

TAG



Think **A**lways **G**lobally..

..Be

SOCIAL

Social Studies



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Contents

Chapter	Page	Description	Values Learnt
1. Indian History I – From the British Rule to Freedom Struggle	7	Describes how the British rule began in India and the struggle for freedom by our freedom fighters.	The student will learn about how the British rule began in India and also about how the social reform movement was started by reformers. He will also realize how our freedom fighters fought for our Independence.
2. Indian History II – India Achieves Independence	16	Describes the events that led to our independence.	The student will understand how different events slowly led to our Independence and appreciate the patience and will power of our freedom fighters.
3. Leaders of the Indian Independence Struggle	25	Speaks about the various leaders who fought for India's struggle for independence.	In this chapter the student will read about various leaders like Gandhi, Nehru, Tilak, Gokhale, Patel, Azad, Ambedkar, Tagore, Bose, Bhagat Singh and many others who fought for independence.
4. Women Leaders in the Freedom Struggle	33	Describes the women leaders who were part of the freedom struggle.	An important chapter where the student will read about the women freedom fighters who fought equally for our independence.
5. Imaginary Lines: Latitudes and Longitudes	39	Describes Latitudes, Longitudes and geographical grid.	The student will learn about latitudes, longitudes and also how to locate any place on the map with the help of the geographical grid.
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Chapter	Page	Description	Values Learnt
7. Equatorial Forests	51	Describes equatorial forests and where they are found; Also gives details about the Democratic Republic of Congo.	A chapter which will teach the student about equatorial forests and where they are found. The student will also learn about the climate, plant life, animals and the lifestyle of the people in Congo.
8. Hot Deserts	58	Describes hot deserts and where they are found. Also gives details about Saudi Arabia.	The student will read about hot deserts; He will also learn in detail about Saudi Arabia- the plants, animals and the lifestyle of the people living there.
9. Temperate Grasslands	64	Describes what temperate grasslands are and where they are found. Gives details about North America.	The student will read about temperate grasslands; He will also learn in detail about North America- the plants, animals and the lifestyle of the people who live there.
10. The Frigid Zone	70	Describes what frigid zones are and where they are found. Gives details about Greenland.	Another important chapter where the student will learn about frigid zones and also learn in detail about the plants, animals and the lifestyle of the people living in Greenland.
11. Natural Resources of the Earth	76	Describes about the natural resources and how they are important to us.	The student will learn to differentiate between exhaustible and inexhaustible resources and also learn to conserve our natural resources.
12. Environment and its Pollution	82	Describes pollution and different types of pollution. Also explains how we should protect our environment from pollution.	The student will read about different types of pollution like air, water, soil, noise, light pollution and how we need to protect our environment from it.

Chapter	Page	Description	Values Learnt
13. Natural Disasters	90	Describes some natural disasters and how they occur.	An important chapter which explains about natural disasters like earthquakes, volcanoes, floods, droughts and cyclones.
14. Fundamental Rights and Duties	97	Describes our fundamental rights and duties and the directive principles of state policy.	A chapter which will teach the student about our fundamental rights, and fundamental duties, etc.
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16. Universally Celebrated Days	110	Describes the universally celebrated days that are declared by the United Nations.	The student will learn about important days which are celebrated universally.
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1 CHAPTER

Indian History I—From the British Rule to Freedom Struggle



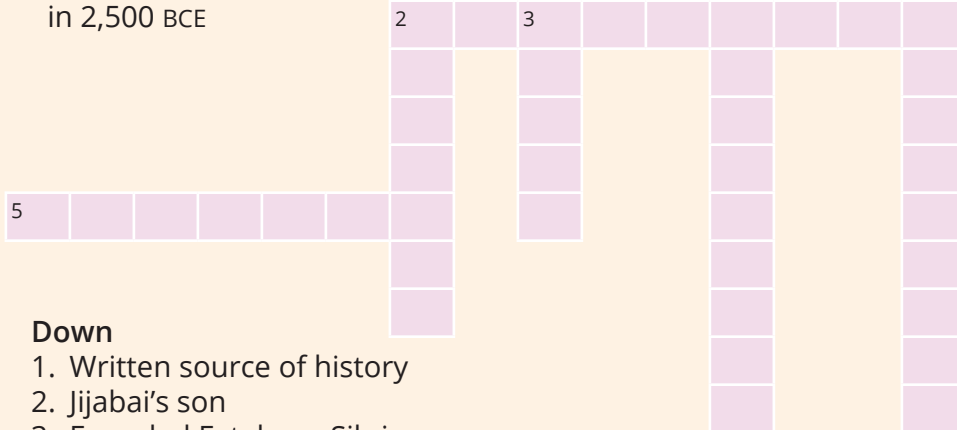
Back in Time



Up Ahead

Across

- 2. King who built Taj Mahal
- 5. Civilization that existed in 2,500 BCE



Down

- 1. Written source of history
- 2. Jijabai's son
- 3. Founded Fatehpur Sikri
- 4. Great emperor of the Maurya dynasty

- How did the European advent begin in India?
- How did the British rule begin?
- How did East India Company expand and what were its policies?
- What was the Revolt of 1857 all about?
- How did the Social Reform Movement start?
- When and why was the Indian National Congress established?
- What led to the Partition of Bengal 1905?
- What was the Swadeshi movement?

In the fifteenth century, **voyages**¹ of discovery were underway by different European powers in order to find the 'new land'. Among all the nations trying to gain access to India, the first to reach was the Portuguese explorer Vasco da Gama. He began his voyage with a crew of 170 men from Lisbon (Portugal) in 1497 CE. He reached Calicut (now Kozhikode) in Kerala via the Cape of Good Hope (located in the southern most tip of Africa) in 1498 CE. India was famous all over the world for spices, cotton, sugar and raw silk. Soon, other European ships belonging to the Dutch, the English and the French came to trade with India.



Vasco da Gama

1 **voyage**: a long journey involving travel by sea or space

How Did European Advent Begin In India?

The European advent began with the arrival of Portuguese who first discovered the sea route to India. It was followed by the French, Dutch, Danish and English. Each had formed their own company, namely Dutch East India Company, French East India Company, Portuguese East India Company and English East India Company. This way they would buy goods at cheaper rates and sell them in European Markets at a higher price. Each company set up their own factories in different parts of the country and settled there.

How Did The British Rule Begin?

English East India Company or British East India Company was formed and run by a group of wealthy merchants and noblemen. Queen Elizabeth I, ruler of England, granted the EIC a charter in 1600 CE, allowing them to trade in the East. Over a period of time, the EIC was able to establish exclusive control over trade in India. It emerged victorious in the wars for trade against the Dutch, Portuguese and French. The company made a special treaty with Mughal Emperor, Jahangir, to trade in Gujarat. Slowly, the company strengthened their rule and also used aggressive methods to expand trade.



Queen Elizabeth I

Other European Settlers in India	
Portuguese	Began with arrival of Vasco Da Gama Main settlement - Goa Other settlements - Daman, Diu, Mumbai etc.
French	Settlements include Karaikal, Puducherry, Yanam Chandannagar, formerly spelled as Chandernagore etc.
Dutch	Settlements include Coromandal Coast (Tamil Nadu), Pulicat, Surat, Bengal etc.
Danish	Settlements include Serampur (Bengal) and Tranquebar (Tamil Nadu)

The Battle of Plassey (1757)

After the death of Aurangzeb, the Mughal Empire started to grow weaker. Taking this as an advantage, the EIC decided to exploit Bengal, which was then a very rich State. Siraj-ud-Daulah, the Nawab of Bengal, disliked the entry of Britishers. The English were checked for maintaining an army and



The Battle of Plassey

misusing their powers, by the Nawab of Bengal, Siraj ud-Daulah. Bengal being the richest province was the centre of activity. The Nawab of Bengal declared war against the EIC in 1757. But the company's Colonel, Robert Clive, had already hatched a conspiracy with the help of Mir Jafar, the Nawab's Commander-in-Chief. Mir Jafar's betrayal led to the Nawab's defeat in the Battle of Plassey. This victory paved the way for the eventual British conquest of India.

The Battle of Buxar (1764)

The Battle of Buxar was fought by the combined forces of Mir Qasim (Nawab of Bengal), Shuja-ud-Daulah (Nawab of Awadh) and Mughal Emperor Shah Alam II, against the EIC which was led by Hector Munro. The EIC won the battle and thus became the real masters of Bengal, Bihar and Orissa (now Odisha). Thus the foundation of imperialism in India was laid by the EIC.



Shah Alam II

Hector Munro

How Did East India Company Expand And What Were Its Policies?

After the Battles of Plassey and Buxar, the EIC was now ready to acquire more territories in India. The Company used several methods to **annex**² states to the British territory. The **Subsidiary**³ **Alliance** was introduced by Lord Wellesley. Under this policy, an Indian ruler cannot maintain an independent army. To fight with any other state, they would need to take permission of the British. They would be protected by the British but would need to pay for the protection. A part of the Kingdom was annexed if they failed to pay the amount. The Indian ruler had to employ only Britishers.



English East India Company's headquarters in London

The **Doctrine of Lapse** was introduced by Lord Dalhousie which



Warren Hastings,
the first Governor
General of India

stated that the dependent state would pass to the EIC if its ruler died without a natural **heir**⁴, that is, the ruler's own son. This way the British annexed Satara, Jhansi and Nagpur. With the growing territories under the EIC it now needed a new administrative structure. The British territories were divided into units called Presidencies — Bombay, Madras and Bengal. Each had a head called a Governor General, under whose leadership the EIC prospered in acquiring wealth. Warren Hastings was the first Governor General of India from 1773 to 1785. The EIC was controlled by the British Parliament until 1853. During these years the company expanded its trade territories from present-day Pakistan up to Burma (Myanmar).

2 **annex:** add on or add to

3 **subsidiary:** partly or completely owned by

4 **heir:** a person legally entitled to the property or rank of another on that person's death

What Was The Revolt Of 1857 About?

The injustices of the British rule on all sections of Indian society whether rulers, zamindars, artists, traders and soldiers led to rising discontentment. The collection of taxes was the prime concern of the British officials. The welfare of the farmers was ignored; they were made to grow indigo and cotton against their wishes. The **raw material**⁵ was purchased from the farmers at very low rates and the finished products were sold in the European markets at higher prices. Same was the fate of other classes of society. Cottage industries, mills and factories totally collapsed. The Indians serving in the army were kept at lower ranks. All this collectively laid the foundation for the **Revolt of 1857** or the Sepoy Mutiny. It is also termed as the First Struggle for Independence.



The 1857 revolt



Fact Alert!

The Indigo dye— a dark purplish blue colour— gets its name from the indigo plant used to create the dye. India was a major centre for the production of this dye which was considered a luxury in many parts of the world.

The main cause of the First struggle for Independence was the introduction of the Enfield rifle. The cartridges used in these guns were coated by a grease cover that had to be bitten off before being loaded. The grease used was the fat of pigs and cows. This was not acceptable to the Hindus as they considered cows to be holy animals, and the Muslims, considered pigs as unclean animals.

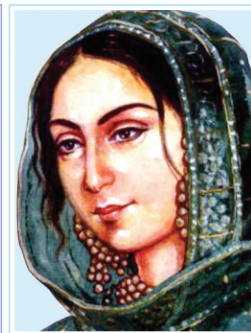
On 29 March 1857, a soldier or *sepo*y named Mangal Pandey at Barrackpore called upon his fellow soldiers to rise in revolt against the use of the new cartridge. The revolt spread to large parts of India. Several British officers were killed and arms and ammunitions were seized. A large number of people, farmers and soldiers alike, gathered around the Red Fort in Delhi.



Mangal Pandey



Rani
Lakshmi Bai



Hazrat
Mahal



Bahadur
Shah II

They declared Mughal Emperor Bahadur Shah II as the Badshah of India with the title Shahenshah-e-Hind. He was accepted as the symbol of Hindu-Muslim Unity.

- 5 **raw material:** an unprocessed substance which is the basic material used to produce goods and finished products

Although the revolt was widespread, it was crushed by the British. The English EIC was better armed and organized. Rani Lakshmi Bai of Jhansi died fighting and Nana Sahib who led the rebellion from Kanpur was defeated. Hazrat Mahal, (also known as the Begum of Awadh) who had the biggest army amongst the rebel leaders, was also defeated. The Mughal Emperor, Bahadur Shah II, was tried and found guilty. He was **exiled**⁶ to Burma (present-day Myanmar). Nana Sahib and Tatya Tope (Ramachandra Pandurang Tope) also played a significant role in the Revolt of 1857.

Causes Behind Failure of the Revolt:

- No unified action and no real leader
- The Indians did not have good weapons and resources
- Princely States did not join the struggle

Positive Outcome of the Revolt:

- Unified effort from all sections of people.
- Farmers joining the revolt, which is a unique case.
- Seed of **Nationalism**⁷ being implanted in the minds of the people.



Fact Alert!

Tipu Sultan, also known as the Tiger of Mysore, is considered to be 'one of the most powerful rulers India has ever had'. He was considered a **tyrant**⁸ by the British and was known for 'resisting the British **conquest**⁹ of southern states'.



How Did The Social Reform Movement Start?

From 1800-1900, the Indian society had many social evils such as a rigid caste system, child marriage, **sati**¹⁰, dowry, ill-treatment of widows, etc. The English had introduced modern education system to the country. Educated Indians began to see many wrongs in the society and wanted to bring an awakening amongst the masses against the prevalent evils. This led to the start of the **Social Reform Movement**. People who wanted to change the society for the better were known as **social reformers**. Their actions slowly introduced many social and religious reforms. Reformers like Raja Ram Mohan Roy, Jyotirao Govindrao Phule, Ishwar Chandra Vidyasagar and Debendranath Tagore were among many others who spoke out against child marriage, sati and caste system. They stood up for widow remarriage and education.



Raja Ram Mohan Roy

6 **exile:** being evicted from one's native country as punishment or for political reasons

7 **nationalism:** love and devotion for one's country

8 **tyrant:** cruel

9 **conquest:** taking over a place by military force

10 **sati:** an old Hindu custom in India where the living widow was burnt to ashes on her dead husband's pyre

When And Why Was The Indian National Congress Established?

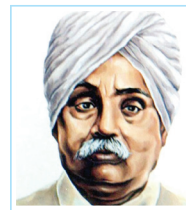
Nationalism was on the rise amongst the Indians since the Revolt of 1857. Influence of western education, the American War of Independence and the French Revolution had an effect on the minds of the educated masses. The Indians by now had realized that the English had their own interests and treated India as a **colony**¹¹. In 1885, AO Hume along with Dadabhai Naoroji, Dinshaw Wacha and some others founded the **Indian National Congress**. The INC initially acted as a platform for Indians to raise their grievances to the British. However, the demands of Congress were not addressed by the British and with time these grievances took the shape of mass movements for freedom.



The first Indian National Congress meet, 1885

What Led To The Partition Of Bengal (1905)?

In 1905, the British decided to divide Bengal into two parts—Hindu dominated and Muslim dominated areas. The intention was to implement the policy of **Divide and Rule** among the Indians. Thousands of people protested against the partition under the leadership of Bal Gangadhar Tilak, Lala Lajpat Rai and Bipin Chandra Pal.



Lala Lajpat Rai



Bal Gangadhar Tilak



Bipin Chandra Pal

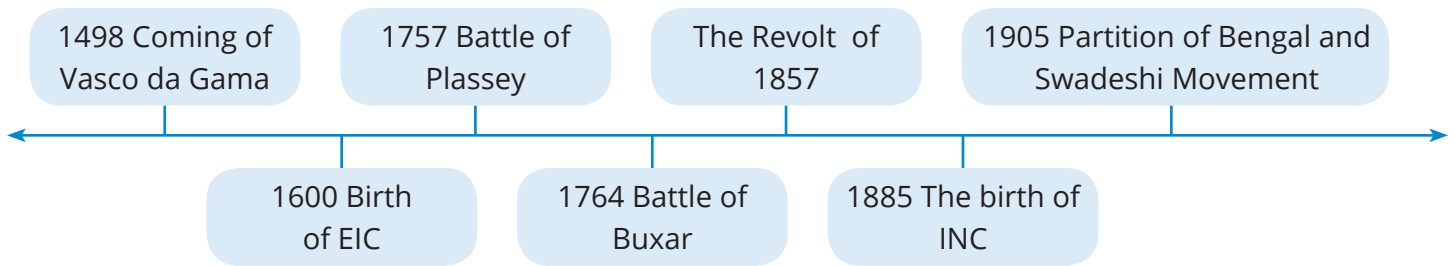
What Was The Swadeshi Movement (1905)?

Swadeshi Movement was initiated in August 1905, after the British decided on the partition of Bengal. It was a protest against the usage of British-made goods. 'Swadeshi' in Sanskrit, means 'of one's own country'. Leaders of the anti-partition movement, famously called Bal, Lal and Pal, decided to use only Indian goods and to **boycott**¹² British goods. The belief was that the use of Indian goods would encourage the establishment of Indian industries and production processes. People gathered on the streets and burnt imported clothes in bonfires. They stopped shops from selling foreign goods. Many women and students also participated in the movement. The British used force to crush the Swadeshi Movement. But, the sale of English goods fell drastically as Indian mills concentrated more on making Swadeshi products. Swadeshi Movement was described by Mahatma Gandhi as the 'soul of self rule' in the country.

11 **colony**: a geographical area controlled by another foreign country

12 **boycott** : to stop buying or using the goods or services of a certain company or country as a protest

TIMELINE



Let's Talk

Why is it that we use the word 'discover' when India has existed since many centuries? Why is it that people and places were believed to have 'not existed' before Europeans documented them? Think and discuss.



SOCIAL RESPONSIBILITY

The British colonial rule over India was very harsh. They lacked 'empathy' and exploited the Indians. Empathy is the ability to understand and share the feelings of another. By empathizing with others we can make the world a better place to live in. State any 3 situations where you feel you should have empathy.

The British were not really concerned with the welfare of the 'natives' as they called the Indians. Their taxation laws were very strict. The poor were unable to pay their taxes on many occasions and were punished very severely. The feature film *LAGAAN* (2001), directed by Ashutosh Gowariker, is set in a small village of Gujarat in the year 1893, at the height of the British Raj. The fictional movie portrays the plight of the poor natives and is a good way to make the student aware of the conditions that prevailed during the nineteenth century.

TOUCHING BASE

(Let's Sum Up)

- ✓ The Portuguese explorer _____ discovered a sea route to India.
- ✓ India was famous for _____, _____ and _____ in the European markets.
- ✓ The English East India Company was able to establish itself in India by _____ CE.
- ✓ The Battle _____ paved the way for British conquest in India.
- ✓ According to the Doctrine of _____ the state would pass into the hands of British if the king died without the natural heir.
- ✓ The Revolt of 1857 was a result of rising _____ amongst the masses against British oppression over almost 100 years.
- ✓ _____ and _____ were the main causes for the failure of the revolt.
- ✓ The Indian National Congress was founded by _____ in 1885.
- ✓ The social reform movement was initiated to eradicate _____ prevalent in the society.
- ✓ The partition of Bengal was devised to bring the policy of _____ and rule.
- ✓ People _____ imported goods in the Swadeshi Movement.

**QUESTION CENTRAL****I. Tick the correct answer.**

- The European power which was able to establish exclusive control over trade in India.
(a) Portuguese (b) English (c) Dutch (d) French
- Which Mughal ruler made a special treaty with the British to trade in India?
(a) Akbar (b) Aurangzeb (c) Jahangir (d) Shah Jahan
- Which battle made EIC the real masters of Bengal, Bihar and Orissa?
(a) Battle of Plassey (b) Battle of Panipat
(c) Battle of Mysore (d) Battle of Buxar
- The main cause of the revolt of 1857 was:
(a) the partition of Bengal (b) Divide and Rule policy
(c) oppressive rule of British (d) loading of the greased cartridge in the rifle
- Indigo grown in India gave a rich colour in the shade of:
(a) red (b) grey (c) blue (d) brown

II. Match the following.

Column A

- Raja Ram Mohan Roy
- Bal Gangadhar Tilak
- Lord Wellesely
- Bahadur Shah II

Column B

- Subsidiary Alliance
- Exiled to Burma
- Social Reformer
- Swadeshi Movement

III. Explain briefly in 2-3 lines.

- When and by whom was the British EIC formed?

- Write a short note on the Doctrine of Lapse.

- What were the causes for the failure of the revolt?

4. How did the people participate in the Swadeshi Movement?

5. Which two forces fought in the Battle of Buxar?

IV. Explain in detail.

1. Name some social reformers and the social evils which were prevalent in the Indian society during the seventeenth century.
2. What were the causes of failure of Revolt of 1857? What was its outcome.
3. Why, when and by whom was the Indian National Congress formed?



1. What do you understand by the phrase, 'the Sun never sets on the British Empire'?
2. The contribution of the British towards modernization cannot be ignored but with it came economic exploitation and communalism. Do you think the British rule was beneficial or harmful for India? Discuss. (Hint: You could list out all the good things that the British introduced—post and telegraph, rail, education and the 'not so good' things—made India poorer, and so on.)



Let us go on an adventure! We will surf the internet for names of some political parties that were present during the time of Independence. Write a few lines about each party on project sheets. See if you can stick some pictures also.

MY CHAPTER REPORT

SKILL	SKILL LEVEL	TEACHER			PARENT		
Concept	Able to understand the expansion policies of the British.	1	2	3	1	2	3
	Able to understand the various movements launched during the freedom struggle and the formation of Indian National Congress.	1	2	3	1	2	3
Mental Activity	Able to recall and describe the reasons and events leading to the Revolt of 1857 and also its outcomes.	1	2	3	1	2	3
	Able to recall names of the main people associated with the listed events in the lesson.	1	2	3	1	2	3
Application in real life	Ability to construct a timeline of all the events listed in the lesson.	1	2	3	1	2	3
	Able to appreciate the struggle for freedom by Indians and develop a deep sense of patriotism.	1	2	3	1	2	3

