

Ch 5 Industries

Page No: 63

Exercises

1. Answer the following questions.

(i) What is meant by the term 'industry'?

Answer

The term 'industry' refers to an economic activity that is concerned with the production of goods (e.g., iron and steel industry), extraction of minerals (e.g., coal mining industry) or provision of services (e.g., tourism industry).

(ii) What are the main factors which influence the location of an industry?

Answer

Factors influencing the location of an industry:

- Availability of raw material
- Availability of land
- Adequate supply of water
- Adequate supply of labour
- Access to power
- Amount of capital
- Access to transport
- Presence of market

(iii) Which industry is often referred to as the backbone of modern industry and why?

Answer

Iron and steel industry is often referred to as the backbone of the modern industry because almost everything is either made from iron or steel or has been made using tools and machineries of these metals. There are plenty of examples like -ships, trains, vehicles; all are made largely of steel. Materials of our day-to-day use starting safety pin to our building in which we live, are made from steel. Without the use of iron no industry can run.

(iv) Why cotton textile industry rapidly expanded in Mumbai?

Answer

Cotton textile rapidly expanded in Mumbai because its warm, moist climate, facility of port for importing of machinery and above all the easy availability of skilled labour.

(v) What are the similarities between information technology industry in Bangalore and California?

Answer

Similarities between information technology industry in Bangalore and California: → Presence of high quality educational institutions, and advanced scientific and technological centres → Pleasant climate and clean environment.

→ Presence of good quality, skilled workforce.

→ Access to markets.

→ Well-developed and well-connected.

2. Tick the correct answer.

(i) Silicon Valley is located in

(a) Bangalore

- (b) California
(c)
Ahmedabad

► (b) California

(ii) Which one of the following industries is known as sunrise industry?

- (a) Iron and steel industry
(b) Cotton textile (c)
Information technology

► (c) Information technology

(iii) Which one of the following is a natural fibre?

- (a) Nylon
(b) Jute
(c)
Acrylic

► (b) Jute

3. Distinguish between the following

(i) Agro-based and mineral-based industry

Agro-based industry	Mineral-based industry
Uses plant and animal products as raw materials	Uses mineral ores as raw materials
Source of employment for people in rural areas	Source of employment for people in rural as well as urban areas
Example: Dairy industry, cotton textile industry	Example: Iron and steel industry, heavy machinery industry

(ii) Public-sector and joint-sector industry

Public-sector industry	Joint-sector industry
Owned and operated by the government	Jointly owned and operated by the government and individuals or a group of individuals
Example: Hindustan Aeronautics Limited, Steel Authority of India Limited	Example: Maruti Udyog Limited

4. Give two examples of the following in the space provided.

- (i) Raw materials: _____ and _____
(ii) End product: _____ and _____ (iii)
Tertiary activities: _____ and _____ (iv)
Agro-based industries: _____ and _____
(v) Cottage industries: _____ and _____
(vi) Co-operatives: _____ and _____

Answer

(i) Raw materials: cotton and steel

(ii) End product: shirt and safety pin

(iii) Tertiary activities: banking and transport

(iv) Agro-based industries: dairy industry and cotton textile industry

(v) Cottage industries: pottery industry and basket-weaving industry (vi) Co-operatives: Anand Milk Union Limited and Sudha Dairy

Chapter 7- Weavers, Iron Smelters and Factory Owners

Page No: 93

Let's Recall

1. What kinds of cloth had a large market in Europe?

Answer

Cotton and silk textiles had a huge market in Europe. Indian textiles were by far the most popular, both for their fine quality and exquisite craftsmanship. Different varieties of Indian textiles were sold in the Western markets; for example, chintz, cossaes or khassa, bandanna and jamdani. From the 1680s, there started a craze for printed Indian cotton textiles in England and Europe, mainly for their exquisite floral designs, fine texture and relative cheapness.

2. What is jamdani?

Answer

Jamdani is a fine muslin on which decorative motifs are woven on the loom, typically in grey and white. Often a mixture of cotton and gold thread is used.

3. What is bandanna?

Answer

'Bandanna' refers to brightly coloured and printed scarf for the neck or head produced through a method of tying and dying.

4. Who are the Agarias?

Answer

The Agarias are an Indian community of iron smelters.

5. Fill in the blanks:

- (a) The word chintz comes from the word _____.
- (b) Tipu's sword was made of _____ steel.
- (c) India's textile exports declined in the _____ century.

Answer

- (a) The word chintz comes from the word chhint.
- (b) Tipu's sword was made of Wootz steel.
- (c) India's textile exports declined in the nineteenth century.

Let's Discuss

6. How do the names of different textiles tell us about their histories?

Answer

→ European traders first encountered five cotton cloths from India carried by Arab merchants in Mosul in present day Iraq. So they began referring to all finely woven textiles as muslin – a word acquired wide currency.

→ When Portuguese first came to India in search of spices they landed in Calicut on the Kerala coast in South West India. The cotton textiles which they took back to Europe, along with the spices, came to be called "Calico" (derived from Calicut) and subsequently calico became the general name for all cotton textiles.

→ Chintz is derived from the Hindi word chhint, a cloth with small and colourful flowery designs.

→ Bandanna now refers to any brightly coloured and printed scarf for the neck or head. Originally the term derived from the word "bandhna" (Hindi for tying).

7. Why did the wool and silk producers in England protest against the import of Indian textiles in the early eighteenth century?

Answer

By the early eighteenth century, worried by the popularity of Indian textiles, the wool and silk makers in England began protesting against the import of Indian cotton textiles. At this time, the textile industries had just begun to develop in England. Unable to compete with Indian textiles, English producers wanted a secure market within the country by preventing the entry of Indian textiles.

8. How did the development of cotton industries in Britain affect textile producers in India?

Answer

Effects of the development of cotton industries in Britain on the textile producers in India: → Competition- Indian textiles had to compete with British textiles in European and American markets.

→ High duties- Exporting textiles to England became increasingly difficult due to the very high duties imposed on Indian textiles imported into Britain.

→ Capture of foreign markets- By the beginning of the nineteenth century, English-made cotton textiles ousted Indian textiles from their traditional markets, thereby throwing thousands of Indian weavers out of employment. The English and European companies stopped buying Indian textiles and their agents no longer gave out advances to weavers to secure supplies. → Capture of the Indian market- By the 1830s, British cotton cloth flooded Indian markets. By the 1880s, two-third of all cotton clothes worn by Indians were made of cloth produced in Britain. This greatly affected both the weavers and the spinners.

Thus, Indian textiles declined in the nineteenth century, and thousands of Indian weavers and spinners lost their livelihood.

9. Why did the Indian iron smelting industry decline in the nineteenth century?

Answer

The Indian iron smelting industry declined in the nineteenth century for the following reasons.

→ The forest laws implemented by the colonial administration prevented the free movement of people in reserved forests. Charcoal - an essential ingredient in the iron smelting process - could therefore not be obtained easily.

→ When in some areas the government did grant access to the forests, the iron smelters were in return required to pay a very high amount in tax to the forest department for every furnace they used. This reduced their income.

→ By the late nineteenth century, iron and steel was being imported from Britain. Ironsmiths began using the imported iron to manufacture utensils and implements. This reduced the demand for iron produced by local smelters.

→ In the late nineteenth century, a series of famines devastated the dry tracts of India. As a result, many of the local smelters stopped work, deserted their villages, and migrated, looking for some other work to survive the hard times.

10. What problems did the Indian textile industry face in the early years of its development?

Answer

The development of cotton industries in Britain affected textile producers in India in several ways.

→ Indian textiles now had to compete with British textiles in the European and American markets. Exporting textiles to England also became increasingly difficult since very high duties were imposed on Indian textiles imported into Britain.

→ By the beginning of the nineteenth century, English made cotton textiles successfully outsets Indian goods from their traditional markets in Africa, America and Europe.

→ Thousands of weavers in India were now thrown out of employment.

→ Bengal weavers were the worst hit. English and European companies stopped buying Indian goods and their agents no longer gave out advances to weavers to secure supplies. Distressed weavers wrote petitions to the government to help them.

→ The textile factory industry in India faced many problems. It found it difficult to compete with the cheap textiles imported from Britain.

→ In most countries, governments supported industrialization by imposing heavy duties on imports. This eliminated competition and protected infant industries.

11. What helped TISCO expand steel production during the First World War?

Answer

→ In 1914 the First World War broke out.

→ Steel produced in Britain now had to meet the demands of war in Europe.

→ So imports of British steel into India declined dramatically and the Indian Railways turned to TISCO for supply of rails.

→ As the war dragged on for several years, TISCO had to produce shells and carriage wheels for the war.

→ By 1919 the colonial government was buying 90 per cent of the steel manufactured by TISCO.

→ Over time TISCO became the biggest steel industry within the British Empire.

Chapter 8- Civilising the "Native", Educating the Nation

Page No: 106

Let's Recall

1. Match the following:

William Jones	promotion of English education
Rabindranath Tagore	respect for ancient cultures
Thomas Macaulay	<i>gurus</i>
Mahatma Gandhi	learning in a natural environment
<i>Pathshalas</i>	critical of English education

Answer

William Jones	respect for ancient cultures
Rabindranath Tagore	learning in a natural environment
Thomas Macaulay	promotion of English education
Mahatma Gandhi	critical of English education
<i>Pathshalas</i>	<i>gurus</i>

Page No: 107

2.State whether true or false:

(a) James Mill was a severe critic of the Orientalists.

► True

(b) The 1854 Despatch on education was in favour of English being introduced as a medium of higher education in India.

► True

(c) Mahatma Gandhi thought that promotion of literacy was the most important aim of education.

► False

(d) Rabindranath Tagore felt that children ought to be subjected to strict discipline.

► False

Let's Discuss

3. Why did William Jones feel the need to study Indian history, philosophy and law?

Answer

William Jones felt the need to study Indian history, philosophy and law as this will not only help the British learn from Indian culture but it would also help Indian to rediscover their own heritage and understand the lost glories of their past. This would establish the British as gurdians of Indian culture and gain total control.

4. Why did James Mill and Thomas Macaulay think that European education was essential in India?

Answer

→ James Mill and Thomas Macaulay thought that European education would enable Indians to recognize the advantages that flow from the expansion of trade and commerce and make them see the importance of developing the resources of the country.

→ Introducing European ways of life would change their tastes and desires and create a demand for British goods, because Indians would begin to appreciate and buy things that were produced in Europe. → It would also improve the moral character of Indians. It would make them truthful and honest and thus supply the company with civil servants who could be trusted and demanded upon. It could also instill in people a sense of duty and commitment to work and develop the skills required for administration.

→ Macaulay felt that knowledge of English would allow Indians to read some of the finest literature the world had produced. It would make them aware of the developments in Western Science and philosophy. Teaching of English could civilize people setting. He saw it as an abode of peace, where living in harmony with nature, children could cultivate their natural creativity.

5. Why did Mahatma Gandhi want to teach children handicrafts?

Answer

Mahatma Gandhi wanted to teach children handicraft because that would develop their minds and their capacity to understand. This would also enable them to know how different things operated. This would help them to have lived experience and practical knowledge.

6. Why did Mahatma Gandhi think that English education had enslaved Indians?

Answer

English education, according to Mahatma Gandhi, created a sense of inferiority in the minds of Indians. It made them see Western civilisation

as superior, and destroyed their pride in their own culture. Thus charmed by the West and by everything coming from the West, the Indians educated under the colonial system would end up being the admirers of British rule in India; thus, willingly forgetting their enslavement, and enslaving themselves further.

Chapter 9- Women, Caste and Reform

Page No: 121

Let's Recall

1. What social ideas did the following people support?

Rammohun Roy

Dayanand Saraswati

Veerasalingam Pantulu

Jyotirao Phule

Pandita Ramabai

Periyar

Mumtaz Ali

Ishwarchandra Vidyasagar

Answer

Rammohun Roy: Supported the banning of the practice of 'Sati'

Dayanand Saraswati: Supported Widow remarriage

Veerasalingam Pantulu: Supported Widow remarriage

Jyotirao Phule: Supported equality among castes Pandita

Ramabai: Supported women's Education Periyar:

Supported equality for untouchables.

Mumtaz Ali: Supported Wome's Education

Ishwarchandra Vidyasagar: Supported Widow remarriage

Page No: 122

2. State whether true or false:

(a) When the British captured Bengal they framed many new laws to regulate the rules regarding marriage, adoption, inheritance or property, etc.

► True

(b) Social reformers had to discard the ancient texts in order to argue for reform in social practises.

► False

(c) Reformers got full support from all sections of the people of the country.

► False

(d) The Child Marriage Restraint Act was passed in 1829.

► False

Let's Discuss

3. How did the knowledge of ancient texts help the reformers promote new laws?

Answer

Whenever they wished to challenge a practice that seemed harmful, they tried to find a verse or sentence in the ancient sacred texts that supported their point of view. They then suggested that the practice as it existed at present was against early tradition. Thus, the knowledge of ancient texts helped the reformers promote new laws.

4. What were the different reasons people had for not sending girls to school?

Answer

The following were the different reasons people had for not sending girls to school.
→ They feared that schools would take girls away from home, thereby preventing them from doing their domestic duties.

→ They felt that travelling through public places in order to reach school would have a corrupting influence on girls.

→ They felt that girls should stay away from public spaces.

5. Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?

Answer

In the nineteenth century, Christian missionaries started setting up schools for tribal groups and lowercaste children. These children were trained to find a footing in the changing world. Soon the poor left the villages and started looking for jobs in the cities. People who looked down on the lower caste did not like the progress of this section of people. Social reformers would have supported the missionaries for their work against social evils.

6. In the British period, what new opportunities opened up for people who came from castes that were regarded as "low"?

Answer

The British period saw the rise of the cities. Many of the poor living in the Indian villages and small towns at the time began leaving their villages and towns to look for jobs that were opening up in the cities. As the cities were growing, there was a great demand for labour - labour for digging drains, laying roads, constructing buildings, working in factories and municipalities, etc. This demand for labour was met by the population migrating from the villages and towns. There was also the demand for labour in the various plantations, both within the country and abroad. The army too offered opportunities for employment.

Many of these migrating people belonged to the low castes. For them, the cities and the plantations represented the opportunity to get away from the oppressive hold that upper-caste landowners exercised over their lives and the daily humiliation they suffered.

7. How did Jyotirao and the reformers justify their criticism of caste inequality in society?

Answer

Jyotirao Phule developed his own ideas about the injustices of caste society. He did not accept the Brahmins' claim that they were superior to others, since they were Aryans. Phule argued that the Aryans were foreigners, who came from outside the subcontinent, and defeated and subjugated the native Indians. As the Aryans established their supremacy, they began looking at the Indians as inferior and low caste people. According to Phule, the "upper" castes had no right to their land and power: in reality, the land belonged to indigenous people, the so-called low castes.

8. Why did Phule dedicate his book *Gulamgiri* to the American movement to free slaves?

Answer

Jyotirao Phule was concerned with all forms of inequalities and injustices existing in society - whether it was the plight of the upper-caste women, the miseries of the labourer, or the humiliation of the low castes. By dedicating his book *Gulamgiri* to the American movement to free slaves, he linked the conditions of the black slaves in America with those of the lower castes in India. This comparison also contains an expression of hope that one day, like the end of slavery in America, there would be an end to all sorts of caste discriminations in Indian society.

9. What did Ambedkar want to achieve through the temple entry movement?

Answer

Dr. B. R. Ambedkar started a temple entry movement in 1927 which was participated by his Mahar caste followers. Brahman priests were outraged when the lower castes used water from the temple tank. Dr. Ambedkar led three such movements for temple entry between 1927 and 1935. His aim was to make everyone see the power of caste prejudices within the society.

10. Why were Jyotirao Phule and Ramaswamy Naicker critical of the national movement? Did their criticism help the national struggle in any way?

Answer

Both Jyotirao Phule and Ramaswamy Naicker were critical of the national movement as they could barely see any difference between the preachers of anticolonialism and the colonial masters. Both, according to them, were outsiders and had used power for subjugating and oppressing the indigenous people. Phule

believed that though the upper-caste leaders were then asking people all over the country to unite for fighting the British, once the Britishers had left, they would continue with their oppressive caste policies, thereby causing divisions amongst the very people they were trying to unite. He believed that they only wished for unity to serve their purposes, and once the purposes had been served, the divisions would creep in again.

Naicker's experience in the Congress showed him that the national movement was not free from the taint of casteism. At a feast organised by nationalists, the seating arrangements followed caste distinctions, i.e., the lower castes were made to sit at a distance from the upper castes. This convinced him that the lower castes had to fight their battle themselves.

Their criticism did lead to rethinking and some self criticism among the uppercaste nationalist leaders. This in turn helped strengthen the national struggle, as free from prejudices of caste, religion and gender, the leaders could unite and concentrate their attentions upon the single aim of overthrowing the colonial administration.

Ch 6 Understanding Our Criminal Justice System

Page No: 76

Exercises

1. In a town called Peace Land, the supporters of the Fiesta football team learn that the supporters of the Jubilee football team in the nearby city about 40 km away have damaged the ground on which the Final between both teams is to be held the following day. A crowd of Fiesta fans armed with deadly weapons attacks the homes of the supporters of the Jubilee football team in the town. In the attack, 10 men are killed, 5 women are gravely hurt, many homes are destroyed and over 50 people injured.

Imagine that you and your classmates are now part of the criminal justice system. First divide the class into the following four groups of persons:

1. Police 2. Public Prosecutor 3. Defence lawyer 4. Judge

The column on the right provides a list of functions. Match these with the roles that are listed on the left. Have each group pick the functions that it needs to perform to bring justice to those who were affected by the violence of the Fiesta fans. In what order, will these functions be performed?

Roles	Functions
Police Public prosecutor Defence Lawyer Judge	hear the witnesses
	record the statements of witnesses
	cross examine the witnesses
	take photographs of burnt homes
	record the evidence
	arrest the Fiesta fans
	writes the judgment
	argue the case for the victims
	decide for how many years the accused will be put in jail
	examine the witnesses in court

	pass the judgment
	get the assaulted women medically examined
	conduct a fair trial
	Meet the accused persons

Answer

Police: record the statements of witnesses; take photographs of burnt homes; arrest the Fiesta fans; get the assaulted women medically examined.

Public Prosecutor: cross examine the witnesses; examine the witnesses in court; argue the case for the victims.

Defence Lawyer: cross examine the witnesses; meet the accused persons; examine the witness in court.

Judge: hear the witness; writes the judgment; decide for how many years the accused will be put in jail; pass the judgment.

The victims would not get justice if only one person performed all of the functions of the criminal justice system because a separation of powers is necessary within a judicial system too since absolute power can never be fair.

Different persons need to play different roles as part of the criminal justice system because: one, all aspects of an investigation and trial cannot be conducted by one person alone as they entail diverse kinds of work including, arrests, recording of witness statements, defence of accused and victims' parties, passing of a fair trial and a judicially correct judgment. Two, if all these powers are vested in one person alone, they might be misused and will thereby violate the rule of law based on equal and just decisions.

Ch 7 Understanding Marginalisation

Page No: 92

Exercises

1. Write in your own words two or more sentences of what you understand by the word 'marginalisation'.

Answer

The word 'marginalisation' simply means exclusion from the mainstream.

Marginalisation of any community or a person can be because of many reasons like

-

→ Speaking a different language,

→ Following different customs,

→ Belonging to different religious group from the majority community etc. Marginalisation is linked to experiencing disadvantage, prejudice, poverty and powerlessness. It is a complex phenomenon which results into a low social status, not having equal access to education and other resources.

2. List two reasons why Adivasis are becoming increasingly marginalized.

Answer

The two reasons why Adivasis are becoming increasingly marginalised are: → The people often wrongly believe that Adivasis are exotic, primitive and backward.

→ That often Adivasis are blamed for their lack of advancement as they are believed to be resistant to change or new ideas.

3. Write one reason why you think the constitution's safeguards to protect minority communities are very important?

Answer

The Constitution's safeguards to protect minority communities are very important because they ensure that India's cultural diversity is protected from becoming largely unitary and they also help to promote equality and justice to all.

4. Re-read the section on Minorities and marginalization. What do you understand by the term minority?

Answer

Minority is the term which means the communities which are small in number in comparison to the communities which are more in number. For example, Muslims are in minority in comparison to Hindus.

5. You are participating in a debate where you have to provide reasons to support the following statement: 'Muslims are a marginalized community'. Using the data provided in this chapter, list two reasons that you would give.

Answer

Two reasons in support of the statement "Muslims are a marginalized community":

→ The Muslim community has not been able to gain from the country's socioeconomic development as statistics on basic amenities, literacy rate and public employment show. 63.6% Muslims live in kutcha houses as compared to only 55.2% Hindus also the literacy rate amongst Muslims was the lowest at 59% in a 2001 survey.

→ Their customs are distinct from other religious communities, so much so that they are identified as separate from the "rest of us" leading to unfair treatment and discrimination against Muslims.

6. Imagine that you are watching the Republic Day parade on TV with a friend and she remarks, "Look at these tribals. They look so exotic. And they seem to be dancing all the time". List three things that you would tell her about the lives of Adivasis in India.

Answer

The three things I would tell a friend about the Adivasis in India would be: → Lives of Adivasis are actually very rich but people seem to know very little about the realities of their lives.

→ They are usually shown in sympathetically in colourful costumes, headgear and dancing.

→ Often people wrongly believe that Adivasis are exotic, primitive, backward and immune to development.

8. Would you agree with the statement that economic marginalisation and social marginalisation are interlinked? Why?

Answer

Yes, economic and social marginalisations are interlinked. This can be described by the following:

→The minorities are rendered marginalised economically because they are not allowed access to the benefits of economic development. → When there is no economic development the minorities do not develop socially. Their society does not experience the fruits of social development. They remain backward.

Ch 8 Confronting Marginalisation

Page No: 103

Exercises

1. List two Fundamental Rights in the Constitution that Dalits can draw upon to insist that they be treated with dignity and as equals. Re-read the Fundamental Rights listed on page 14 to help you answer this question.

Answer

Two Fundamental Rights that Dalits can draw upon to insist that they be treated with dignity and as equals are: Right to Equality and the Right to Freedom.

2. Re-read the story on Rathnam as well as the provisions of the 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act. Now list one reason why you think he used this law to file a complaint.

Answer

The 1989 Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act was formed in response to the demands made by Dalits and others that the Government take seriously to protect them against the ill-treatment and humiliation faced by Dalits and tribal groups in their everyday life. Rathnam's hut was burnt and he was forced to leave the village along with his mother and other members of his family as they continued to be ostracized by the powerful castes in the village. So Rathnam used the above law to file a complaint to protest against the domination and violence of the powerful castes in his village.

3. Why do Adivasi activists, including C.K. Janu, believe that Adivasis can also use this 1989 Act to fight against dispossession? Is there anything specific in the provisions of the Act that allows her to believe this?

Answer

The Adivasi activists including C.K. Janu believe that Adivasis can also use this 1989 Act to fight against dispossession because this Act guarantees the tribals not to be dispossessed from the land resources forcibly. They pointed specifically that this Act merely confirms what has already been promised to the tribal people in the Constitution - that their land can not be sold to or bought by non-tribal people. In cases where this has happened, the constitution also guarantees that the right of the tribal people to repossess their land.