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संदेश

विद्यालयी शिक्षा में शैक्षिक उत्कृष्टता प्राप्त करना केन्द्रीय विद्यालय संगठन की सर्वोच्च वरीयता है। हमारे विद्यार्थी, शिक्षक एवं शैक्षिक नेतृत्व कर्ता निरंतर उन्नति हेतु प्रयासरत रहते हैं। राष्ट्रीय शिक्षा नीति 2020 के संदर्भ में योग्यता आधारित अधिगम एवं मूल्यांकन संबन्धित उद्देश्यों को प्राप्त करना तथा सीबीएसई के दिशा निर्देशों का पालन, वर्तमान में इस प्रयास को और भी चुनौतीपूर्ण बनाता है।

केन्द्रीय विद्यालय संगठन के पांचों **आंचलिक शिक्षा एवं प्रशिक्षण संस्थान** द्वारा संकलित यह 'विद्यार्थी सहायक सामग्री' इसी दिशा में एक आवश्यक कदम है। यह सहायक सामग्री कक्षा 9 से 12 के विद्यार्थियों के लिए सभी महत्वपूर्ण विषयों पर तैयार की गयी है। केन्द्रीय विद्यालय संगठन की 'विद्यार्थी सहायक सामग्री' अपनी गुणवत्ता एवं परीक्षा संबंधी सामग्री-संकलन की विशेषज्ञता के लिए जानी जाती है और अन्य शिक्षण संस्थान भी इसका उपयोग परीक्षा संबंधी पठन सामग्री की तरह करते रहे हैं। शुभ-आशा एवं विश्वास है कि यह सहायक सामग्री विद्यार्थियों की सहयोगी बनकर सतत मार्गदर्शन करते हुए उन्हें सफलता के लक्ष्य तक पहुंचाएगी।

शुभाकांक्षा सहित।

निधि पांडे
आयुक्त, केन्द्रीय विद्यालय संगठन

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Subject Wise Marks Division:

History: 20 Marks

Geography: 20 Marks

Political Science: 20 Marks.

Economics: 20 Marks

HISTORY
CHAPTER-1
THE FRENCH REVOLUTION

GIST OF THE LESSION

1. Background and Causes

1. Social Inequality:

Estates System: French society was divided into three estates:

>First Estate: Clergy

>Second Estate: Nobility

>Third Estate: Commoners (including bourgeoisie, urban workers, and peasants)

Burden of Taxes: The Third Estate bore the majority of taxes while having the least privileges.

2. Economic Distress:

Financial Crisis: Due to involvement in costly wars (including the American Revolution) and extravagant spending by the monarchy.

Poor Harvests: Led to food shortages and increased bread prices, causing wide spread hunger.

3. Political Factors:

Weak Monarchy: King Louis XVI was indecisive and unable to manage the financial crisis.

Enlightenment Ideas: Philosophers like Voltaire, Rousseau, and Montesquieu promoted ideas of liberty, equality, and fraternity, challenging the traditional order.

4. Calling of the Estates-General:

May 1789: King Louis XVI called the Estates-General to address the financial crisis, but it led to political conflict as the Third Estate demanded more representation.

2. Key Events

1. Formation of the National Assembly:

June 1789: The Third Estate declared itself the National Assembly, claiming to represent the people of France.

Tennis Court Oath: Members of the National Assembly vowed not to disband until they had drafted a new constitution.

2. Storming of the Bastille:

July 14, 1789: Parisians stormed the Bastille prison, a symbol of royal tyranny. This event is celebrated as France's National Day.

3. The Great Fear:

Summer 1789: Rumors of aristocratic conspiracy led to peasant revolts, attacking noble estates and prompting the National Assembly to abolish feudal privileges.

4. Declaration of the Rights of Man and Citizen:

August 1789: Proclaimed the principles of liberty, equality, and fraternity, and asserted individual and collective rights.

5. Women's March on Versailles:

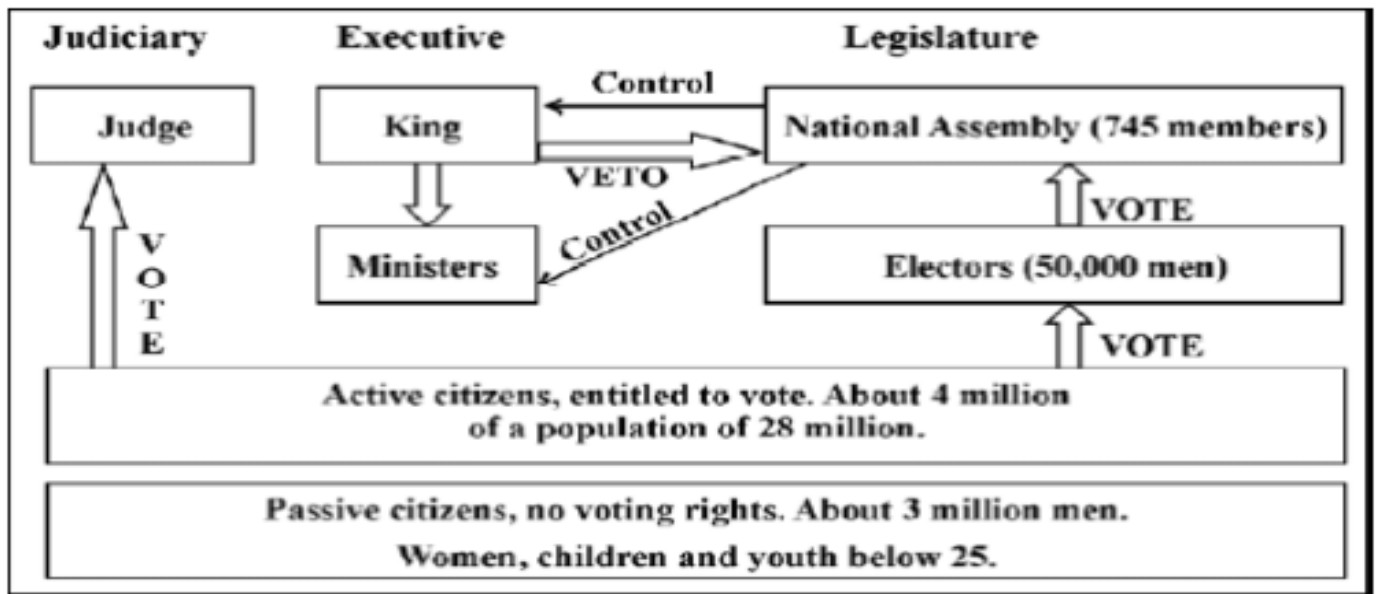
October 1789: Women marched from Paris to Versailles to demand bread and forced the royal family to move to Paris, bringing them under closer scrutiny.

6. Civil Constitution of the Clergy:

1790: Reorganized the Catholic Church in France, bringing it under state control and alienating many devout Catholics.

7. Constitution of 1791:

Established a constitutional monarchy, reducing the king's powers and creating a Legislative Assembly.



8. Rise of Radical Groups:

Political clubs like the Jacobins and sans-culottes became influential, pushing for more radical changes and the establishment of a republic.

Women's Revolution

- From the very beginning, women were active participants in the events which brought about so many changes in French society.
- Most of the women of the third estate had to work for a living.
- Their wages were lower than those of men.
- They demanded equal pay for equal work.
- In order to discuss and voice their interests, women started their own political clubs and newspapers.
- One of their main demands was that women must enjoy the same political rights as men.
- Some laws were introduced to improve the position of women.
- Their struggle still continues in several parts of the world.
- It was finally in 1946 that women in France won the right to vote.

The Abolition of Slavery

- There was a triangular slave trade among Europe, Africa, and America.
- In the 18th century, there was little criticism of slavery in France.
- No laws were passed against it.
- It was in 1794 that the convention made free to all slaves.
- But 10 years later slavery was reintroduced by Napoleon.
- It was finally in 1848 that slavery was abolished in the French colonies.

Consequences

1. End of Monarchy:

- The Revolution led to the abolition of the monarchy and the establishment of a republic.

2. Social Reforms:

- Feudal privileges were abolished, and the Declaration of the Rights of Man and Citizen inspired democratic principles and individual rights.

3. Impact on France and the World:

- The Revolution influenced other revolutionary movements worldwide, promoting ideas of liberty, equality, and fraternity.
- It led to significant changes in French society, politics, and culture.

4. **Napoleonic Era:**

- Napoleon's rise to power led to further political and military changes in France and Europe, spreading the revolutionary ideals through his conquests and reforms.

| Thinker | Book | Key Ideas |
|------------------------------|--|--|
| John Locke | "Two Treatises of Government" | Natural rights (life, liberty, property), government by consent |
| Jean-Jacques Rousseau | "The Social Contract" | General will, sovereignty of the people |
| Baron de Montesquieu | "The Spirit of the Laws" | Separation of powers |
| Voltaire | "Candide" (Reflective of his views) | Freedom of speech, religious tolerance, separation of church and state |
| Mary Wollstonecraft | "A Vindication of the Rights of Woman" | Women's rights, educational and social reforms |

Conclusion of the French Revolution

The French Revolution, which began in 1789, was a pivotal event in world history that profoundly changed the social, political, and economic landscape of France. The Revolution brought an end to centuries of feudalism and absolute monarchy, establishing the principles of liberty, equality, and fraternity that continue to influence modern democratic societies.

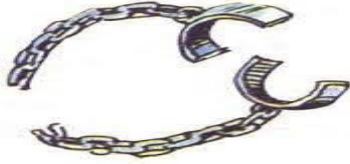
Key Outcomes

- Abolition of the Monarchy and Feudal Privileges:**
 - The Revolution dismantled the old feudal structures and abolished the privileges of the clergy and nobility, leading to a more egalitarian society.
- Rise of Republicanism:**
 - The Revolution led to the establishment of a republic, with the National Assembly and later the National Convention playing crucial roles in governance. This shift from monarchy to republicanism marked a significant change in French political history.
- Declaration of the Rights of Man and Citizen:**
 - This foundational document asserted the natural rights of individuals and laid the groundwork for modern human rights, influencing future democratic movements worldwide.
- Social and Economic Reforms:**
 - The Revolution brought about significant social and economic reforms, including the redistribution of land, the introduction of a more equitable tax system, and efforts to improve the lives of the common people.
- Impact on Women:**
 - Although the Revolution did not grant equal rights to women, it sparked debates and movements that would eventually lead to greater gender equality in the future.
- Rise of Napoleon:**
 - The political instability and power vacuums created by the Revolution paved the way for Napoleon Bonaparte's rise to power. Napoleon's rule further spread the revolutionary ideals across Europe through his conquests and reforms.
 - In conclusion, the French Revolution was a transformative event that reshaped France and had a lasting impact on the world. It marked the end of an old order and the beginning of a new era

characterized by democratic principles and human rights. The Revolution's legacy continues to resonate, reminding us of the power of collective action and the enduring quest for justice and equality.

PICTURE BASED QUESTIONS -

Q.1. Look at the following symbol, What did they stand for?



ANSWER - Broken chain -The symbol of broken chain represents freedom. It signifies Freedom from slavery.

Q2. France is a part of the European Union and thus its currency was the same as that of the Europe. The euro is the currency of France. What was the currency of France before the French revolution and for what time frame did it remain the French currency?



Answer - Livres

Assertion and Reason Questions -

Instructions:-For the following questions, choose the correct option:

- A: Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.
- B: Both Assertion (A) and Reason (R) are true, but R is not the correct explanation of A.
- C: A is true, but R is false.
- D: A is false, but R is true.

Question .1 Assertion (A): The Reign of Terror was a period of severe political repression during the French Revolution.

Reason (R): Maximilien Robespierre led the Committee of Public Safety, which aimed to protect the Revolution from its enemies.

ANSWER- (A): Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.

Question .2 Assertion (A): The Jacobins were a conservative political club during the French Revolution.

Reason (R): The Jacobins supported the idea of a republic and were instrumental in the fall of the monarchy.

Answer: (C) A is true, but R is false.

Question .3 Assertion (A): The National Convention declared France a republic in 1792.

Reason (R): The monarchy was overthrown and King Louis XVI was executed.

Answer(B) Both Assertion (A) and Reason (R) are true, but R is not the correct explanation of A.

MATCHING

| Thinker | Book |
|--------------------------|----------------------------------|
| A. John Locke | 1. "The Spirit of the Laws" |
| B. Jean-Jacques Rousseau | 2. "Two Treatises of Government" |
| C. Baron de Montesquieu | 3 "Candide" |
| D. Voltaire | 4. "The Social Contract" |

Answer Key:

- A. John Locke - 2. "Two Treatises of Government"
- B. Jean-Jacques Rousseau -4. "The Social Contract"
- C. Baron de Montesquieu - 1. "The Spirit of the Laws"
- D. Voltaire - 3. "Candide"

Sequence-Based Questions

Question 1. Put the following events in the sequence they occurred and choose the correct option :

1. The Directory takes power
2. Declaration of the Rights of Man and Citizen
3. Tennis Court Oath
4. Great Fear
5. National Convention declares France a republic

(A) 2,3,5,1,4

(B) 3,4,2,5,1

(C) 1,2,3,4,5

(D) 3,4,1,2,5

Answer: B (Tennis Court Oath -->Great Fear -->Declaration of the Rights of Man and Citizen -->National Convention declares France a republic -->The Directory takes power

Question2: Arrange the following events of the French Revolution in the correct order and choose the correct option:

1. Execution of Louis XVI
2. Storming of the Bastille
3. Women's March on Versailles
4. Formation of the National Assembly
5. Reign of Terror

(A) 4,2,3,1,5

(B) 4,3,2,5,1

(C) 1,2,3,4,5

(D) 3,4,1,2,5

Answer:A(Formation of the National Assembly -->Storming of the Bastille -->Women's March on Versailles -->Execution of Louis XVI -->Reign of Terror)

Tick the correct option(MCQ)-

Q1. Which group of people did not join the Jacobin club ?

- (a) Artisans (b) Shopkeepers (c) daily-wage workers (d) Men with property

Answer - (d) Men with property

Q2. How does a 'Subsistence Crisis' happen?

- (a) Bad harvest leads to scarcity of grains
(b) Food prices rise and the poorest cannot buy bread
(c) Leads to weaker bodies, diseases, deaths and even food riots
(d) All the above

Answer-(d) All the above

Q.3 A noble Who led the representatives of the Third Estate in Versailles on 20th June?

- (a) Mirabeau (b) Abbe Sieyes (c) Louis XVI (d)Rousseau

Answer- (a) Mirabeau

Q.4 A Priest who wrote an pamphlet called “what is third Estate”?

- (a) Mirabeau (b) Abbe Sieyes (c) John locke (d)Roget deL isle

Answer- (b) Abbe Sieyes

Q.5 The term ‘Old Regime’ is usually used to describe(under/Any)

- (a) France before 1000 B.C.
(b) Society of France after 1789 A.D.
(c) Society and institutions of France before 1789 A.D.
(d) None of the above

Answer- (c) Society and institutions of France before 1789 A.D.

Q.6 What was the name of the fortress prison that was stormed on July 14, 1789, marking the start of the French Revolution?

- A. Louvre B. Versailles C. Bastille D. Tuileries

Answer: C. Bastille

Q.7 Which event forced King Louis XVI and his family to move from Versailles to Paris?

- A. The Tennis Court Oath
B. The Storming of the Bastille
C. The Women's March on Versailles
D. The Execution of Louis XVI

Answer: C. The Women's March on Versailles

Q.8 What was the "Great Fear" in the context of the French Revolution?

- A. Fear of foreign invasion
B. Panic and riots by peasants
C. Fear of a royal comeback
D. Widespread famine

Answer: B. Panic and riots by peasants

Q.9 Which event is considered the end of the French Revolution?

- A. The Storming of the Bastille
B. The Execution of Robespierre
C. The Fall of the Directory
D. Napoleon Bonaparte's coup d'état

Answer: D. Napoleon Bonaparte's coup d'état

Q.10 Which body was formed by representatives of the Third Estate?

- A. The Estates-General
B. The National Convention
C. The National Assembly
D. The Committee of Public Safety

Answer: C. The National Assembly

Q.11 What legislative body succeeded the National Convention during the French Revolution? A. The Estates-General

- B. The National Assembly
C. The Directory
D. The Committee of Public Safety

Answer: C. The Directory

Q.13 What was the primary cause of the economic crisis that contributed to the French Revolution?

- A. Costly wars
- B. Droughts and crop failures
- C. High taxes
- D. Corruption of the monarchy

Answer: A. Costly wars

Short Answer Type Questions- (2 MARKS)

Q.1 What was the Estates-General?

Answer- It was a legislative body representing the three estates of French society (clergy, nobility, and commoners) called by King Louis XVI in 1789.

Q.2 What was the significance of the Tennis Court Oath?

Answer -It was a pledge by the Third Estate (representing commoners) not to disband until they drafted a new constitution for France, asserting their authority against the monarchy.

Q.3 What was the tithe and taille ?

Answer -**The tithe** is a one-tenth part of something paid as a contribution to a religious organization or a compulsory tax to the government.

Taille was a direct land tax. The tithe was calculated as the one-tenth part of something.

Q.4 What was the Napoleon code?

Answer - The "Napoleon Code," officially known as the "Napoleonic Code" or the "Civil Code of the French," was a comprehensive set of laws enacted by Napoleon Bonaparte in 1804.

Q.5 What was the Reign of Terror ?

Answer -The Reign of Terror or simply The Terror was a period of about 11 months during the French Revolution, led by Maximilien Robespierre. The Reign of Terror was announced on 5 September, 1793. France's revolutionary government ordered the arrest and execution of thousands of people.

Q.6 What are the Political Causes of French Revolution?

Answer - The Political Causes of the French Revolution are faulty administration, the autocracy of the king, the power of the court, the excessive spending of the royals, bankruptcy, the burden of taxes, etc.

Q.7 What was the Convention? Describe its role in France.

Answer: The elected assembly formed in France in 1792 was called Convention

Role in France : • It abolished the monarchy and declared France a republic.

• Hereditary monarch Louis XVI and his wife were sentenced to death Robespierre was elected President of the National Convention. He followed the policy of severe control and punishment.

Q.8 What compelled Louis XVI to raise taxes in France?

Answer- Wars and Economic Crisis,

Debt Trap- Lenders who gave the state credit, now began to charge 10 per cent interest on loans.
Extravagant Court

Q.9 What was "guillotine"?

Answer- The guillotine was a device consisting of two poles and a blade with which a person was beheaded.

This device was invented by Dr. Guillotin.

Q.10 Describe how abolition of slavery became possible in France.

Answer- Abolition of slavery became possible in France by the following ways :

- The slave trade began in the 18th century. The National Assembly held long debates about the rights of man should be extended to all French subjects including those in the colonies.
- Convention legislated to free all slaves in the French overseas possessions. However, Napoleon reintroduced slavery. Finally slavery was abolished in 1848.

Q.11 Analyze the financial crisis that France faced in the late 18th century and how it precipitated the French Revolution.

Answer: Outline the causes of the financial crisis, including war debts, extravagant spending by the monarchy, and the inefficiencies of the tax system. Discuss the role of the Estates-General and the refusal of the privileged classes to accept tax reforms.

Short Answer Type Questions - (3 MARKS)

Q. 1 . How did philosophers influence the thinking of the people of France?

Answer: Philosophers influence the thinking of the people of France as :

- Major changes were introduced in the Russian economy and agriculture after the revolution. Private property was abolished and land became a state property. Peasants had the freedom to cultivate on state – controlled land.
- A proper system of centralized planning was introduced with the help of five year plans. It helped in bringing about technological improvements, economic growth and helped in removing the inequalities in the society.
- The revolution acknowledged right to work and identified dignity of labour. Socialist economy added a new dimension to democracy, by attributing it as a socio-economic system

Q.2 Write three main features of the French Constitution of 1791.

Answer: Powers of the National Assembly: The Constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is, citizens voted for a group of electors, who in turn chose the Assembly.

- Right to Vote: Not all citizens, however, had the right to vote. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer's wage were given the status of active citizens, that is they were entitled to vote. The remaining men and all women were classed as passive citizens.
- Basic Rights: All the citizens were given some basic rights such as right to life, freedom of speech, freedom of opinion, equality before law. It was the duty of the state to protect each citizen's natural rights.

Q. 3 Explain the impact of the French Revolution on the life of people of French.

Answer: The impact of the French Revolution on the life of people of French.

- Divorce was made legal, and could be applied by both women and men. Women could be now trained for jobs, could become artists or run small businesses.
- The Constitution of 1791 began with a Declaration of the Rights of Man and Citizen. It proclaimed that Freedom of speech and opinion and equality before law were natural rights of each human being by birth. These could not be taken away.
- Newspapers, pamphlets and printed pictures appeared steadily in the towns of French. From there, they travelled into the countryside. These publications described and discussed the events and changes taking place in the country.

Q.4 “The inequality that existed in the French Society in the Old Regime became the cause of French Revolution”. Justify the statement by giving three suitable examples.

Answer: The examples are :

- French Society was divided into three Estates. The First Estate comprised of clergy, the Second Estate comprised of nobility and the Third Estate comprised of businessmen, traders, merchants, artisans, peasants and servants.

- The members of Church and nobility enjoyed certain privileges by birth, the most important being the exemption from paying taxes to the State.
- Feudal dues were extracted by nobles from peasants and one-tenth of the agricultural produce of peasants, in the form of Tithes came to the share of clergy. All members of the Third Estate including peasants paid taxes, thus, the burden of financing activities of the the state through taxes was borne by the Third Estate alone creating heavy discontentment.

Q.5 Analyze the role of women in the French Revolution.

Answer-•Women played significant roles in revolutionary events, including the March on Versailles in October 1789, where thousands of women marched to Paris to demand bread and protest high prices.

- They actively participated in political clubs, such as the Society of Revolutionary Republican Women, advocating for political rights and social reforms.
- Women's involvement in the storming of the Bastille symbolized their defiance against royal authority and their desire for political change.

Long Answer Type Questions (5 Marks)

Q.1 ‘Social disparity was one of the major causes of the French Revolution.’ Justify by giving examples.

Answers- (i) Division of the society into three Estate :

- The First Estate: It consisted of the clergymen and church-fathers.
- The Second Estate: It consisted of landlords, men of noble birth and aristocrats.
- The Third Estate: It consisted of the vast majority of the common masses, the landless peasants, servants, etc.

(ii) Heavy Burden of Taxes on the Third Estate: The members of the first two Estates were exempted from paying taxes to the state. So all the taxes were paid by the people of the Third Estate.

(iii) Wide Gap between People of Different Estates: Most of the people of the Third Estate were employed as labourers in workshops with fixed wages. The wages failed to keep pace with the rise in prices. So the gap between the poor and the rich widened.

(iv) No Political Rights: Out of the total population, the first and the second Estates had share of 2%. The remaining people belonged to the Third Estate. Although the upper two classes made up only a small fraction of the total population, yet they were the people who controlled the political and economic system of the nation. They enjoyed all the rights and privileges. The entire machinery of the government was designed to protect their interests and privileges.

(v) Unequal Distribution of Wealth : In the French society, peasants made up about 90% of the population. However, only a small number of them owned the land they cultivated. About 60% of the land was owned by nobles, the church and other richer members of the Third Estate.

Q.2 Explain the role of thinkers and philosophers in the French Revolution.

Answer: Influence of the Philosophers and Writers: There were many French philosophers and thinkers like John Locke, Montesquieu, Rousseau, Voltaire and Mirabeau, who exposed the evils prevailing in the system. They infused people with the idea of liberty, equality and fraternity.

(i) Charles Montesquieu (1689-1775): A nobleman by birth, he became a lawyer and a judge. In his book, “The Spirit of Laws”, he criticised autocracy and praised the democratic republic.

- (ii) Francis Aronet Voltaire (1694-1778): Voltaire was another outstanding philosopher of the Revolution. He wanted the people to think about their material life on earth, and forget about heaven. He condemned the Church which supported the privileged class, and ignored the poor.
- (iii) Jean Jacques Rousseau (1712-1778): Rousseau is regarded as the architect of the French Revolution. He gave the slogan “Man was born free, yet he is everywhere in chains”. In the famous book, “The Social Contract”, he proved that the government was the result of a social contract between the people on the one hand, and ruler on the other. So if the ruler did not fulfil the contract, the people had the right to withdraw their loyalty to him, and bring down the tyranny of the ruler, by revolting.
- (iv) John Locke: He was also a great political thinker. He wrote ‘Two Treatises of Government’ in which he sought to refute the doctrine of the divine and the absolute right of the monarch.
- (v) The philosophers and thinkers believed that, no group in a society should be privileged by birth. They supported a society based on freedom and equal laws.

Q.3 What is the main cause of the French Revolution?

Answer-The French Revolution, which began in 1789, was driven by multiple interconnected causes. Here is a point-wise summary of the primary causes:

1. Economic Hardship:

- National Debt: France's involvement in expensive wars, including the American Revolution, led to a massive national debt.
- Taxation Issues: The tax system was unfair, with the Third Estate (common people) bearing most of the tax burden while the First (clergy) and Second (nobility) Estates were largely exempt.
- Food Shortages: Poor harvests in the 1780s led to food shortages and increased bread prices, causing widespread hunger and discontent.

2. Social Inequality:

- Estates System: French society was divided into three estates, with the Third Estate being the most populous but having the least power and privileges.
- Privileges of the Nobility: The nobility enjoyed many privileges, including exemption from many taxes and special rights, which bred resentment among the common people.

3. Political Discontent:

- Absolute Monarchy: King Louis XVI's absolute rule and his inability to effectively address the nation's problems led to widespread dissatisfaction.
- Lack of Representation: The Third Estate had little political power and demanded greater representation and influence in government decisions.

4. Enlightenment Ideas:

- Philosophical Influence: Enlightenment thinkers like Voltaire, Rousseau, and Montesquieu promoted ideas of liberty, equality, and fraternity, challenging the traditional structures of power and authority.
- Critique of Absolute Power: Enlightenment writings criticized absolute monarchy and advocated for democratic governance and individual rights.

5. Financial Crisis:

- Government Debt: The French government's inability to manage its finances effectively, coupled with extravagant spending by the monarchy, exacerbated the financial crisis.
- Failure of Reforms: Attempts to reform the tax system and reduce debt were met with resistance from the nobility, leading to political stalemate.

6. Immediate Triggers:

- Calling of the Estates-General: In 1789, King Louis XVI called the Estates-General to address the financial crisis, leading to tensions between the estates.

7. Formation of the National Assembly: The Third Estate, frustrated with its lack of influence, formed the National Assembly, asserting its right to represent the nation and draft a new constitution.

Q.4 Evaluate the Impact of the French Revolution on the World.

The French Revolution, which began in 1789, was a major turning point in history. It brought about significant changes not just in France but also around the world.

1. Political Impact:

1. **End of Monarchy:**

○ The French Revolution led to the end of the absolute monarchy in France. Kings and queens no longer had complete control, and people began to demand more democratic forms of government. This idea spread to other countries, leading to the decline of monarchies and the rise of republics.

2. **Inspiration for Other Revolutions:**

○ The ideas of liberty, equality, and fraternity inspired other countries to fight for their own freedom. For example, the Haitian Revolution and the Latin American wars of independence were influenced by the French Revolution.

3. **Growth of Nationalism:**

○ The revolution helped people develop a sense of national pride and identity. This idea of nationalism spread across Europe and later influenced movements in other parts of the world.

2. Social Impact:

1. **Abolition of Feudalism:**

○ The French Revolution abolished the feudal system, which was a system where peasants had to work on the land owned by nobles. This led to more equality and freedom for the common people.

2. **Rise of the Middle Class:**

○ The revolution empowered the middle class (bourgeoisie), who played a significant role in the revolution. This shift helped reduce the power of the nobility and increased the influence of ordinary citizens.

3. **Human Rights:**

○ The Declaration of the Rights of Man and Citizen, adopted during the revolution, promoted ideas like equality before the law, freedom of speech, and religious tolerance. These principles became important in many countries.

3. Economic Impact:

1. **Land Reforms:**

○ Land that was owned by the aristocracy was redistributed to the peasants. This helped improve the lives of many farmers and increased agricultural productivity.

2. **Encouragement of Industry:**

○ The disruption of old economic systems during the revolution paved the way for industrialization. This shift from agriculture to industry eventually influenced economies worldwide.

3. **Changes in Trade:**

○ The Napoleonic Wars, which followed the revolution, affected global trade. For example, Napoleon's blockades against Britain led to changes in trade routes and economic practices.

4. Cultural Impact:

1. **Spread of Enlightenment Ideas:**

○ The revolution was influenced by Enlightenment ideas, which emphasized reason, individualism, and skepticism of traditional authority. These ideas spread globally, influencing political and cultural thought.

2. **Secularization:**

○ The revolution reduced the power of the Catholic Church in government affairs, promoting the separation of church and state. This trend influenced many countries around the world.

3. **Art and Culture:**

○ The revolutionary period saw new artistic and cultural movements that reflected the values of liberty and equality. For example, Romanticism in art and literature was partly a response to the changes brought about by the revolution.

Conclusion

The French Revolution had a huge impact on the world. It changed political systems by ending absolute monarchies and inspiring other revolutions. Socially, it promoted equality and human rights. Economically, it encouraged industrialization and changed trade practices. Culturally, it spread new ideas and reduced the power of traditional authorities. The revolution's legacy continues to shape modern societies and governments, making it one of the most important events in history.

Q.5 Describe the women condition before and after the French revolution .

Conditions of Women Before the French Revolution

1. **Social Status:**

○ Women were largely confined to domestic roles and had little to no involvement in public or political life.

○ Socially, women were seen as dependents of their fathers or husbands and were expected to manage households and bear children.

2. **Legal Rights:**

○ Women had very limited legal rights. They could not own property independently, enter into contracts, or participate in legal proceedings without male permission.

○ Inheritance laws were unfavorable to women, often excluding them from property inheritance.

3. **Education and Employment:**

○ Education for women was minimal and focused primarily on domestic skills rather than intellectual or professional development.

○ Employment opportunities were limited to low-paying and menial jobs, such as domestic service, textile work, or agriculture.

4. **Political Rights:**

○ Women had no political rights. They could not vote, hold public office, or participate in the political process in any meaningful way.

Conditions of Women After the French Revolution

1. **Social Changes:**

○ The Revolution promoted ideas of liberty and equality, which inspired women to demand greater social recognition and rights.

○ Women became more politically active, participating in clubs and societies and taking part in revolutionary activities like the Women's March on Versailles.

2. **Legal Reforms:**

○ The Revolution led to some legal changes, such as the abolition of feudal privileges, which indirectly benefited women by removing some social and economic barriers.

○ However, many of the legal rights women sought, such as property ownership and divorce rights, were only partially or temporarily granted.

3. **Education and Employment:**

○ Educational opportunities for women began to improve slightly as revolutionary ideals emphasized the importance of education for all citizens.

○ Employment opportunities expanded somewhat, but women continued to face significant discrimination and were often relegated to traditional roles.

4. **Political Involvement:**

- Women like Olympe de Gouges, who authored the "Declaration of the Rights of Woman and the Female Citizen," advocated for equal political rights and participation.
 - Despite their activism, women did not gain significant political rights during the Revolution. The new governments, including the National Assembly and later Napoleon's regime, largely excluded women from political life.
5. Post-Revolution Backlash:
- Under Napoleon, many of the gains made by women were rolled back. The Napoleonic Code reinforced traditional gender roles and restricted women's rights in areas such as marriage, divorce, and property.

Conclusion

The French Revolution brought some initial changes and a greater awareness of women's rights and issues, but it fell short of achieving significant legal and social equality for women. The revolutionary period saw increased activism and political participation by women, but many of their demands were not met, and subsequent regimes often reinstated traditional patriarchal structures. Despite these setbacks, the Revolution laid the groundwork for future movements for women's rights and equality.

CASE STUDY BASED QUESTION

1. Case Study: The Reign of Terror

Background: During the French Revolution, the period known as the Reign of Terror lasted from September 1793 to July 1794. It was marked by extreme measures taken by the revolutionary government to protect the revolution from internal and external enemies. The Committee of Public Safety, led by Maximilien Robespierre, implemented policies that led to mass executions and widespread fear. Approximately 16,000 people were officially executed, and thousands more died in prison or without trial.

1. What were the main reasons behind the implementation of the Reign of Terror? **1**

Answer-The main reasons behind the implementation of the Reign of Terror were to protect the revolution from internal and external threats, eliminate counter-revolutionaries, and consolidate the power of the revolutionary government.

2. How did the Reign of Terror affect the general population of France? **1**

Answer - The Reign of Terror instilled fear among the general population, leading to widespread paranoia, arbitrary arrests, and executions. It disrupted daily life and created an atmosphere of suspicion and insecurity.

3. What were some of the methods used by the revolutionary government to identify and punish enemies of the revolution? **2**

Answer- The revolutionary government used methods such as surveillance, denunciations by citizens, trials by the Revolutionary Tribunal, and public executions to identify and punish enemies of the revolution.

Outline map of France (For locating and labelling/ identification)

Locate these places-

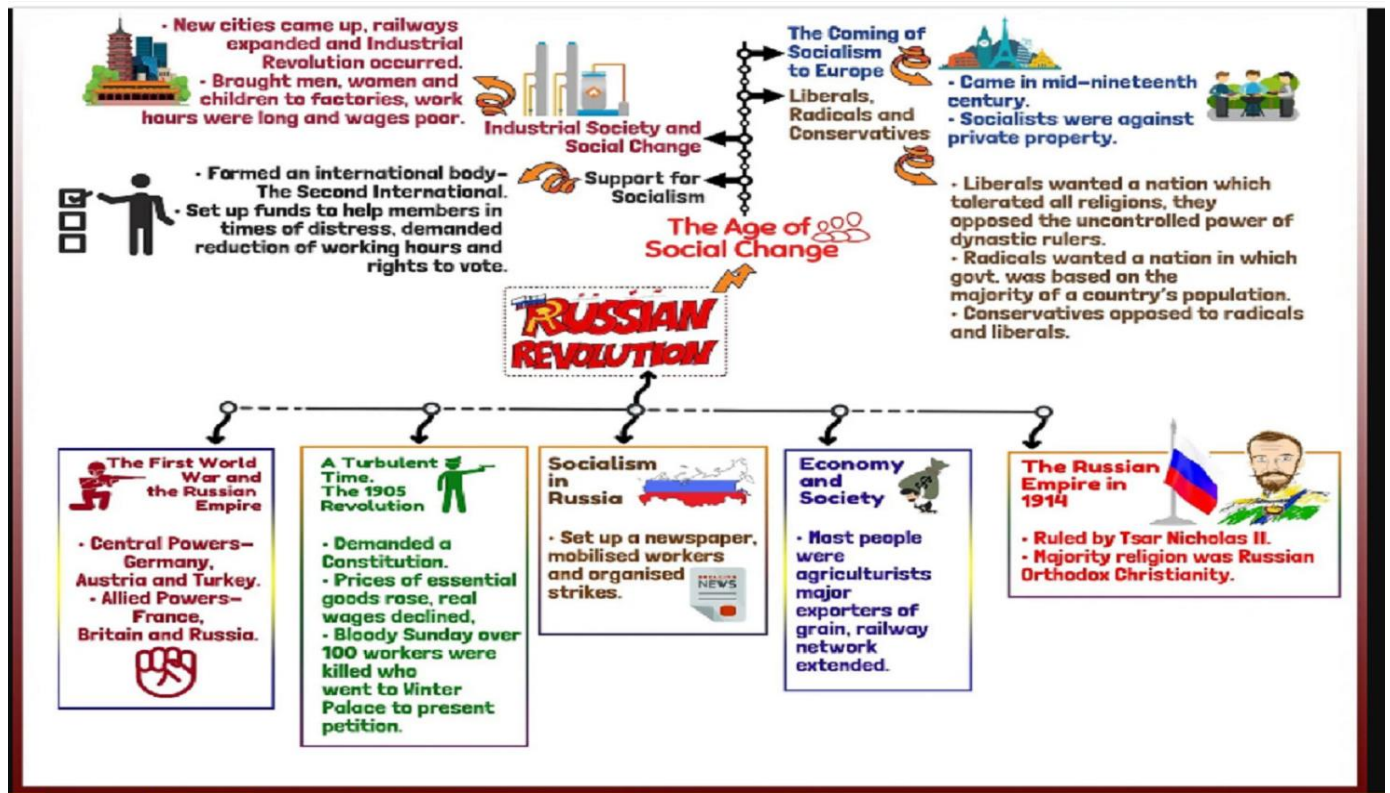
- Bordeaux 2. Nantes 3. Paris 4. Marseilles



CHAPTER-2

SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION

GIST OF THE LESSION



October Revolution

- 16th October 1917 – Lenin persuaded the Petrograd Soviet and the Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet to organize seizure.
- The uprising began on 24th October. Prime Minister Kerenskii left the city to summon troops.
- Early morning military men loyal to the government seized the buildings of two Bolshevik newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace.
- In response, the Military Revolutionary Committee ordered to seize government offices and arrest the ministers.
- The Aurora' ship shelled the Winter Palace. Other ships took over strategic points.

What Changed after October?

- Most industries and banks were nationalized in November 1917.
- The land was declared social property and peasants were allowed to seize the land of the nobility.
- New uniforms were designed for the army and officials. To assert the change, new uniforms were designed for the army and officials, following a clothing competition organized in 1918 – when the Soviet hat (budeonovka) was chosen.
- The Bolshevik Party was renamed the Russian Communist Party (Bolshevik).
- Russia became a one-party state, and the Russian Communist Party was the only party
- In 1918, the Bolsheviks made peace with Germany at Brest Litovsk and signed a peace pact with Germany.

Stalinism and Collectivism

1. The Collectivization programs began in 1929.
2. All peasants were forced to cultivate in collective farms (**Kolkhoz**) by the Party.
3. The ownership of collective farms received the implements and bulk of the land.
4. Kolkhoz profit was shared and peasants worked on the land.
5. Livestock was destroyed and the authorities were resisted by the enraged peasants.
6. The number of cattle fell by one-third, between 1929 and 1931.
7. People were severely punished if they resisted collectivization.
8. People were sent to exile or deported, although peasants argued that they were not against socialism and that they were not rich, they were simply against collective farms due to various reasons.

Global Impact:

In many countries, communist parties were formed - such as the Communist Party of Great Britain. By the time of the outbreak of World War II, globally the USSR had given socialism a global face. A backward country had become a great power. Its industries and agriculture were developed. But it had deprived its citizens of necessary freedom and carried out its developmental projects through repressive policies. By the end of the twentieth century, the USSR's international reputation as a socialist country had declined.

The Global Influence of the Russian Revolution and the USSR:

The idea of a state of workers inspired many people. By the time of the outbreak of the Second World War, the USSR had given socialism a global face and world stature. Many non-Russians participated in the Conference of the Peoples of the East (1920), and the Bolsheviks founded the Comintern (an international union of the pro-Bolshevik socialist parties)

MULTIPLE CHOICE QUESTIONS (1 MARK)

Instructions:-For the following questions, choose the correct option:

- A: Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.
- B: Both Assertion (A) and Reason (R) are true, but R is not the correct explanation of A.
- C: A is true, but R is false.
- D: A is false, but R is true.

Q.1 Assertion: The October Revolution is also known as the Bolshevik Revolution.

Reason: It took place in October according to the Gregorian calendar.

Answer- C: A is true, but R is false.

Q.2 Assertion: The Treaty of Brest-Litovsk ended Russia's involvement in World War I.

Reason: The Bolshevik government wanted to focus on internal problems and consolidate power.

Answer - A: Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.

Q 3 : Identify the thinker -

1. Collaborated with Marx on "The Communist Manifesto."
 2. Contributed to socialist theory and supported workers' movements.
- (a) Karl Marx (b) Robert Owen (c) Louis Blanc (d) Friedrich Engels

Answer: (d) Friedrich Engels

Q 4 : What was the primary goal of the Bolsheviks in the October Revolution?

- a) To establish a constitutional monarchy
- b) To implement democratic elections
- c) To establish a socialist state
- d) To maintain the Provisional Government

Answer: c) To establish a socialist state

Q 5 : What event marked the beginning of the Russian Civil War?

- a) The February Revolution
- b) The signing of the Treaty of Brest-Litovsk
- c) The October Revolution
- d) The establishment of the Provisional Government

Answer: c) The October Revolution

Q 6 .The Central powers during the First World War included countries like Germany, Turkey and.....?

- (a) France
- (b) Austria
- (c) Britain
- (d) Russia

Answer: (d) Russia

Q.7 The main ideological difference between the Bolsheviks and the Mensheviks was:

- a) The role of the Tsar in government
- b) The timing and methods of achieving socialism
- c) Support for World War I
- d) Attitudes towards Western Europe

Answer: b) The timing and methods of achieving socialism

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.8 Who were the 'greens' and 'whites'?

Answer: They were the group of people who were against the Bolshevik Revolution. They started a civil war. They were supported by the French, American, British and the Japanese troops as these countries were worried about the growth of socialism in Russia.

Q.9 What was the basic idea of socialism?

Answer: Socialists were against private property, and saw it as the root of all social ills of the time

Q.10 In the context of Russia what was 'Kolkhoz'?

Answer: Kolkhoz were the collective farms, where all peasants were forced to cultivate from 1929.

Q 11 : Explain the significance of the slogan "Peace, Land, and Bread" during the Russian Revolution.

Answer: The slogan "Peace, Land, and Bread" encapsulated the Bolsheviks' promises to withdraw from World War I (peace), redistribute land to peasants (land), and address food shortages (bread), gaining them popular support.

SHORT ANSWER QUESTIONS (3 MARKS)

Q 12 Discuss the economic and social conditions in Russia that led to the Russian Revolution of 1917.

Answer - **1.** Russia in the early 20th century was marked by severe economic and social inequality.

2.The majority of the population were peasants living in poverty, while a small elite controlled most of the land and wealth.

3. Industrial workers faced poor working conditions, low wages, and long hours, leading to widespread discontent. The rapid industrialization led to overcrowded cities and poor living conditions. Additionally, Russia's involvement in World War I exacerbated these issues, causing food shortages, inflation, and massive military casualties, which further eroded public support for the Tsarist regime.

Q 13 .Assess the impact of Lenin's leadership on the success of the Bolshevik Revolution.

Answer - **1.** Lenin's leadership was instrumental in the success of the Bolshevik Revolution. His charismatic leadership, strategic vision, and ability to inspire and mobilize the masses were crucial. Lenin's April Theses provided a clear and radical program, advocating for peace, land redistribution, and workers' control of production.

2. He adeptly used slogans like "Peace, Land, and Bread" to gain popular support. Lenin also successfully navigated internal party debates and built a disciplined, centralized party capable of seizing power

3. His decision to take advantage of the Provisional Government's weaknesses in October 1917 and his role in planning and executing the revolution were pivotal to its success.

Q14. Explain the causes and consequences of the Russian Civil War (1917-1922).

Answer – **1. Cause:** The Russian Civil War was caused by multiple factors, including opposition to Bolshevik policies, the desire of various groups to seize power, and intervention by foreign powers. The main factions included the Red Army (Bolsheviks), the White Army (a loose coalition of anti-Bolshevik forces), and various nationalist, anarchist, and separatist movements.

2. Consequences of the Civil War included widespread devastation, economic collapse, and loss of life. The Bolshevik victory led to the consolidation of Soviet power, the establishment of a one-party state, and the creation of the Soviet Union in 1922.

3. The war also resulted in harsh repression of political opposition and set the stage for the authoritarian nature of the Soviet regime.

LONG ANSWER TYPE QUESTIONS (5 MARKS)

Q 15 How did Stalin's rise to power impact the legacy of the Russian Revolution?

Answer -

- **Centralization of Power:** Establishment of a totalitarian regime with centralized control.
- **Purges and Repression:** Widespread purges, show trials, and political repression.
- **Industrialization:** Forced rapid industrialization and collectivization policies.
- **Historical Revisionism:** Rewriting of revolutionary history to glorify Stalin and the Bolshevik Party.
- **Legacy:** Consolidation of a communist state but at the cost of significant human suffering and loss of original revolutionary ideals

Q 16 : Analyze the consequences of the Russian Revolution for women in Soviet society.

Answer -

- **Legal Reforms:** Introduction of laws ensuring gender equality, divorce rights, and maternity leave.
- **Employment Opportunities:** Increased access to education and employment in various sectors.
- **Political Participation:** Women's involvement in political activities and Soviet institutions.
- **Social Changes:** Efforts to improve childcare, healthcare, and support for working mothers.
- **Challenges:** Continued struggles with traditional gender roles and underrepresentation in higher leadership.

Q17 : How did the Bolsheviks consolidate power after the October Revolution?

Answer -

- **Decrees and Reforms:** Land redistribution, worker control over factories.
- **Suppression of Opposition:** Banning rival political parties, arresting opposition leaders.
- **Establishment of the Cheka:** Secret police to eliminate counter-revolutionaries.
- **Control of Soviets:** Strengthening influence over workers' and soldiers' councils.
- **Propaganda:** Use of media to promote Bolshevik ideology and policies.

Q 18 Analyze the long-term economic and social consequences of the Russian Revolution for the Soviet Union.

Economic Consequences:

1. **Nationalization of Industry:**
 - Immediate takeover of major industries by the state.
 - Centralized economic planning under the Soviet government.
2. **Collectivization of Agriculture:**
 - Forced consolidation of individual peasant farms into large, state-controlled collective farms.
 - Disruption of agricultural productivity, leading to famines, notably the Holodomor in Ukraine.
3. **Industrialization:**
 - Rapid industrialization through Five-Year Plans.
 - Significant growth in heavy industries such as steel, coal, and machinery.
 - Neglect of consumer goods production, leading to shortages of everyday items.
4. **Economic Inefficiencies:**
 - Bureaucratic central planning often led to waste and inefficiency.
 - Lack of market signals resulted in production imbalances and poor resource allocation.
5. **Economic Stagnation:**
 - Initial industrial growth followed by stagnation in later decades. Inability to compete with capitalist economies in innovation and productivity.

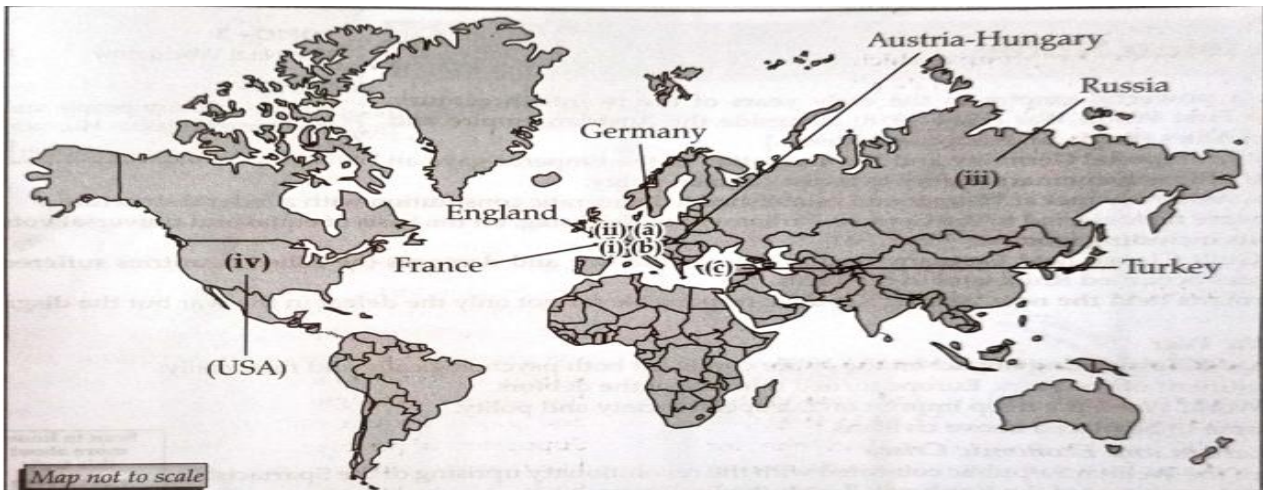
Q 19. Analyze the long-term social consequences of the Russian Revolution for the Soviet Union. Social Consequences:

1. **Class Restructuring:**
 - Abolition of the aristocracy and bourgeoisie as dominant classes.
 - Creation of a new class hierarchy with the Communist Party elite at the top.
2. **Education and Literacy:**
 - Massive expansion of the education system.
 - Significant increase in literacy rates and access to higher education.
3. **Healthcare:**
 - Establishment of a universal healthcare system.
 - Improvements in public health and life expectancy over time.
4. **Gender Equality:**
 - Legal reforms promoting gender equality, including women's rights to work and vote.
 - Increased participation of women in the workforce and political life, although leadership roles remained limited.
5. **Political Repression:**
 - Establishment of a one-party state with severe restrictions on political freedoms.
 - Widespread use of secret police (NKVD/KGB), purges, and labor camps (Gulags).
6. **Cultural Transformation:**
 - Promotion of socialist realism in arts and literature.
 - Suppression of dissenting cultural and intellectual expressions.
7. **Urbanization:**
 - Rapid urbanization due to industrialization, leading to the growth of cities.
 - Strain on urban infrastructure and housing, leading to poor living conditions for many.
8. **Collective Memory and Propaganda:**
 - Creation of a state-controlled narrative of the revolution and Soviet history.
 - Use of propaganda to maintain regime legitimacy and control public perception.

Map Work: Locate and label the following items on the given outline map of world.

Central powers – A. Germany B. Austria-Hungary C. Turkey

Allied powers- i) france ii) Russia iii) England iv) USA



CHAPTER – 3

Nazism and the Rise of Hitler

Nazism is also known as **National Socialism**, a political ideology propagated by Nazi party in **Germany**. It was started by **Adolf Hitler** in 1920s and lasted till the end of the World War II in 1945.

Birth of the Weimar Republic:

1. Germany fought the First World War (1914-1918) alongside Austria and against the Allies (England, France, and Russia).
2. Germany made initial gains by occupying **France and Belgium**. However, the Allies, strengthened by
3. The US entry in 1917, defeated Imperial Germany.
4. This defeat **led to the abdication of the emperor from throne** and presented an opportunity before parliamentary parties to recast German polity.
5. A **National Assembly** was convened at Weimar which established a democratic constitution with a federal structure.
6. Deputies were now elected to the **German Parliament or Reichstag**, based on equal and universal votes cast by all adults including women.

The Treaty of Versailles:

- a. It is a **peace agreement** signed between **Germany and the victorious Allied Powers in 1919** at the Palace of Versailles in Paris.
- b. The treaty **ended the state of war** that had existed between Germany and the Allies from 1914 and brought World War I to an end.

Impact of Treaty of Versailles in Germany:

- a. Germany **lost its overseas colonies**, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark, and Lithuania.
- b. Germany was **demilitarised to weaken its power** by the allied powers.
- c. **The War Guilt Clause** held Germany responsible for the war and damages which the Allied countries suffered.
- d. Germany was **forced to pay compensation** amounting to £6 billion.

Economic crisis (Hyperinflation)

1. Germany had fought the war largely on loans and had to pay war reparations in gold. This depleted gold reserves.
2. In 1923 Germany refused to pay so the French occupied its leading industrial area, Ruhr.
3. Germany printed paper currency recklessly. With too much printed money in circulation, the value of the German mark fell. In April the US dollar was equal to 24,000 marks, in August 4,621,000 marks and in December 98,860,000 marks.
4. This crisis came to be known as hyperinflation, a situation when prices rise phenomenally high.
5. **The Years of Depression:**
 - a. German investments and industrial recovery were **totally dependent on short-term loans**, largely from the USA.
 - b. This support was withdrawn when the **Wall Street Exchange crashed in 1929**.
 - c. This was the **start of the Great Economic Depression**. Over the next three years, between 1929 and 1932, the national income of the USA fell by half.

Impact of Great Depression on Germany:

- The German economy was the worst hit by the economic crisis.

- By 1932, industrial production was **reduced to 40 per cent of the 1929 level**. Workers lost their jobs or were paid reduced wages. The number of unemployed touched an unprecedented 6 million.
- As jobs disappeared, the unemployed youth took to criminal activities and total despair became commonplace.
- Big as well as small businesses, the self-employed and retailers suffered as their businesses got ruined.

Proletarianization (Fear of becoming poor)

- The rich, small businessmen, middle class, and self-employed persons developed a fear that at any time they would become poor and come to the streets in poverty.
- This group began to support Hitler and his ideas.

Political Situation in Germany during Great Depression:

- In years of Great Depression, the **Weimar Republic** was becoming **politically fragile**.
- Due to **proportional representation**, it became near impossible task to achieve majority in parliament which led to a rule by coalitions. Within its short life, the Weimar Republic saw twenty different cabinets lasting on an average 239 days.
- **Liberal use of Article 48:** The President under Article 48 had the powers to impose emergency,
- **People lost confidence** in the democratic parliamentary system, which seemed to offer no solution.
- He promised to weed out all foreign influences and resist all foreign conspiracies against Germany.

Hitler's Rise to Power:-

- Hitler was born in Austria in 1889. He earned many medals for bravery in the First World War.
- The German defeat horrified him. The Treaty of Versailles made him furious.
- He joined the German Workers Party and renamed it National Socialist German Workers' Party. This later came to be known as the Nazi Party.
- Nazism became a mass movement only during the Great Depression. The Nazi propaganda stirred hopes of a better future. Hitler was a powerful and effective speaker. He promised the people a strong nation where all would get employment.

Hitler's Destruction of Democracy

- 1) On 30 January 1933, President Hindenburg offered the Chancellorship to Hitler. Having acquired power, Hitler set out to dismantle the structures of democratic rule.
- 2) A mysterious fire broke out in the German Parliament building and the Fire Decree of 28 February 1933 was passed which indefinitely suspended civic rights like freedom of speech, press, and assembly.
- 3) Then he turned on his arch-enemies, the Communists, most of whom were hurriedly packed off to the newly established concentration camps. The repression of the Communists was severe. The socialists, democrats and Catholics also were arrested and killed.
- 4) On 3 March 1933, the famous Enabling Act was passed. This Act established a dictatorship in Germany. It gave Hitler all powers to control the economy, media, army, and judiciary.
- 5) Special surveillance and security forces were created to control and order society in ways that the Nazis wanted. Apart from the already existing regular police in green uniforms the Gestapo (secret state police), the SS (the protection squads), criminal police, and the Security Service (SD). The police forces arrested, tortured, and killed the undesirables.

Reconstruction of the Germany by Hitler

1. Hitler pulled out of the League of Nations in 1933, reoccupied the Rhineland in 1936 and integrated Austria and Germany in 1938 under the slogan: One people, One empire, One leader. .
2. Hitler assigned the responsibility of economic recovery to the economist Hjalmar Schacht who provided employment through a state-funded work creation program. This project produced the famous German superhighways and the people's car, the Volkswagen.

3. In foreign policy also, Hitler acquired quick successes. He reoccupied the Rhineland in 1936 and integrated Austria and Germany in 1938 under the slogan, One people, One empire, and One leader.
4. He then went on to wrest German-speaking Sudetenland from Czechoslovakia and gobbled up the entire country. In all of this he had the unspoken support of England and France.
5. These quick successes at home and abroad seemed to reverse the destiny of the country. Hitler invested hugely in rearmament as the state still ran on deficit financing.
6. Hitler chose war as the way out of the approaching economic crisis which led to II World War.

Youth in Nazi Germany / What happened in schools under Nazism?

1. All schools were cleansed and purified. This meant that teachers who were Jews or seen as politically unreliable were dismissed.
2. Children were first segregated Germans and Jews could not sit together or play together. Subsequently, undesirable children Jews, the physically handicapped, and Gypsies were thrown out of schools.
3. Good German children were subjected to a process of Nazi schooling, a prolonged period of ideological training. School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race. Stereotypes about Jews were popularised even in classes.
4. Children were taught to be loyal and submissive, hate Jews, and worship Hitler. Even the function of sports was to nurture a spirit of violence and aggression among children. Hitler believed that boxing could make children iron hearted, strong and masculine.
5. Youth organizations were made responsible for educating German youth in the spirit of National Socialism.
6. 10year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organization called Hitler Youth, where they learnt to worship war, glorify aggression and violence, condemn democracy, and hate Jews, communists, Gypsies and all those categorised as undesirable.

The Nazi Cult of Motherhood – Women were told to be good mothers and rear pure-blooded Aryan children. They were encouraged to produce many children. To encourage women to produce many children, Honour Crosses were awarded. A bronze cross was given for four children, silver for six and gold for eight or more.

The Art of Propaganda. Why was Nazi propaganda effective in creating a hatred for Jews ?

1. The Nazi regime used language and media with care and often to great effect. They used films, pictures, radio, posters, etc., to spread hatred for Jews. Nazis never used the words kill or murder in their official communications. Mass killings were termed special treatment, final solution, euthanasia, selection and disinfections.
2. Media was carefully used to win support for the regime and popularise its worldview. Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets.
3. In posters, groups identified as the enemies of Germans were stereotyped, mocked, abused and described as evil. Socialists and liberals were represented as weak and degenerate. They were attacked as malicious foreign agents.
4. Orthodox Jews were shown with flowing beards wearing kafta

MULTIPLE CHOICE QUESTIONS (1 MARK)

Q.1 Which event marked the beginning of Hitler's aggressive expansionist policies?

- | | |
|--------------------------------------|-----------------------|
| A. Annexation of Austria (Anschluss) | B. Invasion of Poland |
| C. Occupation of the Rhineland | D. Munich Agreement |

Answer: A. Annexation of Austria (Anschluss)

Q.2 What was the primary aim of the Nazi propaganda?

- A. To promote peace and harmony
- B. To glorify the German past and Hitler
- C. To support democratic values

D. To foster international cooperation

Answer: B. To glorify the German past and Hitler

Q.3 What was the purpose of the Nuremberg Laws of 1935?

A. To provide employment to all Germans

B. To exclude Jews from German citizenship and limit their rights

C. To promote industrialization in Germany

D. To establish a welfare state

Answer: B. To exclude Jews from German citizenship and limit their rights

Q.4 What was the main goal of the Enabling Act passed in 1933?

A. To provide universal healthcare

B. To give Hitler dictatorial powers

C. To establish free press

D. To create new jobs

Answer: B. To give Hitler dictatorial powers

Q.5 What was the primary purpose of the Nazi regime's use of concentration camps?

A. To provide housing for refugees

B. To detain and eliminate political opponents and minority groups

C. To serve as tourist attractions

D. To educate children

Answer: B. To detain and eliminate political opponents and minority groups

Instructions:-For the following questions, choose the correct option:

- A: Both Assertion (A) and Reason (R) are true, and R is the correct explanation of A.
- B: Both Assertion (A) and Reason (R) are true, but R is not the correct explanation of A.
- C: A is true, but R is false.
- D: A is false, but R is true.

Q.6 .Assertion (A): The Enabling Act of 1933 allowed Hitler to establish a dictatorship in Germany.

Reason (R): The Enabling Act gave Hitler the power to pass laws without the involvement of the Reichstag.

Answer: Both A and R are true, and R is the correct explanation of A.

Q.7. Assertion (A): The Nuremberg Laws were enacted to protect the rights of Jewish citizens in Germany.

Reason (R): The Nuremberg Laws stripped Jews of their German citizenship and banned marriages between Jews and non-Jews.

Answer: A is false, but R is true.

Q.8. Assertion (A): The Kristallnacht, or Night of Broken Glass, was an organized attack on Jewish businesses and synagogues.

Reason (R): It marked the beginning of the systematic extermination of Jews.

Answer: Both A and R are true, but R is not the correct explanation of A.

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.9 Trace any three main features of the foreign policy of Hitler.

Answer:

- On 30th January 1933, Hitler became the Chancellor of Germany and established dictatorship.
- Right from the beginning, he followed a policy of aggression and war towards other countries.
- He pulled out of the League of Nations in 1933, reoccupied Rhineland in 1936 and integrated Austria and Germany in 1938 under the slogan 'One people, One empire, One leader'.

Q.10 When did Hitler formally announce his violation of the Treaty of Versailles ? What reason did he give for this ?

Answer: • Hitler formally announced his violation of the Treaty of Versailles in March 1935.

- Hitler claimed that he was trying to make Germany equal in position to the other European powers.
- Since European nations had not followed the policy of disarmament, German rearmament was a necessity.

Q.11 What do you know about 'Nazi schooling' ?

Answer: All 'Good German' children were subjected to a prolonged period of ideological training—a process of Nazi schooling. School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race. Children were taught to be loyal and submissive, hate Jews, and worship Hitler. Even sports was used to nurture a spirit of violence and aggression among children. Hitler believed boxing made children iron-hearted, strong and masculine.

Q12 .Who were mockingly called the 'November criminals'?

Answer: Socialists, Catholics and Democrats were called the 'November Criminals'.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.13How did Nazi propaganda play a role in Hitler's rise to power?

Answer:Minister of Propaganda: Joseph Goebbels led a massive propaganda campaign.

- Media control: Controlled newspapers, radio, films, and rallies to spread Nazi ideology.
- Cult of personality: Glorified Hitler as the savior of Germany.
- Anti-Semitic messages: Promoted hatred against Jews and other minorities.
- National unity: Fostered a sense of national pride and unity among Germans.

Q.14 What was the ideology of the Nazis regarding the Jews ?

Answer: The ideology of the Nazis regarding the Jews were :

- All schools were cleansed and purified under Nazism. Those teachers were dismissed who were found to be Jews or seen as politically unreliable.
- German and Jew children were not allowed to sit or play together.
- All the undesirable children—Jews, Gypsies, and the physically handicapped were dismissed from schools and. Finally were taken to gas chambers in the 1940s.

Q.15 What was the Nazis ideology regarding motherhood ?

Answer:

1. In Nazi Germany, children were repeatedly told that women were radically different from men.
2. It was preached that the fight for equal rights for men and women was wrong and it would destroy the society. The boys were taught to be aggressive, masculine and steel-hearted. The girls were taught to become good mothers.
- 3.They were supposed to rear pure-blooded Aryan children and maintain the purity of the race. They had to distance themselves from Jews, look after the home, and over and above teach their children the Nazi values.

LONG ANSWER TYPE QUESTIONS (5 MARKS)

Q.16 How did the Nazis proceed to realise their murderous racial ideology by eliminating the „undesirables“? Explain.

Ans: The Nazis proceeded to realise their murderous racial ideology by eliminating the undesirables in the following manner.

(a) Jews remained the worst sufferers in Nazi Germany. From 1933-1938 Jewish business was boycotted, they were expelled from government services and their property was confiscated. From 1939-1945 the Jews were kept in ghettos, in extreme poverty and misery and eventually they were killed in gas chambers.

(b) Germany occupied the north-western Poland. Poles were forced to leave their homes and property, to be occupied by ethnic Germans. Poles were then sent to the final destination of the undesirables'.

(c) Members of Polish intelligentsia were murdered in large number in order to keep the entire people intellectually servile.

(d) Polish children who looked like Aryans were forcibly snatched and examined by race experts. If they passed the test, they were raised in German families and if not they were sent to orphanages, most of them died.

(e) Poland had some of the largest ghettos and gas chambers where Jews were killed.

Q.17 What was the Treaty of Versailles, and why did it cause resentment in Germany?

The Treaty of Versailles: Signed on June 28, 1919: Marked the official end of World War I. Imposed by Allied Powers: Mainly France, Britain, and the United States

Terms of the Treaty:

- Territorial Losses: Germany lost significant territories, including Alsace-Lorraine to France, and areas in the east to Poland.
- Military Restrictions: The German army was limited to 100,000 troops, and the navy was restricted. No air force was allowed.
- Reparations: Germany was required to pay huge reparations for the damage caused during the war.
- War Guilt Clause: Article 231 of the treaty placed full responsibility for the war on Germany and its allies.
- Occupation and Demilitarization: The Rhineland was to be demilitarized and occupied by Allied troops.

Reasons for Resentment in Germany:

- Humiliation: The war guilt clause humiliated Germany, as they had to accept full responsibility for causing the war.
- Economic Burden: The reparations placed a heavy financial strain on Germany, leading to economic hardship and hyperinflation.
- Territorial Losses: Losing territories weakened Germany both economically and strategically, affecting national pride.
- Military Restrictions: The limitations on the military were seen as a blow to Germany's sovereignty and ability to defend itself.
- Political Instability: The harsh terms of the treaty fueled political instability, leading to widespread dissatisfaction and contributing to the rise of extremist movements like the Nazi Party.
- Nationalist Anger: Many Germans felt betrayed by their leaders for accepting such harsh terms, leading to a sense of injustice and a desire for revenge.

Q.18 Describe the main features of Nazi ideology.

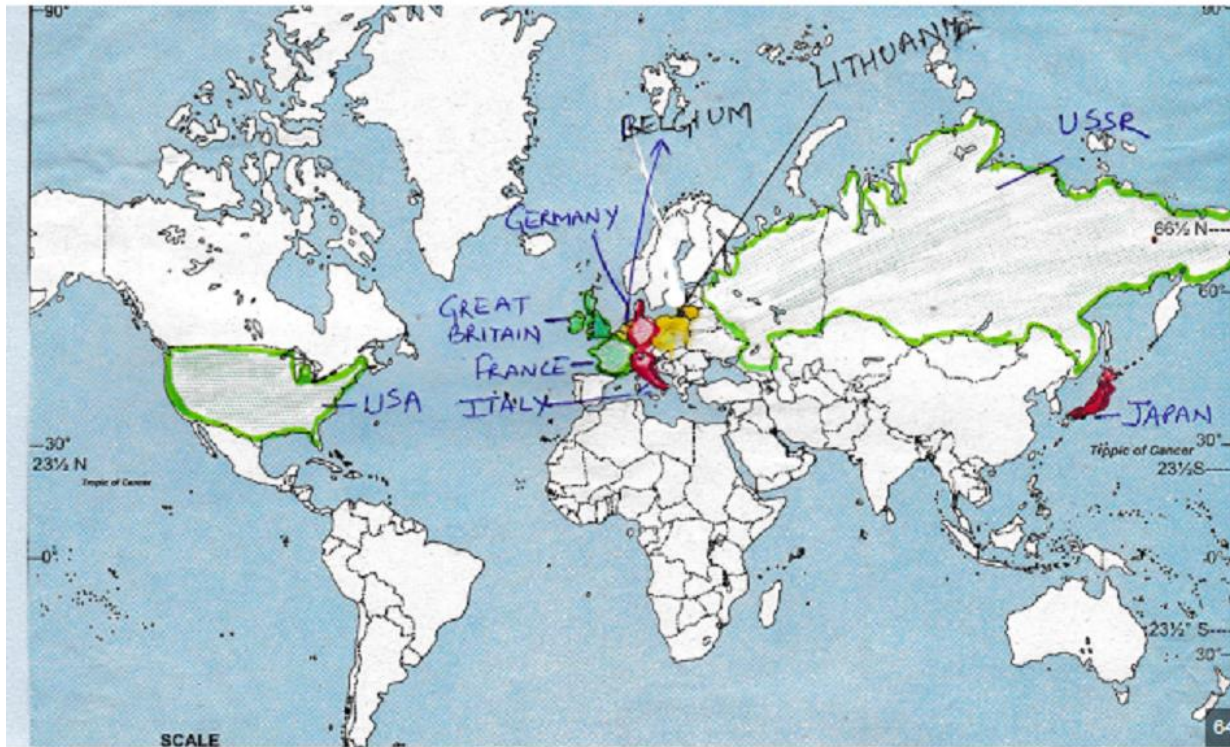
Answer:

- Racial superiority: Belief in the superiority of the Aryan race.
- Anti-Semitism: Hatred and persecution of Jews.
- Nationalism: Extreme pride in German identity and culture.
- Militarism: Emphasis on military strength and expansion.
- Authoritarianism: Support for a totalitarian state under a single leader.
- Social Darwinism: Belief in the survival of the fittest in human society.

Map work:

Q.19 Locate and label the following items on the given outline map of world.

- A. Germany B. Japan C. Italy D. Lithuania E. Belgium
i) france ii) Russia-USSR iii) England iv) USA



CHAPTER-5

Pastoralists in the Modern World

Introduction

- Nomads are people who do not live in one place but move from one area to another to earn their living. In many parts of India we can see nomadic pastoralists on the move with their herds of goats and sheep, or camels and cattle.

1 Pastoral Nomads and their Movements

1.1 In the Mountains

Gujjar Bakarwals

>Gujjar Bakarwals of Jammu and Kashmir are great herders of goat and sheep.

The Gaddi shepherds of Himachal Pradesh

- The Gaddi shepherds of Himachal Pradesh had a similar cycle of seasonal movement.
- They too spent their winter in the low hills of Siwalik range, grazing their flocks in scrub forests.

1.2 On the Plateaus, Plains and Deserts

- Pastoralists were also found in the plateaus, plains and deserts of India.
- **In Maharashtra**, Dhangars were an important pastoral community who were mostly, shepherds, blanket weavers, and buffalo herders.
- During the monsoon, they used to stay in the central plateau of Maharashtra. By October the Dhangars harvest their bajra and move to the west.
- **In the state of Karnataka and Andhra Pradesh**, the dry central plateau was covered with stone and grass, inhabited by cattle, goats and shepherders called **Gollas herded cattle**.
- **The Kurumas and Kurubas** reared sheep and goats and sold woven blankets. During the dry season, they moved to the coastal tracts and left when the rains came.
- **Banjaras** were yet another well-known group of graziers, found in the villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra.
- **Raikas** lived in the deserts of Rajasthan. During the monsoons, the Raikas of Barmer, Jaisalmer, Jodhpur and Bikaner stayed in their villages, where pasture was available. By October, they moved out in search of other pasture and water and returned again during the next monsoon.

Conclusion

- 1) Pastoral communities in different parts of the world are affected in different ways by changes in the modern world.
- 2) Their pattern of movement was affected by new laws and new borders.
- 3) Pastoralists find it difficult to move in search of pastures and grazing becomes difficult.
- 4) During the time of drought, cattle die in large numbers.
- 5) Yet, pastoralists do adapt to new times.
- 6) They change the paths of their annual movement, reduce their cattle numbers, press for rights to enter new areas, exert political pressure on the government for relief, subsidy and other forms of support and demand a right in the management of forests and water resources.

IMPORTANT QUESTIONS-

Q1. Why were some forests classified as “protected”?

ANSWER- (a) In these the customary grazing rights of pastorals were granted but their movements were severely restricted.

(b) The colonial officials believed that grazing destroyed the saplings and young shoots of trees that germinated on the forest floor.

Q.2 Who are nomadic pastoralists ?

Answer:

- Nomads are people who do not live at one place but move from one area to another to earn their living.

- In many parts of India, we can see nomadic pastoralists on the move with their herds of goats and sheep, or camels and cattle.
- They move place to place in search of new pastures for their herds of goats and sheep.

Q.3 What do you know about the lifestyle of Gujjars of Garhwal and Kumaun ?

Answer:

- In Garhwal and Kumaun, the Gujjar cattle herders came to the dry forests of the bhabar in the winter, and went to the high meadows, the Bugyals, in summer.
- Many of them were originally from Jammu and came to the UP hills in the 19th century' in search of good pastures.
- This pattern of cyclical movement between summer and winter pastures was typical of many pastoral communities of the Himalayas.

Q.4 Name the pastoral communities of Africa. Where are they found ? What are their occupations ?

Answer: • The Bedouins, Berbers, Maasai, Somali, Boran and Turkana are some of the pastoral communities of Africa.

- Most of them are found in semi-arid grasslands or arid deserts where rainfed agriculture is difficult.
- They raise cattle, camels, goats, etc. and sell their products like milk and meat. Others earn their living through trade and transport. Some of them combine pastoral activity with agriculture while still others do a variety of odd jobs to supplement their meagre and uncertain earnings.

Q.5 How did the Forest Acts change the life of pastoralists ?

Answer: The Forest Acts change the life of pastoralists in the following ways :

- (a) Forest Acts were enacted to protect and preserve forests for timber which was of commercial importance.
- (b) They were now prevented from entering many forests that had earlier provided valuable forage for their cattle. Even in the areas they were allowed entry, their movement were regulated.
- (c) They were issued permits which monitored their entry into and exit from forests. They could not stay in the forests as much as they liked because the permit specified the periods in which they could be legally within a forest. If they overstayed they were liable to fines.

GEOGRAPHY

CHAPTER-1

INDIA: SIZE AND LOCATION

***SIZE** –1. India has land mass area of 3.28 million square km and occupies 2.4 per cent of total geographical area of the world.

2. It has a land boundary of about 15,200 km. The total coastline length of main land India, including Andaman and Nicobar and Lakshadweep, is 7,516.6 km.

***LOCATION**- 1. India is lying entirely in the Northern hemisphere,

2. The land extends between latitudes $8^{\circ}4'N$ and $37^{\circ}6'N$ and longitudes $68^{\circ}7'E$ and $97^{\circ}25'E$.

3. The Tropic of Cancer ($23^{\circ}30'N$) divides India into almost two equal parts.

***Features of India:**

> India is bounded by the young fold mountains in the northwest, north and northeast.

> It begins to taper around south of about 22° North latitude and extends towards the Indian Ocean, dividing it into two seas, the Arabian Sea on the West and the Bay of Bengal on its East.

> The latitudinal and longitudinal extent of the mainland is about 30° .

> There is a time lag of two hours from Gujarat to Arunachal Pradesh.

> The Standard Meridian of India ($82^{\circ}30'E$) passes through Mirzapur (in Uttar Pradesh).

Strategic location of India: The trans Indian Ocean routes connect the countries of Europe in the West and the countries of East Asia.

Close contact of India:

The Deccan Peninsula protrudes into the Indian Ocean which helps India to establish close contact with West Asia, Africa and Europe from the western coast and with Southeast and East Asia from the eastern coast.

Eminent position of India in Indian Ocean: No other country has a long coastline on the Indian Ocean like India. It also justifies the naming of an Ocean after it.

***India's Neighbours:** India occupies an important strategic position in South Asia. India shares its land boundaries with: Pakistan and Afghanistan in the Northwest.. China (Tibet), Nepal and Bhutan in the North.. Myanmar and Bangladesh in the East.

India's southern neighbours across the sea consist of the two island countries, namely Sri Lanka and Maldives.

. Sri Lanka is separated from India by a narrow channel of sea formed by the Palk Strait and the Gulf of Mannar.

. Maldives Islands are situated to the South of the Lakshadweep Island.

- (ii). Unlike landlocked countries (surrounded by land on all sides), it has an easy access to the outside world. The ocean routes from East and South-East Asia, and Australia to Africa, and Europe pass through the Indian Ocean.
- (iii). India is connected with Europe, North America and South America through both the routes-the Cape of Good Hope and the Suez Canal.
- (iv). India can also reach Canada and USA through the Strait of Malacca after crossing the Pacific Ocean.
- (v). India is favourably located on the world's highway of trade and commerce both to the east and the west.

CHAPTER-2

PHYSICAL FEATURES OF INDIA

*India has all major physical features of the earth, i.e., mountains, plains, deserts, plateaus and islands. The land of India displays great physical variation.

MAJOR PHYSICAL FEATURES OF INDIA-

The Himalayan Mountains.

The Northern Plains.

The Peninsular Plateau.

The Indian Desert.

The Coastal Plains.

The Islands.

*The Himalayan Mountains:

These are geologically young and structurally fold mountains which stretch over the Northern borders of India.

These mountain ranges run in a West-East direction from the Indus to the Brahmaputra.

They form an arc which covers about 2,400 Km.

Their width varies from 400Km in Kashmir to 150Km in Arunachal Pradesh.

Altitudinal variations are greater in the Eastern half than those in the Western half.

Longitudinal division of Himalaya:

- **The Greater Inner Himalayas or the Himadri**
- **Himachal or Lesser Himalaya**
- **Outermost Range Shiwalik**

*THE NORTHERN PLAINS-

• The Northern Plain has been formed by the interplay of the three major river systems namely — the Indus, the Ganga and the Brahmaputra along with their tributaries.

• It is formed of alluvial soil which makes it fertile and is a densely populated physiographic division.

• It spreads over an area of 7 lakh sq.km.

• It is about 2400 km long and 240 to 320 km broad.

• It is an agriculturally productive area due to rich soil cover combined with adequate water supply and favourable climate.

>Division of the Northern Plain based on Variations in Relief Features:

Bhabar: It is formed by the deposition of pebbles by rivers in narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks.

.All the streams disappear in this bhabar belt.

Terai: . It is a wet, swampy and marshy region formed South of the Bhabar region where the streams and rivers re-emerge.

It is a thickly forested region full of wild life. For example, Dudhwa National Park.

Bhangar: . It is the largest part of the northern plain and lies above the floodplains of the rivers and presents a terrace like feature.

.The soil in this region contains calcareous deposits, locally known as kankar.

Khadar: It is the newer and younger deposits of the flood plains.

.They are renewed almost every year and are ideal for intensive agriculture.

***The Peninsular Plateau:**

It has two broad categories-

- The Central Highlands
- The Deccan Plateau

The Central Highlands - The Central Highlands is the part that lies to the North of the Narmada River which covers a major area of the Malwa plateau.

.The Deccan Plateau:

- The Deccan Plateau is a triangular landmass that lies to the South of the river Narmada.

| Western Ghats | Eastern Ghats |
|--|--|
| 1. They are formed on the western side or arm of the peninsular plateau. | 1. They are formed on the eastern side or arm of the peninsular plateau. |
| 2. They are regular and continuous and can be crossed through passes only. | 2. They are discontinuous and irregular and dissected by rivers draining into the Bay of Bengal. |
| 3. They lie parallel to the Malabar coast. | 3 They lie parallel to the Coromandel coast. |
| 4. They are comparatively higher in elevation. Their average elevation is 900-1600 metres. | 4. They have comparatively lower elevation. Their average elevation is 600 metres. |
| 5. The highest peaks in the Western Ghats are the Anai Mudi and the Doda Betta. | 5. The highest peak in the Eastern Ghats is Mahendragiri |

***The Indian Desert:**

- The Indian Desert lies towards the western margins of the Aravali Hills.
- It is a undulating sandy plain covered with sand dunes and receives very low rainfall below 150mm per year.
- It has arid climate and streams appear during the rainy season.
- Luni is the only large river in this region.

***Coastal Plains:**

The Peninsular plateau is flanked by stretch of narrow coastal strips, running along the Arabian Sea on the West and the Bay of Bengal on the East.

Western Coast:

It is a narrow plain sandwiched between the Western Ghats and the Arabian Sea.

It consists of three sections:

- Konkan(Mumbai–Goa): It is the northern part of the coast.
- Kannad Plain: It is the central stretch.
- Malabar Coast:It is the southern stretch.

Eastern Coast: Their plains are wide and level. Its northern part is referred to as the Northern Circar and the southern part is known as the Coromandel Coast.

- The Mahanadi, the Godavari, the Krishna and the Kaveri have formed extensive delta on this coast.
- Lake Chilika is an important feature along the eastern coast.

Islands:

India has two groups of islands:

- **Lakshadweep Islands Group:**

> It lies close to the Malabar coast of Kerala and is composed of small coral islands.

> Earlier they were known as Laccadive, Minicoy and Amindive and these were named Lakshadweep in 1973. It covers small area of 32 sq km.

> Kavaratti island is the administrative head quarters of Lakshadweep.

> It has great diversity of flora and fauna

> The Pitli island, which is uninhabited, has a bird sanctuary.

- **Andaman and Nicobar Islands:**

> These are elongated chain of islands located in the Bay of Bengal extending from North to South. They are bigger in size and are more numerous and scattered.

> These are divided into two broad categories—The Andaman in the North and the Nicobar in the south

> It is believed that these islands are an elevated portion of submarine mountains.

> These islands have great diversity of flora and fauna and lie close to Equator and experience equatorial climate.

Interesting points

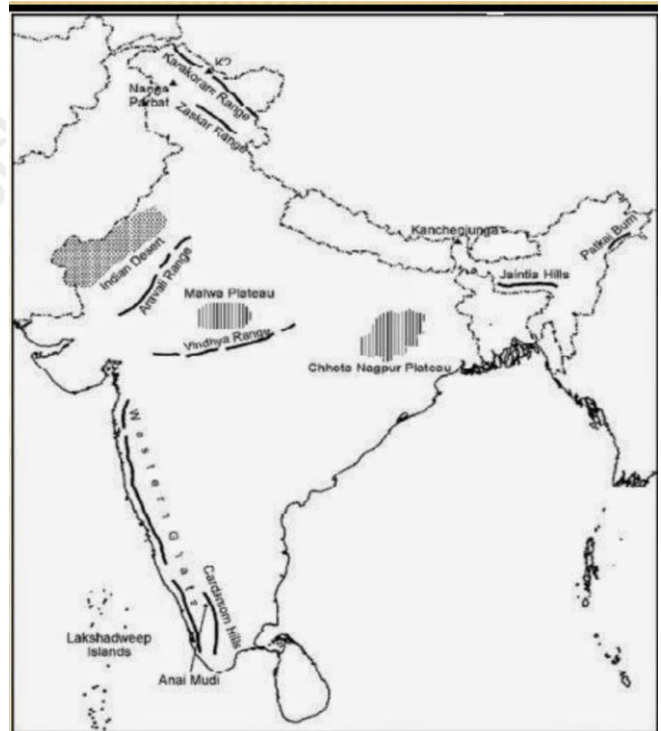
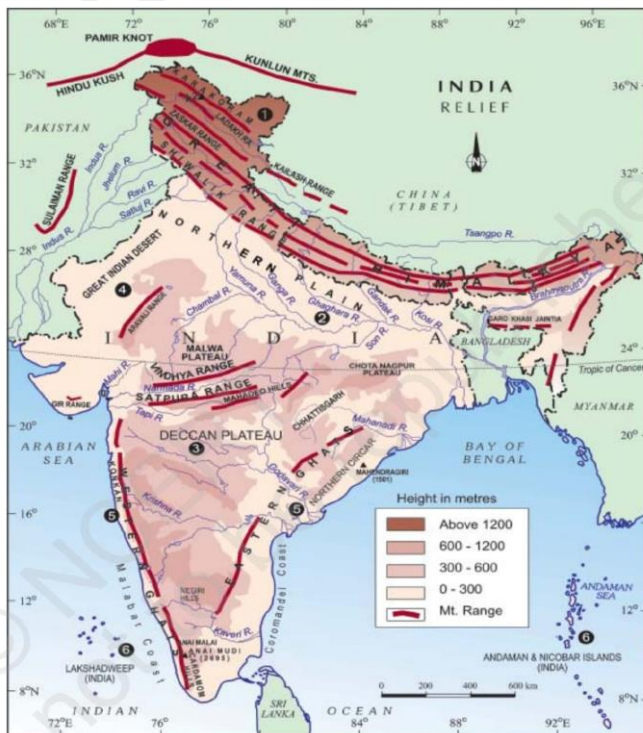
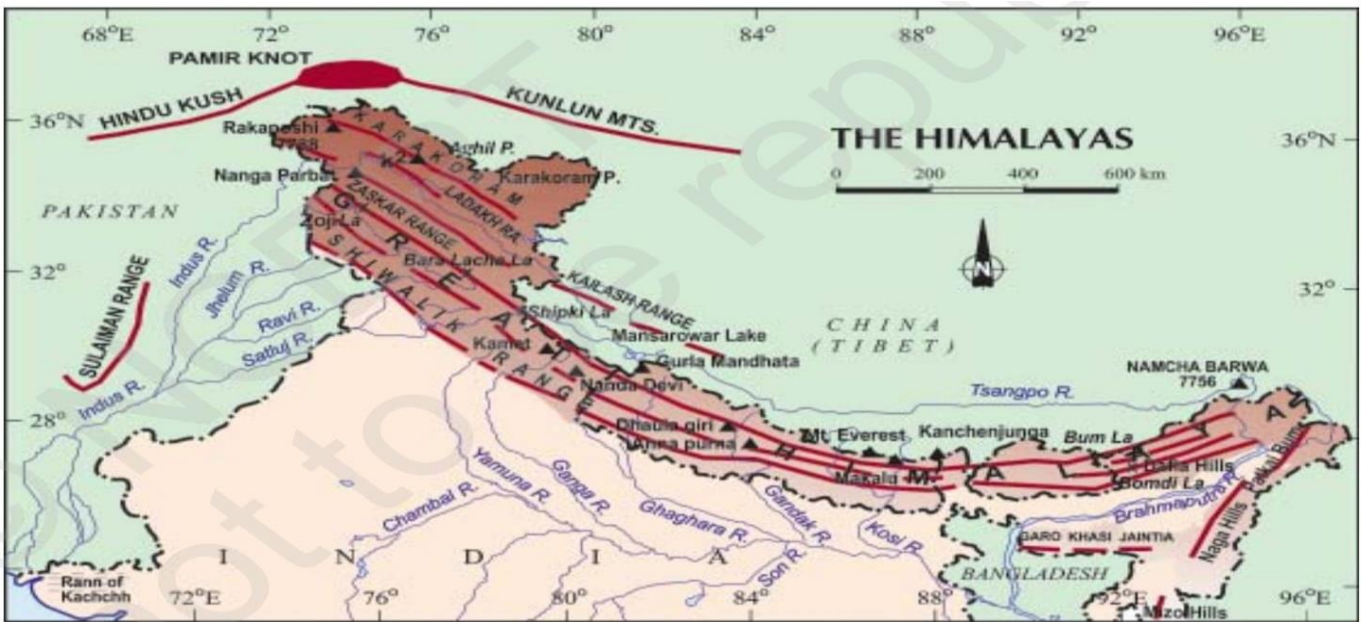
Doab': It is made up of two words - 'do' meaning two and 'ab' meaning water. Similarly, 'Punjab', is also made up of two words- 'Punj' meaning five and 'ab' meaning water.

Majuli, in the Brahmaputra River, is the largest inhabited riverine island in the world.

Chilika Lake: It is the largest salt-water lake in India and lies in the Odisha, to the south of the Mahanadi delta.

India's only **active volcano** is found on Barren Island in Andaman and Nicobar Islands.

MAP SKILLS-



QUESTIONS & ANSWERS(MCQ)

1. Which mountain range forms the northern boundary of India?

- a) Himalayas
- b) Western Ghats
- c) Aravalli Range
- d) Eastern Ghats

Answer: a) Himalayas

2. The Great Indian desert is located in which state?

- a) Rajasthan
- b) Gujarat
- c) Punjab
- d) Haryana

Answer: a) Rajasthan

3. The largest delta in India is formed by which river?

- a) Narmada
- b) Brahmaputra
- c) Yamuna
- d) Godavari

Answer b) Brahmaputra

4. Which of the following is the oldest mountain range in India?

- a) Aravalli Range
- b) Western Ghats
- c) Eastern Ghats
- d) Himalayas

Answer a) Aravalli Range

5. The largest freshwater lake in India is:

- a) Dal Lake
- b) Chilika Lake
- c) Vembanad Lake
- d) Wular Lake

Answer d) Wular Lake

5. _____ is known as the "Land of Five Rivers" in India.

- 6. a) Punjab
- b) Haryana
- 7. c) Uttar Pradesh
- d) Bihar

8. Answer a) Punjab

9. 7. The Palk Strait lies between India and:

- 10. a) Sri Lanka
- b) Maldives
- 11. c) Bangladesh
- d) Myanmar

12. Answer a) Sri Lanka

13. 8. Which river flows through the valley known as "Ladakh"?

- 14. a) Indus
- b) Brahmaputra
- 15. c) Yamuna
- d) Ganges

Answer a) Indus

9. **Assertion (A):** The Peninsular plateau is one of the oldest landmasses of the earth.

Reason (R): It is separated from the coastal plains by Eastern and Western Ghats.

Answer .Both A and R are correct but R is not the correct explanation of A

10. **Assertion (A):** The Indian desert is an undulating sandy plain covered with sand dunes.

Reason (R): The rivers draining this region are the Chambal, the Sind, the Betwa and the Ken.

Answer .A is correct but R is wrong

SHORT ANSWER BASED QUESTIONS(3 Marks)

1. Name the three parallel ranges of the Himalayas and give their other names.

Answer:(i).The Himadri (Greater Himalayas),

(ii).The Himachal (Lesser Himalayas),

(iii).The Shiwaliks (Outer Himalayas).

2. Why are the Northern Plains primarily an agricultural belt?

Answer:

(i).The Northern Plains have a thick soil cover composed of fine silt or alluvium brought down by the Himalayan rivers.

3. (ii).This alluvial soil is very fertile. Hence, this is primarily an agricultural belt3. Name the southernmost range of Himalaya. Mention any four features of this range.

Answer:

The southernmost range of Himalayas is called Shiwaliks.

Features:(i).The outermost range of the Himalayas is called the Outer Himalayas or Shiwaliks.(ii).They extend over a width of 10-15 km.

4. (iii).Their altitude varies between 900-1100 metres.

5. (iv).They are discontinuous ranges and are composed of unconsolidated sediments, gravel and alluvium brought down by the rivers from main Himalayan ranges located farther north.

6. 4. How did the northern plains come to existence? Write two points briefly

7. Answer:

(i).The northern plains have been formed by the interplay of the three major river systems, i.e., the

Indus, the Ganga and the Brahmaputra.

(ii).The northern plain is formed of the alluvial soil brought by these rivers.

8. 5. Explain the formation of the Peninsular Plateau. Write any four of its distinct features.

Answer:

The Peninsular Plateau was formed due to the breaking and drifting of the Gondwana land. It is a tableland composed of the old crystalline, igneous and metamorphic rocks.

9. (i).It has broad and shallow hills, valleys and rounded hills.
10. (ii). It consists of the two broad divisions namely, the Central Highland and Deccan Plateau.
11. (ii).It has black soil area known as Deccan Trap which is of volcanic origin.
(iv) The flow of rivers is westward.

LONG ANSWER BASED QUESTIONS(5 Marks)

1. Describe any five features of northern plains of India.

Answer:

Features of northern plains of India are:

- (i).The northern plains have been formed from the alluvium deposited by the mountain rivers.
(ii).They are located between the Himalayan rivers in the north and the Peninsular Plateau in the south.
(iii).They turned the soil on the surfaced land fertile for growing a rich harvest of variety of crops. This led to the development of the Indus river valley civilization.
(iv).They are made up of deposits of alluvium and cover an area of lakhs square km.
(v).They are densely populated physiographic division of India and are believed to be highly productive in terms of agriculture.

2. What are Purvanchal hills ? Mention any two features of these hills.

Answer:

Mountains along the eastern boundary of India are called the Purvanchal.

Features:

- (i).They comprise of sandstone and sediments.
(ii).They are covered with dense forests.
(iii).They comprise of Patkoi Hills, Manipur hills etc.

2. Explain the formation of the Peninsular Plateau. Write any four of its distinct features.

Answer:

The Peninsular Plateau was formed due to the breaking and drifting of the Gondwana land. It is a tableland composed of the old crystalline, igneous and metamorphic rocks.

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(ii).It consists of the two broad divisions namely, the Central Highland and Deccan Plateau.
(iii).It has black soil area known as Deccan Trap which is of volcanic origin.
(iv).The flow of rivers is westward.

4. "Each physiographic region of India complements the other and makes the country richer in its natural resources." Justify this statement with five examples..

Answer:

Importance of diverse physical features of India is as follows:

- (i).The northern mountains are the major sources of water and forest wealth.
(ii).The northern plains are the granaries of the country. They provide the base for early civilisations.
(iii).The plateau is a storehouse of minerals which has played a crucial role in the industrialisation of the country.
(iv).The coastal region and island groups provide sites for fishing and port activities.
(v).The deserts are the storehouse of solar energy.

CHAPTER- 3

DRAINAGE

DRAINAGE- Small streams flowing from different directions come together to form the main river which ultimately drains into a large water body such as a lake or a sea or an ocean.

Drainage Systems in India:

It is controlled by broad relief features of Indian subcontinent. Accordingly, the Indian rivers are divided into two major groups-the Himalayan rivers and the Peninsular rivers.

Difference between The Himalayan Rivers and The Peninsular Rivers

| Himalayan rivers | Peninsular rivers |
|--|--|
| • Originate from the Himalayan mountain ranges | • Originate from the mountain ranges in the peninsular plateau. |
| • Extensive catchment area | • Comparatively smaller catchment area |
| • Intensive erosion | • Intensity of erosion is less |
| • Create gorges in the mountain region and meander in plains | • Do not create deep valleys as they flow through hard and resistant rocks |
| • High irrigation potential | • Less irrigation potential |
| • Navigable along the plains | • Potential for inland navigation is low |

Himalayan River System

The Indus River

The Ganga River System

Yamuna River

.The Brahmaputra River System:

The Peninsular Rivers:

.The Narmada Basin

The Tapi Basin

The Godavari Basin:

.It is largest peninsular river and rises from the slopes of the Western Ghats in the Nasik district of Maharashtra.

The Mahanadi Basin

.The Krishna Basin

The Kaveri Basin

Role of Rivers in the Economy:

>Water from rivers is a basic natural resource which is essential for various human activities.

>These are used for irrigation, navigation, hydro-power generation which helps to a country like India where agriculture is the major source of livelihood of the majority of its population.

River Pollution:

>River's water quality is naturally affected by the growing domestic, municipal, industrial and agricultural demand.

>The volume of rivers is reducing as more and more water is being drained out of it.

>Untreated sewage and industrial effluents affect not only the quality of water but also the self-cleansing capacity of the river.

MAP SKILLS-



Figure 3.4 : Major Rivers and Lakes



MCQ.

1. The city located on the water divide between the Indus and the Ganga river system is

- (a) Jabalpur (b) Ambala
(c) Meerut (d) Chandigarh

Answer: (b) Ambala

2. Which river is called the Dihang when it enters India in Arunachal Pradesh

- (a) The Ganga (b) The Brahmaputra
(c) The Indus (d) The Kaveri

Answer: (b) The Brahmaputra

3. Which one of the following peninsular river of India flows west and makes estuaries?

- (a) The Krishna (b) The Mahanadi
(c) The Godavari (d) The tapi

Answer: (d) The tapi

4. Which one of the following lake is artificial?

- (a) Sambhar (b) Chilika
(c) Pulicat (d) Rana Pratap sagar

Answer: (d) Rana Pratap sagar

5. Which of the peninsular rivers is called the 'Dakshin Ganga'?

- (a) The Mahanadi (b) The Krishna
(c) Godavari (d) tha tapi

Answer: (c) Godavari

6. The drainage basin of the Mahanadi is not shared by

- (a) Madhya Pradesh (b) Maharashtra
(c) Chhattisgarh (d) Jharkhand

Answer: (a) Madhya Pradesh

7. Which one of the following lakes is a salt water lake?

- (a) Sambhar (b) Dal
(c) Wular (d) Gobind Sagar

Answer: (a) Sambhar

8. The Vembanad Lake is located in

- (a) Kerala (b) Andhra Pradesh
(c) Tamil Nadu (d) Odisha

Answer: (a) Kerala

9. **Assertion (A):**The Ganga is joined by many tributaries from the Himalayas, a few of them being major rivers such as the Yamuna, the Ghaghara, the Gandak and the Kosi.

Reason (R):The river Yamuna rises from the Gangotri Glacier in the Himalayas. It flows parallel to the Ganga and as a right bank tributary, meets the Ganga at Allahabad.

Answer :(A) is correct but (R) is wrong.

10. **Assertion (A):**Apart from originating from the two major physiographic regions of India, the Himalayan and the Peninsular Rivers are different from each other in many ways.

Reason (R): The drainage systems of India are mainly controlled by the broad relief features of the shallower courses as compared to their Himalayan counterparts.

Answer: Both (A) and (R) are true but (R) is not the correct explanation of (A).

SHORT ANSWER BASED QUESTIONS (3 Marks)

1. Write the salient features of the Ganga-Brahmaputra delta.

Answer:

The salient features of the Ganga-Brahmaputra delta are :

- (i).It is the largest delta of the world on the mouth of the Bay of Bengal.
- (ii).This has formed owing to split of the Ganges and the Brahmaputra in several rivulets i.e., distributaries.
- (iii).Its lower portion is marshy owing to mess up of the sea and the freshwater together.
- (iv).It is the most fertile and densely populated delta.

2. What are the major sources of river pollution?

Answer:

The major source of river pollutants are :

- (i).A heavy load of untreated sewage and industrial effluents are emptied into the river.
- (ii).The leakage of oil from ships.
- (iii).Excessive use of pesticides and chemical fertilisers.

3. Which river is known as ‘Dakshin Ganga’? Describe its main features.

Answer:

The Godavari river is known as the ‘Dakshin Ganga’.

The main features of the river Godavari are :

- (i).It is the largest Peninsular river, which rises from the slopes of the Western Ghats in the Nasik district of Maharashtra.
- (ii).Its length is about 1500 km that drains into the Bay of Bengal.
- (iii.)A number of tributaries joins the Godavari river such as the Purna, the Wardha, the Penganga, the Manjra, the Wainganga, and the Pranhita.

4. Describe the three main features of the Narmada basin.

Answer:

The river Narmada emerges from the Amarkantak hills in Madhya Pradesh.

The main features of the Narmada basin are :

- (i).It flows towards the west in a rift valley formed due to faulting.
- (ii).It creates many picturesque location like the Marble Rocks near Jabalpur and Dhuandhar Falls.
- (iii).All the tributaries of the Narmada are very short and most of them join the main stream at right angles. The Narmada Basin covers parts of Madhya Pradesh and Gujarat.

5. Mention some of the characteristics of the lakes.

Answer:

- (i).India has many lakes.
- (ii).These differ from each other in size and other characteristics.
- (iii).Most lakes are permanent; some contain water only during the rainy season, like the lakes in the basins of inland drainage of semi-arid regions.
- (iv).There are some lakes which are the result of the action of glaciers and ice sheets, while the others have been formed by wind, river action, and human activities.

LONG ANSWER BASED QUESTIONS(5 Marks)

1. Why are the rivers considered as the lifeline of human civilization?

Answer:

The Rivers are considered as the lifeline of human civilization because of the following reasons.

- (i).Abundant Supply of Drinking Water : The rivers and lakes fulfill the basic need of all living being including, human beings.
- (ii).Water for Irrigation: Rivers are the main source of irrigation. :
- (iii).Navigation: Rivers are the cost-free means of water transportation of goods and people from one place to another.
- (iv).Biologically Productive Areas: Most of the estuaries formed at the meeting point of freshwater and saline water of the sea. These are found in the most suitable places for fish breeding.
- (v).Source of Generation of Hydro-Powe : Rivers are an abundant source of generating electricity. Large dams have been built for this purpose.

2. In what different ways do rivers get polluted?

Answer:

Rivers get polluted in the following ways :

- (i).The growing domestic, municipal, industrial and agricultural demand for water from rivers naturally affects the quality of water.
- (ii).The volume of river is also reduced because more and more water is being drained out of the rivers.
- (iii).A heavy load of untreated sewage and industrial effluents are emptied into the rivers. This affects not only the quality of water but also the self-cleansing capacity of the river.
- (iv).The increasing urbanisation and industrialisation also contribute to the river pollution.
- (v).Dumping of garbage into the streams is another cause of river pollution. They are changing the life-giving rivers into toxic streams.

3. Why do the Himalayan rivers get flooded every year? What are its advantages?

Answer:

- (i).The Himalayan rivers receive water from the melted snow from the lofty mountains as well as from rain.
- (ii).During monsoons, due to heavy rainfall, these rivers get flooded every year.

Advantages:

- (i).The Himalayan rivers flood parts of the northern plains enriching the soil for the extensive agricultural lands.
- (ii).Various food crops and cash crops are grown in these fertile lands.

4. Why are most of the Peninsular rivers draining into the Bay of Bengal? Give reasons. Name the two rivers draining into the Arabian Sea.

Answer:

(i) (a) The main water divide in Peninsular India is formed by the Western Ghats, which runs from north to south close to the western coast..

(b) The Deccan Plateau is higher in the west and slopes gently eastwards.

Thus, most of the peninsular rivers such as Mahanadi, the Godavari, the Krishna and the Kaveri flow eastwards and drain into the Bay of Bengal.

(ii) The river Narmada and river Tapi drain into the Arabian Sea.

CHAPTER 4

CLIMATE

* **Climate** refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).

* **Weather** refers to the state of the atmosphere over an area at any point of time. Their elements are temperature, atmospheric pressure, wind, humidity and precipitation.

Factors affecting India's Climate:

Latitude:

The Tropic of Cancer passes through the middle of the country from the Rann of Kutch in the West to Mizoram in the East.

India's climate has characteristics of tropical as well as subtropical climates.

Altitude:

India has high Himalayan ranges (average height of about 6,000 metres) in North, which protect India from cold winds of central Asia.

Pressure and Winds:

The climate and associated weather conditions in India are governed by following atmospheric conditions:

> Pressure and surface winds.

> Upper air circulation.

> Western cyclonic disturbances and tropical cyclones.

. India lies in the region of northeasterly winds.

North Easterly Winds:

These winds originate from the subtropical high-pressure belt of the northern hemisphere.

They originate and blow overland as they blow southwards, get deflected to the right due to the Coriolis force, and move towards the equatorial low-pressure area.

THE SEASONS-

Four main seasons can be identified in India-

(A) **THE COLD WEATHER SEASON (THE WINTER)**

(B) **THE HOT WEATHER SEASON (SUMMER)**

(C) **ADVANCING MONSOON (THE RAINY SEASON):**

(D) **RETREATING/POST MONSOON (THE TRANSITION SEASON):**

Distribution of Rainfall:

> Western coast and north-eastern India receive over about 400 cm of rainfall annually whereas Rajasthan and some parts of Gujarat have less than 60 cm.

> Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadris.

> Variability of rainfall is high in the regions of low rainfall such as parts of Rajasthan, Gujarat and the leeward side of the Western Ghats.

MAP SKILLS-

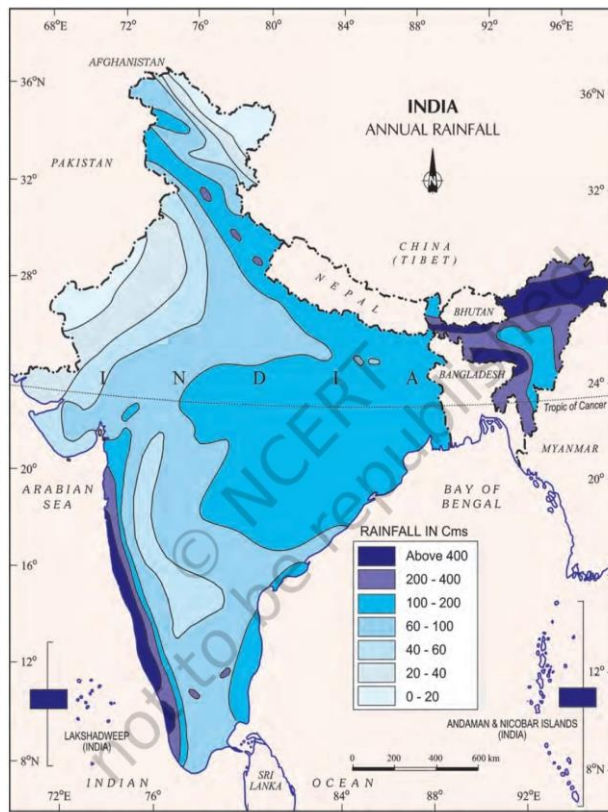
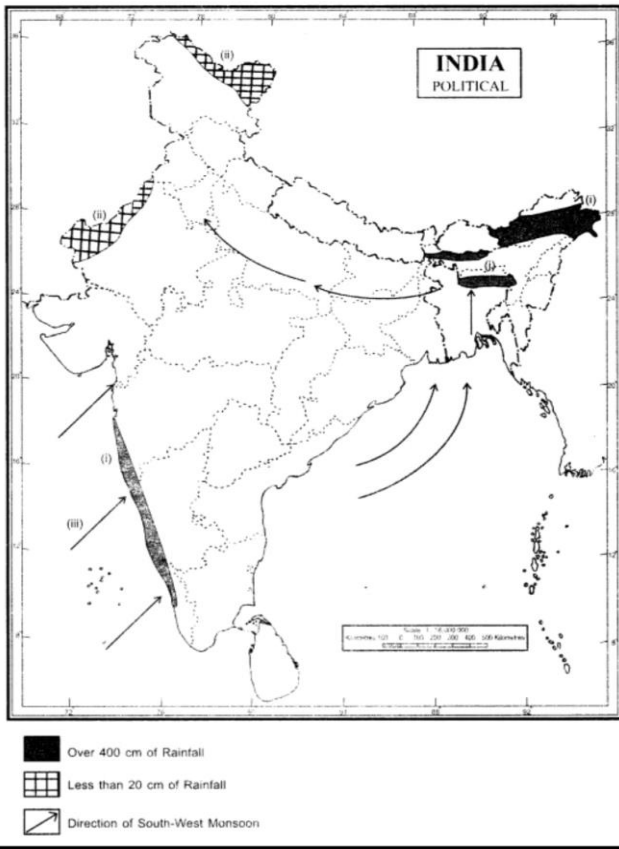


Figure 4.3 : Annual Rainfall

MCQ.

1. Major rainfall occurs in India due to?
 (a) Southwest monsoon winds (b) Northwest monsoon winds
 (c) Northeast monsoon winds (d) None of the above

Answer: (a) Southwest monsoon winds

2. The cause of western disturbances is ?
 (a) Westerly Jet stream (b) Easterly Jet stream
 (c) Both of the above (d) None of the above

Answer: (a) Westerly Jet stream

3. When India has winter, the sun vertically shines over ?
 (a) Tropic of Capricorn (b) Tropic of Cancer
 (c) Equator (d) None of the above

Answer: (a) Tropic of Capricorn

4. Pre-monsoon showers in Kerala are known as ?
 (a) Kaal Baisakhi (b) Bardoli Chheerha
 (c) Mango showers (d) Loo

Answer: (c) Mango showers

5. Which one of the following places receives the highest rainfall in the world?
 (a) Silchar (b) Mawsynram
 (c) Cherrapunji (d) Guwahati

Answer: (b) Mawsynram

6. Tropical depressions occur in

- a). Bay of Bengal b). Bay of Bengal and NW of India
c) NW of India.d) Arabian Sea

Answer: (a). Bay of Bengal

7. In the month of March-April the low pressure shifts from

- (a). Deccan to North-East (b) Tropic of Cancer to the Equator
(c) Deccan to North-West (d). East to west.

Answer: (c) Deccan to North-West

8. The Bay of Bengal branch of SW monsoons is directed towards

- (a). Brahmaputra valley and Coromandel Coast
(b). Ganga plains and eastern coastal plains
(c) Ganga plains and Brahmaputra valley
(d) Thar and Kutch

Answer: c) Ganga plains and Brahmaputra valley

9. Assertion (A): We feel comfortable in hot and humid climate.

Reason (R): Sweat evaporates faster in humid climate.

Answer: Both A and R are false.

10. Assertion (A): Even though only the southern part of India lies in tropical region, almost the whole of India experiences tropical climate.

Reason (R): The Himalayan mountains act as a barrier and prevent the northerly cold winds from entering India.

Answer: Both A and R are true and R is the correct explanation of A

SHORT ANSWER BASED QUESTIONS(3 Marks)

1. "India has diverse climatic conditions" Support this statement by giving examples, each of temperature and precipitation.

Answer:

- (i) The mercury occasionally touches 50°C in the western deserts, and it drops down to as low as -45°C in winter around Leh.
(ii) The annual precipitation is less than 10 cm in the north-west Himalayas and the western desert. It exceeds 400 cm in Meghalaya.
(iii) Most parts of the country receive rainfall from June to September, but some parts like the Tamil Nadu coast get most of its rain during October and November.

2. Explain development of Monsoon Trough and its influence over rainfall distribution.

Answer:

- (i) It is a region of low atmospheric pressure which develops because of excessive heat.
(ii) It brings a remarkable change in rainfall pattern.
(iii) It is responsible for dry and wet spells of monsoon.

3. Read the source given below and answer the questions that follow: The climate of a region is determined by various factors such as latitude, altitude, distance from the sea, and the presence of mountain ranges. India has a diverse climate due to its vast geographical extent and these influencing factors. The major climatic regions in India include the tropical monsoon, tropical savanna, humid subtropical, hot desert, and alpine climates. The tropical monsoon climate dominates most of India, characterized by distinct wet and dry seasons. The southwest monsoon, which brings rainfall to the country, is a significant feature of this climate. The Himalayan region experiences an alpine climate with cold winters and cool summers. The Thar Desert in Rajasthan represents the hot desert climate, with extremely high temperatures and low rainfall. Understanding the different climatic regions is crucial for agriculture, planning, and adapting to the local environment.

Answer the following questions

1. Which monsoon brings the rainfall to the country?

Answer: The southwest monsoon

2. Which is the hot desert?

Answer: The Thar Desert in Rajasthan.

3. How does monsoon benefit agriculture and planning?

Answer: (i) It provides water for irrigation.

(ii) It provides water in rivers and ponds for storage development.

4. How does the latitude affect India's climate?

Answer:

(i) The Tropic of Cancer passes almost from the middle of the country.

(ii) Almost half of the country, lying south of the Tropic of Cancer, belongs to the tropical area.

(iii) All the remaining area in the north of the Tropic lies in the sub-tropical area. Therefore, India's climate has characteristics of tropical as well as sub-tropical type of climate.

5. "Monsoon acts as a unifying bond". Explain.

Answer:

(i) The seasonal alteration of the wind systems and the associated weather conditions provide a rhythmic cycle of seasons. Even the uncertainties of rain and uneven distribution are very much typical of the monsoons.

(ii) The Indian landscape, its animal and plant life, its entire agricultural calendar and the life of the people, including their festivities, revolve around this phenomenon. Year after year, people of India from north to south and from east to west, eagerly await the arrival of the monsoon.

(iii) These monsoon winds bind the whole country by providing water to set the agricultural activities in motion. The river valleys which carry this water also unite as a single river valley unit.

LONG ANSWER BASED QUESTIONS(5 Marks)

1. Explain the factors affecting India's climate.

Answer:

(i) Latitude : The Tropic of Cancer passes through the middle of the country from the Rann of Kutch in the west to Mizoram in the east. Almost half of the country, lying south of the Tropic of Cancer, belongs to the tropical area. All the remaining area, north of the Tropic, lies in the sub-tropic. Therefore, India's climate has characteristics of tropical as well as subtropical climates.

(ii)Altitude: India has mountains to the north which have an average height of about 6,000 metres. India also has a vast coastal area where the maximum elevation is about 30 metres. The Himalayas prevent the cold winds from Central Asia from entering the subcontinent. It is because of these mountains that this subcontinent experiences comparatively milder winters as compared to central Asia.

(iii)Pressure and Winds: The pressure and wind conditions over India are unique. During winter, there is a high-pressure area north of the Himalayas. Cold dry winds blow from this region to the low-pressure areas over the oceans to the south. In summer, a low-pressure area develops over interior Asia as well as over northwestern India. This causes a complete reversal of the direction of winds during summer. Air moves from the high-pressure area over the southern Indian Ocean, in a south-easterly direction, crosses the equator, and turns right towards the low-pressure areas over the Indian subcontinent. These are known as the Southwest Monsoon winds. These winds blow over the warm oceans, gather moisture and bring widespread rainfall over the mainland of India.

2. Give reason for the following:

- (i) Thiruvananthapuram has the year equable climate.
- (ii) Delhi has extreme climate.
- (iii) The Tamil Nadu coast receives winter rainfall.
- (iv) Leh has moderate precipitation almost through-out the year.
- (v) The delta region of the eastern coast is frequently struck by cyclones.

Answer:

- (i) It has equable climate due to proximity to sea. Sea has moderating influence over its climate.
- (ii) Because Delhi is far away from sea. As the distance from the sea increases, its moderating influence decreases.
- (iii) Tamil Nadu receives rainfall from North-east trade winds.
- (iv) Leh is at a very high altitude. During the cold weather season, the 'Western Disturbances' contribute to heavy snowfall in this region. Both south-west and south-east monsoons also cause precipitation in this part.
- (v) The low pressure conditions of the North shifts to the Bay of the Godavari, the Krishna and the Kaveri.

CHAPTER-5

NATURAL VEGETATION AND WILDLIFE

ONLY MAP WORK WILL BE EVALUATED

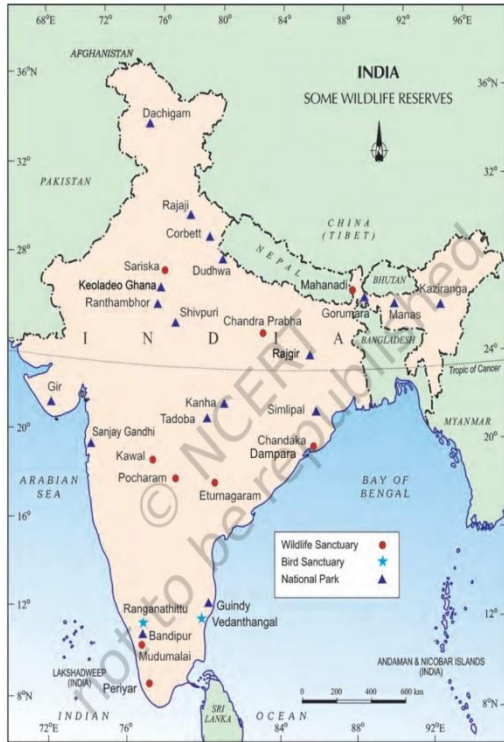


Figure 5.7 : Wildlife Reserves

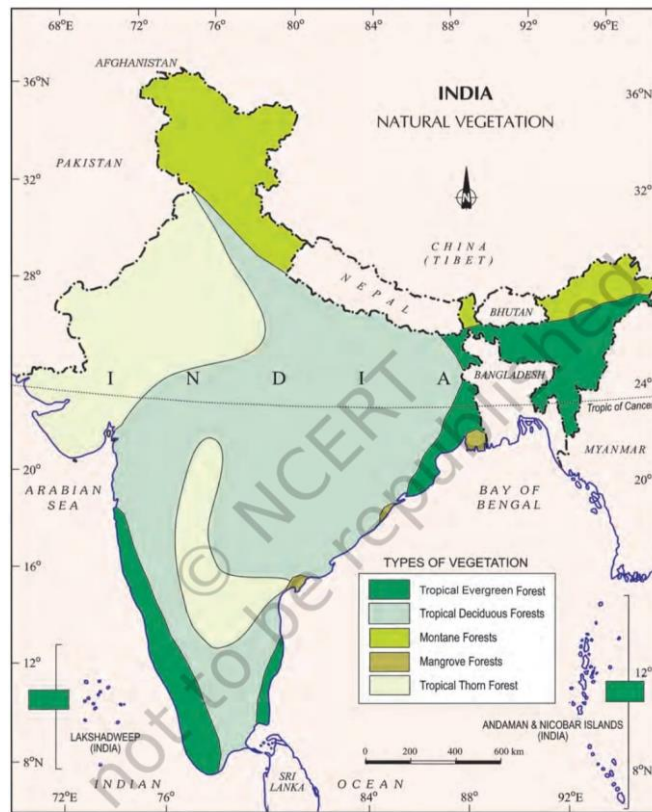


Figure 5.4 : Natural Vegetation

CHAPTER- 6

POPULATION

***Characteristics or qualities of the population:**

Population Size and Distribution

India's Population Size and Distribution by Numbers

.As of March 2011, India's population was 1,210.6 million which accounts for 17.5% of the world's population.

.Uttar Pradesh is the most populous state of India as it counts about 16% of the country's population.

.Almost half of India's population lives in just five states which are Uttar Pradesh, Maharashtra, Bihar, West Bengal and Andhra Pradesh

Processes of Population Change/Growth

Three main processes of change of population are:

Birth Rates

Death Rates

Migration

Age Composition

The age composition of a population refers to the number of people in different age groups in a country. The population of a nation is grouped into 3 broad categories:

Children (generally below 15 years)

Working Age (15–59 years)

Aged (Above 59 years)

Sex Ratio

It is defined as the number of females per 1000 males in the population. Sex Ratio is an important social indicator to measure the extent of equality between males and females in a society at a given time.

Literacy Rates

According to the Census 2011, a person aged 7 years and above, who can read and write with understanding in any language, is treated as literate. India's literacy rate is 73% as per the census of 2011.

Occupational Structure

The distribution of the population according to different types of occupation is referred to as the occupational structure. Occupations are classified as:

Primary: Primary activities include agriculture, animal husbandry, forestry, fishing, mining and quarrying, etc

Secondary: Secondary activities include manufacturing industry, building and construction work, etc.

Tertiary: Tertiary activities include transport, communications, commerce, administration and other services.

Health

Health is an important component of population composition, which affects the process of development. The substantial improvement in Public Health in our country is the result of many factors such as:

Prevention of infectious diseases

Application of modern medical practices diagnosis and treatment of ailments

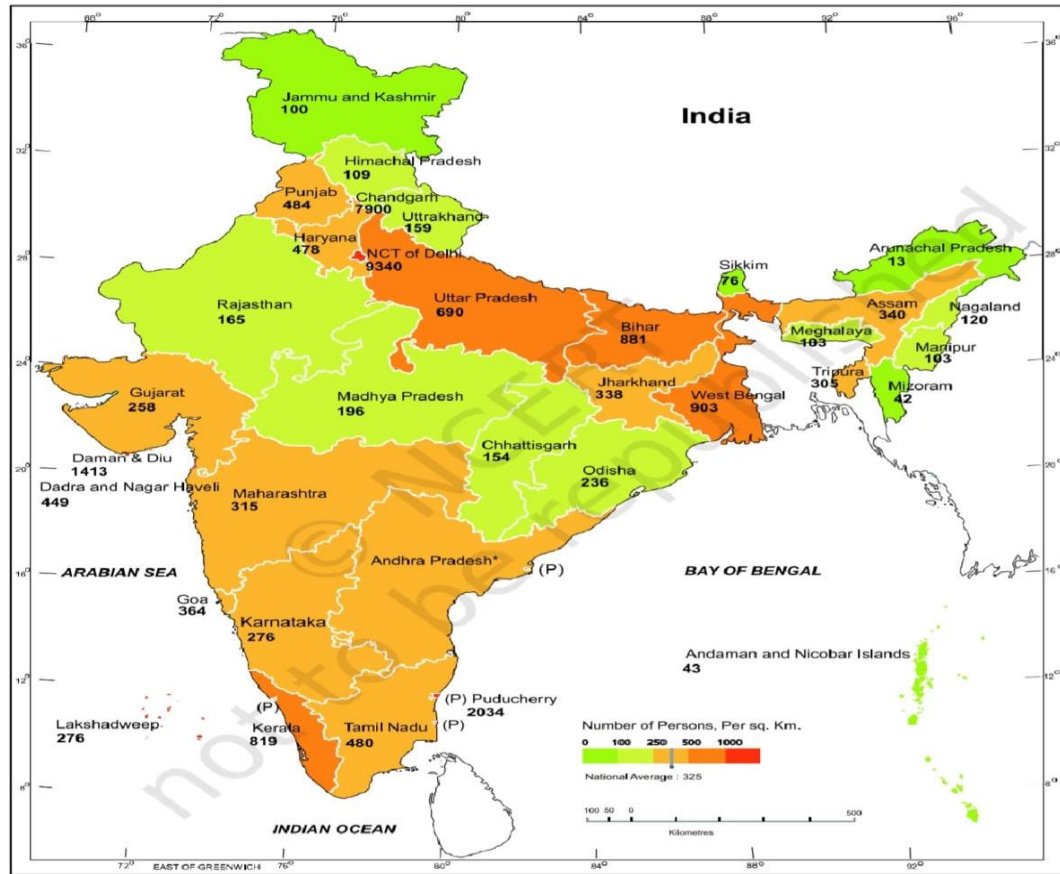
Adolescent Population

National Population Policy

The National Population Policy (NPP) 2000 provides a policy framework for-

.Imparting free and compulsory school education up to 14 years of age.
 .It also helps in reducing infant mortality rate to below 30 per 1000 live births
 .Achieving universal immunization of children against all vaccine-preventable diseases .Promoting delayed marriage for girls, and making family welfare a people-centred programme.

MAP WORK



* Note: Telangana became the 29th State of India on the 2nd June 2014 after the reorganisation of the state of Andhra Pradesh

Fig. 6.3: Density of Population 2011

MCQ QUESTIONS AND ANSWERS

- Which of the following terms is used to refer to the average number of persons per square kilometre?
 - Literacy rate
 - Population density
 - Birth rate
 - Death rate

Answer: b) Population density
- Which of the following regions has the highest population density in the world?
 - North America
 - Asia
 - Africa
 - South America

Answer: b) Asia
- Which of the following factors is not responsible for the uneven distribution of population in India?
 - Physical features
 - Climate
 - Cultural factors
 - Government policies

Answer d) Government policies
- What is the main reason for the high population density along the river valleys and plains in India?
 - Availability of water resources
 - Fertile soil for agriculture
 - Better transportation facilities
 - All the above

Answer d) All the above

5. Which of the following is an example of a densely populated rural region in India?

- a) Thar Desert
- b) Western Ghats
- c) Gangetic Plains
- d) Eastern Himalayas

Answer c) Gangetic Plains

6. What's the term used to describe the movement of people from one country to another country?

- a) Emigration
- b) Immigration
- c) Urbanisation
- d) Migration

Answer d) Migration

7. Which of the following states in India has the lowest literacy rate as per the 2011 census?

- a) Kerala
- b) Bihar
- c) Maharashtra
- d) Tamil Nadu

Answer b) Bihar

8. Which of the following is a measure of the quality of population?

- a) Birth rate
- b) Death rate
- c) Life expectancy
- d) Infant mortality rate

Answer c) Life expectancy

9. Assertion (A) : The quality of population depends upon the literacy rate, health of a person indicated by life expectancy and skill formation acquired by the people of the country.

Reason (R) : The quality of the population ultimately decides the growth rate of the country. Literate and healthy population are an asset.

Answer Both A and R are true and R is the correct explanation of A.

10. Assertion (A) : Seasonal unemployment happens when people are not able to find jobs during some months of the year.

Reason (R) : People dependent upon fishing usually face such kind of problem.

Answer A is true and R is false.

SHORT ANSWER BASED QUESTIONS(3 Marks)

1. Describe the basic factors affecting the population of India.

Answer:

The basic factors affecting the population of India are as under :

(i).Birth Rate: It is the number of live births per 1,000 individuals of a population per annum. It increases both population size and population density.

(ii).Death or Mortality Rate: It is expressed as the number of death per 1,000 individuals of a population per year. It decreases both population size and population density.

(iii).Migration: Migration is the movement of the people across regions and territories. Migration can be internal or international.

2. How do you classify occupations?

Answer: Occupations are, generally, classified as primary, secondary and tertiary activities.

(i). Primary activities include agriculture, animal husbandry, forestry, fishing, mining, etc.

(ii). Secondary activities include manufacturing industry, building and construction work, etc.

(iii). Tertiary activities include transport, communications, commerce, administration and other services.

3. Give division of the population of a nation into three broad categories based on age composition.

Answer: The population of a nation is generally grouped into three broad categories :

(i) Children (below 15 years): This group is economically unproductive. They need to be provided with food, clothing, education and medical care.

(ii) Working Age (15 to 59 years): They are economically productive and biologically reproductive. This group bears the burden of children and aged people.

(iii) Aged (above 59 years): They can be economically productive through they may have retired.

4. What factors should be considered while studying about population?

Answer: The following factors should be considered while studying about population :

(i) Population size and distribution : How many people are there and where are they located?

(ii) Population growth and processes of population change : How has the population grown and changed through time?

(iii) Characteristics or qualities of the population : What are their age, sex composition, literacy levels, occupational structure and health conditions?

LONG ANSWER BASED QUESTIONS(5 Marks)

1. What is the relationship between occupational structure and development?

Answer:

(i) The proportion of people working in different activities varies in developed and developing countries.

(ii) Developed nations have a high proportion of people engaged in secondary and tertiary activities.

(iii) Developing countries tend to have a higher proportion of their workforce engaged in primary activities.

(iv) In India, about 64 per cent of the population is engaged only in agriculture.

(v) The proportion of population dependent on secondary and tertiary sectors is also less in India.

(vi) Now, however, there has been an occupational shift in favour of the secondary and tertiary sectors with the growing industrialisation and urbanisation in recent times.

2. Which areas are sparsely populated in India and why?

Answer:

Sparsely populated areas of India are high mountain regions of Jammu and Kashmir and Arunachal Pradesh and desert parts of Rajasthan.

Reasons:

(i) Extremely cold climatic condition, which makes living difficult.

(ii) High and snow covered areas do not favour any kind of habitation.

(iii) There are few regions which are fertile but they, too, are small and scattered. Besides that, it is difficult to approach these areas since there are no good means of transportation and communication available.

(iv) Desert area of Rajasthan is arid, hot and dry region. It has sandy soils, not suitable for cultivation.

3. What could be the reason of uneven distribution of population in India?

Answer:

The following examples show why distribution of population in India is uneven

- (i) Fertility of the soil and availability of water in the Northern Plains and Kerala causes a large number of people to be employed in agriculture.
- (ii) An undulating terrain and mountainous areas of Arunachal Pradesh, Mizoram and Jammu and Kashmir do not provide much scope of a livelihood and so they have a low population density.
- (iii) An equable climate and reasonable amount of rainfall in most of the coastal states favour people living in such areas. Thus they have a moderate population density.
- (iv) A harsh climate like the desert of Western Rajasthan deters people from living in such locations, leading to a sparse population there.
- (v) Development of transport, industrialization and urbanisation in urban areas increases the population density in such areas.

POLITICAL SCIENCE

CHAPTER 1

WHAT IS DEMOCRACY? WHY DEMOCRACY?

OVERVIEW:

Democracy is the most prevalent form of government in the world today and it is expanding to more countries.

1.1 WHAT IS DEMOCRACY?

>Democracy is a form of government in which the rulers are elected by the people.

>We have started with a simple definition that democracy is a form of government in which the rulers are elected by the people.

>Myanmar where the army rules, Dictator Pinochet's rule in Chile was not democratic. They were not chosen by the people.

>Hereditary kings, like the king of Nepal or Saudi Arabia, are also not democratic rulers.

They rule because they were born into noble families.

1.2 FEATURES OF DEMOCRACY

1. 1). Major decisions by elected leaders:

In a democracy, the final decision-making power must rest with those elected by the people.

In Pakistan, President Musharraf has the power to dismiss national and state assemblies; So the final powers rest with the army and the General himself. We cannot call it a Democracy.

2. Free and fair electoral competition:

Holding elections of any kind is not sufficient. The elections must offer a real choice between political alternatives. And it should be possible for people to use this choice to remove the existing rulers, if they wish so. So, **a democracy must be based on a free and fair election where those currently in power have a fair chance of losing.**

For example, in Mexico elections have been held every six years since 1980. But the same Party, PRI, has won the elections. Obviously there has been rigging and malpractices, with Freedom denied to opposition. This is not what a democracy should be.

3. One person, one vote, one value:

1. Earlier, we read about how the struggle for democracy was linked to the demand for universal adult franchise. This principle has now come to be accepted almost all over the world. Yet there are many instances of denial of equal right to vote.

2. Democracy is based on a fundamental principle of political equality. That gives us the third feature of democracy: in a democracy, **each adult citizen must have one vote and each vote must have one value.**



4. Rule of law and respect for rights-

>Popular governments can be undemocratic. Popular leaders can be autocratic.

>If we wish to assess a democracy, it is important to look at the elections.

>But it is equally important to look before and after the elections. There should be sufficient room for normal political activity including political opposition, in the period before election **This requires that the state should respect some basic rights of the citizen.**

They should be free to think, to have opinions, to express these in public, to form associations, to protest and take other political actions.

Everyone should be equal in the eyes of law.

These rights must be protected by an independent judiciary whose orders are obeyed by everyone. A democratic government rules within limits set by constitutional law and citizens' rights.

Summary definition

1. Democracy is a form of government in which the rulers are elected by the people:
2. Accordingly, democracy is a form of government in which:
3. Rulers elected by the people take all the major decisions;
4. Elections offer a choice and fair opportunity to the people to change the current rulers;
5. This choice and opportunity is available to all the people on an equal basis; and
6. The exercise of this choice leads to a government limited by basic rules of the constitution and citizens' rights.

Why Democracy?

Arguments against democracy:

This conversation has most of the arguments that we routinely hear against democracy. Let us go over some of these arguments:

1. Leaders keep changing in a democracy leading to instability.
 2. Democracy is all about political competition and power play, leaving no scope for morality. Money and muscle power can influence elections and decision-making.
 3. Many people have to be consulted in a democracy that leads to delays.
 4. Elected leaders do not know the best interest of the people, resulting in bad decisions.
 5. Democracy leads to corruption since it is based on electoral competition.
 6. Ordinary people don't know what is good for them; they should not decide anything
- From these arguments, we can see that democracy of the kind we see may not be the ideal form of government. However, we will see if democracy is better than other forms of government that are there for us to choose from.

Arguments for democracy:

1. A democratic government is a better government because it is a more accountable form of government.
2. Elected representatives are more responsive to the needs and opinions of the citizens.
3. Democracy improves the quality of decision-making.
4. Democracy provides a method to deal with differences and conflicts.
5. Democracy enhances the dignity of citizens.

Finally, democracy is better than other forms of government because it allows us to correct its own mistakes.

Broader Meanings of Democracy

1. The common form adopted by democracy is a representative democracy.
2. In democratic countries, all people do not rule.
3. A majority is allowed to take decisions on behalf of all the people through their elected representatives.

This has become necessary for the reasons given below:

1. Modern democracies involve such a large number of people that it is physically impossible for them to sit together and take a collective decision.
2. Even if they could, the citizen does not have the time, the desire, or the skills to take part in all the decisions. Democracy as a principle can go beyond the government and can be applied to any sphere of life.

3). People use the word democracy not to describe any existing government but to set up an ideal standard that all democracies must aim to become.

However, if the ideals of democracy are considered then no country in the world is correctly democratic. Still, having an understanding of democracy as an ideal will explain why to value democracy.

>It enables people to judge an existing democracy and identify their weaknesses. It also helps to distinguish between a minimal democracy and a good democracy.

The most common form of democracy in today's world is being ruled through people's elected representatives. However, for a small community, there can be other ways of making democratic decisions. All people can sit together and make decisions directly. This is how the Gram Sabha should work in a village

Conclusion:-

Democracy, despite its flaws, is considered the best form of government because it promotes equality, protects rights, and ensures better governance. Continuous efforts are required to overcome the challenges and make democracy more effective and inclusive.

MULTIPLE CHOICE QUESTIONS

Q.1 In a democracy, who holds the ultimate power?

- a) The President b) The Prime Minister c) The judiciary d) The citizens

Answer: d) The citizens

Q.2 The word 'Democracy' comes from the Greek word –

- (a) Democracia (b) Demokratia (c) Demos (d) Kratia

Answer: b) Demokratia

Q.3 'One person, one vote' means

- (a) One person is to be voted by all
(b) One person has one vote and each vote has one value
(c) A person can vote only once in his life
(d) both (a) and (c)

Answer: B) One person has one vote and each vote has one value

Q.4 What is the role of opposition parties in a democratic government?

- a) To support the ruling party unconditionally
b) To provide constructive criticism and alternative policies
c) To hinder the work of the government
d) To ensure the ruling party remains in power

Answer: b) To provide constructive criticism and alternative policies

Direction: In each of the questions given below, there are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

- a. Both A and R are true and R is the correct explanation of A.
b. Both A and R are true but R is not the correct explanation of A.
c. A is true but R is false.
d. A is false but R is true.

Q.5. Assertion(A) : In India political parties which formed the government represent the majority of seats secured in the elections to the House of the People at the Centre and the Legislative Assemblies in the States but not the majority of votes.

Reason (R) : The elections based on the majority vote system decided the result on the basis of relative majority of votes secured

Answer- Both A and R are true and R is the correct explanation of A.

Q.6 . Asseration-A- Democracy enhances the dignity of the citizens.

Reason-R - People are not subjected to the ruler but they are the ruler themselves.

Answer- Both A and R are true but R is not the correct explanation of A.

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.7 Identify the principle that ensures all adult citizens have the right to vote, regardless of gender, race, or economic status.

Answer: Universal Adult Franchise

Q.8 Identify the country based on those features:

1. Regular free and fair elections with universal adult franchise.
2. World's largest democracy with over a billion people.

Answer: India

Q. 9. Define democracy?.

Answer: Democracy is a form of government in which the rulers are elected by the people:

Accordingly, democracy is a form of government in which: Rulers elected by the people take all the major decisions; Elections offer a choice and fair opportunity to the people to change the current rulers; This choice and opportunity is available to all the people on an equal basis; and The exercise of this choice leads to a government limited by basic rules of the constitution and citizens' rights.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.10 How does democracy enhances the dignity of the citizen?

Ans. Democracy enhances the dignity of citizens in following ways:

- (a) Democracy is based on the principle of political equality stating that the poorest and least educated have the same status as the rich and educated.
- (b) People are not the subjects of a ruler, they are the rulers themselves.
- (c) Even when they make mistakes, they are responsible for their own mistakes.

Q.11 China is India's northern neighbor. China also says that its government is the people's government. They also hold elections regularly. Why China is not considered a democracy?

Ans. (i) China is not a democracy. There is one party rule in China.

(ii) The Chinese Communist Party has held power in China since the time China got independence.

(iii) It cannot be called a democracy because only those people who are approved by the Chinese Communist Party are allowed to contest elections. Also, elections just like any other event in China are under the guidance of the Chinese Communist Party.

LONG ANSWER QUESTION (5 MARKS)

Q.12 Write the essential features of democracy?

Ans. The various features of democracy are:

1. The rulers are elected through regular elections.
 2. The elected rulers have the final authority to make decisions.
 3. Elections are held in a free and fair manner. Everyone has the right to contest elections. There are institutions to maintain the sanctity of elections.
 4. Every vote has equal value. The vote value of a rich person is equal to that of a poor. Everyone's vote holds equal value irrespective of their social and financial standing.
 5. Even the elected representatives have to function under certain basic rules and regulations.
 6. There is the presence of rule of law and the rights of people are respected. All these findings are also corroborated by our experience in India too.
-

CHAPTER-2

CONSTITUTIONAL DESIGN

What is a constitution?

The constitution of a country is a set of written rules that are accepted by all people living together in a country. Constitution is the supreme law that determines the relationship among people living in a territory (called citizens) and also the relationship between the people and government.

The Need for a Constitution - A constitution does many things:

1. It generates a degree of trust and coordination that is necessary for different kind of people to live together
2. It specifies how the government will be constituted, who will have power to take which decisions
3. It lays down limits on the powers of the government and tells us what the rights of the citizens are and it expresses the aspirations of the people about creating a good society.
4. To form a democratic government and decide its functions.
5. To decide the jurisdiction of various organs of the government.
6. Provide a framework for governance.
7. Ensure social, economic, and political justice.

Making of the Indian Constitution

1. India's Constitution was drawn up under very difficult circumstances. The country was born through a partition on the basis of religious differences and was a traumatic experience for the people of India and Pakistan. The British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or remain independent. The merger of these princely states was a difficult and uncertain task.
2. When the Constitution was being written, the future of the country did not look as secure as it does today. The Path to the Constitution One of the major advantages for the makers of the Indian Constitution was that consensus about what a democratic India should look like had already evolved during the freedom struggle.
3. In 1928, Motilal Nehru and eight other Congress leaders drafted a constitution for India and In 1931, the resolution at the Karachi session of the Indian National Congress dwelt on how independent India's constitution should look like.

Both these documents included features such as:

1. Universal Adult Franchise,
2. Right to Freedom and Equality and
3. to protecting the rights of minorities in the constitution of independent India.

These basic values were accepted by all leaders much before the Constituent Assembly met to deliberate on the Constitution. That is why the Indian constitution adopted many institutional details and procedures from colonial laws like the Government of India Act, 1935. Many of our leaders were inspired by the ideals of the French Revolution, the practice of parliamentary democracy in Britain and the Bill of Rights in the US.

The Constituent Assembly:

1. The drafting of the constitution was done by an assembly of elected representatives called the Constituent Assembly.
2. Elections to the Constituent Assembly were held in July 1946 and its first meeting was held in December 1946.
3. Soon after, the country was divided into India and Pakistan and the Constituent Assembly was also divided into the Constituent Assembly of India and that of Pakistan.
4. The Constituent Assembly that wrote the Indian constitution had 299 members.
5. The Assembly adopted the Constitution on 26 November 1949 but it came into effect on 26 January 1950.
6. To mark this day we celebrate January 26 as Republic Day every year.

LEGITIMACY OF INDIAN CONSTITUTION:-

1. We accepted the Constitution made by the Constituent Assembly more than 50 years ago.
2. The Constitution does not reflect the views of its members alone. It expresses a broad consensus of its time.
3. The second reason for accepting the Constitution is that the Constituent Assembly represented the people of India.
4. Finally, the manner in which the Constituent Assembly worked gives sanctity to the Constitution. The Constituent Assembly worked in a systematic, open and consensual manner.
5. First, some basic principles were decided and agreed upon. Then a Drafting Committee chaired by **Dr B.R. Ambedkar** prepared a draft constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause. More than two thousand amendments were considered. Every document was presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called '**Constituent Assembly Debates.**'

Guiding Values of the Indian Constitution

1. First, understand the overall philosophy of what our Constitution is all about. Read the views of some of our major leaders on our Constitution and read what the Constitution says about its own philosophy.
2. This is what the preamble to the Constitution does. The Dream and the Promise There were many members who followed the vision of Mahatma Gandhi.
3. This dream of an India that has eliminated inequality was shared by **Dr Ambedkar**, who played a key role in the making of the Constitution, but his vision of removing inequalities from India was different from Gandhiji.
4. Philosophy of the Constitution Values that inspired and guided the freedom struggle and were in turn nurtured by it, formed the foundation for India's democracy. Given below are the values embedded in the Preamble of the Indian Constitution

Philosophy of Indian Constitution :-

1. **We the People of India** :- The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside power.
2. **Sovereign** :- People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.
3. **Socialist** :- Wealth is generated socially should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.
4. **Secular** :- Citizen have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.
5. **Democratic** :- A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.
6. **Republic** :- The head of the state is an elected person and not a hereditary position.
7. **Justice** :- Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups.
8. **Liberty** :- There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.
9. **Equality** :- All are equal before the law. The traditional social inequalities have to be ended. We should ensure equal opportunity for all.
10. **Fraternity** :- All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

MULTIPLE CHOICE QUESTIONS

Q.1. Who was the Chairman of the Drafting Committee of Indian Constitution?

- A. Dr. Rajendra Prasad B. Dr. B.R. Ambedkar C. Mahatma Gandhi D. Motilal Nehru

Answer- B. Dr. B.R. Ambedkar

Q.2 What is called the soul of the Indian Constitution?

- A. Legislature B. Judiciary C. Executive D. Preamble

Answer- D. Preamble

Q.3 what is meant by the 'separation of powers' in a constitutional context?

- A. Dividing the powers among different states
B. Dividing the powers among different political parties
C. Dividing the powers among the executive, legislative, and judicial branches
D. Dividing the powers between the government and private sector

Answer: C. Dividing the powers among the executive, legislative, and judicial branches

Q4 . Match these guiding values with their meanings.

- (A) Sovereign (i) government will not favour any particular religion
(B) Republic (ii) People will have supreme right to make decisions without outside

Interference

- (C) Fraternity (iii) Head of the state is an elected person
(D) Secular (iv) There should be a feeling of brotherhood among all the people

(A) . A-(iii), B-(i), C-(ii), D-(IV)

(B) A-(ii), B-(iii), C-(iv), D-(i)

(C) A-(i), B-(IV), C-(iii), D-(ii)

(D) A-(IV), B-(iii), C-(i), D-(ii)

Answer- (B) A-(ii), B-(iii), C-(iv), D-(i)

Q.5 Assertion: A constitution is the supreme law of the country.

Reason: constitution determines the relationship among people living in a territory and the relationship between people and government.

- A. Both A and R are true and R is the correct explanation of A.
B. Both A and R are true and R is not the correct explanation of A.
C. A is true but R is false.
D. A is false but R is true.

Answer- Both A and R are true and R is the correct explanation of A.

Q.6 Match the following leaders with their roles in the making of the Constitution:

| | |
|---------------------|--|
| (a) Motilal Nehru | (i) President of the Constituent Assembly |
| (b) B.R. Ambedkar | (ii) Member of the Constituent Assembly |
| (c) Rajendra Prasad | (iii) Chairman of the Drafting Committee |
| (d) Sarojini Naidu | (iv) Prepared a Constitution for India in 1928 |

Answer:

| | |
|---------------------|--|
| (a) Motilal Nehru | (iv) Prepared a Constitution for India in 1928 |
| (b) B.R. Ambedkar | (iii) Chairman of the Drafting Committee |
| (c) Rajendra Prasad | (i) President of the Constituent Assembly |
| (d) Sarojini Naidu | (ii) Member of the Constituent Assembly |

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.7 What is meant by Secular?

Answer- Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.

Q.8 What is meant by Republic?

Answer- Republic :- The head of the state is an elected person and not a hereditary position.

Q.9. What is meant by apartheid ?

Answer- Apartheid is a system of racial discrimination unique to South Africa imposed by white Europeans.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.10. The apartheid system was oppressive for the "blacks". What were the significant discriminations that the "blacks" faced in the apartheid system?

Answer- (i) It is true that the apartheid system was really oppressive for the "blacks". It was a draconian system of racial discrimination and segregation based on skin colour.

(ii) Living in white areas was not allowed for "blacks". They needed a permit to work in white areas.

Public utilities including public toilets, swimming pools, beaches, theatres, cinema halls, libraries, schools and colleges, hospitals, hotels, trains, buses, and taxis were all separate for blacks and whites.

(iii) The churches where the whites worshipped were forbidden for blacks.

(iv) They perpetuate and protect the system, the blacks were forbidden from forming associations and protesting against this discrimination.

Q.11 On what terms did the blacks agree upon while making a Constitution for South Africa?

Answer:

After two years of discussion and debate, they came out with one of the finest constitutions the world has ever had. This constitution gave to its citizens the most extensive rights available in any country.

Together,

1. they decided that in the search for a solution to the problems, nobody should be excluded,
2. no one should be treated as a demon.
3. They agreed that everybody should become part of the solution,
4. whatever they might have done or represented in the past.

LONG ANSWER QUESTION (5 MARKS)

Q.12 Explain with five facts of the transition of apartheid to democracy and multi-racial government that took place in South Africa.

Ans. Transition that took place in South Africa:

- (i) After the emergence of the new democratic South Africa, the black leaders appealed to the fellow blacks to forgive the whites for the atrocities they had committed while in power.
- (ii) They built a new South Africa based on equality of all races and men and women, on democratic values, social justice and human rights.
- (iii) The party that ruled through oppression and brutal killings and the party that led the freedom struggle, sat together to draw up a common constitution.
- (iv) After two years of discussion and debate, they came out with one of the finest constitutions, the world has ever had.
- (v) This constitution gave to its citizens the most extensive rights available in any country. Together, they decided that in the search for a solution to the problems, nobody should be excluded, no one should be treated as a demon.

Q 13. .Why was the making of the Indian Constitution not an easy affair?

Answer:-Like South Africa, India's Constitution was also drawn up under very difficult circumstances.

1. The making of the constitution for a huge and diverse country like India was not an easy affair. At that time the people of India were emerging from the status of subjects to that of citizens. The country was born through a partition on the basis of religious differences.
 2. This was a traumatic experience for the people of India and Pakistan. Atleast ten lakh people were killed on both sides of the border in partition related violence.
 3. The British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or remain independent.
 4. The merger of these princely states was a difficult and uncertain task. When the Constitution was being written, the future of the country did not look as secure as it does today.
 5. The makers of the Constitution had anxieties about the present and the future of the country
-

CHAPTER-3

ELECTORAL POLITICS

Need of Elections-

1. Democracy is the rule of the people.
2. It is not possible for all the millions of people of a country to sit down together and take decisions about governing the country.
3. So, all the citizens together choose a few people who will represent them and run the government on their behalf. To choose these few people to run the government we need elections.

What makes an election democratic?

1. Every person in the country has the right to choose a representative. It means Everyone should have one vote and every vote should have equal value.
2. Parties and candidates should be free to contest elections and should offer some real choice to the voters.
3. The choice should be offered at regular intervals. Elections must be held regularly after every few years.
4. The candidate preferred by the people should get elected.
5. Elections should be conducted in a free and fair manner where people can choose as they really wish.

Is It Good to Have Political Competition? -YES

1. It creates a sense of disunity and factionalism in every locality.
2. Different political parties and candidates often use dirty tricks like booth capturing to win elections.
3. The pressure to win electoral fights does not allow sensible long-term policies to be formulated.
4. Some good people who may wish to serve the country do not enter this arena. They do not like the idea of being dragged into unhealthy competition.

Demerits of political competition:

- (a) It creates a sense of disunity, factionalism
- (b) Political parties and its leaders level allegations against one another
- (c) Parties and candidates often use dirty tricks to win elections.

Our System of Elections-

General Election

>Elections are held in all constituencies at the same time, either on the same day or within a few days.

>By-election -Sometimes election is held only for one constituency or two to fill the vacancy caused by death or resignation of a member.

Electoral Constituencies

1. The country is divided into different areas based on population for the purpose of elections which are called electoral constituencies.
2. For Lok Sabha elections, the country is divided into 543 constituencies. Similarly, each state is divided into a specific number of Assembly constituencies.

Reserved Constituencies

1. Some constituencies are reserved for people who belong to the Scheduled Castes [SC] and Scheduled Tribes [ST].
2. In a SC reserved constituency only someone who belongs to the Scheduled Castes can stand for election.

Voter's List

1. The list of people who are eligible for voting is prepared by the Election Commission of India before election.
2. In India, all the citizens aged 18 years and above has the right to vote, regardless of his or her caste, creed, colour, religion or gender.

Process of Election in India:

Important steps involved in the elections are in as follows: (In sequence)

1. Formation of constituencies.
2. Preparation of Voters' list.
3. Declaration of date of Polling
4. Filling of Nominations.
5. Scrutiny of Nominations
6. Rejection/Withdrawal of Nominations.
7. Election Campaign
8. Polling (Election Day)
9. Counting of Votes and Declaration of Results

Model Code of Conduct:

1. All the candidates and their parties follow the Model Code of Conduct for election campaigns.
2. According to this, Once elections are announced no party or candidate can: Use any place of worship for election propaganda 2. Use government vehicles, aircrafts and officials for elections
3. Ministers shall not lay foundation stones of any projects, take any big policy decisions or make any Promises of providing public facilities

Nomination of Candidates

1. Anyone who can be a voter can also become a candidate in elections.
2. However, minimum age of in order to be a candidate the minimum age is 25 years.

Election Campaign

The campaigns take place for a two-week period between the announcement of the final list of candidates and the date of polling.

Unfair practices in elections:-

We often hear/read through media about the unfair practices in the elections. These include:

1. Inclusion of false names and exclusion of genuine names in the voters' list.
2. Misuse of government facilities and officials by the ruling party.
3. Excessive use of money by rich candidates and big parties, and
4. Intimidation of voters and rigging on the polling day.

Polling and Counting of Votes

The final stage of an election is the day when the voters cast or 'poll' their vote.

What Makes Elections in India Democratic?

A. Independent Election Commission

1. In India, elections are conducted by an independent and very powerful Election Commission (EC) which enjoys the same kind of independence that the judiciary enjoys.
2. The Chief Election Commissioner (CEC) is appointed by the President of India.
3. But once appointed, CEC is not answerable to the President or the government.

Power and Functions of the Election Commission of India:

1. EC takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.
2. It implements the Code of Conduct and punishes any candidate or party that violates it.
3. During the election period, the Election Commission can order the government to follow some guidelines, to prevent use and misuse of governmental power to enhance its chances to win elections, or to transfer some government officials. When on election duty, government officer works under Election commission and not the government.

B. Popular Participation

1. The participation and enthusiasm of people in an election is another criterion to check the quality of elections.
2. If the election process is not free or fair, people will not continue to participate in the exercise.
3. People's participation in elections is usually measured by voter turnout figures.
4. Turnout indicates the percentage of eligible voters who actually cast their vote.

In India, there is a greater voter turnout of poor illiterate people as compared to Western democracies.

C. Acceptance of election outcome

1. The ruling parties routinely lose elections in India both at the national and state level.
2. In the US, an incumbent or 'sitting' elected representative rarely loses an election. In India about half of the sitting MPs or MLAs lose elections.
3. Candidates who are known to have spent a lot of money on 'buying votes' and those with known criminal connections often lose elections.

4. Barring very few disputed elections, the electoral outcomes are usually accepted as 'people's verdict' by the defeated party.

Challenges to Free and fair elections in India

1. Candidates and parties with a lot of money may not be sure of their victory but they do enjoy an unfair advantage over smaller parties and independents.

2. In some parts of the country, candidates with criminal connection have been able to push other out of the electoral race and to secure a 'ticket' from major parties.

3. Some families tend to dominate political parties; tickets are distributed to relatives from these families.

4. Elections offer little choice to ordinary citizens, for both the major parties are quite similar to each other both in policies and practice.

5. Smaller parties and independent candidates suffer a huge disadvantage compared to bigger parties in terms of money power and organisational support.

Are the elections too expensive for our country?

1. A large amount of money is spent on conducting elections in India. For instance, the government spent about 3500 crores in conducting Lok Sabha elections in 2014.

2. Some people say that elections are a burden on our people and that our poor country cannot afford to hold elections once every five years.

MULTIPLE CHOICE QUESTIONS

Q.1 What is the role of political parties in a democracy?

- A. To avoid elections
- B. To educate citizens and represent their interests
- C. To restrict citizen participation
- D. To control the judiciary

Answer: B. To educate citizens and represent their interests

Q.2 What is the purpose of the Model Code of Conduct during elections?

- A. To regulate the voting process
- B. To guide the Election Commission
- C. To ensure ethical campaigning by political parties
- D. To count the votes

Answer: C. To ensure ethical campaigning by political parties

Q.3 Why are regular elections important in a democracy?

- A. To maintain the status quo
- B. To allow frequent changes in government policies
- C. To ensure continuity in governance and public participation
- D. To increase political violence

Answer: C. To ensure continuity in governance and public participation

Q.4 Assertion (A): The First-Past-The-Post system is used for Lok Sabha elections in India.

Reason (R): In this system, the candidate who secures the highest number of votes in a constituency wins the election.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R is the correct explanation of A.

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.1 Define turn out and By-election ?

Ans:

By-Election- Sometimes elections are held only for one constituency to fill the vacancy caused by death or resignation of a member. This is called a By-Election.

Q.2 What is the full form of NOTA, EVM, M.L.A., EPIC ?

Ans- NOTA- None of the Above

EVM - Electronic Voting Machine

M.L.A.- Member of Legislative Assembly

EPIC- Electoral photo identity card.

Q.3 What is the condition for contesting an election in India?

Ans: Anyone who can be a voter can also become a candidate in elections. The candidate should be a minimum of 25 years age. Every person who wishes to contest an election has to fill out a 'nomination form and give some money as 'security deposit'.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.4 What is the difference between a voter and a candidate?

Ans: Voter is the person who takes part in the election of any part of the Parliament, and votes for a particular contestant or also known as Candidate, it is his choice he can also deny from his Right to vote. Candidate is the person who contests an election of any part of the constitution, if he or she is interested to take part and serve the people of that particular place or country. He or She, is the one who is voted by the voters.

Q.5 Mention Any three functions of the Election Commission.

Ans:

1. EC takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.
2. It implements the Code of Conduct and punishes any candidate or party that violates it.
3. During the election period, the EC can order the government to follow some guidelines, to prevent the use and misuse of governmental power to enhance its chances to win elections, or to transfer some government officials.

Q.6 Elections are considered essential for any representative democracy. Why?

Ans: In a democracy the citizens choose the people/politicians who will represent them in governing the country. According to each country's constitution elections are held at regular intervals to give the citizens a chance to vote for who will represent them. In most democracies the politicians who receive a majority of votes are elected into government.

LONG ANSWER QUESTION (5 MARKS)

Q.7 What are the challenges to free and fair elections in India?

Ans: Challenges to free and fair elections in India are as follows:

- (i) Candidates and parties with a lot of money may not be sure of their victory but they do enjoy a big and unfair advantage over smaller parties and independents.
- (ii) In some parts of the country, candidates with criminal connection have been able to secure a 'ticket' from major parties.
- (iii) Some families tend to dominate the political parties tickets are distributed to relatives from these families.
- (iv) Very often, elections offer little choice to ordinary citizens as both the major parties are similar to each other in their policies and practices.
- (v) Smaller parties and independent candidates suffer a huge disadvantage as compared to the bigger parties.

Q.8 Explain the role of the Election Commission in conducting the free and fair elections.

Ans. The Election Commission is independent and very powerful . It enjoys the same kind of independence that the judiciary enjoys. The Chief Election Commissioner (CEC) is appointed by the President of India. He heads the Election Commission. After his election the C E C is not answerable to the President or the government. It is impossible for the government to remove the CEC, even if it is dissatisfied with him. The role of the Election Commission in conducting the free and fair elections is as follows.-

- (i) Election Commission takes decisions on every aspect of conduct and control of elections from the announcement of elections to the declaration of results.
- (ii) It implements the Code of Conduct and punishes any candidate or party that violates it.
- (iii) It allots election symbols to parties and independent candidates.
- (iv) During the election period, the Election Commission can order the government to follow some guidelines, to prevent use and misuse of governmental power to enhance its chances to win elections, or to transfer some government officials.
- (v) When on election duty, government officers work under the control of the Election Commission and not the government.

CASE STUDY BASED QUESTIONS

Q.9

Voter turnout is a critical indicator of the health of a democracy. High voter turnout often reflects a vibrant and engaged citizenry. However, low voter turnout can indicate apathy, disillusionment with the political process, or barriers to voting. The Election Commission works to increase voter turnout through awareness campaigns and by making voting more accessible."

Questions:

1. **Why is voter turnout considered a critical indicator of the health of a democracy?** Answer: High voter turnout often reflects a vibrant and engaged citizenry, indicating that people are actively participating in the democratic process.

2. **What can low voter turnout indicate?**

Answer: Low voter turnout can indicate apathy, disillusionment with the political process, or barriers to voting.

3. **How does the Election Commission work to increase voter turnout?**

Answer: The Election Commission works to increase voter turnout through awareness campaigns and by making voting more accessible.

Q.10 "The Model Code of Conduct (MCC) is a set of guidelines issued by the Election Commission to regulate political parties and candidates prior to elections. The MCC aims to ensure that elections are conducted in a fair and transparent manner, without any malpractices or unethical behavior. It includes rules about the conduct of political parties, campaign activities, and the use of government resources."

Questions:

1. **What is the Model Code of Conduct (MCC)?**

Answer: The Model Code of Conduct (MCC) is a set of guidelines issued by the Election Commission to regulate political parties and candidates prior to elections.

2. **What is the aim of the MCC?**

Answer: The MCC aims to ensure that elections are conducted in a fair and transparent manner, without any malpractices or unethical behavior.

3. **What are some aspects covered by the MCC?**

Answer: The MCC includes rules about the conduct of political parties, campaign activities, and the use of government resources.

CHAPTER-4

Working of Institutions

OVERVIEW:

Democracy is not just about people electing their rulers.

In a democracy the rulers have to follow some rules and procedures.

They have to work with and within institutions.

In this process we come across three institutions that play a key role in major decisions –

1. legislature,
2. executive and
3. judiciary.

President is the head of the state and is the highest formal authority in the country.

Prime Minister is the head of the government and actually exercises all governmental powers. He takes most of the decisions in the Cabinet meetings.

Parliament consists of the President and two Houses, Lok Sabha and Rajya Sabha.

How is a major policy decision taken?

> A Government order: An important Office Memorandum No. 36012/31/90-Est (SCT) was issued by the Government of India on August 13, 1990.

> Such a big decision could not have been taken by the person who signed the document. The instructions were given by the Minister of Personnel, Public Grievances and Pensions, of which the Department was a part.

The Mandal Commission:

1. The Government of India appointed the Second Backward Classes Commission in 1979. It was headed by **Sh. B.P. Mandal**.
2. It was asked to determine the criteria to identify the socially and educationally backward classes in India and recommend steps to be taken for their advancement.
3. One of the main recommendations of the commission was that 27 per cent of government jobs be reserved for the socially and educationally backward classes.

The Decision Makers

1. President is the head of the state and is the highest formal authority in the country.
2. Prime Minister is the head of the government and actually exercises all governmental powers. He takes most of the decisions in the Cabinet meetings.
3. The Prime Minister must have the support of a majority of Lok Sabha members.
4. Parliament consists of the President and two Houses, Lok Sabha and Rajya Sabha.

The Parliament: Legislature

In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people. In India such a national assembly of elected representatives is called Parliament.

At the state level this is called Legislature or Legislative Assembly. Parliament consists of the President and two Houses, Lok Sabha and Rajya Sabha.

Need for Political Institutions

1. In order to settle any disputes, modern democracies have arrangements called institutions whose powers and functions are decided by the Constitution.
2. The Prime Minister and the Cabinet are institutions that take all important policy decisions.
3. The Civil Servants, working together, are responsible for taking steps to implement the ministers' decisions.
4. Supreme Court is an institution where disputes between citizens and the government are finally settled.

Why do we need a Parliament?

1. In all democracies, an assembly of elected representatives exercises supreme political authority on behalf of the people.

2. In India such a national assembly of elected representatives is called Parliament. At the state level this is called Legislature or Legislative Assembly. Parliament consists of the President and two Houses, Lok Sabha and Rajya Sabha.

The Functions of a Parliament-

1. Parliament is the final authority for making laws in any country.
2. Parliament controls those who run the government.
3. The government can take decisions so long as they enjoy support of the Parliament.
4. Parliament controls all the money that government has.
5. Parliament is the highest forum of discussion and debate on public issues and national policies in any country.

Two Houses of Parliament

Lok Sabha (House of the People): -

Lok Sabha (House of the People) or Lower Chamber It is Usually directly elected by the people and exercises the real power on behalf of the people.

The total number of elected members of Lok Sabha is 543.

Rajya Sabha (Council of States): -

Rajya Sabha (Council of States) or Upper Chamber It is indirectly elected and performs special functions such as interest of various states, regions or federal units.

The total number of members of Rajya Sabha is 250 , 238 members are elected by the members of legislative assemblies +12 members are nominated by the President

Executive:

At different level of the government, there are some functionaries who take day-to-day decisions. All those functionaries are collectively known as the executive.

They called executive because they are in charge of the 'execution' of the policies of the government. Thus, when we talk about 'the government' we usually mean the executive. Further, executive is classified in two categories.

(1) Political Executive:

The Political Executive is elected by the people for specific periods (e.g.-5 years). Ministers fall in this category.

(2) Permanent Executive: -

1. There are some people to assist the political executive in carrying out day-to-day administration.
2. They are appointed for a long period of time.
3. This is called Permanent Executive or Civil Services.

Prime Minister and Council of Ministers

1. The Prime Minister, appointed by the President, is the most important political institution in the country.
2. On the advice of the Prime Minister other ministers are appointed by the President.
3. The ministers should be member of Parliament. A person who is not a member of the Parliament can become the Minister, but he has to get elected to one of the houses within six months

The Council of Ministers: -

The Council of Minister is the official name for the body that includes all the ministers.

It includes following three types of ministers:

- 1). **Cabinet Ministers:** About 20 top-level ministers who are in charge of the major ministries.
- 2). **Ministers of State with independent charge:** They are usually in-charge of small Ministries.
- 3). **Ministers of State:** They are attached to and required to assist Cabinet Ministers.

Powers of the Prime Minister

1. He is the chairperson of Cabinet meetings and coordinates work of various departments.
2. In case of conflicts within departments, his decisions are final.

The President

1. The President is the **head of the state** and exercises nominal ceremonial powers.
2. Government activities, laws, major policy decisions and appointments of the government, international treaties and agreements are issued in the name of the President.
3. Some appointments include Chief Justice of India, Judges of the Supreme Court and High Courts in consultation with Chief Justice, Governor of States, Election Commissioners and ambassadors to other countries.
4. The President is the supreme commander of the defence forces of India.

Election of the President:

The President is not directly elected by the people.

The elected Members of Parliament (MPs) and the elected Members of the Legislative Assembly (MLAs) elect the president.

Powers and Functions of the President of India:

1. All major appointments are made in the name of the President.
2. All international treaties and agreements are made in the name of the President.
3. The President is the supreme commander of the defence forces of India.
4. All laws and major policy decisions of the government are issued in the name of the President.
5. A bill passed by the Parliament becomes a law only after the President gives assent to it.
6. The President appoints the Prime Minister and other ministers on advice of the Prime Minister.

Powers and functions of the Prime Minister

1. Head of the government.
2. Ministers are appointed on advice of the Prime Minister.
3. Distribution and redistribution of work to the ministers.
4. He chairs Cabinet meetings. He can dismiss the ministers.
5. He coordinates the work of different Department. His decisions are final in case disagreements arise between Departments.
6. Leader of the house.
7. Represents the country on foreign tours.
8. Prime Ministerial form of government: If Cabinet is the most powerful institution; within the Cabinet it is the Prime Minister who is the most powerful. The Prime Minister commands so much power in parliamentary democracy that parliamentary democracy is sometimes seen as Prime Ministerial form of government.

Indian Judiciary:

The Indian Judiciary consists of_

1. A Supreme Court for the entire nation,
2. High Courts in the states,
3. District Courts and the courts at the local level.

Integrated Judiciary:

1. India has an integrated judiciary. It means the Supreme Court controls the judicial administration in the country.
2. Its decisions are binding on all other courts of the country.

MULTIPLE CHOICE QUESTIONS

Q.1 A set of norms and guidelines to be followed by political parties and candidates during elections is called:

- (a) Constituency (b) Rigging (c) Code of conduct (d) Turnout

Answer: (c) Code of conduct

Q.2 Which of the following statement is incorrect?

- (a) All citizens above the age of 21 can vote in an election

- (b) Every citizen has the right to vote regardless of caste religion or gender
- (c) Some criminals and persons with unsound mind can be denied the right to vote in rare situations
- (d) It is the responsibility of the government to get the names of all eligible voters put in the voters list.

Answer: (a) All citizens above the age of 21 can vote in an election

Q 3 Assertion (A): The President of India is elected by an electoral college.

Reason (R): The President is the head of the State and must represent the entire country.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: B. Both A and R are true, but R is not the correct explanation of A.

Q.4 Assertion (A):The Prime Minister is the leader of the majority party in the Lok Sabha.

Reason (R): The Prime Minister is appointed by the President of India.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: B. Both A and R are true, but R is not the correct explanation of A.

Q 5 Assertion (A):The Lok Sabha is more powerful than the Rajya Sabha.

Reason (R): Money bills can only be introduced in the Lok Sabha.

- A. Both A and R are true, and R is the correct explanation of A.
- B. Both A and R are true, but R is not the correct explanation of A.
- C. A is true, but R is false.
- D. A is false, but R is true.

Answer: A. Both A and R are true, and R is the correct explanation of A.

Q.6 Money bills can only be introduced in:

- A. The Rajya Sabha
- B. The Lok Sabha
- C. The Legislative Assembly
- D. The President's Office

Answer: B. The Lok Sabha

Q.7 The Speaker of the Lok Sabha is elected by:

- A. The President
- B. The Prime Minister
- C. The members of the Lok Sabha
- D. The Chief Justice of India

Answer C. The members of the Lok Sabha

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.8 Which house of the Parliament is more powerful in India? Give reasons.

Ans: Lok Sabha has more power than Rajya Sabha in the Indian Parliamentary system. Following are the reasons behind it: Lok Sabha is 'directly elected by the people' of the country by using their power to vote. Lok Sabha has more power over matter dealing with money matters.

Q.9 What is the procedure for the removal of the judges?

Ans: The procedure for the removal of a judge is called an impeachment. An impeachment motion is passed separately by two-thirds members of the two Houses of the Parliament. Thus, the judges who are appointed by the President cannot be removed by the President alone.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.10 Why is there a need for political institutions?

Ans: A democracy works well when the political institutions, like the: Prime Minister and the Cabinet, the Civil Servants, the Supreme Court, etc., perform functions assigned to them. The need for these political institutions are

- (i) To take decisions:- Countries need political institutions to take decisions regarding the welfare of the people. Institutions formulate various policies and welfare schemes.
- (ii) To implement the decisions :-The decisions which have been taken are to be implemented.
- (iii) To solve the disputes :- Institutions are needed to solve the disputes between various institutions.

Q.11 How are some of the delays and complications introduced by democratic institutions very useful?

Ans: Delays and complications introduced by institutions are very useful. They provide an opportunity for a wider set of people to be consulted in any decision. Institutions make it difficult to have a good decision taken very quickly. But, they also make it equally difficult to rush through a bad decision. That is why, democratic governments insist on institutions.

Q.12 What does the 'Independence of Judiciary' mean?

- Ans. (i) The judiciary is not under the control of the Legislature or the Executive.
- (ii) The judges do not act on the directions of the government or according to the wishes of the party in power.
- (iii) That is why, all modern democracies have units that are independent of the Legislature and the Executive.

Q.13 Why do the political executives have more power than the permanent executives?

- Ans: Political executive is more powerful than the permanent executive because:
- a. Ministers are directly elected by the people.
 - b. They are answerable and accountable to the people.
 - c. Democracy is based on the will of the people, therefore it is the elected ministers who represent that will and take the final decision

LONG ANSWER QUESTION (5 MARKS)

Q.14 What are the powers and functions of the President of India?

- Ans. President is the nominal head of the country and represents Indian republic. He has to perform following functions-
- (i) He appoints Prime Minister although he has to appoint the leader of majority party as the PM.
 - (ii) All government activities take place in the name of the President.
 - (iii) All laws and major policy decisions of the government are issued in her name.
 - (iv) All major appointments are made in the name of the President. These include the appointment of Chief Justice of India, the Judges of the Supreme Court and the High Courts, the Election Commissioners and ambassadors to other countries.
 - (v) All international treaties and agreements are made in the name of the President.
 - (vi) A bill passed by the parliament becomes law only after the President gives assent to it.

Q.15 Distinguish between the Lok Sabha and the Rajya Sabha.

Ans. We have the following points as the differences between the Lok Sabha and the Rajya Sabha:

- 1) Lok Sabha, as per its name, it is the assembly in which the people elect their representatives. In Rajya Sabha, the representatives are chosen by the elected members of the State Assemblies.
- 2) Rajya Sabha is considered as the permanent body whereas the Lok Sabha dissolved after every five years.
- 3) The maximum members in the Lok Sabha at present are 552 while there are only 250 members in the Rajya Sabha. Now a days total numbers of lok sabha members are 545.
- 4) For being a member in Lok Sabha, any Indian citizen is eligible having a minimum age of 25 years. On the other hand in the case of Rajya Sabha minimum age is 30 years.
- 5) The introduction of the Money Bill is done only in the Lok Sabha. But after its approval from Lok Sabha, it is sent to Rajya Sabha, for consideration.
- 6) The speaker is the representative of the Lok Sabha. And the Vice-President of India is the representativ of Rajya Sabha.

CHAPTER-5
DEMOCRATIC RIGHTS

Why Do We Need Rights in Democracy ?

In a democracy, every citizen has the right to vote and the right to be elected to government. Rights perform a very special role in a democracy. Need Rights in a Democracy

- (i) Rights sustain a democracy.
- (ii) They allow citizens to express their views freely, form parties and take part in political activities.
- (iii) Rights are guarantees when things go wrong. They do not allow the majority to dominate the minority.
- (iv) Some rights are placed higher than the government, so that the government does not violate them.
- (v) Rights in the Indian Constitution
- (vi) Rights are guarantees which can be used when things go wrong.
- (vii) Rights in the Indian Constitution

You already know our Constitution provides for 6 Fundamental Rights.

Let's discuss them one by one.

1.) Right to Equality-

The Constitution says that the government shall not deny to any person in India equality before the law or the equal protection of the laws. It means that the laws apply in the same manner to all, regardless of a person's status. This is called the rule of law, which is the foundation of any democracy. It means that no person is above the law. There cannot be any distinction between a political leader, a government official, and an ordinary citizen.

1. The government shall not discriminate against any citizen on grounds of religion, race, caste, sex or place of birth.
2. Every citizen shall have access to public places like shops, restaurants, hotels, and cinema halls.
3. There shall be no restriction with regard to the use of wells, tanks, bathing ghats, roads, playgrounds and places of public resorts maintained by the government or dedicated to the use of the general public.
4. All citizens have equality of opportunity in matters relating to employment or appointment to any position in the government.

2) Right to Freedom-

Under the Indian Constitution, all citizens have the right to: Freedom of speech and expression

1. Assemble in a peaceful manner
2. Form associations and unions
3. Move freely throughout the country
4. Reside in any part of the country
5. Practice any profession or to carry on any occupation, trade or business.

3) Right Against Exploitation

Every citizen has a right not to be exploited. The Constitution has clear provisions to prevent exploitation of the weaker sections of the society. The Constitution mentions 3 specific evils as mentioned below and declares them illegal.

1. The Constitution prohibits 'traffic in human beings'. Traffic means selling and buying of human beings, usually women, for immoral purposes.
2. Our Constitution prohibits forced labour or begar in any form. Begar is a practice where the worker is forced to render service to the 'master' free of charge or at a nominal remuneration. When this practice takes place on a life-long basis, it is called the practice of bonded labour.
3. The Constitution prohibits child labour. Under this, no one can employ a child below the age of 14 to work in any factory or mine or in any other hazardous work, such as railways and ports.

4) Right to Freedom of Religion

Every person has a right to profess, practice and propagate the religion he or she believes in. India is a secular state which means India does not establish any one religion as the official religion. Freedom to practice religion does not mean that a person can do whatever he wants in the name of religion. For example, one cannot sacrifice animals or human beings as offerings to supernatural forces or gods.

5) Cultural and Educational Rights

Indian Constitution specifies the cultural and educational rights of the minorities:

1. Any section of citizens with a distinct language or culture have a right to conserve it.
2. Admission to any educational institution maintained by the government or receiving government aid cannot be denied to any citizen on the grounds of religion or language.
3. All minorities have the right to establish and administer educational institutions of their choice.

6) Right to Constitutional Remedies

Right to constitutional remedies empowers the citizens to move to a court of law in case of any denial of the fundamental rights. 1. Habeas Corpus 2. Mandamus 3. Prohibition 4. Certiorari

5. Qua Warranto

How can we secure these Rights?

Right to Constitutional Remedies makes the other 5 Fundamental Rights effective. When any of our rights are violated, we can seek remedy through courts. That is why Dr. Ambedkar called the Right to Constitutional Remedies, '*the heart and soul*' of our Constitution.

1. Fundamental Rights are guaranteed against the actions of the Legislatures, the Executive, and any other authorities instituted by the government.
2. There can be no law or action that violates the Fundamental Rights.
3. If any act of the Legislature or the Executive takes away or limits any of the Fundamental Rights it will be invalid..

MULTIPLE CHOICE QUESTIONS

Q.1 What was America's justification for holding people at Guantanamo Bay?

- (a) They'd been discovered spying.
- (b) They planned to assassinate the President of the United States.
- (c) They intended to establish a Communist regime in the United States.
- (d) America viewed them as foes and linked them to the September 11th attacks in New York.

Ans. (b) They planned to assassinate the President of the United States.

Q.2 Consider the statements below:

(1) There is no provision in the Indian Constitution for reservation in matters of promotion in state-run services in favour of Scheduled Castes and Scheduled Tribes.

(2) According to the rules of the h Constitution, a class must be back and underrepresented in the en services in order to receive reserve for appointments and posts.

Which of the following assertions incorrect?

- (a) Only (1)
- (b) Only (2)
- (c) Both (1) and (2) are correct.
- (d) Neither (1) nor (2) apply.

Ans. (b) Only (2)

Q.3 If the fundamental rights of an Indian citizen are violated, where he can seek for remedy?

- (a) Supreme Court
- (b) Parliament of India
- (c) Election Commission
- (d) Council of Minister

Ans. (a) Supreme Court

Q.4 Assertion(A): The Constitution of India says that the government can refuse any citizen of India equality before the law or the equal protection of the laws.

Reason(R): Rule of Law is the foundation of any democracy.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong. (d) (A) is wrong but (R) is correct.
- (d) (A) is wrong but (R) is correct

Ans. (d) (A) is wrong but (R) is correct.

Q.5 Assertion (A): Indian Constitution says that every person has a right to profess, practice and propagate the religion he or she believes in.

Reason(R): Secular state does not establish any one religion as official religion.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong. (d) (A) is wrong but (R) is correct.
- (d) (A) is wrong but (R) is correct

Ans. (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).

VERY SHORT ANSWER QUESTIONS (2 MARKS)

Q.6 What is PIL ?

Ans. A Public Interest Litigation (PIL) is introduced in a court of law not by the aggrieved party but by a private party or by the court itself. PILs have become a potent tool for enforcing the legal obligation of the executive and the legislature.

SHORT ANSWER QUESTIONS (3 MARKS)

Q.7 What is meant by the term 'Right to Equality'? Provide two examples to illustrate how this right ensures fairness and justice in society.

Answer:

1. **Right to Equality:** It ensures equal treatment under the law and prohibits discrimination on various grounds such as religion, race, caste, sex, or place of birth.
2. **Examples:**
 1. **Equal Pay for Equal Work:** Ensures that all individuals receive fair compensation for their work regardless of gender or other factors.
 2. **Reservation Policies:** Provide opportunities to historically marginalized groups in education and employment, promoting social justice and inclusivity.

Q.8 Explain the significance of Fundamental Rights in the Indian Constitution.

Answer:

1. **Guarantee Individual Liberties:** Fundamental Rights ensure that every citizen enjoys certain basic freedoms and protections against arbitrary actions by the state.
2. **Promote Equality:** They prohibit discrimination on grounds of religion, race, caste, sex, or place of birth, ensuring equal treatment under the law.
3. **Ensure Justice:** Fundamental Rights include the right to life, liberty, equality before law, and freedom of expression, which are essential for a just society.

LONG ANSWER QUESTION (5 MARKS)

Q.9 Why We Need Rights in Democracy

Ans-In a democracy, rights are essential because they serve as safeguards and guarantees that protect individuals and ensure fairness, equality, and justice within society. Here are several reasons why rights are crucial in a democracy:

1. **Protection of Individual Freedom:** Rights ensure that individuals have the freedom to express themselves, their beliefs, and their opinions without fear of repression or censorship.
2. **Equality Before the Law:** Rights prevent discrimination and promotes social cohesion.
3. **Checks on Government Power:** Rights act as checks and balances on the power of the government. They limit the authority of the state to interfere in the lives of individuals, ensuring that governmental actions are fair, just, and transparent.
4. **Democratic Participation:** Rights empower citizens to actively participate in democratic processes.
5. **Protection Against Abuse of Power:** Rights provide legal protections against abuses of power by the government or other individuals.
6. **Human Dignity and Respect:** Rights uphold the inherent dignity and worth of every individual. They protect essential aspects of human life, such as personal integrity, privacy, and autonomy.

In summary, rights in a democracy are not just legal protections but also fundamental principles that uphold the values of equality, justice, and human dignity. They enable individuals to live freely, participate meaningfully in society, and hold their government accountable, thereby ensuring a democratic system that respects and serves its citizens.

ECONOMICS

CHAPTER: - 1

THE STORY OF VILLAGE PALAMPUR

(To be assessed as part of Periodic Assessment only)

- Palampur is a hypothetical village. Palampur is well-connected with neighboring villages and towns. Raiganj, a big village, is 3 kms from Palampur. An all-weather road connects the village to Raiganj and further on to the nearest small town of Shahpur. This village has about 450 families belonging to several different castes. Electricity powers all the tubewells in the fields and is used in various types of small business. Palampur has two primary schools and one high school. There is a primary health Centre run by the government and one private dispensary where the sick are treated.
- ORGANISATION (FACTORS) OF PRODUCTION: - The aim of production is to produce the goods and services that we want. There are four requirements for production of goods and services.

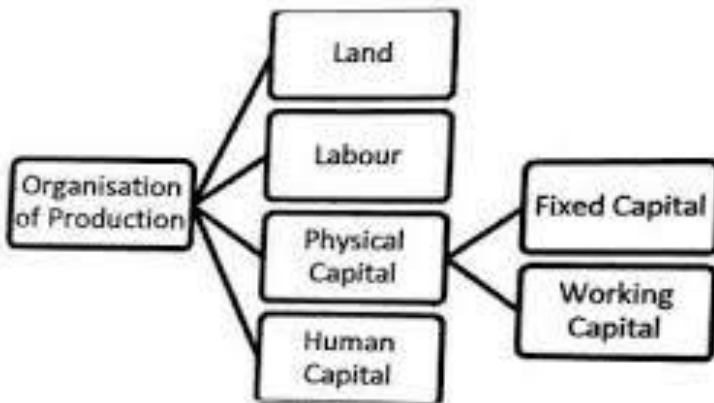
LAND

LABOUR

PHYSICAL CAPITAL

HUMAN RESOURCE / CAPITAL

Every production is organized by combining land, labour, physical capital and human capital, which are known as factors of production.



LAND: - The first requirement is land, and other natural resources such as water, forests, and minerals.

LABOUR: - The second requirement is labour, i.e. people who will do the work. Some production activities require highly educated workers to perform the necessary tasks. Other activities require workers who can do manual work.

PHYSICAL CAPITAL: - The third requirement is physical capital.

Fixed capital: - Tools and machines range from very simple tools such as a farmer's plough to sophisticated machine such as generators, turbines, computers, etc. Tools, machines, buildings can be used in production over many years, and are called fixed capital.

Working capital: - Production requires a variety of raw materials such as the yarn used by the weaver and the clay used by the potter. Also, some money is always required during production to make payments and buy other necessary items. Raw materials and money in hand are called working capital. Unlike tools, machines and buildings, these are used up in production.

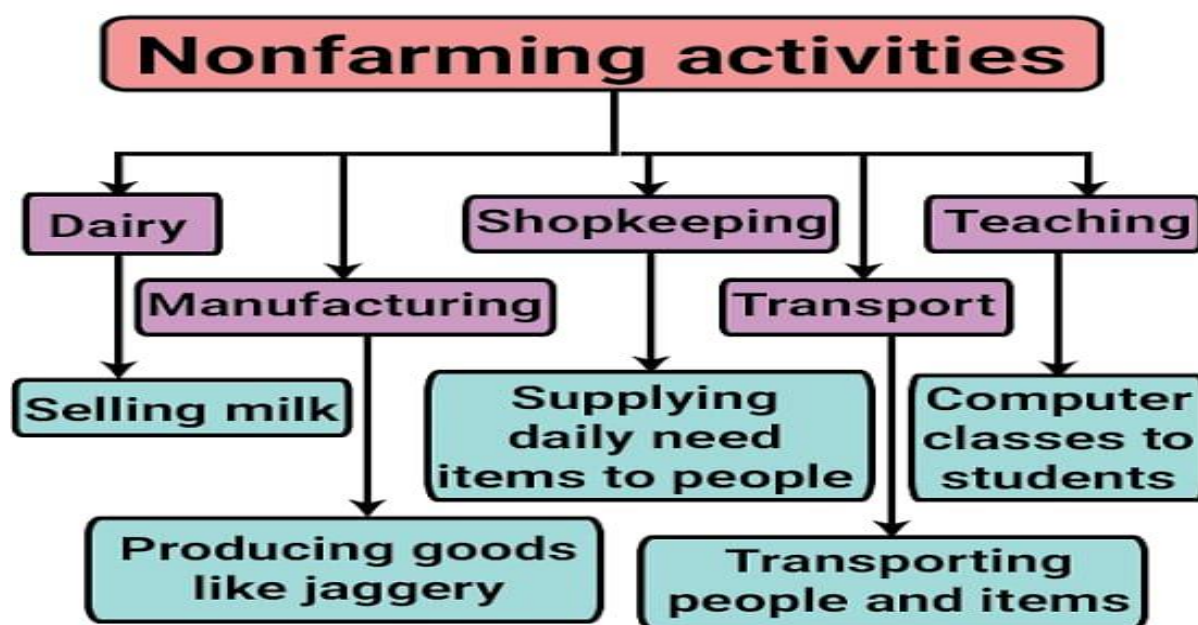
Human capital (Resource): - There is a fourth requirement too. You will need knowledge and enterprise to be able to put together land, labour and physical capital and produce an output either to use yourself or to sell in the market. This these days is called human capital or HUMAN RESOURCE.

NON- FARMING ACTIVITIES IN PALAMPUR:-

Only 25 per cent of the people working in Palampur are engaged in activities other than agriculture.

1. Dairy — the other common activity: - Dairy is a common activity in many families of Palampur. People feed their buffalos on various kinds of grass and the jowar and bajra that grows during the rainy season. The milk is sold in Raiganj, the nearby large village. Two traders from Shahpur town have set up collection cum chilling centres at Raiganj from where the milk is transported to far away towns and cities.

2. An example of small-scale manufacturing in Palampur :- At present, less than fifty people are engaged in manufacturing in Palampur. Unlike the manufacturing that takes place in the big factories in the towns and cities, manufacturing in Palampur involves very simple production methods and are done on a small scale. They are carried out mostly at home or in the fields with the help of family labour. Rarely are labourers hired.



3. The shopkeepers of Palampur : - People involved in trade (exchange of

goods) are not many in Palampur. The traders of Palampur are shopkeepers who buy various goods from wholesale markets in the cities and sell them in the village. You will see small general stores in the village selling a wide range of items like rice, wheat, sugar, tea, oil, biscuits, soap, toothpaste, batteries, candles, notebooks, pen, pencil, even some cloth. A few of the families whose houses are close to the bus stand have used a part of the space to open small shops. They sell eatables.

4. Transport: a fast developing sector :- There are variety of vehicles on the road connecting Palampur to Raiganj. Rickshawallahs, tongawallahs, jeep, tractor, truck drivers and people driving the traditional bullock cart and bogey are people in the transport services. They ferry people and goods from one place to another, and in return get paid for it. The number of people involved in transport has grown over the last several years.

VSA

| |
|---|
| 1. The main production activity in the village Palampur is: |
| 2. How many families in Palampur live in small house? |
| 3. To grow more than one crop on the same piece of land during the year is known as: |
| 4. Which factor of production is most abundant in Palampur village? |
| 5. Which is the period of kharif season in Palampur village? |
| 6. Green Revolution is related to: |
| 7. Which of the transform the system of irrigation in Palampur ? |
| 8. Where from do most of the small farmers borrow money to arrange for the capital in Palampur? |

9. Assertion (A) : The people of Palampur practice multi cropping to increase the crop production in the same piece of land.

Reason (R) : Land area under cultivation is fixed and there has been no expansion in land area under cultivation since 1960.

Codes:

- (a) Both A and R are true and R is the correct explanation of A
- (b) Both A and R are true and R is not the correct explanation of A
- (c) A is true, but R is false
- (d) A is false, but A is true

| | | |
|----|--|---|
| 10 | 'BIGHA' is - A) A local Cuisine of Palampur B) A local land measuring unit C) A Seasonal crop D) A Cultural festival | 1 |
| 11 | The Father of Green Revolution on India..... (a) K Sivan (b) M.S Swaminathan (c) S. Somnath (d) Captain Gopinath | 1 |

| | | |
|----|---|---|
| | | |
| | <p>Statement (B) With HYV seeds, the yield went up to 3100kg per hectare. There was a large increase in the production of wheat.</p> <p>Codes:</p> <p>A) Both statement A and B are True</p> <p>B) Both Statement A and B are false</p> <p>C) Statement A is true and B is false</p> <p>D) Statement A is false and B is true</p> | |
| 12 | <p>Statement (A) In Palampur, the yield of wheat grown from the traditional varieties was 1300kg per hectare.</p> | 1 |

Statement (B) With HYV seeds, the yield went up to 3100kg per hectare. There was a large increase in the production of wheat.

Codes:

- E) Both statement A and B are True
- F) Both Statement A and B are false
- G) Statement A is true and B is false
- H) Statement A is false and B is true

Ans.1. Farming

Ans. 2. 150

Ans 3. Multiple cropping

Ans .4 . Land

Ans 5. June-July

Ans.6. grain production

Ans 7. Tube wells

Ans 8. Village Monlylander

Ans.9 A) Both A and R are true and R is the correct explanation of A

Ans.10 .B) A local land measuring unit

Ans.11.B) M.S Swaminathan

Ans12.C) Statement A is true and B is false

13. SHORT ASWER TYPE QUESTION

What capital did Mishrilal need to set up his jaggery Manufacturing unit?

2

ANS: - . Mishrilal needed mechanical sugarcane crushing machine to set up his own jaggery manufacturing unit

14. Can you guess why Mishrilal is unable to increase his profit?

ANS: - He is unable to increase his profit because he is not crushing sugarcane on large scale.

2

15. How the labour is made available to Farming activity?

2

ANS :- Labour is made available to Farming activity in the following two ways: (i.) Small farmers along with families cultivate their own field.

(ii) Medium and large farmers live farm labourers in work on their field

16.What is multiple cropping?

ANS:- Growing more than one crop on the same piece of land in a year is known as multiple cropping

17.Which is the main production activity in the village? Mention one important change in way farming is practised? What is its side effect?

ANS :- Farming is the main production activity in the village.

- Over the years there have been many important changes in the way farming is plasticized. These have allowed the farmers to produce more crops from the same amount of land. This is an important achievement, since land is fixed and scarce.

But it has its side effect. In raising production a great deal of pressure has been put on land and other natural resources, which is a matter of great concern.

18.How was farming done till the mid-1960s?

ANS : - Till the mid-1960s, farmers used traditional method of farming.

- The seeds that they used in cultivation were traditional ones with relatively low yields.
- Traditional seeds needed less irrigation.
- Farmers used cow-dung and other natural manure as fertilizers.

All these were readily available with the farmers who did not have to buy them.

19.What are the items that come under physical capital?

ANS : - Tools, Machines, buildings: Tools and machines range from very simple tools such as a farmer's plough to sophisticated machines such as generators, turbines, computers, etc.

Raw materials and money in hand: Production requires a variety of raw materials such as the yarn used by the weaver and the clay used by the potter. Also, some money is always required during production to make payments and buy other necessary items

20.Describe any three source Of irrigation in Palampur?

ANS : - The various sources of irrigation are as follows:

- (i) well ,lakes
- (ii) Pumping sets /tubewell
- (III) canal,Dams

21. How green revolution is associated with the loss of Soil fertility?

ANS : - The green revolution is associated with the loss of soil fertility.

(I) the green revolution uses chemical fertilizers , pesticides, which reduce the natural fertility of soil.

(a) The green revolution as such no doubt has increased the production of foodgrains but at the cost of the loss of soil fertility.

It has also resulted in the degradation of soil.

SOURCE BASED QUESTIONS-

22.Read the given extract and Answer the questions that follow:4

Mishrilal has purchased a mechanical sugarcane crushing machine run on electricity and has set it up on his field. Sugarcane crushing was earlier done with the help of bullocks , but people prefer to do it by machines these days. Mishrilal also buys sugarcane from other farmers and process it into jaggery. The jaggery is then sold to traders at Shahpur. In the process.Mishrilal makes a small profit.

- (i) Who provide the labour in this case?
- (ii) Could you think of any reasons when he might face a loss.
- (iii) Why does Mishrilal sell his jaggery to traders in Shahpur and not int this village?

ANS : - (I.) In the case, landless farmers are used as labour for the jaggery manufacturing.
(ii) He might face a loss when sugarcane becomes expensive due to a bad crop. Also if he does not get regular electricity supply, he will not be able to use machines for crushing purposes which might result in loss.

(iii) Mishrilal sells his jaggery to traders in Shahpur because of good pricing he can get from the traders. Otherwise also in villages, consumption is not much.

23. Read the given extract and answer the questions that follow: 4

Not all villages in India have such high levels of irrigation. Apart from the riverine plains, coastal regions in our country are well-irrigated. In contrast, plateau regions such as the Deccan plateau have low levels of irrigation. Of the total cultivated area in the country a little less than 40 per cent is irrigated even today. In the remaining areas, farming is largely dependent on rainfall.

A) The Deccan plateau has low levels of irrigation. Give reason

B) How did electricity help in the development of irrigation in Palampur?

ANS : - A) The Deccan plateau has a low level of irrigation because the Deccan plateau is situated on the leeward side of the south-west monsoon. The Western Ghats act as a barrier to the

south-west monsoon as a result of which the western part of the Western Ghats receives maximum rain and the eastern part of the Western Ghats remains dry due to lack of moisture in the air where the Deccan plateau is situated.

C) Earlier people of Palampur used Persian wheels to draw water from the wells and tube wells to cultivate the crops. But after the introduction of electricity people saw that the electric run tubewells irrigate a much larger area of land than earlier.

LONG ANSWER TYPE QUESTION

24. "Without human capital, the presence of natural resources and physical capital are of no use". Justify the statement with an example.

ANS : - Human capital is indirectly and directly related to natural resources and physical capital. For the modification of any natural resource into a needed or valuable thing, physical capital or labour is needed, and to inspire or increase labour, human capital or money is needed. For example, we get wheat as our natural resource and to modify it into bread, industrial modification is needed which is operated by labour and machines made by humans by using their knowledge and skills.

Hence, we can conclude that it is the knowledge and skills of humans that help in the formation of human capital, later it helps in the further development of natural resources.

25. "Green revolution became a boon as well as a ban to the country". Justify the statement by giving examples.

Ans :- Yes, the Green Revolution became a boon for us. It solved the problem of food shortage in India. It gave more yield from a small piece of land and helped farmers to gain more income than earlier. Well-irrigation facilities helped many people to grow crops throughout the year rather than depending on the monsoon. But at the same time it became a ban. As the HYV seeds demand modern equipment, small farmers can't afford it. The excessive use of fertilizers and pesticides pollutes the soil by killing the bacteria and also pollutes the groundwater. Due to intense farming, the soil loses its fertility which further demands more chemical fertilizers. As we saw in the case of Punjab and Haryana.

26. How do chemical fertilisers adversely affect the soil, groundwater, lakes and rivers? What were the effects of use of chemical fertilisers in the state of Punjab?

Ans : - (i) Chemical fertilizers provide minerals which dissolve in water and are immediately available to plants. But these may not be retained in the soil for long. They may escape from the soil and pollute groundwater, rivers and lakes.

(i) Chemical fertilizers can also kill bacteria and other micro-organisms in the soil. This means some time after the use, the soil will be less fertile than ever before.

(ii) The consumption of chemical fertilizers in Punjab is highest in the country. The continuous use of chemical fertilizers has led to degradation of soil health.

(iii) In order to maintain the same production level, the farmers in Punjab use more and more chemical fertilizers and other inputs. This has not only lowered the quality of the crops but also the quality of the soil.

27. What is the aim of production? What are the requirements for production of goods and services? Describe each of them.

Ans : - The aim of production is to produce the goods and services that we want. There are four requirements for production of goods and services:

(i) Land: No production activity can take place without land. It is the basic requirement. Other natural resources such as water, forests, minerals are also equally important.

(ii) Labour: Labour means people who will do the work. Some production activities require highly educated workers to perform the necessary tasks. Other activities require workers who can do manual work. Each worker is providing the labour necessary for production.

Physical Capital: Physical capital means the variety of inputs required at every stage during production. Tools, machines, buildings can be used in production over many years and are called fixed capital. Raw material and money in hand are called working capital. Unlike tools, machines and buildings, these are used up in production.

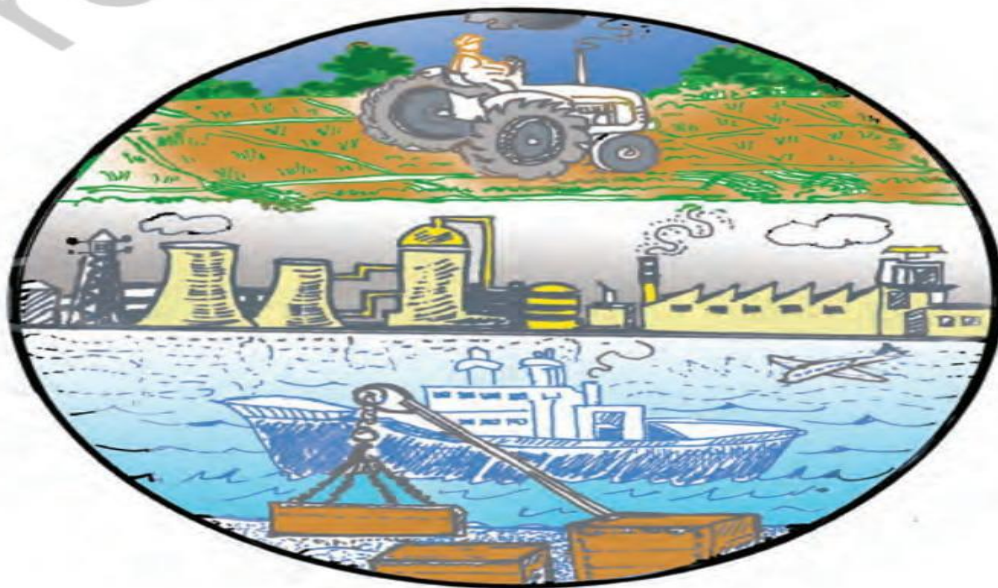
CHAPTER: -2

PEOPLE AS RESOURCE

Economic activities by Men and Women: -

Like Vilas and Sakal, people have been engaged in various activities.

- The various activities have been classified into three main sectors i.e., primary, secondary and tertiary.
- Primary sector includes agriculture, forestry, animal husbandry, fishing, poultry farming, mining and quarrying.
- Manufacturing is included in the secondary sector.
- Trade, transport, communication, banking, education, health, tourism, services, insurance, etc. are included in the tertiary sector.



These activities add value to the national income. These activities are called economic activities.

- Economic activities have two parts — market activities and non-market activities.
- Market activities involve remuneration to anyone who performs i.e., activity performed for pay or profit. These include production of goods or services, including government service.
- Non-market activities are the production for self-consumption. These can be consumption and processing of primary product and own account production of fixed assets.

Due to historical and cultural reasons there is a division of labour between men and women in the family. Women generally look after domestic chores and men work in the fields.

- Sakal's mother Sheela cooks food, cleans utensils, washes clothes, cleans the house and looks after her children. Sakal's father Buta cultivates the field, sells the produce in the market and earns money for the family
- Sheela is not paid for the services delivered for upbringing of the family. Buta earns

money, which he spends on rearing his family. Women are not paid for their service delivered in the family. The household work done by women is not recognized in the National Income.

- Geeta, mother of Vilas, earned an income by selling fish. Thus women are paid for their work when they enter the labour market. Their earning like that of their male counterpart is determined on the basis of education and skill.

Education helps individual to make better use of the economic opportunities available before him. Education and skill are the major determinants of the earning of any individual in the market.

- A majority of women have meagre education and low skill formation. Women are paid low compared to men.
- However, women with high education and skill formation are paid at par with the men. Among the organized sector, teaching and medicine attract them the most.

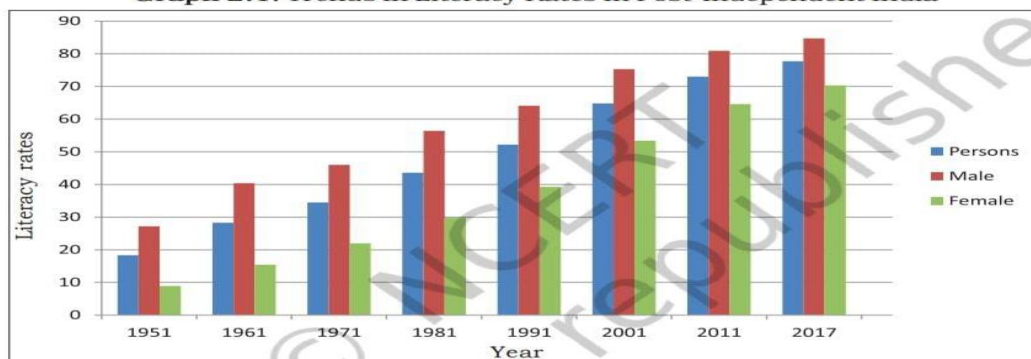
Quality of Population: -

The quality of population depends upon the Education (literacy rate), health of a person indicated by life expectancy and skill formation acquired by the people of the country.

Education: -

- Education is an important input for the growth of Human. It opened new horizon for them, provided new aspiration and developed values of life. Not only for Human, education contributes towards the growth of society also.
- It enhances the national income, cultural richness and increases the efficiency of governance.
- “Sarva Siksha Abhiyan is a significant step towards providing elementary education to all children in the age group of 6–14 years by 2010... It is a time-bound initiative of the Central government, in partnership with the States, the local government and the community for achieving the goal of universalization of elementary education.”
- Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status. These policies could add to the literate population of India.

Graph 2.1: Trends in Literacy Rates In Post-Independent India



Source: Census of India, Office of Registrar General, India, (mospi.gov.in)

Gross Enrolment Ratio (GER) in higher education in the age group of 18 to 23 years is 27% in 2019–20, which would be broadly in line with world average. The strategy focuses on increasing access, quality, and adoption of state-specific curriculum modification, vocationalisation and networking on the use of information technology. There is also focus on distance education, convergence of formal, non-formal, distance and IT education institutions.






Source: National Health Profile, 2021, 2022 Human Development Report, UNDP mohfw.gov.in (office of Registrar General & Census Commission, India MoHA (accessed on 29.09.2021, 6.02.2024)

>Infant mortality rate is the death of a child below one year of age.

>Birth rates is the number of babies born for every 1,000 people during a particular period of time.

>Death rate is the number of people per 1,000 who die during a particular period of time.

Table 2.2: Health infrastructure over the years

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2021 |
|---|-----------|-----------|-----------|-----------|-----------|------------------------------------|------------------------------------|
|  SC/PHC/CHC | 182,709 | 184,359 | 185,933 | 187,505 | 189,784 | 1,78,548 | 1,94,349 |
|  Dispensaries and Hospitals | 29,715 | 29,957 | 30,044 | 31,641 | 31,733 | 31,986 (under Ayush Management) | 36,068 (under Ayush Management) |
|  Beds (Govt.) | 675,779 | 754,724 | 6,34,879 | 710,761 | 713,986 | 818,396 | 849,206 |
|  Doctor Registered with the State Medical Council of India | 41,070 | 43,929 | 48,076 | 48,747 | 56,417 | 63,809 | – |
|  Nursing Personnel (ANM+RN&RM+LHV) | 2,621,981 | 2,639,229 | 2,778,248 | 2,878,182 | 2,966,375 | 1,201,393 (2020) | 3,514,373 |

Abbreviation(s): SC: Sub centre, PHC: Primary Health Centre, CHC: Community Health Centre. ANM: Auxiliary Nurse Hydrides, RN&RM: Registered Nurses & Registered Midwives, LHV: Lady Health Visitors.

Source: National Health Policy, 2016, 2017, 2018, 2020, 2022, Central Bureau of Health Intelligence, Ministry of Health and Family Welfare.

UNEMPLOYMENT: - Unemployment is said to exist when people who are willing to work at the going wages cannot find jobs.

- The workforce population includes people from 15 years to 59 years. In case of India we have unemployment in rural and urban areas. However, the nature of unemployment differs in rural and urban areas. In case of rural areas, there is seasonal and disguised unemployment. Urban areas have mostly educated unemployment.
- Seasonal unemployment happens when people are not able to find jobs during some months of the year. People dependent upon agriculture usually face such kind of problem.
- In case of disguised unemployment people appear to be employed. They have agricultural plot where they find work. This usually happens among family members

engaged in agricultural activity. The work requires the service of five people but engages eight people. Three people are extra. These three people also work in the same plot as the others. The contribution made by the three extra people does not add to the contribution made by the five people. If three people are removed the productivity of the field will not decline. The field requires the service of five people and the three extra people are disguised unemployed.

- In case of urban areas educated unemployment has become a common phenomenon. Many youth with matriculation, graduation and post-graduation degrees are not able to find job.

Unemployment leads to wastage of manpower resource. People who are an asset for the economy turn into a liability.

Unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy. It also wastes the resource, which could have been gainfully employed. If people cannot be used as a resource they naturally appear as a liability to the economy.

VSA/MCQ

| Q. NO | QUESTION | M.M |
|-------|---|-----|
| 1 | What is the full form of GDP? | 1 |
| 2 | What is infant mortality rate ? | 1 |
| 3 | The physical framework required to provide different types of services is known as ----- | 1 |
| 4 | <p>The given picture denotes which kind of activities ?</p> | 1 |
| 5 | Sprinkling crops with insecticide is an activity of which sector ? | 1 |
| 6 | Is drinking tea from a tea stall in the market a non-economic activity ? | 1 |
| 7 | ----- refers to the number of live births in a year per thousand of mid-year population . | 1 |

| | | |
|----|---|---|
| 8 | Two statements are given in the question below as Assertion (A) and Reasoning (R). Read the statements and choose the appropriate option. Assertion (A): Educated parents are found to invest more on the education of the children. Reason (R): They have realised the importance of education for themselves. Options: (e) Both A and R are true, and R is the correct explanation of A. (f) Both A and R are true, but R is not the correct explanation of A. (g) A is true but R is false. d) A is false but R is true | 1 |
| 9 | A person is making envelopes with the help of paper. In which sector his activity is included ? | 1 |
| 10 | Which capital would you consider the best land, labours, physical capital or human capital ? | 1 |
| 11 | Teacher asked a question in class IX on Unemployment by giving this clue. The work requires the service of five people but engages eight people. Three people are extra. These three people also work in the same plot as the others. The contribution made by the three extra people does not add to the contribution made by the five people. If three people are removed the productivity of the field will not decline. Suggest the type of unemployment asked in above question. (a) Educated unemployment (b) Disguised unemployment © Seasonal unemployment (d)None of the above | 1 |
| 12 | Two students of class ix were discussing about sectors of economy and employment. Student 1st asked a question that which sector is the most labour absorbing sector of Indian economy?Help student 2nd to choose the correct option. E) Manufacturing sector F) IT sector G) Agriculture Servicesector | 1 |

| Q. No | ANSWER |
|-------|---|
| 1 | Gross Domestic Product |
| 2 | Number of deaths of infants under one year of age per 1000 live births. |
| 3 | Infrastructure |
| 4 | Primary, secondary and tertiary activities |
| 5 | This is an activity of Agriculture, so it is primary sector. |

| | |
|----|--|
| 6 | No, we pay for the tea and thus it is an economic activity. |
| 7 | Birthrate |
| 8 | (a)) Both A and R are true, and R is the correct explanation of A |
| 9 | Secondary Sector |
| 10 | Human Capital |
| 11 | a. Disguised unemployment |
| 12 | c. Agriculture sector |

SHORT ANSWER TYPE QUESTION

| | | |
|----|---|---|
| 13 | How does rural areas differ from urban areas in terms of unemployment? ANS : - In rural areas, there is seasonal and disguised unemployment whereas in urban areas, there is educated unemployment. | 2 |
| 14 | How can investment be made in humans? ANS : - Investment can be made in humans by means of education, training and provision of health care facilities. | 2 |
| 15 | What are non-market activities? Give two examples. ANS : - Non-market activities are those activities which are carried out for self-consumption such as consumption and processing of primary products and own account production of fixed assets. Example – Growing Crops for self-consumption A teacher teaching her own child. Or any two relevant examples | 2 |
| 16 | Mention two things necessary for good health. ANS : - (A) Balanced and nutritious diet (B)Health care facilities | 2 |
| 17 | What are tertiary activities? ANS : - Tertiary activities include services like education, health, communication, banking, trade, transport, tourism, insurance etc. These services help in th smooth functioning of primary and secondary activities. | 2 |
| 18 | What is human capital? ANS : - The skills, knowledge, and experience possessed by an individual or population improve the quality of the individual or the population and thus turn them into a great asset. This is known as human capital. | 2 |
| 19 | What is the difference between disguised unemployment and seasonal unemployment? ANS : - Disguised Unemployment *Seasonal Unemployment ----- D) In disguised unemployment the individuals appear to be employed but are not employed. 1. Seasonal unemployment happens when individuals cannot secure jobs during certain months of the year. 2. It can mostly be noticed in agriculture. 3. It mostly can be noticed in agro-based industries. 4. This type of unemployment is only found in rural areas. 5. This type of unemployment is found both in rural and urban areas. | 3 |
| 20 | Difference between the two friends Vilas and Sakal? What are those? | 3 |

| | | |
|--|---|--|
| | <p>b) ANS : -(i) Sakal went to school, but Vilas did not go to school.</p> <p>c) Sakal was interested in studies whereas Vilas was not interested in studies.</p> <p>d) Sakal did a course in computers and became employed where Vilas remained illiterate and was not employed.</p> <p>e) The condition of Sakal and his family became better whereas Vilas and his family lived in poverty. (any three)</p> | |
|--|---|--|

| | | |
|----|---|---|
| 21 | <p>What are the two types of unemployment which are prevailing in rural areas? Write any three factors responsible for this.</p> <p>(i) ANS : - Disguised unemployment, (ii) Seasonal unemployment. Causes: *Large families due to overpopulation. *Lack of diversification of agriculture. *Lack of capital.</p> | 3 |
| 22 | <p>What is disguised unemployment? Mention two consequences of unemployment.</p> <p>ANS : - It is a situation when people appear to be employed but in reality they are not such as in agriculture if five people are working but only three are required, then two people are disguised unemployed.</p> <p>Two consequences of unemployment –1. It leads to wastage of manpower. 2. People who are an asset for the economy turn into a liability. Or any two relevant points.</p> | 3 |
| 23 | <p>Distinguish between market and non market activities with minimum three points of distinction.</p> <ul style="list-style-type: none"> • ANS : - Market activities involve remuneration to anyone who performs i.e., activity performed for pay or profit. These include production of goods or services, including government service. • Non-market activities are the production for self-consumption. These can be consumption and processing of primary product and own account production of fixed assets. | 3 |
| 24 | <p>Why is educated unemployment a peculiar problem in India?</p> <p>ANS : - India has a huge population and every year a large number of people graduate from schools and colleges. Employment generation in various sectors is not keeping pace with the number of educated people coming out of educational institutions. Due to this, educated unemployed is a peculiar problem of India.</p> | 3 |

CHAPTER-3.

POVERTY AS A CHALLENGE

INTRODUCTION

>Roughly 270 million (or 27 crore) people in India live in poverty (2011-12). This also means that India has the largest single concentration of the poor in the world. This illustrates the seriousness of the challenge.

>Apart from being poor, poverty also has various other dimensions like hunger, lack of shelter, inability to access education, healthcare, clean water and sanitation.

Above all, it means living with a sense of helplessness.

>Social scientists' view of poverty based on social exclusion and vulnerability is now becoming very

common, now poverty is looked through other social indicators like

- Illiteracy level
- Lack of general resistance due to malnutrition
- Lack of access to healthcare
- Lack of job opportunities
- Lack of access to safe drinking water, sanitation etc.

Poverty Line: ● A person is considered poor if his or her income or consumption level falls below a given “minimum level” necessary to fulfil the basic needs. As means to fulfil these basic needs vary therefore, poverty line may vary with time and place.

- In India, the physical quantities of basic needs are multiplied by their prices in rupees.
- The present formula for food requirement while estimating the poverty line is based on the desired calorie requirement. The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.
- On the basis of these calculations, for the year 2011–12, the poverty line for a person was fixed at Rs 816 per month for rural areas and Rs 1000 for urban areas.
- The poverty line is estimated periodically (normally every five years) by conducting sample surveys. These surveys are carried out by the National Sample Survey Organisation (NSSO). However, for making comparisons between developing countries, many international organisations like the World Bank use a uniform standard for the poverty line: minimum availability of the equivalent of \$1.90 per person per day (2011, ppp).

Global Poverty Scenario:

The proportion of people in different countries living in extreme economic poverty has fallen from 36 per cent in 1990 to 10 per cent in 2015.

Poverty Estimates: ● There is a substantial decline in poverty ratios in India from about 45 per cent in 1993-94 to 37.2 percent in 2004–05 to about 22 per cent in 2011–12.

- Although the percentage of people living under poverty declined in the earlier two decades(1973–1993), the number of poor declined from 407 million in 2004–05 to 270 million in 2011–12with an average annual decline of 2.2 percentage points during 2004–05 to 2011–12.

Table 3.1: Estimates of Poverty in India (Tendulkar Methodology)

| Year | Poverty ratio (%) | | | Number of poor (in millions) | | |
|---------|-------------------|-------|-------|------------------------------|-------|----------|
| | Rural | Urban | Total | Rural | Urban | Combined |
| 1993-94 | 507 | 32 | 45 | 329 | 75 | 404 |
| 2004-05 | 42 | 26 | 37 | 326 | 81 | 407 |
| 2009-10 | 34 | 21 | 30 | 278 | 76 | 355 |
| 2011-12 | 26 | 14 | 22 | 217 | 53 | 270 |

Source: Economic Survey 2017-18

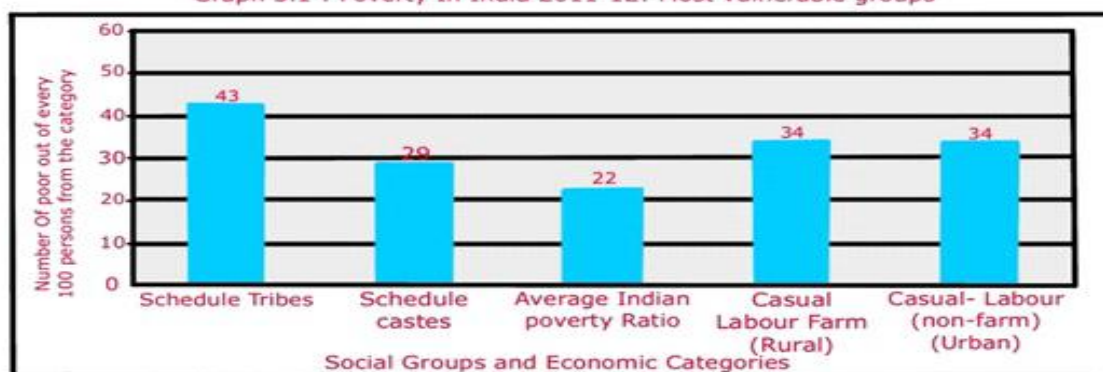
India in figures, 2018, Government of India Central Statistics office.niti.gov.in/state-statistics (accessed on Nov. 15, 2021)

Distribution of Poverty in India

Vulnerable Groups: ● Certain social groups like Scheduled Caste, Scheduled Tribe and economic groups like rural agricultural labourers and urban casual labourers are more vulnerable to poverty.

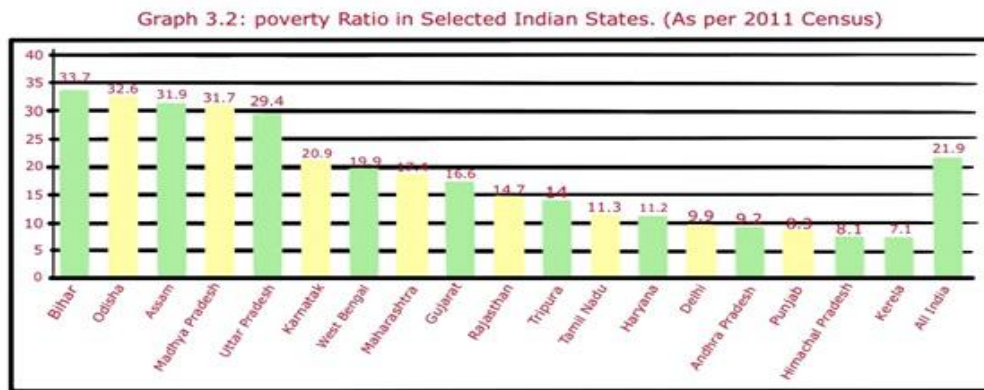
- There is inequality of incomes within a family. In poor families all suffer, but some suffer more than others. In some cases, women, elderly people and female infants are denied equal access to resources available to the family.

Graph 3.1 : Poverty In India 2011-12: Most vulnerable groups



Inter-State Disparities: ● The proportion of poor people is not the same in every state.

- States like Bihar and Odisha have poverty levels above all India levels.
- States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates. Kerala has focused more on human resource development.
- In West Bengal, land reform measures have helped in reducing poverty. In Andhra Pradesh and TamilNadu public distribution of food grains could have been responsible for the improvement.



Source: Economic Survey 2017-18.

Causes of Poverty in India:

- Low level of economic development under the British colonial administration (Historical reason). This resulted in less job opportunities and low growth rate of incomes, accompanied by a high growth rate of population. The two combined to make the growth rate of per capita income very low.
- Limited effects of Green revolution to some parts of India.
- The industries, both in the public and the private sector, did not provide enough jobs to absorb all the job seekers. Jobless people started living in slums in bad living conditions due to irregular income, which made poverty an urban phenomenon as well.
- Huge income inequalities, primarily due to unequal land and other resource distribution.
- Other socio-cultural and economic factors like Spending
 - a lot of money to fulfil social obligations observe religious ceremonies.
 - Buying of agricultural inputs like seeds, fertilizer, pesticides etc by the small farmers with borrowed money. Unable to repay because of poverty, they become victims of indebtedness. So, the high level of indebtedness is both the cause and effect of poverty.

Anti-Poverty Measures:

The current anti-poverty strategy of the government is based broadly on two planks:
Promotion of Economic growth:

- The growth rate jumped from the average of about 3.5 per cent a year in the 1970s to about 6 per cent during the 1980s and 1990s. The higher growth rates have helped significantly in the reduction of poverty.
- Therefore, it is becoming clear that there is a strong link between economic growth and poverty reduction.
- Economic growth widens opportunities and provides the resources needed to invest in human development.

Targeted Anti-poverty Programmes:

- Mahatma Gandhi National Rural Employment Guarantee Act, 2005 aims to provide 100 days of wage employment to every household to ensure livelihood security in rural areas. It also aimed at sustainable development to address the cause of drought, deforestation and soil erosion. One-third of the proposed jobs have been reserved for women.
- Prime Minister Rozgar Yozana (PMRY-1993) aimed at creating self-employment opportunities for educated unemployed youth in rural areas and small towns.

- Rural Employment Generation Programme (REGP -1995) aimed at creating self-employment opportunities in rural areas and small towns.
- Swarnajayanti Gram Swarozgar Yojana (SGSY -1999) aimed at bringing the assisted poor families above the poverty line by organising them into self-help groups through a mix of bank credit and government subsidy.
- Pradhan Mantri Gramodaya Yozana (PMGY -2000): Additional central assistance is given to states for basic services such as primary health, primary education, rural shelter, rural drinking water and rural electrification

.Problems in implementation:

- Lack of proper implementation and right targeting are the major reasons for less effectiveness of these measures.
- Moreover, a lot of overlapping of schemes is there.
- Despite good intentions, the benefits of these schemes are not fully reached to the deserving poor. Therefore, the major emphasis in recent years is on proper monitoring of all the poverty alleviation programmes.

The Challenges Ahead:

Poverty has certainly declined in India. But despite the progress, poverty reduction remains India's most compelling challenge.

- Wide disparities in poverty between rural and urban areas and among different states.
- More vulnerabilities of certain social and economic groups to poverty.
- The official definition of poverty, however, captures only a limited part of what poverty really means to people. It is about a “minimum” subsistence level of living rather than a “reasonable” level of living.
- Except food, other social indicators of poverty like education levels, access to shelter, provision of healthcare facilities and above all basic human dignity of the poor in societal setting, need to be bridged.

MULTIPLE CHOICE QUESTION

1. Who are the poorest of the poor?

- A Women
- B Old people
- C Children
- D All of the above

ANS:(d) All of the above

2. In which state has the high agricultural growth helped to reduce poverty?

- A Jammu & Kashmir
- B West Bengal
- C Punjab
- D Gujarat

ANS:(c) Punjab

3. What is the main cause of poverty in India?

- A High income inequalities
- B Less job opportunities
- C High growth in population
- D All of the above

ANS:(d) All of the above

4. Who advocated that India would be truly independent only when the poorest of its people become free of human suffering?

- (a) Mahatma Gandhi
- (b) Indira Gandhi
- (c) Jawahar Lal Nehru
- (d) Subhash Chandra Bose

ANS:(a) Mahatma Gandhi

5. Which of the following programmes was launched in the year 2000?

- (a) National Rural Employment Guarantee Act
- (b) Prime Minister Rojgar Yojana
- (c) Swarna Jayanti Gram Swarozgar Yojna
- (d) Pradhan Mantri Gramodaya Yojana

ANS:d) Pradhan Mantri Gramodaya Yojana

6. Who do not come under the category of urban poor?

- (a) The casual workers
- (b) The unemployed
- (c) The shopkeepers
- (d) Rickshaw pullers

ANS:(c) The shopkeepers

7. The calorie requirement is higher in the rural areas because:

- (a) they do not enjoy as much as people in the urban areas.
- (b) food items are expensive.
- (c) they are engaged in mental work.
- (d) people are engaged in physical labour.

ANS:(d) people are engaged in physical labour.

8. Two statements are given in the question below as Assertion (A) and Reasoning (R). Read the statements and choose the appropriate option.

Assertion (A): Poverty means hunger and lack of shelter.

Reason (R): Poverty is living with a sense of hopelessness.

Options: a) Both A and R are true, and R is the correct explanation of A.

b) Both A and R are true, but R is not the correct explanation of A.

c) A is true but R is false.

d) A is false but R is true

ANS: Both (A) and (R) are true and (R) is not the correct explanation of (A).

9. Which industry suffered the most during the colonial period?

A Agriculture B Textiles

C Raw Materials D Manufacturing

ANS:(b) textiles

VERY SHORT ANSWER TYPE QUESTION(2 MARKS)

10. **“Poverty is a curse upon humanity.”** Explain by giving two examples

Ans, Poverty is a curse because

1. most of the poor people live with a sense of helplessness.

2. Poor people are debarred from the basic necessity of life, i.e. good health, drinking water etc

11. How can poverty be reduced in future in India? Suggest any two points.

Ans. i) Better economic growth.

ii) Increasing stress on universal free elementary education.

12. Mention any two causes of poverty in India.

Ans. 1. High growth rate of population.

2. Lack of job opportunities in the secondary sectors.

13. Which methods are used to estimate the poverty line in India?

Ans. The daily income and consumption methods are used to estimate the poverty line in India.

SHORT ANSWER TYPE QUESTION(3m)

14. **“The proportion of people below poverty line is also not same for all social groups and economic categories in India.” Explain.**

Ans. Social Groups: The social groups which are most vulnerable to poverty are scheduled caste and scheduled tribe households. Although the average for people below poverty line for all groups in India is 30, 48 out of 100 people belonging to scheduled tribes in rural areas are not able to meet their basic needs.

Economic groups: Similarly among the economic groups, the most vulnerable groups are the rural agricultural labour households and the urban casual labour households.

Inequality within family: Apart from these social groups, there is also inequality of incomes within a family. In poor families all suffer, but some suffer more than others. Women, elderly people and female infants are systematically denied equal access to resources available to the family.

15. **How is the regular growth of population a major cause of poverty in India? Explain.**

Ans. 1. Unemployment has increased.

2. Led to increase in the rate of depletion of resources.

3. The people belonging to below poverty line has increased.

16. **How is poverty seen by social scientists? Explain.**

Ans. Social Scientists use different types of Indicators to understand their consumption of goods. Poverty is also observed using other Social Indicators like lack of Education, Healthcare, Sanitation, Job Opportunity, Illiteracy level and Safe drinking Water. Now Poverty is looked through other Indicators like Illiteracy Level, Lack of access to Health Care, lack of Job Opportunities, lack of access to Safe Drinking Water, Sanitation, etc. Nowadays, the concept of Social Exclusion is becoming very common in the analysis of Poverty.

17. **“In poor families, all suffer, but some suffer more than others.” Explain the statement.**

Ans. Analysis of poverty on the basis of social exclusion and vulnerability shows that there are people in our economy who suffer more than others because

1. **Socially excluded** people due to caste discrimination are excluded even from facilities, benefits and opportunities that others enjoy.

2. **Vulnerability** brings greater risks to the people at the time of natural disasters or terrorism etc.

3. **Vulnerable groups** have lack of social and economic ability to handle risks

CASE BASED TYPE QUESTION (4m)

18. Read the given passage and answer the questions that follow:

Since poverty has many facts, social scientists look at it through a variety of indicators. Usually the indicators used relate to the levels of income and consumption. But now poverty is looked through other social indicators like illiteracy level, lack of general resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water sanitation etc. Analysis of poverty based on social exclusion and vulnerability is now becoming very common.

(i) Social exclusion relates to

- (b) People below poverty line.
- (c) People above poverty line.
- (d) people excluded from facilities, benefit and opportunities.
- (e) Caste differences

(ii) A person with high income, but less consumption can be termed vulnerable to poverty or not?

- (a) Yes
- (b) No
- (c) Cannot be determined
- (d) Can be socially excluded

(iii) What are the indicators of poverty?

- (a) Low income
- (b) Low consumption
- (c) Illiteracy
- (d) All of the above

(iv) Malnutrition, lack of healthcare areof poverty.

- (a)indicator
- (b)social exclusion
- (c)vulnerability
- (d)None of the above

Ans: i) (c) people excluded from facilities, benefit and opportunities.

ii) (c) Cannot be determined

iii) (d) All of the above

Iv) (a) indicator

LONG ANSWER TYPE QUESTION(5m)

19. Explain major reasons for a widespread poverty in India

Ans.1.**British Rule:** Britishers ruled India more than 100 years. Prior to the British rule, traditional industries, for instance, textiles, flourished in India. During the British rule, the government adopted policies to discourage such industries. This left millions of weavers poor. Even after fifty years of independent India, we can find a major section of the people engaged handicraft industries as, downtrodden.

2.Lack of industrialisation: India is very backward from the industrial point of view. Hardly 3 per cent of the total working population is engaged in the large- scale industry.

3.Over dependence on agriculture Even after more than 60 years of independence more than 60 per cent of our total population still depends on agriculture for its livelihood. Due to shortage of inputs, our agriculture is backward.

4.Inflationary pressure: Upward trend in prices adversely affects the poor sections of the society.

20.How the poverty line is estimated in India? Describe it.

Ans.While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc, are determined for subsistence.

i) The calorie requirement depending upon the age, sex, area and type of work is the way of estimating poverty. Average calorie requirement in India is 2400 per person per day in rural areas and 2100 per persons per day in urban areas.

ii) Monetary expenditure per capita needed is also a way of estimating poverty. In the year 2011-12, the poverty for a person was fixed Rs 816 per month for the rural areas and Rs 1000 for the urban areas.

A uniform standard for poverty line is also used, which is given by international organisation like the World Bank for the poverty line: minimum availability of the equivalent of \$1.90 per person per day (2011, ppp).

21. Give a brief account of inter-state disparities of poverty in India.

Ans.

1. Proportion of poor people is not the same in every state.

2. Recent estimates show while the all India Head Count Ratio (HCR) was 21.9 per cent in 2011-12 states like Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Odisha had above all India poverty level.

3. Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7 and 32.6 per cent respectively. Along with rural poverty, urban poverty is also high in Odisha, Madhya Pradesh, Bihar and Uttar Pradesh.

4. In comparison, there has been a significant decline in poverty in Kerala, Maharashtra, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal.

5. States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates. Kerala has focused more on human resource development. In West Bengal, land reform measures have helped in reducing poverty. In Andhra Pradesh and Tamil Nadu public distribution of food grains could have been responsible for the improvement.

CHAPTER-4

FOOD SECURITY IN INDIA

What is food security?

Food is as essential for living as air is for breathing. But food security means something more than getting two square meals.

Food security has following dimensions:

- **Availability of food:** It means food production within the country, food imports and the previous year's stock stored in government granaries.
- **Accessibility:** It means food is within reach of every person.
- **Affordability:** It implies that an individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.

Need of food security:

- To ensure the welfare of the poorest section of the society.
- To deal with emergency or catastrophic situations such as earthquakes, floods, droughts, famines etc.

People vulnerable to food insecurity:

- The worst affected groups are landless people with little or no land to depend upon, traditional artisans, providers of traditional services, petty self-employed workers and destitute including beggars.
- In the urban areas, the food insecure families are those whose working members are generally employed in ill-paid occupations and casual labour market.
- The SCs, STs and some sections of the OBCs (lower castes among them) who have either poor land base or very low land productivity are prone to food insecurity.
- The people affected by natural disasters, who must migrate to other areas in search of work.
- A large proportion of pregnant and nursing mothers and children under the age of 5 years constitute an important segment of the food insecure population.

Hunger:

Hunger is another aspect indicating food insecurity. It is not just an expression of poverty; it brings about poverty.

Hunger has two dimensions: Chronic and Seasonal.

- **Chronic Hunger** is a consequence of diets persistently inadequate in terms of quantity and/or quality.
- **Seasonal Hunger** is related to cycles of food growing and harvesting. This is prevalent in rural areas because of the seasonal nature of agricultural activities and in urban areas because of casual labourers.

MULTIPLE CHOICE QUESTIONS-

1. **Identify the Correct statements. About Antyodaya Anna yojana.**

I) It was launched in November 1998.

II) Under this Scheme One Crore of the poorest among the BPL families Covered under the targeted public distribution system were identified.

A) Only (i) B) Only (ii)

C) Both (i) and (ii) D) Neither (i) or (ii)

Ans: Only (ii)

2. **Which among the following Statements is incorrect**

A) The food procured by the FCI is distributed through government regulated ration Shops the among the poorer Section of the society.

B) The National food security Act Was passed in 2011.

C) The introduction of Rationing in India dates back to the 1940s against the backdrop of the Bengal famine.

D) Food is as essential for living as air is for breathing.

Ans: B)The National food security Act Was passed in 2011.

3.The food procured by the FCI is distributed by through government regulated ration shops among the poorer section of the society. This is called the-

- A)Public Division system.B)General Distribution system.
- C)Public Distribution system.D)Common Distribution system

Ans:Public Distribution system.

4.The main purpose of a buffer stock Scheme is-

- A)To solve the problem of shortage of food.B)To Support the Farmers.
- C)To create the stock for a profit.D)None of the above

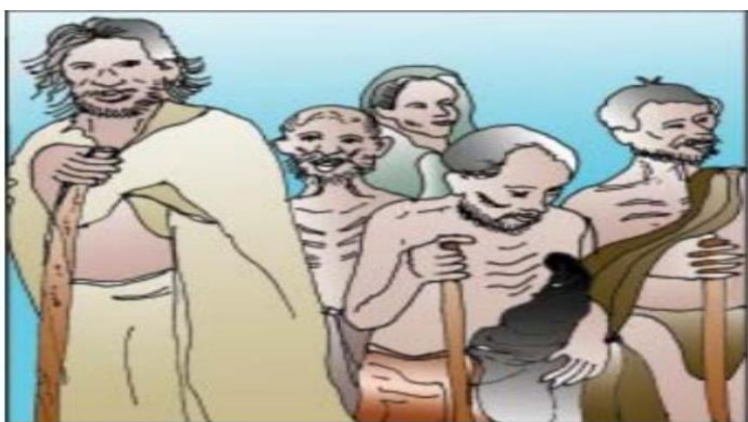
Ans:A) To solve the problem of shortage of food.

5.MSP refers to :

- (a)Minimum Support Price (b)Maximum Support Price
- (c)Marginal Support Price(d)None of the above

(a) Minimum Support Price

6.Picture Based: Analyse the picture and the question given below.



Picture 4.1 Starvation victims arriving at a relief centre, 1945.

Can you say that the family shown in picture is a poor and why?

- A)They look very weak and thin due to malnutrition.
- B)They are wearing minimum clothes
- C)They are moving to another place for better livelihood
- D)All the above.

Ans: D) All the above

VERY SHORT ANSWER TYPE QUESTION(2m)

7.What do you mean by chronic hunger?

Ans.Chronic hunger is a consequence of diet persistently inadequate in terms of quantity or quality.

8.What do you mean by a famine?

Ans.Famine is severe and prolonged hunger in a substantial proportion of the population of a region or country, resulting in widespread and acute malnutrition and death by starvation and disease.

9.Name the two dimensions of hunger.

Ans.Chronic: It is a consequence of diets persistently inadequate in terms of quantity and/or quality.

Seasonal: It is related to the cycles of food growing and harvesting.

10.Why is food security needed?

Ans.Food security is needed to meet emergencies, shortage of food grains, prevent starvation and famines.

11.What objectives do the government fulfils by creating buffer stock.

Ans. A buffer stock, is a reserve of food grains that are created by the government to distribute the food grains in the food-deficit areas and among the poorer section of society at a price that is very lower than the market price. A buffer stock helps resolve the problem of shortage of food during periods of calamity or adverse weather conditions.

SHORT ANSWER TYPE QUESTION(3 Marks)

12. List down the three dimensions of food security in India?

- Ans. 1. Availability of food means food production within the country.
2. Accessibility means food within the reach of every person.
3. Affordability is that an individual has enough money to buy sufficient safe food.

13. What does the food Corporation of India?

Ans. The Food Corporation of India is a government agency which purchases food grains from the farmers wherever they are in surplus.

14. Distinguish between Minimum Support Price and Issue Price.

Ans. Minimum Support Price - is the price at which government purchases crops from the farmers, whatever may be the price for the crops.

Issue Price – To help the poor section of the society, the Government of India provides them food grains from the buffer stock at a price that is much lower than the market price. This subsidized price is known as the Issue Price.

15. What is the role of Fair price shops created by the government?

Ans. Fair Price Shops – The food grains collected by the government through FCI is distributed through ration shops to the poor section of the society. The Ration Shops provide food grains to the poor people through these shops at a reasonable price compared to the market price which is very high. Those families who have a ration card can get a specific amount of sugar, food grains, kerosene etc. every month from the ration shop at a fair price.

16. What are the important Food Intervention Programmes started by government of India?

Ans. I) **Public Distribution System** gives provision of food grains for the poor at subsidised cost.

II) **Integrated Child Development Science**, it was introduced in 1975 on an experimental basis.

III) **Food For Work** was introduced in 1977-78 over the years several new programmes have been launched.

CASE BASED TYPE QUESTION (4Marks)

17. Read the given passage and answer the questions that follow:

Nothing like the Bengal Famine has happened in India again. But it is disturbing to note that even today; there are places like Kalahandi and Kshipur in Orissa where famine-like conditions have been existing for many years and where some starvation deaths have also been reported. Starvation deaths are also reported in Baran district of Rajasthan, Palamau district of Jharkhand and many other remote areas during the recent years. Therefore, food security is needed in a country to ensure food at all times.

(a) Which natural disaster is characterised by widespread deaths due to starvation and epidemics, loss of body resistance due to weakening from starvation?

(b) Who are food insecure in urban area?

(c) What do you mean by seasonal hunger? In which area it is prevalent?

Ans: (a) Famine

(b) Casual labours

(c) Seasonal hunger is related to cycles of food growing and harvesting. It is prevalent more in rural areas

LONG ANSWER TYPE QUESTION(5Marks)

18. Explain about the people who are Food insecure in India?

Ans. (A) **In rural areas**, the people more prone to food insecurity are:

Landless farmers
Traditional artisans,
Petty self-employed workers
Destitutes including beggars

(B)In urban areas, the people more prone to food insecurity are:

Casual labourers
Workers employed in low-paid occupations
Workers employed in seasonal activities

(C) Food insecure people also include SCs, STS and some sections of OBCs (lower castes among them).

(D)The people who are living in economically backward states with high poverty, tribal, remote areas and regions more prone to natural disasters also fall under the food insecure.

19.What are the main functions of the Food Corporation of India?

Answer. The main functions of the Food Corporation of India..

(I)Purchase of food grains.

(II)Effective price support operations for safeguarding the interests of the farmers by providing them remunerative prices for their food grains.

(III)Distribution of food grains throughout the country through the Public Distribution System.

(IV)Maintaining a satisfactory level of operational and buffer stocks of food grains to ensure National Food Security.

(V)Intervention in the food grains market when required for price stabilisation.

20.“India is aiming at Self-Sufficiency in food grains since Independence”. Elaborate.

Ans.I)After Independence, many measures were adopted to achieve self-sufficiency in food grains.

India adopted a new strategy in agriculture, which resulted in ‘Green Revolution’ to increase the production of wheat and rice.

Indira Gandhi, then Prime Minister of India officially recorded the success of the Green Revolution by releasing a special stamp entitled Wheat Revolution.

The success of wheat was later replicated in rice.

The highest rate of growth was achieved in Punjab and Haryana where food grains production jumped to an all time high.

21.What is the Public Distribution System? What are the objectives of PDS?

Ans.The Food Cooperation of India (FCI) procures food at pre announced prices. The government distributes food grains to the poorer strata of the society through ration shops at subsidies prices fixed by the government. This is called Public Distribution System.

Objective:

I)To provide essential goods at subsidies prices to the consumers.

II)To control prices of essential commodities.

III)It helps in averting widespread hunger and famine by supplying food from surplus regions of the country to the deficit areas.

| | |
|---|--------------------------|
| KENDRIYA VIDYALAYA SANGATHAN | |
| केन्द्रीयविद्यालयसंगठन | |
| SAMPLE PAPER -1 | |
| CLASS कक्षा: IX | |
| SUBJECT: SOCIAL SCIENCE (CODE 087) | |
| विषय: सामाजिक विज्ञान (कोड 087) | |
| Time Allowed: 3 Hours | Maximum Marks: 80 |
| समय: 3 घंटेअधिकतमअंक: 80 | |

सामान्य निर्देश:निम्नलिखित निर्देशों को बहुत सावधानी सेपढ़िए और उनका पालन कीजिए।

- (i) प्रश्न-पत्र मेंकुल 37 प्रश्नहै। सभीप्रश्न अनिवार्यहैं।प्रश्न-पत्र मेंछ: खंड-क, ख, ग, घ, ङ औरचहैं।
- (ii) खंड-कमेंप्रश्नसंख्या1 से20 तक बहुविकल्पीय प्रश्नहै। प्रत्येक प्रश्न1 अंक काहैं।
- (iii) खंड-खमें प्रश्नसंख्या 21 से24 तक अति लघु उत्तरीय प्रश्नहैं। प्रत्येक प्रश्न2 अंकों काहैं।प्रत्येक प्रश्न का उत्तर 40 शब्दों से अधिक नहीं होना चाहिए।
- (iv) खंड- ग में प्रश्न संख्या 25 से 29 तक लघुउत्तरीय प्रश्न हैं। प्रत्येक प्रश्न 3 अंकों का है।प्रत्येक प्रश्न का उत्तर60 शब्दों सेअधिक नहीं होना चाहिए।
- (v) खंड-घ में प्रश्न संख्या 30 से33 तक दीर्घ-उत्तरीय प्रश्नहैं। प्रत्येक प्रश्न 5 अंकों का है।प्रत्येक प्रश्न का उत्तर 120 शब्दों से अधिक नहीं होना चाहिए।
- (vi) खंड -ङ में प्रश्न संख्या 34 से 36 तक केस आधारित प्रश्नहैं। प्रत्येक प्रश्न के साथ3-3 उपप्रश्न है। प्रत्येकप्रश्न4 अंक काहै। उत्तर100 शब्दों सेअधिक का नहीं होना चाहिए।
- (vii) खंड-च मेंप्रश्न संख्या 37 मानचित्र आधारित है। यहप्रश्न 5 अंकों का हैं, 37(a): इतिहास से (2 अंक) और 37 (b): भूगोल से (3 अंक) है।

General Instructions:

- (i) The question paper comprises Six Sections – A, B, C, D, E and F. There are 37 questions in the Question paper. All questions are compulsory.
- (ii) Section A – From questions 1 to 20 are MCQs of 1 mark each.
- (iii) Section B – Question no. 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
- (iv) Section C contains Q.25 to Q.29 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60 words
- (v) Section D – Question no. 30 to 33 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- (vi) Section-E - Questions no from 34 to 36 are case/source based questions with three sub questions and are of 4 marks each. Answer to each question should not exceed 100 words.

(vii) Section F – Question no. 37 is map based, carrying 5 marks with two parts, 37a from History (2 marks) and 37b from Geography (3 marks).

(खंड-क) SECTION A (20×1=20)

| S.N. | Multiple Choice Questions(बहु विकल्पीय प्रश्न) | M.M | | | | | | | | | | |
|---|---|-----------------|-----------------|---|--|-----------------------------------|---|--|--|--|--|---|
| Q.01. | <p>अक्षांश का कौन सा समांतर भारत को लगभग दो बराबर भागों में विभाजित करता है?</p> <p>(अ) भूमध्य रेखा (ब) कर्क रेखा (स) मकर रेखा (द) आर्कटिक वृत्त</p> <p>Which parallel of latitude divides India into almost two equal parts ?</p> <p>(a)Equator (b)Tropic of cancer</p> <p>(c)Tropic of Capricorn (d)Arctic circle</p> | 1 | | | | | | | | | | |
| Q.02. | <p>भारत के पूर्वी भाग में पर्वत श्रृंखला म्यांमार से अपनी सीमा बनाती है उसको सामूहिक रूप से कहा जाता है :-</p> <p>(अ) हिमाचल (ब) उत्तराखंड (ग)पूर्वांचल (घ)उपर्युक्त में से कोई नहीं</p> <p>Mountain ranges in the eastern part of India forming its boundary with Myanmar are collectively called</p> <p>(a)Himachal (b)Uttarakhand</p> <p>(c)Purvachal(d)None of the above</p> | 1 | | | | | | | | | | |
| Q.03. | <p>निम्नलिखित में से कौन सी नदी भ्रंश घाटी से होकर बहती है?</p> <p>(अ)महानदी (ब)तुंगभद्रा (स)कृष्णा (द)तापी</p> <p>Which one amongst the following rivers flows through a rift valley ?</p> <p>(a)Mahanadi (b)Tungabhadra (c)Krishna (d)Tapi</p> | 1 | | | | | | | | | | |
| Q.04. | <p>Match the column A with the column B. कॉलम A को कॉलम B से मिलाएँ।</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Column A कॉलम A</th> <th style="width: 50%;">Column B कॉलम B</th> </tr> </thead> <tbody> <tr> <td>(i) Non-market activities गैर-बाजार गतिविधियाँ</td> <td>A. transport, health, education परिवहन, स्वास्थ्य, शिक्षा</td> </tr> <tr> <td>(ii) Literacy rate साक्षरता दर</td> <td>B. average number of years that a person is expected to live एक व्यक्ति की औसत आयु</td> </tr> <tr> <td>(iii) Tertiary sector तृतीयक क्षेत्रक</td> <td>C. production for self-consumption स्वयं उपभोग के लिए उत्पादन</td> </tr> <tr> <td>(iv) Life Expectancy जीवन प्रत्याशा</td> <td>D. percentage of people who can read and write उन लोगों का प्रतिशत जो पढ़ और लिख सकते हैं</td> </tr> </tbody> </table> <p>(a) (i)A,(ii)B,(iii)C, (iv) D (b) (i)C,(ii)D,(iii)A, (iv) B (c) (i)D,(ii)C,(iii)B, (iv) A (d) (i)A,(ii)D,(iii)B, (iv) C</p> | Column A कॉलम A | Column B कॉलम B | (i) Non-market activities गैर-बाजार गतिविधियाँ | A. transport, health, education परिवहन, स्वास्थ्य, शिक्षा | (ii) Literacy rate साक्षरता दर | B. average number of years that a person is expected to live एक व्यक्ति की औसत आयु | (iii) Tertiary sector तृतीयक क्षेत्रक | C. production for self-consumption स्वयं उपभोग के लिए उत्पादन | (iv) Life Expectancy जीवन प्रत्याशा | D. percentage of people who can read and write उन लोगों का प्रतिशत जो पढ़ और लिख सकते हैं | 1 |
| Column A कॉलम A | Column B कॉलम B | | | | | | | | | | | |
| (i) Non-market activities गैर-बाजार गतिविधियाँ | A. transport, health, education परिवहन, स्वास्थ्य, शिक्षा | | | | | | | | | | | |
| (ii) Literacy rate साक्षरता दर | B. average number of years that a person is expected to live एक व्यक्ति की औसत आयु | | | | | | | | | | | |
| (iii) Tertiary sector तृतीयक क्षेत्रक | C. production for self-consumption स्वयं उपभोग के लिए उत्पादन | | | | | | | | | | | |
| (iv) Life Expectancy जीवन प्रत्याशा | D. percentage of people who can read and write उन लोगों का प्रतिशत जो पढ़ और लिख सकते हैं | | | | | | | | | | | |
| Q.05. | <p>निम्नलिखित में से कौन सी एक प्राथमिक गतिविधि नहीं है?</p> | 1 | | | | | | | | | | |

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| | (अ) शिक्षण (ब) मुर्गीपालन (स) पशुपालन (द) ये सभी Which one of the following is not a primary activity? (a) Teaching (b) Poultry Farming (c) Animal Husbandry (d) All of these | |
| Q.06. | NSSO किस मंत्रालय के अंतर्गत कार्य करता है? (A) भारत सरकार का सांख्यिकी और कार्यक्रम कार्यान्वयन मंत्रालय (बी) शिक्षा मंत्रालय (सी) वित्त मंत्रालय (डी) सामाजिक न्याय और अधिकारिता Under what ministry does NSSO function? (a) Ministry of Statistics and Programme Implementation of the Government of India (b) Education Ministry (c) Finance Ministry (d) Social Justice and Empowerment | 1 |
| Q.07. | महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार गारंटी अधिनियम (मनरेगा) कब पारित किया गया था? (अ) 2005 (ब) 2006 (स) 2007 (द) 2008 When was the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) passed? (a) 2005 (b) 2006 (c) 2007 (d) 2008 | 1 |
| Q.08. | भारत में शहरी क्षेत्रों में स्वीकृत औसत कैलोरी कितनी है? (अ) 2100 (ब) 2200 (स) 2300 (द) 2400 What are accepted average calories required in India in Urban areas? (a) 2100 (b) 2200 (c) 2300 (d) 2400 | 1 |
| Q.09. | खाद्य सुरक्षा का अर्थ है के साथ सभी लोगों को हर समय भोजन उपलब्ध कराना। (अ) उपलब्धता (ब) पहुंच (स) सामर्थ्य (द) तीनों सभी Food security means of food to all people at all times. (a) availability (b) accessibility (c) affordability (d) all of above | 1 |
| Q.10. | निम्नलिखित में से कौन सा सरकारी संगठन किसानों से अधिशेष खाद्यान्न खरीदता है (अ) भारतीय खाद्य परिषद (ब) भारत का खाद्य नियंत्रण (स) खाद्य नियंत्रण संस्थान (द) भारतीय खाद्य निगम Which of the following government organization by the surplus food grains from the farmers? (a) Food Council of India (b) Food Control of India (c) Food Control of Institution (d) Food Corporation of India | 1 |
| Q.11. | तृतीय स्टेट्स पर लगाए जाने वाले प्रत्यक्ष कर का नाम बताइए (अ) टाइल (ब) टाईद (स) कस्टम ड्यूटी (द) लिब्रे Name the direct tax levied on the third estate (a) Taille (b) Tithes (c) Custom Duty (d) Livre | 1 |
| Q.12. | चित्र का अवलोकन करें और निम्नलिखित प्रश्न का उत्तर दें: Observe the picture and answer the question that follow: | 1 |



उपरोक्त चित्र को देखें और नेता/ शासक को पहचानें। Look at the above picture and identify the leader/ruler.

- (a) लेनिन Lenin (b) नेपोलियन बोनापार्ट Napoleon Bonaparte
(c) स्टालिन Stalin (d) ज़ार निकोलस II Tsar Nicholas II

Q.13. यूरोप में 18वीं सदी से पहले का समाज निम्नलिखित में विभाजित था:

- (अ) जाति और वर्ग
(ब) उदारवादी, रैडिकल और रूढ़िवादी
(स) धार्मिक और व्यवस्था
(द) एस्टेट और श्रेणियों

Society before the 18th century in Europe was divided into:

- (a) caste and classes
(b) liberals, radicals and conservatives
(c) religious and order
(d) estates and orders

Q.14. किस नाजी युवा संगठन में 14 से 18 वर्ष की आयु के सभी जर्मन लड़के शामिल थे?

- (अ) हिटलर यूथ (ब) जुन्ग वोल्क (स) श्रम सेवा (द) यूथ लीग

Which Nazi Youth Organization consisted of all German boys of 14 to 18 years of age?

- (a) Hitler Youth (b) Jung Volk (c) Labour Service (d) Youth League

Q.15. इनमें से कौन सा लोकतंत्र के पक्ष में अच्छा तर्क नहीं है?

- (अ) लोकतंत्र में लोग स्वतंत्र और समान महसूस करते हैं।
(ब) लोकतंत्र दूसरों की तुलना में संघर्ष को बेहतर तरीके से हल करते हैं।
(स) लोकतांत्रिक सरकार लोगों के प्रति अधिक जवाबदेह है।
(द) लोकतंत्र दूसरों की तुलना में अधिक समृद्ध हैं।

Which of these is not a good argument in favour of democracy?

- (a) People feel free and equal in a democracy.
(b) Democracies resolve conflict in a better way than others
(c) Democratic government is more accountable to the people.
(d) Democracies are more prosperous than others.

Q.16. नीचे दिए गए प्रश्न में दो कथन, अभिकथन (A) और कारण (R) हैं। कथनों को पढ़िए और सही विकल्प का चयन कीजिए।

अभिकथन (A): लोकतंत्र परामर्श और चर्चा पर आधारित है।

कारण (R): एक लोकतांत्रिक निर्णय में हमेशा, कई व्यक्ति, चर्चा और बैठक शामिल होती है।

विकल्प

- (अ) (A) और (R) दोनों सत्य हैं और (R), (A) का सही स्पष्टीकरण है।

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| | <p>(ब) (A) और (R) दोनों सत्य हैं और (R), (A) सही स्पष्टीकरण नहीं है। (स) (A) सत्य है लेकिन (R) गलत है। (द) (A) गलत है लेकिन (R) सही है।</p> <p>The following questions consist of two statements — Assertion (A) and Reason (R). Read the statements and choose the correct option. Assertion (A): Democracies is based on consultation and discussion. Reason (R): A democratic decision always involves many persons, discussion and meeting. (a) Both A and R are true and R is the correct explanation of A. (b) Both A and R are true but R is not the correct explanation of A. (c) A is true but R is false. (d) A is false but R is true.</p> | |
| Q.17. | <p>प्रस्तावना में कहा गया है कि संविधान अपना अधिकार से प्राप्त करता है। (अ) भारत सरकार (ब) भारतीय संस्कृति (स) भारत केलोग (द) रियासतें</p> <p>The Preamble states that the constitution derives its authority from (a) Government of India (b) Indian culture (c) The people of India (d) Princely states</p> | 1 |
| Q.18. | <p>'गरीबी हटाओ' का नारा किसने दिया था: - (अ) इंदिरा गांधी (ब) राजीव गांधी (स) राहुल गांधी (द) इनमें से कोई नहीं</p> <p>Who had given the slogan 'Garibi Hatao' (Remove poverty) (a) Indira Gandhi (b) Rajiv Gandhi (c) Rahul Gandhi (d) None of these</p> | 1 |
| Q.19. | <p>निम्नलिखित में से कौन सी संस्था देश के मौजूदा कानून में बदलाव कर सकती है? (अ) सर्वोच्च न्यायालय (ब) राष्ट्रपति (स) प्रधानमंत्री (द) संसद</p> <p>Which of the following institutions can make changes to an existing law of the country? (a) The Supreme Court (b) The President (c) The Prime Minister (d) The Parliament</p> | 1 |
| Q.20. | <p>किस मौलिक अधिकारको 'हमारे संविधान का हृदय और आत्मा' कहा जाता है? (अ) समानताका अधिकार (ब) स्वतंत्रताका अधिकार (स) धार्मिक स्वतंत्रता का अधिकार (द) संवैधानिक उपचारों का अधिकार</p> | 1 |

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| | Which Fundamental Right is known as 'The heart and soul of our Constitution' (a) Right to Equality (b) Right to Freedom (c) Right to Freedom of Religion (d) Right to Constitutional Remedies | |
| | (खंड-ख) SECTION- B (अति लघुत्तरीयप्रश्न VERY SHORT ANSWER QUESTIONS) (2x4=8) | |
| Q.21. | उन राज्यों के नाम जिन से जिनसे होकर कर्क रेखा गुजरती है। Name the states through which the Tropic of Cancer passes. | 2 |
| Q.22. | मानव पूंजी अन्य संसाधनों से किस प्रकार श्रेष्ठ है? How is human Capital superior to other resources? | 2 |
| Q.23. | फ्रांस में किस काल को 'आतंक का शासनकाल' कहा जाता है? Which period is known as 'Reign of terror' in France? | 2 |
| Q.24. | निम्नलिखित को परिभाषितकरे: (अ) समानता (ब) भाईचारा Define the followings: (a) Equality (b) Fraternity | 2 |
| | SECTION- C(खंड-ग) (3x5=15) लघुत्तरीय प्रश्न SHORT ANSWER QUESTIONS | |
| Q.25. | पश्चिमी तटीय मैदान और पूर्वी तटीय मैदान के बीच अंतर बताइये। Differentiate between western coastal plains and eastern coastal plains. | 3 |
| Q.26. | मानव पूंजी निर्माण में शिक्षा की क्या भूमिका है? What is the role of education in human capital formation? | 3 |
| Q.27. | भारत में गरीबी के तीन प्रमुख कारणों की विवेचना कीजिए। Discuss the major reasons of poverty in India. Any three. | 3 |
| Q.28. | 1917 में जार शाही की निरंकुशता का पतन क्यों हो गया? Why did the Tsarist autocracy collapse in 1917? | 3 |
| Q.29. | 'स्वतंत्रता का अधिकार' को कई अधिकारों का समूह क्यों कहा जाता है? Why is the 'The Right to Freedom' called a cluster of several rights? | 3 |
| | (खंड-घ) SECTION-D दीर्घउत्तरीयप्रश्न (Long Answer Types Question) (5x4=20) | |
| Q.30. | कारण बताइए कि राजस्थान, गुजरात और पश्चिमी घाट के निचले हिस्से सूखाग्रस्त क्यों हैं? Give reasons why parts of Rajasthan, Gujarat and the leeward side of the Western Ghats are drought prone. अथवा (OR) उत्तर भारत में पूर्व से पश्चिम की ओर वर्षा की मात्रा क्यों घटती जाती है ? Why does the rainfall decrease from the east to the west in northern India? | 5 |
| Q.31. | खाद्य सुरक्षा को परिभाषित करें। हमारी सरकार ने गरीबों को खाद्य सुरक्षा प्रदान करने के लिए क्या किया है? Define food security. What has our government done to provide food security to the poor? | 5 |
| Q.32. | वाइमर गणराज्य के सामने आने वाली समस्याओं का वर्णन करें। Describe the problems faced by the Weimar Republic. | 5 |

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| | <p style="text-align: center;">अथवा(OR)</p> <p>वर्णन करें कि 1930 तक जर्मनी में नाज़ीवाद लोकप्रिय क्यों हो गया? Discuss why the Nazism became popular in Germany by 1930.?</p> | |
| Q.33. | <p>"सर्वोच्च न्यायालय की शक्तियों का वर्णन करें"। "Describe the powers of the Supreme Court". अथवा(OR) भारत के प्रधानमंत्री की शक्तियों और कार्यों का वर्णन करें। Describe the powers and functions of the Prime Minister of India.</p> | 5 |
| | <p>SECTION- E(खंड -ड) CASE-BASED QUESTIONS (केस-आधारित प्रश्न)(3X4=12)</p> | |
| Q.34. | <p>नीचे दिए गए अनुच्छेद को पढ़ें और निम्नलिखित प्रश्नों के उत्तर दें: जनसंख्या की प्राकृतिक वृद्धि जन्मदर और मृत्युदर के बीच का अंतर है। जन्मदर एक वर्ष में प्रति हजार व्यक्तियों पर जीवित जन्मों की संख्या है। यह विकास का एक प्रमुख घटक है क्योंकि भारत में जन्मदर हमेशा मृत्युदर से अधिक रही है। मृत्यु दर एक वर्ष में प्रति हजार व्यक्तियों पर होने वाली मौतों की संख्या है। भारतीय जनसंख्या की वृद्धि दर का मुख्य कारण मृत्यु दर में तेजी से गिरावट रही है। 1980 तक, उच्च जन्मदर और गिरती मृत्यु दर के कारण जन्म दर और मृत्यु दर के बीच बड़ा अंतर हो गया, जिसके परिणाम स्वरूप जनसंख्या वृद्धि की दर अधिक हो गई। 1981 के बाद से जन्म दर में भी धीरे-धीरे गिरावट आनी शुरू हो गई, जिसके परिणाम स्वरूप जनसंख्या वृद्धि दर में धीरे-धीरे गिरावट आई। इस प्रवृत्ति के क्या कारण हैं? जनसंख्या वृद्धि का तीसरा घटक प्रवास है। प्रवास एक क्षेत्र से दूसरे क्षेत्र में लोगों का आवागमन है। प्रवासन आंतरिक (देशके भीतर) या अंतर्राष्ट्रीय (देशोंके बीच) हो सकता है। आंतरिक प्रवास से जनसंख्या का आकार नहीं बदलता है, बल्कि राष्ट्र के भीतर जनसंख्या के वितरण पर प्रभाव पड़ता है। जनसंख्या की संरचना और वितरण को बदलने में प्रवासन बहुत महत्वपूर्ण भूमिका निभाता है। (i) एक वर्ष में प्रति हजार व्यक्तियों पर जीवित जन्मों की संख्या क्या कहलाती है? (ii) एक वर्ष में प्रति हजार व्यक्तियों पर होने वाली मृत्यु की संख्या को क्या कहा जाता है? (iii) जनसंख्या की प्राकृतिक वृद्धि से आपका क्या तात्पर्य है? Read the passage given below and answer the following questions: The natural increase of population is the difference between birth rates and death rates. Birth rate is the number of the live births per thousand persons in a year. It is a major component of growth because in India, birth rates have always been higher than death rates. Death rate is the number of deaths per thousand persons in a year. The main cause of the rate of growth of the Indian population has been the rapid decline in death rates. Till 1980, high birth rates and declining death rates led to a large difference between birth rates and death rates resulting in higher rates of population growth. Since 1981, birth rates have also started declining gradually, resulting in a gradual decline in the rate of population growth. What are the reasons for this trend? The third component of population growth is migration. Migration is the movement of people across regions in territories. Migration can be internal (within the country) or international (between de countries). Internal migration does not change the size of the population, but influences the distribution of population within the nation. Migration plays a very significant role in changing the composition and distribution</p> | 1+1+2 |

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| | <p>of population.</p> <p>(I)What is the number of live births per thousand persons in a year called?</p> <p>(II)What is the number of deaths per thousand persons in a year called as.....?.</p> <p>(III)What do you mean by the natural increase of population?</p> | |
| Q.35. | <p>नीचे दिए गए अनुच्छेद को पढ़ें और निम्नलिखित प्रश्नों के उत्तर दें:</p> <p>लुई सोलहवें को कई कारणों से कर बढ़ाना पड़ा।आपको क्या लगता है कि वह ऐसा कैसे कर सका होगा? प्राचीन राजतंत्र के तहत फ्रांसीसी सम्राट अपनी मर्जी से कर नहीं लगा सकता था।इसके लिए उसे एस्टेट जनरल (प्रतिनिधिसभा) की बैठक बुलाकर नए करों के अपने प्रस्ताव पर मंजूरी लेनी पड़ती थी। एस्टेट जनरल एक राजनीतिक संस्था थी जिसमें तीनों एस्टेट अपने-अपने प्रतिनिधि भेजते थे।लेकिन सम्राट ही यह निर्णय करता था कि इस संस्था की बैठक कब बुलाई जाए। इसकी अंतिम बैठक सन 1614 में बुलाई गई थी। फ्रांसीसी सम्राट लुई XVI ने 5 मई 1789 को नए करों के प्रस्ताव के अनुमोदन के लिए एस्टेट्स जनरल की बैठक बुलाई।एस्टेट्स जनरल के नियमों के अनुसार प्रत्येक वर्ग को एकमत देने का अधिकार था। इस बार भी लुई XVI ने इसी प्रथा का पालन करने के लिए दृढ़प्रतिज्ञा थी। परंतु तीसरे वर्ग के प्रतिनिधियों ने मांग रखी कि अब की बार पूरी सभा द्वारा मतदान कराया जाना चाहिए, जिसमें प्रत्येक सदस्य को एक मत देने का अधिकार होगा। यह एक लोकतांत्रिक सिद्धांत था जिसे मिसाल के तौर पर रूसो ने अपनी पुस्तक द सोशल कॉन्ट्रैक्ट में प्रस्तुत किया था। जब सम्राट ने इस प्रस्ताव को अस्वीकार कर दिया तो तीसरे एस्टेट के प्रतिनिधि विरोध जताते हुए सभा से बाहर चले गए।</p> <p>(i) 'एस्टेट जनरल' क्या था?</p> <p>(ii) सामाजिकअनुबंध(दसोशलकॉन्ट्रैक्ट) क्या था?</p> <p>(iii) लुई XVI ने कई कारणों से करों में वृद्धि की थी।कारणों की सूची बनाए।</p> <p>Read the passage given below and answer the following questions:</p> <p>Louis XVI had to increase taxes for many reasons. How do you think he could have gone about doing this? In France of the Old Regime the monarch didn't have the power to impose taxes according to his will alone. Rather he had to call a meeting of the Estates General which would then pass his proposals for new taxes. The Estates General was a political body to which the three states sent their representatives. However, the monarch alone could decide when to call a meeting of this body. The last time it was done was in 1614. On 5 may 1789 Louis XVI called together an assembly of the Estates General to pass proposals for new taxes. Voting in the Estates General in the past had been conducted according to the principle that each estate had one vote. This time too Louis XVIwas determined to continue the same practice. But members of the third estate demanded that voting now be conducted by the assembly as a whole, where each member would have one vote. This was one of the democratic principles put forward by philosophers like Rousseau in his book The Social Contract. When the king rejected this proposal, members of the third estate walked out of the assembly in protest.</p> <p>(i) What was 'Estates General'?</p> <p>(ii) What was the, Social Contract?</p> <p>(iii) Louis XVI had increase taxes for many reasons. List the reasons?</p> | 1+1+2 |
| Q.36. | <p>नीचे दिए गए अनुच्छेदकोपढ़ें और निम्नलिखित प्रश्नों के उत्तर दें:</p> <p>हमारा संविधान प्रत्येक नागरिक को अपना प्रतिनिधि चुनने और जनप्रतिनिधि के तौर पर चुने जाने का अधिकार देता है। लेकिन हमारे संविधान निर्माताओं को इस बात की चिंता थी कि संभव है</p> | 1+1+2 |

कि खुले चुनावी मुकाबले में कुछ कमजोर समूहों के लोग लोकसभा और विधान सभाओं में पहुँच नहीं पाएंगे। उनके पास दूसरों के खिलाफ चुनाव लड़ने और जीतने के लिए आवश्यक संसाधन, शिक्षा और संपर्क नहीं हो सकते हैं। संसाधनों वाले प्रभावशाली लोग उन्हें चुनाव जीतने से रोक सकते हैं। यदि ऐसा होता है तो हमारी संसद और विधानसभाओं में हमारी आबादी के एक बड़े हिस्से की आवाज ही नहीं पहुँच पायेगी। इससे हमारे लोकतांत्रिक प्रतिनिधित्व का चरित्र कमजोर होगा और यह व्यवस्था कम लोकतांत्रिक होगी। इसलिए हमारे संविधान के निर्माताओं ने अनुसूचित जाति और अनुसूचित जनजाति के लोगों के लिए आरक्षित निर्वाचन क्षेत्रों की एक विशेष प्रणाली के बारे में सोचा। कुछ निर्वाचन क्षेत्र में केवल अनुसूचित जाति से संबंधित व्यक्ति ही खड़ा हो सकता है। इसी प्रकार कुछ निर्वाचन क्षेत्र में केवल अनुसूचित जनजातियाँ ही चुनाव लड़ सकती हैं। इस तरह से हमारे लोकतंत्र का प्रतिनिधित्व मजबूत होगा।

(i) कौन प्रत्येक नागरिक को अपना प्रतिनिधि चुनने और प्रतिनिधि के रूप में चुने जाने का अधिकार देता है?

(ii) कमजोर वर्गों के लिए आरक्षित निर्वाचन क्षेत्रों की विशेष व्यवस्था के बारे में किसने सोचा था?

(iii) किसी भी सरकार को लोकतान्त्रिक कहलाने के लिए किन-किन प्रतिनिधियों को चुना जाना चाहिए?

Our constitution entitles every citizen to elect her/his representative and to be elected as a representative. The constitution makers however were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to the Lok Sabha and the State Legislative assembly. They may not have the required resources education and contacts to contest and win elections against others. Those who are influential and resourceful may prevent them from winning elections. If that happens our Parliament and Assemblies would be deprived of the voice of significant section of our population. That would make our democracy less representative and less democratic. So, the makers of our constitution thought of a special system of reserved constituencies for the weaker section. Some constituencies are reserved for people who belong to the Scheduled Cast and Scheduled Tribes. In a SC reserved constituency only someone who belongs to the Scheduled Castes can stand for election. Similarly, only those belonging to the Schedule Tribes can contest and an election from a constituency reserved for ST.

(i) Who gives entitles every citizen to elect his /her representative and to be elected as a representative?

(ii) Who thought of the special system of reserved constituencies for the weaker sections?

(iii) Which officials must be elected for any government to be called a democracy?

Q.37.

(खंड-च) SECTION - F

MAP SKILL BASED QUESTION मानचित्र आधारित प्रश्न (2+3=5)

(37.1) संसार के दिए गए रेखा मानचित्र पर A और B स्थानों को चिह्नित किया गया है। उन्हें पहचानें और उसके पास खींची गयी रेखा पर उनके सही नाम लिखें। Two places A and B have been marked on the given outline map of World. Identify them and write their correct name on the lines drawn near them.

(A) द्वितीय विश्व युद्ध में शामिल एक मुख्य देश Major country of second World War

(B) मित्र राष्ट्र का एक देश A country of Allied Powers

(37.2) भारत के रेखा मानचित्र पर उपयुक्त प्रतीकों के साथ निम्नलिखित को अंकित कर नाम लिखें

2+3

On an outline political map of India locate and label the following with suitable Symbols

Do any three (कोई तीन)

(i) Standard Meridian of India भारत की मानक यामोत्तर रेखा

(ii) Northern Circar Coast उत्तरी सरकार तट

(iii) Chilka Lake चिलका झील

(iv) Gir National Park गिर नेशनल पार्क



| | |
|---|--------------------------|
| KENDRIYA VIDYALAYA SANGATHAN | |
| केन्द्रीय विद्यालय संगठन | |
| SAMPLE PAPER-2 | |
| CLASS कक्षा: IX | |
| SUBJECT: SOCIAL SCIENCE (CODE 087) | |
| विषय: सामाजिकविज्ञान (कोड 087) | |
| Time Allowed: 3 Hours | Maximum Marks: 80 |
| समय: 3 घंटे अधिकतम अंक: 80 | |

- General Instructions: i. Question Paper comprises Six Sections-A, B, C, D, E and F. There are 37 questions in the Question Paper. All questions are compulsory.
- ii. Section A- Questions from 1 to 20 are MCQs of 1 mark.
- iii. Section B- Questions from 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
- iv. Section C- Questions from 25 to 29 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60 words.
- v. Section D- Questions from 30 to 33 are Long Answer Type Questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- vi. Section E - Questions from 34 to 36 are Case Based Questions, with three sub questions and are of 4 marks each.
- vii. Section F- Question No. 37 is Map Based, carrying 5 marks with two parts, 37 (a) from History (2 marks) and 37 (b) from Geography (3 marks)
- viii. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions has to be attempted.
- ix. In addition to this, separate instructions are given with each section and question, wherever necessary.
- सामान्यनिर्देश : i. प्रश्न पत्र में छह खंड शामिल हैं- ए, बी, सी, डी, ई और एफ। प्रश्न पत्र में 37 प्रश्न हैं। सभी प्रश्न अनिवार्य हैं।
- ii. खंड ए- प्रश्न 1 से 20 तक, प्रत्येक 1 अंक के बहु वकैल्पिक प्रश्न हैं।

- iii. खंड बी - प्रश्न 21 से 24 तक अति लघु उत्तरीय प्रश्न हैं, प्रत्येक के 2 अंक हैं। प्रत्येक प्रश्न का उत्तर 40 शब्दों से अधिक नहीं होना चाहिए।
- iv. खंड सी - प्रश्न 25 से 29 तक लघु उत्तरीय प्रश्न हैं, जिनमें से प्रत्येक के 3 अंक हैं। प्रत्येक प्रश्न का उत्तर 60 शब्दों से अधिक नहीं होना चाहिए।
- v. खंड डी - प्रश्न 30 से 33 तक दीर्घ-उत्तरीय प्रश्न हैं, जिनमें से प्रत्येक के लिए 5 अंक हैं। प्रत्येक प्रश्न का उत्तर 120 शब्दों से अधिक नहीं होना चाहिए।
- vi. खंड ई - प्रश्न 34 से 36 तक तीन उपप्रश्नों के साथ केस आधारित प्रश्न हैं और प्रत्येक के लिए 4 अंक हैं।
- vii. खंड एफ - प्रश्न संख्या 37 मानचित्र कौशल आधारित प्रश्न है, जिसमें दो भागों के साथ 5 अंक हैं, इतिहास से 37 (ए) 2 अंक और भूगोल से 37 (बी) 3 अंक के हैं।
- viii. प्रश्न पत्र में कोई समग्र विकल्प नहीं है, आंतरिक विकल्प प्रदान किया गया है, कुछ प्रश्नों में, ऐसे प्रश्नों में से केवल एक विकल्प को करना है।
- ix. इसके अलावा, जहाँ आवश्यकता है, प्रत्येक अनभाग और प्रश्न के साथ अलग-अलग निर्देश दिये गये हैं।

SECTION A QUESTION 1 TO 20
(MCOS) 1 x 20 = 20 Marks

| | | |
|---|--|---|
| 1 | What was Tithes? टाइल क्या था? (a) A tax levied by the church. चर्च द्वारा लगाया जाने वाला कर (b) A tax levied by the king. राजा द्वारा लगाया जाने वाला कर (c) Unit of currency in France. फ्रांस की मुद्रा की इकाई (d) None of these. इनमें से कोई नहीं | 1 |
| 2 | Collective Farms were known as/ सामूहिक खेतों को किस नाम से जाना जाता था? (a) Kulaks/ कुलक (b) Junkers/ जंकर्स (c) Kolkhoz/ कोलखोज (d) None of the above./ उपरोक्त में से कोई नहीं | 1 |
| 3 | Allied Powers in the World War II were../ द्वितीय विश्व युद्ध में मित्र देश थे..... (a) Germany, Italy, Japan / जर्मनी, इटली, जापान (b) Germany, Italy, Turkey/ जर्मनी, इटली, तुर्की (c) U.K., France, Italy/ यूनाइटेड किंगडम, फ्रांस, इटली (d) U.K., France, USSR, U.S.A./ यूनाइटेड किंगडम, फ्रांस, सोवियत संघ, यू.एस.ए | 1 |
| 4 | What was the period of reign of terror / आतंक के राज का शासन काल कब का था ?..... (a) 1753-54 (b) 1763-64 (c) 1783-84 (d) 1793-94 | 1 |
| 5 | The Easternmost longitude of India is/ भारतका सबसे पूर्वी देशांतर कौन सा है? (a) 97 0 25' East/ 97 025' पूर्व | 1 |

| | | |
|---|---|--|
| | (b) 68 0 7' East/ 68 07' पूर्व (c) 77 0 6' East/ 77 06' पूर्व (d) 82 0 32' East/ 82 032' पूर्व | |
| 6 | The Highest Peak in the Eastern Ghat is/ पूर्वी घाट का सर्वोच्च शिखर है..... (a) Anai Mudi / अनाईमुदी (b) Mahendra Giri/ महेंद्रगिरि (c) Kanchanjunga/ कंचनजंगा (d) Khasi/ खासी | 1 |
| 7 | The River Narmada has its source at/ नर्मदा का उद्गम कहाँ से है? (a) Satpura/ सतपुड़ा (b) Amarkantak/ अमरकंटक (c) Brahmagiri/ ब्रह्मगिरि (d) Slopes of the Western Ghat/ पश्चिमी घाट के ढाल | 1 |
| 8 | Here are some of the guiding values of the constitution and their meaning. Rewrite them by matching them correctly. Match List- I with List- II and select the correct answer using the codes below in the lists. | 1 |
| | 1.Sovereign संप्रभु | (a) Government will not favour any religion सरकार किसी धर्म के निर्देशों के अनसुार काम नहीं करेगी |
| | 2. Republic गणतन्त्र | (b) People have the supreme right to make decision. फैसले लेने का सर्वोच्च अधिकार लोगोंके पास |
| | 3. Fraternity बंधुत्व | (c) Head of the State is an elected person. शासन प्रमुख एक चना हुआ व्यक्ति है |
| | 4. Secular धर्मनिरपेक्ष | (d). People should live like family. लोगों को आपस में परिवार की तरह रहना चाहिए |
| | A. 1.b), 2.c) 3.d) 4. a)/ 1.बी), 2.सी), 3.डी), 4.ए) B. 1.b), 2.c), 3.a), 4.d)/ 1.बी), 2.सी), 3.ए), 4.डी) C. 1.d),2.b), 3.a), 4.c)/ 1.डी), 2.बी), 3.ए), 4.सी) D. 1.a), 2.d)3.c), 4.b)/ 1.ए), 2.डी), 3.सी), 4.बी) | |
| 9 | Which of the following freedoms is not available to an Indian citizen?/ इनमें से कौन सी स्वतन्त्रता भारतीय नागरिकों को नहीं है? (a) Freedom to criticize the government./ सरकार की आलोचना की स्वतन्त्रता (b) Freedom to participate in armed revolution./ सशस्त्र विद्रोह में भाग लेने की स्वतन्त्रता (c) Freedom to start a movement to change the government./ सरकार बदलने के लिए आन्दोलन शुरू | 1 |

| | | |
|----|---|---|
| | <p>करने की स्वतन्त्रता</p> <p>(d) Freedom to oppose the central values of constitution/ सविधान के केन्द्रीय मूल्यों का विरोध करने की स्वतन्त्रता</p> | |
| 10 | <p>Which of these is not a good argument in favour of Democracy?</p> <p>(a) People feel free and equal in a democracy. (b) Democracies resolve conflict in a better way than others. (c) Democratic government is more accountable to the people. (d) Democracies are more prosperous than others.</p> <p>इनमें से कौन सा तर्क लोकतंत्र के पक्ष में अच्छा नहीं है?</p> <p>(ए) लोकतंत्र में लोग खुद को स्वतंत्र और समान मानते हैं (बी) लोकतांत्रिक व्यवस्थाएँ दूसरों की तुलना में टकराओं को अच्छी तरह सलुझाती हैं (सी) लोकतांत्रिक सरकारें लोगों के प्रति ज्यादा उत्तरदायी होती हैं (डी) लोकतांत्रिक देश दूसरों की तुलना में ज्यादा समृद्ध होते हैं</p> | 1 |
| 11 | <p>In which year South Africa got independence? दक्षिण अफ्रीका कब स्वतंत्र हुआ ?</p> <p>(a) 1983 (b) 1994 (c) 1995 (d) 1996</p> | 1 |
| 12 | <p>Assertion (A): The Prime Minister takes all decisions with the help of council of ministers. Reason (R): He is the head of the government and actually exercises all governmental powers.</p> <p>(a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A). (b) Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A). (c) Assertion (A) is true but Reason (R) is false. (d) Both Assertion (A) and Reason (R) are false.</p> <p>अभिकथन: (A) प्रधानमन्त्री सारे फैसले अपनी मंत्री परिषद् की सहायता से लेते हैं कारण: (R) वह सरकार का प्रमुख होता है और वास्तव में सभी सरकारी शक्तियों का प्रयोग करता है। (ए) कथन (ए) और कारण (आर) दोनों सत्य हैं और कारण: (आर), कथन (ए) का सही स्पष्टीकरण है। (बी) दोनों कथन(ए) और कारण(आर) दोनों सत्य हैं लेकिन कारण (आर), कथन (ए) का सही स्पष्टीकरण नहीं है। (सी) कथन (ए) सही है लेकिन कारण (आर) गलत है। (डी) दोनों कथन (ए) और कारण (आर) गलत हैं।</p> | 1 |
| 13 | <p>Which of these is not a good reason to say that Indian elections are democratic?</p> <p>(a) India has the largest number of voters in the world. (b) India's Election Commission is very powerful. (c) In India, everyone above the age of 18, has the right to vote. (d) In India the losing parties accept the electoral verdict.</p> <p>भारत के चुनाव लोकतान्त्रिक हैं, यह बताने के लिए इनमें कौन सा सही कारण नहीं देता। (ए) भारत में दुनिया के सबसे ज्यादा मतदाता हैं</p> | 1 |

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| | (बी) भारत में चुनाव आयोग काफी शक्तिशाली है (सी) भारत में 18 उम्र से अधिक उम्र का हर व्यक्ति मतदाता है (डी) भारत में चुनाव हारने वाली पार्टियाँ जनादेश स्वीकार कर लेती हैं | |
| 14 | Factors of production include/ उत्पादन के कारक शामिल हैं..... (a) Land/ भूमि (b) Labour / श्रम (c) Capital/ पँजी (d) All of them/ इनमें से सभी | 1 |
| 15 | The main production activity in the village Palampur is/ पालमपुर गाँव की मुख्य उत्पादन गतिविधि है (a) Fishing/ मत्स्यपालन (b) Farming / कृषि (c) Retail Stores/फुटकर दुकान (d) Dairy Product/ दुग्ध उत्पादन | 1 |
| 16 | Catching fish is a/ मछली पकड़ना है..... (a) Primary activity/ प्राथमिक क्रिया (b) Secondary activity/ द्वितीय क्रिया (c) Tertiary activity/ तृतीयक्रिया (d) Trade activity/ व्यापार क्रिया | 1 |
| 17 | 'Sarva Shiksha Abhiyan' provides elementary education to all children in the age group of/ सर्व शिक्षा अभियान 'किस आयुवर्ग के सभी बच्चों को प्राथमिक शिक्षा प्रदान करता है? (a) 5-10 years/5-10 वर्ष (b) 6-10 years/ 6-10 वर्ष (c) 10-15 years/ 10-15 वर्ष (d) 6-14 years/ 6-14 | 1 |
| 18 | Who advocated that India would be truly independent only when the poorest of its people become free of human suffering?/ किसने इस बात की वकालत की कि भारतीय वास्तव में तभी स्वतंत्र होंगे जब इसके सबसे गरीब लोग मानवीय पीड़ा से मुक्त हो जाएंगे। (a) Mahatma Gandhi/ महात्मा गाँधी (b) Indira Gandhi/ इन्दिरागाँधी (c) Jawahar Lal Nehru/ जवाहर लाल नेहरू (d) Subhash Chandra Bose/ सुभाष चन्द्र बोस | 1 |
| 19 | The most devastating famine of 1943 occurred in which state of India?/ 1943 भारत का सबसे विनाशकारी अकाल के किस राज्य में पड़ा? (a) Odisha/ ओडिसा (b) Bengal./ बंगाल (c) Bihar/ बिहार (d) Rajasthan/ राजस्थान | 1 |
| | Seasonal hunger is commonly found in/ 'मौसमी भुखमरी आमतौर पर पायी जाती है.. (a) Urban areas/ शहरी क्षेत्र (b) Rural areas/ ग्रामीण क्षेत्र (c) Tribal areas/ आदिवासी क्षेत्र (d) All the above/ इनमें से सभी | |

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| 20 | In which year slavery was removed in France? फ्रांस में किस वर्ष दास प्रथा समाप्त हुई? a)1789 b) 1790 c) 1791 d) 1794 | |
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SECTION B

QUESTION FROM 21 TO 24 (VERY SHORT ANSWER BASED QUESTIONS) 2X4=8 Marks

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| 21 | Write two lists of democratic rights we enjoy today whose origins could be traced to the French Revolution. उन दो जनवादी अधिकारों की सूची बनायें जो आज हमें मिले हुए हैं और जिनका उद्गम फ्रांसीसी क्रांति में है। | 2 |
| 22 | What are the significant features of the National population Policy 2000? राष्ट्रीय जनसँख्या नीति 2000 की मुख्य विशेषताएँ क्या हैं? OR /अथवा Write two important features of Adolescent population. किशोर जनसँख्या की दो मुख्य विशेषताएँ लिखिए। | 2 |
| 3 | What is Democracy? Give example. लोकतंत्र क्या है? उदाहरण सहित लिखिए। | 2 |
| 24 | What are the different ways of increasing production on the same piece of land? एक ही भूमि पर उत्पादन बढ़ाने के कौन से अलग अलग तरीके हैं? | 2 |

SECTION C

QUESTIONS FROM 25 TO 29 (SHORT ANSWER BASED QUESTIONS)

3X 5 = 15 Marks

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| 25 | Give three reasons to explain why the Maasai Community lost their grazing lands. मासाई समुदाय के चारागाह उनसे क्यों छीन गए? तीन कारण बताएँ। OR / अथवा Explain why Nomadic tribes need to move from one place to another. घुमंतू समुदायों को बार बार एक जगह से दूसरी जगह क्यों जाना पड़ता है? | 3 |
| 26 | Mention the differences between the Himalayan and the Peninsular Rivers. हिमालय तथा प्रायद्वीपीय नदियों के मुख्य अंतरों को स्पष्ट कीजिए। | 3 |
| 27 | What do you understand by 'People as a resource' ? मानव संसाधन' से आप क्या समझते हैं? | 3 |
| 28 | Write Notes on:/ टिप्पणी लिखें। (a) Minimum Support Price/ (ए) न्यूनतम समर्थित कीमत (b) Buffer Stock/ बफरस्टॉक | 3 |
| 29 | Why do we need elections?/ चुनावों की जरूरत क्यों है? | 3 |

SECTION D

QUESTIONS FROM 30 TO 33 (LONG ANSWER BASED QUESTIONS)

5X4=20 Marks

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| 30 | What were the peculiar features of Nazi thinking? नाज़ी विचारधारा की प्रमुख विशेषताएं क्या थीं ? | 5 |
| 31 | What are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the peninsular plateau? भारत के प्रमुख भौतिक विभाजन कौन से हैं? हिमालयी और प्रायद्वीपीय क्षेत्र के मध्य क्या अंतर हैं ? OR / अथवा | 5 |

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| | Give an account of the Northern plains of India. भारत के उत्तरी मैदान पर टिप्पणी लिखें | |
| 32 | What are the main reasons of poverty in India? भारत में गरीबी के मुख्य कारण क्या हैं? OR / अथवा Describe current government strategy of poverty alleviation./ निर्धनता उन्मूलन की वर्तमान सरकारी रणनीति को लिखें | 5 |
| 33 | Explain the major power of the President./ राष्ट्रपति की शक्तियों का वर्णन कीजिए। OR / अथवा Why do we need a Parliament? हमें संसद की आवश्यकता क्यों है? | 5 |
| 34 | Read the given text and answer the following questions. Nazi ideology was synonymous with Hitler's worldview. Hitler's racism borrowed from thinkers like Charles Darwin and Herbert Spencer. Darwin was a natural scientist who tried to explain the creation of plants and animals through the concept of evolution and natural selection. Herbert Spencer later added the idea of survival of the fittest. According to this idea, only those species survived on earth that could adapt themselves to changing climatic conditions. The other aspect of Hitler's ideology related to the geopolitical concept of Lebensraum, or living space. He believed that new territories had to be acquired for settlement. (i) What was the main idea of Herbert Spencer? (ii) How Darwin explained the creation of plants and animals. (iii) What was the basis of Nazi policy of territorial expansion? दिये गये मूल पाठ को पढ़ें और निम्नलिखित प्रश्नों के उत्तर दें: नात्सी विचारधारा हिटलर के विश्व दृष्टिकोण का पर्यायवाची थी। हिटलर की नस्ली सोच चार्ल्स डार्विन और हरबर्ट स्पेंसर जैसे विचारकों के सिद्धान्तों पर आधारित थी। डार्विन प्राकृतिक वैज्ञानिक थे। उन्होंने विकास और प्रकृति चयन की अवधारणा के जरिये पौधों और पशुओं की उत्पत्ति की व्याख्या का प्रयास किया था। बाद में हरबर्ट स्पेंसर ने 'अति जीविता का सिद्धान्त' (Survival Of The Fittest) जो सब से योग्य है वही जिन्दा बचेगा, का विचार दिया। इस विचार का मतलब यह था कि जो प्रजातियाँ बदलती हुई वातावरणीय परिस्थितियों के अनुसार खुद को ढाल सकती हैं, वही पृथ्वी पर जिन्दा रहती हैं। हिटलर की विचारधारा का दूसरा पहलू लेबेन्सraum या जीवनपरिधि की भू-राजनीतिक अवधारणा से सम्बंधित था। वह मानता था कि अपने लोगों को बसाने के लिए नए इलाकों पर कब्जा करना जरूरी है। (i) हरबर्ट स्पेंसर का मुख्य विचार क्या था? (ii) (ii) डार्विन ने पौधों और पशुओं की उत्पत्ति की व्याख्या किस प्रकार की? (iii) (iii) नात्सी क्षेत्रीय विस्तार की नीति का आधार क्या था? | 4 |
| 35 | Read the given text and answer the following questions: The inflow of the South –west monsoon into India brings about a total change in the weather. Early in the season, the windward side of the Western Ghats receives very heavy rain fall. The Deccan Plateau and parts of Madhya Pradesh also receive some amount of rain in spite of lying in the rain shadow area. Mawsynram in the southern range of the Khasi Hills receives the highest rainfall in the world. Rajasthan and parts of Gujrat get scanty rainfall. (i) Which side of Western Ghats receives very heavy rainfall? | 4 |

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| | <p>(ii) Where is Mawsynram situated?</p> <p>(iii) What is meant by 'rain shadow area'?</p> <p>दिये गये मूल पाठ को पढ़ें और निम्नलिखित प्रश्नों के उत्तर दें: 4</p> <p>दक्षिण-पश्चिम मानसून का भारत में अतर्वाह यहाँ के मौसम को पूरी तरह परिवर्तित कर देता है। मौसम के प्रारम्भ में पश्चिमघाट के पवन मुखी भागों में भारी वर्षा होती है। दक्कन का पठार एवं मध्यप्रदेश के कुछ भाग में भी वर्षा होती है। यद्यपि ये क्षेत्र वृष्टि छाया क्षेत्र में आते हैं। खासी पहाड़ी के दक्षिणी श्रृंखलाओं में स्थित मासिनराम विश्व में सबसे अधिक वर्षा प्राप्त करता है। राजस्थान एवं गुजरात के कुछ भागों में बहुत कम वर्षा होती है। पश्चिम घाट के किस ओर अत्यधिक वर्षा होती है? (1)</p> <p>(ii) मासिनराम कहाँ स्थित है? 1</p> <p>(iii) वृष्टि छाया प्रदेश से क्या तात्पर्य है? 2</p> | |
| 36 | <p>Read the given text and answer the following questions:</p> <p>The NHRC cannot by itself punish the guilty. That is the responsibility of courts. The NHRC is there to make independent and credible inquiry into any case of violation of human rights. It also inquires into any case of abetment of such violation or negligence in controlling it by any government officer and takes other general steps to promote human rights in the country. National Human Rights Commission stepped in. This is an independent commission set up by law in 1993. Like judiciary, the Commission is independent of the government. The Commission is appointed by the President and includes retired judges, officers and eminent citizens. Yet it does not have the burden of deciding court cases. So it can focus on helping the victim secure their human rights. These include all the rights granted to the citizens by the Constitution. For NHRC human rights also include the rights mentioned in the UN sponsored international treaties that India has signed.</p> <p>(i) When was NHRC set up? (1)</p> <p>(ii) How are the members of NHRC appointed? (1)</p> <p>(iii) In what type of activities is NHRC involved? (2)</p> <p>दिये गये मूल पाठ को पढ़ें और निम्नलिखित प्रश्नों के उत्तर दें:</p> <p>राष्ट्रीय मानव अधिकार आयोग खुद किसी को सजा नहीं दे सकता। यह जिम्मेदारी अदालतों की है। आयोग का काम मानवाधिकार के उल्लंघन के किसी मामले में स्वतंत्र और विश्वसनीय जांच करना है। यह उन मामलों की भी जांच करता है जहाँ ऐसे उल्लंघन में या इन्हें रोकने में सरकारी अधिकारियों पर उपेक्षा बरतने का आरोप हो। यह देश में मानवाधिकारों को बढ़ाने और उनके प्रति चेतना जगाने का काम भी करता है। राष्ट्रीय मानव अधिकार आयोग ने इस मामले में पहल की। यह 1993 में कानून के द्वारा बनाया गया एक स्वतंत्र आयोग है। न्यायपालिका की तरह आयोग भी सरकार से स्वतंत्र होते हैं। आयोग की नियुक्ति राष्ट्रपति करते हैं और इसमें आमतौर पर सेवानिवृत्त जज, अधिकारी या प्रमुख नागरिकों को ही नियुक्त किया जाता है। किन्तु इस पर अदालती मामलों में फैसले देने का दायित्व या बोझ नहीं होता। सो यह पीड़ितों को उनके मानवाधिकार दिलाने में मदद करने पर ही सारा ध्यान दे सकता है। इनमें संविधान प्रदत्त अधिकार भी शामिल हैं। राष्ट्रीय मानव अधिकार आयोग के लिए अधिकारों की परिभाषा में संयुक्त राष्ट्र द्वारा कराई गई वे सधियाँ और अंतर्राष्ट्रीय घोषणाएँ भी शामिल हैं जिन पर भारत ने दस्तखत किये हैं।</p> <p>(i) राष्ट्रीय मानव अधिकार आयोग की स्थापना कब हुई? (1)</p> <p>(ii) राष्ट्रीय मानव अधिकार आयोग के सदस्यों की नियुक्ति कैसे होती है? (1)</p> <p>(iii) राष्ट्रीय मानव अधिकार आयोग किस प्रकार के कार्यक्रमों में संलग्न है? (2)</p> | 4 |

SECTION F
QUESTION NO. 37 MAP BASED QUESTION

2 (History) + 3 (Geography) = 5 marks

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| 37 | <p>(a) Two places A and B have been marked on the given outline map of World. Identify them and write their correct name on the lines drawn near them. / विश्व के दिये गये रेखा मानचित्र पर दो स्थान (A) और (B) अंकित किये गये हैं उन्हें पहचानिए और उनके पास खींची गई रेखाओं पर उनके सही नाम लिखिए। (2)</p> <p>During First World War/ प्रथम विश्व युद्ध के दौरान..</p> <p>A. One Central Power/ एक केन्द्रीय शक्ति राष्ट्र</p> <p>B. One Allied Power/ एक मित्र राष्ट्र</p> <p>((b) On the given Map of India ,locate and label any Three of them following with suitable symbols</p> <p>भारत के मानचित्र पर निम्नलिखित में से तीन को उपर्युक्त चिन्हों से अंकित कीजिए और उन्हें नामांकित कीजिए (3) (A) Lakshadweep/ लक्षद्वीप (B) Deccan Plateau/ दक्कन का पठार (C) National Park Dudhwa/ दधुवा राष्ट्रीय पार्क (D) Area of Evergreen Forests/ सदाबहार वन के क्षेत्र</p> | 5 |
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KENDRIYA VIDYALAYA SANGATHAN

केंद्रीय विद्यालय संगठन

Sample Paper 3 (Solved)

Subject: Social Science / विषय : सामाजिक विज्ञान

Class : IX / कक्षा:नवमी

Time Allowed: 3 Hrs

अधिकतम अंक 80

अधिकतम समय:3 घंटे

MM:80

General instructions:

Read the following instructions very carefully and strictly follow them:

1. This question paper contains 37 questions. All questions are compulsory.
2. This question paper comprises six sections - Sections A,B,C,D,E and F.
3. Section A - Question number 1 to 20 are MCQs of 1 mark each.
4. Section B - Questions number 21 to 24 are very short answer type questions ,carrying 2 marks each. Answer to each question should not exceed 40 words.
5. Section C- Questions number 25 to 29 are short answer type questions ,carrying 3 marks each. Answer to each question should not exceed 60 words.
6. Section D- Questions number 30 to 33 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
7. Section E- Question number 34 to 36 or case- based questions with three sub - questions and are of 4 marks each.
8. Section F - Question number 37 is map- based, carrying 5 marks with two parts 37(A) from History (2) marks and 37 (B) from Geography (3) marks.

9. There is no overall choice in this question paper however an internal choice has been provided in few questions only one of the choices in such questions have to be attempted.

10. In addition to this separate instructions are given with each section as questions which ever necessary

सामान्य निर्देश:

निम्नलिखित निर्देशों को बहुत ध्यान से पढ़ें और उनका सख्ती से पालन करें:

1. इस प्रश्न पत्र में 37 प्रश्न हैं। सभी प्रश्न अनिवार्य हैं।
2. इस प्रश्न पत्र में छह खंड शामिल हैं - खंड क, ख, ग, घ, ङ और च ।
3. खंड क - प्रश्न संख्या 1 से 20 प्रत्येक 1 अंक के वस्तुनिष्ठ प्रश्न हैं।
4. खंड ख - प्रश्न संख्या 21 से 24 अति लघु उत्तरीय प्रश्न हैं, प्रत्येक प्रश्न 2 अंक का है। प्रत्येक प्रश्न का उत्तर 40 शब्दों से अधिक नहीं होना चाहिए।
5. खंड ग - प्रश्न संख्या 25 से 29 लघु उत्तर प्रकार के प्रश्न हैं, प्रत्येक 3 अंक का है। प्रत्येक प्रश्न का उत्तर 60 शब्दों से अधिक नहीं होना चाहिए।
6. खंड घ - प्रश्न संख्या 30 से 33 तक दीर्घ उत्तरीय प्रश्न हैं, प्रत्येक 5 अंक का है। प्रत्येक प्रश्न का उत्तर 120 शब्दों से अधिक नहीं होना चाहिए।
7. खंड ङ - प्रश्न संख्या 34 से 36 या केस-आधारित प्रश्न में उप-प्रश्नों के साथ और प्रत्येक 4 अंक का है।
8. खंड च - प्रश्न संख्या 37 मानचित्र-आधारित है, जिसमें 5 अंक हैं, जिसमें इतिहास से 37 (अ) (2) अंक और भूगोल से 37 (ब) (3) अंक हैं।
9. प्रश्नपत्र में कोई समग्र विकल्प नहीं है हालांकि कुछ प्रश्नों में आंतरिक विकल्प प्रदान किया गया है ऐसे प्रश्नों में से केवल एक विकल्प का चयन करें।
10. इसके अलावा जहाँ आवश्यक है प्रत्येक अनुभाग और प्रश्न के साथ अलग अलग निर्देश दिए गए हैं ।

SECTION –A

OBJECTIVE TYPE QUESTION (1X20=20)

खंड-क

वस्तुनिष्ठ प्रश्न(1X20=20)

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| Q.1 | The word <i>livre</i> stands for: a) Unit of currency in France discontinued in 1794 b) Tax levied by the church c) Tax to be paid directly to the state d) None of these लिवरे शब्द का अर्थ है: अ) फ्रांस में मुद्रा की इकाई 1794 में बंद कर दी गई ब) चर्च द्वारा लगाया गया कर स) कर सीधे राज्य को भुगतान किया जाना है द) इनमें से कोई नहीं | 1 |
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| | स) (A)-(ii), (B)-(iii) (C)-(iv), (D)-(i) द) (A)-(iii), (B)-(i) (C)-(ii), (D)-(iv) | |
| Q11 | <p>Which of these is not a valid reason for arguing that there is a lesser possibility of famine in a democratic country?</p> <p>a. Opposition parties can draw attention to hunger and starvation.</p> <p>b. Free press can report suffering from famine in different parts of the country.</p> <p>c. Government fears its defeat in the next elections.</p> <p>d. People are free to believe in and practice any religion.</p> <p>इनमें से कौन सा यह तर्क देने का वैध कारण नहीं है कि लोकतांत्रिक देश में अकाल की संभावना कम है?</p> <p>अ) विपक्षी दल भुखमरी की ओर ध्यान दिला सकते हैं.</p> <p>ब) स्वतंत्र प्रेस देश के विभिन्न हिस्सों में अकाल से पीड़ित लोगों की रिपोर्ट कर सकता है।</p> <p>स) सरकार को अगले चुनाव में अपनी हार का डर है।</p> <p>द) लोग किसी भी धर्म को मानने और उसका पालन करने के लिए स्वतंत्र हैं।</p> | 1 |
| Q12 | <p>Which of the following institutions can make changes to an existing law of the country?</p> <p>(a) The Supreme Court (b) The President</p> <p>(c) The Prime Minister (D) The Parliament</p> <p>निम्नलिखित में से कौन सी संस्था देश के मौजूदा कानून में बदलाव कर सकती है?</p> <p>(अ) सर्वोच्च न्यायालय (ब) राष्ट्रपति</p> <p>(स) प्रधान मंत्री (द) संसद</p> | 1 |
| Q13 | <p>Which of the following freedoms is not available to an Indian citizen?</p> <p>(a) Freedom to criticize the government</p> <p>(b) Freedom to participate in armed revolution</p> <p>(c) Freedom to start a movement to change the government</p> <p>(d) Freedom to oppose the central values of the Constitution</p> <p>निम्नलिखित में से कौन सी स्वतंत्रता भारतीय नागरिक को उपलब्ध नहीं है?</p> | 1 |

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| | <p>(अ) सरकार की आलोचना करने की स्वतंत्रता</p> <p>(ब) सशस्त्र क्रांति में भाग लेने की स्वतंत्रता</p> <p>(स) सरकार बदलने के लिए आंदोलन शुरू करने की स्वतंत्रता</p> <p>(द) संविधान के केंद्रीय मूल्यों का विरोध करने की स्वतंत्रता</p> | |
| Q14 | <p>What is the minimum age requirement to contest elections to the Lok Sabha in India?</p> <p>a) 25 years b) 21 years c) 18 years d) 30 years</p> <p>भारत में लोकसभा का चुनाव लड़ने के लिए न्यूनतम आयु सीमा क्या है?</p> <p>अ) 25 वर्ष ब) 21 वर्ष स) 18 वर्ष द) 30 वर्ष</p> | 1 |
| Q15 | <p>What is the Sarva Siksha Abhiyan?</p> <p>a) A scheme to provide healthcare to all children aged 6-14 years.</p> <p>b) A scheme to provide elementary education to all children aged 6-14 years.</p> <p>c) A scheme to provide vocational training to all children aged 6-14 years.</p> <p>d) A scheme to provide housing to all children aged 6-14 years.</p> <p>सर्व शिक्षा अभियान क्या है?</p> <p>अ) 6-14 वर्ष की आयु के सभी बच्चों को स्वास्थ्य देखभाल प्रदान करने की योजना।</p> <p>ब) 6-14 वर्ष की आयु के सभी बच्चों को प्रारंभिक शिक्षा प्रदान करने की योजना।</p> <p>स) 6-14 वर्ष की आयु के सभी बच्चों को व्यावसायिक प्रशिक्षण प्रदान करने की योजना।</p> <p>द) 6-14 वर्ष की आयु के सभी बच्चों को आवास उपलब्ध कराने की योजना।</p> | 1 |
| Q16 | <p>What types of unemployment are experienced in rural and urban areas in India, respectively?</p> <p>a) Seasonal and disguised unemployment in rural areas, and educated unemployment in urban areas.</p> | 1 |

- b) Seasonal and educated unemployment in rural areas, and disguised unemployment in urban areas.
- c) Educated and disguised unemployment in rural areas, and seasonal unemployment in urban areas.
- d) None of the above.

भारत में ग्रामीण और शहरी क्षेत्रों में क्रमशः किस प्रकार की बेरोजगारी का अनुभव किया जाता है?

- अ) ग्रामीण क्षेत्रों में मौसमी और छिपी हुई बेरोजगारी, और शहरी क्षेत्रों में शिक्षित बेरोजगारी।
- ब) ग्रामीण क्षेत्रों में मौसमी और शिक्षित बेरोजगारी, और शहरी क्षेत्रों में छिपी हुई बेरोजगारी।
- स) ग्रामीण क्षेत्रों में शिक्षित और छिपी हुई बेरोजगारी, और शहरी क्षेत्रों में मौसमी बेरोजगारी।
- द) उपरोक्त में से कोई नहीं।

Q17

Assertion: Education is an investment in human capital.

Reason: Education helps to develop the skills and knowledge of individuals, which in turn can lead to higher productivity and income levels.

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Read above and choose the correct option:

In the questions given above, there are two Statements marked as Assertion (A) and Reason (R). Read the Statements and Choose the correct option: Options are:

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (c) (A) is correct but (R) is wrong.
- (d) (A) is wrong but (R) is correct.

अभिकथन: शिक्षा मानव पूंजी में एक निवेश है।

कारण: शिक्षा व्यक्तियों के कौशल और ज्ञान को विकसित करने में मदद करती है, जिससे बदले में उच्च उत्पादकता और आय का स्तर बढ़ सकता है।

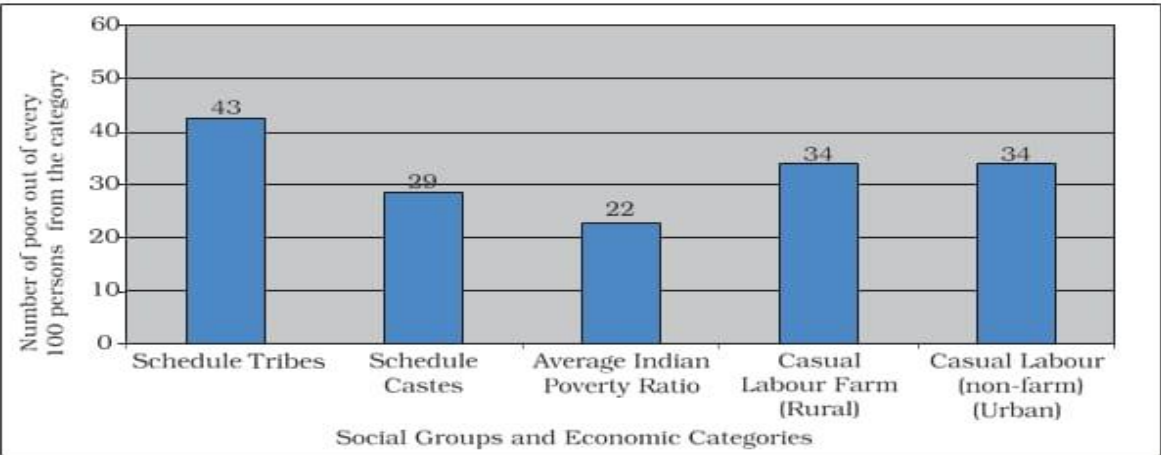
ऊपर दिए गए प्रश्नों में, दो कथन अभिकथन (ए) और कारण (आर) के रूप में चिह्नित हैं। कथन पढ़ें और सही विकल्प चुनें: विकल्प हैं:

- (अ) दोनों (A) और (R) सत्य हैं और (R) (A) का सही स्पष्टीकरण है।
- (ब) दोनों (A) और (R) सत्य हैं लेकिन (R) (A) का सही स्पष्टीकरण नहीं है।

(स) (A) सही है लेकिन (R) गलत है।
 (द) (A) गलत है लेकिन (R) सही है।

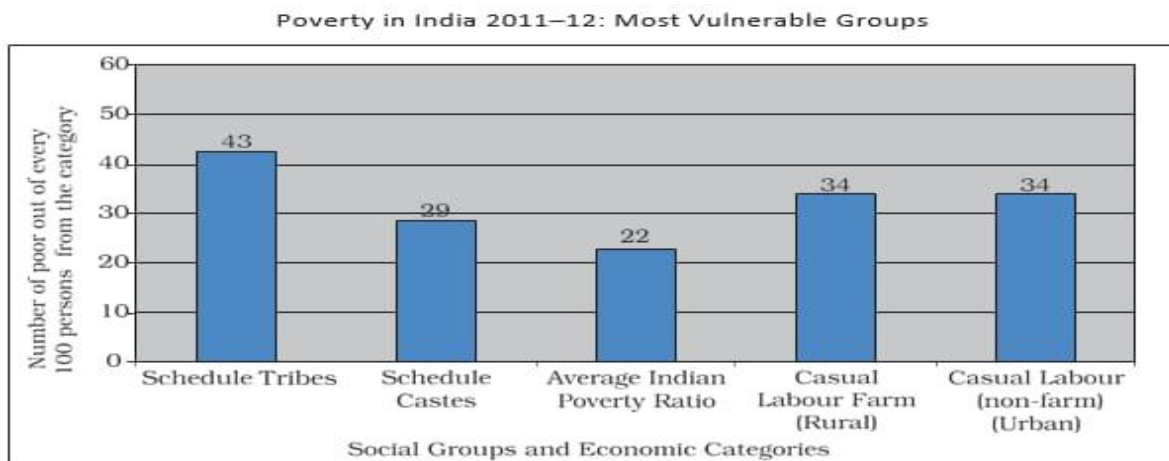
| | | |
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| Q18 | When was Rural Employment Generation Programme (REGP) was launched a)1995 b)1996 c)1997 d)1998 ग्रामीण रोजगार सृजन कार्यक्रम (आरईजीपी) कब शुरू किया गया था? अ)1995 ब)1996 स)1997 द) 1998 | 1 |
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| Q19 | The farmers are paid a preannounced price for their crops.This price is called a) Minimum Support Price b) Issue Price c) Fair Price Shop d) Rationing किसानों को उनकी फसल के लिए पूर्व घोषित मूल्य दिया जाता है। इसे मूल्य कहा जाता है अ)न्यूनतम समर्थन मूल्य ब)निर्गम मूल्य स) उचित मूल्य दुकान द) राशनिंग | 1 |
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| Q20 | On the basis of given image of graph which social group have least poverty among most vulnerable groups:  a) Schedule tribes b) Schedule castes c) Casual labourers farm(rural) | 1 |
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d) Casual labourers non-farm(urban)

ग्राफ में दी गई छवि के आधार पर सबसे कमजोर समूहों में से किस सामाजिक समूह में सबसे कम गरीबी है:



अ) अनुसूचित जनजातियाँ

ब) अनुसूचित जातियाँ

स) आकस्मिक मजदूर खेत (ग्रामीण)

द) आकस्मिक मजदूर, गैर-कृषि (शहरी)

SECTION – B

Very Short Answer Question (2X4=8)

खंड-ख

अति लघु उत्तरीय प्रश्न(2X4=8)

Q21 What are the peculiar features of Nazi thinking?

OR

Discuss Why Nazism became popular in Germany by 1930.

नाजी सोच के खास पहलू कौन से थे?

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| | <p>या</p> <p>इस बारे में चर्चा कीजिए कि 1930 तक आते आते जर्मनी में नाजीवाद को लोकप्रियता क्यों मिलने लगी</p> | |
| Q22 | <p>Write the significant difference between the Himalayan and the peninsular rivers.</p> <p>हिमालय और प्रायद्वीपीय नदियों के बीच महत्वपूर्ण अंतर लिखिए।</p> | 2 |
| Q23 | <p>"The right to constitutional remedy is the heart and soul of the Indian Constitution" discuss the statement.</p> <p>"संवैधानिक उपचार का अधिकार भारतीय संविधान का हृदय और आत्मा है" कथन की विवेचना करे।</p> | 2 |
| Q24 | <p>Write any two causes of the widespread poverty in India.</p> <p>भारत में व्यापक गरीबी के कोई दो कारण लिखिए।</p> | 2 |
| | <p>SECTION – C</p> <p>Short Answer Question (3X5=15)</p> <p>खंड-ग</p> <p>लघु उत्तरीय प्रश्न(3X5=15)</p> | |
| Q25 | <p>Write a short note on Stalin's collectivization programme.</p> <p>OR</p> <p>What were the social, economic and political conditions in Russia before 1905?</p> <p>स्टालिन के सामूहिकीकरण कार्यक्रम पर एक संक्षिप्त टिप्पणी लिखें?</p> <p>या</p> <p>रूस के सामाजिक आर्थिक और राजनीतिक हालात 1905 से पहले कैसे थे?</p> | 3 |
| Q26 | <p>Discuss the processes of population change.</p> <p>जनसंख्या परिवर्तन की प्रक्रियाओं पर चर्चा करें।</p> | 3 |

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| Q27 | Why do we need a constitution? क्यों हमें एक संविधान की ज़रूरत है? | 3 |
| Q28 | Distinguish between political executives and permanent executives. राजनीतिक कार्यपालिका और स्थायी कार्यपालिका के बीच अंतर बताइये। | 3 |
| Q29 | What is the difference between economic activities and non-economic activities? आर्थिक गतिविधियों और गैर-आर्थिक गतिविधियों के बीच क्या अंतर है | 3 |
| <p>SECTION – D</p> <p>Long Answer Type Question (5X4=20)</p> <p>खंड-घ</p> <p>दीर्घ उत्तरीय प्रश्न(5X4=20)</p> | | |
| Q30 | Describe the legacy of the French Revolution for the peoples of the world during the nineteenth and twentieth century. OR Describe the circumstances leading to the outbreak of revolutionary protest in France 19वीं और 20वीं सदी के दौरान दुनिया के लोगों के लिए फ्रांसीसी क्रांति की विरासत का वर्णन करें। या फ्रांस में क्रांति की शुरुआत किन परिस्थितियों में हुई? | 5 |
| Q31 | Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of peninsular plateau. | 5 |

OR

Give an account of the Northern Plains of India.

भारत के प्रमुख भू-आकृतिक विभाग कौन से हैं? हिमालय क्षेत्र तथा प्रायद्वीप पठार के उच्चावच लक्षणों में क्या अंतर है?

या

भारत के उत्तरी मैदान का वर्णन कीजिये।

Q32 Describe the functions of the Election Commission of India.

5

भारत के चुनाव आयोग के कार्यों का वर्णन करें।

Q33 What are the problems of the functioning of ration shops?

5

राशन की दुकानों के संचालन में क्या समस्याएँ हैं ?

SECTION – E

Case Based Question (4X3=12)

खंड-इ

केस आधारित प्रश्न(4X3=12)

Q34 The war had a devastating impact on the entire continent both psychologically and financially. From a continent of creditors, Europe turned into one of debtors. Unfortunately, the infant Weimar Republic was being made to pay for the sins of the old empire. The republic carried the burden of war guilt and national humiliation and was financially crippled by being forced to pay compensation. Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November criminals'. This mindset had a major impact on the political developments of the early 1930s, as we will soon see. The First World War left a deep imprint on European society and polity. Soldiers came to be placed above civilians. Politicians and publicists laid great stress on the need for men to be aggressive, strong and masculine. The media glorified trench life. The truth, however, was that soldiers lived miserable lives in these trenches, trapped with rats feeding on corpses. They faced poisonous gas and enemy shelling, and witnessed their ranks reduce rapidly. Aggressive war propaganda and national honour occupied centre stage in the public sphere, while popular support grew

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for conservative dictatorships that had recently come into being. Democracy was indeed a young and fragile idea, which could not survive the instabilities of interwar Europe.

- (i) What had a devastating impact on the entire continent both psychologically and financially? 1
- (ii) Name the continent who turned into the debtors? 1
- (iii) Who were called as the "November Criminals"? 2

युद्ध का पूरे महाद्वीप पर मनोवैज्ञानिक और आर्थिक रूप से विनाशकारी प्रभाव पड़ा। यूरोप ऋणदाताओं के महाद्वीप से कर्जदार के महाद्वीप में बदल गया। दुर्भाग्य से, नवजात वाइमर गणराज्य को पुराने साम्राज्य के पापों की कीमत चुकानी पड़ रही थी। गणतंत्र ने युद्ध अपराधबोध और राष्ट्रीय अपमान का बोझ उठाया और मुआवजा देने के लिए मजबूर होने के कारण आर्थिक रूप से अपंग हो गया। वेइमर गणराज्य का समर्थन करने वाले, मुख्य रूप से समाजवादी, कैथोलिक और डेमोक्रेट, रूढ़िवादी राष्ट्रवादी हलकों में हमले का आसान निशाना बन गए। उन्हें मजाक में 'नवंबर अपराधी' कहा जाता था। जैसा कि हम जल्द ही देखेंगे, इस मानसिकता का 1930 के दशक की शुरुआत के राजनीतिक विकास पर बड़ा प्रभाव पड़ा। प्रथम विश्व युद्ध ने यूरोपीय समाज और राजनीति पर गहरी छाप छोड़ी। सैनिकों को नागरिकों से ऊपर रखा जाने लगा। राजनेताओं और प्रचारकों ने पुरुषों के आक्रामक, मजबूत और मर्दाना होने की आवश्यकता पर बहुत जोर दिया। मीडिया ने ट्रेंच लाइफ का महिमामंडन किया। हालाँकि, सच्चाई यह थी कि सैनिक इन खाइयों में दयनीय जीवन जी रहे थे, जहाँ चूहे लाशों को खा रहे थे। उन्हें जहरीली गैस और दुश्मन की गोलाबारी का सामना करना पड़ा और उनकी रैंक में तेजी से गिरावट देखी गई। आक्रामक युद्ध प्रचार और राष्ट्रीय सम्मान ने सार्वजनिक क्षेत्र में केंद्र स्तर पर कब्जा कर लिया, जबकि हाल ही में अस्तित्व में आई रूढ़िवादी तानाशाही के लिए लोकप्रिय समर्थन बढ़ा। लोकतंत्र वास्तव में एक युवा और नाजुक विचार था, जो अंतरयुद्ध यूरोप की अस्थिरताओं से बच नहीं सका।

- (i) मनोवैज्ञानिक और आर्थिक रूप से पूरे महाद्वीप पर किसका विनाशकारी प्रभाव पड़ा?
- (ii) उस महाद्वीप का नाम बताएं जो कर्जदार बन गया?
- (iii) "नवंबर अपराधी" किसे कहा जाता था

Q35

The cold weather season begins from mid-November in Northern India and stays till February. December and January are the coldest months in the Northern part of India. The temperature decreases from South to the North. The average temperature of Chennai, on the Eastern coast, is between 24^o-25^o Celsius, while in the Northern plains, it ranges between 10^o and 15^o Celsius. Days are warm and nights are cold. Frost is common in the North and the higher slopes of the Himalayas experience snowfall.

During this season, the North-East trade winds prevail over the country. They blow from land to sea and hence, for most part of the country, it is a dry season. Some amount of rainfall occurs on the Tamil Nadu coast from these winds as, here they blow from sea to

4

land. In the Northern part of the country, a feeble high-pressure region develops, with light winds moving outwards from this area. Influenced by the relief, these winds blow through the Ganga valley from the West and the North-West. The weather is normally marked by clear sky, low temperatures and low humidity and feeble, variable winds.

- i Name the coldest months in the Northern part of India. 1
- ii Name the winds that prevail over the country during winter season. 1
- iii. Write the special feature of cold weather season? 2

उत्तर भारत में ठंड का मौसम नवंबर के मध्य से शुरू होता है और फरवरी तक रहता है। भारत के उत्तरी भाग में दिसंबर और जनवरी सबसे ठंडे महीने हैं। दक्षिण से उत्तर की ओर तापमान घटता जाता है। पूर्वी तट पर चेन्नई का औसत तापमान 24⁰-25⁰ सेल्सियस के बीच है, जबकि उत्तरी मैदानी इलाकों में यह 10⁰ और 15⁰ सेल्सियस के बीच है। दिन गर्म और रातें ठंडी होती हैं। उत्तर में पाला पड़ना आम बात है और हिमालय की ऊंची ढलानों पर बर्फबारी होती है।

इस मौसम के दौरान, उत्तर-पूर्वी व्यापारिक हवाएँ देश भर में प्रबल होती हैं। वे ज़मीन से समुद्र की ओर उड़ते हैं और इसलिए, देश के अधिकांश भाग के लिए, यह शुष्क मौसम होता है। इन हवाओं से तमिलनाडु तट पर कुछ मात्रा में वर्षा होती है, क्योंकि यहाँ ये हवाएँ समुद्र से ज़मीन की ओर चलती हैं। देश के उत्तरी भाग में, एक कमजोर उच्च दबाव क्षेत्र विकसित होता है, इस क्षेत्र से हल्की हवाएँ बाहर की ओर चलती हैं। राहत से प्रभावित होकर, ये हवाएँ पश्चिम और उत्तर-पश्चिम से गंगा घाटी से होकर बहती हैं। मौसम में आमतौर पर साफ आसमान, कम तापमान और कम आर्द्रता और कमजोर, परिवर्तनशील हवाएं होती हैं।

- i. भारत के उत्तरी भाग में सबसे ठंडे महीनों का नाम बताइए। 1
- ii. शीत ऋतु के दौरान देश में चलने वाली हवाओं के नाम बताइये। 1
- iii. शीत ऋतु की विशेषताएँ लिखिए ? 2

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| Q36 | Poverty in India also has another aspect or dimension. The proportion of poor people is not the same in every state. Although state level poverty has witnessed a secular decline from the levels of early seventies, the success rate of reducing poverty varies from state to state. Recent estimates show while the all India Head Count Ratio (HCR) was 21.9 per cent in 2011-12 states like Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Odisha had above all India poverty level. Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7 and 32.6 per cent respectively. Along with rural poverty, urban poverty is also high in Odisha, Madhya Pradesh, Bihar and Uttar Pradesh. In comparison, there has been a significant decline in poverty in Kerala, | 4 |
|-----|--|---|

Maharashtra, Andhra Pradesh, Tamil Nadu, Gujarat and West Bengal. States like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates. Kerala has focused more on human resource development. In West Bengal, land reform measures have helped in reducing poverty. In Andhra Pradesh and Tamil Nadu, public distribution of food grains could have been responsible for the improvement.

- (i) Which are the poorest states in India having low poverty ratios? 1
- (ii) Name any two states showing a significant decline in poverty? 1
- (iii) Which factor contributes in significant decline in poverty in Punjab?. 2

भारत में गरीबी का एक अन्य पहलू या आयाम भी है। हर राज्य में गरीब लोगों का अनुपात एक जैसा नहीं है। हालाँकि राज्य स्तर पर गरीबी में सत्तर के दशक की शुरुआत के स्तर से धीरे-धीरे गिरावट देखी गई है, लेकिन गरीबी कम करने की सफलता दर अलग-अलग राज्यों में अलग-अलग है। हाल के अनुमानों से पता चलता है कि 2011-12 में अखिल भारतीय हेड काउंट अनुपात (एचसीआर) 21.9 प्रतिशत था, जबकि मध्य प्रदेश, असम, उत्तर प्रदेश, बिहार और ओडिशा जैसे राज्यों में गरीबी का स्तर अखिल भारतीय स्तर से ऊपर था। बिहार और ओडिशा क्रमशः 33.7 और 32.6 प्रतिशत के गरीबी अनुपात के साथ दो सबसे गरीब राज्य बने हुए हैं। ग्रामीण गरीबी के साथ-साथ ओडिशा, मध्य प्रदेश, बिहार और उत्तर प्रदेश में शहरी गरीबी भी अधिक है। इसकी तुलना में, केरल, महाराष्ट्र, आंध्र प्रदेश, तमिलनाडु, गुजरात और पश्चिम बंगाल में गरीबी में उल्लेखनीय गिरावट आई है। पंजाब और हरियाणा जैसे राज्य परंपरागत रूप से उच्च कृषि विकास दर की मदद से गरीबी को कम करने में सफल रहे हैं। केरल ने मानव संसाधन विकास पर अधिक ध्यान केंद्रित किया है। पश्चिम बंगाल में भूमि सुधार उपायों से गरीबी कम करने में मदद मिली है। आंध्र प्रदेश और तमिलनाडु में, खाद्यान्न का सार्वजनिक वितरण सुधार के लिए जिम्मेदार हो सकता था।

- (i) भारत में निम्न गरीबी अनुपात वाले सबसे गरीब राज्य कौन से हैं? 1
- (ii) गरीबी में उल्लेखनीय गिरावट दिखाने वाले किन्हीं दो राज्यों के नाम बताइए? 1
- (iv) पंजाब में गरीबी में महत्वपूर्ण गिरावट में कौन सा कारक योगदान देता है? 2

SECTION – F

Map Skill Based Question (2+3=5)

5

खंड-च

मानचित्र आधारित प्रश्न((2+3=5)

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| Q37 | <p>(A) Two features with A and B are marked on the given political outline map of world. Identify these features with the help of the following information and write their correct names on the lines marked in the map. 2</p> <p>(A) One of the countries of allied power during world war-I</p> <p>(B) One of the countries of central power during world war-I</p> <p>(B) Locate and label the following with appropriate symbols on the outline political map of India. 3</p> <p>(i) Sariska Wildlife Sanctuary</p> <p>(ii) Kanha National park</p> <p>(iii) River Ganga</p> <p>अ) यूरोप के दिए गए राजनीतिक रूपरेखा मानचित्र पर ए और बी के साथ दो विशेषताओं को चिह्नित किया गया है। निम्नलिखित सूचनाओं की सहायता से इन लक्षणों की पहचान कीजिए तथा मानचित्र में अंकित रेखाओं पर इनके सही नाम लिखिए। 2</p> <p>(क) प्रथम विश्व युद्ध के दौरान मित्र शक्ति के देशों में से एक</p> <p>(ख) प्रथम विश्व युद्ध के दौरान केंद्रीय शक्ति के देशों में से एक</p> <p>(ब) भारत के राजनीतिक मानचित्र पर उपयुक्त प्रतीकों के साथ निम्नलिखित का पता लगाएँ और लेबल करें। 3</p> <p>(i) सरिस्का वन्य जीव अभ्यारण</p> <p>(ii) कान्हा राष्ट्रीय उद्यान</p> <p>(iii) गंगा नदी</p> <p>Note: The following questions are for Visually Impaired Candidates Only in lieu of Q.No. 37. Attempt any FIVE Questions.</p> <p>37.1) Name One of the countries of allied power during world war-I</p> |
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प्रथम विश्व युद्ध के दौरान मित्र देशों में से एक का नाम बताएं

37.2) Name One of the countries of central power during world war-I

प्रथम विश्व युद्ध के दौरान केंद्रीय शक्ति वाले देशों में से एक का नाम बताइए

37.3) Name the state where Sariska Wildlife Sanctuary is located.

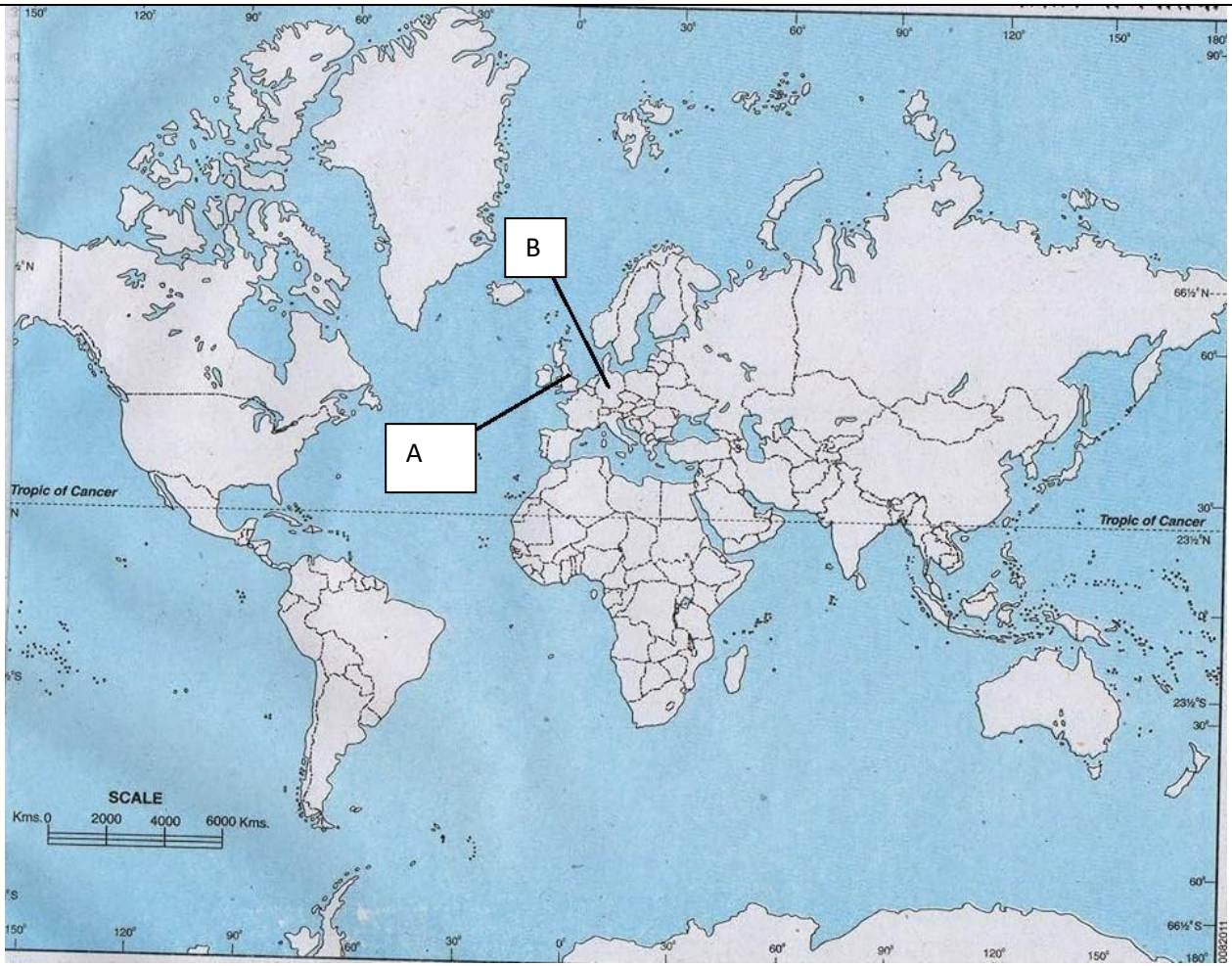
उस राज्य का नाम बताएं जहां सरिस्का वन्यजीव अभयारण्य स्थित है।

37.4) Name the state where Kanha National park is located.

उस राज्य का नाम बताएं जहां कान्हा राष्ट्रीय उद्यान स्थित है।

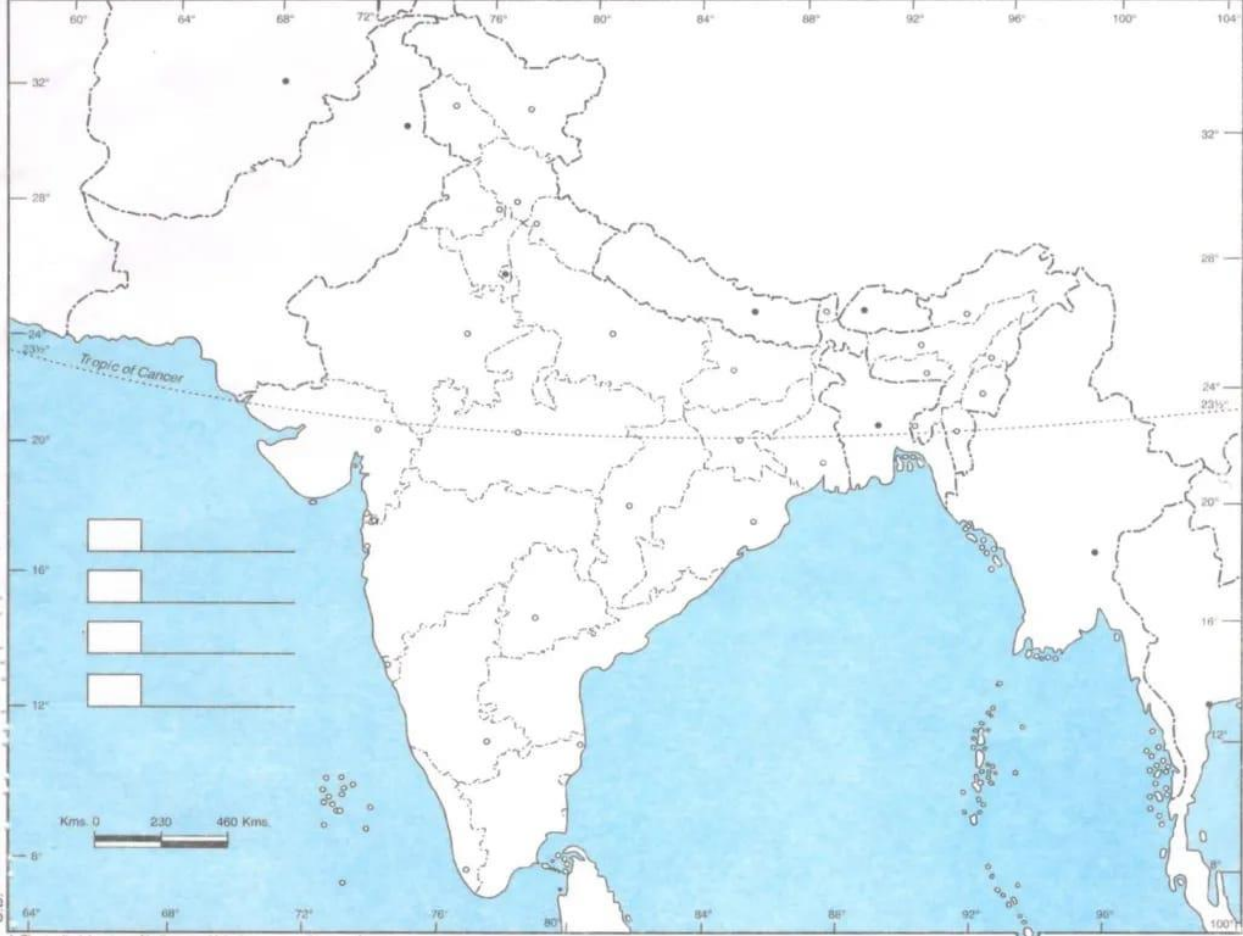
37.5) Name the state where River Ganga originates.

उस राज्य का नाम बताएं जहां से गंगा नदी का उद्गम होता है।



INDIA POLITICAL AND ADJACENT COUNTRIES

भारत राजनैतिक और पड़ोसी देश



ANSWER KEY

ANS 1 (a) Unit of currency in France discontinued in 1794

ANS 2 (a) Monarch

ANS 3 (c) Kolkhoz

ANS 4 (a) Joseph Stalin

ANS 5 (a) 97°25' E

ANS 6 (b) Lakshadweep

ANS 7(c) **Amarkantak**

ANS 8 (a) Both (A) and (R) are true and (R) is the correct explanation of (A).

ANS 9 (d) Democracies are more prosperous than others.

ANS 10 (c) (A)-(ii), (B)-(iii) (C)-(iv), (D)-(i)

ANS 11 . (d) People are free to believe in and practise any religion.

ANS 12. (D) The Parliament

ANS 13 (b) Freedom to participate in armed revolution

ANS 14 (a) 25 years

ANS 15 (b) A scheme to provide elementary education to all children aged 6-14 years.

Ans 16 (a) Seasonal and disguised unemployment in rural areas, and educated unemployment in urban areas.

Ans 17 a) both Assertion (A) and Reason (R) are true and Reason (R) is correct explanation of Assertion (A).

Ans 18 (a) 1995

Ans 19 (a) Minimum Support Price

Ans 20 (b) Schedule castes

Ans 21 **The peculiar features of Nazi thinking were:**

A belief in racial hierarchy and Lebensraum or living space.

Nordic German Aryans were at the top, while the Jews formed the lowest rung of the racial ladder.

They believed that only the strongest race would survive and rule.

Any other relevant point

OR

Nazism became popular in Germany by 1930 due to various reasons, they are as follows -

By implementing Nazi ideals, Hitler promised to undo the injustice of the Versailles treaty and restore the dignity of the German people, promising economic security and to build a strong German nation free from all foreign influences and 'conspiracies'.

He found strong support among the German middle class, who were threatened with destitution due to economic collapse that had shut down banks, businesses and factories.

Nazi propaganda, along with Hitler's powerful oratory skills, successfully portrayed Hitler as a saviour and Nazism as the means to deliver the German people from the distress of living in a time of acute economic and political crisis. Any other relevant point

Ans 22

The Himalayan Rivers

They are perennial rivers and get water from both the melted snow and of heavy rainfall.

They have long courses from their source to the mouth.

They perform an immense erosional activity in the upper course.

They carry large amount of silt and sand, which is renewed every year by annual floods. Therefore, they are good for agriculture.

The Ganga, the Indus, the Brahmaputra are major Himalayan rivers.

The Peninsular Rivers

They are seasonal in nature and depend on rainfall only.

They have shorter and shallower course.

They do not perform any erosional activity in the upper course.

These river do not carry much silt, there are no major plains. Fertile lands are only found in the small delta areas.

The Mahanadi, the Godavari, the Krishna, the Kaveri, the Narmada and the Tapi are major Peninsular rivers.

Ans 23 Ambedkar described 'The Right to Constitutional Remedy' as the 'heart and soul' of the Indian constitution. Because when any of our rights is violated, we can seek remedy through courts. If it is a Fundamental Right, we can directly approach the Supreme Court or the High Court of the state. Any other relevant point

Ans24 The Major Reasons for Poverty in India are the rising population, slow economic development, unemployment, unequal distribution of income and resources, etc. In addition to being a social problem, poverty significantly impedes the progress of our nation. Any other relevant point

Ans 25 Due to acute shortages of grain supplies and outdated modes of production Stalin introduced the collectivization programme. Under this program, peasants were forced to cultivate on collective farms called as Kolkhoz. Those who resisted collectivization programme were severely punished and many were deported and exiled. Any other relevant point

OR

The Social, Economic, and Political Conditions in Russia before 1905 mainly depended on agriculture, and people often moved to cities for employment opportunities in factories. Formation of political parties was not allowed.

Ans26 There are three main processes of change of population. They are birth rates, death rates, and migration. The natural increase of population is the difference between birth rates and death rates.

Ans 27 We need a Constitution because the set of laws, duties, and principles it defines makes it easier to govern a country justly. A constitution is a document that contains all the fundamental principles, rights, and duties of the country. These fundamental principles serve as the legal foundation for governing a country.

Ans 28 In a democratic country, two categories make up the executive. One that is elected by the people for a specific period, is called the political executive. Political leaders who take the big decisions fall in this category. In the second category, people are appointed on a long-term basis. This is called the permanent executive or civil services. Persons working in civil services are called civil servants. They remain in office even when the ruling party changes. These officers work under political executive and assist them in carrying out the day-to-day administration.

Ans 29 Economic activities refer to the actions of the individuals associated with the manufacturing and consumption of products and services. These are done for monetary gain. Non- Economic activities are those activities done to offer products or services to others with no purpose of financial gain.

Ans 30 1)The ideas of liberty and democratic rights were the most important legacy of the French Revolution.

2)These spread from France to the rest of Europe during the nineteenth century, where feudal systems were abolished.

3)It inspired the Germans, Italians, and Austrians to overthrow their oppressive regimes.

4)The French Revolution inspired the struggling nations of Asia and Africa who were groaning under the oppression of European colonialism.

5)Tipu Sultan and Rajaram Mohan Roy are two examples of individuals who responded to ideas coming from French revolution.

Any other relevant point

OR

The circumstances leading to the outbreak of revolutionary protest in France were:

1. Social Inequality: French society in the eighteenth century was divided into three estates namely The Clergy, The nobility and third estates. First two estates, that is, the clergy and the nobility enjoyed certain privileges by birth. They were exempt from paying taxes, The Third estate comprises of businessmen, merchants, Peasants and artisans, labours had to pay taxes to the state.

2. Political Causes: Long years of war had drained the financial resources of France, France had a debt of more than 2 billion livres.

3. Economic Problems: The population of France also increased from 23 million in 1719 to 28 million in 1789. Food grains were now in great demand. The price of bread shot up. Wages did not keep pace with rising prices. This led to subsistence crisis.

4. Strong Middle Class: A new middle class emerged educated and wealthy during the eighteenth century. They believed that no group in society should be given privileges by birth.

5. Immediate Causes: On 5 may, 1789, Louis XVI called together an assembly of Estates General to pass proposals for new taxes. Third estates protested against this proposal but as each estate have one vote, the king rejected this appeal. They walked out of the assembly.

Ans 31 The major physiographic divisions of India are (i) The Himalayan mountains ii) The Northern plains (iii) The Peninsular plateau iv) The Indian desert (v) The Coastal plain (vi) The islands

The Himalayan Region Formed by folding process due to collision of the Indo Australia plate with the Eurasian plate. Himalayas made up of sedimentary rocks. Himalayan mountains form an unstable zone. Himalayas are the most recent landforms. The average height of the Himalayas is 6,000 meters. Perennial rivers originate in the Himalayas.

The Peninsular Plateau Formed due to the breaking and drifting of Gondwana land. Plateau contains igneous and metamorphic rocks. Considered to be one of the most stable land blocks. The Deccan plateau is one of the most ancient landmasses. The average height of the plateau is 900 metres. The plateau is a storehouse of minerals. Peninsular rivers are seasonal.

OR

1. The northern plain has been formed by the interplay of the three major river systems, namely—the Indus, the Ganga and the Brahmaputra along with their tributaries.

2. This plain is formed of alluvial soil. The deposition of alluvium in a vast basin lying at the foothills of the Himalaya over millions of years, formed this fertile plain.

3. It spreads over an area of 7 lakh sq. km. The plain being about 2400 Km long and 240 to 320 Km broad is a densely populated physiographic division.

4. The Northern Plain is broadly divided into three sections.

Any other relevant point

Ans 32 The functions of Election Commission are:

1. The Election Commission prepares the list and issues the identity card to voters.
2. The Election Commission is to prepare the timetable for the election.
3. It's the responsibility of the Election Commission to conduct an election in a state.
4. The Election Commission allows the eligible candidate to contest the election.
5. The Election Commission has the responsibility to resolve the disputes that may arise during the election.

Ans 33 There are various problem of the functioning of ration shops such as;

1. Ration cards are issued only to those people who have their proper residential addresses. Hence a large number of homeless poor fail to get ration from these shops.
2. The owners of these shops sell ration in the open market at higher prices.
3. Sometimes shopkeepers make false entries in the ration cards.
4. Dealers open the ration shops at irregular times.
5. Poor quality grains are sold at ration shops by the dealers. It is commonly found that ration shops have stocks of poor-quality grains which are unsold.

Any other relevant point

Ans 34 (i) The war had a devastating impact on the entire continent both psychologically and financially.

(ii) Europe turned into one of debtors.

(iii) Those who supported the Weimar Republic, mainly Socialists, Catholics and Democrats, became easy targets of attack in the conservative nationalist circles. They were mockingly called the 'November criminals'.

Ans 35 (i) December and January are the coldest months in the Northern part of India.

(ii) During this season, the North-East trade winds prevail over the country

- (iv) The weather is normally marked by clear sky, low temperatures and low humidity and feeble, variable winds.

Ans 36 (i) The two poorest states in India having low poverty ratios are Bihar and Odisha with the ratio of 33.7 and 32.6 per cent respectively.

(ii) Punjab and Haryana

(iii) Punjab and Haryana have traditionally succeeded in reducing poverty with the help of high agricultural growth rates



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