with –   1. Renouncing of titles and honours given by the British 2. Boycott of legislatures. 3. Boycott of students and teachers from schools and colleges. 4. Opening of Jamia Milia at Aligarh and Kashi Vidya Peeth at Benaras. 5. Boycott of government offices and courts 6. Bonfires of foreign goods 7. Hartals and strikes all over the country   The Britishers retaliated by imprisoning all the important leaders except Gandhiji. |
| **Chauri Chaura** | In 1922, at Chauri Chaura in Uttar Pradesh, the police fired upon a group of demonstrators. The agitated mob set a police station on fire and burnt 22 policemen alive. Gandhiji was arrested. |
| **Peasants and Worker’s Movements** | The peasants and workers joined the freedom movement to oppose against British exploitation and high takes. |
| **Simon Commission (1927)** | The Simon Commission was sent to India to review the Government of India Act of 1919. Congress decided to oppose it as the Commission did not have even a single Indian representative. Simon Commission was boycotted by Congress as well as the Muslim League. |
| **Lahore Session (1929)** | It was presided over by Jawahar Lal Nehru. The historic resolution of Purna Swaraj or Complete Independence was passed. |
| **Civil Disobedience Movement (1930 -34)** | On March 12, 1930, Mahatma Gandhi began his epic Dandi March fr4om Sabarmati Ashram to Dandi. That is how the march came to be known as Dandi March. He was accompanied by 78 supporters. They made salt from sea water and broke the law. |
| **Government of India Act of 1935** | The Act introduced some reforms to pacify Indians:   1. (The Head of the Central administration was the Governor-General). He continued to have the supreme power. 2. The member of states of federation had autonomy with respect to subjects delegated to them. 3. The Centre continued to control defence, external affairs and railways. 4. A federal court was established for provinces and princely states.   Both Congress and Muslim League rejected the proposal, along with other parties and princely states. |
| **Quit India Movement (1942)** | Congress was banned, and the police and army were brought out to suppress the movement. Gandhiji feared that Japan may attack on British possessions in India. Hence, he wanted the British to leave India. Gandhiji gave the final blow to the Britishers on August 8, 1942 by launching the Quit India Movement. |
| **Towards Independence** | 1. The Second World War came to an end in 1945. 2. Prime Minister Attlee of Labour party came to power in Britain. He was sympathetic towards the demand of Indian people for freedom. 3. A Cabinet Mission was sent to India in March, 1946. 4. Lord Mountbatten, the then Viceroy of India, presented a plan for the division of India into India and Pakistan. 5. Gandhiji and other Indian leaders did not approve but had no choice but to accept the partition due to widespread riots. |

**Lesson-14**

**India Marches towards Independence**

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| **Introduction** | The Indian Independence Act 1947 was passed by the British parliament. It was designed by Clement Attlee, the Prime Minister of Britain. The Act was also known as the Mountbatten Plan. |
| **Main Features of The Indian Independence Act (1947)** | 1. The British rule of India would end with immediate effect. 2. An independent dominion of India was made including the united provinces under the British. 3. West Punjab, North West Frontier Province, Sindh and East Bengal would go to Pakistan. 4. The Princely states were given the freedom to decide which dominion to join. 5. India and Pakistan dominions were granted complete freedom and they became members of British Commonwealth.   Lord Mountbatten was the last Viceroy of India. He became the first Governor General of Independent India.  Rajagopalachari was appointed the next Governor-General. |
| **Indian Constitution** | 1. The Constitution was passed on November 26, 1949 and adopted on January 26, 1950, when India became a republic. 2. It elected Dr Rajendra Prasad as the first President of India, Jawaharlal Nehru became the Prime Minister and Sardar Vallabh Bhai Patel, the Deputy Prime Minister of India of Independent India. |
| **India – on the Path of Progress** | 1. The Indian economy has made great strides since 1947. India has undergone great infrastructural upgradation. 2. Inspite of having numerous internal and external problems, India has survived as a nation with a single unified identity. 3. Our economic progress can be witnessed in expansion and diversification of production both in industry and agriculture. 4. The government has built the infrastructure like power, information technology, communication, transport, etc., required by the industry. 5. Five Year Plans were made to ensure systematic progress in all sectors. 6. Our Government has been striving hard to ensure 100% literacy for the entire population. |
| **Indian Democracy** | 1. The path that independent India had to follow was planned during the freedom struggle itself. 2. It aimed at vesting the sovereign power in the hands of the people. Hence, India opted for a democracy. It was necessary to have a system where every section of society would be represented. |
| **India’s Foreign Relations** | The basic features of India’s foreign policy are – 1. Promotion of World Peace, 2. Anti-Colonialism, 3. Anti – Imperialism, 4. Anti – Racialism 5. Panchsheel 6. Non-Alignment, 7. Friendly relation with neighbours, 8. Regional Co-operation, 9. Belief in United Nations and Non Aligned Movement. |
| **Indian Society** | 1. Many steps were taken to achieve social progress in India through legislations and social movements like Sewa-Shakti Project which has been introduced as a self-help group of 15 to 20 women to start some productive work with financial assistance by the government. |
| **Challenges to Indian Democracy** | 1. The extreme poverty, millions of refugees and empty coffers created a delicate situation for the newly formed independent country. 2. The Indian state was short of everything, from food to medicine, from industry and infrastructure to skill manpower, from housing to education facilities. 3. Social evils were hampering the progress of our country. 4. A massive nationside, program, thus, was launched. India has made remarkable progress in each and every field. |
| **What is India Vision 2020?** | 1. It is the dream of all Indians that India should emerge as a vibrant and dynamic country and make great progress in all the fields. 2. Better quality of education at all levels from basic literacy to hi-tech science and technology, raising of agricultural productivity and industrial quality, spurring growth of IT and biotechnology, improving health and nutrition, tackling issues related to population growth, energy and water conservation, peace and security are required. |