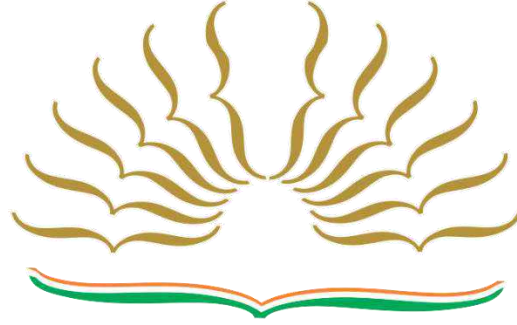


**KENDRIYA VIDYALAYA SANGATHAN**

**BENGALURU REGION**



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन



**CLASS X STUDENTS' SUPPORT MATERIAL  
(2024-25)  
SOCIAL SCIENCE**

**CHIEF PATRON**



**SHRI DHARMENDRA PATLE,  
DEPUTY COMMISSIONER  
KVS RO BENGALURU.**

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**SHRI MITHILESH KUMAR**

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## MESSAGE FROM THE DEPUTY COMMISSIONER

Dear students and teachers !

It is a matter of great pride and delight that KVS Bengaluru Region is putting forward the Students' Support Material (SSM) for class .X... subject **SOCIAL SCIENCE** for the session 2024-25. I believe firmly that, the subject experts have left no stone unturned to enable our students to add on more to their quality of performance by deep rooting more towards accessing required understating in the subject. Certainly, use of this SSM will help students in empowering themselves as one of the tools and will lead in bringing success.

With devotion, dedication & persistent hard work the team of experts has crafted out this SSM meticulously to complement the classroom learning experience of the students as well as to cope up with the Competency Based Questions as per the new pattern of examinations aligned with NEP-2020 and NCFSE-2023. This SSM, being well-structured and presented in a manner which makes it to be comprehended easily, will definitely serve as a precious supplement for self-study of students.

I am pleased to place on record my appreciation and commendation for the commitment and dedication of the team comprising of the subject experts in carving out such a useful edition of Students' Support Material for the students.

Wishing all the best !

  
 (DHARMENDRA PATLE)  
 DEPUTY COMMISSIONER  
 KVS BENGALURU REGION

## FOREWORD

Dear Students,

The Social Science teachers teaching in various Kendriya Vidyalaya of Bengaluru region have joined hands to churn out an easy draft of Social Science Study material. The highlight of the study material: Chapter - wise / Topic wise Study- cum- teaching materials are presented in form of mind-map, flowchart, CBQ, Key points, Map works, Source based / case based, MCQ /SQ /LQ etc. Further thereon, one section is earmarked as a hand- out booklet for doing assignment/project works. Three sets of Sample QP/CBSE curriculum shall guide your studies in the desired direction.

The team of teachers have scouted various Social Science study materials freely available on internet sites / YouTube video, reference books, CBSE academic site etc. and worked to collect desired contents & have added from their side too to give a final shape to the draft. We do hope that the subject study material shall make teaching / learning easy and interesting. Hereby, do share your feedback with your teachers & the same shall be incorporated for modification later on in this session .The subject Social Science is the mother of all subjects. Hence do ensure to give the best for the subject.

\*\*\*Best Wishes for the session 2024-25\*\*\*

Course coordinator



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**CLASS  
COURSE STRUCTURE**

History (India and the Contemporary World-II)			Suggestive no. of periods = 60	20 Inclusive map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18+2 map pointing
	II	Nationalism in India	17	
II Livelihoods, Economies and Societies	III	The making of a Global World (To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and trade)	6	
		Interdisciplinary project as part of multiple assessments (internally assessed for 5 marks) Subtopics 2 to 4.4 -The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalization"	4	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessment only)	6	
III Everyday Life, Culture and politics	V	Print Culture and the Modern world	10	
Geography (Contemporary India-II)			Suggestive no. of periods = 55	20 Inclusive map pointing
Chapter No.	Chapter name		No. of periods	Marks allocated
1	Resources and Development		7	
2	Forest and Wildlife Resources		7	

3	Water resources		7	17+3 map pointing
4	Agriculture		10	
5	Minerals and energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination		2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		2	
Political Science (Democratic Politics-II)			Suggestive no. of periods = 50	20
Unit No.	Chapter No.	Chapter name	No. of periods	Marks allocated
I	1	Power-sharing	18	20
	2	Federalism		
II	3	Gender, Religion and Caste	12	
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
Economics (Understanding Economic Development)			Suggestive no. of periods = 50	20
Chapter No.	Chapter name		No. of periods	Marks allocated

1	Development	12	20
2	Sectors of the Indian Economy	12	
3	Money and Credit	12	
4	Globalization and the Indian Economy To be evaluated in the Board Examination <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalization</li> </ul>	8	
	Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) <ul style="list-style-type: none"> <li>• Production across the countries</li> <li>• Chinese toys in India</li> <li>• World Trade Organization</li> <li>• The Struggle for a Fair Globalization</li> </ul>	6	
5	Consumer Rights (Project Work)		

**CLASS X  
LIST OF MAP ITEMS**

Subject	Name of the Chapter	List of areas to be located/labeled/identified on the map
History	Nationalism in India	<b>I. Congress sessions:</b> <ul style="list-style-type: none"> <li>• 1920 Calcutta</li> <li>• 1920 Nagpur</li> <li>• 1927 Madras session</li> </ul> <b>II. 3 Satyagraha movements:</b> <ul style="list-style-type: none"> <li>• Kheda</li> <li>• Champaran</li> <li>• Ahmedabad mill workers</li> </ul> <b>III. Jallianwala Bagh</b> <b>IV. Dandi March</b>
Geography	Resources and Development	Identify Major Soil Types
	Water Resources	<b>Locating and Labeling:</b> <ul style="list-style-type: none"> <li>• Salal</li> <li>• Bhakra Nangal</li> <li>• Tehri</li> <li>• Rana Pratap Sagar</li> <li>• Sardar Sarovar</li> <li>• Hirakund</li> <li>• Nagarjun Sagar</li> <li>• Tungbhadra</li> </ul>
	Agriculture	<b>Identify:</b> <ul style="list-style-type: none"> <li>• Major areas of Rice and Wheat</li> <li>• Largest/Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute</li> </ul>
	Minerals and Energy Resources	<b>Identify:</b> <ul style="list-style-type: none"> <li>a. Iron Ore mines</li> <li>• Mayurbhanj</li> <li>• Durg</li> </ul>

		<ul style="list-style-type: none"> <li>• Belladilla</li> <li>• Bellary</li> <li>• Kudremukh</li> </ul> <p><b>b. Coal Mines</b></p> <ul style="list-style-type: none"> <li>• Raniganj</li> <li>• Bokaro</li> <li>• Talcher</li> <li>• Neyveli</li> </ul> <p><b>c. Oil Fields</b></p> <ul style="list-style-type: none"> <li>• Digboi</li> <li>• Naharkatia</li> <li>• Mumbai High</li> <li>• Bassien</li> <li>• Kalol</li> <li>• Ankaleshwar</li> </ul> <p><b>Locate and label: Power Plants</b></p> <p><b>a. Thermal</b></p> <ul style="list-style-type: none"> <li>• Namrup</li> <li>• Singrauli</li> <li>• Ramagundam</li> </ul> <p><b>b. Nuclear</b></p> <ul style="list-style-type: none"> <li>• Narora</li> <li>• Kakrapar</li> <li>• Tarapur</li> <li>• Kalpakkam</li> </ul>
	Manufacturing Industries	<p><b>I. Manufacturing Industries (Locating and labeling only)</b></p> <ul style="list-style-type: none"> <li>• Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore</li> </ul>

		<ul style="list-style-type: none"> <li>• Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem</li> <li>• Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram</li> </ul>
	Lifelines of National Economy	<p><b>Locating and Labeling:</b></p> <p><b>a. Major Sea Ports</b></p> <ul style="list-style-type: none"> <li>• Kandla</li> <li>• Mumbai</li> <li>• Mormagao</li> <li>• New Mangalore</li> <li>• Kochi</li> <li>• Tuticorin</li> <li>• Chennai</li> <li>• Visakhapatnam</li> <li>• Paradip</li> <li>• Haldia</li> </ul> <p><b>b. International Airports</b></p> <ul style="list-style-type: none"> <li>• Amritsar (Raja Sansi-Sri Guru Ram Dasjee)</li> <li>• Delhi (Indira Gandhi)</li> <li>• Mumbai (Chhatrapati Shivaji)</li> <li>• Chennai (Meenam Bakkam)</li> <li>• Kolkata (Netaji Subhash Chandra Bose)</li> <li>• Hyderabad (Rajiv Gandhi)</li> </ul>

**Note:** Items of Locating and Labelling may also be given for Identification.



**CLASS X  
QUESTION PAPER DESIGN  
Subject Wise Weightage**

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> <li>• The Rise of Nationalism in Europe</li> <li>• Nationalism in India</li> <li>• The Making of a Global World Sub topics 1 to 1.3</li> <li>• Print Culture and the Modern World</li> <li>• Map pointing</li> </ul>	18+2	25%
Political Science	<ul style="list-style-type: none"> <li>• Power – sharing</li> <li>• Federalism</li> <li>• Gender, Religion and Caste</li> <li>• Political Parties</li> <li>• Outcomes of Democracy</li> </ul>	20	25%
Geography	<ul style="list-style-type: none"> <li>• Resources and Development</li> <li>• Forest and Wildlife Resources</li> <li>• Water Resources</li> <li>• Agriculture</li> <li>• Minerals &amp; Energy resources</li> <li>• Manufacturing industries</li> <li>• Lifelines of National Economy (map pointing)</li> <li>• Map pointing</li> </ul>	17+3	25%
Economics	<ul style="list-style-type: none"> <li>• Development</li> <li>• Sectors of the Indian Economy</li> <li>• Money and Credit</li> <li>• Globalization and The Indian Economy</li> <li>Sub topics:               <ul style="list-style-type: none"> <li>• What is Globalization?</li> <li>• Factors that have enabled Globalisation</li> </ul> </li> </ul>	20	25%

**Weightage to Type of Questions**

Type of Questions	Marks (80)	Percentage
<b>1 Mark MCQs (20x1)</b> (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
<b>2 Marks Narrative Questions (4x2)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
<b>3 Marks Narrative Questions (6x3)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	18	18.75%
<b>4 MARKS Case Study Questions (3x4)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
<b>6 Mark Narrative Questions (4x6)</b> (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	24	25%
<b>Map Pointing</b>	6	6.25%

## Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
<b>Total</b>		<b>80</b>	<b>100%</b>

## CLASS X

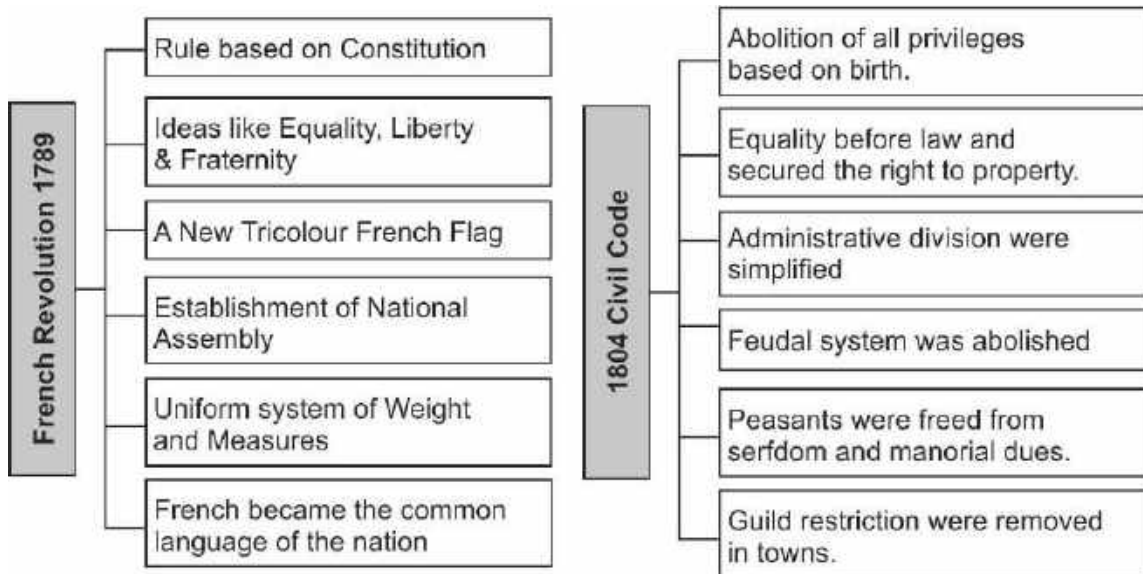
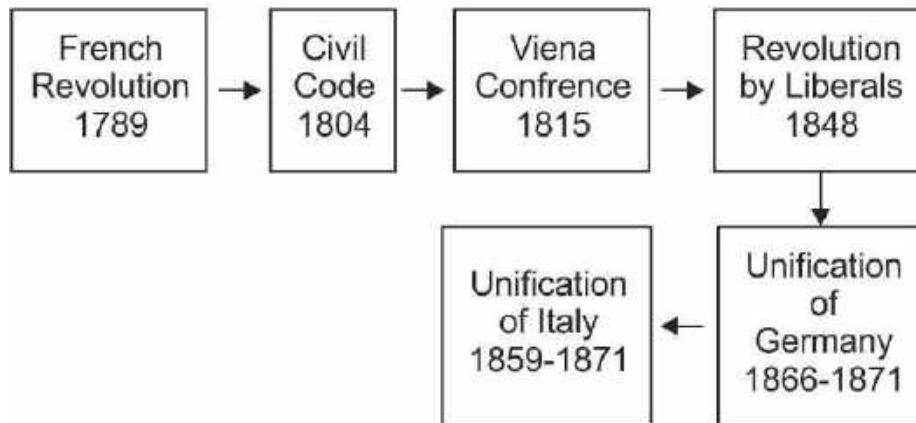
## GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS

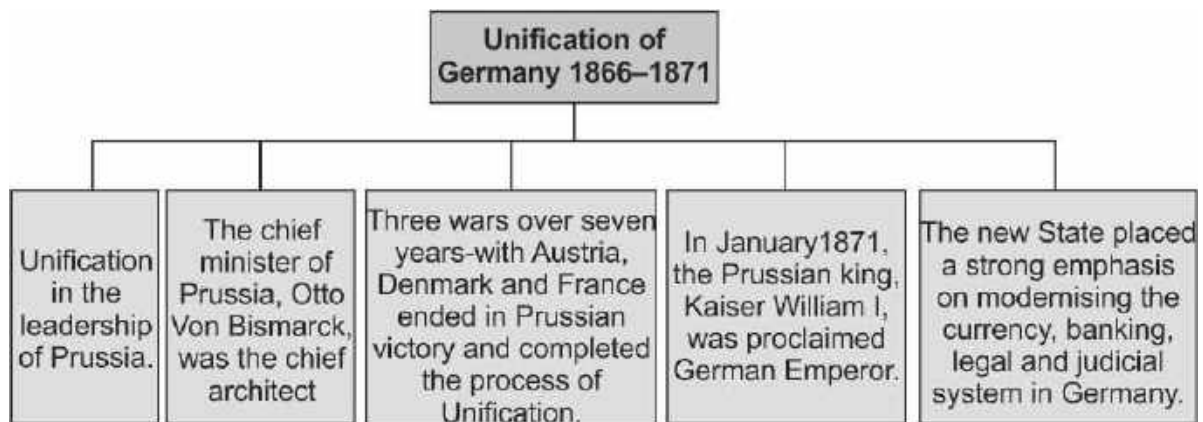
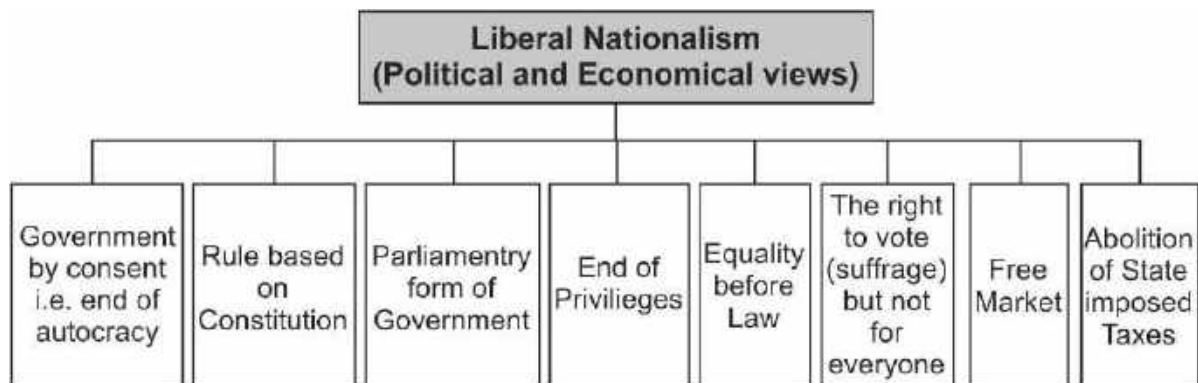
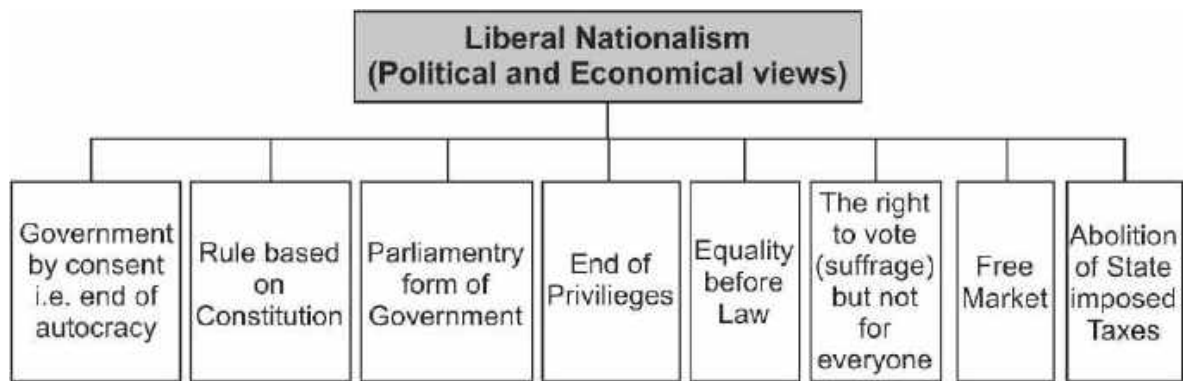
Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project.	5
Subject Enrichment Activity	Project Work on Consumer Rights OR Social Issues OR Sustainable Development	5
Portfolio	Classwork, Work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like heritage India quiz.	5

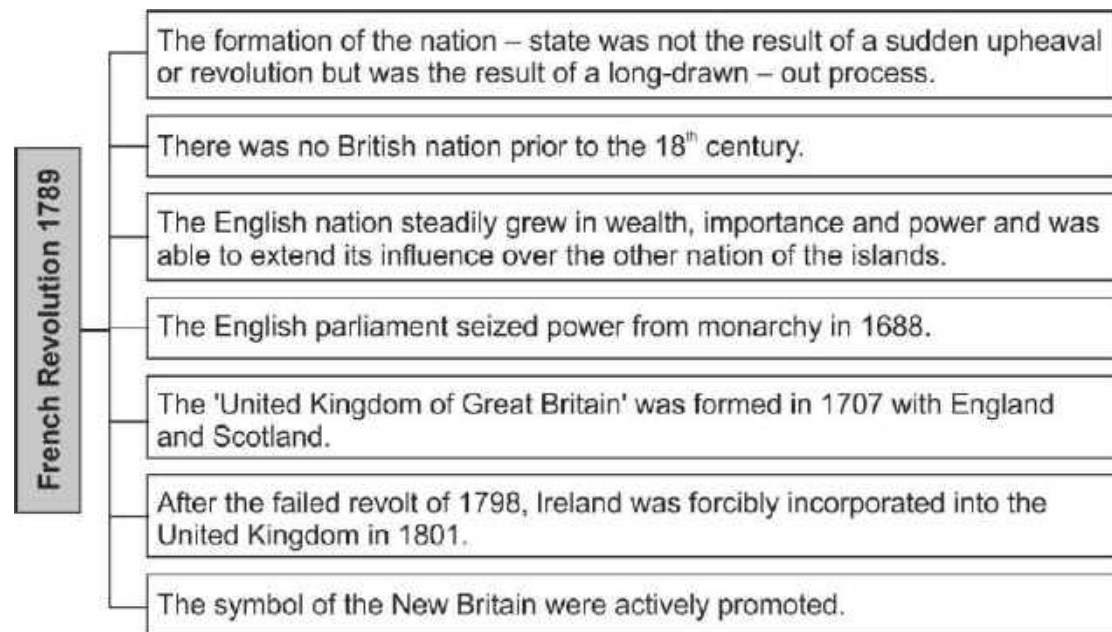
**CHAPTER 1 - THE RISE OF NATIONALISM IN EUROPE**



**Gradual Development of Nationalism in Europe**







Symbol and Significance	
Symbol	Meaning
Broken chains	Being freed
Breastplate with eagle	Symbol of the German empire - strength
Crown of oak leaves	Heroism
Sword	Readiness to fight
Olive branch around the sword	Willingness to make peace
Black, red and gold tricolour	Flag of the liberal-nationalists in 1848, banned by the Dukes of the German states
Rays of the rising sun	Beginning of a new era

### Major Statements

"When France sneezes the rest of Europe catches cold."

(Metternich)



"Mazzini is the most dangerous enemy of our social order."

(Metternich)

**MAJOR POINTS:**

In 1848, Frederic Sorrieu, a French artist, prepared a series of four print visualizing his dream

1. Artists of the time of the French Revolution personified Liberty as a female figure.
2. utopian vision, the peoples of the world are grouped as distinct nations, identified through their flags and national costume.
3. This chapter will deal with many of the issues visualized by Sorrieu.
4. During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe.
5. The end result of these changes was the emergence of the nation-state in the place of the multi-national dynastic empires of Europe.
6. A modern state, in which a centralized power exercised sovereign control over a clearly defined territory, had been developing over a long period of time in Europe.
7. But a nation-state was one in which the majority of its citizens, and not only its rulers, came to develop a sense of common identity and shared history or descent.
8. This chapter will look at the diverse processes through which nation-states and nationalism came into being in nineteenth-century Europe.

**The French Revolution and the idea of the Nation:**

1. The first clear expression of nationalism came with the French Revolution in 1789.
2. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
3. The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.
4. The Estates General was elected by the body of the active citizens and renamed the National Assembly. Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
5. The revolutionaries further declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism.
6. Students and other members of educated middle classes began setting up Jacobin club.
7. Their activities and campaigns prepared the way for the French armies which moved into

8. The French armies began to carry the idea of nationalism abroad.
9. Through a return to monarchy Napoleon had, no doubt, destroyed democracy in France, but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.
10. The Civil Code of 1804 usually known as the Napoleonic Code did away with all privileges based on birth, established equality before the Law and secured the right to property.
11. Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
12. Transport and communication systems were improved.
13. Businessmen and small-scale producers of goods, in particular, began to realize that uniform laws, standardized weights and measures, and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.
14. In many places such as Holland and Switzerland, Brussels, Mainz, Milan, Warsaw, the French armies were welcomed as harbingers of Liberty.
15. It became clear that the new administrative arrangements did not go hand in hand with political freedom.
16. Increased taxation, censorship, forced conscription into the French armies required to conquer the rest of the Europe, all seemed to outweigh the advantages of the administrative changes.

### **The Making of Nationalism in Europe:**

1. Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories.
2. They did not see themselves as sharing a collective identity or a common culture.
3. The Habsburg Empire ruled over Austria Hungary.
4. In Hungary, half of the population spoke Magyar while the other half of the spoke a variety of dialects.
5. Besides these three dominant groups, there also lived within the boundaries of the empire.
6. The only tie binding these diverse groups together was a common allegiance to the emperor.

**The Aristocracy and the new middle class:**

1. Socially and politically, a landed aristocracy was the dominant class on the continent.
2. The members of this class were by a common way of life that cut across regional divisions.
3. Their families were often connected by ties if marriages.
4. This powerful aristocracy was, however, numerically a small group. The growth of towns and the emergence of commercial classes whose existence was based on production for the market.
5. Industrialization began in England in the second half of the eighteenth century, but in France and parts of the German states it occurred only during the nineteenth century.
6. In its wake, new social groups came into being: a working-class population, and middle classes made up of industrialists, businessmen, professional.
7. It was among the educated, liberal middle classes that ideas of national unity following the abolition of aristocratic privileges gained popularity.

**What did Liberal Nationalism Stand for? :**

1. In early-nineteenth-century Europe were closely allied to the ideology of liberalism.
2. liber, meaning free.
3. Liberalism stood for freedom for the individual and equality of all before the law.
4. It emphasized the concept of government by consent.
5. A constitution and representative government through parliament.
6. The right to vote and to get elected was generated exclusively to property-owning men.
7. Men without property and all women were excluded from political rights.
8. Women and non-propertied men and women organised opposition movements demanding equal political rights.
9. The abolition of state-imposed restrictions on the movement of goods and capital.
10. A merchant travelling in 1833 from Hamburg to Nuremberg to sell his goods would have to pass through 11 customs barriers and pay a customs duty of about 5% at each one of them.
11. Obstacles to economics exchanges and growth by the new commercial classes, who argued

for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.

12. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

### **A New Conservation after 1815:**

1. Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism.
2. Most conservatives, however, did not propose a return to the society of pre-revolutionary days.
3. That modernization could in fact strengthen traditional institutions like the monarchy.
4. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.
5. In 1815, representatives of the European powers Britain, Russia, Prussia and Austria who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe.
6. The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.
7. German confederation of 39 states that has been set up by Napoleon was left untouched.
8. Autocratic did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic government.

### **The Revolutionaries:**

1. Revolutionary at this time meant a commitment to oppose monarchical forms and to fight for liberty and freedom.
2. Giuseppe Mazzini, born in Genoa in 1807, he became a member of the secret society of the Carbonari.
3. He was sent into exile in 1831 for attempting a revolution in Liguria.
4. Mazzini believed that god had intended nations to be the natural units of mankind.
5. Secret societies were set up in Germany, France, Switzerland and Poland.

### **The Age of Revolution: 1830-1848:**

1. As conservative regimes tried to consolidate their power, liberalism and nationalism came to

be increasingly associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.

2. rest of the Europe catches
3. An event that mobilized nationalist feelings among the educated elite across Europe was the Greek war of independence.
4. Greece had been the part of the Ottoman Empire since the fifteenth century.
5. Greeks living in exile and also from many west Europeans who had sympathies for ancient Greek culture.

### **The Romantic Imagination and national Feeling:**

1. The development of nationalism did not come about only through wars and territorial expansions.
2. Culture played an important role in creating the idea of the nation: art and poetry, stories and music helped to express and shape nationalist feeling.
3. A cultural movement which sought to develop a particular form of nationalist sentiments.
4. Romantic artists and poet generally criticised the glorification of reason and science and focused instead on emotions, institution and mystical feelings.
5. Other romantics were through folk song, folk poetry and folk dances that the true spirit of the nation.
6. National feelings were kept alive through music and languages.
7. Karol Kurpinski, celebrated the national struggles through his operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.
8. Language too played an important role in developing nationalist sentiments.

### **Hunger, Hardship and Popular Revolt:**

1. The 1830s were years of great economic hardship in Europe.
2. The first half of the nineteenth century saw an enormous increase in population.
3. In most countries there were more seekers of jobs than employment.
4. Population from rural areas migrated to the cities to live in overcrowded slum.
5. Food shortage and widespread unemployment brought the population of Paris out on the roads.



6. National Assembly proclaimed a republic, granted suffrage to all adult males above 21, and guaranteed the right to work.
7. Earlier, in 1845, weavers in Silesia had lead a revolt against contractors who supplied them raw material and gave them orders for finished textile.
8. On 4 June at 2 p.m. a large crowd of weavers emerged from their homes and marched in pairs up to the mansion of their contractors demanding higher wages.
9. The contractors fled with his family to a neighbouring village which, however, refused to shelter such a person.

### **1848: The Revolution of the Liberals:**

1. The poor, unemployment and starving peasants and workers in many European countries in the years 1848, a revolution led by the educated middle classes was under way.
2. Men and women of the liberal middle classes combined their demands for constitutionalism with national unification.
3. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.
4. Wilhelm IV, King of Prussia, rejected it and joined other monarchs to oppose the elected assembly.
5. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
6. The issue of extending political rights to women was a controversial one within the liberal movement.
7. Women had formed their own political associations, founded newspaper and taken part in political meeting and demonstrations.
8. Monarchs were beginning to realize that the cycles if revolution and repression could be ended by granting concessions to the liberal-nationalist revolutionaries.

### **The Making of German and Italy**

#### **Germany: can the Army be the Architect of a National?**

1. After 1848, nationalism in Europe moved away from its association with democracy and revolution.

2. This can be observed in the process by which Germany and Italy came to be unified as nation-states.
3. Nationalist feelings were widespread among middle-class Germans.
4. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners of Prussia.
5. Prussia took on the leadership of the movement.
6. Three wars overseen years-with Austria, Denmark, and France-ended in Prussian victory and completed the process of unification.
7. The nation-building process in Germany had demonstrated the dominance of Prussian state power.
8. The new state placed a strong emphasis on modernizing the currency, banking, legal and judicial systems in Germany.

### **Italy Unified:**

1. Like Germany, Italy too had a long history of political fragmentation.
2. Italians were scattered over several dynastic states as well as the multi-national Habsburg Empire.
3. Italy was divided into seven states.
4. Italian language had not acquired one common form and still had many regional and local variations.
5. Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.
6. Young Italy for the dissemination of his goals.
7. The failure of revolutionary uprising both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.
8. Italy offered them the possibility of economic development and political dominance.
9. Italy was neither a revolutionary nor a democrat.
10. Italian population, among whom rates of illiteracy were high, remained blissfully unaware of liberal-nationalist ideology.

### **The strange case of Britain:**

1. The model of the nation or the nation-state, some scholars have argued, is Great Britain.
2. It was the result of a long-drawn-out process.
3. There was no British nation prior to the eighteenth century.
4. England was able to impose its influence on Scotland.
5. The British parliament was henceforth dominated by its English members.
6. Ireland was forcibly incorporated into the United Kingdom in 1801.
7. British flag, the national anthem, the English language were actively promoted and the older nations survived only as subordinate partners on this union.

### **Visualising the Nation:**

1. While it was easy enough to represent a ruler through a portrait or a statue.
2. In other words, they represented a country as if it were a person.
3. Nations were then portrayed as a female figure.
4. The female figures became an allegory of the nation.
5. Christened Marianne, a popular Christine name, which underlined the idea of people's nation.

### **Nationalism and Imperialism:**

1. By the quarter of the nineteenth century nationalism no longer retained its idealistic liberal-democratic sentiment of the first half of the century, but became a narrow creed with limited ends.
2. The most serious source of nationalist's tension in Europe after 1871 was the area called the Balkans.
3. The Balkans was a region of geographical and ethnic variation.
4. One by one its European subjects' nationalities broke away from its control and declared independence.
5. The Balkan area became an era of intense conflict.
6. The Balkan states were jealous of each other and each hoped to gain more territory at the expense of each other.
7. But the idea that societies should be organized into 'nation-states' came to be accepted as natural and universal.

**MULTIPLE CHOICE QUESTIONS****Q1. The meaning of Volksgeist -**

- (A) Spirit of the nation      (B) Music      (C) Sports      (D) People

**Answer 1: A****Q2. Frederic Sorrieu belongs to which of the following countries-**

- (A) England      (B) Germany      (C) France      (D) Italy

**Answer 2: C****Q3. Which one of the following attributes stands for 'Willingness to make peace'?**

- (A) Breastplate with eagle      (B) Olive branch around the sword
- 
- (C) Broken chain      (D) All the above

**Answer 3: B****Q4. In 1789 France was a full-fledged territorial state under the rule of which of the following-**

- (A) The Federal Republic      (B) An absolute Monarch
- 
- (C) A Democratic Ruler      (D) None of these

**Answer 4: B****Q5. The Government or system of rule that has no restraints on the powers exercised is called-**

- (A) Absolutist      (B) Utopian      (C) Democratic      (D) Conservatism

**Answer 5: A****Q6. In Frederic Sorrieus "UTOPIAN" vision-**

- (A) The people of the world are grouped as distinct nations.
- 
- (B) Identified through their flag.      (C) Had national costume.      (D) All of the Above

**Answer 6: D****Q7. Monarchy is a type of govt. of the .**

- (A) Liberals (B) Absolutists (C) People      (D) None

**Answer 7: B****Q8. The concept of modern state was based upon –**

- (A) Monarchy      (B) Conservatives      (C) Powers in Sovereign control      (D) None

**Answer 8: C**

**Q9. CIVIL CODE OF NAPOLEON did not include-**

- (A) Did away with all privileges based on birth      (B) Equality before the law  
(C) Secured right to property      (D) Introduction to feudal system

**Answer 9: D**

**Q10. Habsburg Empire ruled over-**

- (A) Australia      (B) England      (C) Austria/ Hungary      (D) None

**Answer 10: C**

**Q11. In Galicia the Aristocracy spoke\_\_\_\_\_**

- (A) French      (B) English      (C) Polish      (D) German

**Answer 11: C**

**Q12. Socially and politically, the landed Aristocracy class was not the dominant class in Europe.**

- (A) TRUE      (B) FALSE      **Answer 12: B**

**Q13. \_\_\_\_\_was the measure of cloth.**

- (A) Elle      (B) Zollverein      (C) Magyar      (D) None

**Answer 13: A**

**Q14. 'When France Sneezes rest of Europe catches cold' said by whom?**

- (A) Australian prince      (B) Austrian queen      (C) Duke Metternich      (D)None

**Answer 14: C**

**Q15. ART, poetry, stories, music were the part of –**

- (A) Romantic imagination      (B) Ongoing revolution during 19th century  
(C) Developed national feeling      (D) All the above

**Answer 15: A**

**Q16. Who was the chief commander of the Prussian Army?**

- (A) William – 1      (B) Otto von Bismarck      (C) Mazzini      (D) None

**Answer 16: B**

**Q17. Jacobin clubs were the\_\_\_\_\_.**

- (A) Social club      (B) Political clubs      (C) Military clubs      (D) All of the above

**Answer 17: B**

**Q18. Greek struggle for Independence begins from\_\_\_\_\_.**

- (A) 1831      (B) 1841      (C) 1821      (D) 1861

**Answer 18:C**

**Q19. Frederic Sorrieu was an English artist.**

(A) TRUE

(B) FALSE

**Answer 19: B**

**Q20 Match the following-**

Column A	Column B
(1) Zollverein	(a) an elected assembly
(2) Estate general	(b) Austria- Hungary
(3) Habsburg empire ruled over	(c) Custom Union

(A) (1)- (c), (2)- (a), (3)- (b)

(B) (1)- (b), (2)- (a), (3)- (c)

(C) (1)- (a), (2)- (b), (3)- (a)

(D) (1)- (b), (2)- (c), (3)- (a)

**Answer 20: A**

**Q21. Match the following-**

Column A	Column B
(1) Battle of waterloo	(a) 1829-30
(2) First world war begins	(b) 1815
(3) Great economic depression	(c) 1914

(A) (1) - (c), (2) - (a), (3) - (b)

(B) (1) - (b), (2) - (a), (3) - (c)

(C) (1) - (a), (2) - (b), (3) - (a)

(D) (1) - (b), (2) - (c), (3)- (a)

**Answer 21: D**

**Q22. Who among the following formed the secret society called 'Young Italy'? [Delhi 2012]**

(a) Otto von Bismarck

(b) Giuseppe Mazzini

(c) Mettemich

(d) Johann Gottfried Herder

**Answer 22 : B**

**Q23. Who played the leading role in the unification of Germany?**

- (a) German Emperor (formerly King of Prussia) — Kaiser William I.
- (b) Otto Von Bismarck (Prussian Chief Minister).
- (c) Johann Gottfried Herder — German philosopher.
- (d) Austrian Chancellor — Duke Metternich.

**Answer 23 : B**

**Q24. Three wars over seven years with Austria, Denmark, Germany and France, ended in**

- (a) Danish victory
- (b) Prussian victory
- (c) French victory
- (d) German victor

**Answer 24 : B**

### **ASSERTION AND REASON BASED MCQs**

**Direction: in the following question, A statement of assertion (A) is followed by a statement of reason(R). Mark the correct choice as.**

- (A) Both A and R are true and R is the correct explanation of A.**
- (B) Both A and R true but R is NOT the correct explanation of A.**
- (C) A is true but R is false**
- (D) A is false R is true**

**Q1. Assertion (A) -** The growth of revolutionary Nationalism in Europe sparked off a struggle for Independence amongst the Greeks which began in 1831

**Reason (R)-** Greece was suffering under subjugation of the Ottoman empire.

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

**Answer 1: A**

**Q2. Assertion (A)-** In the year after 1848, the autocratic monarchies of central and eastern Europe Introduce the changes that had already taken place in Western Europe before 1815.

**Reason(R) -** Napoleon won over Europe once again.

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

**Answer 2: C**

**Q3. Assertion (A)** - Eastern and central Europe were under Autocratic Monarchies within the territories of which lived diverse peoples.

**Reason(R)**- They all spoke similar language and belong to same Ethnic groups.

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

**Answer 3: C**

**Q4. Assertion (A)**- French revolution lead to the transfer of sovereignty from the monarchy to a body of French citizens.

**Reason(R)**- French people were given certain rights like the ideas of La Patrie and le Citoyen

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

**Answer 4: B**

**Q5. Assertion (A)**- On 18<sup>th</sup> May 1848, 831 elected representatives marched in a festive procession to take place in the Frankfurt Parliament.

**Reason(R)**- The meeting was convened in the palace of Louis XVI.

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

**Answer 5: C**

**Q6. Assertion (A)**- A large part of the Balkans was under the control of the Ottoman Empire

**Reason (R)** - the spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

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

**Answer 6: A**



**Q7. Assertion (A)** - The French Revolution was an influential event that marked the age of revolutions in Europe.

**Reason (R)**- The French Revolution transferred the sovereignty from the people to the monarch.

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

**Answer 7: C**

**Q8. Assertion (A)**- Serfdom and bonded labor were abolished both in the Habsburg dominions and in Russia.

**Reason (R)**- Monarchs were beginning to realize that the cycles of revolution and repression could Only be ended by granting concessions to the liberal-nationalist revolutionaries.

- (A) Both A and R are true and R is the correct explanation A
- (B) Both A and R true but R is NOT the correct explanation of A
- (C) A is true but R is false
- (D) A is false R is true

**Answer 8: A**

**Q9. Assertion (A)**- The Scottish Highlands suffered terrible repression whenever they attempted to Assert their independence.

**Reason(R)**- Catholic revolts against British dominance were suppressed.

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

**Answer 9: A**

**Q10. Assertion (A)**- Germany, Italy and Switzerland were divided into kingdoms, duchies and cantons whose rulers had their autonomous territories

**Reason(R)**- They were closely bound to each other inspire of their autonomous rule.

- (A) Both A and R are true and R is the correct explanation A
- (B) Both A and R true but R is NOT the correct explanation of A
- (C) A is true but R is false
- (D) A is false R is true

**Answer 10: C**

### **CASE-BASED AND SOURCE BASED MULTIPLE CHOICE QUESTIONS**

**Q1. Read the source given and answer the following-**

In 1815, Representatives of the European powers- Britain, Russia, Prussia and Austria- who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The congress was

hosted by the Austrian Chancellor Duke Metternich. The delegates drew up the TREATY OF VIENNA of 1815 With the objective of undoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon Dynasty, which had been deposed during the French revolution, was restored to power, and France lost the territories it had annexed under Napoleon.

**Answer the following-**

**(A) Which country's Army collectively defeated Napoleon -**

- |                                |  |
|--------------------------------|--|
| i. Britain, Russia and Japan   | iii. Prussia, Russia and Germany         |
| ii. Russia, Austria and Poland | iv. Britain, Russia, Prussia and Austria |

**Answer A :(iv)**

**(B) VIENNA congress was hosted by-**

- |              |             |                          |          |
|--------------|-------------|--------------------------|----------|
| i. Garibaldi | ii. Mazzini | iii. Austrian Chancellor | iv. None |
|--------------|-------------|--------------------------|----------|

**B: (iii)**

**(C) Which dynasty was restored after 1815 in France?**

**Answer - Bourbon Dynasty**

**(D) What was the objective of "TREATY OF VIENNA"?**

**Answer -**The objective of treaty of Vienna was undoing most of the changes that had come about in Europe during the Napoleonic wars.

**Q2. Read the source given and answer the following-**

The term liberalism derives from the Latin root *liber*, meaning free. For the new middle classes liberalism stood for freedom for the individual and equality of all before the law, Politically, it emphasized the concept of government by consent. Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament. Nineteenth –century liberals also stressed the inviolability of private property.

**(A) What is the meaning of liber?**

- |           |          |          |                       |
|-----------|----------|----------|-----------------------|
| i. Bonded | ii. Free | iii. War | iv. none of the above |
|-----------|----------|----------|-----------------------|

**Answer- A (ii )**

**(B) For middle class politically, liberalism stood for**

- |                          |                  |                       |                       |
|--------------------------|------------------|-----------------------|-----------------------|
| i. Government by consent | ii. Constitution | iii. Both(i) and (ii) | iv. None of the above |
|--------------------------|------------------|-----------------------|-----------------------|

**B (iii)**

**(C) What was the meaning of 'Liberalism' for new middle classes?**

**Answer-** freedom for the individual and equality before the law. It emphasized the concept of government by consent.

**Q3. Read the source given and answer the following-**

Giuseppe Mazzini. Born in Genoa in 1807, he became a member of the secret society of the Carbonari. As a young man of 24, he was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, young Italy in Marseilles, and then, young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German States. Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic which could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

**(A) Giuseppe Mazzini was born in?**

- (i) Berne                                      (ii) Paris                                      (iii) Genoa                                      (iv) Liguria

**A(iii)**

**(B) ..... was sent into exile in 1831 for attempting a revolution in Liguria**

- (i) Garibaldi                      ii) Mazzini                      (iii) Napoleon                      (iv) Bismarck.

**(B) (ii)**

**(C) How was Metternich described Mazzini?**

**Answer-** Metternich described him as 'the most dangerous enemy of our social order'.

**(D) Which of the following societies was founded in Berne?**

- (i) Young Europe              (ii) Young Germany              (iii) Young Italy              (iv) Young Britain

**(D) (i)**

**Q.4. Read the source given and answer the following-**

Similar female allegories were invented by artists in the nineteenth century to represent the nation. In France she was christened Marianne, a popular Christian name, which underlined the idea of a people's nation. Her characteristics were drawn from those of Liberty and the Republic- the red cap, the tricolour and the cockade. Statues of Marianne were erected in public squares to remind the public of the national symbol of unity and to persuade them to identify with it. Marianne images were marked on coins and stamps. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of Oak leaves, as the German oak stands for heroism.

**(A) The female allegory in France was.....**

- (i) Germania              (ii) Mary                      (iii) Flora                      (iv) Marianne.

**(A) (iv)**

**(B) Germania became the allegory of.....**

- (i) France                      (ii) Italy                      (iii) Germany                      (iv) Britain.

**(B) (iii)**

**(C) The German oak stands for?**

- (i) Liberty                      (ii) Heroism                      (iii) Justice                      (iv) None of these

**(C) (ii)**

**(D).....images marked on coins and stamps.**

- (i) Germania                      (ii) Marianne                      (iii) Mary                      (iv) Jesus.

**(D) (ii)**

**Q.5. Read the source given and answer the following-**

In the German regions, a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans, came together in the city of Frankfurt and decided to vote for an all-German National Assembly. On 18 May, 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament convened in the Church of St Paul. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament. When the deputies offered the crown on these terms to the deputies offered the crown on these terms to Friedrich Wilhelm IV , kings of Prussia, he rejected it and joined other monarchs to oppose the elected assembly. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded. The Parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support. In the end, troops were called in and the assembly was forced to disband. The issue of extending political rights to women was a controversial one within the liberal movement, in which large numbers of women had participated actively over the years. Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations. Despite this, they were denied suffrage rights during the election of the Assembly. When the Frankfurt Parliament convened in the Church of St Paul, women were admitted only as observers to stand in the visitors' gallery.

**(A) People from which classes mainly constituted the members of many political associations in the German region?**

- (i) Middle –class Professionals (ii) Businessmen (iii) Prosperous Artisans (iv) All above classes

**(A) (iv)**

**(B) On 18<sup>th</sup> may, 1848 Frankfurt Parliament convened at? Choose the correct option.**

- (i) St. Peters' church (ii) St. Pauls' church (iii) St. Johns' church (iv) St. Mary church

**(B) (ii)**

**(C) Who was Otto von Bismarck -**

- (i) The King of Prussia                      (ii) The prime Minister of Prussia  
 (iii) The President of Prussia      (iv) The chief Minister of Prussia

**(C) (iv)****(4) What was the role of women in the Church of St. Paul?**

**Answer-** Women had formed their own political associations, founded newspapers and taken part in political meetings and demonstrations.

## PICTURE BASED QUESTIONS

➤ 1. Who is represented as a postman in the given image?

- a) Giuseppe Mazzini  
 b) **Napoleon Bonaparte**  
 c) Otto Von Bismarck  
 d) Giuseppe Garibaldi

The courier of Rhineland loses all that he has on his way home from Leipzig. Napoleon here is represented as a postman on his way back to France after he lost the battle of Leipzig in 1813. Each letter dropping out of his bag bears the names of the territories he lost.



➤ 3. Which of the following best signifies this image?

- a) War at Zweibrücken, German  
 b) People celebrating Christmas  
 c) **Planting of tree of Liberty**  
 d) None of the above



The Planting of Tree of Liberty in Zweibrücken, Germany. The subject of this colour print by the German painter Karl Kaspar Fritz is the occupation of the town of Zweibrücken by the French armies. The plaque being affixed to the Tree of Liberty carries a German inscription which in translation reads: 'Take freedom and equality from us, the model of humanity.'

- 4. Which of the following aspect best signifies this image of Germania?
- a) **Heroism and Justice**
  - b) Folk and Cultural Tradition
  - c) Austerity and Asceticism
  - d) Revenge and Vengeance



*Studywithmanish.blogspot.com*  
Germania, Philip Veit, 1848. The artist prepared this painting of Germania on a cotton banner, as it was meant to hang from the ceiling of the Church of St Paul where the Frankfurt parliament was convened in March 1848.

- 5. Which of the following aspect of Bismarck is known as in this image?
- a) His democratic nature
  - b) **His violent and strict nature**
  - c) His sympathetic nature
  - d) None of the above



*Studywithmanish.blogspot.com*  
Caricature of Otto von Bismarck in the German reichstag (parliament), from Figaro, Vienna, 5 March 1870.



- 6. Which of the following event is described in the following in image?
- Signing of Treaty of Vienna.
  - Founding of Young Europe in Berne 1833.**
  - Giuseppe Mazzini unifying Italy
  - None of the above



Giuseppe Mazzini and the founding of Young Europe in Berne 1833. Print by Giacomo Mantegazza.

- 7. The painting “the Dream of worldwide Democratic and Social Republics” was prepared by whom?

- Giuseppe Mazzini
- Frederic Sorrieu**
- Henry Patullo
- Duke Metternich

The dream of worldwide democratic and social Republics- The pact Between nations, a print prepared by Frederic Sorrieu, 1884



### VERY SHORT ANSWER TYPE QUESTIONS

**Q1. What was the main aim of the Treaty of Vienna 1815?**

**Answer:** The main aim was to undo most of the changes that had come about in Europe during the Napoleonic wars.

**Q2. Define the term Romanticism.**

**Answer:** Romanticism: It was a cultural movement that sought to develop a particular form of nationalist sentiments. Romantic artists and poets generally criticized the glorification of reason and science and focused on emotions, intuition, and mystical feelings.

**Q3. How did the Greek War of Independence mobilise nationalist feelings among the educated elite across Europe?**

**Answer:** Greek war of independence mobilized the nationalist feeling in Europe through the following ways:

(i) Greece was viewed as a part of Europe that had been annexed by Ottomans and now needed to be liberated.

(ii) Greece perceived as the foundation and cradle of civilisation in Europe by poets and artists. This led to nationalist consciousness.

**Q4. Describe the significance of the Statue of Liberty in Frederic Sorrieu's paintings "The dream of worldwide democratic and socialist republics"?**

**Answer:** (i). In the Sorrieu's paintings the 'Statue of Liberty' is personified as women bearing the 'Torch of Enlightenment' in one hand and the Charter of the Rights in the other.

(ii). The statue signifies the rise of nationalism to establish nation states based on democratic principles with inalienable human rights.

**Q5. What is meant by Balkan region?**

**Answer:** (i) The Balkans was a region of geographical and ethnic variations comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.

(ii) The inhabitants of these regions were known as Slavs.

**Q6. What were Jacobin Clubs? .**

**Answer:** Jacobin clubs were the political clubs that were set up by educated middle class in all over Europe to replace autocratic regimes in Europe with democratic governments.

**Q7. Name the female allegory, which was invented by artists in the 19th century to represent the nation of France. Explain any two features of it.**

**Answer:** The name of the allegory, to represent the nation of France was **Marianne**.

The following were its features:

- ❖ It underlined the idea of a people's nation.
- ❖ Her characteristics were drawn from liberty and republic

**Q8 What was the aim of Zolleverin?**

**Answer:** The aim of Zollverein was to bind the Germans economically into a nation and to abolish tariff barriers.

**Q9. Why did most of the 'conservative regimes' impose censorship laws to control printed material associated with the French Revolution in 1815?**

**Answer:** The regimes set up in 1815 were autocratic. They did not tolerate criticism and dissent.

- Censorship laws were imposed to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom associated with the French revolution.

**Q10. What was Treaty of Constantinople of 1832?**



**Answer:** Under this Treaty Greece which was part of Ottoman Empire was recognized as an independent nation.

### SHORT ANSWER TYPE QUESTIONS (3 MARKS)

**Q1. Describe the ideology of liberalism during the early 19th century.**

Or

**Ideas of national unity in early 19th-century Europe were closely allied to the ideology of liberalism. What did it mean for the middle class in France? Explain.**

**Ans:**

- Liberalism in the early 19th century stood for freedom for the individual and equality for all before the law for the new middle classes.
- Politically, it emphasized the concept of government by consent.
- It stood for the end of autocracy and clerical privileges, A constitution and representative government through parliament.

**Q2. What were the main provisions of the Treaty of Vienna held in 1815?**

**Ans:**

The Bourbon dynasty which was destroyed during the French Revolution was restored to power.

- France lost the territories it had annexed under Napoleon.
- A series of states were set up on the boundaries of France to prevent French expansion in the future.
- The German confederation of 39 states set up by Napoleon was left untouched

**Q3. “The 1830s were years of great economic hardship in Europe.” Examine the statement by giving suitable examples.**

**Ans:**

The 1830s were years of great economic hardship in Europe in the following ways:

- The first half of the 19th century saw an enormous increase in population which led to widespread unemployment.
- Population from rural areas migrated to the cities to live in overcrowded slums.
- Small producers in towns faced stiff competition from imports of cheap machine-made goods from England.
- The rise of food prices or a year of bad harvest led to widespread pauperism (poverty) in towns and countries

**Q4. List any three features of the Civil Code of 1804 usually known as the Napoleonic Code.**

**Ans:**

**Napoleonic Code of 1804 -:**

- (i) All privileges based on birth were removed.
- (ii) He had established equality before law.
- (iii) Right to property was given.
- (iv) In towns, guild restrictions were removed.
- (v) Transport and communication system improved.

**Q5. Explain the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?**

**Ans:**

The educated middle class led the Revolution of Liberals in 1848. They emphasised upon the following ideals:

(i) Politically, they stressed on the establishment of government by consent, freedom of press.

(ii) Socially, they asserted the abolition of all hereditary privileges.

(iii) Economically, they stood for abolition of trade restrictions imposed by the state.

**Q6. Explain any three beliefs of the conservatism that emerged after 1815?**

**Ans:**

Three beliefs of conservatism that emerged after 1815 were:

1. Established and traditional institutions of state and society like monarchy, the Church, property and family should be preserved.
2. They believed in the modernization of the traditional institution to strengthen them, rather than returning to the society of pre-revolutionary days.
3. Also they believed that abolition of feudalism and serfdom and replacing it with a modern army, an efficient bureaucracy and a dynamic economy could strengthen autocratic monarchies of Europe.

**Q7. What was the process of unification of Germany?**

**Ans:**

(i) The middle-class Germans had tried to fight for a united nation governed by an elected parliament in 1848 but were repressed by the monarchy and military.

(ii) Otto von Bismarck, chief minister of Prussian led the movement for unification of Germany. He was supported by the bureaucracy and the Prussian army.

(iii) After three wars with Austria, Denmark, and France, Prussia won and unified Germany. The Prussian king, William I, was proclaimed the German emperor in January 1871.

### **LONG ANSWER TYPE QUESTIONS (5 MARKS)**

**Q1. Explain the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.**

OR

**The first clear expression of nationalism came with the 'French Revolution' in 1789." Examine the statement.**

**Ans:**

- The ideas of La Patrie (the fatherland) and Le Citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution.
- A new French flag, the tricolor, was chosen to replace the former Royal Standard.
- The Estates General was elected by the body of active citizens and renamed the National Assembly.
- New hymns were composed, oaths taken and martyrs commemorated all in the name of the nation.

- A centralized administrative system was introduced and it formulated uniform laws for all citizens.
- Internal customs duties and dues were abolished and a uniform system of weights and measures was adopted.
- Regional dialects were discouraged and French became the common language of the nation.

**Q2. 'In Britain, the formation of the nation-state was not the result of a sudden upheaval on Revolution.' Elaborate on this statement.**

**Ans:**

- In Britain, the formation of a nation-state was a result of a long-drawn-out process.
- There was no British nation prior to the 18th century.
- The primary identities of the people who inhabited the British Isles were ethnic ones such as English, Welsh, Scot, or Irish.
- Later the English Parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state with England at its center came to be forged.
- The Act of Union (1707) between England and Scotland that resulted in the formation of the '**United Kingdom of Great Britain**' meant, in effect, that England was able to impose its influence on Scotland.

**Q3. Briefly trace the geographical and ethnic variations of the Balkans region. Why did this region become politically very explosive?**

**Ans:**

- The Balkan was a region of geographical and ethnic variations comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina Slovenia, Serbia, and Montenegro. The inhabitants were called Slavs.
- A large part of the Balkans was under the control of the Ottoman Empire while some other parts were under the control of Russia and Austria causing a complex problem.
- The spread of ideas of Romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made the region very explosive.
- Different Slavic nationalists struggled to define their identities.
- The Balkan region became a region of intense conflict over the expansion of territory.
- At the same time, the great European Powers – Russia, Germany, England, and Austro-Hungary were keen on taking the control of the Balkan region, since it was important from the trade point of view.
- This led to a series of wars in the region and finally became the cause of the First World War.

**Q4. Describe the process of Unification of Italy?**

**Ans:**

**Unification of Italy:**

- During the middle of the 19th century, Italy was divided into seven states of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.
- The unification process was led by three revolutionaries—Giuseppe Mazzini, Count Camillo de Cavour, and Giuseppe Garibaldi
- During 1830, Mazzini decided to unite Italy. He had formed a secret society 'Young Italy' to achieve his goal.

- After earlier failures in 1831 and 1848, King Victor Emmanuel II took to unify the Italian states through wars.
- Through a tactful diplomatic alliance with France by Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.
- Under the leadership of Garibaldi armed volunteers marched into South Italy in 1860 and the Kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.
- In 1861, Victor Emmanuel II was proclaimed king of united Italy.

**Q5. Explain the role of languages in developing the national sentiment in Europe.**

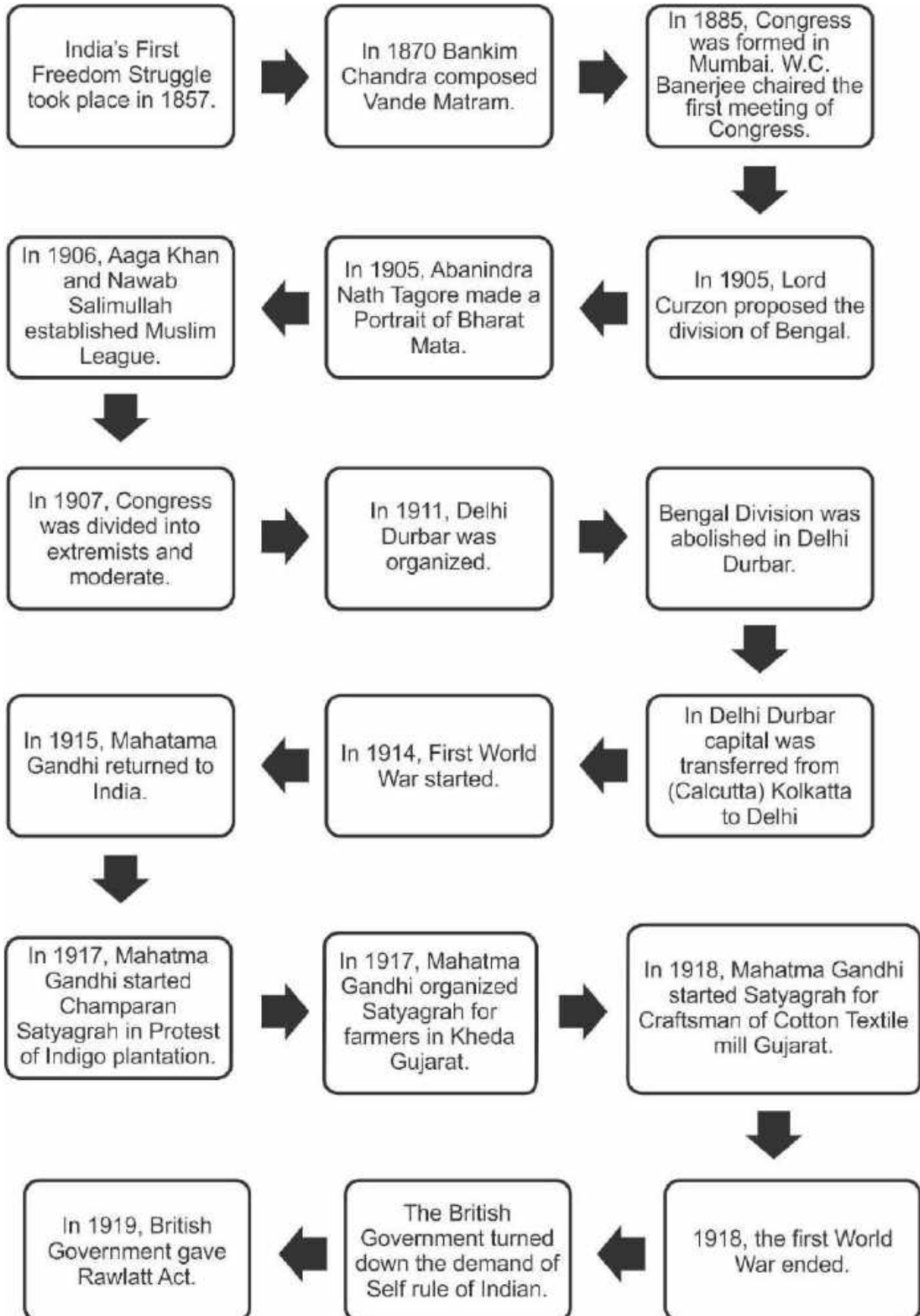
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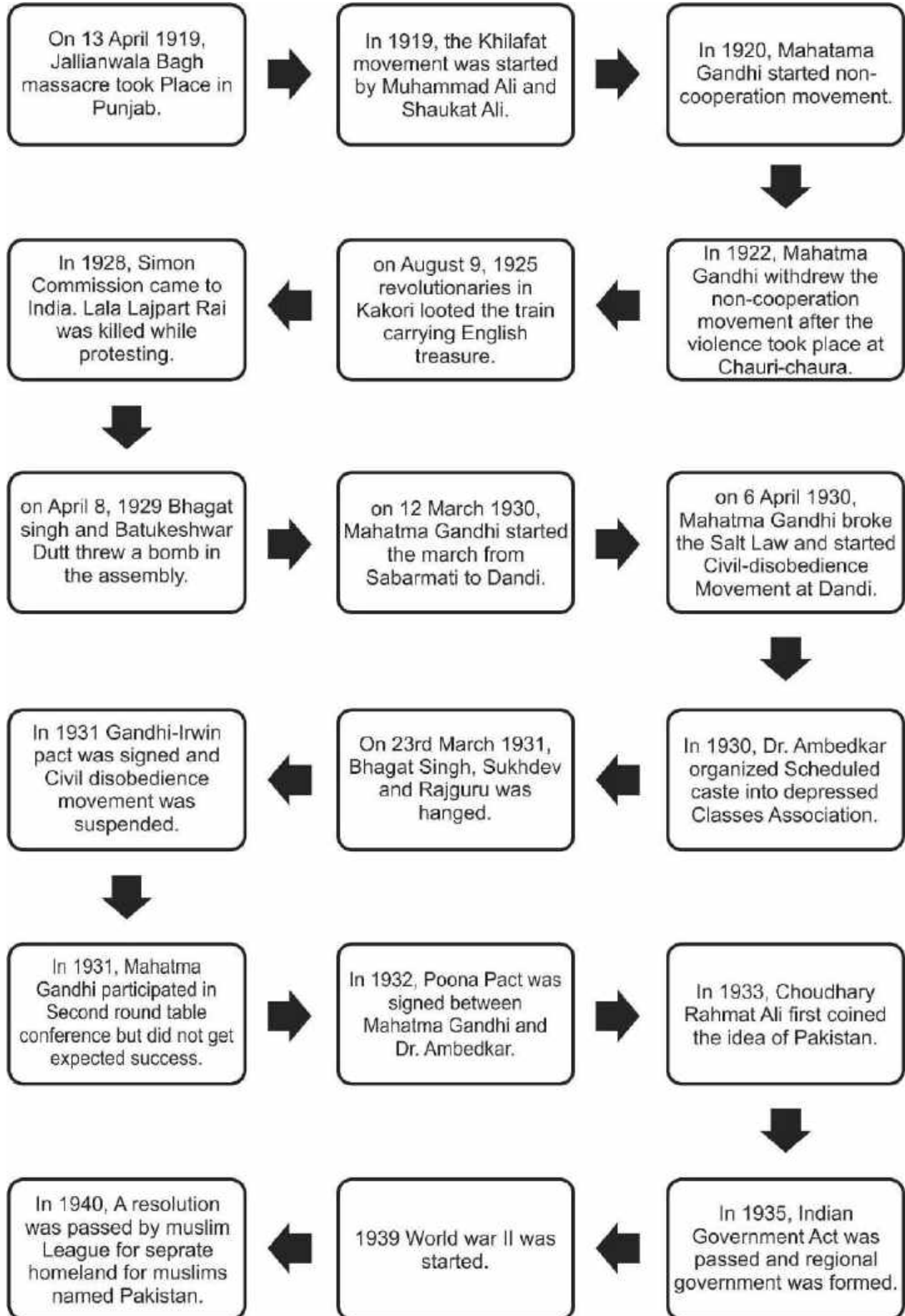
**Culture played an important role in creating the idea of the nation. Explain**

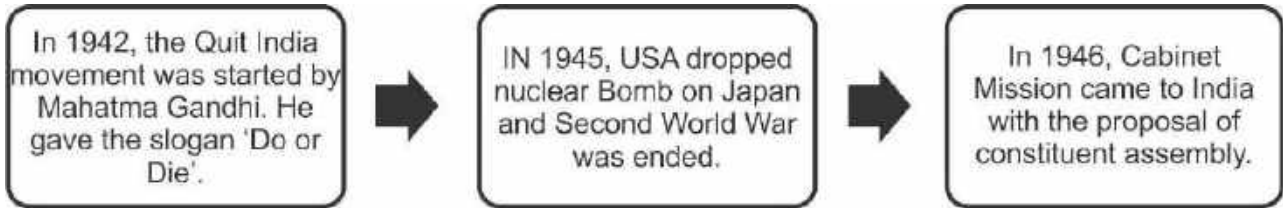
**Ans:**

- Vernacular languages and local folklores played an important role in creating the idea of nation in Europe.
- This was especially so in the case of Poland which had been partitioned by the great powers — Russia, Prussia & Austria.
- Karol Kurpinski of Poland celebrated the national struggle through his operas and music, turning folk dances like the Polonaise, Mazurka into nationalist symbols.
- After Russian occupation, the Polish language was forced out of schools and the Russian language was imposed everywhere.
- Many members of the clergy in Poland began to use language as a weapon of national resistance. Polish was used for church gatherings and all religious instructions.
- As a result, a large number of priests and bishops were put in jail or sent to Siberia by the Russian authorities.
- The use of Polish came to be seen as a symbol of struggle against Russian dominance.

**CHAPTER-2**  
**NATIONALISM IN INDIA**





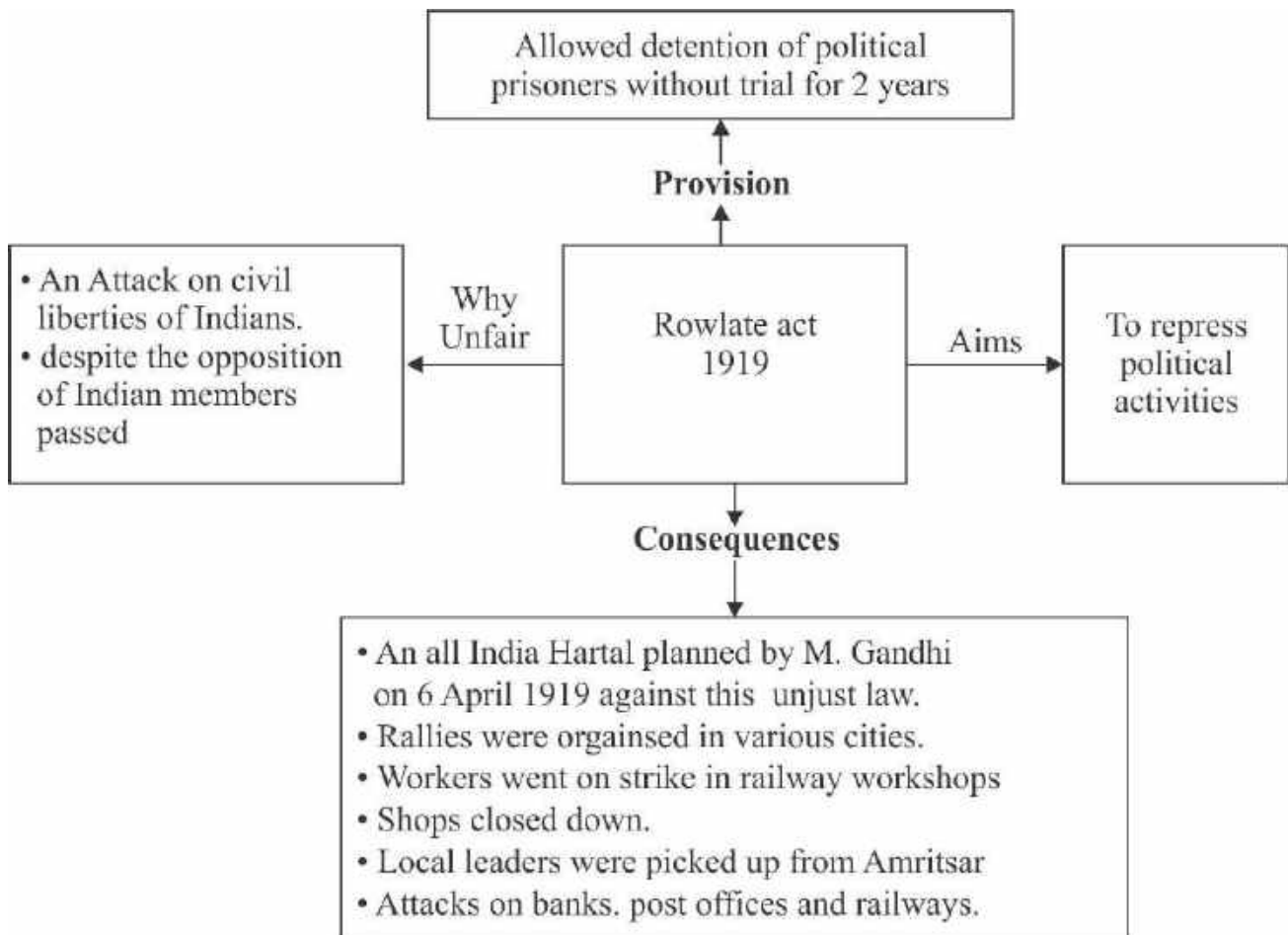
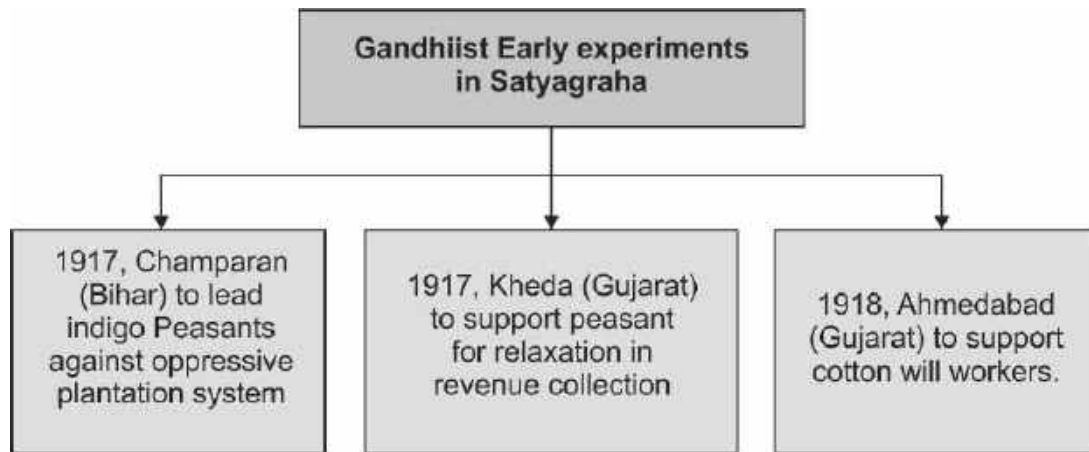


**India became independent on August 15<sup>th</sup>, 1947.**

- Some Interesting Facts**
- At the time when India was free, Britain's Prime minister was Clement Atlee.
  - Subhash Chandra Bose gave the slogan "Give me Blood, I will give you freedom" and "Delhi Chalo".
  - Bal Gangadhar Tilak gave the slogan "Swaraj is my birth right and I shall have it".
  - Ram Prasad gave the slogan "Sarfarooshi ki tamanna ab hamare dil main hai, dekhna hai zor kitna baazu-e-khati main hain".
  - Bhagat Singh gave the slogan "Inqlaab zindabad".

**Factors that led to the rise of Nationalism**







**NON - Cooperation Movement (NON)**  
January 1921 - February 1922**Why Non cooperation**

- British rule established in India with the cooperation of Indians.
- If Indians refuses to coopered it would collapse within a year.

**Stages of the Movement**

- Surrender of titles
- Boycott of civil services, army, police, courts
- a full civil disobedience campaign.

**Sessions of the congress to start NCM**

- September 1920 to convince other leaders (calcutta)
- December 1920 (Nagpur) to adopt it.

**Various social groups that participated**

- In the towns : Middle Class
- In the countryside : Peasants and trials
- In plantations : Workers.

**Twin aims of the movement**

- To attain Swaraj
- To support Khilafat issue to unite Hindus and Muslims.

**End of the movement**

In February 1922, the movement was withdrawn by Gandhi Ji due to Chaui Chaura Incitent.

### Civil Disobedience Movement

6 April 1930 – March 1931 (Suspended due to Gandhi  
Indian Relaunches in 1932, by 1934 2 Ended)

#### Main Events :

- Breaking of Salt law in different parts of the country.
- Boycott of foreign goods.
- Picketing of Liquor Shops
- Violation of forest laws

#### Reaction of the British governments :

- Arresting of congress leaders one by one
- Policy of brutal repression
- Peaceful Satyagrahis were attacked
- Women and children were beaten
- Around 100,000 arrests

#### Participants of the movement :

- Rich peasants : against high revenue
- Poor peasants : against high rent and high-revenue
- Business classes : against colonial business policies.
- Women : Moved by Gandhi jis call.
- Workers in some places.

#### How was it different from Non-Cooperation :

- In NCM aim was 'Swaraj' this time "Poorna Swaraj"
- In NCM breaking of laws was not involved, this time breaking of laws.

Factors that developed the reuse of collective belonging and united all Indians.

**Figure or image :** Image of Bharat Mata first created by Bankim Chandra. This image helped people in Identifying the nation.

**Folklore :** Nationalists began gathering and recording folktale as they Presented our true culture and helped discover ones national Identity and restore a reuse of pride in past.

**Icon and Symbols : Forex Flag :** Tricolors flag first developed during Swadeshi movement (1921) in Bengal which had 8 lotuses. By 1921 Gandhi ji had designed the Swaraj Flag. carrying the flag became a symbol of defiance.

**Reinterpretation of History :** Many Indians began looking into the past to discover India's great achievements and urged Indians to take pride in India's past and struggle against British.

**Song like 'Vande Mataram :** In 1870's Bankim Chandra wrote 'Vande Mataram' as a hymn to the motherland and was widely sung during Swadeshi movement.

### GIST OF THE LESSON

#### **Nationalism in India**

The growth of modern nationalism is intimately connected to anti-colonial movement.

The congress under the leadership of Mahatma Gandhi tried to forge groups together within one movement. However, the unity did not emerge without conflict.

#### **First World War, Khilafat and Non-Cooperation**

1. National Movement was spreading in New areas in 1919 and incorporating new social groups and developing new modes of struggle.
2. Mahatma Gandhi came to India and The Idea of Satyagraha emphasised the power of truth and the need to search for truth.
3. He advocated that physical force was not necessary to fight the oppressor.
4. In 1916, He travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.

#### **The Idea of Satyagraha**

1. Mahatma Gandhi returned to India in January, 1915. His heroic fight for the Indians in South Africa was well-known. His novel method of mass agitation known as Satyagraha had yielded good results.
2. The idea of Satyagraha emphasized the power of truth and the need to search for truth.
3. In 1916, Gandhi travelled to Champaran in Bihar to inspire the peasants to struggle against the

oppressive plantation system.

4. In 1917, crops failed in Kheda district of Gujarat, but the government refused to remit land revenue and insisted on its full collection.

5. In 1918, Mahatma Gandhi intervened in a dispute between workers and mill owners of Ahmedabad. He advised workers to go on strike and to demand a 35% increase in wages.

6. Satyagraha brought Gandhiji into close touch with the workers in the urban areas.

#### **The Rowlatt act:**

1. When the Rowlatt act 1919, was passed hurriedly through the Imperial Legislative Council in spite of unanimous opposition of the Indian members, Gandhiji's patience comes to an end.
2. Gandhi wanted non-violent civil disobedience against such unjust laws, which would start with a hartal on 6th April.
3. 6th April 1919 was observed as Satyagraha Day when people all over the country observed fast and hartal.
4. 1919, the country witnessed a remarkable political awakening in India.
5. Local leaders were picked up from Amritsar and Mahatma Gandhi was barred from entering Delhi.
6. On 10<sup>th</sup> April, the police in Amritsar fired upon a peaceful procession, provoking widespread attacks on banks.

#### **Jallianwala Bagh Massacre:**

1. A large crowd gathered in the enclosed ground of Jallianwala Bagh.
2. People came to protest against government's repressive measure while some came to attend the annual Baisakhi fair.
3. General Dyer entered the area. Blocked the exit points and opened fire on the crowd, killing hundreds.
4. The government responded with brutal repression seeking to humiliate and terrorise people.
5. Satyagrahis were forced to rub their noses on the ground, crawl on the streets and do Salaam (salute) to all Sahibs.

### **Khilafat movement**

1. Rowlatt Satyagraha had been a widespread movement, it was still limited mostly to cities and towns.
2. Mahatma Gandhi now felt the need to launch a more broad based movement in India.
3. But he was certain that no such movement could be organized without bringing the Hindus and Muslims closer together.
4. The First World War had ended with the defeat of Ottoman Turkey. There were rumors that a harsh peace treaty was going to be imposed on the Ottoman Emperor, who was the spiritual head (Khalifa) of the Islamic world.
5. The Muslims of India decided to force Britain to change her Turkish policy.
6. A Khalifa Committee was formed under the leadership of Maulana Azad, Ajmal Khan and Hasrat Mohani.
7. A young generation of Muslim leaders like the brothers Muhammad Ali and Shaukat Ali began discussing with Mahatma Gandhi about the possibility of a united mass action on the issue.

### **Differing strands within the movement:**

1. Rebellion in the countryside: – From the cities, the noncooperation movement spread to the
2. countryside. After the war, the struggles of peasants and tribal were developing in different parts of India.
3. One movement here war against talukdars and landlords who demanded from peasant exorbitantly high rents and a variety of other cesses.
4. Peasants had to do begar. The peasant movement demanded reduction of revenue, an abolition of begar and social boycott of oppressive landlords.
5. Oudh Kisan Sabha was setup headed by. Jawaharlal Nehru and other, within a month, over 300 branches had been set up by the villagers.
6. Tribal peasants interpreted the message of Mahatma Gandhi and the idea of Swaraj in yet another way.
7. The colonial government had closed large forest areas preventing people from entering the forests to graze their cattle, or to collect fuel wood and fruits.
8. Alluri Sitaram Raju Claimed that he had a variety of special powers. He asserted that India could be liberated only by the use of force.

### **Towards Civil Disobedience**

1. Mahatma Gandhi decided to withdraw the Non-Cooperation Movement in 1922.
2. The movement was turning violent in many places and satyagarhis needed properly trained for mass struggle.
3. CR Das and Motilal Nehru formed the Swaraj Party within the Congress to argue for a return to council politics.
4. Salt was a powerful symbol that could unite the nation.
5. Salt march accompanied by 78 of his trusted volunteers.
6. Finally, Mahatma Gandhi once again decided to call off the movement and entered into a pact with Irwin on 5 March 1931.
7. Participants saw the movement in different angle such as Patidars of Gujarat and Jats of Uttar Pradesh.
8. To organise business interest, formed the Indian Industrial and commercial congress in 1920 and Federation of the Indian Chamber of Commerce and Industries (FICCI).
9. Gandhi called to Untouchable that is Harijan, Children of God.

**The Sense of Collective Belonging:**

1. Nationalist Movement Spreads when people belonging to different regions and communities begin to develop a sense of collective belongingness. The identity of a nation is most often symbolized in a figure or image.
  2. This image of Bharat Mata was first created by Bankim Chandra Chattopadhyay in 1870 when he wrote 'Vande Mataram' for our motherland. Indian folk songs and folk sung by bards played an important role in making the idea of nationalism. In Bengal, Rabindranath Tagore and in Madras, Natesa, Sastri collection of folk tales and songs, which led the movement for folk revival.
1. During the Swadeshi Movement, a tri-color ( red, green and yellow ) flag was designed in Bengal. It had eight lotuses representing eight provinces and a crescent moon representing Hindus and Muslims.
  2. Means of creating a feeling of nationalism was through reinterpretation of history. The nationalist writers urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.

**Q1. Who was the writer of the book 'Hind Swaraj'?**

- |                         |                       |
|-------------------------|-----------------------|
| (a) Rabindranath Tagore | (c) Mahatma Gandhi    |
| (b) B.R. Ambedkar       | (d) Jawahar Lai Nehru |

**Ans: (c) Mahatma Gandhi****Q2. Khilafat Committee was formed in 1919 in the city of**

- |              |              |
|--------------|--------------|
| (a) Bombay   | (c) Lucknow  |
| (b) Calcutta | (d) Amritsar |

**Ans: (a) Bombay****Q3. Which of the following was the reason for calling off the Non-cooperation Movement by Gandhiji?**

- |  |                            |
|--|----------------------------|
| (a) Pressure from the British Government | (c) Gandhiji's arrest      |
| (b) Second Round Table Conference        | (d) Chauri-Chaura incident |

**Ans: (d) Chauri-Chaura incident****Q4. Baba Ramchandra, a sanyasi, was the leader of which of the following movements?**

- (a) Khilafat Movement

- (b) Militant Guerrilla Movement of Andhra Pradesh
- (c) Peasants' Movement of Awadh
- (d) Plantation Workers' Movement in Assam

Ans: (c) Peasants' Movement of Awadh

**Q5. Who set up the 'Oudh Kisan Sabha'?**

- (a) Alluri Sitaram Raju
- (b) Jawahar Lai Nehru and Baba Ramchandra
- (c) Jawaharlal Nehru and Shaukat Ali
- (d) Mahatma Gandhi

Ans: (b) Jawahar Lai Nehru and Baba Ramchandra

**Q6. Under the presidency of Jawahar Lai Nehru, the Lahore Congress Session of 1929 formalised the demand of**

- (a) abolition of Salt Tax
- (b) 'Purna Swaraj' or complete independence
- (c) boycott of Simon Commission
- (d) separate electorate for the 'dalits'

Ans: (b) 'Purna Swaraj' or complete independence

**Q7. A form of demonstration used in the Non-cooperation Movement in which people block the entrance to a shop, factory or office is**

- (a) Boycott
- (b) Begar
- (c) Picketing
- (d) Bandh

Ans: (c) Picketing

**Q8. Which party did not boycott the Council elections held in the year 1921?**

- (a) Swaraj Party
- (b) Justice Party
- (c) Muslim League
- (d) Congress Party

Ans: (b) Justice Party

**Q9. Who visualised and depicted the image of 'Bharat Mata' through a painting?**

- (a) Bankim Chandra Chattopadhyay  
(b) Rabindranath Tagore
- (c) Natesa Sastri  
(d) Abanindranath Tagore

**Ans: (d) Abanindranath Tagore**

**Q10. In 1916, Gandhiji travelled to Champaran in Bihar to inspire the peasant to struggle against the:**

- (a) Upper caste people  
(b) Landless agriculture labourers
- (c) Oppressive plantation system  
(d) none of them

**Ans: (c) Oppressive plantation system**

**Q11. Who among the following was the author of the famous novel 'Anandamath'?**

- (a) Bankim Chandra Chattopadhyay  
(b) Abanindranath Tagore
- (c) Natesa Sastri  
(d) Rabindranath Tagore

**Ans: (a) Bankim Chandra Chattopadhyay**

**Q12. Why was Simon Commission sent to India in 1928?**

- (a) To look into the functioning of Indian constitutional system and suggest reforms.  
(b) To try Indian revolutionary leaders.  
(c) To frame a new Constitution for India.  
(d) To persuade Gandhiji to attend the Round Table Conference.

**Ans: (a) To look into the functioning of Indian constitutional system and suggest reforms.**

**Q13. Which one of the following is not true regarding the impact of the First World War on India?**

- (a) Defence expenditure resulted in increased taxes.  
(b) Forced recruitment of soldiers was introduced in the villages  
(c) Income tax was introduced and customs duties increased  
(d) The hardships ended with the war as the British introduced the Rowlatt Act

**Ans: (d) The hardships ended with the war as the British introduced the Rowlatt Act**

**Q14. The reason for Mahatma Gandhiji's fast unto death in 1932, was**

- (a) the failure of the Civil Disobedience Movement  
(b) the public resort to violence during the Civil Disobedience Movement  
(c) the clash with Dr Ambedkar over his demand for a separate electorate for Dalits which he thought would halt their integration into society  
(d) the failure of the Second Round Table Conference

**Ans: (c) the clash with Dr Ambedkar over his demand for a separate electorate for Dalits which he thought would halt their integration into society**



**Q15. When was the Non-Cooperation programme adopted by the Congress?**

- (a) At Surat in December 1920  
 (b) At Nagpur in December 1920  
 (c) At Calcutta in January 1921  
 (d) At Bombay in December 1920

**Ans: (b) At Nagpur in December 1920**

**Q16. The slogan given by Gandhi ji during Quit India movement was \_\_\_\_\_**

- (a) Delhi Chalo  
 (b) Do or Die  
 (c) Go back simon  
 (d) Jai Hind

**Ans: (b) Do or Die**

### **Assertion and Reason Questions**

**Q.1. Assertion (A): The Congress under Mahatma Gandhi tried to connect different groups together into one movement.**

**Reasons(R): Unity didn't come without conflicts.**

- (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

**1. (b)**

**Q.2. Assertion (A): Mass processions were a common feature of the Indian national movement.**

**Reason(R): People protested for the benefit of their respective social groups.**

- (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

**2. (C)**

**Q.3. Assertion (A): The notions of freedom were different for every social group.**

**Reason(R): Every class and group felt the effects of colonialism differently.**

- (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

**3. (a)**

**Q.4. Assertion (A): Rates of taxes were raised and income tax was introduced in colonial India.**

**Reason(R): Defence expenditure and war loans after the First World War was financed by**

**Indian taxes.**

- (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

**4. (a)**

**Q5. Assertion (A): Martial law was imposed in Amritsar during the Rowlatt Satyagraha and command was given to General Dyer.**

**Reason(R): General Dyer fired upon a peaceful procession in the streets of Amritsar.**

- (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

**5. (c)**

**Q.6. Assertion (A): Mahatma Gandhi called off the Rowlatt Satyagraha.**

**Reason(R): Indians were brutally repressed, humiliated and violated with attacks and even bombing.**

- (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

**6. (a)**

**Q.7. Assertion A): The import of foreign cloth in India dropped from Rs102 crore to 57 crore.**

**Reason(R): Merchants and traders boycott foreign goods and it was even burnt due to non-cooperation movement.**

- (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

**7. (a)**

**Q.8. Assertion (A): Dr B.R. Ambedkar organised Dalits into a Depressed Class Association in 1930.**

**Reason(R): Ambedkar and this association ensured a large number of Dalit participation in Civil Disobedience movement.**

- (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

**8. (c)**

**Q.9. Assertion (A): The Muslim response to Civil Disobedience movement had been lukewarm and they were apprehended about their position.**

**Reason(R): Many Muslim leaders and intellectuals were concerned about status of Muslims and felt they would be submerged by Domination of a Hindu majority.**

- (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

**9. (a)**

**Q.10. Assertion (A): The Indian history was reinterpreted by Britishers at the end of nineteenth century.**

**Reason(R): Many Indian leaders tried to instil pride among Indians by telling about their past in a different light from Britishers.**

- (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

**10. (d)**

### VERY SHORT ANSWER TYPE QUESTIONS

**Q.1. What was the Rowlatt Act?**

**Answer:** Rowlatt Act gave the government enormous powers to suppress political activities and allowed detention of political prisoners without trial for two years. In other words, the Act proposed no appeal, no vakil and no daleel.

**Q.2. Why was the Khilafat movement started?**

**Answer:** Khilafat movement was started by Mahatma Gandhi and the Ali Brothers, Muhammad Ali and Shaukat Ali in response to the harsh treatment given to the Caliph of Ottoman Empire and the dismemberment of the Ottoman Empire by the British.

**Q.3. What was the main reason to withdraw the Non-cooperation Movement?**

**Answer:** Mahatma Gandhi called off the Non-cooperation Movement as the movement had turned violent in many places. The Chauri Chaura incident in 1922 turned into a violent clash and 22 policemen were killed. Gandhiji felt satyagrahis were not ready for mass struggles.

**Q.4. What were the demands of peasant in Awadh?**

**Answer:** (i) The peasant movement demanded reduction of revenue.  
(ii) Abolition of beggar  
(iii) Social boycott of oppressive landlords.

**Q.5. Name two main 'Satyagraha' movements organized by Mahatma Gandhi successfully in favour of peasants in 1916 and 1917.**

**Answer:** Indigo Planters Movement in Champaran, Bihar in 1916.  
Peasants Satyagraha Movement was organized in Kheda district in Gujarat in 1917 to

support peasants in the demand for relaxation of revenue collection.

**Q.6. Why did people start buying mill cloth instead of Khadi?**

**Answer:** Khadi cloth was often more expensive than mass-produced mill cloth and poor people could not afford to buy it.

**Q.7. What was “Poona Pact”?**

**Answer:** Poona Pact gave the Depressed Classes reserved seats in provincial and central legislative councils but they were to be voted in by the general elections.

**Q.8. What was the main reason to withdraw the Non-cooperation Movement?**

**Answer:** Mahatma Gandhi called off the Non-cooperation Movement as the movement had turned violent in many places. The Chauri Chaura incident in 1922 turned into a violent dash and 22 policemen were killed. Gandhiji felt satyagrahis were not ready for mass struggles.

**Q.9. What was Gandhi-Irwin Pact?**

**Answer:** The pact which was signed between Gandhiji and Lord Irwin on 5th March 1931. Under this pact Gandhiji consented to participate in a Round Table Conference in London whereas government agreed to release all the political prisoners.

**Q.10. What was the Inland Emigration Act of 1859?**

**Answer:** Under the Inland Emigration Act of 1859, plantation workers were not permitted to leave the tea gardens without permission.

**Q.11. Why did Gandhiji launched Quit India Movement?**

**Answer:** Mahatma Gandhi launched the Quit India movement in 1942 to force the British to leave India. Several members of the Indian National Congress (INC) were arrested during this movement.

### **SHORT ANSWER TYPE QUESTIONS**

**Q.1. Explain the idea of Satyagraha according to Gandhiji.**

**Answer:** (i) The idea of Satyagraha emphasised the power of truth and need to search for truth.

(i) Satyagraha advocated that for true cause and struggle against injustice, physical force is not required to fight with the oppressor.

(ii) Without being aggressive, a satyagrahi could win battle through non-violence.

**Q.2. Explain any three facts about the new economic situation created in India by the First World War.**

**Answer:** The First World War created a dramatically new economic situation in India:

(i) Manchester imports into India declined as the British mills were busy with war production to meet the needs of the army paving the way for the Indian mills to supply for the huge home market.

(ii) As the war prolonged, Indian factories were called upon to supply war needs. As a result,

new factories were set up, new workers were employed and everyone was made to work longer hours.

(iii) Cotton production collapsed and exports of cotton cloth from Britain fell dramatically after the war, as it was unable to modernize and compete with US, Germany, Japan. Hence within colonies like India, local industrialists gradually consolidated their position capturing the home market.

**Q.3. What were the limitations of the Civil Disobedience Movement?**

**Answer:** (i) Dalit participation was limited

(ii) Muslim political leaders were also reluctant towards this movement.

(iii) Industrial workers did not take part in this movement

(iv) The movement was ended without achieving its goals.

**Q. 4. What was the role of women in the civil disobedience movement?**

**Answer:** (i) Participated in salt Satyagraha in large numbers

(ii) They also participated in protest marches

(iii) Many women went to jail

(iv) They picketed liquor shops

**Q. 5. Explain the effects of I World War on India.**

**Answer:** (i) The war created a new political and economic situation.

(ii) Huge increase in defence expenditure.

(iii) Increase in taxes and introduction of income tax.

(iv) Prices increased, doubling between 1913-18.

(v) Force recruitment of the soldiers was done in rural areas.

**Q. 6. State the reasons behind the growth of nationalism in India during the second half of the 19<sup>th</sup> century**

**Answer:** (i) Economic exploitation

(ii) Administrative and economic unification of the country

(iii) Effect of the Western education

(iv) Development of press

(v) Role of the revolution of 1857

**Q. 7 Which ideas of the Gandhian programme were adopted by the industrial working class?**

**Answer:** (i) Boycott of foreign goods

(ii) Movement against low wages

(iii) Movement against poor working conditions of the workers.

**Q. 8 What were the conditions of the Gandhi-Irwin Pact?**

**Answer:** (i) Mahatma Gandhi signed the pact with Lord Irwin on 5th March, 1931.

(ii) Gandhi agreed to participate in a Round Table Conference in England.

(iii) Government agreed to release all the Political prisoners.

**Q. 9 What did the image of Bharat Mata painted by Abanindranath Tagore portray?**

**Answer:** (i) Bharat Mata is portrayed as an ascetic figure.

(ii) She is calm, composed, divine and spiritual.

(iii) This mother figure came to be seen as evidence of one's nationalism.

(iv) Mother figure shown as dispensing learning, food and clothing

**Q. 10: Who designed the Swaraj Flag? What were the features of this flag? How was it used as a symbol of defiance?**

**Answer:** (i) In 1921, Gandhiji had designed the Swaraj Flag.

(ii) It was given a tricolour (red, green and white) and had a spinning wheel in the center representing the Gandhian ideal of self-help.

(iii) Carrying the flag, holding it a loft, during marches became a symbol of defiance.

**LONG ANSWER TYPE QUESTION**

**Q.1. Describe the main features of the 'Salt March'.**

Or

**How did the Salt March become an effective tool of resistance against colonialism?**

**Explain.**

**Answer:** Gandhi found in salt a powerful symbol that could unite the nation.

(i) Gandhi started his famous salt march accompanied by 78 of his trusted volunteers.

(ii) The march was over 240 miles, from Gandhi ashram in Sabarmati to the Gujarati coastal town of Dandi. The volunteers walked for 24 days, about 10 miles a day.

(iii) He ceremonially violated the British law when by manufacturing salt from sea water.

This has also marked the beginning of the Civil Disobedience Movement.

**Q.2. How did cultural processes help in creating a sense of collective belongingness in India? Explain.**

**Answer:** (i) United struggle: Nationalism spread through the experience of united struggle

but a variety of cultural processes captured the imagination of Indians and promoted a sense of collective belongingness:

(ii) Use of figures or images: The identity of India came to be visually associated with the image of Bharat Mata. Devotion to the mother figure came to be seen as an evidence of one's nationalism.

(iii) Indian folklore: Nationalists started recording and using folklores and tales, which they believed, gave a true picture of traditional culture that had been corrupted and damaged by outside forces. So, preservation of these became a way to discover one's national identity' and restore a sense of pride in one's past.

(iv) Use of icons and symbols in the form of flags: Carrying the tricolour flag and holding it aloft during marches became a symbol of defiance and promoted a sense of collective belonging.

(v) Reinterpretation of history: Indians began looking into the past to rediscover the glorious developments in ancient times in the field of art, science, mathematics, religion and culture, etc. This glorious time was followed by a history of decline when India got colonized, as Indian history was miserably written by the colonisers.

**Q.3. Explain with examples the role of industrialists in the freedom struggle of India.**

**Or**

**Explain the attitude of the Indian merchants and industrialists towards the civil Disobedience Movement.**

**Answer:** Role of merchants and the industrialists in the Civil Disobedience Movement

1. Merchants reacted against colonial policies that restricted business activities.
2. They wanted protection against import of foreign goods and wanted a rupee-sterling foreign exchange ratio that would discourage imports.
3. Industrialists formed the Indian Industrial and Commercial Congress in 1920.
4. They formed the Federation of the Indian Chamber of Commerce and Industries (FICCI) in 1927.
5. They refused to sell or buy imported goods. They gave financial assistance and supported the Civil Disobedience Movement.
6. Industrialists like G.D. Birla and Purshottamdas Thakurdas attacked colonial control over the Indian economy.

**Q.4. Explain any five major problems posed by the First World War in India.**

**Answer:** (i) In order to meet a huge rise in defense expenditure, the government increased taxes on individual incomes and business profits.

(ii) Increased military expenditure and the demands for war supplies led to a sharp rise in prices which created great difficulties for the common people.

(iii) The war created a demand for industrial goods like jute bags, cloth, rail, etc. and caused a decline in imports from other countries into India.

(iv) Indian industries expanded during the war and Indian business groups began to demand greater

opportunities for development.

(v) Business groups reaped fabulous profits from the war.

**Q.5. How could non-cooperation become a movement? Explain with examples.**

**Answer:** (i) It was the view of Gandhiji that the British rule was set in India with the cooperation of Indians.

(ii) If Indians refused cooperation, British rule in India would collapse within a year and Swaraj would come.

(iii) Gandhiji proposed that the movement should unfold in stages.

(iv) In case the government used repression, a full civil disobedience campaign would be launched.

(v) Mahatma Gandhi and Shaukat Ali toured extensively, mobilising popular support of the movement.

**Q.6. How did the Civil Disobedience Movement come into force in various parts of the country? Explain with examples.**

**Answer:** Civil Disobedience Movement came into force in various parts of the country:

(i) Gandhiji led the salt march from Sabarmati Ashram to Dandi with his followers starting the Civil Disobedience Movement.

(ii) Thousands in different parts of the country broke the salt law, manufactured salt and demonstrated in front of government salt factories.

(iii) In the countryside, the rich Patidars of Gujarat and Jats of Uttar Pradesh were active in the movement. As rich communities were very hard hit by the trade depression and falling prices, they became enthusiastic supporters of the Civil Disobedience Movement.

(iv) As the depression continued and cash income dwindled, the small tenants found it difficult to pay the rent. They wanted the unpaid rent to the landlords to be remitted and thus they joined the movement.

(v) Merchants and industrialists supported the movement by giving financial assistance and also by refusing to buy and sell the imported goods.

(vi) The industrial working class of Nagpur region also participated in the Civil Disobedience Movement. Railway workers, dock workers, mineral of Chota Nagpur etc. participated in protest rallies and boycott campaigns.

**Q.7. Explain the impact of Jallianwala Bagh incident on the people.**

**Answer:** Impact of Jallianwala Bagh massacre:

(i) News of the Jallianwala Bagh massacre spread like fire and people all over North India started to protest.

(ii) Police and government building were attacked by the people and they went on strikes.

(iii) The colonial government reacted with brutal repression. Satyagrahis were humiliated by rubbing the nose on the ground, crawling and saluting the officers.

(iv) People were flogged and villages were bombed by the government.



(v) Mahatma Gandhi called off the movement because of the rapid spread of violence.

Q.8. **“The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj” . Support the statement with arguments.**

**Answer:** “The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj” —

(i) For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed.

(ii) Under the Inland Emigration Act of 1859 plantation workers were not permitted to leave the tea gardens without permission.

(iii) Swaraj meant retaining a link with the village from which they had come.

(iv) When they heard of the Non-cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home.

(v) They believed that Gandhi Raj was coming and everyone would be given land in their own village.

### **CASE STUDY BASED QUESTIONS**

**Q1. Read the extract and answer the questions given below:**

Dr. B.R. Ambedkar, who organised the dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the second Round Table Conference by demanding separate electorates for the dalits. When the British Government conceded Ambedkar’s demand, Gandhi ji began a fast unto death. He believed that separate electorates for dalits would slow down the process of their integration into society. Ambedkar ultimately accepted Gandhi’s position and the result was the Poona Pact of September 1932. It gave the Depressed Classes (later to be known as the Scheduled Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate. The Dalit Movement, however, continued to be apprehensive of the Congress led national movement.

**(i) When was the Depressed Classes Association formed and by whom?**

(a) in 1930, Dr. B.R. Ambedkar

(c) in 1930, Motilal Nehru

(b) in 1932, Mahatma Gandhi

(d) in 1932, Jawahar lal Nehru

**Ans: (a) in 1930, Dr. B.R. Ambedkar**

**(ii) At the second-round table conference, Dr. B. R. Ambedkar had a clash with whom?**

Ans: Mahatma Gandhi

**(iii) When was Poona pact signed?**

(a) December 1930

(c) September 1932

(b) April 1933

(d) September 1930

**Ans: (c) September 1932**

**(iv) What did Poona Pact offer the depressed classes?**

**Ans:** It gave the Depressed Classes (later to be known as the Scheduled Castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate.

**Q2. Read the extract and answer the questions given below:**

Emboldened with this success, Gandhiji in 1919 decided to launch a nationwide Satyagraha against the proposed Rowlatt Act (1919). This Act had been hurriedly passed through the Imperial Legislative Council despite the united opposition of the Indian members. It gave the government enormous powers to repress political activities, and allowed detention of political prisoners without trial for two years. Mahatma Gandhi wanted non-violent civil disobedience against such unjust laws, which would start with a hartal on 6 April.

**(i) Name the act which is being described in the passage.**

- (a) Satyagraha Act
- (b) Rowlatt Act
- (c) Government of India Act
- (d) East India Company Act

**Ans: (b) Rowlatt Act**

**(ii) What was Rowlatt Act?**

**Ans:** This Act had been hurriedly passed through the Imperial Legislative Council. It gave the government enormous powers to repress political activities, and allowed detention of political prisoners without trial for two years.

**(iii) Who opposed this Act?**

- (a) Gandhiji
- (b) Lord Irwin
- (c) Pt. Jawaharlal Nehru
- (d) Subhas Chandra Bose

**Ans: (a) Gandhiji**

**(iv) \_\_\_\_\_ was not a provision of this act.**

- (a) Organisation of Rallies
- (b) Detention of Political prisoners
- (c) Curb political activities
- (d) All of these

**Ans: (a) Organisation of Rallies**

**Q3. Read the extract and answer the questions given below:**

Workers too had their own understanding of Mahatma Gandhi and the notion of swaraj. For plantation workers in Assam, freedom meant to the right to move freely in and out of the confined space in which they were enclosed, and it meant retaining a link with the village from which they had come. Under Inland Emigration Act of 1859, Plantation workers were not permitted to leave the tea gardens without permission, and in fact they were rarely given such permission. When they heard of the Non-Cooperation movement, thousands of workers defied the authorities, left the plantations and headed home. They believed that Gandhi Raj was coming and everyone would be given land in their own villages. They, however, never

reached their destination. Stranded on the way by a railway and streamer strike, they were caught by the police and brutally beaten up.

**(i) For plantation workers in \_\_\_\_\_, freedom meant the right to move freely in and out of the confined space in which they were enclosed.**

- |               |            |
|---------------|------------|
| (a) Gujarat   | (c) Punjab |
| (b) Rajasthan | (d) Assam  |

**Ans: (d) Assam**

**(ii) When Inland Emigration Act was came?**

- (a) 1860
- (b) 1858
- (c) 1859
- (d) 1861

**Ans: (b) 1858**

(iii) What was the belief of the workers of the plantations?

**Ans: They defied the authorities, left the plantations and headed home during Non-Cooperation movement. They believed that Gandhi Raj was coming and everyone would be given land in their own villages**

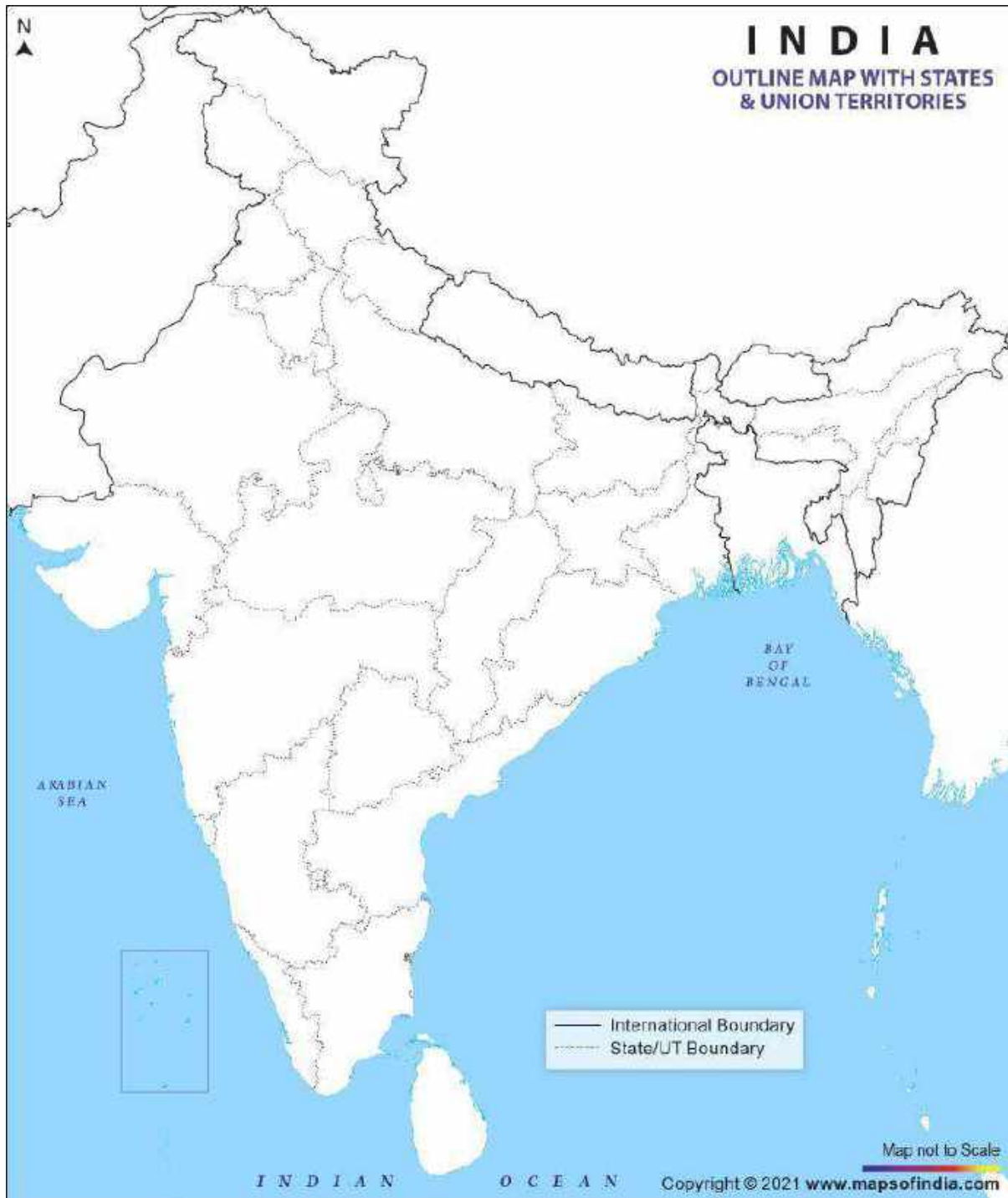
### **MAP BASED QUESTIONS**

**Q. Some features will be marked on the political outline map of India. Children will identify them with the help of the following information and write their correct names.**

1. The place where the Indian National Congress session was held in 1927.
2. The place where peasants struggled against the indigo plantation system.
3. The city associated with the Jallianwala Bagh incident.
4. The place where cotton mill workers organised Satyagraha in 1918.
5. Name the place related to the Satyagraha of peasants in Gujarat.
6. The place where the Indian National Congress Session was held in September 1920.
7. The place where the Indian National Congress Session was held in December 1920.
8. The place where Salt law was broken.

**Answer:**

1. Madras (Now Chennai)
2. Champaran (Bihar)
3. Amritsar
4. Ahmedabad
5. Khera
6. Calcutta (Kolkata)
7. Nagpur
8. Dandi



## **CHAPTER- 3**

### **THE MAKING OF GLOBAL WORLD (Sub topic 1 to 1.3)**

**Globalisation**- It is an economic system that has emerged since the last 50 years or so

#### **FEATURES OF PRE-MODERN WORLD:**

- Human societies have become steadily more interlinked.
- Travelers, Traders, priest and pilgrims travelled vast distance.
- Indus valley civilization was linked with West Asia.
- Cowries were used as a form of currency.

#### **IMPORTANT ASPECTS**

##### **SILK ROUTES:**

- Interconnected modern trade and cultural links between distant parts of the world.
- Most well-known silk route connected China to Europe.

##### **FOOD TRAVELS:**

- Traders and travellers introduced new crops of the land they travelled.
- Potatoes, soya, maize, groundnuts, tomatoes, chillies introduced in Europe and Asia after America was discovered.
- Noodles travelled West from China to become spaghetti

##### **CONQUEST, DISEASE AND TRADE:**

- In 16th century, European sailors found a sea route to Asia and America.
- The Portuguese and Spanish conquest and colonisation of America was under way.
- The most powerful weapon of Spanish conquerors was Small Pox which they carried to America.

## Multiple choice type questions.

### 1. Match of the Following.

Column A

Column B

(I) Indian (A) Pottery

(II) Chinese (B) Pasta

(III) Arab Traders (C) Spaghetti

(IV) Italian (D) Cowries

(A) (I)- (D), (II)- (C), (III)-(A), (IV)- (B)

(B) (I)- (D) ,(II)- (A), (III)- (B), (IV)- (C)

(C) (I)-(C),(II)-(A),(III)-(D),(IV)-(B)

(D) (I)-(D),(II)-(C),(III)-(B),(IV)-(A)

**Ans: (A) (I) - (D), (II) - (C), (III) - (A), (IV) - (B)**

**2. Christopher Columbus accidentally discovered the vast continent that would later become known as the\_\_\_\_\_.**

(A) Americas

(C) American

(B) West Africa

(D) None of these

**Ans: (A) Americas**

**3. Until 18<sup>th</sup> century, which two countries were considered the richest in the world?**

(A) China and Japan

(C) England and Italy

(B) England and France

(D) India and China

**Ans: (D) India and China**

4. Study the picture and answer the question that follows:



Which of the following aspects best signifies this image?

- (A) Irish emigrants in gold mines
- (B) Irish potato famine
- (C) Transport to the gold mines.
- (D) None of these

**Ans: (B) Irish potato famine**

5. Which was the fabled city of gold?

- (A) Peru
- (B) Mexico
- (C) America
- (D) El Dorado

**Ans: (D) El Dorado**

6. From ancient times travellers travel long distances in search of\_\_\_\_\_.

- (A) Opportunity
- (B) Knowledge
- (C) Spiritual Fulfillment
- (D) All of these.

**Ans: (D) All of these.**

7. The silver metal was not available in:

- (A) Peru
- (B) Mexico
- (C) Canada
- (D) All of these.

**Ans: (C) Canada**

8. America's original inhabitants had no immunity against disease that came from Europe. \_\_\_\_\_ in particular proved a deadly killer.

- (A) Chickenpox
- (B) Fever
- (C) Smallpox
- (D) Measles

**Ans: (C) Smallpox**

9. Reduced role of \_\_\_\_\_ and the rising importance of the Americas gradually moved the center of world trade westwards.

- (A) China
- (B) Japan
- (C) Korea
- (D) None of the above

**Ans: (A) China**

10. What was the currency used for more than a millennia in the ancient trade?

- (A) Coins
- (B) paper notes
- (C) cowries (the Hindi cowdi or seashells)
- (D) None of these.

**Ans: (C) cowries (the Hindi cowdi or seashells)**

11. Active coastal trade linked the Indus valley civilisations as far back as .....

- (A) 3000 BCE
- (B) 2000 BCE
- (C) 1000 BCE
- (D) 2500 BCE

**Ans: (A) 3000 BCE**

12.) Many of our common foods, such as potatoes, soya, groundnuts, maize, etc., were only introduced in Europe and Asia after \_\_\_\_\_ accidentally discovered the vast continent that would later become known as the Americas.

- (A) Christopher Columbus
- (B) Vasco da Gama
- (C) Marco Polo
- (D) None of the above

**Ans: (A) Christopher Columbus**



## ASSERTION AND REASON QUESTIONS

**DIRECTION: Mark the option which is most suitable:**

- (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

**Q1. Assertion (A):** From ancient times groups like travelers, traders, priests, and pilgrims have travelled vast distances.

**Reasons(R):** These journeys were for the purposes like knowledge, opportunity, spiritual fulfilment etc.

**Answer: (a) Both A and R are true and R is the correct explanation of A.**

**Q2. Assertion (A):** Indus valley had no active foreign trade.

**Reason(R):** For more than a millennium, cowries, the currency has been found in China and East Africa.

**Answer: (d) A is false but R is true**

**Q3. Assertion (A):** Pre-modern trade and cultural exchange existed between distant regions.

**Reason(R):** Chinese silk was transported through silk routes to western world.

**Answer: (a) Both A and R are true and R is the correct explanation of A.**

**Q4. Assertion (A):** In ancient times there was a flow of precious metals from Europe to Asia.

**Reason(R):** Chinese pottery, Indian textiles and spices were sold to Africa and Europe.

**Answer: (a) Both A and R are true and R is the correct explanation of A.**

**Q5. Assertion(A):** Common food items of today like potatoes, soya, tomatoes, maize, chilies, etc. were not known in India five centuries ago.

**Reason(R):** Christopher Columbus had not discovered India yet, so they didn't travel through  
through  
with voyagers.

**Answer: (c) A is true but R is false.**

### Very short answer type questions

**Q1.What were silk routes?**

**Answer:** Silk route were the vibrant pre-modern trade and cultural links between distant parts of the world.

**Q2.What kinds of silk routes have been identified by historians?**

**Answer:** Historian have identified several silk roots over land and by sea, knitting together was regions of Asia and linking Asia with Europe and northern Africa.

**Q3.What goods were exported and imported from Silk routes?**

**Answer:** Chinese pottery, textile and spices from India were exported to South East Asia and precious metals- gold and silver flowed from Europe to Asia.

**Q4.What is 'El Dorado' in South Africa famous for?**

**Answer:** 'El Dorado' is the fabled city of gold in South America.

**Q5.What do you mean by Dissenter?**

**Answer:** Dissenter means one who refuse to accept established belief and practices.

### SHORT ANSWER TYPE QUESTIONS

**Q1.What was the most powerful weapon that Spanish used to conquer America?**

**Answer:** (I) Spanish conquerors was not a conventional military weapon at all.

(II) It was the germs such as those of smallpox that they carried on their person. Because of their long isolation, America's original inhabitants had no immunity against these diseases that came from Europe.

(III) Smallpox in particular proved a deadly killer. Once introduced, it spread deep into the continent, ahead even of any Europeans reaching there.

(IV) It killed and decimated whole communities, paving the way for conquest.

**Q2.What was the effect of potatoes on the lives of poorest in the Europe?**

**Answer:**

- (I) The new crops could make the difference between life and death.
- (II) Europe's poor began to eat better and live longer with the introduction of the humble potato.
- (III) Ireland's poorest peasants became so dependent on potatoes that when disease destroyed the potato crop in the mid-1840s, hundreds of thousands died of starvation.

**Q3. Even 'ready' foodstuff in distant parts of the world might share common origins.' Justify the statement with example.**

**Answer:**

- (I) It is believed that Arab traders took pasta to fifth-century Sicily, an island now in Italy.
- (II) It is believed that noodles traveled west from China to become spaghetti.

**Q4. How did food travel from one country to another? Give some examples.**

**Answer:**

- (I) It is believed that noodles travelled west from China to become spaghetti. Or, perhaps Arab traders took pasta to fifth-century Sicily, an island now in Italy.
- (II) Many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes, and so on were not known to our ancestors until about five centuries ago. These foods were only introduced in Europe and Asia after Christopher Columbus discovered the vast continent that would later become known as the Americas.
- (III) Europe's poor begin to eat better and live longer they with the introduction of the humble potato.

**Q5. "The pre-modern world shrank greatly in the 16th century." Explain.**

**Answer:**

- (I) The European sailors found a sea route to Asia and successfully crossed the western ocean to America.
- (II) The Portuguese and the Spanish conquests and colonisation of America was decisively under way by the mid-16th century.
- (III) Besides mercantilist expansion, the spread of Christianity was another factor which guided Europeans to travel to faraway regions.

## Long Answer type Questions

**Q 1. How did Silk Routes link the world Explain with three suitable examples.**

**Answer:**

(I) The silk routes are a good example of vibrant pre-modern trade and cultural links between the distant parts of the world.

(II) The silk route was used by the Chinese traders to export silk to other countries.

(III) These routes were used by traders to trade goods from one country to another.

(IV) Trade and cultural exchange always went hand in hand.

(V) Early Christian missionaries almost certainly travelled through this route to Asia, as did the early Muslim preachers, a few centuries later.

(VI) These routes were also used to spread religions. Buddhism emerged from eastern India to spread in several directions via the silk routes.

**Q 2. Trade and cultural exchange always went hand in hand.” Explain the statement. Trade and internal exchange always went hand in hand.**

**Answer:**

(I) Early Christian missionaries travelled to Asia from the Silk route as did the early Muslim preachers a few centuries later.

(II) Buddhism emerged from eastern India and spread in several directions via the silk routes.

(III) Historians have identified several silk routes over land and by sea. Now the vast regions of Asia could be connected. It also linked Asia, with Europe and northern Africa through trade and culture.

(IV) Silk routes are known to have existed since before the Christian Era. It continued to thrive almost till the fifteenth century. Chinese pottery also followed the same route, like textiles and spices from India and Southeast Asia. In return, precious metals like gold and silver flowed from Europe to Asia.

(V) Traders and travellers introduced new crops to the areas they travelled.

**Q3. Many a times introduction of new crops make the difference between life and death. Explain the statement with the example of introduction of potato crop in Europe.**

**Answer:** Foods such as potato which were unknown before were only introduced in Europe and Asia after Christopher Columbus accidentally discovered the vast continent known as the Americas.

(I) Sometimes the new crops like potato could make the difference between life and death.

- (II) It was with the introduction of the humble potato that Europe's poor began to eat well,  
eat better and live longer.
- (III) Ireland's poor peasants became so dependent on potatoes that when the potato crop was destroyed by disease in the mid-1840s.
- (IV) Hundreds of thousands of peasants died of starvation.

### Source Based Questions

#### 1. Read the sources given below and answer the questions that follows:

The silk routes are a good example of vibrant pre-modern trade and cultural links between distant part of the world. The name 'silk routes' points to the importance of West bound Chinese silk cargoes along this route. Historians have identified several silk routes, over land and by sea, knitting together vast regions of Asia, and linking Asia with Europe and northern Africa. They are known to have existed since before the Christian era and thrived almost till the fifteenth century. But Chinese pottery also travel the same route as did textiles and spices from India and South East Asia. In return, precious metals- gold and silver flowed from Europe to Asia. Trade and cultural exchange always went hand in hand. Early Christian missionaries always certainly travelled this route to Asia, as did early Muslim preachers a few centuries later. Much before all this, Buddhism a must from eastern India and spread in several directions through intersecting point on the silk routes.

- (I) What is meant by the 'Silk Routes'?
- (II) Who else travel these routes other than traders?
- (III) What routes were identified by the historians?
- (IV) Gold and silver flowed from Europe to \_\_\_\_\_.

#### Answer

- (I) The silk routes are a good example of vibrant pre modern trade and cultural links between distant part of the world. The name 'silk routes' points to the importance of West bound Chinese silk cargoes along this route.
- (II) Early Christian missionaries always certainly travelled this route to Asia, as did early Muslim preachers a few centuries later. Much before all this, Buddhism a must from eastern India and spread in several directions through intersecting point on the silk routes.
- (III) Historians have identified several silk routes, over land and by sea, knitting together vast regions of Asia, and linking Asia with Europe and northern Africa.
- (IV) Asia

#### 2. Read the sources given below and answer the questions that follows:

Precious metals, particularly silver, from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia. Legends spread in 17th

century Europe about South America's fabled wealth. Many expeditions set off in search of El Dorado, the fabled city of gold. The Portuguese and Spanish conquest and colonisation of America was decisively under way by the mid-sixteenth century. European conquest was not just a result of superior firepower. In fact, the most powerful weapon of the Spanish conquerors was not a conventional military weapon at all. It was the germs such as those of smallpox that they carried on their person. Because of their long isolation, America's original inhabitants had no immunity against these diseases that came from Europe. Smallpox in particular proved a deadly killer. Once introduced, it spread deep into the continent, ahead even of any Europeans reaching there. It killed and decimated whole communities, paving the way for conquest. Until the nineteenth century, poverty and hunger were common in Europe. Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted. Thousands therefore fled Europe for America. Here, by the eighteenth century, plantations worked by slaves captured in Africa were growing cotton and sugar for European markets. Until well into the eighteenth century, China and India were among the world's richest countries. They were also pre-eminent in Asian trade. However, from the fifteenth century, China is said to have restricted overseas contacts and retreated into isolation. China's reduced role and the rising importance of the Americas gradually moved the centre of world trade westwards. Europe now emerged as the centre of world trade.

**(I) \_\_\_\_\_ emerged as the centre of world trade.**

- |            |                   |
|------------|-------------------|
| (A) Asia   | (C) Europe        |
| (B) Africa | (D) None of these |

**Ans: (I)-C**

**(II) Which disease in particular proved a deadly killer.**

- |                |                   |
|----------------|-------------------|
| (A) Chickenpox | (C) Fever         |
| (B) Smallpox   | (D) None of these |

**Ans: (II)-B**

**(III) Precious metals, particularly \_\_\_\_\_, from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia.**

- |            |              |
|------------|--------------|
| (A) Gold   | (C) Diamond  |
| (B) Silver | (D) Iron Ore |

**Ans: (III)-B**

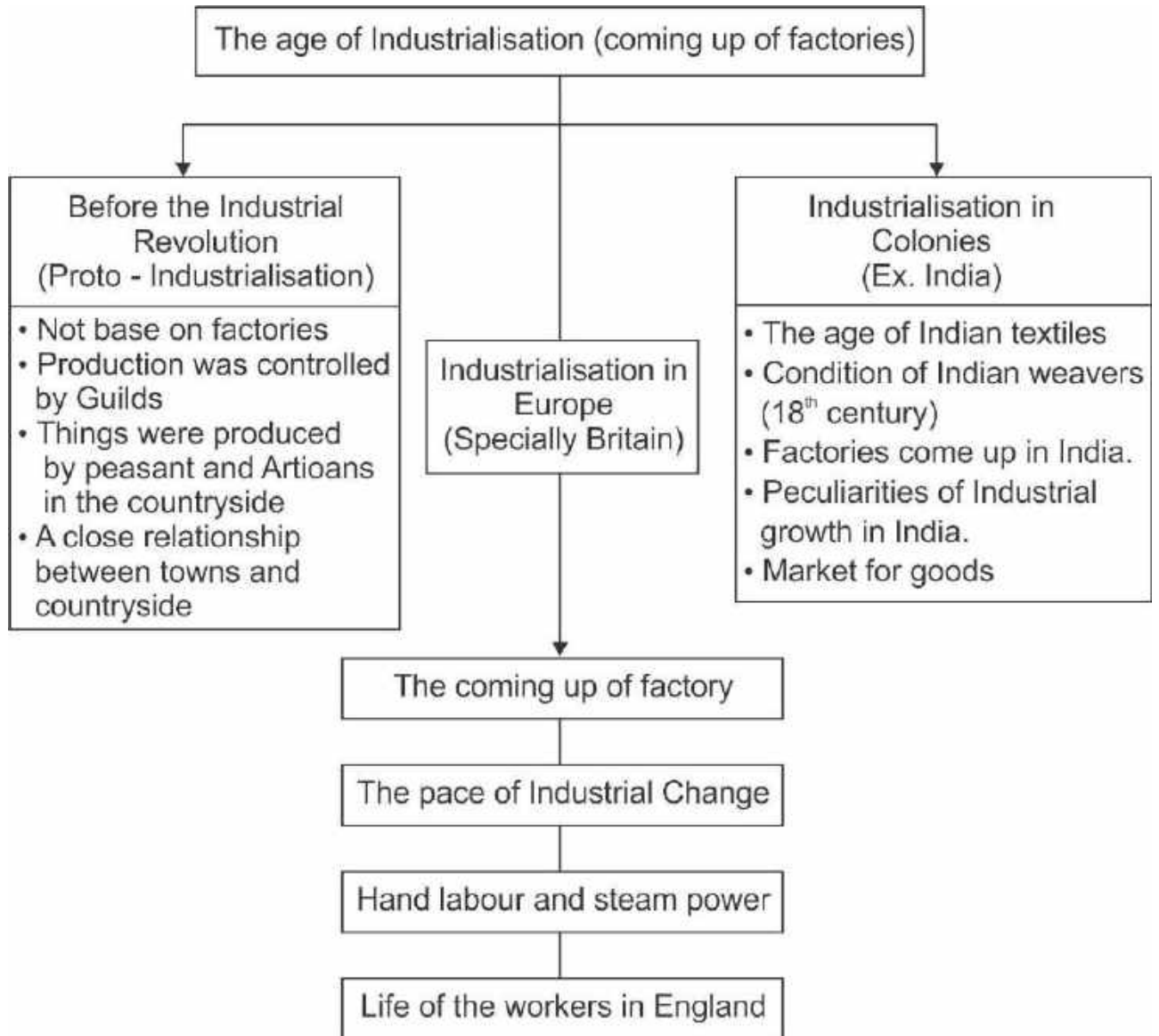
**(IV) The Portuguese and Spanish conquest and colonisation of \_\_\_\_\_ was decisively under way by the mid-sixteenth century.**

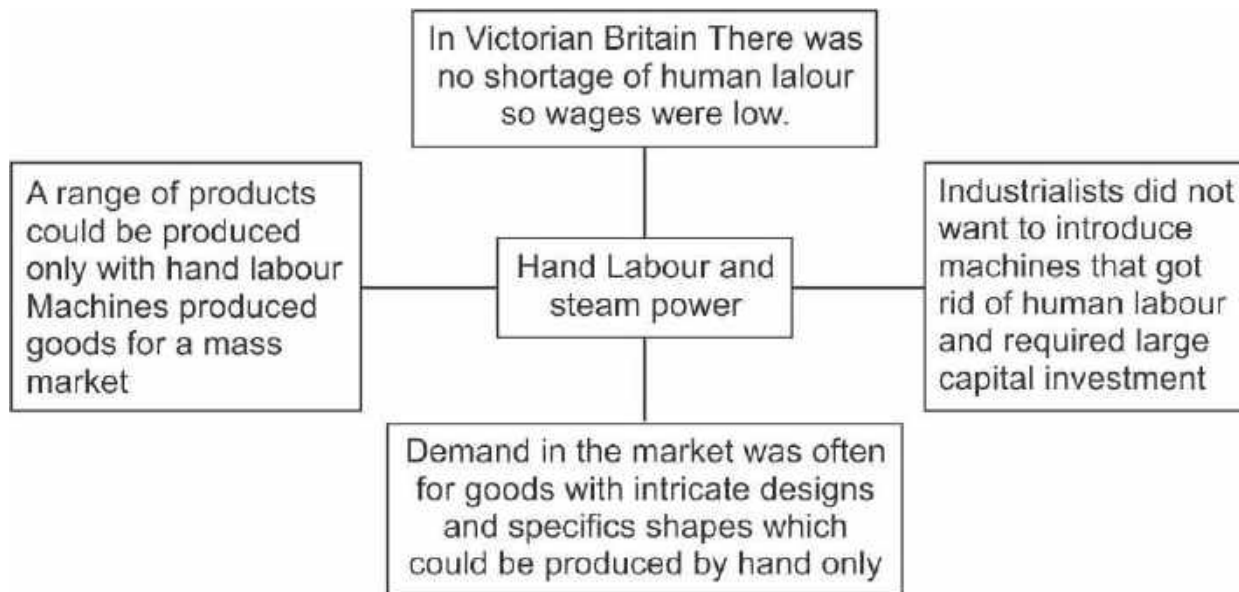
- |             |            |
|-------------|------------|
| (A) Africa  | (C) Europe |
| (B) America | (D) Asia   |

**Ans: (IV)-B**

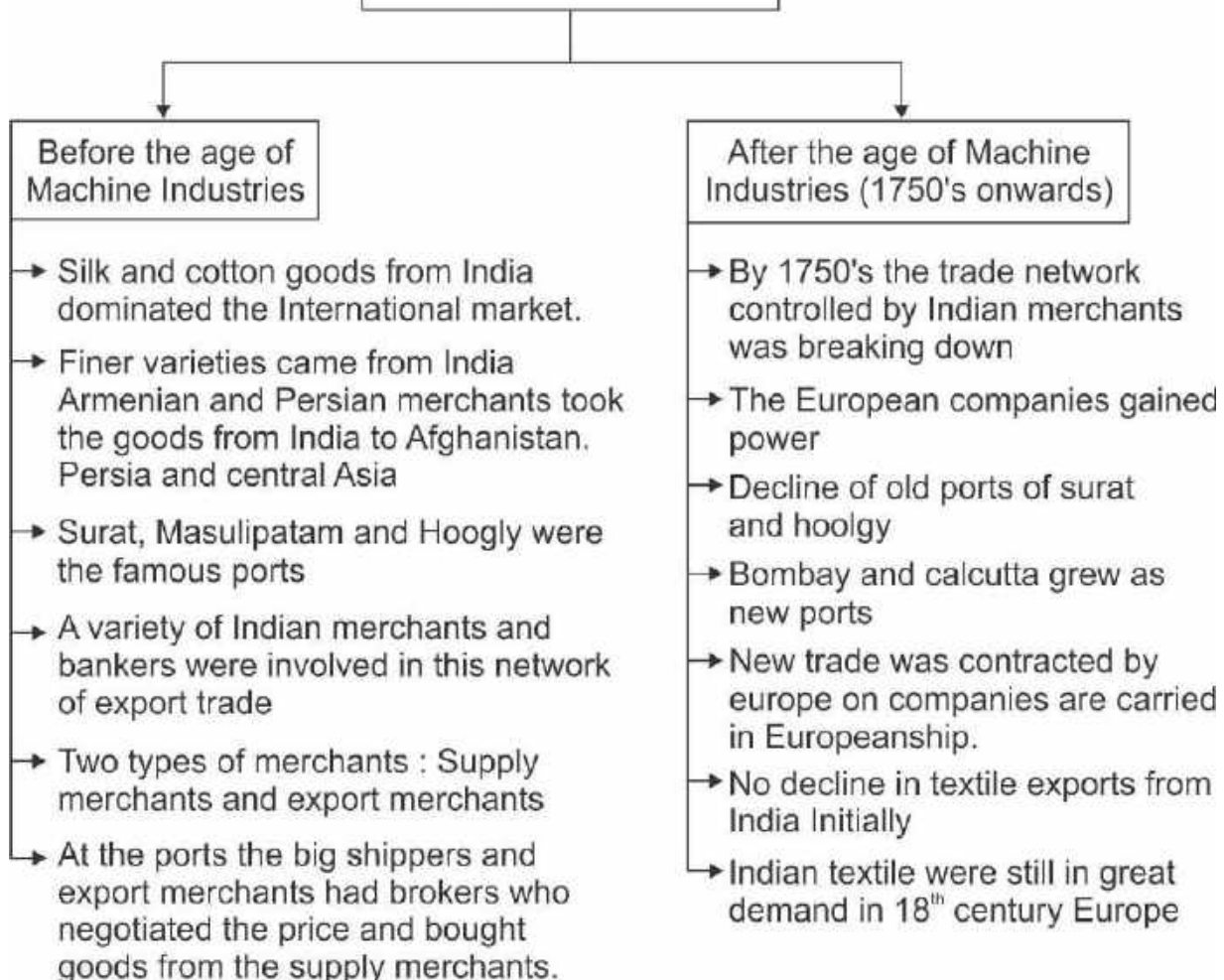
**CHAPTER-4**

**THE AGE OF INDUSTRIALIZATION (To be assessed in Periodic Test)**

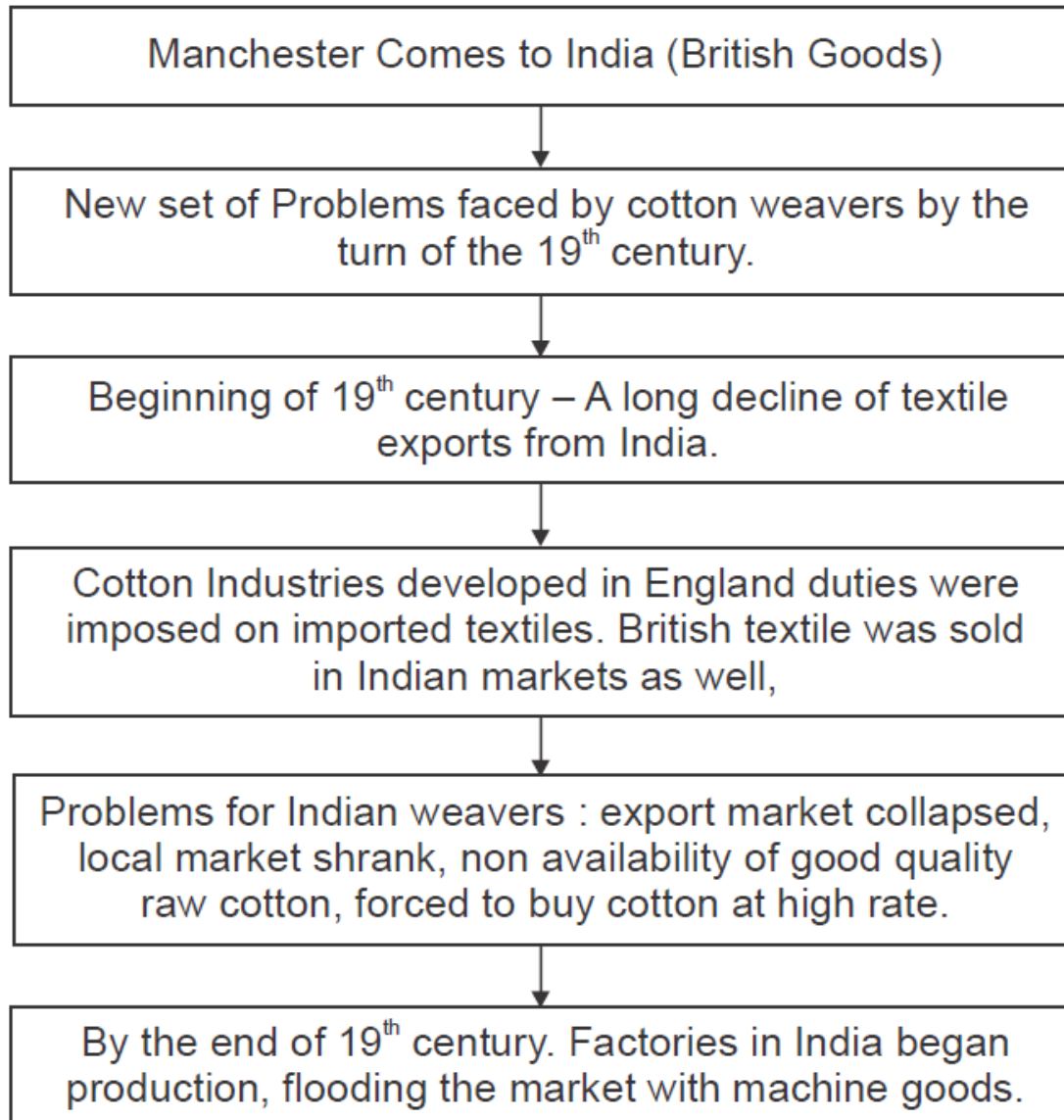


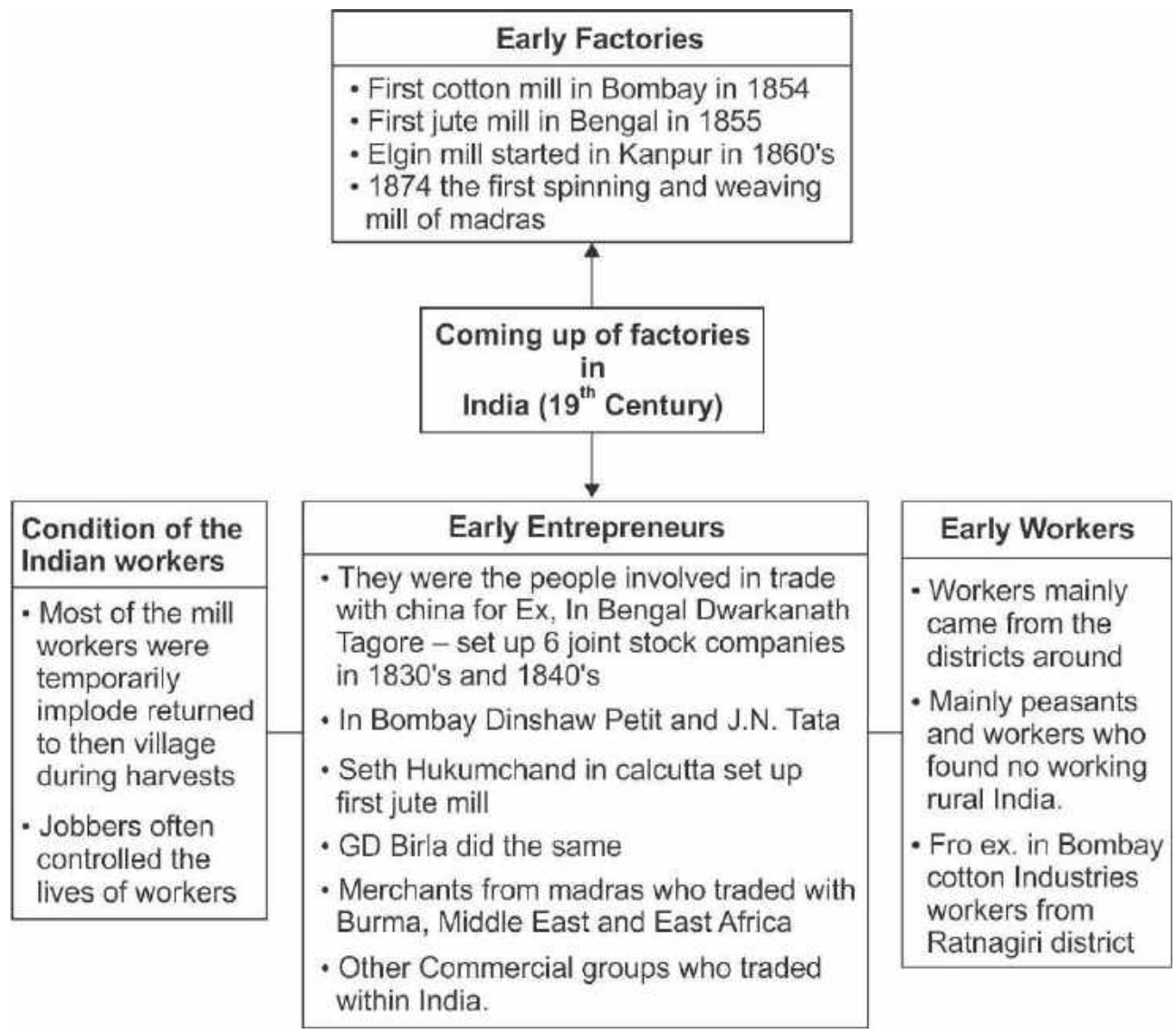


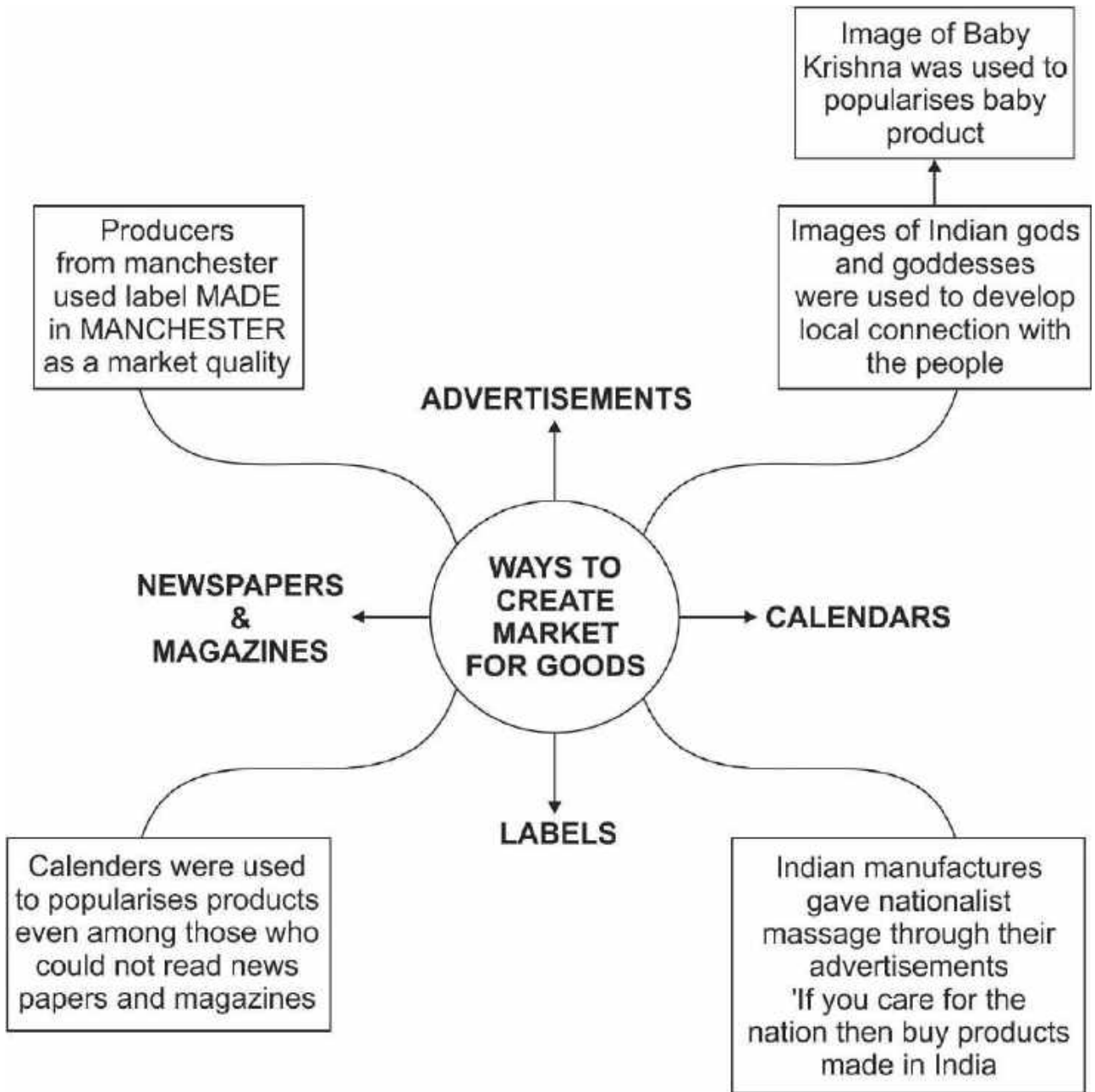
### The age of Indian Textiles











**1. Guilds were associations of-**

- (a) Industrialization      (b) Exporters      (c) Traders      (d) Producers

**Answer: 1-c**

**2. Which of the following best defines a Jobber.**

- (a) Employed by industrialists to get new recruits      (b) Old trusted worker  
(c) Person of authority and power      (d) Controlled lives of workers

**Answer: 2-a**

**3. What did the term 'Proto' refer to?**

- (a) Indicating the later form of something.  
(b) Indicating the early form of something.  
(c) Indicating the Middle form of something.  
(d) All of these

**Answer: 3-b**

**4. A fuller's job was to:**

- (a) Pick up wool  
(b) Gather cloth by pleating  
(c) Sort wool according to fibre  
(d) All of these

**Answer: 4-b**

**5. The paid servants of the East India Company was**

- (a) Seth      (b) Mamlatdar      (c) Gomastha      (d) Lambardar

**Answer: 5-c**

**6. Who devised the Spinning Jenny?**

- (a) Samuel Luck      (b) Richard Arkwright      (c) James Hargreaves      (d) James Watt.

**Answer: 6-c**

**7. When was the first cotton mill set up in India?**

- (a) 1814            (b) 1824            (c) 1854            (d) 1864

**Answer: 7-c**

**8. Where was the first cotton mill set up in India?**

- (a) Madras            (b) Bombay            (c) Kanpur            (d) Surat

**Answer: 8-b**

**9. Staplers in cloth manufacture are**

- a) A person who gathers cloth by pleating.  
b) A person who processes fibre prior to the spin.  
c) A person who colour the cloth.  
d) A person who sorts wool according to fibres.

**Answer: 9-d**

**10. Who patented the steam engine?**

- (a) James Watt            (b) New Camen            (c) Richard Arkwright            (d) None

**Answer: 10-a**

**11. Who setup the first Indian jute mill in Calcutta?**

- (a) G D Birla            (b) Seth Hukumchand            (c) Dwarkanath Tata            (d) None

**Answer: 11-b**

**12. The first symbol of the New Era was\_\_\_\_\_. Its production bommed in the late nineteenth century.**

- (a) Iron            (b) Silver            (c) Cotton            (d) Gold

**Answer: 12-c**

**13. What did the term 'Orient' refers to-**

- (a) England            (b) Asia            (c) Russia            (d) America

**Answer: 13-b**

**14. Why did Manchester export to India decline after the First World War?**

- (a) People were busy fighting the war.  
(b) Factories closed down due to security problem.  
(c) Factories and mills were busy producing goods to fulfill the need of army.  
(d) Export trade was restricted by the government.

**Answer: 14-c**

**15. Which among these was a pre colonial sea port?**

- (a) Vishakhapatnam      (b) Chennai      (c) Hoogly      (d) Cochin

**Answer: 15-c**

**16. Match the columns.**

Column A	Column B
(a) Gomasthas	(i) Seth Hukumchand
(b) Spinning Jenny	(ii) Official who acted as company's agent
(c) Steam engine	(iii) Richard Arkwright
(d) Cotton mill	(iv) James Hargreaves
(e) First Indian jute mill	(v) James Watt

- (a) (a) (ii), (b) (iv), (c) (v), (d) (iii), (e) (i)  
 (b) (a) (iii), (b) (iv), (c) (v), (d) (ii), (e) (i)  
 (c) (a) (iii), (b) (i), (c) (v), (d) (ii), (e) (iv)  
 (d) (a) (i), (b) (iv), (c) (v), (d) (ii), (e) (ii)

**Answer: 16-a**

### VERY SHORT ANSWER TYPE QUESTION

**1. What is proto-industrialisation?**

**Answer:** Proto-industrialisation refers to the early phase of industrialisation in Europe and England where production was mainly done by hands.

**2. What were trade guilds?**

**Answer:** These were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people into the trade

**3. Define 'stapler'?**

**Answer:** A stapler is a person who sorts wool according to its fibre.

**4. Define Fuller.**

**Answer:** A person who fulls or gathers a cloth by pleating is known as fuller.

**5. Define Carding.**

**Answer:** Carding is a process in which fibres, such as cotton or wool, are prepared before spinning.

**6. Why did the East India Company appoint Gomasthas?**

**Answer:** To supervise weavers, collect supplies and examine the quality of cloth.

**7. Why did merchants turn to countryside?**

**Answer:** Rulers granted different guilds the monopoly right to produce and trade in specific products. It was therefore difficult for new merchants to set up business in towns. So they turned to the countryside.

**8. Which two problems were faced by cotton weavers in India?**

**Answer:**

- (I) Their export market collapsed.
- (II) Local market shrank, being glutted with Manchester's imports.

**9. What was 'fly shuttle'?**

**Answer:** It is a mechanical device used for weaving, moved by means of ropes and pullies. It places the horizontal threads (called the weft) into the vertical threads (called the warp). The invention of the fly shuttle made it possible for weavers to operate large looms and weave wide pieces of cloth.

## SHORT ANSWER TYPE QUESTIONS

### 1. Why were the clashes between gomasthas and weavers?

**Answer:**

- (I) Earlier supply merchants had very often lived within the weaving villages, and had a close relationship with the weavers, looking after their needs and helping them in times of crisis.
- (II) The new gomasthas were outsiders, with no long-term social link with the village.
- (III) They acted arrogantly, marched into villages with sepoy and peons, and punished weavers for delays in supply – often beating and flogging them.

### 2. Why was the process of industrialisation in Britain slow in the beginning?

**Answer:**

- (I) The new industries could not easily displace traditional industries. Even at the end of the nineteenth century, less than 20 per cent of the total workforce was employed in technologically advanced industrial sectors.
- (II) The pace of change in the traditional industries was not set by steam-powered cotton or metal industries, but they did not remain entirely stagnant either. Seemingly ordinary and small innovations were the basis of growth in many non-mechanised sectors such as food processing, building, furniture making, etc.
- (III) Technological changes occurred slowly. New technology was more expensive. The machines often broke down and repair was costly. They were not as effective as their inventors and manufacturers claimed.

### 3. What does the picture indicate on the famous book 'Dawn of the century'?

**Answer:**

- (I) In 1900, a popular music publisher E.T. Paull produced a music book that had a picture on the cover page announcing the 'Dawn of the Century'
- (II) At the centre of the picture is a goddess-like figure, the angel of progress, bearing the flag of the new century. She is gently perched on a wheel with wings, symbolising time.
- (III) The flight is taking her into the future.
- (IV) Floating about, behind her, are the signs of progress: railway, camera, machines, printing press and factory.

### 4. Why was the industrial growth slow till the First World War?

**Answer:**

- (I) The war created a dramatically new situation. With British mills busy with war production to meet the needs of the army.



- (II) Manchester imports into India declined. Suddenly, Indian mills had a vast home market to supply.
- (III) As the war prolonged, Indian factories were called upon to supply war needs: jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items.
- (IV) New factories were set up and old ran multiple shifts.

**5. What was the Proto-industrialisation? Explain its importance.**

**Answer:** Even before factories began to dot the landscape in England and Europe, there was large-scale industrial production for an international market. This was not based on factories. Many historians refer to this phase of industrialisation as proto-industrialisation.

- (I) This proto-industrial system was a part of a network of commercial exchanges.
- (II) It was controlled by merchants and the goods were produced by a vast number of producers working within their family farms, not in factories.
- (III) At each stage of production 20 to 25 workers were employed by each merchant. This meant that each clothier was controlling hundreds of workers.

**6. Why did merchants in Europe go to the countryside in the 17<sup>th</sup> century?**

**Answer:**

- (I) With the expansion of world trade and the acquisition of colonies in different parts of the world, the demand for goods began growing. But merchants could not expand production within towns.
- (II) The urban crafts and trade guilds were powerful.
- (III) These were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people into the trade.
- (IV) Rulers granted different guilds the monopoly right to produce and trade in specific products.
- (V) It was therefore difficult for new merchants to set up business in towns. So they turned to the countryside.

**7. How did the seasonality of employment affect the lives of Indian workers during 18<sup>th</sup> Century? Explain**

**Answer:**

- (I) Seasonality of work in many industries meant prolonged periods without work.
- (II) After the busy season was over, the poor were on the streets again.
- (III) Some returned to the countryside after the winter, when the demand for labour in the rural areas opened up in places. But most looked for odd jobs, which till the mid-nineteenth

(IV) century were difficult to find.

(V) When prices rose sharply during the prolonged Napoleonic War, the real value of what the workers earned fell significantly, since the same wages could now buy fewer things.

**8. What were guilds? How did they make it difficult for new merchants to set business in Towns of England? Explain.**

**Answer:** Guilds were associations of producers that trained craftspeople, maintained control over production, regulated competition and prices, and restricted the entry of new people into the trade.

(I) Rulers granted different guilds the monopoly right to produce and trade in specific products.

(II) It was therefore difficult for new merchants to set up business in towns. So, they turned to the countryside.

**9. Why in Victorian Britain, the upper classes preferred things produced by hand? Give three reasons.**

**Answer:** The upper-class people preferred to use hand products In the Victorian period because:

(I) They symbolized refinement and class.

(II) They were better finished, in they were individually produced and carefully designed.

**10. Which two problems were faced by cotton weavers in India?**

**Answer:** Cotton weavers in India thus faced two problems at the same time:

(I) Their export market collapsed, and the local market shrank, being glutted with Manchester imports.

(II) Produced by machines at lower costs, the imported cotton goods were so cheap that weavers could not easily compete with them.

(III) By the 1850s, reports from most weaving regions of India narrated stories of decline and desolation.

**LONG ANSWER TYPE QUESTIONS (5 MARKS)**

**1. “Historians now have come to increasingly recognise that the typical worker in the mid-nineteenth century was not a machine operator but the traditional craftsman and labourer”. Explain**

**Answer:**

(I) The new industries could not easily displace traditional industries. Even at the end of the nineteenth century Less than 20% of the total workforce Was employed in advanced technological industrial centres.

- (II) Textiles was a dynamic sector, but a large portion of the output was produced not within factories, but outside, within domestic units.
- (III) The traditional craftsmen and their handmade things were more popular as aristocratic class preferred handmade items. It defined their class and status.
- (IV) Much of the industries were based on season like food processing, pottery, book binding, catering, ship repairing, etc. Machines would be huge investment with no work. They thus preferred hand labour.
- (V) New technology was expensive and merchants and industrialists were cautious about using it. The machines often broke down and repair was costly. They were not as effective as their inventors and manufacturers claimed.
- (VI) There were wide range of products that could only be produced by hand because of their varied designs, better finishing and specific shapes.

There was no shortage of human hands. Producers were thus in no state to shift to machines.

**2. Why could Manchester never recapture its old position in the Indian market after the First World War? Explain.**

**Answer:**

Manchester could never recapture its old position in the Indian market after the First World War because of the following reasons.

- (I) The First World War created a dramatically new situation which occupied British mills for aiding war production to meet the needs of the army.
- (II) Manchester imports into India declined. This gave Indian mills an opportunity to supply to the Indian market.
- (III) As the war stretched, Indian factories also supported the war effort by supplying war needs like jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items.
- (IV) New factories were established and old ones ran more than one shifts. New workers were employed and work hour increased. It consolidated the position of Indian industries.
- (V) After the war, Britain could not modernise and compete with the United States, Germany and Japan. The production from Manchester collapsed and export fell.

**3. Explain the role played by advertisements in creating new consumers for the British products.**

**Answer:**

- (I) When Manchester industrialists began selling cloth in India, they put labels on the cloth bundles, to make the place of manufacture and the name of the company familiar to the buyer.
- (II) When buyers saw 'Made in Manchester', written in bold on the label, they felt confident to buy the cloth.
- (III) But labels did not carry words and texts. They carried images and were beautifully illustrated with images of Indian gods and goddesses. The printed image of Krishna or Saraswati

(IV) was also intended to make the manufacture from a foreign land, appear familiar to Indians.

(V) Manufacturers also printed calendars to popularise their products. These calendars were used even by the illiterate. They were hung in tea shops and in the homes of the poor and even in offices and middle-class apartments.

(VI) When Indian manufacturers advertised, the nationalist message was clear and loud. If you care for the nation, then buy only 'Indian' products. Advertisements became a vehicle of the nationalist message of Swadeshi.

#### **1. How did factories in England multiply in the late 18th century?**

**Answer:** In the late eighteenth century the number of factories multiplied

(I) 1760 Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry. By 1787 this import soared to 22 million pounds. This increase was linked to a number of changes within the process of production.

(II) A series of inventions in the eighteenth century increased the production process.

(III) They enhanced the output per worker, enabling each worker to produce more, and they made possible the production of stronger threads and yarn.

(IV) Richard Arkwright created the cotton mill. Now the costly new machines could be purchased, set up and maintained in the mill.

(V) Within the mill all the processes were brought together under one roof management.

(VI) This allowed a more careful supervision over the production process, a watch over quality, and the regulation of labour, all of which had been difficult to do when production was in the countryside.

#### **4. Describe the role of early entrepreneurs of India in the development of industries.**

**Answer:**

(i) Dawarkanath Tagore -In Bengal, Dwarkanath Tagore made his fortune in the China trade before he turned to industrial investment, setting up six joint-stock companies in the 1830s and 1840s. Tagore's enterprises sank along with those of others in the wider business crises of the 1840s.

(ii) Seth Hukumchand, a Marwari businessman who set up the first Indian jute mill in Calcutta in 1917.

(iii) Seth Hukumchand and father as well as grandfather of the famous industrialist G.D. Birla traded with china in 18<sup>th</sup> and 19<sup>th</sup> century.

(iv) Jamsetjee Nusserwanjee Tata who built huge industrial empires in India, accumulated their initial wealth partly from exports to China, and partly from raw cotton shipments to England.

(v) Parsis like Dinshaw petit traded with many countries.

**5. 'Till the First World War, industrial growth was slow.' Give reason for this.**

**Answer:**

- (I) First World War created a dramatically new situation. With British mills busy with war production to meet the needs of the army,
- (II) Manchester imports into India declined. Indian mills had a vast home market to supply.
- (III) As the war prolonged, Indian factories were called upon to supply war needs: jute bags, cloth for army uniforms, tents and leather boots, horse and mule saddles and a host of other items.
- (IV) Unable to modernise and compete with the US, Germany and Japan, the economy of Britain crumbled after the war.
- (V) Within the colonies, local industrialists gradually consolidated their position, substituting foreign manufactures and capturing the home market.

**6. How was infrastructure developed after the 1840s?**

**Answer:**

- (I) Roads were widened.
- (II) New railway stations came up.
- (III) Railway lines were extended, tunnels dug.
- (IV) Drainage and sewers laid, rivers embanked.
- (V) The number of workers employed in the transport industry doubled in the 1840s.

### **Source Based Questions**

**1. Read the passage given below and answer the questions that follows:**

Consider the case of the steam engine. James Watt improved the steam engine produced by Newcomen and patented the new engine in 1781. His industrialist friend Mathew Boulton manufactured the new model. But for years he could find no buyers. At the beginning of the nineteenth century, there were no more than 321 steam engines all over England. Of these, 80 were in cotton industries, nine in wool industries, and the rest in mining, canal works and iron works. Steam engines were not used in any of the other industries till much later in the century. So even the most powerful new technology that enhanced the productivity of labour manifold was slow to be accepted by industrialists. Historians now have come to increasingly recognise

that the typical worker in the mid-nineteenth century was not a machine operator but the traditional craftsperson and labourer.

**(I) Who patented the new steam engine?**

- (a) Issac Newton (b) Newcomen (c) James Watt (d) All of these

**Ans: (I) –(c)**

**(II) How many steam engines were used in cotton industries?**

- (a) 121 (b) 221 (c) 321 (d)80

**Ans: (II)-(d)**

**(III) How many steam engines were used in wool industries?**

- (a) 8 (b) 9 (c) 10 (d)11

**Ans: (III)-(a)**

**(IV) Who manufactured the new model of steam Engine?**

- (a) James watt (b) Newcomen (c) Matthew Boulton (d) Albert Einstein

**Ans: (IV)-(c)**

**2. Read the passage given below and answer the questions that follows:**

The earliest factories in England came up by the 1730s. But it was only in the late eighteenth century that the number of factories multiplied. The first symbol of the new era was cotton. Its production boomed in the late nineteenth century. In 1760 Britain was importing 2.5 million pounds of raw cotton to feed its cotton industry. By 1787 this import soared to 22 million pounds. This increase was linked to a number of changes within the process of production. Let us look briefly at some of these. A series of inventions in the eighteenth century increased the efficacy of each step of the production process (carding, twisting and spinning, and rolling). They enhanced the output per worker, enabling each worker to produce more, and they made possible the production of stronger threads and yarn. Then Richard Arkwright created the cotton mill. Till this time, as you have seen, cloth production was spread all over the countryside and carried out within village households. But now, the costly new machines could be purchased, set up and maintained in the mill. Within the mill all the processes were brought together under one roof and management. This allowed a more careful supervision over the production process, a watch over quality, and the regulation of labour, all of which had been difficult to do when production was in the countryside.

(I) Where did the earliest factories come up?

**Ans: England**

(II) Name the person who created the cotton mill?

**Ans: Richard Arkwright**

(III) What was the first symbol of new era?

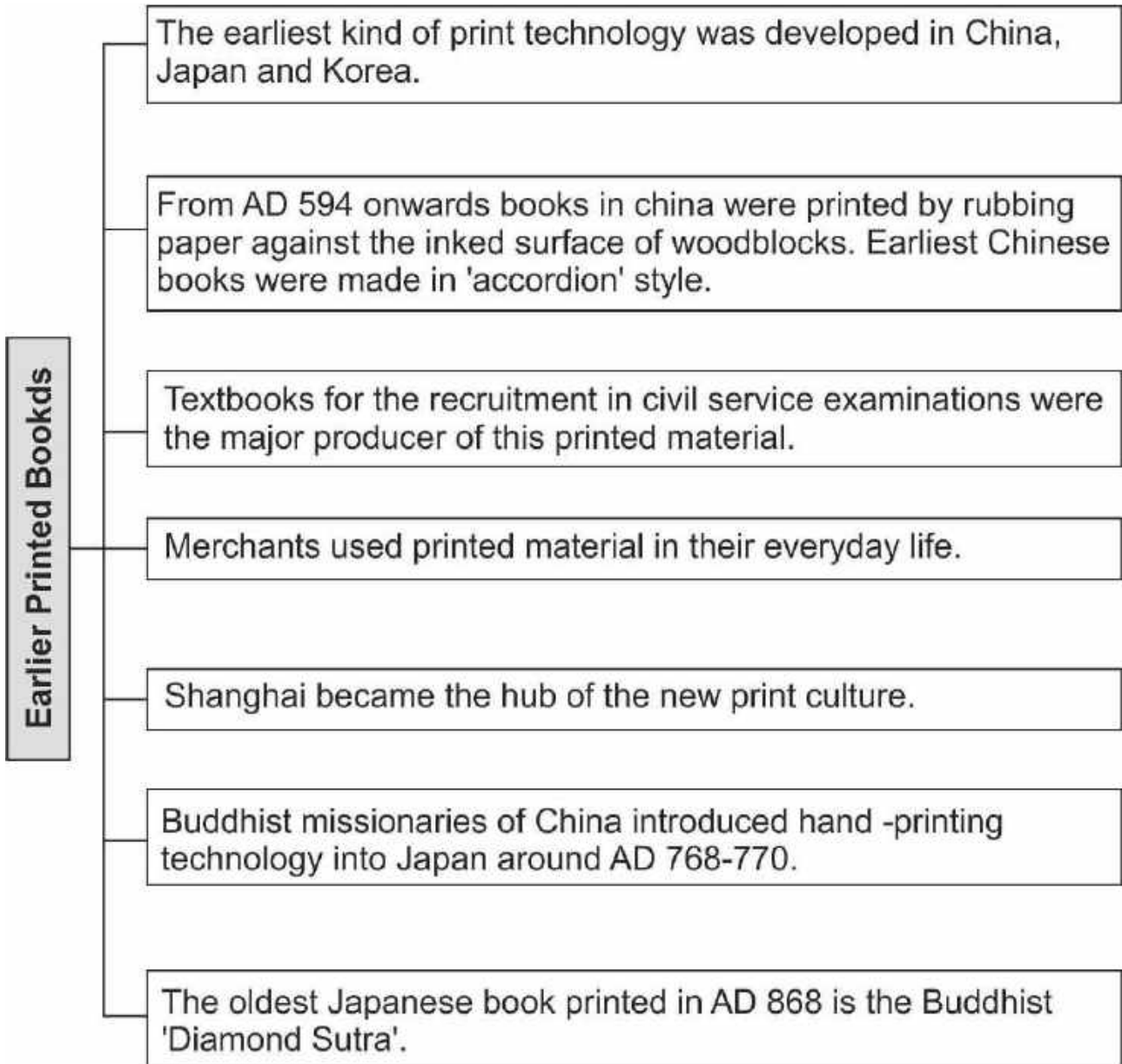
**Ans: Cotton**

(IV) Why import of Britain was increased by 1787?

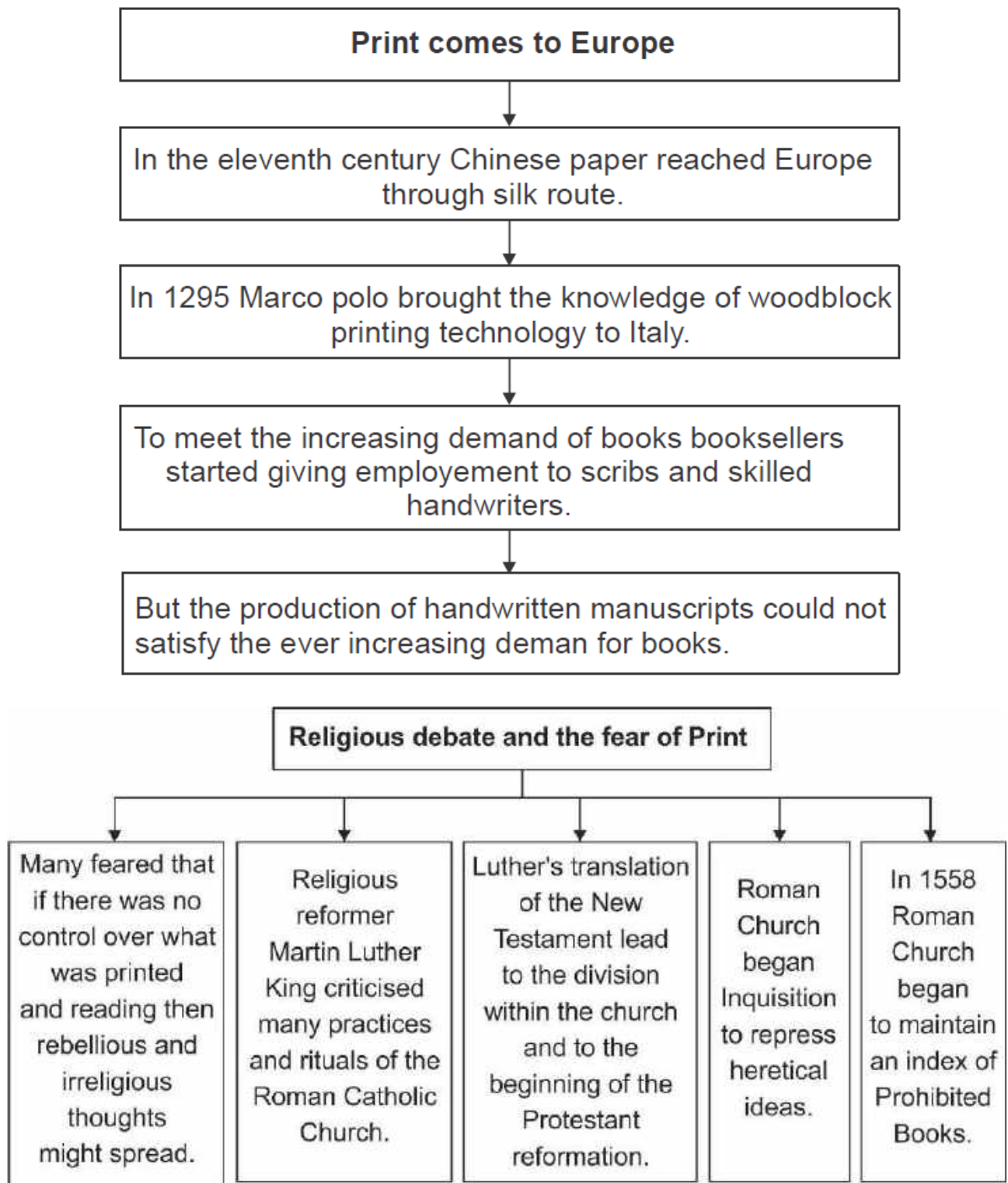
**Ans: This increase was linked to a number of changes within the process of production. A series of inventions in the eighteenth century increased the efficacy of each step of the production process. In the eighteenth century increased the efficacy of each step of the production process (carding, twisting and spinning, and rolling). They enhanced the output per worker.**

**CHAPTER 5**

**PRINT CULTURE AND THE MODERN WORLD**







## Print Comes to India

The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century.

By 1674, about 50 books had been printed in the Konkani and in kanara language.

Catholic priests printed the first tamil book in 1579 at Cochin and in 1713 the first Malayalam book was printed by them.

From 1780 James Augustus Hicky began to edit a weekly magazine-*The Bengal Gazette*.

Gangadhar Bhattacharyabegan to publish Bengal Gazatte.

**Important books, magazine and newspapers**

Books	Important points to remember about books.
Accordion Book	Traditional Chinese Folded book.
Diamond Sutra (Buddhist)	Oldest Japanese book and woodcut illustrations.
Tripitaka Koreana	Korean collection of Buddhist scriptures on woodblocks.
Ninety-five theses	Author Martin Luther
Gita Govinda	Written by Jayadevan
Bengal Gazette	Edit by James Augustus
Bengal Gazette	Brought by Gangadhar Bhattacharya
Sambad Kaumudi	Written by Rammohun Roy
Hindu orthodox	Samachar Chandrika
Persian newspaper	Jam-i-Jahan and Shamsul Akbhar
Bomby Samachar	Gurjarati newspaper
Amar Jiban (Autobiography)	Rashsundri debi
Ramcharitmanas	Tulsidas
Istri Dharamvichar	Ram Chaddha
Burhi Aair Sadhu (Grandma's Tales)	Lakshminath Bexbaruah
Chhote Aur Bade Ka Sawal	Kashibaba, millworkers show links between caste and class exploitation
Sacchi Kavitayan (poems)	Mill worker under the name of Sudarshan chakr

Kesari (newspaper)	Balgangadhar Tilak
Gulamgiri	Jyotiba Phule
Naval Kishore Press	At Lucknow
Shri Venkateshwar Press	In Bombay published religious books

**Who said these lines.**

“Printing is the ultimate gift of God and greatest one” **MARTIN LUTHER**

“The Printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away.” ----- **Louise Sebastien Mercier**

“Tremble, therefore, tyrants of the world! Tremble before the virtual writer!” ----- **Louise Sebastien Mercier**

**Multiple Choice Questions**

**Q1. Who among the following brought hand printing technology into Japan around 768-770 AD?**

- |                           |                       |
|---------------------------|-----------------------|
| (a) Buddhist missionaries | (c) European Traders  |
| (b) Japanese traders      | (d) None of the above |

**Ans: (a) Buddhist missionaries**

**Q2. Who developed the first printing press?**

- |                      |                |
|----------------------|----------------|
| (a) Johann Gutenberg | (c) Marco Polo |
| (b) Issac Newton     | (d) Newcomen   |

**Ans: (a) Johann Gutenberg**

**Q3. Name the Pocket size books sold by travelling pedlars.**

- |                |                |
|----------------|----------------|
| (a) Chapbook   | (c) Dictionary |
| (b) Cheap book | (d) Almanac    |

**Ans: (a) Chapbook**

**Q4. Which one among the following is an ancient name of Tokyo?**

- |           |            |
|-----------|------------|
| (a) Osaka | (b) Nagano |
|-----------|------------|

(c) Edo

(d) Gifu

**Ans: (c) Edo****Q5. Which of the following is the meaning 'Biliotheque Bleue'?**

(a) An author

(c) Monuments

(b) Low price books (in France)

(d) None of these

**Ans: (b) Low price books (in France)****Q6. The printing was first introduced in India by which one of the following?**

(a) East India Company officials

(c) Portuguese missionaries

(b) Indian reformers

(d) Arabic trade

**Ans: (c) Portuguese missionaries****Q7. Who in the Germany spent years compiling traditional folk tales gathered from peasants?**

(a) Grimm brothers

(c) Marco Polo

(b) Issac Newton

(d) Newcome

**Ans: (a) Grimm brothers****Q8. By 1448, Gutenberg perfected the system of printing. The first book he printed was the**

(a) Bible

(c) Diamond Sutra

(b) Ninety-Five theses

(d) Ukiyo

**Ans: (a) Bible****Q9. Which city of China became the hub of new print culture?**

(a) Shanghai

(c) Rome

(b) Tokyo

(d) Beijing

**Ans: (a) Shanghai****Q10. Who among the following was against the Catholic Church?**

(a) Martin Luther

(c) Jaidev

(b) Gutenberg

(d) John Augustine

**Ans: (a) Martin Luther**

## ASSERTION AND REASONING BASED QUESTIONS

**DIRECTION :** Mark the option which is most suitable :

- (a) If both assertion and reason are true and reason is the correct explanation of assertion.
- (b) If both assertion and reason are true but reason is not the correct explanation of assertion.
- (c) If assertion is true but reason is false.
- (d) If both assertion and reason are false.

**Q1. Assertion:** Children became an important category of readers.

**Reason:** Primary education became compulsory from the late nineteenth century.

**Answer: (a) Both assertion and reason are true and reason is the correct explanation of assertion.**

**Q2. Assertion:** The first book that Gutenberg printed was the Bible.

**Reason:** About 500 copies were printed and it took two years to produce them.

**Answer: (c) Assertion is true but reason is false.**

**About 180 copies were printed and it took three years to produce them. The reason is thus false.**

**Q3. Assertion:** The new reading culture was accompanied by a new technology.

**Reason:** From hand printing there was a gradual shift to mechanical printing.

**Answer: (a) Both assertion and reason are true and reason is the correct explanation of assertion.**

**Q4. Assertion:** Print and popular religious literature stimulated many distinctive individual interpretations of faith even among little-educated working people.

**Reason:** Through the seventeenth and eighteenth centuries, literacy rates went up in most parts of Europe,

**Answer: (b) Both assertion and reason are true but reason is not the correct explanation of assertion.**

**Q5. Assertion:** The production of handwritten manuscripts could not satisfy the ever-increasing demand for books.

**Reason:** Chinese paper reached Europe via the silk route.

**Answer: (b) Both assertion and reason are true but reason is not the correct explanation of assertion.**

### Very Short Type Question Answer

**Q1. What was the Vernacular Press Act?**

**Answer:** In 1878 the vernacular press act was passed. It provided the government with extensive rights to censor reports and editorials in the vernacular press.

**Q2. What were the advantages of printing press?**

**Answer:** (i) Printing reduced the cost of books.

(ii) Multiple copies could be produced with greater ease.

**Q3. What were the drawbacks of manuscripts?**

**Answer:** (i) They are fragile.

(ii) They are awkward to handle.

**Q4. Why did governor general Warren Hastings persecute Hickey?**

**Answer:** Hickey published a lot of gossip about company's senior official in India. Enraged by this, Warren Hastings persecuted Hickey.

**Q5. By 15th century, for what purposes was wood block printing used in Europe?**

**Answer:** (i) It was widely used in Europe to print textiles.

(ii) Playing cards and religious pictures with simple and brief texts.

**Q6. State any two advantages of Power-driven cylindrical press.**

**Answer:** (i) The press was capable of printing 8000 sheets per hour.

(ii) The press was useful for printing newspapers.

**Q7. What was the basic objective of Ninety-Five Theses?**

**Answer:** The basic objective of the Ninety-Five Theses was to criticize many of the practices and rituals of the Roman Catholic Church.

**Q8. Who was the major producer of printed material in China? For what purpose this material was used?**

**Answer:** The Imperial State in China was the major producer of printed material. The textbooks were used by the students appearing for civil service examination.

**Q9. Who brought wood blocks printing technology from China to Europe?**

**Answer:** In 1295 Marco Polo, a great explorer brought back with him the technology of wood block printing from China to Italy, from where it spread to other European countries.

**Q10. Why did Roman Catholic Church control over publishers and book sellers?**

**Answer:** People like Menocchio, reinterpreted the message of the Bible and formulated a view of God and creation that enraged the Roman Catholic Church.

### Short Type Question Answer

**Q 1. How was the increase in demand for books met in Europe in 14th century?**

**Answer:** (i) Booksellers all over Europe began exporting books to many different countries.

(ii) Book fairs were held at different places.

(iii) More Production of handwritten manuscripts to meet the expanded demand. More than 50 scribes often worked for one bookseller.

(iv) There was a great demand of reproduction of texts with the invention of a new print technology by Johann Gutenberg.

**Q2. What is a manuscript? Write shortcomings of manuscripts.**

OR

**Why production of handwritten manuscript could not satisfy the ever increase demand for books.**

**Answer:** Manuscripts were hand written document or copied on palm leaves or on handmade paper.

Shortcomings of manuscript:

(i) Manuscripts were highly expensive and fragile.

(ii) Production of handwritten manuscripts could not satisfy the ever-increasing demand for books.

(iii) Copying was an expensive, laborious and time-consuming business.

**Q 3. "The new technology did not entirely displace the existing art of producing books by hand." Explain the statement.**

**Answer:**

Yes, it is true the new technology did not entirely displace the existing art of producing books by hand.



- (i) Printed books at first closely resembled the written manuscripts in appearance and layout.
- (ii) The metal letters imitated the ornamental handwritten styles.
- (iii) Borders were illuminated by hand and illustrations were painted.

**Q4. How to Access the books created a new culture of reading?**

Or

**How did the print revolution create a new reading public and new culture of reading?**

**Answer:**

- (i) With the printing press, a new reading public emerged.
- (ii) Printing reduced the cost of books.
- (iii) Books flooded the market, reaching out to an ever-growing readership.
- (iv) Common people lived in a world of oral culture. Knowledge was transferred orally. Now books could reach out to wider sections of people.

**Q5. How did print introduce a new world of debate and discussion?**

**Answer:** Print introduce a new world of debate and discussion:

- (i) Print created the possibility of wide circulation of ideas.
- (ii) Even those who disagreed with established authorities could now print and circulate their ideas.
- (iii) Through the printed message, they could persuade people to think differently, and move them to action.

**Q6. Explain any three features of hand-written manuscripts before the age of print?**

**Answer:**

- (i) Manuscripts were copied on palm leaves or on handmade paper.
- (ii) Manuscripts were expensive and fragile.
- (iii) They were in various vernacular languages.

**Q 7. What was the role of new 'visual image' culture in printing in India?**

**Answer:**

- (i) In the end of 19th century, a new visual culture had started.
- (ii) Painters like 'Raja Ravi Verma' produced images for mass circulation.
- (iii) By the 1870's caricatures and cartoons were being published in journals and newspapers.

**Q8. Describe the role played by lending libraries in the growth of readers in 19 century?**

**Answer:**

- (i) In the 19th century, lending libraries in England became instruments for educating white-collar workers, artisans and lower-middle-class people.

- (ii) When the working day was shortened from the mid-nineteenth century, workers had some time for self-improvement and self-expression.
- (iii) They wrote political tracts and autobiographies in large numbers.

**Q9 Describe the strategies developed by the printers and publishers in 19th century to sell the products?**

**Answer:** Printers and publishers developed new strategies to sell their product.

- (i) Periodicals serialised novels.
- (ii) In England, popular works were sold in cheap series, called the Shilling Series.
- (iii) The dust cover or the book jacket is also a twentieth-century innovation.
- (iv) To sustain buying, they brought out cheap paperback editions.

**Q10 Write a short note on the folk literature written in Punjab in 20th century.**

**Answer:**

- (i) In Punjab, folk literature was widely printed from the early twentieth century.
- (ii) Ram Chaddha published the fast-selling Istri Dharm Vichar to teach women how to be obedient wives.
- (iii) The Khalsa Tract Society published cheap booklets with a similar message. Many of these were in the form of dialogues about the qualities of a good woman.

### LONG ANSWER TYPE QUESTIONS

**Q1. How far is it right to say that the print culture was responsible for the French Revolution?**

**Explain.**

**OR**

**Many historians have argued that print culture created the conditions within which French Revolution occurred. What arguments have been put forward by them?**

**Answer:** Some historians think that print culture created the basis for the French Revolution because: -

- (i) Printing of the ideas of the Enlightenment thinkers like Voltaire and Rousseau led to them being read by many people. As these writers attacked the despotic rulers and the authority of the Church, the readers saw the world through eyes that were questioning, critical and rational.
- (ii) Print spawned a dialogue and debate culture in which all institutions, norms and values were discussed and re-evaluated.
- (iii) By the 1780s, a lot of literature criticizing and mocking the royalty. The underground circulation of such literature increased hostile sentiments against the monarchy.

**Q2. What kind of material was printed for children and women during the nineteenth century that made them important category of reader?**

**Answer: CHILDREN**

- Primary education became compulsory from the late nineteenth century.

- A children's press, devoted to literature for children alone, was set up in France in 1857. This press published old fairy tales and folk tales.
- The Grimm Brothers in Germany spent years compiling traditional folk tales gathered from peasants.

### **WOMEN**

- Women became important as readers as well as writers.
- Penny magazines were especially meant for women, as were manuals teaching proper behavior and housekeeping.
- Women were seen as important readers.
- Some of the best-known novelists were women: Jane Austen and the Bronte sisters. In their writing women became, a person with will, strength of personality, determination and the power to think.

### **Q3. Explain briefly the initial efforts made by foreigners to introduce printing press in India?**

#### **Answer:**

- (i) The printing press first came to Goa with Portuguese missionaries in the mid-16<sup>th</sup> century.
- (ii) Jesuit priests learnt Konkani and printed several tracts. By 1674, about 50 books had been printed in the Konkani and Kanara language.
- (iii) Catholic priests printed the first Tamil book in 1579 at Cochin.
- (iv) In 1713 the first Malayalam book was printed by them.
- (v) By 1710, Dutch Protestant missionaries had printed 32 Tamil texts, many of them translations of older works.
- (vi) From 1780, James Augustus Hickey began to edit the Bengal Gazette, a weekly magazine that described itself as 'a commercial paper open to all, but influenced by none'.

### **Q4. How did print help connect communities and people in different parts of India?**

#### **Answer:**

- (i) From the early 19<sup>th</sup> century, there were intense debates around religious issues.
- (ii) Different groups interpretations of the beliefs of different religions.
- (iii) A wider public could now participate in these public discussions and express their views.
- (iv) This was a time of intense controversies between social and religious reformers and the Hindu orthodoxy over matters like widow immolation, monotheism, Brahmanical priesthood and idolatry.
- (v) Religious texts reached a very wide circle of people, encouraging discussions, debates and controversies within and among different religions.

### **Q5. What was the effect of print on the poor in 20<sup>th</sup> century?**

#### **Answer:**

- (i) In the 20<sup>th</sup> century, B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naicker in Madras, better known as Periyar, wrote powerfully on caste and their writings were read by people all over India.
- (ii) Local protest movements and sects also created a lot of popular journals

- (iii) Kashibaba, a Kanpur millworker, wrote and published *Chhote Aur Bade Ka Sawal* in 1938 to show the links between caste and class exploitation.
- (iv) The poems of another Kanpur millworker, who wrote under the name of Sudarshan Chakr between 1935 and 1955, were brought together and published in a collection called *Sacchi Kavitayan*.
- (v) By the 1930s, Bangalore cotton millworkers set up libraries to educate themselves, following the example of Bombay workers.

**Q6. How print revolution led to the development of reading mania in Europe?**

**Answer:**

- (i) A new form of popular literature appeared to target new readers.
- (ii) There were rituals calendars along with ballads and folk tales.
- (iii) In England penny chapbooks were carried by petty pedlars, so that even poor could buy them.
- (iv) Periodical presses developed to combine information on current affairs with entertainment.
- (v) The idea of scientists and scholars had now become more accessible to the common people.

**Q7. What was the contribution of print culture in the growth of nationalism in India? How did the British attempt to check them?**

**Answer:**

- (i) Nationalist newspapers grew in numbers in all parts of India.
- (ii) Government Attempts to suppressed nationalist criticism provoked militant protest. This in turn led to a renewed cycle of persecution and protests.
- (iii) When Punjab revolutionaries were deported in 1907, Balgangadhar Tilak wrote about them in his *Kesari*. This led to his imprisonment in 1908, provoking widespread protests all over India.
- (iv) Vernacular Newspapers played important role in raising awareness among people.
- (v) In 1878, the Vernacular Press Act was passed. It provided the government with extensive rights to censor reports and editorials in the vernacular press.

**CASE-BASED QUESTIONS**

**1. Read the given passages and answer the following questions:**

For centuries, silk and Spices from China flowed into Europe through the Silk route. In the 11th century Chinese paper reached Europe via the same route. Paper made possible the production of manuscripts, carefully written by scribes. Then, in 1295, Marco Polo, a great Explorer return to Italy after many years of exploration in China.

**(a) Which knowledge from China did Marco Polo bring back with him to Italy?**

- (a) Printing
- (b) Manufacturing

(c) Binding

(d) Writing

**Answer: (a) Printing****(b) Even after the introduction of printing who still used the luxury editions handwritten on very expensive vellum?****Answer:** Aristocratic circles and rich monastic libraries**(c) Mentio any two drawbacks of Manuscripts.****Answer:** (i) It is very difficult to handle manuscripts.

(ii) It is not easy to store them.

**2. Read the given passages and answer the following questions:**

India had a rich and oral tradition of handwritten manuscripts- in Sanskrit, Arabic, Persian as well as in various vernacular languages. Manuscripts were copied on Palm leaves or on handmade paper. Pages were sometimes beautifully illustrated. They would be either pressed between wooden covers or sewn together to ensure preservation. Manuscripts continued to be produced till well after the introduction of print down to the late 19th century.

**(a) Where and when did the printing press first come in India?****Answer:**

(a) Goa, 1556

(c) Bengal, 1556

(b) Portugal, 1560

(d) Kerala, 1560

**Answer: (a) Goa, 1556****(b) Who began English printing in India?****Answer: Francis Xavier, a Christian missionary****(c) Why were the manuscripts not widely used in everyday life? Give two reasons.****Answer:**

(i) They could not satisfy the ever-increasing demand for books.

(ii) Their circulation was limited.

**3. Read the given passages and answer the following questions:**

New form of popular literature appeared in print, targeting new audiences. Booksellers employed pedlars who roamed around villages, carrying little books for sale. There were almanacs or ritual calendars, along with ballads and folktales. But other forms of reading matter, largely for entertainment, began to reach ordinary readers as well. In England, penny chapbooks were carried by petty pedlars known as chapmen, and sold for a penny, so that even the poor could buy them

**(a) What is an Almanac?**

**Answer:** An annual publication giving astronomical data, information about the movements of the Sun and moon, timing of full tides and eclipses, and much else that was of importance in the everyday life of people.

(b) Who were called 'Chapmen'?

(a) Book seller

(c) Workers of printing press

(b) Paper seller

(d) Seller of 'Penny chap books'

**Answer: (d) Seller of 'Penny chap books'**

**(c) Give any two examples of new forms of popular literature.**

**Answer:**

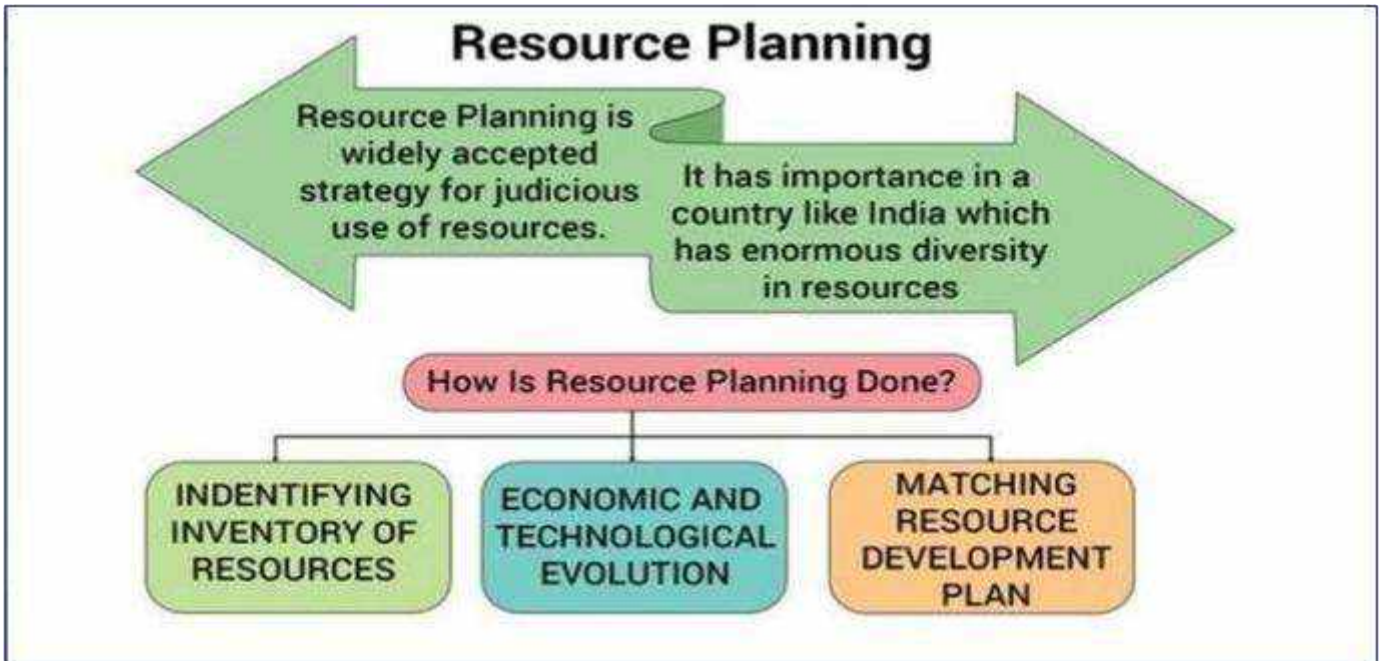
(i) lyrics, short stories, and essays about a social and political subject.

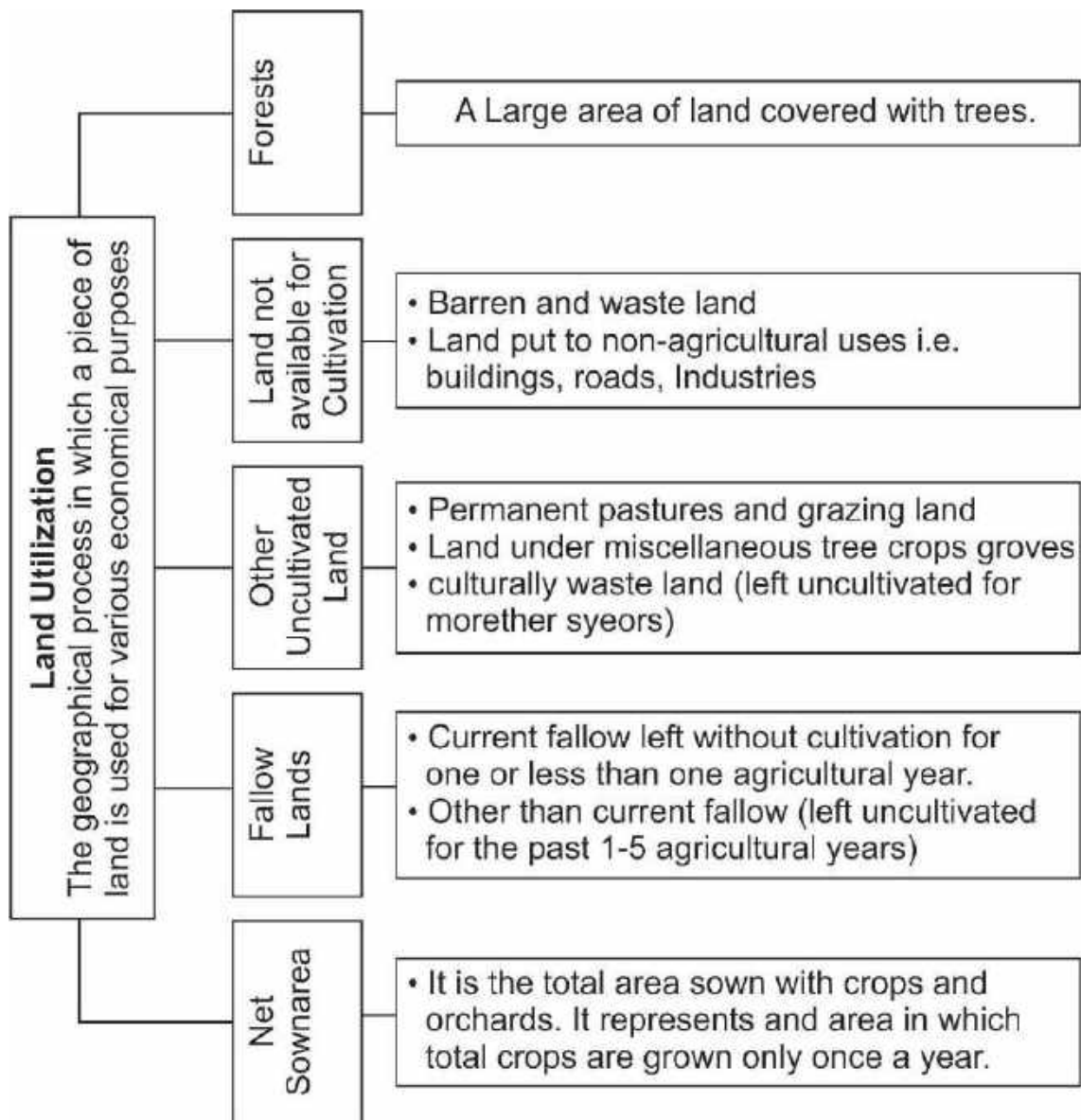
(ii) Cheap calendars

GEOGRAPHY

CHAPTER-1

RESOURCES AND DEVELOPMENT



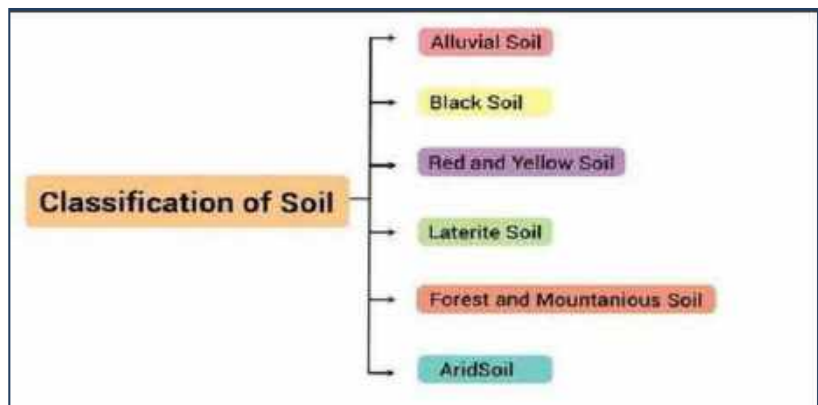
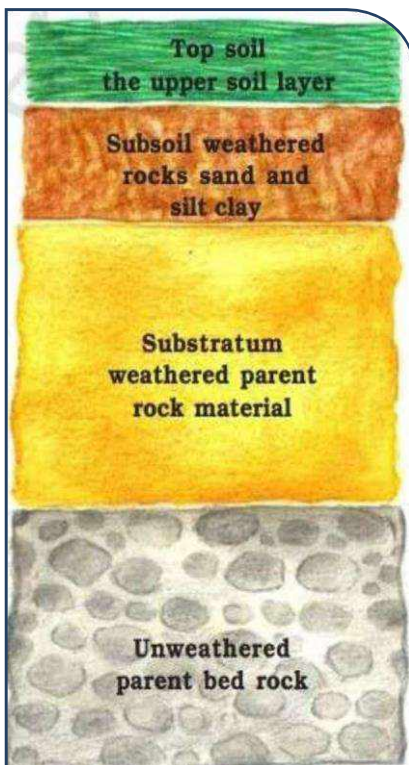
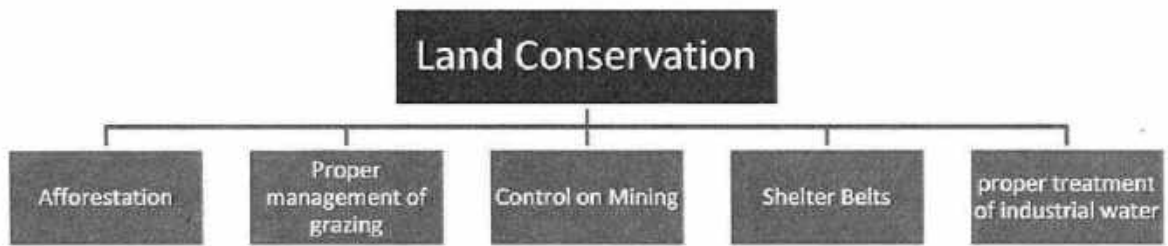
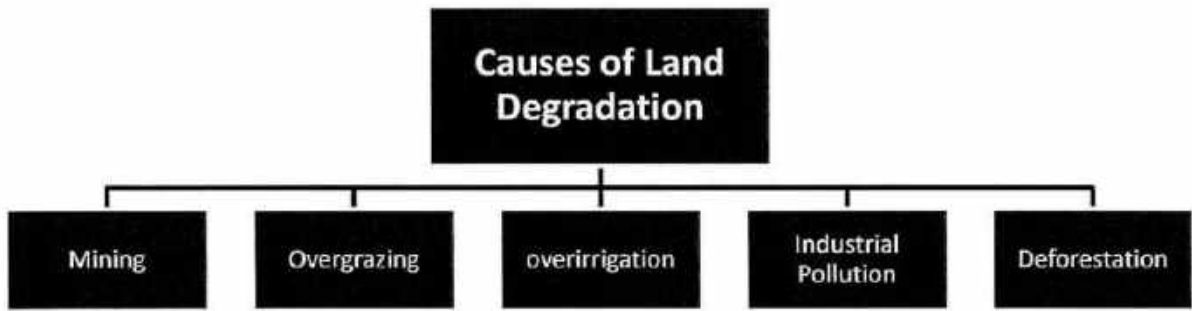


Type of Land	No. of years it is left uncultivated for
Current Fallow Land	Less than or upto one year
Other Than Current Fallow Land	More than 1 year (1-5 years)
Cultruable Waste land	More than 5 years

Gross cropped Area:

Net Sown Area (Area Cultivated once in one agricultural year)  
+  
Area cultivated more than once in one agricultural year.

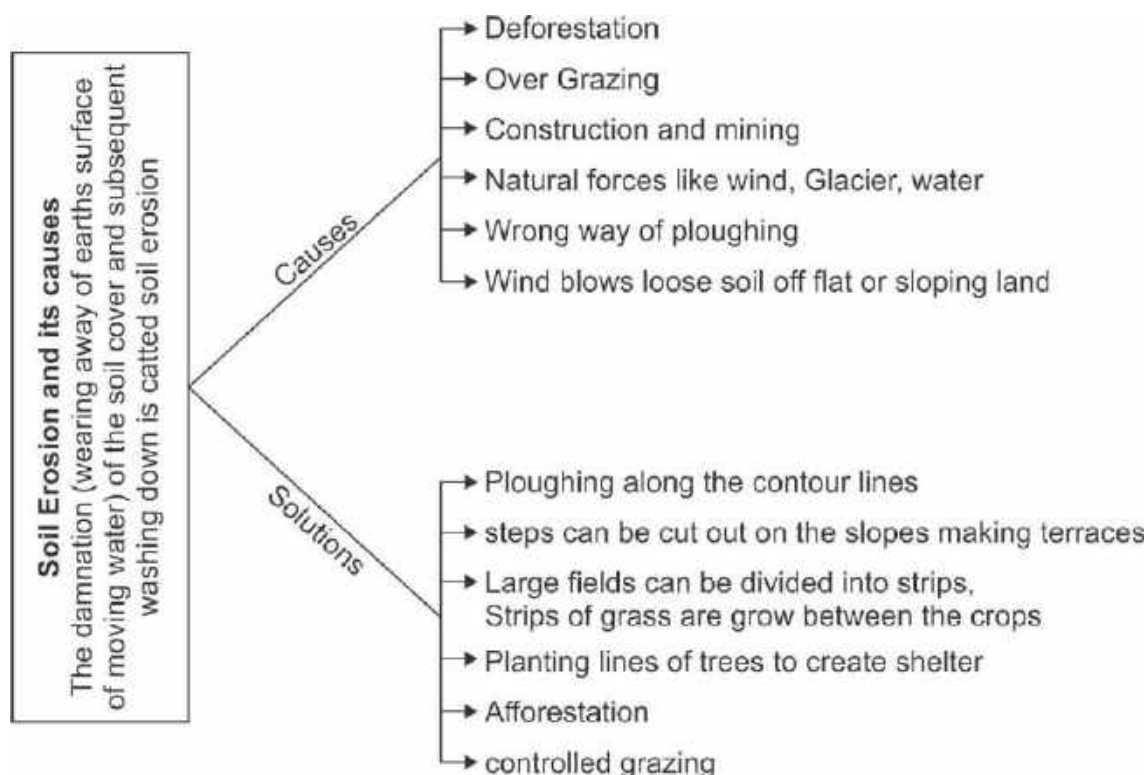




### Classification of soil on the basis of color, thickness texture, age, chemical and physical properties.

S. no.	Name of the soil	Formation	Distribution	Characteristics	Major crops
1.	Alluvial soil 2 type: Khadar & Bahgar	Have been deposited by 3 himalayan river systems. The indus the Ganga and the brahmaputra.	Entire northern plain, also extended in Rajasthan and Gujrat eastern coastal plains.	Very fertile, most widely spread.	Wheat, Paddy, Sugarcane Cereals, Pulses.
2.	Black soil Also called regur	Climatic conditions along with the parent rock material.	Plateaus of Maharashtra, Saurashtra Malwa M.P. and Chhattishgarh.	Extremely fine clayers material capacity to hold moisture, poor in phosphoric content, develops cracks in hot weather.	Cotton, tobacco, oilseeds & sugarcane
3.	Red & yellow soil	Due to weathering of crystalline igneous rock.	Parts of odisha, Chhattisgarh, Southern parts of middle ganga plain	Reddish color due to diffusion of iron in crystalline and metamorphic rocks, yellow in hydrated form.	with proper of fertilizers and irrigation cotton pulses, millets, tobacco.

4.	Laterite soil	Result of intense leaching due to heavy rain, develops in areas with high temperature and heavy rain.	Karnataka, Kerela, Ramilnadu, Madhya Pradesh, hilly areas of Odisha and Assam.	Low humus content suitable for cultivation with adequate doses of manures and fertilizers.	Tea, Coffe, Cashew nut.
5.	Arid soil or Desert soil	Formed due to mechanical weathering of rock from sands.	North western parts of India, states of Rajasthan, Northern Gujarat.	Red to brown in Colour sandy in texture. Saline in nature after proper irrigation cultivable.	Millets, maize barley etc.
6.	Forest Soil or mountainous soil	Formation is mainly governed by the characteristic depostion of organic matter derived from forest growth.	Found in mountainous region of Himachal Pradesh, Uttarakhand, Meghalaya, Arunachal pradesh.	loamy and silty in valley sides and coarse grained in upper slopes.	Fruits, Spices, Trees.



**MULTIPLE CHOICE QUESTIONS**

**Q1. In which one of the following states is overgrazing the main reason for land degradation?**

- a.) Rajasthan    b) Punjab    c) Haryana    d) Uttar Pradesh

**ANS. Option a**

**Q2. Which one of the following forces leads to maximum soil erosion in plains?**

- a) Wind    b) Glacier    c) Running water    d) Earthquake

**ANS. Option c**

**Q3. Deforestation due to mining has caused of Land degradation in which one of the following states?**

- a) Odisha                      b) Tamil Nadu                      c) Kerala                      d) Gujarat

**ANS. Option a**

**Q4. Which one of the following human activity has contributed most in land degradation?**

- a) Deforestation    b) overgrazing    c) Mining    d) Over-irrigation

**ANS.Option a**

**Q5. Which soil has low humus content?**

- a) Black soil    b) Laterite soil    c) Arid soil    d) clay soil

**ANS. Option c**

**Q6. Which will range from red to brown in colour?**

- a) Arid soil    b) black soil    c) clay soil    d) Laterite soil

**ANS. Option A**

**1. In June 1992, more than 100 heads of state met in -----in Brazil for the first international Earth Summit.**

Ans. Rio de janeiro

**2. The Rio Convention endorsed the global forest principles and adapted \_\_\_\_\_for achieving Sustainable development in the 21st century.**

1. Agenda 20
2. Agenda 21
3. Agenda 19
4. Agenda 22

**ANS. Option 2**

**3. The state of Rajasthan is very well endowed with solar energy but lacks \_\_\_\_\_**

ANS. Water Resources

**4. Land which is left without cultivation for one or less than one agricultural year is known as \_\_\_\_\_**

- a) Gross cropped area
- b) Culturable wasteland
- c) Current fallow
- d) Grazing land

**Ans. Option c**

**5. In which one of the following states is terrace cultivation practiced?**

- a. Punjab
- b. Plains of Uttar Pradesh
- c. Haryana
- d. Uttaranchal

**Ans. Option d**

**6. What percentage of our land should be under forest according to the National Forest Policy?**

- a. 33
- b. 22.5
- c. 31
- d. 30

**Ans. Option a**

**7. Which is the most common soil of Northern India?**

- a) Black soil
- b) Laterite Soil
- c) Alluvial soil
- d) Red soil

**Ans. Option c**

**8. Black soil is also called**

- A) Bangar
- b) Khadar
- c) Regur
- d) Humus

**Ans. Option c**

### **Assertion -reason type questions**

The questions given below consist of an assertion and reason. Use the following key to choose the appropriate answer.

**9. ASSERTION (A): Alluvial soil is ideal for growth of paddy, wheat cereal and pulse crops.**

**REASON (R) Alluvial soil is well- known for its capacity to hold moisture.**

- a) Both (A) and (R) are true and R is the correct explanation of (A)

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

**Ans. Option a**

**10. ASSERTION (A) The availability of resources is not the only necessary condition for developing of any region.**

**REASON(R): Not only availability of resources but also corresponding change in technology is necessary for development of any region.**

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

**Ans. Option a**

### **VERY SHORT ANSWER TYPE QUESTIONS**

**Q1 Highlight the importance of contour ploughing.**

**Ans:** Decelerates the flow of water down the slopes, thus restricting soil erosion.

**Q2.How over irrigation leads to Land degradation?**

**Ans-** Due to waterlogging leads to increase in salinity and alkalinity of the soil.

**Q3. How can alluvial soil be classified according to their age?**

**Ans:** Khadar and Bangar

**Q4.What is sheet erosion?**

**Ans:** When the top layer of the soil is removed over a large area by running water it is called sheet erosion.

### **SHORT ANSWER TYPE QUESTIONS**

**Q1. Explain the three stages of Resources planning in India.**

**Ans: 1. IDENTIFICATION AND INVENTORY:** - Done by involves surveying, mapping and qualitative and quantitative estimation and measurement of resources.

**1. PLANNING STRUCTURE:** Endowed with appropriate technology, skill and institutional set up implementation.

**2. MATCHING:** Resource development with national development.

**Q2. Describe the steps to control soil erosion in hilly areas?**

**Ans: 1. Contour Ploughing:** -Ploughing along the contour lines can decelerate the flow of water down the slopes.

**2. Terrace Cultivation:-** Steps can be cut out on the slopes making terraces which restricts erosion.

**3. Strip cropping:-** Large fields are divided into strips and strips of grass are left to grow between the crops.

**Q.3. "Planning of resources is very important for a country like India. "justify by giving three reasons.**

**OR**

**"Planning is the widely accepted strategy for judicious use of resources in a country like India". Justify the statement with two relevant points and example.**

**Ans.** (1) India has enormous diversity in the availability of resources. There are many regions which are rich in certain type of resources but are deficient in some other resources.

(2) The states of Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal deposits but lacks in infrastructural development.

(3) The states like Punjab, Haryana and Uttar Pradesh are rich in soil but lacks minerals.

**Q.4. How is land a natural resource of utmost importance? Explain with our facts.**

**OR**

**"Land is a natural resource of utmost importance." Elaborate the statement with the help of suitable examples highlighting the value of land resource.**

**Ans.** Land is an Importance natural resource because --

(1) All economic activities are performed on land.

(2) It supports natural vegetation and wildlife.

(3) Most of the minerals are formed in land.

(4) It is used for transport and communication system.

**Q.5. What is the role of humans in resource development?**

**OR**

**Explain the role of humans in resource development.**

**Ans.** (1) Resources are function of human activities.

(2) Human beings interact with nature through technology, and create institutions to accelerate their economic development.

(3) Human beings transfer materials available in our environment into resources and use them.

(4) For example, river is a natural endowment and it becomes resource when its water is used for irrigation or power production.

### **LONG ANSWER TYPE QUESTIONS:**

**Q.1. Why is 'Resource planning' necessary? Give reasons.**

**Ans:** 1. Resource availability is not the same in all parts of the country.

2. Resources, especially non- renewable resources, need extra care as they cannot be renewed.
3. There is acute shortage or deficiency of some resources.
4. Resource planning helps in proper utilization of resources by reducing wastage. And take care of future needs.
5. It supports natural vegetation, wildlife and human life.

**Q2. Which soil is called ' regur soil'? Mention any four characteristics of this type of soil.**

**Ans:**1. These have been formed due to withering of lava.

1. The black soils are made of extremely fine materials i.e. Clayey materials.
2. These soils are rich in soil nutrients such as calcium carbonate, magnesium carbonate, potash and lime.
3. These soils are generally poor in phosphoric content.
4. The soil is well known for its capacity to hold moisture.

**Q.3. Why is there a need to conserve resources? What was Gandhiji's opinion regarding the conservation of resources?**

**QR**

**Explain the importance of conservation of resources.**

**OR**

**Why is it essential to have resource planning? Give three reasons.**

**Ans.** (1) Limited Supply

(2) Pollution and Global Warming

(3) Socio-Economic Problem

(4) Non-renewable form of resources

According to Gandhi ji – “There is enough for everybody's need not for any body's greed.”

**Q4.. Discuss the problems which have been caused due to over -utilization of resources. Suggest any two ways to save the resources.**



**OR**

**“Indiscriminate use of resources has led to numerous problems. “Justify the statement in three points.**

**Ans. (1)** Depletion of Resources

(2) Concentration of Resources

(3) Global Ecological Crisis

Suggestions:

(1) Minimizing wastage

(2) Use of renewable resources.

### **CASE STUDY BASED QUESTION: --**

Planning is the widely accepted strategy for judicious use of resources. It has importance in country like India, which has enormous diversity in the availability of resources. There are regions which are rich in certain types of resources. There are some regions which can be considered self-sufficient in terms of the availability of resources and there are some regions which have acute shortage of some vital resources. For example states of Jharkhand, Chhattisgarh and Madhya Pradesh are rich in minerals and coal deposits . Arunachal Pradesh has e considered abundance of water resources, but lacks in infrastructural development.

**1. How judicious use of resources can be done by planning?**

**2. Why planning is necessary in India?**

**3. State two examples of resource availability in India.**

**Ans:** 1 Planning involves identification and quantification of resources.

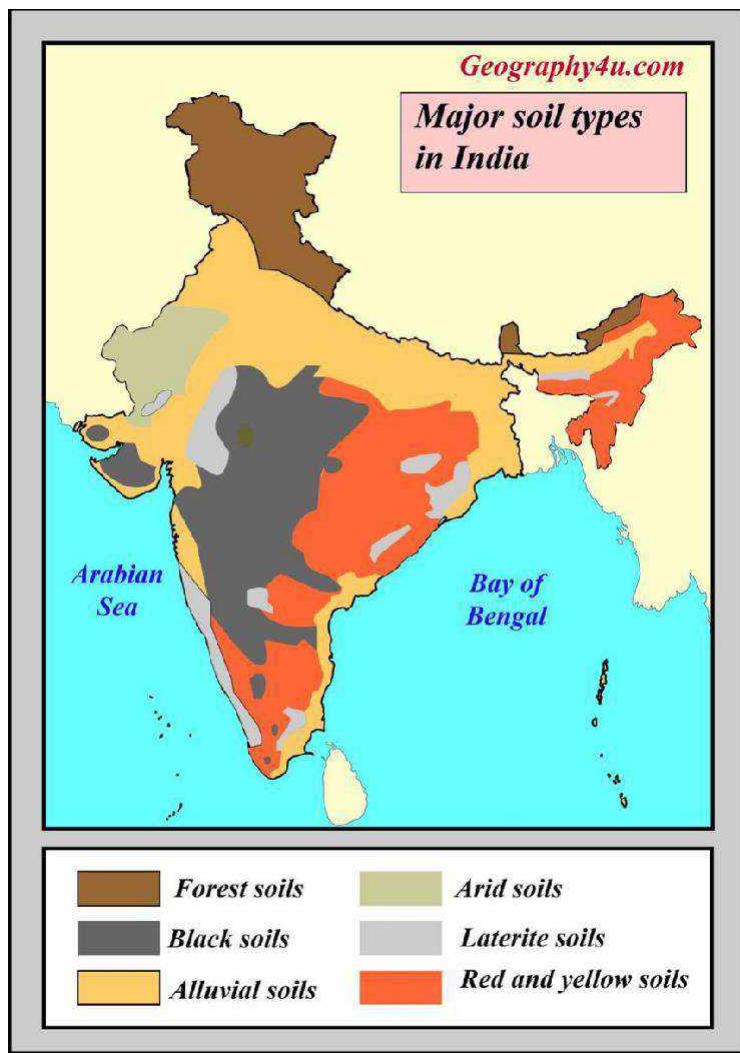
**Ans. 2.**Planning is necessary in India due to two reasons:

a)Regions which are rich in certain types of resources , but deficient in some other reasources.

b)Some regions which can be considered self sufficient in terms of the availability of resources and some have acute shortage of resources.

**Ans. 3.**The states of Jharkhand ,Chhattisgarh and Madhya Pradesh are rich in meneral and coal deposits.Arunachal Pradesh has abundance of water resources.

## MAP WORK

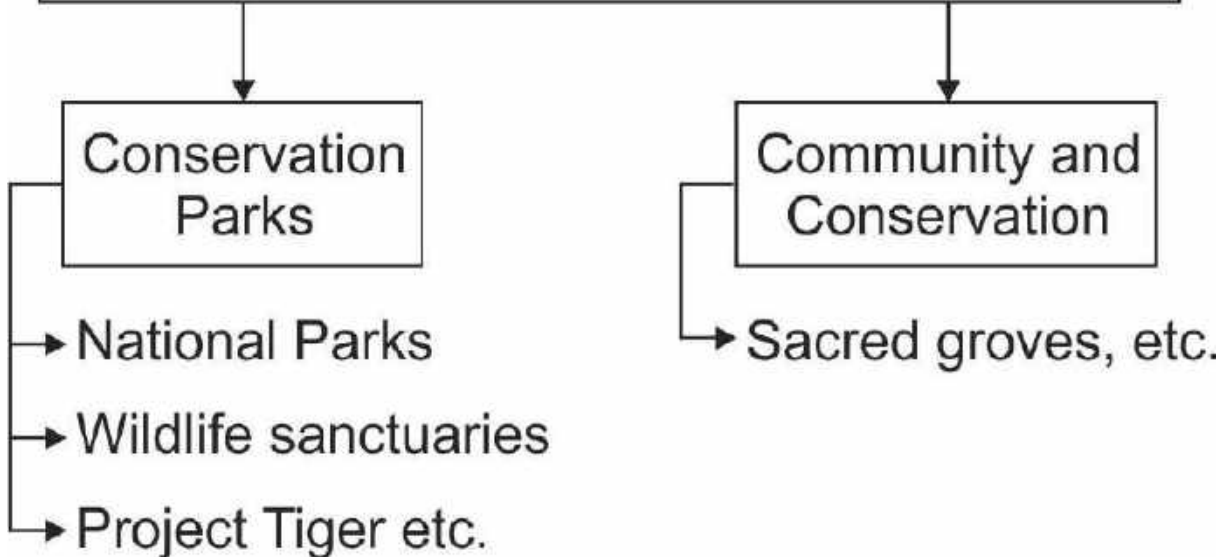


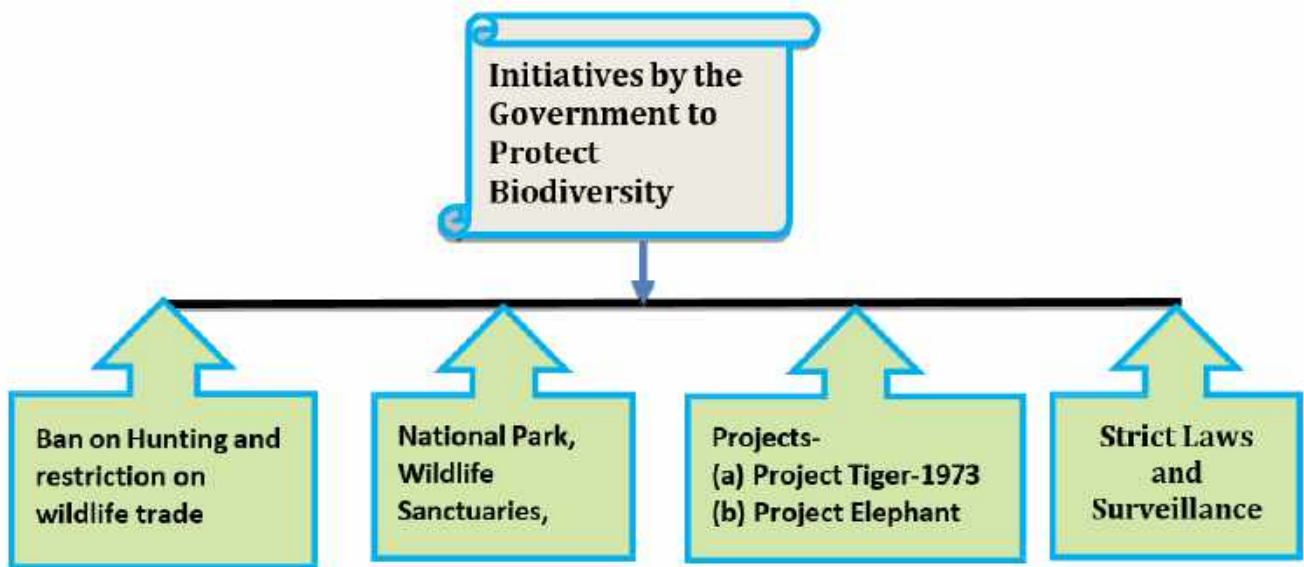
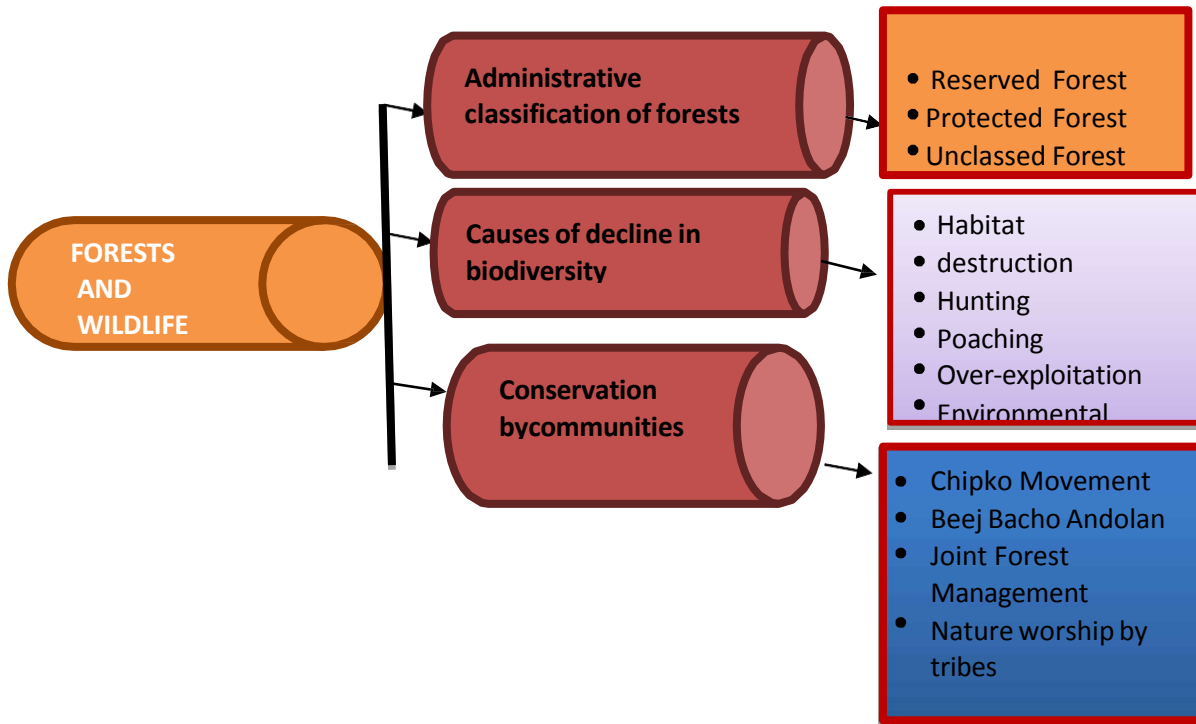
**CHAPTER – 2**  
**FOREST AND WILDLIFE RESOURCES**

**Types and Distribution of forests  
and wildlife resources**

- Reserved Forests
- Protected Forests
- Unclassed Forests

**Conservation of forest and wildlife in India**





**MULTIPLE CHOICE QUESTIONS****Q1 The Indian wildlife protection act was implemented in**

- a. 1962      b) 1967      c) 1970      d) 1972

**Ans d****Q2. Which is the first project for wildlife conservation in India?**

- a. Project Elephant      b) Project Tiger      c) Project Crocodile      d) None of these.

**Ans b****Q3. Which of the following National Park is the site dedicated to preservation of one - horned rhinoceros?**

- a. Bandhavgarh National Park      B. Buxa wildlife Reserves  
c. Kaziranga National Park      D. All of the above.

**Ans c****Q4 . Which one of the following is not responsible for the decline in India's biodiversity?**

- a. Mining activities      B. Hunting and poaching  
b. Forest fire      D. Afforestation

**Ans D****Q5. Unclassed forests are mainly found in:**

- a) All north-eastern states and parts of Gujrat  
b) Kerala and Tamil Nadu  
c) Punjab and Haryana  
d) west Bengal and Bihar

**Ans a****Q6. . Manas Tiger Reserve is located in**

- a. Tamil Nadu      B.Kerala      C. Assam      D.Orissa

**Ans c****Q7. .Which of the following is located in the state of Rajasthan?**

- a) Corbett National park      b) Bandhavgarh National park  
c) Periyar Tiger Reserve      d) Sariska Wild sanctuary

**Ans b**

**Q8) .What was the aim of Chipko movement?**

- a. Human rights
- b. Political rights
- c. Agricultural expansion
- d. Forest conservation

**Ans d**

**Q9) The Mundas and Santhals of Chhota Nagpur region worship which one of the following trees?**

- a. Mahua
- B.Mango
- C. Peepal
- D. Tamarind

**Ans a**

**Q10) Which of the following conservation strategies do not directly involve community participation?**

- (a) Joint forest management
- (b) Beej Bachao Andolan
- (c) Chipko Movement
- (d) Demarcation of Wildlife Sanctuaries

**Ans d**

**Q11) Which state has the largest area under permanent forests?**

- a) Bihar
- b) Tamil Nadu
- c) Odisha
- d) Madhya Pradesh

**Ans d**

### **VERY SHORT ANSWER TYPE QUESTIONS**

**Q1.What is biodiversity?**

**Ans:** Biodiversity variety of all living things, plants, animals and microorganisms living on the Earth that are dependent on one another.

**Q2. Which organization of international level has classified existing plants and animal species of the world?**

**Ans:** International union for conservation of nature and natural resources. (IUCN)

**Q3. When was national Forest policy introduced? What was its aim?**

**Ans:** The national Forest policy was introduced in 1988. Its main aim was to maintain ecological balance.

### **SHORT ANSWER QUESTIONS**

**Q1. Write any three methods to conserve ecosystem?**

**ANS.1.** Afforestation should be encouraged.

2. Awareness should be spread among people about the importance of natural vegetation and wildlife.
3. Using non-conventional source of energy: For example Solar, Wind and tidal energy.

**Q2. Explain any three methods of forest conservation adopted by government after independence.**

- Ans:**
1. The Indian wildlife protection act was implemented in 1972.
  2. Government established national Parks biosphere reserves and wildlife sanctuaries.
  3. The central government announced several projects for protecting specific animals such as project tiger.

**Q3. How many types of Forest are there in India? Explain it.**

- Ans:**
1. **Reserved forest** - More than half of the total forests are declared as reserved Forest. Due to protective reasons timber and other forest. These are the most valuable forests.
  2. **Protected forest**- Almost 1/3 of the total area is protected forests declared by forest department.
  3. **Unclassed Forest**- These are other forest and waste lands belonging to both government and private individual and communities.

**Q4. "Forest play a key role in the ecological system" highlight the value of Forest in our life.**

- Ans:**
1. Forest play a key role in the ecological system as these are the primary producer on which all other living beings depend.
  2. They support diverse flora and fauna which are part of our life.
  3. They provide us fruits, flowers, medicine, woods etc.

**LONG ANSWER TYPE QUESTIONS**

**Q1. Write four major reasons for depletion of forest cover.**

- Ans:**
1. Deforestation for agricultural purposes.
  2. Shifting cultivation which is still practiced in substantial part of tribal belts.
  3. Large-scale development of river valley projects.
  4. Mining activities have also resulted in deforestation.
  5. Environmental pollution and forest fires have also led to depletion of forest.

**Q2. List six factors which have led to the decline in India's biodiversity.**

- Ans:**
1. Habitat destruction.
  2. Over exploitation
  3. Environmental pollution
  4. Forest fires
  5. Hunting and poaching

6. Poisoning.

**Q3. “Consequences of environmental degradation do not respect national or state boundaries.” Support the statement with examples.**

**Ans:** 1. Climate change including global warming  
2. Acid rain, photochemical smog  
3. Ocean acidification  
4. Displacement of wild life  
5. Resource depletion –forest, water. Food

**Q4. Write four most important causes of environmental destruction.**

**Ans:** 1. Unequal access to resources.  
2. Inequitable consumption of resources.  
3. Differential sharing of responsibility for environmental wellbeing.  
4. Overpopulation

**Read the passage and answer the following:**

The trade of tiger skins and the use of their bones in traditional medicines, especially in the Asian countries left the tiger population on the verge of extinction.

Since India and Nepal provide habitat to about two –thirds of the surviving tiger population in the world, these two nations became prime targets for poaching and illegal trading.

Project Tiger, one of the well published wild life campaigns in the world, was launched in 1973. Tiger conservation has been viewed not only as an effort to save an endangered species, but with biotypes of sizeable magnitude.

Corbett National Park Uttarakhand, Sunder bans National Park in west Bengal, Bandahavgarh National Park in Madhya Pradesh, Sariska wildlife sanctuary in Rajasthan, Manas Tiger Reserve in Assam and Periyar Tiger Reserve in Kerala are some of the tiger reserves of India.

**Q1. Why India and Nepal became Prime targets for poaching?**

**Q2. In your views why tiger was chosen to be protected under a project?**

**Q3. Instead of conservation of one species, why the focus has shifted to preservation of biodiversity?**

**Ans 1.** India and Nepal were prime targets of poaching because 2/3 population of surviving tigers live here.

**Ans2.** Because of trend of hunting and poaching of tigers for trade. Hunters traded tiger skins and used their bones in traditional medicines.

Besides, it is the national animal of India and is considered India’s pride.



**Ans 3.** Because it will conserve all the species along with valuable flora that is special to that region.

### **ASSERTION REASON QUESTION**

**Directions:** In the following questions, a statement of assertion is followed by a statement of reason. Mark the correct choice as:

**Assertion:** We need to conserve our forests and wildlife.

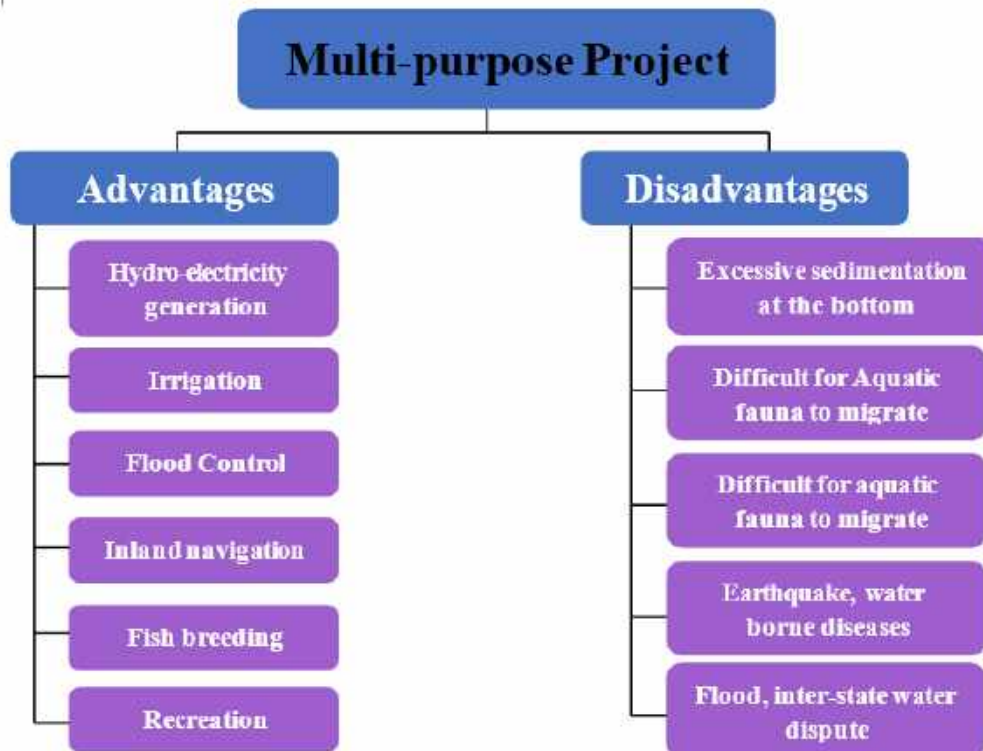
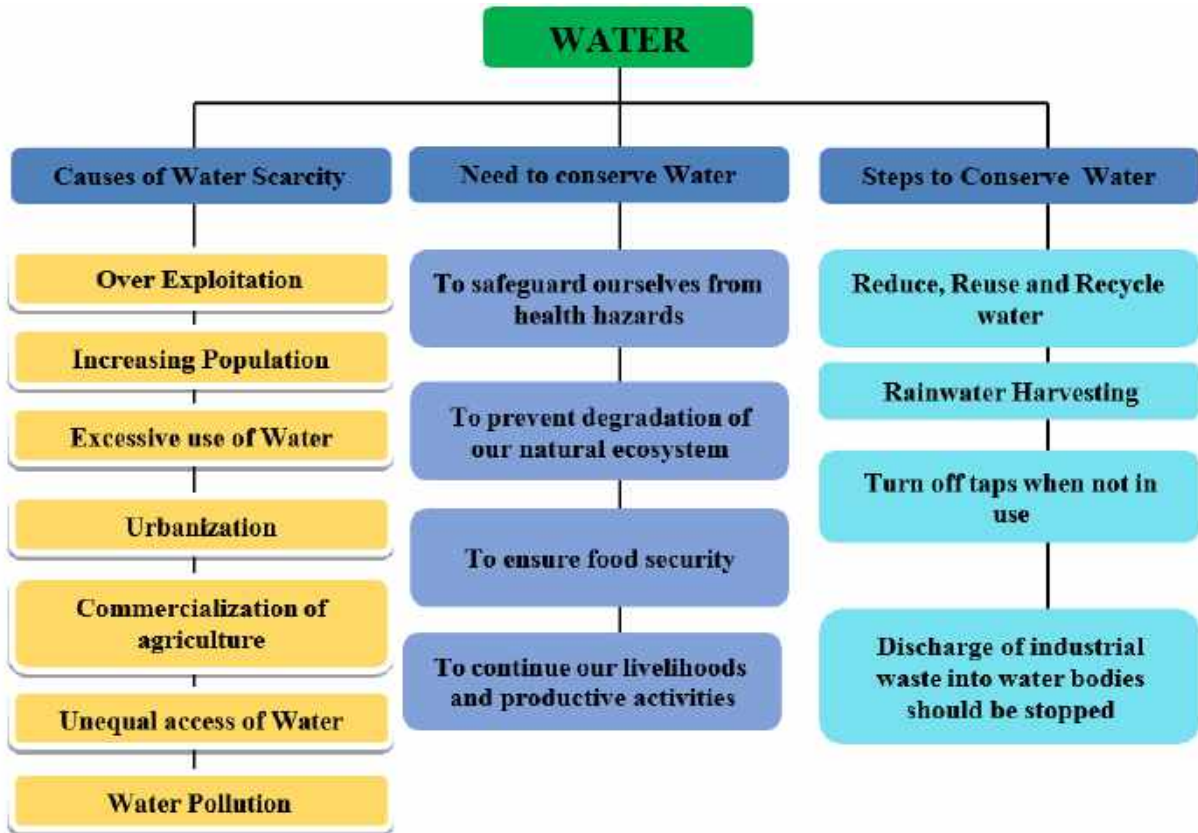
**Reason:** Rapid decline in wildlife population and forestry has been observed.

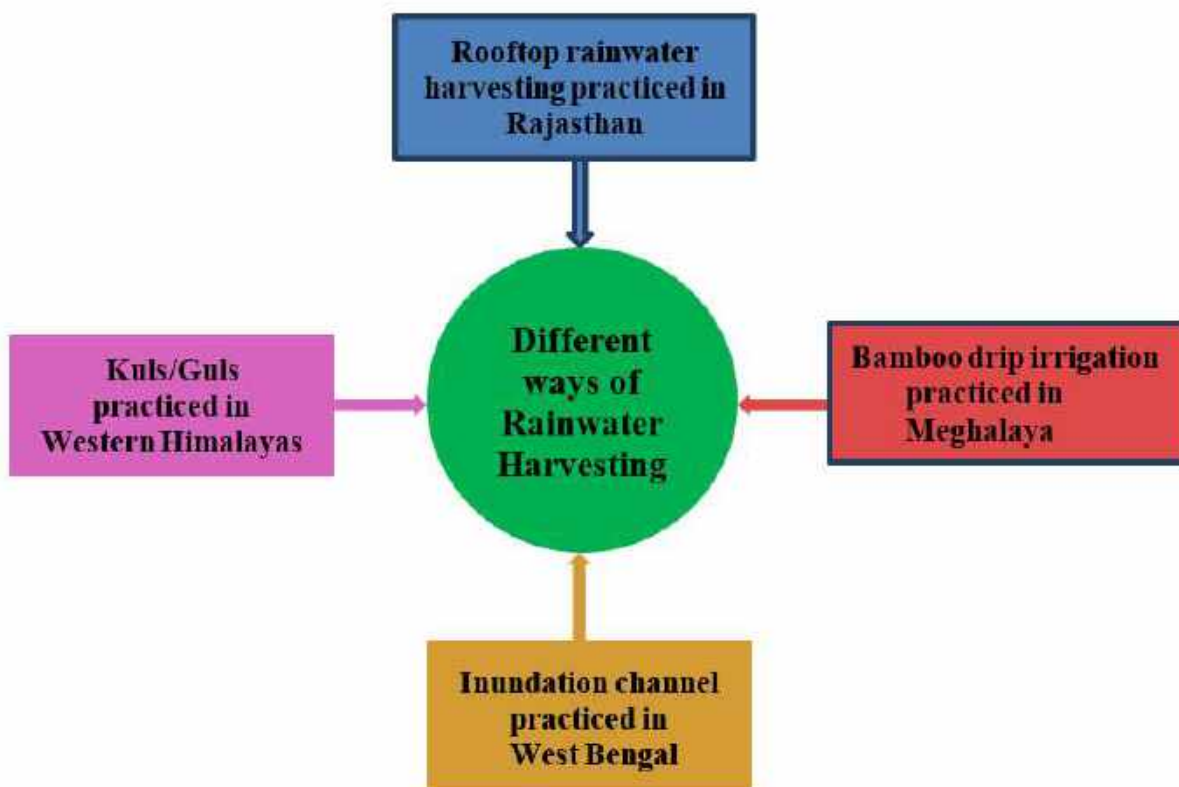
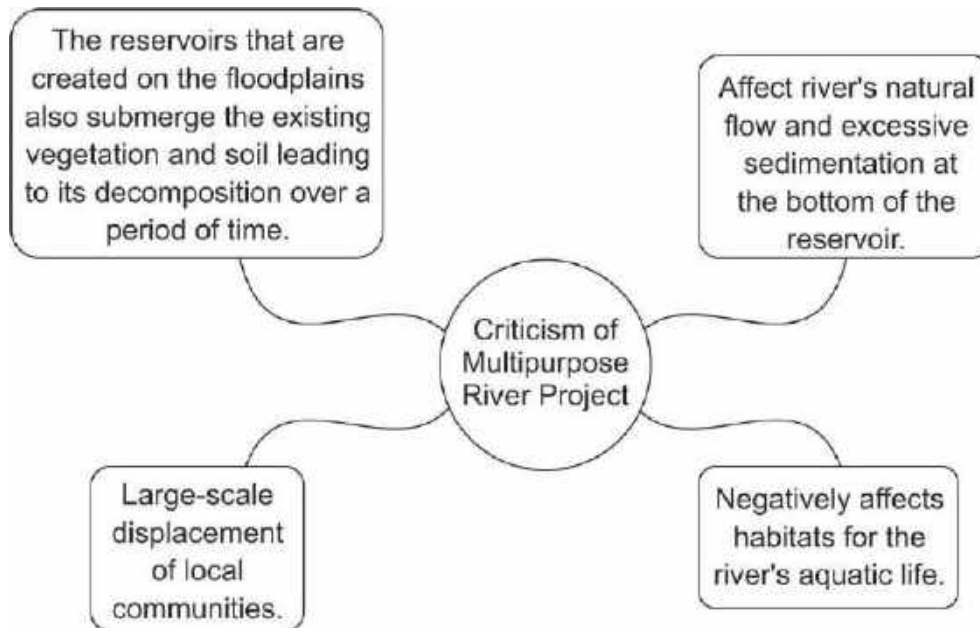
- (a) Both assertion and reason are true and reason is the correct explanation of assertion.
- (b) Both assertion and reason are true but reason is not the correct explanation of assertion.
- (c) Assertion is true but reason is false.
- (d) Assertion is false but reason is true.

**Ans a)**

**CHAPTER-3**

**WATER RESOURCES**





**MULTIPLE CHOICE QUESTIONS**

1) **How much of the earth's surface is covered with water?**

- a) 1/4 b) 1/2 c) 3/4 d) 2/3

**Ans (c)**

2) **On which river has Hirakud Dam been constructed?**

- a) Kaveri b) Krishna c) Mahanadi d) Sutluj

**Ans (c)**

3) **Which one of the following is not an adverse effect of dams?**

- a) Interstate water disputes b) Excessive sedimentation of reservoir c) Displacement of population d) Irrigation

**Ans (d)**

4) **Rooftop rainwater harvesting is a technique to recharge:**

- a) Sea water b) Ground water c) Lake water d) River water

**Ans (b)**

5) **In which of the following regions, people built Guls or Kuls for irrigation**

- a) Northern plains b) Western Himalayas c) Coastal areas  
d) Eastern Himalayas

**Ans (b)**

6) **Which of the following is not a method of water harvesting used in Rajasthan?**

- a) Johads b) Khadins c) Guls d) Tankas

**Ans (c)**

7) **Tanka is rainwater harvesting technique associated with which of the following states?**

- a) Tamil Nadu b) West Himalayas c) Kerala d) Rajasthan

**Ans (d)**

8) **Which state has made rooftop rainwater harvesting structure compulsory to all the houses across the state?**

- a) Kerala b) Karnataka c) Tamil Nadu d) Andhra Pradesh

**Ans (c)**

**Short Answer Type Questions**

**Q.1. What is the most important benefits of Hydrological cycle ?**

**Ans.** Hydrological cycle renews and recharges the Fresh water which is quite essential for wild life and human beings also

**Q.2. Define the term Tankas.**

**Ans.** Tankas are the underground tanks for storing drinking water.

**Q.3. Name the river on which the Sardar Sarovar dam is located.**

**Ans.** Narmada.

### **Short Answer Type Questions**

**Q.1. “Multipurpose projects have failed to achieve the purpose for which they were built”. Justify by giving reasons.**

**Ans.** (1) These dams were constructed to control floods but they have triggered floods due to sedimentation in the reservoir.

(2) Moreover, the big dams have mostly been unsuccessful in controlling floods at the time of excessive rainfall.

(3) Many a time authority are forced to release water from dams during heavy rainfall.

**Q.2. How does urbanisation and urban lifestyle lead to over-exploitation of water resources? Explain.**

**Ans.** (1) Most of our cities are over populated. Overpopulation leads to our utilization of water resources.

(2) Urbanisation especially unplanned urbanization adds to water pollution.

(3) Urbanisation also damages the existing water resources especially the river. For example, most of

Indian river has been polluted by the waste of cities.

**Q.3. Explain three ways in which irrigation schemes have changed the social landscape of the region.**

**Ans.** (1) Displacement of the Local People

(2) Social Movements

(3) Widening the Gap between Rich and Poor

### **Long Answer Type Questions**

**Q.1. Why is it necessary to conserve water resources in India? Explain.**

**Ans (1) Precondition for life:** Water is necessary for life on earth. It is believed that life originated in water before it invaded land. Water is in fact a precondition of life.

1) **Water essential for crops:** Cultivation of crops depends on the availability of water. Water dissolves minerals and other nutrients in the ground. The roots of the plants draw this nutritious water for the soil. India is an agricultural country so availability of water is a must.

(3) **Water for industries:** Industries need water as coolant, solvent, raw material, etc. (iv) **Water for daily life:** Water is also used for drinking and domestic consumption. The growing

urbanisation with its modern lifestyle has been demanding greater share of water day by day.

(e) **Water an important component of ecosystem**: -Conservation of water is also important to prevent degradation of our natural ecosystems.

(f) **To overcome Water scarcity**: -It is essential to conserve and manage water because its overuse and misuse has led to water scarcity.

**Q.2. Mention any Advantages and disadvantages of multipurpose projects.**

**Ans. Advantages:**

1. Flood Control: River valley projects control the flood and thereby check soil erosion.
2. Irrigation: They provide water for irrigation in the command area during dryseasons.
3. Electricity Generation: These projects are the main source of power. They ensure regular electricity for industrial and household purposes.
4. Inland Navigation: River valley projects provide inland water navigation through main river and canal that link different regions.
5. Fish Breeding: Reservoirs provide ideal conditions for the development of fisheries.
6. Amusement: People in large numbers come here as tourists and recreate themselves in boating on the canals and reservoirs.
5. Fish Breeding-
- 6-Multiple cropping-
- 7-Recreation-
- 8-Flood Control-
- 9.Water for Domestic use-

**Disadvantages:**

**1. Displacement of local communities**: The building of large dams result in displacement of local communities. The displaced people do not get full rehabilitation facilities from the government.

**2. Adverse impact on aquatic life**: Due to construction of dams on the rivers, the fish in the downstream area do not get sufficient nutrient material. Dams also fragment rivers making it difficult for aquatic fauna to migrate for spawning i.e., to produce eggs.

**3. Change in the cropping pattern**: Most of the farmers have changed the cropping patterns shifting to cultivation of water intensive and commercial crops.

**4. Increase the social Gap**: River valley project has transformed social gap between richer landlords and the landless poor.

5. Excessive sedimentation: Regulating and damming of rivers affect the natural flow causing poor sediment flow and excessive sedimentation at the bottom of the

**ASSERTION REASON QUESTION:**

**In the following questions, the Assertions (A) and Reason(s) (R) have been put forward. Read both statements carefully and choose the correct answer from the below:**

- (A) If both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
- (B) If 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.

**Q.1. Assertion (A) :** It was observed that the multi-purpose projects induced earthquakes, caused water-borne disease.

**Reason (R) :** People had in-depth knowledge of rainfall regimes and soil types and developed wide ranging techniques to harvest rainwater, groundwater, river water and flood water in keeping with the local ecological conditions and their water needs.

**Ans A**

**Q.2. Assertion (A) :** Today, dams are built not just for irrigation but for electricity generation, water supply for domestic and industrial uses, flood control, recreation, inland navigation and fish breeding.

**Reason (R) :** Hence, dams are now referred to as multi-purpose projects where the many uses of the impounded water are integrated with one another.

**Ans A**

**CASE STUDY BASED QUESTION**

In recent years, multi-purpose projects and large dams have come under great scrutiny and opposition for a variety of reasons. Regulating and damming of rivers affect their natural flow causing poor sediment flow and excessive sedimentation at the bottom of the reservoir, resulting in rockier stream beds and poorer habitats for the rivers' aquatic life. Dams also fragment rivers making it difficult for aquatic fauna to migrate, especially for spawning. The reservoirs that are created on the floodplains also submerge the existing vegetation and soil leading to its decomposition over a period of time. Multi-purpose projects and large dams have also been the cause of many new social movements like the 'Narmada Bachao Andolan' and the 'Tehri Dam Andolan' etc. Resistance to these projects has primarily been due to the large-scale displacement of local communities. Local people often had to give up their land, livelihood and their meagre access and control over resources for the greater good of the nation. So, if the local people are not benefiting from such projects then who

is benefited? Perhaps, the landowners and large farmers, industrialists and few urban centres. Take the case of the landless in a village – does he really gain from such a project?

### **QUESTIONS**

- 1) What are the negative impacts of damming the river
- 2) How aquatic fauna affected by making dams on rivers
- 3) Name some movements started against Dam constructions

### **ANSWERS**

- 1) Damming of rivers affect their natural flow causing poor sediment flow and excessive sedimentation at the bottom of the reservoir, resulting in rockier stream beds and poorer habitats for the rivers' aquatic life.
- 2) Dams also fragment rivers making it difficult for aquatic fauna to migrate, especially for spawning.
- 3) Multi-purpose projects and large dams have also been the cause of many new social movements like the 'Narmada Bachao Andolan' and the 'Tehri Dam Andolan' etc.



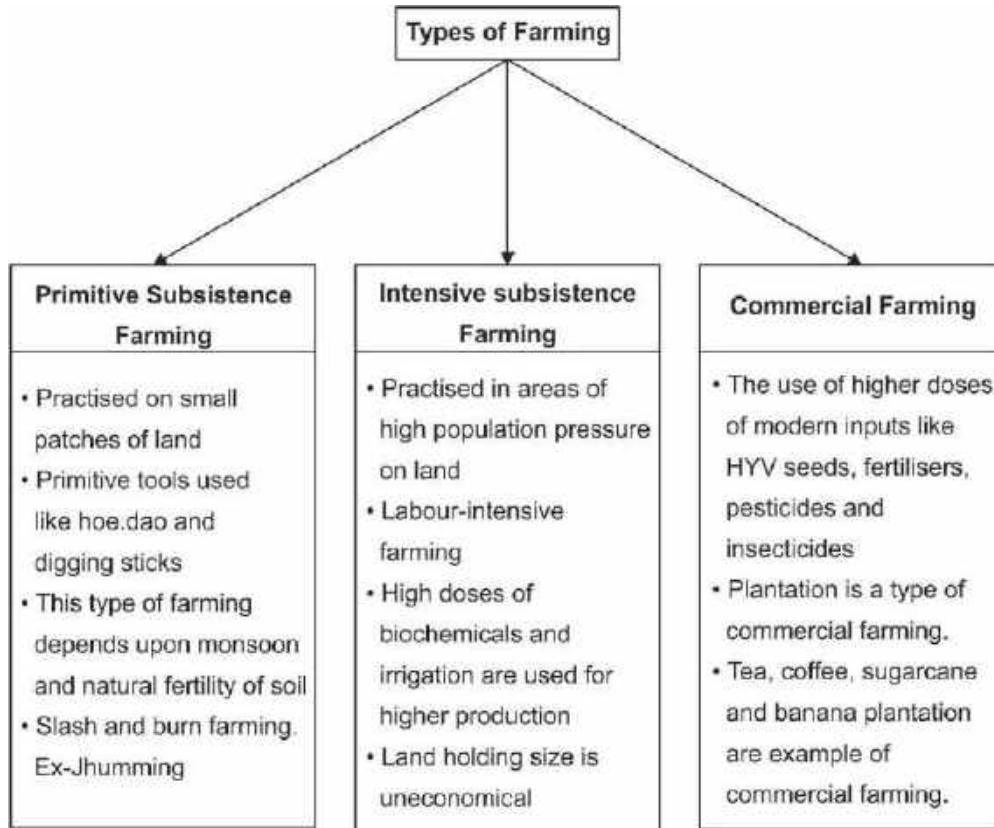
# MAP WORK

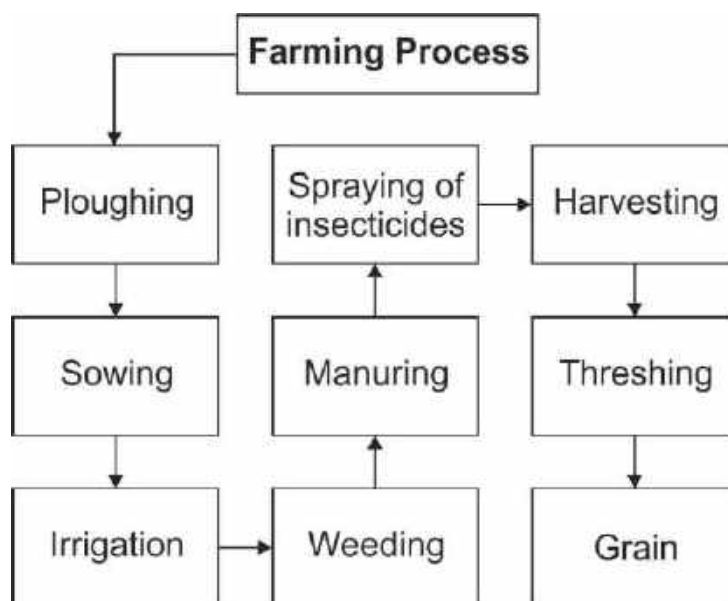
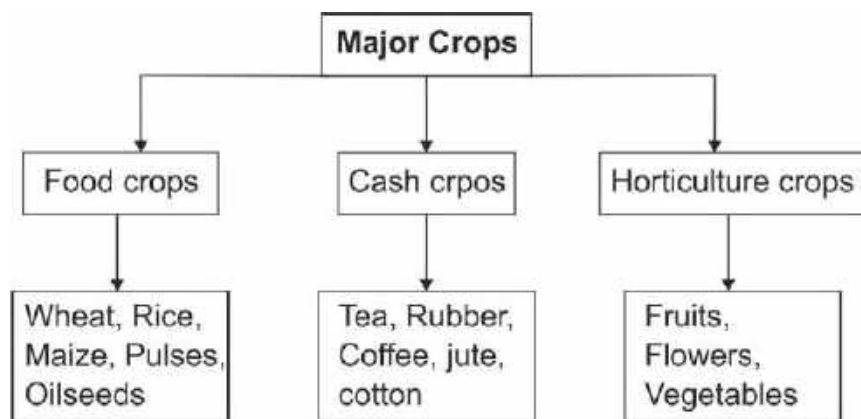


India: Major Rivers and Dams

Refer to CBSE Syllabus (2024-25) for Dams

## CHAPTER - 4 Agriculture





Sl.No.	Crop	Geographical requirement	Areas of Production
1.	Rice-Kharif Crop	Staple Crop in India, Kharif crop, requires 25° C temperature, and high humidity with annual rainfall above 100 cm.	Plains of north and north-eastern India, coastal areas and the deltaic regions. West Bengal, Andhra Pradesh, Punjab, Tamil Nadu, Kerala.
2.	Wheat-Rabi Crop	Temperature 15° C-20° C 50-75 cm annual rainfall, cool growing season and bright Sunshine at the time of ripening.	Ganga-Satluj plains in the northwest Black soil region of the Deccan Punjab, Haryana, Uttar, Pradesh

3.	i)Jowar,  ii) bajra  iii) ragi	i) Rain-fed crop grown in moist areas  ii) sandy soils and shallow black soil.  iii) Crop of dry regions and grows well on red, black, sandy, loamy and shallow black soils	i) Maharashtra, Karnataka, Andhra Pradesh ii) Rajasthan, Uttar Pradesh, Maharashtra, iii) Karnataka, Tamil Nadu, Himachal Pradesh
4.	Sugarcane source of sugar, gur (jaggary), khandsari and molasses.	Tropical as well as a subtropical crop.  It grows well in hot and humid climate with a temperature of 21°C to 27°C and an annual rainfall between 75cm. and 100cm	Uttar Pradesh, Maharashtra, Karnataka, Tamil Nadu,
5.	Tea - Beverage crop	Grows in tropical and subtropical climates, require warm and moist frost-free climate all through the year, fertile well drained soil, Temperature 20° C to 30° C. Rainfall 150-300cm.	Assam, West Bengal, Tamil Nadu and Kerala.
6.	Coffee - Beverage crop	Temperature 15° C to 28° C Rainfall 150-200cm	Karnataka, Kerala and Tamil Nadu.
7.	Cotton - Fibre Crop	Black soil, high temperature, 210 frost free days and bright sunshine for its growth.	Maharashtra, Gujarat, Madhya Pradesh,
8.	Jute- Fibre	Grows well on well drained fertile soils in the floodplains where soil is renewed every year, High temperature during its growth.	West Bengal, Bihar, Assam, Odisha
9.	Maize - Food and Fodder Crop	kharif crop which requires temperature between 21°C to 27°C and grows well in old alluvial soil.	Karnataka, Madhya Pradesh, Uttar Pradesh,

**Key Points:**

1. Rice is a commercial crop in Haryana and Punjab, but in Odisha, it is a subsistence crop.
2. Plantation is a type of commercial farming. In this type of farming, a single crop is grown on a large area.
3. Important plantation crops in India- tea, coffee, rubber, sugarcane, banana, etc.
4. Rice is the staple food crop of a majority of the people in India. Our country is the second largest producer of rice in the world after China.
5. In states like Assam, West Bengal and Odisha, three crops of paddy are grown in a year. These are Aus, Aman and Boro.
6. Wheat is the second most important cereal crop. It is the main food crop, in north and north-western part of the country
7. Maize is a crop which is used both as food and fodder.
8. Jowar, bajra and ragi are the important millets grown in India. Though, these are known as coarse grains, they have very high nutritional value.
9. Jowar is the third most important food crop with respect to area and production.
10. India is the largest producer as well as the consumer of pulses in the world.
11. India is the second largest producer of sugarcane only after Brazil.
12. groundnut production in the world- China (1st), India (2nd) and in rapeseed production Canada - 1st, China- 2nd and India - 3rd in the world.
13. In 2020 China-1st and India- 2nd in tea production in the world.
14. In 2013, India was the second largest producer of fruits and vegetables in the world after China.
15. Crop Rotation- Growing different crops on a piece of land to increase the productivity and fertility of land.
16. Slash and burn farming/Shifting cultivation-farmers clear a patch of land and produce cereals and other food crops to sustain their family. After decrease of soil fertility farmers shift and clear a fresh patch of land for cultivation.
17. White revolution- To improve the breeds of animals for the growth in milk production with the use of modern technology. It is also called Operation Flood.
18. Green Revolution- Based on the Uses of HYV seeds. Modern technology, fertilisers, pesticides, insecticides to increase production especially Wheat production.
19. Jute is known as the golden fiber.

**MULTIPLE CHOICE QUESTIONS****1) Slash and burn agriculture is a**

- a) Shifting agriculture                      b) Intensive agriculture  
c) Commercial agriculture              d) None of these

**Ans (a)****2) Which of the following crops is the example of zaid season?**

- a) Wheat    b) Rice    c) Watermelon    d) Sugarcane

**Ans (c)****3) Which are the two main beverage crops produced in India?**

- a) Sugarcane and oil seeds    b) Tea and coffee  
c) Jowar and Bajra              d) Rice and Wheat

**Ans (b)****4) Rearing of silk worms for production of silk fibre is called**

- a) Intercultural    b) Sericulture    c) Horticulture    d) Pisciculture

**Ans b)****5) Which of the following crops is grown in drier parts of the black soil of the Deccan Plateau**

- a) Rubber              b) Cotton              c) Wheat              d) Rice

**Ans (b)****6) Cultivation of coffee is confined to which of the following hills?**

- a) Nigiri    b) Aravali    c) Shivalik    d) Chhota Nagpur

**Ans a)****7) The Bhoodan-Gramdan movement was initiated by**

- a) Vinoba Bhave    b) Sardar Patel    c) Gandhiji    d) None of these

**Ans (a)****8) Which one of the following is NOT the example of plantation crop?**

- a) Wheat    b) Tea    c) Banana    d) Rubber

**Ans (a)****9) Jowar, Bajra and ragi are important -----grown in India.**

a) Commercial crops b) Cereals c) Millets d) Cash crops.

**Ans (c)**

**10) In which type of soil does maize grow will?**

a) Black b) Red soil c) Old alluvial d) None of these

**Ans (c)**

### Very Short Answer Type Questions

**Q.1. What is primitive subsistence farming?**

**Ans.** It is a type of agriculture/farming which is practiced on small patches of land with the help of primitive tools like hoe, doa, digging sticks and family/community labour.

**Q.2. Why should the production of pulses be increased? Give two reasons.**

**Ans.** (1) These are the major sources of protein for most of the people.

(2) These plants help in restoring the fertility of the soil.

**Q.3. Name the cropping seasons of India with examples.**

**Ans.** (1) Rabi- wheat, (2) Kharif- paddy, (3) Zaid – watermelon

### Short Answer Type Questions

**Q.1. Why is there enormous pressure on land in Intensive Subsistence Farming.**

**Ans.** Intensive Farming: It is a type of farming in which the agriculture production is increased by using scientific methods and better agricultural inputs. Features:

(1)HYV seeds and modern inputs are used to increase the production.

(2)More than one crop is cultivated during a year.

(3)It is practiced in thickly populated areas.

(4) The per hectare yield is very high.

**Q.2. “The decline share of agriculture in the GDP is a matter of serious concern.” Explain.**

**Ans.** (1) More than half the population of India’s work force is employed by the farm sector.

(2) Any decline in the share of agriculture means low production of food grains this may lead to food shortage.

(3) Any decline and stagnation in agriculture will lead to a decline in other spheres of the economy having wider implications for society.

**Q.3. Differentiate between the commercial agriculture and the subsistence agriculture.**

**Ans. Commercial Agriculture**

(1) Commercial agriculture is that practice of farming in which crops are grown for trade.

(2) This is practiced on large farms.

(3) This is capital intensive.

(4) Modern technology and implements are used. For example: The production of sugarcane in Uttar

Pradesh.

**Subsistence Agriculture**

(1) Subsistence agriculture is that practice of farming in which the farmer and his family raise crops for home consumption.

(2) This is practiced on small farms.

(3) This is labour intensive.

(4) Old technology and old implements are used. For examples: The production of wheat in some parts of India.

**1) What is Slash and burn agriculture?**

**Ans:** Primitive subsistence farming is also known as 'Slash and burn' agriculture. In this type of farming, farmers clear a patch of land, burn remaining vegetation, grass etc. which is left after cutting. Then the farmers produce cereals and other food crops to sustain their family.

**Q 5) What is commercial farming?**

**Ans:** In commercial farming higher doses of modern inputs, high yielding variety seeds, chemical fertilisers, insecticides, pesticides along with modern technology are used to obtain higher productivity and production are used for sale in the markets.

**Q 6) What is plantation agriculture? Write some features of the plantation agriculture.**

**Ans:** It is a type of commercial farming in which a single crop is grown on a large area.

**FEATURES:** i) A type of commercial farming.

ii) A single crop is grown on a large area.

iii) Plantation has an interface of agriculture and industry.

iv) It is done on a large land, using capital intensive inputs, with the help of migrant labourers.



**Q7) What type of climate is required for the cultivation of wheat? Name any four important wheat producing states of India.**

**Ans: i) Climatic Conditions:** Wheat is a rabi crop. It required a cool growing season and a bright sunshine at the time of harvesting. It needs 50-75 cm of annual rainfall evenly distributed over the growing season.

**ii) Producing States:** Punjab, Haryana, Uttar Pradesh, Bihar, Rajasthan and a part of Madhya Pradesh.

**Q8) Describe the geographical conditions required for the cultivation of cotton.**

**Ans: Temperature –** More than 21-degree celcius temperature, 210 frost free days and bright sunshine.

**Rainfall-** 60-85 cm of annual rainfall

**Soil –** Black soil is ideal.

**Season-** It is a kharif crop and mature in 6 to 8 months.

**Distribution –** Maharashtra, Gujarat, Madhya Pradesh, Karnataka, Andhra Pradesh Telangana, Tamil Nadu, Punjab Haryana and Uttar Pradesh.

**Q.9.Describe any four reforms brought in the Indian agriculture after independence through the efforts of the Indian government.**

**OR**

**What initiatives have been taken by government to ensure an increase in agriculture production?**

**Ans. (1)** Institutional Reforms

(2) Comprehensive Land Development Programme

(3) Subsidies

(4) HYV Seeds and Agriculture Universities

(5) Public Procurement System and Agriculture Price Commission

(6) Crop Insurance and Agriculture Finance

### Long Answer Type Questions

**Q.1.Explain the institutional reforms introduced by the government in the interest of farmer.**

#### **A. The institutional refoms**

1.Consolidation of land holding and Abolition of Zamindari System.

2. The Green Revolution and White Revolution were some of the strategies initiated improve the condition of the farmers.

3. Establishment of Grameen Bank, cooperative societies for providing loan facilities to the farmer.

4. Kissan Credit Card was introduced by the government.

5. Minimum Support Price was introduced by the government.

### **B. Technical Reform**

1. The government provides HYV seeds and fertilizers 2. Special weather bulletins and agricultural programmes for farmers were introduced

on the radio and television

3. Government provides technical assistance and training for farmers

4. Veterinary services, horticulture development like facilities are provided by the government for farmers.

5. Soil testing facilities, transportations, storage facilities, cold storage services are provided by the government for farmers.

**Q 2. Compare 'Intensive subsistence farming with that of commercial farming' practiced in India.**

<b>INTENSIVE SUBSISTENCE FARMING</b>	<b>COMMERCIAL FARMING</b>
<ul style="list-style-type: none"> <li>• Crops are raised for personal and public consumption.</li> <li>• It is labour intensive farming.</li> <li>• Practiced on small and medium size area.</li> <li>• Productivity is increased through high dose of bio-chemical inputs and irrigation</li> <li>• Traditional methods and tools are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Crops are grown for commercial purpose and processed in industries.</li> <li>• It is capital intensive farming</li> <li>• It is practiced on large area.</li> <li>• Higher doses of modern inputs for example HYV seeds, fertilisers, insecticides, pesticides are used.</li> <li>• Modern machines and methods are used.</li> </ul>

**Q3. Which are the two staple food crops of India? Compare and contrast the climatic and soil requirements of the two.**

**Ans:** Rice and wheat are two staple food crops in India.

RICE	WHEAT
<ul style="list-style-type: none"> <li>• It needs a high temperature above 25° C and high humidity.</li> <li>• It requires rainfall above 100 cm</li> <li>• Alluvial and laterite red and yellow soils</li> <li>• It is a kharif crop.</li> </ul>	<ul style="list-style-type: none"> <li>• It required a cool growing season and a bright sunshine at the time of ripening.</li> <li>• Rainfall up to 50-75 cm is sufficient</li> <li>• Alluvial and mixed soils are also good for it.</li> <li>• It is a rabi crop.</li> </ul>

**Q 4. Describe the geographical conditions required for the growth of sugarcane.**

**Ans: Sugarcane-** India is the native place of sugarcane standing second in the world in respect of its production. We make sugar and other sweetening material from sugarcane.

**Climatic Conditions-** Sugarcane is tropical as well as subtropical wet region crop. Cultivation requires temperature of 21 to 27 degree Celsius and average rainfall 75-100 cm

**Soil:** It can be grown on a variety of soils and manual labour is needed from sowing till harvesting.

Major sugarcane producing states: Uttar Pradesh, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, Telangana, Bihar, Punjab and Haryana.

**Q 5 Describe any five technological and institutional reforms initiated to improve the standard of agriculture in India.**

**Ans:** i) Establishment of institution such as ICAR Indian Council of Agricultural Research.

ii) Agricultural universities, veterinary services and animal breeding centres.

iii) Development in the field of meteorology and weather forecast.

iv) Improvement in rural infrastructure.

v) Loans at cheap interest rates.

vi) Fixing of minimum support price (M.S.P)

vii) Insurance of crops against natural calamities such as flood, drought etc.

**ASSERTION REASON QUESTION:**

**In the following questions, the Assertions (A) and Reason(s) (R) have been put forward. Read both statements carefully and choose the correct answer from the below:**

(A) If both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

(B) If 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.

**1.) Assertion (A): Agriculture is not an old economic activity.**

**Reason (R): Farming varies from subsistence to commercial type.**

**Ans d**

**2) Assertion (A): Tea cultivation, is a labor – intensive industry.**

**Reason (R): Cultivation can be done throughout the year. Tea bushes require warm and moist frost- free climate.**

**Ans b**

### **CASE BASED QUESTION**

#### **Primitive subsistence Farming**

This type of farming is still practised in few pockets of India. Primitive subsistence agriculture is practised on small patches of land with the help of primitive tools like hoe and digging sticks, and family/ community labour. This type of farming depends upon monsoon, natural fertility of the soil and suitability of other environmental conditions to the crops grown. It is a slash and burn agriculture. Farmers clear a patch of land and produce cereals and other food crops to sustain their family. When the soil fertility decreases, the farmers shift and clear a fresh patch of land for cultivation. This type of shifting allows Nature to replenish the fertility of the soil through natural processes, land productivity in this type of agriculture is low as the farmer does not use fertilizers or other modern inputs

#### **QUESTIONS**

- 1) What type of tools are used in Primitive subsistence farming
- 2) What is Slash and Burn cultivation
- 3) What is the main purpose of primitive subsistence farming

#### **ANSWERS**

- 1) Tools like hoe, dao and digging sticks are used in this farming
- 2) This type of farming is practiced on small patches of land, farmers produce cereals and other crops. When the soil fertility decreases, the farmers shift and clear a fresh patch of land for cultivation.
- 3) Main purpose of primitive subsistence farming for the farmer is to sustain their family.

**HOW TO REMEMBER**

Season	Time		Examples of crops	Features	States
	Sown	Harvested			
Kharif	June – July	September-October	Rice, maize, jowar, bajra, tur, moong, urad, cotton, jute, groundnut, soybean, tea and coffee	They require a lot of water hence are also called monsoon crops.	Assam, West Bengal, coastal regions of Odisha, Andhra Pradesh, Telangana, Tamil Nadu, Kerala and Maharashtra
Rabi	October-December	April-June	Wheat, barley, gram, peas, mustard	Need cold weather for growth hence called winter crops.	Punjab, Haryana, Himachal Pradesh, Jammu and Kashmir, Uttarakhand and Uttar Pradesh
Zaid	March	July	Seasonal fruits, vegetables, fodder crops	Requires warm & dry weather for growth and a longer day-length for flowering	North and north-western states

# MAP WORK



India: Distribution of Rice



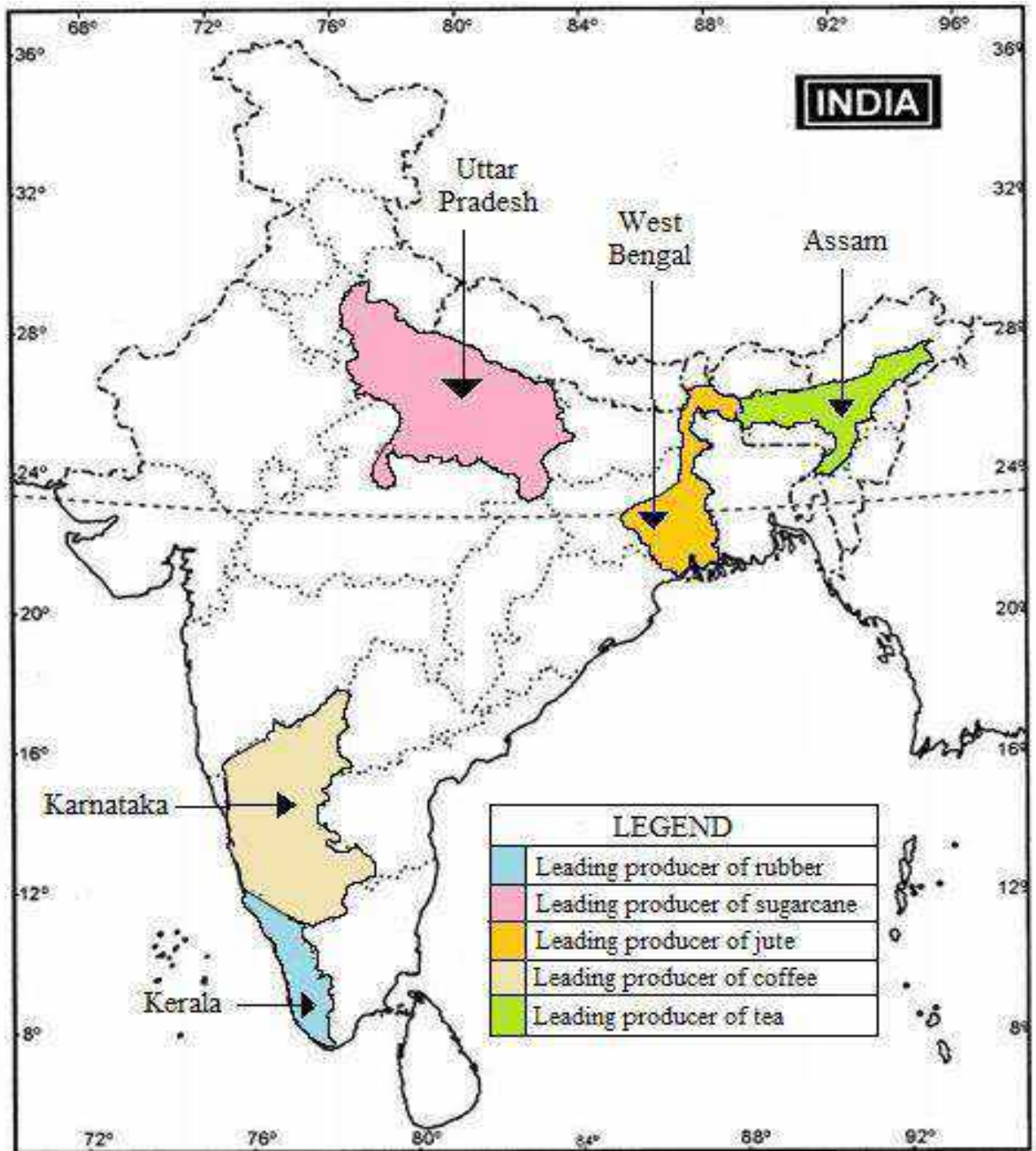
Refer to CBSE Syllabus (2024-25)



India: Distribution of Wheat









## CHAPTER 5

### MINERALS AND ENERGY RESOURCES

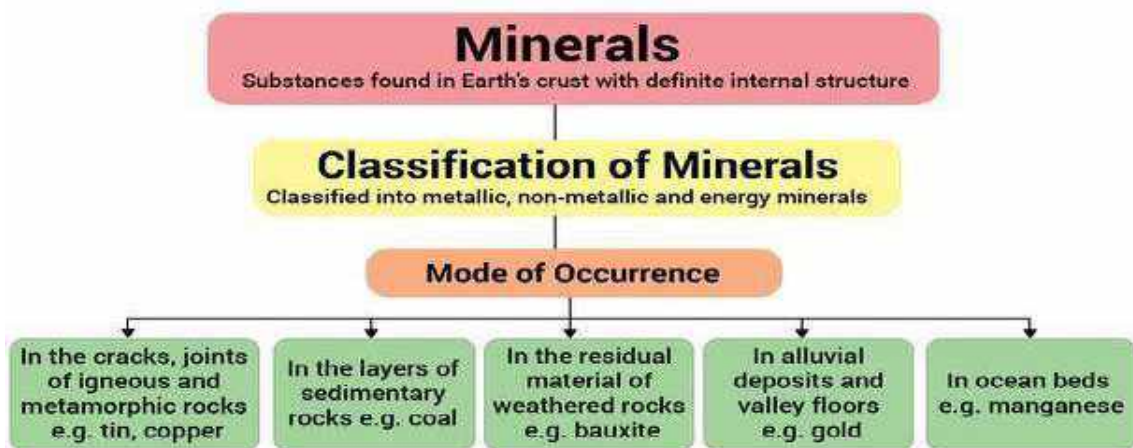
#### What is a Mineral?

A mineral is defined as a “homogenous, naturally occurring substance with a definable internal structure.” Minerals are found in varied forms in nature, ranging from the hardest diamond to the softest talc. Rocks are combinations of homogeneous substances called minerals.

#### Mode of Occurrence of Minerals

Minerals are usually found in “ores”. The term ore is used to describe an accumulation of any mineral mixed with other elements. Minerals generally occur in the following forms:

- In igneous and metamorphic rocks, minerals may occur in the cracks, crevices, faults or joints.
- In sedimentary rocks, a number of minerals occur in beds or layers.
- The decomposition of surface rocks and the removal of soluble constituents also form the minerals.
- Minerals also occur as alluvial deposits in the sands of valley floors and the base of hills.
- The ocean waters contain vast quantities of minerals.



#### Classification of Minerals

##### Ferrous Minerals

Ferrous minerals account for about three-fourths of the total value of the production of metallic minerals.

## Iron Ore

1. India is endowed with fairly abundant resources of iron ore.
2. Magnetite is the finest iron ore with a very high content of iron, up to 70%. It has excellent magnetic qualities.
3. Hematite ore is the most important industrial iron ore. It contains 50 to 60% iron.

### The major iron ore belts in India are:

- Odisha-Jharkhand belt
- Durg-Bastar-Chandrapur belt
- Ballari-Chitradurga-Chikkamagaluru-Tumakuru belt
- Maharashtra-Goa belt

## Manganese

1. It is mainly used in the manufacturing of steel and ferro-manganese alloy.
2. Nearly 10 kg of manganese is required to manufacture 1 tonne of steel.
3. It is also used in manufacturing bleaching powder, insecticides and paints.

## Non-Ferrous Minerals

Non-ferrous minerals include copper, bauxite, lead, zinc and gold. These minerals play a vital role in a number of metallurgical, engineering and electrical industries.

### Copper

1. A malleable, ductile and good conductor of heat and electricity.
2. Mainly used in electrical cables, electronics and chemical industries.
3. The Balaghat mines in Madhya Pradesh, the Khetri mines in Rajasthan and the Singhbhum district of Jharkhand are leading producers of copper.

### Bauxite

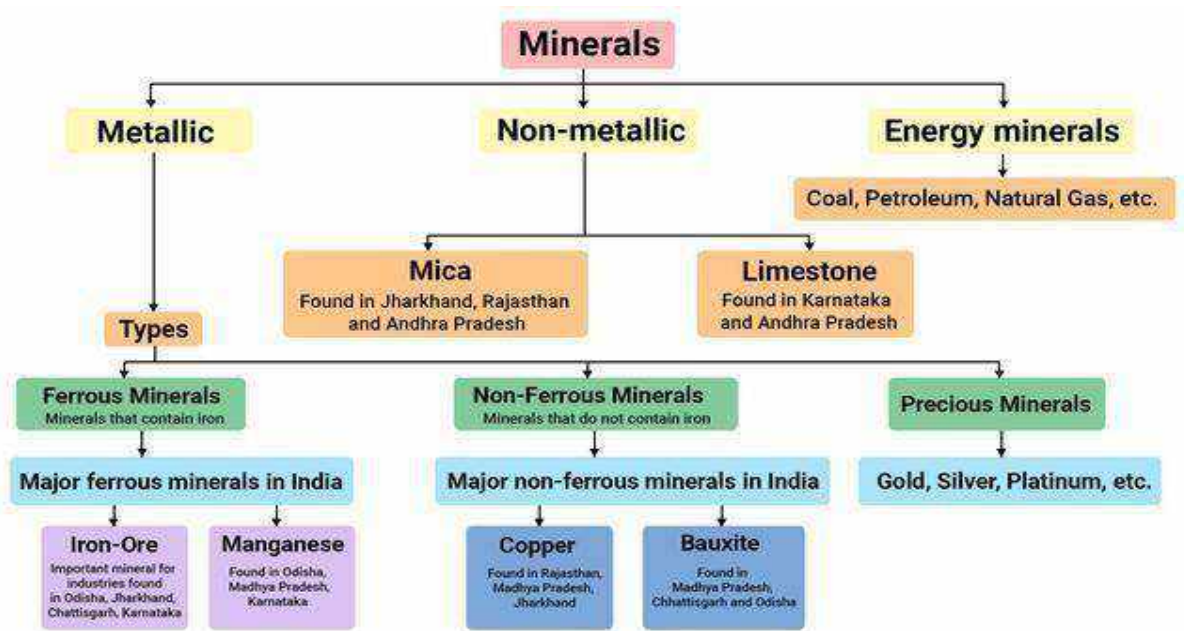
1. Bauxite deposits are formed by the decomposition of a wide variety of rocks rich in aluminum silicates.
2. Aluminum is obtained from bauxite. Aluminum has good conductivity and great malleability.
3. Deposits are mainly found in the Amarkantak plateau, Maikal hills and the plateau region of Bilaspur-Katni.

## Non-Metallic Minerals

1. Mica is a mineral made up of a series of plates or leaves. It can be clear, black, green, red, yellow or brown.
2. Mica is the most indispensable mineral used in the electric and electronic industries.
3. It has excellent dielectric strength, low power loss factor, insulating properties and resistance to high voltage.
4. Mica deposits are found on the northern edge of the Chota Nagpur plateau.

## Rock Minerals

1. Limestone is found in rocks composed of calcium carbonates or calcium and magnesium carbonates.
2. It is the basic raw material for the cement industry and essential for smelting iron ore in the blast furnace.



## Types of Energy Resources

Minerals are a non-renewable resource. It takes thousands of years for the formation and concentration of minerals. Continued extraction of ores leads to the depletion of minerals. So, it's important to take the necessary steps so that mineral resources can be used in a planned and sustainable manner.

## Energy Resources

Energy resources can be classified as

1. **Conventional Sources:** It includes firewood, cattle dung cake, coal, petroleum, natural gas and electricity.
2. **Non-Conventional Sources:** It includes solar, wind, tidal, geothermal, biogas and atomic energy

Let us discuss each of them in detail.

### *Conventional Sources of Energy*

Coal:

1. It is the most abundantly available fossil fuel.

2. It is used for power generation, to supply energy to the industry as well as for domestic needs.
3. Lignite is a low-grade brown coal, which is soft with high moisture content.
4. Coal that has been buried deep and subjected to increased temperatures is bituminous coal.
5. Anthracite is the highest quality of hard coal.
6. Jharia, Raniganj, and Bokaro are important coalfields.

### **Petroleum**

1. It provides fuel for heat and lighting, lubricants for machinery and raw materials for a number of manufacturing industries.
2. Petroleum refineries act as a “nodal industry” for synthetic textile, fertiliser and numerous chemical industries.
3. Mumbai High, Gujarat and Assam are major petroleum production areas in India.

### **Natural Gas**

1. Natural gas is an important clean energy resource. It is considered an environment-friendly fuel.
2. The power and fertilizer industries are the key users of natural gas.
3. Compressed Natural Gas (CNG ) is used in vehicles to replace liquid fuels.
4. Large reserves of natural gas have been discovered in the Krishna-Godavari basin

### **Electricity**

Electricity is generated mainly in 2 ways:

1. By running water which drives hydro turbines to generate Hydro Electricity. It is a renewable resource of energy. India has a number of multi-purpose projects like the Bhakra Nangal, Damodar Valley Corporation, the Kopili Hydel Project.
2. By burning other fuels such as coal, petroleum and natural gas to drive turbines to produce Thermal Power. It uses non-renewable fossil fuels for generating electricity.

### **Non-Conventional Sources of Energy**

Renewable energy sources like solar energy, wind, tide, biomass and energy from waste material are called Non-Conventional Energy Sources. Let’s discuss them one by one.

#### **Nuclear or Atomic Energy**

Nuclear Energy is obtained by altering the structure of atoms. Uranium and Thorium are used for generating atomic or nuclear power.

#### **Solar Energy**

Solar energy is produced by the Sun’s light. Photovoltaic technology converts sunlight directly into electricity.

## Wind Power

Wind Energy or Power is the use of wind to generate electricity. Wind turbines are used for this purpose. The largest wind farm cluster is located in Tamil Nadu from Nagercoil to Madurai.

## Biogas

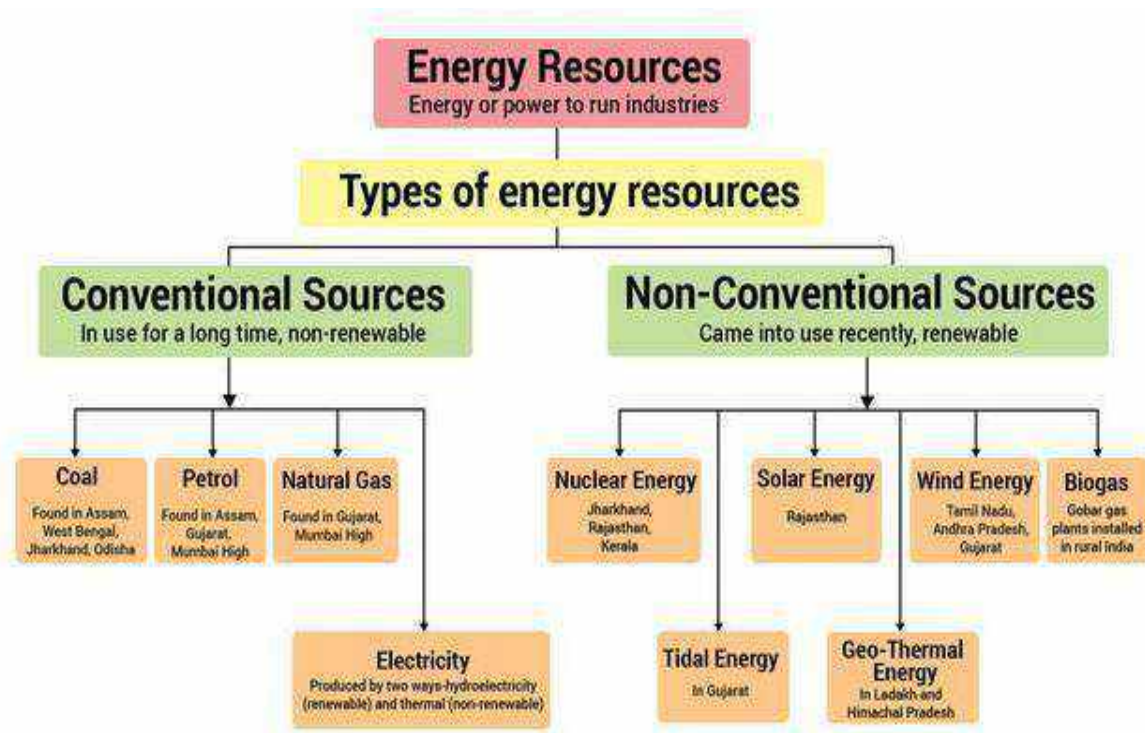
Biogas is a type of biofuel that is naturally produced from the decomposition of organic waste. Biogas is the most efficient use of cattle dung. It improves the quality of manure.

## Tidal Energy

Tidal energy is the form of hydropower that converts the energy obtained from tides into useful forms of power, mainly electricity. In India, the Gulf of Khambhat, the Gulf of Kachchh in Gujarat on the western coast and the Gangetic Delta in the Sunderban regions of West Bengal provide ideal conditions for utilising tidal energy.

## Geo-Thermal Energy

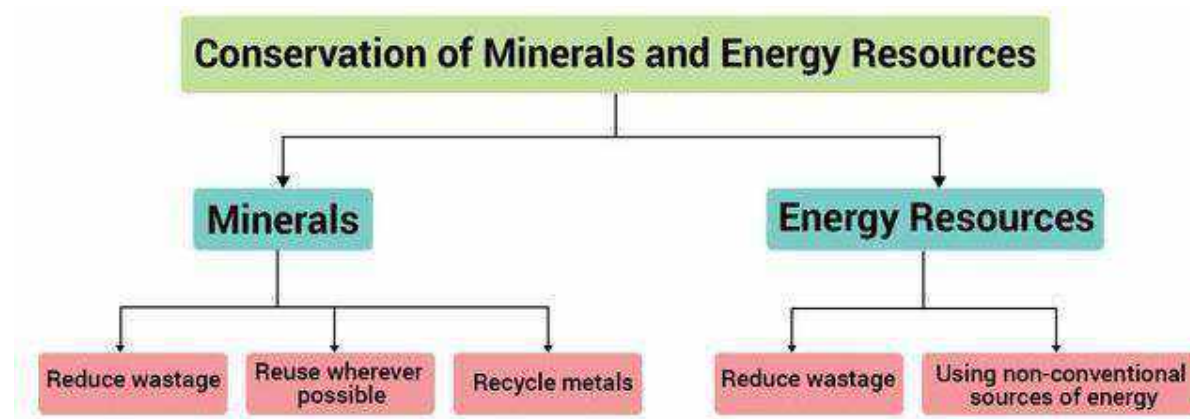
When heat and electricity are produced by using the heat from the interior of the earth, it is known as Geo-Thermal Energy. In India, geothermal energy is harnessed from Parvati Valley near Manikarn in Himachal Pradesh and from Puga Valley, Ladakh.



## Conservation of Energy Resources

Every sector of the national economy – agriculture, industry, transport, commercial and domestic – needs inputs of energy. There is an urgent need to develop a sustainable path for energy development. Here are some ways that each one of us can contribute to saving energy resources:

- Using public transport systems instead of individual vehicles
- Switching off electricity when not in use
- Using power-saving devices.
- Using non-conventional sources of energy



## MCQ (MULTIPLE CHOICE QUESTIONS)

### Q.1 Minerals need to be conserved because

- (i) They are renewable.
  - (ii) They are depleting rapidly.
  - (iii) They are needed for country's industrial development.
  - (iv) Their formation is very fast.
- (a) (i) and (ii)  
 (b) (ii) and (iii)  
 (c) (iii) and (iv)  
 (d) All of the above

**Ans B**

### Q.2 which of the following statements are incorrect with regard to placer deposits?

- (i) they occur as alluvial deposits.
- (ii) They are corroded by water.

(iii) They occur in ocean beds.

(iv) They are found in sands of the valley floors and the base of hills.

(a) (i) and (ii)

(b) (ii) and (iii)

(c) (iii) and (iv)

(d) (i) and (iv)

**Ans B**

**Q.3 The Hazira – Vijaipur – Jagdishpur pipeline . does not pass through this state.**

(a) Uttar Pradesh (b) Gujarat (c) Madhya Pradesh (d) Maharashtra

**Ans D**

**Q.4 Low grade brown coal is called**

(a) Magnetite (b) Bauxite (c) Lignite (d) Limonite

**Ans C**

**Q.5 Gold, silver and platinum are examples of \_\_\_\_\_.**

a) Ferrous minerals b) Non-ferrous minerals

c) Precious minerals d) Non-metallic minerals

**Ans C**

**Q.6 \_\_\_\_\_provides a strong base for the development of metallurgical industries.**

a) Ferrous minerals b) Non-ferrous minerals

c) Energy minerals d) Precious minerals

**Ans A**

**Q.7 \_\_\_\_\_is the oldest oil-producing state of India.**

a) Gujarat

c) Assam

b) Tamil Nadu

d) Maharashtra

**Ans C**

**Q.8 who studies the formation of minerals, their age and physical and chemical composition?**

A. Geologists

C. Ecologists

B. Geographers

D. Biologists

**Ans A**

**Q.9 Kudremukh is an important Iron Ore mine of**

- (a) Kerala  
(B) Madhya Pradesh
- (c) Karnataka  
(d) Andhra Pradesh

**Ans C**

**Q.10 Which one of the following minerals is formed by decomposition of rocks, leaving a residual mass of weathered material?**

- (a) Coal  
(b) Bauxite
- (c) Gold  
(d) Zinc

**Ans B**

**Q.11 Large occurrences of minerals in cracks, crevices, faults in igneous and metamorphic rocks are called:**

- (a) Layers  
(b) Veins
- (c) Lodes  
(d) Chamber

**Ans C**

**Q.12 Most of India's mineral reserves are found in**

- (a) Himalayan region  
(b) Coastal region
- (c) Peninsular rocks  
(d) None of the above

**Ans C**

**Q.13 Limestone is the basic raw material of**

- (a) Paper industry  
(b) Cement industry
- (c) Sugar industry  
(d) Textile industry

**Ans B**

**Q.14 Neyveli lignite mines are located in the State of:**

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

**Ans B**

**Q.15 Match the columns**

Column A	Column B
(a) Manganese	(i) Electrical industries



(b) Copper	(ii) Karnataka
(c) Mica	(iii) West Bengal
(d) Limestone	(iv) Madhya Pradesh
(e) Coal	(v) Cement

(A) a-I,b-ii,c-iii,d-iv

(B) a-ii,b-iii,c-I,d-v,e-iv

(C) a-v, b-ii, c-iii, d-iv, e-i

**Ans B**

**16 Which is the largest bauxite producing state of India?**

- (a) Orissa (c) Sikkim  
(b) Goa (d) Bihar

**Ans C**

**17 Balaghat mines in Rajasthan are famous for**

- (a) Iron ore (c) Copper  
(b) Mica (d) Limestone

**Ans C**

**18. In which region of India tidal energy is produced?**

- (a) Gulf of Kuchchh (c) Gulf of Cambay  
(b) Puga Valley of Ladakh (d) Madhapur near Bhuj

**Ans A**

**19. Gondwana coal deposits are found in**

- (a) Ganga valley (c) Kaveri delta  
(b) Damodar valley (d) Narmada valley

**Ans B**

**20 Electricity produced from the heat of the earth's interior is**

- (a) Geothermal energy
- (b) Solar energy
- (c) Hydel energy
- (d) Nuclear energy

**Ans A****PART –B**

**Directions :** In the following questions, A statement of Assertion (A) is followed by a statement of Reason (R).

**Mark the correct choice as:**

- (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.1. Assertion (A):** Mica is a mineral made up of plates or leaves.

**Reason (R):** Mica deposits are found in the Northern edge of the Chota Nagpur Plateau.

**Ans B**

**Q.2. Assertion (A):** Flood gate dams are built across rivers so that water flows into inlet and gets trapped during high tides.

**Reason (R):** Trapped water flows back via a pipe that carries it through a power generating turbine.

**Ans D****3 Competency based questions**

**Coal:** In India, coal is the most abundantly available fossil fuel. It provides a substantial part of the nation's energy needs. It is used for power generation, to supply energy to industry as well as for domestic needs. India is highly dependent on coal for meeting its commercial energy requirements. As you are already aware that coal is formed due the compression of plant material over millions of years. Coal, therefore, is found in a variety of forms depending on the degrees of compression and the depth and time of burial. Decaying plants in swamps produce peat. Which has a low carbon and high moisture contents and low heating capacity? Lignite is a low-grade brown coal, which is soft with high moisture content. The principal lignite reserves are in Neyveli in Tamil Nadu and are used for generation of electricity. Coal that has been buried deep and subjected to increased temperatures is bituminous coal. It is the most popular coal in commercial use. Metallurgical coal is high grade bituminous coal which has a special value for smelting iron in blast furnaces. Anthracite is the highest quality hard coal. In India coal occurs in rock series of two main geological ages, namely Gondwana, a little over 200 million years in age and in tertiary deposits which are only about 55 million years old. The major resources of Gondwana coal, which are metallurgical coal, are located in Damodar valley (West Bengal) Jharkhand). Jharia, Raniganj, Bokaro are important coalfields. The Godavari, Mahanadi, Son and Wardha valleys also contain coal deposits. Tertiary coals occur in the north eastern states of

Meghalaya, Assam, Arunachal Pradesh and Nagaland. Remember coal is a bulky material, which loses weight on use as it is reduced to ash. Hence, heavy industries and thermal power stations are located on or near the coalfields.

**Q.A Which type of coal has a low carbon and high moisture contents?**

**Q.B Which of the following type of coal is low grade brown coal?**

**A. Lignite b peat c bituminous d Anthracite**

**Q.A Which State Neyveli power plant is located?**

**Q.B Which are the major Sources of Gondwana coal?**

**ANSWERS 3A-** Peat coal has a low carbon and high moisture contents

**3B-** Lignite

**3C-** Tamilnadu

**3D-** The major resources of Gondwana coal, which are metallurgical coal, are located in Damodar valley (West Bengal) Jharkhand). Jharia, Raniganj, Bokaro are important coalfields. The Godavari, Mahanadi, Son and Wardha valleys also contain coal deposits

#### **4. READ PARAGRAPH CAREFULLY AND ANSWER THE QUESTIONS**

##### **Tidal Energy-**

Oceanic tides can be used to generate electricity. Floodgate dams are built across inlets. During high tide water flows into the inlet and gets trapped when the gate is closed. After the tide falls outside the flood gate, the water retained by the floodgate flows back to the sea via a pipe that carries it through a power-generating turbine. In India the Gulf of Khambhat, the Gulf of Kutchh in Gujarat on the western coast and Gangetic delta in Sunderban regions of West Bengal provide ideal conditions for utilising tidal energy.

##### **Geo Thermal Energy**

Geo thermal energy refers to the heat and electricity produced by using the heat from the interior of the Earth. Geothermal energy exists because, the Earth grows progressively hotter with increasing depth. Where the geothermal gradient is high, high temperatures are found at shallow depths. Groundwater in such areas absorbs heat from the rocks and becomes hot. It is so hot that when it rises to the earth's surface, it turns into steam. This steam is used to drive turbines and generate electricity. There are several hundred hot springs in India, which could be used to generate electricity. Two experimental projects have been set up in India to harness geothermal energy. One is located in the Parvati valley near Manikarn in Himachal Pradesh and the other is located in the Puga Valley, Ladakh.

Energy is a basic requirement for economic development. Every sector of the national economy – agriculture, industry, transport, commercial and domestic – needs inputs of energy. The economic development plans implemented since Independence necessarily required increasing amounts of energy to remain operational. As a result, consumption of energy in all forms has been steadily rising all over the country. In this background, there is an urgent need to develop a sustainable path of energy development. Promotion of energy conservation and increased use of renewable energy sources are the twin planks of sustainable energy. India is presently one of the least energy efficient countries in the world. We have to adopt a cautious approach for the judicious use of our limited energy resources. For example, as concerned citizens we can do our

bit by using public transport systems instead of individual vehicles; switching off electricity when not in use, using power-saving devices and using non-conventional sources of energy. After all, “energy saved is energy produced”.

We have to adopt a cautious approach for the judicious use of our limited energy resources. For example, as concerned citizens we can do our bit by using public transport systems instead of individual vehicles; switching off electricity when not in use, using power-saving devices and using non-conventional sources of energy. After all, “energy saved is energy produced”.

**Q. A. Which area provide ideal conditions for utilising tidal energy.**

**Q.B. Which projects have been set in India to harness geothermal energy.**

**Q.C. Which sectors need inputs of energy?**

**Q.D. What should we done for conserve energy?**

**ANS 4A-** In India the Gulf of Khambhat, the Gulf of Kuchchh in Gujarat on the western coast and Gangetic delta in Sunderban regions of West Bengal provide ideal conditions for utilising tidal energy.

**ANS.4B-** Two experimental projects have been set up in India to harness geothermal energy. One is located in the Parvati valley near Manikarn in Himachal Pradesh and the other is located in the Puga Valley, Ladakh.

**ANS4 C-** Every sector of the national economy – agriculture, industry, transport, commercial and domestic – needs inputs of energy.

**ANS 4D-** We have to adopt a cautious approach for the judicious use of our limited energy resources. For example, as concerned citizens we can do our bit by using public transport systems instead of individual vehicles; switching off electricity when not in use, using power- saving devices and using non-conventional sources of energy.

## PART C

### SHORT ANSWER TYPE QUESTIONS

**1 Give three examples of metallic and three examples of non-metallic minerals. ANS1**

**Metallic** minerals are- Iron- ore, Copper, Manganese, Nickel.

**Non – Metallic Minerals –** Limestone, Dolomite, Mica.

**2 How do minerals occur in sedimentary rocks?**

**ANS 2-** In sedimentary rocks a number of minerals occur in beds or layers. They have been formed as a result of deposition, accumulation and concentration in horizontal stratas

**3 Explain any three steps to be taken to conserve the energy resources.**

**ANS-3** -We need to develop a sustainable path of energy development, i.e., increased use of renewable or non-conventional energy resources.

1. We have to adopt a cautious approach for the judicious use of our limited energy resources.
2. As concerned citizens we can do our bit by using public transport systems instead of individual vehicles, switching off electricity when not in use, using power saving devices etc.

**4 How is energy a basic requirement for the economic development of the country? Explain with examples.**

1. We have to adopt a cautious approach for the judicious use of our limited energy resources.
2. As concerned citizens we can do our bit by using public transport systems instead of individual vehicles, switching off electricity when not in use, using power saving devices etc.

**4 How is energy a basic requirement for the economic development of the country? Explain with examples.**

**ANS 4- Reasons:**

- Energy is the basic requirement for economic development.
- Every sector of national economy—agriculture, industry, transport and commerce need greater inputs of energy.
- In the domestic sector also, energy demands, in the form of electricity, are growing because of increasing use of electric gadgets and appliances.
- The economic development plans implemented since independence necessarily required increasing amounts of energy.

Because of all these, per capita consumption of energy is continuously increasing

**5 Make a distinction between hydroelectricity and thermal electricity stating three points of distinction.**

**ANS 5** Electricity is generated mainly in two ways:

1. By running water which drives hydro turbines to generate hydroelectricity.
2. By burning other fuels such as coal, petroleum and natural gas to drive turbines to produce thermal power.

Hydroelectricity	Thermal electricity
(i) Hydroelectricity is generated by fast flowing water which drives turbines to generate electricity.	(i) Thermal electricity is generated by using coal, petroleum and natural gas.
(ii) It is a renewable resource and is cheap.	(ii) The thermal power stations use non-renewable fossil fuels.
(iii) India has a number of multipurpose projects like the Bhakra Nangal, Damodar Valley Corporation etc. producing hydroelectric power.	(iii) There are over 310 thermal power plants in Indi.

### **6 Mention any three characteristics of ferrous group of minerals found in India**

**ANS 6** Metallic minerals that have iron in them are called ferrous minerals. For example, iron ore, manganese, nickel, cobalt etc.

Three characteristics of ferrous group of minerals found in India are:

1. Ferrous minerals account for about three fourths of the total value of the production of metallic minerals.
2. They provide a strong base for the development of metallurgical industries.

India exports substantial quantities of ferrous minerals to Japan and South Korea after meeting her internal demands

### **Long Answers type questions**

#### **1 Distinguish between Anthracite and Bituminous Coal.**

##### **ANS1 . Anthracite:**

1. This is the best quality of coal.
2. It contains 90 to 95% if carbon content in it.
3. It is generally formed when the beds of coal are subject to extreme pressure and heat to the earth movements.

##### **Bituminous Coal:**

1. it is the second in quality.
2. It contains 60 to 80% carbon in it.
3. It is widely used.

#### **2 Explain the importance of conservation of minerals. Highlight any three measures to conserve them.**

**ANS 2-** Minerals conservation is essential because:

- Minerals are non-renewable or finite in nature.
- The rate of formation of minerals is very slow in comparison to the rate of consumption. The geological processes of mineral formation take place over millions of years.
- They are valuable and short-lived possessions of a country. Continued extraction leads to increasing costs as they are taken from greater depths along with decrease in quality.

The following are the three methods of conserving minerals.

- Minerals have to be used in a planned and sustainable manner.

- Improved technologies should be evolved to make use of low-grade ores at low costs.
- Recycling of metals, using scrap metals and other substitutes would help in the conservation of minerals.
- Using better mining methods will also help to reduce wastage.

### **3 Why is energy needed? How can we conserve energy resources? Explain**

**ANS 3-** Energy is needed for economic development.

- It is required for cooking.
- It is required to provide heat and light.
- It is used for running the machines in industries.
- It is used to propel the vehicles.
- It is essential for the development of agriculture, industry, transport for commercial and domestic purposes

We can save the energy by the following ways.

- Switching off the electrical appliances when not in use
- Use of energy efficient devices like CFL bulbs and appliances
- Car pooling or use of public transport instead of private vehicles
- Use of alternate sources of energy (non-conventional/renewable sources)

### **4 Why is there a pressing need for using renewable energy resources in India? Explain any five reasons.**

**ANS 4-** The given statement can be justified by the following arguments.

- Increased consumption of energy resources has increased our dependence on fossil fuels like coal, oil and gas.
- There are uncertainties about the energy supplies in future because of their potential shortages.
- Use of non-renewable sources has serious consequences on the growth of national economy as they are getting expensive day by day.
- Above all, non-renewable sources pose a great threat in the form of pollution and other environmental issues.
- Solar, wind, tide, biomass and energy from waste material can thus, be proved advantageous in long run.

**5) Explain the difference between conventional and non-conventional sources of energy. Name the two most common conventional resources used in rural India. Why the use of these conventional sources is discouraged?**

**ANS5- Conventional source of energy**

1 These are the traditional sources of energy produced from coal, petroleum, and natural gas.

2. They are non-renewable

3. Their generation is expensive.

4 They pollute the atmosphere on a large scale

5 Example: coal, petroleum, natural gas, etc.

**Non-conventional source of energy**

1 These are the sources of energy developed recently from the sun, wind, tide, etc.

2 They are renewable.

3. Their generation is cheaper.

4 They are pollution-free/less pollution sources.

5 Example: Solar energy, wind energy, tidal power, etc.

- Firewood and cattle dung cake are most common in rural India. More than 70% energy requirement of rural households is met by these two.

Continual use of firewood is increasingly becoming difficult due to decreasing forest area. Using dung cake is discouraged because it consumes the most valuable manure which could be used in agriculture

**MAP BASED QUESTIONS**

On the given outline map of India locate and label the following with appropriate symbols.

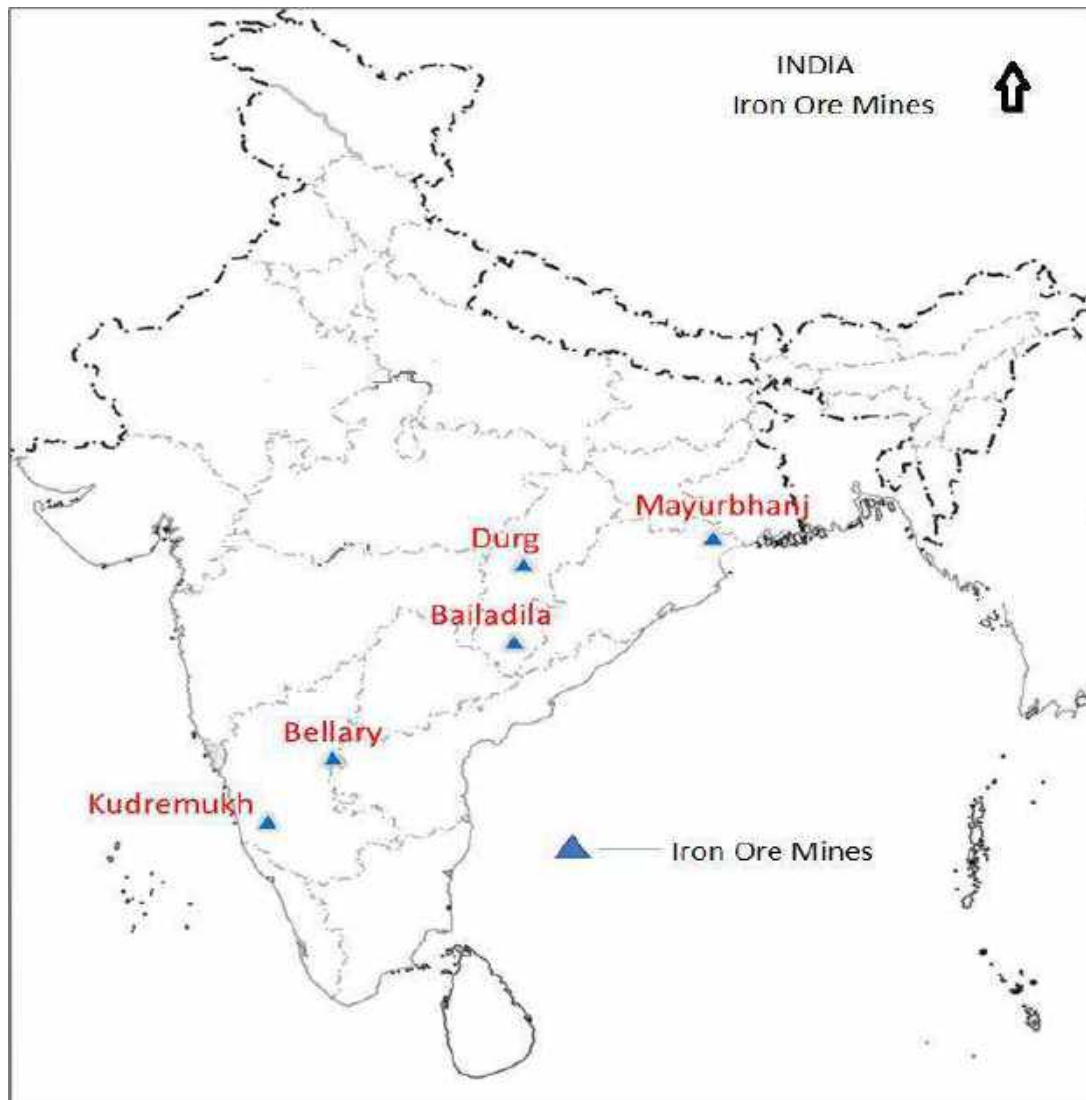
1. Minerals (Identify)

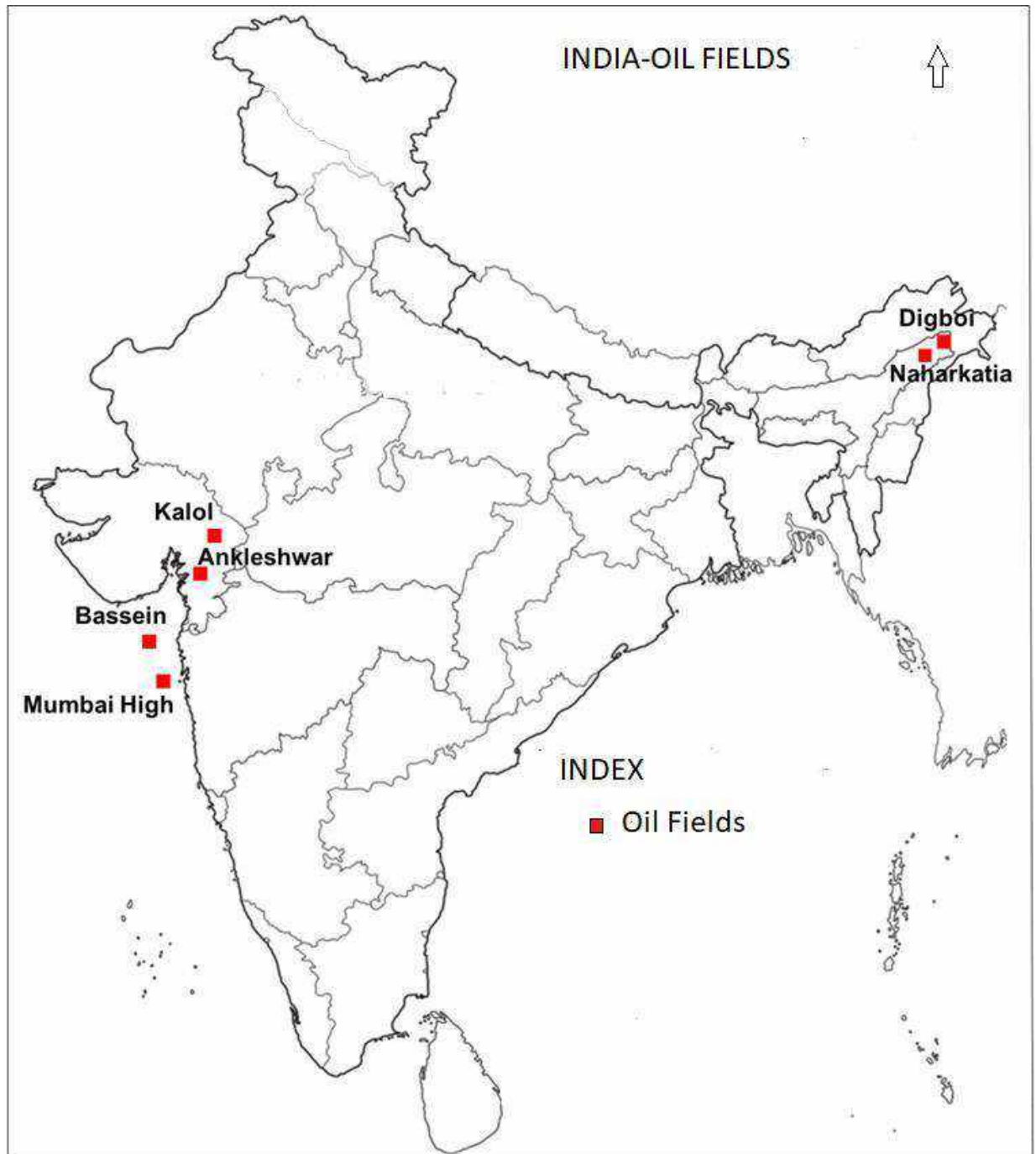
- Iron Ore mines: Mayurbhanj, Durg, Bailadila, Bellary, Kudremukh
- Coal Mines: Raniganj, Bokaro, Talcher, Neyveli
- Oil Fields: Digboi, Naharkatia, Mumbai High, Bassein, Kalol, Ankaleshwar



2. Power Plants (Locate and Label)

- Thermal: Namrup, Singrauli, Ramagundam
- Nuclear: Narora, Kakrapar, Tarapur, Kalpakkam







India: Distribution of Coal, Oil and Natural Gas

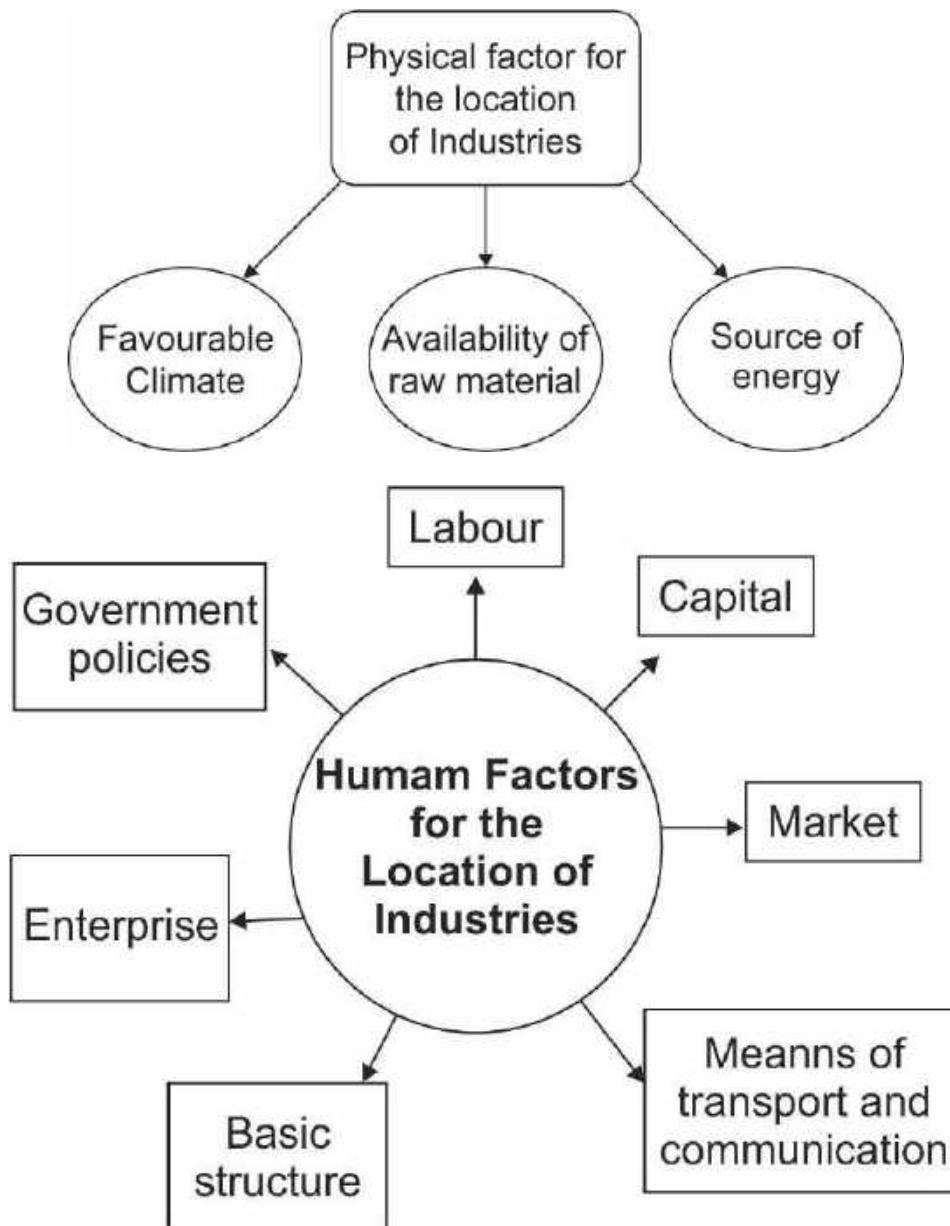
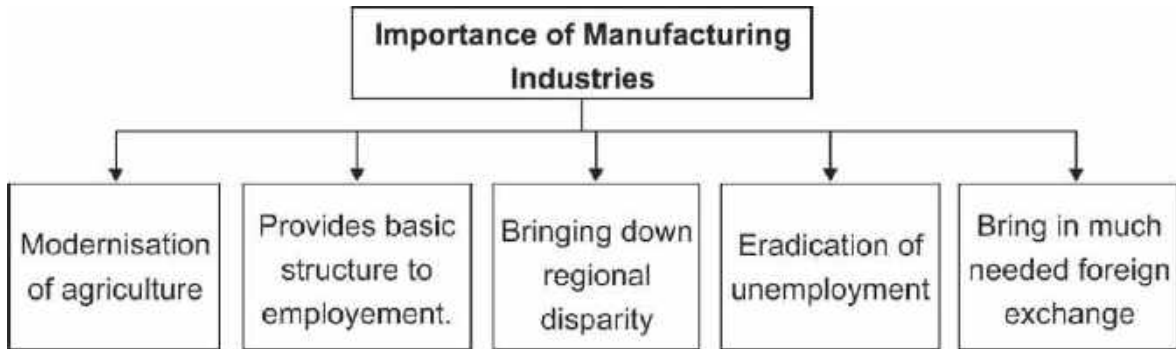
Refer to CBSE Syllabus (2024-25) for Coal mines



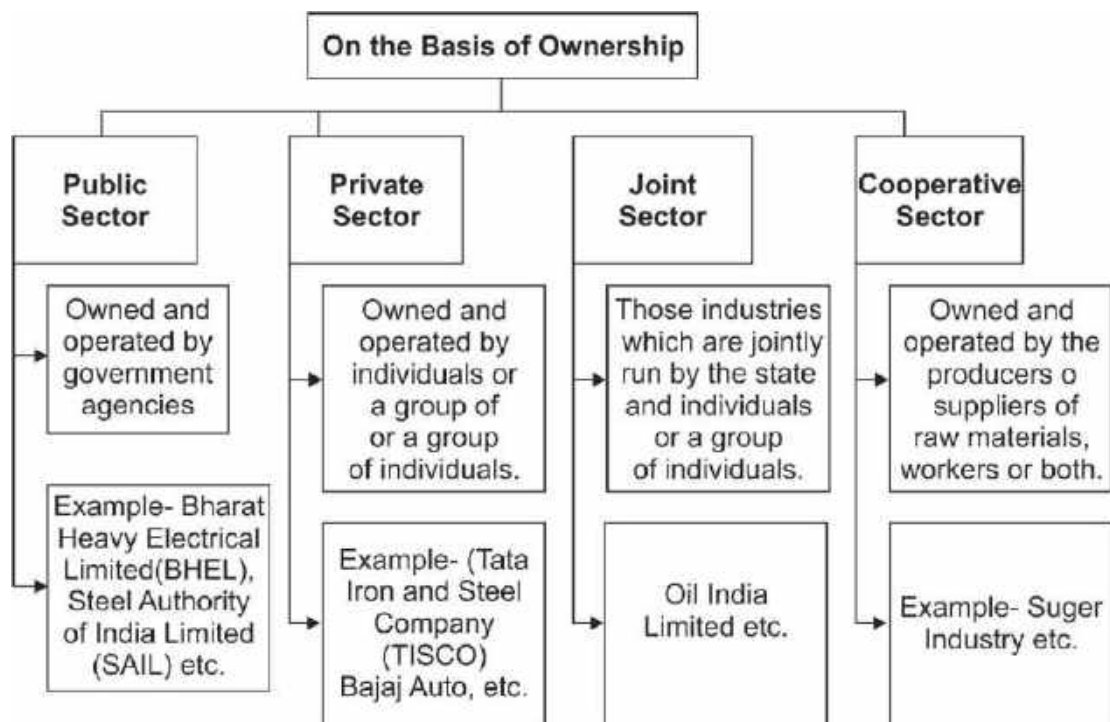
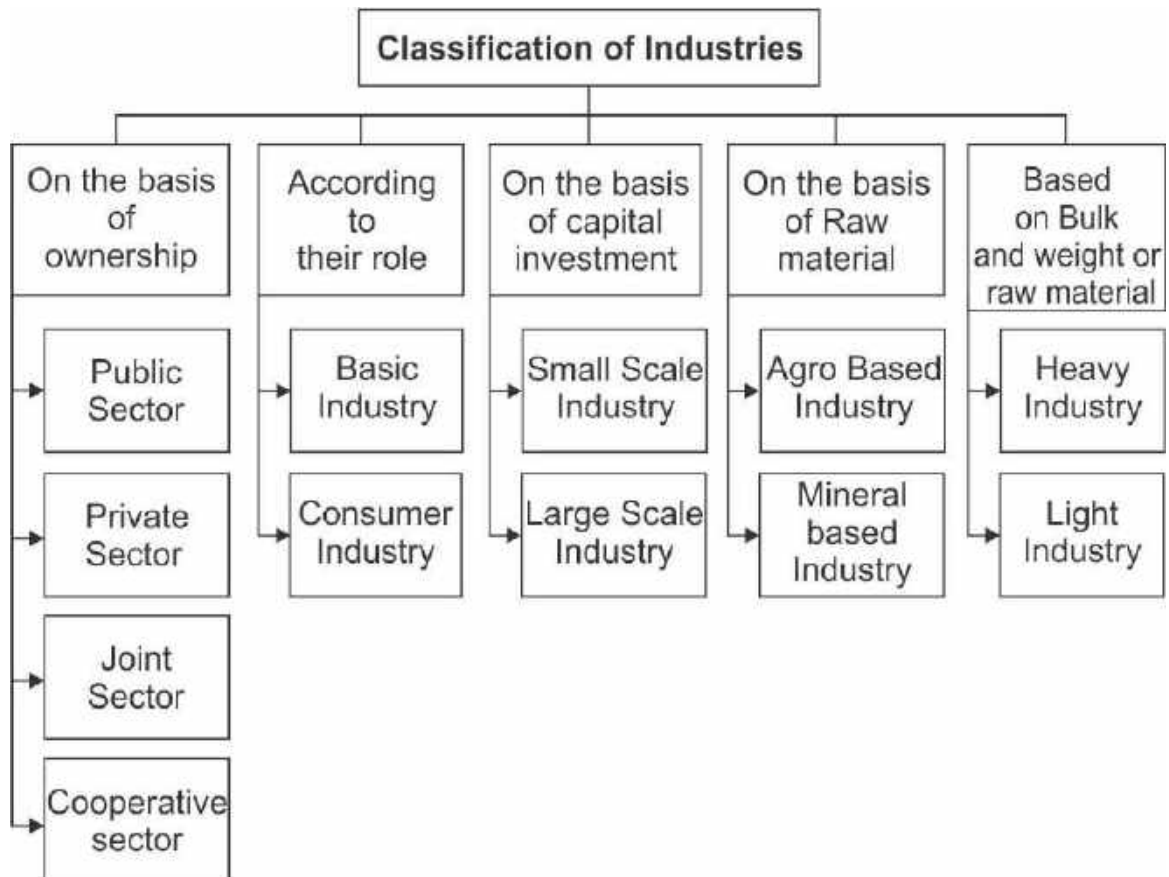
India: Distribution of Nuclear and Thermal Power Plants

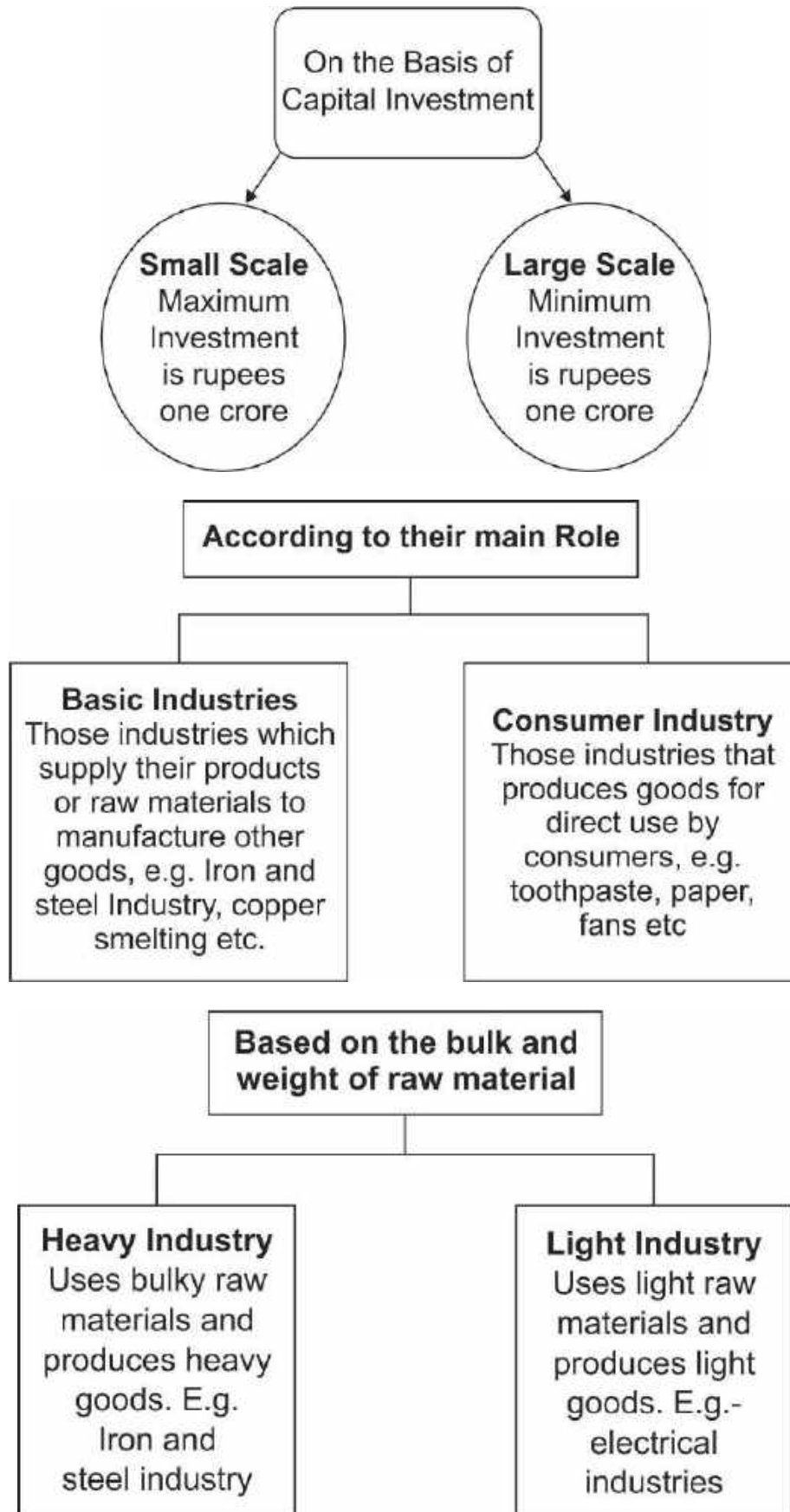


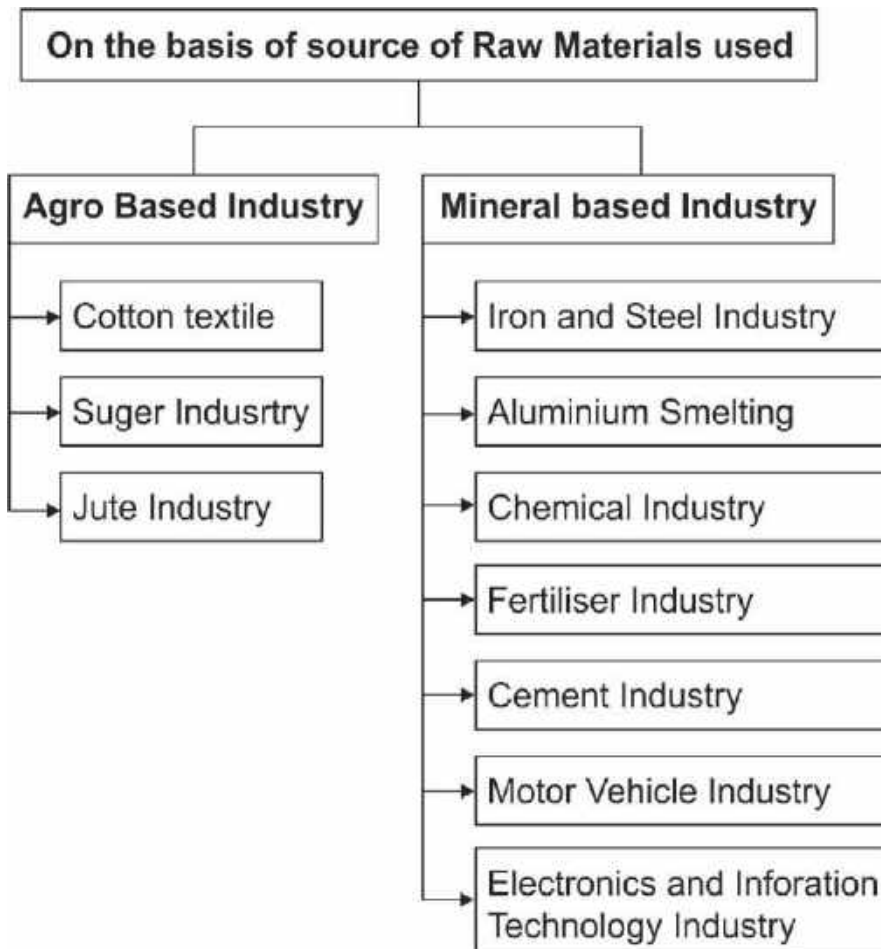
**CHAPTER-6**  
**MANUFACTURING INDUSTRIES**











### **Cotton Textile Industry**

- First successful cotton textile mill was established in Mumbai in 1854.
- Mahatma Gandhi laid emphasis on the spinning of yarn and wearing khadi so that weavers could get employment.
- In the early years the cotton textile industry was concentrated in the cotton growing belt of Maharashtra and Gujrat. Availability of raw material, market, transport facilities (port), labour and moist climate contributed towards its localisation.
- While spinning continues to be centralized in Maharashtra, Gujarat and Tamilnadu, weaving is highly decentralized to provide scope for incorporating traditional skills and design of weaving in cotton, silk, zari, embroidery, etc.



## Jute Industry

- India is the largest producer of raw jute and jute goods and stands at second place as an exporter after Bangladesh.
- In India Jute Industry is highly concentrated mainly around the banks of Hugli River-
  - (a) Proximity of the jute producing area
  - (b) Inexpensive transportation,
  - (c) Cheap labour
  - (d) Abundant water supply
  - (e) Kolkata as a large urban centre provides banking, insurance and port facilities for export to the jute goods.
- Challenges faced by the industry include the stiff competition in the international market from synthetic substitute and from other competitors like Bangladesh, Brazil etc. However the National Jute policy ensured good prices to jute farmers.

## Sugar Industry

- India stands second as a world producer of sugar but occupies the first place in the production of gur and khandsari.  
Sugar mills in India spread over Uttar Pradesh, Bihar, Maharashtra, Karnataka, Tamil Nadu, Andhra Pradesh, and Gujarat.
- In recent years there is a tendency for the mills to shift and concentrate in the southern and western states especially in Maharashtra. This is because-
  - (a) Higher sucrose content in the sugar cane,
  - (b) Cool climate,
  - (c) Moreover the cooperatives are more successful.
- Major Challenges-
  - (a) Seasonal nature,
  - (b) Old and inefficient methods of production,
  - (c) Transport delay

## Iron and Steel Industry

- The iron and steel Industry is the basic industry since all the other industries- heavy, medium, and light depends on it for their machinery.
- Iron ore, coking coal and limestone in the ratio of 4:2:1.
- In the year 2016 with 95.6 million tons of steel production, India ranked third among the world crude steel producers. It is the largest producer of sponge Iron.
- Most of the public sector undertakings market their steel through Steel Authority of India Limited (SAIL).
- Chotanagpur plateau region has the maximum concentration of Iron and Steel industries. It is because-
  - (a) Low cost iron ore,
  - (b) High grade raw materials in proximity,
  - (c) Cheap labour
  - (d) Local market
- Reasons for its not growing in full potential in India-
  - (a) High costs and limited availability of coking coal,
  - (b) Lower productivity of labours,
  - (c) Irregular supply of energy,
  - (d) Poor infrastructure

## Aluminium Smelting

- Aluminium Smelting is the second most important metallurgical industry in India.
  - It is light, resistant to corrosion, a good conductor of heat, malleable and becomes strong when it is mixed with other metals.
  - Aluminium smelting plants in India are located in Odisha, West Bengal, Kerala, Uttar Pradesh, Chhattisgarh, Maharashtra and Tamil Nadu.
- Two key need areas for the establishment of this industry are-
- Uninterrupted power supply,

- Availability of cheap raw material.

## **Chemical Industry**

- Both organic and inorganic types of chemicals are produced in India.
- Organic chemicals include petrochemicals, which are used for manufacturing of synthetic fibers, synthetic rubber, plastics, dye-stuffs, drugs and pharmaceuticals.
- Inorganic chemicals include sulphuric acid, nitric acid, alkaline, soda ash.
- It contributes approximately 3% of the GDP.
- It is the third largest in Asia and occupies the twelfth place in the world.

## **Fertiliser Industry**

- The fertilizer industry is centered around the production of nitrogenous fertilizers (mainly Urea), Phosphatic fertilizers and ammonium phosphate (DAP) and complex fertilizers.
- Potash is entirely imported as the country does not have any reserves of commercially usable potassium compound.
- After the Green Revolution the industry expanded to several other part of the country.

## **Cement Industry**

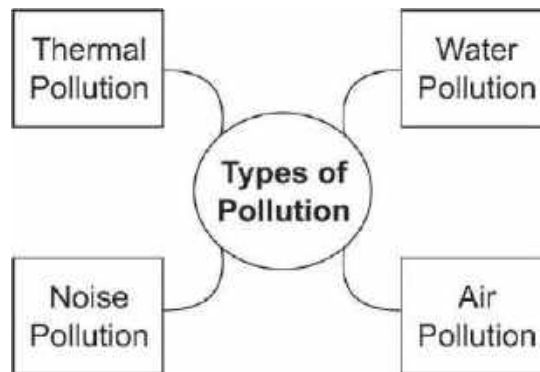
- This industry requires bulky and heavy raw materials like limestone, silica, aluminium and gypsum.
- Coal and electric power are needed apart from rail transportation.
- It is used for construction activities.
- Its plants are located in Gujarat due to its access to the market in the gulf countries.

## **Automobile Industry**

- Automobiles provide vehicle for quick transportation of goods and passengers.
- After the liberalization the coming in of new and contemporary models stimulated the demand for vehicles in the market.
- The industry is located around Delhi, Gurgaon, Mumbai, Pune, Chennai, etc.

## Information Technology and Electronic Industry

- It covers a wide range of products from transistor sets to television, telephone, cellular telecom, pager, telephone exchange, radars. Computers and many more equipment.
- Bengaluru has emerged as the electronic capital of India.
- The continuing growth in the hardware and software is the key to the success of IT industry in India.



## Methods to Control Pollution

- Use of three R's (Reduce, Reuse, Recycle)
- Rainwater harvesting
- Treatment of Industrial waste
- Use of renewable sources of energy
- Development of new techniques which is durable and cause less pollution.

**MULTIPLE CHOICE QUESTIONS (MCQ)**

**1. Which among the following factors are responsible for the industrial location?**

- a) Market      b) labour      c) Raw material      d) all of these

**Ans. d) All of these**

**2. The economic strength of a country is measured by --- -----.**

- a) The use of modern methods of agriculture.      b) It's export surplus.  
c) The quality of its infrastructural facilities.      d) the development of its manufacturing industries.

**Ans. d) The development of its manufacturing industries.**

**3. Consider the following statements.**

- a) Chemical industry has two sectors namely organic and inorganic sectors.  
b) Organic sectors include manufacturing and processing of petrochemicals.  
c) Organic chemical plants are located near oil refineries  
a) 1,2      b) 2,3      c) 1,3      d) 1,2,3

**Ans. d) 1,2,3**

**4. Identify the industry.**

- a) This industry produces Diammonium phosphate.  
b) The production of this industry was boosted by the Green Revolution.  
a) Automobile industry      b) fertilizer industry      c) IT industry      d) chemical industry

**Ans. b) Fertilizer industry**

**5. Which among the following industry is an example of private sector industry.**

- a) BHEL      b) TISCO      c) SAIL      d) CIL

**Ans. b) TISCO**

**6. Arrange in proper sequence.**

- a) Formation of NTPC      b) jute mill set up at Rishra.      c) first cement plant in Chennai  
d) cotton mill set up at Mumbai  
a) 3,2,1      b) 4,2,1,3      c) 2,3,1      d) 3,1,2

**Ans. b) 2,3,1**

**7. Find the incorrect pair.**

**LIST -A**

**LIST-B**

- a) Public sector    BHEL
- b) Electric power generation                         NTPC
- c) Private sector     SAIL
- d) Joint sector     OIL

**Ans .c) Private sector        -SAIL**

**8. Match the following**

- |                                   |              |
|-----------------------------------|--------------|
| 1. Software technology Park       | a) Gwalior   |
| 2. First jute mill                | b) Noida     |
| 3. Silk textile in Madhya Pradesh | c) Bengaluru |
| 4. Electronic capital of India    | d) Kolkata   |

**Ans.1.-b,2-d,3-a,4-c**

**9. Complete the table with regard to integrated steel plants in India:**

NAME	YEAR OF ESTABLISHMENT	Location/State
1. First successful textile mill	(A)———?	Mumbai
2. First cement plant.	1904	(b)———?

**Ans.A-1854, b-Chennai**

**10. Industrial development is a precondition for ————.**

- a) Mass produce export of manufactured goods expense eradication of employment and poverty.
- b) Quality production.
- c) Eradication of unemployment and poverty.
- d) Provides modern nice equipment.

**Ans .c)**

**11. How have the Agro industries in India given a major boost to agriculture?**

- a) Manufactured irrigation pumps, fertilizers, insecticides, pesticides etc.
- b) Provided employment.
- c) Have in trade.
- d) Financial help.

**Ans.(a)**

**13. Which city has emerged as the electronic capital of India?**

- a) Jamshedpur     b) Bengaluru     c) Mumbai     d) Gurgaon

**Ans.(b)**

**14. Which mineral provides energy to the cement industry?**

- a) Iron ore     b) coal     c) natural gas     d) limestone

**Ans.(b)****15. In what ratio of iron or, coking coal and limestone required to make steel?**

- a) 4:2:1                      b) 4:1:2                      c) 4:3:1                      d) 4:3:2

**Ans.(a)****16. Which one of the following is not true regarding the national jute policy of 2005?**

- a) Creating awareness about the use of biodegradable and materials.  
 b) Ensuring good prizes to the jute farmers.  
 c) Increasing productivity.  
 d) Improving quality of jute.

**Ans.(a)****17. Most of the integrated steel plants in India are located in -----.**

- a) Malwa plateau                      b) Bundelkhand Plateau  
 c) Meghalaya plateau                      d) Chota Nagpur Plateau

**Ans.(d)****18. Which of the following groups of states have the largest number of cotton textile centers?**

- a) Gujarat and Maharashtra                      b) Karnataka and Tamil Nadu  
 c) Maharashtra and Madhya Pradesh                      d) Uttar Pradesh and Gujarat

**Ans.(a)****19. Which one of the following provides services to oil and natural gas commission in its off-shore operations?**

- a) Indian airlines                      b) Air India.                      c) Pawan Hans helicopters LTD                      d) alliance

**Ans.(a)****20. ASSERTION- REASON TYPE QUESTIONS**

The questions given below consist of an assertion and reason. Use the following key to choose the appropriate answer.

- 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 falls.  
 d) A is falls but R is true.

**(A) 1. Assertion A: agriculture and industry are interdependent and move hand-in-hand.****2. Reason R: manufacturing industry is not only helping agriculturists in increasing their production but also helps in making the whole process very efficient.****Ans.(a)**

**(B) 2. ASSERTION A: India is the largest producer of sugar in the world.**

**REASON (R): India occupies first place in the production of 'gur' and 'khandsari'.**

**Ans.(d)**

### **VERY SHORT ANSWER TYPE QUESTIONS (VSAQ) 2Marks**

**22. Explain the classification of industries on the basis of raw material is used.**

**Ans. i) Agro-based:** cotton, Poland, jute, silk, textile, rubber and sugar, tea, coffee, edible oil.

**ii) Mineral-based:** iron and steel, cement, aluminum, machine tools, petrochemicals.

**23. Explain the classification of industries on the basis of capital investment.**

**Ans.i)A small scale industry** is a defined with reference to the maximum investment allowed on the assets of the unit. This limit has changed over a period of time. At the present, the maximum investment allowed is 1 crore.

**ii)Large scale industries** are referred to as those industries that are for having huge infrastructure, raw materials, high manpower requirements and large capital requirements. Those organisations having a fixed asset of more than 10crores.

**24. Why has Aluminium smelting industry raised in India recently?**

**Ans.** Aluminium smelting is the second most important matter logistical industry in India.

i) It is light, resistant to corrosion, a good conductor of heat, malleable and become so strong when it is mixed with other materials.

ii) It is used to manufacture aircraft, utensils and wires.

iii) It has gained popularity as a substitute steel, copper, zinc and lead in a number of industries.

**25. Explain the organic and inorganic chemicals.**

**Ans.i) Inorganic chemicals:** Inorganic chemicals include Sulphur acid (used to manufacture fertilizers, synthetic fibers, plastics, dyes, paints, die stuff), nitric acid, alkalis, soda ash (used to make glass, soaps and detergents, paper) caustic soda. These are located all over the country.

**ii) Organic chemicals:** Organic chemicals include petrochemicals, which are used for manufacturing of synthetic fibers, synthetic rubber, plastics, dyestuff, drugs and pharmaceuticals. Organic chemical plants are located near oil refineries or petrochemical plants.

**26. Why do we say that textile industries have a unique position in India?**

**Ans.** The textile industry occupies a unique position in the Indian economy because it contributes significantly to the steel production, employment generation and foreign exchange earnings. It is the only industry in the country which is self – reliant and complete in the value chain, that is from raw material to the highest value added products.



**SHORT ANSWER TYPE QUESTIONS ( SAQ ) 3 Marks.****27. Write three differences between private and public sectors.**

**Ans. PRIVATE SECTORS:** i) These industries are owned and managed by an individual or a group of individuals.

ii) The main motive is to earn profit. They are not concerned about public benefits.

iii) Private sector faces strong competition from big brands like MNCS from Japan or USA.

Example: Tata, Birla, Reliance

**PUBLIC SECTORS:** i) These industries are owned and managed by the government.

ii) The main motive is to provide more employment and facilities to the general public.

iii) Public sectors operate on a socialistic pattern. They are mainly concerned about improving the country's economy. Example: BHEL, HAL

**28. Distinguish between basic and consumer industries.**

**Ans. BASIC INDUSTRIES:** i) These industries supply primary or basic raw material for other factories. They are also called the feeder industries.

ii) These industries derive the raw materials from nature itself. They do not take help from any other industry for raw material.

iii) Iron and steel, copper smelting are the examples.

**CONSUMER INDUSTRIES:** i) These industries produce and sell products directly to the consumers or general public.

ii) These industries depend for the raw material on basic industries.

iii) Sewing machine, toothpaste are the examples.

**29. Why are we not able to perform to our full potential in the production of iron and steel in India? Explain any three reasons.**

**Ans.** Following reasons are responsible for us not being able to perform fully in the production of iron and steel:

i) Cost is quite high and coking coal is available in limited quality.

ii) Labour is less productive.

iii) Irregular or erratic energy supply.

iv) Infrastructure is poor.

**30. How do industries give a boost to the agriculture sector?**

**Ans.** Agriculture and industry are interdependent and move hand-in-hand.

i) The Agro-based industries like cotton, jute, woolens, edible etc. Take their raw material from farmers only who grow the crops.

ii) The agriculture sector in return gets the finished products of their use from these industries such as irrigation pumps, fertilizers, insecticides, pesticides, plastic, PVC pipes, etc. Which are very helpful in giving boost to agriculture?

iii) Thus, manufacturing industries not only help agriculturists in increasing their production but also help in making the whole process very efficient.

**31. "The economic strength of a country is measured by the development of manufacturing industries." Support the statement with arguments.**

**Ans.** Manufacturing sector is considered the backbone of development in general and economic development specifically because:

- i) Agriculture, which is the main occupation of India, is and modernized by manufacturing industry.
- ii) Reduction in heavy dependence of people on agriculture, i.e. Primary sector is possible file manufacturing industries only as it provides them jobs in secondary and tertiary, i.e. Service sector.
- iii) The challenge of removal of property and unemployment from our country after independence could be met easily by establishing joint sector and public sector industries.
- iv) Regional disparities were brought down by establishing industries in tribal and backward areas.
- v) Foreign exchange was also increased by expanding clinic and commerce of manufactured goods.

### **LONG ANSWER TYPE QUESTIONS (LAQ) 5 Marks**

**32. How can the industrial pollution of freshwater be reduced? Explain with examples.**

**Ans.** Control of industrial pollution of fresh water:

- i) Mini missing the use of water for processing by reusing.
- ii) Harvesting of rainwater to meet water requirements.
- iii) Treating water water and fluids before reasoning them in rivers and ponds.
- iv) Regulation of use of groundwater by industries.
- v) Installing water treatment plants at the industrial sites for recycling.

**33. Explain five types of 'industrial pollution'.**

**Ans.** The five types of industrial pollution are as follows:

**i) Air pollution:** The undesirable gases like Sulphur dioxide and carbon monoxide when increase in proportion in the atmosphere, they create air pollution. Major industries like chemicals and paper industries, refineries and burning of fossil fuels in big and small industries release smoke which is responsible for air pollution.

**ii) water pollution:** Contamination of water due to discharge of chemicals, organic and in organic wastes, solid wastes is and influence cause water pollution. For example, paper chemical, textile and dyeing industries.

**iii) land pollution:** Deterioration of quality of land due to soil erosion, waterlogging, salinization and alkalisation is called land gradation or land pollution. For example, pesticides, fertilizer, radioactive subsistence, disposal of untreated industrial waste.

**iv) noise pollution :** The state of being clean bearable and uncomfortable for human beings which is caused by noise from different sources is known as a noise pollution. Industrial and construction activities, sound of machinery, blowing of phone, etc. Cause noise pollution. It can cause hearing impairment, increased heart rate and BP.

**v) thermal pollution** :When hot water from factories and thermal plants is it drained into rivers and ponds before cooling, it causes of water pollution which in turn causes cancer, birth defects, etc.

**34. Explain the importance of manufacturing sector in the economic development of a country.**

**Ans.** Manufacturing industries are considered the breakdown of economic development for the following reasons:

- i) It provides employment to a large number of people by providing them jobs in secondary and tertiary sectors.
- ii) Helps in the export of goods and brings in Valuable foreign exchange.
- iii) It helps in making a country prosperous as industries transform raw materials into a white variety of furnished goods.
- iv) It helps in modernization of agriculture which forms the backbone of India's economy.
- v) Manufacturing sector contributes to industrial development which further helps in the eradication of poverty and unemployment.

**35. Suggest any five measures to control industrial pollution in India.**

**Ans** .Industries are responsible for creating four types of pollution like air, water, noise and thermal pollution. This pollution can be controlled through various methods like:

- i) Reusing and recycling of water so that water usage can be minimized in two or more successive stages.
- ii) Harvesting of rainwater.
- iii) The hot water or effluents should be treated before being released into rivers and ponds.
- iv) Particulate matter in the air can be reduced by fitting smoke stacks to factories with electrostatic precipitator, fabric filters, scrubbers and inertial separators.
- v) Uses of coal should be minimized. Instead of coal, oil or gas should be used.
- vi) Silencers should be used in machines and generators.
- vii) Promotion of more use of noise – absorbing material other than personal use of car plugs and earphones.

**SOURCE BASED QUESTIONS (4 MARKS)**

**Read the following information and answer the questions:**

Manufacturing industry is not only help in modernizing agriculture, which forms the backbone of our economy, they also reduce the heavy dependence of people on agricultural income by providing them jobs in secondary and tertiary sectors. Industrial development is a precondition for eradication of unemployment and poverty from our country. This was the main philosophy behind public sector industries and joint sector ventures in India. It was also aimed at bringing down regional disparities by establishing industries in tribal and backward areas. Export of manufactured goods expense trade and commerce, and brings in

much-needed foreign exchange. Countries that transform their raw material into a wide variety of finished goods of higher value are prosperous. India's prosperity lies in increasing and diversifying its manufacturing industries as quickly as possible. Agriculture and industry are not exclusive of each other. They move hand-in-hand. For instance, the Agro – industries in India have given a major boost to agriculture by raising its productivity.

**Answer the following:**

**1.1. Manufacturing provides job opportunities to reduce dependence on agriculture.**

**Identify the sectors the following jobs belong to:**

Jobs created or promoted by manufacturing industries/Sector

- |                              |               |
|------------------------------|---------------|
| i) Garment production        | 1. Primary    |
| ii) Research and development | 2. Tertiary   |
| iii) Banking                 | 3. Secondary  |
| iv) Mining                   | 4. Quaternary |

Choose the correct option:

- a) i)-1 ,ii)-2 ,iii)-3 ,iv)-4
- b) i)-3,ii)-4,iii)-2,iv)-1
- c) i)-2,ii)-3,iii)-1,iv)-2

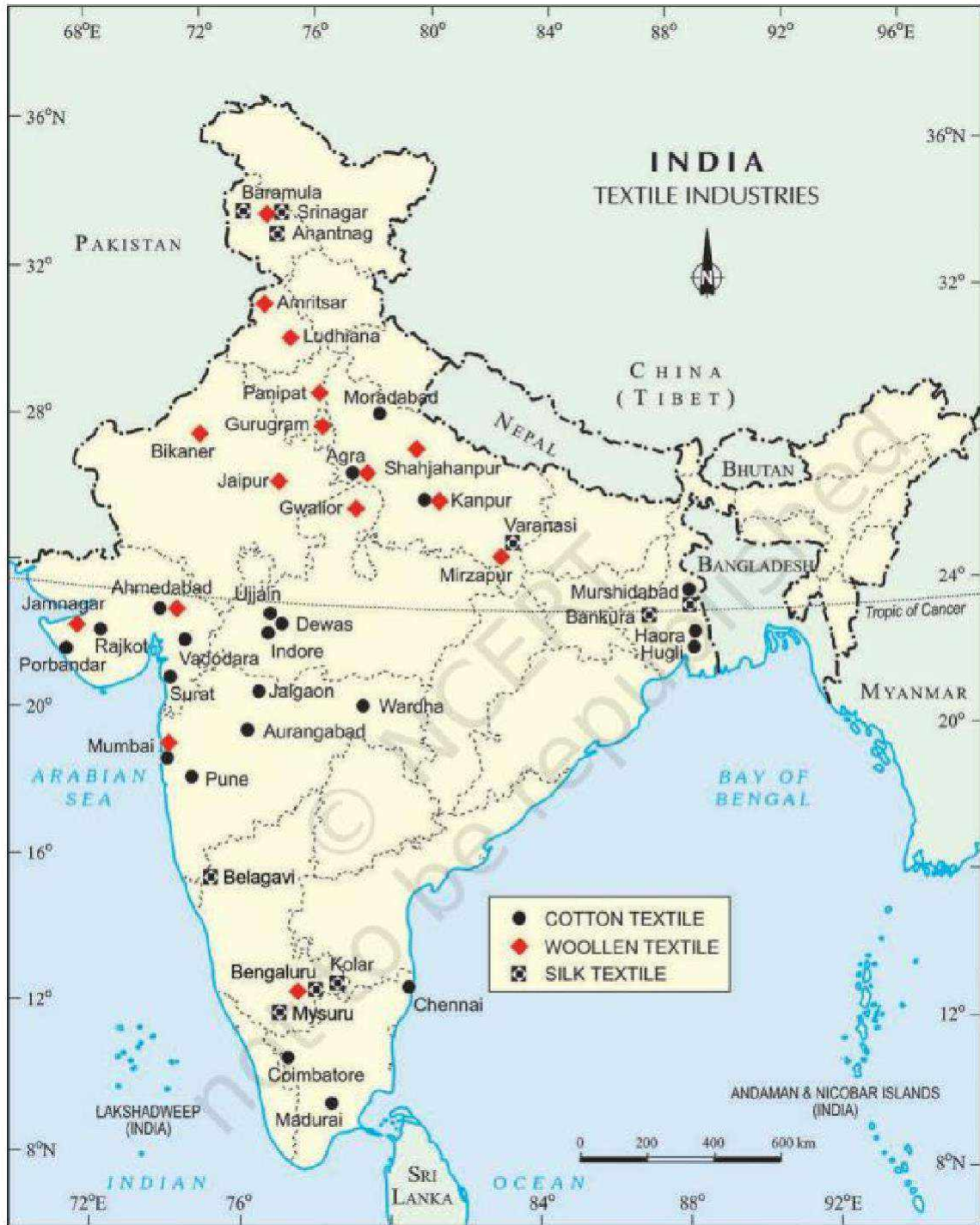
**Ans. (b)**

**1.2. Agriculture and industry are not exclusive each other. Why?**

**Ans.** Agriculture and industry are not exclusive of each other because agriculture supplies raw material to industries, industries supplies agricultural implements and industry reduces dependence of people on agriculture income.

**1.3. How does the manufacturing industries help in any country's economic growth?**

**Ans.** Countries that transform the raw materials into a wide variety of finished Goods of higher value are prosperous. India's prosperity lies in increasing and diversifying its manufacturing industries as quickly as possible.



India: Distribution of cotton, woollen and silk industries

Refer to CBSE Syllabus (2024-25) for COTTON TEXTILE INDUSTRIES



India: Iron and Steel Plants

Refer to CBSE Syllabus (2024-25) for IRON AND STEEL PLANTS





India: Some Software Technology Parks

Refer to CBSE Syllabus (2024-25) for SOME SOFTWARE TECHNOLOGY PARKS

**CHAPTER 7**  
**LIFELINES OF NATIONAL ECONOMY**

**MAP WORK**



*India: Major Ports and Some International Airports*

**Refer to CBSE Syllabus (2024-25) for INTERNATIONAL AIRPORTS AND SEA PORTS**



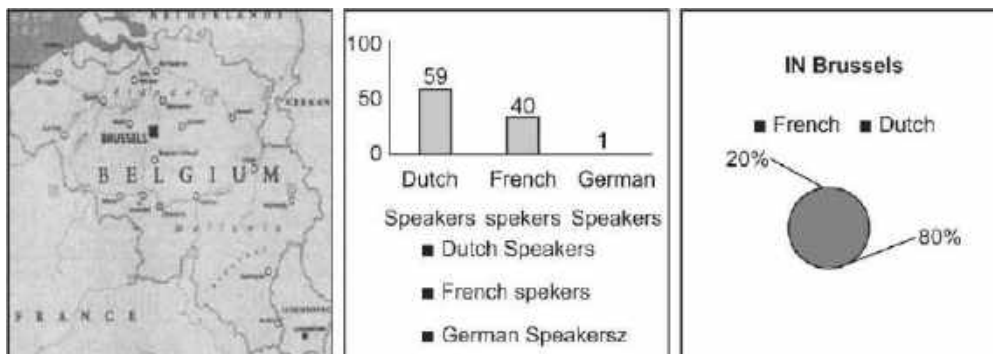
## POLITICAL SCIENCE

### POWER SHARING

#### CHAPTER 1

#### Points to remember:

- The idea of power sharing is naturally linked to democracy.
- Most of the societies around the world are having diversity based on religion, race, caste, language etc. Therefore, due respect should be given to all the diverse groups and views that exist in a society.
- We will understand the impact of power sharing arrangements in Belgium. Belgium is a small country in Europe.
- Its ethnic composition is complex. Its population is around one crore.
- 59% population lives in the Flemish region and speaks Dutch. Another 40% people live in the Wallonia region and speak French.
- In the capital city Brussels, 80% are French speaking while 20% are Dutch speaking.
- The minority French speaking community was relatively rich and powerful.
- Dutch speaking community got the benefit of economic development later.
- This led to the tension between the two communities in 1950s and 1960s.
- Dutch speaking people were in the majority in the country but were in minority in the capital Brussels.

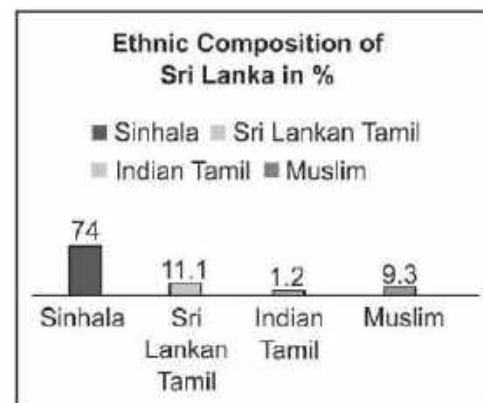


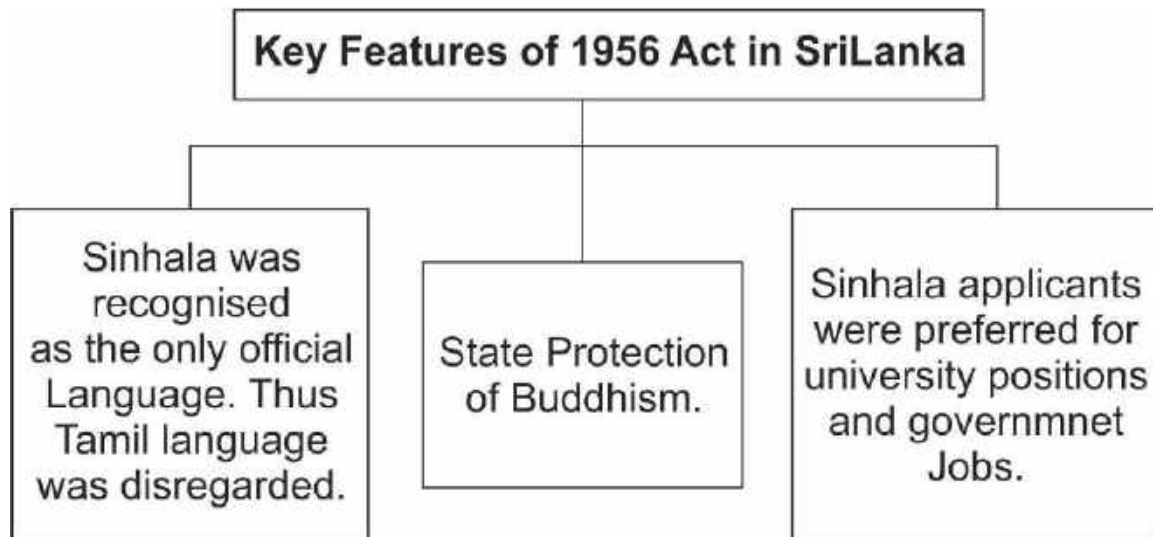
- Between 1970 and 1993, FOUR amendments were brought in the Belgian constitution so as to bring an arrangement that would enable everyone to live together within the same country.



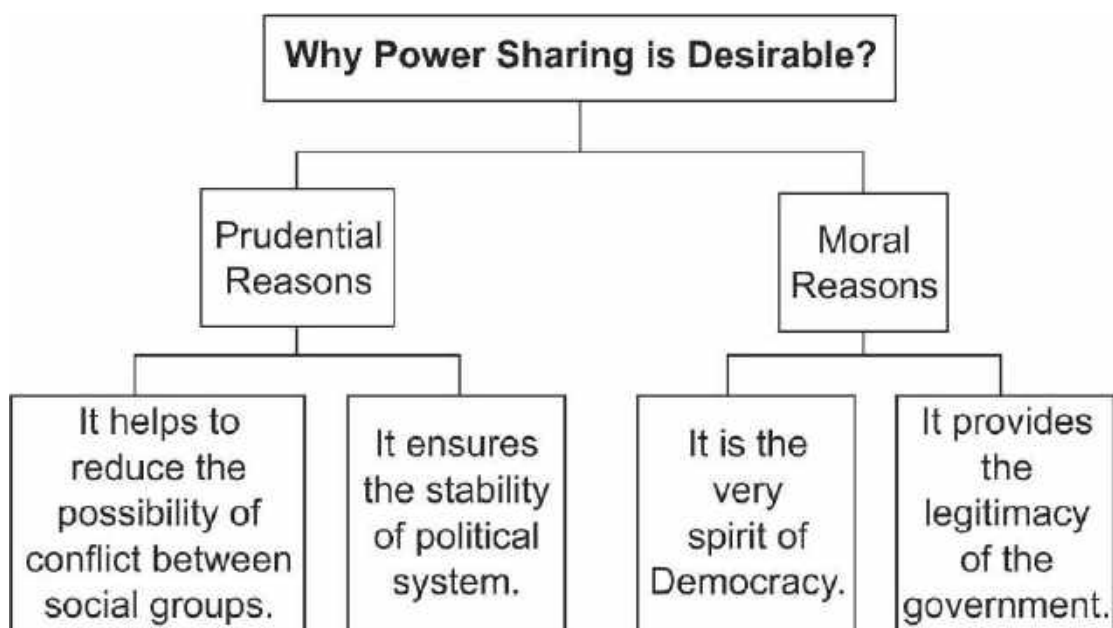
### Sri Lanka

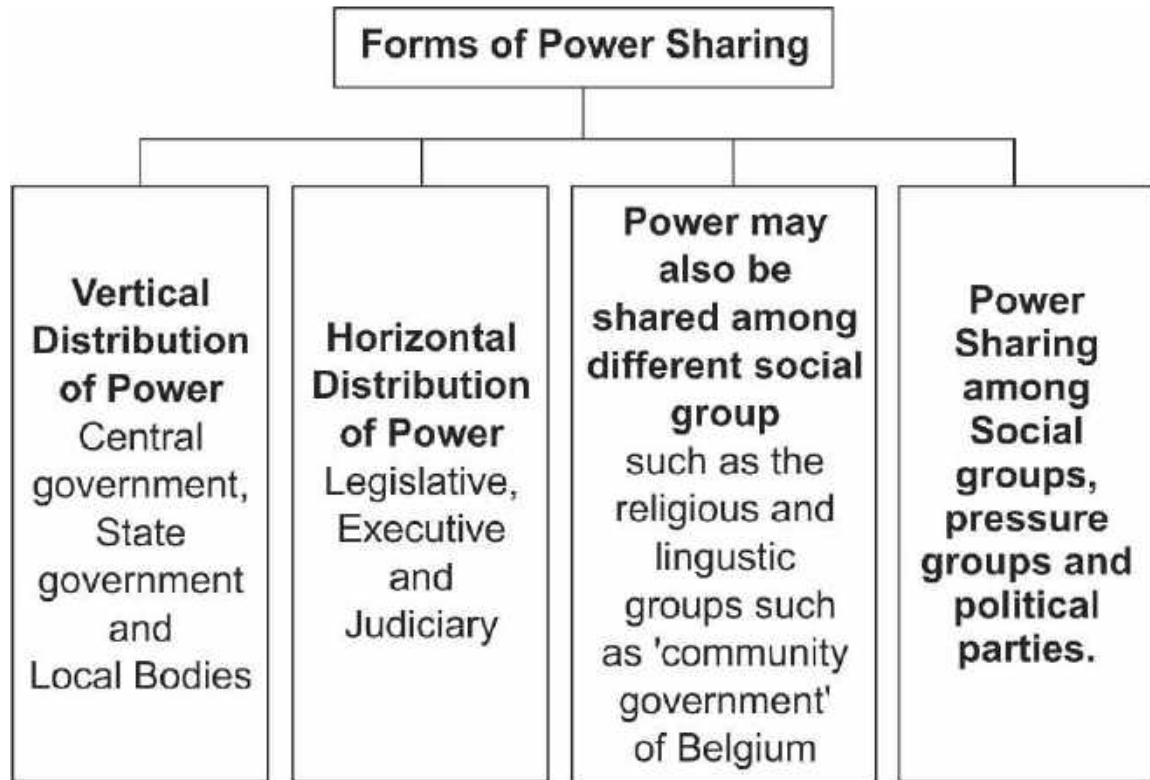
- Sri Lanka is an island nation, just a few kilometers off the southern coast of India.
- Its population is around two crores.
- Like other nations in the South Asia region, Sri Lanka has a diverse population.
- Sri Lanka emerged as an independent country in 1948.
- The leaders of the Sinhala community sought to secure dominance over government by virtue of their majority.
- As a result, the democratically elected government adopted a series of Majoritarian measures to establish Sinhala supremacy.





- All these measures, coming one after the other, gradually increased the feeling of alienation among the Sri Lankan Tamils. The distrust between the two communities turned into widespread conflict and soon it turned into a Civil War.
- We saw contrasting forms of power sharing through the examples of Belgium and Sri Lanka. In Belgium, the constitution was amended so as to work out an arrangement that would enable everyone to live together within the same country.
- In Sri Lanka, Majoritarianism measures were adopted which led to alienation among the Tamils. This turned into a civil war.
- Hence, it can be said that power sharing is necessary. Following points can be given in favour of power sharing.





**Civil War:** A violent conflict between opposing groups within a country that becomes so intense that it appears like a war.

**Majoritarianism:**  
A belief that the majority community should be able to rule a country in whichever way it wants, by disregarding the wishes and needs

**MULTIPLE CHOICE QUESTIONS**

**Q1. Belgium is a small country located in which of the following continent?**

- (a) Asia                      (b) Europe                      (c) North America                      (d) South America

**Ans: (b) Europe**

**Q2. Belgium shares its borders with how many countries of Europe?**

- (a) Three                      (b) Four                      (c) Five                      (d) Six

**Ans: (b) Four**

**Q4. Belgium shares its border with**

- (a) France                      (b) Germany                      (c) Luxembourg                      (d) all of the above

**Ans: (d) all of the above**

**Q4. The capital city of Belgium is**

- (a) Dutch                      (b) France                      (c) Brussels                      (d) none of the above

**Ans: (c) Brussels**

**Q5. When many countries of Europe came together to form the European Union, \_\_\_\_\_ was chosen as its headquarters.**

- (a) Brussels                      (b) Paris                      (c) London                      (d) Zurich

**Ans: (a) Brussels**

**Q6. Consider the following statements regarding power sharing arrangements in Belgium and identify the incorrect one from the following :**

- (a) Equal number of members from Dutch and French community in the central government.  
(b) Separate government for Brussels with equal representation of communities.  
(c) The state government to be subordinate to the central government.  
(d) Community government elected by the people belonging to one language community.

**Ans: (c) The state government to be subordinate to the central government.**

**Q7. Apart from the Central and the State Government, Belgium has a third kind of government as well. Identify this third kind of government from the following options:**

- (a) Democratic Government                      (b) Socialist Government      (c) Community Government  
(d) Liberal Government

**Ans: (c) Community Government**

**Q8. Which country has successfully negotiated differences among ethnic populations?**

- (a) Sri Lanka                      (b) Belgium                      (c) Bangladesh                      (d) Pakistan

**Ans: (b) Belgium**

**Q9.State whether the given statement is true or false. If false, correct the statement.**

Belgium is a small country in Europe and share boundaries with France, Italy, Germany and Luxembourg.

**Ans:** False

(Belgium is a small country in Europe and share boundaries with France, the Netherlands, Germany and Luxembourg)

**Q10. State whether the given statement is true or false. If false, correct the statement.**

**In Sri Lanka, an Act was passed in 1956 to recognize Tamil as the only official language, disregarding Sinhala.**

**Ans:** False

(In Sri Lanka, an Act was passed in 1956 to recognize Sinhala as the only official language, disregarding Tamil)

**Q11.State whether the given statement is true or false. If false, correct the statement.**

In the capital city of Brussels, 80 per cent people speak Dutch while 20 per cent are French-speaking.

**Ans:** False

(In the capital city of Brussels, 80 per cent people speak French while 20 per cent are Dutch-speaking.)

**Q12 .A belief that the majority community should be able to rule a country in whichever way it wants, by disregarding the wishes and the needs of the minority is called\_\_\_\_\_.**

- (a) Majoritarianism                      (b) Power sharing                      (c) Central government  
(d) Community government

**Ans:** (a) Majoritarianism

**Q13.There are two statements given as Assertion (A) and Reason (R). Read both the statements and choose the correct option.**

Assertion (A) : Belgium amended their constitution four times.

Reason (R): Amendments were to enable everyone to live together in the same country.

(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 the Reason (R) is false.

(d) Assertion (A) is false, but the Reason (R) is true.

**Ans:** (a) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

**Q14. Consider the following two statements on power sharing and select the answer using the codes given below:**

(A) Power sharing is good for democracy.

(B) It helps to reduce the possibility of conflict between social groups.

OPTIONS:

(a) A is true but B is false.

(b) Both A and B are true.

(c) Both A and B are false

(d) A is false but B is true.

**Ans: (b) Both A and B are true.**

**Q15. Consider the following two statements given below on power sharing and select the answer using the codes Assertion (A) and code Reason (R):**

(A) The Belgium leaders recognized the existence of regional differences and cultural diversities.

(R) Between 1970 and 1993, they amended their constitution four times so as to work out an arrangement that would enable everyone to live together within the same country.

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: (a) Both A and R are true and R is the correct explanation of A.**

**Q16. Which one of the following religions were protected and fostered by Sri Lankans in their constitution?**

- (a) Christianity                      (b) Hinduism                      (c) Buddhism                      (d) Islam

**Ans: (c) Buddhism**

**Q17. Which one of the following is a major caste or ethnic group in Sri Lanka?**

- (a) Tamil and Muslim                      (b) Sinhala and Buddhists                      (c) Christian and Sinhala  
(d) Tamil and Sinhala

**Ans: (d) Tamil and Sinhala**

**Q18. When did Sri Lanka emerge as an independent country?**

- (a) 1947                      (b) 1948                      (c) 1949                      (d) 1956

**Ans: (b) 1948**

**Q19. In Belgium, out of the total population, 59 percent live in the Flemish region and speak \_\_\_\_\_ language.**

- (a) Dutch                      (b) French                      (c) English                      (d) German

**Ans: (a) Dutch**

**Q20. In Belgium, there were tensions between the Dutch-speaking and \_\_\_\_\_-speaking communities during the 1950s and 1960s.**

- (a) German                      (b) French                      (c) English                      (d) Russia

**Ans: (b) French**

**Q21. Most of the Sinhala speaking people of Sri Lanka are \_\_\_\_\_.**

- (a) Christians                      (b) Hindus                      (c) Buddhists                      (d) Muslims

**Ans: (c) Buddhists**

**Q22. In \_\_\_\_\_, an Act was passed to recognize Sinhala as the only official language, thus disregarding Tamil.**

- (a) 1958                      (b) 1956                      (c) 1968                      (d) None of the above

**Ans: (b) 1956**

**Q23. Which of the following statements are false about Power Sharing.**

- (a) Power sharing helps in reducing the conflicts between social groups.  
(b) Power sharing is a good way to help in establishing political order.  
(c) Power sharing is not the spirit of democracy.  
(d) All the above are false.

**Ans: (c) Power sharing is not the spirit of democracy.**



**Q24. Which of the following statements are true about power sharing?**

- (a) Power is shared among different organs of government.
- (b) Power can be shared among governments at different levels.
- (c) Power may also be shared among different social groups.
- (d) All the above statements are true.

**Ans: (d) All the above statements are true**

**Q25\_\_\_\_\_means a social division based on shared culture.**

- (a) Ethnic
- (b) Democracy
- (c) Secularism
- (d) None of the above

**Ans: (a) Ethnic**

**Q26\_\_\_\_\_in Belgium is a good example of power sharing among different social groups.**

- (a) Community Government
- (b) District Government
- (c) Central Government
- (d) State Government

**Ans: (a) Community Government**

**Q27.A system of 'checks and balance' is another name for which one of the following power-sharing arrangements:**

- (a) Power sharing among different social groups.
- (b) Vertical division of power or power shared among different organs of the government.
- (c) Horizontal division of power or power shared among different levels of government.
- (d) Power sharing in the form of political parties, pressure groups and governments.

**Ans: (c) Horizontal division of power or power shared among different levels of government.**

**Q28.Tamil natives of Sri Lanka are called the**

- (a) Indian Tamils
- (b) Muslim Tamils
- (c) Sri Lankan Tamils
- (d) Christian Tamils.

**Ans: (c) Sri Lankan Tamils**

**Q29. Which language was declared as the only official language of Sri Lanka by an Act passed in 1956?**

- (a) Tamil
- (b) Sinhala
- (c) Hindi
- (d) English

**Ans: (b) Sinhala**

**Q30. The people whose forefathers came from India to Sri Lanka as plantation workers during the colonial period are called \_\_\_\_\_.**

- (a) Sri Lankan Tamils      (b) Indian Tamils      (c) Tamil Indians      (d) Indian Sri Lankan

**Ans: (b) Indian Tamils**

**Q31. Which of the following statements accurately distinguishes between Majoritarianism and Power sharing?**

- (a). Majoritarianism emphasizes the dominance of the majority community, while Power sharing emphasizes the sharing of power among different groups.
- (b). Majoritarianism emphasizes the need for consensus building, while Power sharing emphasizes the exclusion of minority groups.
- (c). Majoritarianism emphasizes the importance of accommodating minority interests, while Power sharing emphasizes the need for majority rule.
- (d). Majoritarianism emphasizes the need for peaceful resolution of conflicts, while Power sharing emphasizes the use of force to impose the majority's will.

**Ans:(a). Majoritarianism emphasizes the dominance of the majority community, while Power sharing emphasizes the sharing of power among different groups.**

**Q32. The Community Government signifies:**

- (a) The powers of government regarding community development.
- (b) The powers of the government regarding law making for the community.
- (c) The powers of the government regarding cultural, educational and language related issues.
- (d) The government enjoys privileges to safeguard the interest of a particular community.

**Ans: (c) The powers of the government regarding cultural, educational and language related issues.**

**Q33. Majoritarianist constitution was adopted by:**

- (a) Belgium      (b) India      (c) Sri Lanka      (d) Pakistan

**Ans: (c) Sri Lanka**

**Q34. Which of the following preferential policies were followed by the governments in Sri Lanka?**

- (i) Recognized Tamil as the only official language, thus disregarding Sinhala.
- (ii) Favored Sinhala applicants for university positions and government jobs.
- (iii) The state shall protect and foster Buddhism.
- (iv) Favored Tamil students for government jobs.

Select correct option.

- (a) (i), (ii), (iii) and (iv)      (b) (ii), (iii) and (iv)      (c) (ii) and (iii)      (d) (i) and (iv)

**Ans: (c) (ii) and (iii)**

**Q35. In the question given below, there are two statements marked as Assertion (A) and Reason (R) Read the statements and chose the correct option:**

Assertion (A): There were tensions between the Dutch-speaking and French-speaking communities during the 1950s and 1960s in Belgium.

Reason (R): French-speaking community was relatively rich and powerful, which was resented by the Dutch-speaking community who got the benefit of economic development and education much later.

- (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: (a) Both A and R are true and R is the correct explanation of A.**

**Q36. Name the regions where Srilankan Tamils are concentrated:**

- (a) South Western Sri Lanka      (b) Central Sri Lanka  
 (c) Northern and Eastern Sri Lanka      (d) None of the above

**Ans: (c) Northern and Eastern Sri Lanka**

### **SHORT ANSWER TYPE QUESTIONS**

**Q1. What is power sharing? Why power sharing is essential for democracy?**

**Ans.** Power sharing means sharing of responsibilities and powers by the different organs as well as levels of the government. Power sharing helps to reduce the possibility of conflict between social groups.

**Q2. What led to tensions between the Dutch speaking and French speaking communities in Belgium during 1950s and 1960s**

**Ans. (a)** The reason that led to tensions between the Dutch speaking and French speaking communities in Belgium -

- The minority French-speaking community was relatively rich and powerful.
- This was resented by the Dutch-speaking community who got the benefit of economic development and education much later

**Q3. Give an account of ethnic composition of Sri Lanka.**

**Ans:** 1. Sri-Lanka an Island nation.

2. Sri Lanka has a diverse population. The major social groups are the Sinhala-speakers (74 per cent) and the Tamil-speakers (18 per cent).

3. Among Tamils there are two subgroups. Tamil natives of the country are called 'Sri Lankan Tamils' (13 per cent).

4. Others group, whose forefathers came from India as plantation workers during colonial period, are called 'Indian Tamils'.

5. Sri Lankan Tamils are concentrated in the north and east of the country. Most of the Sinhala-speaking people are Buddhist, while most of the Tamils are Hindus or Muslims.

6. There are about 7 per cent Christians, who are both Tamil and Sinhala.

**Q4. Describe any three 'majoritarian measures' taken by the Sri Lankan Government to establish Sinhala Supremacy.**

**Ans.** After independence, in 1948, the democratically elected Sri Lankan Government adopted a series of majoritarian measures to establish Sinhala supremacy by passing an Act in 1956.

(a) Sinhala was recognized as the only official language in Sri Lanka.

**Tamil language was not given due importance.**

(b) The Sri Lankan Government formulated a policy in which only Sinhala applicants were preferred for positions in university and Government jobs.

(c) The new constitution of Sri Lanka declared that Buddhism would be promoted by the state. All these government measures gradually increased the feeling of alienation among the Sri Lankan Tamils.

**Q5. Why did civil war break out in Sri Lanka? List the results of the civil war.**

**Ans.** The distrust between Tamil speaking and the Sinhalese over the majoritarianism issue resulted in a widespread conflict which soon turned into a civil war.

The results of the civil war were as follows:

(a) Thousands of people of both the communities were killed.

(b) Many families were forced to leave the country.

(c) Many people lost their livelihood.

(d) Sri Lanka, in general, suffered from an economic crisis.

**Q.6. Differentiate horizontal and vertical power sharing in modern democracies.**

**Ans.** Difference between Horizontal and Vertical division of powers.

### **Horizontal Division of Powers**

- (a) Horizontal division of powers is such a power sharing arrangement in which power is shared among different organs of government such as the legislature, executive and judiciary.
- (b) In horizontal division of powers, different organs of government exercise different powers, i.e., there is a concept of separation of powers.
- (c) Horizontal distribution specifies the concept of checks and balances in order to check the exercises of unlimited powers of the organs.
- (d) Horizontal distribution of power ensures the concept of the expansion of democracy.

### **Vertical Division of Powers**

- (a) In Vertical division of powers, power can be shared among governments at different levels like union, state and local levels of such government, i.e., it involves higher and lower levels of government.
- (b) In vertical division of powers, constitution clearly lays down the powers of different levels of government.
- (c) But, there is no such concept of checks and balances in the vertical division because powers are clearly given by the constitution from the higher level to the lower level.
- (d) Vertical division of powers promotes the concept of deepening of democracy.

### **LONG ANSWER TYPE QUESTIONS**

**Q1. What are the Different forms of power sharing in modern democracies? Give an example of each of these.**

**Ans:** Power sharing in democracy is a complex arrangement. In modern democracy, there are a variety of methods in which power is shared. These methods are enumerated below:

**(a) Horizontal form of power sharing:** When power is shared among the various organs at the same level, viz. legislature, executive and judiciary, it is known as horizontal form of power sharing. This form of power sharing ensures that none of the organs of the government gets unlimited power. Each organ keeps a check on the other. This arrangements is called a system of Checks and balance.

**(b) Vertical form of power sharing:** When power is shared among the highest and the lowest authority of the government at different levels, it is known as vertical form of power-sharing. In this system, power is shared at national, state and local levels.

**(c) Power sharing among different social groups:** Power may also be shared among different social groups. In a diverse country like India, there are various social, linguistic and

caste groups and power is shared among each group.

For example, in India, minorities, OBCs, SCs, and STS are given a fair share in power. This kind of power sharing is used to ensure adequate representation of each community.

**(d) Power sharing among different Political Parties Pressure Groups and movements:**

- In a democracy, power is shared among different political parties, pressure groups and movements.
- Democracies provide the citizen a choice to choose their representatives.
- Such a choice is provided by various political parties, who contest elections to win them.
- Such a competition ensures that power does not remain in one hand and is shared among different political parties representing different ideologies and social groups.

**Q2. State one prudential reason and one moral reason for power sharing with an example from the Indian context.**

**Ans. (a) Prudential reason:**

- Prudential reasons are based on careful calculation of gains and losses.
- It reduces the possibility of conflict between social groups.
- To bring out better outcomes.
- To maintain the unity of the country.

Reserved Constituencies for minorities and women in Assemblies and Parliament is the best example of Prudential reason of power sharing in India.

**(b) Moral reason:**

- It is the very spirit of democracy.
- people have a right to be consulted on how they are to be governed.
- Moral reasons emphasize the very act of power sharing as valuable. Decentralization of powers in India is the best example of moral reason of power sharing.

**Q3. Describe any three demands of the Sri Lankan Tamils. How did they struggle for their demands?**

**Ans: Following were the three demands of Sri Lankan Tamils:**

(a) Recognition of Tamil as an official language.

(b) Regional autonomy.

(c) Equality of opportunity in securing education and jobs.

In order to protest for their demand they started a political struggle in the way of conflict with the government.

(a) By 1980s several political organizations were formed demanding an independent Tamil Eelam (State) in northern and eastern parts of Sri Lanka.

(b) The distrust between the two communities turned into wide spread conflict which soon turned into a civil war.

(c) As a result thousands of people of both communities were killed, causing a terrible setback to the social, cultural and economic life of the country.

**Q4. What are some of the basic elements of the Belgium model of power sharing?**

**Ans:** After the four amendments in the Constitution, the Belgian leaders worked out a very different and innovative power sharing arrangement known as Belgian Model.

**The elements of Belgian government are:**

**(a) CENTRAL GOVERNMENT-**

Dutch and French speaking ministers have been given equal in the central government

**(b) STATE GOVERNMENT.**

The state governments are not treated as the subordinate to the central government.

**(c) Equal Representation in Capital Brussels.**

In Brussels, the capital city of Belgium, has given equal representation to both the French and Dutch speaking people.

**(d) Community Government.**

- The Belgian model introduced a new concept of third kind of government, i.e., the Community Government- of Dutch French, and German-speaking.
- His government is elected by the people belonging to one language community.
- This government has the power regarding cultural educational and language related issues.

The system is complicated but useful. This arrangement ensures the promotion, and protection of cultural and linguistic diversity.

**Q5. What does the sharing of power among political parties, pressure groups and movements ensure?**

**Ans.(a)** The sharing of powers among political parties, pressure groups and movements ensures the influence in decision making process as democracy implies people's choice among various contenders.

(b) Regarding political parties this sharing takes place in the way of political competition among different parties. This in turn ensures that power does not remain in one hand.

(c) In the case of coalition government this sharing becomes direct when two or more parties form an alliance to contest election and if their alliance is elected.

(d) At the same time, pressure group and movements influence power sharing through dharna, rallies, protest, strike etc.

(e) In another way by becoming the member of committee or a part of the planning commission power can be shared for advocating better policies.

### **CASE-BASED QUESTIONS**

#### **Q1. Read the given extract and answer following questions.**

Power sharing arrangements can also be seen in the way political parties, pressure groups and movements control or influence those in power. In a democracy, the citizens must have freedom to choose among various contenders for power. In contemporary democracies, this takes the form of competition among different parties. Such competition ensures that power does not remain in one hand. In the long run, power is shared among different political parties that represent different ideologies and social groups. Sometimes this kind of sharing can be direct, when two or more parties form an alliance to contest elections. If their alliance is elected, they form a coalition government and thus share power. In a democracy, we find interest groups such as those of traders, businessmen, industrialists, farmers and industrial workers. They also will have share in governmental power, either through participation in governmental committees or bringing influence on the decision-making process.

**Q1. Power sharing is an essential component of democracy.' Give one example to prove the statement.**

**Ans** (i) It helps in reducing the possibility of conflict between the social groups.

(ii) Power sharing is a good way to ensure the stability of political order.

**Q2. How is alliance building an example of power sharing?**

**Ans** (i) When two or more parties form an alliance to contest elections or to form a government is called as sharing of power.

(ii) Alliance could be between regional and national parties which is again an example of power sharing.

(iii) Political ideas are shared.

**Q3. How Political parties, pressure groups and movements help in controlling or influencing those who are in power?**

**Ans** Political parties, pressure groups and movements help in controlling or influencing those who are in power either through participation in governmental committees or bringing influence on the decision-making process.



**Q2. Read the source given below and answer the following questions:**

Belgium is a small country in Europe, smaller in area than the state of Haryana. It has borders with France, the Netherlands, Germany and Luxembourg. It has a population of a little over one crore, about half the population of Haryana. The ethnic composition of this small country is very complex. Of the country's total population, 59 per cent lives in the Flemish region and speaks Dutch language. Another 40 per cent people live in the Wallonia region and speak French. Remaining one per cent of the Belgians speak German. In the capital city Brussels, 80 per cent people speak French while 20 per cent are Dutch speaking.

**1. What was the problem in Brussels?**

**Ans.** Dutch speaking people constitute a majority in country but minority in Brussels.

**2. With which countries does Belgium share its boundaries?**

**Ans.** France, Netherlands, Germany and Luxembourg.

**3. The ethnic composition of Belgium is very complex. Justify the statement.**

**Ans.** The ethnic composition of Belgium is very complex as of its total population, 59% lives in Flemish region and speak Dutch.

- Another 40% live in Wallonia region and speak French.
- Remaining 1% Speak German.
- In the capital Brussels, 80% speak French while 20% speak Dutch.

**Q3. Read the source given below and answer the following questions:**

Sri Lanka is an island nation, just a few kilometers off the southern coast of Tamil Nadu. It has about two crore people, about the same as in Haryana. Like other nations in the South Asia region, Sri Lanka has a diverse population. The major social groups are the Sinhala-speakers (74 per cent) and the Tamil-speakers (18 per cent). Among Tamils there are two sub-groups. Tamil natives of the country are called 'Sri Lankan Tamils (13 per cent)'. The rest, whose forefathers came from India as plantation workers during colonial period, are called 'Indian Tamils'.

**1. Name the two sub-groups of Tamils.**

**Ans:** Sri Lankan Tamils and Indian Tamils.

**2. What is the population of Sri Lanka?**

**Ans:** Population of Sri Lanka is about two crore

**3. Which is the best solution to rule out to possibility of tension and conflict leading to a messy partition of a country?**

**Ans:** The best solution to rule out the possibility of tension and conflict leading to a messy partition of a country is to recognizing the existence of regional differences and cultural diversities.

**Q4. Read the source given below and answer the following questions:**

There is a second, deeper reason why power sharing is good for democracies. Power sharing is the very spirit of democracy. A democratic rule involves sharing power with those affected by its exercise, and who have to live with its effects. People have a right to be consulted on how they are to be governed. A legitimate government is one where citizens, through participation, acquire a stake in the system.

**1. What is the importance of power sharing?**

**Ans:** Power sharing helps reducing the possibility of conflict between different social groups.

**2. Define Power Sharing?**

**Ans:** The distribution of power among organs of government such as legislative, executive and judiciary is called power sharing.

**3. Why power sharing is the very spirit of democracy?**

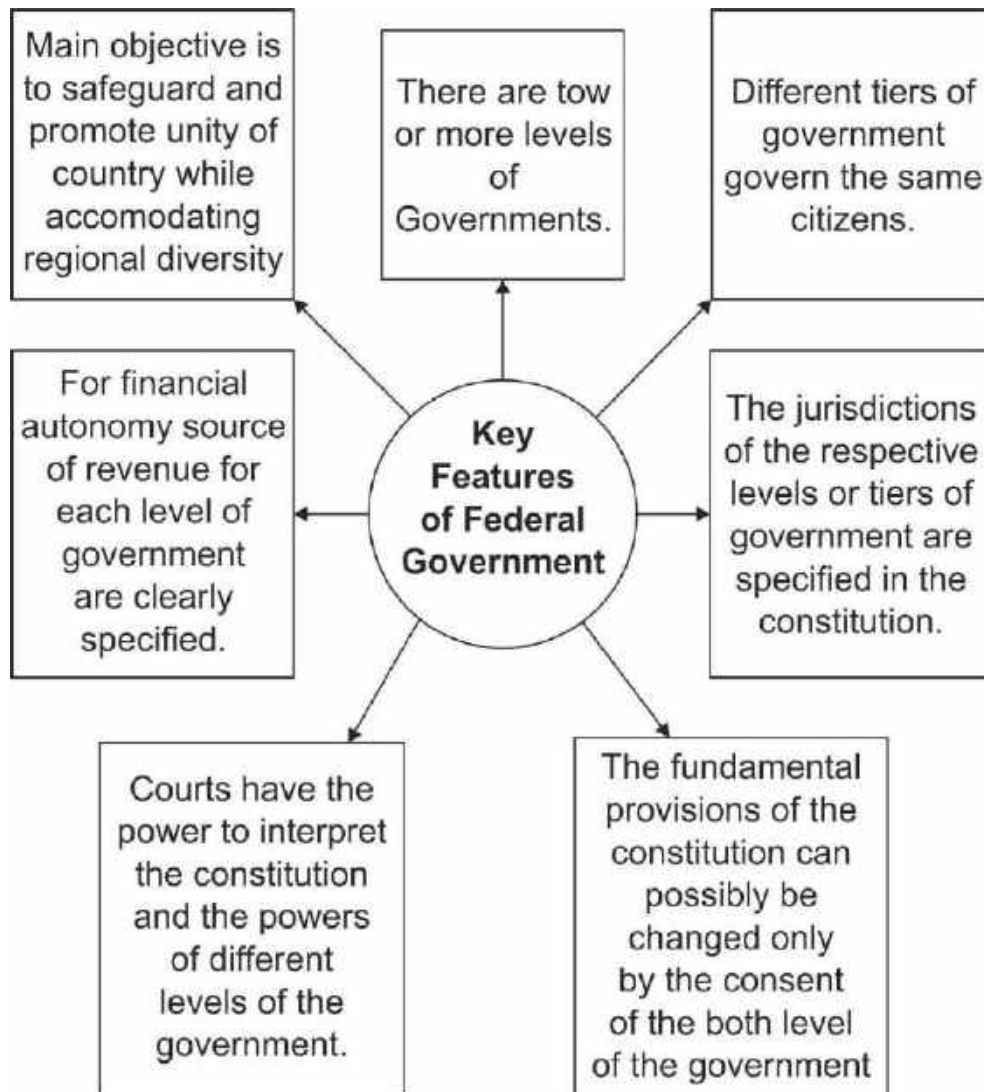
**Ans:** It is because a democratic rule involves sharing power with those affected by its exercise and who have to live with its effect

## CHAPTER 2

### FEDERALISM

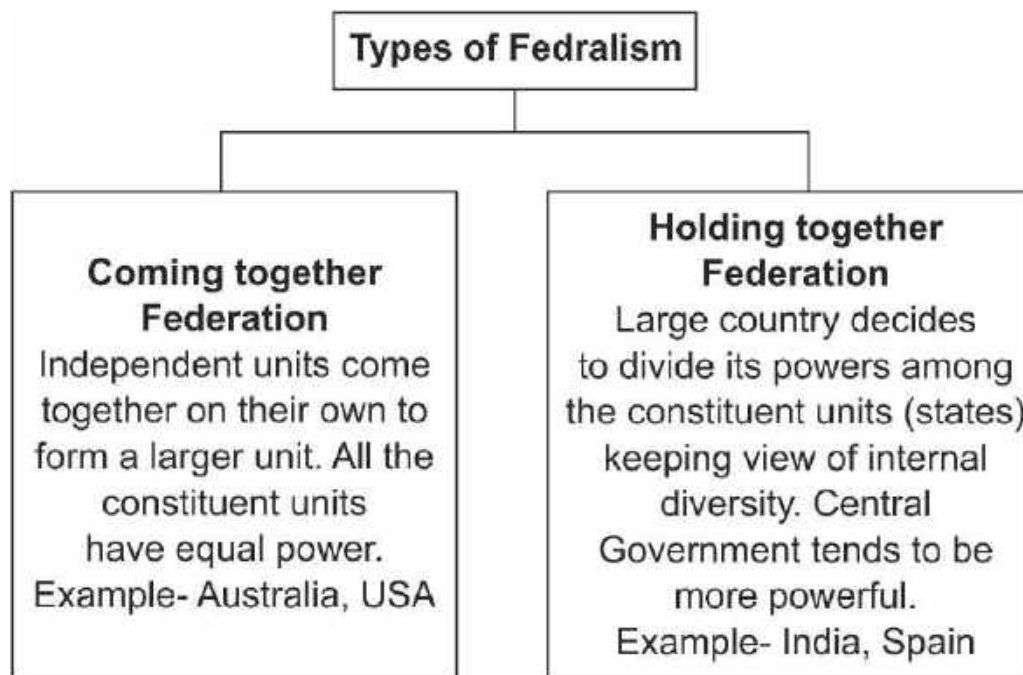
#### Points to remember:

- In the previous chapter through the examples of Belgium and Srilanka we have studied about power sharing. There we saw that through the constitutional amendment of 1993 Belgium shared the power with different ethnic groups and solved the problem of conflicts on the other hand Sri Lanka acted opposite and the result was civil war.



- Federalism is a system of government in which the power is divided between two or more levels. One is the government for the entire country that is usually responsible for a few subjects of common national interest. The others are government at the level of provinces or state that look after much of the day- to- day administration of their state. Both these levels of government enjoy their power independent of each other.

<b>Federal Government</b>	<b>Unitary Government</b>
Two or more levels of governments.	Only one level of government or the sub-units are subordinate to the central government.
Central government cannot order the state government to do something.	Central government can order the state government to do something.
State government has powers of its own for which it is not answerable to the central government.	State governments are answerable to central government
Examples- India, Canada, Germany	Example- France, China, Japan



- India emerged as an independent nation after a painful and bloody partition. Soon after Independence several princely states became the part the country. The constitution clearly provided a threefold distribution of legislative powers between the Union government and state government. These are-

Union List	State List	Concurrent list
<p>It includes the subjects of national importance such as-defense, foreign affairs, banking, communications and currency. These matters are included in this list as it needs a uniform policy throughout the country. The union Government alone can make laws relating to the subjects mentioned in the union list. Earlier there were only 97 subjects but presently it includes 100 such subjects.</p>	<p>It contains subjects of State and local importance such as police, trade, commerce, agriculture and irrigation. The state government alone can make laws relating to the subjects mentioned in this list. Earlier there were only 66 subjects but presently it includes 61 subjects.</p>	<p>It includes subjects of common interest to both the Union government as well as the state governments such as education, forest trade unions, marriage, adoption and succession. Both the union and the state government can make laws on the subjects mentioned in the list. If their laws conflict with each other the law made by the central government will prevail. Earlier there were only 47 subjects but presently it includes 52 subjects.</p>

- What about subjects that do not fall in any of the three lists? Or subjects like computer software that came up after the constitution was made? According to our constitution the union government has the power to legislate on these 'Residuary subjects'.
- The sharing of power between the Union government and the state government is basic to the structure of the constitution. It is not easy to make changes to this power sharing arrangement. The parliament cannot on its own change this arrangement. Any change to it has to be first passed by both the Houses of the Parliament with at least two-thirds majority. Then it has to be rectified by the legislatures of at least half of the total states.
- In case of any dispute about the division of powers, the High Courts and the Supreme courts make a decision. The Union and state governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them.

### **Linguistic States:**

- The creation of Linguistic states was the first and a major test for democratic politics in our country.
- Boundaries of many previous states were changed in order to create new states.
- When the demand for the formation of states on the basis of language was raised, some national leaders feared that it would lead to the disintegration of the country.
- The central government resisted linguistic States for some time but the experience has shown that the formation of linguistic states has actually made the country more united
- It has also made administration easier.
- Some states were created not on the basis of language but to recognize difference based on the culture, ethnicity or geography.

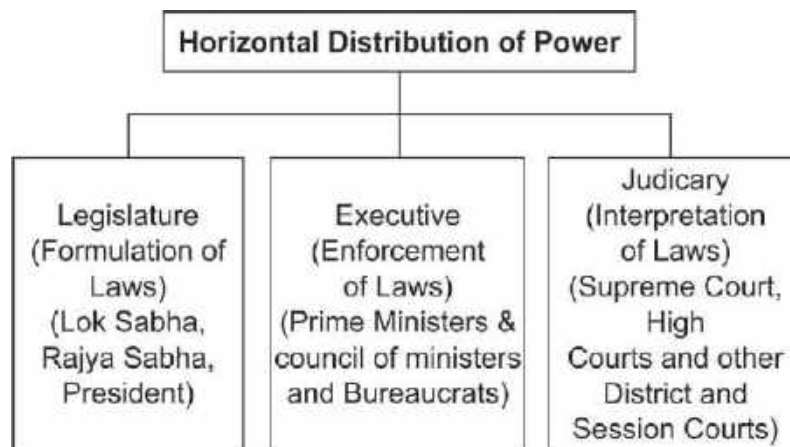
### **Language Policy:**

- A second test for Indian federation is the language policy.
- Our constitution did not give the status of national language to any one language. Hindi was identified as the official language. But Hindi is the mother tongue of only about 40 % of Indian therefore there were many safeguard to protect other languages.
- Besides Hindi, there are 21 other languages recognized as Sched- uled Language by the constitution.
- A candidate in an examination conducted for the central government positions may opt to take the examination in any of these languages.
- States too have their own official languages. Much of the government work takes place in the official language of the concerned states.
- According to the Constitution the use of English for official purposes was to stop in 1965 but many non-Hindi speaking states demanded that the use of English continue.
- In Tamilnadu this movement took a violent form. The Central Govern- ment responded by agreeing to continue the use of English along with Hindi.
- Many critics think that this solution favoured the English- speaking elite.
- Promotion of Hindi continues to be the official policy the Government of India. Promotion does not mean that the central Government can impose Hindi on States where people speak a different language.

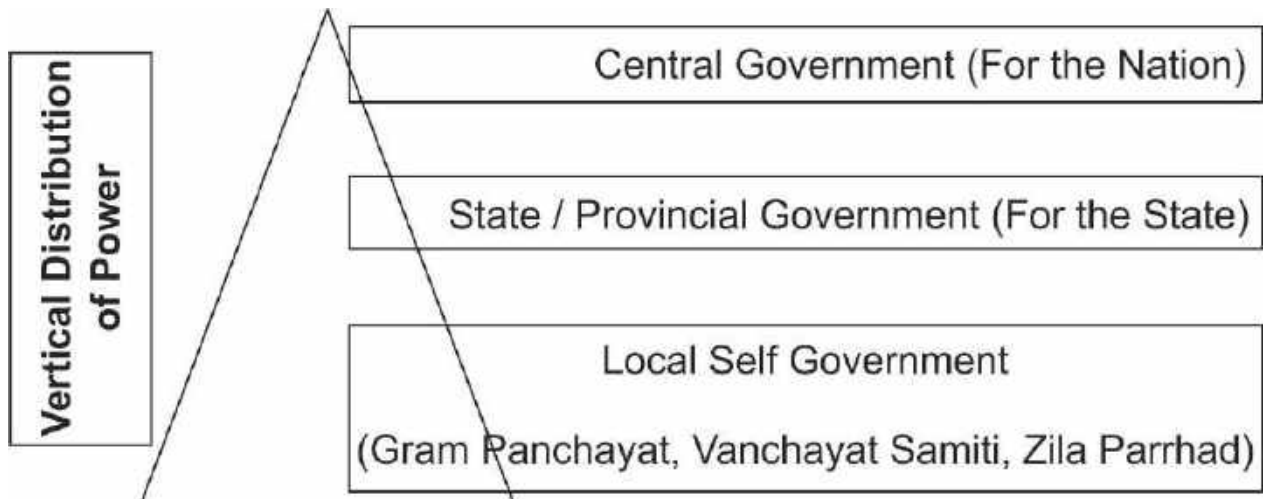
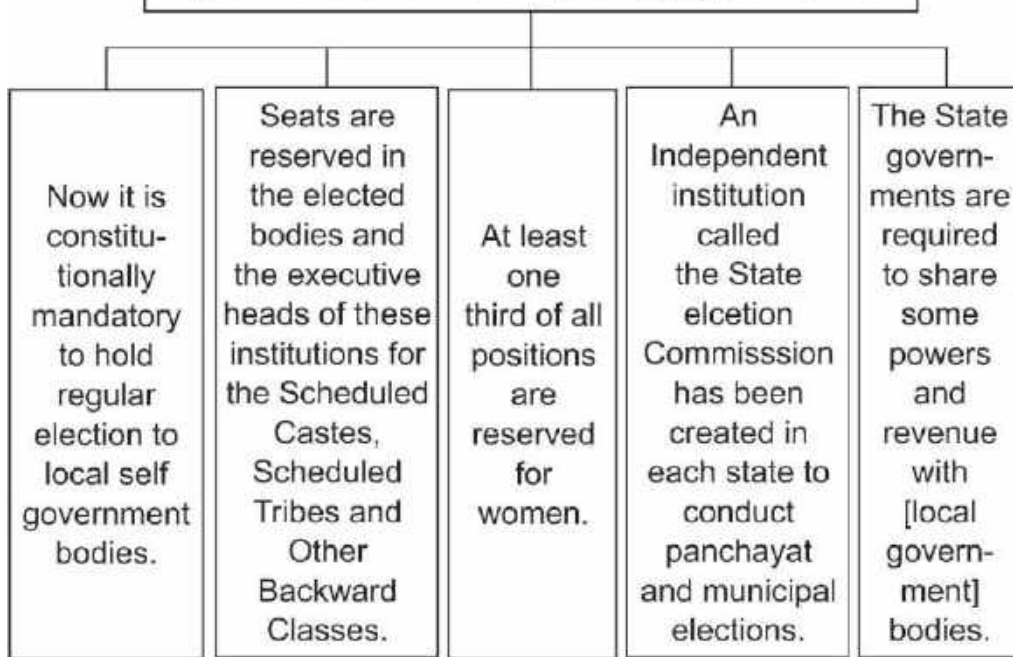
- The flexibility shown by the Indian political leaders helped our country avoid the kind of situation that Sri Lanka finds itself in.

### **Centre- State relation**

- How the constitutional arrangements for sharing power works in real- ity depends to a large extent on how the ruling parties and leaders follow these arrangements.
- For a long time, the same party ruled both at the centre and in most of the states. This meant that the State Governments did not exercise their rights as autonomous federal units.
- As and when the ruling party at the State level was different, the par- ties that ruled at the Centre tried to undermine the power of the States. In those days, the central Government would often misuse the Constitution to dismiss the state governments that were controlled by the rival parties.
- This undermined the spirit of federalism. All this changed significantly after 1990. This period saw the rise of regional political parties in many States of the country. This was also the beginning of the era of Coalition Governments at the centre.
- Since no single party got clear majority in the Lok Sabha, the major national parties had to enter into an alliance with many parties including several regional parties to form a government at the centre.
- This led to a new culture of power sharing and respect for the autonomy of State Governments.
- This trend was supported by a major judgement of the Supreme Court that made it difficult for the Central Government to dismiss state governments in an arbitrary manner.
- Thus, federal power sharing is more effective today than it was in the early years after the constitution came into force.



### Major Provision of Panchayati Raj System of 1992



#### Gram Panchayat:

- Rural local government is popularly known by the name of Panchayati Raj.
- Each village or a group of villages in some states has a gram Panchayat.
- This is a council consisting of several ward members often called panch and a president or Sarpanch.
- They are directly elected by all the adult population living in that ward or village.
- It is the decision-making body for the entire village. The Panchayat works under the overall supervision of gram Sabha. It has to meet at least twice or thrice in a year to approve the annual budget of the gram Panchayat and to review the performance of the gram Panchayat.

#### Panchayat Samiti:

- The local government structure goes right up to the district level. A few gram panchayats are grouped together to form what is usually called a Panchayat samiti or block or mandal. The



members of this representative body are elected by all the Panchayat members in that area.

### **Zila Parishad:**

- All the Panchayat samities or mandals in a district together constitute the zila parishad. Most members of the zila parishad are elected. Members of Lok Sabha and MLA of that district and some other officials of the other district level bodies are also its members. Zila parishad chairperson is the political head of the zila parishad.

### **Municipalities/ Municipal corporations:**

- Similarly local government bodies exist for urban areas as well. Municipalities are set up in towns. Big cities are constituted into municipal corporations. Both Municipalities and municipal corporations are controlled by elected bodies consisting of people's representatives. Municipal chair person is the political head of the municipality. In a municipal corporation such an officer is called the mayor.

**MULTIPLE CHOICE QUESTIONS**

**Q1 Match Column I with Column II and choose the correct option.**

**Column I**

- i. Union List
- ii. State List
- iii. Concurrent List
- iv. Residuary Subjects

**Column II**

- 1. Agriculture
- 2. Computer Software
- 3. Banking
- 4. Education

Options:

(a) i - 3 ii - 1 iii - 4 iv - 2

(b) i - 4 ii - 3 , iii - 2 iv - 1

(c) i - 2 ii - 4 iii - 3 iv - 1

(d) i - 1 ii - 2 iii - 3 iv - 4

**Ans: (a) i - 3 ii - 1 iii - 4 iv - 2**

**Which one of the following is an example of 'coming together federation'?**

- (a) India                      (b) USA                      (c) Belgium                      (d) Spain

**Ans: (b) USA**

**Q2. Consider the following statements regarding language policy of Indian Federation.**

- (1) Hindi was identified as the official language.
- (2) Besides Hindi, there are 21 other languages recognized as scheduled languages.
- (3) English can be used along with Hindi for official purpose.

Choose the right option from the following:

- (a) 1 and 3                      (b) 1 and 2                      (c) only 1                      (d) 1, 2 and 3

**Ans: (d) 1, 2 and 3**

**Q3. Fill in the blank by choosing the most appropriate option:**

\_\_\_\_\_ is a system of government in which the power is divided between a central authority and various constituent units of the country.

- (a) Dictatorship                      (b) Unitary system                      (c) Monarchy                      (d) Federalism

**Ans: (d) Federalism**

**Q4. Which one of the following countries is the example of 'Holding together federation'?**

- (a) Australia            (b) India            (c) U.S.A.            (d) Switzerland

**Ans: (b) India**

**Q5. On which of the following subjects can both the Union as well as the State Governments make laws?**

- (a) Communications            (b) Defence            (c) Trade Unions            (d) Agriculture

**Ans: (c) Trade Unions**

**Q6. Which one of the following subjects is included in the Concurrent List?**

- (a) Trade            (b) Commerce            (c) Agriculture            (d) Marriage

**Ans: (d) Marriage**

**Q7. On which basis were states like Nagaland, Uttarakhand and Jharkhand created?**

- (a) On the basis of history            (b) On the basis of culture and ethnicity  
(c) On the basis of religion            (d) On the basis of administrative efficiency

**Ans: b) On the basis of culture and ethnicity**

**Q8. Who presides over the meetings of Municipal Corporations?**

- (a) District Magistrate            (b) Mayor            (c) Deputy Mayor            (d) Governor

**Ans: (b) Mayor**

**Q9. Which of the following group of countries are an example of coming together federation?**

- (a) India, USA, Belgium            (b) USA, Switzerland, Australia  
(c) India, Belgium, Spain            (d) USA, Spain, Australia

**Ans: (b) USA, Switzerland, Australia**

**Q10. Which of the following pair of languages is not included in the Eighth Schedule of the Indian Constitution?**

- (a) Pali and Tulu            (b) Bodo and Maithili            (c) Nepali and Oriya            (d) Sindhi and Urdu

**Ans: (a) Pali and Tulu**

**Q11. Which of the following pairs of subjects are not associated with the union list?**

- (a) Education and Marriage            (b) Communications and currency  
(c) Foreign Affairs and Currency            (d) Banking and Defence

Ans: (a) Education and Marriage

**Q12. Which of following language is spoken by the majority of our population?**

- (a) English                      (b) Hindi                      (c) Bengali                      (d) Punjabi

**Ans: (b) Hindi**

**Q14. How is Panchayat Samiti formed?**

- (a) By a few gram panchayats when are grouped together.  
 (b) By most members of the zila parishad  
 (c) By all MPs and MLAs in the block  
 (d) None of the above us

**Ans. (a) By a few gram panchayats when are grouped together.**

**Q15. Which of the following is an advantage of the local government in India?**

- (a) It has deepened the democracy in our country.  
 (b) It has uprooted the democracy at local level in our country.  
 (c) It has failed in conducting the regular elections of local bodies.  
 (d) It has given more power to the local government when compared to the centre.

**Ans. (a) It has deepened the democracy in our country**

**Q16. Fill in the blank**

Australia is an example of \_\_\_\_\_ type of federation.

**Ans. Coming together**

**Q17. Fill in the blank**

India, Spain and Belgium are examples of the \_\_\_\_\_ type of federations.

**Ans. Holding Together**

**Q18. Match Column I with Column II and choose the correct option:**

Column I	Column II
A) Union List	(1) Computer- related matter
B) State List	(2) Forest
C) Concurrent List	(3) Police
D) Subsidiary Matters	(4) Defence

a) (A)-(IV) (B)-(III) (C)-(II) (D)-(1)

(b) (A)-(1) (B)-(II) (C)-(III) (D)-(IV)

(c) (A)-(IV) (B)-(III) (C)-(II) (D)-(1)

(d) (A)-(II) (B)-(1) (C)-(III) (D)-(IV)

**Ans : (c) (A)-(IV) (B)-(III) (C)-(II) (D)-(1)**

**19. In each of the following Assertion (A) is given followed by a statement of Reason (R).**

**Assertion (A):** Belgium shifted from unitary to a federal form of government.

**Reason (R):** Federal Governments last longer.

**Select the correct answers to codes (a), (b), (c) or (d) as given below.**

(a) Both (A) and (R) are true and (R) is the correct a statement of corresponding 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.

**Ans. (b) Both (A) and (R) are true but (R) is not the correct explanation of (A).**

**Q20. Match List I with List II and select the correct answer using the codes given below the lists:**

List 1

List 2

1. Union of India

A. Prime Minister

2. State

B. Sarpanch

3. Municipal Corporation

C. Governor

4. Gram Panchayat

D. Mayor

(a) D A B C

(b) B C D A

(c) A C D B

(d) C D A B

**Ans: (c) A C D B**

**Q21. Which one of the following subjects comes under the legislation of Centre and State in India?**

(a) Education

(b) Forests

(c) Banking

(d) Trade

**Ans: (a) Education**

**Q 22. Match Column A to Column B.**

Column I	Column II
A. Union List	(i) trade unions, marriage, adoption and succession
B. State List	(ii) defence of the country, foreign affairs, banking. communications and currency
C. Concurrent List	(iii) police, trade, commerce, agriculture and irrigation
(a) (A)-(ii), (B)-(i), (C)-(iii)	(b) (A)-(ii), (B)-(iii), (C)-(i)
(c) (A)-(i), (B)-(ii), (C)-(iii)	(d) (A)-(i), (B)-(iii), (C)-(ii)

**Ans: (b) (A)-(ii), (B)-(iii), (C)-(i)****Q23. Which of the following countries is an example of 'Coming Together Federation'**

- (a) India                      (b) Sri Lanka                      (c) USA                      (d) Belgium

**Ans: (c) USA****Q24. What is the meaning of "jurisdiction"?**

- (a) The decision of the judiciary  
 (b) The area over which someone has legal authority  
 (c) The state with extra constitutional powers  
 (d) The authority of Central government over all subjects

**Ans: (b) The area over which someone has legal authority****Q25. The first and major test for democratic politics in our country was the**

- (a) caste problem.                      (b) language problem.  
 (c). problems related to union territories.                      (d) creation of linguistic state.

**Ans: (d) creation of linguistic state****Q26. Different tiers of government govern the same citizens, but each tier has its own-----**

- (a) administration                      (b) jurisdiction                      (c) execution                      (d) policies

**Ans: b) Jurisdiction****Q27. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and chose the correct option:**

Assertion (A): The second route to form a federation is where a large country decides to divide its power between the constituent States and the national government.

Reason (R): USA, Switzerland and Australia fall under this category.

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 correct but R is wrong.
- (d) A is wrong but R is correct.

**Ans: (c) A is correct but R is wrong.**

**Q28. The constitution declares India as a \_\_\_\_\_.**

- (a) Colonial state
- (b) Political state
- (c) Federal state
- (d) Union of states

**Ans: (d) Union of states**

**Q29 Who is answerable to whom in federal government?**

- (a) State government is answerable to central government.
- (b) Central government to state government.
- (c) Both state and central governments are answerable to people.
- (d) Everyone is answerable to everyone.

**Ans: (c) Both state and central governments are answerable to people.**

**Q30. In a 'Holding together federation':**

- (i) A large country divides its power between constituent states and the national government.
- (ii) The Central government tends to be more powerful vis-a-vis the States.
- (iii) All the constituent states usually have equal powers.
- (iv) Constituent states have unequal powers.

**Q31. Which of the above statements are correct?**

- (a) (i), (ii), (iii) and (iv)
- (b) (i) and (iv)
- (c) (ii) and (iii)
- (d) (i), (ii) and (iv)

**Ans: (d) (i), (ii) and (iv)**

**Q32.What are the dual objectives of the federal system?**

1. to safeguard and promote unity of the country
2. to accommodate the majority community
3. to accommodate regional diversity
4. to settle dispute between governments

(a) 1 and 3            (b) 2 and 4            (c) 1 and 4            (d) 2 and 3

**Ans: (a) 1 and 3**

**Q33.Which of these is incorrect about federalism?**

- (a) Two or more level of government            (b) Different citizens, the same jurisdiction  
(c) Superiority of the constitution            (d) Strict constitution

**Ans: (b) Different citizens, the same jurisdiction**

**Q 34. Who can make laws relating to the subjects mentioned in the Residuary list?**

- (a) Local Government    (b) State Government    (c) Union Government    (d) State and Union

**Ans: (c) Union Government**

**Q35. The distinguishing feature of a federal government is:**

- (a) National government gives some powers to the provincial governments.  
(b) Power is distributed among the legislature, executive, and judiciary.  
(c) Elected officials exercise supreme power in the government.  
(d) Governmental power is divided between different levels of government.

**Ans: (d) Governmental power is divided between different levels of government.**

**SHORT ANSWER TYPE QUESTION****Q1. What are the two levels of federalism?**

**Ans.** Federalism has two levels of government:

- (i) One is the government for the entire country that is usually responsible for a few subjects of common national interest.  
(ii) The others are governments at the level of provinces or states that look after much of the day-to-day administering of their state.

**Q2. What is the role of the judiciary in a federal system?**

**Ans.** (i) The Judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures.

(ii) In case of any dispute about the division of powers, the High Courts and the Supreme



Court make a decision.

(iii) The Union and State governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them.

**Q3. How is Panchayat Samiti formed and at what level?**

**Ans.**(i) Panchayat Samiti is formed at the block level.

(ii) The members of this representative body are elected by all the Panchayat members in that area.

(iii) A few Gram Panchayats are grouped together to form a Panchayat Samiti or Block or Mandal.

**Q4. What is Panchayati Raj?**

**Ans.** (i) Rural local government is popularly known by the name of Panchayati Raj.

(ii) It has been divided into three tiers or three levels.

(iii) At the village level, there is a Gram Panchayat; at the block level, there is a Block Committee and at the district level, there is a Zila Parishad.

**Q5. Which two aspects are crucial for the practice of Federalism?**

**Ans.** (i) Government at different levels should agree to some rules of power sharing.

(ii) They should also trust that each would abide by its part of the agreement.

**Q6.Explain rural government ?**

**1. Gram Panchyat –**

- Each village or a group of villages in some states has gram panchyat.
- It is the decision making body for the entire village Panchyat works under overall supervision of gram sabha.
- All voters in the village are members of gram sabha.
- It has to meet at least twice or thrice in a year to approve the annual budget

**2. Panchyat Samiti/Block:**

- A few gram panchvats are grouped together to form panchayat samiti or block.
- The members of this representative body are elected by all panchyat members in that area.

**3. Zila Parishad-** All panchyat samitis in a district together constitute Zila Parishad.

Most members of the zila parishad are elected.

Zila Parishad chairperson is political head of the Zila Parishad.

**Q7. Explain urban local government.**

**ANS.** Local government bodies exist for urban areas as well.

- Municipalities are set up in towns.
- Big cities are constituted into municipal corporations.
- Both municipalities and municipal corporations are controlled by elected bodies consisting of people's representatives.
- Municipal chairperson is the political head of the municipality.
- In a municipal corporation, such an officer is called the Mayor.

**Q8. Explain five changes towards decentralization brought in the Constitution after the amendments made in 1992 .**

**Ans.** The provisions of Constitutional Amendments are as follows

- 1 Constitutionally mandatory to hold regular election to local government bodies.
- 2 Reservation of seats for SC ST and OBC
3. One third i.e 33 per cent seats are reserved for women
4. State Election Commission has been created to conduct Panchayat and Municipal election
- 5 The state governments are required to share some powers and revenue with local Government bodies.

**Q9. State any two differences between the local government before and after the Constitutional amendment in 1992.**

**Ans. Local Government before 1992**

- (a) It was not constitutionally mandatory to hold regular elections to the local government bodies.
- (b) There was no provision for reservation of seats for women in local government bodies.

**Local Government after 1992**

- (a) Now, it is constitutionally mandatory to hold regular elections to the local government bodies.
- (b) At least one-third of all positions are reserved for women in local government bodies.

**Q10. What was the basic idea behind decentralisation?**

- Ans. Problems and issues can be best settled at the local level

- as people know better about their problems
- Able to manage them at their initial levels.

**Q11 What is federalism? Explain with examples.**

**Ans.** Federalism is a system of government in which power is divided between a central authority and various constituent units of the country.

- Both these levels of governments enjoy their power independent of the other.
- For example, in USA and India there are specific jurisdictions specified by the constitution to each

**Q12. Describe the three-fold distribution of legislative powers between the Union Government and State Government of India.**

**OR**

**How are legislative powers divided between Union Government and State Governments? Explain with examples.**

**ANS: 1. Union List:** It includes subjects of national importance such as defence of the country, foreign affairs, banking, communication and currency Union government alone can make laws.

**2. State List:** It contains subjects of state and local importance such as police, trade commerce, agriculture and irrigation. State government alone can make laws

**3. Concurrent list-** It includes subjects of common interest to both such as education forest, trade unions, marriage, adoption and succession Both union and state governments can make law.

**LONG ANSWER TYPE QUESTIONS**

**Q1. Describe any five features of federal government.**

**Or**

**What are the main features of federalism?**

**Ans.** Federal Government is a set of government in which powers are distributed between a central authority and various constitutional units.

The key features of a federal government are as follows:

**1) Two or more levels of Government** - There are two or more levels (or tiers) of government.

2. **Own Jurisdiction** -Different tiers of government govern the same citizens, but each tier has its own JURISDICTION in specific matters of legislation, taxation and administration.
3. **Specified jurisdiction**- The jurisdictions of the respective levels or tiers of government are specified in the constitution. So the existence and authority of each tier of government is constitutionally guaranteed.
4. **Consent required to change constitution**- The fundamental provisions of the constitution cannot be unilaterally changed by one level of government. Such changes require the consent of both the levels of government. Both the
5. **Court interprets the law**-.Courts have the power to interpret the constitution and the powers of different levels of government. The highest court acts as an umpire if disputes arise between different levels of government in the exercise of their respective powers.
6. **Specification of revenue**-Sources of revenue for each level of government are clearly specified to ensure its financial autonomy
7. **Dual objective of the Gov-The** federal system has dual objectives:  
to safeguard and promote unity of the country at the same time accommodate regional diversity.

**Q2. On what type of principles is the Indian union based? Describe the three fold distribution of Legislative powers between Union Government and the State Governments.**

**Ans:** The Indian Union is based on the principle of holding together federation' i.e., the Union to the unit rather than from the units to the Union. Our Constitution says that India shall be a Union of States. It is basically a federal system with striking unitary features. Hence, it is also called Quasifederal.

The power sharing arrangement in our country is mainly based on the quasifederal nature of the federation. The constitution, therefore, clearly provides a three-fold distribution of legislative powers between the union government and the state government. These folds are:

**(a) Union List:** Union List is the first fold of the three List system. It includes subjects of national importance because we need a uniform policy on the Union List subjects throughout the country. The Parliament is solely empowered to enact laws on the Union List subjects. Defence, atomic energy, foreign affairs, railways, banking, posts and telegraphs are the important Union List subjects.

**(b) State List:** State List is the second fold of the three-fold division. This list contains subjects of state and local importance such as police, trade and commerce, agriculture and irrigation. The state legislature alone can make laws relating to the subjects mentioned in the state list.

**(c) Concurrent List:** This list constitutes the third fold of the List system. The Concurrent list includes subjects of common interest to both, the Union government as well as the State

government, such as education, forests, trade unions, marriages, adoption and succession. Both the Union as well as the State governments can make laws on the Concurrent List.

But in case of a conflict between the Central and the State Laws, Central law prevails.

Any change in the constitution cannot be done by the Parliament alone. It requires two-thirds majority of both the houses of Parliament.

**Q3. Mention any five features which make India a federal country**

**Ans.** The Constitution declared India as a Union of states. The following points clearly show that the Indian Union is based on the principles of federalism -

- (a) Under a federal government different tiers of the government govern the same citizens. India too has three levels of government Union, State and Local.
- (b) There is a three-fold distribution of legislative powers between the Union government and the State governments in the three lists-Union, State and Concurrent lists.
- (c) This sharing of power is basic to the structure of the Constitution and it cannot be changed easily by the Parliament alone. It requires two-thirds majority of both the Houses of Parliament.
- (d) In a federation, judiciary solves the disputes between different levels of government. In case of any dispute, the High Courts and the Supreme Court make a decision.

**Q4. Write any four characteristics of language policy of India.**

**Ans.** Language policy is a safeguard to the languages. It is one of the important aspects of our Constitution. Under this policy besides Hindi, 21 other languages are recognised as Scheduled Languages by the Constitution.

Main features of India's language policy are as follows:

- a) Our Constitution does not provide for any national language; the government, however, has accorded the status of official language to Hindi.
- (b) Each state in India has its own official language.
- (c) Constitution of India provides for the use of English along with Hindi for official purposes.
- (d) Most of the government work in each state takes place in the official language of the concerned state.
- (e) Promotion of Hindi continues to be the official policy of the government of India but promotion does not mean that the central government can impose Hindi on states where people speak a different language. (any five) Thus, the framing of the language policy was the test for Indian federation. It inspired the confidence in different language speaking people that no language will be imposed on them. In a way Language policy has strengthened the unity and integrity of India.

## CASE-BASED QUESTIONS

### **Q1. Read the source given below and answer the following questions**

Federal governments have two or more tiers of governments. But a vast country like India cannot be run only through these two-tiers. States in India are as large as independent countries of Europe. In terms of population, Uttar Pradesh is bigger than Russia, Maharashtra is about as big as Germany. Many of these States are internally very diverse. There is thus a need for power sharing within these States. Federal power sharing in India needs another tier of government, below that of the State governments. This is the rationale for decentralisation of power.

#### **2 Define 'Decentralisation of Power'.**

**Ans** When the power is taken away from Central and State governments and given to the local government then it is called 'Decentralisation of Power'.

**Ans** Federal governments have two or more tiers of government.

#### **3 What is 'Decentralisation'? What is the basic idea behind 'Decentralisation'**

**Ans** The basic idea behind 'Decentralisation' is to inculcate the habit of democratic participation. It is because a vast country like India can't be run only through two tiers of governments.

### **Q2. Read the source given below and answer the following questions:**

The Constitution originally provided for a two-tier system of government, the Union Government or what we call the Central Government, representing the Union of India and the State governments. Later, a third tier of federalism was added in the form of Panchayats and Municipalities. As in any federation, **these different tiers enjoy separate jurisdiction. The Constitution clearly provided a threefold distribution of legislative powers between the Union Government and the State Governments**

#### **1. What are Municipalities?**

**Ans** A local government body in towns is called municipality.

#### **2. Define Jurisdiction.**

**Ans** Jurisdiction refers to the official power of an official, government body, nation or court to make legal decisions within their preview.

#### **3. Name two subjects each of Union List, State List and Concurrent List.**

**Ans** Union List-foreign affairs and banking.

State List-Police and agriculture.

Concurrent List-Forest and Education.

### **Q3. Read the following passages and answer the questions that follows:**

This sharing of power between the Union Government and the State governments is basic to the structure of the Constitution. It is not easy to make changes to this power sharing arrangement. The Parliament cannot on its own change this arrangement. Any change to it has to be first passed by both the Houses of Parliament with at least two-thirds majority. Then it has to be ratified by the legislatures of at least half of the total States. The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures. In case of any dispute about the division of powers the High Courts and the Supreme Court make a decision. The Union and State governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them

**(A) Why was the Supreme Court given the power to resolve disputes between the states?**

**Ans** The Supreme Court is an independent body and the best neutral judge to resolve disputes since it has no relations with working of any of the two legislatures.

**(B) What is the prerequisite to amend the power sharing arrangement in Indian Constitution?**

**Ans** A special majority (2/3rd members present and voting) in both the houses of the Parliament and ratification from the states.

**(C) Can power sharing, arrangement in the constitution be amended by the state government of Odisha?**

**Ans.** No single government can unilaterally change the power sharing arrangement. It needs ratification from the state governments and the central government and a special majority which is very tough to achieve.

#### **Q4.READ THE GIVEN SOURCE AND ANSWER THE GIVEN QUESTIONS**

Constitutional provisions are necessary for the success of federalism but these are not sufficient. If the federal experiment has succeeded in India, it is not merely because of the clearly laid out constitutional provisions. The real success of federalism in India can be attributed to the nature of democratic politics in our country. This ensured that the spirit of federalism, respect for diversity and desire for living together became shared ideals in our country. Let us look at some of the major ways in which this happened. The creation of linguistic States was the first and a major test for democratic politics in our country. If you look at the political map of India when it began its journey as a democracy in 1947 and that of 2019, you will be surprised by the extent of the changes.

**(A) Name a test for democratic politics in our country.**

**Ans.** Creation of linguistic states is a test of Indian federation and democratic politics in the country.

**(B) Mention an objective of the Indian federal System.**

**Ans.** One of its objectives are safeguard and promote unity of the country

(C) Why are constitutional provision necessary for federalism?

Ans They are important because this avoids the arbitrariness of division of powers by executive action later.

This makes sure that the union government does not take away the powers of the state governments.



### CHAPTER 3

### GENDER RELIGION CASTE

**SOCIAL DIVISION OF LABOUR:** A system in which all works inside the home is either done by the women of the family or organised by them through domestic helpers.

**FEMINIST:** A women or a man who believes in equal rights and opportunities for women and men.

**PATRIARCHY:** Rule by father this concept is used to refer to a system that values men more and gives them power over women.

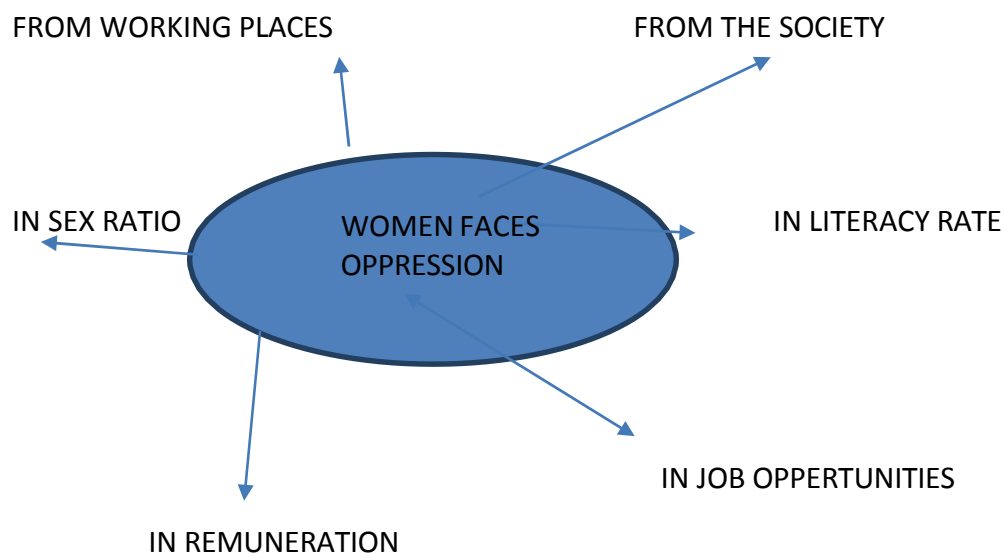
**FAMILY LAWS:** Those laws that deals with family related matters such as marriage, divorce, adoption, inheritance etc. In our country different family laws apply to different religions.

**URBANISATION:** Shift of population from rural areas to urban areas.

**OCCUPATIONAL MOBILITY:** Shift from one occupation to another. When a new generation takes up occupations other than those practiced by the ancestors.

**CASTE HIERARCHY:** A ladder like formation in which all the caste groups are placed from the highest to the lowest castes.

#### GENDER INEQUALITY



### **ELECTED GENDER EQUALITY THROUGH POLITICAL REPRESENTATION**

- LEGAL PROVISIONS TO HAVE A FAIR PROPORTION OF WOMEN IN ELECTED BODIES
- 1/3 SEATS RESERVED FOR WOMEN IN PANCHAYATI RAJ INSTITUTION
- SIMILAR REPRESENTATION FOR WOMEN IN RAJYA SABHA AND LOK SABHA

### **RELIGION COMMUNALISM AND POLITICS**

- Religious differences may not be universal as gender division. Religious divisions are often expressed in politics.
- Gandhiji believed that religion can never be separated from politics. According to Gandhiji politics must be guided by ethics drawn from all religions.
- Government must take special steps to protect religious minorities as they are mostly victims of communal riots in our country.
- Family laws of all religions discriminate against women.

### **COMMUNALISM:**

- Communal politics is based on the idea that religion is the basis of social community.
- Communalism is based on the ideology that followers of a particular religion must belong to one community. It is believed that people who follow different religion cannot belong to the same social community.
- Extreme belief in communalism is based on the idea that people belong to different religions cannot enjoy equal rights.

### **COMMUNALISM RESULTS IN:**

- STEREO TYPES OF RELIGIOUS COMMUNITIES
- MAJORITY DOMINANCE
- DEMAND FOR SEPARATE STATES COMMUNAL
- VIOLENCE
- RIOTS MASSACRE
- BELIEF IN SUPERIORITY OF ONE'S RELIGION OVER OTHER RELIGION

**SECULAR STATE:**

- INDIA IS A SECULAR COUNTRY
- NO OFFICIAL RELIGION FOR INDIA
- CONSTITUTION GUARENTEES FREEDOM OF RELIGION
- PROHIBITS DISCRIMINATION
- BANS & UNTOUCHABILITY

**CASTE IN POLITICS:**

- It is based on the idea that caste is the sole basis of social community Candidates will be selected according to the caste composition of the area. Many political parties may put up candidates from the same caste.

**POLITICS IN CASTE:**

- Politics influences casts by bringing them into the political arena. It gives advantages to Dalits and OBCs,
- Sometimes this will lead to social conflicts, tension, violence and civil war.

**{1 MARK QUESTIONS}****Q1. When we speak of gender divisions, we usually refer to:**

- (a) Biological difference between men and women.
- (b) Unequal roles assigned by the society to men and women.
- (c) Unequal child sex ratio.
- (d) Absence of voting rights for women in democracies.

**Ans. (b) Unequal roles assigned by the society to men and women****Q2. In which system of elected bodies about one-third seats are reserved for women?**

- (a) Panchayats and Municipals
- (b) Lok Sabha
- (c) State Assemblies
- (d) Cabinets

**Ans. (a) Panchayats and Municipals****Q3. Who among the following said that religion can never be separated from politics?**

- (a) Acharya Vinobha Bhave
- (b) Mahatma Gandhi
- (c) Sarojini Naidu
- (d) Rajendra Prasad

**Ans. (b) Mahatma Gandhi****Q4. A person who does not discriminate others on the basis of religious beliefs is called?**

- (a) Communalist
- (b) Secular
- (c) Casteist
- (d) Feminist

**Ans. (b) Secular****Q5. Which one of the following is not a cause of communalism?**

- (a) Religion is taken as the basis of nation
- (b) When one religion is discriminated against other
- (c) State has no official religion
- (d) Demands of one religious group are formed in opposition to another

**Ans. (c) State has no official religion****Q6. Which social division is unique to India?**

- (a) Economic division
- (b) Caste division
- (c) Racial division
- (d) Religious division

**Ans. (b) Caste division****Q7. Most of the victims of communal riots in our country are:-**

- (a) People from religious minorities
- (b) Women and children
- (c) Illiterate people
- (d) Socially and Economically backward classes

**Ans. (a) People from religious minorities****Q8. Which among the following statements about India's Constitution is wrong?**

- (a) Prohibits discrimination on grounds of religion.

(b) official status to one religion.

(c) Provides to all individuals freedom to profess any religion.

(d) Ensures equality of citizens within religious communities.

**Ans. (b) Gives official status to one religion**

**Q9. In which of the following countries the participation of women in public life is very high?**

(a) Scandinavian countries

(b) African countries

(c) Asian countries

(d) Latin American countries

**Ans.(a) Scandinavian countries**

**Q10. The representation of women in state assemblies is less than :**

(a) 2%

(b) 5%

(c) 6%

(d) 3%

**Ans. (b) 5%**

**Q11. Consider the following statements on the meaning of communal politics. Communal politics is based on the belief that:**

A. One religion is superior to that of others.

B. People belonging to different religions can live together happily as equal citizens.

C. Followers of a particular religion constitute one community.

D. State power cannot be used to establish the domination of one religious group over others.

**Which of the statements is/are correct?**

(a) A, B, C, and D

(b) A, B, and D

(c) A and C

(d) B and D

**Ans. (c) A and C**

**Q12. Match List I with List II and select the correct answer using the codes given below the Lists:**

List I	List II
1. A person who believes in equal rights and opportunities for women and men	<b>A. Communalist</b>
2. A person who says that religion is the principal basis of community	<b>B. Feminist</b>
3. A person who thinks that caste is the principal basis of community	<b>C. Secularist</b>
4. A person who does not discriminate others on the basis of religious beliefs	<b>D. Castiest</b>

Options	1	2	3	4
(a)	<b>B</b>	<b>C</b>	<b>A</b>	<b>D</b>
(b)	<b>B</b>	<b>A</b>	<b>D</b>	<b>C</b>
(c)	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>
(d)	<b>C</b>	<b>A</b>	<b>B</b>	<b>D</b>

**Ans.**

(b)	<b>B</b>	<b>A</b>	<b>D</b>	<b>C</b>
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### ASSERTION AND REASON

**DIRECTION : Mark the option which is most suitable :**

- (a) Both assertion and reason are true and reason is the correct explanation of assertion.
- (b) Both assertion and reason are true but reason is not the correct explanation of assertion.
- (c) Assertion is true but reason is false.
- (d) Both assertion and reason are false.

**Q13. Assertion :** Equal Remuneration Act, 1976, provides that equal wages should be paid for equal work, irrespective of gender and caste.

**Reason :** Women are physically weak so they are righteously paid less than men.

**Ans. (c) Assertion is true but reason is false.**

**Q14. Assertion :** Sometimes a caste group becomes vote bank for a party.

**Reason :** Selecting the candidate from same caste helps in ensuring better governance.

**Q15. Assertion :** Communalism is based on the idea that religion is the principal basis of social community.

**Reason :** Caste should be kept away from politics.

**Ans. (b) Both assertion and reason are true but reason is not the correct explanation of assertion.**

**Q16. Assertion :** Sex-selective abortion led to decline of sex ratio in India.

**Reason :** Desire of for a male child makes Indian families abort girl.

**Ans. (a) Both assertion and reason are true and reason is the correct explanation of assertion.**

**Q17. What is sexual division of labour?**

**Ans.** A system in which all the work inside the home is done by the women of the family.

**Q18. What is Equal Wages Act?**

**Ans.** According to this Act equal wages should be paid to equal work.

**Q19. What is Patriarchy?**

**Ans.** Literally, rule by father, this concept is used to refer to a system that values men more and gives them power over women.

**Q20. What are family laws?**

**Ans.** Laws that deal with matters pertaining to marriage, divorce, adoption, inheritance etc

**Q21. What is Communalism?**

**Ans.** Communalism means when people of one community or religion go against the people of another community or religion. They start feeling themselves as superior than others.

**Q22. What idea is communal politics based on?**

**Ans.** Communal politics is based on the idea that religion is the principal basis of social community

**Q23. Name some of the political leaders and social reformers who worked to establish a society sans caste inequalities.**

**Ans .** Jotiba Phule, Gandhiji, B.R. Ambedkar and Periyar Ramaswami Naicker.

**Q24. What is caste hierarchy?**

**Ans.** Caste hierarchy is a ladder like formation in which all the caste groups are placed from 'the highest' to 'the lowest' castes.

**Q25. What do you mean by occupational mobility?**

**Ans.** Occupational mobility means shift from one occupation to another, usually when a new generation takes up occupations other than those practiced by their ancestors.

**Q26. What is Secularism?**

**Ans.** *Secularism is generally a belief that nobody should be discriminated based on the religion they follow.*

**Q27. What do you understand by feminist?**

**OR**

**What do you understand by the term 'Feminist movement'?**

**Ans. Feminist:** - A woman or a man who believes in equal rights and opportunities for women and men. Thus these feminist movements aimed at equality in personal and family life. As a result of these feminist movements, the condition of women has improved and their role in public life was increased.

In Scandinavian countries such as **Sweden, Norway and Finland**, the participation of women in public life is very high.

**Q28. What were the main demands of 'Feminist movements'?**

**Ans. The main demands of feminist movement are:-**

Equal rights for women in all spheres of the life.

Right to vote for women.

Equal participation of women in career opportunities.

**Q29. What is communal politics?**

- Ans.** 1) When beliefs of one religion are presented as superior to those of other religions.  
 2) When the demands of one religious group are given more importance.  
 3) When state power is used to establish domination of one religious group over the rest.

**Q30. Who are called 'Scheduled Castes' and 'Scheduled Tribes'?**

**Ans. The Scheduled Castes**, commonly known as Dalits include those who were previously regarded as 'out caste' in the Hindu social order. They were subjected to exclusion and untouchability.

**The 'Scheduled Tribes'** often referred to as 'Adivasis' include those communities that led a life usually in hills and forests and did not interact much with the rest of society.

**Q31. In what ways does politics influence caste system in India?**

**OR**

**Describe the ways in which politics influences the caste system and caste identities**

**Ans.** If caste influences politics, politics too influences caste system. Thus, it is not politics that gets caste-ridden, it is the caste that gets politicised. This takes several forms-

- 1) Each caste group tries to become bigger by incorporating within it neighbouring castes or sub-castes which were earlier excluded from it.
- 2) Various caste groups are required to enter into a coalition with other castes or communities and thus enter into a dialogue and negotiation.
- 3) New kinds of caste groups have come up in the political area such as 'backward' and 'forward' caste groups.

**Q32. "In India women's political representation is very low". Justify the statement.**

**OR**

**What is the status of women representation in India's legislative bodies?**

- Ans.** 1) The percentage of elected women members in Lok Sabha has never reached even 10 percent of its total strength.  
 2) The share of women in the State Assemblies is less than 5 percent. In this respect, India is among the bottom group of nations in the world.  
 3) In the government, Cabinets are largely all male even when a woman becomes the Chief Minister or the Prime Minister.  
 4) There is urgent need to increase women representation in the legislature to empower women.

**Q33. Mention any four steps which can be undertaken to improve the women's representation in politics.**

**OR**

**Suggest any three steps to improve the condition of women's**

- Ans.** 1) By reserving some seats in the Lok Sabha and the State Assemblies for women.  
 2) Political parties should also give due representation to women members.  
 3) By raising the literacy rate.  
 4) According equal wage Act equal wages should be paid to equal work.

**Q34. How did Gandhiji view religion and politics?**

**OR**

**Give three instances that involve a relationship between religion and politics.**



OR

**Describe relationship between religion and politics. Mention three instances. Also mention its effects.**

**Ans. 1) According to Gandhiji**, religion can never be separated from politics. Religion was not any particular religion like Hinduism or Islam but moral values that inform all religions. He believed that politics must be guided by ethics drawn from religion.

2) **Human rights groups**: They have demanded that the government take special steps to protect religious minorities because most of the victims of communal riots in our country are people from religious minorities.

3) **Women's movement** has argued that family laws of all religions discriminate against women. So they have demanded that government should change these laws to make them more equitable.

**Q35. Discuss the sexual division of labour. Do you think sexual division of labour is a right phenomenon?**

OR

**What do you mean by sexual division of labour?**

**Ans.** Sexual division of labour is a system in which all work inside the home is either done by the women of the family, or organized by them through the domestic helpers.

1) The result of this division of labour is that women have been limited to a private domain of family, while the public domain has been monopolized by the men.

2) Although women constitute half of the population of the world, their role in public life especially politics is very low in most of the societies.

3) Though the role of women in world politics is increasing but still, it is a male-dominated society.

**Conclusion:** - No, sexual division of labour is not right because this limits the economic opportunities for women.

**Q36. "How women in India still face discrimination and oppression in various ways." Support the statement with five examples.**

OR

**'In our country, women still lag much behind men despite some improvements since independence.'** Justify this statement by giving three reasons.

OR

**"Women in Indian society still suffer from discrimination and oppression."** Support the statement with suitable examples.

OR

**"Women are discriminated or disadvantaged in India."** Justify the statement with any three suitable examples.

OR

**In what ways are women discriminated in our country? Write any three points.**

**Ans.** 1) In our society the work of women is not valued and does not get recognition.

2) Literacy Rate among women is low compared men. A smaller proportion of girl students go for higher studies.

3) Number of women in the highly paid and valued jobs is still very small.

4) In almost all areas of work women are paid less than men, even both do exactly the same work.

5) In India, the proportion of women in legislature has been very low.

6) In India parents prefer to have sons and find ways to have the girl child aborted before she is born. Such sex-selective abortion led to a decline in child sex ratio.

7) **Domestic violence:** Women every day in Indian society are harassed, exploited, and subjected to all sorts of violence behind the closed doors.

**Q37. What is communal politics? Highlight different situations when the problem of communalism becomes acute.**

OR

**How does the problem of communal politics become more acute?**

OR

**“The problem of communalism begins when religion is seen as the basis of a nation”.**

**Comment.**

**Ans.** When beliefs of one religion are presented as superior to those of other religions is called communal politics. The state power is used to establish domination of one religious group over the rest. The problem of communal politics becomes more acute, when religion is seen as the basis of a nation.

- When the people of various religions are treated differently.
- When the demands of one religion are against the demands of the other religion.
- When the belief and ideology of one religion is shown to be superior over the beliefs and ideology of other religions.
- Whenever state machinery used to show the domination of one particular religion against the others.

**Q38. How can communalism take various forms in politics? Explain**

**Ans.** Different forms of communal politics are:-

(i) The most common expression of communal politics is in everyday beliefs. These involve religious prejudices, stereotypes and belief in the superiority of one's religion over other religions. Example: - Militant religious groups.

(ii) A communal mind often tries to achieve political dominance of his own' religious community. For those belonging to majority community, this takes the form of **majoritarianism** dominance. For those belonging to the minority community, it can take the form of a desire to form a separate political unit. Example: - Sinhala's and Tamils in Sri Lanka.

(iii) Political mobilization on religious lines is also a form of communal politics. This involves the **use of religious symbols and leaders, emotional appeal** to bring the followers of one religion together in the political domain.

Example: - Many of our politicians apply this technique to influence voters from major religious communities.

(iv) Communal politics sometimes takes the form of **communal violence, riots and massacre**. Example: - The riots in India at the time of the partition in 1947, the riots of Gujarat in 2002 etc.

**Q39. What is a secular state? Explain factors which make India a secular state.**

OR

**Why did the Constitution makers of India choose the model of a secular state?**

**Ans. Secular state:** - A secular state is a concept of secularism, where a state officially does not promote any religion as a state religion. It grants equal status to all religions.

In India secularism means equal treatment of all religions by the state.

**The factors that make India a secular state are as mentioned below:**

There is no official religion in India. Our Constitution does not give a special status to any religion.

The Constitution provides to all individuals and freedom to profess, preach and practice their own religion.

The Constitution prohibits discrimination on the grounds of religion.

The Constitution allows the state to intervene in the matters of religion in order to ensure equality within religious communities. For example, it bans untouchability.

Right to Freedom of Religion.

**Q40. What factors contribute to the breaking down of age-old caste hierarchy?**

**OR**

**Explain reasons for the declining of caste system in India.**

**OR**

**Assess the circumstances prevalent in contemporary India which are responsible for bringing about a change in the caste system.**

**OR**

**Why the caste barriers are breaking down in India? Explain any five reasons.**

**Ans.** The old notions of caste hierarchy are now breaking down. The factors that have contributed to it are given below-

- 1) Many political leaders and social reformers like Jotiba Phule, Mahatma Gandhi, B.R. Ambedkar, Periyar Ramaswami Naicker, etc. raised voice against caste inequalities.
- 2) Growth of URBANISATION and OCCUPATIONAL MOBILITY
- 3) literacy and education.
- 4) The Constitution of India has made provisions that prohibit any caste-based discrimination. It has also laid the foundations of policies to reverse the injustices of the caste system.

**Q41. Mention various forms of casteism in Indian politics.**

**OR**

**What role does caste play in Indian politics?**

**Ans.** Caste can take various forms in Indian politics-

- (i) **Selection of candidates** : When parties choose candidates in elections, they keep in mind the caste composition of the electorate and nominate candidates from different castes so as to muster necessary support to win elections.
- (ii) **Formation of governments** : When governments are formed, political parties usually take care that representatives of different castes and tribes find a place in it.
- (iii) **Appeal to voters** : Political parties and candidates in elections make appeals to caste sentiment to win voters' support.
- (iv) **Effect of Universal Adult Franchise** : Universal adult franchise and the principle of one-person-one-vote made political leaders to gear up to the task of mobilising and securing political support.
- (v) **Formation of political parties** : Political parties are also formed on the basis of caste to attract the voters in the elections. The BSP in UP, DMK and AIDMK are examples of such political parties.

**Q42. Mention the factors other than caste that matter in electoral politics.**

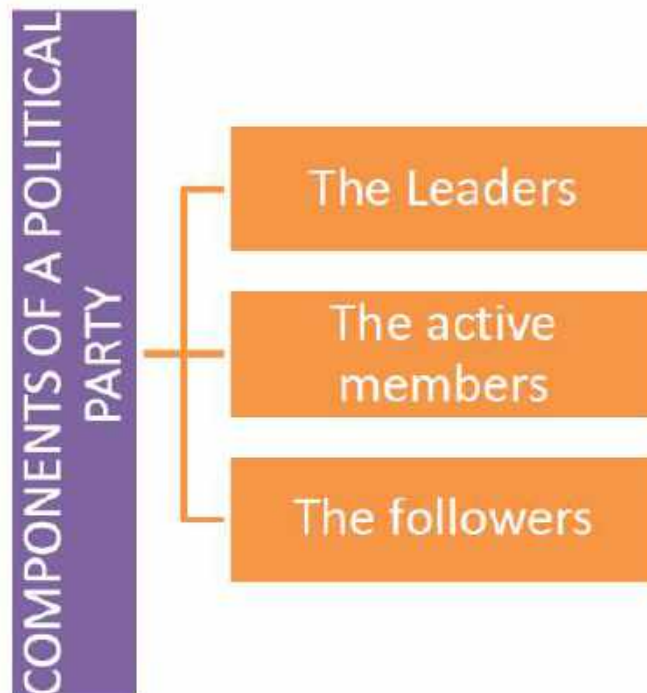
**OR**

**“The focus on caste in politics can sometimes give an impression that elections are all about caste and nothing else”. That is far from true. Explain.**

**Ans.** Caste matters in electoral politics, no doubt, but other factors equally play important role in election results in India-

- 1) No parliamentary constituency in the country has a clear majority of one single caste.
- 2) No party wins the votes of all the voters of a caste or community.
- 3) The voters have strong attachment to political parties which is often stronger than their attachment to their caste or community.
- 4) People within the same caste or community have different interests depending on their economic condition. Rich and poor or men and women from the same caste often vote very differently.
- 5) Some time popularity rating of the leaders also matter and often determine the election results.
- 6) The ruling party and the sitting MP or MLA frequently lose elections in our country.

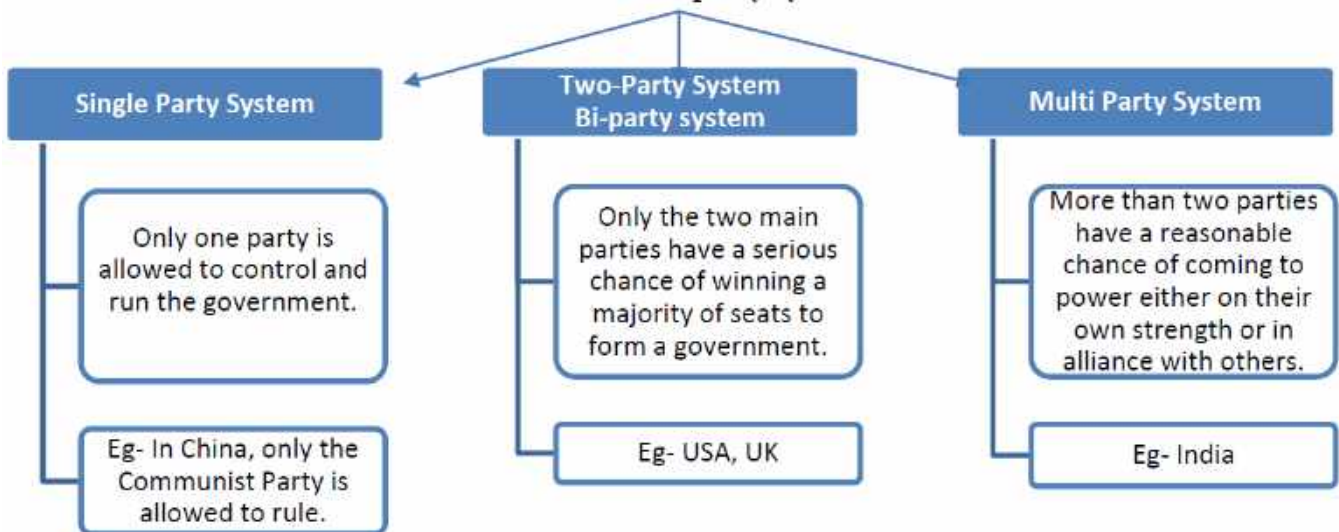
**CHAPTER 4**  
**POLITICAL PARTIES**

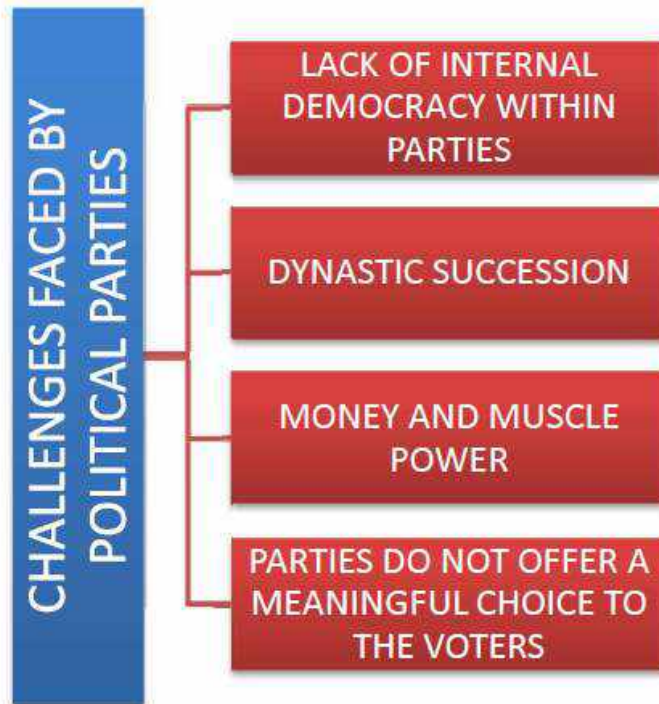


## Necessity of Political Parties

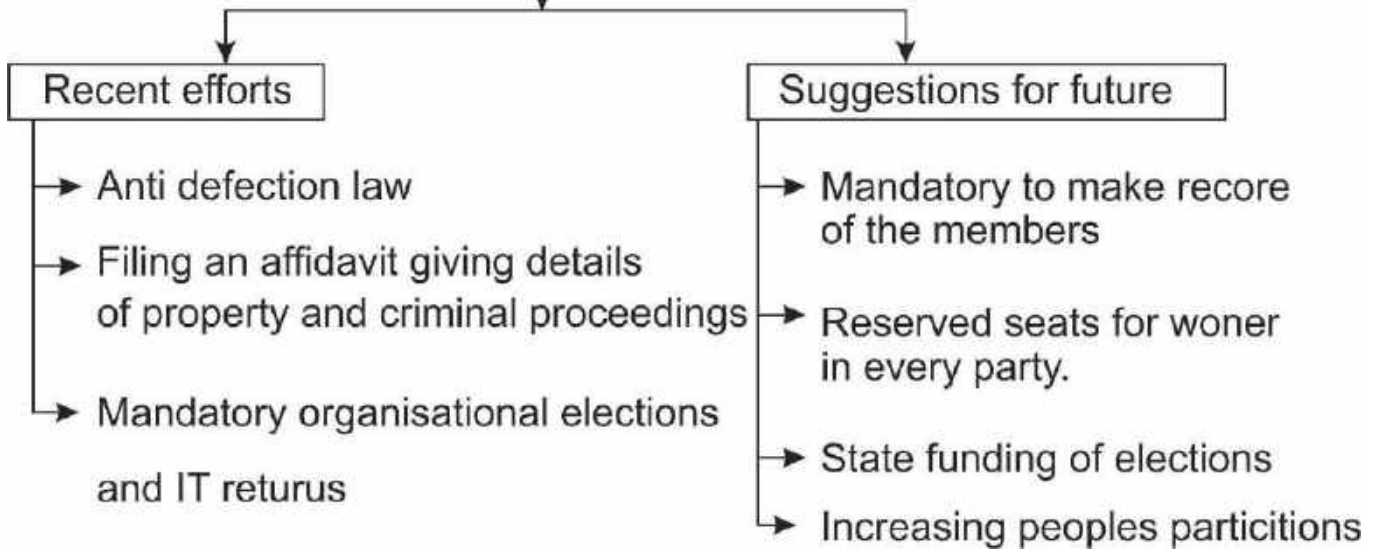
- WITHOUT POLITICAL PARTIES-
- Every candidate in the elections will be independent. No one will be able to make any promises to the people about any major policy changes.
- Elected representatives will be accountable to their constituency for what they do in the locality. But no one will be responsible for how the country will be run.
- There will be no agency to gather and present different views on various issues to the government.
- There will be no mechanism to support the government, make policies and justify or oppose them.

## Classification of party system





How can parties be reformed?



## **Multiple Type Questions (1 mark)**

### **Q1. Define political parties?**

- A political party is a group of people who come together to contest elections and hold power in the government.
- They agree on some policies and programmes for the society with a view to promote the collective good.
- There can be different views on what is good for all.

**Q2. Name the components of political parties. ANS.** the component of political parties are-

- The leader
- The active member
- The followers

### **Q3. Define Partisians ?**

**Ans-** A person who is strongly committed to a party, group or faction.

- Partisanship is marked by a tendency to take a side and inability to take a balanced view on an issue.

### **Q4. How many parties are registered with election commission of India ??**

**Ans.** 750 parties registered with election Commission of India.

### **Q5. Name the who rules India ?**

**Ans.** Communist party

### **Q6. Name the example of two party system?**

**Ans.** USA and UK

### **Q7. Define Multi-party system?**

**Ans-** When several parties compete for power and two parties have a reasonable chance of coming to power either on their own strength or in alliance with others we call it Multiparty.



**Q8. Define Alliance or a front.**

**Ans.** When various parties come together to contest election is called an alliance or a front

**Q9. Define Coalition?**

**Ans.** When several parties in a multi-party system join hands for the purpose of contesting elections and winning power, it is called a **Coalition**.

For example, in India there were three such major alliances in 2004 parliamentary elections- the National Democratic Alliance, the United Progressive Alliance and the Left Front.

**Q10. Write the Limitations of MULTI PARTY System.**

**Ans.** The multiparty system often appears very messy . It leads to political instability.

**Q11. Write the Advantages of MULTI PARTY System.**

- 1) this system allows a variety of interests.
- 2) opinions to enjoy political representation.

**Q12. Define National party and State party?**

- A party that secures at least six per cent of the total votes in Lok Sabha elections or Assembly elections in four States and wins at least four seats in the Lok Sabha is recognised as a national party.
- A party that secures at least six per cent of the total votes in an election to the Legislative Assembly of a State and wins at least two seats is recognised as a State party.

**MULTIPLE CHOICE QUESTIONS**

**Q13.** Parties put forward their \_\_\_\_\_ and \_\_\_\_\_ and the voters choose from them.

- (a) policies, programmes
- (b) rules, regulations
- (c) views, opinions
- (d) all the above

**Ans.13. (a) policies, programmes**

**Q14** Political parties exercise power through which of these functions?

- (a) Parties contest elections

- (b) They play a decisive role in making laws for a country
- (c) They form and run governments
- (d) All of the above

**Ans.14. (d) All of the above**

**Q15. Which of these alliances were there in 2004 parliamentary elections in India?**

- (a) National Democratic Alliance
- (b) The United Progressive Alliance
- (c) Left Front
- (d) All the above

**Ans.15. (d) All the above**

**Q16. Which one of the following is true regarding a coalition government?**

- (a) Only two parties form an alliance and contest elections.
- (b) Several parties compete for power.
- (c) The government is formed by two or more parties coming together.
- (d) Several parties form an alliance and compete for power.

**Ans.16. (c) The government is formed by two or more parties coming together.**

**Q17. The condition for a political party to be recognized as a national party is :**

- (a) It must secure at least 6 percent of total votes in Lok Sabha elections or Assembly elections in four states.
- (b) It must win at least 4 seats in the Lok Sabha
- (c) Both of the above
- (d) None of these

**Ans.17. (c) Both of the above**

**Q18. Which one of the following is not a component of a political party ?**

- (a) The leaders
- (b) The followers
- (c) The active members
- (d) Women

**ANS. (d) Women**

**SHORT ANSWER QUESTIONS (2/3 Marks)****Q19. Analyse the three components of a political party.****ANS. The following are the three elements of a political party.**

- (1) The leaders: The leaders contest elections and, if they win, perform the administrative jobs.
- (2) The active members: The active members attend party meetings and are close to the party leaders. They can be called the assistants of the leaders.
- (3) The followers: The followers are the dedicated workers of the party. They work under the able guidance of the active members.

**Q20. What is a multiparty system? Why has India adopted a multiparty system? Explain.**

**ANS.** A multiparty system is a political system in which several parties contest the election to hold political power. In this system, there is a chance of two or more parties coming to power. This system also advocates coalition government and alliance politics.

India adopted a multiparty system because of the following reasons.

- (1) India is blessed with tremendous social and geographical diversity. This diversity cannot be easily accommodated in one or two political parties.
- (2) Because of multiparty system, variety of interests and opinions enjoy political representation.

**Q21. 'Dynastic succession is one of the most serious challenges before the political parties.' Analyse the statement.**

**ANS.** The challenge of dynastic succession is undoubtedly one of the most serious challenges before the political parties. The statement can be analysed giving the following arguments..

- (1) Most parties do not practise open and transparent procedures, hence, there are very few opportunities for an ordinary worker to rise to the top in a party.
- (2) Top leaders favour people close to them or even their family members. In many cases, the top positions are always controlled by members of one family.
- (3) This is bad for democracy because people without sufficient experience or popular support are able to enjoy positions of power.

**Q22. How do political parties shape public opinion? Explain with three examples.****Ans– Political parties shape public opinion in the following ways.**

- (1) They highlight and raise issues.
- (2) Parties have lakhs of members spread all over the country. Often pressure groups are an extension of political parties, among different sections of the society. They help in taking up issues and forming public opinion.
- (3) Sometimes, parties launch movements for solving the problems faced by people. Often the opinion develops on the same lines that the parties take.

**Q23. Differentiate between a National Party and a Regional or State Party. National Party:**

- (1) A party that secures at least 6% of total votes in the Lok Sabha elections or Assembly elections in four states and wins at least 2 seats is recognized as a national party.
- (2) These parties raise issues of national importance.
- (3) Example: INC, BJP, BSP, CPI-M, CPI, NCP and AITC.

**Regional Party:**

- (1) A party that secures at least 6% of total votes in an election to the Legislative Assembly of a state and wins at least 4 seats is recognized as a regional party/state party.
- (2) These parties raise issues of regional importance.
- (3) Example: Samajwadi Party, Rashtriya Janata Dal, DMK, AIADMK, etc.

**LONG ANSWER QUESTIONS (5 Marks)**

**Q24. Explain any five major functions of political parties?**

OR

**Political parties fill political offices and exercise political power. But they do this by performing a series of important functions. Describe any five of them.**

Ans - Functions of political parties:

- (1) Parties contest elections.
- (2) They put forward policies and programmes.
- (3) Parties play a decisive role in making laws.
- (4) Parties form and run a government.
- (5) The parties that loses in the election play the role of opposition to the parties in power.
- (6) Parties shape public opinion.
- (7) Parties provide people access to government machinery and welfare schemes.

**Q25 Suggest five reforms to strengthen political parties so that they perform their**

functions well.

**ANS. Some suggestions to reform political parties are**

- (1) **Anti-Defection Law** prevents elected MLAs and MPs from changing parties. At the same time, this law has made any dissent even more difficult.
- (2) It is mandatory for every candidate to give **details of his property and criminal** cases pending against him.
- (3) Political parties should **maintain a register of its members** and have periodic elections for its office bearers.
- (4) Political parties should have **one-third seats reserved for women.**
- (5) The **government should give parties money to support their election** expenses.
- (6) **People should put pressure** on political parties through petitions, publicity and agitations.

**Q26. Political parties need to face and overcome a number of challenges in order to remain effective instruments of democracy. Explain any five such challenges which the political parties face in the present era.**

OR

**What are the challenges to Political Parties? Explain.**

**Ans- The various challenges faced by political parties are-**

**(1) Lack of internal democracy-**

- a. Concentration of power in one or few leaders at the top.
- b. Parties don't keep membership registers, don't hold internal elections regularly.
- c. They don't have the means or the connections needed to influence the decision.

**(2) Challenges of Dynastic Succession-**

- a. The top positions are always controlled by members of one family.
- b. This is unfair to other members of respective party.
- c. People who don't have adequate experience or popular support come to or occupy position of power. This is not good for democracy.

**(3) Money and Muscle power-**

- a. They tend to nominate those candidates who have or can raise lots of money.
- b. Rich people and companies who give funds to the parties tend to have an influence on the policies and decisions.

c. In some cases, parties support criminals who can win elections.

**(4) Absences of meaningful choice-**

a. In recent years there has been a decline in the ideological differences almost all parties in the world.

b. In our country also there has been a difference among all the major parties on the economic policies.

c. Sometimes people re-elect the same leader because they keep shifting from one party to another.

**(5) No meaningful choice for the people**

a. The people are left with no choice.

b. Almost all the parties have more or less the same policies and programmes.

**Q27. Why can modern democracies not exist without political parties? Explain.**

**OR**

**Political parties are a necessary condition for a democracy. Analyze the statement with examples.**

**Ans-** Political parties are the necessary condition for a democracy:

- 1) Without political parties democracies cannot exist.
- 2) If we do not have political parties—in such a situation every candidate in elections will be independent.
- 3) No one will be able to make any promises to the people about any major policy changes.
- 4) The government may be formed but its utility will remain uncertain.
- 5) Elected representatives will be accountable to their constituencies for what they do in their localities.
- 6) But no one will be responsible for a law the country will run.
- 7) The role of an opposition party in a democracy necessitates the existence of political parties.
- 8) As societies become large and complex they also need some agencies to gather different views on various issues and to present these to the government that is why political parties are needed.

### Case Based Questions (4 Marks)

**Q.28 Read the following source and answer following questions:**

The era of 1990s witnessed the rise of regional political parties along with the beginning of the period of coalition government, at the centre. Coalition government is formed when no single party can prove majority and many parties enter alliance to form a government at the centre. In a coalition government the alliance parties share common agendas and work towards attaining mutual goals. It has led to a new form of power sharing where autonomy of State governments was duly respected. The trend was supported by the Supreme court which made it difficult for the Central government to dismiss state government arbitrarily.

**1. How the era of 1990s proved for the growth of the regional parties?**

ANS. The period of the 1980s and 1990s saw the But establishment of a large number of political!!! parties and also the rise in their status in the dat politics of state and India. They managed to also form governments in many states.

**2. Under what conditions a coalition government gets formed?**

ANS. Coalition governments are formed when no party is able to prove its majority in the house. and parties come together to form the government for running the administration of the country.

**3. Give two merits and demerits of coalition government.**

**Merits:**

(1) It provides representation to the regional al parties in the process of administration in the country.

(2) It led to the representation of the interest of vast sections of society.

**Demerits:**

(1) This government led to the slowing down of the decision-making process.

(2) On some occasions it can lead to the rise in the feeling of regionalism and communalism in the country.

**Q29 Read the following source and answer the following questions:**

**Democracies**\_that follow a federal system all over the world tend to have two kinds of political parties: parties that are present in only one of the federal units and parties that are present in several or all units of the federation. This is the case in India as well. There are

some countrywide parties, which are called 'national parties'. These parties have their units in various states. But by and large, all these- units follow the same policies, programmes and A strategy that are decided at the national level. Every party in the country has to register with the Election Commission. While the Commission treats all parties equally, it offers some special facilities to large and established parties. These parties are given a unique symbol only the official candidates of - that party can use that election symbol. Parties that" get this privilege and some other special facilities are" 'recognised' by the Election Commission for this; purpose. That is why these parties are called, 'recognised political parties'. The Election Commission has laid down detailed criteria of the proportion of votes and seats that a party must get in order to be a recognised party. A party that secures at least 6% of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognised as a State Party. A party that secures at least 6% of the total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognised as a National Party.

**29.1. How does the Election Commission treat all parties? (1)**

ANS.The Election Commission treats all parties auto equally; it offers some special facilities to large on and established parties

**29.2. Who is called recognised political parties? (1)**

ANS.Those parties which are given a unique symbol and only the official candidates of that party can use that election symbol. Parties that get this privilege and some other special facilities are recognised' by the Election Commission and hence known as recognised political parties.

**29.3. What is the criteria for becoming the National Party? (2)**

ANS.A party that secures at least six per cent of the total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognised as a National Party.

**Q.30. Read the given extract and answer the questions that the follow:**

In some countries, power usually changes between two main parties. Several other parties may exist, contest elections and win a few seats in the national legislatures. But only the two main parties have a serious chance of winning majority of seats to form government. Such a party system is called two party system. The United States of America and the United



Kingdom are examples of two-party system. If several parties compete for power, and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a multi-party system. Thus, in India, we have a multi-party system. In this system, the government is formed by various parties coming together in a coalition. When several parties in a multi-party system join hands for the purpose of contesting elections and winning power, it is called an alliance or a front. For example, in India there were three such major alliances in 2004 parliamentary elections- the National Democratic Alliance, the United Progressive Alliance and the Left Front. The multi-party system often appears very messy and leads to political instability. At the same time, this system allows a variety of interests and opinions to enjoy political representation.

Answer the following MCQs by choosing the most appropriate options:

**30.1. Countries having Bi- party system: (1)**

- (A) USA (B) India  
(C) China (D) All of these

ANS. Option (A) is correct.

**30.2. The multi-party system: (1)**

- (A) appears very messy. (B) leads to political instability.  
(C) not free to form political party. (D) Only (A) and (B)

ANS.Option (A) is correct.

**30.3. The government is formed by various parties coming together in a/an(1)**

- (A) opposition (B) front  
(C) coalition (D) None of these

ANS.Option (C) is correct.

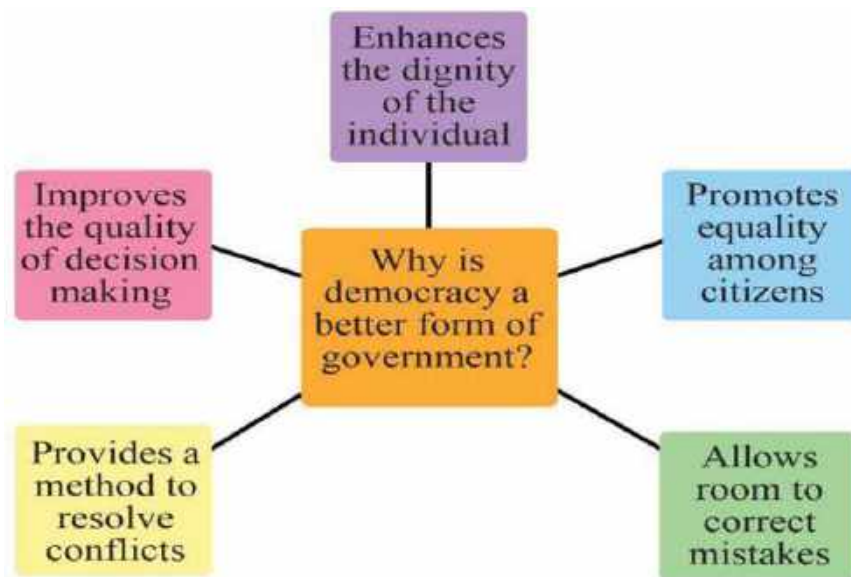
**30.4. Which party leads the ruling NDA government at the Centre? (1)**

- (A) Indian National Congress  
(B) Bhartiya Janata Party  
(C) Bahujan Samaj Party  
(D) Communist Party of India

ANS.Option (B) is correct.

**CHAPTER 5****Outcomes of Democracy**

<b>OUTCOMES OF DEMOCRACY</b>				
<b>POLITICAL OUTCOME</b>	<b>ECONOMIC OUTCOME</b>		<b>SOCIAL OUTCOME</b>	
<b>Accountable, Responsive and Legitimate government</b>	<b>Economic growth and development</b>	<b>Reduction of inequality and poverty</b>	<b>Accommodation of social diversity</b>	<b>Dignity and freedom of the citizens</b>

**KEYWORDS****A. Accountable, responsive and legitimate government:**

Unlike other forms of governments, democratic governments are more accountable and responsive since they are elected by the people for a period of 4 or 5 years. In democracy governments are through a regular, free and fair elections, Laws are made and executed with proper procedures and discussions. Hence it is transparent and legitimate.

## **2. ECONOMIC OUTCOME**

### **A. Economic growth and development:**

In practice many democracies did not fulfil this expectation. Dictatorships have slightly higher rate of economic growth than democracies in the last fifty years. But economic growth depends on various factors like the size of the population of the country, global situation, cooperation from other countries and priorities adopted by the country.

### **B. Reduction of inequality and poverty:**

Democracies are based on political equality. All individuals have one vote with one value in electing representatives. Parallel to this political equality we find growing economic inequalities too.

## **3. SOCIAL OUTCOME**

### **A. Accommodation of social diversity:**

Democracy helps its citizens to lead a peaceful and harmonious life by accommodating various social divisions. Democracy evolves mechanisms to negotiate the differences between various communities and castes.

### **B. Dignity and freedom of the citizens:**

Democracy stands much superior in promoting dignity and freedom of the individual. The passion for respect and freedom are the basis of democracy.

Democracy- its examination never gets over. As democracy passes one test, it produces another test. People constantly demand more benefits in a democracy.

**MCQ's (1 Mark)**

**Q1 The most basic outcome of democracy is:**

- (A) It provides accountability to citizens.
- (B) It addresses socio-economic and political problems.
- (C) It produces good government.
- (D) It accommodates religious differences.

**Ans.1. (A) It provides accountability to citizens.**

**Q2 Identify the correct statement about democracy.**

- (A) It is free from corruption
- (B) Democracy is free from social conflict
- (C) It is successful in eradicating poverty
- (D) It respects the individual dignity of citizens

**Ans 2. (D) It respects the individual dignity of citizens.**

**Q3 Democracy ensures that people have the right to:**

- (A) Vote and choose their representatives
- (B) Obtain free education
- (C) Own private property without taxation
- (D) Freedom of speech for selected individuals

**Ans 3. (A) Vote and choose their representatives**

**Q4 Democracy is considered as a better form of government because**

- (A) It ensures economic development
- (B) It guarantees economic equality
- (C) It provides a method to resolve conflict
- (D) Option A and B

**Ans 4. (C) It provides a method to resolve conflict.**

**Q5 Which of the following is an outcome of democratic rights?**

**(A) Censorship of the media**

(B) Surveillance of citizens

(C) Protection from discrimination

(D) Strict control of political parties

**Ans 5. (C) Protection from discrimination**

**Q6 In a democratic country, political leaders are accountable to:**

(A) Corporations and businesses

(B) The judiciary and armed forces

(C) The media and international organizations

(D) People of the country

**Ans 6. (D) People of the country**

**Q7 What role does the media play in a democracy?**

(A) To promote government propaganda

(B) To criticize opposition parties

(C) To entertain the public with news stories

(D) To inform citizens and keep them informed about government actions

**Ans 7. (D) To inform citizens and keep them informed about government actions**

**Q8 Which of the following is an essential outcome of a democratic government?**

(A) Concentration of power in a single authority

(B) Limited rights and freedoms for citizens

(C) Peaceful resolution of conflicts

(D) Rigid social hierarchy

**Ans 8. (C) Peaceful resolution of conflicts**

**Q9 A democratic government is elected by citizens and enjoys the confidence and trust of the citizens. This is known as**

(A) legitimate government

(B) A transparent government

(C) A secular government

(D) A stable government

**Ans 9. (A) legitimate government**

**Q10 The ultimate power in a democracy lies with:**

(A) The President or Prime Minister

(B) The political parties

(C) The Constitution and the rule of law

(D) The military and armed forces

**Ans 10. (C) The Constitution and the rule of law**

**Q.11 'Equal treatment of women is a necessary ingredient of a democratic society.' This means that:**

(A) Most societies across the world are now increasingly women dominated.

(B) Women are actually always treated with respect.

(C) It is now easier for women to legally wage struggle for their rights.

(A) Women are not ill-treated anywhere in the world.

**Ans 11. (C) It is now easier for women to legally wage struggle for their rights.**

**Q12 Democracy stands much superior to any other form of government in....**

(A) Reducing economic inequalities

(B) Removing corruption

(C) Bringing higher rate of economic growth

(D) Promoting dignity and freedom of the individual

**Ans 12. (D) Promoting dignity and freedom of the individual**

**Q13 What is the significance of regular, free, and fair elections in a democracy?**

(A) It ensures the continuity of the ruling party

(B) It provides an opportunity for people to elect their representatives and hold them accountable

(C) It guarantees economic development and prosperity

(D) It establishes a system of absolute monarchy

**Ans 13. (B) It provides an opportunity for people to elect their representatives and hold them accountable**

**Q14. What role does education play in strengthening democracy?**

- (A) It reinforces social hierarchies
- (B) It promotes intolerance and discrimination
- (C) It empowers citizens to make informed decisions and participate in the democratic process
- (D) It limits access to information for the elite class

**Ans 14. (C) It empowers citizens to make informed decisions and participate in the democratic process.**

**Q15 Which one of the following makes Democracy a better form of Government than Non-democratic Government?**

- (A) Quick decision making
- (B) Transparency
- (C) Efficiency
- (D) None of these.

**Ans 15. (B) Transparency**

### **Outcomes of Democracy**

#### **Short Answer Questions (2/3 Marks)**

**Q16 'Democratic governments in practice are known as accountable.' Support the statement.**

**Ans. Democratic governments in practice are known as accountable because-**

- (1) people have the right to choose their representatives and they have control over the rulers.
- (2) if these elected representatives do not work properly, people have a chance to not elect them in the next election.
- (3) people have the right to examine the decision-making process. The Right to Information enables the people to run a check on the government.

**Q17 "There is an overwhelming support for the idea of democracy all over the world." Support the statement.**

**Ans. 17 "There is an overwhelming support for the idea of democracy all over the world".**

Because-

- (1) A democratic government is people's own government. People wish to be ruled by the representatives elected by them.
- (2) It promotes equality among citizens.
- (3) It improves the quality of decision-making.
- (4) It provides room for correction of mistakes.
- (5) It has the ability to generate its own support.

**Q18 How does democracy produce an Accountable, Responsive and Legitimate government? Explain.**

**Ans-** Democracy produce an Accountable, Responsive and Legitimate government-

- (1) **Accountable government** -The government can be accountable by framing and developing various laws and policies in which citizens can hold the government responsible if any of those policies and laws are not implemented or are held against the welfare of the citizens.
- (2) **Responsive government** -The government can be responsible when people start taking action when the government becomes insensitive about their aspirations. People can hold protests, carry out campaigns and organise rallies and force the government to respond to them.
- (3) **legitimate government** -A democratic government is a legitimate government, as it is elected by citizens and enjoys the confidence and trust of the citizens.

**Q19 “Some people think that democracy produces a less effective government.” Analyse the statement.**

**Ans- “Some people think that democracy produces a less effective government.”**

- (1) In democracy, **decisions are delayed** because of a long decision-making process. Too many people have to be consulted before reaching a consensus. Non-democratic governments take quick decisions as they are not worried about deliberations and public opinion.
- (2) Democratic governments **do not have a very good record** when it comes to sharing information with the citizens.
- (3) Democracies often frustrate the aspirations of the people and often **ignore the demands of a majority of its population.**



**Q20 Democracies lead to peaceful and harmonious life among citizens? Support this statement with examples.**

**Ans 20 -Democracies lead to peaceful harmonious life among citizens:** No society has a permanent solution for the differences that can come up between various groups in it.

1. Democracy **provides the opportunity to negotiate the differences** and decide on what is better for everyone.
2. Democracy **accommodates the social diversity**
3. Democracy ensures inclusion of every **group including minorities and its interests in the decision making.**
4. Democracy **reduces the chances of differences or conflicts** becoming violent.
5. Majority always works with minority

**Q21 Mention any four social values which democracy reflects**

1. Democracy promotes women empowerment.
2. Democracy promotes dignity of the people.
3. Democracy who promotes liberty of the people.
4. Equality is a major value of democracy
5. It provides Fundamental Rights.

**Q22.Ability to handle social differences ,divisions and conflicts is a definite plus point of democratic regimes”What are the two conditions in order to achieve this outcome ?**

ANS. The two conditions in order to achieve this outcome –

- 1)The majority always needs to work with the minority.
- 2) It is also necessary that rule by majority does not become rule by majority community in terms of religion or race or linguistic group, etc

### **Long Answer Questions (5 Marks)**

**Q23. Why do we feel that democracy is a better form of government than any other form of Government? Explain with three reasons.**

OR

**How is democracy superior to any other form of Government? Give three reasons?**

**How is democracy superior to any other form of Government? Give three reasons?**

**Ans24.** Democracy is not a mere form of government. It is a form of society as well as a social order. It is always preferable and superior to any other form of government because of the following reasons.

- (1) **Democracy promotes equality among citizens:** In democracy, each citizen is given equal rights and freedoms. There is no discrimination on the basis of religion, caste, colour, etc. Democracy aims at equitable distribution of incomes and products among citizens.
- (2) **Democracy enhances dignity of individuals:** Democracy permits political equality for all its citizens. In democracy, there is absence of any domination and conflicts. Thus, it implies every citizen enjoys dignity and freedom in democracy.
- (3) **Democracy improves the quality of decision-making.** As democracy is based on deliberation and negotiations, it improves the quality of decision-making. In a democracy, every citizen takes part in the decision-making process, either directly or indirectly through the elected representatives.
- (4) **Democracy develops competitive attitude:** Democracy usually develops a procedure to conduct competition among the social differences. This reduces the possibility of social tensions becoming explosive or violent.
- (5) **Democracy evolves mechanisms to negotiate:** No society can fully and permanently resolve conflicts among different groups, but we can certainly learn to respect these differences and also evolve mechanisms to negotiate the differences. Democracies are best suited to produce this outcome.
- (6) **Democracy represents the general view:** The majority always needs to work with the minority so that governments function to represent the general view.
- (7) **Democracy provides an accountable, responsive and legitimate government:** The most basic feature of democracy is that it produces a government which is accountable to the citizens, responsive to the needs and expectations of the citizens and its legitimate.

**Q.25. Democracy stands much superior in promoting dignity and freedom of the citizens.'**

**Justify the statement.**

**Ans.- Democracy stands much superior in promoting dignity and freedom of the citizens**

- (1) Democracy promotes equality. It gives equal treatment to every person.
- (2) It involves every person in the decision-making process. Every citizen has a right to information.

(3) The passion for respect and freedom are the bases of democracy. It accepts dignity of women as a necessary ingredient of society. Democracy recognises the principle of equal treatment to women unlike non-democratic governments.

(4) Democracy in India has strengthened the claims of the disadvantaged and discriminated cases for equal status and opportunity.

(5) Democracy has to meet the expectations of citizens and people have the right to complain about the functioning of democracy.

**Q.26. Democracy accommodates social diversity. Explain with examples.**

**Ans - Democracy accommodates social diversity**

(1) Democracy usually develops a procedure to conduct competition among social divisions. It reduces the possibility of social tensions becoming violent.

(2) Democracy evolves mechanisms to negotiate. No society can fully and permanently resolve conflicts among different groups. Democracies are best suited to produce this outcome.

(3) Democracy presents the general view. The majority always needs to work with minority so that the government functions to represent the general view. Hence majority and minority views are not permanent.

(4) Democratic regimes do not suppress internal social differences. They do not turn a blind eye to such differences.

(5) Democratic governments have the ability to handle social differences, divisions and conflicts.

(6) Democracy

**Q.27 'Democracy is seen to be good in principle but felt to be not so good in practice.'**

**Justify the statement.**

**Ans .Democracy is seen to be good in principle but felt not to be so good in practice because-**

(1) In a democracy, people expect to have their needs and expectations fulfilled but because every country has a diverse culture and regions, it is not possible to look after everyone's needs.

(2) Even though democracy is not simply rule by majority opinion, there are instances where the minority opinions is not taken into account for a general view.

(3) If there is corruption, then people lose faith in the government and then do not feel the need to vote which is not healthy for the country because democracy is a people's government.

(4) If there is corruption, then people lose faith in the government and then do not feel the need to vote which is not healthy for the country because democracy is a people's government.

(5) Regular elections may lead to change in the ruling party, which causes instability and fall of economic development.

(6) If people are not wise in choosing their representatives, then even though there is room to correct mistakes, the country will suffer and so will the people

**Q.28. Democracy is accountable and responsive to the needs and expectations of the citizens Justify the statement.**

**Ans** Democracy is accountable and responsive to the needs and expectations of the citizens

1) In a democracy people have the right to choose their representatives and the people will have control over them.

2) Citizens have the right to participate in decision making that affects them all. This ensures that the working of the government is transparent.

3) Everybody expect the government to be attentive to the needs and expectations of the people.

4) It is expected that the democratic government develops mechanisms for citizens to hold the government accountable.

5) The opposition parties can also question and criticize the government policies. They keep a check on the ruling party and make sure that it does not misuse the power.

### **Case Based Questions (4 Marks)**

**Q.29 Read the source given below and answer the following questions that follow:**

**Democracy** stands much superior to any other form of government in promoting dignity and freedom of the individual. Every individual wants to receive respect from fellow beings. Often conflicts arise among individuals because some feel that they are not treated with due respect. The passion for respect and freedom are the basis of democracy. Democracies throughout the world have recognised this, at least in principle. This has been achieved in various degrees in various democracies. For societies which have been built for long on the basis of subordination and domination, it is not a simple matter to recognize that all

individuals are equal. Take the case of dignity of women. Most societies across the world were historically male dominated societies. Long struggles by women have created some sensitivity today that respect to and equal treatment of women are necessary ingredients of a democratic society. That does not mean that women are actually always treated with respect. But once the principle is recognised, it becomes easier for women to wage a struggle against what is now unacceptable legally and morally. In a non-democratic set up, this unacceptability would not have legal basis because the principle of individual freedom and dignity would not have the legal and moral force there. The same is true of caste inequalities. Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity. There are instances still of caste-based inequalities and atrocities, but these lack the moral and legal foundations. Perhaps it is the recognition that makes ordinary citizens value their democratic right.

**2.1. What are the social outcomes of democracy.**

**Ans.** (i) Accommodation of social diversity.

(ii) Dignity and freedom of the citizen.

**2.2. What do democracies ensure regarding decision making ?**

**Ans.** Democracies ensure that decision-making is based on norms and procedures,

**2.3. What is meant by transparency?**

**Ans.** Transparency signifies the decisions are taken through correct procedure.

**2.4. The record of democracies is not impressive on two counts. What are they?**

**Ans.** (a) They are not attentive enough to the needs and demands of the people.

(b) The democracies are not free of corruptions.

**Q 30. Read the source given below and answer the following questions that follow**

We have understood democracy as a form of government. This way of defining democracy helps us to identify a clear set of minimal features that a democracy must have. The most

common form that democracy takes in our times is that of a representative democracy. You have already read about this in the previous classes. In the countries we call democracy, all the people do not rule. A majority is allowed to take decisions on behalf of all the people. Even the majority does not rule directly. The majority of people rule through their elected representatives. This become necessary because: Modern democracies involve such a large number of people that it is physically impossible for them to sit together and take a collective decision. Even if they could, the citizen does not have the time, the desire or the skills to take part in all the decisions. This gives us a clear but minimal understanding of democracy. This clarity helps us to distinguish democracies from non-democracies. But it does not allow us to distinguish between a democracy and a good democracy.

**28.1. Which is the most common form of Democracy?**

**Ans.** representative democracy

**28.2. In Democracy all the people do not rule. Who rules the country in Democracy?**

**Ans.** The majority of people rule through their elected representatives

**28.3. How majority rules the country in Democracy?**

**Ans.** A majority is allowed to take decisions on behalf of all the people

**28.4. What is a difference between democracies from non-democracies?**

**Ans.** Democracy- Elected by people, Non-Democracy- Not Elected by people

**ECONOMICS****CHAPTER 1****DEVELOPMENT****SUMMARY****Meaning of Development**

Development applies to all round development of a country. Such as freedom, participate Involvement, economic equality, security, life with dignity and good standard of living.

Different persons can have different developmental goals what may be development for one may not be development for the other. It may even destructive for the other.

**INCOME AND OTHER GOALS:**

Income is considered the most important component of development and it can buy material goods and services.

1. What people desire are regular work, better wages and decent price for their crops or other products that they produce. In other words, they want more income.
2. People also seek things like equal treatment, freedom, security, and respect for others.
3. In some cases, these may be more important than more income or more consumption because material goods are not all that you need to live.
4. Money, or material things that one can buy with it, is one of the factors on which our life depends on non-material things mentioned above.
5. There are many things that are not easily measured but they mean a lot to our lives. These are often ignored.
6. However, it would be wrong to conclude that what cannot be measured is not important.
7. Similarly, for development people look at a mix of goals.
8. The developmental goals that people have are not only about better income but also about other important things in life.

**NATIONAL DEVELOPMENT:**

1. It is very important to keep in mind that different persons could have different as well as conflicting notions of a country's development.
2. National development means thinking about fair and just path for all, whether there is a better way of doing things.

**HOW TO COMPARE DIFFERENT COUNTRIES OR STATES?**

1. Usually, we take one or more important characteristics of persons and compare them based on these characteristics.
2. For comparing countries, their income is considered to be one of the most important attributes.
3. Countries with higher income are more developed than others with less income. The income of the country is the income of all the residents of the country. This gives us the total income of the country. For comparison between countries, total income is not such useful measure because they have different populations and comparing total income will not state the average amount earned by a person. Hence, we compare the average income which is the total income of the country divided by its total population. The average income is also called per capita income. In World Development Report brought out by the World Bank, this countries with per capita income of US\$ 49300 per annum and above in 2019, are called rich countries and those with per capita income of US\$ 2500 or less are called low-income countries. India comes in the category of low middle-income countries because its per capita income in 2019 was just US\$6700 per annum.

#### **INCOME AND OTHER CRITERIA:**

Let us compare the per capita income of Maharashtra, Kerala, and Bihar. Maharashtra has the highest per capita income and Bihar is at the bottom.

So, if per capita income were to be used as the measure of development, Maharashtra will be considered the most developed state of the three.

#### **PUBLIC FACILITIES:**

Money in your pocket cannot buy all the goods and services that you may need to live well. Income by itself is not a completely adequate indicator of material goods and services that citizens are able to use.

Normally, your money cannot buy the pollution-free environment or ensure that you get unadulterated medicines unless you can afford to shift to a community that already has all these things. Money may also not be able to protect you from infectious disease unless the whole of your community takes preventive steps.

**HUMAN DEVELOPMENT** – Development of an individual in such a way that he can able to earn and fulfill his materialistic desire.

Human Development Report published by UNDP based on the following criteria,

- Living standard (Per capita Income)
- Health Status (life Expectancy)
- Educational levels of the people (Literacy rate and Net Attendance ratio)



### **SUSTAINABILITY OF DEVELOPMENTS:**

Since the second half of the twentieth century, a number of scientists have been warning that the present type, and levels, of development are not sustainable. Resources are replenished by nature as in the case of crops and plants. In the case of groundwater, if we use more than what is being replenished by rain then we would be overusing this resource. Consequences of environmental degradation do not respect national or state boundaries; this issue is no longer region or nation-specific. Sustainability of developments comparatively a new area of knowledge in which scientists, economists, philosophers and other social scientists are working together.

### **KEYWORDS OF THE LESSON**

**Developed Economies:** These are those economies which are characterized by high level of per capita income and high standard of living

**Developing Economies:** Those economies which are passing through the stages of growth and development. In such economies significance of agriculture tends to decline whereas the industrial sector grows sharply. e. g. India, Indonesia

**Economy:** It is a sum total of all the economics activities like production, consumption, distribution exchange etc.

**National Income:** It is the total value of all the final goods and services produced within a country plus net income from abroad during a year.

**Production:** When an activity results in valuable and useful things it is called production.

**Per capita Income:** It is the average income of the people of country in a definite period.

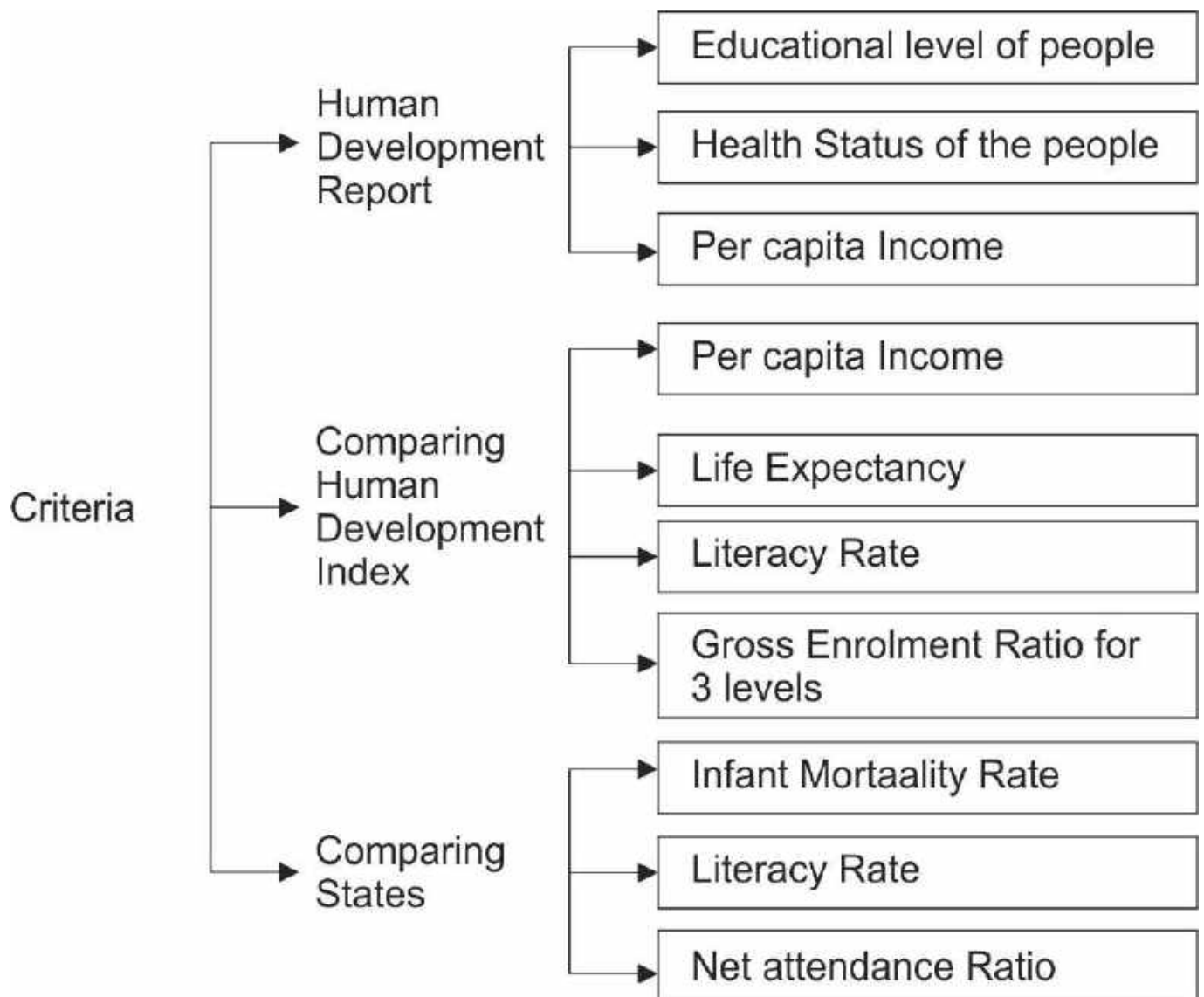
$$\frac{\text{Total population of a country}}{\text{Total income of country}}$$

**Under-Developed Economies:** These are the economies which are characterized by low level of per capita income and miserable standard of living. Such economies are not able to exploit their natural resources. e. g. Nepal, Burma etc.

**Infant Mortality Rate or IMR:** Indicates the number of children that die before the age of one year as a proportion of 1000 live children born in that particular year.

**Literacy Rate:** Measures the proportion of literate population in the 7 and above age group.

**10. Net Attendance Ratio:** Is the total number of children of age group 14- and 15-years attending school as a percentage of total number of children in the same age group.



## Questions and Answers

### OBJECTIVE QUESTIONS

**1. The total number of children attending school as a percentage of total number of Children in the same age group is called**

- (a) Net attendance ratio (b) literacy rate  
(c) Gross enrolment ratio (d) level of education

**Ans: (a) Net attendance ratio**

**2. Per capita income hides**

- (a) Disparities (b) average income  
(c) Total population (d) none of these

**Ans: (a) disparities**

**3. Per capita income of Kerala is higher than that of**

- (a) Bihar (b) Punjab  
(c) Gujarat (d) none of these

**Ans: (a) Bihar**

**4. Dividing the total income of country with its population, we get**

- I. Per-Capita income  
II. National income  
III. Average Income  
IV. Total Income
- (a) Both I and III (b) Both I and II  
(c) All of the above (d) None of these

**Ans: (a) Both I and III**

**5. The per-capita income of different countries is counted in which currency?**

- (a) Rupees (b) Pounds  
(c) US Dollars (d) Canadian Dollars

**Ans: (c) US Dollars**

**6. Among Haryana, Kerala and Bihar, the lowest per- capita income state is Bihar. It**

**shows that**

- (a) Bihar has high standard of living
- (b) People are earning less in Kerala
- (c) Maharashtra has more number of rich people
- (d) On an average, people in Bihar have low income

**Ans: (d) On an average, people in Bihar have low income**

**7. Meaning of development is different for**

- (a) Different people
- (b) alien people
- (c) Same people
- (d) none of these

**Ans: (a) different people**

**8. Development of an individual refers to**

- (a) mental development
- (b) physical development
- (c) spiritual development
- (d) overall development

**Ans: (d) overall development.**

**9. The developmental goal of a girl in a rich family**

- a. To get more days of work
- b. To get as much freedom as her brother get
- c. To get electricity
- d. To get better wages

**Ans. b. To get as much freedom as her brother get**

**10. Development goal for landless agricultural labour is**

- (a) High prices for crops
- (b) More days of work
- (c) Cheap labor
- (d) Pollution free environment

**Ans: (b) more days of work**

**11. What will be the aspiration of an educated urban unemployed youth?**

- (a) An educated urban unemployed youth will aspire for better opportunities in agriculture.
- (b) Support from government at every step-in life for his upward movement.
- (c) An urban educated unemployed will aspire for good job opportunities where his education can be made use of.
- (d) Better facilities of recreation for his leisure time.

**Ans. c) An urban educated unemployed will aspire for good job opportunities where his education can be made use of.**

**12. IMR stands for**

- (a) Infant Mortality Ratio
- (b) Indian Mortality Ratio
- (c) International Mortality Ratio
- (d) None of these

**Ans: (a) Infant Mortality Ratio**

**13. People may have different developmental goals; what is development for one, May Even be for the other.**

- (a) Destructive                      (b) constructive
- (c) Same                              (d) equal

**Ans: (a) destructive**

**14. Development criteria include**

- (a) Income      (b) equal treatment      (c) freedom      (d) all of these

**Ans: (a) income**

**15. The literacy rate is highest in Kerala while the infant mortality rate is highest in Bihar. What does it show?**

- (a) Most of the people in Kerala and Bihar have good living conditions.
- (b) Both Bihar and Kerala lack basic necessities of life.
- (c) The standard of living in Kerala is batter than Bihar.
- (d) The standard of living in Bihar is better than Kerala.

**Ans: (c) The standard of living in Kerala is batter than Bihar.**

**16. The Human Development Report (HDR) published by UNDP compares countries based on literacy rate, health status and .....**

- (a) National income                      (b) Per-capita income
- (c) Both a and b                              (d) None of the above

**Ans: (b) Per-capita income**

**17. Money cannot buy all the goods and services that we may need to have a good life. A list of things required for a good life is given below. Which among the following are things money cannot buy?**

- (i) Full protection from infectious diseases
- (ii) High quality education
- (iii) A luxury home
- (iv) A pollution-free atmosphere in every part of the country
- (a) (i) and(ii)
- (b) (ii) and (iii)
- (c) (i), (ii) and (in)
- (d) (i) and (iv)

**Ans. (d) (i) and (iv)**

**18. A good way to measure the quality of life in countries across the world is by comparing their.....**

- (a) Per capita Income
- (b) Human development index
- (c) Gross national income
- (d) Sustainable development

**Ans: (b) human development index**

**19. Assertion (A) Sustainable development is a crucial step for the development of a country.**

**Reason (R) Sustainability is the capability to use the resources judicious and maintain ecological balance.**

- (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) Assertion (A) is false but Reason (R) is correct

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

**20. Assertion (A) Different people having different development goals.**

**Reason (R) People want freedom, equality, security and respect.**

(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) Assertion (A) is false but Reason (R) is correct.

**Ans. A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)**

### Very Short Answer Type Questions

**Question 1. Define the term National Income?**

**Answer:** National income is defined as the total value of all final goods and services produced with a country plus net income from abroad.

**Question 2. Define GDP.**

**Answer:** GDP or Gross Domestic Product is the total value of all final goods and services produced during a particular year in a country.

**Question 3. What is the main criterion used by the World Bank in classifying different countries?**

**Answer:** The World Bank uses average income or per capita income as a criterion for Classifying different countries.

**Question 4. Why is the total income of countries not used to make comparisons between them?**

**Answer:** The total income of countries is not used to make comparisons between them, because the population of different countries is different and does not give a clear picture if comparisons are made on this basis.

**Question 5. Literacy rate measures the proportion of literate population in which age group?**

**Answer:** The age group of 7 years and above.

**Question 6. Which state of India has the lowest infant mortality rate?**

**Answer:** Kerala

**Question 7. What is Human Development Index?**

**Answer:** Human Development Index is a composite index of achievements of a nation in terms of three important variables, namely—longevity, knowledge and standard of living that determine the quality of life.

**Question 8. Name the report published by UNDP which compares countries based on the Educational levels of the people, their health status and per capita income.**

**Answer:** Human Development Report

**Question 9. What term is used to describe the “average number of years a person is expected to live at birth”?**

**Answer:** Life Expectancy

**Question 10. What is the advantage of per capita income? Mention any one.**

**Answer:** It helps to compare the development of countries as per capita income tells us whether people in one country are better off than others in a different country.

**Q11. Assume there are four families in a country. The average per capita income of these families is Rs 5000. If the income of three families is Rs 4000, Rs 7000 and Rs 3000 respectively, what is the income of the fourth family?**

(i) Rs 7500

(ii) Rs 3000

(iii) Rs 2000

(iv) Rs 6000

**Answer: (iii) Rs 6000**

### **Short answer Type Question (3 Marks Questions)**

**Q1. What is per capita income? Mention any two limitations of per capita income as an indicator of development.**

**Answer-** The total income of a country divided by its total population gives the Per Capita Income. Money cannot buy all the goods and services that are needed to live well. So income by itself is not a completely adequate indicator of material goods and services that citizens are able to use. For example, money can not buy a pollution-free environment or ensure that one gets unadulterated medicines, unless one can afford to shift to a community that already has all these things.

**Q2. Kerala, with lower per capita income, has a better human development ranking than Punjab. Hence, per capita income is not a useful criterion at all and should not be used to compare States. Do you agree?**

**Answer-** No, we are not agree, Per capita income is not a useful criterion at all to measure the human development ranking of a state. High per capita income is not the only attribute to a good quality life.



Money cannot buy all the essential things required for a good life. Pollution-free atmosphere to ensure good health, protection from infectious diseases, lowering of mortality rate, promotion of literacy, etc. are essential for a good standard of living. In order to achieve these, joint efforts have to be made by all members of a community, be it rich or poor. Kerala ranks higher compared to Punjab even with a lower per capita income because— mortality rate is lower literacy rate is higher and total number of children attending school (Classes I- V) is higher.

**Q.3 What is per capita income? Mention any two limitations of per capita income as an indicator of development.**

**Answer:** The total income of a country divided by its total population is called per capita income.

Two limitations of per capita income

- a. The criterion of per capita income takes into account only the economic aspect of life. It has nothing to do with the social aspect of life.
- b. Per capita income criterion is not concerned with non-material things such as pollution free environment, education, healthcare, sanitation, etc

**Q 4: Mention any four characteristics of Development.**

- i) Development is linked with the desire to improve the present condition.
- ii) Development involves thinking about the ways in which we can work towards achieving our desired goals.
- iii) There can be different development goals for different persons.
- iv) Development for one may not be development for others.

**Long Answer Type Question (5 Marks Questions.)**

**Q1. Why do we use averages? Are there any limitations to their use? Illustrate with your own examples related to development.**

**Answer:** 1. Total income is not a useful measure for comparison between countries. Since countries have different populations, comparing total income does not tell what an average person is likely to earn. Hence, we use average income which is total income of the country divided by total population.

2. Yes, there are some limitations to their use. The limitation of average as a measure is that it does not show the distribution (dispersion) of income between the rich and the poor.

3. Two countries may have the same average income but in one country almost every family may enjoy more or less the same kind of income, whereas in the other, some may be very rich and others very poor. The disparity between rich and poor is an important feature that

the average measure (per capita income) does not consider. Example: In terms of development, we can take the example of India, where the metro towns are full of high-rise buildings and shopping malls while some villages have not yet been provided with a basic necessity like electricity.

**Question 2. “Money cannot buy all the goods and services that one needs to live well” Do you agree with this statement? Justify your answer with any three suitable arguments.**

**Answer:** Yes, I agree with the statement because

- 1). Money income and material goods alone are not an adequate indicator of a good quality of life. Money cannot buy all the goods and services one needs to live well.
2. Money cannot buy pollution free and dean environment with fresh air. It cannot protect us from infectious diseases and guarantee good health for us.
3. Money cannot assure that medicines available in the market are not adulterated. To live well one needs non-material factors such as equal treatment, freedom, security, equal opportunity to learn, a pollution free environment, good and safe working conditions etc.

**Question3: What do you mean by public facilities? Why are they important?**

**Answer:** Public facilities are the facilities provided by the government either free of cost or at very low price for the welfare of the people like schools, health centers, public transport etc.

The importance of these facilities is to make it available to everyone for use.

Four major facilities are as follows:

- 1. Basic Education:** Government provides school and other educational facilities like chair, Books etc to be used by the public. But its use and performance is depended on collective response and community cooperation.
- 2. Basic health facilities:** Government provides hospitals, Vaccine Programmes to maintain basic quality of life.
- 3. Law and order facility/Security:** It is the duty of the government to ensure law and order and provide security in order to maintain peace in the country.
- 4. Provide for Public Distribution System:** Government opens PDS shops or ration shops through which it supplies basic food items like rice, wheat, pulses, etc. at very low price /subsidized rate to the lower income groups or poor people. Other facilities are infrastructure facilities like road, irrigation projects drinking water supplies in urban areas etc.

**Question 4: “What may be the development for one may be the destruction for the other.”**

**Explain the statement with appropriate examples.**

**Ans:** It is true to say that what may be the development for one may be the destruction for the other. Sometimes the developmental goals of people may be conflicting in nature and prove destructive for others. For example,

- a. Construction of dam could be a development goal for the industrialist but it is a conflicting goal as it would affect the lives of the people living in that area as the local people may get displaced and their livelihood may get disrupted.
- b. If there is slum near the high-rise buildings then the people of that high-rise building will have the developmental goal to remove the slum from that locality which will be a conflicting goal as it would displace the slum people.

**Question 5: What is the main criteria used by the World Bank in classifying different countries? What are the limitations of this criteria, if any?**

**Ans:** The main criterion used by the World Bank in classifying different countries is per capita income.

Limitations of using average income for comparison:

- a. Average income hides the disparity.
- b. Average income does not tell us the distribution of income among the people.
- c. It is just a material criterion for the comparison.

**Q6. In what respects is the criterion by the UNDP for measuring development different from the one used by the World Bank?**

**Ans.** The criteria used by the UNDP for measuring development is different from the one used by the World Bank on the following basis:

- a. World Bank uses PCI as a criterion for comparing the countries whereas UNDP uses PCI, health status and educational levels for the comparison.
- b. The criteria used by the World Bank is just a material criterion whereas the criteria used by the UNDP is both material and non-material criteria.
- c. The criteria used by the World Bank does not give us a real picture of development as it is given by the UNDP.

**Q7. Why the issue of sustainability is important for development?**

**Ans.** Sustainable development means that development should meet the needs of the present without compromising the ability of future generations to meet their needs.

It is important because –

1. The issue of sustainable development has emerged from rapid industrialization of the world in the past century. It is felt that economic growth and industrialization have led to the reckless exploitation of natural resources.
2. The stock of natural resources are limited. So, the growth of all countries in the future is likely to be endangered if the limited resources are completely exhausted.
3. Under these circumstances, the issue of sustainability has become important for development. A number of resources are being overused.
4. For example, groundwater is under serious threat of overuse in many parts of the country i.e., Punjab, Haryana and western U.P. The water level has declined over 4 meters. As a result of it if we go on overusing there will be a water crisis in future. Similarly, if non-renewable resources are used recklessly these will also be exhausted.

### **CASE BASED QUESTIONS**

**Q1.** Similarly, for development, people look at a mix of goals. It is true that if women are engaged in paid work, their dignity in the household and society increases. However, it is also the case that if there is respect for women there would be more sharing of housework and a greater acceptance of women working outside. A safe and secure environment may allow more women to take up a variety of jobs or run a business. Hence, the developmental goals that people have are not only about better income but also about other important things in life.

**(i) Developmental goals means**

- |  |                                 |
|--|---------------------------------|
| (a) goals of weaker people               | (b) goals of women              |
| (c) goals of all sections of the society | (d) goals of working Population |

**Ans. Goals of all sections of the society**

**(ii) If women are engaged in paid work then their ..... increased.**

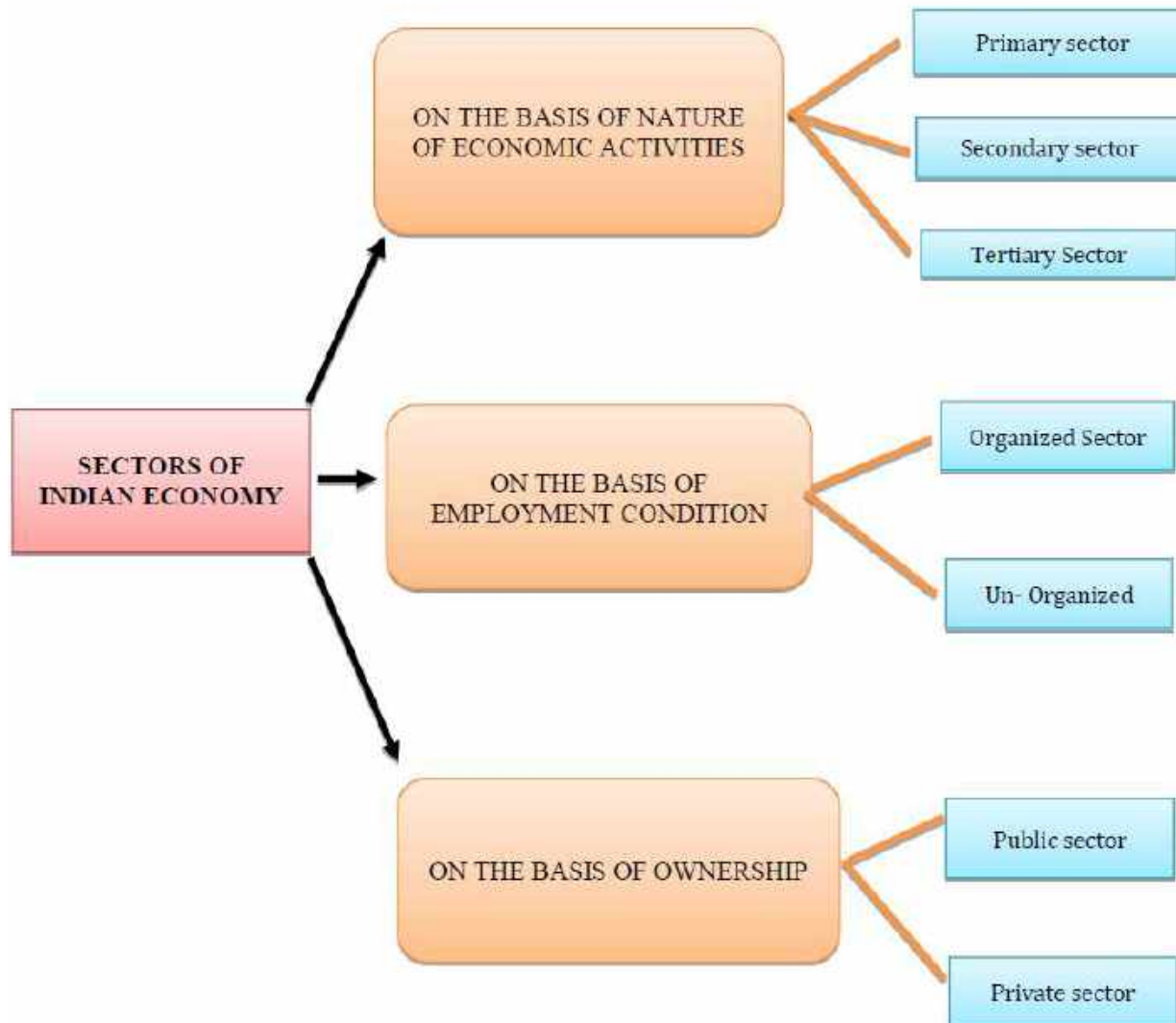
- |             |             |              |                 |
|-------------|-------------|--------------|-----------------|
| (a) respect | (b) dignity | (c) prestige | d) all of these |
|-------------|-------------|--------------|-----------------|

**Ans. All of these**

**(iii) Different people have different development goal. Explain this statement.**

**Ans.** Different people have different goals for development as their needs, desires living style differ from each other. Also, the social, cultural and economic position of the people varies, which results in different developmental goals.

**CHAPTER 2**  
**SECTORS OF INDIAN ECONOMY**



## Key points:

**1.Primary Sector:** Activities under primary sector are defined as those that ensure goods productivity by the exploitation of natural resources.

**2.Secondary Sector:** Activities under secondary sector involve those in which natural goods are changed into manufactured products. It is popularly known as the industrial sector.

**3. Tertiary Sector:** Activities under tertiary sector include those that support the development of primary and secondary sector. It does not involve the production of goods but an aid to the produced goods.

**4.Intermediate goods :** Those goods which are sold by one firm to another for resale or for further processing .

**5.Final goods:** They have crossed the boundary line of production and are ready for use by the final users. E.g. cloth, coolers, T.V.etc.

**6.GDP (Gross Domestic Product):** It is the value of only final goods and services produced within the domestic territory of a country.

**7.Unemployment:** When the person is willing to work at the prevailing wage rate, but he/she is not getting a job it is called unemployment.

**8.Seasonal Unemployment:** The unemployment which takes place due to the variation in the season is called seasonal unemployment. It is mostly seen in the agricultural sector.

**9.Underemployment or disguised unemployment** means more people engaged in a job than needed.

**10. Unorganized sector:** It consists of small and scattered units which are not in the control of the government. It has low salary and unsecured jobs.

**11.Mahatma Gandhi National Rural Employment Guarantee Act 2005, (MNREGA 2005):** Under NREGA 2005, all those who are able to, and are in need of, work have been guaranteed 100 days of employment in a year by the government. If the government fails in its duty to provide employment, it will give unemployment allowances to the people.

**PART 1 (MCQ)****Q1. Which sector is also called the service sector?**

- (A) Primary Sector      (b) Secondary Sector      (c) Tertiary Sector      (d) None of the above

**Ans. c) Tertiary Sector****Q2. The sectors are classified into public and private sector on the basis of:**

- (A) Working Condition      (b) Ownership      (c) capital investment      (d) all of the above

**Ans (b) Ownership****Q3. GDP is the total value of ..... produced during a particular year:**

- (a) Final goods and services produced in a year in all the three sectors.  
 (b) Expenditure done by govt. of India for production.  
 (c) Service sector total production.  
 (d) Total value of total raw material

**Ans. (a) Final goods and services produced in a year in all the three sectors.****Q4. Through which act "Right to Minimum Work" is implemented?**

- (a) RTI Act  
 (b) MGNREGA 2005  
 (c) RIGHT TO EDUCATION  
 (d) RIGHT TO EQUALITY

**ANS 4 (B) MGNREGA 2005****Q5. Which of the following sector employs largest workers in India?**

- (A) Primary Sector      (B) Secondary Sector      (c) Tertiary Sector      (d) All of the above

**Ans.5. (A) Primary Sector****Q6. Which of the following is an example of private sector?**

- A). TISCO      (B) SAIL      (C) BSNL      ( D) NONE OF THE ABOVE

**Ans. (A) TISCO****Q7. Which of the following is included in tertiary sector?**

- a) ATM  
 b) Call Centers

- c) Internet Café  
d) All of them

**ANS. (D) All of them**

**Q8. Study the Table given below and find the incorrect option from the followings.**

List I		List II	
A	Courier	I	Tertiary sector
B	Fisherman	II	Primary sector
C	Carpenter	III	Primary sector
D	Banker	IV	Tertiary sector

- a) A  
b) B  
c) C  
d) D

**Ans. (C) Carpenter**

**Q9 Find out odd one out from the following on the basis of working condition.**

Teacher, Doctor, lawyer, vegetable vendor.

**Ans. Vegetable vendor**

**Q10** In the question given below, there are two statements marked as Assertion (A) and Reason (R) Read the statements and chooses the correct code

**Assertion (A)** Leela works five days a week, receive her income on the last day of each month and gets medical facilities from her firm.

**Reason (R)** Leela works in organized sector.

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. (a) Both A and R are true and R is the correct explanation of A**

**Q11. Which one not an example of tertiary sector?**

- a). Banking      b). Trade      C). Transport      D. Forestry



**Ans. D. Forestry**

**Q12. Assertion (A) In India primary sector is the largest employer.**

**Reason (R) The demand for services has increased enormously.**

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

**Q13. At the initial stages of development, which one of the following sectors was the most important economic activity?**

- (A) Primary Sector    (B) Secondary Sector    (c) Tertiary Sector    (d) All of the above

**Ans. (A) Primary Sector**

**Q14. Arrange in sequence**

**1 making of Khoya**

**2 Buying of sweets on Diwali**

**3 Extraction of milk**

**4 Displaying sweets in showcase**

- (A) 4,3,2,1    (B) 1,2,3,4    (C) 3,1,4,2,    (D) 3,2,1,4

**Ans. (C) 3,1,4,2**

**Q15. Information and technology industry is included in which sector?**

- (A) Primary Sector    (B) Secondary Sector    (c) Tertiary Sector    (d) None of the above

**Ans. (c) Tertiary Sector**

**Q16. Disguised unemployment is also known as.....**

- (a) Underemployment    (b) full employment    (c) over employment    (d) None of the above

**Ans. Underemployment**

**Q17. Which of the following takes the task of measuring Gross Domestic Product in India?**

(a) Prime minister (b) Central govt. (c) State govt. (d) Central govt. with the help of Union Territory and all States Govt.

**Ans. (d) Central govt. with the help of Union Territory and all States Govt.**

**Q18. Removing barriers and restrictions set by the government is called?**

(a) Information technology (b) Liberalization (c) Investment (d) Free trade

**Ans. (b) Liberalization**

### **Short Answer Type Questions (2 marks each)**

**Q1. Classify the economy on the basis of nature of the activity.**

**Ans.** An economy can be classified on the basis of economic activities into three sectors i.e. Primary sector, Secondary sector and Tertiary (service) sector. All the three sectors are interdependent.

**Q2. What are primary activities? Give examples.**

**Ans.** The primary activities mean “activities that are related directly with nature or natural resources is known as primary activity”. In other words, primary activities are those which are produced by exploiting natural resources. Like farming, dairy, fishing, mining, hunting, etc.

**Q3. What do you mean by unemployment?**

**Ans.** Unemployment is a situation when a person is ready to work on existing wages but do not have work.

**Q4. What are basic services? Give some examples.**

**Ans.** Services required to fulfill day to day needs are called basic services. In a country several services such as hospitals, schools, post offices, telegraph, police stations, transportation, banks, courts etc. are considered vital. These are known as basic services.

**Q5. What is the meaning of underemployment?**

**Ans.** A condition in which each individual appears working but no one is fully employed. This is a situation of under employment. People under such type of employment cannot utilize their potential and capacity in full.

### **Short Answer Type Questions (3 marks each)**

**Q1. What is meant by sustainable economic development? Give its main features.**

**Ans.** Sustainable development may be defined as development that meets the need of the present generation without compromising the need of ability of the future generations to meet their own needs. Environment and economy are inter-dependent and complementary to each other. Hence the process of development should not ignore environmental issues.

The main features of sustainable development are as follow:

- (i) It stresses meeting the needs of the present generation and future generation.
- (ii) There should be restraints on wasteful luxurious consumption pattern.
- (iii) Efforts should be made to invent environment friendly technology.
- (iv) Fast growing population should be effectively checked.

**Q2. What is the meaning of under employment? In which economic sector is under employment conditions more prevalent? Why?**

**Ans:** A condition in which each individual appears working but no one is fully employed. This is the situation of under employment. People under such type of employment cannot utilize their potential and capacity in full.

It is in primary sector because-

- (i) This sector comprises the poorest section of society in majority
- (ii) People engaged in this sector are illiterate or semi-literate.

**Long Answer Type Questions (5 marks each)**

**Q.1 What is the differences between public and private sectors?**

<u>Public Sector</u>	<u>Private Sector</u>
(i) The government owns most of the assets and provides all the services.	(i) Ownership of assets and delivery of services is in the hands of private individuals or companies.
(ii) The purpose of the public sector is not just to earn profit, but also to raise the welfare of the economy.	(ii) Activities in the private sector are guided by the motive to earn profit.
(iii) Future is secure in this sector.	(iii) Future is not secure.
(iv) It is organized sector.	(iv) It can be organized and unorganized both.
(v) Railways or post office is an example of the public sector.	(v) Tata Iron and Steel Company Limited or Reliance Industries Limited are privately owned.

**Q.2 Though maximum share of GDP is coming from tertiary sector, but still the share of employment in the primary sector is maximum. Discuss.**

**Ans:** (a) This situation is because not enough jobs are created in the secondary and tertiary sectors.

(b) Though the industrial production of goods went up by eight times, but employment in the industry went up by only 2.5 times.

(c) Similarly in the tertiary sector, production rose by 11 times but employment rose less than three times.

(d) almost 70% population live in rural area that is depend on primary sector.

(e) primary sector uses raw material from nature that needn't required much capital investment that's why more people involve in it.

As a result, more than half of the population is dependent on the primary sector which contributes only a quarter of GDP.

**Q.3 Why does only final goods and services are included while calculating National Income?**

**Ans:** Only final goods and services are included while calculating National Income because:

- (a) Final goods are those goods which have crossed the boundary line of production and are ready for final consumption and investment.
- (b) The value of final goods already includes the value of all the intermediate goods that are used in making the final goods. This would lead to the problem of double counting if all the goods of the economy will be included while calculating national income.
- (c) This should be avoided because if the value of any commodity is counted more than once it will result in overestimation of national income.
- (d) It will also lead to wrong estimation of economic growth.
- (e) It will be difficult to measure poverty line.

**Q.4 Why is the tertiary sector becoming more important in India? Explain.**

**OR**

**Now a days Territory sector is becoming most popular among youth. Why?**

**Or**

**Highlight the importance of service sector in India.**

**Ans:** The tertiary sector becoming more important in India because:

- (i) In any country several basic services like transport, bank, insurance, educational institutions etc. are required and the government has to take responsibility for the provision of these services.
- (ii) The development of agriculture and industry lead to the development of services such as transport, trade, storage etc.
- (iii) As income level rises, certain section of people started demanding many services like eating out, tourism, private hospital etc.
- (iv) Certain new services such as those based on information and communication technology have become important and essential
- (v) More respective sector. This sector is considered more respective sector than other two sector.

**Q.5 What is the differences in the employment conditions between organized and un-organized sectors of the economy?**

**Or**

**why is organized sector preferred by the employees?**

<u>Organized sector</u>	<u>Un-organized sector</u>
1. Registration with the government.	1. No such registration with the government.
2. The workers are expected to work for a fixed number of hours.	2. There is no fixed working hour.
3. The wages are fixed and extra payment for extra work.	3. The workers get daily wages.
4. In addition to wages, people get some extra benefits like paid leaves, provident fund, gratuity etc.	4. There is not any such benefit.
5. There is a job security.	5. There is no job security.
6. The workers are given an appointment letter stating all the terms and condition of work.	6. There is no such provision of appointment letter.

**Q6. Explain the work conditions in organized sector and unorganized sector.**

	<b>Organized sector</b>	<b>Unorganized sector</b>
1	Wages are fixed	They have to work on daily wages.
2	Working hours fixed.	Working hours are not fixed.
3	Future is secured.	No security for future.
4	Holidays are provided.	No provision of holiday.
5	Other facilities like medical, GPF,EPF	Lack of other facilities.
6	Work under company act 1956/ follow rules and regulation of govt.	Don't follow rules.

**Q7. "Workers are exploited in unorganized sector in India". Justify the statement with examples.**

**Ans.** Workers are exploited in unorganized sector in India due to following reasons:

1. Low Salary- generally workers are given low wages as compared to organized sectors.
2. Long working hours- in most of the cases working hours are long from 10-12 hours in a day.
3. Temporary jobs- in this sector job is not permanent and employees can be asked any time to leave the jobs.
4. No other facilities are available compare to organized sector.
5. Unsafe working conditions are there.
6. No health facilities provided.

**Q8. Describe the role of MGNREGA 2005 Act in improving the employment condition in India.**

**ANS.** 1). Mahatma Gandhi National Rural Employment Guarantee Act 2005 was passed in 2005 to provide employment in rural areas. This act is also known "Right to Work" Act.

2. It provide 100 days of work (employment) per year for one person in every household in the rural areas who wants to work as an unskilled worker. It was stated in 200 districts and has now been extended to villages in over 600 districts.

3. One third of work is reserved for women. Job cards are prepared and work is allotted. Govt. provides work under different schemes. This policy has helped in reducing poverty and unemployment in rural areas.

**Q9. What are the causes of unemployment in India?**

Followings are the reasons for unemployment in India:

1. Impact of British rule- British govt. exploited Indian resources heavily.
2. Adverse policy of Colonial govt.
3. Over population
4. Lack of education, skilled education.
5. Improper implementation of govt. policies.
6. Some social and cultural reason: people don't want to work away from home and in remote areas.

**Q10. How can more employment opportunities be created in the rural areas?**

**Ans. Loan facility:** 1. loan should be provided to small farmers by the govt. or bank to have more irrigation facilities like wells and tube well in order to enable them to grow more crops.

2. New dams and canal should be constructed.
3. Transportation and storage facilities should be improved.
4. Formal sources of credit should be implemented in rural areas.
5. More school should be opened.
6. Vocational education should be focused.
7. Health service should be increased and improved.

**Q11. Explain the role of govt. in public sector.**

**Or**

**Explain role of public sector in economic development of a nation.**

**Ans. Role of govt:** 1 welfare of people. It is the foremost duty of govt. to have welfare of people because modern state concept is of welfare state.

2. Large expenditure. Some projects and work need large amount of expenditure that is feasible by govt.
3. Need for govt. support- some project needs govt. support.
4. To raise living standard of people.
5. This sector promotes rapid economic growth through creation and expansion of infrastructure.
6. This sector plays vital role in Human Development Index.
  1. It also leads to social development.
  2. It also creates employment opportunity.

### **Case based questions. (A)**

The value of final goods and services produced in each sector during a particular year provides the total production of the sector for that year. And the sum of production in the three sectors gives what is called the Gross Domestic Product (GDP) of a country. It is the value of all final goods and services produced within a country during a particular year. GDP shows how big the economy is. In India, the mammoth task of measuring GDP is undertaken by a central government ministry. This Ministry, with the help of various government departments of all the Indian states and union territories, collects information relating to total volume of goods and services and their prices and then estimates the GDP.

**Q1. Define term GDP.**

**Q2. Why final goods and services are included in calculation of GDP?**

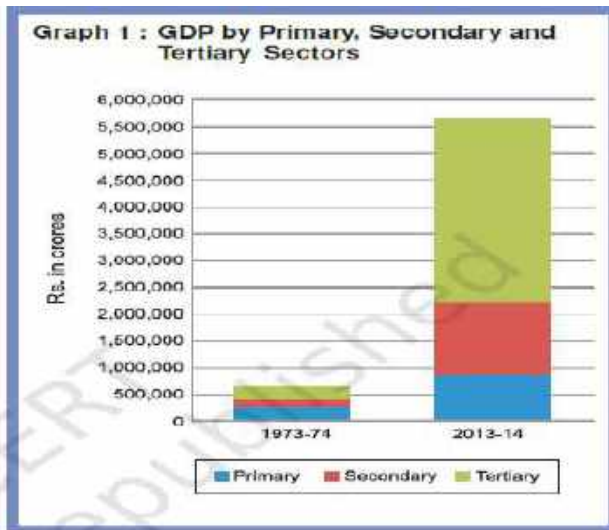
**Q3. Who is responsible for the estimation of GDP in India?**

**1 Ans.** The value of final goods and services produced in each sector during a particular year and the sum of production in the three sectors gives what is called the Gross Domestic Product (GDP).

**2 Ans. Final** goods and services are included to avoid double counting of products.

**3 Ans.** Central government ministry with the help of various government departments of all the Indian states and union territories

## CASE BASED (B)



## LET'S WORK THESE OUT

Answer the following questions by looking at the graph:

1. Which was the largest producing sector in 1973-74?
2. Which is the largest producing sector in 2013-14?
3. Can you say which sector has grown the most over forty years?
4. What was the GDP of India in 2013-14?

**1Ans.** Primary sector.

**2.** in 2013-14 Tertiary sector.

**3** Tertiary sector has grown the most over forty years.

**4** 5,520,000 Rs crores.



## CHAPTER 3

### MONEY AND CREDIT

#### Summary

- ❖ Why transactions are made in money. Money solves the problem of medium of exchange which is acceptable to everybody.
- ❖ In case of BARTER SYSTEM, for example a farmer may need a pot to cook and another person needs wheat who also produces pot. Now farmer and pot maker can exchange with each other. But they have to settle the amount of exchange of pot and wheat mutually. This is called double coincidence of wants.
- ❖ It is not possible to find two person who have exactly same requirement. If pot maker does not require wheat but rice and sugar. It is difficult to find a person who provides rice and sugar in exchange of pot.

#### BARTER SYSTEM

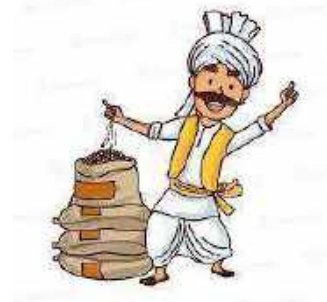
The system by which one commodity is exchanged for another without use of money.



#### LIMITATIONS OF BARTER SYSTEM



I'll Give you shoes for your wheat.



I don't need shoes, I need clothes



I want shoes but I don't have wheat

- ❖ In ancient India, a variety of objects were used as money. For example, Indians used grain and cattle as money. After that came the use of metallic coins- gold, silver, copper. Modern form of money includes paper notes, coins, cheques, bank demand drafts, etc.
- ❖ People deposit surplus money into bank. Withdraw money from bank when required. Issue cheque for payment to others rather than carry cash.
- ❖ Money deposited in the bank can be withdrawn on demand, these deposits are called demand deposits.

### CHEQUE

A cheque, is a document that orders a bank to pay a specific amount of money from a person's account to the person in whose name the cheque has been issued.

- ❖ Bank use the major portion of the deposits to give loans as there is a huge demand for loans for various economic activities.
- ❖ Banks charge a higher rate of interest on loans and pay less on deposits. The difference between interest received and interest paid by them is their main source of income.
- ❖ Credit can help a producer to meet the expenses of production, complete production on time and thereby increase his earnings. Credit therefore plays a vital and positive role in this situation.
- ❖ But if the producer had to sell part of the land to repay the loan due to crop failure, in such situation credit instead to helping producer, left her worse off.
- ❖ The terms of credit vary from one credit arrangement to another.
- ❖ If the borrower fails to repay the loan, the lender has the right to sell the asset to obtain payment.
- ❖ The various types of loans can be grouped as: -  
Formal sector loans: - These are loans from banks and cooperatives and  
Informal sector loans: - The informal lenders include moneylenders, traders' employers, relatives and friends, etc.
- ❖ Rich section gets access to credit on easier terms as compared to poor section of the society. There is a bias towards rural credit as most of the banks and lending institutions are focused on the urban centers of the country.
- ❖ In rural areas banks are not present everywhere. To get a loan from the bank proper documents are required and also ask collateral as security.
- ❖ The borrowers approach the moneylenders even without repaying their earlier loans. However, the moneylenders charge very high rate of interest, keeps no record of the transaction. Sometimes they even harass poor borrowers.

### MULTIPLE CHOICE QUESTIONS

**Q1) Which one of the following is not a modern form of money?**

- a) Demand Deposits      b) Paper currency      c) Coins      d) Precious metals

**ANS. D). Precious metals**

**Q2) Which of the following is a formal source of credit?**

- a) Friends                      b) Relatives                      c) Moneylenders                      d) Co-operative Society

**ANS. D) Co-operative Society**

**Q3) Which one of the following is the main source of credit for rich urban households?**

- a) Moneylenders                      b) Businessmen                      c) Banks                      d) Self Help Groups

**ANS. c) Banks**

**Q4) In a SHG most of the decisions regarding loan activities are taken by-**

- a) Banks                      b) Members                      c) Non-government organization                      d) Cooperative

**ANS. B) Members**

**Q5) Which is major reason that prevents the poor from getting loans from banks?**

- a) Lack of capital                      b) Not affordable due to high rate of interest  
c) Absence of collateral security                      d) Absence of mediators

**ANS. c) Absence of collateral security**

**Q6. Most agricultural laborers like Mohan depend upon loans from the informal sector.**

**Which of the following statements about this sector is correct –**

- a. There is govt. bodies to supervise the informal sector  
b. Money lenders ask for a reasonable rate of interest  
c. Cost of informal loans to the borrower is quite high  
d. Money lenders use fair means to get their money back

**Ans. Option (c)**

**Q7. In India, who issues the currency notes on behalf of the central government?**

- a. Reserve Bank of India  
b. State Bank of India  
c. Finance Minister of India  
d. None

**Ans. Option (a)**

**Q8. Rohan has taken a loan of Rs.5 lakhs from the bank to purchase a house at a 12% rate of interest. He has to submit papers about the new house and salary records to the bank.**

**What is this process called?**

- a. Interest Rate  
b. Collateral  
c. Principal Amount  
d. Installments

**Ans. Option (b)**

**Q9. Rita has taken a loan of Rs.7 lakhs from the bank to purchase a car. The annual interest rate on the loan is 14.5 percent and the loan are to be repaid in 3 years in monthly installments. The bank retained the papers of the new car as collateral, which will be returned to Rita only when she repays the entire loan with interest.**

Analyze the loan information given above, considering one of the following correct options.

- a. Mode of re-payment
- b. Terms of credit
- c. Interest on loan
- d. Deposit criteria

**Ans. Option (b)**

**Q10. A porter making pots, wants to exchange pots for wheat. Luckily, he meets a farmer who has wheat and is willing to exchange it for pots. What is this situation known as?**

- a. Incidence of wants
- b. Double incidence of wants
- c. Barter system of wants
- d. None of the above

**Ans. Option (b)**

#### ASSERTION REASON QUESTIONS

Direction: In each of the following questions there are two statement assertion (A) and reason (R) mark your answer as per code provided below: -

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

**Q1) ASSERTION: Collateral is an asset that the borrower owns and uses this as a guarantee to a lender until the loan is repaid.**

**REASON: Collateral is given so that lender can sell the collateral to recover the loan amount if the borrower fails to repay the loan.**

**Ans. a) Both statements are true and R is correct explanation of A**

**Q2) ASSERTION: The Reserve Bank of India supervises the functioning of formal sources of loans.**

**REASON: The RBI sees that the banks give loans not just to profit-making businessmen and traders but also to small cultivators.**

**Ans. b) Both statements are true but R is not correct explanation of A**

#### Very Short Answer Type Questions (2 Marks)

**1). How is money used as a medium of exchange? Explain with examples.**

**ANS.** Money acts as a medium of exchange between two or more parties for goods and services. For example: - Goods are being bought and sold in exchange of money, like I but a watch from a shopping mall. Instead of cash, cheques are also used.

**2) What is double coincidence of wants?**

**ANS.** The concept of double coincidence of wants related to the exchange of commodities. This exchange takes place in such a way that one person's need can be fulfilled in another person's requirement.

**3) How does money solve the problem of double coincidence of wants?**

**ANS.** Money acts as a crucial intermediate step and eliminated the need of double coincidence of want.

**4) What is the most essential feature of Barter system?**

**ANS.** Double coincidence of want is an essential feature.

**5) What are the limitations of Barter system that led to evolutions of money?**

**ANS.** How much quantity should be exchanged for the commodities. The exchange can happen only in the nearby territory where double coincidence of wants exists.

**6. What is debt trap.**

**ANS.** When a borrower particularly in rural area fails to repay the loan due to the failure of the crop, he is unable to repay the loan and is left worse off. This situation is commonly called debt-trap.

**7. Is credit useful to everybody?**

**ANS.** No. Credit is not useful to everybody but it does help the people in need. Sometimes it proved to be negative.

**8. What is collateral? Why do lenders ask for collateral while lending?**

**Ans.** Collateral is an asset that the borrower owns such as land, building, vehicle, livestock's, deposits with banks. It is used as a guarantee to the lender until the loan is repaid. If the borrower fails to repay the loan, the lender has the right to sell the asset to obtain payment.

**9. What is required to get loan from a bank?**

**Ans.** Collateral security, Documentation for residence proof and photo ID, Mode of repayment, Interest rate

**Short Answer Type Question (3 Marks)****Q1 Why is the supervision of the functioning of formal sources of loans necessary?**

**Ans.** 1) The credit reaches the priority industries like infrastructure, roads, hospitals and education sector. It should not be biased towards urban centers leaving the rural areas in distress

1) Banks have to submit information to the RBI on how much they are lending, to whom they are lending and at what interest rate etc.

**Q2. Amrita is a government employee and belongs to a rich urban household whereas Rani works as a helper on a construction site and comes from a poor rural household. Both have a crisis at home and wish to take loans. Create a list of arguments explaining who between the two would successfully be able to get the loan from a formal source. Why?**

**Ans.** Amrita would successfully get the loan from a formal source because –

- 1). Can do the documentation required
2. Can fulfill the terms of credit
3. Bank can be assured of repayment of the loan by her through EMIs from her salary.

**Q3. In what ways RBI supervises the functioning of banks?**

**Ans.** The working of the banks and cooperatives are supervised by the RBI in the following manner:

- i. The RBI monitors that the banks actually maintain the cash balance.
- ii. The RBI makes sure that the banks give loans not just to profit-making businesses and traders but also to small cultivators, small-scale industries, and other small borrowers.
- iii. Periodically, banks have to submit information to the RBI on how much they are lending, to whom they are lending, at what interest rate, etc.

**Q4 . How do Self Help Groups help borrowers to overcome the problem of lack of collateral? Explain.**

**Ans.**

- People can get timely loans for a variety of purposes and at a reasonable interest rate.
- SHGs are regular in their savings which can be used as monetary help.
- Members can take small loans without collateral to meet their needs.
- Any case of non-repayment of a loan by any one member is followed up seriously by other members of the group.
- Because of this feature, banks are willing to lend to poor women when organized in SHGs, even though they have no collateral as such.

### **Long answer type Question (5 Marks)**

**1. What are benefits of SHG What is the basic idea behind the SHGs for the poor?**

**Ans. Benefits of SHG--**

- \_1) Collateral security is not required
2. loans at a reasonable interest rate
3. Helps women to become financially self- reliant
4. In regular meeting, member can discuss and act on a variety of social issues such as health, nutrition, domestic violence etc.

**Basic idea behind the SHGs for the poor-** The idea of setting up SHG is to organize rural poor, in particular women, and collect savings from these people and provide loan to the needy person amongst the group of these people. The loan is provided at nominal rate of interest. A typical SHG has 15 to 20 members, usually belonging to one neighborhood. They

meet and save regularly; their savings varies from Rs 25 to 100 and more as per their capacity to save.

## 2. Differentiate between formal and informal sources of credit?

### FORMAL SOURCE OF CREDIT

- Given by bank and cooperatives
- Relatively lower interest rate
- Collateral is required
- Force not used for money recovery.
- Supervised by RBI

### INFORMAL SOURCE OF CREDIT

- Given by local money lenders, traders, land-lord etc.
- Higher interest rate.
- Collateral may not be required if lender knows the borrower.
- Not supervised by any institution

## Q3. Why is credit a crucial element in economic development?

Or

### Why cheap and affordable credit is important for a country?

**Ans.** Credit is a crucial element in the economic development of a country because:

1. It helps to meet the ongoing expenses of production.
2. It helps in increasing earnings and encourages people to invest in agriculture, engage in business, and set up small industries.
3. It helps in completing production on time.
4. Cheap credit will end the vicious cycle of a debt trap.
5. Cheap and easy credit would inspire better investment in technology and would increase competition.

## Q4. Why do most rural households still remain dependent on informal sources of credit?

**Ans.** Most rural households are still dependent on informal sources of credit because:

- i. Limited availability of Banks in rural areas.
- ii. People in rural areas face problems with regard to documentation.
- iii. The absence of collateral is one of the major reasons which prevents the poor from getting bank loans.
- iv. Rural people get easy loans from richer households through informal ways.
- v. Poor people can approach the moneylenders even without repaying their earlier loans.

## Q. 5) Why do we need to expand formal sources of credit in India? Explain.

Or

**Why are formal sources of credit preferred over informal sources of credit? Give three reasons.**

Or

**Why is it necessary that banks and co-operatives increase their lending in rural areas? Explain.**

**Ans.** Formal sources of credit need to be expanded in India because:

- i. To save people from the exploitation of the informal sector
- ii. To save and reduce the dependence on informal sources of credit
- iii. Formal sources charge a low rate of interest on loans.
- iv. Higher Income through cheap borrowing

- v. To save from debt trap and exploitation.
- vi. It provides cheap and affordable credit. Cheap and affordable credit is crucial for the country's development
- vii. RBI also supervises the formal sector credit through various rules and regulations which ensures that banks give loans to small cultivators, small borrowers, etc., and not just to profit-making businesses and traders.
- viii. It is important that formal credit is distributed more equally so that the poor can benefit from cheaper loans.

### CASE STUDY QUESTION



### MODERN CURRENCY



### QUESTIONS

- 1) Who issues currency notes in India?
- 2) How deposits with banks beneficial for individual as well as for the nation? Explain with example.
- 3) Define cheque.

### ANSWERS

- 1) RBI issues currency notes in India?
- 2) If a person deposit money with the bank then the bank has the opportunity to channelize it for investment in development projects. On the other hand, bank also ensures that when that person need that money they can provide it to him. Hence, banks act as a channel through which the money flow in the economy.
- 3) A cheque, is a document that orders a bank to pay a specific amount of money from a person.



### CASE STUDY QUESTION

In recent years, people have tried out some newer ways of providing loans to the poor. The idea is to organize rural poor, in particular women, into small Self- help Groups and collect their savings. A typical SHG has 15 to 20 members, usually belonging to one neighbourhood, who meet and save regularly. Saving per member varies from 25 to 100 or more depending on the ability of the people to save. Members can take small loans from the group itself to meet their need. The group charges interest on these loans but this is still less than what the moneylender charges. After a year or two, if the group is regular in savings, it becomes eligible for availing loan from the bank. Loan is sanctioned in the name; of the group and is meant to create self- employment opportunities for the members. For instance, small loans are provided to the members for releasing mortgaged lands, for meeting working capital needs for housing materials, for acquiring assets like sewing machine, handlooms, cattle, etc.

**1) In SHG \_\_\_\_\_ decide the savings and loan activity option.**

**Ans. members**

**2) 85% of the loans taken by the poor households in the rural areas are from which of the following sources?**

- i) Cooperatives
- ii) Government Banks
- iii) Informal Sources
- iv) Local bank

**Ans. iii)**

**3) Which statement is correct -**

- i) SHG have mainly encouraged rural women to obtain credit.
- ii) SHG have helped women to become self-reliant.
- iii) SHG have helped women to discuss on relevant issues like health.
- iv) All of the above

**ANS - iv**

## CHAPTER 4

### GLOBALISATION AND THE INDIAN ECONOMY

#### SUMMARY

- ❖ Globalisation is the process of rapid integration between countries.
- ❖ Globalisation has provided better tools and equipment for agricultural activity.
- ❖ Stimulation of the globalization process has been due to the rapid improvement in technology. As a result, the speed of means of transport has increased. Also, with the development of information technology, the communication has become very fast.
- ❖ Liberalisation means removal of trade barriers and allowing import and exports of goods. This is done so that producers of one country can compete with their counterparts of other countries. India in 1991 removed trade barriers to promote trade of import and export.



#### MULTIPLE CHOICE QUESTION (1Marks)

1) Tax on import is an example of

- a) Terms of trade      b) Collateral      c) Trade Barriers      d) Foreign trade

Ans. C

2) Removing barriers or restrictions set by the government is known as

- a) Globalisation      b) Privatisation      c) Liberalisation      d) Fair trade practice.

Ans. C

Q3. When did the Indian Government introduce a policy of liberalization known as the 'New Economic Policy'?

- a. 1980      b. 2000      c. 1994      d. 1991

Ans. Option (d)

Q4. Liberalization is \_\_\_\_\_.

- a. More trade  
b. Removing barriers or restrictions set by the government  
c. Checking barriers by the government

d. Help from the government

**Ans. Option (b)**

### **ASSERTION AND REASONING BASED QUESTIONS**

**1) Assertion: Removal of barriers to trade is known as liberalization.**

**Reason: Liberalization of trade allows businesses to freely decide which goods to import and export.**

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. (a) Both A and R are true and R is the correct explanation of A**

### **Very Short Answer Type Question (2 Marks)**

**Q1) What is globalization?**

**Ans.** The process of opening up the economy to the other countries of the world is known as 'globalization'.

**Q2. What is meant by trade barrier?**

**Ans.** Trade barrier means putting hurdles in free flow of goods and services through tax, duty, licensing etc.

### **Short Answer Type Question (3 Marks)**

**Q1. "Technology has stimulated the globalization process." Support the statement with examples.**

**Answer:** Technology has stimulated the process of globalization in the following ways:

1). Transportation technology has witnessed several improvements in past fifty years. This has made much faster delivery of goods across long distances possible at lower costs, such as use of containers have led to huge reduction in port handling costs and increased the speed with which exports can reach markets. Also, the cost of air transport has fallen. Ultimately, it has stimulated the globalization process.

- Telecommunication has also shown remarkable development. Computers, internet, e-mail, voice-mail, etc. are used intensively to contact one another around the world.
- There has been a remarkable development in information and communication technology. It has enabled to access information instantly and communicate even in the remotest areas. Call centers use this to satisfy their customers abroad or provide outsourcing services from anywhere

**Q2. Define the term 'liberalization'. Explain the reasons for the Indian Government beginning the policy of liberalization in 1991.**

**Ans.** Removing barriers or restrictions set by the government is known as liberalization.

- The Indian government wanted domestic producers to face global competition.
- Completion would improve the quality of the goods.
- International organizations supported this.

**Long Answer Type Question ( 5 Marks )**

**Q1. Why had the Indian government put barriers to foreign trade and foreign investment after independence? Analysis the reasons.**

**Answer:**

**The Indian government put barriers on foreign trade and foreign investment after independence because:**

- (a) It was considered necessary to protect the producers within the country from foreign competition.
- (b) In 1950s and 1960s, the industries were in nascent stage and competition from imports at that stage would not have allowed these industries to develop.
- (c) Therefore, India allowed the imports of only essential items like machinery, fertilizers, petroleum etc.

Q2. Describe the role of technology in promoting the globalization process.

Or

Examine the role of information technology in stimulating the process of globalization.

Or

'Rapid improvement in technology has stimulated the globalization process.' Justify through examples.

**Ans.** Rapid improvement in technology has stimulated the globalization process.

- Improvements in transportation technology have made much faster delivery of goods across long distances possible at lower costs.
- Even more remarkable have been the developments in information and communication technology.

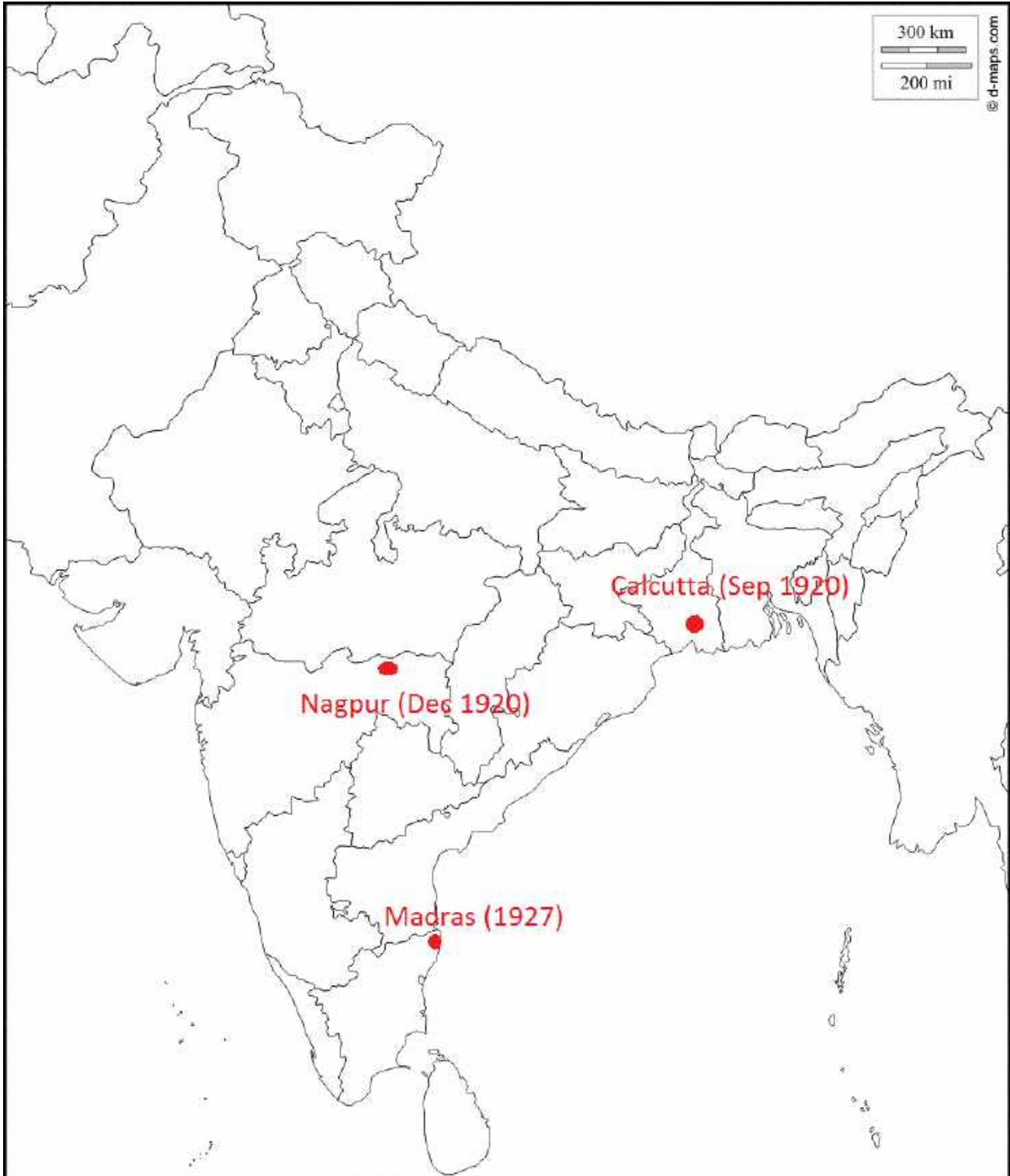
Role of Information Technology in stimulating the process of globalization

- Telecommunication facilities (telegraph, telephone including mobile phones, fax) are used to contact and access information.
- Helps to communicate from remote areas.
- This has been facilitated by satellite communication devices.
- Computers have now entered almost every field of activity.
- One can obtain and share information through the internet.
- Electronic mail (e-mail) and talk (voice-mail) across the world at negligible costs.
- Has played a major role in spreading out the production of services across countries.

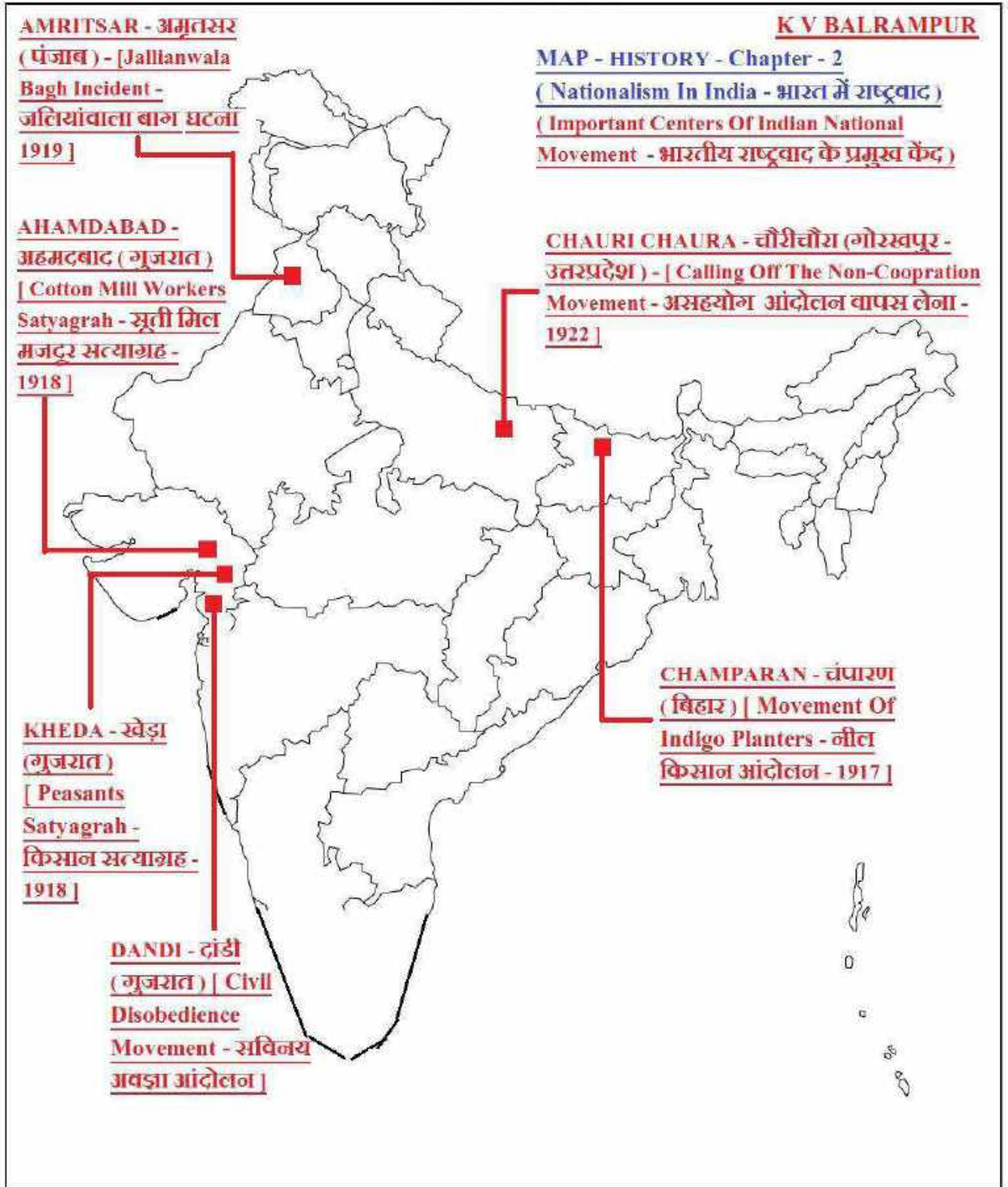
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# MAP WORK

## Indian National Congress Sessions

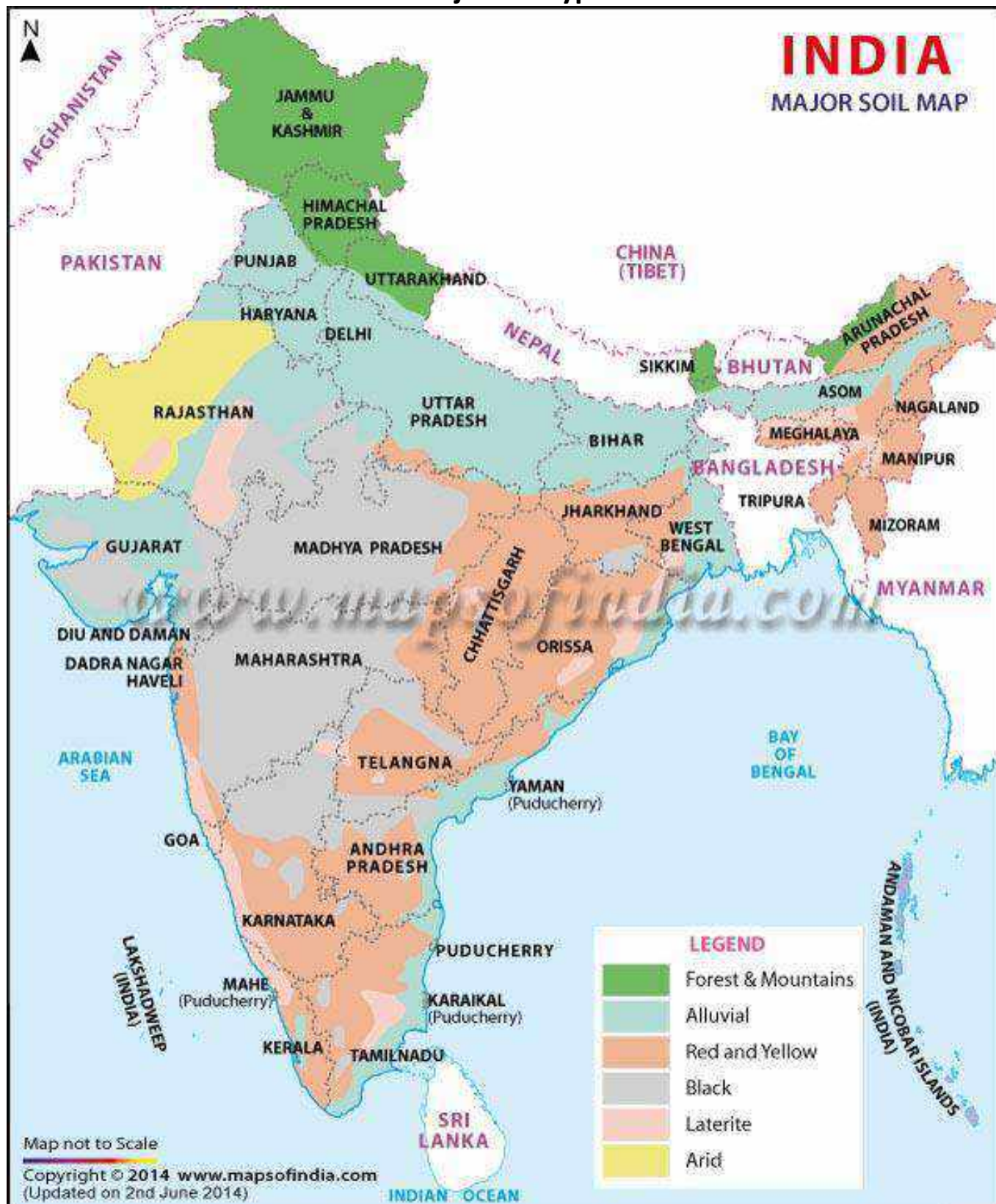


## Important Centers of Indian National Movement

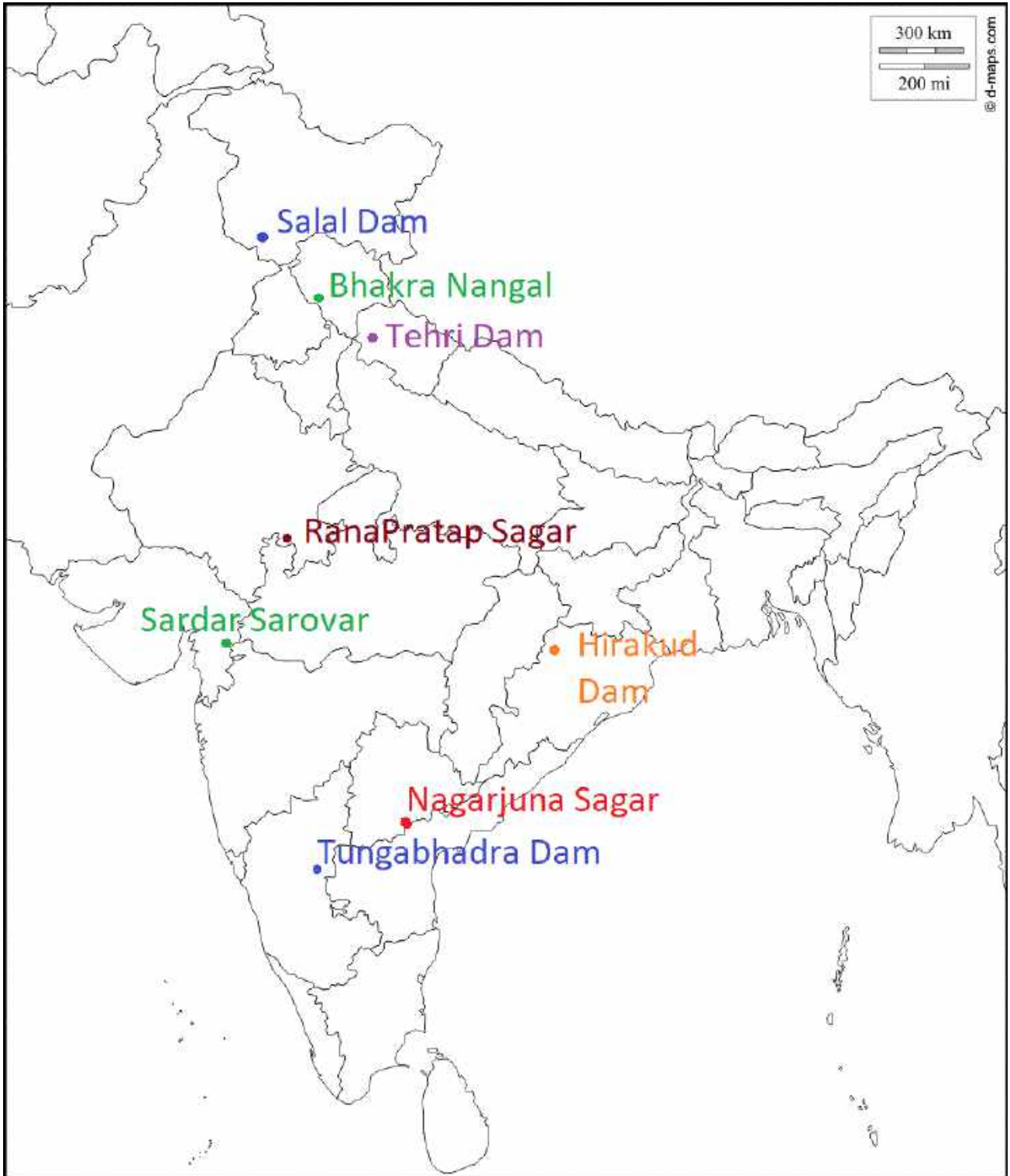




### Major soil types

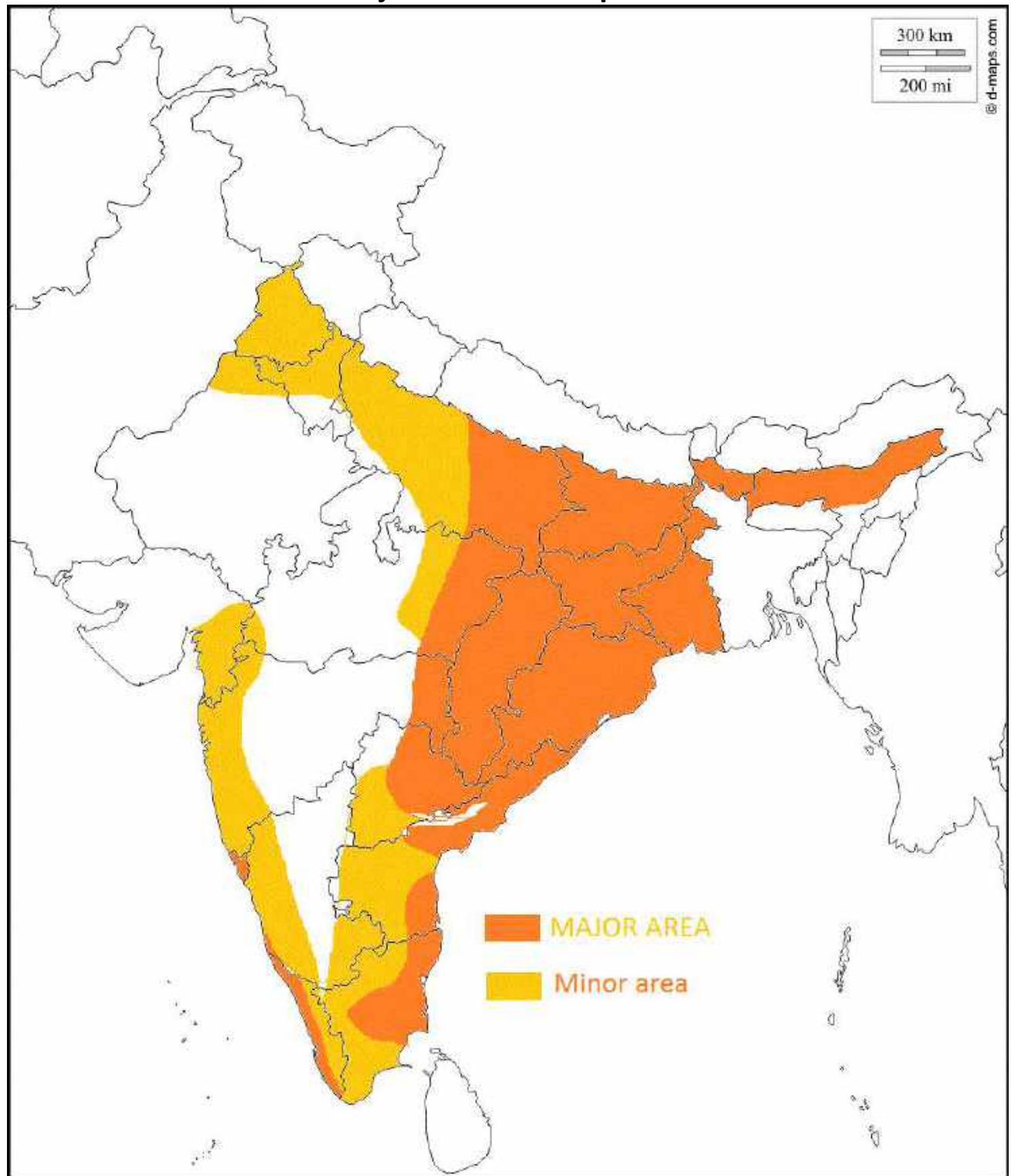


### Major Dams

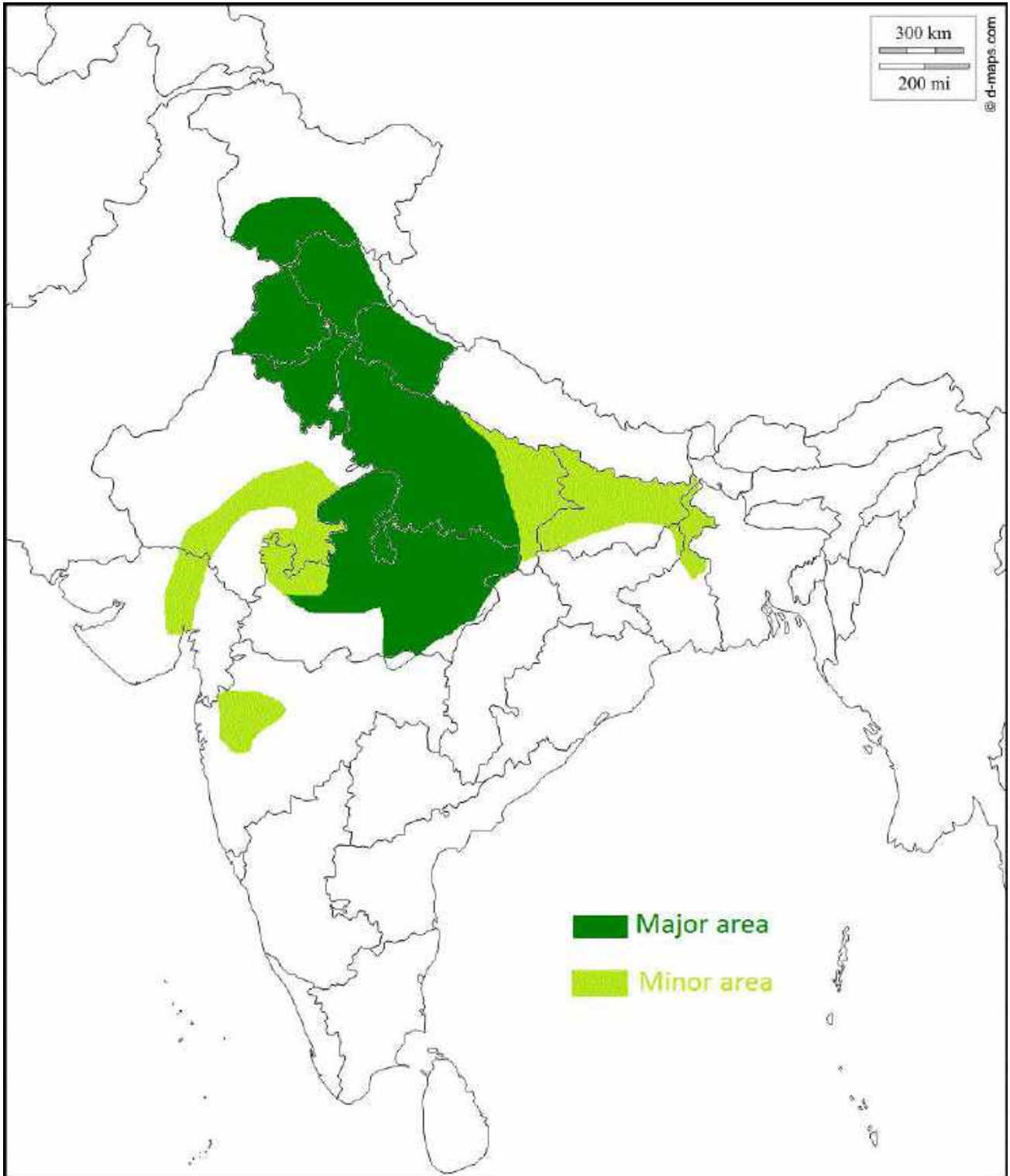




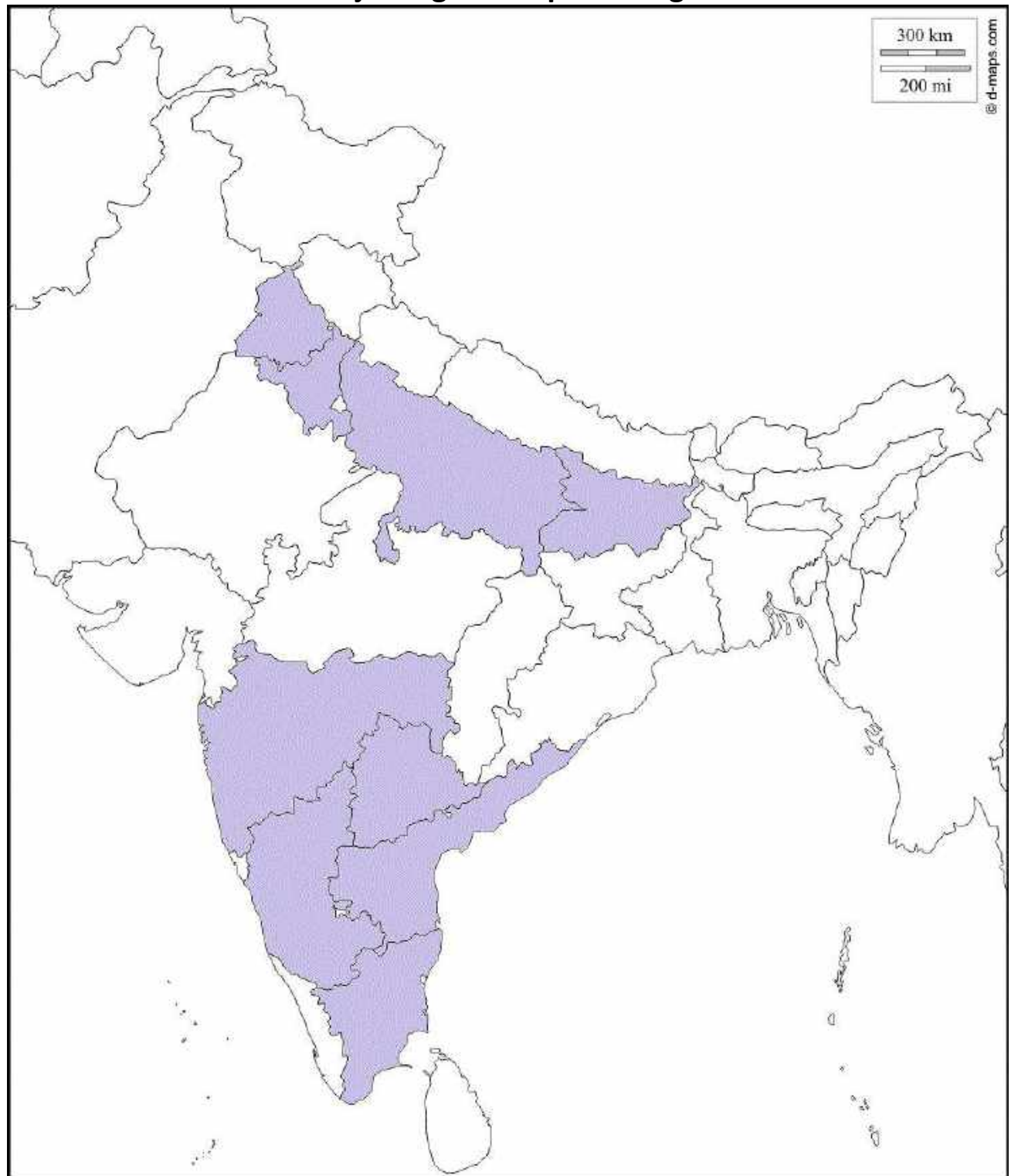
### Major areas of rice production



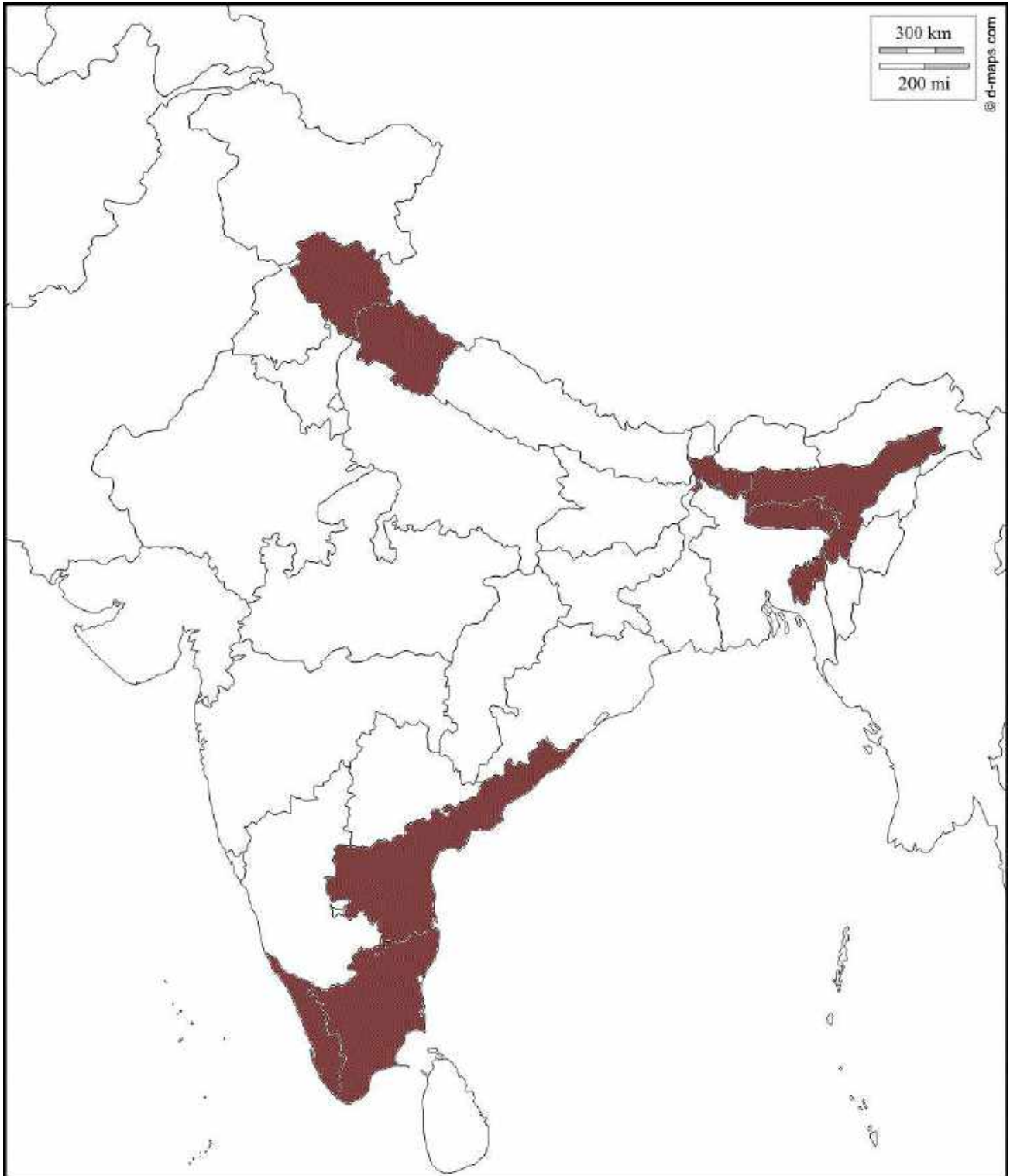
### Major areas of wheat production



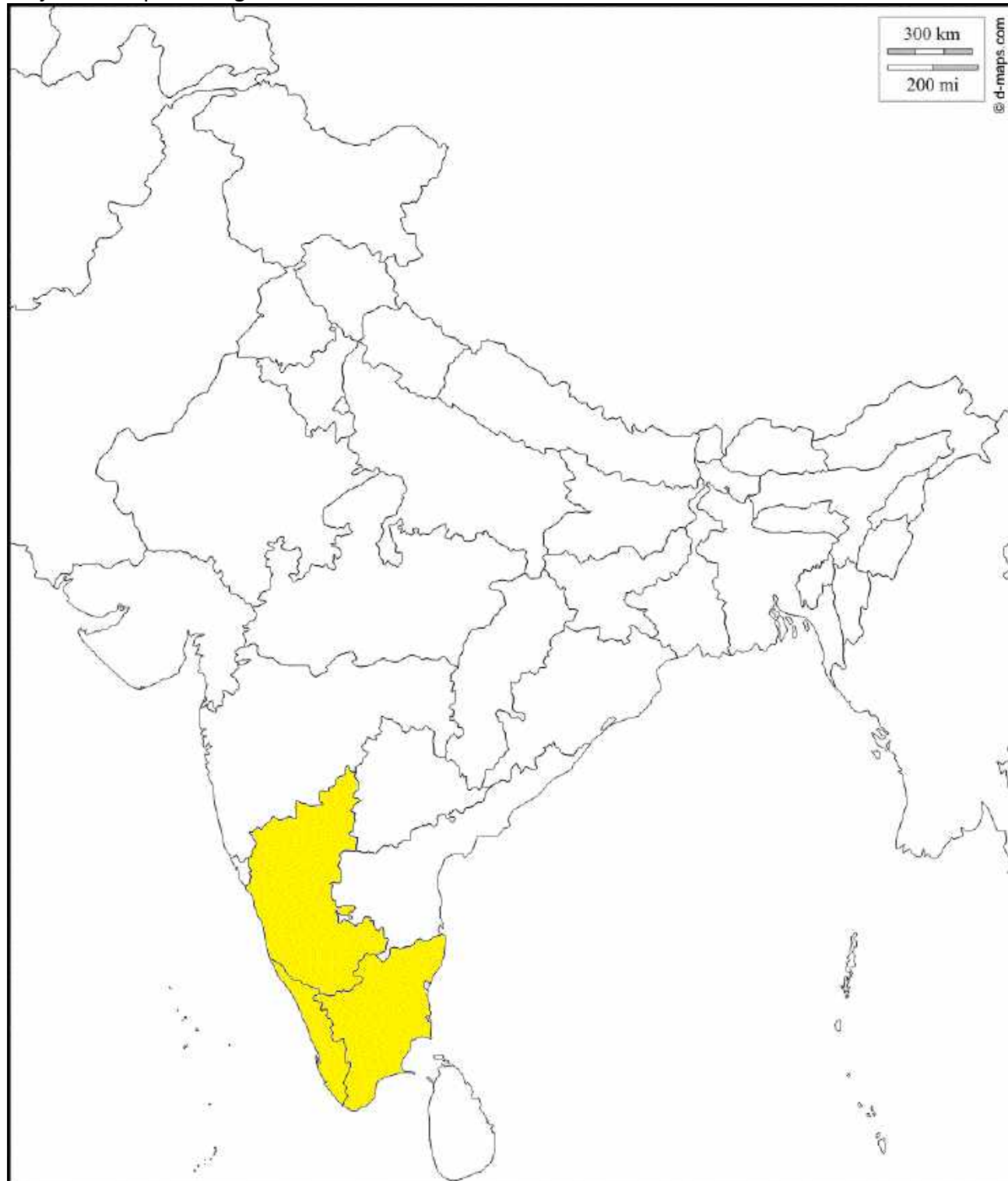
### Major sugarcane producing states



### Major tea producing states

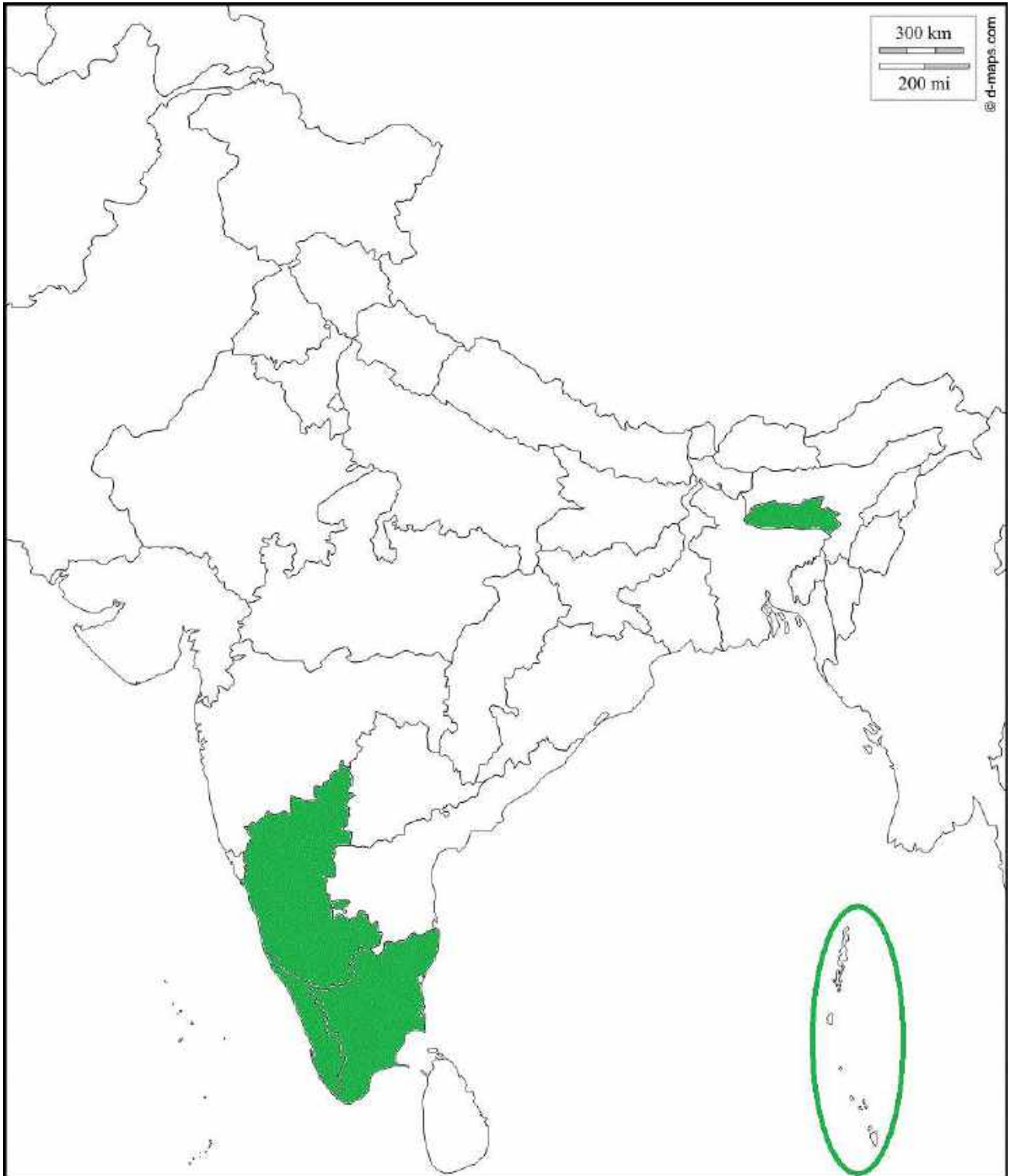


Major coffee producing states

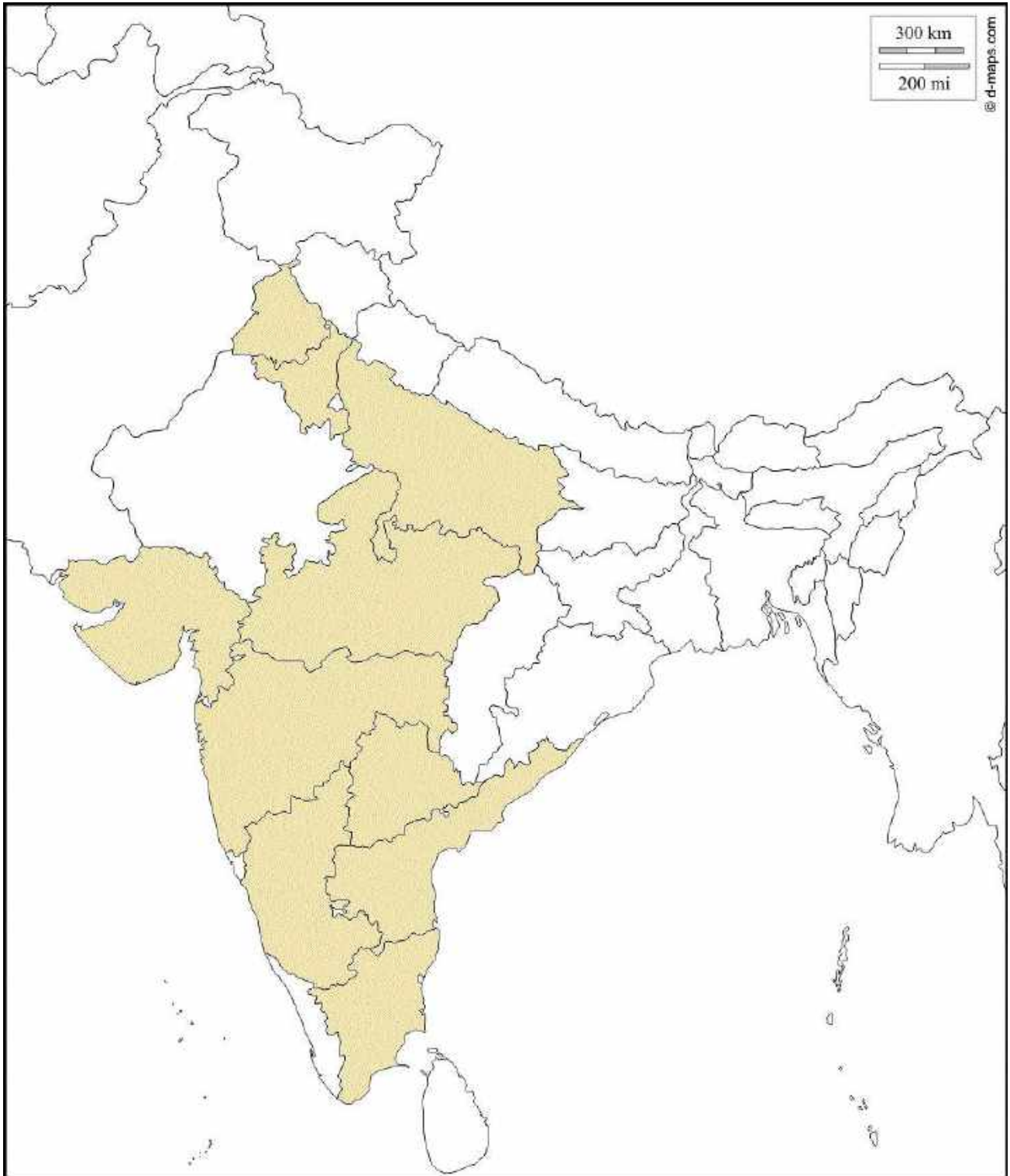




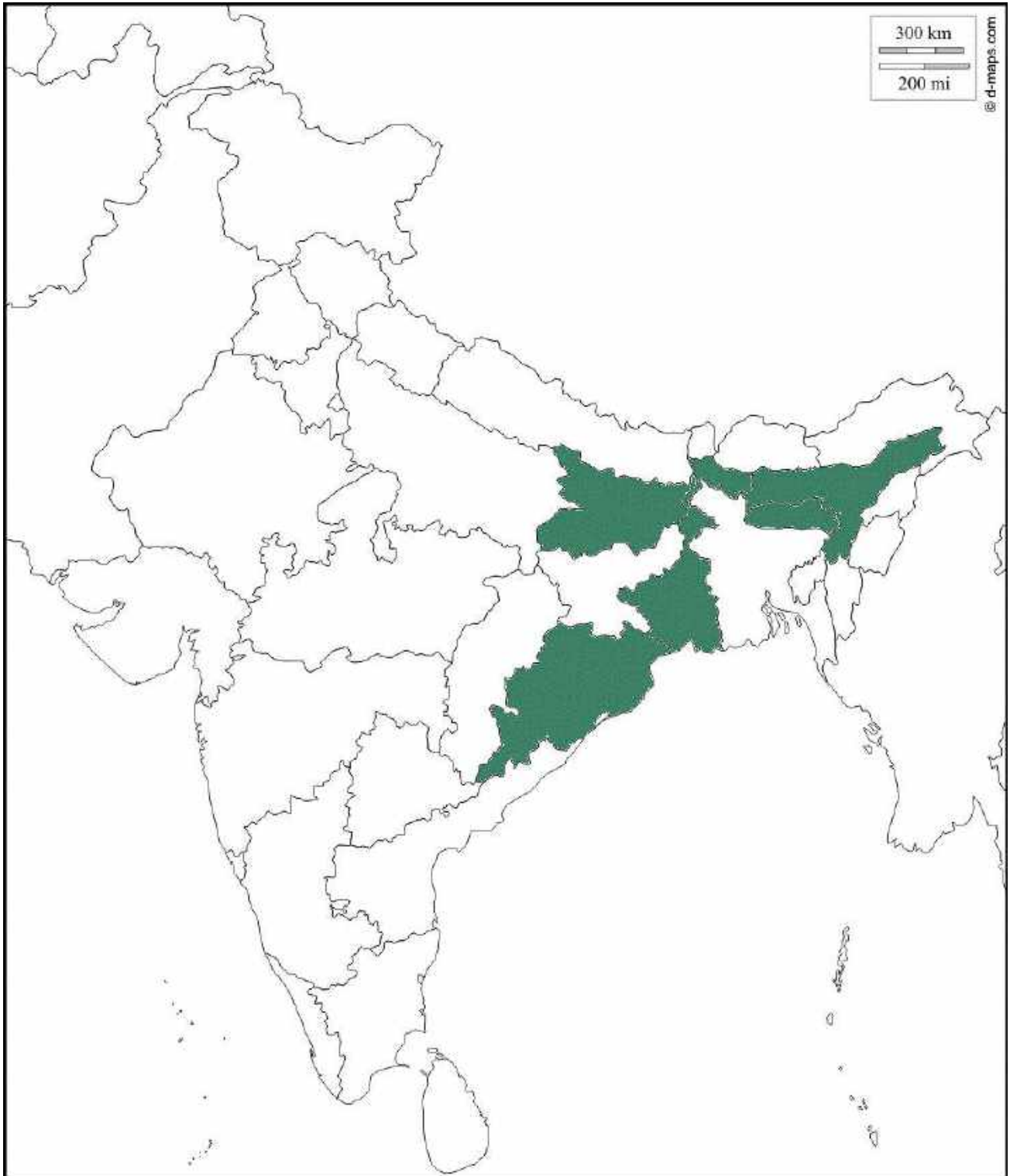
### Major Rubber producing states



### Major Cotton producing states

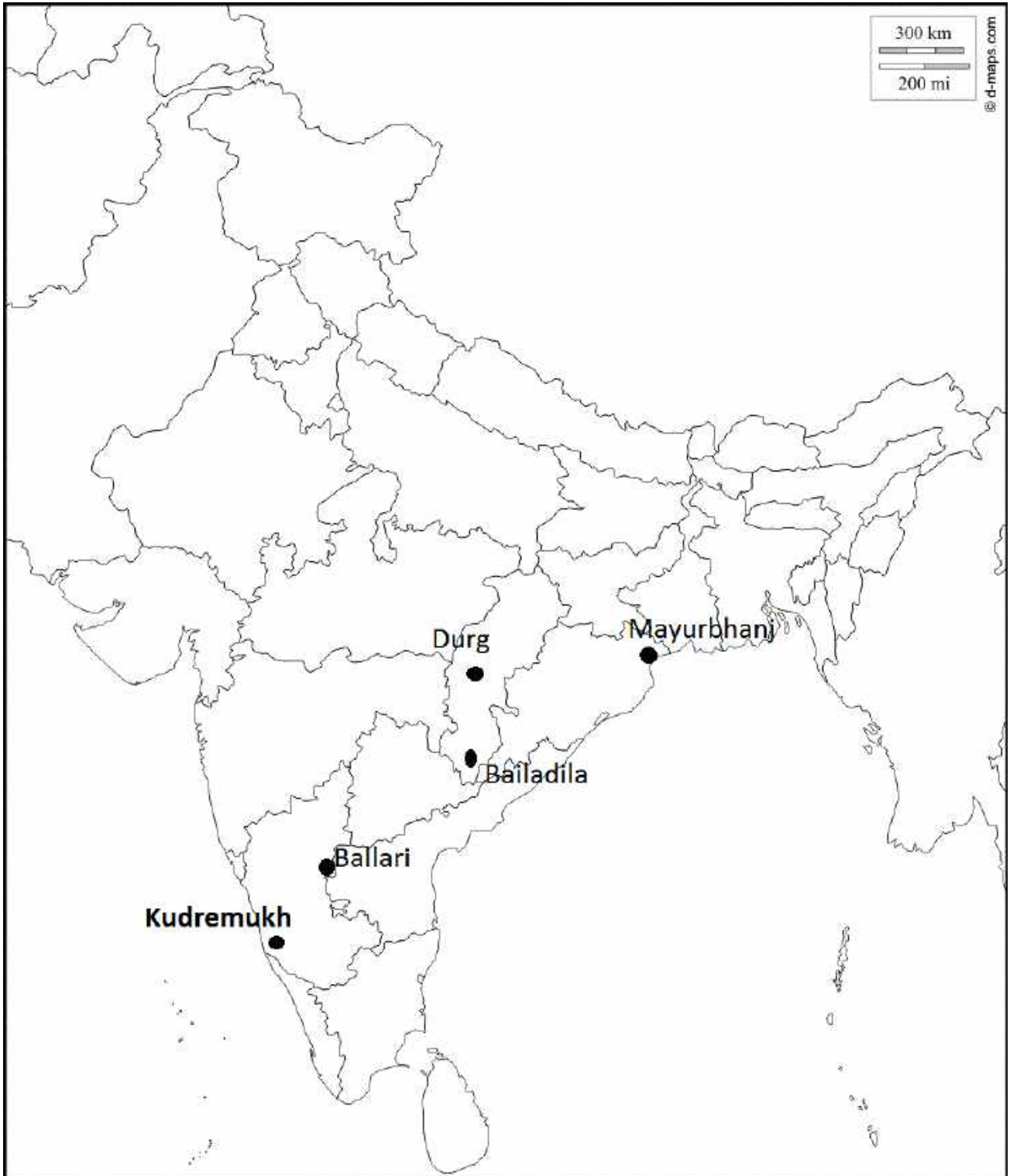


### Major Jute producing states

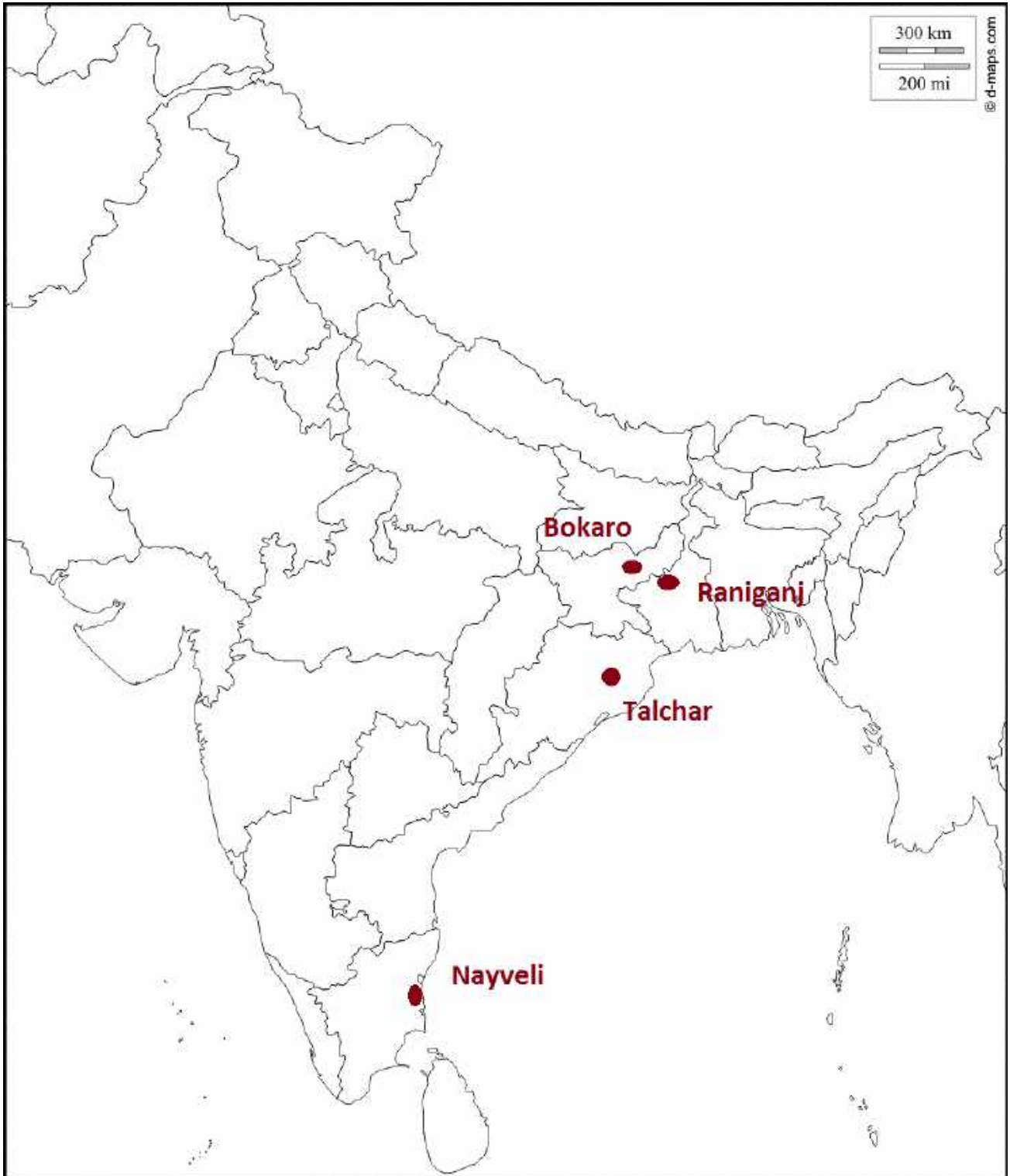




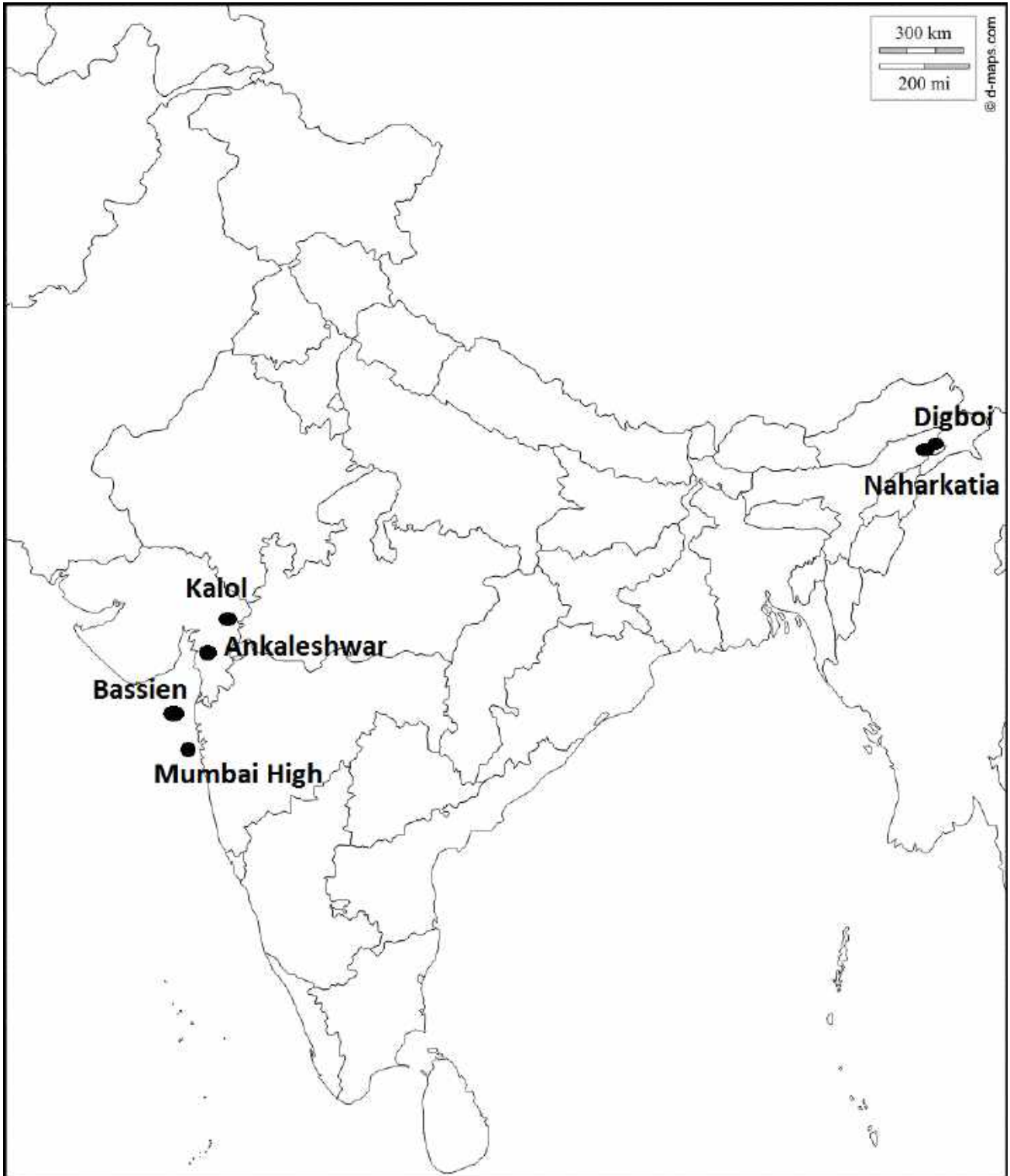
### Iron ore mines



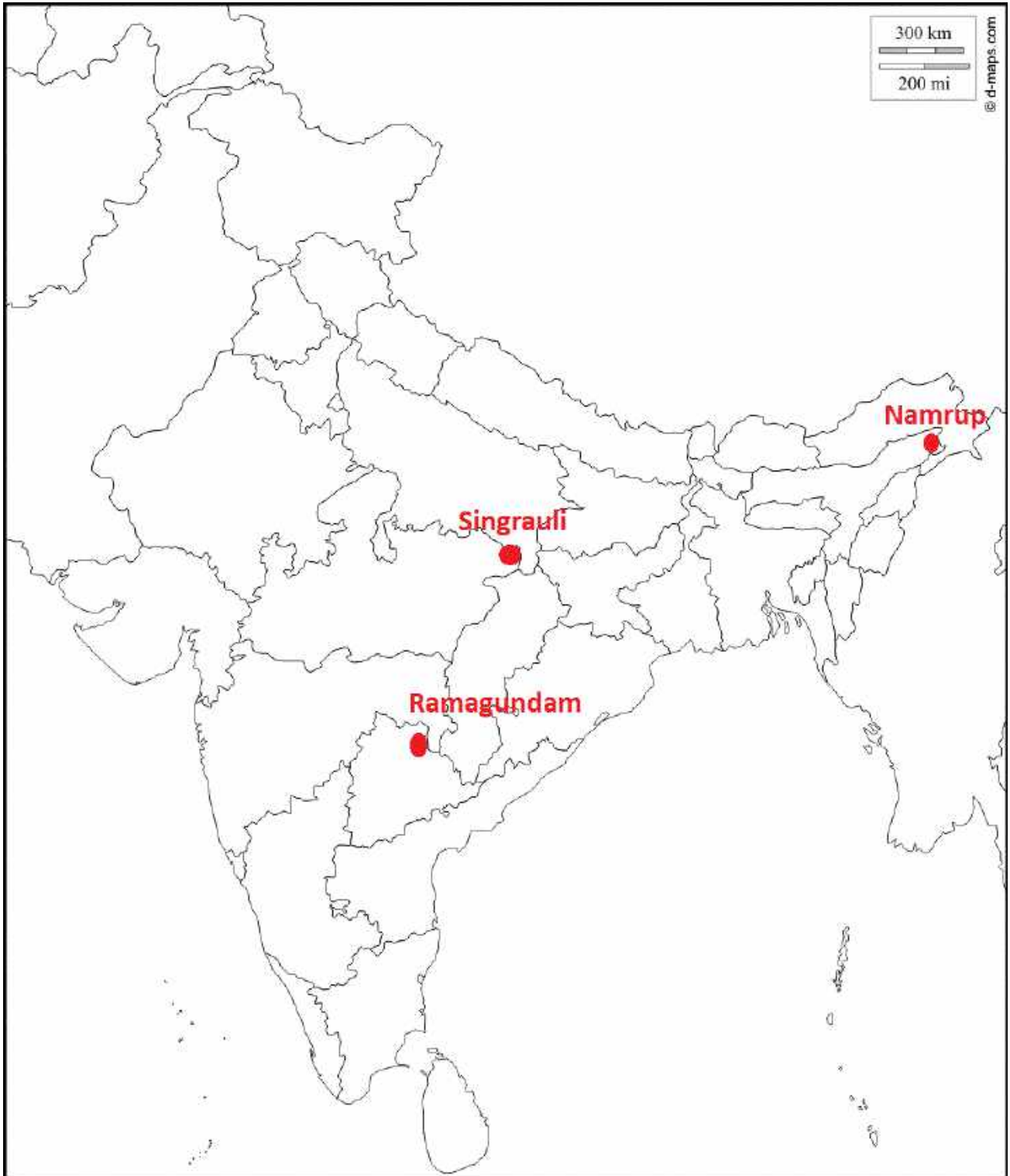
### Coal mines



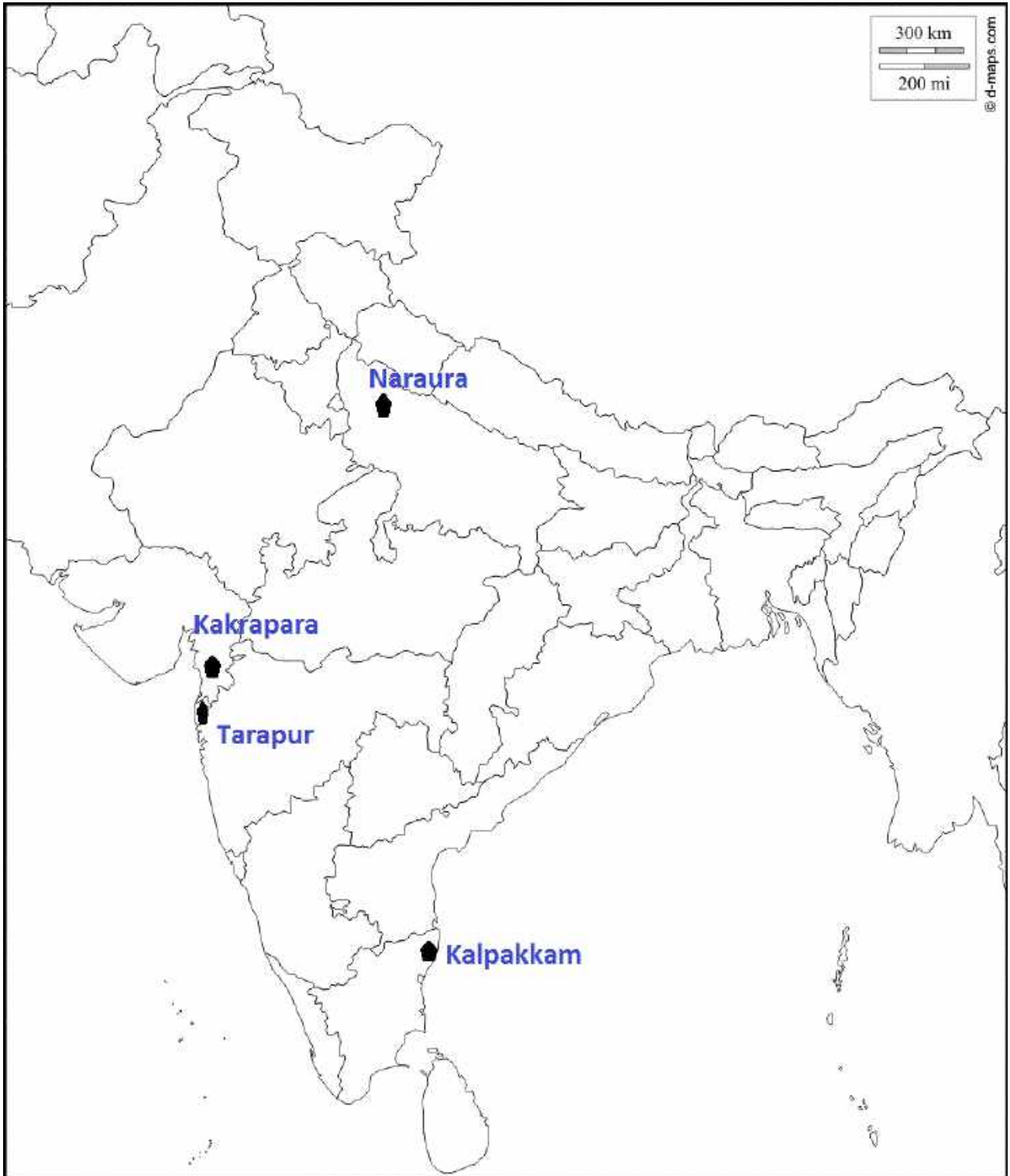
### Oil fields



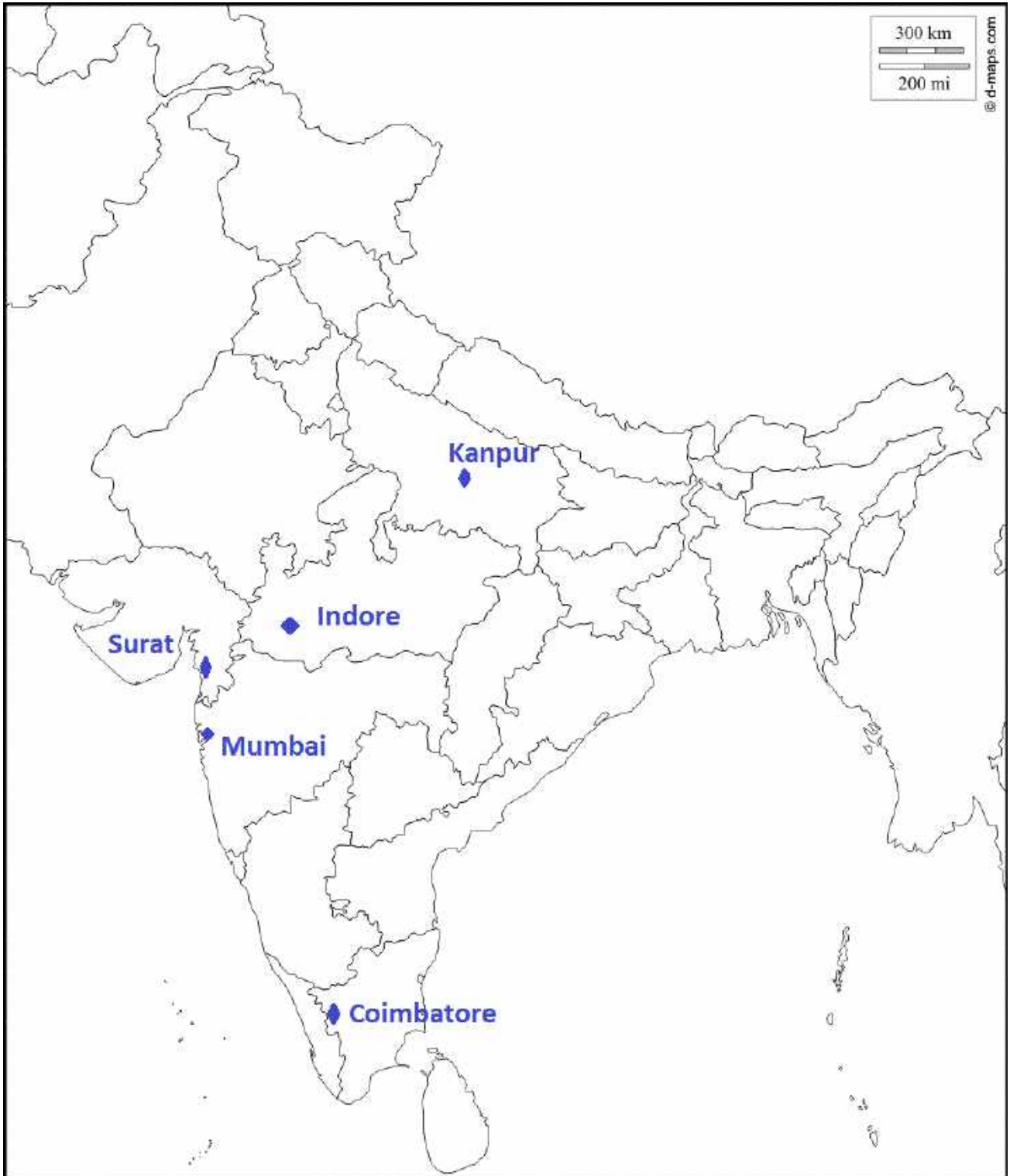
## Thermal Power Plants



## Nuclear Power Plants

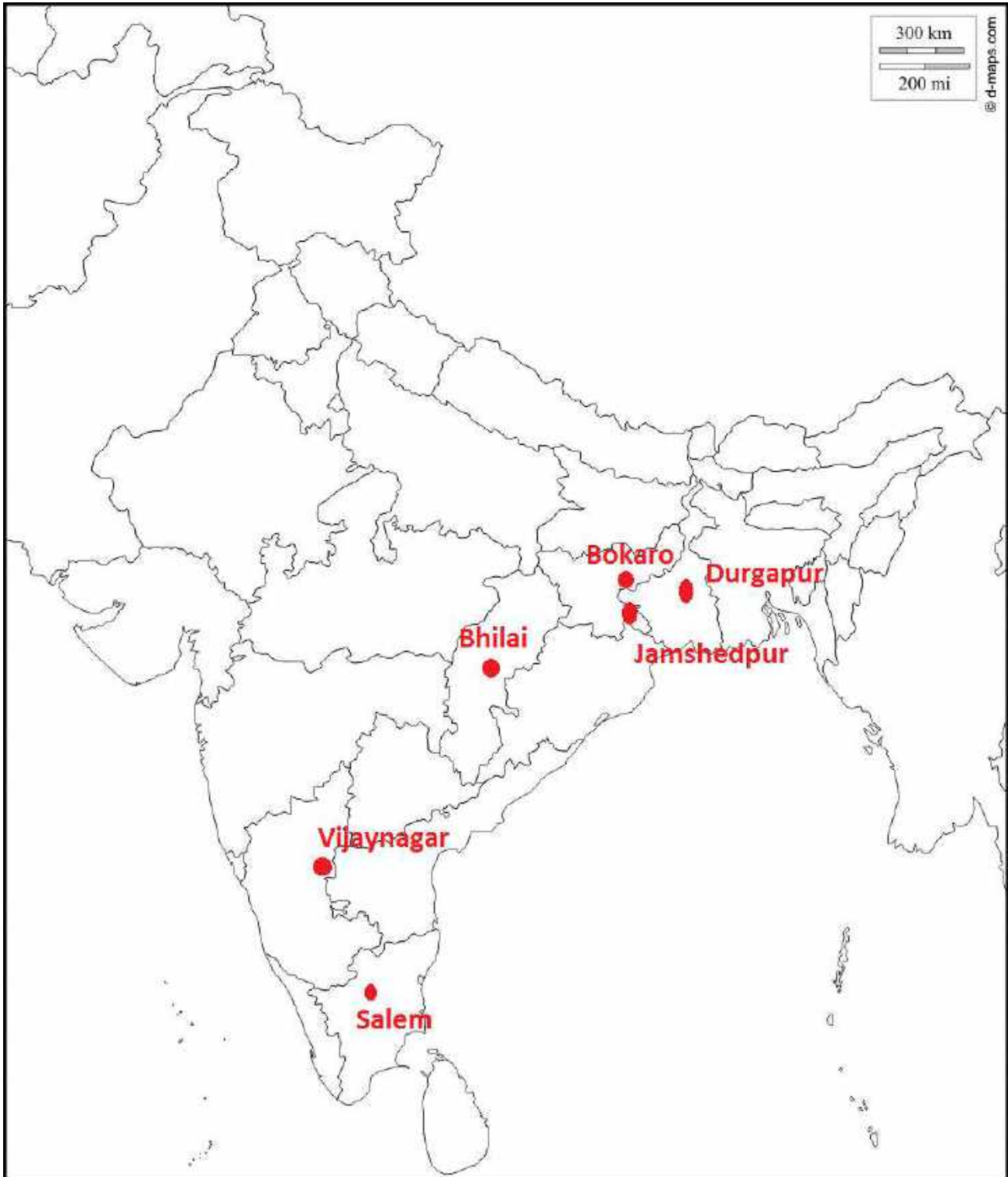


### Cotton Textile Industries

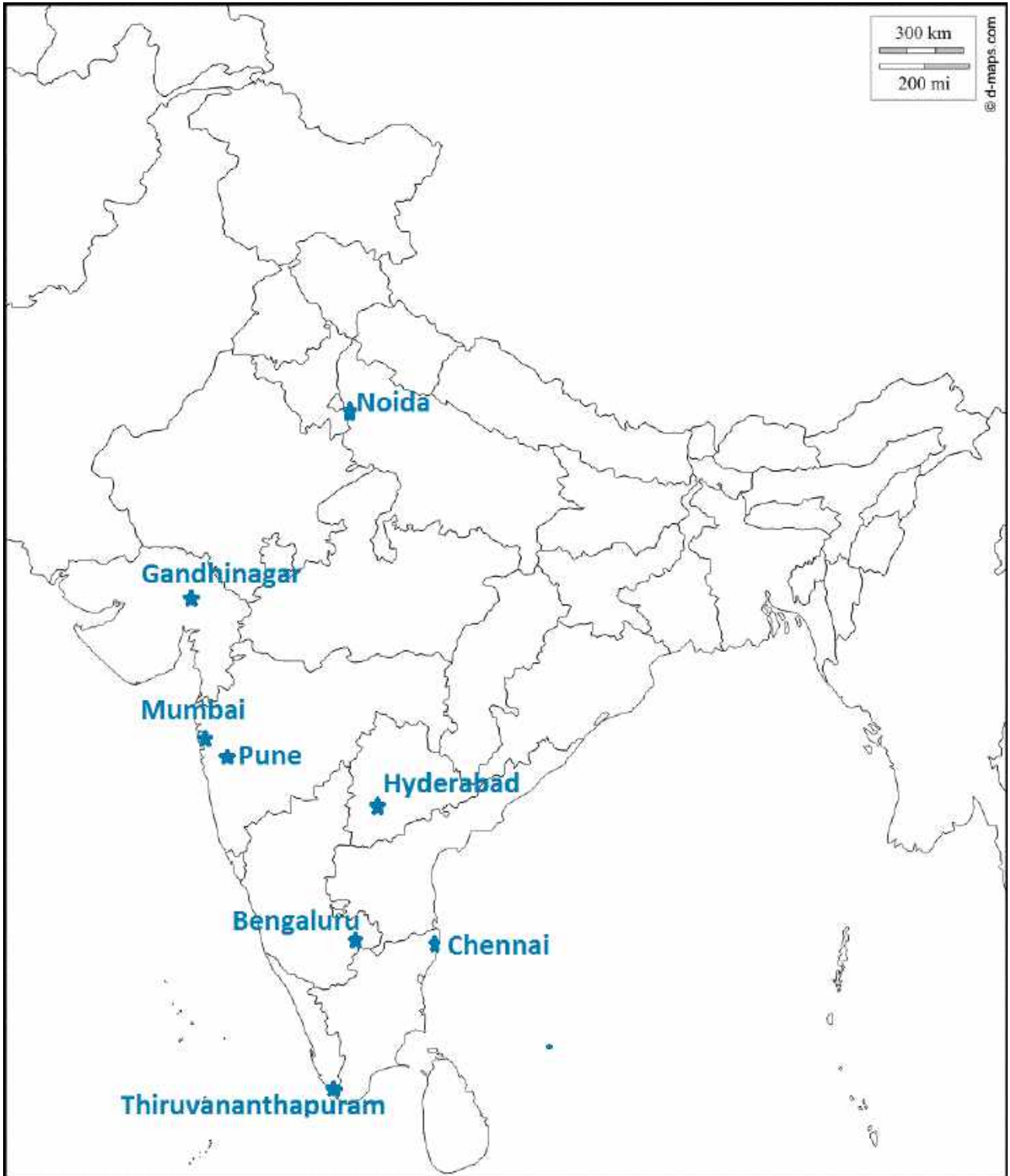




### Iron and Steel Plants

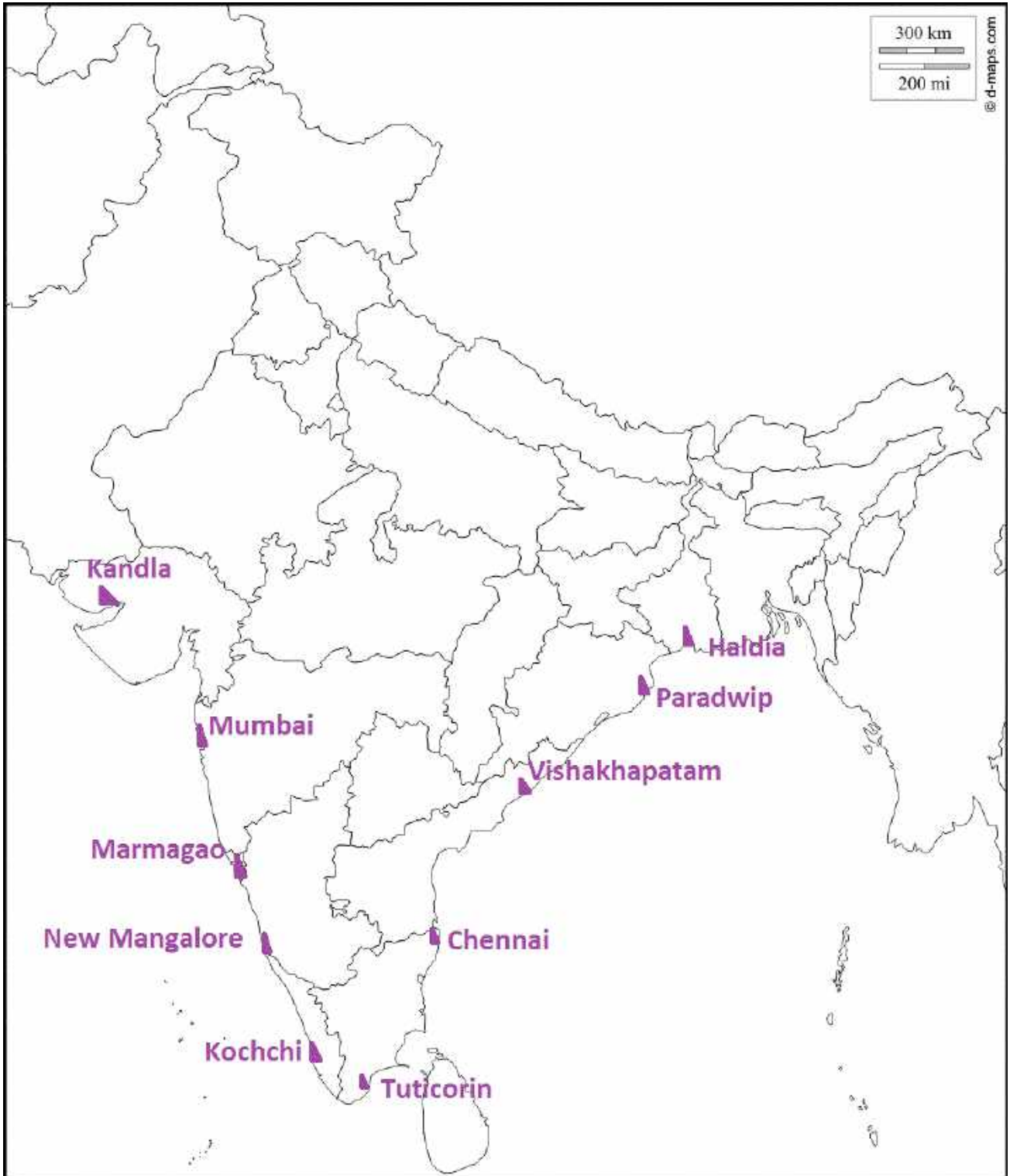


## Software Technology Parks





### Major Sea Ports



## International Airports

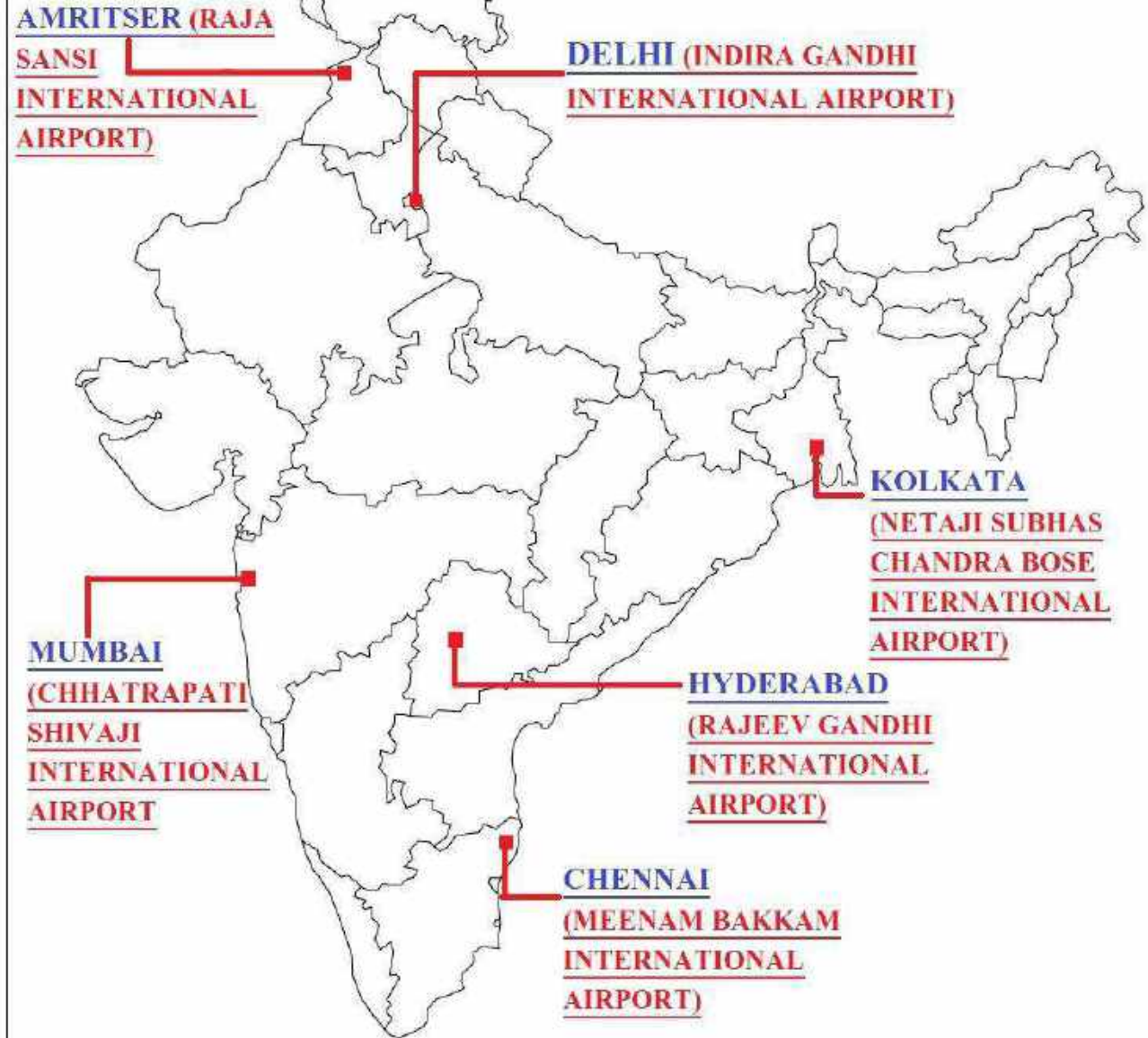
K V BALRAMPUR

MAP - GEOGRAPHY - Chapter - 7

(Lifelines Of Indian Economy)

(भारतीय अर्थव्यवस्था की जीवन रेखाएं)

(International Airports - अन्तर्राष्ट्रीय हवाई अड्डे)





## PICTURE BASED SUPPORT MATERIAL FOR ONE MARK QUESTIONS

The Dream of Worldwide Democratic and Social Republics  
– The Pact Between Nations, a print prepared by  
Frédéric Sorrieu, 1848.



**The Planting of Tree of Liberty in Zweibrücken, Germany.**

The subject of this colour print by the German painter Karl Kaspar Fritz is the occupation of the town of Zweibrücken by the French armies. French soldiers, recognisable by their blue, white and red uniforms, have been portrayed as oppressors as they seize a peasant's cart (left), harass some young women (centre foreground) and force a peasant down to his knees. The plaque being affixed to the Tree of Liberty carries a German inscription which in translation reads: 'Take freedom and equality from us, the model of humanity.' This is a sarcastic reference to the claim of the French as being liberators who opposed monarchy in the territories they entered.





**The courier of Rhineland loses all that he has on his way home from Leipzig.**  
Napoleon here is represented as a postman on his way back to France after he lost the battle of Leipzig in 1813. Each letter dropping out of his bag bears the names of the territories he lost.



**The Club of Thinkers, anonymous caricature dating to c. 1820.**

The plaque on the left bears the inscription: 'The most important question of today's meeting: How long will thinking be allowed to us?'



## ***Giuseppe Mazzini and the founding of Young Europe in Berne 1833.***



A democratic government copes with multiple pressure through accommodation

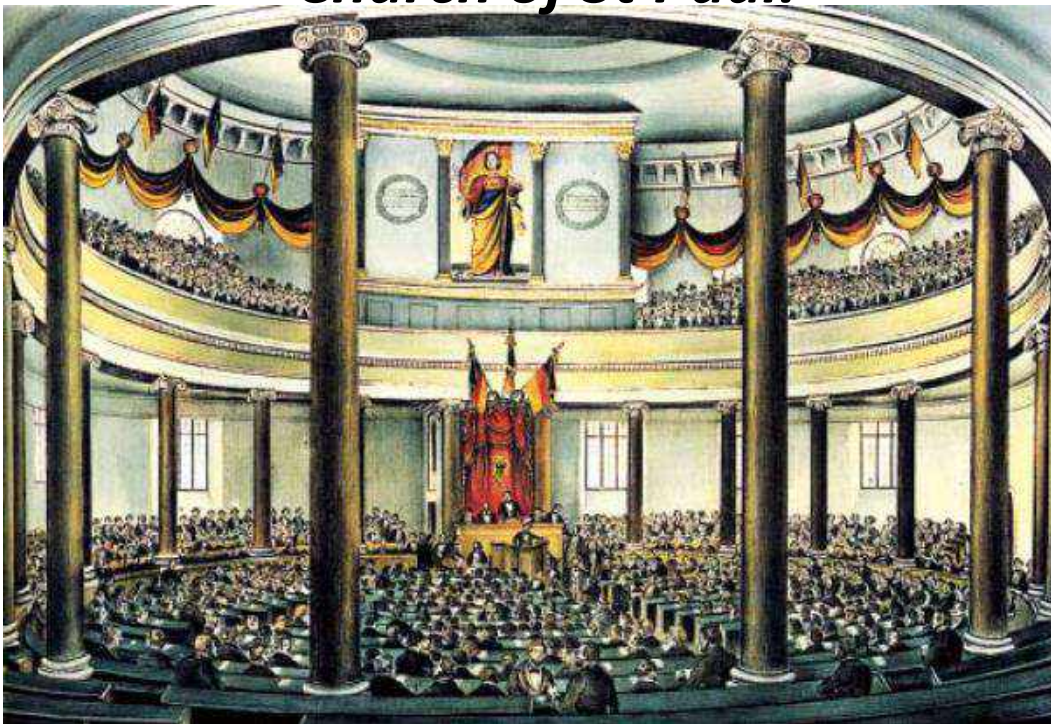




## ***Peasants' uprising, 1848.***



## ***The Frankfurt parliament in the Church of St Paul.***



***Garibaldi helping King Victor Emmanuel II of Sardinia-Piedmont to pull on the boot named 'Italy'.***



***Caricature of Otto von Bismarck in the German reichstag (parliament), from Figaro, Vienna, 5 March 1870.***





***Postage stamps of 1850 with the figure of Marianne representing the Republic of France.***



***Germania, Philip Veit, 1848.***

*The artist prepared this painting of Germania on a cotton banner, as it was meant to hang from the ceiling of the Church of St Paul where the Frankfurt parliament was convened in March 1848.*





## ***The fallen Germania, Julius Hübner, 1850.***



***Germania guarding the Rhine.***

In 1860, the artist Lorenz Clasen was commissioned to paint this image. The inscription on Germania's sword reads: 'The German sword protects the German Rhine.'



**A map celebrating the British Empire.**

*At the top, angels are shown carrying the banner of freedom. In the foreground, Britannia — the symbol of the British nation — is triumphantly sitting over the globe. The colonies are represented through images of tigers, elephants, forests and primitive people. The domination of the world is shown as the basis of Britain's national pride*



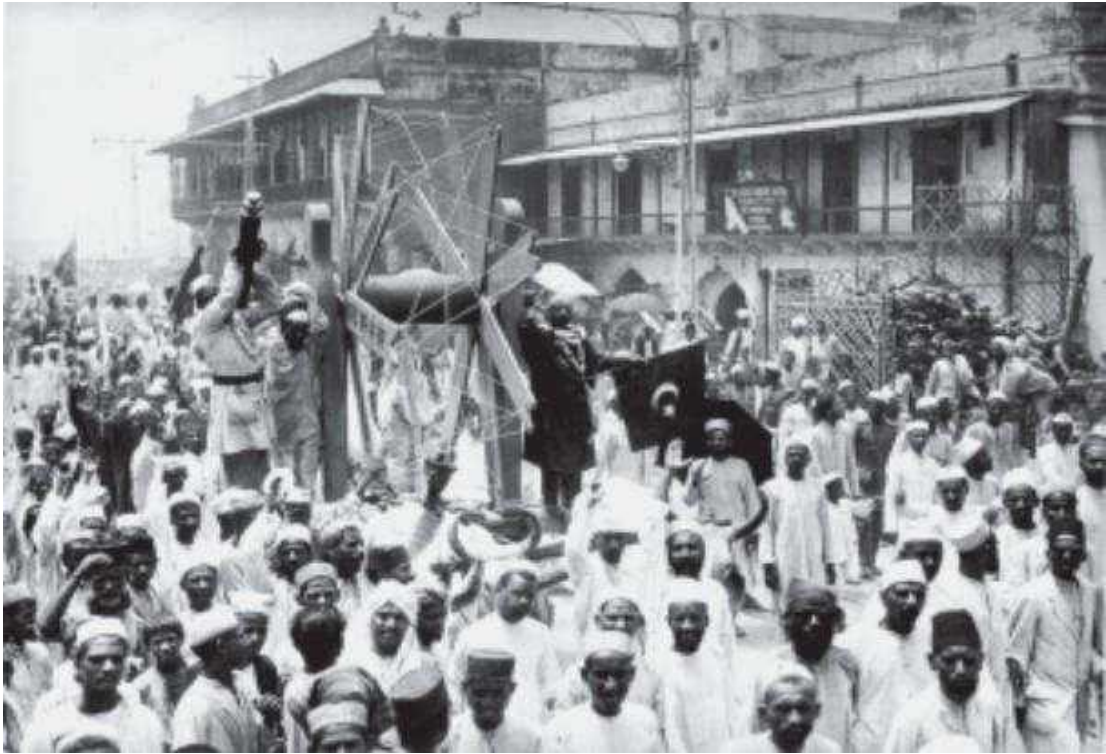
**General Dyer's 'crawling orders' being administered by British soldiers, Amritsar, Punjab, 1919**





***The boycott of foreign cloth, July 1922.***

Foreign cloth was seen as the symbol of Western economic and cultural domination.



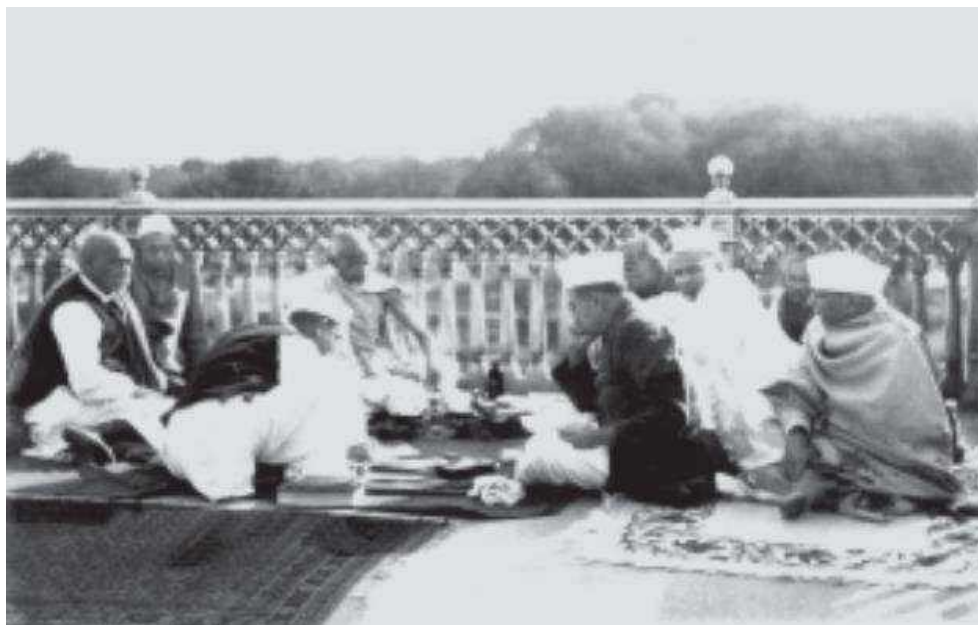
***Chauri Chaura, 1922.***

At Chauri Chaura in Gorakhpur, a peaceful demonstration in a bazaar turned into a violent clash with the police. Hearing of the incident, Mahatma Gandhi called a halt to the Non-Cooperation Movement.



***Meeting of Congress leaders at Allahabad, 1931.***

Apart from Mahatma Gandhi, you can see Sardar Vallabhbhai Patel (extreme left), Jawaharlal Nehru (extreme right) and Subhas Chandra Bose (fifth from right)



***The Dandi march.***

During the salt march Mahatma Gandhi was accompanied by 78 volunteers. On the way they were joined by thousands.



***Mahatma Gandhi, Jawaharlal Nehru and Maulana Azad at Sevagram Ashram, Wardha, 1935.***



***Bal Gangadhar Tilak, an early-twentieth-century print.***

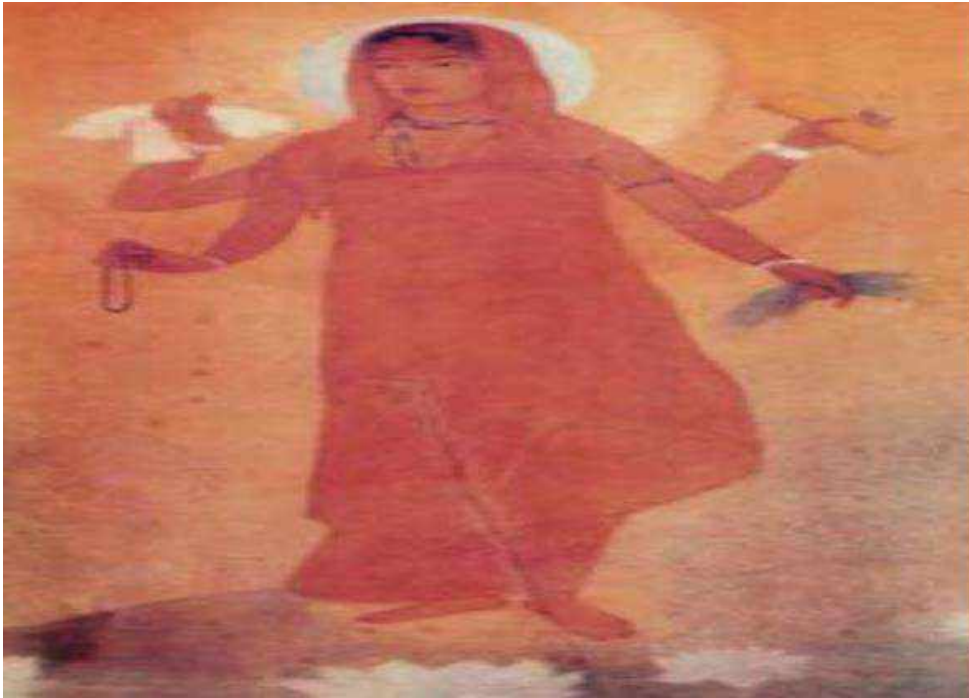
Notice how Tilak is surrounded by symbols of unity. The sacred institutions of different faiths (temple, church, masjid) frame the central figure.





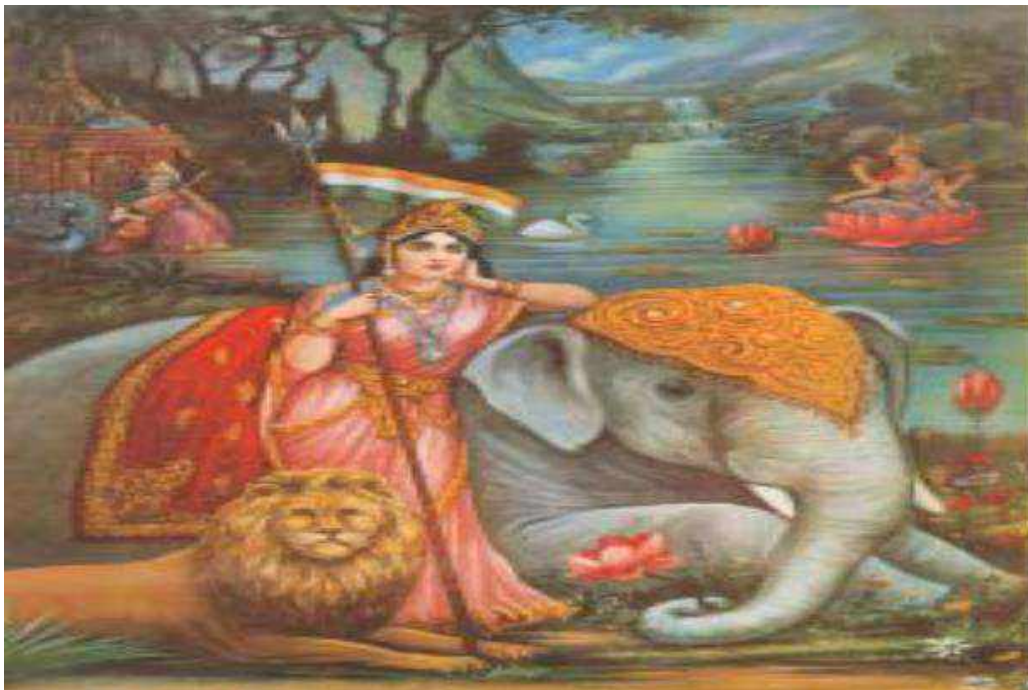
**Bharat Mata, Abanindranath Tagore, 1905.**

*Notice that the mother figure here is shown as dispensing learning, food and clothing. The mala in one hand emphasises her ascetic quality. Abanindranath Tagore, like Ravi Varma before him, tried to develop a style of painting that could be seen as truly Indian.*



**Bharat Mata.**

This figure of Bharat Mata is a contrast to the one painted by Abanindranath Tagore. Here she is shown with a trishul, standing beside a lion and an elephant – both symbols of power and authority.



## ***A page from the Diamond Sutra.***

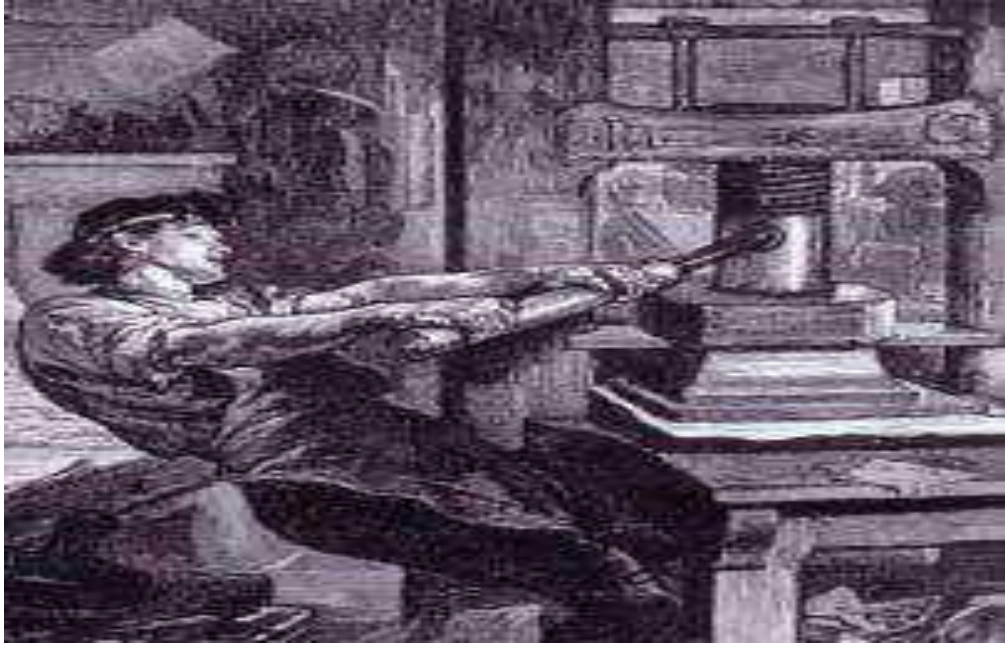


## ***A Portrait of Johann Gutenberg, 1584.***



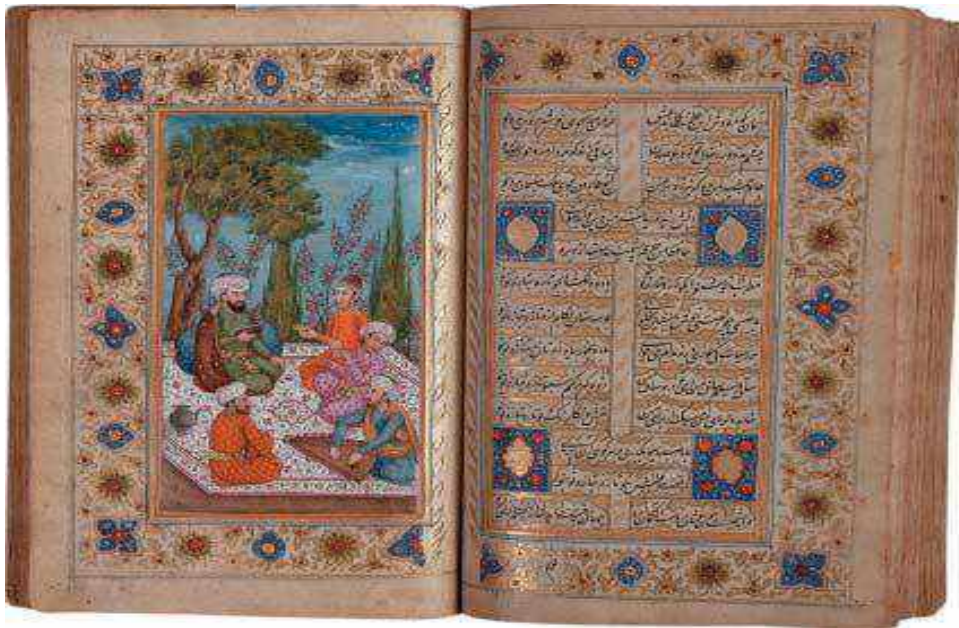


## ***Gutenberg Printing Press.***



### ***Pages from the Diwan of Hafiz, 1824.***

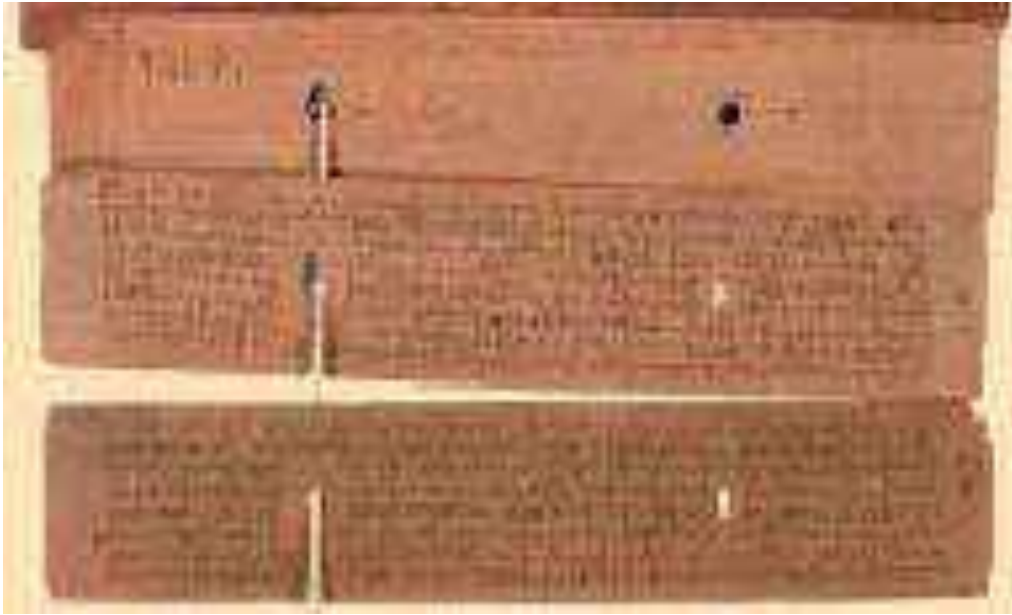
Hafiz was a fourteenth-century poet whose collected works are known as Diwan. Notice the beautiful calligraphy and the elaborate illustration and design.



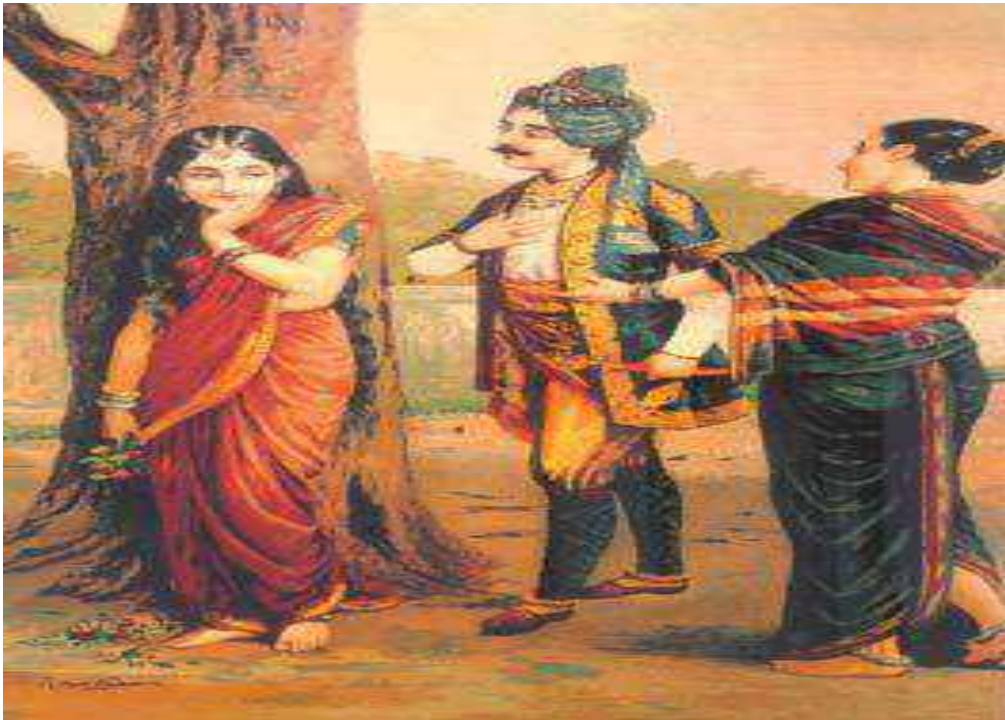


***Pages from the Rigveda.***

Handwritten manuscripts continued to be produced in India till much after the coming of print. This manuscript was produced in the eighteenth century in the Malayalam script.



***Raja Ritudhwaj rescuing Princess Madalsa from the captivity of demons, print by Ravi Varma.***



## ***The States Plead for More Powers***

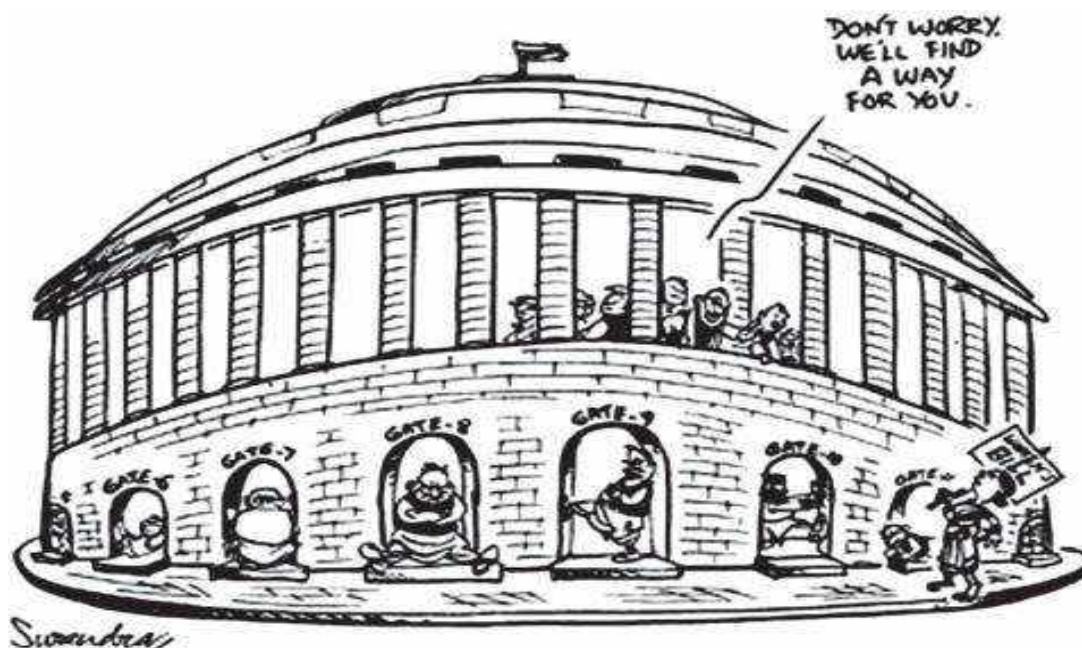


## ***Perils of Running a Coalition Government***





*This cartoon offers an understanding of why the Women's Reservation Bill has not been passed in the Parliament.*



## Managing Secularism



**This chair is for the CM-designate, to prove his secular credentials... There will be plenty of rocking!**

## Castes as the vote banks

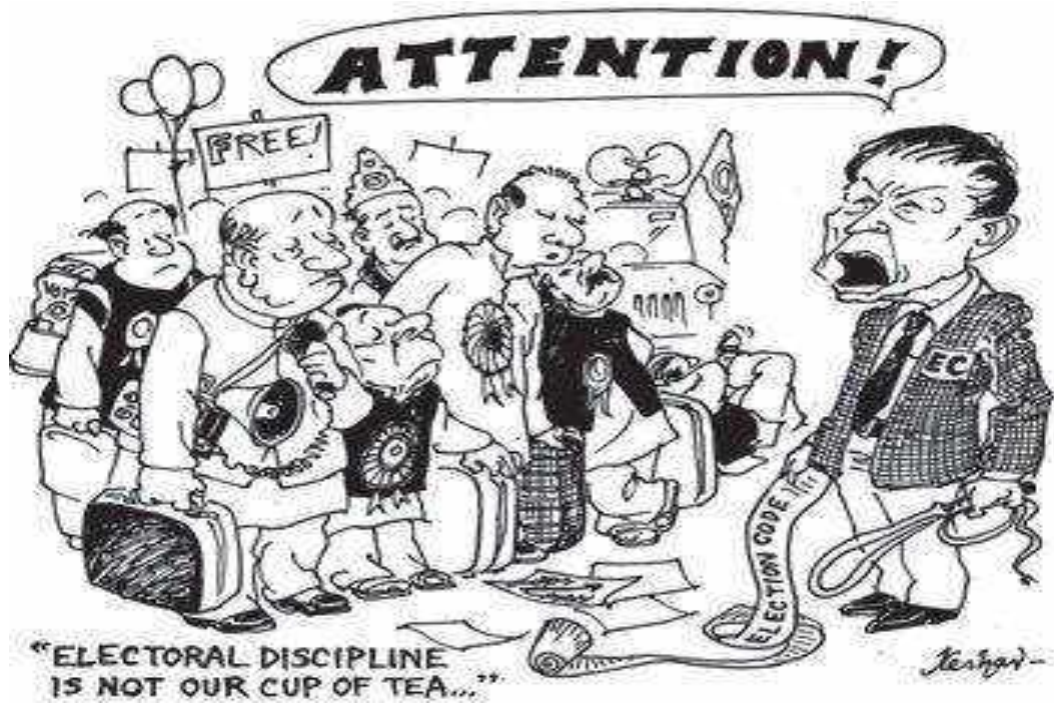


Political parties focusing on their own agendas leaving the matters of National Importance

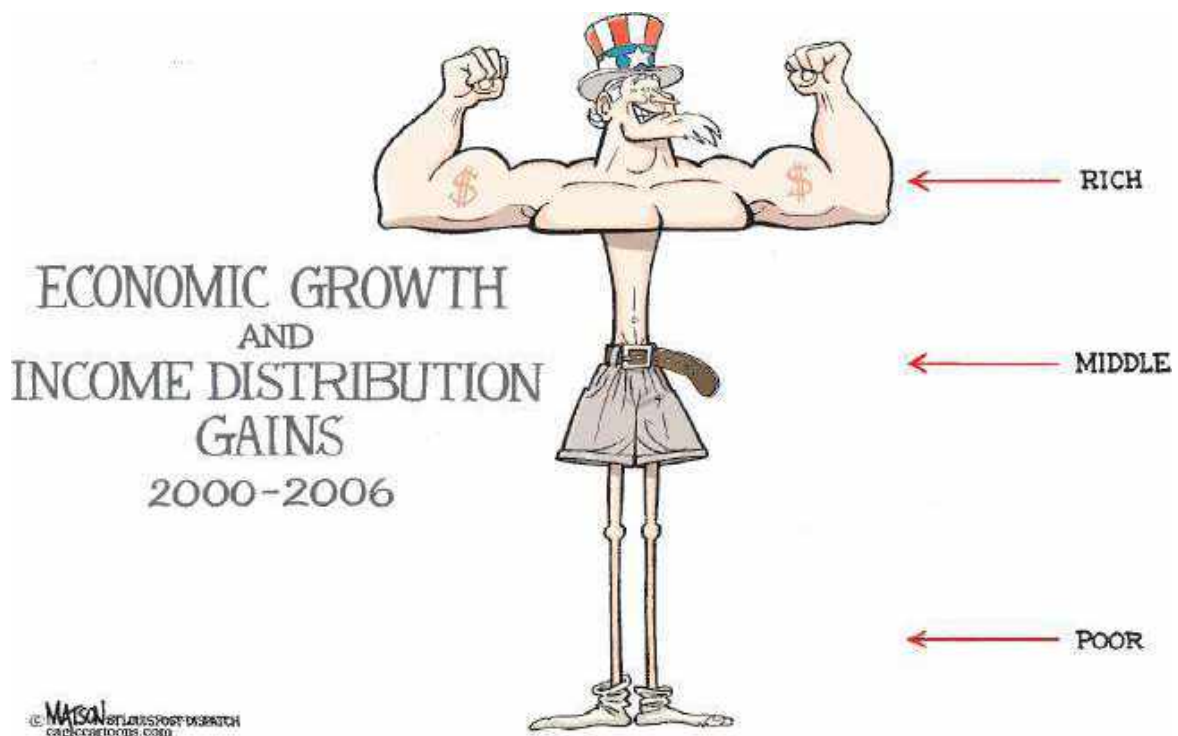




# Attempt to political reform by Election Commission of India



The disparities between the rich and poor.





# CBSE

## SAMPLE QUESTION PAPER

### SOCIAL SCIENCE (CODE 087)

### CLASS X – SESSION 2023-24

**Time Allowed: 3 Hours**

**Maximum Marks: 80**

**General Instructions:**

1. 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.
2. **Section A** – From questions 1 to 20 are MCQs of 1 mark each.
3. **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.
4. **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
5. **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.
6. **Section-E** - Questions no from 34 to 36 are case based questions with three sub questions and are of 4 marks each. Answer to each question should not exceed 100 words.
7. **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).
8. 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 have to be attempted.
9. In addition to this, separate instructions are given with each section and question, wherever necessary.
10. **Note:** CBQ stands for “**Competency Based Question**”. **50% weightage allocated for competency-based questions.**

<b>SECTION A</b>		
<b>MCQs (1X20=20)</b>		
<b>1.</b>	<p><b>Identify the correct option that describes the act given below.</b></p> <p>i. The Act was passed by the Imperial Legislative Council.</p> <p>ii. It gave power to the government to repress political activities.</p> <p>iii. It empowered the government to detain political prisoners without trial.</p> <p><b>Options:</b></p>	<b>1</b>

	<p>a. Rowlatt Act</p> <p>b. Vernacular Press Act</p> <p>c. Government of India Act</p> <p>d. Inland Emigration Act</p>													
2.	<p><b>Which place in India has an artificial lake to conserve water that dates to 11th century?</b></p> <p>a. Delhi</p> <p>b. Bhopal</p> <p>c. Mumbai</p> <p>d. Kolhapur</p>	1												
3.	<p><b>Read the data given below and answer the question.</b></p> <p><i>Educational Achievement of Rural Population of Uttar Pradesh</i></p> <table border="1" data-bbox="215 969 1353 1272"> <thead> <tr> <th>Category</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Literacy rate for rural population</td> <td>76%</td> <td>54%</td> </tr> <tr> <td>Literacy rate for rural children in age group 10-14 years</td> <td>90%</td> <td>87%</td> </tr> <tr> <td>Percentage of rural children aged 10-14 attending school</td> <td>85%</td> <td>82%</td> </tr> </tbody> </table> <p><b>As per the data given above who has the least percentage of literacy rate in rural population?</b></p> <p>a. Male</p> <p>b. Children</p> <p>c. Male&amp; Female</p> <p>d. Female</p>	Category	Male	Female	Literacy rate for rural population	76%	54%	Literacy rate for rural children in age group 10-14 years	90%	87%	Percentage of rural children aged 10-14 attending school	85%	82%	1
Category	Male	Female												
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Literacy rate for rural children in age group 10-14 years	90%	87%												
Percentage of rural children aged 10-14 attending school	85%	82%												

4.	<p><b>Which of the following options represent potential measures that can be taken to mitigate the threats posed on the tiger population and biodiversity?</b></p> <ul style="list-style-type: none"> <li>i. Banning hunting, giving legal protection to their habitats, and restricting trade in wildlife</li> <li>ii. Prohibiting the visit of public into forest area.</li> <li>iii. Establishing wildlife sanctuaries and National Parks</li> <li>iv. Converting forests into Reserved and Protected forests</li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>a. Statement i and ii are correct.</li> <li>b. Statement ii, iii &amp; iv are correct</li> <li>c. Statement ii is correct.</li> <li>d. Statement (i), (iii) &amp; (iv) are correct.</li> </ul>	1
5.	<p><b>When many countries of Europe came together to form the European Union, _____ was chosen as its headquarters.</b></p> <ul style="list-style-type: none"> <li>a. Brussels</li> <li>b. Paris</li> <li>c. London</li> <li>d. Zurich</li> </ul>	1
6.	<p><b>Which of the following statements accurately distinguishes between Majoritarianism and Power sharing?</b></p> <ul style="list-style-type: none"> <li>a. Majoritarianism emphasizes the dominance of the majority community, while Power sharing emphasizes the sharing of power among different groups.</li> <li>b. Majoritarianism emphasizes the need for consensus building, while Power sharing emphasizes the exclusion of minority groups.</li> <li>c. Majoritarianism emphasizes the importance of accommodating minority interests, while Power sharing emphasizes the need for majority rule.</li> <li>d. Majoritarianism emphasizes the need for peaceful resolution of conflicts, while Power sharing emphasizes the use of force to impose the majority's will.</li> </ul>	1
7.	<p><b>There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:</b></p> <p><b>Assertion (A):</b> Democracies are based on political equality</p> <p><b>Reason(R):</b> All individuals have equal say in electing representatives.</p> <ul style="list-style-type: none"> <li>a. Both (A) and (R) are true and (R) is the correct explanation of (A)</li> <li>b. Both A and R are true and R is the correct explanation of A.</li> <li>c. (A) is correct but (R) is wrong</li> <li>d. (A) is wrong but (R) is correct</li> </ul>	1

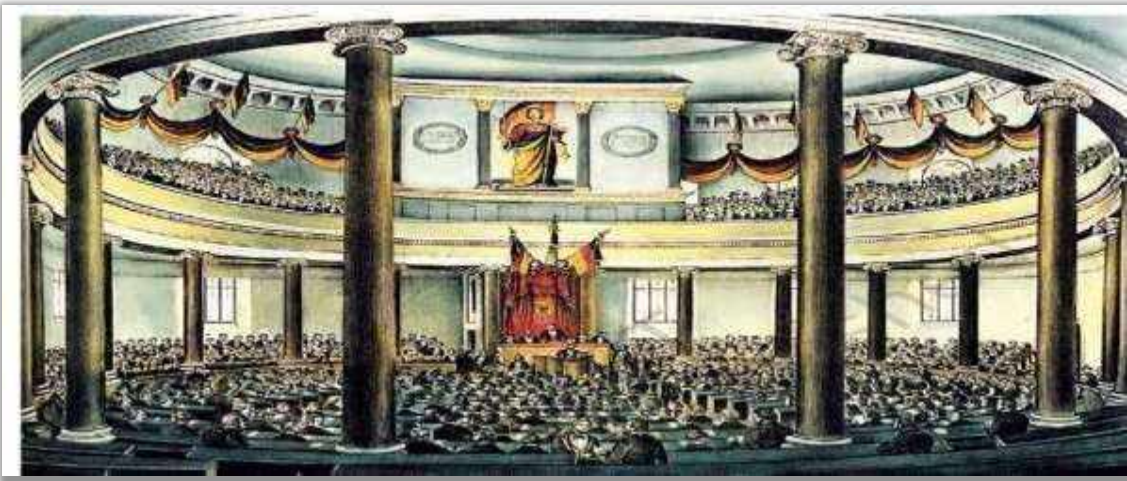


8.	<p><b>Rahul has a sack of cotton but he is in need of wheat and Anush has a sack of wheat and is in need of cotton, under this situation both will be able to exchange their goods. In case of absence of such coincidence of wants, they may not exchange their goods.</b></p> <p><b>Which one of the following would be the best option that describes the mutual exchange of goods and eliminate the exchange of goods?</b></p> <p><b>Options:</b></p> <ul style="list-style-type: none"><li>a. Double coincidence of want, Exchanging commodity for commodity.</li><li>b. Double Coincidence of want, Credit on Commodity</li><li>c. Double coincidence of want, Loan on commodity.</li><li>d. Double coincidence of want, Money</li></ul>	1
9.	<p><b>You are a citizen of a country that has a democratic form of government. You want to ensure that the system of power-sharing in your country is effective and that no one branch of government has absolute power.</b></p> <p><b>Which of the following measures would best meet this goal?</b></p> <ul style="list-style-type: none"><li>a. All power is concentrated in the hands of the legislature only.</li><li>b. Power is divided between the central government and the states or provinces, with each level having its own sphere of influence.</li><li>c. Power is separated among the legislative, executive, and judicial branches, with each branch having its own responsibilities and powers.</li><li>d. Power is shared among different levels of government, such as the national, regional, and local governments, with each level having some degree of autonomy.</li></ul>	1



10. Identify the painting from the options given below.

1



- a. Frankfurt Parliament
- b. Reichstag
- c. Duma
- d. The House of Parliament

**Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 10**

**Q. Which of the following does the symbol “crown of oak leaves “stand for?**

- a. Freedom
- b. Shows readiness to fight.
- c. Willingness to make peace.
- d. Heroism.

11. Evaluate the impacts of opening foreign trade on the global economy by identifying the appropriate statements among the following options:

1

i. The choice of goods in the markets increase.

ii. Producers from two countries closely compete against each other despite the distance between their locations.

iii. Foreign trade thus results in connecting the markets or integration of markets in different countries.

iv. The quality of the product is always good.

**Options:**

- a. Statements i and ii are appropriate.
- b. Statements i, ii and iii are appropriate.
- c. All the statements are appropriate.
- d. Only statement iv is appropriate.

12.	<p><b>Choose the correction option to complete the statement.</b></p> <p><b>If a government provides its citizens a right and means to examine the process of decision, it is_____.</b></p> <p>a. An accountable government.</p> <p>b. A responsible government.</p> <p>c. A transparent government.</p> <p>d. A stable government.</p>	1
13.	<p><b>Arrange the following statements in sequential order based on the events that shaped the Non-cooperation movement.</b></p> <p>i. General Dyer opened fire at the large crowd gathered in the enclosed ground of Jallianwala Bagh.</p> <p>ii. "Forced recruitment" carried out by the British government and the economic hardships faced by the people during the first world war.</p> <p>iii. The defeat of the Ottoman Emperor of Turkey led to the formation of the Khilafat movement.</p> <p>iv. Gandhiji launched a nationwide satyagraha against the Rowlatt act.</p> <p><b>Options:</b></p> <p>a. iv, iii, ii, i</p> <p>b. ii, i, iv,iii</p> <p>c. i, iv, iii, ii</p> <p>d. i, ii, iii, iv</p>	1
14.	<p><b>If there is a disruption by transporters and lorries refuse to transport vegetables, milk, etc. from rural areas to urban areas, food will become scarce in urban areas, whereas farmers will be unable to sell their products. Which of the following sectors will be affected due to this situation stated above?</b></p> <p>a. Primary and Secondary</p> <p>b. Secondary and Tertiary</p> <p>c. Tertiary, Primary and Secondary</p> <p>d. Tertiary and Primary.</p>	1

15.	<p><b>Consider the statements given below and choose the correct answer</b></p> <p><b>Statement I:</b> Western printing techniques and mechanical press were imported in the late 19th Century as western powers established their outposts in China.</p> <p><b>Statement II:</b> Beijing became the hub of the new print culture, catering to western- style schools.</p> <p>a. Statement (i) is correct and (ii) is incorrect.  b. Statement (i) is incorrect and (ii) is correct  c. Both (i) &amp; (ii) are incorrect  d. Both (i) &amp; (ii) are correct</p>	1
16.	<p><b>“M” gave his friend clues about a type of soil that suits for growing cotton. Which of the following clues provided by "M" would be most useful in identifying the ideal type of soil?</b></p> <p><b>Clues:</b></p> <p>i. It is well-known for its capacity to hold moisture.  ii. It turns yellow when it is hydrated.  iii. It is rich in kankur and bhangar nodules.  iv. It is a well-drained loamy soil.</p> <p>a. Clue i  b. Clue i and iii  c. Clue i and ii  d. Clue iv</p>	1
17.	<p><b>Choose the right option to fill in the blank.</b></p> <p><b>The emergence of _____ is directly connected to the rise of political parties.</b></p> <p>a. Monitory democracies  b. Direct democracies  c. Representative democracies  d. Constitutional democracies</p>	1
18.	<p><b>The process of integration between different countries is called as _____.</b></p> <p>a. Privatization  b. Globalization  c. Liberalization  d. Competition</p>	1

19.	<p><b>Which of the following statements is correct keeping the requirement of formation of government in view.</b></p> <p><b>Statement i:</b> It is possible for independent candidates to form a government.  <b>Statement ii:</b> Government formation is exclusively reserved for political parties.  <b>Statement iii:</b> The formation of government is limited to only elected political parties.  <b>Statement iv:</b> Government can only be formed by political parties that are elected and hold a majority.</p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>Statement i and ii are right.</li> <li>Statement i, ii and iii are right.</li> <li>Statement iii is right.</li> <li>Only statement iv is right.</li> </ol>	1
20.	<p><b>There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:</b></p> <p><b>Assertion (A):</b> India is a country with a multi-party system set up.  <b>Reason (R):</b> The multi-party system often appears very messy and leads to political instability.</p> <ol style="list-style-type: none"> <li>Both (A) and (R) are true and (R) is the correct explanation of (A)</li> <li>Both (A) and (R) are true but (R) is not the correct explanation of (A)</li> <li>(A) is correct but (R) is wrong</li> <li>(A) is wrong but (R) is correct.</li> </ol>	1

## SECTION B

## VERY SHORT ANSWER QUESTION (2X4=8)

21.	<p><b>Q: Study the map thoroughly and answer the question given below.</b></p> <p>What can be inferred about the linguistic diversity and its potential impact on social and political life in Belgium?"</p> 	2
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	For Visually impaired students in lieu of the above question. Q: Mention the languages that are dominantly present in Belgium;																																					
22.	(A) : “The most powerful weapon of the Spanish conqueror was not a conventional military weapon at all.” Justify the above statement by giving two reasons.  OR (B) : “Traders and travelers introduced new crops to lands they travelled. “Substantiate this statement with illustrations.	2																																				
23.	Mr. Palani is from Tamil Nādu, wishes to cultivate either Tea or Wheat. Which one of the crops out of the two can he cultivate in his state? Substantiate your answer with any two reasons.	2																																				
24.	Mention any two reasons to state that India is a federal country.	2																																				
<b>SECTION C</b>																																						
<b>SHORT ANSWER-BASED QUESTIONS (3x5-15)</b>																																						
25.	Provide evidence to support the claim that print culture had a significant impact on the social lives of women in India?	3																																				
26.	(A) ; A worker in an urban area, who was working in a small factory, was not paid his wages properly, he was forced to work extra hours under poor working conditions, there was no job security, recently he lost his job and was found selling electrical items in a pushcart. Analyze the role of the government in protecting the workers working in an Unorganized sector.  OR (B) : Mr Pawan, a village head wanted to create more job opportunities to increase the income of the people of his village under MNREGA act, Suggest any three activities, so that Mr Pawan could initiate in his village.	3																																				
27.	“Agriculture gives boost to the industrial sector’. Justify the statement with any three relevant points.	3																																				
28.	The Indian constitution provides three lists to distribute the legislative power. State any two subjects that are included in the union list. In which list the subject “Education” is included and why?	3																																				
29.	Compare Tables “A” & “B” and answer the question given below. Table- A <table border="1" style="margin-left: 20px;"><thead><tr><th colspan="5">Share of sectors in employment in %</th></tr><tr><th>Year</th><th>Tertiary</th><th>Secondary</th><th>Primary</th><th>Year</th></tr></thead><tbody><tr><td>1977-78</td><td>18</td><td>11</td><td>71</td><td>1977-78</td></tr><tr><td>2017-18</td><td>31</td><td>25</td><td>44</td><td>2017-18</td></tr></tbody></table> Table –B <table border="1" style="margin-left: 20px;"><thead><tr><th colspan="4">Share of Sectors in GDP in %</th></tr><tr><th>Year</th><th>Tertiary</th><th>Secondary</th><th>Primary</th></tr></thead><tbody><tr><td>1973-74</td><td>50</td><td>10</td><td>40</td></tr><tr><td>2013-14</td><td>68</td><td>21</td><td>11</td></tr></tbody></table> A remarkable fact about India is that while there has been a change in the share of the three sectors in GDP, a similar shift has not taken place in employment. Why didn't a similar shift out of primary sector happen in case of employment?	Share of sectors in employment in %					Year	Tertiary	Secondary	Primary	Year	1977-78	18	11	71	1977-78	2017-18	31	25	44	2017-18	Share of Sectors in GDP in %				Year	Tertiary	Secondary	Primary	1973-74	50	10	40	2013-14	68	21	11	3
Share of sectors in employment in %																																						
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1973-74	50	10	40																																			
2013-14	68	21	11																																			

	Substantiate your answer. <b>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No29</b> <b>Q. Tertiary sector activities help in the development of Primary and Secondary sectors. Substantiate your answer.</b>	
<b>SECTION D</b>		
<b>LONG ANSWER-BASED QUESTIONS (5X4=20)</b>		
<b>30</b>	(A) : Analyze the impact of mining activities on the local environment and the health of the surrounding communities. OR (B) : “Non-conventional resources are the best option to conserve the natural resources” Substantiate this statement with Examples.	<b>5</b>
<b>31</b>	(A) : How would you evaluate Napoleon as an administrator who created amore rational and efficient system? Elucidate with suitable examples. OR (B) : Analyze the decisions taken by the conservatives at the Congress ofVienna in the year 1815.	<b>5</b>
<b>32</b>	(A) : Analyse the role of a multiparty system in a democratic country like India. OR (B) : Evaluate the differences between the national and regional parties and assess the requirements for a regional party to become a national party.	<b>5</b>
<b>33.</b>	(A) : A farmer has borrowed money from a money lender at a high rate of interest, as he could not pay the interest, he was forced to borrow from another landlord to settle the amount for the interest borrowed to the money lender. State the consequences he may face in this situation. OR (B) : “Self –help groups eliminates poverty and empowers women”. Substantiate with suitable answer.	<b>5</b>
<b>SECTION E</b>		
<b>CASE-BASED QUESTIONS ( 4X3=12)</b>		
<b>34</b>	<b>Read the source given below and answer the questions that follow:</b>  It is said of “passive resistance” that it is the weapon of the weak, but the power which is the subject of this article can be used only by the strong. This power is notpassive resistance; indeed, it calls for intense activity. The movement in South Africawas not passive but active ...  'Satyagraha is not physical force. A satyagrahi does not inflict pain on the adversary; he does not seek his destruction ... In the use of satyagraha, there is no ill will whatever. 'Satyagraha is pure soul force. Truth is the very substance of the soul. That is why this force is called satyagraha. The soul is informed with knowledge. Init burns the flame of love. ... Nonviolence is the supreme dharma ...' It is certain thatIndia cannot rival Britain or Europe in force of arms. The British worship the war godand they can all of them become, as they are becoming, bearers of arms. The hundreds of millions in India can never carry arms. They have made the religion of non-violence their own ...	



	<p>In his famous book Hind Swaraj (1909) Mahatma Gandhi declared that British rule was established in India, with the cooperation of Indians, and had survived only because of this cooperation. If Indians refused to cooperate, British rule will collapse within a year.</p> <ol style="list-style-type: none"> <li>1. <b>Why did Gandhiji say that passive resistance is not the weapon of the weak?</b></li> <li>2. <b>“Satyagraha is pure soul-force.” Substantiate this statement in 20 words.</b></li> <li>3. <b>What according to Mahatma Gandhi is the best weapon to use to collapse British rule in India?</b></li> </ol>	<p>1 1 2</p>
35	<p><b>Read the source given below and answer the questions that follow:</b>          Maharashtra is a state located in western India, with a population of over 110 million people. The state is home to several large cities, including Mumbai, and has a significant agricultural sector. However, the state is facing a severe water crisis, with its water resources coming under increasing pressure due to climate change, industrialization, and urbanization. The main challenges faced by water resource management in Maharashtra are:</p> <ol style="list-style-type: none"> <li>i. Overexploitation of groundwater: Maharashtra is one of the most groundwater-stressed states in India, with the demand for water exceeding the supply. Overexploitation of groundwater for agriculture and urban use has led to a decline in water levels, which has severe implications for the sustainability of water resources.</li> <li>ii. Pollution of surface water: Industrialization and urbanization have led to the pollution of surface water bodies such as rivers and lakes. The pollution has led to water quality degradation, which poses risks to human health and the environment.</li> <li>iii. Inefficient irrigation practices: The agricultural sector is the largest user of water in Maharashtra, accounting for around 80% of total water use. However, traditional irrigation practices such as flood irrigation are inefficient and lead to the wastage of water.</li> </ol> <ol style="list-style-type: none"> <li>1. <b>Mention any one reasons for the water crisis faced by the state of Maharashtra.</b></li> <li>2. <b>Propose any one solution to mitigate the water crisis faced by Maharashtra state.</b></li> <li>3. <b>Despite being the second highest rainfall-receiving state of the country, Maharashtra still faces water crisis. Substantiate this statement in 40 words.</b></li> </ol>	<p>1 1 2</p>
36	<p><b>Read the source given below and answer the questions that follow:</b>          For comparing countries, their income is considered to be one of the most important attributes. Countries with higher income are more developed than others with less income. This is based on the understanding that more income means more of all things that human beings need. Whatever people like, and should have, they will be able to get with greater income. So, greater income itself is considered to be one important goal. Now, what is the income of a country? Intuitively, the income of the country is the income of all the residents of the country. This gives us the</p>	



total income of the country. However, for comparison between countries, total income is not such a useful measure. Since, countries have different populations, comparing total income will not tell us what an average person is likely to earn. Are people in one country better off than others in a different country? Hence, we compare the average income which is the total income of the country divided by its total population. The average income is also called per capita income. In World Development Reports, brought out by the World Bank, this criterion is used in classifying countries. Countries with per capita income of US\$ 49,300 per annum and above in 2019, are called high income or rich countries and those with per capita income of US\$ 2500 or less are called low-income countries. The rich countries, excluding countries of Middle East and certain other small countries are generally called developed countries.

1. Explain the significance of per capita Income. 2
2. What are the classifications of countries based on per capita income, and which entity is responsible for determining these classifications?" 2

### SECTION F

#### MAP SKILL-BASED QUESTION (2+3=5)

- 37
- a. Two places A and B have been marked on the given outline map of India. Identify them and write their correct names on the lines drawn near them.
- i. Indian National congress session at this place in 1920.
  - ii. The place where Mahatma Gandhi broke the salt law.

2



<p><b>37</b> <b>b.</b></p>	<p><b>On the same outline map of India locate and label any 3 of the following with suitable symbols.</b></p> <ul style="list-style-type: none"> <li><b>i.</b> A Coal mine in Tamil Nādu</li> <li><b>ii.</b> A dam built on river Chenab in India.</li> <li><b>iii.</b> A largest natural major seaport located at Andhra Pradesh</li> <li><b>iv.</b> Noida software technology park</li> </ul> <p><b>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 37 a &amp; b.</b></p> <p><b>37 a.</b> i. Name the place where the Indian National Congress session was held in September 1920.</p> <p style="padding-left: 40px;">ii. Name the place where Mahatma Gandhi Broke the salt law.</p> <p><b>Answer any 3 of the following.</b></p> <p><b>37. b.</b> i. Name the coal mine located at Tamil Nādu</p> <p style="padding-left: 40px;">ii. Name the dam built on the river Chenab.</p> <p style="padding-left: 40px;"><b>iii.</b> Name the largest natural seaport located at Andhra Pradesh.</p> <p style="padding-left: 40px;"><b>iv.</b> Mention the state where Noida software technology park is located.</p>	<p><b>3</b></p> <p><b>2</b></p> <p><b>3</b></p>
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# CBSE

## Additional Practice Questions

Subject: SOCIAL SCIENCE (CODE 087)

Class: X | 2023-24

**Time Allowed: 3 Hours**

**Maximum Marks: 80**

### General Instructions:

1. The question paper comprises of six sections – A, B, C, D, E and F. There are 37 questions in the Question paper. All questions are compulsory.
2. **Section A** – From questions 1 to 20 are MCQs of 1 mark each.
3. **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.
4. **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.
5. **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.
6. **Section-E** - Questions no from 34 to 36 are case based questions with three sub questions and are of 4 marks each. Answer to each question should not exceed 100 words.
7. **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).
8. 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 have to be attempted.
9. In addition to this, separate instructions are given with each section and question, wherever necessary.

### Section A - MCQs (1X20=20)

1	How was the Rowlatt Act of 1919 perceived in terms of fundamental rights and civil liberties by Indians? (a) It was viewed as a regressive legislation in favour of the majority Indians. (b) It was considered as severely curtailing the right to personal liberty.	1
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(c) It was seen as a necessary measure to prevent communal tensions.  
 (d) It was regarded as a safeguard for protecting British soldiers.

2 Ankur, a resident from Rajasthan, decided to install a submersible water pump in his house, capable of extracting groundwater from depths of 250-300 m. This practice of installing similar pumps is becoming increasingly popular across the state.

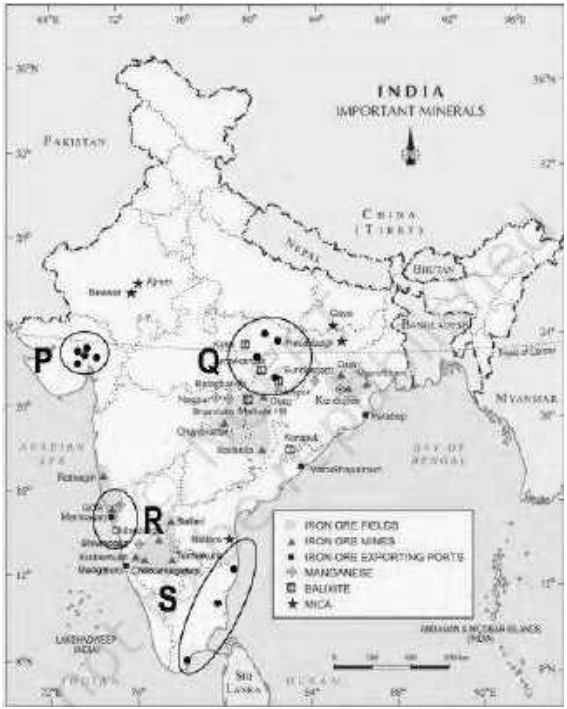
Which of the following will this growing practice MOST LIKELY lead to in the near future?

(a) decline in the groundwater quality  
 (b) reduced monsoon water resources  
 (c) increased number of waterborne diseases  
 (d) water scarcity resulting from excessive utilization

1

3 Observe the map given below showing the distribution of thermal and nuclear power plants across India.

1



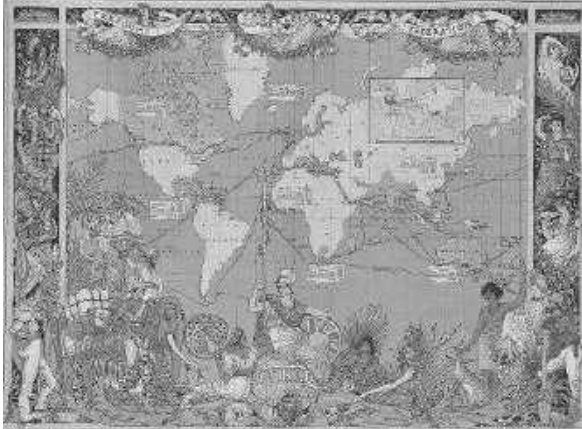
Air Quality Index (AQI) is used to measure real-time air pollution levels. A high AQI represents poor air quality.

Accordingly, which of the following regions marked on the map is LIKELY to experience comparatively better AQI?

	<p>(a) P (b) Q (c) R (d) S</p> <p><b>The following question is for Visually Impaired Students ONLY in lieu of Question 3.</b></p> <p>Which method of energy production is environmentally friendly and practical for powering homes across regions in India?</p> <p>(a) coal-fired power plants (b) nuclear power plants (c) solar power panels (d) diesel generators</p>	
4	<p>Rina, a 28-year-old woman from a marginalized community, is uneducated but adept at making traditional handicrafts. Her family toils hard to afford two square meals everyday.</p> <p>Accordingly, which development objective would be the <u>MOST</u> crucial for improving Rina's and her kin's well-being?</p> <p>(a) increasing access to clean energy in Rina's community (b) reducing the impact of climate change on Rina's community (c) creating more training opportunities for Rina and other artisans (d) ensuring that Rina has the same rights and opportunities as men in her community</p>	
5	<p><i>'India's green energy goals have a serious problem – the Great Indian Bustard'</i> <i>A Wildlife Institute of India (WII) survey covering 80 km of power lines across the Thar desert found 4 bustard (critically endangered species) deaths during a single year due to high-transmission wires, including some connected to wind turbines.</i> Source: The Print</p> <p>Should the installation of such power lines be reconsidered in areas where such species are found?</p> <p>(a) Yes, alternative methods of power generation should be explored to minimise this risk. (b) Yes, the goal of protecting biodiversity is the only goal which should be prioritised.</p>	1

	(c) No, the benefits of power lines outweigh the negative impact on the species. (d) No, the species is not yet extinct and currently no action needs to be taken.	
6	<p>There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.</p> <p>Assertion (A): Power sharing can help to prevent conflict in society.</p> <p>Reasoning (R): Power sharing ensures that different social groups are included in decision-making processes, reducing marginalisation and fostering inclusivity.</p> <p>(a) A is true but R is false. (b) A is false but R is true. (c) Both A and R are true and R explains A. (d) Both A and R are true but R does not explain A.</p>	1
7	<p>In an Indian state, communities X and Y have been engaged in a long-standing conflict over issues of co-existence and resource sharing. The tensions have intensified, leading to a demand from both communities for self-administration.</p> <p>What is the BEST resolution to this conflict?</p> <p>(a) collapsing the present government due to its inefficiency in governing the state (b) delaying the demands of self-administration and maintaining the current power structure (c) imposing strict regulations to control the movements and interactions of both communities (d) establishing a power-sharing arrangement where both communities have a role in decision-making</p>	1
8	<p>Which of the following is a DEFINITE indicator of the successful implementation of democratic governance?</p> <p>(a) free economy dictated by market forces (b) provision of basic amenities to the citizens (c) establishment of central financial institutions (d) establishment of institutions to protect people's rights</p>	1
9	<p>There are two statements given below, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.</p> <p>Assertion (A): Self-Help Groups are instrumental in promoting economic democracy.</p>	1

	<p>Reasoning (R): They contribute to a more equitable distribution of economic power and opportunities.</p> <p>(a) A is true but R is false.</p> <p>(b) A is false but R is true.</p> <p>(c) Both A and R are true and R explains A.</p> <p>(d) Both A and R are true but R does not explain A.</p>	
10	<p>The principle of subsidiarity emphasises that decisions should be made by the people who are most affected by them, promoting decentralisation, efficiency, and citizen participation in governance, with higher levels of authority intervening only when lower level authorities are unable to address certain issues effectively.</p> <p><i>Source (edited): un.org</i></p> <p>Which of the following constitutional principles/legislations is in close alignment with the principle stated above?</p> <p>(a) separation of power between the executive, legislature and judiciary</p> <p>(b) division of power between the central, state and local government</p> <p>(c) right of individuals to form and join political parties of their choice</p> <p>(d) reservation for women in the highest law making bodies</p>	1
11	<p>Globalisation is the increasing interconnectedness of the world through the flow of goods, services, capital, ideas, and people.</p> <p>Which of the following examples represents globalisation?</p> <p>(a) an online advertising portal for goods sold by local vendors run by the Indian government</p> <p>(b) an IKEA store in Bengaluru selling products manufactured in China</p> <p>(c) a traditional Vietnamese market selling handicrafts in Hanoi</p> <p>(d) a Sunday market selling groceries produced locally</p>	1
12	<p>The Indian masses willingly participated in the Civil Disobedience Movement, despite the challenges faced during the Non-Cooperation Movement. Accordingly, which of the following quotes <u>BEST</u> reflects the outlook of the masses?</p> <p>(a) 'The greatest glory in living lies not in never falling, but in rising every time we fall'</p> <p>(b) 'An eye for an eye only ends up making the whole world blind'</p>	1

	<p>(c) 'Injustice anywhere is a threat to justice everywhere'</p> <p>(d) 'Obedience is the key to a peaceful society'</p>	
13	<p>Given below is the painting 'Imperial Federation - Map of the World showing the extent of the British Empire in 1886'. Observe the painting and answer the question that follows.</p>  <p>Source: <a href="https://exhibits.stanford.edu">https://exhibits.stanford.edu</a></p> <p>Which of the following elements depicted in the painting seem conflicting when presented together?</p> <p>(a) the British soldiers and British colonies spread in both east and west</p> <p>(b) the variety of animals and costumed figures depicting countries and their people</p> <p>(c) Britannia, the personification of Britain, seated on top of the world and the words federation written at the top of the image</p> <p>(d) the words 'freedom' and 'fraternity' written at the top and Atlas, depicting human labour, holding the world upon his shoulders</p> <p><u>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 13</u></p> <p>Read the information given below about the painting - 'A map celebrating the British Empire'.</p> <p>The painting has a map that commemorates the British Empire, symbolising its territorial holdings and influence across various regions of the world.</p> <p>Given below are a few elements that have been depicted in the painting. Identify the ones which are conflicting when presented together.</p> <p>(a) the idea of freedom and imperialism</p> <p>(b) the colonial nations and the colonies</p>	1



	(c) the occupations of a farmer and a soldier (d) the British and people from different backgrounds together	
14	<p>There are two statements given below about the Print Revolution, marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.</p> <p>Assertion (A): The distribution, application, and preservation of knowledge were fundamentally altered with the invention of printing. Reason (R): Printing enabled intellectuals to produce, comment on, and evaluate texts which spread as ideas across Europe.</p> <p>(a) A is true but R is false. (b) A is false but R is true. (c) Both A and R are true and R explains A. (d) Both A and R are true but R does not explain A.</p>	1
15	<p>Which of the following is the PRIMARY factor which contributed to the emergence of multiple political parties at the same level in India?</p> <p>(a) a federal political system (b) varied economic conditions (c) linguistic and regional diversity (d) low levels of literacy and political awareness</p>	1
16	<p>Which of the following policy decisions by the central government could potentially serve as a trade barrier?</p> <p>(a) strengthening export subsidies (b) simplifying customs procedures (c) implementing higher tariffs on imports (d) promoting fairer trade practices globally</p>	1
17	<p>Given below is a cartoon created by Neelabh Banerjee, the renowned Indian cartoonist, illustrator and comics artist.</p>	1



Source: [asiapacific.unwomen.org](http://asiapacific.unwomen.org)

What is the cartoon trying to depict?

- (a) the sexual division of labour in India
- (b) natural and unchangeable gender divisions
- (c) income generating activities done by women in rural India
- (d) the ability of men to contribute equally to domestic work as women

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 17

In a cartoon created by Neelabh Banerjee, the renowned Indian cartoonist, illustrator, and comics artist, a woman is depicted in a rural setting, carrying water pots on her head and a bundle of sticks in her hands. She is also holding her child's hand. Meanwhile, a man, presumably her husband, is seen lying on a cot. The husband is heard saying, "Oh, she? She doesn't work. She's just a housewife."

What is the cartoon trying to depict?

- (a) the sexual division of labour in India
- (b) natural and unchangeable gender divisions
- (c) income generating activities done by women in rural India
- (d) the ability of men to contribute equally to domestic work as women

18	The table given below highlights the percentage of workers in the three sectors of the economy in India. The data for the year 2023 has actual figures while the data for 2040 is hypothetical based on the published figures of the year 2023.	1
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Any of the three hypothetical scenarios could be possible in the year 2040. Study the table carefully and answer the questions that follow.

Year	Primary	Secondary	Tertiary
<b>2023</b> (Source: Statista)	44%	25%	31%
<b>2040</b> (Hypothetical Scenario: 1)	20%	45%	35%
<b>2040</b> (Hypothetical Scenario: 2)	60%	20%	20%
<b>2040</b> (Hypothetical Scenario: 3)	15%	40%	45%

With all other factors remaining the same, which of the following scenarios would have the biggest impact on India's global leadership in the future?

- (a) only Hypothetical Scenario 1
- (b) only Hypothetical Scenario 2
- (c) either Hypothetical Scenario 1 or 2
- (d) either Hypothetical Scenario 1 or 3

19	<p>Based on the information given in the table, which of the following statements is LIKELY to be correct?</p> <ul style="list-style-type: none"> <li>(a) In scenarios 1 and 2, the secondary sector will need the least workers.</li> <li>(b) In scenario 2, India will become a major services-based economy.</li> <li>(c) The primary sector in scenario 2 will be the highest contributor to the GDP of the country.</li> </ul>	1
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	(d) In scenarios 1 and 3, maximum employment opportunities will be created in the secondary sector.	
20	<p>In a representative democracy, which of the following best describes the role of elected representatives?</p> <p>(a) They have absolute power and authority to make decisions without consulting the public.</p> <p>(b) They are accountable to the public and make decisions on behalf of their constituents.</p> <p>(c) They act as mere figureheads with no real power or influence in the government.</p> <p>(d) They serve lifetime appointments and cannot be removed from office.</p>	1

**Section B - VERY SHORT ANSWER QUESTION (2x4=8)**

21	<p>'Consumer Affairs raids Malda markets to check malpractices; Complaints were received that soft drinks were being sold at a higher price...'</p> <p><i>Source (edited): Millennium Post</i></p> <p>(i) Which consumer right was being violated in the above instance of soft drinks being sold at a higher price? (1)</p> <p>(ii) Which consumer right was <u>LIKELY</u> invoked in response to the complaints? (1)</p>	2
22	<p>Shruti performed a web search for 'Teacher' and found that 80% of the images had women, while a search for 'Pilot' mainly showed men.</p> <p>Discuss how these web search results reflect societal perceptions and the sexual division of labour. Explain with an example.</p>	2
23	<p>Examine the possible consequences on the basic rights of party members within political organisations that lack internal democracy.</p> <p style="text-align: center;">OR</p> <p>In a hypothetical democratic nation with a population that is religiously homogenous, should there still be multiple political parties? Justify your</p>	2

	stance in about 40 words.	
24	Assess the reasons for the concentration of the woollen textile industries in the sub-tropical region in India vs their absence in the southern part of India.	2

### Section C - SHORT ANSWER-BASED QUESTIONS (3x5-15)

25	<p>'A drought-induced water shortage can have far-reaching consequences, affecting agricultural productivity, the availability of food resources, industrial activities, and livelihoods, thereby significantly impacting human well-being.'</p> <p>i) What does the above statement represent about the relationship between different resources? (2)</p> <p>ii) How does such a situation represents lack of resource planning? (1)</p>	3
26	<p>Discuss the MOST LIKELY impact if India operated without a federal system.</p> <p>Build the answer around these points:</p> <ul style="list-style-type: none"> <li>- regional autonomy</li> <li>- effectiveness in governance</li> <li>- decision-making process</li> </ul>	3
27	<p>Read the statements given below regarding Indian Railways.</p> <p>Statement 1 (S1): Indian Railways has largely been a Public Sector Enterprise.</p> <p>Statement 2 (S2): Private players are making an entry into the Indian Railway market.</p> <p>Explain what trend do these statements - S1 and S2 - reflect in the railways sector in India.</p>	3

28	Which sector, organised or unorganised, is preferable for employment? Explain.	3
29	Discuss the role of newspapers in shaping public opinion and the democratisation of information during the modern period.	3

**Section D LONG ANSWER-BASED QUESTIONS (5X4=20)**

30	<p>Examine the significance and key milestones of the Civil Disobedience Movement that took place in India during the struggle for independence.</p> <p>OR</p> <p>Read the following excerpt about the Right to Protest in India and answer the question that follows.</p> <p>The Constitution of India guarantees the fundamental right to protest, which is derived from the broader rights of freedom of speech and expression, and freedom to assemble peacefully. However, this right is subject to reasonable restrictions in the interest of India's sovereignty. Violent actions during protests are in violation of citizens' fundamental duties, emphasising that the right to protest encompasses only peaceful demonstrations.</p> <p>Source: Legal Service India</p> <p>Examine the elements of Satyagraha employed during the 20th-century Indian freedom struggle in light of their alignment with the Right to Protest granted by the Indian constitution as mentioned in the passage.</p>	5
31	<p>A think tank has been given the task to design an outline to measure how successful has democracy been in any country.</p> <p>Discuss the key indicators that the think tank should consider while designing this outline and explain why these factors are crucial in assessing the outcomes of democracy.</p>	5

	<p>OR</p> <p>Free and fair media is one of the most important outcomes of democracy. Comment.</p>	
32	<p>Describe circumstances that drive individuals to seek loans from informal sources of credit. (5)</p> <p>OR</p> <p>State the potential negative economic implications that would arise in an economy in the absence of the concept of credit.</p>	5
33	<p>Read the information given below regarding Delhi-Dehradun Expressway and answer the question that follows.</p> <p>The Delhi-Dehradun Expressway is all set to open to the public by the end of 2023. It would reduce the travel time between the two cities from 6 to 2 hours. The 210 km long expressway will start from North East Delhi and pass through Baghpat, Shamli, Muzaffarnagar, Saharanpur and Dehradun. The last 20km stretch will pass through the eco-sensitive zone of Raja Ji National Park where Asia's longest elevated wildlife corridor of six lanes and 12 km will be constructed that includes the 340 m DatKaali tunnel. The 340-meter-long tunnel near DatKaali temple, Dehradun will help reduce the impact on wildlife and multiple animal passes have been provided in the Ganeshpur-Dehradun section for avoiding animal-vehicle collisions.</p> <p><i>Source (edited): Livemint</i></p> <p>Analyse the development of the Delhi-Dehradun Expressway in terms of its impact - negative and/or positive - on economic growth, the environment and the goal of sustainable development. (5)</p> <p>OR</p>	5

	<p>As per Britannica Dictionary, when the world is seen as a community in which people are connected by computers, television, etc., and all depend on one another, the world becomes a '<i>global village</i>'.</p> <p>Accordingly, they elaborate on the role of air transport in making the world a '<i>global village</i>'.</p>	
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**Section E CASE-BASED QUESTIONS ( 4X3=12)**

34	<p>Read the information about climate-smart agriculture and answer the question that follows.</p> <p>Climate-smart agriculture (CSA) is an approach that helps guide actions to transform agri-food systems towards green and climate-resilient practices. CSA supports reaching internationally-agreed goals such as the Sustainable Development Goals and the Paris Agreement on climate change. CSA supports the Food and Agriculture Organisation Strategic Framework 2022-2031 based on the Four Betters: better production, better nutrition, a better environment and a better life for all, leaving no one behind.</p> <p><i>Source (edited): Food and Agriculture Organisation</i></p> <p>(i) A CSA expert suggested increased production and consumption of millets in India. Justify their stance. (1)  (ii) What is the necessity to think of CSA in India? (1)  (iii) Suggest two methods through which India can shift towards CSA. (2)</p>	4
35	<p>Read the passage given below and answer the questions followed:</p> <p>Population trends and dynamics can have an enormous effect on prospects for poverty reduction and sustainable development. Poverty is influenced by – and influences – population dynamics, including population growth, age structure, and rural-urban distribution. All of this has a critical impact on a country's development prospects and prospects for raising living standards for the poor. Investments in better health, including reproductive health, are essential for individual security and for reducing mortality and morbidity (the condition of suffering from a</p>	



	<p>disease or medical condition), which in turn improve a country's productivity and development prospects.  <i>Source: UNFPA</i></p> <p>(i) How does investing in improved healthcare infrastructure contribute to the reduction of preventable diseases and chronic conditions? [1]  (ii) Explain the relationship between population trends and poverty reduction. [1]  (iii) '<i>Poverty is influenced by – and influences – population dynamics, including population growth, age structure, and rural-urban distribution.</i>' Analyse the statement and highlight the mutual relationship between poverty and population. [2]</p>	
36	<p>Read the following lines from Gandhiji's addressal at the A.I.C.C. (All India Congress Committee) in Bombay on 8-8-42 outlining his plan of action, in Hindustani, and answer the questions that follow:  "You may take it from me that I am not going to strike a bargain with the Viceroy for ministries and the like. I am not going to be satisfied with anything short of complete freedom. Maybe, he will propose the abolition of the salt tax, the drink evil, etc. But I will say, "Nothing less than freedom." Here is a mantra, a short one, that I give you. You may imprint it on your hearts and let every breath of yours give expression to it. The mantra is: 'Do or Die'. We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery. Every true Congressman or woman will join the struggle with an inflexible determination not to remain alive to see the country in bondage and slavery. Let that be your pledge. Keep jails out of your consideration."  <i>Source: Smithsonian Magazine</i></p> <p>(i) Explain any one key impact that Gandhiji's rejection of "striking a bargain with the Viceroy for ministries and the like" had on the people participating in the freedom struggle. (1)  (ii) How did this mantra differ from earlier strategies employed in the struggle for independence? (1)  (iii) Discuss the economic context and political climate that led to the adoption of the 'Do or Die' mantra. (2)</p>	

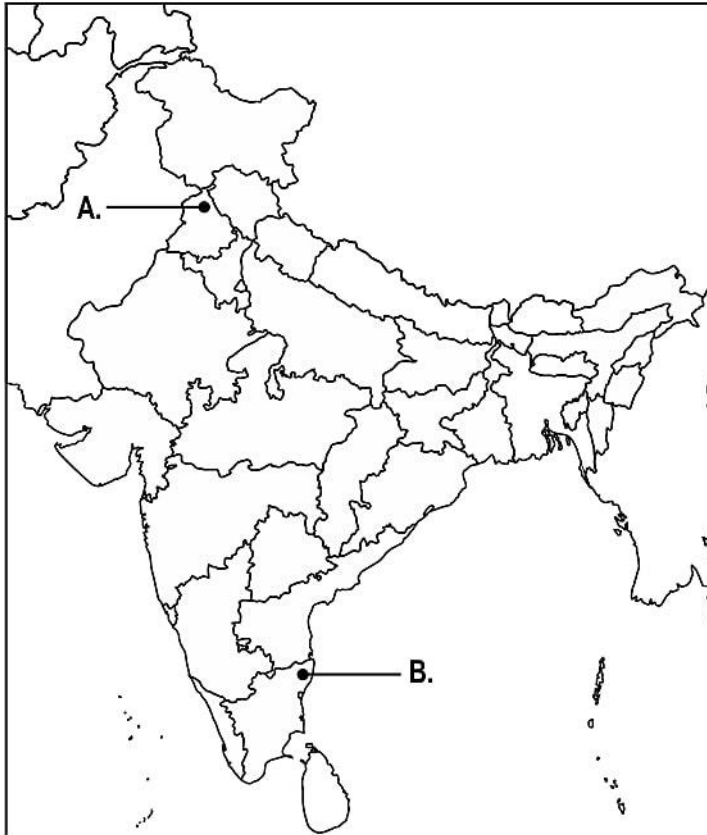
**Section F MAP SKILL-BASED QUESTION (2+3=5)**

37

**(a)** Two places A and B have been marked on the given outline map of India. Identify them and write their correct names on the lines drawn near them.

4

- i. The place where the Jallianwala Bagh massacre took place
- ii. The 1927 Indian National Congress session was held at this place



37 b. On the same map of India, locate and label any three of the following with suitable symbols.

- i) a dam built on the river Sutlej
- ii) a software technology park in Northern India
- iii) southernmost port on the east coast of India
- iv) a nuclear power plant in the state of Maharashtra

Note: The following question is for Visually Impaired Candidates only in lieu of Question 37 part (a) and part (b).

**(a)**

- i. Name the place where the Jallianwala Bagh massacre took place.

ii. Name the place where the Indian National Congress session was held in 1927.

**(b)**

The following question is for Visually Impaired Candidates only in lieu of Q. No. 37 (b)

Answer any three of the following.

- i) Name the dam built on the river Sutlej.
- ii) Name the place in northern India where an important software technology park is present.
- iii) Name the southernmost port on the east coast of India.
- iv) Name the nuclear power plant present in the state of Maharashtra.

# CBSE

## PRACTICE QUESTION PAPER

### SOCIAL SCIENCE (CODE 087)

### CLASS X – SESSION 2023-24

**Time Allowed: 3 Hours**

**Maximum Marks: 80 General Instructions:**

1. 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.
2. **Section A** – From questions 1 to 20 are MCQs of 1 mark each.
3. **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.
4. **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
5. **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.
6. **Section-E** - Questions no from 34 to 36 are case based questions with three sub questions and are of 4 marks each. Answer to each question should not exceed 100 words.
7. **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).
8. There is no overall choice in the question paper. However, an internal choice has been provided in a few questions. Only one of the choices in such questions have to be attempted.
9. In addition to this, separate instructions are given with each section and question, wherever necessary.
10. **Note:** CBQ stands for “**Competency Based Question**”. **50% weightage allocated for competency-based questions.**

<b>SECTION A</b>		
<b>MCQs (1X20=20)</b>		
<b>1.</b>	<b>Identify the correct option that describes the movement given below.</b> The movement broke colonial laws and also refused cooperation with the British	<b>1</b>

	<p>a. Rowlatt Satyagraha Movement</p> <p>b. Civil Disobedience movement</p> <p>c. Non Cooperation Movement</p> <p>d. Quit India Movement</p>										
2.	<p><b>In Bhakra – Nangal project water is being used for</b></p> <p>i. Hydel power production</p> <p>ii. Irrigation</p> <p>iii. Transportation</p> <p>iv. Cleaning</p> <p>and iv ii and i Only iii Only ii</p>	1									
3.	<p><b>Read the data given below and answer the question.</b></p> <table border="1" data-bbox="258 929 1287 1171"> <thead> <tr> <th><i>State</i></th> <th><i>Infant mortality rate per 1000 live births(2018)</i></th> <th><i>Literacy rate% (2017-18)</i></th> </tr> </thead> <tbody> <tr> <td><i>Haryana</i></td> <td><i>30</i></td> <td><i>82</i></td> </tr> <tr> <td><i>Kerala</i></td> <td><i>7</i></td> <td><i>94</i></td> </tr> </tbody> </table> <p><b>As per the data given above, why has Kerala a low infant mortality rate?</b></p> <p>a. It has adequate provision of basic health and educational facilities.</p> <p>b. It has adequate provision of basic health and cultural facilities.</p> <p>c. It has adequate provision of basic social and educational facilities.</p> <p>d. It has adequate provision of basic health and technical facilities.</p>	<i>State</i>	<i>Infant mortality rate per 1000 live births(2018)</i>	<i>Literacy rate% (2017-18)</i>	<i>Haryana</i>	<i>30</i>	<i>82</i>	<i>Kerala</i>	<i>7</i>	<i>94</i>	1
<i>State</i>	<i>Infant mortality rate per 1000 live births(2018)</i>	<i>Literacy rate% (2017-18)</i>									
<i>Haryana</i>	<i>30</i>	<i>82</i>									
<i>Kerala</i>	<i>7</i>	<i>94</i>									
4.	<p><b>Match the following:</b></p> <table border="1" data-bbox="309 1541 1243 1738"> <tbody> <tr> <td>A) Reserved Forests</td> <td>i)North Eastern States</td> </tr> <tr> <td>B) Protected Forests</td> <td>ii)Andhra Pradesh</td> </tr> <tr> <td>C) Unclassed Forests</td> <td>iii)Haryana</td> </tr> </tbody> </table> <p>a) A( i),B(ii),C(iii)</p> <p>b) A( iii),B(ii),C(i)</p> <p>c) A( i),B(iii),C(ii)</p> <p><b>d) A( ii),B(iii),C(i)</b></p>	A) Reserved Forests	i)North Eastern States	B) Protected Forests	ii)Andhra Pradesh	C) Unclassed Forests	iii)Haryana	1			
A) Reserved Forests	i)North Eastern States										
B) Protected Forests	ii)Andhra Pradesh										
C) Unclassed Forests	iii)Haryana										

5.	<p><b>Which demand of the Srilankan Tamils was repeatedly denied?</b></p> <p>a. Their demand of separate electorate</p> <p>b. Their demand for freedom of expression.</p> <p>c. Their demand for the right to vote.</p> <p>d. Their demand for more autonomy to provinces populated by the Tamils.</p>	1
6.	<p><b>Which of the following statements accurately describes a “community government”?</b></p> <p>i. ‘community government’ is elected by people belonging to one language community – Dutch, French and German-speaking – no matter where they live.</p> <p>ii. This government has the power regarding cultural, educational and language-related issues.</p> <p>iii. This government has the power regarding economical, educational and language-related issues.</p> <p>iv. ‘community government’ is elected by people belonging to one language community – Dutch, Spanish and German-speaking – no matter where they live.</p> <p>a) Only i</p> <p>b) Only 3</p> <p>c) Only 4</p> <p>d) Both i and ii</p>	1
7.	<p>There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:</p> <p>Assertion (A): Power sharing is desirable.</p> <p>Reason(R): Power sharing is good because it helps to reduce the possibility of conflict between social groups.</p> <p>a. Both (A) and (R) are true and (R) is the correct explanation of A</p> <p>b. Both A and R are true and R is the correct explanation of A.</p> <p>c. (A) is correct but (R) is wrong</p> <p>d. (A) is wrong but (R) is correct</p>	1

<p><b>8.</b></p>	<p>Mr.Y needs a loan for buying fertilisers to enhance crop production.He borrows loan from a bank as it is</p> <p>i) Cheap and affordable since rate of interest is lower</p> <p>ii) free from falling into a debt trap</p> <p>iii) going to ask him to sell his property</p> <p>iv) free of interest</p> <p>a) Only i</p> <p>b) Iii and iv</p> <p>c) i and ii</p> <p>d) Only ii</p>	<p><b>1</b></p>
<p><b>9.</b></p>	<p>Why do you think power is shared among different organs of government i.e. executive, legislature and judiciary called horizontal distribution of power? What does it result in?</p> <p>a) because it allows different organs of government placed at the same level to exercise different powers. This results in a balance of power among various institutions.</p> <p>b) because it allows different organs of government placed at the same level to exercise different powers. This results in an imbalance of power among various institutions.</p> <p>c) because it allows different organs of government placed at the same level to exercise the same powers. This results in a balance of power among various institutions.</p> <p>d) because it does not allow different organs of government placed at the same level to exercise different powers. This results in a balance of power among various institutions.</p>	<p><b>1</b></p>

<p>10.</p>	<p><b>Identify the person in the painting from the options given below. He was described as ‘the most dangerous enemy of our social order’.</b></p> <p>a. Metternich b. Mazzini c. Garibaldi d. Cavour</p> <p><b>Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 10</b></p> <p><b>Which of the following does the symbol “broken chains “stand for?</b></p> <p>a. Freedom b. Strength c. willingness to make peace d. Heroism</p>	<p>1</p>
<p>11.</p>	<p><b>Identify the reason as to why MNC’s would like to collaborate with India in producing goods. Choose from the appropriate statements among the following options:</b></p> <p>i. India has highly skilled engineers who can understand the technical aspects of production. ii. It also has educated English speaking youth who can provide customer care services. This means 50-60 percent cost savings for the MNC. iii. It’s the cheapest manufacturing location. iv. It’s close to the markets in the US and Europe.</p> <p><b>Options:</b></p> <p>a. Statements i and ii are appropriate. b. Statements i, ii and iii are appropriate. c. All the statements are appropriate. d. Only statement iv is appropriate.</p>	<p>1</p>
<p>12.</p>	<p>Which of the following statements is not true about Democracy?</p> <p>a) People wish to be ruled by representatives elected by them. b) It is free of corruption. c) It is expected to produce good governments. d) Guarantees rights of citizens.</p>	<p>1</p>



13.	<p><b>Arrange the following statements in sequential order based on the events that took place in India prior to independence.</b></p> <p>i. Poorna Swaraj resolution was passed.  ii. Boycott of the Simon Commission  iii. Quit India Movement launched.  iv. Salt march and the beginning of the Civil Disobedience Movement.</p> <p><b>Options:</b></p> <p>a. iv, iii, ii, i  b. ii, i, iv, iii  c. i, iv, iii, ii  d. i, ii, iii, iv</p>	1
14.	<p>Under MGNREGA 2005, all those who are able to, and are in need of, work in rural areas are guaranteed 100 days of employment in a year by the government. If the government fails in its duty to provide employment, it will give unemployment allowances to the people. Identify the right.</p> <p>a) Right to work  b) Right to Freedom  c) Right to livelihood  d) Right against Exploitation</p>	1
15.	<p><b>Consider the statements given below and choose the correct answer</b></p> <p><b>Statement I:</b> From 1780, James Augustus Hickey began to edit the Bengal Gazette, a weekly magazine that described itself as ‘a commercial paper open to all, but influenced by none.’</p> <p><b>Statement II:</b> Hickey also published a lot of gossip about the Company’s senior officials in India.</p> <p>a. Statement (i) is correct and (ii) is incorrect.  b. Statement (i) is incorrect and (ii) is correct  c. Both (i) &amp; (ii) are incorrect  d. Both (i) &amp; (ii) are correct</p>	1
16.	<p>Identify the main aim of the Rio de Janeiro Earth Summit 1992</p> <p>a) Protection of Environment and socio-economic development  b) Protection of Environment and cultural development  c) Protection of water and socio-economic development  d) Protection of Earth and socio-economic development</p>	1

17.	<p>Which among the following is not a component of a political party?</p> <p>a) The leaders b) The active members c) The voters d) The followers</p>	1
18.	<p><b>Consider the statements given below and choose the correct answer</b></p> <p><b>Statement I</b> In Globalisation besides the movements of goods, services, investments and technology, there is one more way in which the countries can be connected.</p> <p><b>Statement II</b> Countries can be connected through the movement of people. between countries.</p> <p>a. Statement i and ii are right. b. Statement i, ii and iii are right. c. Statement iii is right. d. Only statement iv is right.</p>	1
19.	<p><b>There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:</b></p> <p>Assertion (A): It is often said that political parties are facing a crisis. Reason(R): They are very unpopular and the citizens are indifferent to political parties.</p> <p>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 the correct explanation of A. c. (A) is correct but (R) is wrong d. (A) is wrong but (R) is correct</p>	1
20.	<p><b>Consider the statements given below and choose the correct answer</b></p> <p><b>Statement I:</b> The SHGs help borrowers overcome the problem of lack of collateral.</p> <p><b>Statement II:</b> They can get timely loans for a variety of purposes and at a high interest rate.</p> <p>Statement I is correct and Statement II is false. Statement I is false and Statement II is correct. Both Statements are incorrect Both Statements are correct</p>	1

**SECTION B**

**VERY SHORT ANSWER QUESTION (2X4=8)**

21.	Q: My friend's grandfather had gone to Belgium during the 1950's and 1960's and worked in a chocolate factory. He expressed that 'he witnessed tensions between the Dutch speaking and French-speaking communities during this time in Belgium '. Justify his statement with two reasons.	2
22.	(A) : 'The silk routes are a good example of vibrant pre -modern trade and cultural links between distant parts of the world.' Substantiate the statement with illustrations.	2
	OR	
	(B) 'All through history, human societies have become steadily more interlinked.' Justify this statement with illustrations.	
23.	Mr.Singh cultivates rice in Punjab.How does he ensure higher productivity of the crop?	2
24.	Distinguish between unitary and federal systems of government.	2
<b>SECTION C</b>		
<b>SHORT ANSWER-BASED QUESTIONS (3x5-15)</b>		
25.	Provide evidence to support the claim that print culture helped in the growth of nationalism in India?	3
26.	(A) ; Mr. Y from a city in India visits a rural area and finds five people working in a small agricultural farm. More than two people are not required to work in the farm and removing the other three will not affect production. How can one solve this problem of underemployment in rural areas?  OR (B) : Sunil and Raman did their graduation from the same college. Sunil got employed in an unorganised sector and was unhappy whereas Raman got employed in an organised sector and was happy. Why do you think so? Write any 3 points of difference between the two sectors.	3
27.	"Every state or region has potential for increasing the income and employment for people in that area." Justify the statement with three relevant points.	3
28.	"The exact balance of power between the central and the state government varies from one federation to another." Substantiate the statement with suitable examples.	3

<b>29.</b>	Over the forty years between 1973-74 and 2013-14, while production in all the three sectors has increased, it has increased the most in the tertiary sector. As a result, in the year 2013-14, the tertiary sector has emerged as the largest producing sector in India replacing the primary sector. Why do you think tertiary sector is becoming so popular in India? Substantiate your answer giving any 3 reasons.	<b>3</b>
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**SECTION D**

**LONG ANSWER-BASED QUESTIONS (5X4=20)**

<b>30</b>	(A) : Analyze the measures adopted to prevent soil erosion. Enumerate the natural resources which lead to soil erosion. OR (B) : “There are many ways to solve the problems of land degradation.” Substantiate the statement with illustrations.	<b>5</b>
<b>31</b>	(A) : Do you agree that the period of 1848 was considered as a phase of the Revolution of the Liberals in Europe? Elucidate with suitable examples. OR (B) : Analyze the reasons for the growth of nationalist tensions in the Balkan region before the First World War.	<b>5</b>
<b>32</b>	(A) Can you imagine a modern democratic country without political parties? Justify your answer giving relevant points. OR (B): ‘The multiparty system often appears very messy and leads to political instability. At the same time, this system allows a variety of interests and opinions to enjoy political representation.’ Justify the statements with relevant points referring to India.	<b>5</b>
<b>33.</b>	(A) : Miss X wants to start a terracotta artefacts store in her village. She wants to supplement her income to raise the standard of living of her family. How can banks and cooperatives help her and helping such people will lead to overall development of the country? OR (B) : Money by providing the crucial intermediate step eliminates the need for double coincidence of wants. Justify the statement.	<b>5</b>

**SECTION E**

**CASE-BASED QUESTIONS ( 4X3=12)**

<p><b>34</b></p>	<p><b>Read the source given below and answer the questions that follow:</b>          Mahatma Gandhi’s letter was, in a way, an ultimatum. If the demands were not fulfilled by 11 March, the letter stated, the Congress would launch a civil disobedience campaign. Irwin was unwilling to negotiate. So Mahatma Gandhi started his famous salt march accompanied by 78 of his trusted volunteers. The march was over 240 miles, from Gandhiji’s ashram in Sabarmati to the Gujarati coastal town of Dandi. The volunteers walked for 24 days, about 10 miles a day. Thousands came to hear Mahatma Gandhi wherever he stopped, and he told them what he meant by swaraj and urged them to peacefully defy the British. On 6 April he reached Dandi, and ceremonially violated the law, manufacturing salt by boiling sea water</p> <p><b>Q1. What did Gandhiji’s letter to Lord Irwin state?</b>  <b>Q2. Why did Gandhiji march to Dandi?</b>  <b>Q3. Gandhiji chose to defy salt tax in the civil disobedience movement. Substantiate the statement giving reasons.</b></p>	<p><b>1</b> <b>1</b></p>
<p><b>35</b></p>	<p><b>Read the source given below and answer the questions that follow:</b>          Given the abundance and renewability of water, it is difficult to imagine that we may suffer from water scarcity. The moment we speak of water shortages; we immediately associate it with regions having low rainfall or those that are drought prone. We instantaneously visualise the deserts of Rajasthan and women balancing many ‘matkas’ (earthen pots) used for collecting and storing water and travelling long distances to get water. True, the availability of water resources varies over space and time, mainly due to the variations in seasonal and annual precipitation, but water scarcity in most cases is caused by over- exploitation, excessive use and unequal access to water among different social groups.</p> <p><b>1.How do women collect water in Rajasthan?</b>  <b>2. Why is water scarcity in most areas caused?</b>  <b>3.Do you think rainwater harvesting can help? Give reasons to justify your answer.</b></p>	<p><b>1</b> <b>1</b> <b>2</b></p>

36

**Read the source given below and answer the questions that follow:**

Besides seeking more income, one way or the other, people also seek things like equal treatment, freedom, security, and respect for others. They resent discrimination. All these are important goals. In fact, in somecases, these may be more important than more income or more consumption because material goods are not all that you need to live.

Money, or material things that one can buy with it, is one factor on which our life depends. But the quality of our life also depends on non-material things mentioned above. If it is not obvious to you, then just think of the role of your friends in your life. You may desire their friendship. Similarly, there are many things that are not easily measured but they mean a lot to our lives. These are often ignored. However, it will be wrong to conclude that what cannot be measured is not important. Consider another example. If you get a job in a far off place, before accepting it you would try to consider many factors, apart from income, such as facilities for your family, working atmosphere, or opportunity to learn. In another case, a job may give you less pay but may offer regular employment that enhances your sense of security. Another job, however, may offer high pay but no job security and also leave no time for your family. This will reduce your sense of security and freedom.

**1. Do you think an enhanced income is the only goal of one's life? Substantiate your answer with any two examples.**

2

**2. Which factors would you consider before you accept a job?**

2

**SECTION F**

**MAP SKILL-BASED QUESTION (2+3=5)**

37  
a.

Two places A and B have been marked on the given outline map of India. Identify them and write their correct names on the lines drawn near them. A. Place associated with peasant satyagraha in Gujarat. B Indian National congress session at this place in December 1920.

2



On the same outline map of India locate and label any 3 of the following with suitable symbols.

- i. A software Technology Park in Maharashtra.
- ii. A coal mine in Jharkhand.
- iii. A seaport located in West Bengal
- iv. The tallest dam in India.

**Note: The following question is for Visually Impaired Candidates only in lieu of Q No.37 a & b.**

37 A. Place associated with peasant satyagraha in Gujarat.

B Indian National congress session at this place in December 1920.37 b i.

37  
b.

- i. Name a software Technology Park in Maharashtra.
- ii. Name a coal mine in Jharkhand.
- iii. Name a seaport located in West Bengal.
- iv. Name the tallest dam in India.

3

**Section I****Suggested pedagogical process**

**The learners may be provided with opportunities individually/in groups and encouraged to -**

Collect different soil samples from surroundings; recognise them with the help of their colour, texture and composition; relate them with the geographical areas of India shown on the map; study the process of formation of these soils

On different types of maps of India such as political, physical and outline map, wall map, atlas, list and label places / areas where different agricultural crops, minerals, etc. Are produced.

Tactile maps may be used for students with visual impairments.

Find meaning of resources, subsistence agriculture, plantation, etc. From dictionary of geography.

Read different sources and discover the course of the Indian national movement till India's independence

Get familiarize with the concepts of nation and nationalism

Acquaint with the writings and ideals of different social, political groups and individuals

Collect the details of social groups which joined the non-cooperation movement of 1921

Draw a timeline on significant events of India's national movement

Collect the details of major languages of India and the number of persons speak those languages from latest reports of census of India and discuss

Read the Indian constitution and discuss various parts in it

Collect a variety of resources e.g. Forests, water, minerals, etc. And use a variety of criteria to group and display in the class

Relate different cropping patterns in India and their impact on economic development and discuss in the class

Use internet to study interactive thematic maps e.g. Agriculture, minerals, energy, industry, etc. On school bhuvan-ncert portal

Discuss the relationship / difference between European nationalism and anti-colonial nationalisms;

Discuss industrialization in the imperial country and in a colony,

Study globalization in different contexts.

Find out about the anti-colonial movement in any one country in south America and compare with India's national movement based on certain parameters

Collect the details of how globalization is experienced differently by different social groups using goods and services used by people in their daily lives such as television, mobile phones, home appliances, and others and discuss.

Study different types of governments in the world - democratic, communist, theocratic, military dictatorships, etc. Within democracies also various forms of governments, such as federal and unitary, republican and monarchy, etc., can also be studied.

Read the functioning of state governments ruled by different parties or coalitions; examine their specific features such as their slogans, agenda, symbols, and characteristics of their leaders



Study the distinctive features of different political parties
Collect the details of economic details of states and countries. For example, based on the human development index, they can classify a few countries. They can also group or categorize countries on the basis of gross domestic product (states on the basis of state domestic product), life expectancy and infant mortality rates etc
Collect the details of economic activities / jobs / occupations in their neighbourhood and group them using a few criteria. Example, organised and unorganised / formal and informal / primary-secondary-tertiary
Collect data on sources of credit from their neighbourhood – from where people borrow and group them into formal and informal
Overlay thematic layers of maps on school bhuvan ncert portal e.g. Distribution of rice in India and overlay layers of soils, annual rainfall, relief features and swipe these layers to establish cause and effect relationship
Classify different types of industries based on raw materials, locate them on the map and relate them with pollution in nearby areas.
Find out about the changes in print technology in the last 100 years. Discuss the changes, why they have taken place and their consequences.
Read various provisions of the Indian constitution as causes, and the resulting political scenario as its effects. For example, the independent status of the judiciary effected in smooth functioning of federalism
Discuss (a) why a large section of India's population depends on primary sector;(b) what contributed to rapid increase in service sector output
Conduct a survey among neighbourhood, households and collect the reasons for their dependence on formal or informal sources of credit. Teachers can then organise debate on whether or not banks contribute to needy borrowers living in rural areas in the class
Collect stories of communities involved in environmental conservation from different parts of India and study them from geographical perspective
Collect and discuss the details of people's participation in environmental conservation movements and their impact on socio-cultural life of the region e.g. Chipko and appiko movements.
Collect data from economic survey of India, newspaper, magazines related to gross domestic product, per capita income, availability of credit for various households, land use, cropping pattern and distribution of minerals in India, production of cereals for different years and convert them into pie or bar graphs and study the pattern and display in the class.
Familiarize with pictures, photographs, cartoons, extracts from a variety of original sources — eye witness accounts, travel literature, newspapers /journals, statements of leaders, official reports, terms of treaties, declarations by parties, and in some cases contemporary stories, autobiographies, diaries, popular literature, oral traditions to understand and reconstruct histories of important historical events and issues of India and contemporary world
Observe and read different types of sources; think of what these say, and why a thing is represented in a particular way. Raise questions on different aspects of pictures and extracts to allow a critical engagement with these i.e. Visuals of cloth labels from Manchester and India; carefully observe these and answer questions like: what do they see in these pictures? What information do they get from these labels? Why images of gods and goddesses or important figures are shown in these labels? Did British and Indian

industrialists use these figures for the same purpose? What are the similarities or differences between these two labels?

Study and discuss different perspectives on diversification of print and printing techniques.

Critically examine the implementation of government schemes based on learners or their family's experiences such as mid-day meal scheme, loan waiver schemes for farmers; scholarships through cash transfer to students; schemes to provide liquid petroleum gas to low income families: life insurance scheme for low income families / scheme of financial support for house construction, mudra etc. They may be guided to supplement with data / news clippings as evidences.

Overlay maps showing distribution of resources e.g. Minerals, industries on the map of India and relate it with physical features of India and climate by overlaying the layers on school bhuvan ncert portal and analyse the maps

Elaborate relationship between different thematic maps using atlas

Locate places, people, regions (affected by various treaties such as treaty of Versailles, economic activities etc)

Find and draw interconnections among various regions and the difference in nomenclatures of places used for various regions and places during this period and present day i.e. Learner can be asked to find and draw the sea and land links of the textile trade from India to central Asia, west Asia and southeast Asia on a map of Asia

Study the political maps of the world and India to recognise a country's importance and role in world politics

Examine political maps of states, consider their size and location and discuss their importance in nation

Locate the places in which important multinational corporations set up their offices and factories on the India map and discuss the reasons behind the choice of location and its implication on people's livelihood

Read cartoons, messages conveyed in sketches, photographs associated with political events and participate in discussions.

Read demographic data, data related to political party preferences and social diversity.

Collect news clippings / texts from popular magazines and journals pertaining to developmental issues, globalisation and sustainable development and synthesize the details and present in the class.

Convert tables relating to GDP, and employment, in primary, secondary and tertiary sectors into pie, bar and line diagrams.

Interpret charts using a few parameters and describe the patterns and differences. They can refer to books, economic survey of India for the latest year and newspapers.

Locate production of raw materials on the map of India and relate them with economic activities and development of that area e.g. Coal, iron ore, cotton, sugarcane, etc

Collect information about the development of different areas of India since independence

Find out the linkages among various subjects through examples and do group projects on some topics; e.g. Group project on 'globalization'. Teachers may raise questions like, is it a new phenomenon or does it have a long history? When does this process started and why? What are the impacts of globalization on primary, secondary and tertiary activities? Does it lead to inequality in the world? What is the importance of global institutions? Do these institutions play a major role in globalization? How do they influence the developed countries on the role

of these institutions? What do you mean by global economy? Is economic globalization a new phenomenon? Are environmental problems global problems or local problems? How can globalization potentially contribute to a better environment?

Study the rate of and features of economic growth in democracies and under dictatorship.

Examine time series data on GDP and other economic aspects since 1950s;

Debate on (a) how India's freedom struggle was related to India's economy? (b) why India did not go for privatisation of manufacturing activities after 1947? (c) why developed nations depend on countries such as India for leather and textile goods more now and not earlier; (d) why multinational corporations from developed nations set up their production and assembly units in developing countries and not in their own countries and its impact on employment in their own countries

Discuss why manufacturing sector multinational companies (Gurgaon in Haryana) and service sector multinational companies (Bengaluru in Karnataka) are located in specific places – the relevance of geographic factors

Collect information regarding religion, food habits, dress, colour complexion, hair, language, pronunciation, etc. Of people living in different geographical regions of India.

List biases / prejudices, stereotypes against people living in different geographical regions and discuss about these in the classroom

Raise questions on developments that are seen as symbolising modernity i.e. Globalization, industrialization and see the many sides of the history of these developments i.e. Learner can be asked: give two examples where modern development that is associated with progress has led to problems. Think of areas related to environmental issues, nuclear weapons or disease

Read the statement of leaders or political parties in newspapers and television narratives to examine truth, bias and prejudices. Similarly, various demands of political parties from time to time may also be analysed

Reflect on why popular prejudices / stereotypes prevail about low-income families, illiterates and person with low literacy levels, disabled, person belonging to certain socio, religious and biological categories. Teachers may facilitate learners to discuss their origin and review

Discuss the probable assumptions behind the (a) promotion of sustainable development practices; (b) enactment of few national level acts such as consumer protection act 1986; right to information act 2005; Mahatma Gandhi national rural employment guarantee act 2005 and the right of children to free and compulsory education act 2009. Students may need to get the details of situation in the years when these laws were enacted from elderly persons, parents and teachers

Show industrial regions on map and relate it with infrastructure development of that region. Why are industries located nearby rivers, railways, highways, raw material producing areas, market, etc.?

Show water scarcity in visuals such as snow-covered areas of Kashmir, dry regions of Gujarat and flood prone areas of West Bengal; learners may be asked to investigate reasons of water scarcity of each region located in different climatic areas and prepare report or chart.

Answer questions like 'why did various classes and groups of Indians participate in the civil disobedience movement?' or 'how did the Indian national congress respond to the partition of Bengal and why? And point out to them the need to look for supplementary literature on issues, events, personalities in which they may express an interest to know

more.
Participate in teacher-guided debates on the advantages and drawbacks of democracy
Choose one example from economics related with developmental issues and collect economic information and come out with solutions e.g. (a) employment (is India generating employment opportunities sufficiently?) (b) GDP (why only service sector is able to increase its share much more than other sectors? (c) financial issues (how to improve credit access to low-income families?)
Challenge assumptions and motivated to come out with creative solutions to specific social, economic or political issue in their area, region or state
Examine maps of India- (physical and political), latitudinal and longitudinal extent of India, relief features, etc. And come out with ideas about the impact of these on cultural diversities of the regions
Display different themes of history through creatively designed activities and role play on any event or personality of their liking
Engage in debates on interpreting different events both from historical and contemporary viewpoint
Help them prepare digital, print as well as audio –visual materials which can be converted in to braille
Participate in group discussions on changes within rural economies in the contemporary /modern times
Find information from elders, newspapers /t.v. Reports about pollution in water bodies such as rivers /lakes /wells/ ground water, etc. And foresee health issues in their neighbourhood. For example, the effect of arsenic in the groundwater in west Bengal.
Discuss impact of deforestation in soil erosion in hilly areas of north east region and relate them with floods and landslides.
Imagine a conversation between two persons participating in freedom struggle in India. Learners answer questions such as what kind of images, fiction, folklore and songs, popular prints and symbols would they want to highlight with which people can identify the nation and what do all these mean to them.
Gather information with the help of teacher / parents / peers on exports and imports, current employment situation, details of schools and hospitals to see the trends.
Collect problems related to agriculture in his /her own area and come out with remedial measures
Imagine a conversation between a British industrialist and an Indian industrialist, who is being persuaded to set up new industry. Learners in such a role play answer questions such as (a) what reasons would the British industrialist give to persuade the Indian industrialist and (b) what opportunities and benefits the Indian industrialist is looking for.
Conduct extra-curricular activities, daily chores in the school, sports, cultural programmes by students to help decision making and problem-solving skills
Describe their goals in life and how they are going to achieve;
Review sources of credit and their impact. They can be encouraged to discuss various solutions for easy access to credit with low interest rates;
Come out with new ways of generating employment / create new jobs;
Submit group projects suggesting the steps to be followed in their daily life promoting sustainable development practices

Discuss the work done by peer / differently abled persons and the need to cooperate with each other
Provide illustrative examples of conflicts on several issues such as river water / dam / land- industry / forestland and forest dwellers, etc. Through textbooks, newspapers, etc. They may be guided to debate these issues in groups and come out with creative solutions
Read stories of lived experiences of individuals and communities of the period i.e. Learner can imagine him / her as an indentured Indian labourer working in the Caribbean. Based on details collected from the library or through internet, learner can be encouraged to write a letter to family describing his /her life and feelings
Prepare posters with drawings and pictures and make oral and written presentation on the significance of the non-violent struggle for swaraj
Discuss the life around their place of living and the school locality. Select available local examples apart from the relevant lessons in the textbook, to teach sensitivity and peaceful resolution of contentious issues
Participate in role play on (a) challenges faced by low income families, disabled / elderly persons, people suffering from pollution; (b) different ways through which consumers are denied their rights and challenges consumers face to get their grievances addressed
Discuss the impact of wars and conflicts on daily lives of people including schooling in different Indian states
Collect details of countries in which wars and conflicts took place recently but were able to and grow economically and organize discussion

## Section II

### Learning Outcomes of NCERT

### Measuring the LOs

#### Learns -

#### Recognizes and retrieves facts, figures and narrate processes e.g.

- Identifies different types of soil, minerals, energy resources, renewable energy resources
- Locates areas / regions known for production of coal, iron ore, petroleum, rice, wheat, tea, coffee, rubber, cotton textile on the map of India.
- Defines important terms in geography such as resource, renewable and non- renewable resources, subsistence agriculture, plantation, shifting agriculture
- Defines economic terms such as sustainable development, gross domestic product, per capita income, human development index, multinational company, foreign investment
- Lists different forms of money and sources

Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.

<p>of credit, rights of consumers</p> <ul style="list-style-type: none"> <li>• Recalls names, places, dates, people associated with some important historical events and developments such as French revolution, nationalism, industrialisation, globalisation, and urbanization</li> <li>• Defines terms and concepts such as nationalism, colonialism, orientalism, democracy, satyagraha, and liberty.</li> <li>• Defines important terms such as federalism, diversity, religion, political party</li> </ul>	
<p><b>Classifies and compares events, facts, data and figures e.g.,</b></p> <ul style="list-style-type: none"> <li>• Classifies types of resources, minerals, farming e.g. Subsistence and commercial farming</li> <li>• Compares areas growing rice and wheat on the map of India</li> <li>• Compares visuals such as the image of Bharat Mata with the image of Germania</li> <li>• Compares European nationalism with anti-colonial nationalism in countries such as India, South America, Kenya, Indo China</li> <li>• Compares per capita incomes of some important countries</li> <li>• Differentiates consumer' rights</li> <li>• Classifies occupations and economic</li> <li>• Activities into sectors using criteria</li> <li>• Compares the powers and functions of state and central government in India</li> <li>• Classifies national and regional political parties in India</li> </ul> <p>Explains the terms used in political discussions and their meaning e.g., Gandhian, communist, secularist, feminist, casteist, communalist, etc.</p>	<p><b>Examines and evaluates events, facts, data and figures in order to classify and compare them.</b></p>
<p><b>Explains cause and effect relationship between phenomena, events and their occurrence e.g.,</b></p> <ul style="list-style-type: none"> <li>• Explains factors responsible for production of different crops in India</li> <li>• Explains industries and their impact on environment</li> <li>• Explains the cause and effect between</li> </ul>	<p><b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b></p>

<p>different historical events and</p>	
<p>developments such as the impact of print culture on the growth of nationalism in India</p> <ul style="list-style-type: none"> <li>• Examines the impact of technology on food availability.</li> <li>• Assesses the impact of the global transfer of disease in the pre-modern world in different regions of the world e.g. In the colonisation of America</li> <li>• Analyses the impact of overuse of natural resources such as ground water and crude oil</li> <li>• Analyses the change in sectoral composition of gross domestic product</li> <li>• Analyses the consequences of dependence on different sources of credit</li> </ul> <p>Explains the policies and programmes of different political parties in the states of India</p>	

<p><b>Analyzes and evaluates information e.g.,</b></p> <ul style="list-style-type: none"> <li>• Assesses the impact of conservation of natural resources on the life of people in any area in view of sustainable development</li> <li>• Analyses indigenous / modern methods of conservation of water / forests / wildlife / soil</li> <li>• Explains victories and defeats of political parties in general elections</li> <li>• Evaluates various suggestions to reform democracy in India</li> <li>• Analyses texts and visuals such as how symbols of nationalism in countries outside Europe are different from European symbols</li> <li>• Assesses the impact of MNREGA, role of banks as a source of credit</li> <li>• Assesses the impact of globalisation in their area / region / local economy</li> </ul> <p>Analyses the contribution of different sectors to output and employment</p>	<p><b>Examines given information, in order to analyze and evaluate it.</b></p>
<p><b>Interprets e.g.,</b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Texts</li> </ul>	<p><b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie</b></p>
<ul style="list-style-type: none"> <li>• Symbols</li> <li>• Diagrams such as pie and bar</li> <li>• Cartoons</li> <li>• Photographs</li> <li>• Posters</li> <li>• Newspaper clipping</li> <li>• Water scarcity in different</li> <li>• Areas / climatic regions</li> <li>• Changes in maps brought out by various treaties in Europe</li> <li>• Draws the sea and land links of the trade from India to west Asia, south east Asia and other parts of the world</li> </ul> <p>Draws and interpret pie and bar diagrams of data related to gross domestic product, production in different sectors and industries, employment and population in India</p>	<p><b>diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them.</b></p>



<p><b>Draws inter-linkages within social science</b></p> <ul style="list-style-type: none"> <li>• Analyses changes in cropping pattern, trade and culture</li> <li>• Explains why some regions of India are developed</li> <li>• Analyses the impact of trade on culture</li> </ul>	<p><b>Refers to all the learnings in order to draw inter-linkages within social science.</b></p>
<p><b>Identifies assumptions /biases /prejudices /stereotypes about various aspects e.g.,</b></p> <ul style="list-style-type: none"> <li>• Region</li> <li>• Rural and urban areas</li> <li>• Food habits</li> <li>• Gender</li> <li>• Language</li> <li>• Idea of development</li> <li>• Voting behaviour</li> <li>• Caste</li> <li>• Religion</li> <li>• Democracy</li> <li>• Political parties</li> <li>• Marginalised and differently abled groups</li> <li>• Identifies many sides of various developments such as globalisation and industrialization</li> </ul>	<p><b>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes</b></p>
<ul style="list-style-type: none"> <li>• Critiques the notion of progress and modernity</li> </ul>	
<p><b>Demonstrates skills of inquisitiveness /enquiry e.g., pose questions related to</b></p> <ul style="list-style-type: none"> <li>• Concentration of industries in certain areas</li> <li>• Scarcity of potable water</li> <li>• Role of women in the nationalist struggles of different countries</li> <li>• Issues related to various aspects of</li> <li>• Financial literacy</li> <li>• Working of democracy from local to national level</li> </ul>	<p><b>Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry.</b></p>

**Constructs views /arguments /ideas on the basis of collected or given information e.g.**

- Cultural diversity of any region
- Historical events and personalities
- Economic issues such as economic development and globalisation
- Critically examine
  - (i) definitions commonly available in textbooks for various economic concepts;
  - (ii) methodology used to estimate gross domestic product, poverty, money supply, and size of the organised /unorganised sector

**Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis.**

**Extrapolates and predicts events and Phenomena e.g.**

- Predicts the impact of pollution of water, air, land and noise on human health.
- Predicts natural disasters due to deforestation.
- Infers and extrapolates from situations such as how artists and writers nurture nationalist sensibilities through art, literature, songs and tales.
- Come out with answers creatively if (a) India stops importing petroleum crude oil; (b) multinational companies are closed; (c) the nature of employment in India in 2050; (d) what would happen if all schools and hospitals in India are privatised.

**Extrapolates in order to predicts events and phenomena.**

**Illustrates decision making / problem Solving skills e.g.,**

- Comes out with solutions to the following issues in his or her own area
- Problems related to agriculture and transport
- Generate employment opportunities
- Improve access to credit for low-income families
- assesses how certain developments in colonial India were useful for both colonisers as well as nationalists in different fields such as literature, transportation and industries

**Evaluates and presents the best options with reasoning in order to illustrate decision making /problem solving skills.**

**Shows sensitivity and appreciation Skills e.g.,**

- Empathises with differently abled and other marginal sections of the society such as forest dwellers, refugees, unorganised sector workers
- Appreciates political diversity appreciates cultural diversity appreciates religious diversity
- Recognises social diversity

Emphathizes with the people who were affected by displacement, extremism and natural and human-made disasters, Indian indentured labourers working in different countries such as Caribbean and Fiji.

**Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills.**

To enhance their creativity by writing their views on the importance of transport and communication in India and their contribution in the Economy and will do it in group enhancing their collaborative work skills.

	To think critically about the efficient means of transport are prerequisites for fast development.
	To enhance their communication skills by presenting their views in front of the class about the role of trade in the economic development of the country.

<b>Section III</b>			
<b>Note: Overall Learning Objectives mapped with Learning Outcome adapted by CBSE for the course: Economics</b>			
<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Development</b>	<b>Development promises: Different people and different goals</b>	Familiarization of some macro-economic concept.	<b>Examines and evaluates collected /given information in order to construct views /arguments</b>
	<b>Income and other goals</b> <b>(i) National development</b>	Understanding the traditional notion of development, national income and per capita income. Familiarising the children about the income and other goals.	
	<b>Comparison of countries or states.</b> <b>(i) Comparison through national income.</b> <b>(ii) Comparison through per capita income.</b>	Acquaintance with national income and per capita income and growth of national income.	<b>/ideas /arguments</b>
	<b>Income and other criteria</b>	Analyse the national development in a vision of income and other criteria	<b>Recognizes differences /different perspectives /different situations, etc. in order to demonstrate sensitivity and appreciation skills</b>
	<b>Public facilities</b> <b>(i) Public distribution system.</b> <b>(ii) Body mass index (BMI)</b>	Analysing the public facilities, human development report. Understanding the need for health and educational development, human development indicators.	

	<b>Sustainability of development (i) Environmental degradation and sustainable development.</b>	Analysing the need of sustainability of development.  list UN's Goals for Sustainable Development and explain its impact on their life	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
<b>Sectors of the Indian Economy</b>	<b>Sectors of Economic Activities: Primary, Secondary and Territory sector</b>	understand the sectors of economic activities.	<b>Extrapolates in order to predicts events and phenomena</b>
	<b>Economic Interdependence</b>	analyse how primary, secondary and Territory sectors are interdependent to each other.	
	<b>Comparing the three sectors. (i) Gross Domestic Product (GDP). (ii) Historical change in sector</b>	<ul style="list-style-type: none"> <li>Familiarisation concepts of sectors of the Indian economy (primary sector, secondary sector, territory sector), their comparison on their contribution in the GDP.</li> </ul>	

		<ul style="list-style-type: none"> <li>• To understand the historical change in sectors.</li> </ul>	
	<b>Primary, Secondary and Territory sector in India</b> <b>(i) Where are the most of the people employed?</b> <b>(ii) How to create more employment?</b> <b>(a) Technical and institutional measures.</b> <b>(b) Improvement in rural infrastructure.</b>	<ul style="list-style-type: none"> <li>• To make aware of a major employment generating sector.</li> <li>• To understand how to create more employment.</li> <li>• To analyse various government schemes to create employment like MNREGA.</li> </ul>	
	<b>Division of sectors as Organised and Unorganised</b>	<ul style="list-style-type: none"> <li>• To analyse the division of sectors-organised and unorganised and protective measures for unorganised sector worker.</li> </ul>	
	<b>Sectors in terms of Ownership: Public and Private Sectors.</b>	<ul style="list-style-type: none"> <li>• To understand the sectors of the economy on the basis of ownership: public sector and private sector.</li> <li>• To understand the role of Governments investment.</li> </ul>	

Chapter 3	Topic	Learning Objectives	Learning Outcome
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<b>Money and credit.</b>	<b>Barter system of exchange and modern forms of money.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarize the concept of money as an economic concept (medium of exchange, storage, deferred payments).</li> </ul>	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Loan activities of bank:</b> <b>(i) Two different credit situations.</b> <b>(ii) Terms of credit.</b> <b>(iii) Variety of credit arrangement.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the loan activities of bank, their terms of credit and other conditions.</li> <li>• To understand formal and informal financial institution for saving and credit.</li> </ul>	
	<b>Self-help groups for the poor</b>	familiarize self-help groups for the poor and their functions. (For e.g. Through case study of Barefoot College at Tilonia run by Dr. Roy)	
	<b>Sectors in terms of Ownership: Public and Private Sectors.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the sectors of the economy on the basis of ownership: public sector and private sector.</li> <li>• To understand the role of Governments investment.</li> </ul>	

<b>Chapter 4</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
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<b>Globalisation and the Indian Economy</b>	<b>Production across Countries:</b> <b>(i) Interlinking production across countries.</b>	familiarize the concepts of production across countries.	<b>Examines and evaluates collected /given information in order to construct views /arguments /ideas on its basis</b>
	<b>Foreign trade and integration of markets.</b> <ul style="list-style-type: none"> <li>• Globalisation.</li> <li>• Factors that have enabled globalisation.</li> </ul>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarise foreign trade and integration of markets.</li> <li>• To understand globalisation and the factors of globalisation.</li> </ul>	
	<b>World trade organisation (WTO).</b> <b>(i) Impact of globalisation in India.</b> <b>(ii) To struggle for a fair globalisation.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand trade practices, steps to attract foreign investment.</li> <li>• To understand world trade organisation, the impact of globalisation.</li> <li>• To familiarise with the various debate outcomes for fair globalisation.</li> </ul>	

<b>Chapter 5</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Consumer rights</b>	<b>The consumer in the market place.</b> <b>(i) Consumer movement.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarize with the concepts of consumer in the market place and consumers movement.</li> </ul>	<b>Evaluates and presents the best options with reasoning in order to</b>

	<b>Consumer Rights.</b> (i) Redressal agencies under Consumer Protection Act.
	<b>Learning to become well-informed consumers.</b> (i) Taking the consumer movement forward.

<b>Note: Overall Learning Outcome for the course: Contempora</b>	
<b>Chapter 1</b>	<b>Topic</b>
<b>Resources and Development.</b>	<b>Resources</b> (i) Types of resources

	(ii) <b>Development of resources.</b>		/recalls /classifies /compares /distinguishes, in order to demonstrate skill in recognizing and retrieving facts, figures and narrating processes
	<b>Land resources and utilisation</b> (i) <b>Land use pattern in India.</b> (ii) <b>Land degradation and conservation measures.</b>	understand land as a resource and its utilisation and use pattern in India.	
	<b>Soil as a resource:</b> (i) <b>Classification of soil.</b> (ii) <b>Soil erosion and soil conservation.</b>	Students will be able : • To understand the types of soil (alluvial soil, black soil, red and yellow soil, laterite soil, arid soil) and distribution. • Acquaintance with the changing land use pattern, land degradation and conservation measures.	

Chapter 2	Topic	Learning Objectives	Learning Outcome
Forest and Wildlife Resources.	Flora and fauna in India.	familiarize the bio diversity existence in India.	Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them
	Categorisation of Species. (i) Vanishing Forest.	understand the categories of species (flora and fauna)	
	Depletion of flora and fauna	Students will be able: • To analyse the factors responsible for depletion of forest and wildlife.	

	<ul style="list-style-type: none"> <li>• <b>Factors responsible for depletion of forest and wildlife</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the effects of depletion of forest resources.</li> </ul>	
	<b>Conservation of forest and wildlife in India.</b> <b>(i) Methods of conservation.</b> <b>(ii) Types of distribution of forest and wildlife resources.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To familiarise with Wildlife Protection Acts.</li> <li>• To understand the establishment of reserves.</li> <li>• To understand the types of distribution of forest and wildlife resources.</li> </ul>	
	<b>Community and Conservation</b>	<ul style="list-style-type: none"> <li>• To understand and recognise as the forests are also home to many traditional communities.</li> <li>• To understand the joint forest management programmes of state governments.</li> </ul>	

<b>Chapter 3</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Water Resources</b>	<b>Water: some facts and Figures.</b>	understand the importance of water and the facts given by United Nation.	<b>Examines and evaluates given text /visual, both</b>

	<p><b>Water scarcity:</b></p> <p><b>(i) Causes of water scarcity.</b></p> <p><b>(ii) Managing the water resources.</b></p> <p><b>(iii) Multi-purpose river project.</b></p> <p><b>(iv) Rain water harvesting.</b></p>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand sources, distribution, multi-purpose projects on water resources.</li> <li>To understand water scarcity and its need for conservation and management.</li> <li>To understand rain water harvesting through case studies.</li> <li>To describe the system of water management in Jodhpur, Bharuch and Surat in ancient times</li> </ul>	<p><b>known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them</b></p>
	<p><b>Depletion of flora and fauna</b></p> <ul style="list-style-type: none"> <li><b>Factors responsible for depletion of forest and wildlife</b></li> </ul>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To analyse the factors responsible for depletion of forest and wildlife.</li> <li>To understand the effects of depletion of forest resources.</li> </ul>	

Chapter 4	Topic	Learning Objectives	Learning Outcome
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<b>Agriculture</b>	<b>Types of Farming:</b> <b>(i) Primitive subsistence farming.</b> <b>(ii) Intensive subsistence farming.</b> <b>(iii) Commercial farming</b>	understand various farming systems practiced in India.	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them</b>
	<b>Cropping Pattern:</b> <b>(i) Cropping seasons in India.</b>	Students will be able to familiarise about three cropping seasons in India (Rabi, Kharif and Zaid).	
	<b>Major Crop</b>	understand the major crops (grains and leguminous crops, food crops and non-food crops) in India	
	<b>Agricultural Reforms:</b> <b>(i) Institutional Reforms.</b> <b>(ii) Technological Reforms.</b>	understand the institutional and technological reforms which become necessity for revolution in agricultural sector.	
	<b>Contribution of Agriculture to the National Economy:</b> <b>(i) Food Security.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the impact of institutional and technological reforms.</li> </ul>	

	<p><b>(ii) Impact of globalisation on agriculture.</b></p> <p><b>(iii) Gene Revolution</b></p>	<ul style="list-style-type: none"> <li>• To get acquaintance with the contribution of agriculture to National Economy- Employment and Output.</li> <li>• To understand the impact of globalisation.</li> <li>• To understand how bio-technology is helpful in the Gene Revolution.</li> </ul>	
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Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Minerals and Energy Resources</b>	<b>Minerals:</b> <b>(i) Mode of Occurrence of minerals.</b>	understand the term minerals, formation of minerals (physical and chemical conditions) and their mode of occurrence.	<b>Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes</b>
	<b>Classification of Minerals</b>	Familiarise with the minerals classified into the heads metallic, non-metallic and energy minerals.	
	<b>Conservation of Minerals</b>	understand the need to conserve our mineral resources judiciously.	
	<b>Energy Resources</b>	understand the energy resources (conventional and non-conventional sources)	
	<b>Conservation of Energy Resources.</b>	Students will be able: <ul style="list-style-type: none"> <li>• To have sustainable development understanding the need to promote</li> </ul>	

		energy conservation by avoiding wastage, besides increasing the use of renewable energy sources. <ul style="list-style-type: none"> <li>• To understand the slogan “Energy saved is energy produced”.</li> </ul>	
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Chapter 6	Topic	Learning Objectives	Learning Outcome
<b>Manufacturing industries</b>	<b>Importance of Manufacturing: (i) Contribution of Industry to National Economy</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand manufacturing sector as the backbone of development.</li> <li>• To familiarize with the Government’s different policies for manufacturing industries.</li> <li>• To understand the industrial location, industrial activity followed by urbanization and industry-market linkage.</li> </ul>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. In order to interpret them</b>
<b>Manufacturing industries</b>	<b>Classification of Industries: (i) Agro-based Industries. (ii) Mineral-based Industries. (iii) Miscellaneous Industries</b>	Students will be able: <ul style="list-style-type: none"> <li>• To understand the types of spatial distribution (Through Map).</li> <li>• To familiarise with contribution of Industries to the National Economy.</li> <li>• To understand the types of industries on the basis of material used.</li> </ul>	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos</b>



Chapter 6	Topic	Learning Objectives	Learning Outcome
	<b>Industrial Pollution and Environmental Degradation</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand the industrial pollution and degradation of environment, its measures to control environmental degradation.</li> <li>To understand the way shown by NTPC of sustainable development.</li> </ul>	<b>/posters /newspaper clippings /etc. In order to interpret them</b>

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>Lifelines of National Economy</b>	<b>Transport</b>	understand that transport is essential for the movement of goods and services from manufacturers to consumers.	To enhance their creativity by writing their views on the importance of transport and communication in India and their contribution in the Economy and will do it in group enhancing their collaborative work skills.
	<b>Transport in India:</b> <b>(i) Roadways.</b> <b>(ii) Railways.</b> <b>(iii) Pipelines.</b> <b>(iv) Waterways.</b> <b>(v) Airways.</b>	<p>Students will be able:</p> <ul style="list-style-type: none"> <li>To understand the different modes of transport due to different types of land forms in India.</li> <li>To understand road transport, railways, airways through Map.</li> </ul>	
	<b>Communication :</b> <b>(i) International Trade.</b>	Students will be able:	To think critically about the efficient means of transport

		<ul style="list-style-type: none"> <li>• To understand the importance of means of communication and transportation in ever shrinking world.</li> <li>• To understand the role of trade and tourism in the economic development of a country.</li> </ul>	<p>are prerequisites for fast development.</p> <p>To enhance their communication skills by presenting their views in front of the class about the role of trade in the economic development of the country.</p>
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**Note: Overall Learning Outcome for the course: India and the Contemporary World – II**

Chapter	Topic	Learning Objectives	Learning Outcome
<b>NATIONALISM IN INDIA</b>	<b>The First World War, Khilafat and Non-Cooperation</b>	Examine the case studies of the first World war, Khilafat and Non-Cooperation	<b>Examines and evaluates events, facts, data and figures in order to classify and compare them</b>
		weave the story /concept of Indian Nationalism.	
		Appreciate the efforts done by freedom fighters and value the freedom that they enjoy today.	
	<b>Differing Strands within the Movement</b>	Comparative analysis of diverse social movements of the time will help them build and carry on with the ideas of unity in diversity in contemporary society	
		build their critical thinking skills	
		Acquaintance with the writings and ideals of different political groups and individuals will empower them to take designed political decisions	

		Enhance decision making with critical thinking	
	<b>Towards Civil Disobedience</b>	Analyse how the advent of mahatma Gandhi turned around the political movement in India	
		Develop clarity on the status of Indians from the British subject to citizen and then to free citizens after 1947. Instil the sense of pride with India's past	
	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt the ideas promoting Pan Indian belongingness and pluralism	
		Enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
<b>The Rise of Nationalism in Europe</b>	<b>The French Revolution and the Idea of the Nation</b>	Identify and comprehend the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period	<b>Examines given information, in order to analyze and evaluate it.</b>
	<b>The Making of Nationalism in Europe</b>	Discuss the relationship / difference between European nationalism and anti-colonial nationalisms	

	<b>The Age of Revolutions: 1830-1848</b>	Evaluates and presents the process of industrialization in the imperial country and making of colonies	
	<b>The Making of Germany and Italy</b>	The role of Army as an architect of a Nation, cementing of political fragmentation in Italy, British long-drawn-out process to become a nation state.	
	<b>Visualizing the Nation</b>	Acquire abstract idea of the female figure become an allegory of the nation.	
	<b>Nationalism and Imperialism</b>	Evaluates increasingly intolerance in the nationalists and its alignment with imperialism	
<b>LIVELIHOODS, ECONOMIES AND SOCIETIES</b> <b>The Making of a Global World</b>	<b>The Pre-modern World</b>	Learns about the earliest form of globalization – Silk Routes, food connect and causes of Conquest, Disease and Trade across the world	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
	<b>The Nineteenth Century (1815-1914)</b>	Understands the systems of World Economy, role of technology in spread of Colonialism Questions about the Migration of Indentured Labor from India, Indian global trade during Colonial time.	
	<b>The Inter-war Economy</b>	Recognize and critically analyze wartime transformations and evaluate post war recovery and rise of Mass Production and Consumption.	
	<b>Rebuilding a World Economy: The Post-war Era</b>	Rebuilding a World Economy: The Post-war Era, decolonization and independence	

<b>The Age of Industrialization</b>	<b>Before the Industrial Revolution</b>	Familiarize with the Pro- to-Industrial phase and Early – factory system	<b>Locates on map /describes features /defines /lists /recalls /classifies /compares /distinguishes, in order to demonstrate skills of recognizing and retrieving facts, figures and narrating processes.</b>
	<b>Hand Labor and Steam Power</b>	Familiarize with the process of industrialization and its impact on labour class.	
	<b>Industrialization in the Colonies</b>	Analyze the journey of India’s dominance in the international market in textiles to loss of its own markets.	
	<b>The Peculiarities of Industrial Growth Market for Goods</b>	Find and draw interconnections among various regions and the difference in nomenclatures of places used for various regions and places during this period and present day	
<b>EVERYDAY LIFE, CULTURE AND POLITICS Print Culture and the Modern World</b>	<b>The First Printed Books</b>	Learn about the first print technology in China, Japan and Korea and its journey from bureaucracy to different social sections and subjects Evaluates and presents the changes in print technology in the last 100 years.	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
	<b>Print Comes to Europe</b>	Trace the journey of paper technology from east to west and then of the print technology from west to east.	
	<b>The Print Revolution and Its Impact</b>	Witness and illustrate flooding of the markets with the variety of books resulting in major social changes and relates print revolution to debate and discussions for religious reforms	

	<b>The Reading Mania</b>	Reviews writings of thinkers', ideas about science, reason and rationality that found their way into popular literature that paved the way to French revolution.	
	<b>The Nineteenth Century</b>	Explain a. the primary mandatory education system, b. circulation of novels and culture of libraries, c. growth of new printing and marketing methods	
	<b>India and the World of Print</b>	Learns about the change of Oral culture to print culture, from manuscripts to books and from vernacular books to English books	
	<b>Religious Reform and Public Debates</b>	Understands the emerged New ideas through the clashes of opinions and religious fears about the printed material Unifying factor, creating pan-Indian identities	
	<b>New Forms of Publication</b>	Tiff between liberal and Conservative schools for women education, changes in the traditional family roles propagate the message of nationalism and social reforms in India	
	<b>Print and Censorship</b>	press laws resulting in widespread protests	

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
POWER SHARING	Belgium and Sri Lanka	Examine the case studies of Belgium and Sri Lanka	

	Majoritarianism in Sri Lanka Accommodation in Belgium	Analysis of the situation faced by the minorities in Tamil.	<b>Examines and evaluates given text /visual, both known and unknown, such as maps /texts /symbols /diagrams /pie diagram /bar diagram /cartoons /photos /posters /newspaper clippings /etc. in order to interpret them.</b>
		Appreciate the efforts done by Belgium government to unite the country.	
	Why power sharing is desirable?	Comparative analysis of the difference between Prudential and moral reason behind power sharing.	
		Able to develop their view towards power sharing that how it reduced the conflicts in Belgium.	
		Realisation of mutually acceptable arrangements done by the Belgium.	
		Enhance decision making with critical thinking	
	Forms of power sharing	Will learn the importance of power sharing that it should be distributed among as many citizens.	
		Enhance decision making power.	
		Will able to understand that in modern democracies, power sharing arrangements can take many forms.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how Power sharing can reduce the conflicts and fulfil our expectations in real life.	
Enhance their communication skills by debating on Power should be reside in on person or a group or it should be shared.			

		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	
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Chapter 2	Topic	Learning Objectives	Learning Outcome
FEDERELISM	What is Federalism?	Will able to enhance their knowledge to explore about the other federal political countries all over the world.	<b>Examines and evaluates events, facts, data and figures in order to classify and compare them.</b>
	What makes India a federal country?	understand the independent powers of the level of the government.	
		know that the Indian Union is based on the principles of federalism.	
		Comparative analysis of creation of the states in India on the basis of languages.	
	How is federalism practiced?	Students will Appreciate the spirit of federalism, respect for diversity and desire for living together became shared ideals in our country	
		Will appreciate that how formation of linguistic states has actually made the country, more united.	
		Enhance decision making with critical thinking	
		Decentralization in India	
	Will able to understand that people have better knowledge of problems their localities		



		Student will critically analyse the constitutional status for local government has helped to deepen democracy in our country simultaneously still most state government have not transferred the powers.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how federalism can reduce the conflicts.	
		Enhance their communication skills by debating on unitary government and federal government.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 3	Topic	Learning Objectives	Learning Outcome
<b>DEMOCRACY AND DIVERSITY</b>	<b>A story from Mexico Olympics</b>	Examine the case studies of the Civil right movements in United states.	<b>Poses questions and undertakes research in order to demonstrates skills of inquisitiveness /enquiry.</b>
		concept of Indian caste system. Some dalit groups decided to participate in the UN conference against Racism in Durban in 2001	
		Appreciate the efforts done by African- American tried to draw international attention to racial discrimination	

	<b>Differences, similarities, divisions</b>	Comparative analysis of diverse social movements like athletes responded to social divisions and social inequalities.	
		build their critical thinking skills	
		Analyse the situation when situation of this kind produce social divisions, when one kind of social difference become more important than the other, and the people start feeling that they belong to different community.	
		Enhance decision making with critical thinking	
	<b>Politics of Social division</b>	Analyse how the combination of politics and social division is very dangerous and explosive.	
		At the same time they will learn every expression of social division in politics does not lead to such disaster.	
		In still the sense of pride with India's past that democracy is the best way to fight for recognition and also to accommodate diversity.	

	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that in Democracy, political expression of social divisions is very normal and can be healthy.	
		Enhance their communication skills by debating on how common mass of people contribute to the growth of nationalism and patriotism	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 4	Topic	Learning Objectives	Learning Outcome
<b>GENDER RELIGION AND CASTE</b>	<b>Gender and politics</b>	Critical thinking that in the society how gender division is not based on biology but on social expectation and stereotype.	<b>Examines and evaluates the given known or unknown given texts /visuals /political analysis /etc. in order to identify assumptions /biases /prejudice /stereotypes.</b>
		Critical thinking on the reports of harassment, exploitation and violence against women.	
		Appreciate the women's movements aimed at equality in personal and family life as well.	
	<b>Religion, Communalism and politics</b>	Will able to understand that problem begins when religion is seen as the basis of the nation.	
		build their critical thinking skills	
		Appreciate the quote of Gandhi ji politics must be guided by ethics drawn from religion.	
	Enhance decision making with critical thinking		

	<b>Caste and politics</b>	Appreciate the political leaders and social reformers like Jyotiba Phule, Dr. B. R Ambedkar and Periyar	
		Critical analyse that still untouchability has not ended completely, despite constitution prohibition.	
		Enhance their knowledge on that the sometimes elections are all about caste system???	
	<b>The Sense of Collective Belonging</b>	Will able to understand that if the politics is based on caste then it will divert the attention from very important issues like poverty development and corruption.	
		Enhance their communication skills by debating on caste system.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 5	Topic	Learning Objectives	Learning Outcome
<b>Popular struggle and movements</b>	<b>Popular struggle in Nepal and Bolivia</b>	Examine the case studies of Movement for democracy in Nepal.	<b>Examines and evaluates events, facts, data and</b>
		Bolvia's water war	

		Appreciate the efforts done by the people of Nepal. The struggle of the Nepali people is a source of inspiration to democrats all over the world.	<b>figures in order to classify and compare them.</b>
<b>Mobilization and organization</b>		Comparative analysis of both the countries and will be able to get in democracy several different kinds of organisations work behind any big struggle.	
		build their critical thinking skills	
		Analyse the situation when situation democratic conflict resolved through mass mobilisation.	
		Enhance decision making with critical thinking	
<b>Pressure groups and movements</b>		Critical analysis that how pressure group and movements exert influence on politics in a variety of ways.	
		Enhance their communication skills by discussing on that pressure groups do not look power of political office for themselves, but do seek to influence the decisions made by those who do not hold this political power.	
		Analysation of the situations when social movements and pressure groups try to mobilise citizens in many way.	

	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that in Democracy, political expression of social divisions is very normal and can be healthy.	
		Knowledge skills will enhance when they will search about various movements and pressure groups.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 6	Topic	Learning Objectives	Learning Outcome
<b>POLITICAL PARTIES</b>	<b>Why do we need political parties?</b>	Will able to understand the importance of the political parties that it is the part of the society and thus involve partisanship.	<b>Examines given information, in order to analyze and evaluate it.</b>
		identify the work of political parties.	
		Appreciate the functions done by the political parties.	
	<b>How many parties should we have?</b>	Comparative analysis of one party system and ( at least ) two party system.	

		Critically analysis of merits and demerits of multiparty system. It can be very messy as well as allows a variety of interest.	
		Evaluation of the situations that no system is ideal for all the countries and situations.	
		Enhance decision making with critical thinking	
	<b>National and political parties And challenges to political parties</b>	Will able to know that in federal system tend to have two kinds of political parties: Parties that are present in only one of the federal units and parties that are present in several or all units of the federation.	
		At the same time they will learn about coalition of the government.	
		Examine the situations when the parties are facing the challenges.	
	<b>The Sense of Collective Belonging</b>	Appreciate, accept and adopt that how political parties as vehicle of federal sharing of political power and as negotiators of social divisions in the arena of democratic politics.	

		Enhance their communication skills by debating on one party or multiparty system.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

Chapter 7	Topic	Learning Objectives	Learning Outcome
<b>OUTCOMES OF DEMOCRACY</b>	<b>How do we assess democracy's outcomes? And Accountable, responsive legitimate government</b>	Examine some of the things we can reasonably expect from democracy and examine the record of democracy	<b>Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them.</b>
		Will able to understand the importance of people in decision making.	



		Appreciate the form of the government which is always accountable to the people.	
<b>Economic growth and development.</b> <b>Reduction of inequality and poverty</b>		Comparative analysis of the other forms of the government and find democracy has better outcomes.	
		build their critical thinking skills	
		Critically examine the role of democratic government in distribution of goods and opportunities.	
		Enhance decision making with critical thinking	
<b>Dignity and freedom of the citizens</b>		Able to appreciate that democracy in India has strengthened the case of the disadvantaged and discriminated castes for equal status and equal opportunity.	

		Able to understand that every individual wants to receive respect and it is possible with democracy.	
		Analysis that freedom of dignity is also there.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how democracy fulfil our expectations in real life.	
		Enhance their communication skills by debating on democracy is successful in reducing in any equalities.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

<b>Chapter 8</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Challenges to democracy</b>	<b>Thinking about challenges</b>	Examine some of the challenges in democracy.	<b>Examines given information, in order</b>

		Will able to analysis that different countries have different kind of challenges.	<b>to analyze and evaluate it.</b>
		Appreciate the form of the government which is always account table to the people.	
	<b>Thinking about political reforms</b>	Comparative analysis of the reforms between three levels central state and local.	
		Able to develop their view towards democracy after participating in decision making.	
		Critically examine the role of democratic government sometimes result may be counter-productive.	
		Enhance decision making with critical thinking	
	<b>Redefining democracy</b>	Able to differentiate between democratic and non-democratic regimes.	

		Enhance decision making power.	
		Invite you to think on your own and come up with your own reading of the challenges.	
	<b>The Sense of Collective Belonging</b>	Appreciate that how democracy fulfil our expectations in real life.	
		Enhance their communication skills by debating on democratic government and politics.	
		Various dimensions of learning like critical thinking, analytical, comparative, creative etc. will develop habits of mind an ultimate and essential life skill	

**LINKS FOR COMPETENCY BASED QUESTIONS:**

- CBSE'S Competency Focused Practice Questions <https://drive.google.com/file/d/1AQ8yL0BPWk-JXRlnpohN63Uf3w-k29ct/view?usp=sharing>
- KVS CBQ WORKSHEET: <https://drive.google.com/file/d/1d5vtKEO7v3HpNhjv6pURaTc0OsgQCRpz/view?usp=sharing>