SUMMATIVE ASSESSMENT I (Term 1)

Unit 1: India and the Contemporary World – I (HISTORY)
Sub-unit 1.1: Events and processes. (Two themes of the following)

1. French Revolution:  
   (a) The Ancient Regime and its crises.  
   (b) The social forces that led to the revolution.  
   (c) The different revolutionary groups and ideas of the time.  
   (d) The legacy. (Compulsory) (Chapter-1)

2. Russian Revolution.  
   (a) The crises of Czarism.  
   (b) The nature of social movements between 1905 and 1917.  
   (c) The First World War and foundation of Soviet state.  
   (d) The legacy. (Chapter 2)

3. Nazism and The Rise of Hitler  
   (a) The growth of social democracy  
   (b) The crises in Germany.  
   (c) The basis of Hitler’s rise to power.  
   (d) The ideology of Nazism.  
   (e) The impact of Nazism. (Chapter 3)

Map work-Theme one only (3 Marks)

Unit 2: Contemporary India -1(Geography)
India - Land and the People Term I

1. Indiasize and location  
2. Physical features of India  
3. Drainage:  
   Map work- (3 Marks)

Unit - 3: Democratic Politics I
1. Democracy in the contemporary world and what is democracy? Why democracy?  
   a) What are the different ways of defining democracy?  
   b) Why has democracy become the most prevalent form of government in our times?  
   c) What are the alternatives to democracy?  
   d) Is democracy superior to its available alternatives?  
   e) Must every democracy have the same institutions and values? (Chapter 1&2)  
   (Part 1.3 and 1.4 (pages 10-18 of prescribed NCERT Textbook) will be assessed through FA only)

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3. Constitutional Design
   a) How and why did India become a democracy?
   b) How was the Indian constitution framed?
   c) What are the salient features of the Constitution?
   d) How is democracy being constantly designed and redesigned in India? (Chapter 3)

Unit - 4: Understanding Economic Development – I

1. The economic story of Palampur:
   Economic transactions of Palampur and its interaction with the rest of the world through which the concept of production (including three factors of production land, labour and capital) can be introduced. (Chapter 1)

2. People as Resource :
   a. Introduction of how people become resource / asset
   b. Economic activities done by men and women
   c. Unpaid work done by women
   d. Quality of human resource
   e. Role of health and education
   f. Unemployment as a form of non-utilisation of human resource
   g. Sociopolitical implication in simple form (Chapter 2)

Part 1: History

CHAPTER 1: THE FRENCH REVOLUTION

CONCEPTS
The French Society during the Late 18th Century
The French Society Comprised: 1st Estate: Clergy, 2nd Estate: Nobility, 3rd Estate: Big businessmen, merchants, court officials, peasants, artisans, landless labourers, servants, etc.
Some within the Third Estate were rich and some were poor.
The burden of financing activities of the state through taxes was borne by the Third Estate alone.

The Struggle for Survival: Population of France grew and so did the demand for grain. The gap between the rich and poor widened. This led to subsistence crises.

The Growing Middle Class: This estate was educated and believed that no group in society should be privileged by birth. These ideas were put forward by philosophers such as Locke English philosopher and Rousseau French philosopher. The American
constitution and its guarantee of individual rights was an important example of political theories of France. These ideas were discussed intensively in salons and coffee houses and spread among people through books and newspapers. These were even read aloud.

**THE OUTBREAK OF THE REVOLUTION:**
The French Revolution went through various stages. When Louis XVI became king of France in 1774, he inherited a treasury which was empty. There was growing discontent within the society of the Old Regime.

1789- Convocation of Estates General. The Third Estate formed National Assembly, the Bastille was stormed, peasant revolted in the countryside.
1791- A constitution was framed to limit the powers of the king and to guarantee basic right to all human beings.
1792-93- France became a republic. Jacobin Republic overthrown, a Directory ruled France.
1795- A new Convention appointed a five-man Directorate to run the state from 26 October, 1795.
1799- The Revolution ended with the rise of Napoleon Bonaparte.

**Time Line: The French Revolution**
1770s-1780s- Economic decline: French Government in deep debt.
1788-1789- Bad harvest, high prices, food riots
1789, May 5- Estates-General convened, demands reforms.
1789, August 4- Night of August 4 ended the rights of the aristocracy.
1789, August 26- Declaration of the Rights of Man
1790- Civil Constitution of the Clergy nationalised the Church.
1792- Constitution of 1791 converted absolute monarchy into a constitutional Monarchy with limited powers.
1792- Austria and Prussia attacked revolutionary France
1793- Louis XVI and Marie Antoinette were executed.
1792-1794- The Reign of Terror started. Austria, Britain, the Netherlands, Prussia and Spain was at war with France.
Robespierre’s Committee of Public Safety repelled back foreign invaders. It executed many “enemies of the people” in France itself.
1794- Robespierre was executed. France was governed by a Directory, the committee of five men.
1799- Napoleon Bonaparte became the leader.
WOMEN’S REVOLUTION
From the very beginning, women were active participants in the events which brought about so many changes in the French society. Most women of the Third Estate had to work for a living. Their wages were lower than those of men. In order to discuss and voice their interests, women started their own political clubs and newspapers. One of their main demands was that women must enjoy the same political rights as men. Some laws were introduced to improve the position of women. Their struggle still continued in several parts of the world. It was finally in 1946 that women in France won the right to vote.

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

THE REVOLUTION AND EVERYDAY LIFE
The years following 1789 in France saw many changes in the lives of men, women and children. The revolutionary governments took it upon themselves to pass laws that would translate the ideals of liberty and equality into everyday practice. One important law that came into effect was the abolition of censorship. The ideas of liberty and democratic rights were the most important legacy of the French Revolution. These spread from France to the rest of Europe during the 19th century.

NAPOLEON
In 1804, Napoleon crowned himself emperor of France. He set out to conquer neighbouring European countries, dispossessing dynasties and creating kingdoms where he placed members of his family. He saw his role as a moderniser of Europe. He was finally defeated at Waterloo in 1815.

Very short answer type Questions [1 MARK]
Q.1 The Third Estate comprised ...
Ans: Poor servants and small peasants, landless labourers, Peasants, artisans, Big businessmen, merchants, lawyers, etc.
Q.2 who was advocated ‘each member should have one vote’?
Ans: Rousseau
Q.3 Which decisions was taken by the convention?
Ans: Declared France a Republic
Q.4 How does a ‘Subsistence Crisis’ happen?

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Ans: Subsistence Crisis’ happened in France due to the following reasons:- i) Bad harvest
ii) Scarcity of grains iii) High prices of food.

Q.5. In the war against Prussia and Austria, the army sang which patriotic song?
Ans: ‘Marseillaise’ written by the poet Roget de Lisle

Q.6. Who wrote the pamphlet called ‘What is the Third Estate’?
Ans: Abbe Sieyes

Q.7. A guillotine was ...
Ans: A device consisting of two poles and a blade with which a person was beheaded.

Q.8. When did the French Revolution begin?
Ans: July 14, 1789

Q.9. The word livres stands for ...
Ans: Unit of currency in France

Q.10. What was the effect of the rise of population of France from about 23 million in 1715 to 28 million in 1789?
Ans: Rapid increase in the demand for food grains.

Q.11. What was the ‘Subsistence Crisis’ which occurred frequently in France?
Ans: An extreme situation endangered the basic means of livelihood.

Q.12. What was the name of tax which was directly paid to the state by the Third Estate?
Ans: Taille

Q.13. What was ‘Estates General’?
Ans: A political body

Q.14. Which social groups emerged in the 18th century?
Ans: Lawyers, Administrative officials, Middle class

Q.15. The term ‘Old Regime’ is usually used to describe ...
Ans: Society and institutions of France before 1789 A.D.

Q.16. In which of these countries was the model of government as advocated by Montesquieu put into effect?
Ans: USA

Q.17. ‘Two Treatises on Government’ book was written by..... Ans: John Locke

Q.18. When did Louis XVI call an assembly of Estates General to pass proposals for new taxes?
Ans: 5 May, 1789

Q.19. In the meeting of the Estates General, the members of the Third Estate demanded that ...
Ans: All the three Estates should have one vote.

Q.20. On 20th June, the representatives of the Third Estate assembled in the indoor tennis court of Versailles for ...
Ans: Drafting a Constitution for France which limited the king’s power.
Q.21. Who led the representatives of the Third Estate in Versailles on 20th June?
Ans: Mirabeau And Abbe Sieyes

Q.22. What did Louis XVI do, seeing the power of his revolting subjects?
Ans: He accorded recognition to the National Assembly and accepted checks on his powers.

Q.23. According to the new constitution of 1791, the National Assembly was to be ...
Ans: Elected indirectly.

Q.24. Which people were entitled to vote in France?
Ans: Only men above 25 years of age and who paid taxes equal to at least 3 days of a labourer’s wage.

SHORT ANSWER QUESTIONS [3 MARKS]

Q.1. What was the subsistence crisis? Why did it occur in France during the Old Regime?
Ans. 1- The population of France was on the rise. It rose from 23 million in 1715 to 28 million in 1789. This led to an increase in the demand for food grains.
2- The production of food grains could not keep pace with the demand and the price of bread which was the staple diet of the majority rose rapidly.
3- The wages also did not keep pace with the rise in prices. The gap between the rich and the poor widened. This led to the subsistence crisis.

Q.2. What was the system of voting in the Estates General? What changes did the Third Estate want in this system?
Ans. Voting in the Estates General had been conducted from the past.
1. According to the principle, each estate had one vote.
2. Members of the Third Estate demanded that voting must now be conducted by the assembly as a whole, where each member would have one vote.
3. This was according to the democratic principles put forward by philosophers like Rousseau in his book, ‘The Social Contract’.

Q.3. Describe the incidents that led to the storming of the Bastille.
Ans. 1- National Assembly was busy at Versailles drafting a constitution; the rest of France was seething with turmoil.
2- A severe winter had meant a bad harvest, the price of bread rose. Often bakers exploited the situation and hoarded supplies.
3- After spending hours in long queues at the bakery, crowds of angry women stormed into the shops.
4- At the same time, the king ordered troops to move into Paris. On 14 July, the agitated crowd stormed and destroyed Bastille.
Q.4. Describe how the new political system of constitutional monarchy worked in France.
Ans. The constitution of 1791 vested the power to make laws in the National Assembly, which was indirectly elected. That is,
1. Citizens voted for a group of electors, who in turn chose the Assembly. Not all citizens, however, had the right to vote.
2. Only men above 25 years of age who paid taxes equal to at least 3 days of a labourer’s wage were given the status of active citizens, that is, they were entitled to vote.
3. The remaining men and all women were classed as passive citizens.
4. To qualify as an elector and then as a member of the Assembly, a man had to belong to the highest bracket of taxpayers.

Q.5. What was ‘natural and inalienable rights’?
Ans1. The constitution began with a Declaration of the Rights of Man and Citizens.
2. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law were established as ‘natural and inalienable rights’, i.e., they belonged to each human being by birth and could not be taken away.
3- It was the duty of the state to protect each citizen’s natural right.

Q.6 Why did slavery begin and why was it abolished in French colonies?
Ans1. The slave trade began in the 17th century. The colonies in the Caribbean – Martinique, Guadeloupe and San Domingo – were important suppliers of commodities.
2. But the reluctance of Europeans to go and work in distant and unfamiliar lands meant a shortage of labour on the plantations.
3. Throughout the eighteenth century, there was little criticism of slavery in France. The National Assembly did not pass any laws, fearing opposition from businessmen whose incomes depended on the slave trade.
4. It was the Convention which in 1794 legislated to free all slaves in the French overseas possessions. This, however, turned out to be a short-term measure. Napoleon reintroduced slavery.
5- Slavery was finally abolished in French Colonies in 1848.
Q.7. What is a revolution? In what way did the French Revolution mean different things to different people?

Ans
It is an attempt by a large number of people to change the government of a country, especially by violent action.
1. The Third Estate comprising the common men benefitted from the Revolution. The clergy and nobility had to relinquish power.
2. Their land was confiscated. Their privileges were finished. The people of lower middle class were also benefitted.
3. Position of artisans and workers improved.
4. Clergy, feudal lords, nobles and even women were disappointed. The revolution did not bring real equality as everyone was not given the right to vote. Finally, women got it in 1946.

Q.8. Who were the people comprised as a Third Estate? Who paid the taxes and to whom?

Ans1 - The people who comprised the Third Estate were big businessmen, merchants, lawyers, peasants, artisans, small peasants, landless labour and servants.
2- These were 95 percent of the population. They had to pay taxes to the state. Taxes included taille, tithes and a number of indirect taxes.

Q.9. Who formed the National Assembly? On which date is ‘Bastille Day’ celebrated and why?

Ans.1 - The representatives of the Third Estate assembled at Versailles on 20 June and declared themselves a National Assembly.
2- The Bastille Day is celebrated on 14th July every year because on this day the unruly Paris mob stormed and attacked the prison of Bastille which was considered a symbol of terror and despotism.

Q.10 Name three famous writers and philosophers who influenced the French Revolution. What were their ideas?

Ans.1. Jean Jacques Rousseau – a French Swiss philosopher. His main idea was – man is naturally good and that society of civilisation makes man anxious and unhappy.
2. Mirabeau – he brought about a journal and delivered powerful speeches to the crowds at Versailles.
3. Voltaire – A famous French writer. He exposed the evils prevailing in the Church and administration. The numbers of the first two estates were the (i) Clergy and (ii) Nobility respectively.
**LONG ANSWER TYPE QUESTIONS (5 MARKS):**

Q.1. Explain the importance of the following events on the course of the French Revolution:
(a) Storming of the Bastille
(b) The passing of the Civil Constitution of the clergy

Ans. (a) On July 14, 1789, a mob of Paris stormed the fortress – the prison of Bastille – considered a symbol of oppression and despotism. The Swiss guards were killed and prisoners set free. The mob stole arms and ammunition. To this day, France celebrates ‘Bastille Day’ on 14th July every year.
(b) In 1790, the Civil Constitution nationalised the Church. The clergy or group of persons who enjoyed special powers in the Church were also forced to relinquish power. Tithes were abolished and lands owned by the Church were confiscated.

Q.2. Describe the ‘Reign of Terror’ and role played by Robespierre in it.

Ans. The period from 1793 to 1794 is referred to as the ‘Reign of Terror’.
1. Maximilian Robespierre, leader of the Jacobins, followed the policy of severe control and punishment.
2. All those who saw as enemies of the Republic — ex-nobles, clergy, political opponents — were arrested, tried and guillotined if found guilty.
3. He issued laws placing a maximum ceiling on wages and prices.
4. Meat and bread were rationed.
5. Use of expensive white flour was forbidden.
   Robespierre followed his policies so relentlessly that even his supporters began to demand moderation. Finally, he was convicted, arrested and guillotined in July 1794.

Q.3. What did the following symbols convey in the Declaration of Rights?
(i) The broken chain
(ii) The bundle of rods or fasces
(iii) Sceptre
(iv) Snake biting its tail to form a ring
(v) Red Phrygian cap
(vi) The law tablet

Ans. (i) The broken chains: Chains were used to fetter slaves. A broken chain stands for the act of becoming free.
(ii) The bundle of rods or fasces: One rod can be easily broken, but not an entire bundle. Strength lies in unity.
(iii) Sceptre: Symbol of royal power.
(iv) Snake biting its tail to form a ring: Symbol of eternity. A ring has neither beginning nor end.
(v) Red Phrygian cap: Cap worn by a slave upon becoming free.
(vi) The law tablet: The law is the same for all, and all are equal before it.
Q.4. Write a short note on Jacobins?

Ans. 1- They got their name from the former convent of St. Jacob in Paris.
2- They belonged to the less prosperous sections of the society.
3- They included small shopkeepers, artisans such as shoemakers, pastry cooks, watchmakers, printers, as well as servants and daily wage earners.
4- Their leader was Maximilian Robespierre.
5- A large group among the Jacobin decided to wear long striped trousers similar to those worn by dock workers.
6- This was to set themselves apart from the fashionable sections of society especially the nobles who wore knee breeches.

Q.5. Discuss the participation of women in political clubs, their activities and demands.

Ans. From the very beginning, women were active participants in the events which brought about so many important changes in French society.
1. They hoped that their involvement would pressurise the revolutionary government to introduce measures to improve their lives.
2. Most women of the third estate had to work for a living. They worked as seamstresses or laundresses, sold flowers, fruits and vegetables at the market, or were employed as domestic servants in the houses of prosperous people.
3. Most women did not have access to education or job training. Their wages were lower than those of men.
4. One of their main demands was that women should be given the same political rights as men.
5. Women were disappointed that the constitution of 1791 reduced them to passive citizens.

Q.7. Describe the causes for the fall of Jacobin government in France.

Ans. (i) The Jacobin government in France was based on extreme measures. The period from 1793-1794 is referred to as the reign of terror. Robespierre followed a policy of severe Control and punishment.
(ii) All those he saw as being ‘enemies’ of the republic nobles and clergy, members of other political parties, even members of his own party who did not agree with his methods—were arrested, imprisoned and guillotined. This led to chaos and resentment among the people.
(iii) Robespierre’s government ordered shutting down of churches and converting church buildings into barricades or offices. Thus the clergy turned against the Jacobin regime and hastened its fall.
(iv) Robespierre pursued his policies so relentlessly that even his supporters turned against him. They began to demand moderation and a middle path. Finally, he himself was tried by a court in July 1794, arrested and guillotined.
HOTS

Q.1 What landmark decisions were taken by the National Assembly led by the Third Estate on 4th August, 1789

Ans. 1- Louis XVI finally accorded recognition to the National Assembly and accepted the principle that his powers would be checked by a constitution.
2- On 4 August 1789, the Assembly passed a decree abolishing the feudal system of obligations and taxes. Members of the clergy too were forced to give up their privileges.
3- Tithes were abolished and lands owned by the church were confiscated. As a result, the government acquired assets worth at least 2, billion lives.

Q.2. Describe the importance of Declaration of the Right of Man in France.

Ans 1- The Declaration of the Right of Man in France was a landmark decision in the history of France.
2- The constitution began with a declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law, were established as ‘natural and inalienable’ rights. That is, they belonged to each human being by birth and could not be taken away.
3- It was the duty of the state to protect each citizen’s natural rights. The declaration of the Right of Man and Citizens influenced revolutionary movements elsewhere too.

Q.3. Discuss the participation of women in political clubs, their activities and demands.

Ans. 1- Women played important role regarding various activities. In order to discuss and voice their interests women started their own political clubs and newspapers. About sixty women’s clubs came up in different French cities.
2. The Society of Revolutionary and Republican Women was the most famous of them, their main demands were that
(a) Women should be given the same political rights as men.
(b) They demanded the right to vote, to be elected to the Assembly and to hold political office.
3- In the early years, the revolutionary government did introduce laws that helped improve the lives of women. Together with the creation of state schools, schooling was made compulsory for all girls. Their fathers could no longer force them into marriage against their will. Marriage was made into a contract entered into freely and registered under civil law. Divorce was made legal, and could be applied for by both women and men. Women could now train for jobs, could become artists or run small businesses.
4- Women’s struggle for equal political rights, however, continued. During the Reign of Terror, the new government issued laws ordering closure of women’s clubs, and banning their political activities. Women’s movements for voting rights and equal wages continued through the next two hundred years in many countries of the world. It was finally in 1946 that women in France won the right to vote.

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VALUE BASED QUESTIONS:
Q.1. Which single event turned the revolution into a Reign of Terror? Describe the role of Robespierre in it.
Q.2. Describe the role of the Bourbon kings in the French Revolution.
Q.3. How was French Society organised? What privileges did certain sections of society enjoy?

CH 2 : SOCIALISM IN EUROPE AND THE RUSSIAN REVOLUTION CONCEPTS THE AGE OF SOCIAL CHANGE

Liberals: Wanted a nation which tolerated all religions. They argued for an elected Parliamentary government, subject to laws interpreted by a well-trained judiciary that was Independent of rulers and officials. They were not democrats.

Radicals: Wanted a nation in which government was based on the majority of a country’s Population. They disliked concentration of property in hands of a few, not the existence of private property.

Conservatives: They resisted change. After the revolution they started accepting change provided it was slow and had links and respected the past.

THE RUSSIAN REVOLUTION:
Economy and Society: Most of the Russian population were agriculturalist. Industries were being set up which was mostly private property of industrialists. Workers were divided into groups but they did unite to strike work when they were dissatisfied. Peasants had no respect for nobility, very unlike the French peasant. Russian peasants were the only peasant community which pooled their land and their commune divided it.

Socialism in Russia: All political parties were illegal in Russia before 1914. The Russian Socialist Democratic Labour Party was formed in 1900. It struggled to give peasants their rights over land that belonged to nobles. As land was divided among peasants periodically and it was felt that peasants and not workers would be the main source of the revolution. But Lenin did not agree with this as he felt that peasants were not one social group. The party was divided into Bolsheviks and Mensheviks.

The 1905 Revolution: Russia was an autocracy. The Tsar was not subject to the parliament. Liberals wanted to end this state of affairs. They worked towards demanding a constitution during the Revolution of 1905.

Bloody Sunday: Prices of essential goods rose so quickly by 1904 that the real wages declined by 20%. During this time, four members of the Putilov Iron Works were
dismissed. Action was called for. Over 110,000 workers in St. Petersburg went on strike demanding a reduction in working hours and increase in wages. This procession was attacked by the police and Cossacks. Over 100 workers were killed. Strikes took place as a reaction. People demanded a constituent assembly. The Tsar allowed the creation of an elected consultative Parliament or Duma. The Tsar dismissed the first Duma within 75 days and announced the election of a second Duma.

The First World War and the Russian Empire: In Russia, the war was initially very popular but later the support grew thin. Anti-German sentiments ran high. Russian armies lost badly in Germany and Austria. There were 7 million casualties and 3 million refugees in Russia. The war also affected the industry. There was labour shortage, railway lines were shut down and small workshops were closed down. There was shortage of grain and hence of bread.

The February Revolution in Petrograd Events:
In the winter of 1917, Petrograd was grim. There was food shortage in the workers’ quarters.
22 February: a lockout took place at a factory. Workers of 50 other factories joined insympathy. Women also led and participated in the strikes. This came to be called the International Women’s Day An officer was shot at the barracks of a regiment and other regiments mutinied, voting to join the striking workers gathered to form a soviet or council. This was the Petrograd Soviet. A delegation went to meet the Tsar, military commanders advised him to abdicate. The Tsar abdicated on 2nd March.
A Provincial Government was formed by the Soviet and Duma leaders to run the country. The people involved were the parliamentarians, workers, women workers, soldiers and military commanders.

Effects:
Restrictions on public meetings and associations were removed. Soviets were set up everywhere.
In individual areas factory committees were formed which began questioning the way industrialists ran their factories. Soldiers’ committees were formed in the army. The provisional government saw its power declining and Bolshevik influence grow. It decided to take stern measures against the spreading discontent. It resisted attempts by workers to run factories and arrested leaders.
Peasants and the socialist revolutionary leaders pressed for a redistribution of land. Land committees were formed and peasants seized land between July and September 1917.

October Revolution:
16th October 1917 — Lenin persuaded the Petrograd Soviet and Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet to organise seizure.
Uprising began on 24th October. Prime Minister Kerenskii left the city to summon troops. Military men loyal to the government seized the buildings of two Bolshevik
newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Palace. In response, the Military Revolutionary Committee ordered to seize government offices and arrest the ministers. The ‘Aurora’ ship shelled the Winter Palace. Other ships took over strategic points. By night the city had been taken over and ministers had surrendered.

All Russian Congress of Soviets in Petrograd approved the Bolshevik action. Heavy fighting in Moscow by December, the Bolsheviks controlled the Moscow - Petrograd area. The people involved were Lenin, the Bolsheviks, and troops (pro-government).

**Effects**

Most industry and banks were nationalised in November 1917. Land was declared social property and peasants were allowed to seize the land of the nobility. Use of old titles was banned. New uniforms were designed for the army and officials. Russia became a one-party state. Trade unions were kept under party control. A process of centralised planning was introduced. This led to economic growth. Industrial production increased. An extended schooling system developed. Collectivisation of farms started.

**The Civil War** — When the Bolsheviks ordered land redistribution; the Russian army began to break up. Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. They were supported by French, American, British and Japanese troops. All these fought a war with the Bolsheviks.

**Making a Socialist Society** — The Bolsheviks kept industries and banks nationalised during the civil war. A process of centralised planning was introduced. Rapid construction and industrialisation started. An extended schooling system developed.

**Stalin and Collective Farming** — Stalin believed that rich peasants and traders stocked supplies to create shortage of grains. Hence, collectivisation was the need of the hour. This system would also help to modernise farms. Those farmers who resisted collectivisation were punished, deported or exiled.

**GLOBAL INFLUENCE:**

By the 1950s, it was recognised in the country and outside that everything was not in keeping with the ideals of the Russian revolution. Though its industries and agriculture had developed and the poor were being fed, the essential freedom to its citizens was being denied. However, it was recognised that social ideals still enjoyed respect among the Russians. But in each country the ideas of socialism were rethought in a variety of different ways.

**Very short answer type Questions [1 MARK]**

Q.1. The people who wanted to put an immediate end to the existing governments in Europe (in 1815) were called ...

Ans: Revolutionaries
Q.2. By the mid-19th century in Europe, the idea which attracted widespread attention on the restructuring of society was ...
   Ans: Socialism
Q.3. Who conspired in Italy to bring about a revolution?
   Ans: Giuseppe Mazzini
Q.4. When was the Socialist Revolutionary Party formed in Russia?
   Ans: 1900
Q.5. Why did the Tsar dismiss the first Duma within 75 days of its election?
   Ans: Because the Tsar did not want anyone to question his authority
Q.6. Russia fought against _______ in the World War I that started in 1914.
   Ans: Central Power
Q.7. Why did a lockout take place at a factory on the right bank of the River Neva on 22 February, 1917?
   Ans: It was extremely cold for the workers to work, because of frost and heavy snow and food shortages were deeply felt in the workers’ quarters situated on the left bank of the River Neva.
Q.8. On 27th February 1917, soldiers and striking workers gathered to form a council called ...
   Ans: Petrograd Soviet
Q.9. When did the Tsar abdicate the throne?
   Ans: 2 March, 1917
Q.10. Why was most of the Bolshevik Party members initially surprised by ‘April Thesis’?
   Ans: They thought that time was not ripe for a socialist revolution
Q.11. Who led the Bolshevik group in Russia during Russian Revolution?
   Ans: Vladimir Lenin
Q.12. Who started ‘Collectivisation Programme’ in Russia?
   Ans: Stalin
Q.13. After 1905, most committees and trade unions were ...
   Ans: Declared illegal
Q.14. In the Russian Civil War the Bolsheviks and the socialist revolutionaries were represented by which of the following colours?
   Ans: Reds and Greens
Q.15. The commune of farmers was known as ...
   Ans: Mir
Q.16. Who led the procession of workers to the event ‘Bloody Sunday’ in Russia?
   Ans: Father Gapon
SHORT ANSWER TYPE QUESTIONS [3 MARKS]:

Q.1. Differentiate between the ideas of the liberals and radicals in Europe (take the time period as after the French Revolution).
Ans.1- The liberals did not believe in universal franchise. In contrast, radicals wanted a nation in which government was based on the majority of a country’s population.
2- Liberals felt men of prosperity mainly should have the vote. They did not want the vote for women. On the other hand the radicals supported women’s suffragette movements and opposed the privileges of great landowners and wealthy factory owners.
3- They were not against the existence of private property but disliked concentration of property in the hands of a few.

Q.2. Why do we say that liberals during this time could not be called ‘democrats’?
Ans. The liberals opposed the uncontrolled power of dynastic rulers and wanted to safeguard the rights of individuals against governments.
• They also argued for a representative, elected parliamentary government, subject to laws interpreted by a well-trained judiciary that was independent of rulers and officials. But, however, they could not be called democrats.
• They did not believe in universal adult franchise and also did not want the vote for women. They felt right to vote should only be for men of property.

Q.3. How should society, according to liberals and radicals, develop?
Ans. 1. Liberals and radicals were often property owners and employers.
2. They acquired wealth through industrial ventures and trade, they firmly believed that such efforts should be encouraged that its profits would be reaped if the work force in the economy was healthy and citizens were educated.
3. They put forth that societies could develop if the poor could labour, freedom of individuals was ensured and those with capital could operate without restraint.

Q.4. Why were socialists against private property and saw it as the root of all social ills?
Ans. 1- The people who propagated socialism said that individuals, who owned property, did provide employment to many people but they were concerned with personal gains only.
2- They did not bother about the welfare of the people.
3- They felt that if society controlled property, more attention would be paid to collective social interests.
Q.5. Describe the incident known as ‘Bloody Sunday’.
Ans. 1. Over 110,000 workers in St. Petersburg went on strike in 1905, demanding a reduction in the working day to eight hours, an increase in wages and improvement in working conditions.
2. When this procession reached the Winter Palace it was attacked by the police and the Cossacks.
3. Over 100 workers were killed and about 300 wounded.
This incident, known as Bloody Sunday, started a series of events that became known as the 1905 Revolution.

Q.6. What effect did the war have on the industry of Russia.
Ans. Russian industries were very few in number and the country were cut off from other suppliers of industrial goods by German control of the Baltic Sea. Industrial equipment disintegrated more rapidly in Russia than elsewhere in Europe. By 1916, railway lines began to break down. Able bodied men were called up to the war. As a result, there were labour shortages and small workshops producing essential commodities were shut down.

Q.7. Why was the decision to collectivise farms taken?
Ans. 1. It was thought that rich peasants and traders in the countryside were holding stocks in the hope of higher prices.
2. This created a shortage of foodstuff.
3. As shortage continued, the decision was taken to collectivise farms as Lenin felt that the small size of farms caused the shortage.
4. They also felt that these small size farms could not be modernised.
5. They felt that the need of the hour was to develop modern farms and run them along industrial lines with machinery.

Q.8. “By the 1950s it was acknowledged within the country that the style of government in the USSR was not in keeping with the ideals of the Russian Revolution.” Why was this said?
Ans. 1. In 1950s, it was acknowledged within the country that the style of government in the USSR was not in keeping with the ideals of the Russia Revolution.
2. Russia, which was a backward country, had become a great power.
3. Its industries and agriculture had developed and the poor were being fed.
4. But it had denied the essential freedoms to its citizens and carried out its developmental projects through repressive policies.

Q.9. What was the role of the Tsar in the peasant revolt of 1905? Discuss briefly.
Ans. 1. During the 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament or Duma. The Tsar dismissed it within 75 days and re-elected.
2. Second Duma: within 3 months. He did not want any questioning of his authority or any reduction in his power. He changed the voting laws and packed the third Duma with conservative politicians.
Q.10. What was the basic principle of the Marxist theory?
Ans. 1-Marx believed that the condition of workers could not improve as long as profit was accumulated by private capitalists.
2- Workers had to overthrow capitalism and the rule of private property.
3- Workers must construct a radically socialist society where all property was socially controlled. This would be a communist society and a Communist Party was the natural society of the future.

Q.11 Discuss briefly the Five Years Plans.
Ans. A process of centralised planning was introduced. Officials assessed how the economy could work and set targets for a five-year period, on this basis they made the five-year plans. The government fixed all prices to promote industrial growth during the first two plans (1927-32 and 1933-38) centralised planning led to economic growth.

LONG ANSWER TYPE QUESTIONS [5 MARKS]:

Q.1. Explain how a society, according to socialists, can operate without property. What would be the basis of socialist society?
Ans. Co-operatives could not be built on a wide scale only through individual initiative.
1. They wanted that governments must encourage co-operatives and replace capitalist enterprise.
2. They said that cooperatives were to be associations of people who produced goods together and divided the profits according to the work done by members.
3. More ideas were added to this body of arguments.
4. These ideas were added by Karl Marx and Fredric Engels. Marx argued that industrial society was capitalist. Capitalists owned the capital invested in factories.
5. The profit which came to them through these factories was produced by the workers. The workers contributed to the profits but did not gain anything.

Q.2. Discuss ‘Stalin’s Collectivisation Programme’.
Ans. 1. Stalin felt that collectivisation would definitely solve the problem of shortage.
2. From 1929 the Party forced the peasants to cultivate in collective farms (Kolkhoz).
3. The bulk of land and implements were transferred to the ownership of collective farms.
4. Peasants worked on the land and the Kolkhoz profit was shared.
5. Enraged peasants resisted the authorities and destroyed their livestock. Between 1929 and 1931, the number of cattle decreased by 1/3.
Q.3. Comment on the role of Vladimir Lenin in the revolution and his contribution to the economic policy.
Ans. 1. Vladimir Lenin played an important part in the Russian Revolution of 1917.
2. Lenin led the revolutionaries after the fall of the Tsar under Lenin’s leadership; the Bolshevik Party put forward clear policies to end the war.
3. Transfer land to the peasants and advance the slogan ‘All power to the Soviets’.
4. He was of the opinion that no genuine democracy could be established unless all the non-Russians were given equal rights.
5. These were the real objectives of the Russian Revolution and he fulfilled all these objectives. That is why Lenin’s name has become inseparable from the Russian Revolution.

Q.4. What was the immediate consequences of the Russian Revolution?
Ans. 1. Most industries and banks were nationalised in November 1917.
2. This meant the government took over the ownership and management. Land was declared social property.
3. Peasants were allowed to seize the land of the nobility.
4. In cities, Bolsheviks enforced the partition of large houses according to family requirements.
5. They banned the use of old title of aristocracy.

Q.5. How did Russia’s participation in the World War cause the fall of the Tsar?
Ans. 1. The war was initially popular and people rallied around Tsar Nicholas II.
2. The war continued, support became thin and Tsar's popularity declined. Anti-German sentiments became high.
3. The Tsarina Alexandra's German origins and poor advisers, especially a monk called Rasputin, made the autocracy unpopular.
4. Defeats were shocking and demoralising. Russia's armies lost badly in Germany and Austria between 1914 and 1916. There were over 7 million casualties by 1917.
5. The destruction of crops and buildings led to over 3 million refugees in Russia. The situation discredited the government and the Tsar.
HOTS QUESTIONS:

Q.1- What conditions led to the Russian Civil War in 1918-1920? Mention any four points.
Ans. (i) The Russian army began to break up after Bolsheviks ordered land redistribution. Soldiers who were mostly peasants wished to go home for the land and deserted.
(ii) Now Bolshevik Socialists, Liberals and supporters of autocracy condemned the Bolshevik uprising. Their leaders organised the troops to fight the Bolsheviks.
(iii) During 1918 and 1919, the ‘greens’ (Socialist Revolutionaries) and ‘whites’ (pro-Tsarists) controlled most of the Russian empire. They were backed by French, American, British and Japanese troops. As these troops and the Bolsheviks fought a civil war, looting, banditry and famine became common.
(iv) Supporters of private property among ‘whites’ took harsh steps with peasants who had seized land.

Q.2- Comment on the global influence of the Russian Revolution.
Ans.1- Existing socialist parties in Europe did not wholly approve of the way the Bolsheviks took power and kept it.
2- Still the possibility of a workers’ state fired their imagination across the world. In many countries communist parties were formed.
3- Bolsheviks encouraged colonial people to follow their example. Many non-Russians received education in the USSR’s University of the Peoples of the East. By the time the Second World War broke out, the USSR had given socialism a global face and world stature.

Q.3- What were the social, economic and political conditions in Russia before 1905?
Ans. Social conditions: People of different social status, classes, religions and diverse nationalities were there. Imposition of Russian language was made to belittle the cultures of these people. Main groups of Russian population were farmers, workers, landowners, capitalists, industrialists and traders.
Economic conditions: 85 percent of Russians were agriculturists. Agriculture provided employment to a vast population. Cultivators produced food for market as well as their own needs.
Political conditions: Nobles got their power and position through their services to the Tsar, not through local popularity. This was unlike France where peasants respected nobles and fought for them. In Russia, peasants wanted the land of the nobles; they refused to pay rent and even murdered landlords.

VALUE BASED QUESTION:
Q.1. Why socialists were against private property?
Q.2. Mention the demands of the workers who went on strike at St. Petersburg in 1904.
Q.3. Discuss the causes that led to the Revolution of 1917
CHAPTER 3: NAZISM AND THE RISE OF HITLER

CONCEPTS:

BIRTH OF THE WEIMER REPUBLIC: Germany fought the First World War (1914–1918) along with the Austrian empire and against the Allies (England, France and Russia). Germany initially made gains by occupying France and Belgium. However, the Allies won defeating Germany and the Central Powers in 1918. A National Assembly met at Weimer and established a democratic constitution with a federal structure. The republic, however, was not received well by its own people largely because of the terms it was forced to accept after Germany’s defeat at the end of the First World War. Many Germans held the new Weimer Republic responsible for not only the defeat in the war but the disgrace at Versailles.

The Effects of the War: The war had a devastating impact on the entire continent both psychologically and financially. From being a creditor, Europe became a debtor. The supporters of the Weimer Republic were criticised and became easy targets of attack in the conservative nationalist circles. Soldiers came to be placed above civilians. Aggressive war propaganda and national honour became important.

Political Radicalism and Economic Crisis: The birth of the Weimer Republic coincided with the uprising of the Spartacist League on the pattern of the Bolshevik Revolution in Russia. The Spartacists founded the Communist Party of Germany. Political radicalisation was heightened by the economic crisis of 1923. As Germany refused to pay the war reparations, France occupied its leading industrial area, Ruhr. Germany retaliated with printing paper currency recklessly. The value of the mark collapsed. Prices of goods soared. There was hyperinflation.

The Years of Depression
1924–1928 saw some stability, yet it was built on sand. Germany was totally dependent on short term loans, largely from the USA. This support was withdrawn with the crash in 1929 of the Wall Street Exchange. German economy was hit badly. The middle class and working population was filled with the fear of Proletarianisation. The Weimer Republic had some inherent defects:
1. Proportional Representation
2. Article 48 which gave the President the powers to impose emergency, suspend civil rights and rule by decree.
HITLER’S RISE TO POWER

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

The Destruction of Democracy — Hitler achieved the highest position in the cabinet of ministries on 30 January 1933. Hitler now set out to dismantle the structures of democratic rule. The Fire Decree of 28 February 1933 suspended civic rights like freedom of speech, press and assembly. Communists were hurriedly packed off to new established concentration camps. All political parties were banned. Special surveillance and security forces were created to control the people and rule with impunity.

Reconstruction: Economist Hjalmar Schacht was given the responsibility of economic recovery. This was to be done through a state funded work creation programme. Hitler pulled out of the League of Nations in 1933, reoccupied the Rhineland in 1936 and integrated Austria and Germany in 1938 under the slogan: One people, one empire, one leader. He then took Sudetenland from Czechoslovakia. Hitler had the unspoken support of England. Hitler did not stop here. He chose war as a way out of the Economic Crisis. Resources was to be accumulated through expansion of territory. In September 1940 Germany invaded Poland. This started a war with France and England. USA resisted involvement in the war. But when Japan extended its support to Hitler and bombarded Pearl Harbour, the USA entered the war. The war ended in 1945 with Hitler’s defeat and the US bombing of Hiroshima and Nagasaki in Japan.

THE NAZI WORLD VIEW

According to Nazi ideology there was no equality between people, but only racial hierarchy. The Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were considered undesirable. They wanted a society of pure and healthy Nordic Aryans. Jews, gypsies, blacks, Russian, Poles, even certain Germans and abnormal were considered undesirable. The other aspect of Hitler’s ideology related to the geopolitical concept of Lebensraum, or living space. Jews were the worst sufferers in Nazi Germany. Hitler believed in pseudoscientific theories of race which said that conversion was no solution to the Jewish problem. It had to be solved through their total elimination. From 1933–1938 — the Nazis terrorised, pauperised and segregated the Jews, compelling them to leave the country. The next phase, 1939–1945, aimed at concentrating them in certain areas and then killing them in gas chambers in Poland.

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The Racial Utopia
Genocide and war became two sides of the same coin. Occupied Poland was divided. Poles were forced to leave their homes and properties behind to be occupied by ethnic Germans brought in from occupied Europe.

YOUTH IN NAZI GERMANY
Hitler felt that a strong Nazi society could be established by teaching Nazi ideology to children. All schools were given German teachers. Children were divided into two groups - desirable and undesirable. Textbooks were rewritten, functions of sports in schools was to nurture the spirit of violence and aggression. Ten-year-olds had to enter Jungvolk. At 14, all boys joined ‘Hitler Youth.’ they joined the Labour Service at 18.

The Nazi Cult of Motherhood - Women was told to be good mothers and bear pure blooded Aryan children. They were encouraged to produce many children.

The Art of Propaganda - the Nazi regime used language and media with care and often to great effect. They used films, pictures, radio, posters, etc. to spread hatred for Jews.

Crimes against Humanity - People saw the world through Nazi eyes and spoke the Nazi language. At times even the Jews began to believe in the Nazi stereotypes about them.

Knowledge about the Holocaust - It was only after the war ended that people came to know about what had happened. The Jews wanted the world to know about the atrocities and sufferings they had endured during the Nazi killing operations. They just wanted to live, even if it was for a few hours, to tell the world about the Holocaust.

Very short answer type Questions [1 MARK]
Q.1. Why did Helmut's father kill himself in the spring of 1945?
Ans: He feared revenge by the Allied Powers

Q.2. Why did the Nuremberg Tribunal sentence only 11 Nazis to death for such a massive genocide?
Ans: The Allies did not want to be harsh on the defeated Germany as they had been after World War I

Q.3. Who was called the ‘November criminals’?
Ans: The supporters of Weimar Republic

Q.4. War in 1917 led to the strengthening of Allies and the defeat of Germany because of entry of.......
Ans: The USA

Q.5. The National Assembly met at Weimer and decided to establish......
Ans: A democratic constitution with a federal structure.

Q.6. What was ‘Dawes Plan’?
Ans: A plan which reworked the terms of reparation to ease financial burden on the Germans.
Q.7. What was the slogan coined by Hitler when he followed his aggressive foreign policy?
Ans: One people, one empire, and one leader

Q.8. Which incident led to the start of World War II?
Ans: German invasion of Poland

Q.9. When did Germany attack the Soviet Union?
Ans: 1941

Q.10. Which incident persuaded the USA to join the war?
Ans: Helplessness of England and France

Q.11. When did the Second World War come to an end?
Ans: May 1945

Q.12. According to the Nazis, which people were to be regarded as desirable?
Ans: Pure and healthy Nordic Aryans.

SHORT ANSWER TYPE QUESTIONS [3 MARKS]:

Q.1. Describe what happened to Germany after its defeat in the First World War.
Ans. 1- World War I, ended with the Allies defeating Germany and the Central powers in November 1918.
2- The Peace Treaty at Versailles with the Allies was a harsh and humiliating treaty. Germany lost its overseas colonies, a tenth of its population, 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France, Poland, Denmark and Lithuania.
3- The Allied Powers demilitarised Germany to weaken its power. Germany was forced to pay compensation amounting to 6 billion.

Q.2. Give reasons for Hitler’s rise to power.
Ans (i) The economic crisis: Germany had to face a great economic crisis after the First World War. Many soldiers were no longer in service, so they became unemployed. Trade and commerce was ruined. Germany was in the grip of unemployment and starvation.
(ii) Exploiting the mentality of the Germans: The Germans had no faith in democracy. It was against their culture and tradition. They at once gave their support to a strong man like Hitler who could transfer their dreams into reality.
(iii) Making the best use of his personal qualities: Hitler was a powerful orator, an able Organiser.

Q.3. Explain the following terms:
(a) A Racial State (b) Propaganda (c) Jungvolk
Ans (a) Racial State: Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as ‘undesirable’ in the extended empire. Nazis only wanted a society of ‘pure and healthy Nordic Aryans’. They alone were considered ‘desirable’.

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(b) Propaganda: The Nazi regime used language and media with care and often to great effect. They used films, pictures, radio, posters, etc. to spread hatred for the Jews. Propaganda is a specific type of message directly aimed at influencing the opinion of people through the use of posters, films, speeches etc.

(c) Jungvolk: These were Nazi youth groups for children below 14 years of age. Youth organisations were made responsible for educating German youth in ‘the spirit of National Socialism’. Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organisation.

Q.4. Explain the role of women in Hitler’s Germany.
Ans. 1. According to Hitler’s ideology, women were radically different from men.
2. The democratic idea of equal rights for men and women was wrong and would destroy society.
3. While boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and rear pure blooded Aryan children.

Q.5. Explain the main views of Hitler as expressed in his book 'Mein Kampf'.
Ans. Adolf Hitler wrote a book entitled ‘Mein Kampf’. Its literal meaning is ‘My Struggle’. This book expresses some of the most monstrous ideas of the Nazi movement.
1. He glorified the use of force and brutalities and the rule by a great leader and ridiculed internationalism, peace and democracy.
2. These principles were accepted by all followers of Hitler.
3. Throughout Germany an atmosphere of terror was created. Hitler glorified violent nationalism and extolled war.
4. He wrote this book at the age of 35, it is an autobiographical book; in this book Hitler has poured out his hatred for democracy,
5. He also revealed his bitterness over German surrender in World War I.

Q.6. Why is Nazism considered a calamity not only for Germany but for the entire Europe?
Ans. Nazi ideology specified that there was racial hierarchy and no equality between people.
1. The blond, blue-eyed Nordic German Aryans were at the top, while the Jews were located somewhere on the lowest rung of the ladder.
2. The number of people killed by Nazi Germany was 6 million Jews, 200,000 Gypsies, 1 million Polish civilians, 70,000 Germans.
3. Nazism glorified the use of force and brutality. It ridiculed internationalism, peace and democracy.
4. Nazi Germany became the most dreaded criminal state. Hitler chose war as the way out of approaching the economic crisis.
5. Germany invaded Poland. This started a war with France and England in September 1940.
Q.7. What happened in schools under Nazism?
Ans. 1. All schools were cleansed and purified.
2. This meant that teachers who were Jews or seen as politically unreliable were dismissed.
3. Children were segregated — Germans and Jews could not sit together or play together.
4. Later on the undesirable children — the Jews, the physically handicapped, gypsies — were thrown out of schools

Q.8. ‘In my state the mother is the most important citizen.’ Discuss this statement made by Hitler.
Ans. 1. Though Hitler said that in my state the mother is the most important citizen, it was not true.
2. All mothers were not treated equally. Women who bore racially desirable children were awarded, while those who bore racially undesirable children were punished.
3. Women who bore ‘desirable’ children were entitled to privileges and rewards. They were given special treatment in hospitals and concessions in shops and on theatre tickets and railway fares.

LONG ANSWER TYPE QUESTIONS [5 MARKS]:
Q.1. Give reasons why the Weimar Republic failed to solve the problems of Germany?
Ans. 1. The birth of the Weimar Republic coincided with the uprising of the Spartacus League on the pattern of the Bolshevik Revolution in Russia.
2. The Democrats, Socialists and Catholics opposed it. They met in Weimar to give shape to a democratic republic.
3. The republic was not received well by its own people largely because of the terms it was forced to accept after Germany’s defeat at the end of the First World War.
4. Many Germans held the new Weimar Republic responsible for not only the defeat in the war but the disgrace at Versailles. This republic was finally crippled by being forced to pay compensation. Soon after the economic crisis hit Germany in 1923, the value of German mark fell considerably.
5. The Weimar Republic had to face hyperinflation. Then came the Wall Street exchange crash in 1929.
Q.2. Why was Nazism considered to be a negation of both democracy and socialism?
Ans. 1. After assuming power on 30th January 1933, Hitler set out to dismantle the structure of democratic rule.
2. The Fire decree of 28th February 1933 indefinitely suspended civic rights like freedom of speech, press and assembly that had been guaranteed by the Weimar constitution.
3. The repression of the Jews and Communists was severe. On 3rd March 1933, the famous Enabling Act was passed. This Act established dictatorship in Germany.
1. This Act gave Adolf Hitler all political and administrative power to sideline the German parliament.
2. All political parties of Germany and trade unions were banned except for the Nazi party and its affiliates. The state established complete control over the economy, media, army and judiciary.
3. Special surveillance and security forces besides the existing regular police force, the Gestapo, the SD plus the extra-constitutional powers of these newly constructed forces gave the Nazi state its reputation of being the most dreaded criminal state.

Q.3. Describe Hitler’s rise to power with reference to his……
(a) Policy towards the youth (b) His personal qualities (c) Development of the art of propaganda
Ans. (a) **Policy towards youth:** Hitler was fanatically interested in the youth of the country. He felt that a strong Nazi society could be established only by teaching children the Nazi ideology. This required a control over the child, both inside and outside school. Good German children were subjected to a process of Nazi schooling, a prolonged period of ideological training. Youth organisations were made responsible for educating the German youth in ‘the spirit of National Socialism’. Ten-year-olds had to enter Jungvolk. At 14, all boys had to join the Nazi youth organisation
(b) **His personal qualities:** Hitler was a tireless worker and an able organiser. He had a charming personality. He was an effective orator. Bitterly anti-Communist, he promised to save the country from the onslaught of communism. He won over the nationalists by promising to vindicate national honour by repudiating the Treaty of Versailles
(c) **Development of the art of propaganda:** The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices were not only deceptive, they were chilling. Nazis never used words “kill” or “murder” in their official communications.

Ans. 1. Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as “undesirable” in the extended empire were mentally or physically unfit Germans, Gypsies, blacks, Russians, Poles.
2. But Jews remained the worst sufferers in Nazi Germany. They were stereotyped as ‘killers of Christ and usurers’. Until medieval times, Jews were barred from owning land.
3. They survived mainly through trade and moneylending. They lived in separately marked areas called ‘ghettos’.
4. They were often persecuted through periodic organised violence and expulsion from land.
5. All this had a precursor in the traditional Christian hostility towards Jews for being the killers of Christ. However, Hitler’s hatred of the Jews was based on pseudo-scientific theories of race, which held that conversion was no solution to ‘the Jewish problem’. It could be solved only through their total elimination.

Q.5. What were the effects of peace treaty on Germany after the First World War?

3. He joined the German Workers Party and renamed it National Socialist German Workers Party. This later came to be known as the Nazi Party.
4. Hitler promised to build a strong nation, undo the injustice of the Versailles Treaty and restore the dignity of the German people. After first World War, Germany was compelled to sign this treaty under the threat of war.
5. In September 1939, Germany invaded Poland. In 1940, a Tripartite Pact was signed between Germany, Italy and Japan, strengthening Hitler’s claim to international power. Puppet regimes, supportive of Nazi Germany, were installed in a large part of Europe. Hitler then attacked the Soviet Union.

HOTS:

Q.1. Describe the main provisions of Treaty of Versailles.

Ans. The Treaty of Versailles was harsh and humiliating peace for the Germans.
(i) Germany lost all its overseas colonies, a tenth of its population.
(ii) 13 per cent of its territories, 75 per cent of its iron and 26 per cent of its coal to France.
(iii) Germany was demilitarised to weaken its power.
(iv) The war guilt clause held Germany responsible for war and damages the Allied countries suffered. It was forced to pay a compensation amounting to £6 billion.
(v) The Allied forces occupied the resource-rich Rhineland till the 1920s.

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Q.2. How did the ordinary Germans react to Nazism?
Ans. 1- Many saw the world through Nazi eyes and spoke their mind in Nazi language.
2- They felt hatred and anger even when someone they thought who looked like a Jew.
3- They reported against Suspected Jews and marked their houses.
4- They believed Nazism would make them prosperous and happy. The large numbers of Germans were passive onlookers, too scared to act, to differ or protest.

Q.3. From whom did Hitler borrow his racist ideology? Explain
Ans. 1- Hitler borrowed his racist ideology from thinkers like Charles Darwin and Herbert Spencer.
2- Darwin was a natural scientist who tried to explain the creation of plants and animals through the concept of evolution and natural selection.
3- Herbert Spencer later on added the idea of survival of the fittest. According to this idea, only those species survived on earth that could adapt themselves to changing climatic conditions.
4- Darwin never advocated human intervention in what he thought was a purely natural process of selection.
5- However, his ideas were used by racist thinkers and politicians to justify imperial rule over conquered people.

VALUE BASED QUESTIONS:
Q.1. Why did USA enter into the Second World War?
Q.2. What was the promises made by Hitler to people of Germany?
Q.3. How did Hitler use scientific principles to further his ideology? Why was it incorrect?
Part 2: Geography

CHAPTER-1 INDIA — SIZE AND LOCATION

CONCEPTS

Location
India lies entirely in the Northern Hemisphere. India’s mainland extends between 8°4’N to 37°8’N latitudes and 68°7’E to 97°25’E longitudes. The Tropic of Cancer (23°30’N) divides India into two almost equal parts.

Size: Covering an area of 3.28 million square kilometres, India’s total area is 2.4% of the total geographical area of the world. India is the world’s seventh largest country with a land boundary of about 15,200 km, with total length of the coastline being 7,516.6 km. India’s east-west extent appears to be smaller than the north-south extent.

India and the World: The Indian landmass is centrally located between West and East Asia. India’s protruding Deccan Peninsula helped India to establish close contacts with West Asia, Africa and Europe, South-east and East Asia. India’s contacts with the world via land routes are much more than her maritime contacts. India has contributed a lot to the world in forms of ideas, philosophies (Upanishads, Ramayana, Panchtantra) and mathematics (Indian numerals and decimal system). In exchange, India’s architecture was influenced by Greek sculpture and architectural styles from West Asia.

India’s Neighbours: India has an important position in South Asia and has 29 States and 7 Union Territories. India shares its boundaries with Pakistan, Afghanistan, China, Nepal, Bangladesh, Myanmar and Bhutan. The southern neighbours across the sea consist of the two island countries, namely Maldives and Sri Lanka. India stands apart from the rest of Asia.

Very short answer type Questions [1 MARK]

Q.1. Indian Standard Time or I.S.T. is how many hours ahead or behind of G.M.T. or Universal Time?
Ans. 5 hrs. 30 min. ahead of G.M.T.

Q.2. Which Canal has reduced India’s distance from Europe by 7000 km?
Ans. Suez Canal

Q.3. The Standard Meridian of India, 82°30’E passes through which of the following places?
Ans. Mirzapur in Uttar Pradesh

Q.4. From Arunachal Pradesh to Gujarat there is a time lag of.....
Ans. 2 hours

Q.5. Approximately what is the latitudinal and longitudinal extent of the mainland of India?
Ans. 30°
Q.6. By which geographical feature is India bounded in the north-west, north and north-east?
Ans. Young Fold Mountains
Q.7. What is India’s size with respect to other countries of the world?
Ans. Seventh
Q.8. The total area of India’s landmass is......
Ans. 3.28 million square km
Q.9. Which group of the islands belonging to the Indian Territory lies in the Arabian Sea?
Ans. Lakshadweep
Q.10. Which of the group of islands belonging to the Indian territory lies in the Bay of Bengal?
Ans. Andaman and Nicobar Islands
Q.11. Which latitude passes through the southern-most point of India’s mainland?
Ans. 8°4’N
Q.12. Which of the parallel of latitude divides India into two almost equal parts?
Ans. Tropic of Cancer
Q.13. Which of the following is the longitudinal extent of India?
Ans. 68°7’E and 97°25’E
Q.14. Which of the places of India is located on the three seas?
Ans. Kanniyakumari
Q.15. Which Union Territories is located along the west coast of India?
Ans. Dadra and Nagar Haveli
Q.16. How many states and Union Territories are there in India?
Ans. 29 states and 7 Union Territories
Q.17. Which port of India is closest to the Suez Canal route?
Ans. Mumbai
Q.18. Which longitude line is selected as the Standard Meridian for India?
Ans. 82°30’E
Ans. Eight
Q.20. The easternmost longitude of India is......
Ans. 97° 25’ E
Q.21. Which line divides India into approximately two equal parts?
Ans. Tropic of Cancer
SHORT ANSWER TYPE QUESTIONS (3 MARKS)

Q.1. Why 82°30' E has been selected as the Standard Meridian of India?
Ans. A globe has 24 time zones, each of 15 longitudes. Local time in each zone at the middle longitude (divided by 7°30') is taken as Standard Time. As 82°30'E is divisible by 7°30', a standard by all countries, India selected this odd value.

Q.2. Why is the difference between the durations of day and night hardly felt at Kanyakumari but not so in Kashmir?
Ans. (i) Places near the Equator experience almost equal duration of day and night as the Sun shines overhead throughout the year.
(ii) Going away from Equator towards the Poles, the durations of day and night go on differing.

Q.3. Find out the number of Union Territories along the western and eastern coasts.
Ans. Union Territories on the western coast of India are four in number — Diu and Daman, Dadra and Nagar Haveli, Mahe (Pondicherry) and Lakshadweep. Union Territories on the eastern coast of India are two Pondicherry and Andaman and Nicobar Islands.

Q.4. Areawise which is the smallest and which is the largest state?
Ans. The smallest State in India is Goa and the largest State is Rajasthan.

Q.5. Find out the States which do not have an international border or lie on the coast.
Ans. Haryana, Madhya Pradesh, Chhattisgarh, Jharkhand.

Q.6. Classify the states into four groups each having common frontiers with (i) Pakistan (ii) China (iii) Myanmar and (iv) Bangladesh
Ans. (i) States having common frontiers with Pakistan are Jammu and Kashmir, Punjab, Rajasthan and Gujarat.
(ii) States having common frontiers with China are Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh.
(iii) States having common frontiers with Myanmar are Arunachal Pradesh, Nagaland, Manipur and Mizoram.
(iv) States having common frontiers with Bangladesh are West Bengal, Meghalaya, Assam and Tripura.

Q.7. The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west but the watches show the same time. How does this happen?
Ans. The local time difference arises because the sunrise is earlier in the east than in the west. However, the watches show the same time because Indian Standard Time is reckoned from a single meridian 82½ degree that passes through Mirzapur in Uttar Pradesh.
Q.8. The central location of India at the head of the Indian Ocean is considered of great significance. Why?
Ans. The location of India at the head of the Indian Ocean has helped India in establishing close contacts with West Asia, Africa and Europe from the Western coast and with South East and East Asia from the Eastern coast.

Q.9. What is the longitudinal extent of India? State its two implications.
Ans. The mainland of India extends between longitudes 68°7’E and 97°25’E. The East-West extension is 2933 km in length. The longitudinal extension shows that India is located in the Eastern Hemisphere and places can be located with reference to longitudes.
On account of the 30° longitudinal extension (97°25’–68°7’= 29°18’, approximately 30°) there is a time difference of 2 hours (30°×4 min = 120 mins or 2 hours) in local time between the Eastern and Western limits of India. However, a standard time (5 hours 30 min ahead of G.M.T.) is adopted according to the local time of the central meridian of the country, 82°30E.

Q.10. Describe briefly the geographic location of India in Asia. What is the significance of India’s geographic location?
Ans. The Indian landmass has a central location between the East and the West Asia. India is a southward extension of the Asian Continent. The trans-Indian Ocean routes which connect the countries of Europe in the west and the countries of East Asia provide a strategic central location to India. The Deccan Peninsula protrudes into the Indian Ocean, thus helping India to establish close contact with oil rich countries of West Asia as well as Africa and Europe from the western coast and the Southeast and East Asia from the eastern coast via sea and ocean routes and air routes.
LONG ANSWER TYPE QUESTIONS (5 MARKS)

Q.1. Which are the countries with which India shares land boundaries? Write a short note about India’s position among its neighbours.

Ans. India shares its land boundaries with Pakistan and Afghanistan in the North West, China (Tibet), Nepal and Bhutan in the North and Myanmar and Bangladesh in the East. India stands apart from the rest of Asia with the Himalayas acting as a natural barrier to the North and North West and the Purvanchals in the North East. Thus, the land boundary of India is protected by mountain ranges, giving India a safer location with respect to its neighbours. India occupies the most eminent position within the Indian subcontinent and has strong geographical and historical links with its neighbours. India shares strong bilateral relationships with its neighbours socially, culturally and economically. Social and cultural exchange with our neighbours has strengthened our position on account of our rich cultural heritage. Economically, we have good trade relations with our neighbours. Politically also, we share good relations with most of our neighbours. The SAARC endeavours to maintain good relations among the neighbouring countries in South Asia.

Q.2. Write a note on the location and size of India

Ans. India is a vast country. It is located in South Asia. From south to north India’s mainland extends between 8°4N and 37°6N latitudes. It is located in the Northern Hemisphere. The Tropic of Cancer (23°30N) passes roughly through the middle of the country. From West to East India extends between 68°7E and 97°25E longitudes. It is located in the Eastern Hemisphere. To the southeast of India’s mainland lie the Andaman and Nicobar Islands in the Bay of Bengal and to the southwest lays the Lakshadweep Islands in the Arabian Sea. The landmass of India covers an area of 3.28 million square km. From the point of view of size, it is the seventh largest country of the world. It accounts for 2.4 per cent of the total geographical area of the world. It has an East-West extent of 2933 km from Arunachal Pradesh to Kachchh in Gujarat and a North-South extent of 3214 km from Kashmir to Kanniyakumari. India’s land boundary extends for about 15,200 km. It has a long coastline of 7516.6 km including Andaman and Nicobar and Lakshadweep Islands. With a population of over 1000 million, India is the second most populous country of the world after China. The lofty ranges of the Himalayas and other mountains form a natural geographical boundary in the North West, North and North East. The Southern part of the country is in form of a peninsula, tapering towards the Indian Ocean in the South. It is bounded by Arabian Sea in the South West and Bay of Bengal in the South East.

Q.3. Write a note on the Indian Standard Time? Why is there a time difference of almost 2 hours from Arunachal Pradesh to Gujarat?

Ans. On account of the vast longitudinal extent of India there is a time lag of two hours in local time between its western and eastern limits. Hence, for the sake of convenience a
standard time is adopted for the entire country. The central meridian of the country, 82°30’E longitude, has been selected as the Standard Meridian of India. It passes through Mirzapur in Uttar Pradesh. The local time along this meridian is taken as the standard time of India, which is 82°30’× 4 min = 330 minutes or 5 hrs.30 min ahead of G.M.T. Because India is located to the east of Greenwich Meridian, the time is ahead of G.M.T. or Universal Time. India has a longitudinal extent of more than 29°, with the 68°7’E longitude bounding its western limit in Kachchh in Gujarat and 97°25’E bounding its eastern limit in Arunachal Pradesh (97°25’– 68°7’= 29°18’).

For each 1° longitude there is a time difference of 4 minutes. For 29° longitudes there will be a time difference of 4 × 29° = 116 minutes or 1 hrs. 56 minutes, approximately 2 hours. Hence, there is a time difference of almost two hours in the local time of Arunachal Pradesh and Gujarat with the sun rising almost two hours earlier in Arunachal Pradesh compared to Gujarat.

Q.4. How many states form the Union of India? Write a note on the smallest and the largest Indian states.

Ans. For administrative convenience, our vast country has been divided into political units – the states and the Union Territories. The administrative divisions have been made mainly on the basis of language. At present, India is a union of 29 states and 7 Union Territories including the National Capital Territory of Delhi. Delhi is the national capital of India. From the point of view of size, Rajasthan is the largest states while Goa is the smallest state. Rajasthan, the largest state, has an area of about 342 thousand sq. km. It lies to the west of India. It shares its boundary with our neighbouring country of Pakistan in the west. In its east lie the states of Uttar Pradesh and parts of Madhya Pradesh. To its north lie Punjab and Haryana. Gujarat and parts of Madhya Pradesh lie to its south. The Thar Desert or the Indian Desert is located in Rajasthan. Jaipur is the capital of Rajasthan. Goa, the smallest states of India, has an area of only 3,702 sq. km. (appr. 3.7 thousand sq. km.). The Arabian Sea lies to the west of Goa. To its north lies Maharashtra and to its east and south lies Karnataka. Panaji is the capital of Goa.

Q.5. What are the two groups of Indian islands? Write a note on each, describing its geographic position with relation to India.

Ans. The two groups of islands which are part of the Indian Union are the Andaman & Nicobar Islands and the Lakshadweep Islands. The Andaman and Nicobar Islands lie to the southeast of Indian mainland in the Bay of Bengal. The Lakshadweep Islands lie in the Arabian Sea to the southwest of India’s mainland, close to the Malabar Coast of Kerala. The Andaman and Nicobars are formed of the Great Andamans and the Little Andamans in the north and Nicobar Islands in the south. They are groups of numerous big and small islands. The southernmost point of the Indian Union is located in one of these Islands. These islands are of great strategic importance to India. They lie close to the equator and have equatorial climate. They lie along the trans-Indian Ocean route and close to the
southern and Southeast Asia. Port Blair is the official headquarters of Andaman and Nicobar. The Lakshadweep Islands are a group of small coral islands lying close to the southern section of the west coast of India. In 1973 the Laccadive, Minicoy and Amindive Islands were renamed as Lakshadweep. It covers a small area of 32 sq. km. Kavaratti Island is the administrative headquarters of Lakshadweep. Both the group of islands are rich in flora and fauna and natural beauty, enhancing India’s geographical entity.

**Hots and Value based Questions**

Q-1 Why is India often referred to as a sub-continent?
Q-2 Ahmedabad will see the sun overhead twice in a year. Why? Explain it.
Q-3 How much is the distance reduced between India and Europe after opening of Suez canal ?
Q-4 How has India’s geographic location aided the nation?
Q-5 The Tropic of Cancer passes half-way through the country. What does this imply?

**MAP WORK (4 MARKS)**

Q.1. In the following outline map of India, label the following:
(a) The Tropic of Cancer (b) The Standard Meridian of India (c) The Lakshadweep Islands 
(d) The Palk Strait
Q.2. In the following outline map of India, label the following:
(a) Nepal (b) Andaman and Nicobar Islands (c) Sikkim (d) Tripura
Q.3. Label the following in the outline map of India.
(a) Goa (b) Assam (c) Kerala (d) Manipur

**CHAPTER 2 PHYSICAL FEATURES OF INDIA**

**CONCEPTS**

**Location**

India has all major physical features of the Earth, i.e. mountains, plains, deserts, plateaus and islands. In India the soil colour varies from place to place as it is formed from different types of rocks. India has varied physical features whose formation can be explained on the basis of the ‘Theory of Plate Tectonics’. According to the theory of Plate Tectonics the seven major and minor plates that form the Earth’s crust keep moving, causing stress and thus leading to folding, faulting and volcanic activity. The physical features of India can be grouped under the following physiographic divisions:

(i) The Himalayan Mountains   (ii) The Northern Plains   (iii) The Peninsular Plateau
(iv) The Indian Desert   (v) The Coastal Plains   (vi) The Islands

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**The Himalayan Mountains**
The Himalayas are young-fold Mountains which are the loftiest and one of the most rugged mountain barriers of the world. The Himalayas are 2400 km long, 400 km to 150 km wide from Kashmir to Arunachal Pradesh respectively.
- The Himalayas have three parallel ranges in the longitudinal extent namely:
  - Great or Inner Himalayas also called Himadri. — Middle Himalayas or Himachal. — Outer Himalayas or Shivalik.
- The Himalayas can be divided into four sections:
  - Punjab Himalayas — between Indus and Satluj.—Kumaon Himalayas — between Satluj and Kali.
  - Nepal Himalayas — between Kali and the Tista.—Assam Himalayas— Between Tista and the Dibang (Tsangpo).

**The Northern Plains**
The Northern Plains spread over an area of 7 lakh sq. km, 240 km long and 240 km to 320 km broad. The rivers that flow to the plains from the mountains are involved in depositional work. Difference in relief causes the Northern Plain to have four regions.
- **Bhabar**— laying at the foot of Shivalik, a narrow 8 to 16 km wide belt of pebbles.
- **Terai**— lying next to Bhabar, a wet and marshy area with wildlife and forests.
- **Bangar**— Older alluvium plain which rises above the level of the flood plains.
- **Khadar**— Younger alluvium of the flood plains.

**The Peninsular Plateau:**
- The Peninsular Plateau is the tableland formed due to the breaking and drifting of the Gondwanaland.
- The plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau.
- The eastward extensions of Peninsular Plateau are locally known as Bundelkhand and Baghelkhand. The Chhota Nagpur Plateau marks the further eastward extension drained by the Damodar river.
- The Deccan Plateau, a triangular mass, lies to the south of the river Narmada.
- The western and eastern edges of the Deccan Plateau are marked by the Western Ghats and the Eastern Ghats respectively.
- The Western Ghats are higher than the Eastern Ghats.
- A distinct feature of the peninsular plateau is the black soil area known as Deccan Trap.

**The Indian Desert**
- The undulating sandy plain covered with sand dunes towards the western margins of the Aravalli Hills is the Indian Desert.
- Crescent shaped dunes called barchans cover large parts of the Indian Desert.
- Luni is the only large river in this region.

**The Coastal Plains**
- The narrow coastal strips flank the Peninsular Plateau.
• On the west the coastal strips are divided into Konkan (Mumbai-Goa), Kannad Plain and the Malabar coast from northern to southern part.
• On the east the coastal strip is divided into Northern Circar and the Coromandal Coast from northern to southern part.

The Islands
• The Lakshadweep Islands group in the Arabian Sea is close to Kerala.
• The Lakshadweep Islands were formerly known as Laccadive, Minicoy and Amindive.
• The Andaman and Nicobar Islands are an elongated chain of islands located in the Bay of Bengal.
• The Andamans and Nicobar Islands are an elevated portion of submarine mountains.

Very short answer type Questions [1 MARK]
Q.1. According to the ‘Theory of Plate Tectonics,’ the earth’s crust is formed of how many major plates?
Ans. Seven
Q.2. According to the ‘Theory of Plate Tectonics,’ the movement of the plates result in some geological activity. Which one of the following is not such a geological activity?
Ans. Glaciation
Q.3. According to the ‘Theory of Plate Tectonics,’ when some plates come towards each other, which of the following is formed?
Ans. Convergent boundary
Q.4. According to the ‘Theory of Plate Tectonics,’ when some plates move away from each other, which of the following is formed?
Ans. Divergent boundary
Q.5. A landmass bounded by sea on three sides is referred to as ...
Ans. Peninsula
Q.6. Which of the following divisions of India has the oldest landmass?
Ans. The Peninsular Plateau
Q.7. The Peninsular Plateau of India is part of which of the following landmass?
Ans. Gondwanaland
Q.8. Geologically, which of the following physiographic divisions of India is supposed to be one of the most stable land blocks?
Ans. The Peninsular Plateau
Q.9. From the point of view of geology, which of the following physiographic divisions of India is considered to be an unstable zone?
Ans. The Himalayan Mountains
Q.10. Which of the following are young-fold mountains?
Ans. The Himalaya

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Q.11. The Himalayas consist of three parallel ranges in its longitudinal extent. Which of the following is the name of the northern-most range?
Ans. The Himadri

Q.12. Which of the following is the highest peak in India?
Ans. Kanchenjunga

Q.13. Which islands of India are called Coral Islands?
Ans. Lakshadweep

Q.14. A narrow gap in a mountain range providing access to the other side is ...
Ans. Pass

Q.15. The wet and swampy belt of the Northern Region is known locally as ...
Ans. Terai

SHORT ANSWER TYPE QUESTIONS (3 MARKS)

Q.1. Describe the Theory of Plate Tectonics.
Ans. A plausible theory presented by earth scientists to explain the formation of continents and ocean basins and the various landforms is the ‘Theory of Plate Tectonics’. According to the theory, the crust of the earth has been formed out of seven major and some minor tectonic plates. According to the earth scientists, millions of years ago, the world comprised of a supercontinent ‘Pangaea’ surrounded by the primeval ocean ‘Panthalasa’. The present continents and intervening oceans were formed due to splitting of the crust into plates due to convection currents and drifting of these plates.

Q.2. Name the different major physiographic divisions of India. Write a note on any one of the physiographic divisions of India. (Important)
Ans. The major physiographic divisions of India are as follows:
(i) The Himalayan Mountains
(ii) The Northern Plains
(iii) The Peninsular Plateau
(iv) The Indian Desert
(v) The Coastal Plains
(vi) The Islands

The Coastal Plains: The Peninsular Plateau of India is flanked by a stretch of narrow coastal plains to its west and east. The Western Coastal Plain is a narrow strip of plain stretching along the Arabian Sea lying to its west and flanked by the Western Ghats to its east. The northern part of the West Coast is called the Konkan (Mumbai to Goa), the central stretch is called the Kannad while the southern part is called the Malabar Coast. The Eastern Coastal Plain is comparatively wide and level stretch running along the Bay of Bengal lying to its east with the Eastern Ghats rising to its west. It is known as Northern Circar in the north, while its southern part is referred to as the Coromandal Coast.

Q.3. How was the Great Northern Plains of India formed? Give a brief description.
Ans. The formation of the Himalayas due to upliftment of sediments out of the Tethys Sea and subsidence of the northern flank of the Peninsular Plateau resulted in the formation of a large basin.
Over millions of years this depression gradually got filled up with alluvium deposited by
the three major river systems – the Indus, the Ganga and the Brahmaputra flowing from
the Himalayas in the north. Sediments were also deposited by the tributaries of these
rivers rising from the mountains in the north as well as the Peninsular Plateau to its
south. As a result, the fertile Indo-Gangetic or Northern Plains, and the Brahmaputra
Plain in the northeast, were formed.
As the Himalayas gained in height, the rivers, glaciers and other agents of denudation
became increasingly active in erosion. As a result, large amount of silt got deposited in
the shrinking Tethys.
Q.4. Where are the Western and the Eastern Ghats situated? Write a small note on
each.  
Ans. The Western and the Eastern Ghats are situated in the Peninsular Plateau region.
The Western Ghats mark the western edge of the Deccan Plateau and lie parallel to the
Western Coast.
The Eastern Ghats mark the eastern edge of the Deccan Plateau. They stretch from the
Mahanadi Valley to the Nilgiri Hills in the south. The eastern coastal plain runs to its east.
The Western Ghats are continuous and regular and can be crossed only through passes
like the Thal, Bhor and the Pal Ghats. They are comparatively high in elevation (average
900 to 1600 metres). No major river cuts across the Western Ghats.
The Eastern Ghats are discontinuous and irregular. They are of relatively lower elevation
(average 600 m). They are dissected by rivers draining into the Bay of Bengal.
Q.5. Define tectonic or lithospheric plates.  
Ans. Earth scientists have put forward the view that the Earth’s crust or the lithosphere is
not a continuous block. It consists of several large and small, rigid, irregularly shaped
plates (slabs) which include continents and the ocean floor. These slabs are moving or
drifting in relation to each other by about 2.5 cm to 5 cm each year. These crustal slabs
are called tectonic or lithospheric plates. According to the ‘Theory of Plate Tectonics’ put
forward by the Earth scientists, the earth’s crust has been formed out of seven major and
some minor tectonic plates or lithospheric plates.
Q.6. Which plateau lies between the Aravali and the Vindhya range? Write a brief note
on this plateau.  
Ans. The Malwa Plateau lies between the Aravali hills and the Vindhya range. The Aravali
hills lie to the west of the plateau and the Vindhya range lies to its south.
The part of the peninsular plateau lying to the north of the Narmada river, covering a
major area of the Malwa plateau, is known as the Central Highlands. The Malwa plateau
lies in Madhya Pradesh. It is composed of extensive lava flows. There are rolling plains
separated by flat-topped hills. The plateau is largely broken in form of ravines near the
Chambal Valley in its east.
Q.7. What do you understand by 'duns'? Where are they situated in our country? Give any two examples of duns.
Ans. The longitudinal valleys lying between Lesser Himalaya and the Shivaliks are known as duns. Dehradun and Kotli Dun are two examples of duns.
Q.8. What are corals? Name and describe the island group which is of coral origin.
Ans. Corals are shortlivedmicroscopic organisms, which live in colonies. They flourish in shallow, mud-free and warm waters. They secrete calcium carbonate. The coral secretion and their skeletons form coral deposits. Lakshadweep islands group lying close to the Malabar Coast of Kerala is composed of small coral islands.
Q.9. Describe 'Bhabar' and 'Terai'.
Ans. Bhabar is pebble studded formation situated at the base of mountains and plains in the Himalayan region. Terai is a sloping land at the foothills of the Nepal Himalayas. Terai receives heavy rainfall and is densely forested.

LONG ANSWER TYPE QUESTIONS (5 MARKS)
Q.1. Write a note on the different parts of the Great Himalayan range.
Ans. 1. The Himalayas are the one of the loftiest and most rugged mountain systems of the world. The mountain ranges of the Himalayas run in a west-east direction from the Indus to the Brahmaputra, stretching along the entire northern boundary of India. Geologically they are young and structurally fold mountain system.
2. The Himalayas consists of three sections comprising parallel ranges running from west to east. The northern-most section is known as the Greater or Inner Himalayas. On account of its permanent snow cover and glaciers the section is also termed as Himadri. It is the most continuous section. The average height of these ranges is 6000 metres. All the prominent and loftiest peaks of the Himalayas are located here. Some of prominent peaks are the Everest (8848 m) in Nepal, Kanchenjunga (8598 m in Sikkim), Nanga Parbat (in Kashmir), Nanda Devi (Uttarakhand) and NamchaBarwa (in Tibet, near Arunachal Pradesh) and Dhaulagiri and Annapurna in Nepal.
3. To the south of Himadri lie the rugged ranges of the Lesser Himalayas or the Himachal. Their average width is 50 km. The average height ranges between 3700 and 4500 metres. The PirPanjal range, the DhaulaDhar and Mahabharat ranges are important ranges. The famous valley of Kashmir, the Kangra and the Kullu Valleys in Himachal are located in this range.
4. The outermost range of the Himalayas is called the Outer Himalayas or the Shivaliks. They extend over a width of 10-50 km. They are discontinuous ranges. Their average height is between 900 and 1100 metres. They are composed of unconsolidated sediments, gravel and alluvium brought down by the rivers that rise in the northern ranges. Hence, they are the youngest section of the Himalayas.
Longitudinal valleys known as duns lie between the Lesser Himalayas and Shivaliks, e.g., Dehra Dun, Kotli Dun, Patli Dun.

**Q.2. Describe the formation of India from Gondwanaland.**

**Ans.** According to the ‘Theory of Plate Tectonics’ presented by earth scientists, the earth’s crust is composed of tectonic plates. The movement of these plates have influenced the evolution of present landforms of India. The southern part of the ancient super-continent Pangaea is known as Gondwanaland. It included India, Australia, South Africa and South America as one single landmass. Geologically, the Peninsular Plateau, which is one of the oldest landmasses of the earth’s surface, was part of the Gondwanaland. Tectonic forces split the crust into a number of plates. A part of the Gondwanaland, the Indo-Australian plate, drifted northwards. This resulted in the collision of this plate with the much larger Eurasian plate. The intervening portion between Angaraland in the north and Gondwanaland in the south was occupied by Tethys Sea. Due to this collision, the sediments that had accumulated in the Tethys geosyncline was uplifted and folded. This resulted in the formation of the lofty Himalayas. The Himalayan upliftment out of the sediments of the Tethys Sea and subsidence of the northern flank of the Peninsular Plateau resulted in the formation of a large basin. Over millions of years the depression gradually got filled with deposition of sediments by the rivers flowing from the mountains in the north and the Peninsular Plateau in the south. The interplay of three major river systems – the Indus, the Ganga, the Brahmaputra and their tributaries formed a fertile, flat land of extensive alluvial deposits known as the Northern Plains.

**Q.3. Distinguish between the Northern Plains and the Peninsular Plateau.**

**Ans. The Northern Plains**

1. Geologically, the Northern Plains were formed in recent geological period.
2. Northern Plains are the most recent landform.
3. They are being formed and reshaped by the river systems.
4. It is a fertile, level land.
5. The Northern Plains are formed of alluvial deposits brought down by the rivers.
6. The Northern Plains are divided into three sections:
   (i) The Punjab Plains formed by Indus and its tributaries.
   (ii) The Ganga Plains in North India.
   (iii) The Brahmaputra Plain in Assam.
7. The Northern Plains are covered with rich, fertile alluvial soil, ideal for high agricultural production.

**The Peninsular Plateau**

1. Geologically, the Peninsular Plateau is part of the Gondwanaland, the southern part of ancient super-continent Pangaea.
2. The Peninsular plateau is part of oldest landmass.
3. It is one of the most stable land blocks.
4. It is a plateau or tableland with gently rising rounded hills and wide shallow valleys.
5. The Peninsular Plateau is composed of old crystalline igneous and metamorphic rocks.
6. The Peninsular Plateau is divided mainly into two broad divisions:
   (i) The Central Highlands and (ii) The Deccan Plateau.
7. A distinct feature of the Peninsular Plateau is the black soil area known as Deccan Trap. This soil is ideal for growth of cotton.


Ans. The eastern hills and mountains of the Himalayas running along the eastern boundary of India are known as Purvanchal. They are located in the northeastern states of India.

The river Brahmaputra marks the easternmost boundary of the Himalayas. Beyond the Dibang gorge, the Himalayas bend sharply to the south and spread along India’s eastern border. They are known as Purvanchal. They run mostly as parallel ranges with valleys in between. They are mostly composed of strong sandstone, a sedimentary rock. The Purvanchal are less spectacular than the Himalayas and are of medium height. The hills and ranges are covered with dense forests.

Some important hills of the Purvanchal are:
   (i) The Patkai Bum and Naga hills
   (ii) The Mizo hills and Manipur hills
   (iii) The Garo, Khasi and Jaintia hills along Meghalaya-Bangladesh border.
   (iv) The Dafla hills in the north.

Q.5. Describe the important features of the Peninsular Plateau.

Ans. The Peninsular Plateau of India lies to the south of the Northern Plains and extends up to the tip of the Indian peninsula. The Peninsular Plateau is a tableland with gently rising rounded hills and broad, shallow valleys. It is roughly triangular in shape.

It is the oldest and the most stable landmass of India. The plateau is formed of old crystalline igneous and metamorphic rocks.

The Peninsular Plateau consists of two broad divisions – the Central Highlands and the Deccan Plateau. The part of the Peninsular plateau lying to the north of the Narmada river is known as Central Highlands. It comprises of Malwa Plateau, Bundelkhand and Baghelkhand plateaus, the Vindhya Range and extends as Chhota Nagpur Plateau. The Aravalis are highly denuded old hills that lie on the western and northwestern margins of the Peninsular Plateau.

The part of the Peninsular Plateau lying to the south of river Narmada is known as Deccan Plateau. It is a triangular landmass with broad base in the north and tapers southward. It is formed due to lava flows, so a greater part of it is composed of basaltic rocks of volcanic origin. It is flanked by the Satpura range in the north. The Mahadev, the Kaimur hills and Maikal range from its eastern extensions.

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The Deccan Plateau is flanked by the Western Ghats in the west and Eastern Ghats in the east. The Western Ghats have comparatively higher elevation of average 900 to 1600 metres. The Eastern Ghats have an average elevation of 600 metres. So the plateau is higher in the west and slopes gently eastwards. The black soil area of the Deccan Plateau is known as Deccan Trap.

**Hotsand Value based questions**

Q-1. Where would one find most of the volcanoes and earthquake zones in the world and why?

Q-2. Which continents of today were part of the Gondwanaland?

Q-3. What are the uses of the Himalayas to India?

**MAP WORK (3 MARKS)**

Q.1. In the following map of India, mark and label the following:
   a. The Himadri range    b. The Shivaliks    c. The Purvanchal    d. The Malwa Plateau

Q.2. In the following map of India, mark and label the following:
   a. The Vindhyas    b. The Western Ghats    c. The Chhota Nagpur Plateau    d. The Aravalis

Q.3. In the following map of India, mark and label the following:
   a. The Eastern Ghats    b. The Khasi Hills    c. The Thar Desert    d. The Deccan Plateau
CHAPTER -3 DRAINAGE

The term drainage describes the river system of an area. The area drained by a single river system is called a drainage basin.

**DRAINAGE PATTERNS:**
1- Dendritic drainage  
2- Trellis drainage  
3- Rectangular drainage  
4- Radial drainage

**DRAINAGE SYSTEM IN INDIA**

It is divided into two major groups:
1- The Himalaya rivers  
2- The Peninsular rivers

1- **The Himalaya rivers:** - There are three main river systems.
   (i) The Indus river system  
   (ii) The Ganga river system  
   (iii) The Brahmaputra river system

2- **The Peninsular rivers:** - There are six major river systems.
   1- The Narmada Basin  
   2- Tapi Basin  
   3- The Godavari Basin  
   4- The Mahanadi Basin  
   5- The Krishna Basin  
   6- The Kaveri Basin

**LAKES**

There are two types of lakes:
1- Natural lakes  
2- Artificial lakes

**LAKES ARE OF GREAT VALUE TO HUMAN BEINGS.**

1- A lake helps to regulate the flow of a river.
2- During heavy rainfall, it prevents flooding.
3- Lakes used for developing hydel power.
4- Lakes moderate the climate of the surroundings.
5- Lakes help develop tourism and provide recreation.

**Role of Rivers in the Economy**

Rivers have been of fundamental importance throughout the human history. The river banks have attracted settlers from ancient times. Using river for irrigation, navigation, hydro-power generation is of special significance – particularly to a country like India, where agriculture is the major source of livelihood of the majority of its population.

**Very short answer type Questions [1 MARK]**

**Q.1.** Which one of the following cities of India is not located on a riverbank?
   Ans. Shillong

**Q.2.** Why have the river banks attracted settlers from ancient times?
   Ans. Water is a basic natural resource

**Q.3.** In which state are Nainital and Bhimtal located?
   Ans. Himachal Pradesh

**Q.4.** Which is the largest freshwater lake in India?
   Ans. Wular

**Q.5.** Which of the following lake is a lagoon in the coastal region of Orissa?
   Ans. Chilika

**Q.6.** Which river rises from the slopes of the Western Ghats in the Nasik district of
Maharashtra?
Ans. Godavari

Q.7. Which river in India is known as the ‘Dakshin Ganga’?
Ans. The Godavari

Q.8. The Wainganga and the Penganga are tributaries of which river in India?
Ans. The Godavari

SHORT ANSWERTYPE QUESTIONS (3MARKS)

Q.1. What are perennial and non-perennial rivers? Give reasons why the Himalayan region consists of perennial rivers.

Ans. 1. The rivers that flow throughout the year are termed as perennial rivers. They have more or less seven flow throughout the year, e.g., the Ganga.
1. The rivers that do not flow throughout the year are termed as non-perennial rivers. They are seasonal rivers that flow mainly during the rainy season and dwindle during the dry period, e.g., the Subarnarekha.
2. The rivers of the Himalayan region are perennial in nature. They have their sources in the snow fields and glaciers of the Himalayas which supply water to these rivers throughout the year.
4. During monsoons the Himalayas receive very heavy rainfall and rivers discharge heavy flow of water. During dry periods the rivers are fed by the melting snow and glaciers of the lofty great Himalayan range. Hence, the Himalayan rivers flow throughout the year.

Q.2. Why is the Godavari often referred to as the 'Dakshin Ganga'? Write a note on the river Godavari and its tributaries.
Ans. The Godavari is the largest Peninsular River. It has a length of 1500 km. It has the largest drainage basin amongst the Peninsular Rivers. Its drainage basin covers parts of Maharashtra, Madhya Pradesh, Orissa and Andhra Pradesh. On account of its dominating length and the extent of area it covers, the Godavari is known as the ‘Dakshin Ganga’. The Godavari rises from the slopes of the Western Ghats in the Nasik district of Maharashtra. It flows eastwards and drains into the Bay of Bengal. Nearly half of its drainage basin lies in Maharashtra. It is joined by large tributaries—the Wainganga, the Penganga and the Manjra. The Purna, the Wardha and the Pranhita are its other tributaries.

Q.3. How are salt lakes formed? Give examples of salt lakes in India.
Ans. Lakes which have water with high salt content are called salt lakes. They are usually found in the basins of inland drainage in the regions of arid and semi-arid climate. Such lakes are seasonal in nature. Hollows may be created in the deserts due to the deflation action of the winds. These may reach the groundwater level which seeps out into these depressions. Small shallow lakes are formed which become salt lakes due to excessive evaporation. Sometimes short, intermittent streams drain into low depression or a desert basin and form temporary lakes. Such short lived lakes also contain high percentage of salts on account of high rate of evaporation. An example of such saltwater lake is the Sambhar lake of Rajasthan. The water of this salt lake is used for producing salt.

Q.4. What is a lagoon? How does it differ from a lake?
Ans. Lagoon is a stretch of brackish or salt water separated from the sea by a sandbank, bars, reefs, etc. The action of wind and waves along coasts builds spits and bars in the inlets of seas isolating lagoons from the sea. They are commonly found off the deltas of large rivers like the Ganges, the Mahanadi, etc. The Chilika lake of Orissa, the Pulicat lake of Tamil Nadu and the Kolleru lake of Andhra Pradesh are lagoons. Strong on shore winds are also capable of pushing the coastal sand dunes along beaches landwards. They may enclose marshy lagoons. (i) Lagoons are found only in coastal areas, usually near the mouths of rivers, while lakes may be formed in any geographical location, in highlands or in inland basins. (ii) Lagoons have brackish water while a lake may have fresh water or salty water. (iii) Lagoons are formed due to wind and wave action in the coasts. Lakes may be of tectonic origin or may be formed due to river action, glacial action, and wind. They may also be human-made artificial lakes.

Q.5. What is a gorge? In what type of terrain does a gorge form?
Ans. A gorge is a very steep sided, narrow river valley. It is found in the mountains in the upper courses of the rivers. They are near I-shaped in appearance. In the upper course the river is very swift as it descends down the steep slopes of the mountains. Vertical corrosion or down cutting is the predominant action of the river here. In areas where the rocks are very hard or resistant, the valley that develops in narrow and the sides are steep rising almost vertically. Such narrow river valleys are called gorges. Thus, gorges are found in mountainous terrain with resistant rocks. They are usually found in the upper reaches of the river in high mountains, e.g. the Indus Gorge, the Brahmaputra Gorge.

Gorges are the features of youthful topography. In the Himalayas where the land has been uplifted in recent geological period, gorges are common.

Q.6. What type of channel does the river Brahmaputra have? Write a short note on the formation of this type of channel.
Ans. The river Brahmaputra has a braided channel in its entire length in Assam.
The north-eastern part of India is a region of high rainfall. Assam receives heavy rainfall during the monsoons. This increases the volume of water in the Brahmaputra river. On account of rapid erosion, the river carries a considerable amount of silt. The silt is deposited in the river-bed when the load becomes excessive. As a result the river splits into several complicated channels called braided channels. The channels frequently shift position. Many big and small river islands are located in between the braided channels. The Majuli Island on the Brahmaputra is the world’s largest, riverine island. It has, however, been broken due to floods.

Q.7. Where are India’s most of the fresh water lakes located and why?
Ans. Most of the freshwater lakes of India are located in the Himalayan region. The lofty ranges of the Himalayas are snow covered and have many glaciers. Glacial activity results in the formation of circular hollows lip in the mountains. They are known as Cirques. The melting of the glacial snow in later period forms cirque lakes. As the lakes have water from snow melt they are freshwater lakes, e.g., Pangonglake in Ladakh.

Tectonic activity in the Himalayan region also results in the formation of depressions. They are filled with melting snow forming lakes of tectonic origin, e.g., the Wular Lake in Jammu and Kashmir, which is the largest freshwater lake in India.
The Dal Lake of Srinagar, Bhimtal and Nainital of Uttarakhand, Loktak Lake of Manipur and Barapani Lake of Meghalaya are some other important freshwater lakes. All are located in the Himalayan region and the Purvanchals.

Q.8. What is a river basin? Explain briefly.
Ans. The area drained by a single river system, comprising a main river and its tributaries, is called its drainage basin or river basin. The term drainage describes the river system of an area. Small streams flowing from different directions come together to form the main river. It has number of tributaries and distributaries. The river ultimately drains into a large water body such as a lake or a sea or an ocean.
The area drained by the main river, its tributaries and distributaries is termed as the river basin. The river Ganga has the largest river basin in India. The river Indus has a larger river basin but most of it lies outside India.

Ans. The river Krishna rises from a spring near Mahabaleshwar. It flows eastwards to the Bay of Bengal. It has a length of about 1400 km, which makes it the second longest river of Peninsular India after Godavari which has a length of 1500 km.
The Tungabhadra, the Koyna, the Bhima, the Ghatprabha and the Musi are important tributaries of the river Krishna. The drainage basin of the river Krishna lies in Maharashtra, Karnataka and Andhra Pradesh.

Q.10. Name the three Himalayan river system. Give two tributaries of each.
Ans. Three Himalayan river systems are:
(I) The Indus river system
(ii) The Ganga river system
(iii) The Brahmaputra river system
Tributaries:
(i) Indus river system – Satluj, Beas, Ravi
(ii) Ganga river system – Yamuna, Ghaghara, Gandak
(iii) Brahmaputra river system – Dibang, Lohit, Kenula.

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Q.11 What are the differences between west flowing and east flowing rivers of peninsular plateau?

**Ans.** The major rivers of the peninsular the Mahanadi, the Godavari, the Krishna etc. are flowing eastward and merges into the Bay of Bengal. Only the river Narmada and Tapti are flowing towards west and merge into the Arabian Sea. The essential differences between the two rivers are as follows:

<table>
<thead>
<tr>
<th>East-flowing Rivers</th>
<th>West-flowing Rivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The east-flowing rivers have <strong>deltas</strong> at their mouth.</td>
<td>1. The west-flowing rivers do not have deltas at their mouth. They form <strong>estuaries</strong>.</td>
</tr>
<tr>
<td>2. All rivers east-flowing drain into the <strong>Bay of Bengal</strong>.</td>
<td>2. All west-flowing rivers merge into the <strong>Arabian Sea</strong>.</td>
</tr>
<tr>
<td>3. All three rivers passed through a varied topography, i.e. hills, plains, plateaus etc.</td>
<td>3. These rivers flow through the <strong>riftvalley</strong>.</td>
</tr>
<tr>
<td>4. Most rivers are fed by many east-west-flowing long tributaries.</td>
<td>4. A few small tributaries joining at right angles are only found.</td>
</tr>
</tbody>
</table>

Q-12. What is the difference between tributary and the distributary? Write any three points.

**Ans.** A smaller stream joining with the main stream is known as **tributary**. A tributary generally carries water and silt to the main river. River Jamuna is an example of tributary of the river Ganga. A **Distributary** is formed at the lower course of the river when the main channel of the river gets blocked with silt which forced river to open branches. The Bhagirathi-Hooghly is a distributary of the river Ganga. The main function of the distributary is to distribute water through newly opened channels. The three basic differences between tributaries and distributaries are given below:

**Tributary**
1. Tributaries can be found in three stages of the river – upper, middle and lower.
2. It is useful for irrigation and transportation all through.
3. It brings water and silt from its catchment area.
4. Tributaries are fast-flowing.

**Distributary**
1. It is only found in lower course of the river.
2. It only provides a network of transport in the lower course.
3. It deposits silt in its course.
4. Distributaries are slow-flowing.

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

Q.1. What are the differences between the Himalayan rivers and the Peninsular rivers?

**Ans.** The differences between the two main groups of rivers of India are as follows:

The **Himalayan Rivers**
1. The Himalayan rivers are perennial in nature. They are fed by the melting snow and glaciers of the lofty ranges supplemented by monsoon rains. Hence, the rivers flow throughout the year.
2. The Himalayan rivers have long course from their sources in the mountains to the
sea.
3. The Himalayan rivers rise in the Himadri, Himachal or Shivalik section of the Himalayas and form the Northern Plains with their deposition of alluvium.
4. The Himalayan rivers flow through geologically unstable areas and are of uncertain nature.
5. They perform intensive erosional activity in upper course. In middle and lower course they form meanders, oxbow lakes, extensive flood- plains and well developed deltas.

The Peninsular Rivers
1. The Peninsular rivers are non-perennial in nature. They are fed by monsoon rains and have heavy flow during rainy season followed by the reduced flow during dry season. So they are seasonal rivers.
2. The Peninsular rivers have shorter and shallower courses as compared to their Himalayan counterparts.
3. Most of the rivers of Peninsular India originate in the Western Ghats and flow towards the Bay of Bengal. However, some of them originate in the Central Highlands and flow towards west.
4. Peninsular rivers originate at much lower altitudes and flow through geologically stable areas.
5. The Narmada and Tapi are fault-guided rivers. The east-flowing rivers form large deltas. Meanders are not notable in these rivers.

Q.2. Write a note on the Indus Drainage System.

Ans. The Indus is one of the longest rivers of the world. The river Indus rises in Tibet, near Lake Mansarovar. Flowing west, it enters India in the Ladakh district of Jammu and Kashmir. A spectacular gorge formed by the Indus marks this part. Several tributaries – the Zaskar, the Nabra, the Shyok and the Hunza – join the Indus in the Kashmir region. The Indus flows through Baltistan and Gilgit and emerges from the mountains at Attock. The tributaries of the Indus – the Jhelum, the Chenab, the Ravi, the Beas and the Satluj – flow partly through Kashmir and Himachal Pradesh and mainly through Punjab.
They join together to enter the Indus near Mithankot in Pakistan. The Indus then flows southwards and eventually reaches the Arabian Sea, east of Karachi. The Indus has a total length of 2900 km. The Indus plain has a very gentle slope. A little over one third of the Indus basin lies in India in the states of Jammu and Kashmir, Himachal Pradesh and Punjab. Major part of its basin lies in Pakistan.

Q.3. Write a note on the Brahmaputra Drainage System.

Ans. The Brahmaputra is one of the longest rivers of the world, but most of its course lies outside India. The river Brahmaputra rises in Tibet east of the Mansarover lake. The river flows eastwards parallel to the Himalayas in its upper course. It is known as Tsangpo in Tibet. Here it carries smaller volume of water and less silt as it is a cold and dry area.
The river takes a ‘U’-turn bend at Namcha Barwa (7757 m) and enters India in Arunachal Pradesh through a gorge. In Arunachal Pradesh, it is known as Dihang. Here it is joined by the Dibang, the Lohit, the Kenula and many other tributaries.
The volume of the river increases and it is known as the Brahmaputra in Assam. The
region receives heavy rainfall during the monsoon which increases the volume of water and silt content of the river. Devastating floods are caused by the river in Assam and Bangladesh every year during the rainy season. The deposition of the silt in the riverbed due to the heavy load, leads to the formation of braided channels intervened by riverine islands.

The Brahmaputra has a braided channel in its entire length in Assam. Many riverine islands like the Majuli, the world’s largest riverine island, are formed in between the channels.

The Brahmaputra is known as Jamuna in Bangladesh. Here it is joined by the Ganga, known here as Padma. Together they form the Ganga-Brahmaputra Delta known as Sunderban, and discharge into the Bay of Bengal.

**Q.4. Write a note on the Ganga Drainage System.**

**Ans.** The Ganga is the longest and the most important river system of India. It has a total length of over 2500 km. Nearly the entire river basin of the Ganga lies in India with a part of its lower course and delta in Bangladesh.

The headwaters of the Ganga are called the ‘Bhagirathi’. It is fed by the Gangotri Glacier. It is joined by the Alaknanda at Devprayag in Uttarakhand. At Haridwar, the Ganga emerges from the mountains and enters the plains. The Ganga is joined by a large number of tributaries.

The Yamuna, a right-bank tributary of the Ganga, rises from the Yamunotri Glacier, flows parallel to the Ganga and joins it at Allahabad. The Ghaghra, the Gandak, the Kosi and the Sarda are the left-bank tributaries of the Ganga. The other right bank tributaries of the Ganga – the Chambal, the Betwa and the Son come from the peninsular uplands. The Ganga and its tributaries form a major portion of the northern plains.

On account of water availability and fertile soil, it is the most important agricultural region of India. The Ganga develops large meanders in the plains.

The Ganga flows eastwards with the increased volume up to Farakka in West Bengal. The river bifurcates here. Its distributary, the Bhagirathi-Hooghly, flows through the deltaic plains to the Bay of Bengal.

The mainstream flows southwards into Bangladesh. Here it is known as Padma. It is joined by the Brahmaputra. Further downstream it is known as Meghna. Together they form the Ganga-Brahmaputra Delta, also known as Sunderban delta. It is the world’s largest and fastest growing delta.

**Q.5. Write a note on the east-flowing and the west-flowing rivers of Peninsular India.**

**Ans.** The Peninsular Plateau of India is marked by a large number of east-flowing rivers and a few west-flowing rivers.

Most of the major rivers of Peninsular India such as the Mahanadi, the Godavari, the Krishna and the Kaveri and their tributaries flow eastwards. They rise from the Western Ghats, the highlands of the Deccan Plateau, flow towards east and drain into the Bay of Bengal.

There are only two big rivers, the Narmada and the Tapi, with long courses flow westwards in Peninsular Plateau region. They rise from Satpura range and Amarkantak hills, flow westwards through faults and drain into the Arabian Sea.

The coastal plains between Western Ghats and the Arabian Sea are very narrow. Hence, the west-flowing coastal rivers are short and swift flowing. The Sabarmati, Mahi, Bharathpuzha and Periyar are the west-flowing rivers. The Sabarmati and the Mahi originate in the Central highlands and flow into the Arabian Sea.
The Western Ghats form the main water divide in Peninsular India. The east-flowing rivers have wide basins. They have dendritic drainage pattern with many tributaries joining them. They form large deltas at their mouths. The west-flowing rivers flow between highlands and have elongated courses. They have trellis and rectangular drainage pattern. They flow through rift valleys and are fault guided rivers. They form estuaries at their mouths. The west-flowing rivers do not form deltas.

**HOTS AND VALUE BASED QUESTIONS.**

Q-1. Why are rivers important for a country's economy?
Q-2. Write a note about the causes of river pollution.
Q-3. How can we reduce the water pollution?
Q-4. Explain the National River Conservation Plan.

**Part 3: Political Science**

**CHAPTER 1: DEMOCRACY IN THE CONTEMPORARY WORLD**

**CONCEPTS**

**Struggle for Democracy**

Many countries struggled for democracy, suffered setbacks. In Chile, the democratic government of Allende was overthrown in 1973, and Pinochet became the military ruler. Democracy was restored again in Chile in 1988. In Poland, a non-democratic country, a one party rule was replaced by democracy under Lech Walesa.

**Two Features of Democracy**

1. Democracy, hence, is a form of government that allows people to choose their own leaders.
2. People have the freedom to express their views, freedom to organise and freedom to protest against injustice.

**Phases in the Expansion of Democracy**

By 2005, 140 countries have held multi-party elections. More than 80 countries have made advances towards democracy since 1980. Still there are many countries where people cannot elect their leaders. In Myanmar the elected leader Aung San SuuKyi has been imprisoned by the military rulers (1990). No amount of international support has helped in her release.

**Democracy at Global Level**

Is it possible to have democracy at global level? Not at present. The UN, the International Monetary Fund and the World Bank are global associations of the world. They attempt to maintain peace and security among the countries of the world. They give loans and money to governments. They are not fully democratic. Five countries US, UK, France, China and Russia have the veto power in the Security Council. The World Bank has a US President always and the International Monetary Fund is in the hands of seven powerful nations.

**Promotion of Democracy**

Many powerful countries like the United States of America believe that democracy should be promoted in the world — even by force. Powerful countries have launched
attacks on non-democratic countries. Iraq is the biggest example. USA and its allies attacked and occupied Iraq without UN sanction, on the pretext of Iraq possessing nuclear weapons. They have even held forced elections. The urge for democracy should come from the people and should not be imposed.

**Veto** - The right of person, party or nation to stop a certain decision or law.
**Colony** - Territory under the immediate political control of another state.
**Solidarity** – Oneness of interests, aims, etc.

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**Very short answer type Questions [1 MARK]**

Q.1. “Workers of my homeland! I have faith in Chile and its future...... It will be a moral lesson to castigate felony, cowardice, and treason.” Who said this?
Ans. Salvador Allende

Q.2. When did the military coup take place in Chile?
Ans. 11 Sept. 1973

Q.3. What is a referendum?
Ans. A vote of all the people on an important national issue

Q.4. Who was elected as President of Chile in January 2006?
Ans. Michelle Bachelet

Q.5. Which party ruled in Poland in 1980?
Ans. Polish United Workers’ Party

Q.6. The workers of Lenin Shipyard in the city of Gdansk went on a strike on ...
Ans. 14 Aug 1980

Q.7. Who was the leader of the Solidarity Movement in Poland?
Ans. Lech Walesa

Q.8. Which Revolution inspired many struggles for democracy all over Europe?
Ans. French Revolution

Q.9. What is meant by Universal Adult Franchise?
Ans. Right to vote to all adults

Q.10. When did Ghana become independent and from whom?
Ans. 1957, Britain

Q.11. When did Myanmar attain independence and what type of government did it adopt?
Ans. 1948, democracy

Q.12. Which award has been won by SuuKyi?
Ans. Nobel Peace Prize

Q.13. Which organ of the U.N. is responsible for maintaining peace and security among the countries?
Ans. Security Council

Q.14. Name the body of the U.N. which acts like a Parliament.
Ans. General Assembly

Q.15. How many members does the Security Council consist of?
Ans. 15
Q.16. Name the five permanent members of the Security Council.
Ans. US, France, Britain, Russia, China

Q.17. Which country contributes most of the money to U.N.?
Ans. U.S.A.

Q.18. The President of the World Bank has always been from ... 
Ans. U.S.A.

Q.19. Which party ruled Iraq since 1968?
Ans. Arab Socialist Baa’th Party

SHORT ANSWER TYPE QUESTIONS [3 MARKS]
Q.1. Who was Allende?
Ans. 1. Allende was the founder leader of the Socialist Party of Chile, a country in South America.
    2. He led the Popular Unity Coalition to victory in 1970 and became the President of Chile.
    3. As President he took several policy decisions to help the poor and the workers.

Q.2. Why did the workers of Lenin Shipyard in Gdansk go on strike in 1980?
Ans. The workers the Lenin Shipyard in the city of Gdansk went on a strike on 14 Aug 1980. The factory was owned by the government. The workers went on a strike demanding the factory to take back a crane operator, a woman worker, who was unjustly dismissed from the service.

Q.3. What role does General Assembly play in the UN?
Ans. General Assembly is like the Parliament of UN where all the discussions take place. In that sense, the UN would appear to be a very democratic organisation. But the General Assembly cannot take any decision about what action should be taken in a conflict between countries.

Q.4. State how Security Council helps in making the UN a democratic body.
Ans. The Security Council has 15 members – 5 permanent and 10 non-permanent members. This 15 member Security Council of the UN takes crucial decisions. However, the real power is with the five permanent members; and they possess the veto power. So, Security Council doesn’t help much in making the UN a democratic body.

Q.5. Should a democratic country wages a war and invade other countries for establishing democracy there? Give your opinion stating at least one example.
Ans. In my opinion, the democratic countries do not have any right to wage a war in order to establish democracy in non-democratic countries. The attack of US on Iraq, blaming it for possessing the weapons of mass destruction, was more because of its own ambition than establishment of democracy there. Moreover, unless people of a nation are themselves actively engaged in a struggle to make their society democratic, external help will be hardly of any help.
Q.6. The functioning of UN Security Council is undemocratic. Justify the statement by giving three suitable examples?
Ans. (i) The real power is with the five permanent members. (ii) These members have veto power. (iii) Security Council cannot take a decision if these permanent members say No to it.

Q.7. What policies were adopted by Salvador Allende after his election as President of Chile in 1970? Assess any three reforms?
Ans. (i) Reform of the educational system. (ii) Free milk for children. (iii) Redistribution of land to the landless farmers.

Q.8. 'International Monetary Fund is not truly democratic institution.' Justify this statement with three examples?
Ans. (i) IMF's 173 member states do not have equal voting rights. (ii) The vote of each country is weighed by how much money it has contributed to the IMF. (iii) Nearly half of the voting power is in the hands of only seven countries.

Q.9. Who was elected as President of Chile in 1970? What steps did he take to help the poor?
Ans. Salvador Allende was elected president of Chile in 1970. (i) He reformed education system; (ii) He provides free milk for children; and (iii) He arranged redistribution of land to the landless farmers.

Q.10. In Poland how was democracy re-established?
Ans. Lech Walesa – an electrician, joined the strikers (workers of Lenin Shipyard). He became popular. The government agreed to the workers, demand. An independent trade union was formed. Soon it had one core members. The government tried to put it down. Another wave of strike followed. This time it resulted in an agreement in 1989 for free elections. Walesa was elected President of Poland.

Q.11. Mention any three features of democracy
Ans. (i) Allende’s democratic government preferred government control on big industries and economy. (ii) Walesa wanted the market to be free of government interference. (iii) Michelle stands somewhere in the middle.

Q.12. Who was Lech Walesa?
Ans. Lech Walesa was a former electrician of the Lenin Shipyard. He joined and then led the striking workers. He signed a 21 point agreement with the government that ended the strike. A new trade union called Solidarity was formed. General Jaruzelski imposed martial law. Another wave of strike followed in April 1989. Free election was held. Solidarity won 99 out of 100 seats. Walesa was elected President of Poland.
Q.13. Who was Salvador Allende? Why was his policy opposed?
Ans. Salvador Allende was the President of Chile. The landlords, the rich and the church opposed his reforms and policies.

Q.14. How did Solidarity come to power in Poland?
Ans. On 11 September 1973 the military took over the seaport. The Defence Minister was arrested by the military. Allende was asked to resign. He addressed the nation on the radio. It was his last speech. He died in a military attack on the president's house.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Differentiate between Pinochet’s rule in Chile and the communist rule in Poland?
Ans. 1- Pinochet, an Army General supported by the government of USA, led a coup in Chile in 1973 against Allende’s popularly elected government. With this, dictatorship was established in Chile.
2- Pinochet’s government tortured and killed several of those who supported Allende and wanted to restore democracy there.
3- In Poland, a Communist Party called Polish United Workers’ Party ruled in 1980. No other political party was allowed to function. The government of Poland was supported by Soviet Union.
4- But when the movement led by Lech Walesa spread, demanding the workers’ rights, the government had to give in.
5- Finally, an agreement was signed between Walesa and the Polish government in April 1989 for free elections. In 1990, elections were held in which more than one party could contest.

Q.2. Write major demands made in the 19th century to establish democracy in the world?
Ans. 1- In the 19th century, struggles for democracy often centred round political equality, freedom and justice.
2- There was a demand for right to vote for every adult citizen. Many European countries that were becoming more democratic did not initially allow all people to vote.
3- In some countries, only people owning property had the right to vote. Often women did not have the right to vote.
4- Those struggling for democracy wanted “universal suffrage”, i.e. voting right for all adults – men or women, rich or poor, white or black.

Q.3. What was the major changes that took place in India’s neighbourhood in the 1990s and 2005?
Ans. 1- In the 1990s, Pakistan and Bangladesh made a transition from army rule to democracy.
2. In Nepal the king gave up many of his powers to become a constitutional monarch to be guided by elected leaders.
3. However, these changes were not permanent. In 1999, General Musharrar set up army rule in Pakistan. In 2005, the new king of Nepal dismissed the elected government and took back political freedoms that people had won in the previous decade.

**Q4. Distinguish between the democratic and non-democratic conditions.**

**Ans:**

{A} A democratic government is elected by the people while a non-democratic government is not elected by the people.

{B} Under democracy people are given basic rights while under non-democratic conditions people are not given basic rights.

{C} In democracy there are regular elections through which people can change their government but not in non-democratic conditions.

{D} Under democracy the government works within the constitution but in non-democratic country these conditions do not apply.

{E} In democracy Parliament is supreme but under non-democratic conditions, ruler is supreme.

**Hots**

**Q.1 Discuss any three contributions of UN as a government of the world?**

**Ans.**

(i) It is a global association of nations of the world to help in international law, security, economic development and social equity.

(ii) It maintains peace and security among countries; it can put together an International Army.

(iii) It can take action against the wrong doer.

**Q.2. State how democracy was crushed in Myanmar after the elections that were held there in 1990?**

**Ans.**

1. In 1990, in Myanmar, elections were held for the first time after almost 28 years.

2. The National League for Democracy led by Aung San Sui Kyi won the election. But the military leaders of Myanmar refused to step down and did not recognise the election results.

3. The military put the elected pro-democracy leaders, including Sui Kyi, under house arrest. Anyone caught publicly airing views or issuing statements critical of the regime could be sentenced up to twenty years.

**Q3. In the absence of a single world government, what kind of limits is put on what the governments do?**

**Ans**

1. There is no single world government, but there are many institutions in the world that perform partially the functions of such a government.

2. These organisations cannot command countries and citizens in a way a government can, but they do make rules that put limits on what governments can do.

3. The United Nations has evolved many conventions on these questions that are now binding on the countries of the world.
4. The UN Security Council is responsible for maintaining peace and security among countries.
5. The International Monetary Fund lends money to governments when they need it. The World Bank also gives loans to the government’s prison.

CHAPTER 2 : WHAT IS DEMOCRACY? WHY DEMOCRACY?

CONCEPTS

SOME FACTS ABOUT DEMOCRACY

WHAT IS DEMOCRACY?

”Democracy is a form of government in which the rulers are elected by the people” .In this type of government power is always in the hands of people. The word democracy comes from the Greek word ‘demokratia’.

**DEMOS**-It means people AND, **KRATIA**—means rule.

**Forms of government---**

(a) Democratic government  (b) Non democratic governments

Myanmar where the army rules, Dictator Pinochet’s rule in Chile, or President Nkrumah’s rule in Ghana was not democratic. They were not chosen by the people. Hereditary kings, like the king of Nepal or Saudi Arabia, are also not democratic rulers. They rule because they were born into noble families

**Several features of democracy.**

1. In a democracy final decision making power must rest with those elected by the people.
   In Pakistan, President Musharraf has the power to dismiss national and state assemblies; so the final powers rest with the army and the General himself. We cannot call it a democracy.

2. A democracy must be based on a free and fair election where those currently in power have a fair chance of losing.
   For example, in Mexico elections have been held every six years since 1980. But the same party, PRI, has won the elections. Obviously there has been rigging and malpractices, with freedom denied to opposition. This is not what a democracy should be.

3. In a democracy people’s will is ascertained by each adult citizen having one vote and each vote has one value. Democracy is based on the fundamental principle of political equality.

4. A democratic government rules within limits set by constitutional and citizens’ rights.
   A democratic government cannot do what it likes after winning the elections. It has to respect certain basic rules and is accountable not only to the people but also to other independent officials.
WHY DEMOCRACY?

Merits of democracy
1- Democracy is better than any other forms of government because it responds to needs of the people
2- Democracy improves the quality of decision making as it is based on consultation and discussion.
3- It provides peaceful solution to every problem.
4- In democracy no one is a permanent winner or a permanent loser.
5- It allows us to correct its own mistakes.
6- Democracy provides a method to deal with differences and conflicts.
7- It enhances the dignity of citizens.

Demerits of democracy
There has been criticism of democracy by various people. The charges are that:
It creates instability by changing its leaders frequently.
Democracy is about power play and political competition. There is no scope for morality.
So many people have to be consulted before any issue is solved. It leads to delay.
Elected leaders do not know the best interest of the people.
It leads to corruption for it is based on electoral corruption.
Ordinary people do not know what is good for them, so decision making should not be left to them.

Very short answer type Questions [1 MARK]
Q.1. The word ‘Democracy’ comes from the Greek word …
Ans. Demokratia

Q.2. Who led a military coup in Pakistan in 1999?
Ans. Pervez Musharraf

Q.3. ‘One person, one vote’ means …
Ans. One person has one vote and each vote has equal value

Q.4. How many members are elected to the National People’s Congress from all over China?
Ans. 3000

Q.5. Why can the Chinese government not be called a democratic government even though elections are held there?
Ans. Government is always formed by the Communist Party

Q.6. Which party always won elections in Mexico since its independence in 1930 until 2000?
Ans. Institutional Revolutionary Party

Q.7. Democracy must be based on …
Ans. Free and fair election

Q.8. What is Constitutional Law?
Ans. Law to set up Constituent Assembly
Q9. In which period did China face one of the worst famines that have occurred in the world?
Ans. 1958-61

Q10. A democratic government is better than a non-democratic government because
Ans. It is a more accountable form of government

Q12. Democracy improves the quality of decision-making because...
Ans. Decisions are taken by consultation and discussion

Q13. How does democracy allow us to correct its own mistakes?
Ans. The rulers can be changed

Q14. Which body in Indian political system is an example of direct democracy?
Ans. Gram Sabha

SHORT ANSWER TYPE QUESTIONS [3 MARKS]
Q1. How can you say that every government that holds an election is not a democracy? Give an example to prove your point.
Ans. It is true that every government that holds an election is not a democracy. In many dictatorships and monarchies, there are formally elected parliaments and governments but the real power is with those who are not elected. Pakistan under General Musharraf could not be called a democracy because people there elected their representatives to the national and provincial assemblies but the power to take final decision rested with army officials and with General Musharraf.

Q2. In China, elections are held after every five years. In spite of this, China does not have a democratic government. Why?
Ans. In China, elections are regularly held after every five years for electing the country's Parliament. The Parliament has the power to appoint the President of the country. It has nearly 3,000 members elected from all over China. Some members are elected by the Army. Before contesting elections, a candidate needs the approval of the Chinese Communist Party. The government is always formed by the Communist Party.

Q3. In which way is the right to vote denied in Saudi Arabia and Fiji?
Ans. In Saudi Arabia women do not have the right to vote. In Fiji, the electoral system is such that the vote of an indigenous Fijian has more value than that of an Indian Fijian. In both the countries, the right to vote is denied as there is no political equality. In a democracy, each adult citizen must have one vote and each vote must have one value.

Q4. ‘Democracy is based on consultation and discussion.’ Explain.
Ans. Consultation and discussion help democracy prosper. A democratic decision always involves many persons, discussions and meetings. When a number of people put their heads together, they are able to point out possible mistakes in any decision. This reduces the chances of rash or irresponsible decisions. Thus democracy improves the quality of decision-making.
Q.5 Is it possible for any country to become a perfect democracy? Give reasons.
Ans. No country is a perfect democracy as every democracy has to realise the ideals of democratic decision-making. This cannot be achieved once and for all. This requires a constant effort to save and strengthen democratic forms of decision-making. What we do as citizens can make a difference to making our country more or less democratic.

Ans. Democracy is a more accountable form of government.
(i) It improves the quality of decision-making (ii) It enhances the dignity of citizens. (iii) It allows us to correct its own mistakes.

Q.7 what is the role of citizen in promoting democracy?
Ans. Every citizen should be able to play equal role in decision-making. For this a citizen not only needs an equal right to vote but also needs to have equal information, basic education and equal resources.

Q.8. Explain any three differences between democratic country and non-democratic country?
Ans. In a Democratic country—
(i) Each adult citizen has a vote; (ii) Each vote has one value; and (iii) Free and fair elections are held.

In a non-democratic country — (i) Election do not offer a choice and fair opportunity; (ii) Rulers are not elected by the people; and (iii) the rulers have unlimited power.

Q.9. Explain any three features of democracy.
Ans. According to Democracy— (i) Rulers elected by the people take all the major decisions (ii) Elections offer a choice and fair opportunity to the people to change the current rulers; and (iii) This choice and opportunity is available to all the people on an equal basis.

Q.10. Why is Zimbabwe not considered a democratic country?
Ans. It is ruled by ZANU-PF, the party that led the freedom struggle. Its leader, Robert Mugabe has been ruling the country since independence. Elections are held regularly but always won by the ZANU-PF. President Mugabe uses unfair means in the elections. He has changed the constitution several times to increase the power of the president. Radio and TV are controlled by the government.

Q.11. “Democracy allows people to correct their own mistakes”. Support the given statement with three points.
Ans. The advantage in democracy is that mistakes made by a government cannot be hidden for long. There is a space for public discussion on these mistakes and there is room for correction. Either the rulers have to change their decisions or they can be changed.
Q.12. Explain any three major political changes that took place recently in India’s neighbourhood?
Ans. (i) Pakistan—General Musharraf led a military coup.  
(ii) Nepal—In 2005 the new king dismissed the elected government.  
(iii) Iraq—SadaamHussain's regime was overthrown.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. What was the steps taken by Musharraf in Pakistan to empower himself?
Ans. In Pakistan, General Pervez Musharraf led a military coup in October 1999. He overthrew a democratically elected government and declared himself the ‘Chief Executive’ of the country. Later he changed his designation to President and in 2002 held a referendum in the country that granted him a five year extension. This referendum was based on fraud and malpractices. In 2002, he issued a ‘Legal Framework Order’ that amended the Constitution of Pakistan. According to this order, the President could dismiss the national or provincial assemblies.

Q.2. On the basis of the various examples given in the chapter, state what should be the four features of a democracy?
Ans. Four features of a democracy are –  
(i) Representatives elected by the people take all the major decisions.  
(ii) Elections offer a choice and fair opportunity to the people to change the current rulers.  
(iii) This choice and opportunity is available to all the people on an equal basis.  
(iv) The exercise of this choice leads to a government limited by basic rules of the constitution and citizens' rights.

Q.3 Enumerate the arguments given against democracy.
Ans. Some of the arguments against democracy is as follows:  
(i) Leaders keep changing in a democracy. This leads to instability.  
(ii) Democracy is all about political competition and power play, with no scope for morality.  
(iii) Since so many people are to be consulted in a democracy, it leads to delays.  
(iv) Elected leaders do not know the best interest of the people; so it leads to bad decisions.  
(v) Democracy leads to corruption as it is based on electoral competition.
Q.4 How does democracy provide a method to deal with differences and conflicts?

Ans. In any society people are bound to have differences of opinions and interests. These differences are particularly sharp in a country like India which has lot of social diversity. The preference of one group may clash with those of the other groups. Democracy provides the only peaceful solution to this problem. In democracy, no one is a permanent winner or a permanent loser. Different groups can live with one another peacefully. In a diverse country like ours, democracy keeps our country together.

Q.5. Write any four demerits of democracy.

Ans. (1) Leaders keep changing in a democracy. This leads to instability. (2) Democracy is all about political competition and power play. There is no scope for morality. (3) So many people have to be consulted in a Democracy that it leads to delays. (4) Elected leaders do not know the best interest of the people. It leads to bad decisions.

Q.6. What is the significance of the rule of law and respect for rights in democratic country? State four points

Ans. A democratic government cannot do whatever it likes simply because it has won an election. It has to respect some basic rules. In particular it has to respect some guarantees to the minorities. Every major decision has gone through a series of consultation. Every office bearer has certain rights and responsibilities assigned by the constitution and the law. Each is accountable not but only to law to other independent officials.

Q.7. Why does a democratic country always need a constitution?

Ans. All countries that are democratic will have constitutions. After the war of independence against Great Britain the Americans gave themselves a constitution. After the revolution the French people approved a democratic constitution. Since then it has become a practice in all democracies to have a written constitution.

Q.8 “Democracy enhances the dignity of citizen.” Justify this statement.

Ans. Democracy is based on the principle of political equality on recognising that the poorest and the least educated have the same status as the rich and the educated. People are not subjects of a ruler. They are the rulers themselves. Even when they make mistakes they are responsible for their conduct.

Q.9. Give any four reasons why democracies resolve conflict in a better way than other forms of governments.

Ans. Democracies resolve conflict in a better way. Reasons — (i) it improves the quality of decision making. It has scope for consultation and discussion. (ii) In a Democracy conflicts are no solved by brutal force but by peaceful solutions. (iii) Even when people/associations/ government make mistakes for a democracy allows them to correct their mistakes; and (IV) Democracy provides a forum for consultations and discussions to resolve conflicts.
Q.10. Despite its demerits why is democracy the most preferred form of government? Explain.
Ans. Despite its demerits democracy is still the most preferred form of government as it is—
(i) A more accountable form of government. It responds to the needs of the people because the constitution requires it; and (ii) Better decision came for when many heads together strive to do so, this reduces the chance of rash decisions or irresponsible decisions plus a democracy enhances the dignity of citizens. It is clearly better than any other form of government.

Q.11. Why is democratic government a better government? Mention four reasons.
Ans. A democratic government is a better government as— (i) it offers better changes of a good decision; (ii) it is always likely to respect people wishes and allows; (iii) different kinds of people to live together; and (iv) even when it fails to do something for the people it allows a way of correcting its mistakes and offers more dignity to all citizens. That is why a democracy is considered the best form of government.

HOTS
Q.1. Why has India never had a famine of the level which occurred in China in 1958-61?
Ans. In China’s famine of 1958-61, nearly three crore people died. In those days India’s economic condition was not much better than China. Yet India did not have a famine of the kind China had. The reason was the difference in the economic policies of the two countries. Democratic government in India responded to the food shortage in a way that Chinese government did not. If China too had had multi-party elections, an opposition party and a press free to criticise the government, so many people would not have died in the famine.

Q.2 Why is it not possible for the people to rule directly but through elected representatives?
Ans. The people cannot rule directly but only through their elected representatives because, firstly, modern democracies involve such a large number of people that it is physically impossible for them to sit together and take a collective decision. Secondly, even if they could, the citizens do not have the time, the desire or the skill to take part in all the decisions.

Q.3 Is China a democratic country or not? Give two arguments in favour of your answer.
Ans. China is not a democratic country. (i) Only those who are members of the Chinese Communist Party or eight smaller parties allied to it are allowed to contest elections; (ii) before contesting elections a candidate needs the approval of the Chinese Communist Party.

Q.4. How does democracy in a country enhance the dignity of an individual? State three points
Ans. (i) Democracy is based on the principal of political equality on recognising that the poorest and the least educated have the same status as the rich and the educated.  
(ii) People are not subjects of a ruler they are the rulers themselves.  
(iii) Even when they make mistakes, they are responsible for their conduct.

Q.5. Why is democracy called a “government by discussion”?  
Ans. It is called a “government by discussion” because a democracy is based on consultation and discussion. A democratic decision always involves many people’s discussions and meetings. When a member of people together thinks over a certain matter they are able to point out possible mistakes. This takes time. But there is big advantage in taking time. This reduces rush decisions, problems are not resolved by brutal force but by peaceful discussions. It offers best alternative that we know.

Q.6 “Democracy improve the quality of decision making.” Explain.  
Ans. Democracy provides a method to deal with differences and conflicts. In any society people are bound to have difference of opinions and interests. These differences are particularly sharp a country like ours which has an amazing social diversity. People belong to different regions speak different languages, practise different religions and have different castes. Preferences o a group can clash with those of other groups. Democracy provides the only peaceful solution to this problem. In democracy no one is a permanent winner. No one is a permanent loser. In a diverse country like India, democracy keeps our country together.

CHAPTER 3: CONSTITUTIONAL DESIGN CONCEPTS

CONSTITUTION –A Constitution is a written document of rules, regulations and laws by which a countries government is run accordingly.  
Do We Need a Constitution?  
Yes. A constitution has written laws accepted by people living together in a country.  
• It generates trust and co-ordination.  
• It specifies how a government should be constituted.  
• It lays down limits on the powers of the government.  
• It expresses the aspirations of the people about creating a good society. 

Making of the Indian Constitution
• The process began during the national struggle for freedom.
• First draft 1928, then 1931. Motilal Nehru and 8 leaders demanded in the draft: universalAdult franchise, social justice, right to freedom and liberty.  
• Participation in Provincial Legislatures helped Indians in framing their constitution.  
• Leaders inspired by French Revolution, British parliamentary system and the Bill of Rights of the US.

They also learnt what the British were denying Indian citizens.

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The Constituent Assembly

- Elections to the Constituent Assembly held in July 1946.
- Dr. B.R. Ambedkar appointed chairman of the drafting committee.
- Constitution adopted on 26 November 1949, and enacted on 26 January, 1950, when India became a Republic.
- The Constitution reflects the best minds of the country. Its members represented mini-India. Every law was debated clause by clause and a consensus arrived at. It is the longest written constitution.

PROBLEMS FACED WHILE MAKING INDIAN CONSTITUTION

- India was a huge and divers country and making of the constitution was not an easy affair.
- The country was divided on the basis of religious differences.
- The merger of Princely states was an adifficult and uncertain task.
- **The future of the country was not much secure.**

Significance of Preamble to the constitution

The Preamble provides the guidelines of the constitution and is considered to be the key of the constitution.

```
WE, THE PEOPLE OF INDIA-
*SOVEREIGN  *SOCIALIST  *SECULAR  *DEMOCRATIC  *REPUBLIC
*JUSTICE
*LlBERTY  *EQUALITY  *FRATERNITY.
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MEMBERS OF CONSTITUENT ASSEMBLY

4. Rajendra Prasad

Democratic Constitution in South Africa

- Nelson Mandela, the South African leader of African National Congress, fought Against Apartheid.
- Imprisoned for 28 years (1964–1992) emerged as the First President of the Republic of South Africa.
- People struggled against the horrible discrimination practised against them by the Minority rulers.
- Apartheid finally defeated in 1994 and a new constitution made in 1996.
- Remarkable constitution, forgot past sufferings, sought co-operation of all the races which Make S. Africa based on equality, democratic values and social justice.
Very short answer type Questions [1 MARK]

Q.1. On what charges was Nelson Mandela sentenced to life imprisonment?  
Ans. For treason

Q.2. What is apartheid?  
Ans. Official policy of discrimination against the Blacks

Q.3. When did South Africa become a democratic country?  
Ans. 26 April, 1994

Q.4. With the end of apartheid, who became the first President of South African Republic?  
Ans. Nelson Mandela

Q.5. Name the autobiography of Nelson Mandela.  
Ans. The Long Walk to Freedom

Q.6. What did the black population want in the new Constitution?  
Ans. Substantial social and economic rights

Q.7. What did the white minority want from the new Constitution?  
Ans. Protect its privileges and property

Q.8. When did Motilal Nehru draft a Constitution for India?  
Ans. 1928

Q.9. Where was the 1931 session of Indian National Congress held?  
Ans. Karachi

Q.10. “The ambition of the greatest man of our generation has been to wipe every tear from every eye.” Who was Nehru referring to in his speech?  
Ans. Mahatma Gandhi

Q.11. The Constitution begins with a short statement of its basic values. What is it called?  
Ans. Preamble

Q.12. Who was the chairman of the Constituent Assembly?  
Ans. Dr. Rajendra Prasad

Q.13. Which of the following days is celebrated to mark the enforcement of the constitution?  
Ans. Republic Day

Q.14. The Constituent Assembly met for how many days?  
Ans. 114

Q.15. Who was the chairman of the Drafting Committee of the Indian constitution?  
Ans. Dr. B.R. Ambedkar

Q.16. When did the Indian constitution came into force?  
Ans. 26th Jan, 1950
Q.1. In which way was the system of ‘apartheid’ oppressive?
Ans. The apartheid system was particularly oppressive for the blacks. They were forbidden from living in white areas. They could work in white areas only if they had a permit. Trains, buses, taxis, hotels, hospitals, schools and colleges, swimming pools, public toilets etc. were all separate for the whites and blacks. They could not even visit the churches where the whites worshipped. Blacks could not form associations or protest against the terrible treatment.

Q.2 What was the appeal made by the black leaders to the fellow blacks after the emergence of the new democratic South Africa?
Ans. After the emergence of the new democratic South Africa, black leaders appealed to fellow blacks to forgive the whites for the atrocities they had committed while in power. They urged the people to build a new South Africa based on equality of all races, and of men and women, on democratic values, social justice and human rights.

Q.3 What is meant by the term ‘Constitution’?
Ans. The constitution of a country is a set of written rules that are accepted by all people living in that country. It is the supreme law that determines the relationship among the people living in a territory (called citizens) and also the relationship between the people and government. It specifies how the government will be constituted and who will have the power to take different decisions.

Q.4. Describe the advantages that Indians had when they participated in the legislatures which were set up as a result of the elections of 1937.
Ans. Although the legislatures set up in India as a result of elections of 1937 were not fully democratic, the experience gained by Indians in the working of the legislative institutions proved to be very useful for the country in setting up its own institutions and working in them.

Q.5. Give a description of the composition of the Constituent Assembly.
Ans.: The Constituent Assembly was elected mainly by the members of the existing Provincial Legislatures. This ensured a fair geographical share of members from all the regions of the country. Congress, which was the dominant party in the Assembly itself, included a variety of political groups and opinions. It represented members from different languages, castes, religions, classes and occupations.

Q.6 What did Ambedkar mean by ‘Contradiction’ in his concluding speech to the Constituent Assembly?
Ans. In his concluding speech to the Constituent Assembly Dr. Ambedkar said that India was entering a life of ‘contradictions’ on 26th Jan 1950. By this he meant that in politics Indians would have equality but in social and economic life, there would be inequality. In politics India would be recognising the principle of one man one vote, with one value, but in social and economic life, the principle of one man one value would be denied.
Q.7. Why was a constitution necessary for a country like South Africa?
Ans. The oppressor and the oppressed, i.e. the whites and the blacks were planning to live together, as equals. It was not going to be easy for them to trust each other. They wanted to safeguard their interests. The only way to build and maintain trust was to write down some rules. This set of basic rules was the constitution needed for South Africa.

Q.8. What do you understand by secularism? Why India is called a secular country?
Ans. India is a country of many religions and it respects all religions. No religion is given the status of state religion and equal respect is given to all beliefs, faiths and practices. Citizens have complete freedom to follow any religion.

Q. 9. what are Constitutional Amendments? State its significance in a democratic country like India.
Ans. Constitutional Amendments are changes in the constitution made by the Supreme Legislative body in a country. The constitution of India is a very long and detailed document. Therefore it needs to be amended quite regularly to keep it updated.

Q.10. what were the difficulties faced during the making of Indian constitution?
Ans. It was drawn up under very difficult circumstances. Making a constitution for a huge country like India was not an easy affair. The country was born through partition. The problem of princely states was left undecided by the Britrish. There were anxieties about the present and future of the country.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Regarding the constitution-making, what was the compromise reached at between the blacks and whites?
Ans. 1- The constitution of South Africa was drawn together by the party of whites which had rules through oppression and the party that led the freedom struggle.
2- The constitution gave to its citizens the most extensive rights available in any country. After long negotiations both parties agreed to a compromise.
3- The whites agreed to the principle of majority rule and that of one person one vote. They also agreed to accept some basic rights for the poor and the workers.
4- The blacks agreed that the majority rule would not be absolute. They agreed that the majority would not take away the property of the white minority.
Q.2 What does the constitution effectively do that makes a country a democratic one?
Ans A constitution does many things to make a country a democratic one:
(i) It generates a degree of trust and coordination that is necessary for different kind of people to live together.
(ii) It specifies how the government will be constituted and who will have the power of taking which decisions.
(iii) It lays down limits on the powers of the government and tells us what the rights of the citizens are.
(iv) It expresses the aspirations of the people about creating a good society.
Q3. In his speech ‘Tryst with Destiny’, Nehru said, ‘Freedom and power bring responsibility. ‘Explain what he meant by this.
Ans.1- By saying that ‘Freedom and power bring responsibility’, Nehru meant that it is the responsibility of Indians to not relax with ease after having got the freedom, but to constantly strive to fulfil the pledges taken.
.2- He said that the service of India meant the service of the millions who suffered, it meant the ambling of poverty and ignorance and disease and inequality of opportunity.
Q4. What is the preamble of the constitution? What is the significance of 'We the people of India' and 'secular' in the preamble?
Ans.1- It is an introductory part of the constitution. It is called the key of the Constitution. "We the people of India" means the constitution has been drawn up and enacted by the people through their representatives.
2-Secular means that citizens have complete freedom to follow any religion. But there is no official religion.
Q5. Describe any three features of the Indian constitution.
Ans. (i) It establishes a Sovereign, Democratic, Republic in India (ii) It establishes a secular state in India (iii) It provides Fundamental Rights and Fundamental Duties.
(i) The Constitution begins with a short statement called the preamble. Sovereign means people have supreme right to make decisions on internal as well as external matter. No external power can dictate the government of India. Democratic means a form of government where people enjoy equal political rights elect their rulers and hold them accountable. Republic means the head of the state is an elected person and it is not a hereditary position.
(ii) Secular means citizens have complete freedom to follow any religion – Government treats all religions beliefs and practices with equal respect.
(iii) The Indian constitution provides justice – social, economic and political.
Liberty of thought, expression, belief, faith and worship.
Equality of status and opportunity.
Fraternity assuring dignity of the individual and unity and integrity of the nation.
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Q.6. What is constitution? Why do we need a constitution?

Ans. 1- It is a set of written rules that are accepted by all the people of a country.
2- It is needed as it is the supreme law that determines the relationship among citizens of a country.
3- It defines how the government will be formed and also limits the powers of the government and defines the rights of the citizens.

Q. 7. The Indian constitution is both rigid and flexible. Explain?

Ans. 1- The Indian Constitution is neither wholly flexible nor wholly rigid. It is partly rigid and partly flexible.
2- It is not as flexible as the British constitution is, nor as rigid as the American constitution is.

Some of the articles of the constitution can be amended by a simple majority of the parliament, e.g. changing the names of states, altering boundaries of states, matters relating to citizenship etc.

3- Some of the articles of the constitution can be amended with 2/3 majority of the members of parliament, e.g. the election of the president of India.

4- If any change in it is intended then it has to be passed first by a majority of the total members in each house of parliament.

Q. 8. Mention the landmark years in the making of the Indian constitution.

Ans. 1- As far back as 1928, Motilal Nehru and eight other Congress leaders drafted a constitution for India.
2- In 1931 at the Karachi Session of Indian National Congress leaders pondered what India's constitution should be like. Elections held in 1937 to provincial Legislatures and Ministers all over British India.
3- It was beneficial for Indians to gain experience.
4- That is why Indian Constitution adopted many institutional details from colonial laws like the Government of India Act 1935.

Q. 9. What is the aim of a socialist state? How can that be achieved?

Ans. 1- We all us generated socially and should be shared equally by society.
2- Government should regulate the ownership of land and industry to reduce socioeconomic equalities.
3- Social inequalities have to be reduced; Government should work for the welfare of all.

Q. 10. What was the African Policy of Apartheid? How could that come to an end?

Ans. 1- Apartheid was the name of a system of racial discrimination unique to South Africa.
2- The White Europeans imposed this system on South Africa. The native people of Africa are black.
3- They had 3/4 of the population. The whites treated all non-whites as inferiors. The non-whites did not have voting rights.
4- The blacks were forbidden from living in the white area. Trains, buses, hospitals, schools, hotels, taxis, cinemas etc. were all separate for the whites and blacks. The blacks, coloured and Indians fought for their rights-arranged marches protests and strikes.

5- The racist government for tortured them. On 26 April, 1994 Apartheid came to an end with the birth of the Republic of South Africa.

**HOTS**

Q. 1 Why did the makers of the Indian constitution have anxieties about the present and the future of the country?

Ans. 1 - The makers of the Indian constitution had anxieties because making of the constitution for a huge and diverse country like India was not an easy affair.

2 - The country was born through partition on the basis of religious differences.

3 - At least ten lakh people were killed on both sides of the border in partition related violence.

4 - Another problem was that the British had left it to the rulers of the princely states to decide whether they wanted to merge with India or with Pakistan or to remain independent.

Q. 2 Describe how the Constituent Assembly worked to prepare the constitution for India.

Ans. The Constituent Assembly worked in a systematic, open and consensual manner.

1 - Some basic principles were decided and agreed upon.

2 - Then a Drafting Committee chaired by Dr. B. R. Ambedkar prepared a draft constitution for discussion.

3 - Several rounds of thorough discussion took place, clause by clause. More than 2000 amendments were made.

4 - The members deliberated for 114 days spread over 3 years. Every document presented and every word spoken in the Constituent Assembly was recorded and preserved. These are called ‘Constituent Assembly Debates’.

Q. 3 What is the Preamble? Explain any three guiding principles explained in the Preamble.

Ans. 1 - Preamble is a short statement of the basic values of the constitution. Taking inspiration from American model, most countries have adopted constitutions with a preamble.

2 - The preamble of the Indian constitution reads like a poem on democracy.

3 - It contains the philosophy on which the entire constitution has been built; 1. Democratic – It will have a democratic government Where people will enjoy equal rights; 2. Equality – All citizens will be equal before the law; And 3. Fraternity – All world would behave as if they are members of the same family.

Q. 4 Why do we need a constitution? Give any four points.

Ans. Every country has diverse groups of people. People have differences. Hence, the need to have a set of rules. To maintain a trust it as best to write down these rules. Thus the constitution of a country is a set of written rules that are accepted by all.

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A constitution: -
1. generates trust and coordination.
2. Specifies how government will be constituted.
3. Lays down limits on the powers of the government.
4. Expresses the aspirations of the people.

**Q.5 State the steps involved in the framing of Indian constitution.**

**Ans.1**
The drafting of the document called the constitution was done by an assembly of elected representatives called the Constituent assembly.

2- Elections to the Constituent Assembly were held in July 1946. Its first meeting was held in December 1946. It had 299 members.

3- The assembly adopted the constitution on 26 November 1949 and it came into force on 26 January 1950.

**Q.6. The Preamble of our constitution is a short statement of values. Which country has inspired India to incorporate the Preamble? Why does it start with “We, The People of India?”**

**Ans.**
Taking inspiration from American model, most countries including India have chosen to begin their constitutions with a importance to the people of India by saying that it is the people who have drawn up and enacted the constitution. It has not been handed down to them by a king or any outside power.
Part 4: Economics  
CHAPTER -1VILLAGE PALAMPUR

Palampur is a small village having about 450 families. It is 3 km away from Raiganj — a big village. Shahpur is the nearest town to the village. 

Main Production Activities
Farming is the main production activity in the village Palampur. Most of the people are dependent on farming for their livelihood. Non-farming activities such as dairy, small-scale manufacturing (e.g. activities of weavers and potters, etc.), transport, etc., are carried out on a limited scale.

Factors of Production (Requirements for Production of Goods and Services)
Land, labour and capital are the basic requirements for production of goods and services which are popularly known as factors of production. Land includes all free gifts of nature, e.g., soil, water, forests, minerals, etc. Labour means human effort which of course includes physical as well as mental labour. Physical capital is the third requirement for production. Physical capital includes fixed capital (e.g. tools, machines, building, etc.) and raw materials such as seeds for the farmer, yarn for the weaver.

Important Changes in Farm Activities
Land area under cultivation is virtually fixed. However, some wastelands in India had been converted into cultivable land after 1960. Over the years, there have been important changes in the way of farming, which have allowed the farmers to produce more crops from the same amount of land. These changes include:
(a) Multiple cropping farming
(b) Use of modern farming methods.
Due to these changes (in the late 1960s) productivity of land has increased substantially which is known as Green Revolution. Farmers of Punjab, Haryana and western Uttar Pradesh were the first to try out the modern farming methods in India.

Labour:
After land, labour is the next basic factor of production. Small farmers provide their own labour, whereas medium and large farmers make use of hired labour to work on their fields.

Capital:
After land and labour, capital is another basic factor of production. All categories of farmers (e.g. small, medium and large) require capital. Small farmers borrow from large farmers or the village moneylenders or the traders who supply them various inputs for cultivation. Modern farming requires a great deal of capital.

Sale of Surplus Farm Products
Farmers produce crops on their lands by using the three factors of production, viz. land, labour and capital. They retain a part of produce for self-consumption and sell the surplus in the nearby market. That part of farm produce which is sold in the market

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is called **marketable surplus**. Small farmers have little surplus output. It is the medium and large farmers only who have substantial surplus produce for selling in the market.

**Non-farm activities**
Out of every 100 workers in the rural areas in India, only 24 are engaged in non-farm activities. There is a variety of non-farm activities in the villages. Dairy, small scale manufacturing, transport, etc., fall under this category.

**Very short answer type Questions [1 MARK]**

Q.1. Give any one example of Rabi crop...
Ans. Wheat

Q.2. Give any one example of fixed capital...
Ans. Tools and machines

Q.3. Money in hand is an example of...
Ans. Working capital

Q.4. HYV seeds stands for....
Ans. High yielding variety seeds

Q.5. What is the main production activity in Palampur village?
Ans. Farming

Q.6. Multiple cropping means growing
Ans. more than one crop

Q.7. Name a natural resource?
Ans. Mineral

Q.8. High yielding variety seeds (HYV) were introduced to Indian farmers as a result of
Ans. Green Revolution

Q.9. Which Kharif crops are used for cattle feed?
Ans. Jowar and bajra

Q.10. The activities such as small manufacturing, transport, shopkeeping are referred to as
Ans. Non-farming activities

Q.11. The concept of White Revolution is associated with
Ans. Milk

Q.12. A farmer who works on a piece of 1 hectare of land is treated as
Ans. Small farmer

Q.13. What is done to surplus wheat in Palampur?
Ans. Sold in the market

Q.14. People of Palampur sell milk in the nearby large village named:
Ans. Raiganj

Q.15. 'Operation Flood' is related to ...
Ans. Milk production

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Q.16. Green Revolution is related to...
Ans. Grain production

Q.17. How many families lives in Village Palampur?
Ans. 450

Q.18. Write any one example of non-farm activity.
Ans. Dairy farming

Q.19. Multiple Cropping refers to..
Ans. Cultivating more than one crop on the same field each year.

SHORT ANSWER TYPE QUESTIONS (3 MARKS)

Q.1. What was the major impact of electricity on the farmers of Palampur? Explain
Ans. 1. Electricity reaching in Palampur transformed irrigation system as electric-run tubewells could be used to irrigate much larger areas of land more effectively.
2. Electric tubewell would draw water from well electrically and no manual handling required.
3. Electricity has also facilitated the harvesting of crops with electric harvesters.

Q.2. What is the basic aim of production. What are the essential four requirements for production?
Ans. Basic aim of production was to produce goods and services that we want. Four requirements for production of goods and services were:
2. Land and other natural resources like water, forests, minerals
3. Labour, i.e. people who would do the work.
4. Each worker is providing the labour necessary for production.
5. Third requirement is physical capital, i.e. variety of inputs required at every stage during production.

Q.3. What do you mean by working capital? How does it affect the day-to-day activities in farming?
Ans. Raw materials and money in hand is known as working capital. Some money is always required during production to make payments and buy other necessary items. Working capital is related with day-to-day activities in farming like use of seeds, pesticides, insecticides, manure, wages of labour etc. So production in farming is high for more working capital. Higher working capital would facilitate more purchase of seeds, fertilisers and wages, so higher yield would be there.

Q.4. What do you mean by Rabi crops and Kharif crops? When are they sown and harvested? Give examples also.
Ans. Rabi crops are grown in winter season (between October to December) and harvested in spring season (between mid-late April to mid-late June). Potato, wheat, barley, mustard are Rabi crops.
Kharif crops are sown in rainy season (from July to September) and harvested in autumn season. Examples of Kharif crops are jowar and bajra, sugarcane, cotton, red chillies etc.

Q.5. What is the difference between multiple cropping and modern farming method?
Ans. To grow more than one crop on a piece of land during the year is known as multiple cropping. For example, sugarcane is sown along with wheat in winter season as sugarcane is harvested once every year. Modern farming methods are the use of improved methods and techniques to be used in agriculture to increase yield per hectare. Use of HYV seeds, insecticides, pesticides, electric tube-well etc. is modern farming methods.

Q.6. Modern farming methods require the farmers to invest more cash than before. Why? Explain
Ans. Yes, modern farming methods like use of HYV seeds, chemical fertilizers, electric tubewell for irrigation require higher investment in farming because they carry higher cost than traditional one. HVY seeds need more water and also chemical fertilisers and pesticides to produce best results. Higher use of chemicals, cause environmental degradation also.

Q.7. What was the major disadvantage associated with HYV seeds? Explain
Ans. 1. Biggest disadvantage associated with HYV seeds is bigger requirement of water and also chemical fertilisers and pesticides to produce best results.
2. Higher yields are possible only from combination of HYV seeds, irrigation, chemical fertilisers, pesticides etc.
3. Chemical fertilizers and pesticides degrade our environment killing necessary bacteria’s in soil. Poor farmers could not afford HYV seeds due to increased requirement of fertilisers and machinery.
4. New machinery replaced manual labour leading to unemployment and rural-urban migration.

Q.8. What are the various farming and non-farming activities in village Palampur?
Ans. Farming activities: Farming is the main production activity in Palampur. About 75% of the people depend upon farming for their livelihood. They use methods of multiple farming and modern farming techniques for increase in their productivity. Well-developed irrigational facilities and use of HYV seeds has improved in production levels of agriculture in Palampur.
Non-farming activities: Non farming activities in Palampur includes dairy farming. Small scale manufacturing units, shop-keeping and transportation activities. Milk is transported to nearby and far of towns. Family members, without hired labours run small manufacturing units with simple techniques shop keepers buy various goods from wholesale markets in cities and sell them in villages. Road transport facilities include rickshaws, tongs, jeeps, tractors, trucks and bullock carts.
Q.9. What do the scientific reports indicate about the modern farming methods? Mention any three points.
Ans. Scientific reports indicate that the modern farming method has overused the natural resource base.
1. Green revolution, due to increased use of chemical fertilisers, has led to loss of soil fertility.
2. Use of ground water with due help of tube wells for irrigation has reduced the level of ground water.
3. Use of chemical fertilisers resulted in loss of soil fertility. Therefore, farmers are forced to use more and more chemical fertilisers to achieve the production level which in turn raises the cost of production.

Q.10. What are the sources of irrigation in Palampur?
Ans. Palampur holds a well-developed system of irrigation. Due to introduction of electricity irrigation system transformed from Persian wheels to electric-run tube wells. Initially, the first few tube wells were installed by the government and then by mid of 1970s the entire cultivated area of 200 hectare was irrigated by privately installed tube wells.

Q.11. Explain any three types of production activities in Palampur.
Ans. (i) Farming at Palampur: Farming is the main activity in village Palampur. Land area available for farming is fixed. Expansion in production is done due to methods of multiple cropping and use of modern farming methods.
(ii) Dairy farming: Dairy is a common activity in many families of Palampur. Many families have cows and buffalos. They feed them on jowar and bajra. They sell milk either in the village or in nearby villages or town.
(iii) Small-scale manufacturing: People at Palampur are engaged in same kind of small scale and cottage industries. Simple techniques of production are used on a small scale. Such small scale units are mostly carried at home or in fields with the help of family members. Sugarcane crushing, carpet weaving and basket – making activities are carried under such production units.

Q.12. State any three advantages of multiple cropping.
Ans. Advantages of multiple cropping are-
(a) Efficient use of land - Land is not left idle at any time of the year and therefore more efficiently used in the process of production.
(b) Increase of production - It increases the production on a piece of land during the year.
(c) Increase in income - Multiple cropping increases the agricultural income of the country as well as for the farmers.
Q.13. What is Green Revolution? Which crop is benefitted the most due to Green Revolution?

Ans. Green Revolution is a revolution of using modern farming methods for higher yield and achieving the self-sufficiency in the production of wheat and rice. It includes use of High Yielding Variety (HYV) seeds, irrigation, chemical fertilisers, pesticides etc for producing best results. Wheat is benefitted most due to Green Revolution.

Q.14. What are the problems do form labourers face in terms of employment? Explain any three problems.

Ans. Problems faced by farm labourers are-
(a) Inadequate wages-Government has fixed the minimum wages as Rs 60 day but they don’t usually get this amount of money.
(b) Availability of labour-Too much availability of labour forces the labourers to work on lower wages.
(c) Duration of employment-Labourers are sometimes employed on the daily wages and sometimes for the whole year. They do not have surety of job.

Q.15. Explain any three modern farming methods of Agriculture.

Ans. (i) Use of HYV seeds-Use of High Yielding Variety seeds promises larger quantity of production of foodgrains.
(ii) Use of farm machinery: Use of machinery for irrigation, harvesting, threshing etc improves the quality of work as well as reduces time consumption.
(iii) Use of chemical fertilisers and pesticides: Use of chemical fertilisers and pesticides ensure the farmers about the better upbringing of crops in quality and quantity.

Q.16. Many factors are responsible for the poor economic condition of farm labourers like Dala and Ramkali. Can you explain a few of these factors?

Ans. The factors responsible for poor economic conditions of farm labourers like Dala and Ramkali are:
(i) Use of modern farming techniques: Use of modern farming techniques make it difficult for farm labourers to get work. Tractors are used for ploughing, harvesters for harvesting, threshers for threshing and weedicide for removing weeds. This leaves very less or no work for farm labourers.
(ii) Poorly Paid: Due to heavy competition for work among the farm labourers, people agree to work for lower wages. The minimum wages for a farm labourer set by government is Rs. 60 per day but they are generally paid only half of it. This forces them to take loan from local money lenders which put them in the vicious circle of poverty.
LONG ANSWER TYPE QUESTIONS (5 MARKS)

Q.1. What are the different ways of increasing production on the same piece of land. Explain any four points.

OR

What are the different ways of increasing production on the same piece of land. Explain with the help of examples.

OR

State four steps of optimal utilisation of land.

Ans. Land area under cultivation is fixed. So, the ways of increasing farm produce on the same piece of land are:

(i) **Multiple cropping** : It is the most common way of increasing production on a given piece of land. Under it, more than one crop is grown on the same piece of land during the year.

Indian farmers should grow at least two main crops in a year. Some farmers have been growing a third crop also over the past twenty years.

(ii) **Green Revolution** : It was brought in India in the late 1960s, the use of HYV (High Yielding Variety) seeds for increase in production of rice and wheat. It promised to produce much greater amount of grains on a single plant.

(iii) **Use of modern technology** : By the use of well developed able to cultivate their land with greater efficiency.

(iv) **Use of chemical fertilizers and pesticides** Farmers use pumpsets for irrigation, threshers for threshing, harvesters for harvesting, tractors for ploughing etc.: Use of chemical fertilisers and pesticides improves fertility of soil and reduces pest respectively for the particular period of production. This improves the quantity of production.

Q.2. Who provides labour for farming in Palampur? How are they paid for their work?

Ans. After land, labour is the second most necessary factor for production. Small farmers along with the other numbers of their family cultivate their own fields. Thus, they provide the labour required for farming themselves. Medium and large scale farmers hire farm labourers to work on their fields. Farm labourers either engaged from landless families or the families cultivating small piece of land. Farm labourers do not have any right over the crops grown on the land. They are paid in the following ways:

(i) Wages are paid to them in form of cash or kind, i.e., crops.
(ii) Government has set up minimum wages for farm labourers to be Rs 60 per day but unfortunately they do not get this much and are mostly exploited.
(iii) Sometimes poor farm labourers work for meal also.
Q.3. What are the four requirements for production of goods and services? Explain.

OR

What are the four requirements of production? Explain with examples.

Ans. There are four requirements of production of goods and services. These requirements are known as factors of production.

These are:

(i) **Land**: By land we mean not only the level surface but all gifts of nature which are amenable to human control, such as water, forests, minerals, etc.

(ii) **Labour**: Manpower required to do the work. The mental and physical work done by people in an organisation comes under labour.

(iii) **Physical Capital**: It means a variety of inputs required at every stage during production.

They can be classified as:

(a) **Fixed capital**: It includes tools, machines and building that can be used for production for many years.

(b) **Working capital**: Money in land and raw material that has to be used in current products are included in working capital.

(iv) **Enterprise**: It means need of knowledge and enterprise to put together all other factors of production and ability to sell the produce in the market. This is also called human capital.


Ans. Green Revolution is a revolution with farmers using modern methods for higher yields and achieving self-sufficiency in the production of wheat and rice. It includes use of High Yielding Variety (HYV) seeds, irrigation, chemical fertilizers, pesticides, etc. for producing best results. Farmers of Punjab, Haryana and Western Uttar Pradesh were the first to try it in the late 1960s.

Factors responsible for Green Revolution are:

(i) **Increase in yield**: HYV seeds promised to produce much greater amounts of grains on a single plant. As a result, the same piece of land produces for larger quantities of food grains.

(ii) **Use of modern technology**: Use of modern technology like tractors, harvesters, tubewells, etc. have made the implementation of green revolution possible in the environment.

(iii) **Use of chemical fertilisers and pesticides**: Unlike traditional fertilisers and manures, use of chemical fertilisers has increased as a requirement with HYV seeds which improves the quality and quantity of the produce.
Q.5. Explain any two positive and two negative effects of Green Revolution.

OR

Explain two achievements and two drawbacks of Green Revolution in Indian agriculture.

Ans. Green Revolution was started in the late 1960s with an aim of achieving self-sufficiency in the production of grains like wheat and rice. Two positive effects and achievements of green revolution are:

(i) **Increase in productivity of grains**: Use of HYV seeds produced much more amount of wheat and rice in comparison to traditional seeds.

(ii) **Modernisation of agriculture**: HYV seeds required well-developed irrigation, use of chemical fertilisers and pesticides. Use of farm machinery has also encouraged in the green revolution which resulted in development and modernisation of agriculture. It also increased the surplus in the field of agriculture.

Two Negative effects and drawbacks of Green Revolution:

(i) **Decline in fertility of soil**: Too much use of chemical fertilisers resulted in decline of fertility of soil. Farmers have to use more and more chemical fertilisers which increases the loss of production.

(ii) **Level of groundwater**: Use of groundwater for cultivation with the help of tube wells have caused decline in level of ground water.

Q.6. Is Palampur a developed village? Explain by presenting four arguments.

OR

How can you say that Palampur is a well-developed village?

Ans. Palampur is a well-developed village. This can be made clear from the following arguments:

(i) **Multiple cropping**: Farmers of Palampur have adapted multiple cropping. They plant three crops on a year and never leave their land idle.

(ii) **Modern facilities of agriculture**: They have a well-developed system of irrigation. Electricity came early in Palampur. They use modern machinery like tractors, harvesters etc for farming. Use of HYV seeds and chemical fertilisers is also noticed in Palampur.

(iii) **Markets and Education**: There are small markets setup in Palampur which have all the daily need commodities available. Kareem is also running computer classes and a good number of students are learning there. High schools and education for women is available here.

(iv) **Transportation**: People of Palampur have facilities of transporting goods to other towns and village with a good transportation system and well developed roads.
Q.7. What are the various ways through which farmers can get loan? Write their advantages and disadvantages.

Ans. Farmers can get loans through the following ways:
(i) Large farmers or village moneylenders: Most of the small farmers prefer taking loans from large farmers or village moneylenders.

Advantages of taking loans from such sources are:
(a) They are flexible in terms and conditions of repayment and rate of interest.
(b) They know the lenders personally so get loans without collateral security.

Disadvantages:
(a) Rate of interest is very high.
(b) Small farmers are exploited and are trapped in vicious circle of poverty.

(ii) Banks and cooperative societies: Although, very few number of small farmers approach banks for loan but they provide them better services.

Advantages of loans from banks and cooperatives:
(a) No exploitation of farmers.
(b) Uniform and nominal rate of interest for all.

Disadvantages:
(a) Needs proper security and have set terms and conditions.

HOTS
Q.1. Differentiate between fixed capital and working capital. State any four points.
Ans. Both fixed capital and working capital are the parts of physical capital required for production.

(i) Fixed Capital:
(a) It includes fixed factors of production which are used for years.
(b) Tools and machines range from very simple tools such as a farmer's plough to sophisticated machines such as generators, turbines etc.
(c) It includes tools, machines, buildings etc.
(d) They remain constant for many years of production and increased or decreased only when needed.

(ii) Working Capital:
(a) It includes variable factors of production which are needed to be arranged every time at the time of production.
(b) Whatever money and raw material required for production are included in it.
(c) It is required to be arranged according to the desired production.
(d) They are dynamic depending upon the profits and income of last season.

Q.2. Explain any four non-farming activities in Palampur village.
Ans. Most of the people living in Palampur village are involved in production activities. Only 25% of the people working in Palampur village are engaged in activities other than agriculture.
Various non-farm activities in Palampur village are:

(a) **Dairy**: It is a common activity at Palampur village. People feed their buffalos on jowar and bajra and sold their milk in Raiganj village. Two traders from Shahpur town have set up collection cum chilling centres at Raiganj from where the milk is transported to far away towns and cities.

(b) **Small scale manufacturing units**: People get involved in very simple production methods in their homes only with their family members. They make baskets, pottery, etc. small things and sell them in the markets nearby.

**Shopkeepers**: People get involved in trade, they buy goods from nearby wholesale markets and sell them in the village. They sell wide range of items like sugar, tea, oil, soap etc. They open shops for eatables near bus stands.

**Transport**: People also get involved in providing transportation services like rickshaws, tongas, jeeps, tractors, trucks, bullock cart, bagey etc. The number of people involved in transport has grown over the last several years.

Q.3. What do you mean by Green Revolution? Why was the initial impact of Green Revolution limited to wheat and only to a few regions?

**Ans.**
1. Green Revolution is a revolution which started in the late 1960s with an aim of achieving self-sufficiency in the production of grains like wheat and rice.
2. The initial impact of Green Revolution was limited to wheat and only to a few regions because initially only the farmers of Punjab, Haryana and Uttar Pradesh by out the modern farming method in India.
3. They used tubewells for irrigation and made use of HYV seeds, chemical fertilisers and pesticides.
4. Capital required for using HYV seeds was very high. Therefore small farmers and many backward regions could not use the modern techniques.
5. Use of HYV seeds require all other modern techniques of cultivation also therefore for initial time it remained unapproachable in many backward villages and small farmers which work without electricity or own poor farm distribution.


**Ans.** Land is the levelled surface and other natural resources such as water, forests, minerals, etc. used for production of goods and services. Excessive use of chemical fertilisers or modern techniques of farming destroys land and all other natural resources. Land can be sustained through following ways:

(i) **Limited use of chemical fertilisers**: Chemical fertilisers should be used in a limited number and only as the per the requirement. Excessive use of chemical fertilisers destroys the fertility of land.

(ii) **Crop Rotation**: Crops should be planted in such a way that land gets time of restore its fertility. Different nutrients are required with different lands; therefore planning of multiple cropping should be done in such a way that the land is also able to restore the lost nutrients.

(iii) **Waste of chemical fertilisers**: Waste of chemical fertilisers or pesticides should not be thrown in the water bodies of village as this will pollute the water.
(iv) **Adequate use of ground water**: Ground water should be adequately used so that there is minimum wastage of ground water.

**Q.5. What is the main source of capital for medium and large farmers? How is it different from the small farmers? Explain.**

**Ans.** (a) **Surplus wheat selling**: Main source of capital for medium and large farmers is supply of surplus wheat in market as they own large area of cultivable land. They retain part of wheat for their own use and sell rest of wheat in market. While for small farmers, no surplus wheat is available so they arrange capital from large farmers or village moneylenders or the traders.

(b) **Extra work to landowner or large farmers**: In order to get loan from landowner or large farmers they have to pay higher interest rates and also extra work on their fields to repay the loan, while medium and large farmers can devote their full time to their own land.

**Q.6. What was the basic aim of the ‘Green Revolution’ in India? How did it affect the market economy?**

**Ans.** The introduction of HYV seeds and the increased use of fertilisers and irrigation are known collectively as the Green Revolution which was associated with increase in production of food grains in India and make India self-sufficient in foodgrains.

**Impact of Green Revolution on market economy**

(a) **Increased production of foodgrains like wheat and rice**: Food grain yields continued to increase throughout the 1980s. In financial year 1980, almost 75 percent of the total cropped area under wheat was sown with HYV seeds.

(b) **Increased income disparities, higher income growth and reduced incidence of poverty**: Green revolution has increased income disparities, higher income growth and reduced incidence of poverty.

**Value based Questions**

**Q.1.** Explain four efforts that can be made to increase non-farming production activities in villages?

**Q.2.** What were the main terms on which Savita got a loan from Tejpal Singh? How can Savita be benefitted if she gets a loan from the bank?

**Q.3.** Why it is necessary to increase the area under cultivation? Explain.

**Q.4.** What are the difficulties faced by small farmers in arranging capital in comparison with medium and large farmers.

**Q.5.** Why modern farming methods require more inputs which are manufactured in industry? Explain.
CHAPTER: 2. PEOPLE AS RESOURCE

CONCEPTS

Human beings perform many activities which can be grouped into economic and noneconomic.

Economic Activities: Economic activities refer to those activities of man which are undertaken for a monetary gain or to satisfy his/her wants. The activities of workers, farmers, shopkeepers, manufacturers, doctors, lawyers, taxi drivers, etc. fall under this category.

Non-Economic Activities: Non-economic activities are ones that are not undertaken for any monetary gain. These are also called unpaid activities, e.g., Puja-paath, housekeeping, helping the poor or disabled, etc.

Classification of Economic Activities: Various economic activities can be classified into three main sectors that are primary sector, secondary sector and tertiary sector. The primary sector includes activities like agriculture, forestry, animal husbandry, fishing, poultry, farming and mining. In this sector, goods are produced by exploiting nature. In the secondary sector, manufacturing (small and large) and construction activities are included. The tertiary sector (also called service sector) provides various types of services like transport, education, banking, insurance, health, tourism, etc.

Market Activities and Non-Market Activities: Economic activities, i.e. production of goods and services can be classified into market activities and non-market activities. Market activities are performed for remuneration. Non-market activities are the activities carried out for self-consumption.

Activities of Women: Women generally look after domestic affairs like cooking of food, washing of clothes, cleaning of utensils, housekeeping and looking after children.

Human Capital: Human capital is the stock of skill and productive knowledge embodied in human beings. Population (human beings) become human capital when it is provided with better education, training and health care facilities.

People as a Resource: People as a resource is a way of referring to a country’s workforce in terms of their existing skills and abilities.

Human Capital Formation: When the existing human resource is further developed by spending on making the workforce more educated and healthy, it is called human capital formation.

Quality of Population: The quality of population depends upon the literacy rate, life expectancy and skills formation acquired by the people of the country.

Role of Education: Education is the most important component of human resource development. In view of its contribution towards the growth of the society, government expenditure on education as a percentage of GDP rose from 0.64% in 1951-52 to 3.98% in 2002-03. However, our national goal is 6% of GDP.

Health: Health is another very important component of human resource development. Efficiency of workers largely depends on their health. There has been considerable improvement in the country’s health standard. For instance, the life expectancy at the
time of birth in India rose from 37.2 years in 1951 to 63.9 years in 2001. Similarly, infant mortality rate has come down from 147 to 70 during the same time period.

Unemployment: Unemployment is said to exist when people who are willing to work at the prevailing wage rates cannot find jobs. When we talk of unemployed people, we refer to those in the age group of 15-59 years. Children below 15 years of age and the old people above 60 are not considered while counting the number of unemployed.

Nature of Unemployment in India: Seasonal unemployment occurs when people fail to get work during some months of the year (that is, during off-season). Farm labourers usually face this kind of problem. Disguised unemployment is another kind of unemployment found in rural areas. Such kind of problem arises due to excessive pressure of population on agriculture. Disguised unemployment refers to a situation wherein the number of workers in a job is more than actually required to do the job. The extra number of workers is disguisedly unemployed.

Consequences of Unemployment:
(i) Unemployment leads to wastage of manpower resource.
(ii) Unemployment tends to increase the economic overload that is dependence of the unemployed on the working population.
(iii) Unemployment may lead to increase in social unrest and tension.

Very short answer type Questions [1 MARK]
Q.1. Why is literacy rate is low in the females?
Ans. lack of equal education opportunities
Q.2. Which state has highest literacy rate as per 2001?
Ans. Kerala
Q.3. what is Self-Consumption called?
Ans.-non-economic activity
Q.4. One who can read and write in any language with understanding is termed as ...
Ans.literate
Q.5. What is India’s position in scientifically and technically manpower in the world?
Ans. second
Q.6. The scheme for the establishment of residential schools to impart education to talented children from rural areas is ...
Ans.NavodayaVidyalayas
Q.7. Infant mortality rate refers to the death of a child under the age of ...
Ans. 1 year
Q.8. What are Tertiary sector provides ...
Ans. services
Q.9. People as a resource refers to the ...
Ans.Educational skills
Q.10. Where is Seasonal unemployment found?
Ans Both in rural and urban areas

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Q.11. Disguised unemployment when the number of persons working on a farm is ...
Ans. More than required
Q.12. What is the literacy rate of India as per 2011 census?
Ans. 74.04%
Q.13. What is the sex-ratio of India According to 2001 census?
Ans. 933 females per 1000
Q.14. Forestry and dairy are related to which sector?
Ans. Primary Sector
Q.15. What is the expended form of PHC?
Ans. Primary Health Centre
Q.16 In which fields is disguised unemployment found?
Ans. Agriculture
Q.17. Which is the most labour absorbing sector?
Ans. Agriculture sector
Q.18. The number of females per thousand males refers to ...
Ans. Sex Ratio

SHORT ANSWER TYPE QUESTIONS (3 MARKS)
Q.1. Why is domestic services of house women not treated as economic activities?
Ans. Domestic Services by Women. In India, most women generally look after domestic affairs like cooking of food, washing of clothes, cleaning of utensils, looking after children, etc. They are not treated as economic / productive activities. This is mainly because of two reasons:
(i) Such activities are performed out of love and affection and hence their valuation is not possible.
(ii) They do not add to the flow of goods and services in the economy.
Q.2. Are the following activities economic or non-economic activities? Give reasons.
(a) Vilas sells fish in the village market. (b) Vilas cooks food for his family.
(c) Sakal works in a private firm. (d) Sakal looks after his younger brother and sister.
Ans. (a) It is an economic activity, as it involves remuneration.
(b) It is a non-economic activity, as it is a domestic service.
(c) It is an economic activity, as it is done in expectation of monetary reward.
(d) It is a non-economic activity, as it is done out of love and affection.
Ans. Economic activities can be classified into market activities and non-market activities.
1. Market activities involve remuneration to anyone who performs the activity. These include production of goods and services for sale in the market.
2. On the other hand, non-market activities are the production activities performed for self-consumption. These include consumption and processing of primary products and own account production of fixed assets.
Ans. a) A person is said to be unemployed when he is able and willing to work at the prevailing wage rate but does not find work. This is involuntary unemployment.
b) If some persons are voluntarily unemployed (i.e., they prefer to remain out of work at prevailing wage rates) they will not be treated as unemployed. This is voluntary unemployment.

Q.5. Discuss the factors responsible for the distribution of population in India.
Ans. Physical factors like shape and height of land, resources, climate etc. that affect distribution of population in India like:
Resources : Areas rich in resources (e.g., coal, oil, wood etc.) tend to be densely populated like western Europe.
Shape and height of land : Low land which is flat, e.g., Ganges valley in India.
Climate : Areas with moderate temperature climates tend to be densely populated as there is enough rain and heat to grow crops like U.K.

Human factors : Political, social and economic factors also affect distribution of population in India like good job opportunities encourage high population densities, particularly in large cities like Mumbai, Bangalore, Ahmedabad having dense population. Countries with stable governments tend to have high population density.

Q.6. Why is human resource the most important resource? What steps can be taken to improve the quality of human resource? How does an improved quality of human resource help in establishing a virtuous cycle?
Ans. Existing 'human resource' is further developed by becoming more educated and healthy, which adds to the productive power of the country just like 'physical capital formation'. So, human resource is the most important resource.

Steps to be taken to improve quality of human resource: Quality of human resource can be improved through better education, food and health facilities. The quality of population depends upon the literacy rate, health of a person indicated by life expectancy and skill formation acquired by the people of the country.

Role of improved quality of human resource in establishing a virtuous cycle:
Better contribution to productive power of country: Existing human resource with good educational background can acquire specific skills in a better way and can contribute to national productivity more efficiently.
Higher earnings and greater contributions to society: Improved quality of human resources can give higher rates of return in future in the form of higher earnings and greater contributions to society.

Q.7. How does unemployment have a detrimental impact on the overall growth of an economy?
Ans. Wastage of manpower resource : In case of unemployment, manpower who is an asset for an economy turns into liability because utilisation of manpower becomes nil.
**Economic overload** : Unemployment tends to increase economic overload because dependence of unemployed on the working population increases. So the quality of life is adversely affected.

**Unemployment leads to social waste** : Inability of educated people who are willing to work to find gainful employment implies a great social waste. Increase in employment is an indicator of a depressed economy.

**Q.8. What is unemployment? Explain two types of rural unemployment?**

**Ans.** Unemployment is said to exist when people who are willing to work at the prevailing wages rates cannot find jobs.

**Unemployment in rural areas :**

(i) **Disguised unemployment** : When more persons are working in a job than actually required, the situation is termed as disguised unemployment. For example, if in an agricultural activity eight people are engaged but this work activity actually requires the services of five people, then three persons are extra. It these three people out of eight are withdrawn, total production will remain unaffected.

(ii) **Seasonal Unemployment** : Seasonal unemployment occurs when people are able to find jobs only during some months of the year. This kind of unemployment is generally found in agricultural sector.

**Q.9. What is Infant Mortality Rate? Why infant mortality rate is decreasing?**

**Ans.** Infant Mortality Rate (IMR) is the total number of children dying under one year of age in a particular period of time. Infant Mortality Rate is decreasing due to following reasons :

(i) Increase in life expectancy due to improved medical facilities.

(ii) Better protection of children from infection, ensuring nutrition along with mother and child care.

**Q.10. Explain in detail the disadvantages of unemployment.**

**Ans.** Disadvantages of unemployment are:

(i) It leads to wastage of man power resources. It turns the population into liability for economy instead of asset. It even fills the country's youth with the feeling of hopelessness and despair.

(ii) It increases the economic load. The dependence of unemployed on the working population increases. Due to unemployment that adversely affects the quality of life of an individual as well as society.

(iii) It affects the overall growth of an economy. It indicates a depressed economy and wastage of resources which could have been gainfully employed.

**Q.11. Give three measures taken by the government to improve literacy rate in India.**

**Ans.**

(i) **Opening of NavodayaVidyalaya** : Government has started to establish NavodayaVidyalayas in each district vocational streams have been developed to equip large number of high school students with occupations related to knowledge and skills.

(ii) **SarvaShikshaAbhiyan** : It is a significant step towards providing elementary education to all the children of age group 6-14 years. It is an initiative of the central
government in partnership with states, local government and the community for achieving the goal of universalization of elementary education.

(iii) **Mid-day Meal Scheme**: It is a programme aimed to encourage attendance and retention of children in schools and improve their nutritional status.

**Q.12. Suggest any three ways to transform population load into an asset.**

**Ans.** The three ways to transform population load into an asset are:

(i) **To improve literacy rate**: Education provides new aspirations and developed values of life. Education helps in enhancing the national income, cultural richness and increases the efficiency of governance.

(ii) **Health**: The health of a person helps him to realise his potential and the ability to fight illness. Increase in longevity of life in an indicator of good quality of life marked by self-confidence. It involves protection of children from infection, ensuring nutrition and along with mother and child care.

(iii) **Formation of skills**: Providing vocational and skilled based education helps the people to get employment and therefore they contribute to the national income later on.

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

**Q.1. How the investment in Human Capital can be of immense importance for a society as a whole? State any four advantages.**

**Ans.** Human Capital can be defined as the knowledge, ability, skill and physical capacity of the people which help them to produce more. Human beings can be turned into resources only if their qualitative aspects are developed. Education and health are the major human resource inputs of a country. Human capital is beneficial both individually as well as socially.

(i) Human capital contributes to the social development of the country.
(ii) Human capital contributes to the economic development of the country.
(iii) Human capital helps in proper utilisation of resources available or imported in the country.
(iv) Human capital also contributes in the race of development from an underdeveloped to a developed nation.

**Q.2. Is it necessary to check population growth?**

**Ans.** India has vast manpower. But she could not utilise this manpower for country’s economic development. Rather, population growth has posed a big threat for the country. It needs to be controlled without further delay. It has become a big hurdle in the way of country’s economic development in the following ways:

(i) Despite considerable growth in national income, per capita income could not increase much due to fast population growth.
(ii) Fast population growth is considered as one of the major causes of unemployment in India.
(iii) Heavy pressure of population has led to the problem of overcrowding in cities, unplanned urbanisation, emergence of slums etc.
All these factors lead us to believe that rapidly growing population has become a big challenge before the Indian economy. It is the biggest roadblock in the path of its economic development. Indian poverty is deeply rooted in population growth. It, therefore, becomes highly necessary to check population growth in India.

Q.3. Explain steps taken by the Government to solve the problem of unemployment in India.

Ans. (i) Opening schools in villages: Opening vocational and elementary schools in villages create employment opportunities for people living there. Earlier people were involved in primary sector only but now they have better employment opportunities in other sectors also.

(ii) Small scale manufacturing: Opening opportunities of self-employment in the form of small scale manufacturing units like basket weaving, etc. ads to the employment opportunities in removes disguised and seasonal unemployment away people.

(iii) Introduction to modern farming methods: Use of modern farming methods gave the surplus members of family to get involved in other employment opportunities.

(iv) Proper health facilities: Improvement in health facilities in urban and rural areas improved in quality of human resource which in turn work more efficiently and contributed to national income.

(v) NREGA 2005: According to this Act the NREGA was launched in February 2006. The scheme guaranteed 100 days of wage employment in a year to every household in 200 districts.

Q.4. What are the strategies that the government has undertaken to reduce unemployment?

Ans. Strategies undertaken by the government to reduce unemployment.

(i) Rural Self-Employment Scheme: Our government has introduced various schemes for creating self-employment opportunities in rural areas. In April 1999, SwarnaJayantiGram-SewaRozgarYojana (SGSY) was introduced whose main aim was to improve opportunities of self-development in rural areas.

(ii) Wage-employment Schemes: Main objective of this scheme was to provide opportunities for wage earning to rural people. Since June 23, 1999, all these schemes were merged with Jawahar Gram SamridhiYojana (JGSY).

(iii) Various schemes for providing employment to educated in urban areas: Various schemes (like Prime Minister RozgarYojana PMRY), SwarnJayantiShahriRozgarYojana (SJSRY) has been started by the government for providing employment to the educated youth in urban area.

Q.5. Describe in brief the role of human resources in economic development.

Ans. Role of Human Resource.

(i) Higher Productivity. Investment in human capital yields a return just like investment in physical capital. This can be seen directly in form of higher incomes earned because of higher productivity of the more educated or the better trained persons as well as the higher productivity of healthier people. India’s Green Revolution and IT Revolution are good examples of human resources development.
(ii) **Better Utilisation of Resources.** Countries like Japan have invested in human resource. They did not have any natural resource. They could become rich/developed because of investments in people especially in the fields of education and health. These people have made efficient use of other resources like land and capital. Efficient technologies developed by people have made these countries developed.

(iii) **Source of Demand.** Human beings make demand for the output of goods and services produced in the country. So, expansion of market for various types of foods and services further leads to increase in production.

**Q.6. What factors compel the rural people to migrate to cities?**

**Ans.** People have started moving from rural to urban areas because of the following factors:

(i) **Education facilities:** Urban areas have more organised and better quality education facilities opportunities vocational education and education in specialised areas has increased in urban areas. In urban areas focus is on increasing access, quality, vocationalisation and networking on the use of information technology.

(ii) **Health facilities:** Availability of better hospitals and medical facilities make people move from rural to urban areas. States like Bihar and Uttar Pradesh has poor health indices. Therefore, in search of proper medical assistance people often move from rural to urban sectors.

(iii) **Employment facilities:** Disguised unemployment in primary sector and rise of employment opportunities in secondary and tertiary sector has given rise to migration of people from rural areas to urban areas. In order to increase the income of family, people move from one occupation to another and one area to another.

(iv) **Other facilities:** Like availability of electricity, Transport facilities, etc.

**Q.7. What is an economic activity? What are various activities undertaken in the primary sector, secondary sector and tertiary sector?**

**Ans.**

**Economic activities:** All such activities which give us some income are called economic activities. Pulling cycle-rickshaw, cleaning houses, selling vegetables and working in schools, factories, banks etc. are economic activities.

**Activities undertaken in Primary, Secondary and Tertiary sectors:**

(i) **Primary Sector:** Activities concerned with collecting or making available material provided by nature are included in primary sector like agriculture, poultry farming, mining, fishing etc.

(ii) **Secondary Sector:** The activities which are associated with transforming raw material or primary products into commodities useful to man such as manufacturing etc.

(iii) **Tertiary Sector:** The activities which are essential for running modern factories in a big way are termed as tertiary sector. Activities like trading, banking, health, education, insurance etc. are included in tertiary sector.
**HOTS**

**Q.1. What is the SarvaShikshaAbhiyan? What are its objectives?**

*Ans.* ‘SarvaShikshaAbhiyan’ is a significant step towards providing elementary education to all the children of the age group 6-14 years by the year 2010. It is a time bound initiative of central government, in partnership with the states, the local government and the community for achieving the goal of universalisation of elementary education. They also took an initiative to increase the enrolment of students in elementary education by introducing the schemes like mid-day meal.

**Q.2. Define human resource. When does a human resource become human capital?**

*Ans.* The population of a country available for the production activities is called human resource. Human resource becomes human capital when there is investment made in the form of education, training and medical care. When the existing 'human resource' is further developed by becoming more educated and healthy, we call it 'human capital formation'. Human capital adds to the productive power of the country. It is the stock of skills and productive knowledge embodied in them.

**Q.3. Distinguish between labour force and work force.**

*Ans.* Labour force of a country includes all those persons in the age group of 15-60, who are actually working or willing to work. Workforce, on the other hand, consists of persons who are actually engaged in some kind of work and excludes those who are willing to work but do not find work. Thus, the difference between the two (i.e. labour force and workforce) is the number of persons unemployed.

**Q.4. What is the nature of unemployment as found in India?**

*Ans. Nature of unemployment in India.* In India, unemployment is widespread. Unemployment is found both in its rural and urban areas. There is seasonal and disguised unemployment in its rural areas. People here are dependent on agriculture. Certain months do not provide much work to the people depending upon agriculture. In urban areas, educated unemployment has become a serious problem. Many educated youths are not able to find jobs. Unemployment among graduates and post-graduates has increased faster than among the matriculates.

**Q.5. ‘Unemployment is an economic as well as a social evil.’ Explain the statement.**

*Ans. Unemployment — A Serious Problem*

Today, unemployment is considered one of the most threatening problems before the country. The society is deprived of the goods and services that the unemployed people could have produced. Unemployment among the educated persons is more serious. This is due to investments made in them. Unemployment is not only an economic evil, it is a social problem too. Unemployment spreads social unrest and tension as unemployed people are a frustrated class of the society.

**Q.6. What are the two types of economic activity? State two characteristics of each.**

*Ans.* Economic activities are those activities which add value to the national income. Economic activities have two parts:

(i) Market activities.  
(ii) Non-market activities.
Market activities: (i) These are the activities performed for payment or profit. (ii) They include production of goods and services.

Non-market activities: (i) These involve production for self-consumption. (ii) It includes consumption of primary production and production of fixed assets.

Value based questions
Q.1. How are children of educated parents different from those of uneducated parents? Give three points of difference.
Q.2. Why did Japan emerge as a developed country in spite of its poor natural resource?
Q.3. Suggest five steps to remove unemployment from the society?
Q.4. What do you think about new economic policies help in economic development?
Q.5. What are the main hurdles in development of the country?
Model Test Paper-1 (Unsolved) S.A. -1

TIME : 3 hours
Maximum Marks : 90

Instructions:
(1) Q. No. 1 to 8 are Very short answer type Questions
   (1mark for each question)
(2)Q. No. 9 to 20 are short answer questions write in 60-80 words
   (3 marks for each question)
(3) Q. No. 21 to 28 are long are questions write in 100-125 words
   (5 marks for each question)
(4) Q. No. 29 and 30 are map questions. Please attach the map inside the answer book

1. When did the French Revolution begin?
2. What is the latitudinal extent of mainland of India?
3. Who was Salvador Allende?
4. When was the Universal Adult Franchise adopted in France?
5. Apartheid was the name of a system of racial discrimination unique to:
6. Which of the following is a working capital?
7. Which countries have invested heavily in human resource?
8. What is the literacy rate of India as per the Census of 2001?
9. What were the main changes brought about by the Bolsheviks immediately?
   OR
   How did the Great Economic Depression of 1929-34 affect Germany?
10. What was the basic principle of the Marxist theory?
   OR
   Give three reasons for Hitler’s rise to power.
11. Describe the role of V.I. Lenin in the Russian Revolution.
   OR
   What led to Germany’s defeat in the Second World War?
13. Describe the Theory of Plate Tectonics.
14. Why are lakes of great value to human beings? Explain any three reasons.
15. What were the differences between Pinochet’s rule in Chile and the Communist rule in Poland?
16. Enumerate the arguments given against democracy.
17. What is meant by the term ‘Constitution’?
18. What is the basic aim of production? What are the four essential requirements for production?
19. Why is educated unemployment a peculiar problem of India?

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20. How is the human resource different from the other resources? Explain.

21. ‘The French philosophers of the 18th century greatly influenced the people and it led to the French Revolution.’ Comment

22. Mention the consequences of the surrender of German armies in May 1945.

OR

Discuss Stalin’s collectivisation programme.

23. How were the Great Northern Plains of India formed? Give a brief description.

24. What are the river pollution? Explain the measures?

25. How does democracy provide a method to deal with differences and conflicts?

26. In which way was the system of ‘apartheid’ oppressive?

27. Explain the role of health in human capital formation.

28. What are the different ways of increasing production on the same piece of land? Use examples to explain.

29.1 Two features A and B are marked on the given political outline map of India. Identify these features with the help of following information and write their correct names on the lines marked in the map.

(A) A Mountain Range (B) A River (c) Goa

30. Locate and label the following on the same political outline map of world.

(i) France (ii) Italy (c) Germany

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Model Test Paper-2 (Solved) SA-1

TIME: 3 hours
Maximum Marks : 90

Instructions:

(1) Q. No. 1 to 8 are Very short answer type Questions
   (1 mark for each question)

(2) Q. No. 9 to 20 are short answer questions write in 60-80 words
   (3 marks for each question)

(3) Q. No. 21 to 28 are long are questions write in 100-125 words
   (5 marks for each question)

(4) Q. No. 29 and 30 are map questions. Please attach the map inside the answer book

1. Which of the following taxes was paid by the peasants to the Church?
   Ans. Tithes

2. Which of the following groups of islands belonging to Indian Territory lies in the Bay of Bengal?
   Ans. Andaman and Nicobar Islands

3. Which body of the UN works like a parliament?
   Ans. General Assembly

4. Who was elected the president of Poland in 1990?
   Ans. Lech Walesa

5. Who drafted a Constitution for India in 1928?
   Ans. Dr. B.R. Ambedkar

6. The Green Revolution in the 1960s enabled farmers to use HYV seeds to grow which of the following crops?
   Ans. Rice and Wheat

7. Tertiary sector provides
   Ans. Services

8. Investment in human capital includes expenditure on
   Ans. Education, training and healthcare, etc.

9. What was the role of the Tsar in the peasant revolt of 1905? Did the revolt fail? Discuss.
   Ans. During the 1905 Revolution, the Tsar allowed the creation of an elected consultative parliament or Duma. The Tsar dismissed it within 75 days and re-elected Second Duma within 3 months. He did not want any questioning of his authority or any reduction in his powers. He changed the voting laws and packed the Duma with conservative politicians. The Revolt did not fail. It proved to be a rehearsal for the 1917 Revolution.

OR

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What responsibilities did the Nazi state impose on women?

**Ans.** According to Hitler’s ideology, women were radically different from men. The democratic idea of equal rights for men and women was wrong and would destroy society. While boys were taught to be aggressive, masculine and steel-hearted, girls were told that they had to become good mothers and bear pure blooded Aryan children. Girls had to maintain the purity of the race, distance themselves from Jews, look after the home and teach their children Nazi values. They had to be the bearers of the Aryan culture and race. Hitler said, “In my state the mother is the most important citizen.” But in Nazi Germany all mothers were not treated equally.

10. Discuss the civil war that took place in Russia and its consequences.

**Ans.** When the Bolsheviks ordered land redistribution the Russian army began to break up. Non-Bolshevik socialists, liberals and supporters of autocracy condemned the Bolshevik uprising. They were supported by the French, American, British and Japanese troops. The Bolsheviks kept industries and banks nationalised during the civil war. A process of centralised planning was introduced. Rapid construction and industrialisation started. An extended schooling system developed. Stalin introduced collectivisation of the farms so that no shortage of grain should occur. The Bolsheviks controlled most of the farms of the Russian Empire.

OR

**Explain the social utopia of the Nazis.**

**Ans.** According to Hitler and Nazi ideology, there was no equality between people, but only social hierarchy. In his view blond blue-eyed, Nordic German Aryans were at the top, while Jews were located at the lowest rung. They came to be regarded as an anti-race, the arch enemies of the Aryans. Once in power, the Nazis quickly began to implement their dream of creating an exclusive racial community of pure Germans by physically eliminating all those who were seen as ‘undesirable’ in the extended empire. Nazis wanted a society of ‘pure and healthy Nordic Aryans’. They alone were considered ‘desirable’. Under the shadow of war, the Nazis proceeded to realise their murderous, racial ideal. Genocide and war became two sides of the same coin. Occupied Poland was divided up. Much of north-western Poland was annexed to Germany. Poles were forced to leave their homes and properties behind to be occupied by ethnic Germans brought in from occupied Europe. Poles were then herded like cattle in the other part called the ‘General Government’, the destination of all ‘undesirables’ of the empire. With some of the largest ghettos and gas chambers the General Government also served as the killing field for the Jews.
11. What were the main changes brought about by the Bolsheviks immediately?  
Ans. (i) Most industries and banks were nationalised in November 1917. This meant that the government took over their ownership and management. (ii) Land was declared social property and peasants were allowed to seize the land of the nobility. (iii) In cities, Bolsheviks enforced the partition of large houses according to family requirements.  
(iv) They banned the use of the old titles of aristocracy. (v) To assert the change, new uniforms were designed for the army and officials. (vi) The Bolshevik Party was renamed the Russian Communist Party (Bolshevik).

OR

How did the Great Economic Depression of 1929-34 affect Germany?  
Ans. (i) The economy of Germany was the worst hit by the economic crisis. By 1932, industrial production was reduced to half of the 1929 level.  
(ii) Most of the workers lost their jobs or were paid very low wages. Around 6 million people were unemployed.  
(iii) Unemployed youth could be seen everywhere. They took to criminal activities and total despair became common place. The crisis created anxieties and fears in people. The German currency lost its value. Small business persons, self-employed and retailers suffered as their business was ruined.

12. How has India’s geographic location aided the nation?  
Ans. India is a southward extension of the Asian Continent. It has a central location between the East and West Asia. To the north of India lie the lofty mountain ranges of the Himalayas which serve as a natural barrier separating Indian subcontinent from the rest of Asia. The land routes through the mountain passes had served as channels for exchange of culture and commodities since ancient times. To its south, the landmass tapers and the Deccan Peninsula protrudes into the Indian Ocean providing opportunities for flourishing maritime trade. The trans-Indian Ocean routes which connect the countries of Europe in the west and the countries of East Asia provide a strategic central location to India. India is able to establish close contacts with oil rich countries of West Asia and countries of Africa and Europe from its western coast via the Arabian Sea. The Suez Canal sea-route provides India the shortest route to industrial Europe and America.

13. Define tectonic or lithospheric plates.  
Ans. Earth scientists have put forward the view that the Earth’s crust or the lithosphere is not a continuous block. It consists of several large and small, rigid, irregularly shaped plates (slabs) which include continents and the ocean floor. These slabs are moving or drifting in relation to each other by about 2.5 cm to 5 cm each year. These crustal slabs are called tectonic or lithospheric plates. According to the ‘Theory of Plate Tectonics’, the earth’s crust is formed in to seven major and some minor tectonic plates.
14. Describe the location and relief of the Indian desert.
Ans. The Indian Desert lies to the northwest of India towards the western margins of the Aravali Hills. It covers the western part of Rajasthan. The Indian Desert is an undulating sandy plain covered with sand dunes. Crescent-shaped sand dunes or barchans cover larger portion of its area but longitudinal dunes become more prominent near the Indo-Pakistan border.
The region receives very low rainfall, below 150 mm per year. Therefore, it has an arid climate with low vegetation cover comprising of xerophytic plants. Streams that appear in the short rainy season soon disappear into the sand as they do not have enough water to reach the sea. So, the region suffers from extreme aridity. Luni is the only remarkable river in this region.

15. Give one example to prove that the global institution, IMF, fails to pass the simple test of democracy that is used for national governments.
Ans. International Monetary Fund (IMF) is one of the biggest moneylenders in the world.
But its 173 member states do not have equal voting rights as the vote of each country is weighed by how much money it has contributed to the IMF. Nearly half of the voting power in the IMF is in the hands of only seven countries (US, Japan, France, UK, Saudi Arabia, China and Russia).

16. How can you say that every government that holds an election is not a democracy? Give an example to prove your point.
Ans. It is true that every government that holds an election is not a democracy. In many dictatorships and monarchies, there are formally elected parliaments and governments but the real power is with those who are not elected. Pakistan under General Musharraf could not be called a democracy because people there elected their representatives to the national and provincial assemblies but the power to take final decision rested with army officials and with General Musharraf.

17. Give a description of the composition of the constituent Assembly of India.
Ans. The Constituent Assembly was elected mainly by the members of the existing Provincial Legislatures. This ensured a fair geographical share of members from all the regions of the country. Congress, which was the dominant party in the Assembly itself, included a variety of political groups and opinions. It represented members from different languages, castes, religions, classes and occupations.

18. What can be done so that more non-farm production activities can be started in villages?
Ans. In future, there should be more and more non-farming activities in the villages. The following steps/measures may be undertaken in this regard.
(i) Although people with some amount of money can set up non-farm activities, it is important that concessional loans should be made available.
(ii) Another thing which is essential for expansion of non-farm activities is to have markets where goods and services produced can be sold. For example, there should be markets for milk, cloth, toys, utensils, etc.
(iii) More villages need to be connected to towns and cities through all-weather roads, transport and telephone.

19. What is the role of education in human capital formation?
Ans. Education is the most important component of human resource development. The role of education in human capital formation can be judged from the following facts:
(i) Education increases labour productivity.
(ii) Education modifies/improves human behaviour.
(iii) It develops personality and sense of national consciousness among the people which are important for rapid economic growth.
(iv) It promotes science and technology.

20. What is the difference between disguised employment and seasonal unemployment?
Ans. Disguised unemployment is usually found in agriculture where all family members are engaged in same farm but only 5 or 6 members are required. The rest 2 or 3 members are considered as disguised employed. In seasonal unemployment, for a particular period of time no sufficient work is there, just like in agriculture. Certain months don’t provide much work to the people — period after sowing and before harvesting.

21. Describe the Reign of Terror and the role played by Robespierre in it.
Ans. The period from 1793 to 1794 is referred to as the Reign of Terror. Maximilian Robespierre, leader of the Jacobins, followed the policy of severe control and punishment. All those he saw as enemies of the Republic – ex-nobles, clergy, political opponents – were arrested, tried and guillotined if found guilty. He issued laws placing a maximum ceiling on wages and prices. Meat and bread were rationed. Use of expensive white flour was forbidden. Robespierre followed his policies so relentlessly that even his supporters began to demand moderation. Finally, he was convicted, arrested and guillotined in July 1794.

22. Describe the main events of the October Revolution.
Ans. (i) 16th October 1917-Lenin persuaded the Petrograd Soviet and Bolshevik Party to agree to a socialist seizure of power. A Military Revolutionary Committee was appointed by the Soviet to organise seizure.
(ii) Uprising began on 24th October. The Prime Minister Kerensky left the city to summon troops.
(iii) Military men loyal to the government seized the buildings of two Bolshevik newspapers. Pro-government troops were sent to take over telephone and telegraph offices and protect the Winter Place.
(iv) In response, the Military Revolutionary Committee ordered to seize government offices and arrest ministers.
(v) The ship ‘Aurora’ shelled the Winter Palace. Other ships took over strategic points.
(vi) By night, the city had been taken over and ministers had surrendered.
(vii) All Russian Congress of Soviets in Petrograd approved the Bolshevik action.
OR

What was the Nazi ideology of Lebensraum? How did they proceed to actualise it?

Ans. Lebensraum was the other aspect of Hitler’s ideology related to a geopolitical concept. It meant living space. He believed that new territories had to be acquired for settlement. This would enhance the area of the mother country, while enabling the settlers on new lands to retain an intimate link with the place of their origin. It would also enhance the material resources and power of the German nation. Hitler intended to extend German boundaries by moving eastwards to concentrate all Germans geographically in one place. Poland became the laboratory for this experimentation. Hitler wrote “A vigorous nation will always find ways of adapting its territory to its population size.” Thus Hitler turned his attention in conquering Eastern Europe. He wanted to ensure food supplies and living space for Germans.

23. Distinguish between the Northern Plains and the Peninsular Plateau.

Ans. The Northern Plains the Peninsular Plateau

(i) Geologically, the Northern Plains were formed in recent geological period.
(ii) Northern Plains are the most recent landform.
(iii) They are being formed and reshaped by the river systems.
(iv) It is a fertile, level land.
(v) The Northern Plains are formed of alluvial deposits brought down by the rivers.
(vi) The Northern Plains are divided into three sections:
(a) The Punjab Plains formed by Indus and its tributaries.
(b) The Ganga Plains in North India.
(c) The Brahmaputra Plain in Assam.

Geologically, the Peninsular Plateau is part of the Gondwanaland, the southern part of ancient super-continent Pangaea. The Peninsular plateau is part of oldest landmass. It is one of the most stable land blocks.

24. Distinguish between Bangar and Khadar.

Ans.

<table>
<thead>
<tr>
<th>Bangar</th>
<th>Khadar</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Formed of older alluvium</td>
<td>(a) Renewed every year.</td>
</tr>
<tr>
<td>(b) Lies above floodplains of rivers</td>
<td>(b) Is newer, younger deposit of flood</td>
</tr>
<tr>
<td>(c) Presents a terrace like feature</td>
<td>(c) Contains calcereous deposits locally</td>
</tr>
<tr>
<td></td>
<td>known as <em>Kankar</em>.</td>
</tr>
<tr>
<td>(d) Less fertile</td>
<td>(d) More fertile</td>
</tr>
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25. What were the steps taken by Musharraf in Pakistan to empower himself?
Ans. In Pakistan, General Pervez Musharraf led a military coup in October 1999. He overthrew a democratically elected government and declared himself the ‘Chief Executive’ of the country. Later he changed his designation to president and in 2002 held a referendum in the country that granted him a five year extension. This referendum was based on fraud and malpractices. In 2002, he issued a ‘Legal Framework Order’ that amended the Constitution of Pakistan. According to this order, the President could dismiss the national and provincial assemblies.

26. Regarding the Constitution-making in South Africa what was the compromise reached at between the Blacks and Whites?
Ans. The Constitution of South Africa was drawn together by the party of Whites which had ruled through oppression and the party that led the freedom struggle. The Constitution gave to its citizens the most extensive rights available in any country. After long negotiations both parties agreed to a compromise. The Whites agreed to the principle of majority rule and that of one person one vote. They also agreed to accept some basic rights for the poor and the workers. The Blacks agreed that the majority rule would not be absolute. They agreed that the majority would not take away the property of the White minority.

27. Modern farming methods require more inputs which are manufactured in industry. Do you agree?
Ans. Modern farming requires more inputs than traditional farming. It requires inputs like chemicals, fertilisers, pesticides, pump sets, farm machinery, electricity, diesel, HYV seeds and water supply. Most of these inputs are manufactured in industries. However, some inputs necessary for modern farming are not manufactured in factories. For example, HYV seeds. HYV seeds are developed at research centres like Pusa Institute, Delhi, Agricultural University, Pant Nagar, etc. Similarly, water supply is provided by canals, tanks etc.

28. Why are women employed in low-paid work?
Ans. Women in India are generally employed in low-paid work. This is because of the reason that most women have meagre education and low skill formation as compared to men. They work under insecure working conditions. Besides, Indian women prefer to work at nearby place only. Also, they have to go on frequent maternity leave. All these factors force them to work at low wages. However, women with higher education and skill formation are paid at par with men.
29. Two features (1-2) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book.

(1) A coast       (2) A lake       (3) A Mountain

30. Locate and label the following on the same outline political map of world.
(a) France       (b) Suez canal       (c) Berlin
### Unit 1: India and the Contemporary World – I (HISTORY)

#### Sub-unit 1.2: Livelihoods, Economies and Societies (Any one of the following)

**4. Pastoralists in the modern world.**
Case studies: focus on two pastoral groups, one from Africa and one from India. (Chapter 5)

**5. Forest society and colonialism:**
Case studies: focus on two forest movements one in colonial India (Bastar) and one in Indonesia. (Chapter 4)

**6. Peasants and Farmers:**
Case studies: focus on contrasting forms of rural change and different forms of rural societies (expansion of large-scale wheat and cotton farming in USA, rural economy and the Agricultural Revolution in England, and small peasant production in colonial India) (Chapter 6)

Map work based on theme 4/5/6 (Internal choice will be provided) - 3 Marks

#### Sub-unit 1.3: Everyday life, Culture and Politics (Any one of the following)

**7. Sports and politics:** (Chapter 7)

**8. Clothes and cultures.** (Chapter 8)

### Unit 2: India - Land and the People (GEOGRAPHY)

**3. Climate:** (Chapter 4)

**4. Natural Vegetation:** (Chapter 5)

**5. Wildlife:** (Chapter 5)

**6. Population:** (Chapter 6)

**7. Map Work** (3 marks)

### Unit - 3: Democratic Politics I

**4. Electoral politics in democracy** (Chapter 4)

**5. Institutions of parliamentary democracy** (Chapter 5)

**6. Citizens’ rights in democracy** (Chapter 6)

### Unit - 4: Understanding Economic Development – I (Economics)

**3. Poverty as a challenge facing India:** (Chapter 3)

**4. Food Security: Source of food grains (OTBA)** (Chapter 4)
deforestation is cutting down of trees indiscriminately in a forest area. Under the colonial rule it became very systematic and extensive.

Why Deforestation?

- As population increased over the centuries and the demand for food went up, peasants extended the boundaries of cultivation by clearing forests.
- The British encouraged the production of commercial crops like jute, sugar, wheat and cotton for their industries as raw material.
- The British thought that forests were unproductive land as they yielded neither revenue nor agricultural produce. Cultivation was viewed as a sign of progress. Oak forests in England were disappearing. There was no timber supply for the shipbuilder industry. Forest resources of India were used to make ships for the Royal Navy.
- Spread of railways required two things:
  - Land to be cleared to lay railway tracks.
  - Wood as fuel for locomotives and for railway line sleepers.
- Large areas of natural forests were cleared for tea, coffee and rubber plantations. Thus, land was given to planters at cheap rates.

Commercial Forestry:
The British were worried that the use of forests by local people and the reckless felling of trees by traders would destroy forests and hence invited German expert Dietrich Brandis as first Inspector General of Forests in India. Brandis set up the Indian Forest Service in 1864 and helped formulate the Indian Forest Act of 1865. The Imperial Forest Research Institute was set up in Dehradun in 1906. Scientific forestry was taught there. In the scientific forestry system, forests with different kinds of trees were replaced by plantations. Forest management plans were made by forest officials. They planned how much of the forest had to be cut and how much had to be replanted.

The Forest Acts divided forests into three categories. The villagers were dissatisfied with the Forest Acts. They were now forced to steal wood from the forests. If they were caught, they were punished.

Forest Rules and Cultivation:
Shifting cultivation or Sweden agriculture was the agricultural practice in many parts of Asia, Africa and South America. The colonial foresters did not favour this system as it made it difficult for the government to calculate taxes. In addition, the forest officials saw in it the danger of fire and also that no trees could grow on this kind of land.

Hunting and Forest Laws: The forest laws forbade the villagers from hunting in the forests but encouraged hunting as a big sport. They felt that the wild animals were
savage, wild and primitive, just like the Indian society and that it was their duty to civilise them.

**New Trade and New Employment:** New opportunities opened in trade as the forest department took control of the forests, e.g., the Mundurucu peoples of the Brazilian Amazon. With the colonial influence trade was completely regulated by the government. Many large European trading firms were given the sole right to trade in forest products of a particulate area. Many pastoral communities lost their means of livelihood. New opportunities of work did not always mean improved well-being for the people.

**FOREST REBELLIONS:**
Forest communities rebelled against the changes imposed upon them. The people of Bastar were one such group. The initiative was taken by the Dhurwas of the Kanger forest where reservation first took place. The British sent troops to suppress the rebellion. It took them three months to regain control. A victory for the people of Bastar was that the work on reservation was suspended and the area was reduced to half.

**CHANGES IN JAVA:**
**The Kalangs:** They rose in rebellion against the Dutch in 1770 but their uprising was suppressed.

**Scientific Forestry in Java:** Forest laws were enacted in Java. The villagers resisted these laws. Forest timber was used for ships and railway sleepers. The Dutch government used the ‘balandongdiensten’ system for extracting free labour from the villagers.

**Samin’s Movement:** Samin of Randublatung village (a teak forest village) questioned the state ownership of forests. A widespread movement spread. They protested by lying on the ground when the Dutch came to survey it and refusing to pay taxes and perform labour.

**World Wars and Deforestation:** The world wars had a major impact on forests. The forest department cut freely to meet the British demands. The Dutch followed the scorched earth policy of destroying saw mills, burning logs of teak so that the Japanese could not benefit from it. The Japanese forced the villagers to cut down forests, when they occupied the area.

**New Developments:** Conservation and preservation of forests has now become the focus rather than timber. It has also been realised that if forests are to survive, the local community needs to be involved. There are many such examples in India where communities are conserving forests in sacred groves. This looking after is done by each member of the village and everyone is involved.

**Tea/Coffee plantations** — The colonial state thought that forest land was unproductive. It did not yield agricultural produce nor revenue. Large areas of natural forests were hence cleared to make way for tea, coffee and rubber plantations to meet Europe’s growing need for these commodities. The colonial government took over the forests.
and gave vast areas to European planters at cheap rates. The areas were enclosed and cleared of forests and planted with tea or coffee.

*Advisas and other peasant users* — Adivasis and other peasant users do not cut down forests except to practice shifting cultivation or gather timber for fuel. They also gather forest products and graze their cattle. This does not destroy the forests except sometimes in shifting agriculture. In fact, now the new trends that promote forest conservation tend to involve local villagers in conservation and preservation. The adivasis and other peasant communities regard the forests as their own and even engage watchmen to keep a vigil over their forests.

**Very Short Answer**

1. **Q.1. Which colonial power was ruled in Indonesia?**
   Ans. Dutch

2. **Q.2. Which place is now famous as a rice-producing island in Indonesia?**
   Ans. Java

3. **Q.3. Who were ‘Kalangs’ of Java?**
   Ans. Dynasty of rulers

4. **Q.4. What was the system of ‘blandongdiensten’?**
   Ans. First imposition of rent on land and then exemption

5. **Q.5. What did Surontiko Samin of Randublatung village, a teak forest village, begin questioning?**
   Ans. State ownership of the forest

6. **Q.6. What is the goal of governments across Asia and Africa since the 1980s?**
   Ans. Conservation of forests

7. **Q.7. Who wrote the book ‘The Forests of India’ in the year 1923?**
   Ans. E.P. Stebbing

8. **8. Indian Forest Service was set up in the year ...**
   Ans. 1864

9. **9. In which year the Baster rebellion took place?**
   Ans. 1910

10. **10. In South-East Asia, shifting agriculture is known as ...**
    Ans. Lading

11. **11. The Gond forest community belongs to which state?**
    Ans. Chhattisgarh

**SHORT ANSWER QUESTIONS (3Marks)**

1. **Q.1 What is deforestation? Why is it considered harmful?**
   **Ans.1** The disappearance of forests is referred to as deforestation. Forests are cleared for industrial uses, cultivation, pastures and fuel wood.
2. Clearing of forests is harmful as forests give us many things like paper, wood that makes our desks, tables, doors and windows, dyes that colour our clothes, spices in our food, gum, honey, coffee, tea and rubber. They are the home of animals and birds.

3. Forests check soil erosion and denudation, sand dunes. They preserve our ecological diversity and life support systems.

**Q.2. Describe scientific forestry.**

**Ans.**
1. In scientific forestry, natural forests which had lots of different types of trees were cut down. In their place one type of tree was planted in straight rows. This is called a plantation.
2. Forest officials surveyed the forests, estimated the area under different types of trees and made working plans for forest management. They planned how much of the plantation area to cut every year.
3. The area cut was then to be replanted so that it was ready to be cut again in some years.

**Q.3. Mention the various uses of forests.**

**Ans.**
1. Forests give us a mixture of things to satisfy our different needs — fuel, fodder, leaves, trees suitable for building ships or railways, trees that can provide hard wood.
2. Forest products like roots, fruits, tubers, herbs are used for medicinal purposes, wood for agricultural implements like yokes, ploughs, etc. Forests provide shelter to animals and birds. They also add moisture to atmosphere. Rainfall is trapped in forest lands.

**Q.4. What is shifting agriculture? Why was it regarded as harmful by the British?**

**Ans.**
1. Shifting agriculture or Sweden agriculture is a traditional agricultural practice in many parts of Asia, Africa and South America. It has many local names such as ‘lading’ in South-East Asia, ‘milpa’ in central America, ‘chitemene’ or ‘tavy’ in Africa, ‘chena’ in Sri Lanka, *dhya, Penda, bewar, nevad, jhum, podu, khandad* and *kumri* in India.
2. In shifting cultivation, parts of a forest are cut and burnt in rotation, seeds are sown in ashes after the first monsoon rains and the crop is harvested by October-November. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.

It was regarded as harmful by the British for the forests. They felt that land which was used for cultivation every few years could not grow trees for railway timber. When the forest was burnt there was the danger of the flames spreading and burning valuable timber.

**Q.5. Explain why did the Dutch adopt the ‘scorched earth policy’ during the war.**

**Ans.**
1. The First World War and Second World War had a major impact on forests. In India, working places were abandoned and trees were cut freely to meet British demand for war needs.
2. In Java, just before the Japanese occupied the region, the Dutch followed the ‘scorched earth policy’ destroying saw mills, burning huge piles of giant teak logs so that they could not fall into Japanese hands.

**Q.6. How did the forest rules affect cultivation?**
1. One of the major impacts of European colonialism was on the practice of shifting cultivation or Jhoom cultivation. In shifting cultivation, a clearing is made in the forest, usually on the slopes of the hills. After the trees are cut, they are burnt to provide ashes. The seeds are then scattered in the area, and left to be irrigated by the rain.

2. Shifting cultivation was harmful for forests and the land both.

3. It also made it harder for the Government to calculate taxes. Therefore, the government decided to ban shifting cultivation.

Q.7. Why did land under cultivation increase during colonial rule?
Ans. 1. During the British domination of India, the British encouraged the cultivation of cash crops such as jute, indigo, cotton, etc. Food crops were also required to be grown for food. Both things were important. 2. Secondly, the forests were considered unproductive by the British government and hence large areas of forests were cleared for agriculture. Now this forest land could be cultivated to enhance the income of this state.

Q.8. What did Dietrich Brandis suggest for the improvement of forests in India?
Ans. 1. Dietrich Brandis suggested that a proper system had to be followed. Felling of trees and grazing land had to be protected. Rules about use of forests should be made. Anyone who broke rules needed to be punished. Brandis set up in 1864 the Indian Forest Service. He also helped to formulate the Indian Forest Act of 1865.

Q.9. What was taught at the Imperial Forest Research Institute? How was this system carried out?
Ans. 1. Scientific forestry was taught at the Imperial Forest Research Institute. In this system, natural forests which had a variety of trees were cut down and, instead, one type of tree was planted.

2. Appointed forest officials managed these forests. They planned and assessed how much of the planted area had to be cut down and how much had to be replanted.

Q.10. Differentiate between the customary practice of hunting and hunting as a sport in India, after the Forest Acts were passed.
Ans. Before the laws were passed, people who depended on forests hunted birds and small animals for food. After the laws were passed, hunting of big game became a sport. Under colonial rule the scale of hunting increased so much that many species became extinct. Rewards were given for killing tigers, wolves, etc., on the pretext that they were a threat to human life. Certain areas of the forests were reserved for hunting.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Discuss the rise of commercial forestry under the colonial governments.
Ans. 1. Commercial forestry became important during the British rule. By the early nineteenth century oak forests in England were disappearing. This created a problem of shortage of timber supply for the Navy.
2. How could English ships be built without a regular supply of strong and durable timber? How could imperial power be protected and maintained without ships?

3. Because of the factors given above, before 1856 the commercial forestry was considered important in India. By the 1820s, search parties were sent to explore the forest resources of India.

4. These parties gave them green signal for commercial forestry in India. Within a decade trees were being felled on a massive scale and large quantities of timber were being exported from India.

5. The spread of railway from the 1850s created a new demand. In India, the colonial government felt that railways were essential for effective internal administration, for colonial trade, for the quick movement of imperial troops.

Q.3. “The introduction of extremely exploitative and oppressive policies proved to be a disaster.” With reference to Bastar-

(a) What were these policies?

(b) What were the consequences of these policies?

Ans. (a) The colonial government proposed to reserve two-thirds of the forest in 1905 and stop shifting cultivation, hunting and collection of forest produce. The people of Bastar were very worried. Some villages were allowed to remain on in the reserved forests on the condition that they worked free for the forest department in cutting and transporting trees and protecting the forests from fires. Subsequently these came to be known as forest villages. People of other villages were displaced without any notice or compensation. For long the villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials. Then came the terrible famines in 1899-1900 and again in 1907-1908. Reservations proved to be the last straw.

(b) People began to gather and discuss these issues in their village councils, in bazars and at festivals or wherever the headmen and priests of several villages were assembled. The initiative was taken by the Dhruvas of the Kanger forest, where reservation first took place. Although there was no single leader, many people speak of Gunda Dhur from village Nethanar as an important figure in the movement in 1910. Mango boughs, a limp of earth, chillies and arrows, began circulating between villages. These were actually messages inviting villagers to rebel against the British. Every village contributed something to the rebellion expenses. Bazars were looted, the houses of officials and traders, schools and police stations were burnt and robbed and grain redistributed.

The British sent troops to suppress the rebellion. The adivasi leaders tried to negotiate, but the British surrounded their camps and fired upon them. After that they marched through the villages, flogging and punishing those who had taken part in the rebellion. It took three months for the British to regain control. However, they never managed to capture Gunda Dhur. In a major victory for the rebels, work on reservation was temporarily suspended and the area to be reserved was reduced to roughly that planned before 1910. Adivasis were forcibly displaced from their homes in the forests.

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Some had to change occupations, while some resisted through large and small rebellions.

Q.5. How did the following contribute towards the decline of forest cover in India between 1880-1920?
(a) Railways and ship building
(b) Commercial farming

Ans. (a) (1) Railways: The spread of railways from 1850s created a new demand. Railways were essential for successful colonial control, administration, trade and movement of troops. Thus to run locomotives, (a) wood was needed as fuel (b) and to lay railway lines as sleepers were essential to hold tracks together. As the railway tracks spread throughout India, larger and larger number of trees was felled. Forests around the railway tracks started disappearing fast.

(2) Shipbuilding: UK had the largest colonial empire in the world. Shortage of oak forests created a great timber problem for the shipbuilding of England. For the Royal Navy, large wooden boats, ships, courtyards for shipping, etc., trees from Indian forests were being felled on massive scale from the 1820s or 1830s to export large quantities of timber from India. Thus the forest cover of the subcontinent declined rapidly.

(b) Commercial Farming: Large areas of natural forest were also cleared to make space for the plantations or commercial farming. Jute, rubber, indigo, tobacco etc. were the commercial crops that were planted to meet Britain’s growing need for these commodities. The British colonial government took over the forests and gave of a vast area and exported it to Europe. Large areas of forests were cleared on the hilly slopes to plant tea or coffee. This also contributed to the decline of the forest cover in India.

Q.6. How was colonial management of forests in Bastar similar to that of Java?
Ans. The colonial government imposed new forest laws according to which two-thirds of the forests were reserved. Shifting cultivation, hunting and collection of forest produce was banned. Most people in forest villages were displaced without notice or compensation. In the same way, when the Dutch gained control over the forests in Java, they enacted forest laws, restricting villagers' access to forests. Now wood could only be cut for specific purposes and from specific forests under close supervision. Villagers were punished for grazing cattle, transporting wood without a permit or travelling on forest road with horse-carts or cattle. This was the similarity between the British (in Bastar) and Dutch (in Java) management of forests.

Q.7. What new trends and developments have affected the forestry of today?
Ans. 1. Since the 1980s governments across Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from forests has resulted in many conflicts. Conservation of forests rather than collecting timber has become a more important goal.
2. The government has realised/recognised that in order to meet this goal, the people who live near the forests must be involved.

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3. In many cases, across India, from Mizoram to Kerala, dense forests have survived only because villagers protected them in sacred groves known as sarnas, Devarakudu, kau, rai, etc. Some villages have been patrolling their own forests, with each household taking it in turns, instead of leaving it to the forest guards. Local forest communities and environmentalists today are thinking of different forms of forest management.

Q.8. Where is Bastar located? Discuss its history and its people
Ans.1. Bastar is situated in the southern part of Chhattisgarh and borders Orissa, Andhra Pradesh and Maharashtra. The river Indrawati flows from east to west across Bastar. The central part of Bastar is a plateau. To the north of this plateau is the Chhattisgarh plain and to its south is the Godavari plain.
2. The people of Bastar believe that each village was bestowed land by the earth and hence they offer something in return during agricultural celebrations. Apart from the earth the people of Bastar show reverence to the spirits of rivers, forests and the mountains.
3. Different communities such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas practise common customs and beliefs but speak different dialects. Each village is well aware of its boundaries. They look after and preserve their natural resources.
4. There exists a give and take relationship among the communities. If a village wants some forest produce from another village a small price is paid before taking it. This price is called ‘dhand’ or ‘man’ or ‘devsari’. Villagers engage watchmen to look after their forests for a price.
5. This price is collected from all the families. There is a large annual gathering — a big hunt where the headmen of all the villages in a ‘pargana’ (a group of villages) meet and discuss matters that concern them.

Q.9. Discuss the new developments in forestry after the 1980s.
Ans: 1. Since the 1980s the governments of Asia and Africa have begun to see that scientific forestry and the policy of keeping forest communities away from the forests has resulted in many conflicts. Conservation and preservation of forests have become the major goal.
2. Collection of timber is a secondary objective. The governments emphasise that in order to conserve and preserve forests the involvement of people is important.
3. These are perfect examples to quote here — across India, from Mizoram to Kerala, dense forests have survived only because villagers protected them in sacred groves known as 'sarnas', 'devarakudu', 'kan', 'rai', etc. Some villagers have been patrolling their own forests, with each household taking it in turns, today are thinking of different forms of forest management.

Q.10. Why did the people of Bastar rise in revolt against the British? Explain.
Ans. (i) In 1905, the colonial government imposed laws to reserve two-thirds of the forests, stop shifting cultivation, hunting and collection of forest produce. People of many villages were displaced without any notice or compensation.

(ii) For long, villagers had been suffering from increased land rents and frequent demands for free labour and goods by colonial officials.

(iii) The terrible famines in 1899–1900 and again in 1907–1908 made the life of people miserable. They blamed the colonial rule for their sorry plight.

(iv) The initiative of rebellion was taken by the Dhurwas of the Kanger forest, where reservation first took place. Gunda Dhur was an important leader of the rebellion.

HOTS

Q.18. How did the local people look after and protect the forests in Bastar region?

Ans. 1. The people of Bastar showed respect to the spirits of the river, the forest and the mountain. Since each village knew its boundary the local people looked after all the natural resources within their boundary.

2. If the people from a village wanted to take some wood from forests of another village, they paid a small fee called 'devsari,' 'dand' or 'man' in exchange.

3. Some villagers also protected their forests by engaging watchmen and each household contributed some grain to pay them.

4. Every year there was one big hunt where the headman of villages in a 'pargana' met and discussed issues of concern, including forests.

Q.2. How did the new forest laws affect the forest dwellers?

Ans. 1. Foresters and villagers had very different ideas of what a good forest should look like. Villagers wanted forests with a mixture of species to satisfy different needs — fuel, fodder, leaves. The forest department wanted trees which were suitable for building ships or railways.

2. They needed trees that could provide hard wood and were tall and straight. So particular species like teak and sal were promoted and others were cut. The new forest laws meant severe hardship for villagers across the country.

3. After the Act (Forest Act), all their everyday practices, cutting wood for their houses, grazing their cattle, collecting fruits and roots, hunting and fishing became illegal. People were now forced to steal wood from the forests, and if they were caught they were at the mercy of the forest guards who would take bribes from them.

Q.4. How did the transformation in the forest management during the colonial period affect the following?

(a) Pastoral communities
(b) Shifting cultivators

Ans. 1. The British required Indian forests in order to build ships and for railways. The British were worried that the use of forest by local people and the reckless felling of trees by traders would destroy forest.

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2. Therefore, the colonial government decided to invite a German expert Dietrich Brandis for advice and made him the first Inspector General of Forests in India. Dietrich Brandis realised that a proper system had to be introduced to manage the forests and people had to be trained in the science of conservation. Rules about the use of forest resources had to be framed.

3. Felling of trees and grazing had to be restricted so that forests in India could be preserved for timber production. The changes in forest management in the colonial period affected the following groups of people.

(a) Pastoral communities: Pastoral communities were affected by the new forest laws. Before these laws came into force, the people of pastoral as well as nomadic community had survived by hunting deer, partridges and a variety of small animals. This customary practice was prohibited by the forest laws. Those who were caught hunting were now punished for poaching. Some of them began to be called criminal tribes and were forced to work in factories, mines and plantations under government supervision.

(b) Shifting cultivators: One of the major impacts of European colonialism was on the practice of shifting cultivation or Jhoom agriculture. This is a traditional agricultural practice in several parts of Asia, Africa and South America.

2. European foresters regarded the practice of shifting cultivation as harmful for the forests. They felt that land which was used for cultivation every few years could not grow trees for railway timber. When a forest was burnt, there was the added danger of the flames spreading and burning valuable timber. Shifting cultivation also made it harder for the British government to calculate taxes. So the colonial government decided to ban shifting cultivation. As a result, shifting cultivators were forcibly displaced from their homes in the forests. Some had to change occupations, while some resisted through large and small rebellions.

Q.5 Describe four provisions of the Forest Act of 1878.

Ans. (i) The Forest Act of 1878 divided forests into three categories: reserved, protected and village forests.
(ii) The best forests were called 'reserved forests'.
(iii) Villagers could not take anything from reserved forests, even for their own use.
(iv) For house building or fuel, they could take wood from protected or village forests.

VALUE BASED QUESTIONS
Q.1. Why did land under cultivation increase during colonial rule?
Q.2. What is shifting agriculture? Why was it regarded as harmful by the British?
Q.3. Where is Bastar located? Discuss its history and its people.
CHAPTER-5. Pastoralists in the modern world.

CONCEPTS:
The Mountain Nomads:
The Gujjar Bakarwals of Jammu and Kashmir- They are pastoral nomads who move in groups called ‘Kafila’. Their movements are governed by the cold and snow. In winters when the high mountains are covered with snow these Gujjars move down to the low hills of the Sivalik range. On the onset of summer, when the snow melts and the mountains become lush and green, these pastoralists move back to the mountains. The Gaddi Shepherds of Himachal Pradesh have a similar cycle of movement. They also spend the winter on the low Sivalik hills and the summers in Lahul and Spiti. The Gujjar cattle herders of Kumaon and Garhwal spend their summers in the ‘bugyals’ and their winters in the ‘bhabar’. The Bhotias, Sherpas and Kinnauri follow the cyclic movement which helps them to adjust to seasonal changes and make best use of pastures.

On the plateaus, plains and deserts —
The Dhangars of Maharashtra: The Dhangars stay in the central plateau of Maharashtra during the monsoon. This is a semi-arid region. By October they begin their movement towards Konkan. Here their cattle help to manure the fields and hence they are welcomed by the Konkani peasant. As soon as the monsoon sets in, they retreat back to the semi-arid land of Maharashtra. The Gollas who herd cattle and the Kurumas and Kurubas who reared sheep and goat are from Karnataka and Andhra. They live near the woods and in the dry period the coastal tracts. The Banjaras of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra move to different places in search of good pastures. The Raikas of Rajasthan combine cultivation with pastoralism. When their grazing grounds become dry they move to new and greener pastures. Pastoral life was sustained by their sense of judgement to know how long one must stay in an area to know where they could find food and water to assess and calculate the timings of their movement their ability to set up a relationship with the farmers so that the herds could graze on the harvested fields.

CHANGES IN PASTORAL LIFE DUE TO COLONIAL RULE:
Under colonial rule the life of the pastoralists changed completely. Their grazing grounds became less, their movements were regulated, the revenues they had to pay increased, their trade and crafts and agricultural produce declined.

Coping with changes —
1. Some reduced the number of cattle in their herds.
2. 2. Some discovered new pastures.

PASTORALISM IN AFRICA
The Maasai — Changes in their way of life The Maasai cattle herders live primarily in East Africa. Rules, laws and regulations have changed their way of life. There are many problems which they have faced, the most prominent being continuous loss of their grazing grounds. This has many reasons: scramble for territorial possessions in
Africa. Dividing the region into different colonies. The best grazing grounds being taken over by the white settlements. Grazing grounds being converted to cultivated land and national parks and game reserves. The Kaokoland herders have faced a similar fate.

**Confined to special reserves**- Traditionally, pastoralists moved to different pastures but with the restrictions imposed on them these pastoralists were confined to special reserves. They could not move without special permits. They were not allowed to enter the markets in white areas. Some bought land and began to lead a settled life. Some poor peasants borrowed money to survive, in due course of time they lost their cattle and sheep and became labourers. Some tribes were affected by the Criminal Tribes Act. Even their trade activities were adversely affected.

**Why nomadism?** Pastoralists are nomadic — this allows them to survive bad times and avoid crises, such as drought. But later they could not shift to greener pastures and their cattle died of starvation.

**The Maasai society:**
The British appointed chiefs to administer the affairs of the tribe. These chiefs were wealthy and lived a settled life as they had both pastoral and non-pastoral income. The poor pastoralists passed through bad times and worked as labourers. There were two important changes:
1. The traditional difference between the elders and warriors was disturbed.
2. There came to be a marked difference between the rich and poor.

**Developments within Pastoral Societies:**
Pastoralists adapt to new times. They find new pastures, change their routes for their annual movement, reduce their cattle numbers, press for their rights, etc. It is being advocated today that pastoral nomadism is the best form of life suited to the dry, semi-arid and mountainous regions of the world.

**Very short answer type question:**

**Q.1.** Dhangars were an important pastoral community of
Ans. Maharashtra

**Q.2.** Which of the following statements best explains pastoralist nomads?
Ans. The herdsmen who move from one place to another looking for pasture for their herd

**Q.3.** The pastoralists had to pay tax on ...
Ans. the houses they were living in

**Q.4.** In 1885, Massailand was cut into half with an international boundary between ...
Ans. Kenya and Tanganyika

**Q.5.** When did a severe drought take place, killing over half the cattle in the Maasai Reserve?
Ans. 1933 and 1934 more

**Q.6.** Which seasonal movements affect the Dhangars of Maharashtra?
Ans. Alternate monsoon and dry seasons

**Q.7.** Gaddi were an important pastoral community of ...
Q.8. Nomadic tribes need to move from one place to another because of …
Ans. In search of pastures

Q.9. The word Maasai means …
Ans. my people

Q.10. Raika pastoral community belongs to …
Ans. Rajasthan

SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. Describe the life of Dhangars of Maharashtra
Ans.
1. The Dhangar shepherds stay in the central plateau of Maharashtra during the monsoon. By October, they harvest their bajra and move west to Konkan. The Dhangar flocks manure the fields and feed on stubble.
2. The Konkani peasants give them rice which they take to the plateau as grain is scarce there. With the onset of monsoon they leave Konkan and return to the dry plateau.

Q.2. How did the life of pastoralists change under the colonial rule?
Ans. Under colonial rule, the life of pastoralists changed dramatically. Their grazing grounds shrank, their movements were regulated and they had to pay more revenue. Their agricultural stock declined and their trade and crafts were adversely affected.

Q.3. Why does a Raika genealogist recount the history of his community?
Ans. I am a 60-year-old Raika-herder; I have seen many changes in my life. We as herders have been affected in a variety of ways by changes in the modern world. New laws and new borders have affected the pattern of our lives and our movements. We have seen many restrictions being imposed on our mobility and we as pastoralists find it difficult to move in search of new pastures.
We have adapted to new times. We have changed the path of our annual movement, reduced our cattle numbers, pressed for rights to enter new areas, exerted political pressure on the government for relief, subsidy and other forms of support and demanded a right in management of forests and water resources. We are not relics of the past.

Q.4. How did the Forest Acts change the life of pastoralists?
Ans.
1. Forest Acts were enacted to protect and preserve forests for timber which was of commercial importance. These Acts changed the life of pastoralists.
2. They were now prevented from entering many forests that had earlier provided valuable forage for their cattle.
3. They were issued permits which monitored their entry into and exit from forests. They could not stay in the forests as much as they liked because the permit specified the number of days and hours they could spend in the forests. The permit ruled their lives.
Q.5 How did the pastoralists cope with the changes in production during the colonial period?

Ans.
1. Under colonial rule the life of the pastoralists changed completely. Their grazing grounds became less, their movements were regulated, the revenues they had to pay increased, their trade and crafts and agricultural produce declined.
2. The pastoralists adjusted with these changes. They reduced the number of cattle in their herds. They discovered new pastures. Some bought land and began to lead a settled life. Some poor peasants borrowed money to survive.
3. In due course of time they lost their cattle and sheep and became labourers.

Q.6 Compare the lives of African pastoralists with pastoralists in India during the colonial period.

Ans.
1. There are many similarities in the way in which the modern world forced changes in the lives of pastoral communities in India and Africa.
   1. All uncultivated land was seen as wasteland by colonial powers. It produced neither revenue nor agricultural produce. This land was brought under cultivation. In most areas the lands taken over were actually grazing tracts used regularly by pastoralists. So expansion of cultivation inevitably meant the decline of pastures and a problem both for Indian pastoralists and the Maasai.
   2. From the 19th century onwards the colonial government started imposing restrictions on the pastoral communities. They were issued permits which allowed them to move out with their stocks and it was difficult to get permits without trouble and harassment. Those found guilty of disobeying rules were punished.

Q.7 ‘In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period.’ Explain.

Ans.
1. In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period. In pre-colonial times, Maasai society was divided into elders and warriors.
2. To administer the affairs of Maasai, the British appointed chiefs who were made responsible for the affairs of the people. These chiefs often accumulated wealth with which they could buy animals, goods and land.
3. They lent money to poor neighbours who needed to pay taxes. Many of them began living in cities and became involved in trade. Their wives and children stayed back in villages to look after animals. These chiefs managed to survive the devastation of war and drought. They had both pastoral and non-pastoral income. But the poor pastoralists who depended only on their livestock did not have resources to tide over bad times. In times of war and famines, they lost nearly everything and had to look for work in towns.

Q.8 Describe the social organisation of the Maasai tribe in the pre-colonial times. What changes occurred in Maasai community during colonial period?
Ans. 1. The Maasai society was divided into two social categories – elders and warriors. The elders formed the ruling group and the warriors were responsible for the protection of the tribe.
2. They were assertive, aggressive and brave but were subject to the authority of the elders. They proved their manliness by conducting raids and participating in wars. Raiding was important in a society where cattle were wealth.
3. The Maasai lost about 60% of their pre-colonial lands. Pasture lands were turned into cultivated fields and Maasai were confined to an arid zone with uncertain rainfall and poor pastures.4. They could not move over vast areas in search of pastures. It affected both their pastoral and trading activities as they were not only deprived of land but of all forms of trade.

Q.9. What were the views of the British officials about nomadic people? Mention two provisions of the Criminal Tribes Act.
Ans. 1. British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages, pastoralists who changed their residence every season.
2. The colonial government wanted to rule over a settled population. Under the Criminal Tribes Act, the nomadic people were considered criminals by nature and birth and many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes.
3. These communities were restricted to living in notified village settlements and were not allowed to move without a permit.

Q.10. Describe the life of pastoralists inhabiting the mountains of India.
Ans. 1. The Gujjar Bakarwals of Jammu and Kashmir, the Gaddi shepherds of Himachal Pradesh, the Gujjar cattle herders of Garhwal and Kumaon, the Bhotiyas, the Sherpas and Kinnauris move annually between their summer and winter grazing grounds governed by the cycle of seasonal movements.
2. They adjust their movements to seasonal changes and make effective use of available pastures in different places. When pastures are exhausted or unstable in one place they move their herds to new areas.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Discuss the main characteristic features of pastoralism.
Ans. 1. Pastoralists are people who rear animals, birds and move from place to place in search of green pastures. They are nomadic tribes who need to move from one place to another to save their animals from adverse climatic conditions and to provide meadows or pastures regularly.
2. Some of the pastoral nomads move to combine a range of activities – cultivation, trade and herding – to make their living. Continuous movement of nomadic tribes is useful for environment.
3. Pastoral nomadism is a form of life that is perfectly suited to many hilly and dry regions of the world. Pastoral movement allows time for the natural restoration of vegetation growth. Pastoralists play a very important role as moving traders.

4. In search of good pasture land for their cattle the pastoralists move over long distances selling plough cattle and other goods to villagers in exchange for grain and fodder.

**Q.2. Discuss the factors on which the life of pastoralists depend.**

**Ans.** Pastoralists live in small villages, in plateaus, in deserts or near the skirt of the woods. They cultivate a small piece of land, keep herds of cattle, flocks of sheep and goats or herds of camels. They move between their summer and winter pastures with their herds, selling plough cattle and their things to farmers and getting grain and rice, selling milk and ghee, animal skin and wool. The pastoral life is sustained by the knowledge of:

- How long to stay in one area
- How to find food and water for their herds
- How to assess the timing of their movement
- Their ability to set up relationship with farmers.

**Q.3. Elaborate on the seasonal movement of Dhangars of Maharashtra.**

**Ans.**
1. The Dhangars live in the central plateau of Maharashtra during the monsoon season. They use it as a grazing ground for their flock and herds. They sow their dry crop of ‘bajra’ here during the monsoon season. By October, they reap the harvest and move to Konkan—a fertile Agricultural region.
2. The Konkan peasants welcome them to manure and fertilise their fields for the ‘rabi’ crop. The flocks manure the fields and feed on the stubble. They stay here till the monsoon arrives and then move on to the dry plateau. They carry with them the rice given by the Konkans.

**Q.4. Describe the various facts of pastoralism in Africa.**

**Ans.**
1. Communities like Bedouins, Berbers, Maasai, Somali, Boran and Tinkana live pastoral life. They raise cattle, camels, goats, sheep and donkeys. They sell milk, meat, animal skin and wool.
2. Some also earn through trade and transport, others combine pastoral activity with agriculture. Still others do a variety of jobs to supplement their meagre income.
3. Like pastoralists in India, the lives of African pastoralists have changed dramatically over the colonial and post-colonial periods. Cultivation expanded, pasture lands diminish. The new laws restricted their movements.

**Q.5. Give two examples to illustrate how the pastoral nomads adjust to seasonal changes and make effective use of available pastures in different places.**

**Ans.**
1. The Gaddi shepherds of Himachal Pradesh are a good example. They spend their winter in the low hills of the Sivalik range. Their cattle graze in the scrub forests.
2. As summer approaches (i.e. sometime in April) they move north to Lahul and Spiti. They stay there with their cattle. Some of them even move to higher altitudes as the snow melts. As the summer ends by September they begin their return journey.

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3. Their return journey is interrupted in the villages of Lahul and Spiti where they reap their summer harvest and sow their winter crop. They then go down to the Sivalik hills where they stay for the winter. Next April their journey to the north begins again.

1. The Gujjar Bakarwals of Jammu and Kashmir also follow the same pattern. During winters they stay in the low Sivalik hills with their herds. The dry scrub forests provide fodder for their cattle. As summer approaches (i.e. by April) they gather for their journey to the valley of Kashmir.

2. They cross the Pir Panjal passes and reach the lush green mountain side. They stay here with their cattle till winter approaches (i.e. by September).

Q. 6 Why did the colonial government pass the law Criminal Tribes Act and imposition of Grazing Tax?

Ans. 1. British officials were suspicious of nomadic people. They distrusted mobile craftsmen and traders who hawked their goods in villages, and pastoralists who changed their places of residence every season, moving in search of good pastures for their herds.

2. The colonial government wanted to rule over a settled population. They wanted the rural people to live in villages, in fixed places with fixed rights on particular fields. Such a population was easy to identified and control.

3. Those who were settled were seen as peaceable and law abiding; those who were nomadic were considered to be criminal. Because of all the above reasons, in 1871 the colonial government in India had passed the Criminal Tribes Act.

4. By this Act, many communities of craftsmen, traders and pastoralists were classified as criminal tribes. They were stated to be criminal by nature and birth.

5. To expand its revenue income, the colonial government imposed the grazing tax. Pastoralists had to pay tax on every animal they grazed on the pastures.

Q. 7. Explain any four laws which were introduced by the colonial government in India which changed the lives of pastoralists.

Ans. (i) from the mid-nineteenth century, Wasteland Rules were enacted in various parts of the country. By these rules uncultivated lands were taken over and given to selected individuals.

(ii) By the mid-nineteenth century, various Forest Acts were also enacted in different provinces. Through these Acts some forests which produced valuable timber like deodar or sal were declared 'Reserved'. No pastoralist was allowed access to these forests. Other forests were classified as 'protected'.

(iii) In 1871, the colonial government in India passed the 'Criminal Tribes Act'. By this Act, many communities of craftsmen, traders and pastoralists were classified as Criminal Tribes. They were stated to be criminal by nature and birth. Once this Act came into force, these communities were expected to live only in notified village settlements.

(iv) to expand its revenue income, the colonial government looked for every possible source of taxation. So, tax was imposed on land, on canal water, on salt, on trade goods, and even on animals (the Grazing Tax).
Q.8. Who are Gujjar Bakarwals and Gaddis? What are the similarities between them?
Ans.1 Gujjar Bakarwals are a pastoral community of Jammu and Kashmir. They are great herders of goats and sheep.
2. The Gaddis are a prominent pastoral community of Himachal Pradesh. The cycle of seasonal movements is similar in case of Gujjar Bakarwals and Gaddis. The Gaddis too spent their winter in the low hills of Sivalik range, grazing their flocks in scrub forests.
3. By April they moved north and spent the summer in Lahul and Spiti. When the snow melted and high passes were clear, many of them moved on to higher mountain meadows.
4. By September they began their return movement. On the way they stopped once again in the villages of Lahul and Spiti, reaping their summer harvest and sowing their winter crop. 5. Then, they descended with their flock to their winter grazing ground on the Sivalik hills. Next April, once again, they began their march with their goats and sheep to the summer meadows.

HOTS
Q.1. How was the Grazing Tax implemented by the British on the pastoralists during mid-nineteenth century? Explain.
Ans. 1. Pastoralists had to pay tax on every animal they grazed on the pastures. In most pastoral tracts of India, grazing tax was introduced in the mid-nineteenth century.
2. The tax per head of cattle went up rapidly and the system of collection was made increasingly efficient.
3. During the 1850s to the 1880s, the right to collect the tax was auctioned out to contractors. There contractors tried to extract as high a tax as they could to recover the money they had paid to the state and earn as much profit as they could within the year.
4. By the 1880s the government began collecting taxes directly from the pastoralists. Each of them was given a pass. To enter a grazing tract, a cattle herder had to show the pass and pay the tax. The number of cattle heads he had and the amount of tax he paid was entered on the pass.

Q.2. Explain factors responsible for the annual movement of the Dhangars.
Ans. 1. Dhangars were an important pastoral community of Maharashtra. Most of them were shepherds, some were blanket weavers, and still others were buffalo herders.
2. They stayed in the central plateau of Maharashtra during the monsoon. This was a semi-arid region with low rainfall and poor soil. It was covered with thorny scrub. Dhangars sowed bajra there.
3. In the monsoon this region became a vast grazing ground for the Dhangar flocks. By October the Dhangars harvested their bajra and started on their move west. After a month, they reached the Konkan. This was a flourishing agricultural tract with high rainfall and rich soil. Here the Dhangar shepherds were welcomed by Konkani peasants.
4. After the kharif harvest was cut, the fields had to be fertilised and made ready for the rabi harvest. Dhangar flocks manured the fields and fed on the stubble. The Konkani peasants also gave supply of rice which the shepherds took back to the plateau where grain was scarce. 5. With the onset of the monsoon the Dhangars left the Konkan with their flocks and returned to their settlement on the dry plateau. The sheep could not tolerate the wet monsoon conditions.

Q.3. Compare and contrast the life of wealthy pastoralists with that of poor pastoralists in Africa.
Ans. 1. In Maasailand, as elsewhere in Africa, not all pastoralists were equally affected by the changes in the colonial period. Wealthy pastoralists including chiefs were appointed by the British.
2. They often accumulated wealth. They had regular income to buy animals, goods and land. They lent money to the poor neighbours to pay taxes. Some of them lived in towns and got involved in trade. Their families stayed back in villages to look after the animals.
3. These rich pastoralists managed to survive devastation of wars and drought. But the life of poor pastoralists depended only on their livestock.
4. They did not have resources to tide over bad times. In times of war and famine they lost everything. They had to go looking for work in town. Some eked a living as charcoal burners. Others did odd jobs.
5. The lucky ones got more regular work in road or building construction.

Q4. Comment on the closure of the forests to grazing from the standpoint of …
(a) A Forester
(b) A Pastoralist.
Ans. 1. The views of a forester: Rules about the use of forest resources were needed as indiscriminate felling of trees had to be stopped; grazing as well; this was the only way of preserving timber.
2. We need trees suitable for building ships or railways. We need teak and sal trees. It can be done only if villagers/pastoralists are barred from entering these forests; to stop them from taking anything from the forests.
3. The views of a pastoralist: We need fuel, fodder and leaves. Fruits and tubers are nutritious; Herbs are needed for medicines, wood for agricultural implements like yokes and ploughs, bamboo for fences and making baskets and umbrellas.
4. The Forest Act and closure of forests have deprived us of all these; we cannot also graze our cattle. We cannot also hunt and cannot supplement our food. We have been displaced from our houses in forests.

Value based questions
Q.1. Why does a Raika genealogist recount the history of his community?
Q.2. What were the views of the British officials about nomadic people? Mention two provisionsof the Criminal Tribes Act.
Q.3 How did the pastoralists cope with the changes in production during the colonial period?
Q.4. Compare and contrast the life of wealthy pastoralists with that of poor pastoralists in Africa.
CHAPTER 6 PEASANTS AND FARMERS

CONCEPTS:

OPEN FIELDS AND COMMON LAND:
Peasants cultivated open fields which were strips of land near their villages. These strips were of varying quality. This was a measure to ensure that everyone had a mix of good and bad land. Beyond these strips lay common land which was used by all to graze cattle, gather fruits and berries and firewood. This began to change from the 16th century. Wool became important. Farmers began to enclose fields to improve sheep breeds and ensure good feed. With enclosed fields there was no concept of common land. This changed the entire landscape of England.

Thrust in Grain Cultivation: From the mid-18th century onwards enclosures became different. They were now for grain cultivation. English population was expanding and Britain was industrialising. People moved to urban areas. Lesser people had to produce more grains. The market for food grain expanded. Food grain prices rose. This encouraged landowners to enclose lands and enlarge the area under grain cultivation.

Enclosures: Food grain production increased as much as population. England was producing almost 80% of the food grain the population consumed. Crop production received a boost through various crop rotation techniques. Enclosures allowed landowners to expand the land under their control and produce more for the market.

The Farmers — The Poor: The poor no longer had access to the commons. They were displaced from their lands and found their customary rights disappearing. Work became uncertain, insecure and income unstable.

Dependency on Machines — The Thresher: During the Napoleonic wars the threshing machine was introduced to lessen dependency on labour and increase production. After the Napoleonic wars ended soldiers returned home but found no work. At the same time an agricultural depression set in. There was agricultural surplus and labourers without work.

BREAD BASKET AND DUST BOWL:
America the Land of Promises: During the time of enclosed fields in England, in the USA, the white American settlers were confined to a small narrow strip in the east. By early 20th century, these Americans moved westward. America was seen as a land of promises. The American Indians were forced to give up their land and move westward. The white Americans now moved westward, cleared land and cultivated wheat.

The Demand for Wheat: From the late 19th century onwards there was a population increase. Export market in wheat was also becoming bigger. Demand for wheat increased. Wheat supply from Russia was cut off. During the First World War the wheat market boomed.

The Introduction of Inventions: New technology was introduced which aimed at increasing production. Tractors, disk ploughs, mechanical reapers, combine harvesters, etc., began to be used.

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THE INDIAN FARMER AND OPIUM PRODUCTION:

Trade with China: Opium production in India is directly linked to the British trade with China. The western merchants wanted to balance their trade with China and hence searched for a commodity that could sell in China. The English bought tea from China and the Chinese bought opium from them.

The Opium-Its Source-India: The Indian peasants were forced to grow opium. The British government bought this opium from them at nominal rates.

Unwilling Cultivators: The cultivators were unwilling to produce opium for various reasons:
• Opium required fertile land
• Rates paid by the British were very low
• It required looking after

The British discovered that opium produced in British territories was declining whereas in territories not under British rule the production was increasing. Traders were selling opium directly to China. This forced the British to establish its monopoly over this trade.

The Poor: The machines spelt misery for the poor farmers. Many bought machines on loan which they could not pay later. Jobs were difficult to find. Production expanded and soon there was surplus. Wheat prices fell and export markets were adversely affected. The Great American Depression ruined the farmers in the 1930s.

Dust Bowl: In the 1930s, great dust storms were experienced. These killed cattle and destroyed land. Farmers had cleared land of grass which rendered large areas of land coverless and dry. The sod was broken into dust.

Very short answer type question:- [1 MARK]

Q.1. The continuous movement of the pastoral communities helps in
Ans. Recovery of the pastures and prevention of their overuse

Q.2. Who was Captain Swing?
Ans. A mythical name

Q.3. In the 19th century, the two major commercial crops India came to produce for the world Market were
Ans. indigo and opium

Q.4. Why were the Confucian rulers of China, the Manchus, suspicious of all foreign Merchants?
Ans. They feared that the British would interfere in local politics and disrupt their authority

Q.5. Name the US President who said “Plant more wheat, wheat will win the war.”
Ans. President Wilson

Q.6. In 1831, Cyrus McCormick invented the first mechanical reaper. What was its most important advantage?
Ans. 500 acres of wheat could be harvested in two weeks
Q.7. What did the settlers of the Great Plains realise after the 1930s?
Ans. They had to respect the ecological conditions of each region

Q.8. What was Chinese Emperor’s order about the use of opium in China?
Ans. The Emperor had forbidden its production and sale except for medicinal purposes

Q.9. What did the enclosure imply?
Ans. Piece of land enclosed from all sides

Q.10. The Great Agrarian Depression of the 1930s was caused by ...
Ans. overproduction of wheat

Q.11. Opium was exported from India to ...
Ans. China

Q.12. The Manchus were ...
Ans. Chinese rulers

SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. Why were the poor farmers of England against the threshing machines? What was the Captain Swing Movement?
Ans. The poor farmers felt the threshing machines would replace people, would deprive them of their livelihood and render them jobless. Captain Swing was a mythical name used in threatening letters, written by workmen against the use of threshing machines by rich farmers

Q.2. Define the following:
(a) Agriculture  (b) Enclosure  (c) Commons
Ans. Agriculture: It is the science or practice of farming, i.e. cultivating land for growing crops; keeping animals.
Enclosure: Enclosing land by building hedges around their holdings to separate their land-holdings from that of others is called Enclosure. This deprived poor farmers of using the commons.
Commons: It was land which belonged to the villagers as a whole. Here they pastured their cows and grazed their sheep, collected fuel wood, fruit and berries. They fished in the rivers and ponds and hunted rabbits in the common forests.

Q.3. ‘Over the late eighteenth and early nineteenth centuries, the English countryside changed dramatically.’ Explain.
Ans. 1. Over the late eighteenth and early nineteenth centuries the English countryside changed dramatically.
2. Before this time, in large parts of England the countryside was open. It was not partitioned into enclosed lands privately owned by landlords. It was all open fields and common lands.
3. After the mid-eighteenth century the Enclosure Movement swept through the countryside, changing the English landscape forever. Between 1750 and 1850, 6 million acres of land was enclosed.

Q.4. Why were the Manchus unwilling to allow the entry of foreign goods into China?
Ans. The Confucian rulers of China were suspicious of all foreign merchants. They felt that these foreigners would meddle in local politics and disrupt their authority.

Q.5. Explain three factors which led to the Enclosure Movement in England after the Mid-eighteenth century

Ans. The factors which led to the Enclosure Movement in England were:

1. Rapid expansion of population from 7 million in 1750 to 21 million in 1850 and 30 million in 1900.
2. Increased demand for food grains to feed the growing population.
3. War with France disrupted trade and import of food grains from Europe. Prices in England skyrocketed, encouraging landowners to enclose lands and enlarge the area under grain cultivation. Profits flowed in and landowners pressurised the parliament to pass the Enclosure Acts.


Ans. 1. Till the middle of the eighteenth century the Enclosure Movement proceeded very slowly. The early enclosures were usually created by individual landlords.
2. They were not supported by the state or the Church. After the mid-eighteenth century, however, the Enclosure Movement swept through the countryside, changing the English landscape forever. Between 1750 and 1850, 3.6 million acres of land was enclosed. The British Parliament no longer watched this progress from a distance. It passed 4,000 Acts legalising these Enclosures.

Q.7. What was the effect of Enclosure Movement on landlords of England?

Ans. The Enclosure Movement was instrumental in making the rich landlords richer by filling. Due to it, the landlords brought various changes in agricultural methods and technology. The richer farmers expanded grain production, sold this grain in the world market, made profits and became powerful. The poor farmers sold their small land pieces to richer farmers. They left the villages.

Q.8. What happened to the poor persons who depended on the common land for their survival?

Ans. Enclosures filled the pockets of the rich landlords. When fences came up the enclosed land became the property of one landowner. The poor could no longer collect apples and berries or hunt small animals for meat, nor could they gather the stalks that lay on the fields after the crop was cut. Everything belonged to the landlord; everything had a price which the poor could not afford to pay. The poor were displaced from the land. They tramped in search of work. From Midlands they moved to the southern countries of England.

Q.9. Explain three reasons for Captain Swing riots in English countryside.

Ans. 1. Modern agriculture in England: Use of threshing machines deprived workmen of their livelihood.
2. Enclosures: These deprived the poor of the use of the commons which was essential for their survival. The Enclosures barred them from pasteurising their cows
3. Collecting fruits and berries, fuel wood, hunting small animals for food etc., cutting of wages by landlords and cutting down of workmen.
All these factors prompted/induced the poor to start the Captain Swing riots.

Q.10. Discuss the effect of Agricultural Revolution on different sections of people in English Countryside.
Ans. 1. The coming of modern agriculture in England led to many different changes. The open fields disappeared, and the customary rights of peasants were undermined.
2. The richer farmers expanded grain production, sold this grain in the world market, made profits, and became powerful.
3. The poor left their villages in large numbers. Some went from Midlands to the southern countries where jobs were available, others to the cities. The income of labourers became unstable, their jobs insecure, their livelihoods precarious.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Discuss the factors that precipitated the Agricultural Depression. What were the consequences of this Depression?
An1. After the Napoleonic wars had ended, thousands of soldiers returned to the villages. They needed alternative jobs to survive.
2. But this was a time when grain from Europe began flowing into England, prices declined and an Agricultural Depression set in. Anxious landowners began reducing the area they cultivated and demanded that the exports of crops be stopped
3. They tried to cut wages and the number of workmen they employed. The unemployed poor tramped from village to village, and those with uncertain jobs lived in fear of a loss of their livelihood.
4. The Captain Swing riots spread in the countryside at this time. For the poor, the threshing machines had become sign of bad times.

Q.2. Why did the farmers feel the need to introduce mechanisation in agriculture during the Napoleonic wars?
Ans. During the Napoleonic wars, prices of food grains were high and farmers expanded production vigorously. Fearing a shortage of labour, they began buying the new threshing machines that had come into the market. They complained of the insolvency of labourers, their drinking habits and the difficulty of making them work. The machines, they thought, would help them reduce their dependence on labourers.

Q.3. Discuss the westward expansion of the white settlers in America.
Ans. The story of agrarian expansion is closely connected to the westward movement of the white settlers who took over the land. After the American War of Independence from 1775 to 1783 and the formation of the United States of America, the white Americans began to move westward. By the time Thomas Jefferson became the President of the USA in 1800, over700,000 white settlers had moved into Appalachian plateau through the passes.

Q.4. What were the problems associated with wheat expansion in USA? Discuss with special reference to mechanisation and ‘dust bowl’.

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Ans.1. In the late 19th century, there was a great expansion of wheat cultivation in the USA. With an increase in population, the expansion was made possible by new technology.

2. Implements and tools were modified to suit their needs. Now farmers were using tractors and disk ploughs to clear land for cultivation.

3. Mechanical reapers were used to reap and cut harvest. By the early 20th century, combined harvesters were being used to cut grain.

4. Now with power-driven machinery large tracts of land could be ploughed, seeded, harvested within a short time. But there were problems. Poor farmers were hard to pay the taxes. They could not buy these machines. The bank offered loans but most and they could not repay these loans. Many of them left their farms in search of a job. In addition, terrifying dust storms began to blow, blinding the people, choking the cattle, covering fields, rivers, and machines with dust. This was because the entire area had been ploughed and stripped of grass whose roots could have bounded the soil.

Q.5. Which system was introduced by the British to make the unwilling cultivators produce opium? How did this system work? Discuss with special reference to it being a drawback for the peasants.

Ans.
1. Ever had enough to survive. It was difficult for them to pay rent to the landlord or to buy food and clothing

2. The government's opium agents advanced money to them through the headmen of their village.

3. They felt tempted to accept it, hoping to meet their immediate needs and pay back the loan at a later date, but the loan paid by the peasants to the headmen and through him to the government.

4. By taking the loan the cultivator was forced to grow opium on a specified area of land and hand over the produce to the agents once the crop had been harvested.

HOTS:

Q.1. ‘The history of opium production in India was linked up with the story of British trade with China.’ Elaborate.

Ans. 1. The history of opium production in India was linked up with the story of British trade with China. The English East India Company was buying tea and silk from China for sale in England. As tea became a popular English drink, tea trade became more and more important. This created a problem.

2. England at this time was producing nothing that could easily be sold in China. How to finance the tea trade? They searched for such a commodity. The Portuguese had introduced opium into China.

3. Western merchants began an illegal trade in opium. While the English cultivated a taste for Chinese tea, the Chinese became addicted to opium.

Q.2. Discuss the reasons for the Opium Wars (1837-42).
Ans.1. In 1839, the Chinese Emperor sent Lin-Ze-xu to Canton as a Special Commissioner with instructions to stop the opium trade.

2. After he arrived in Canton in the spring of 1839, Lin arrested 1,600 men involved in the trade and confiscated 11,000 pounds of opium.

3. He forced the factories to hand over their stocks of opium, burnt 20,000 crates of opium and blew the ashes to the wind.

4. When he announced that Canton was closed to foreign trade Britain declared war. China was defeated in the Opium War (1837–42).

5. The Chinese were forced to accept the humiliating terms of the subsequent treaties, legalising opium trade and opening up China to foreign merchants.

Q.3. ‘The conflict between the British government, peasants and local traders continued as long as opium production lasted.’ Elaborate.

Ans.1. By 1773, the British Government in Bengal had established a monopoly to trade in opium. No one else was legally permitted to trade in the product.

2. By the 1820s, the British taxed opium production in their territories to make it declining, but it was increasing outside British territories, especially in central India and Rajasthan within princely states, which are not under direct British control.

3. The British tried to stop it. It instructed its agents in princely states to confiscate all opium and destroy the crops. This conflict between the British Government, peasants and local traders continued as long as opium production lasted.

VALUE BASED QUESTIONS:

Q.1. Discuss the westward expansion of the white settlers in America.

Q.2. Why were the farmers of Bengal unwilling to grow opium in their farms?

Q.3. Why the poor of England were opposed to the threshing machines
CHAPTER 7: HISTORY AND SPORT: THE STORY OF CRICKET

CONCEPTS:
Cricket grew out of the many stick and ball games played in England. By the 17th century it evolved enough to be recognisable as a distinct game. It became so popular that its fans did not mind to be fined for playing it on Sunday instead of going to the Church.

HISTORICAL DEVELOPMENT OF CRICKET AS A GAME IN INDIA
Cricket was given its unique nature by the history of England.

Peculiarities of cricket
- A match can go on for five days and still end in a draw.
- Length of the pitch is specified — 22 yards — but the size or shape of the ground is not.

Reasons:
- Cricket rules were made before the Industrial Revolution when life moved at a slow pace.
- Cricket was played on the commons. Each common had a different shape and size. There were no designed boundaries or boundary hits.

The First Written Laws of Cricket (1744)
- Principals shall choose from among the gentlemen present two umpires who shall absolutely decide all disputes.
- Stumps must be 22 inches high and bail across them six inches.
- Ball must be between 5 to 6 ounces.
- Two sets of stumps 22 yards apart.

The world’s first cricket club was formed in Hambledon in 1760s. The Marylebone Cricket Club (MCC) was founded in 1787. In 1788 the MCC published its first revision of the laws and became the guardian of cricket’s regulations. A series of changes in the game occurred in the 2nd half of the 18th century.
- It became common to pitch the ball through the air.
- Curved bats were replaced by straight ones.
- Weight of ball was limited to between 5½ to 5¾ ounces.
- Width of the bat was limited to four inches.
- A third stump became common.
- Three days had become the length of a major match.
- First six seam cricket ball was introduced.

Cricket as a game changed and matured during the early phase of the Industrial Revolution but remained true to its origins in rural England. Unlike other games, cricket has refused to remake its tools with industrial or man-made materials. Protective equipment, however, has been influenced by technological change.
The Game and English Society
The organisation of cricket in England reflected the nature of English society. The players of this game were divided into two categories.

- **Amateurs**: These were the rich who played for pleasure. They were gentlemen.
- **Players**: These were the professionals who played for money.

Rules of cricket were made to favour the gentlemen. These gentlemen did most of the batting. Their superiority over players made only the batsmen captains of teams. It was said that “the battle of Waterloo was won on the playing fields of Eton.”

THE SPREAD OF CRICKET
Cricket remained a colonial game. It was its colonial oddness that made it difficult to be accepted by other people. It was played in colonies by the white settlers or the local elites who wanted to copy their white masters. This game became very popular in the Caribbean. Success in cricket became a measure of racial equality and political progress. Through the early history of Indian cricket, teams were not organised on geographical principles and it was not till 1932 that a national team was given the right to represent India in a test match.

Cricket, Race and Religion
The first Indian club, the Calcutta Cricket Club, was established in 1792. The first Indian community was to play cricket were the Parsis. They founded the first Indian Cricket Club, the Oriental Cricket Club in Bombay in 1848. This became a precedent for other Indians who in turn established clubs based on the idea of religious community. By the 1890s there was talk of a Hindu Gymkhana and Islam Gymkhana. The colonial government encouraged communal clubs and institutions. Cricket began to be organised on communal and racial lines. This was Quadrangular tournament because it was played by 4 teams — Europeans, Parsis, Hindus and Muslims. Later, it become Pentangular when a fifth team was added namely the Rest. By 1930s and 1940s many people including India’s most respected political figure, Mahatma Gandhi, condemned the Pentangular for dividing India on communal lines.

THE MODERN TRANSFORMATION OF CRICKET
Modern cricket is dominated by Test and One-day internationals, played between national teams.

Decolonisation and Sport: Decolonisation was a process which led to the decline of English influence in many areas including sports. The colonial favour of world cricket during the 1950s and 1960s can be seen from the fact that England and the other white Commonwealth countries, Australia and New Zealand continued to play matches with South Africa. It was only with political pressure from countries of Asia and Africa (recently decolonised) combine with liberal feeling in Britain that forced the English cricket authorities to cancel a tour by South Africa in 1970.
COMMERCE, MEDIA AND CRICKET TODAY

The 1970s were the decade in which cricket was transformed. 1971 saw the first one-day international being played between England and Australia in Melbourne. In 1977, the game was changed forever by an Australian television tycoon, Kerry Packer. He saw cricket as a money-making televised sport. He signed up 51 of the world’s leading cricketers and for almost two years staged unofficial tests and One-day Internationals under the name of World Series Cricket. Packer drove home the point that cricket was a marketable game which could generate huge revenue. Continuous television coverage made cricketers celebrities. Television coverage also expanded the audience and children became cricket fans. Multinational companies created a global market for cricket. This has shifted the balance of power in cricket. India has the largest viewership for the game and hence the game’s centre of gravity shifted to South Asia. This shift was symbolised by the shifting of the ICC headquarters from London to tax-free Dubai. The innovations in cricket have come from the practice of sub-continental teams in countries like India, Pakistan and Sri Lanka—*doosra* and the reverse swing are Pakistani innovations.

**Very short answer type questions [1 MARK]**

Q1. When were the first written “Laws of Cricket” drawn up? (CBSE 2010)
   Ans. 1744

Q.2. When was the Marylebone Cricket Club founded?
   Ans. 1787

Q.3. What were the rich who played cricket for pleasure called?
   Ans. Amateurs

Q.4. The poor who played cricket for a living were called ...
   Ans. professionals

Q.5. Who wrote a novel titled ‘Tom Brown’s School Days’ which became popular in 1857?
   Ans. Thomas Hughes

Q.6. When and where was the first non-White club established?
   Ans. End of 19th century, West Indies

Q.7. What was the term ‘tournament’ called initially?
   Ans. Quadrangular

Q.8. Who was Kerry Packer?
   Ans. Australian television tycoon

Q.9. How did the cricket boards become rich?
   Ans. By selling television rights to television companies

Q.10. The ICC headquarters shifted from London to ...
   Ans. Dubai

Q.11. When was the first World Cup successfully staged? (CBSE 2010)
   Ans. 1975
Q.12. Polo was a game invented by the …
Ans. Colonial officials in India

Q.13. The first hockey club in India was started in …
Ans. Calcutta

Q.14. How many times has India won the Olympic gold medals in hockey?
Ans. Eight

SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. How did the National Movement affect cricket in India?
Ans.
1. A scheduled tour of MCC in 1930 was cancelled due to Gandhi’s Dandi March and the Civil Disobedience.
2. The first Indian team toured England in 1932. Due to World War II in 1939, various tournaments were affected. By now Congress and Muslim League had taken opposite stands. Communal feelings had crept into sports.
3. In 1940, a Pentangular was played in Brabourne stadium, Bombay. Seats were allotted on communal basis, 2000 to Hindus, 1250 each to Muslim and Parsis.

Q.2. ‘The MCC’s revision of the laws brought in a series of changes in the game that occurred in the second half of the eighteenth century.’ Discuss the revision of the laws.
Ans.
1. The MCC’s revisions of the laws have brought in a series of changes in the game that occurred in the second half of the eighteenth century.
2. During the 1760s and 1770s it became common to pitch the ball through the air, rather than roll it along the ground.
3. This change gave the bowlers the options of length, deception through the air, plus increased pace. It also opened new possibilities for spin and swing. In response, the batsmen had to master timing and shot selection.

Q.3. Why did cricket remain a colonial game till the 1930s?
Ans.
1. Cricket remained a colonial game. The reason was that it had a pre-industrial oddness which made it very difficult to export.
2. It was played only in countries that the British conquered and ruled. Though the game was brought into the colonies by the masters, they did nothing to make it popular.
3. The Afro-Caribbean population was discouraged from participating in organised club cricket.

Q.4. How did television coverage change cricket?
Ans.

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1. Television coverage made the players celebrities. It expanded the audience for the game by bringing cricket into small towns and villages.

2. Children became great fans. People could now watch and learn how to play cricket by imitating their heroes.

Q.5. Which changes were introduced in the game of cricket during the 19th century?
Ans. Many important changes occurred during the nineteenth century:
(i) The rule about wide balls was applied.
(ii) The exact circumference of the ball was specified.
(iii) Protective equipment like pads and gloves became available.
(iv) Boundaries were introduced where previously all shots had to be run.
(v) Overarm bowling became legal.

Q.6. Why did Mahatma Gandhi condemn the pentangular tournament?
Ans. The pentangular tournament was based on religious communities. The five teams were: the Europeans, the Parsis, the Hindus, the Muslims and the Rest. India's most popular and respected politician, Mahatma Gandhi, condemned the pentangular tournament as a communally divisive competition. This was out of place in a time when nationalists were trying to unite India's diverse population. This tournament would have negative effect on the national movement.

Q.7. How the centre of gravity in cricket has shifted from the old Anglo-Australian axis? Explain.
Ans.
1. The technology of satellite television and the worldwide reach of multi-national television companies created a global market for cricket.
2. This simple fact was brought to its logical conclusion by globalisation. Since India had the largest viewership for the game among the cricket-playing nations and the largest market in the cricketing world, the game's centre of gravity shifted to South Asia.
3. This shift was symbolised by the shifting of the ICC headquarters from London to tax-free Dubai.

Q.16. Describe three main differences between amateurs and professionals.
Ans.
(i) The rich who could afford to play cricket for pleasure were called Amateurs and the poor who played it for a living were called Professionals.
(ii) The wages of Professionals were paid by patronage or subscription or gate money. The Amateurs were not paid at all.
(iii) Amateurs were called Gentlemen while Professionals were described as players.
(iv) Amateurs tended to be batsmen whereas Professionals tended to be bowlers.
LONG ANSWER TYPE QUESTIMARKS

Q.1. What role did religion and politics play in the development of cricket in India?
Ans.
1. The origin of Indian cricket is to be found in Bombay and the first community to start playing it were the Zoroastrians, the Parsis. Other religious communities soon followed.
2. By the 1890s, Hindus and Muslims were busy raising funds for a Hindu and a Muslim gymkhana. The British did not consider colonial India as a nation. They saw it as a collection of castes, races and religions.
3. The history of gymkhana cricket led to first-class cricket being organised on communal and racial lines.
4. These teams did not represent regions (as teams in today’s Ranji Trophy do) but religious communities.
5. The tournament was initially called the Quadrangular because it was played by four teams: the Europeans, the Parsis, the Hindus and the Muslims. Later it became Pentangular when a fifth team “The Rest” was added. It comprised all the communities leftover such as the Indian Christians.

Q.2. What part does nationalism play in the present-day cricket?
Ans.
1. The teams that play cricket at national and International level today do not represent religions and races but regions and nationalities like in today’s Ranji Trophy the Pentangular in colonial India was replaced by a rival tournament, the ‘National Cricket Championship’ later named the
2. Ranji Trophy. Cricket fans know that watching a match involves taking sides. In a Ranji Trophy match when Delhi plays Mumbai, the loyalty of spectators watching the match depends on which city they came from or support.
3. Earlier teams were not organised on geographical principles. It was not till 1932 that a national team was given the right to represent India in Test match.

Q.3. Give your own reasons for the popularity of cricket in the world and specially India.
Ans.
1. Television coverage changed cricket. It expanded the audience for the game by beaming cricket into small towns and villages. It also broadened the cricket’s social base
2. The technology of satellite television and the worldwide reach of multinational television companies created a global market for cricket.
3. India has the largest viewership among the cricket-playing nations and the largest market in the cricketing world. The game’s centre of gravity has shifted to South Asia, symbolised by shifting of ICC headquarters from London to tax-free Dubai.

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4. Innovations in cricket technique in recent years have mainly come from subcontinental teams in countries like India, Pakistan and Sri Lanka. Pakistan pioneered two great advances in bowling: the doosra, and the “reverse swing”.

Q.4. ‘It’s often said that the Battle of Waterloo was on won the playing fields of Eton.’ Explain
Ans.
1. This saying is based on the argument that the values taught to schoolboys in its public schools resulted in Britain’s military success. Eton was the most famous of these schools.
2. These schools trained English boys for careers in the Military, the Civil Service and the Church—the three great institutions of Imperial England.
3. In actual fact the Napoleonic wars were won because of the economic contribution of the iron works of Scotland and Wales, the mills of Lancashire and the financial houses of the city of London.

Q.5. ‘Despite the exclusiveness of the White cricket elite in the West Indies, the game became hugely popular in the Caribbean.’ Explain how and why?
Ans.
1. Despite the exclusiveness of the White cricket elite in the West Indies, the game became hugely popular in the Caribbean. Success at cricket became a measure of racial equality and political progress.
2. At the time of their independence, many of the political leaders of Caribbean countries like Forbes Burnham and Eric William saw in the game a chance for self-respect and international standing.
3. When the West Indies won its first Test series against England in 1950, it was celebrated as a national achievement, as a way of demonstrating that West Indians were the equals of white Englishmen.

HOTS:
Q.1. How is cricket played in our subcontinent, West Indies and Africa, different from the way it is played in England?
Ans.
1. The cricket played in our subcontinent (India, Pakistan, Sri Lanka, and Bangladesh), West Indies and South Africa is hugely different from the way it is played in England.
2. All these countries were colonies of England and cricket was spread by our colonial masters. The game is very popular and is played with a lot of passion and enthusiasm not seen anywhere in the world.
3. Cricket in these countries is synonymous with nationalism and patriotism. As these countries were under colonialism, there is a passion to show national supremacy via the game of cricket.
4. The aggressiveness shown in these countries is not to be seen in English game which exhibits professionalism and indifference.

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Q.2. Describe how cricket’s connection with a rural past can be seen in the length of a Test match and vagueness about the size of a cricket ground.

Ans.
1. Crickets’ connection with a rural past can be seen in the length of a Test match. Originally, cricket matches had no time limit.
2. The game went on for as long as it took to bowl out a side twice. The rhythm of village life was slower and cricket’s rules were made before the Industrial Revolution.
3. In the same way, vagueness about the size of a cricket ground is a result of its village origin. Cricket was originally played on country commons, unfenced land that was public property.
4. The size of the commons varied from one village to another, so there were no designated boundaries or boundary hits. When the ball went into the crowd, the crowd cleared a way for the fieldsman to retrieve it.

VALUE BASED QUESTION:
Q.1. How did the National Movement affect cricket in India?
Q.2. Throw light on the curious peculiarities or characteristics of cricket.
Q.3. What part does nationalism play in the present-day cricket?
CHAPTER 8: CLOTHING : A SOCIAL HISTORY

CONCEPTS:

Before the democratic revolutions, most people dressed according to codes that were specified by their religion. Clothing styles were regulated by class, gender or status in the social hierarchy.

**Sumptuary Laws:** Before the French Revolution people in France followed these laws. These laws restricted social behaviour of the lower strata of the society and imposed restrictions upon their clothing, food and entertainment. The French Revolution brought an end to these restrictions. Political symbols became part of dress. Clothing became simple which signified equality. Now the way a person dressed depended on the differences in earning rather than sumptuary laws.

**Styles of Clothing:** Men and women dressed differently. Men were supposed to be strong, Independent, aggressive while women were supposed to be weak, dependent and docile. Their clothes were designed accordingly. The women wore dresses which accentuated a slim waist. They had to wear a corset to show a small waist. Though it hurt, this pain and suffering was accepted as normal for a woman.

**Change in Ideas:** 19th century brought about many changes. Women pressed for dress reform. The suffrage movement also developed during this time. There was agitation against women’s clothes in Europe as well in America. Doctors explained the ill effects of tight clothes which affected the spine and long flowing gowns which were unhygienic. It was argued by these movements that if women wore loose and comfortable clothes, they could start working and become independent.

**New Materials:** Before the 17th century clothes for British women were made of flax, wool and linen that were expensive and difficult to maintain. During the 17th century, with the onset of the Industrial Revolution cloth and clothes saw a change. The attractive, cheap ‘chintzes’ from India increased the volume of European women’s wardrobes. Artificial fibres used in cloth made dresses even easier to maintain. Now with great demand for comfortable dresses, styles changed considerably.

**The World Wars:** The two world wars also brought about great changes in women’s clothing. Styles reflected seriousness and professionalism. Skirts became shorter and plainer. Women who worked in factories wore uniforms. Trousers became an accepted and vital part of women’s dress.

**Sports and Games:** The school curriculum also emphasised and included games and gymnastics as part of curriculum. This also changed the way women dressed.

**Colonial India:** During this time India saw a great change in dress.

- Many men began to incorporate western style clothing in their dress.
- Many felt that western influence would lead to loss of traditional cultural identity.
- Many wore western clothes without giving up Indian ones.

**Caste and Dress:** Though India had no formal sumptuary laws it had its own strict food, dress and behaviour codes. It was the caste system that defined how or what the Hindus should wear, eat and behave. If anyone deviated from the norms, they were...
severely punished. Even the government issued orders in some cases ordering low caste Hindus to observe a strict code of conduct.

**British Reactions to Indian Way of Dressing:** As certain items of clothing signify specific things which could be contrary, this often leads to misunderstanding and conflict. An example was a turban and a hat. The two headgears signified different things. This difference created misunderstandings as the hat had to be removed before superiors while the turban had to be worn consciously. The same was the case with shoes.

**The Indian Dress:** Indians wanted to create a dress which could express the unity of the nation. But this did not fully succeed.

**The Swadeshi and Khadi:** British political control of India had two important effects — peasants grew cash crops and the British goods flooded the Indian markets, especially cotton. A lot of weavers and spinners were left without any work. Murshidabad, Machilipatnam and Surat which were important textile centres declined as demand decreased.

**Partition of Bengal, Swadeshi and Khadi:** In 1905, Lord Curzon decided to partition Bengal on the pretext of better management. The Swadeshi movement was a reaction to the partition. People boycotted British goods and started patronising things made in India. Many Indian goods were patronised especially khadi. Cloth became a symbolic weapon against British rule.

**Khadi:** Gandhi made khadi a forceful weapon against the British. Mahatma Gandhi even experimented with various forms of clothing starting from the western form of dress to wearing it with a turban. He decided, by the beginning of the 20th century, to wear a *lungi* and *kurta* (in Durban). A few years later he adorned himself as a Kathiawadi peasant. The *dhobi* was adopted by him in 1921. But not all could wear khadi. Thus we can say that changes in clothing reflect the changes within the social, political and economic spheres of a society.

**Very short answer type questions [1 MARK]**

Q.1. The existing dress codes in Europe were swept away by
Ans. French Revolution

Q.2. Which one of the following is the most appropriate definition of Sumptuary Laws?
Ans. Laws meant to emphasise the social hierarchy

Q.3. The simplicity of clothing of ‘Sans-Culottes’ was meant to express ...
Ans. The idea of equality

Q.4. England passed a law which compelled all persons over 6 years of age, except those of high position, to wear woollen caps made in England on Sundays and all holy days. What does this mean?
Ans. Some sumptuary laws were passed to protect home production against imports

Q.5. When did women in England start agitating for democratic rights?
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Q.6. Who was the first American dress reformer to launch loose tunics?
Ans. Mrs Amelia Bloomer

Q.7. Why were Shanar women attacked by Nairs in May 1922?
Ans. For wearing a cloth across their upper bodies

Q.8. Wearing of which two things created misunderstanding and conflict between the British and the Indians?
Ans. the wearing of turban and shoes

Q.9. Who was Manockfee Cowasjee Entee?
Ans. An assessor

Q.10. What was the idea of national dress as suggested by Rabindranath Tagore?
Ans. Combination of Hindu and Muslim dress

Q.11. Jnanadanandini Devi’s style of wearing sari was adopted by Brahma Samaj women and came to be called ...
Ans. Brahmika sari

Q.12. In reaction to which measure of the British did the Swadeshi Movement begin?
Ans. Partition of Bengal in 1905

Q.13. According to Gandhi, which kind of dress would have a more powerful political effect?
Ans. Dressing suitably for the occasion

Q.14. In which year did Gandhi adopt dhoti?
Ans. 1928

Q.15. Why did Mahatma Gandhi adopt loin cloth and a chaddar as his dress?
Ans. He believed that poor peasants could not afford more than that

SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. Why is most of the knowledge about clothes inferential?
Ans. 1 Most of the knowledge about clothes is inferential because clothes do not reveal anything directly. 2 Clothes indirectly reveal the attitude, personality and socio-economic status of the wearer. 3 Moreover, we can only draw inference about attitudes, styles, personality and Socio-economic conditions of the people who wore various kinds of clothes in the past.

Q.2. In what way do clothes give a message?
Ans.
1. Clothes do give a message, as the clothes of Sans Culottes did. They were men without knee breeches different from the aristocrats who wore knee length breeches.
2. Their clothing, loose and comfortable along with colour of France — blue, white and red — was a sign of patriotic citizens.
3. Gandhi made homespun khadi a symbol of national sentiment and his dress code of short dhoti was his way of identifying with the poorest Indian. Khadi became a symbol of purity, simplicity and poverty.
Q.3. What did a patriotic French citizen wear in France after the French Revolution?
Ans 1. French patriotic citizens in France started wearing clothing that was loose and comfortable. The colours of France blue, white and red became popular as they were a sign of the patriotic citizen.
2. Other political symbols too became a part of dress, the red cap of liberty, long trousers and the revolutionary cockade pinned on to a hat.
3. The simplicity of clothing was meant to express the idea of equality.

Q.4. Explain how European dress codes were different from Indian dress codes.
Ans.
1. In different cultures, specific items of clothing often convey contrary meanings.
2. This creates misunderstanding and conflicts. Consider the case of the turban and the hat. These two headgears not only look different but also signify different things.
3. The turban in India is not just for protection from heat but is a sign of respectability and cannot be removed at will. In the western tradition, this has to be removed before social superiors as a sign of respect.

Q.5. Discuss the witty answer of Mahatma Gandhi about his dress. What did it signify?
Ans.
1. Gandhi wore a short dhoti without a shirt when he went to England for the Round Table Conference in 1931.
2. He refused to compromise and wore it even before King George V at Buckingham Palace.
3. When he was asked by journalists whether he was wearing enough clothes to go before the King, he joked that “the King has enough on for both of us.” This was the reason for Gandhi’s witty remark about his dress.

Q.6. How did styles of clothing during Victorian Age in England emphasise differences between men and women?
Ans.
1. Women during this time were groomed from childhood to be docile, dutiful, submissive and obedient. Men were supposed to be strong, serious, aggressive and independent.
2. These ideals were visible in the way they dressed. Girls were dressed in stays and were tightly laced up.
3. They also wore tight fitting corsets.
4. These clothes restricted their growth and kept their mould small and frail. Women with small waist and slim figure were admired. This was not so in the case of boys and men.
Q.7. How did the French Revolution end all distinctions imposed by the Sumptuary laws?

Ans

1. After the French Revolution, it was income and not class which decided a person’s clothing. Men and women began to wear loose and comfortable clothing.
2. The colours of France became popular as they were considered a sign of the patriotic citizen.
3. The red cap of liberty, long trousers and the revolutionary cockade pinned on a hat became fashion these were political symbols. Simplicity of clothing was meant to express the idea of equality.

Q.8. With the help of an example show how cultural difference in dress can create misunderstanding.

Ans

1. Let us take the example of headgears — a turban and a hat. Both although headgears signify different things. Turbans are not only for protection from the sun but also worn as a mark of respectability.
2. It cannot be removed at will. The hat is for protection and is removed in front of seniors and superiors. This difference created misunderstanding between the turban wearers, i.e. the Indians and the hat wearers, i.e. the British.
3. When the Indians walked into English company they did not remove their turbans as they wanted to assert their national and regional identity. This at times offended the British.

Q.9. What changes came in women clothing as a result of the two world wars?

Ans.

1. Many European women stopped wearing jewellery and luxurious clothes. As upper-class women mixed with other classes, social barriers were encoded and dresses of women became similar.
2. Clothes got shorter during the First World War out of practical necessity. About 7 lakh women who were employed in ammunition factories wore a working uniform of blouse and trousers with scarves, which was gradually replaced by khaki overalls and caps. Bright colours faded from sight. Clothes became plainer and simpler. Skirts became shorter and trousers became a vital part of women's dress. Women also took to cutting their hair short.
3. A plain and austere style came to reflect seriousness and professionalism. When Gymnastics and games entered school curriculum, women had to wear clothes which did not hamper movement.

Q.10. Describe Mahatma Gandhi’s experiment with clothing during his lifetime.

Ans

1. As a boy he usually wore a shirt with a dhoti or pyjama, and sometimes a coat. When he went to London to study law as a boy of 19 in 1888, he cut off the tuft on his head and dressed in a western suit.
2. On his return, he continued to wear western suits with a turban. As a lawyer in South Africa in the 1890s, he still wore western clothes.
3. In Durban in 1913, Gandhi first appeared in a lungi and kurta with a shaved head as a sign of mourning to protest against the shooting of Indian coal miners.
4. On his return to India in 1915, he decided to dress like a kathiawadi peasant. In 1921, during the non-cooperation movement, he adopted the short dhoti or loin cloth with a chaddar. This dress he continued to wear until his death.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. What were sumptuary laws? How did these laws affect society in France?
Ans.
1. Sumptuary laws were those laws which imposed upon members of different layers of society through specified details the codes of behaviour.
2. These laws tried to control behaviour of those considered social inferiors, preventing them from wearing certain clothes, consuming certain foods and beverages (usually alcohol) and hunting game in certain areas.
3. In France, during the medieval period the item of clothing a person could purchase per year was regulated not only by income but also by social rank.
4. The material to be purchased for clothing was also legally prescribed.
5. Only royalty could wear expensive materials like ermine, fur, silk, velvet and brocade. Other classes were debarred from clothing themselves with materials that were associated with the aristocracy.

Q.2. What was the Suffrage Movement? How did it bring about a reform in dress?
Ans.
1. Women’s Suffrage Movement was a woman’s movement agitating for the right to vote in political elections and democratic rights.
2. As suffrage movement developed, people began campaigning for dress reform.
3. Women’s magazines described how light dress and corsets caused deformities and illness among young girls. Such clothing restricted body growth and hampered blood circulation.
4. Muscles remained underdeveloped and the spines got bent. Doctors reported that many women were regularly complaining of acute weakness, felt languid and fainted regularly.
5. By the end of the nineteenth century, change was clearly in the air – the argument was simplify dress, shorten skirts, abandon corsets.

Q.3. With an example, discuss how clothing can convey different meanings in different cultures and how these interpretations can lead to misunderstanding.
Ans.
1. In different cultures, specific items of clothing often convey central meaning. This frequently leads to misunderstandings and conflicts.
2. The case of the Turban and Hat is one. Turban and hat are two headgears that not only look different
3. They also signify different things. The turban in India was not just for protection from the heat but was also a sign of respectability and could not be removed at will.

4. In the western tradition, the hat had to be removed before social superiors as a sign of respect.

5. This cultural difference created misunderstanding. The British were often offended if Indians did not take off their turban when they met colonial officials.

Q.4. How did Mahatma Gandhi’s dream of clothing the nation in Khadi appeal only to some sections of the Indian?

Ans.

1. Mahatma Gandhi’s dream was to clothe the whole nation in khadi. He felt khadi would be a means of erasing differences between religions and classes; etc. But it wasn’t easy for others to follow in his footsteps. Just as the people could not take to the single peasant loin cloth as Gandhi had done. The people, in fact, did not want to do so.

2. Nationalists such as Motilal Nehru, a successful barrister from Allahabad, gave up his expensive western style suits and adopted the Indian dhoti and kurta. But these were not made of coarse cloth – khadi. Those who had been deprived by caste norms for centuries were attracted to western dress styles.

3. Therefore, unlike Mahatma Gandhi, other nationalists such as Baba Saheb Ambedkar never gave up the western style suit.

4. Many Dalits began in the early 1910s to wear three-piece suits, shoes and socks on all public occasions, as a political statement of self-respect. A woman wrote to Gandhiji, “I heard you speaking on the extreme necessity of wearing khadi, but khadi is very costly and we are poor people.”

5. Other women, like Sarojini Naidu and Kamla Nehru, wore coloured saris with designs, instead of coarse, white homespun khadi.

Q.5. In India, caste system played the role similar to Sumptuary Laws of Europe? Justify it.

Ans.

1. India has no formal sumptuary laws but it has a very strict social code of food and dress. It is the caste system which defines what each caste should wear, eat, give, take, etc.

2. These codes are very rigid and are almost as forceful as laws. If there were any changes in these specified codes then reactions were often violent and disturbing.

3. The case of the Shanar caste is an example. The Shanars are a community from Travancore. They migrated to this area to work under the landlords who were the Nairs. The Shanars tapped toddy. They belonged to a ‘subordinate caste’ and as per the traditions had to follow certain specified norms.

4. They were not allowed to wear slippers, use umbrellas and cover the upper portion of their body with clothing.

5. When the Christian missionaries came, they converted the Shanars to Christians.
HOT QUESTIONS

Q.1. How were clothes of the 18th century all over the world different from clothes of the 19th century?

Ans.

1. In France, in the 18th century sumptuary laws controlled the clothing style. After the French Revolution, it was the income, the difference between the rich and poor which decided what people were to wear.

2. In England and America and other European countries, women from childhood, as young girls were tightly laced and dressed in stays. As women they had to wear tight fitting corsets and flowing gowns sweeping the ground.

3. The nineteenth century simplified dresses, shortened them and banned the corsets. Clothes got lighter, shorter and simpler. The two world wars brought in trousers and blouses for women giving them greater freedom of movement.

4. Skirts became shorter, frills disappeared. Women now went for short hair as it was convenient and easy to maintain.

5. In India, the western style clothing came in the 19th century. The wealthy Parsis were the first to adopt it. It was also attractive to Dalit. The dress code in India was much under the influence of strict codes of caste system. The Swadeshi movement and national feelings also set the dress code of Indians.

Q.2. Discuss how society and clothes are linked.

Ans.

3. The history of clothing is linked to the larger history of society. Clothing is defined by dominant cultural attitude and ideal of beauty.

2. These notions change with time. Change in clothing has come due to changes within technology and economy and pressures of changing times. Changes in women’s clothing came as a result of the two world wars.

3. Women stopped wearing jewellery and luxurious clothes. Now women of all sections of society began to look similar. Because of practical necessity clothes became shorter and without frills.

4. Women began to be employed in ammunition factories. This forced them to wear a uniform of blouse and trousers with scarves. Thus, uniform of blouse and trousers was replaced by Khaki overalls and caps. Sober colours were preferred as the war was on.

5. Clothes became simpler and more practical. Trousers became a common garment worn by women. Garments became austere and professional.

Q.3. How was the Swadeshi Movement linked to the politics of clothing? Explain.

Ans
1. The Swadeshi movement was centrally linked to the politics of clothing. In 1905, Lord Curzon decided to partition Bengal to control the growing opposition to British rule.

2. The Swadeshi movement developed in reaction to this measure.

3. People were urged to boycott the British goods of all kinds and start their own industries for the manufacture of goods such as match boxes and cigarettes.

4. Mass protests followed with people viewing to cleanse themselves of colonial rule.

5. The use of khadi was made a patriotic duty. Women were urged to throw away their silk and glass bangles and wear simple shell bangles. Rough homespun was glorified in songs and poems to popularise it.

**VALUE BASED QUESTION**

Q.1. Mahatma Gandhi’s dream of clothing all Indians in khadi didn’t fructify. Why?

Q.2. What does Sans Culottes mean? What did it signify?

Q.3. “Ideals of womanhood prevalent during the Victorian Age affected women’s dress.” What were these ideals and how did these ideals affect the dresses of women during the Victorian Age?
Part 2: Geography

CHAPTER 4: CLIMATE

Introduction:
Climate refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).
Weather refers to the state of the atmosphere over an area at any point of time.
The elements of weather and climate are the same, i.e. temperature, atmospheric pressure, wind, humidity and precipitation. The climate of India is described as the ‘monsoon’ type. In Asia, this type of climate is found mainly in the south and the southeast.

FACTORS AFFECTING INDIA’S CLIMATE:
There are six major controls of the climate of any place. They are:
1. LATITUDE
2. ALTITUDE
3. PRESSURE AND WIND SYSTEM
4. DISTANCE FROM THE SEA
5. OCEAN CURRENTS
6. RELIEF FEATURES

THE INDIAN MONSOON
The climate of India is strongly influenced by monsoon winds. The sailors who came to India in historic times were one of the first to have noticed the phenomenon of the monsoon. They benefited from the reversal of the wind system as they came by sailing ships at the mercy of winds. The Arabs, who had also come to India as traders named this seasonal reversal of the wind system ‘monsoon’.
The monsoons are experienced in the tropical area roughly between 20° N and 20° S. To understand the mechanism of the monsoons, the following facts are important.
(a) The differential heating and cooling of land and water creates low pressure on the landmass of India while the seas around experience comparatively high pressure.
(b) The shift of the position of Inter Tropical Convergence Zone (ITCZ) in summer, over the Ganga plain (this is the equatorial trough normally positioned about 5°N of the equator. It is also known as the monsoon trough during the monsoon season).
(c) The presence of the high-pressure area, east of Madagascar, approximately at 20°S over the Indian Ocean. The intensity and position of this high-pressure area affects the Indian Monsoon.
(d) The Tibetan plateau gets intensely heated during summer, which results in strong vertical air currents and the formation of low pressure over the plateau at about 9 km above sea level.
(e) The movement of the westerly jet stream to the north of the Himalayas and the presence of the tropical easterly jet stream over the Indian peninsula during summer.

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THE SEASONS: The monsoon type of climate is characterised by a distinct seasonal pattern. The weather conditions greatly change from one season. Four main seasons can be identified in India – the cold weather season, the hot weather season, the advancing monsoon and the retreating monsoon with some regional variations.

DISTRIBUTION OF RAINFALL
- Parts of western coast and north eastern India Receive over about 400 cm of rainfall annually.
- Less than 60 cm in western Rajasthan and adjoining parts of Gujarat, Haryana and Punjab.
- Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadris.
- A third area of low precipitation is around Leh in Jammu and Kashmir.
- The rest of the country receives moderate rainfall.
- Snowfall is restricted to the Himalayan region.
- The annual rainfall is highly variable from year to year.
- Variability is high in the regions of low rainfall such as parts of Rajasthan, Gujarat and the leeward side of the Western Ghats.
- Areas of high rainfall are liable to be affected by floods, areas of low rainfall are drought-prone.

Very short answer type questions mark-1
Q.1 Which type of climate prevails in India?
Ans. Monsoon

Q.2 Which state receives the most of its rain during October and November?
Ans. Tamil Nadu

Q.3 Which of the following latitudes pass through the middle of the country?
Ans. Tropic of cancer

Q.4 Indian subcontinent experiences comparatively mild winters as compare to Central Asia because of
Ans. The Himalayas

Q.5 What is ITCZ?
Ans. Inter Tropical Convergence zone

Q.6 In which of the following months the Monsoon retreats?
Ans. October

Q.7 Which crop is benefited because of winter cyclonic disturbances?
Ans. Rabi Crops

Q.8 What is Loo?

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Ans. Strong, Dusty, hot, dry winds blowing during the day over the north and western India

Q.9 Which of the following two states are affected by pre monsoon showers?
Ans. Kerala and Karnataka

Q.10 Which is the Wettest city of India?
Ans. Mawsynram

Q.11 In which of the following hills Mawsynram located?
Ans. Khasi Hills

Q.12 Which one of the following causes rainfall during winters in north-western part of India?
Ans. Western disturbances

Q.13 Monsoon arrives in India approximately in ...
Ans. Early June

Q.14 Which one of the following characterises the cold weather season in India?
Ans. Cool days and cold nights

Short Answer Questions (3 Marks)

Q.1 Define Climate. What are the elements of climate?
Ans:
   i. Climate refers to the sum of total weather conditions and their variations over a large area for a long period of time (more than thirty years).
   ii. The elements of weather and climate are the same i.e. temperature, atmospheric pressure, wind, humidity and precipitation.

Q.2 What are the controlling elements of the climate of India?
Ans India’s climate is controlled by latitude, altitude, pressure and winds, distance from the sea, ocean currents and physiography.

Q.3 Discuss the unifying role of the Indian monsoon.
Ans There is great diversity of the climatic conditions in India due to different locations and land relief patterns. But these diversities are subdued by the monsoon, which blow over the whole country. The arrival of the monsoon is welcomed all over the country.
   1. Several festivals are celebrated welcoming the monsoonal rainfall in India.
   2. The monsoonal rainfall provides water for agricultural activities.
   3. Monsoon gives relief from the scorching heat. The entire life of the Indian people revolves around the monsoon.
Q.4  Distinguish between weather and Climate.

Ans

<table>
<thead>
<tr>
<th>Weather</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Weather refers to the state of the atmosphere at any point of time and place.</td>
<td></td>
</tr>
<tr>
<td>i. Climate refers to the sum of total weather conditions and variations over an area for a long period of time (more than 30 years).</td>
<td></td>
</tr>
<tr>
<td>ii. Weather conditions may vary at intervals of a few hours or a few days.</td>
<td></td>
</tr>
<tr>
<td>ii. Climate does not change so frequently.</td>
<td></td>
</tr>
<tr>
<td>iii. Weather data are the observations recorded at a specific time.</td>
<td></td>
</tr>
<tr>
<td>iii. Climate refers to the average value of several elements of weather, relating to a period of more than 30 years.</td>
<td></td>
</tr>
</tbody>
</table>

Q.5  Give three characteristics of monsoonal rainfall in India.

Ans  Characteristics of monsoon rainfall are:-

i. Early in the season, the windward side of the Western Ghats receives heavy rainfall i.e. more than 250 cm.

ii. The rain shadow areas of Deccan Plateau and parts of Madhya Pradesh receive scanty rainfall. The maximum rainfall is recorded in the north eastern part of the country.

iii. The frequency and intensity of tropical depressions determine the amount and duration of monsoon rains.

Q.6  What are the western disturbances?

Ans  Western Disturbance is the term used in India, Pakistan, Afghanistan and Nepal to describe an extra tropical storm originating in the Mediterranean that brings sudden winter rain and snow to the north-western parts of the Indian subcontinent. This is a non-monsoonal precipitation pattern driven by the Westerly. The moisture in these storms usually originates over the Mediterranean Sea and the Atlantic Ocean.

Q.7  What is El Nino? Mention any of its two effects.

Ans  El Nino is a warm ocean current that flows over Peru in an interval of two to five years. The term El Nino, derived from Spanish, means ‘the child’, i.e. baby Christ. It flows in the month of December.

Its effects are ...

i. Surface temperature in sea is increased.

ii. Trade winds in the region are weakened.

Q.8  What are the six controlling elements of the climate of India?

Ans  India’s climate is controlled by

1. Latitude  2. Altitude  3. Pressure and winds
4. Distance from the sea  5. Ocean currents  6. Physiography
Q.9 What is a monsoon?
Ans The term Monsoon is derived from the Arabic word ‘mausim’, meaning season, applied by the Arabs to the seasonal winds of the Arabian Sea. Monsoon winds mean a complete reversal in the direction of wind over a large part of the land, causing seasons.

Q.10 What do you understand by the term ‘burst of monsoon’? What are the two branches of Indian monsoon?
Ans Around the time of the arrival of the monsoons, the normal rainfall increases suddenly and continues constantly for several days. This is known as the ‘burst of the monsoon’

Monsoon gets divided into two branches–
(i) The Arabian Sea branch: The Arabian Sea branch reaches Mumbai, as the name suggests it strikes India from Arabian Sea side.
(ii) The Bay of Bengal branch: The Bay of Bengal branch also advances rapidly and arrives in Assam in the first week of June. This branch is responsible for giving Meghalaya the highest rainfall in the world.

Q.11 What is Inter Tropical Convergence Zone? Write two features.
Ans 1. Intertropical Convergence Zone (ITCZ) is the area encircling the earth near the equator where winds originating in the northern and southern hemispheres come together. This is a low-pressure tropical trough.
2. In summer it is over the Ganga plain. This equatorial trough is normally positioned about 5°N of the equator. It is also known as the monsoon trough during the monsoon season.
3. This trough keeps on changing its position according to the time of the year.

Q.12 Explain any three factors that affect the climate of a place?
Ans Factors that affect the climate of a place are …
1. Latitude: Due to the curvature of the earth, the amount of solar energy received varies according to the latitude. As a result, air temperature decreases from the equator towards the poles.
2. Altitude: As one goes from the surface of the earth to higher altitudes, the atmosphere becomes less dense and temperature decreases. The hills are therefore cooler during summers.
3. Distance from the sea: The sea exerts a moderating influence on climate. As the distance from the sea increases, its moderating influence decreases and the people experience extreme weather conditions.

Q.13 Write any three features of western cyclonic disturbances?
Ans Three features of western cyclonic disturbances are …
1. The western cyclonic disturbances are weather phenomena of the winter months brought in by the westerly flow from the Mediterranean region.
2. They usually influence the weather of the north and north-western regions of India.
3. Tropical cyclones occur during the monsoon as well as in October - November, and are part of the easterly flow. These disturbances affect the coastal regions of the country.

**Long Answer Questions (5 Marks)**

**Q.1** Discuss the mechanisms of the Indian monsoons.

**Ans**

The mechanism of Indian Monsoons:

(i) The different heating and cooling of land and water: At the end of May, due to high temperature, low pressure is created on the landmass of India while seas around experience comparatively high pressure. It fixes the direction of the moisture laden wind from sea to land.

(ii) The shift of the position of Inter Tropical Convergence Zone (ITCZ): In summer, low pressure trough is positioned over the Ganga plain, making the region suitable for the occurrence of rain.

(iii) The intensity and position of the high atmospheric pressure over the Indian Ocean affects the Indian monsoon.

(iv) The Tibetan plateau gets intensely heated during summer which results in strong vertical air currents and formation of high pressure over the plateau at about 9km above the sea level.

(v) The movements of the westerly Jet Streams to the north of the Himalayas and the presence of the tropical easterly Jet Streams over the Indian Peninsula during the summer affects monsoon.

**Q.2** Distinguish between South-west monsoon and North-east monsoon.

**Ans**

<table>
<thead>
<tr>
<th>South-West Monsoon</th>
<th>North-East Monsoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) The season is from June to September.</td>
<td>i) This season starts from December and ends in February.</td>
</tr>
<tr>
<td>ii) It does not rain continuously. There are rainless intervals in this season.</td>
<td>ii) It does not possess any rainless intervals.</td>
</tr>
<tr>
<td>iii) It blows in India in two branches namely the Arabian Sea branch and Bay of Bengal branch.</td>
<td>iii) It does not have any branches.</td>
</tr>
<tr>
<td>iv) Major portion of annual rainfall in India is due to this type of monsoon.</td>
<td>iv) Minor portion of the annual rainfall in India is due to this type of monsoon.</td>
</tr>
</tbody>
</table>
Q.3 Distinguish between Equable climate and Continental climate.

Ans

<table>
<thead>
<tr>
<th>Equable Climate</th>
<th>Continental Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Area which are neither too warm in summers nor not too cold in winters (with low range of temperature) are said to have an equable climate.</td>
<td>i) Places with higher range of temperature (extremes of temperature) Experience extreme climate, it is known as continental climate.</td>
</tr>
<tr>
<td>ii) Equable climates are characterized by well distributed rainfall throughout the year.</td>
<td>ii) Rainfall in extreme climate is restricted to summer months.</td>
</tr>
<tr>
<td>iii) This type of climate is found in places located close to the sea having the moderating influence of the sea.</td>
<td>iii) Interiors of continents/countries which have the least influence of the sea experience have this type of climate.</td>
</tr>
<tr>
<td>iv) Chennai, Cochin, Mumbai etc.</td>
<td>iv) Delhi, Kanpur, Bhopal etc.</td>
</tr>
</tbody>
</table>

HOTS

1. Why the houses in Rajasthan have thick walls and flat roofs?
2. Why is it that the houses in the Tarai region and in Goa and Mangalore have sloping roofs?
3. Why houses in Assam are built on stilts?
4. How the location and relief are important factors in determining the climate of India
Map Questions (4 Marks)

Q.1 Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

(i) Capital of Tamil Nadu
(ii) Capital of West Bengal
(iii) India’s capital
(iv) Main city of cold desert

Q.2 Locate and label the following on the given outline political map of India:

(i) Chennai
(ii) Leh
(iii) Area receiving more than 400 cms of rainfall in Arabian Sea
(iv) Area receiving less than 20 cms of rainfall in Rajasthan

Q.3 Locate and label the following on the given outline political map of India:

(i) Jaipur
(ii) Mumbai
(iii) Area receiving less than 20 cms of rainfall in Jammu & Kashmir
(iv) Area receiving more than 400 cms of rainfall in Western coast of India

Q.4 Locate and label the following on the given outline political map of India:

(i) Shillong
(ii) Nagpur
(iii) An area receiving rainfall less than 20 cms in western region
(iv) An area receiving rainfall over 400 cms in Bay of Bengal

Q.5 Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:

(i) Capital of Rajasthan
(ii) Tourist place in Ladakh
(iii) Capital of West Bengal
(iv) Capital of India
Chapter 5: Natural Vegetation and Wild Life

India is one of the twelve mega bio-diversity countries of the world. With about 47,000 plant species India occupies tenth place in the world and fourth in Asia in plant diversity. There are about 15,000 flowering plants in India which account for 6 per cent in the world’s total number of flowering plants. The country has many non-flowering plants such as ferns, algae and fungi. India also has approximately 90,000 species of animals as well as a rich variety of fish in its fresh and marine waters.

Factors Responsible for Diversity in Flora and Fauna

RELIEF: Land and Soil

CLIMATE: Temperature, Photoperiod (Sunlight) and Precipitation

Types of Vegetation

The following major types of vegetation may be identified in our country are:
(i) Tropical Evergreen Forests
(ii) Tropical Deciduous Forests
(iii) Tropical Thorn Forests and Scrub
(iv) Mountain Forests
(v) Mangrove Forests

Wild Life

India is rich in its fauna. It has approximately 90,000 of animal species. The country has about 2,000 species of birds. They constitute 13 per cent of the world’s total. There are 2,546 species of fish, which account for nearly 12 per cent of the world’s stock. It also shares between 5 and 8 per cent of the world’s amphibians, reptiles and mammals.

The elephants are the most majestic animals among the mammals. They are found in the hot wet forests of Assam, Karnataka and Kerala. One-horned rhinoceroses are live in swampy and marshy lands of Assam and West Bengal.

Arid areas of the Rann of Kachchh and the Thar Desert are the habitat for wild ass and camels.

Indian bison, nilgai (blue bull), chousingha (four horned antelope), gazel and different species of deer are some other animals found in India.

India is the only country in the world that has both tigers and lions. The natural habitat of the Indian lion is the Gir forest in Gujarat.

Tigers are found in the forests of Madhya Pradesh, the Sundarban of West Bengal and the Himalayan region.

Ladakh’s freezing high altitudes are a home to yak, the shaggy horned wild ox weighing around one tonne, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass).

In the rivers, lakes and coastal areas, turtles, crocodiles and gharials are found.

Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.
To protect the flora and fauna the government has taken followings steps. 

(i) Fourteen biosphere reserves have been set up in the country to protect flora and fauna.

(ii) Financial and technical assistance is provided too many Botanical Gardens by the government since 1992.

(iii) Project Tiger, Project Rhino, Project Great Indian Bustard and many other eco developmental projects have been introduced.

(iv) 89 National Parks, 490 Wildlife sanctuaries and Zoological gardens are set up to take care of Natural heritage.

<table>
<thead>
<tr>
<th>Fourteen Bio-reserves</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunderbans</td>
<td>Simlipal</td>
</tr>
<tr>
<td>Gulf of Mannar</td>
<td>Dihang-Dibang</td>
</tr>
<tr>
<td>The Nilgiris</td>
<td>Dibru Saikhowa</td>
</tr>
<tr>
<td>Nanda devi</td>
<td>Agasthyamalai</td>
</tr>
<tr>
<td>Nokrek</td>
<td>Kanchenjunga</td>
</tr>
<tr>
<td>Great Nicobar</td>
<td>Pachmari</td>
</tr>
<tr>
<td>Manas</td>
<td>Achanakmar-Amarkantak</td>
</tr>
</tbody>
</table>

**Very short answer type questions mark-1**

Q.1 Which word is used to denote plants of a particular region?  
Ans. Flora

Q.2 Which word is used to denote species of animals of a particular region?  
Ans. Fauna

Q.3 Where are mangrove forests found?  
Ans. The coastal area influenced by tides.

Q.4 A very large ecosystem on land heaving distinct types of vegetation and animal life is called...  
Ans. Biome

Q.5 Which vegetation is mostly found in India?  
Ans. Deciduous forest.

Q.6 Which parts/regions of India have tropical evergreen forests?  
Ans. Western Ghats, Upper parts of Assam, etc.

Q.7. Which of the following is the most wide spread vegetation of India?  
Ans. Tropical Deciduous Forests

Q.8. Which is the famous animal of the mangrove forests?  
Ans. Royal Bengal Tiger
Q.9 In which states/regions the wild ass is found?
Ans. Rann of Kachchh

Q.10 In which states is the Simlipal Biosphere reserve located?
Ans. Orissa.

Short Answer Questions

Q.1 Mention any three features of Nokrek Biosphere Reserve.
Ans
1. Nokrek Biosphere Reserve is a national park located 2 km from Tura Peak in the Garo Hills district of Meghalaya in India.
2. UNESCO added this National park to its list of Biosphere Reserves in May 2009.
3. There is a vast range of plants and animals found in the park, including the fishing cat, the serow and the tiger. Famous sites in the park include the famous Siju Cave.

Q.2 How does relief and rainfall influence the distribution of natural vegetation in India. Explain
Ans
The relief and rainfall of any region determine the natural vegetation of that place. In Indian sub-continent it can be seen through the following points:
1. The western slopes of the Western Ghats receive more than 200 cm of rainfall. Due to heavy rainfall, tropical evergreen forests are found in this region on a large scale.
2. Indifferent mountainous regions different types of vegetation are found, at the height of 1500 to 3000 coniferous trees are found but at the height of 1000 to 2000 wet temperate forests are found.
3. In areas with rainfall of 70 cm to 100 cm and in semi-arid regions, the vegetation consists of acacias and palm.

Q.3 What is biome? State the number of biomes into which land ecosystem is divided with their names.
Ans
A large ecosystem on the land having distinct type of vegetation and animal life is called biome. In general, biomes are divided into the following categories:
1. Forests: It consists of evergreen forests, deciduous forests, and coniferous forests.
2. Grasslands: Savana grasslands.
3. Alpine/Tundra vegetation.
4. Desert vegetation.
Though the animals are also included in the biomes but they are not counted in the classification of biomes.
Q.4  **Distinguish between flora and fauna.**

**Ans**  The major differences between Flora and Fauna are as follows:

<table>
<thead>
<tr>
<th>Flora</th>
<th>Fauna</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Natural vegetation growing in an particular area is referred as flora.</td>
<td>1. Wild life living in a particular area of the globe is termed as Fauna.</td>
</tr>
<tr>
<td>2. It makes its food with help of solar energy.</td>
<td>2. They cannot make their own food so they are dependent upon the flora.</td>
</tr>
<tr>
<td>3. It was the very first form of life that appeared on the earth in the chronological history of earth.</td>
<td>3. They developed on earth after flora because they are dependent upon flora.</td>
</tr>
</tbody>
</table>

Q.5  **Why has India a rich heritage of flora and fauna? How can you say that India has rich bio-diversity?**

**Ans**  This is because the factors like, temperature, sunlight, precipitation, soil and relief are suitable for the growth and development of both animal and plant kingdom in India. These five factors are essential for the growth of the biodiversity.

India has been listed among the twelve mega biodiversity countries of the world. 47,000 plant species and 89,000 animal species are found here. Besides these species, there are about 15,000 flowering plants in India.

Q.6  **Distinguish between thorn forests and mangrove forests.**

**Ans**

<table>
<thead>
<tr>
<th>Thorn Forests</th>
<th>Mangrove Forests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Rainfall:</strong>- Rainfall in these types of forests are somewhere 70cm or less.</td>
<td><strong>1. Rainfall:</strong>- These types of forests develop in the deltaic region, and does not concern with the rainfall.</td>
</tr>
<tr>
<td><strong>2. Vegetation:</strong>- Babool, kiker, palm, cacti and acasia are the main plants.</td>
<td><strong>2. Vegetation:</strong>- Sundari is the major tree type in these types of forests. The others are Agar and Keora.</td>
</tr>
<tr>
<td><strong>3. Location:</strong>- Found in semi-arid regions of Gujrat, Rajasthan, Haryana and Uttar Pradesh.</td>
<td><strong>3. Location:</strong>- They are found in the deltas of Ganga, Mahanadi, Kaveri, Krishna and Godavary.</td>
</tr>
</tbody>
</table>

Q.7  **“India has extremely rich and wild variety of fauna.” Explain this statement.**

**Ans**  India has a rich variety of wild fauna. It can be explained through following ways:

1. The richness of wild variety of fauna is due to the high variety of variation in the relief, rainfall, temperature, etc. There are 89,457 known species of flora, out of which many are in the list of endangered species.
2. The variety of fauna can be seen in different parts of India such as in the mountains, the deserts, the plateaus, the rivers, the lakes, etc.
3. If we try to divide the species then it may make several groups as follows: Mammals – 390, Fish – 2546, Birds – 1232, Insects – 60,000, Reptiles – 456, Mollusks – 5,000, Amphibians – 209.

Q.9 Why are forests important in our life? Write any six points.
Ans. Forests play a vital role in the life of human beings by:
(i) Modifying local climate.
(ii) Controlling soil erosion.
(iii) Supporting a variety of industries.
(iv) Providing livelihood for many communities.
(v) Controlling wind and temperature and cause rainfall.
(vi) Providing humus to the soil and shelter to the wild life.

Q.10 Distinguish between Montane Forests and Mangrove Forests. Give three differences.
Ans The major differences between montane forests and mangrove forests are as follows:

<table>
<thead>
<tr>
<th>Montane forests</th>
<th>Mangrove forests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The decrease in temperature with increasing altitude leads to the appearance of montane forests at higher altitude.</td>
<td>1. These forests are found in the coastal areas where mud and silt get accumulated.</td>
</tr>
<tr>
<td>2. These forests are mainly found along the southern slope of the Himalayas, places having high altitude in northern and north-east India.</td>
<td>2. The deltas of the Ganga, the Mahanadi, the Krishna, the Godavari and the Kaveri are covered by such vegetation.</td>
</tr>
<tr>
<td>3. Evergreen broad-leaf Oaks and Chestnuts are the common trees. Between 1500 and 3000 meters, temperate forest containing coniferous trees like pine, deodar, silver fir, spruce and cedar, are found.</td>
<td>3. Dense mangroves are the common varieties with roots of the plants submerged under water. Palm, coconut, keora, agar, also grow in some parts of the delta.</td>
</tr>
</tbody>
</table>

Q.11 What is a Biosphere Reserve? Name the four-biosphere Reserves of India which have been included in the world network of biosphere reserve?
Ans Biosphere reserves are areas of terrestrial and coastal ecosystems promoting solutions to reconcile the conservation of biodiversity with its sustainable use. Four-biosphere reserves of India, which have been included in the world network of biosphere reserves are:-
(i) The Sunderbans in the West Bengal
(ii) Nanda Devi in Uttranchal
(iii) The Gulf of Mannar in Tamil Nadu
(iv) Nilgiris of Kerala, Karnataka and Tamil Nadu

Map Questions
Label the following on the outline map of India:-
1. Two wild life sanctuaries in each, northern, southern and eastern parts in India.
2. Two bird centuries in south India.
Q.2 On an outline map of India, label the following:
1. Rain Forest.
2. Tropical Deciduous Forest.
3. Montane Forest.
4. Mangrove Forest

Q.3 On an outline map of India, show the following:
a. Gir forests.
b. Jim Corbett national park
c. Manas national park
d. Bandipur national park

Q.4 Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:
(i) A wildlife sanctuary in Jammu & Kashmir
(ii) Type of forest (iii) A National park in Assam
(iv) A bird sanctuary in Rajasthan

Q.5 Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:
(i) A national park in Assam
(ii) A National Park in Madhya Pradesh
(iii) A Wildlife Sanctuary in Uttarakhand
(iv) A Bird Sanctuary in Karnataka
CHEPTER 6 : POPULATION

Introduction:
The people are important to develop the economy and society. The people make and use resources and are themselves resources with varying quality. ‘Resources’, ‘calamities’ and ‘disasters’ are all meaningful only in relation to human beings. Their numbers, distribution, growth and characteristics or qualities provide the basic background for understanding and appreciating all aspects of the environment. Human beings are producers and consumers of earth’s resources. Therefore, it is important to know how many people are there in a country, where do they live, how and why their numbers are increasing and what are their characteristics.

1. POPULATION SIZE AND DISTRIBUTION:

2. POPULATION GROWTH AND PROCESSES OF POPULATION CHANGE:

- **Population Growth**: Growth of population refers to the change in the number of inhabitants of a country/territory during a specific period of time.
- **Processes of Population Change/Growth**:
  1. **Birth rate** is the number of live births per thousand persons in a year. It is a major component of growth because in India, birth rates have always been higher than death rates.
  2. **Death rate** is the number of deaths per thousand persons in a year. The main cause of the rate of growth of the Indian population has been the rapid decline in death rates.
  3. **Migration** is the movement of people across regions and territories. Migration can be internal (within the country) or international (between the countries).

- **Age Composition**: The age composition of a population refers to the number of people in different age groups in a country. It is one of the most basic characteristics of a population. The population of a nation is generally grouped into three broad categories:
  1. **Children (generally below 15 years)**: They are economically unproductive and need to be provided with food, clothing, education and medical care.
  2. **Working Age (15-59 years)**: They are economically productive and biologically reproductive. They comprise the working population.
  3. **Aged (Above 59 years)**: They can be economically productive though they may have retired. They may be working voluntarily but they are not available for employment through recruitment.
- **Sex Ratio**: Sex ratio is defined as the number of females per 1000 males in the population. This information is an important social indicator to measure the extent of equality between males and females in a society at a given time.
- **Literacy Rates**: Literacy is a very important quality of a population. Obviously, only an informed and educated citizen can make intelligent choices and undertake
research and development projects. Low levels of literacy are a serious obstacle for economic improvement.

- **Occupational Structure:** The percentage of population that is economically active is an important index of development. The distribution of the population according to different types of occupation is referred to as the occupational structure

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

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

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

- **Health:** Health is an important component of population composition, which affects the process of development. Sustained efforts of government programmes have registered significant improvements in the health conditions of the Indian population.

- **Adolescent Population:** The most significant feature of the Indian population is the size of its adolescent population. It constitutes one-fifth of the total population of India. Adolescents are generally grouped in the age-group of 10 to 19 years. They are the most important resource for the future.

- **National Population Policy:** Recognising that the planning of families would improve individual health and welfare, the Government of India initiated the comprehensive Family Planning Programme in 1952. The Family Welfare Programme has sought to promote responsible and planned parenthood on a voluntary basis.

- **NPP 2000 and Adolescents:** NPP 2000 identified adolescents as one of the major sections of the population that need greater attention. Besides nutritional requirements, the policy put greater emphasis on other important needs of adolescents including protection from unwanted pregnancies and sexually transmitted diseases (STD). It called for programmes that aim towards encouraging delayed marriage and child-bearing, education of adolescents about the risks of unprotected sex, making contraceptive services accessible and affordable, providing food supplements, nutritional services, strengthening legal measures to prevent child marriage.

**Very short answer type questions mark-1**

1. **Q.1 Which organization provides information regarding the population of our Country?**
   Ans. The Census of India

2. **Q.2 Which is the most populous state of India?**
   Ans. Utter Pradesh

3. **Q.3 Which is the largest state of India?**
Q.4 Which state has the highest density of population?
Ans. West Bengal

Q.5 Which is responsible for making population a dynamic phenomenon?
Ans. Migration, Birth rate and Death rate

Q.6 What is Migration?
Ans. It is Movement of people across regions and territories.

Q.7 Which age groups the dependency ratio will be the highest?
Ans. Below 15 years

Q.8 As per Census 2011 What is sex ratio of India?
Ans. 940

Q.9 As per Census 2011 What is the literacy rate of Male in India?
Ans. 82.14

Q.10 Which is the most populous country of the world?
Ans. China

Short Answer Questions (3 marks)

Q.1 What is environmental resistance of population growth?
Ans. Environmental resistance of population growth are:
   i) Scarcity of food and shelter;
   ii) Natural calamities like drought, floods and;
   iii) Biotic factors like pathogens, parasites, predators are known as environmental resistance.

Q.2 Distinguish between: Total population and Average density of population.
Ans:
<table>
<thead>
<tr>
<th>Ans. Total Population</th>
<th>Average Density of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) It is the number of people actually existing in the area.</td>
<td>i) It is the number of people in a unit area after the distribution of the total population uniformly.</td>
</tr>
<tr>
<td>ii) Its unit of measurement is number of people.</td>
<td>ii) Its unit of measurement is number of people per unit area.</td>
</tr>
<tr>
<td>iii) Its value depends on number of people only.</td>
<td>iii) Its value depends on both the number of people as well as the total area.</td>
</tr>
</tbody>
</table>

Q.3 What is meant by the natural growth rate of population? What does the change in population of a territory indicate at?
Ans. The population increased in a particular region between two points of times termed as natural growth rate of population. It is calculated by Birth-Deaths. The change in population of a territory is an important indicator of:
Economic development   Social upliftment   Historical background   Cultural background.

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Q.4 Mention any three disadvantages of large population?

Ans. Disadvantages of large population are:
(i) Per Capita Income goes down as the national income is distributed among large number of people.
(ii) Increasing population results in increased pressure on land and it adversely affects productivity in agriculture.
(iii) Poverty and unemployment conditions increase day by day.

Q.5 What are the three special features of human resources of India?

Ans. Three special features of human resources of India are:
(i) The human resource of India is very large.
(ii) Its distribution is quite uneven.
(iv) It has been increasing very rapidly.

Q.6 What are the three major questions about the population?

Ans. Three major questions about the population:
1. Population size and distribution: How many people are there and where are they located?
2. Population growth and processes of population change: How has the population grown and changed with time?
3. Characteristics or qualities of the population: What are their ages, sex compositions, literacy levels, occupational structures and health conditions?

Q.7 ‘Population is the pivotal element in social studies’. Support your answer give any three points.

Ans. Population is the pivotal element in social studies. We can say this because:
1. It is the point of reference from which all other elements are observed and from which they derive significance and meaning.
2. ‘Resources’, ‘calamities’ and ‘disasters’ are all meaningful only in relation to human beings.
3. Their numbers, distribution, growth and characteristics or qualities provide the basic background for understanding and appreciating all aspects of the environment.

Q.8 What is population density? How can you say that population density is not the same throughout India? Give any two examples.

Ans. Population density is calculated as the number of persons per unit area. Population density is not the same throughout India.
1. The population density of India varies from 904 persons per sq km in West Bengal to only 13 persons per sq km in Arunachal Pradesh.
2. The Northern Plains and Kerala in the south have high to very high population densities because of the flat plains with fertile soils and abundant rainfall.
Q.9  What is population growth? What are the two key factors for declining growth rate of population since 1981?

Ans  Population growth refers to the natural increase in the population plus any net gain from migration.

Two key factors for declining growth rate of population since 1981 are:
(i) Improved medical facilities
(ii) Rise in literacy levels

Q.10  What are Primary, Secondary and Tertiary activities?

Ans  Primary activities are related to extraction of raw materials from nature. It includes agriculture, animal husbandry, forestry, fishing, mining and quarrying etc.

Secondary activities include industries that transform raw materials into finished goods. It includes manufacturing industry, building and construction work etc.

Tertiary activities include the services like transportation, communication, commerce, administration, etc.
Long Answer Questions (5 Marks)

Q.1 Distinguish between: Growth rate and Birth rate.

Ans

<table>
<thead>
<tr>
<th>Growth Rate</th>
<th>Birth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) It is the rate at which the population grows in a region during a certain period of time.</td>
<td>i) It is the number of the people born in a region during a certain period of time.</td>
</tr>
<tr>
<td>ii) Its value is calculated as the difference between the birth rate and the death rate during a certain period.</td>
<td>ii) Its value is directly received from births and deaths registration offices in the region.</td>
</tr>
<tr>
<td>iii) The current high population growth rate is due to the large size of the population in the reproductive age-group, higher fertility due to unmet need for contraception; and high wanted fertility due to prevailing high IMR.</td>
<td>iii) It was 22.50 in 2009, according to a World Bank report, published in 2010. The birth rate declined from 26.8 in 1998 to 22.8 in 2008.</td>
</tr>
</tbody>
</table>

Q.2 Write a short note on the population distribution in India.

Ans India is a vast country having diverse types of relief patterns, soils and climatic conditions. Owing to this fact, it is usual to have uneven distribution of population.

1. **Climate**: Areas having moderate climate have more population than the areas having extreme climatic conditions.
2. **Types of Soil**: India’s northern plains are made up of alluvial soil which are very fertile and are densely populated. On the other hand hilly areas and deserts are sparsely populated.
3. **Opportunity for jobs**: Urban areas are thickly populated because of the good opportunity of job.
4. **Religious and historical places**: Like Allahabad, Varanasi, Rameshwaram, Agra, etc. are also thickly populated areas.

Q.3 Give a brief account of economic advantages and disadvantages of large population.

Ans **Advantages of large population**: A large population makes positive contribution to economic growth because of availability of larger manpower for productive activities in the fields of secondary, tertiary and quaternary sectors.

**Disadvantages of large population**: 

i) Per capita income goes down as the national income is distributed among larger number of people.

ii) Consumption trend gets upward, reducing the size of savings.

iii) Increasing population results in increased pressure on land and it adversely affects productivity in agriculture.

iv) Poverty and unemployment conditions increase day by day.
Q.4  **Describe the basic factors affecting the population of India.**

**Ans**  The basic factors affecting the population of India are:

i) **Birth rate** - It is the number of births per 1000 individuals of a country’s population per annum. It increases both population size and population density.

ii) **Death rate** - It is expressed as the number of deaths per 1000 individuals of a nation’s population per year. It decreases both population size and density.

iii) **Immigration** - It is the entry of more individuals into a local population of a species in a specific area from outside due to more favourable conditions in that area.

iv) **Emigration** - It is the departure of some individuals from a local population to another area due to unfavourable conditions in the former. It decreases population size of that area.

Q.5  **What is the concept of value education adopted under national population policy, 2000 in India? Mention its components.**

**Ans**  Concept of value education is primarily aimed to inculcate moral, environmental, educational, democratic and literary values in the individuals. It is for the improvement of individuals themselves as well as of society, nation and universe as a whole.

Components of Value Education are:

i) Moral education,

(ii) Environmental education,

(iii) Population education,

(iv) Human rights and duties,

(v) Health education,

(vi) Indian cultural education,

(vii) Physical education,

(viii) Yoga education and

(ix) History of Indian freedom movement.

**Map Question**

Q.1  **Four features from (i) to (iv) are shown in the given outline political map of India. Identify these features with the help of the following information and write their correct names in your answer book:**

(i) The state having highest density of population

(ii) The state having lowest sex ratio

(iii) The most populous state of India

(iv) The state having lowest density of population
Q.2  Locate and label the following on the given outline political map of India:
(i) The state having the highest sex ratio
(ii) The state having the lowest density of population
(iii) The least populous state of India
(iv) The state having the lowest sex ratio

Q.3  Locate and label the following on the given outline political map of India:
(i) The state having the highest sex ratio
(ii) The state having the highest density of population
(iii) The least populous state of India
(iv) The state having the lowest sex ratio

HOTS
Q.1  What are the significance features of the National Population Policy 2000
Q.2  Study of population is important. Why?
Q.3  How can you say that the population in urban areas have increased in India?
    Why is population in urban areas growing fast?
Q.4  Growing population in urban areas affect the development of a country. How?
Q.5  How can you say that the population in urban areas have increased in India?
Part 3: Political Science  
CHAPTER 4 : ELECTORAL POLITICS  
CONCEPTS:  
NEED OF ELECTION:-  
Elections are a democratic way of selecting representatives. They ensure that the representatives rule as per the wishes of the people.  
Elections help voters to choose representatives who will make laws for them, form the government and take Major decisions.  
The voters can choose the party whose policies will guide the government and law making.  
Thus election is a mechanism by which people can choose their representatives at regular intervals and change them if they wish to.  

What Makes an Election Democratic?  
Everyone should be able to choose, i.e. everyone should have one vote and every vote should have equal value, Universal Adult Franchise, There should be parties and candidates to choose from, freedom to contest and a wide choice for people,Elections must be held at regular intervals.  
Candidate preferred by the people should be elected.  
Elections should be held in a fair and free atmosphere to be democratic.  

Political Competition:  
Demerits-  
- Creates a sense of disunity and ‘party politics’.  
- Parties level allegations against each other of using dirty tricks to win elections.  
- Long-term policies cannot be formulated.  
- Good people do not enter politic  
Merits: Elections are good because they force the ruling party to perform. The government is aware that it will be voted out of power if it does not perform as the people expected. It forces parties and leaders to perform, so competition is good.  

Our Election System:-  
- First a voters list is compiled.  
- Then the election date is announced.  
- The country is divided into constituencies for purpose of elections.  
- The voters have to elect one representative for the Lok Sabha from each constituency (Lok Sabha has 543 constituencies), called Member of Parliament. The constituencies are formed on basis of population.  
Similarly, each state is divided into constituencies and a specific number of members called Members of the Legislative Assembly are elected.  
The dates of General Elections are announced.  
Each party declares its Manifesto and prepares a list of nominations. But in non-democratic countries elections are not free or fair (as in Mugabe’s Zimbabwe) or allow everyone to vote (as in China). You have to be a member of the Chinese Communist Party to be able to vote.

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Q.1. Who led the ‘Nyaya Yudh’?
Ans. Chaudhary Devi Lal

Q.2. Elections held after the term of 5 years of Lok Sabha are called-
Ans. General Elections

Q.3. What is an election held for only one constituency to fill the vacancy caused due to the death or resignation of a member called?
Ans. By-election

Q.4. Into how many constituencies is the country divided for Lok Sabha elections?
Ans. 543

Q.5. Constituencies called ‘wards’ are made for the election to
Ans. Panchayats and municipal bodies

Q.6. How many seats are reserved in Lok Sabha for the Scheduled Tribes?
Ans. 41

Q.7. Which identity proof the voters has to show for voting?
Ans. Election Photo Identity Card

Q.8. What is the minimum age required to contest an election to Lok Sabha?
Ans. 25 years

Q.9. What is a set of norms and guidelines, which is to be followed by political parties and contesting candidates during the election time, called?
Ans. Code of Conduct

Q.10 Name the body which conducts the elections in India
Ans. Election Commission

Q.11. How is the Chief Election Commissioner (CEC) chosen?
Ans. Appointed by the President

Q.12. When on election duty, under whose control does the government officers work?
Ans. Election Commission

Q.13 “Save Democracy” slogan was given by which political party in 1977?

Q.14. In our country, elections are conducted by an independent and powerful body which is known as
Ans. Election Commission

Q.15. Voter’s List is also known as:
Ans. Electoral Roll

Q.16. What is the tenure of the Lok Sabha?
Ans. 5 years

Q.17. Which state has the largest vidhan sabha in the country?
Ans. U.P. (Uttar Pradesh)

Q.18. Reserved Constituencies ensures
Ans. Proper representation to the weaker sections of society

Q.19. Who has given the slogan ‘Garibi Hatao’?
Ans. Indira Gandhi
SHORT QUESTIONS [3 MARKS]

Q.1. Mention the provisions laid down under the Model Code of Conduct to regulate the election campaign.

Ans. According to the Model Code of Conduct, no party can:
(i) Use any place of worship for election propaganda.
(ii) Use government vehicles, aircraft and officials for elections.
(iii) Once elections are announced ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities.

Q.2. What is the choices that voters make in an election?

Ans. In an election, the voters make many choices:
(i) They can choose who will make laws for them.
(ii) They can choose who will form the government and take major decisions.
(iii) They can choose the party whose policies will guide the government and law-making.

Q.3. In which way does the Election Commission enjoy the same kind of independence as the judiciary?

Ans. The Election Commission enjoys the same kind of independence that the judiciary enjoys. The Chief Election Commissioner (CEC) is appointed by the President of India. But once appointed, he is not answerable to the President or the government. Even if the ruling party or the government does not like what the Commission does, it is virtually impossible for it to remove the CEC.

Q.4. Mention any three techniques of election campaign.

Ans. (i) Candidates contact their voters (ii) They address election meetings (iii) Use newspapers and TV for publicity

Q.5. Discuss the importance of elections in a democracy.

Ans. Elections give people a chance to choose the representatives the government and policies they prefer. The democratic way of selecting representatives can be had by holding elections. The voters can make their choice.

Q.6. Discuss the importance of an election manifesto.

Ans. An election manifesto is a statement by a political party explaining its policies, saying what they will do if they win the election.

Q.7. What is a reserved constituency? How does it strengthen democracy?

Ans. In a reserved constituency only someone who belongs to the scheduled caste or scheduled tribe community can stand for election. In the Lok Sabha, 79 seats are reserved for SC and 41 for ST Communities. This reservation system makes our democracy a representative democracy.

Q.8. What is the demerits of political competition?

Ans. The political competition has many demerits –
(i) It creates a sense of disunity and factionalism in every locality. Different political parties and leaders often level allegations against one another. Parties and candidates often use dirty tricks to win elections.
(ii) This pressure to win electoral fights does not allow sensible long-term policies to be formulated.
(iii) Some good people who wish to serve the country do not enter this area as they do not like to be dragged into unhealthy competition.

**LONG QUESTIONS [5MARKS]**

Q.1 state how the elections are held in India?
**Ans.1**-For elections, the country is divided into different areas called ‘electoral constituencies’.
2-The voters who live in an area elect one representative.
3- For Lok Sabha elections, the country is divided into 543 constituencies.
4-The representative elected from each constituency is called a Member of Parliament (MP).

Similarly, each state is divided into Assembly constituencies. In this case, the elected representative is called the Member of Legislative Assembly (MLA).

Q.2. How can you say that very few Election Commissions in the world have such wide ranging powers as the Election Commission of India?
**Ans.** (i) Election Commission takes decisions on every aspect of conduct and control of elections.
(ii) It implements the code of conduct and punishes any candidate or party that violates it.
(iii) During the election period, the EC can order the government to follow some guidelines,
To prevent use and misuse of governmental power to enhance its chances to win elections,
Or to transfer some government officials.
(iv) When on election duty, government officers work under the control of the EC and not the government.

Q.3 Explain how the outcome of elections is a final test of free and fair elections.
**Ans.** (i) The ruling parties routinely lose elections in India both at the national and state level. In fact, in every two out of the three elections held so far, the ruling party lost.
(ii) In the US, an incumbent or ‘sitting’ elected representative rarely loses an election. In India, about half of the sitting MPs or MLAs lose elections.
(iii) Candidates who are known to have spent a lot of money on ‘buying votes’ and those with known criminal connections often lose elections.

Q.4. What is the main functions of the Election Commission of India?
**Ans.** 1- It takes decisions on every aspect of conduct and control of elections.
2- It implements code of conduct. It orders guidelines for the government to prevent misuse of power to win elections.
3- If EC feels unfairness in polling it orders a re-poll.

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Q.5. What is some of the activities undertaken by political parties to carry out election campaign?

Ans. 1- In election campaigns, political parties try to focus public attention on some big issues, e.g., the Congress party led by Indira Gandhi gave the slogan of "Gharibi Hatao" in the Lok Sabha elections of 1971. "Save Democracy" was the slogan of Janata Party in the Lok Sabha election of 1977.

2- Secondly, political leaders contact their voters, address election meetings, and promise to remove the grievances of the people.

3- Thirdly, support of media – TV Channels and newspaper columns – is also taken by the political parties to further their cause to gather more votes.

Q.6. Explain the nomination process as practised in Indian elections.

Ans. 1- Every candidate who wishes to contest an election has to fill a nomination form and give some money as deposit.

2- According to recent directive from Supreme Court every candidate has to make a legal declaration giving full details of assets liabilities, educational qualification & details of any serious criminal cases pending against them.

Q.7. Describe any four demerits of electoral competition.

Ans. An electoral competition has many demerits.

(i) It creates a sense of disunity and factionalism.

(ii) Different political parties level allegations against each other’s.

(iii) Long-term policies cannot be formulated.

(iv) Some good people who wish to serve do not enter this arena.

Q.8. Explain any four conditions that make an election democratic.

Ans. (i) Every section of citizens should get equal representation.

(ii) Everyone should get an equal opportunity to choose representatives.

(iii) Voters' list which is revised every five year.

(iv) Election Photo-Identity Card.

Q.9. What is a reserved constituency? Why did India introduce this system?

Ans. In a reserved constituency only someone who belongs to the SC/ST or weaker section can stand for election. This was done to give a fair representation to the weaker section who did not stand a good chance to get elected to the Lok Sabha.

Q.10. Explain any four challenges faced by election system in India.

Ans. (i) Ball practices –

(ii) Are peoples preferences based on real knowledge?

(iii) Are the voters getting a real choice?

(iv) Is Election really level playing field for everyone?

(Explain any three points)
Q.11. Explain any four powers enjoyed by Election Commission in India.
Ans. (i) Election Commission takes decisions on every aspect of conduct and control of elections from announcement of elections to declaration of results.
(ii) It implements the code of conduct and punishes any candidate or party that violates it.
(iii) During Elections EC can order the government to follow some guidelines to use/misuse governmental power, its chances to win.
(iv) When on election duty, government officials work under control of EC.

Ans. A ballot paper is a sheet of paper on which the names of the contesting candidates along with party names and symbol are listed.
(i) The voter can vote in secrecies.
(ii) The voter feels secure, safe and fearless.
(iii) The voter is free of threat and coercion.

Q.13. What are the conditions which make an election democratic?
Ans. (i) The presence of an independent and very powerful Election Commission (EC). It enjoys the same kind of independence that the judiciary does.
(ii) The Chief Election Commissioner is not answerable to the President or the government.
(iii) It is virtually impossible to remove the CEC, once he is appointed.
(iv) When election officials come to the opinion that polling was not fair in some booths or even in an entire constituency, they order a repoll.

Q.14. Enumerate any four challenges to free and fair elections.
Ans. (i) Inclusion of false names and exclusion of genuine names in the voters list.
(ii) Misuse of government facilities and officials in ruling party.
(iii) Excessive use of money by rich candidates and big parties.
(iv) Intimidation of voters and rigging on the polling day.

HOTS
Q.1. Why is there a provision of reservation of seats in the legislatures?
Ans. 1-The constitution makers were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to the Lok sabha and State Legislative Assemblies.
2-They may not have the required resources, education and contacts to contest and win elections against the more influential contestants. So seats are reserved for them in the legislature.

Q.2. What is the check on the political leaders which makes them serve the people?
Ans. 1-The check on the political leaders comes from the need to serve the people if they want to win the next elections. Regular electoral competition provides incentives to political parties and leaders.
2-They know that if they raise issues that people want to be raised, their popularity and chances of victory will increase in the next elections.

3- But if they fail to satisfy the voters with their work, they will not be able to win again.

**Q.3. What is the trends of popular participation in India?**

**Ans.** The trends of popular participation in India are:

(i) People’s participation in election is usually measured by voter turnout figures. In India the turnout over all these years has either remained stable or gone up.

(ii) In India, the poor illiterate and underprivileged people vote in larger proportion as compared to rich sections.

(iii) Common people in India attach a lot of importance to elections as they feel that through elections they can bring pressure on political parties to adopt policies favouring them.

**Q.4. Write about any three challenges which an ordinary citizen would have to face if he wants to contest an election.**

**Ans.** An ordinary citizen would have to face some of the following challenges if he wants to contest the elections:

(i) Candidates with lot of money enjoy a big and unfair advantage over contestants.

(ii) Sometimes candidates with criminal connections push others out of the electoral race and secure a ‘ticket’.

(iii) Some families tend to dominate political parties

**Q.5. Why is there no educational qualification prescribed for the political leaders who hold such an important position of governing the country?**

**Ans.** (i) Educational qualifications are not relevant to all kinds of jobs. Just as a cricketer needs an ability to play well, irrespective of educational qualification, similarly the relevant qualification for an MLA or an MP is the ability to understand people’s concerns, problems, and to represent their interests.

(ii) In our country, putting an educational qualification would go against the spirit of democracy as it would mean depriving a majority of the country’s citizens the right to contest elections. For example, if graduation is made a compulsory qualification, then 90% of the citizens will become ineligible to contest elections.

**Q.6. Explain the term constituency. Give reasons why the system of reserved constituencies was introduced by our constitution makers.**

**Ans.**

1- The country is divided into different areas for purposes of elections. These are called **Constituencies**.

2- The voters who live in an area elect one representative. For Lok Sabha elections the country is divided into 543 constituents. The representative elected is called an MP.

3- Similarly, each state is divided into a specific number of assembly constituencies. In this case the elected representative is called an MLA.

4- To give protection to the weaker section, the makers of our constitution thought of reserved constituencies. These are reserved for people who belong to SC or ST. The Lok Sabha has 79 reserved seats for SCs and 41 for STs.
CHAPTER 5: WORKING OF INSTITUTIONS

CONCEPTS

Need for Political Institutions:-
A government has to perform various duties, formulate policies and implement them. Some have to formulate schemes, some have to take decisions, and some have to implement the decisions. The Constitution of a country lays down basic rules on powers and functions of each institution. The institutions are the Legislative (Parliament), the Executive (the Government) and the Judiciary.

The Parliament: (i) It is needed as final authority to make laws in the country. (ii) To exercise control over the workings of the government. (iii) To control the expenditure of the government, and control public money. (iv) As the highest forum of discussion and debate it decides public Issues and national policies.

Two Houses of Parliament are Lok Sabha and Rajya Sabha. The Lok Sabha has elected representatives and is the House of People. The Rajya Sabha elected by the elected members of each State Assembly is called the Council of States.

Lok Sabha is more important in money matters; control over the executive Lok Sabha is elected for a period of five years. The Rajya Sabha is a permanent House, with one third members retiring every two years. The period of each member is for six years in Rajya Sabha.

Political Executive:-
The President, the Prime Minister and his Council of Ministers and the civil servants form the executive. The Political Executive consists of political leaders elected by the people, who act on their behalf and are responsible to the public who elected them. They take all the decisions, understand the overall picture.

The second category is called the permanent executive consisting of civil servants. They help the political executive in carrying out the day to day work. They are experts but do not take the final decision.

Prime Minister has three kinds of ministers to help him: (i) Cabinet Ministers, (ii) Ministers of State and (iii) Deputy Ministers. The Prime Minister’s position is supreme. He chooses his Cabinet and his decision is final, except in a coalition government where he has to listen to other party members. When the Prime Minister quits, the entire ministry quits. The President is the nominal head in India. He is not directly elected by the people as in USA.

All the Members of Parliament and Members of the State Legislatures elect him. Since he is elected indirectly, he does not have the same powers as the Prime Minister. The President exercises all his legislative, executive, financial, judicial, military powers only on the advice of the Prime Minister and his Council of Ministers. The President can only delay a bill. If the Parliament passes it again, he has to sign it.

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The President has the power to appoint the leaders when there is a coalition on his own discretion.

The Judiciary: India has one of the most powerful judiciaries. The Judiciary is independent of both the Executive and the Legislature. The Chief Justice of the Supreme Court is appointed by the President on the advice of the Prime Minister and his Council of Ministers. The other judges of the Supreme Court and the State High Courts are appointed in the same way but on the advice of the Chief Justice. Once appointed, the Judges can be removed only by impeachment. The Judiciary is the custodian of the Constitution, and the Supreme Court and the High Courts have the power to interpret the Constitution. It can declare any law passed by the Legislature as invalid, if it violates the Constitution. It safeguards the Fundamental Rights of the people of India, and checks malpractices and misuse of power by the Executive or the Legislatures, and has more members. Rajya Sabha is more important in matters concerning the states.

Some examples of policy making:-
Government of India appointed a Commission in 1979, headed by B.P. Mandal, called second backward commission. Commission gave a report in 1980. One of the suggestions was to reserve 27 per cent of Government jobs for socially and Economically Backward Classes (SEBC). Parliament discussed this for many years. Janata Dal won elections in 1989. V.P. Singh, the Prime Minister, decided to implement Reservations. The President announced it in his address to the Parliament. On 6 August 1990, the Cabinet decided to implement and the Prime Minister announced it in both Houses of Parliament. The senior officers drafted an order, signed by an officer and it became the Memorandum issued on 13 August 1990. There was a heated debate on the issue and it was finally taken to the Supreme Court. The case was known as “Indira Sawhney and others vs. Union of India case.” 1992 Supreme Court declared the Mandal order as valid but asked for some modifications.

Very short type question -1 Mark
Q.1. When was the Second Backward Class Commission appointed?
Ans. 1979
Q.2 what is meant by ‘Office Memorandum’?
Ans. Order issued by the Government of India
Q.3 What does the Civil Servants do?
Ans. They implement the ministers’ decisions
Q.4. Why did people react strongly to the Mandal Commission Report?
Ans. It affected thousands of job opportunities.

Q.5. What is ‘Parliament’?
Ans. Assembly of elected representatives at the national level

Q.6. Apart from Lok Sabha and Rajya Sabha, who else constitutes the Parliament?
Ans. President

Q.7. For how long can the Rajya Sabha delay a Money Bill?
Ans. 14 days

Q.8. Who is the presiding officer of the Lok Sabha?
Ans. Speaker

Q.9. How can a judge of the Supreme Court be removed?
Ans. By the Parliament through impeachment

Q.10. Which body acts as the guardian of Fundamental Rights?
Ans. Supreme Court

Q.11. Who holds the most important and powerful position in the government?
Ans. Prime Minister

Q.12. Which organ of the government has the power to interpret the Constitution?
Ans. Supreme Court

Q.13. What is the position of the President?
Ans. Nominal head of the state

Q.14. The Council of Ministers at the centre is responsible to
Ans. The Lok Sabha

SHORT ANSWER TYPE QUESTIONS [3 MARKS]

Q.1. Who appoints the Prime Minister and the Council of Ministers, and on what basis?
Ans. The Prime Minister is appointed by the President. But he cannot appoint anyone he likes. He appoints the leader of the majority party or the coalition of the parties that commands a majority in the Lok Sabha, as Prime Minister. In case no single party or alliance gets a majority, the President appoints the person most likely to secure a majority support.

Q.2. In which way do the cabinet ministers exercise more powers than the other ministers?
Ans. Cabinet ministers are the top-level leaders of the ruling party or parties, and are in charge of the major ministries. Ministers of state with independent charge are on the other hand usually in-charge of smaller ministries. The decisions are taken in cabinet meetings and the other ministers have to follow these decisions. They attend the cabinet meeting only if they are invited.

Q.3. State how the delays and complications introduced by the institutions are very useful in a democracy?
Ans. Working with institutions involves rules and regulations, meetings, committees and routines, often leading to delays and complications. But some of these delays are
very useful as they provide an opportunity for a wider set of people to be consulted in any decision. They make it difficult to rush through a bad decision

Q.4. How has the rise of coalition politics imposed constraints on the power of the Prime Minister?
Ans. The Prime Minister of a coalition government cannot take decisions as he likes. He has to accommodate different groups and factions in his party as well as among alliance partners. He also has need to the views and positions of the coalition partners and other parties, on whose support the survival of the government depends.

Q.5. Why is an independent and powerful judiciary considered essential for democracies?
Ans. Independence of the judiciary is essential in a democracy so that it does not act under the control and direction of the legislature or the executive. The judges do not act according to the wishes of the government, i.e. the party in power. Indian Judiciary is powerful in the sense that it can declare only law invalid if it is against the constitution. Thus Indian judiciary acts as a guardian of the Fundamental Rights which is essential for a democracy.

Q6. Discuss the powers and functions of the Parliament.
Ans. Parliament is the final authority for making laws in the country. It can also change laws and make new ones in their place. It exercises control over those who run the government. In India this control is direct and full. If also controls all the money that the government has. It is the highest forum of discussion and debate on public issues and national policies.

Q.7. Explain the composition of the council of ministers.
Ans. After the appointment of the Prime Minister, the President appoints other ministers on the advice of the Prime Minister. The ministers are usually from the party or the coalition that has the majority in the Lok Sabha. The Prime Minister is free to choose ministers as long as they are members of parliament. Council of ministers is the official name for the body that includes all the ministers. It usually has 60 to 80 ministers of different rank.

Q.8. Write about the process of appointment and removal of a judge of Supreme Court.
Ans. The judges of the Supreme Court and the High Courts are appointed by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.
In practice the senior judges of the Supreme Court select the new judges of the Supreme Court. A judge can be removed only by an impeachment motion passed separately by two-third members of the two houses of the Parliament.

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Q.9. Which house of the parliament is more powerful in India and why? Give any four reasons.

Ans. Rajya Sabha is called the Upper House but that does not mean that it is more powerful than Lok Sabha. Our constitution does not give Rajya Sabha same special powers over the states. But on most matters the Lok Sabha exercises supreme power.

(i) Any ordinary law needs to be passed by both Houses. The final decision is taken in a joint session but as number of Lok Sabha members is greater, the view of the Lok Sabha prevails.

(ii) Lok Sabha exercises more power in money matters. Once the Lok Sabha passes the budget the Rajya Sabha cannot reject it. It can hold it only for 14 days.

(iii) Lok Sabha controls the council of ministers. A person who enjoys the support of the majority members in the Lok Sabha is appointed the Prime Minister.

(iv) If majority members of the Lok Sabha say they have no confidence in the council of ministers all ministers including the Prime Minister have to quit.

Q.10 Why are political institutions important? Give any three points.

Ans. Governing a country involves various activities. For attending to all these activities/tasks several arrangements are made. Such arrangements are called institutions. A democracy works well when these Institutions perform these functions.

(i) The Prime Minister and the cabinet are institutions.

(ii) The civil servants working together are responsible for taking steps to implement the minister’s decisions.

(iii) Supreme Court is an institution where disputes between citizens are finally settled.

Q.11. Give three differences between the Lok Sabha and the Rajya Sabha.

Ans. Members of the Lok Sabha are directly elected by the people. Lok Sabha exercises the real power on behalf of the people. Rajya Sabha is elected indirectly and performs some special functions. Like looking after the interests of various states, regions or federal units. In some ways Lok Sabha is more important as it has more members and in any decision making, its opinion prevails – it controls council of ministers.

Q.12 What is the tenure of the President in India? Mention the qualifications for President of India.

Ans. The President in India is the head of the state. He has only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country. The President exercises all his powers on the advice of the council of ministers. His tenure is for five years.

Q.13. Under what circumstances does the President exercise his discretion in the appointment of the Prime Minister? Who appoints the other ministers?

Ans. When a party or coalition of parties secures a clear majority in the elections; the President has to appoint the leader of the majority party or the coalition that enjoys majority support in the Lok Sabha. When no party or coalition gets a majority in the
Lok Sabha President exercises his/her discretion and appoints a leader who in his/her opinion can muster majority support in the Lok Sabha within a specified time.

Q.14 What is a coalition government? Why the Prime Minister of a coalition government cannot take decisions as he likes?
Ans. The rise of coalition politics has imposed certain constraints on the power of the Prime Minister. The Prime Minister of a coalition government cannot take decision as he likes. He has to accommodate different groups and factions in his party as well as among alliance partners. He also has to heed to the views and positions of the coalition partners and other parties on whose support the survival of the government depends.

Q.15 What is the powers of the Prime Minister? Describe any three.
Ans. As the head of the government the Prime Minister has wide-ranging powers.
(i) He chairs cabinet meetings
(ii) He coordinates the work of different Departments.
(iii) He exercises general supervision of different ministries. He can and does dismiss ministers. When the Prime Minister quits the entire ministry quits.

LONG ANSWER TYPE QUESTIONS [5 MARKS]
Q.1. Write about some of the activities involved in governing a country.
Ans.1- Governing a country involves various activities. For example, the government is responsible for ensuring security to the citizens and providing facilities for education and health to all.
2-It collects taxes and spends the money thus raised on administration, defence and development programmes.
3-It formulates and implements several welfare schemes. Some persons have to take decisions on how to go about these activities. Others have to implement these decisions.
4-It is also important that these activities keep taking place even if the persons in key positions change.

Q.2. In which ways does the Parliament exercise political authority on behalf of the people?
Ans. (i) Parliament can make new laws, change existing laws, or abolish existing laws and make new ones in their place.
(ii) Those who run the government can take decisions only so long as they enjoy support of the Parliament.
(iii) Parliament controls all the money that government has. Public money can be spent only when the Parliament sanctions it.
(iv) Parliament is the highest forum of discussion and debate on public issues and national policy.

Q.3. Describe the ways in which Lok Sabha is more powerful than Rajya Sabha.
Ans. (i) An ordinary law has to pass through both Lok Sabha and Rajya Sabha. In case of differences, a joint session is held. Since Lok Sabha has larger number of members will prevail.

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(ii) Lok Sabha exercises more powers in money matters. Once it passes the budget or the money bills, the Rajya cannot reject it. It can delay it by 14 days or suggest changes in it. The Lok Sabha may or may not accept these changes.

(iii) Lok Sabha controls the Council of Ministers. If the majority of Lok Sabha members say they have no confidence in the Council of Ministers, all ministers including the Prime Minister, have to quit. Rajya Sabha does not have this power.

Q.4 How can you say that the President occupies the position of a nominal head of the State?

Ans.1-The President is not elected directly by the people. She or he can never claim the kind of direct popular mandate that the Prime Minister can.
2- This ensures that she or he remains only a nominal executive.
3- The Constitution gives vast powers to the President. But the latter exercises them only on the advice of the Council of Ministers.
4-The President can ask the Council of Ministers to reconsider its advice. But if the same advice is given again, she or he is bound to act according to it. Similarly, when a bill comes to the President for signatures she or he can return it to the Parliament with her or his advice.
5- But when the bill comes for her signatures again, she or he has to sign it, whether the Parliament agrees to her / his advice or not.

Q.5. Write the powers of the Prime Minister?

Ans. The Prime Minister is the most important political institution in the country. He/ She have wide ranging powers.
(i) He chairs cabinet meetings.
(ii) His decisions are final in case of disagreement between departments.
(iii) He distributes and redistributes work to ministers
(iv) He also has power to dismiss ministers.
(v) When the Prime Minister quits, the entire ministry quits. Thus within the cabinet the Prime Minister is the most powerful so much so that parliamentary democracies are sometimes seen as prime ministerial form of government.

Q.6. Explain the difference between Political Executive and Permanent Executive.

Ans.1-In a democratic country two types of executives are there. “One that is elected by the people for a specific period, it is called the political executive. Political leaders who take big decisions fall into this category.
2- In the second category people are appointed on a long-term basis. This is called the permanent executive or civil services. Persons working in civil services are called civil servants. They remain in office even when the ruling changes. These officers work under political executive.


Ans.1- Parliament is the final authority for making laws in any country. This task of law making or legislation is so crucial that these assemblies are called legislatures.
2- Parliaments all over the world exercise some control over these who run the government. In some countries like India this control is direct and full.
3- Those who run the government can take decisions only, so long as they enjoy support of the Parliament.
4- Parliaments control all the money that governments have.
5- The Parliament is the highest forum of discussion.

Q.8. Explain any four constitutional provisions for making judiciary independent.
Ans. Independence of the judiciary means that it is not under the control of the legislature or the executive. The judges do not act on the direction of the government or according to the wishes of the party in power. There is very little scope for the ruling party to interfere.
(i) The appointment of judges of Supreme Court and High Courts is done by the President on the advice of the Prime Minister and in consultation with the Chief Justice of the Supreme Court.
(ii) Once a person is appointed as judge of the Supreme Court or the High Court, it is impossible to remove him.
(iii) The judiciary in India is one of the most powerful in the world. The Supreme Court and the High Courts have the power to interpret the constitution of the country.
(iv) They can declare invalid any law of the legislative or the actions of the executive whether at the Union level or at the State level.

Q.9. State the powers of the Supreme Court?
Ans. 1- The Supreme Court controls the judicial administration of the country
2- Its decisions are binding on all other courts of the country.
3- It can take up any dispute:-
   - Between citizens of the country;
   - Between citizens and government;
   - Between two or more state governments;
   - Between governments at the union and state level.
4- It is the highest court of appeal in civil and criminal cases. It can hear appeals against the decisions of the High Courts.
5- The Supreme Court has the power to interpret the Constitution of the country. It can determine the constitutional validity of any law. This is known as judicial review

Q.10. Why is the Prime Minister the most powerful man in the government? Explain.
Ans. 1- The Prime Minister has wide-ranging powers as head of the government.
2- He chairs cabinet meetings, coordinates the work of different departments.
3- His decisions are final. All ministers work under him/his leadership.
4- He distributes and redistributes work to the ministers.
5- He also has the power to dismiss them and when he quits the entire ministry quits. The Prime Minister controls the cabinet and the Parliament through the party.
HOTS

Q.1. Even though civil servants are far more educated and has expert knowledge on various subjects, why does the ultimate power to decide matters lie with the ministers?

Ans.1-A minister is elected by the people and thus empowered to exercise the will of the people on their behalf.

2- They are finally answerable to the people for all the consequences of her/his decision. The Minister is not expected to be an expert in the technical matters of her or his ministry.

3-The civil servants, though far more educated, work under these ministers and the final decisions are taken by the ministers

Q.2. What is the procedure for the removal of the judges?

Ans.1- The procedure to remove a judge is called impeachment. An impeachment motion is passed separately by two thirds members of the two Houses of the Parliament.

2- Thus the judges who are appointed by the President cannot be removed by the President alone.

3- Both Lok Sabha and Rajya Sabha have to pass a resolution by two-thirds majority to remove a judge.

Q.3. Under what condition can a state of emergency be declared in India? Explain.

Ans. A state of emergency can be declared under the following conditions:

(i) Increase of external aggression or armed rebellion;

(ii) If the government machinery of a state breaks down;

(iii) If there is a threat to the financial stability of the country. Under these circumstances the President can impose a state of emergency and this is called President Rule

Q.4 “Parliament is the supreme legislature of India.” Justify the statement.

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

2- In India, such a national assembly of elected representatives is called Parliament.

3- At the state level, it is called Legislature or Legislative Assembly

4- Parliament is the final authority for making laws in any country.

5- Parliaments all over the world can make new laws, change existing laws or abolish existing laws and make new ones in their place

Q.5. What was the reaction of the people to the implementation of Mandal Commission Report?

Ans.1-The implementation of the Mandal Commission Report led to widespread protests and counter protests, some of which were violent.
2- People reacted strongly because this decision affected thousands of job opportunities.
3- Some felt that job reservations were essential to cope up with the inequalities among people of different castes in India.
4- Others felt that this was unfair as it would deny equality of opportunity to people who did not belong to the backward communities. They would be denied jobs even if they were more qualified.

Q.6. Write two ways in which it can be proved that the President does not have any real powers. What can the President really do on his/her own?
Ans.1- In our political system the head of the state exercises only nominal powers. The President of India is like the Queen of Britain whose functions are to a large extent ceremonial. The President supervises the overall functioning of all the political institutions in the country so that they operate in harmony to achieve the objectives of the state.
2- The President represents the entire nation but can never claim the kind of direct popular mandate that the Prime Minister can. The same is true of his powers. All government activities do take place in the name of the President. All laws and major decisions of the government are issued in his name, all international treaties and agreements are made in his name but the President exercises these powers only on the advice of the Council of Ministers.
CHAPTER 6: DEMOCRATIC RIGHTS CONCEPTS

What are Rights?
Rights are reasonable claims of persons recognised by society and sanctioned by law

Rights in a Democracy:-
Rights are a must to ensure the dignity, security and fair play to all the citizens. Democracy is a system in which maximum rights are guaranteed to its citizens

Why do We Need Rights in a Democracy?
Rights sustain a democracy. They give to every citizen a right to vote and the right to be elected to government. They allow citizens to express their views freely, form parties and take part in political activities. Rights are guarantees when things go wrong. They do not allow the majority to dominate the minority. Some rights are placed higher than the government, so that the government does not violate them.

Rights in the Indian Constitution
The Indian Constitution has given us six Fundamental Rights. They are the basic features of India’s Constitution.

Fundamental Rights are:
(i) Right to Equality
(ii) Right to Freedom
(iii) Right against exploitation
(iv) Right to Freedom of Religion
(v) Cultural and Educational Rights
(vi) Right to Constitutional Remedies

Right to Equality: It grants equality to all its citizens in the eyes of law. No discrimination can be made against any citizen on grounds of birth, caste, religion and gender. Untouchability is made a cognisable offence. Equal opportunity is guaranteed to all the citizens.

Right to Freedom: It grants-
(i) freedom of speech and expression,
(ii) freedom to assemble in a peaceful manner,
(iii) freedom to form associations,
(iv) freedom to move freely in any part of the country,
(v) freedom to reside in any part of the country and
(vi) practice any profession, carry out any occupation or trade.

Right against Exploitation: The constitution prohibits-
(i) “traffic in human beings”,
(ii) Prohibits forced labour or beggar and
(iii) prohibits child labour.
**Right to Freedom of Religion:** There is no state religion in India. All religions are given equal respect. Every person has a right to profess, practice and propagate his own religion.

**Cultural and Educational Rights:** Minorities have the right to conserve their language and culture. They have the right to establish their own educational institutions.

**NATIONAL HUMAN RIGHTS COMMISSION (NHRC)-**
- It is an independent commission set up by law in 1993.
- The commission is appointed by the President and includes retired judges, officers and eminent citizens.
- But it does not have the burden of deciding court cases.
- It focuses on helping the victims secure their human rights.
- The NHRC cannot by itself punish the guilty. It makes inquiry into any case of violation human rights and takes other general steps to promote human rights in country.

**Right to Constitutional Remedies:** This is the right that makes all rights effective. If a citizen’s fundamental rights are violated or taken away, he can seek remedy through courts.

**National Human Rights Commission** is an independent organisation established in 1993. Its main work is to focus on human rights and help the victims, whose rights are violated.

**Expanding Scope of Rights**
The Constitution offers scope to expand the Fundamental Rights.
Examples:
(i) School education has become a right for Indian citizens.
(ii) Right to property is a legal right.
(iii) Right to seek information from government offices.
(iv) Right to vote in elections.

**International Covenant on Economic, Social and Cultural Rights:**
This international covenant recognises many rights. Examples (i) Right to work (ii) Right to safe and healthy environment (iii) Right to adequate standard of living (iv) Right to social security and insurance (vi) Right to health and medical care, etc.

**The South African Constitution Guarantees** ... Right to privacy, Adequate housing, Right to access to health care, Sufficient food and water

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**Very short answer type questions [1 MARK]**

**Q.1 What was the reason given by America for imprisoning people at Guantanamo Bay?**

**Ans.** America considered them as enemies and linked them to the attack on New York on 11th September, 2001.
Q.2. Which body exposed to the world that prisoners at Guantanamo Bay were being tortured in ways that violated the US laws?
Ans. Amnesty International

Q.3. What is the position of women in Saudi Arabia?
Ans. Women are subjected to many public restrictions

Q.4. How was the massacre of Albanians finally stopped?
Ans. Several countries intervened to stop the massacre

Q.5. What is meant by ‘rights’?
Ans. Claims of a person over other fellow beings, society and the government

Q.6. Which of these statements about the relationship between democracy and rights is more valid?
Ans. Every country that gives rights to its citizens is a democracy

Q.7. Under which Fundamental Right has the Parliament enacted a law giving the Right to Information to the citizens?
Ans. Right to freedom of thought and expression

Q.8. The right to seek the enforcement of all Fundamental Rights is called ...
Ans. Right to Constitutional Remedies

Q.9. If our Fundamental Rights are violated, where can we seek the remedy?
Ans. Supreme Court or High Courts

Q.10. What did Dr. Ambedkar refer to the ‘Right to Constitutional Remedies’ as?
Ans. The heart and soul of our Constitution

Q.11. What is meant by the term ‘writ’?
Ans. A formal document containing an order of the court to the government

Q.12. When was the NHRC set up?
Ans. 1993

Q.13. How many Fundamental Rights does the Indian constitution provide?
Ans. 6

Q.14. Which terms is correct for the feature of the Indian constitution stating that no person is above the law?
Ans. Rule of law

Q.15. What does ‘Right to Equality’ say about the public jobs?
Ans. All citizens will be provided with equal opportunity in matters of employment

Q.16. Which of these is false regarding the Freedom of Speech and Expression?
Ans. One can use it to incite people against the government

Q.17. One of the forms of exploitation as mentioned in the constitution is ‘traffic’. What does it mean?
Ans. Buying and selling of human beings

Q.18. What is meant by ‘begar’?
Ans. Practice of forcing workers to work without any wages

Q.19. Which freedom is not available to an Indian citizen?
Ans. Freedom to participate in armed revolution
Q.20. Which cannot be challenged in a court?
Ans. Fundamental Rights
Q.21. Cultural and Educational Rights are safeguarded mainly for ...
Ans. minorities
Q.22. Which of the following is not a Fundamental Right?
Ans. (b) Right to Vote
Q.23. Which of the following rights is not available under the fundamental rights?
Ans. Right to property.
Q.24. India is a secular state. What does the word ‘secular’ mean?
Ans. The state has no religion of its own
Q.25. Civil Rights are given to the individual by ...
Ans. The State
Q.26. The Indian Constitution prescribes Fundamental Rights in ...
Ans. Part III
Q.27. Who called the right to constitutional remedies as the heart and soul of the constitution?
Ans. Dr. B.R. Ambedkar
Q.28. The National Human Right Commission is an independent commission, set up by the law in the year ...
Ans. 1993
Q.29. If anyone violates our Fundamental Rights we can directly approach the ...
Ans. Supreme Court

SHORT ANSWER TYPE QUESTIONS [3 MARKS]
Q.1. Describe in detail the cultural and educational rights of the minorities as provided in the Indian constitution.
Ans. The language, culture and religion of minorities need protection otherwise they may get neglected or undermined under the impact of the language, culture and religion of the majority. All minorities have the right to establish and administer educational institutions of their choice.
Q.2. Explain what is meant by ‘Rule of Law’.
Ans. Rule of law means equality before the law or equal protection of the laws. It means that the laws apply in the same manner to all, regardless of a person’s status. Rule of law is the foundation of any democracy. It implies that no person is above the law. There cannot be any distinction between a political leader, government official and ordinary citizen.
Q.3. Mention the freedoms provided under the ‘Right to Freedom’.

Ans. Under the Right to Freedom, the Indian constitution guarantees six freedoms. These are:

(i) Freedom of speech and expression
(ii) Freedom to assemble peacefully without arms
(iii) Freedom to form associations and unions
(iv) Freedom to move freely throughout the country
(v) Freedom to reside in any part of the country and,
(vi) Freedom to practise any profession, or to carry on any occupation, trade or business.

Q.4. What does the term ‘minority’ refer to under the Cultural and Educational Rights?

Ans. Here minority does not mean only religious minority at the national level. In some places, people speaking a particular language are in majority; people speaking a different language are in a minority. For example, Telugu-speaking people form a majority in Andhra Pradesh but they are a minority in Karnataka. Sikhs constitute a majority in Punjab, but they are a minority in Rajasthan, Haryana and Delhi.

Q.5. Give some examples with regard to the expansion of the scope of rights for the citizens.

Ans. Certain rights like right to freedom of press, right to information, and right to education are derived from the Fundamental Rights. Recently school education has become a right for Indian citizens. Parliament has passed a law giving the right to information to the citizens. Under the direction of the Supreme Court, right to life now includes the right to food. Right to property is not a Fundamental Right but it is a legal right. Right to vote in elections is an important constitutional right.

Q.6. Explain the 'Right to Equality' enjoyed by the citizens of India. What is its importance?

Ans. All citizens irrespective of caste, colour, region, religion ethnicity, sex or place of birth are equal before the law. There shall be no discrimination against any citizen. All citizens shall have equal opportunity in matters of employment. This is what the 'Right to Equality' means.

Q.7. “The right to freedom is a cluster of six rights”. Explain.

Ans. The right to freedom is a cluster of six rights. Therefore:

(i) Freedom of speech and expression
(ii) Freedom of assembly in peaceful manner
(iii) To form association and unions
(iv) Move freely throughout the country
(v) Reside in any part of the country
(vi) Practice any profession or occupation.
Q.8. Why are the rights guaranteed by the Indian constitution called Fundamental Rights?

Ans. (i) They are fundamental to our life.
(ii) Fundamental Rights put into effect the securing for all citizens equality, liberty and justice as given in the Preamble to our constitution.


Ans. (i) The constitution prohibits ‘traffic in human beings’ i.e. selling and buying of human beings.
(ii) It also prohibits forced labour or begar in any form.
(iii) The constitution also prohibits child labour. No one can employ a child below the age of fourteen to work in a factory, mine or any hazardous work.

Q.10. Why do we need rights in a democracy?

Ans. Rights are claims of a person over other fellow beings; over the society, and over the government. Rights are necessary for the very sustenance of democracy. Rights protect minorities. Rights are guarantees which can be used when things growing.

Q.11. Write three constitutional provisions for the protection of women and children in India.

Ans. These are ...
The constitution prohibits
(i) Traffic in human beings i.e. selling & buying of human beings specially women for immoral purposes.
(ii) It prohibits forced labour
(iii) It protects children under years of age by prohibiting their employment in any factory, mine or hazardous work.

Q.12. Mention any three features of Right to Equality.

Ans. (i) The law applies to all citizens irrespective of his status (The Rule of Law).
(ii) The government shall not discriminate against any citizen on grounds of religion, caste ethnicity, sex or place of birth.
(iii) All citizens have equality of opportunity in matters of employment


Ans. (i) A person who is arrested and detained in custody will have to be informed of the reasons for such arrest.
(ii) Such a person shall be produced before the nearest magistrate within a period of 24 hours of arrest.
(iii) Such a person has the right to consult a lawyer or engage a lawyer for his defence.

Q.14. “Right to constitutional remedies is the heart and soul of the constitution.” Justify.

Ans. This right makes other rights effective when any of our rights are violated we can seek remedy through courts. If it is a Fundamental Right we can directly approach the Supreme Court. That is why Dr Ambedkar called it “the heart and soul of our constitution”.

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Q.15. What was the background in which ethnic massacre took place in Kosovo?
Ans. Kosovo was a province of Yugoslavia before it split away. In this province the population was overwhelmingly ethnic Albanian. But in the entire country, Serbs were in majority. A narrow minded Serb nationalist, Milosevic, had won the election and became the President of Yugoslavia. His government was very hostile to the Kosovo Albanians. He wanted that ethnic minorities like Albanians should either leave the country or accept the dominance of the Serbs. The massacre was carried out by the army under the direction of the government.

**LONG ANSWER TYPE QUESTIONS [5 MARKS]**

**Q.1. Explain the provisions included in the Right against Exploitation?**
Ans- 1- Once the right to liberty and equality is granted it follows that every citizen has a right to not to be exploited yet the constitution makers thought it was necessary to write down certain clear provisions to prevent exploitation of the weaker sections of the society.
2- The constitution mentions three weaker sections of the society.
3- The constitution mentions three evils and declares these as illegal.
4- First, the constitution prohibits traffic in human beings, i.e., selling and buying of human beings.
5- Secondly, it prohibits “begar” or forced labour in any form.
Finally the constitution prohibits child labour. No one can employ a child below the age of fourteen to work in a factory or mine.

**Q.2. Mention the provisions of the Cultural and Educational Rights.**
Ans 1- For the simple reason that the working of democracy gives power to the majority; it is the language, culture and religion of minorities that needs special protection. Therefore, the cultural and educational rights of the minorities are specified in the constitution.
2- Any section of citizens with a distinct language or culture has a right to conserve it.
3- Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the ground of religion or language.
4- All minorities have the right to establish and administer educational institutions of their choice.
5- Full compensation has to be paid if the state seeks to acquire the property of a minority educational institution.

**Q.3. Explain what is meant by the ‘Right to Constitutional Remedies’?**
Ans. 1- Rights guaranteed by the constitution are useless if there are no special provisions to guarantee them.
2- The Fundamental Rights in the constitution are enforceable. We have the right to seek the enforcement of these rights by moving to the High Courts or the Supreme Court. This is called the Right to Constitutional Remedies which is provided by Article 32 of the constitution.

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3-This itself is a Fundamental Right. This right makes other rights effective. It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government.

4-When any of the rights are violated we can seek remedy through a court. If it is a Fundamental Right we can directly approach the Supreme Court or the High Court of a state.

5- Dr. Ambedkar called the Right to Constitutional Remedies (Article 32) the ‘heart and soul’ of our constitution. There can be no law or action that violates the Fundamental Rights. Such a law can be declared null and void by the Supreme Court.

Q.4. What can a person do in case of the violation of Fundamental Rights? What is PIL and how does it work?
Ans.1-In case of any violation of Fundamental Right, the aggrieved person can approach the High Court or the Supreme Court for remedy.
2- Moreover, any person can go to court against the violation of the Fundamental Right, if it is of social or public interest. It is called the Public Interest Litigation (PIL).
3-Under this any citizen or group of citizens can approach the Supreme Court or the High Court for the protection of public interest against a particular law or action of the government.
4-One can write to the judges even on a postcard. The court will take up the matter if the judges find.

Q.5. Explain the correctness of the following statement, “Rights are necessary for the very sustenance of a democracy.”
Ans.1-It is absolutely correct to say that rights are necessary for the very sustenance of a democracy. Rights are the heart and soul of democracy.
2- In a democracy, every citizen has the right to vote and the right to be elected to government. For democratic elections to take place, it is necessary that citizens should have the right to express their opinion, form political parties and take part in political activities.
3-Rights also perform a very special role in a democracy. They protect minorities from the oppression of the majority. They ensure that interests of the minorities are protected and majority does not act as per its whims and fancies.
4- Rights are guarantees which can be used when things go wrong. Things may go wrong when some citizens may wish to take away the rights of others. Generally, the majority wants to dominate the minority.
5- The government should protect the citizens’ rights in such a situation. Sometimes elected governments may not protect or even attack the rights of their own citizens (as happened in Yugoslavia under Milosevic). Therefore, some basic rights of the citizens are written down in the constitution of most democracies. it in public interest. Even a newspaper article or report can be treated as a PIL by the court.

Q.6. Mention four new rights which the constitution of South Africa has guaranteed to its citizens.
Ans.1-The scope of rights has been expanding and new rights are evolving over time. They are the result of the struggle of the people. New rights emerge as societies develop or as new constitutions are made.
The constitution of South Africa guarantees its citizens several kinds of new rights.
2-Right to privacy, so that citizens or their home cannot be searched, their phones cannot be tapped, their communication cannot be opened.
3-Right to an environment that is not harmful to their health or well-being.
4-Right to have access to adequate housing.
5-Right to have access to health care services, sufficient food and water; no one can be refused emergency medical treatment.

Q.7 The Right to Freedom of Speech and Expression does not come without qualifications. Explain?
Ans.1-Freedom of speech is one of the essential features of any democracy.
2- Our ideas and personality develop only when we are able to freely communicate with others. You may disagree with a policy of government, you are free to criticise the government.
3-You may publicise your views through pamphlet, magazine or newspaper. However, you cannot use this freedom to instigate violence against others.
4-You cannot incite people to rebel against the government, nor can you use it to defame others by saying false and mean things that cause damage to a person's reputation. This is called freedom of speech with qualifications.

HOTS
Q.1. Are the reservations provided to the Scheduled Castes, Scheduled Tribes and OBCs against the Right to Equality? Give reasons.
Ans.1-These reservations are not against the Right to Equality.
2-In a broader sense, equality does mean giving everyone the same treatments, no matter what they need.
3-Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes, it is necessary to give job reservations to socially and economically backward sections of the society to ensure equal opportunity.
4-The constitution says that reservations of this kind are not a violation of the Right to Equality.

Q.2 What is the role of National Human Rights Commission in securing the human rights? How does it work?
Ans.1-The National Human Rights Commission (NHRC) focuses on helping the victims secure their human rights. These include all the rights granted to the citizens by the constitution. For NHRC human rights also include the rights mentioned in the UN-sponsored international treaties that India has signed.

2-The NHRC cannot by itself punish the guilty – that is the responsibility of the courts. The NHRC makes an independent and credible inquiry into any case of violation of human rights.

3-The commission presents its findings and recommendations to the government or intervenes in the court on behalf of the victims.

4- Like any court, it can summon witnesses, question any government official, demand any official paper, visit any prison for inspection or send its own team for on-the-spot inquiry

Q.3. The 'Right to Constitutional Remedies' is called the heart of the constitution. Explain.
Ans.1-This 'Right' makes other 'Rights' effective. If sometimes our rights are violated by fellow citizens, private bodies or by the government, we can seek remedy through courts.

2-If it is a Fundamental Right we can directly approach the Supreme Court or the high court of a state. That is why Dr. Ambedkar called it "the heart and soul" of our constitution.

Q.4. Right to freedom comes with some limitations. Justify with three suitable examples.
Ans. (i) You cannot use your Right to Freedom to incite people to rebel against government or to defame others.
(ii) We can hold meetings but peacefully.
(iii) We cannot carry weapons while participating in a procession or a meeting

Q.5. What is a secular state? In which way does our constitution make India a secular state?
Ans 1-A secular state is one that does not confer any privilege or favour on any particular religion. It does not punish or discriminate against people on the basis of religion they follow.

2-It implies that the government cannot compel any person to pay any taxes for the promotion or maintenance of a particular religion or religious institution.

3- There shall be no religious instruction in the government educational institutions. In private institutions, no person can be compelled to take part in a religious activity. A secular state is one that does not establish any one religion as official religion.

4-Indian secularism practises an attitude of principled and equal distance from all religions. The Preamble to Indian constitution declares India to be a secular nation. There is no official religion in India. The Indian state is neutral and impartial in dealing with all religions.
5- Right to freedom of religion is a Fundamental Right. Every citizen of India has a right to profess, practise and propagate the religion he/she believes in. Every religious group or sect is free to manage its religious affairs.

Part 4: Economics

CHAPTER : 3. POVERTY AS A CHALLENGE

CONCEPTS

- **Poor:** In our daily life we come across many poor people such as landless labourers in villages, people living in *jhuggis*, daily wage workers at construction sites, child labourers in *dhabas*, rickshaw-pullers, domestic servants, cobblers, beggars, etc.

- **Meaning of Poverty:** Usually the levels of income and consumption are used to define poverty. In India, poverty has been defined as a situation in which a person fails to earn income sufficient to buy him bare means of subsistence.

- **Other Indicators of Poverty:** Now poverty is looked through other indicators like illiteracy level, lack of access to health care, lack of job opportunities, lack of access to safe drinking water, sanitation, etc. Nowadays, the concept of social exclusion is becoming very common in the analysis of poverty.

- **Estimates of Poverty:** The incidence of poverty in India was around 55 per cent in 1973 which declined to 36 per cent in 1993 and further to 26 per cent in 2000. Social groups which are most vulnerable to poverty are Scheduled Caste and Scheduled Tribe households.

- **Inequality of Incomes within a Family:** In poor families, old people, women and female children are denied equal access to family’s available resources. They are the poorest of the poor.

- **Inter-State Disparities:** The proportion of poor people is not the same in every state. In 20 states and union territories the poverty ratio is less than the national average. Orissa and Bihar are the poorest states of India with poverty ratios of 47 per cent and 43 per cent respectively. Lowest incidence of poverty is found in Jammu and Kashmir with poverty ratio of just 3.5 per cent.

- **Global Poverty Scenario:** There has been substantial decline in global poverty. However, it is marked with great regional differences. Poverty has declined more in China and South-East Asian countries.

- **Causes of Poverty:** There are a number of causes for the widespread poverty in India. These are:
  1. **Rapid growth of population,** particularly among the poor is considered a major cause of Indian poverty.
  2. **Our agricultural sector has failed** to generate much employment opportunities for the farm labourers. Similarly, our industries could not provide much job for the job seekers.
  3. One of the major causes of poverty is the **unequal distribution of land** and other resources. Various land reform measures introduced after Independence could not improve the life of millions of rural poor because of their poor implementation.
4. **Social factors**: People in India, including the very poor, spend a lot of money on social occasions like marriages, festivals, etc. Poor people hardly have any savings; they are, thus forced to borrow. Unable to pay because of poverty, they became victims of indebtedness. Joint family system has prevented people from doing hard work.

- **Steps taken by the Government for Poverty Alleviation**
  Our government’s strategy to poverty reduction has been twofold. *One*, promotion of economic growth and, *two*, targeted poverty alleviation programmes.

- **Poverty Alleviation Programmes**: To address the poor, a need for targeted anti-poverty programmes was strongly felt. Some of them are given below:
  1. **Prime Minister Rojgar Yojana (PMRY)**: The aim of this programme (which was started in 1993) was to create self-employment opportunities for educated unemployed youth in rural areas and small towns.
  2. **Rural Employment Generation Programme (REGP)**: REGP was launched in 1995 to create self-employment opportunities in rural areas.
  3. **Swarna Jayanti Gram Swarojgar Yojana (SGSY)**: SGSY was started in 1999. The programme aims at bringing the assisted poor families above the poverty line.
  4. **Pradhan Mantri Gramodaya Yojana (PMGY)** was launched in 2000.
  5. **Antyodaya Anna Yojana (AAY)** for ‘the poorest of poors’ and elders.
  6. **National Food for Work Programme (NFWP)** was launched in 2004.
  7. **National Rural Employment Guarantee Act (NREGA)** was passed in September 2005. The Act provides 100-days assured employment every year to every rural household in 200 districts.

**The Challenges Ahead** Though poverty has declined in India, poverty reduction remains India’s most compelling challenge. We will have to do something special to fight against wide regional disparities. We must broaden the definition of poverty from ‘*a minimum subsistence level of living to a reasonable level of living*’. Bigger challenges before us are: providing health care, education and job security for all the achieving gender equality.

1. **Which country of South-East Asia made rapid economic growth?**
   Ans. China
2. **NFWP is stand for ...**
   Ans. National Food for Work Programme
3. **How many people in India live below the poverty line?**
   Ans. 26 crores
4. **Which organization carries out survey for determining the poverty line?**
   Ans. NSSO
5. **Poverty line in rural areas is (As per 1999 – 2000 prices) ...**
   Ans. Rs 454
6. **What is the poverty ratio in the state of Orissa?**
   Ans. 47%
7. In which state has the high agricultural growth helped to reduce poverty?  
Ans. Punjab  
8. In which state have the land reform measures helped to reduce poverty?  
Ans. West Bengal  
9. Which state has focused more on human resource development?  
Ans. Kerala  
10. In which state is the public distribution system responsible for the reduction in poverty?  
Ans. Andhra Pradesh and Tamil Nadu  
11. In rural areas, which of the following are not poor?  
Ans. Medium farmers  
12. Nutritional level of food energy is expressed in the form of ...  
(a) calories per day  
(b) wheat consumption  
(c) rice consumption per day  
(d) none of the above  
13. As per Planning Commission, minimum daily intake of calories for determining poverty line for rural area is ...  
Ans. 2100  
Q.14. Poverty ratio in India as compared to Pakistan is ...  
Ans. two times  
15. What are accepted average calories required in India in urban areas?  
Ans. 2400  
16. Which is considered as poor?  
Ans. A landless labourer  
17. Which state has the largest percentage of poors in India?  
Ans. Orissa  
18. When was National Rural Employment Guarantee Act passed?  
Ans. September 2005  
19. Who advocated that India would be truly independent only when the poorest of its people become free of human suffering?  
Ans. Mahatma Gandhi  
20. Which programmes was launched in the year 2000?  
Ans. Pradhan Mantri Gramodaya Yojana
SHORT ANSWER TYPE QUESTIONS (3 MARKS)

1. Explain how poverty begets more poverty?
   Ans. Poverty begets more poverty. It is both a cause as well as consequence of poverty. A poor country cannot save much out of its national income. As a result, it suffers from capital deficiency which adversely affects the level of production and income in the country.

2. Explain the concepts of :
   (a) Social exclusion  
   (b) Vulnerability
   Ans. (a) Social Exclusion : According to this concept, poverty must be seen in terms of the poor who have to live only in a poor surroundings with other poor people. Poor people are excluded from better surroundings with better-off people. For example, in India people belonging to certain castes are excluded from equal opportunities.
   (b) Vulnerability : There is a greater possibility of remaining poor in case of certain communities (such as members of a backward classes, widows, physically handicapped persons). These groups of people face greater risks at the time of natural disasters (earthquakes, tsunami). Thus vulnerability describes the greater possibility of being adversely affected in comparison of other people in odd times.

3. Suggest some measures to reduce regional poverty?
   Ans. Measures to reduce regional poverty: Several states of India like Orissa, Bihar, Madhya Pradesh, Uttar Pradesh, Nagaland, etc., are economically very poor. To remove this regional poverty the following measures may be suggested:
   (a) More Central assistance and grants should be given to backward states.
   (b) Special concessions may be given for investments in backward areas.
   (c) Public sector enterprises should be set up in backward states.

4. Discuss any three measures to reduce poverty in India?
   Ans. More Industrialisation: In order to remove poverty and unemployment, especially in cities, more and more industries are to be set up.
   Improvement in Agriculture: While latest methods should be adopted in improving agriculture, steps should also be taken so that land is provided to the tiller and it is not concentrated in the hands of few rich farmers and landlords.
   Education: Education is must for removing any evil, including poverty and unemployment.
   It must be made cheaper so that every person could get it easily.

5. Discuss any three government programmes for poverty alleviation?
   Ans. 1. Prime Minister's Rojgar Yojana (PMRY) : These schemes have been started for the welfare of the educated unemployed in urban areas. Youth belonging to the weaker sections of society are given priority.
   2. Employment Assurance Scheme (EAS) : These were launched in 1999 to create wage employment to families below poverty line and to improve the quality of life in the rural areas.
   3. Jawahar Gram Samridhi Yojana (JGSY) : The objective of this programme is to generate gainful employment for the unemployed and underemployed men and
women in rural areas, community and social assets are created such as soil conservation work.

6. Mention any three features of the National Rural Employment Guarantee Act, 2005?

Ans. National Rural Employment Guarantee Act, 2005 was passed in September 2005 with the following features:

(i) It provides 100-days assured employment every year to every rural household with the reservation for one-third of the proposed jobs for women.
(ii) The central government will establish a National Employment Guarantee Fund for Women and state governments will establish State Employment Guarantee Funds for implementation of the scheme.
(iii) If an applicant is not provided employment within 15 days, he/she will get daily unemployment allowance.

7. What are the main causes of poverty in India?

Ans. Main causes of poverty in India are:

(i) Huge income inequalities make it difficult for the government policies to implement properly for poverty elimination. Therefore income inequality is a major cause of poverty in India.
(ii) Exploitation of traditional Indian handicrafts and textile industries by British colonial administration is another major cause of poverty.
(iii) In order to fulfil social obligations and observe religious ceremonies, the poor spend a lot of money. Poor people borrow money for different reasons and become the victims of indebtedness.

8. Explain three ways in which poverty can be estimated in India?

Ans. While determining the poverty line in India, a minimum level of food requirement, clothing, footwear, fuel and light, educational and medical requirement etc. are determined for subsistence.

(i) The calorie requirement depending upon the age, sex, area and type of work is the way of estimating poverty. Average calorie requirement in India is 2400 per person per day in rural areas and 2100 per person per day in urban areas.
(ii) Monetary expenditure per capita needed is also a way of estimating poverty. In the year 2000, poverty line for a person was fixed at Rs. 328 per month for the rural areas and Rs. 454 for the urban areas.
(iii) A uniform standard for poverty line is also used, which is given by international organisations like World Bank. This is equivalent of $ 1 per person per day.

9. Explain the principal measures taken in Punjab, Kerala and Andhra Pradesh to reduce poverty?

Ans. (i) The principal measures taken in Punjab to reduce poverty is increasing the agricultural growth rates.
(ii) Kerala focused more on human resource development to reduce poverty.
(iii) Andhra Pradesh focused on public distribution of food grains to reduce poverty.

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10. Give one positive and one negative side of poverty conditions in India, and mention the major weaknesses of poverty alleviation programmes?
Ans. Positive aspect:-
(i) India's economic growth is one of the fastest in the world which helps in reducing poverty.

Negative aspect:-
(i) Large number of poor lives in villages and dependent upon agriculture where growth is much below expectation.

Weakness of Poverty alleviation programme:-
(i) Lack of proper implementation and right targeting with lots of over lapping schemes.

LONG ANSWER TYPE QUESTIONS (5 MARKS)
1. What are the main features of poverty in India?
Ans. Features of Poverty in India: Following are the main features of poverty in India.
(i) Declining Trend: The proportion of people below poverty line in India had variations. Poverty ratio increased during the decade of the 1970s. It decreased sharply during the decade of the 1980s. During the decade of 1990s, there was first a rise following the period of economic reforms and then a fall in the incidence of poverty. Since 1993-94, the total number of the poor shows a declining trend.
(ii) Inter-State Variations: Poverty is not equally distributed through the country. A recent study shows that more than 90 per cent of India’s rural poor live in the states of Andhra Pradesh, Orissa, Bihar, Madhya Pradesh, Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Further, 50 per cent of India’s rural poor live in three states (namely, Bihar, Madhya Pradesh and Uttar Pradesh). As against this, the poverty ratio in the states of Jammu and Kashmir, Gujarat, Kerala, Punjab and Haryana is quite low.
(iii) Nature of Poverty: Poverty is visible both in our rural and urban areas. The rural poor consist of people of low castes and tribal groups. The major group of the poor include landless agricultural labourers, small and marginal farmers, rural artisans, etc. In the urban sector, the poor include largely unemployed, underemployed or persons employed in low productivity occupations such as rickshaw pullers, cobblers, and street vendors.

2. Describe in brief the important poverty alleviation programmes undertaken by the Government of India?
Ans. Poverty Alleviation Programmes of India: The important poverty alleviation programmes which are in operation in rural and urban areas are:
(i) Prime Minister Rojgar Yojana (PMRY): PMRY was launched on 2 October 1993. The aim of this programme is to create self-employment opportunities for educated youth
in rural areas and small towns. They are helped in setting up small business and industries.

(ii) **Swarana Jayanti Gram Swarojgar Yojana (SGSY)**: SGSY was launched on 1 April, 1999. It aims at promoting enterprises at the village level. It helps the rural people to organise themselves into self-help groups. The objective of SGSY is to bring the existing poor families above the poverty line by providing them income generation assets through a mix of bank credit and government subsidy.

(iii) **Pradhan Mantri Gramodaya Yojana (PMGY)**: PMGY was introduced in 2000. Its objective is to focus on village level development in five critical areas, that is, primary health, primary education, rural shelter, rural drinking water and rural roads. As a result of this, the quality of life of rural people will improve.

(iv) **Sampoorna Grameen Rojgar Yojana (SGRY)**: This programme was launched in September 2001. The objectives of this scheme are ...

(a) to provide wage employment along with food security in the rural areas.
(b) to create durable community, social and economic assets.

The ongoing Employment Assurance Scheme and JGSY would be merged with SGRY.

(v) **National Rural Employment Guarantee Act (NREGA)**: NREGA was passed in September 2005. The Act provides for 100-days assured employment to every rural household in 200 districts. Later, the scheme will be extended to 600 districts. However, the results of these programmes have not been very effective. One of the major reasons for their less effectiveness is the lack of proper implementation and right targeting. Also, there has been overlapping of schemes. Therefore, the major emphasis in recent years is on their proper monitoring.

3. **How can poverty be reduced in future in India? Suggest any four points?**

**Ans.** Poverty can be reduced in the following ways:

(i) Increasing empowerment of women and the economically weaker sections of society.
(ii) Fostering the economic growth.
(iii) Increasing the stress on universal free elementary education.
(iv) Caste and gender discrimination to be avoided.
(v) Improving health care, education and job security.
(vi) Removing inequality of wealth among people.

4. **Mention the two planks on which the current anti-poverty strategy of the government is based. Why the poverty alleviation programmes not successful in most parts of India?**

**Ans.** The current anti-poverty strategy of the government is based broadly on two planks:

(i) Promotion of economic growth.
(ii) Targeted anti-poverty programmes. The results of poverty alleviation programmes have been mixed. The major reasons for less effectiveness are :

(i) Lack of proper implementation and right targeting.
(ii) Overlapping of a number of schemes. They lack proper monitoring and therefore the benefits of these schemes do not fully reach out to the deserving poor.

5. NREGA 2005 is an important anti-poverty programme? Explain.
Ans. NREGA stands for National Rural Employment Guarantee Act, 2005. Following things were included in the scheme:
(i) It aims at providing 100-days assured employment every year to every rural household.
(ii) It initially started for 200 districts but later on extended to 600 districts.
(iii) One-third of the proposed jobs were reserved for women.
(iv) The Central government established National Employment Guarantee Funds and state government established State Employment Guarantee Funds for implementation of the scheme.
(v) If an applicant is not provided employment within fifteen days he/she will be entitled to a daily unemployment allowance.

6. Give brief account of inter-state disparities of poverty in India?
Ans. Proportion of poor people is not the same in every state.
(a) In 20 states and union territories, the poverty ratio is less than national average.
(b) In the states of Orissa, Bihar, Assam, Tripura and Uttar Pradesh poverty percentage is more than 35. So poverty is serious problem in these states. Along with rural poverty, urban poverty is also high in these states.
(c) While in the states like Kerala, Jammu and Kashmir, Tamil Nadu, Andhra Pradesh there is significant decline in poverty.
(d) States like Punjab and Haryana have succeeded in reducing poverty with the help of high agricultural growth rates.
(e) In West Bengal, land reform measures have helped in reducing poverty.

HOTS
1. What is meant by 'vulnerability' to poverty? Which economic categories are more vulnerable to poverty in India?
Ans. Vulnerability to poverty: It is a measure which describes the greater probability of certain communities or individuals (such as widow or a physically handicapped person) of becoming or remaining poor in coming years. 
Economic categories more vulnerable to poverty in India: Schedule tribes, urban casual labourers, rural agriculture labourers, scheduled castes are major economic groups, which are more vulnerable to poverty. Among these, scheduled tribes contribute to 51% of poverty in India which average Indian poverty ratio is 26.
2. Social exclusion can be both a cause as well as consequence of poverty? Explain.
Ans. Social exclusion can be seen in the terms of poor who have to live only in a poor surrounding with other poor people. Poor people are excluded from better surroundings with better-off people. For example, in India people belonging to certain lower castes (i.e., Scheduled Castes) are excluded from equal opportunities. Poor people of certain castes have to live in a separate locality and are excluded from mixing with better-off people. Due to such discrimination, these people are deprived of better employment and growth opportunities. Social exclusion thus lead to poverty and can cause more damage than having a very low income.

3. Who are the most vulnerable as far as poverty is concerned? How have the states of West Bengal, Punjab and Tamil Nadu tackled poverty?
Ans. The most vulnerable groups to poverty are:
(i) Scheduled Castes and Scheduled Tribes    (ii) Rural agricultural labour
(iii) Urban casual labour.
States tackled poverty in the following ways:-
i. West Bengal: -Land reform measures have helped in reducing poverty.
ii. Punjab: -Reduce poverty with high growth rates of agriculture.
iii. Tamil Nadu: -Public distribution of food grains has reduced the poverty.

Value based questions:
1. Why do different countries use different poverty lines?
2. “In poor families all suffer but some suffer more than others.” Explain.
3. “There is a strong link between economic growth and poverty reduction.” Explain.
4. How is the illiteracy responsible for Poverty in India? Explain.
CHAPTER 4. FOOD SECURITY IN INDIA (TO BE ASSESSED AS OTBA)

CONCEPTS

- **Food security**: Food security means availability, accessibility and affordability of food to all people at all times.

- **Why food security is necessary?** The poorest section of the society remains food insecure all the times. People above poverty line might also feel food insecure in times of natural calamity like earthquake, drought, flood, tsunami, etc.

- **Food-insecure**: In rural areas, the worst affected people are: small and landless farmers, traditional artisans (weavers, potters, blacksmith etc.) providers of services (e.g. barbers, washermen, etc.), petty self-employed workers and destitute. In the urban areas, persons employed in ill-paid occupations and casual labourers are food insecure.

- **Hunger.** Hunger has chronic and seasonal dimensions. Poor people suffer from chronic hunger and are food insecure all the times. Seasonal hunger is caused by the seasonal nature of agricultural activities in rural areas. In urban areas, seasonal hunger occurs because of the casual type of work. Thus, **seasonal hunger exists when people are unable to get work for the whole year.**

- **Need for self-sufficiency in food grains.** Our government since Independence realised the need to attain self-sufficiency in food grains because India experienced acute shortage of food grains after partition of the country in 1947. The need for self-sufficiency arises from the following:
  
  (a) to feed rising population
  
  (b) to fight against droughts, floods, cyclone, etc.
  
  (c) to reduce import of food grains

  (d) to control prices of food grains.

- **Food Security System in India.** Since the advent of the Green Revolution in the 1960s the country has avoided famine, even during adverse weather conditions. India has become self-sufficient in food grains during the last 30 years because of the variety of crops grown all over the country. Also, we have developed a food security system.

- **Buffer Stock.** Buffer stock is the stock of food grains (wheat and rice) procured by the government through the Food Corporation of India (FCI). The FCI purchases wheat and rice for the government from the farmers of surplus states at pre-announced prices. This price is called ‘minimum support price’.

- **Public Distribution System (PDS)** PDS refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops. The consumers are issued ration cards.

- **Types of Ration Cards in India.** There are three kinds of ration cards:
  
  (a) Antyodaya cards for the poorest of the poor,
  
  (b) BPL cards for those below poverty line and,

  (c) APL cards for those above poverty line.
• **Three Important Food Intervention Programmes.** In the wake of high incidence of poverty levels in mid-1970s, three important food Intervention programmes were introduced:
  
  (a) Public Distribution System (in existence earlier)
  
  (b) Integrated Child Development Services (ICDS) in 1975
  
  (c) Food for work in 1977-78.

  In 2000, two special schemes were launched viz. Antyodaya Anna Yojana (AAY) and the Annapurna scheme (APS) with special target groups of the poorest of the poor and indigent senior citizens, respectively.

• **Excessive Food Stocks:** In July 2002, the stock of wheat and rice with FCI was 63 million tonnes which was much more than the minimum buffer norms of 24.3 million tonnes. The stock reduced thereafter but always remained higher than the buffer norms.

• **Paradox of Excess Stocks and Starvation.** In fact, India has experienced a paradoxical situation in recent years. While the granaries (godowns) of the government are overflowing with excess stocks of food, we also find people without food. The main reason for this unfortunate situation is that many poor families do not have enough money or income to buy food.
Model Test Paper-1 (Solved) S.A. II

TIME : 3hours + 30 min (OBTA)  
Maximum Marks : 90

Instructions

(1) Q. No. 1 to 8 are Very short answer type Questions  
(1mark for each question)

(2) Q. No. 9 to 20 are short answer questions write in 60-80 words  
(3 marks for each question)

(3) Q. No. 21 to 26 are long are questions write in 100-125 words  
(5 marks for each question)

(4) Q. No. 27 and 28 are map questions. Please attach the map inside the answer book.

(5) Q. NO.29 and 30 are OTBA questions.  
(5 marks for each question)

Q.1 In which year cricket rules were drawn up?  
Ans. 1974

Q.2 Which type of forests is found in the Ganga-Bramputra Delta?  
Ans. Mangrove forest

Q.3 Write any one feature of the democratic process of elections?  
Ans. Parties and candidates should be free to contest elections.  
Elections must be held regularly immediately after the term is over.  
Elections should be conducted in a free and fair manner.

Q.4 In which article untouchability is mentioned in our constitution?  
Ans. Article-17

Q.5 Which fundamental right is violated in Saudi-Arabia in respect of women?  
Ans. Right to vote.

Q.6 Which is not considered as a social indicator of poverty?  
Ans. literacy level.

Q.7 NFWP is stand for ...  
Ans. National Food for Work Programme

Q.8 How many people in India live below the poverty line?  
Ans. 26 crores

Q.9 What is shifting cultivation? Why did the European foresters discourage the practice of shifting cultivation?  
(i) In shifting cultivation, parts of the forest are cut and burnt in rotation. Seeds are sown in the ashes. Such plots are cultivated for a couple of years and then left follow to regain fertility.  
(ii) Europeans discouraged practice of shifting cultivation:  
   a. Considered the practice harmful for the forests.
b. Lands used for shifting cultivation could not be used to grow trees for railway timber.
c. Danger of the flames spreading and burning valuable timber.
d. Difficulty in the calculation of taxes.

OR
How did the Pastoralists cope with the changes in the modern world?
Ans. Pastoralists coped with the changes by the following ways.
1. Reduced the number of cattle.
2. Moved to new pasture lands.

OR
Explain the impact of introduction of machines in agriculture on poor farmers.
Ans. Impact of introduction of machine in agriculture on poor farmers -
1. It brought misery to poor farmers.
2. They came under debt.
3. They had to leave their farms.

Q.10 What was the main objective of Sumptuary laws? Mention any two restrictions imposed under these laws.
Ans. Objective of Sumptuary laws was to control the behaviour of those considered social inferiors. Restrictions.
1. Preventing them from wearing certain clothes.
2. Consuming certain foods & beverages.
3. Hunting game in certain areas.

Q11- What is meant by the term deforestation? How are forests useful to us? (3)
Ans:-The disappearance of forest area to full fill the demand of developing civilisations is known as deforestation. During the period of Colonialism, deforestation took a systematic approach towards industrial development. Forests provide bamboo, wood for fuel, grass, charcoal, packaging, fruits, flowers, animals, birds, the tannin used to convert skins and hides into leather, the herbs and roots used for medicinal purposes, gum, honey, coffee, tea, rubber, oil and many other things.

OR
Why did the colonial government want to convert grazing lands into cultivable farms?
Ans:-Land revenue was the main source of finance of the colonial government. By expanding cultivation it could increase its revenue collection. It would get more jute, cotton, wheat and other agricultural produce that was required in England. Uncultivated land appeared unproductive to the colonial officials as it produced neither revenue nor agricultural produce. It was seen as ‘waste land’ that needed to be brought under cultivation.
OR

Why did the whole region of the Great Plains become a dust bowl?
Ans :- The Great Agrarian Depression started in 1930s which ruined the wheat farmers all around. The acts of these zealous farmers who, to expand the wheat cultivation, recklessly uprooted all vegetation. They turned the soil cover into dust by using tractors. Their overzealous acts turned the whole regions of the Great Plains into dust bowl.

Q.12. In which region are the tropical thorny forests and shrubs found in India? Mention any four characteristics of such type of vegetation.
Ans. Thorn forests and scrubs are found in the north western part of India including semi-arid areas of Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh and Haryana.
1. Found in regions with less than 70cm of rainfall
2. Trees are scattered and have long roots penetrating deep into soil to get moisture.
3. Stems are succulent to conserve water.
4. Leaves are thick and small to minimise evaporation.

Q.13. Explain three main processes of change of population in India.
Ans. i) Birth Rate is the number of live births per thousand persons in a year. It is a major component growth of population. In India birth rates have always been higher than death rates.
(ii) Death Rate is the number of deaths per thousand persons in a year. Rapid decline in death rate is the main cause of rapid growth in population rapidly. Since 1981 birth rate has also started declining resulting in a gradual decline in the rate of population growth.
(iii) Migration is the movement of people across regions and territories. Migration can be internal or international. Internal migration does not change the size of the population within the nation. Migration plays a very significant role in changing the composition and distribution of population.

Q.14. How is the climate of India governed by the atmospheric conditions? Explain with three suitable examples.
Ans.
   a. Pressure and surface winds-Development of low and high pressure during different seasons and the consequent development and pattern of wind movements.
   B) Upper air circulation- Development and the position of Jet stream during different seasons.
   c. Western cyclonic disturbances and tropical cyclones- Inflow of western disturbances during winters and the development of tropical cyclones over the seas.
Q.15. How does the Election Commission of India regulate campaigns of political parties and candidates to ensure fair and equal chances to compete?

Ans. According to our election commission laws no party or candidate can:
1. Bribe or threaten voters
2. Appeal to voters in the name of caste or religion
3. Use government resources for election campaign;
4. Spend no more than 25 lakhs in a constituency for Lok Sabha election or 10 lakhs in a constituency in an assembly election.

Q.16. What are 'Reserved Constituencies'? Why was the system of reserved constituencies introduced in India?

Ans. Reserved Constituencies:
1. Some constituencies are reserved for people who belong to the Scheduled Castes (SC) and Scheduled Tribes (ST). In these constituencies, only someone who belongs to these categories can contest election.
2. Arguments for introduction of Reserved Constituencies
3. The Constitution makers were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to Lok Sabha and the State Legislative Assemblies.
4. They may not have the required resources, education and contacts to contest and win elections against others.
5. If the reservation is not done, our Parliament and Assemblies would be deprived of the voice of a significant section of our population.

Q.17 Explain any three powers of the Prime Minister of India as Head of the Govt.

Ans. Powers of the Prime Minister as Head of the State. The Prime Minister:
1. Chairs cabinet meetings.
2. Coordinates the work of different departments.
3. Exercises general supervision of different ministries.
4. Distributes and redistributes work to the ministers.
5. Has the power to dismiss ministers.
6. His/her decisions are final in case of disagreement between the departments.

Q.18 Explain with examples how the poverty line is estimated in India?

The poverty line is estimated in India.

The common method used to estimate poverty line in India is based on income or consumption method.

Income Method - For the year 2000, the poverty line for a person was fixed at Rs. 328 per month for the rural areas and Rs. 454 for the urban areas.

Consumption Method - The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.
Q.19 Explain any three causes for the widespread poverty in India.

Causes for the widespread poverty in India:
1. Low level of economic development under colonial rule.
2. Less job opportunities
3. Low growth rate of income.
4. High growth rate of population.
5. Low per capital income

Q.20. Which steps taken by the govt. for the removal of poverty?

1. Increasing growth rate
2. Implemented different types of programmes.
3. Direct benefit to poor.

Q.21 Explain any five ideas of Detach Brandis for management of forests in India during British period.

Ans. Five Ideas of Dietrich Brandis for Management of forest in India are:
(i) Training people in the science of conservation
(ii) Framing rules about the use of forest resources
(iii) Restriction on felling of trees
(iv) Restriction on grazing
(v) Preservation of forest for timber production

OR

Why are Maasai of Africa continuously losing their grazing grounds? Explain any five reasons.

The main reasons for the continuous loss of grazing lands of Maasais:
1. European imperial powers scrambled for territorial possessions in Africa, slicing up the region into different colonies.
2. Maasai land was divided into British Kenya and German Tanganyika.
3. The best grazing lands were gradually taken over by white settlements and Maasais were pushed into a small area.
4. The Maasais lost about 60 percent of their pre-colonial lands.
5. They were confined to an arid zone with uncertain rainfall and poor pastures.
6. Large areas of grazing land were turned into game reserves.

OR

How did the Enclosure Movement benefit Britain? Explain any fine benefits.

1. Grain production grew as quickly as population.
2. Landlords sliced up pasture lands, carved up open fields, cut up forest commons, took over marshes, and turned larger areas into agricultural fields.
3. Enclosures were seen as necessity to make long term investments on land.
4. Planned crop rotation to improve their soil
5. It also allowed the rich landowners to expand the land under their control and produce more for the markets.

Q.22 The Battle of Waterloo was won on the playing field of Eton". Justify the statement with any five suitable arguments.

Britain's military success was based on the values taught to school boys in its public schools.
1. Eton was the most famous of these schools.
2. The English boarding school was the institution that trained English boys for careers in the military, the civil service & the church.
3. Men like Thomas Arnold, head master of the famous Rugby School and founder of the modern public school system, saw team support like cricket and rugby not just as outdoor play, but as an organised way of teaching English boys the discipline.
4. It taught the English boys, the importance of codes of honour and the leadership qualities that helped then build and run the British Empire.

OR

"The introduction of western style clothing in the 19th century in India met with severe reactions in different ways". Support the statement with suitable arguments.

Many Indians reacted differently by the introduction of western style clothing.
1. The wealthy Parsis of western India were among the first to adapt western style of clothing. Baggy trousers and the Phenta (or hat) were added to long colourless coats with boots and a walking stick to look like a gentleman.
2. To some, western clothes were a sign of modernity and progress.
3. There were others who were convinced that western culture would lead to a loss of traditional cultural identity.
4. The use of western style clothes was taken as a sign of the world turning upside down.
5. Some men resolved this dilemma by wearing western clothes without giving up their Indian ones.


1. Imparting compulsory school education up to 14 years of age.
2. Reducing infant mortality rate to below 30 per 1000 live birth.
3. Achieving universal immunisation of children against all vaccine preventable diseases.
4. Raising marriage age for girls.
5. Making family welfare a people centred programme.
Q.24. Describe any five features of advancing monsoon season.
   1. June to September is the period of advancing monsoon.
   2. Development of monsoon low pressure trough.
   3. Formation of south west monsoon winds.
   4. Distribution of rainfall across the country.
   5. Breaks in monsoon.
   6. Known for uncertainties.

Q.25 Name the two houses of Parliament in India. Which of the two houses is more powerful? Justify your answer with any three suitable arguments.
Two Houses of Parliament in India: Lok Sabha & Rajya Sabha
Lok Sabha is more powerful because-
1. If both the houses disagree on an ordinary bill, the will of Lok Sabha will prevail in the joint session due to its larger number.
2. Lok Sabha enjoys more powers in money matter. For example a money bill can only be introduced in Lok Sabha.
3. Lok Sabha controls the Council of Ministers.
4. Only Lok Sabha can pass the no confidence motion against the Council of Ministers.

Q.26 "Rights are necessary for the very sustenance of a democracy". Give any five arguments to support the statement.
Rights are necessary for the sustenance of democracy because:
1. Every citizen must have the right to vote and the right to be elected.
2. Every citizen should have the right to express his/her opinion.
3. Citizens have the right to form political parties.
4. Right to project minorities from the oppression of majority.
5. Right to act as a check on misuse of government power.

Q.27 Two features A and B are shown in the political outline map of India. Identify these features with the help of following information and write their correct names on the line marked on the map.
A- Type of forest  B- The state having lowest sex-ratio  C- Highest literacy rate in which state
Ans. 27

1. Evergreen forest  
2. Haryana  
3. Kerla

Q.28 Show the following places on the political map of the world
(a) South Africa  
(b) Sahara Desert  
(c) Kenya

Q.29 and 30 OTBA From food security.  
Marks

5 +5= 10

SUMMATIVE ASSESSMENT II (Unsolved) -1

TIME---3 HOURS + 30Min.(OTBA)  
M.M90

Instructions

i. Q. No. 1 to 8 are Very short answer type Questions (1mark for each question)

ii. Q. No. 9 to 20 are short answer questions write in 60-80 words (3 marks for each question)

iii. Q. No. 21 to 26 are long are questions write in 100-125 words (5 marks for each question)

iv. Q. No. 27 and 28 are map questions. Please attach the map inside the answer book.

v. Q. NO.29 and 30 are OTBA questions. (5 marks for each question)

Q.1. Which country invented the game of cricket?  
(1)

Or

When did women in England start agitating for democratic rights?
Q.2. Which place is receives the highest rainfall in the world? (5)

Q.3. Who appoints the Chief Election Commissioner in India?

Q.4. How many members are there in Lok Sabha?

Q.5. How many fundamental rights are given to the citizen under the Indian constitution? (1)

Q.6. When was the National Food for Work Programme launched? (1)

Q.7. The full form of AAY is......

Q.8. In which state 94% ration shops are run by cooperatives? (1)

Q.9. What is scientific forestry? Explain. Or

Distinguish between the reserved forest and protected forest

OR

Explain briefly the factors which led to the enclose in England?

Q.10. Describe one way in which the nineteenth century technology brought about a change in equipment with example (3)

Or

What were the sumptuary laws in France?

Q.11. Trace the evolution of cricket in India in pre-independence period. (3)

or

What did the patriotic French citizens wear in France after the French Revolution?

Q.12. Why does the rain fall decrease from the east to the west in Northern India? (3)

Q.13. Write short notes on mangrove forest. (3)

Q.14. Define a) Population growth b) population change (3)

Q.15. Define the terms---a) Booth capturing b) Code of conduct (3)

Q.16. What is the election procedure of the president of India? (3)

Q.17. What is cultural and educational right ? (3)

Q.18. Describe how the poverty line is estimated in India? (3)

Q.19. Differentiate between seasonal hunger and chronic hunger? (3)

Q.20. Define (a)social exclusion (b) subsidy (3)

Q.21. What policy did the Dutch follow in Java to have a control over the forest? (5)

or

http://jsuniltutorial.weebly.com/
Write a brief notes on the pastoralism in Africa?

or

How were the Chinese made addicted to opium?

Q.22. Distinguish between amateurs and the professionals? (5)

or

In what different ways did Indians react to the western style of clothing?

Q.23. Discuss the mechanism of monsoon?

Q.24 Bring out the main features of the National Population Policy 2000. (5)

Q.25. What are the limitations and challenges of Indian elections? (5)

Q.26. Distinguish between the Lok Sabha and the Rajyasabha? (5)

Q.27-On the outline map of India mark the following: (Any three)

(3Marks)

(i) Name the National park

(ii) Name the state receiving more than 400 cm. of rainfall.

(iii) Name the type of forest

(iv) Name the state having a high density of population

Q.28-On the outline map of World mark the following:

(a) Kenya (b) Tanzania (c) Nama and Zulu community

Q.29 and 30 OTBA From food security. 5 +5= 10 Marks