

RESOURCES

What is a resource?

Anything that can be used to satisfy a need
is a resource.

List out five resources that we use in our home everyday.

- Water
- Electricity
- Land
- Books
- Plants

What makes a thing a resource?

What makes a resource?

Utility or usability makes an object or substance a resource.

When a resource gets its value?

Based on its usages.

What do you mean by value?

It means worth.

Factors that change a substance a resource:

- Time and technology are the two factors that can change substances into resources.
- Both are related to the needs of the people.
- People themselves considered a resource because it is their ideas, knowledge inventions and discoveries that lead to the creation of more resources.

Types of resources:

Resources are generally classified into

- Natural Resources
- Human made Resources
- Human

Natural resources:

Resources that are drawn from nature and used without much modification are called natural resources.

- Natural resources can be categorized into renewable and Non-renewable resources.
- Renewable resources are those which get renewed or replenished quickly.
Eg: Sun, Wind.
- Non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished.
Eg: Coal, petroleum and natural gas.
- Coal, petroleum and natural gas are called fossil fuels.
They are formed by dead plant and animal matter, and it will take many years to form.

Classification of Natural Resources:

- **Based on its Use and Origin**
 - Biotic: Resources that are living are called biotic resources
Eg: Plants and animals.
 - Abiotic: Resources that are non-living are called abiotic resources.
Eg: Soil, rocks and minerals.
- **Based on its Development and Use**
 - Actual Resources: Quantity of the resources is known and measurable.
 - Potential Resources: Entire quantity of the resources are not known and they are not used at present.
- **Based on their Distribution**
 - Ubiquitous Resources: These resources are found everywhere like the air we breathe.
 - Localised Resources : These resources are found only in certain places .
Eg: Copper and iron.

Factors of distribution of resources:

- ❖ Terrain

- ❖ Climate

- ❖ Altitude

The distribution of resources is unequal because these factors differ so much over the earth.

Human Made Resources

- When a natural resource undergoes drastic change by Human intervention it becomes human-made resource.
- People can make the best use of nature to create more resources when they have the knowledge, skill and the technology to do so.
- Technology is also a human-made resource.

Human Resources

- People are human resources.
- They can make the best use of nature to create more resources with their knowledge, skill and technology.
- Education and health help in making people a valuable resource.
- Improving the quality of people's skills to create more resources is known as human resource development.

Conservation of resources:

- Using resources carefully and giving them time to get renewed is called resource conservation.
- Balancing the need to use resources and also conserve them for the future is called sustainable development.
- We can conserve resources by reducing consumption, recycling and reusing things.
- Sustainable Development: Carefully utilizing resources
- So that besides meeting the requirements of the present, also takes care of future generation.

Let's sum up:

- ❖ Anything that can be used to satisfy a need is a resource.
- ❖ Utility or usability makes an object or substance a resource.
- ❖ Patent means the exclusive right over any idea or invention.
- ❖ Resources that are drawn from nature and used without much modification are called natural resources.
- ❖ When a natural resource undergoes drastic change by human intervention it becomes a human-made resource.
- ❖ Improving the quality of people's skills to create more resources is known as human resource development.
- ❖ We can contribute to resource conservation by reducing, reusing, and recycling.

Video link: <https://www.youtube.com/watch?v=pJPgExoZbOA>

SBIOA SENIOR SECONDARY SCHOOL- TRICHY
STUDY MATERIAL FOR CLASS VIII

SUBJECT: GEO Ln.1. Resources.

Answer the following:

1. What is a resource?

Anything that can be used to satisfy a need is a resource.

2. What makes an object or substance a resource?

Utility or usability makes an object or substance a resource.

3. Name the two important factors that can change substance into resources.

Time and technology are two factors that can change substances into resources.

4. What are natural resources?

Resources that are drawn from nature and used without much modification are called natural resources.

5. What are called human-made resources?

When a natural resource undergoes drastic change by Human intervention it becomes human-made resources.

6. Why are natural resources important?

Resources are important to any country's development. For example, to generate energy, fossil fuels are needed and mineral resources are needed for industrial development.

7. How do humans depend on natural resources?

Living things require food, air and land services, so they live in places with the things they want. For all they do, humans use natural resources. Human use of energy and fuels is derived from natural sources and its use affects the environment.

8. What do you mean understood by human resource and development?

Human resource development refers to the improvement in the quality of human skills to create more resources.

9. Why are resources distributed unequally over the earth?

The distribution of natural resources depend upon number of physical factors like terrain, climate and altitude. The distribution of resources are unequal because the physical factors differ so much over the earth.

10. How can a person contribute in resource conservation?

Each person can contribute in conserving the resources by reducing consumption, recycling and reusing things.

11. Why are human resources important?

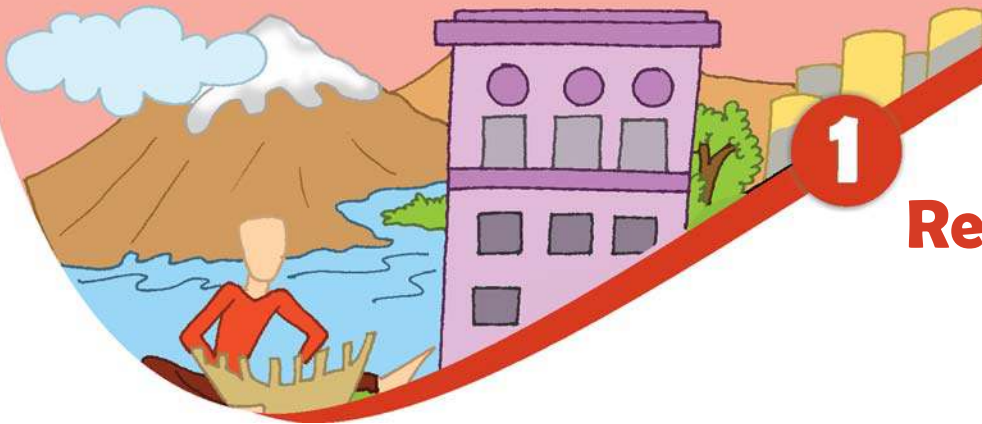
- Human resources are important because they can make the best use of nature to create more resources when they have the knowledge, skill and technology to do so.
- It is the human ability which transfer the physical material into a valuable resource.
- Education and health are two important things that makes a man as a resource.

12. Define the following:

Technology: It is the application of latest knowledge and skill in doing or making things.

Stock of resource: It is the amount of resources available for use.

Patent: It means the exclusive right over any idea or invention.



1

Resources

Let's do

List out five resources you use in your home and five you use in your classroom.

utility. Utility or usability is what makes an object or substance a resource.

*"How does something become a resource?" Raju now wanted to know. Amma told the children that things become resources only when they have a value. "Its use or utility gives it a value. All resources have some **value**." said Amma.*

Value means worth. Some resources have economic value, some do not. For example, metals may have an economic value, a beautiful landscape may not. But both are important and satisfy human needs.

Some resources can become economically valuable with time. Your grandmother's home remedies have no commercial value today. But if they are patented and sold by a medical firm tomorrow, they could become economically valuable.

Glossary

Patent: It means the exclusive right over any idea or invention.

Glossary

Technology: It is the application of latest knowledge and skill in doing or making things.



Activity

Circle those resources from Amma's list that have no commercial value as yet.



Amma's List

Cotton cloth
Iron ore
Intelligence
Medicinal plants
Medical knowledge
Coal deposits
Beautiful scenery
Agricultural land
Clean environment
Old folk songs
Good weather
Resourcefulness
A good singing voice
Grandmother's home remedies
Affection from friends and family

TYPES OF RESOURCES

Resources are generally classified into natural, human made and human.

Natural Resources

Resources that are drawn from Nature and used without much modification are called **natural resources**. The air we breathe, the water in our rivers and lakes, the soils, minerals are all natural resources. Many of these resources are free gifts of nature and can be used directly. In some cases tools and technology may be needed to use a natural resource in the best possible way.

Natural resources are classified into different groups depending upon their **level of development** and **use; origin; stock** and **distribution**.

On the basis of their development and use resources can be classified into two groups, **actual** resources and **potential** resources.

Actual resources are those resources whose quantity is known. These resources are being used in the present. The rich deposits of coal in Ruhr region of Germany and petroleum in the West Asia, the dark soils of the Deccan plateau in Maharashtra are all actual resources.

Potential resources are those whose entire quantity may not be known and these are not being used at

"A very valuable one!"

"So I am a resource too!"



origin, resources can be **abiotic** or **biotic**. Abiotic resources are non-living while biotic resources are living. Soils, rocks and minerals are abiotic but plants and animals are biotic resources.



Fig. 1.1: Windmills

Natural resources can be broadly categorised into **renewable** and **non-renewable** resources.

Renewable resources are those which get renewed or replenished quickly. Some of these are unlimited and are not affected by human activities, such as solar and wind energy. Yet careless use of certain renewable resources like water, soil and forest can affect their stock. Water seems to be an unlimited renewable resource. But shortage and drying up of natural water sources is a major problem in many parts of the world today.

Non-renewable resources are those which have a limited stock. Once the stocks are exhausted it may take thousands of years to be renewed or replenished. Since this period is much more than human life spans, such resources are considered non-renewable. Coal, petroleum and natural gas are some examples.

On the basis of their distribution resources can be **ubiquitous** or **localised**. Resources that are found everywhere like the air we breathe, are ubiquitous. But those which are found only in certain places are localised, like copper and iron ore.

The distribution of natural resources depends upon number of physical factors like terrain, climate and altitude. The distribution of resources is unequal because these factors differ so much over the earth.

Glossary

Stock of Resource

It is the amount of resources available for use.

Let's do

Think of a few renewable resources and mention how their stock may get affected by overuse.



Let's do

Make a list of five human made resources that you can observe around you.



Do you know?

Human Resource refer to the number (quantity) and abilities (mental and physical) of the people. Though, there are differing views regarding treatment of humans as a resource, one cannot deny the fact that it is the abilities of human that help in transferring the physical material into valuable resource.



Human Made Resources

Sometimes, natural substances become resources only when their original form has been changed. Iron ore was not a resource until people learnt to extract iron from it. People use natural resources to make buildings, bridges, roads, machinery and vehicles, which are known as **human made resources**. Technology is also a human made resource.

“So people like us use natural resources to make human made resources,” said Mona nodding in understanding. “Yes,” said Raju.

Human Resources

People can make the best use of nature to create more resources when they have the knowledge, skill and the technology to do so. That is why human beings are a special resource. **People are human resources**. Education and health help in making people a valuable resource. Improving the quality of people's skills so that they are able to create more resources is known as **human resource development**.

“Crops ruined due to drought”.
“Can I find a solution?”.



that's it!



“...its all thanks to the knowledge, education and skill... we could find a solution...”



CONSERVING RESOURCES

Mona had a nightmare. She dreamt that all the water on the earth had dried up and all the trees cut down. There was no shade and nothing to eat or drink. People were suffering and roaming around desperately looking for food and shade.

She told her mother about the dream. "Amma can this really happen?" she asked.

"Yes," Amma replied. "If we are not careful then even renewable resources can become very scarce and the non-renewable ones can definitely get exhausted". "What can we do about it," Raju asked. "Lots," replied Amma.

Using resources carefully and giving them time to get renewed is called **resource conservation**. Balancing the need to use resources and also conserve them for the future is called **sustainable development**. There are many ways of conserving resources. Each person can contribute by reducing consumption, recycling and reusing things. Ultimately it makes a difference because all our lives are linked.

That evening the children and their friends made packets and shopping bags out of old newspapers, discarded clothes and baskets from bamboo sticks. "We will give a few to every family we know," said Mona. "After all it is for a very good cause," said Mustafa, "To save our resources and to keep our earth alive".

"I am going to be very careful not to waste paper," said Jessy. "Many trees are cut down to make paper," she explained.

"I will see that electricity is not wasted in my house," shouted Mustafa. "Electricity comes from water and coal."



Glossary

Sustainable Development

Carefully utilising resources so that besides meeting the requirements of the present, also takes care of future generations.



Some Principles of Sustainable Development

- Respect and care for all forms of life
- Improve the quality of human life
- Conserve the earth's vitality and diversity
- Minimise the depletion of natural resources
- Change personal attitude and practices toward the environment
- Enable communities to care for their own environment.

- all uses of renewable resources are sustainable
- the diversity of life on the earth is conserved
- the damage to natural environmental system is minimised.



Exercises

1. Answer the following questions.

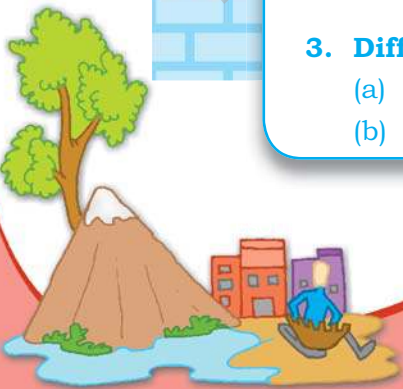
- (i) Why are resources distributed unequally over the earth?
- (ii) What is resource conservation?
- (iii) Why are human resources important?
- (iv) What is sustainable development?

2. Tick the correct answer.

- (i) Which one of the following does NOT make substance a resource?
(a) utility (b) value (c) quantity
- (ii) Which one of the following is a human made resource?
(a) medicines to treat cancer
(b) spring water
(c) tropical forests
- (iii) Complete the statement.
Biotic resources are
(a) derived from living things
(b) made by human beings
(c) derived from non-living things

3. Differentiate between the followings.

- (a) Potential and actual resources
- (b) Ubiquitous and localised resources



4. Activity

“Rahiman paani raakhiye,
Bin paani sab soon.
Paani gaye na ubere
Moti, manus, choon...”

[Says Rahim, keep water, as without water there is nothing. Without water pearl, swan and dough cannot exist.]


These lines were written by the poet Abdur Rahim Khankhana, one of the nine gems of Akbar’s court. What kind of resource is the poet referring to? Write in 100 words what would happen if this resource disappeared?


For Fun

1. Pretend that you live in the prehistoric times on a high windy plateau. What are the uses you and your friends could put the fast winds to? Can you call the wind a resource?


Now imagine that you are living in the same place in the year 2138. Can you put the winds to any use? How? Can you explain why the wind is an important resource now?


2. Pick up a stone, a leaf, a paper straw and a twig. Think of how you can use these as resources. See the example given below and get creative!

You can use a stone... 	Use/Utility
To play <i>stapu</i>	toy
As a paper-weight	tool
To crush spices	tool
To decorate your garden /room	decoration piece
To open a bottle	tool
In a catapult	weapon

You can use a leaf... 	Use/Utility



You can use a straw... 	Use/Utility

You can use a twig... 	Use/Utility

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SBIOA SENIOR SECONDARY SCHOOL, TRICHY-21

CLASS: VIII

SUBJECT: HISTORY

LESSON: 1

TOPIC: How, When and Where

MRS. RAJALAKSHMI MUTHUKRISHNAN

- What is History?

It is the reading about the past and about changes that occur over a period of time. It is about finding out how things were in the past and how they have changed overtime.

- When we study the dates which we compose our story of the past, are not important on their own. They become important because we focus on a particular set of events as important.

- While studying history, we should know about the division of history.

- How it was divided in the ancient period?

It was divided into three division. Ancient, Medieval and Modern periods.

- When we write history, or a story, we divide it into chapters. Why do we do this ? It is to give each chapter some coherence. It is to tell a story in a way that makes some sense and can be followed.
- We focus only on those events that help us to give shape to the story we are telling.
- The histories that revolve around the life of British Governor-Generals, the activities of Indians simply do not fit, they have no space. They decided to have a new set of dates to know the important dates.

- In 1817, James Mill, a Scottish economist and political philosopher published a book on -A History of British India, in this book he divided Indian History into three periods- Hindu, Muslim and British. This periodization is widely accepted .

- Why do we periodise or divide history into different periods?

To capture the characteristics of time and its central features as they appear to us.

- Historians divided Indian history into three periods- Ancient, Medieval and Modern.
- How do we know about history?
By reading or by hearing about it.

- Through different sources we know about the past stories i.e about history of the particular event or incident.
- The British recorded and preserved the official documents.
- The Britishers believed that the act of writing was important.
- Every instruction, plan, policy, decision, agreement and investigation had to be clearly written up.
- Why they wanted to record all their records?
Records can be utilized for reference at a later period whenever required for the purpose of studying or debating.

- How did they copy the records? Who copied these documents?

The documents were copied out and beautifully written by calligraphists.

- Calligraphy: The art of beautiful writing.
- By the middle of the 19th century, along with the spread of printing, multiple copies of these records were printed as proceedings of each government department.

- The practice of surveying also became common under the colonial administration.
- It was done to know the topography, the soil quality, the flora and fauna, the local histories and the cropping pattern-all these facts seen as necessary to know about to administer the region.
- Detailed surveys were carried out to map the entire country.
- All these records tell us, what the officials thought, what there were interested in, and what they wished for.
- As printing spread, newspapers were published and issues were debated in public. Leaders and reformers wrote to spread their ideas, poets and novelists wrote to express their feelings.

New terms:

- **Debate:** A formal discussion on a matter of public interest.
- **Survey:** Examine and record the area and features so as to construct a map, plan or description.
- **Archives:** Collection of historical documents or records providing information about a place, institution or group of people.
- **Museum:** A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.
- **Topography:** The arrangement of the natural and artificial physical features of an area.

Let's recall:

- What is history?
- The division of history.
- Preservation of records.
 - Archives and museums
 - Calligraphists.
- Survey
- The act of printing
- The spreading of ideas.

SBIOA SENIOR SECONDARY SCHOOL, TRICHY
STUDY MATERIAL FOR CLASS VIII

HISTORY: LN.1 HOW, WHEN AND WHERE

1. What is history?

History is about finding out how things were in the past and how things have changed.

2. What is colonisation?

Colonisation is a process in which one country subjugates another and thus brings political, economic, social and cultural changes.

3. Why do many historians refer to modern period as colonial?

Under British rule, people did not have equality, freedom and liberty, thus many historians referred this period as colonial period.

4. Why do we try and divide history into different periods?

We divide history into different periods in order to capture the characteristics of a time, its central features as they appear to us.

5. Who was James Mill?

James Mill was a Scottish economist and philosopher who wrote the famous book A History of British India.

6. What is census?

- A census is a procedure of systematically acquiring and recording information about the members of a given population. It is a regularly occurring and official count of a particular population.
- It occurred around during the reign of the emperor Chandragupta Maurya under the leadership of Kautilya .
- The proper national census started in 1871.

7. How have historians divided Indian history?

Historians have divided Indian history into ancient, medieval and modern.

8. What is calligraphy?

The art of beautiful writing is called calligraphy.

9. What was the effect of colonisation on India?

The effects of colonisation on India:

- The British came to India and established their rule, subjugating local nawabs and rajas.
- The British established control over the economy and society, collected revenue to meet all their expenses, bought the goods they wanted at low prices, produced crops they needed for export.
- The British rule brought about the changes in values and tastes, customs and practices. It brought about the changes in political, economic, social and cultural sphere.

10. Why and how do we periodise a time in history?

- We periodise a time in order to characterise it into different periods on the basis of some significant events that have happened during those days.
- These demarcations of time into different periods in the past is known as periodisation, which become important for history as they help to reflect our ideas quickly about the happenings and changes from one period to the next.

11. How did James Mill view India?

- James Mill in his book "A History of British India", divided Indian history into three periods- Hindu, Muslim and British.
- Mill thought that all Asian societies including India had lower level of civilisation than Europe.
- According to him, before British came to India, Hindu and Muslim rulers controlled India.
- Society was then dominated by religious intolerance, caste taboos and superstitious practices.
- Mill suggested that the British should conquer all the territories of India and it was necessary to introduce European manners, arts, institutions and laws for the enlightenment and happiness of the Indians.

12. Why did the British preserve official documents?

- The Britishers preserved the official documents because they believed that writing is more important than speaking as the documents of archives and museum can be utilized for reference at later period.
- These can also serve as an information or other proof of any decision or action taken at a later period whenever required.

13. What is the problem with the periodisation of Indian history that James Mill offers?

- In 1817 James Mill, a Scottish, an Economist and a political philosopher, published a book "A History of British India.
- In this book, he divided Indian History into three periods- Hindu, Muslim and British.
- According to him, before British came to India, Hindu and Muslim despots ruled India.
- He said that religious intolerance, caste taboos and superstitious practices dominated the society.
- He also felt that without British help India would have never progressed.
- Based on his conception of dividing Indian history on the basis of religion has many flaws and so, it was not acceptable.
- He cannot characterize an age only through the religion of the rulers of that time.
- During this period a variety of faiths and religions existed.
- The rulers of Ancient India did not share the same faith.
- This paved the way for the other religions like Buddhism and Jainism developed and spread to other parts of the world while Hindu religion also existed.

1

How, When and Where

How Important are Dates?

There was a time when historians were fascinated with dates. There were heated debates about the dates on which rulers were crowned or battles were fought. In the common-sense notion, history was synonymous with dates. You may have heard people say, "I find history boring because it is all about memorising dates." Is such a conception true?

History is certainly about changes that occur over time. It is about finding out how things were in the past and how things have changed. As soon as we compare the past with the present we refer to time, we talk of "before" and "after".

Living in the world we do not always ask historical questions about what we see around us. We take things for granted, as if what we see has always been in the world we inhabit. But most of us have our moments of wonder, when we are curious, and we ask questions that actually are historical. Watching someone sip a cup of tea at a roadside tea stall you may wonder – when did people begin to drink tea or coffee? Looking out of the window of a train you may ask yourself – when were railways built and how did people travel long distances before the age of railways? Reading the newspaper in the morning you may be curious to know how people got to hear about things before newspapers began to be printed.

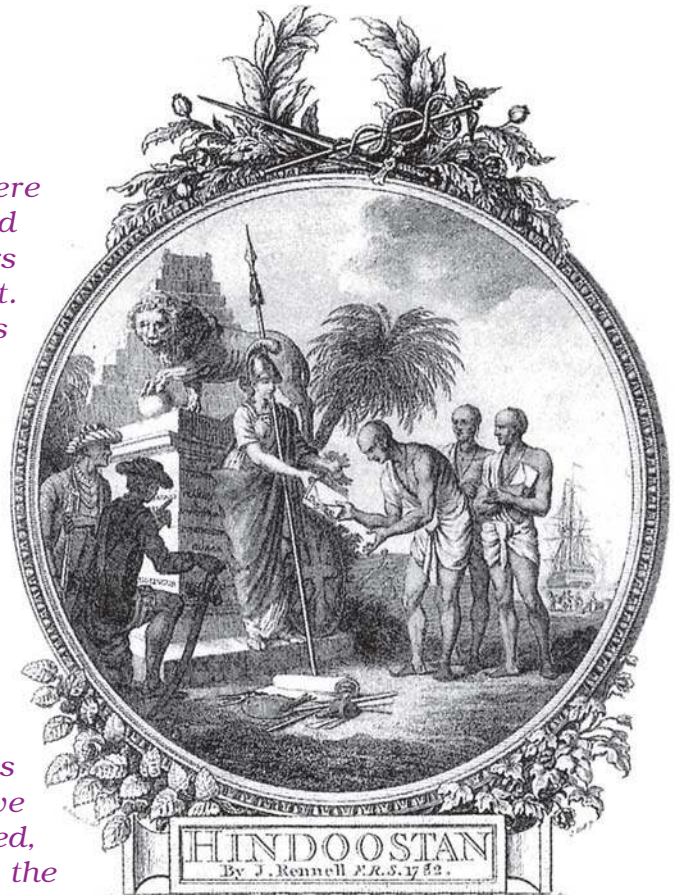


Fig. 1 – Brahmins offering the Shastras to Britannia, frontispiece to the first map produced by James Rennel, 1782

Rennel was asked by Robert Clive to produce maps of Hindustan. An enthusiastic supporter of British conquest of India, Rennel saw preparation of maps as essential to the process of domination. The picture here tries to suggest that Indians willingly gave over their ancient texts to Britannia – the symbol of British power – as if asking her to become the protector of Indian culture.

Look carefully at Fig.1 and write a paragraph explaining how this image projects an imperial perception.

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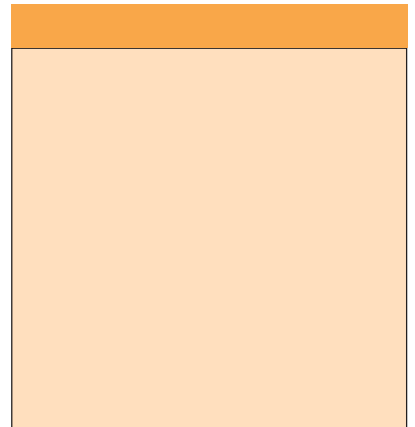
SOLE CHIEF DEPOT
 LIPTON'S BLEND
 CALCUTTA
 BOMBAY MADRAS
 KARACHI
 COLOMBO
 SYDNEY
 AUCKLAND
 ADELPHI
 SYDNEY &c.

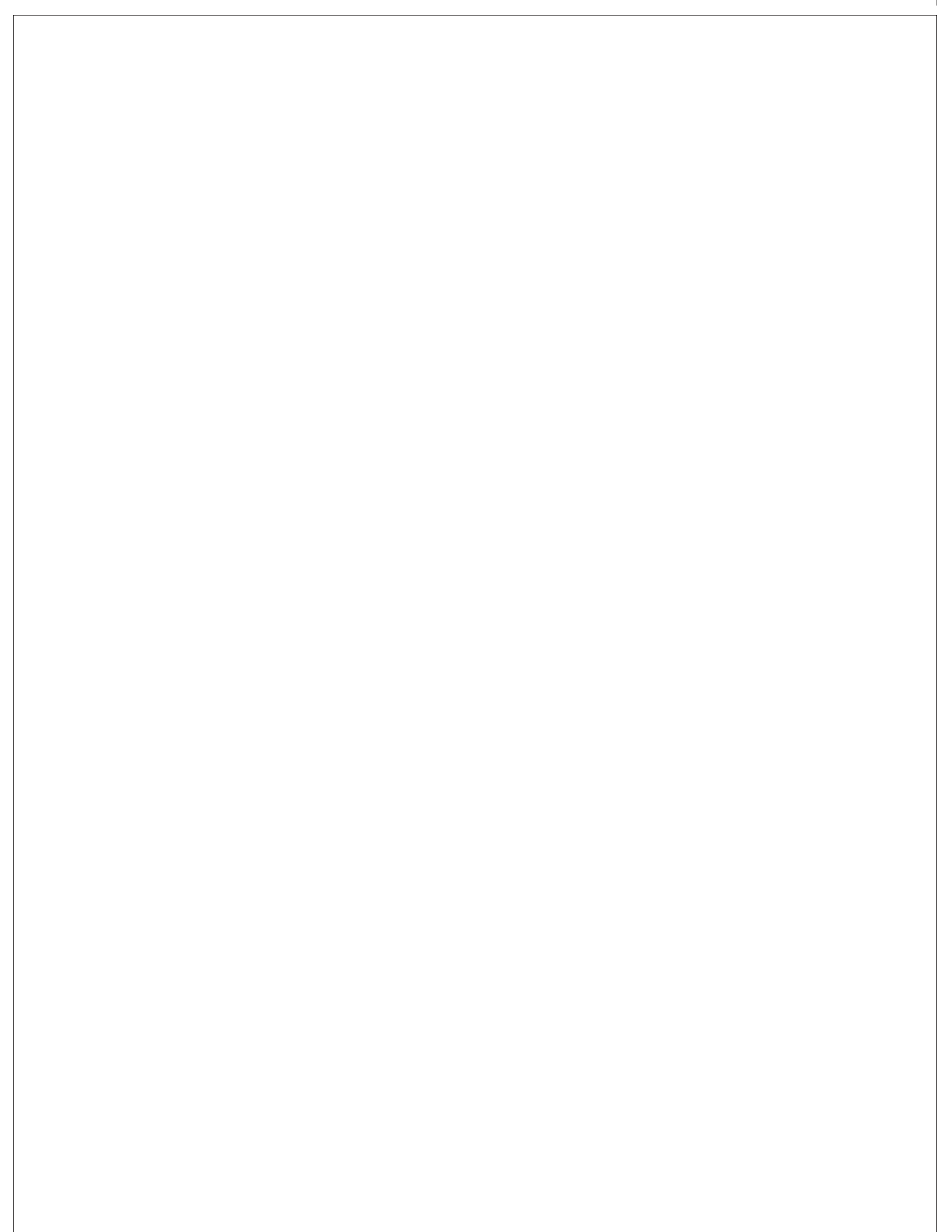
CALENDAR FOR 1902

Month	Day	Day	Day	Day	Day
JAN	1	2	3	4	5
FEB	1	2	3	4	5
MAR	1	2	3	4	5
APR	1	2	3	4	5
MAY	1	2	3	4	5
JUN	1	2	3	4	5
JUL	1	2	3	4	5
AUG	1	2	3	4	5
SEP	1	2	3	4	5
OCT	1	2	3	4	5
NOV	1	2	3	4	5
DEC	1	2	3	4	5

لیپٹن کی چائے
 لیپٹن کی چائے
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How do We Know?

What sources do historians use in writing about the last 250 years of Indian history?

Administration produces records

One important source is the official records of the British administration. The British believed that the act of writing was important. Every instruction, plan, policy decision, agreement, investigation had to be clearly written up. Once this was done, things could be properly studied and debated. This conviction produced an administrative culture of memos, notings and reports.

The British also felt that all important documents and letters needed to be carefully preserved. So they set up record rooms attached to all administrative institutions. The village *tahsildar's* office, the collectorate, the commissioner's office, the provincial secretariats, the lawcourts – all had their record rooms. Specialised institutions like archives and museums were also established to preserve important records.

Letters and memos that moved from one branch of the administration to another in the early years of the nineteenth century can still be read in the archives. You can also study the notes and reports that district officials prepared, or the instructions and directives that were sent by officials at the top to provincial administrators.

In the early years of the nineteenth century these documents were carefully copied out and beautifully written by calligraphists – that is, by those who specialised in the art of beautiful writing. By the middle of the nineteenth century, with the spread of printing, multiple copies of these records were printed as proceedings of each government department.

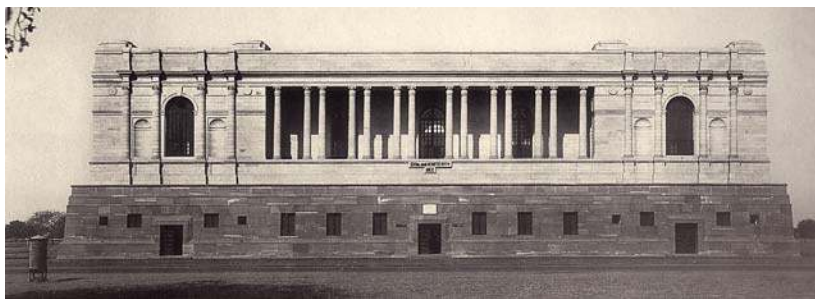


Fig. 4 – The National Archives of India came up in the 1920s

When New Delhi was built, the National Museum and the National Archives were both located close to the Viceregal Palace. This location reflects the importance these institutions had in British imagination.

Source 1

Reports to the Home Department

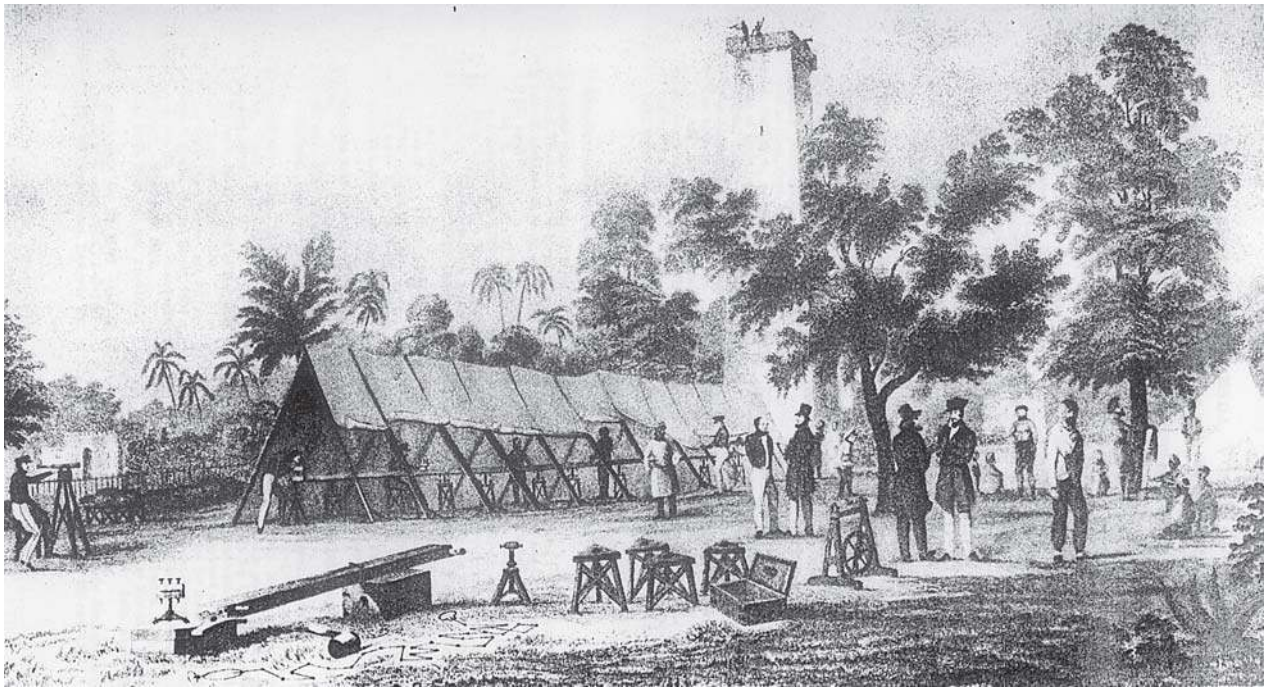
In 1946 the colonial government in India was trying to put down a mutiny that broke out on the ships of the Royal Indian Navy. Here is a sample of the kind of reports the Home Department got from the different dockyards:

Bombay: Arrangements have been made for the Army to take over ships and establishment. Royal Navy ships are remaining outside the harbour.

Karachi: 301 mutineers are under arrest and a few more strongly suspected are to be arrested ... All establishments ... are under military guard.

Vizagapatnam: The position is completely under control and no violence has occurred. Military guards have been placed on ships and establishments. No further trouble is expected except that a few men may refuse to work.

*Director of Intelligence, HQ,
India Command, Situation
Report No. 7. File No. 5/21/46
Home (Political),
Government of India*





“Not fit for human consumption”

Newspapers provide accounts of the movements in different parts of the country. Here is a report of a police strike in 1946.

More than 2000 policemen in Delhi refused to take their food on Thursday morning as a protest against their low salaries and the bad quality of food supplied to them from the Police Lines kitchen.

As the news spread to the other police stations, the men there also refused to take food ... One of the strikers said: “The food supplied to us from the Police Lines kitchen is not fit for human consumption. Even cattle would not eat the *chappattis* and *dal* which we have to eat.”

Hindustan Times,
22 March, 1946



Let's imagine

Imagine that you are a historian wanting to find out about how agriculture changed in a remote tribal area after independence. List the different ways in which you would find information on this.

Let's recall

1. State whether true or false:
 - (a) James Mill divided Indian history into three periods – Hindu, Muslim, Christian.
 - (b) Official documents help us understand what the people of the country think.
 - (c) The British thought surveys were important for effective administration.

Let's discuss

2. What is the problem with the periodisation of Indian history that James Mill offers?
3. Why did the British preserve official documents?
4. How will the information historians get from old newspapers be different from that found in police reports?

Let's do

5. Can you think of examples of surveys in your world today? Think about how toy companies get information about what young people enjoy playing with or how the government finds out about the number of young people in school. What can a historian derive from such surveys?