

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2022-2023)

Class : IX

SOCIAL SCIENCE

Under the Guidance of

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**ASHOK KUMAR
IAS**



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MESSAGE

Remembering the words of John Dewey, "Education is not preparation for life, education is life itself, I highly commend the sincere efforts of the officials and subject experts from Directorate of Education involved in the development of Support Material for classes IX to XII for the session 2022-23.

The Support Material is a comprehensive, yet concise learning support tool to strengthen the subject competencies of the students. I am sure that this will help our students in performing to the best of their abilities.

I am sure that the Heads of School and teachers will motivate the students to utilise this material and the students will make optimum use of this Support Material to enrich themselves.

I would like to congratulate the team of the Examination Branch along with all the Subject Experts for their incessant and diligent efforts in making this material so useful for students.

I extend my Best Wishes to all the students for success in their future endeavours.

(Ashok Kumar)

HIMANSHU GUPTA, IAS
Director, Education & Sports



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MESSAGE

“A good education is a foundation for a better future.”

- Elizabeth Warren

Believing in this quote, Directorate of Education, GNCT of Delhi tries to fulfill its objective of providing quality education to all its students.

Keeping this aim in mind, every year support material is developed for the students of classes IX to XII. Our expert faculty members undertake the responsibility to review and update the Support Material incorporating the latest changes made by CBSE. This helps the students become familiar with the new approaches and methods, enabling them to become good at problem solving and critical thinking. This year too, I am positive that it will help our students to excel in academics.

The support material is the outcome of persistent and sincere efforts of our dedicated team of subject experts from the Directorate of Education. This Support Material has been especially prepared for the students. I believe its thoughtful and intelligent use will definitely lead to learning enhancement.

Lastly, I would like to applaud the entire team for their valuable contribution in making this Support Material so beneficial and practical for our students.

Best wishes to all the students for a bright future.

(HIMANSHU GUPTA)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)



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D.O. No. PS/Addl.DE/Sch/2022/131
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संदेश

शिक्षा निदेशालय, दिल्ली सरकार का महत्वपूर्ण लक्ष्य अपने विद्यार्थियों का सर्वांगीण विकास करना है। इस उद्देश्य को ध्यान में रखते हुए शिक्षा निदेशालय ने अपने विद्यार्थियों को उच्च कोटि के शैक्षणिक मानकों के अनुरूप विद्यार्थियों के स्तरानुकूल सहायक सामग्री कराने का प्रयास किया है। कोरोना काल के कठिनतम समय में भी शिक्षण अधिगम की प्रक्रिया को निर्बाध रूप से संचालित करने के लिए संबंधित समस्त अकादमि समूहों और क्रियान्वित करने वाले शिक्षकों को हार्दिक बधाई देती हूँ।

प्रत्येक वर्ष की भाँति इस वर्ष भी कक्षा 9वीं से कक्षा 12वीं तक की सहायक सामग्रियों में सी.बी.एस.ई के नवीनतम दिशा-निर्देशों के अनुसार पाठ्यक्रम में आवश्यक संशोधन किए गए हैं। साथ ही साथ मूल्यांकन से संबंधित आवश्यक निर्देश भी दिए गए हैं। इन सहायक सामग्रियों में कठिन से कठिन सामग्री को भी सरलतम रूप में प्रस्तुत किया गया है ताकि शिक्षा निदेशालय के विद्यार्थियों को इसका भरपूर लाभ मिल सके।

मुझे आशा है कि इन सहायक सामग्रियों के गहन और निरंतर अध्ययन के फलस्वरूप विद्यार्थियों में गुणात्मक शैक्षणिक संवर्धन का विस्तार उनके प्रदर्शन में भी परिलक्षित होगा। इस उत्कृष्ट सहायक सामग्री को तैयार करने में शामिल सभी अधिकारियों तथा शिक्षकों को हार्दिक बधाई देती हूँ तथा सभी विद्यार्थियों को उनके उज्ज्वल भविष्य की शुभकामनाएं देती हूँ।

रीता शर्मा
(रीता शर्मा)

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL

(2022-2023)

SOCIAL SCIENCE

Class : IX

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

भारत का संविधान

भाग 4क

नागरिकों के मूल कर्तव्य

अनुच्छेद 51 क

मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और
- (ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।



Constitution of India

Part IV A (Article 51 A)


Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ¹[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

**List of Group Leader and Subject-Experts For
Preparation/Review of Support Material**

**Class-IX (2022-23)
Subject : Social Science**

- | | |
|---------------------------------|---|
| 1. Dr. Sanjeev Kumar Gaur (HOS) | GBSSS,
Rajauri Garden Extension |
| 2. Sh. Nandkishore | PGT (Political Science)
S.B.V. Dallupura |
| 3. Shri Aditya Dayanand Krishna | TGT Core Academic Unit,
old Sectt. GBSSS E-Block
Kamla Nagar. |
| 4. Shri Vikas Bansal | TGT, Core Academic
Unit, Old Sectt. |
| 5. Shri Imran Khan | TGT, RPVV Nand Nagari |
| 6. Smt. Aastha Dhingra | TGT,
GSKV No. 1 Modal Town |
| 7. Sr. Khaliq Ahmed | TGT,
Sarvodaya Bal Vidyalaya
No. 1 Jama Masjid. |

ANNUAL COURSE STRUCTURE CLASS IX (2022-2023)

**Subject: SOCIAL SCIENCE
(CBSE SUBJECT Code No. 087)**

No.	Units	Marks
I	India and the Contemporary World - I	20
II	Contemporary India - I	20
I	Democratic Politics - I	20
I	Economics	20
Total		80
Internal Assessment		20
Grand Total		100

Text Book	Content	Learning Objectives
India and the Contemporary World-I	<p>Section 1: Events and Processes: (All the three themes are compulsory)</p> <p>I. The French Revolution:</p> <ul style="list-style-type: none"> • French Society During the Late Eighteenth Century • The Outbreak of the Revolution • France Abolishes Monarchy and Becomes a Republic • Did Women have a Revolution? • The Abolition of Slavery • The Revolution and Everyday Life • Map Work 	<ul style="list-style-type: none"> • Familiarize with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it. • Know the use of written, oral and visual material to recover the history of revolutions.
	<p>II. Socialism in Europe and the Russian Revolution:</p> <ul style="list-style-type: none"> • The Age of Social Change • The Russian Revolution 	<ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution.

	<ul style="list-style-type: none"> • The February Revolution in Petrograd • What Changed after October? • The Global Influence of the Russian Revolution and the USSR • Map Work 	<ul style="list-style-type: none"> • Explore the history of socialism through the study of Russian Revolution. • Familiarize with the different types of ideas that inspired the revolution.
	III. Nazism and the Rise of Hitler: <ul style="list-style-type: none"> • Birth of the Weimar Republic • Hitler's Rise to Power • The Nazi Worldview • Youth in Nazi Germany • Ordinary People and the Crimes Against Humanity • Map Work 	<ul style="list-style-type: none"> • Discuss the critical significance of Nazism in shaping the politics of modern world. • Get familiarized with the speeches and writings of Nazi Leaders.
Contemporary India-I	Ch.1: India-Size and Location <ul style="list-style-type: none"> • Location • Size • India and the World • India's Neighbours • Map Work 	<ul style="list-style-type: none"> • Identify the location of India in the Indian subcontinent.
	Ch.2: Physical of India: <ul style="list-style-type: none"> • Major Physiographic Divisions - The Himalayan Mountains, the Northern Plains, The Peninsular Plateau, The Indian Desert, Coastal Plains, The Islands • Map Work 	<ul style="list-style-type: none"> • Understand the major landform features and the underlying geological structure; their association with various rocks and minerals as well as nature of soil types.
	Ch.3: Drainage: <ul style="list-style-type: none"> • Concept • Drainage System of India • The Himalayan Rivers — Ganga and Brahmaputra River system 	<ul style="list-style-type: none"> • Identify the river systems of the country and explain the role of rivers in the human society.

	<ul style="list-style-type: none"> • The Peninsular Rivers — Narmada Basin, Tapti Basin, Godavari Basin, Mahanad Basin, Krishna Basin, Kaveri Basin • Lakes • Role of rivers in the economy • Pollution of rivers • Map Work 	<ul style="list-style-type: none"> • Identify the river systems of the country and explain the role of rivers in the human society.
Democratic Politics-I	Ch.1: What is Democracy? Why Democracy? <ul style="list-style-type: none"> • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meaning of Democracy 	<ul style="list-style-type: none"> • Develop conceptual skills of defining democracy. • Understand how different historical processes and forces have promoted democracy. • Develop a sophisticated defense of democracy against common prejudices. • Develop a historical sense of the choice and nature of democracy in India.
	Constitutional Design <ul style="list-style-type: none"> • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution 	<ul style="list-style-type: none"> • Understand the process of Constitution making. • Develop respect for the Constitution and appreciation for Constitutional values. • Recognize Constitution as a dynamic and living document.

	3. Electoral Politics: <ul style="list-style-type: none"> • Why Elections? • What is our System of Elections? • What makes elections in India democratic? 	<ul style="list-style-type: none"> • Understand representative democracy via competitive party politics. • Familiarize with Indian electoral system. • Reason out for the adoption of present Indian Electoral System. • Develop an appreciation of citizen's increased participation in electoral politics. • Recognize the significance of the Election Commission.
Economics	Ch.1: The Story of Village Palampur: <ul style="list-style-type: none"> • Overview • Organization of production • Farming in Palampur • Non-farm activities of Palampur. 	<ul style="list-style-type: none"> • Familiarize with basic economic concepts through an imaginary story of a village.
	Ch.2: People as Resources: <ul style="list-style-type: none"> • Overview • Economic activities by men and women, Quality of Population • Unemployment 	<ul style="list-style-type: none"> • Understand the demographic concepts • Understand how population can be as asset or a liability for the nation.
Note: Above mentioned Syllabus should be completed by 30th September 2022. After completion of syllabus revision for the mid-term exam should be done.		
MID TERM EXAM		

Text Book	Content	Learning Objectives
India and the Contemporary World-I	<p>Section 2 : Livelihoods, Economics and Societies :</p> <p>IV. Forest Society and Colonialism :</p> <ul style="list-style-type: none"> • Why Deforestation? • The Rise of Commercial Forestry • Rebellion in the Forest • Transformations in Java 	<ul style="list-style-type: none"> • Discuss the social and cultural world of forest communities through the study of specific revolts. • Understand how oral traditions can be used to explore tribal revolts.
	<p>V. Pastoralists in the Modern World:</p> <ul style="list-style-type: none"> • Pastoral Nomads and their Movements • Colonial Rule and Pastoral Life • Pastoralism in Africa 	<ul style="list-style-type: none"> • Highlight varying patterns of developments within pastoral societies in different places. • Analyze the impact of colonialism on forest societies, and the implication of scientific forestry. • Show the different processes through which agrarian transformation may occur in the modern world. • Analyze the impact of modern states, marking of boundaries, processes of sedentarization, contraction of pastures, and expansion of markets on pastoralism in the modern world.

Contemporary India-I	Ch.4: Climate? <ul style="list-style-type: none"> • Concept • Climatic Controls • Factors influencing India's climate – Latitude, Altitude, Pressure and Winds (excluding Jet Streams and Western Cyclonic Disturbances and related figures) • The Seasons – Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/Post Monsoons • Distribution of Rainfall • Monsoon as a unifying bond • Map Work 	<ul style="list-style-type: none"> • Identify various factors influencing the climate and explain the climatic variation of our country and its impact on the life of the people. • Explain the importance and unifying role of monsoons.
	Ch.5 : Natural Vegetation and Wild Life: <ul style="list-style-type: none"> • Types of Vegetation – Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests • Wild Life • Map Work 	<ul style="list-style-type: none"> • Explain the nature of diverse flora and fauna as well as their distribution. • Develop concern about the need to protect the biodiversity of our country.
	Ch. 6: Population: <ul style="list-style-type: none"> • Population Size and Distribution – India's Population Size and Distribution by Numbers, India's Population Distribution by Density • Population Growth and Processes of Population Change – Population Growth, Processes of Population Change/Growth • Map Work 	<ul style="list-style-type: none"> • Analyse the uneven nature of population distribution and show concern about the large size of our population.

Democratic Politics-I	Ch.4: Working of Institutions: <ul style="list-style-type: none"> • How is the major policy decision taken? • Parliament • Political Executive • Judiciary 	<ul style="list-style-type: none"> • Get an overview of central governmental structures. • Identify the role of Parliament and its procedures. • Distinguish between political and permanent executive authorities and functions. • Understand the parliamentary system of executive's accountability to the legislature. • Understand the working of Indian Judiciary.
	Ch. 5: Democratic Rights: <ul style="list-style-type: none"> • Life without Rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding scope of rights 	<ul style="list-style-type: none"> • Recognize the need for rights in one's life. • Understand the availability/access of rights in a democratic system/government. • Identify and be able to comprehend the Fundamental Rights given by the Indian Constitution to its citizens. • Create awareness regarding the process of safeguarding rights.
Economics	Ch. 3: Poverty as a Challenge: <ul style="list-style-type: none"> • Overview • Two typical cases of poverty • Poverty as seen by Social Scientists 	<ul style="list-style-type: none"> • Understand poverty as a challenge. • Identify vulnerable group and interstate disparities

	<ul style="list-style-type: none"> •Poverty Estimates • Vulnerable Groups • Interstate disparities • Global Poverty Scenario • Causes of Poverty • Anti-poverty measures • The Challenges Ahead 	<ul style="list-style-type: none"> • Appreciate the initiatives of the government to alleviate poverty.
	Ch. 4: Food Security in India: <ul style="list-style-type: none"> • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System • Role of Cooperatives in food Security? 	<ul style="list-style-type: none"> • Understand the concept of food security • Appreciate and analyse the role of government in ensuring food supply.
Note: Above mentioned Syllabus should be completed by 31st January 2023. Whole Syllabus will be evaluated in Annual Exams.		
Annual Examination 2023		

PROJECT WORK
CLASS IX (2022-23)

Periods (5)

Total Mark 05

1. Every student has to compulsorily undertake **one project on Disaster Management.**
2. **Objectives:** The main objectives of giving project work on Disaster Management to the students are to:
 - a. create awareness in them about different disasters, their consequences and management
 - b. prepare them in advance to face such situations
 - c. ensure their participation in disaster mitigation plans
 - d. enable them to create awareness and preparedness among the community.
3. The project work should also help in enhancing the Life Skills of the students.
4. If possible, various forms of art may be integrated in the project work.
5. In order to realize the expected objectives completely, it would be required of the Principals / teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil Defense etc. in the area where the schools are located.
6. The distribution of marks over different aspects relating to Project Work is as follows:

S. No.	ASPECT	MARKS
a	Content accuracy, originality and analysis	2
b	Presentation and creativity	2
c	Viva Voce	1

7. The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
8. All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
9. A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;

- innovative ideas generated in the process;
 - list of questions asked in viva voce.
10. It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
 11. The Project Report can be handwritten or digital.
 12. The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
(The Project work can culminate in the form of Power Point Presentation / Exhibition / Skit / albums / files / song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to **Visually Impaired Candidates.**)
 13. The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

LIST OF MAP ITEMS
CLASS IX (2022-23)

SUBJECT - HISTORY 2 Marks

Chapter-1: The French Revolution

Outline Political Map of France (For locating and labeling / Identification)

- Bordeaux
- Nantes
- Paris
- Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World (For locating and labeling / Identification)

- **Major countries of First World War** (Central Powers and Allied Powers)

Central Powers - Germany, Austria-Hungary, Turkey (Ottoman Empire)

Allied Powers - France, England, Russia, U.S.A.

Chapter-3: Nazism and Rise of Hitler

Outline Political Map of World (For locating and labeling / Identification)

Major countries of Second World War

Axis Powers – Germany, Italy, Japan

Allied Powers – UK, France, Former USSR, USA

Territories under German expansion (Nazi Power)

Austria, Poland, Czechoslovakia (only Slovakia shown in the map), Denmark, Lithuania, France, Belgium

SUBJECT – GEOGRAPHY 3 Marks (Outline Political Map of India)

Chapter -1: India-Size and Location

- India-States with Capitals, Tropic of Cancer, Standard Meridian (Location and Labelling)

Chapter -2: Physical Features of India

- **Mountain Ranges:** The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats
- **Mountain Peaks** – K2, Kanchan Junga, Anai Mudi
- **Plateau** - Deccan Plateau, Chotta Nagpur Plateau, Malwa Plateau
- **Coastal Plains** - Konkan, Malabar, Coromandal & Northern Circar (Location and Labelling)

Chapter -3: Drainage

- **Rivers: (Identification only)**
- **The Himalayan River Systems**-The Indus, The Ganges, and The Satluj

- **The Peninsular Rivers**-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi
- **Lakes**: Wular, Pulicat, Sambhar, Chilika

Chapter - 4: Climate

- Areas receiving rainfall less than 20 cm and over 400 cm (Identification only)

Chapter - 5: Natural Vegetation and Wild Life

- **Vegetation Type**: Tropical Evergreen Forest, Tropical Deciduous Forest, Thorn Forest, Montane Forests and Mangrove- For identification only
- **National Parks**: Corbett, Kaziranga, Ranthambor, Shivpuri, Kanha, Simlipal & Manas
- **Bird Sanctuaries**: Bharatpur and Ranganthitto
- **Wild Life Sanctuaries**: Sariska, Mudumalai, Rajaji, Dachigam (Location and Labelling)

Chapter - 6: Population (location and labelling)

- The state having highest and lowest density of population

PREScribed BOOKS:

- | | |
|---|--|
| 1. India and the Contemporary World - I (History) | Published by NCERT |
| 2. Contemporary India - I (Geography) | Published by NCERT |
| 3. Democratic Politics - I | Published by NCERT |
| 4. Economics | Published by NCERT |
| 5. Together, Towards a Safer India - Part II, | A textbook on Disaster Management for Class IX |
| | Published by CBSE |

SOCIAL SCIENCE (CODE NO. 087)
QUESTION PAPER DESIGN
CLASS IX (2022-23)

Time : 3 Hours

Max. Marks:80

Sr. No.	Competencies	Total Marks	Weightage %
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	32	40%
4	Map Skills	5	6.25%
5	Total	80	100

Note : 1. Teachers may refer 'Learning Outcomes' published by NCERT for developing Lesson Plans, Assessment Framework and Questions.
2. 02 Items from History Map List and 03 from Geography Map List.

CONTENT

S.No.	Name of Chapter	Page No.
1.	The French Revolution	01
2.	Socialism in Europe and Russian Revolution	15
3.	Nazism and the Rise of Hitler	28
4.	Forest Society and Colonialism	41
5.	Pastoralist in the Modern World	54
Contemporary India – I		
1.	India – Size and Location	69
2.	Physical Features of India	77
3.	Drainage	93
4.	Climate	110
5.	Natural Vegetation and Wild Life	123
6.	Population	144
Democratic Politics – I		
1.	What is Democracy? Why Democracy?	153
2.	Constitutional Design	162

3.	Electoral Politics	174
4.	Working of Institutions	185
5.	Democratic Rights	195

Economics

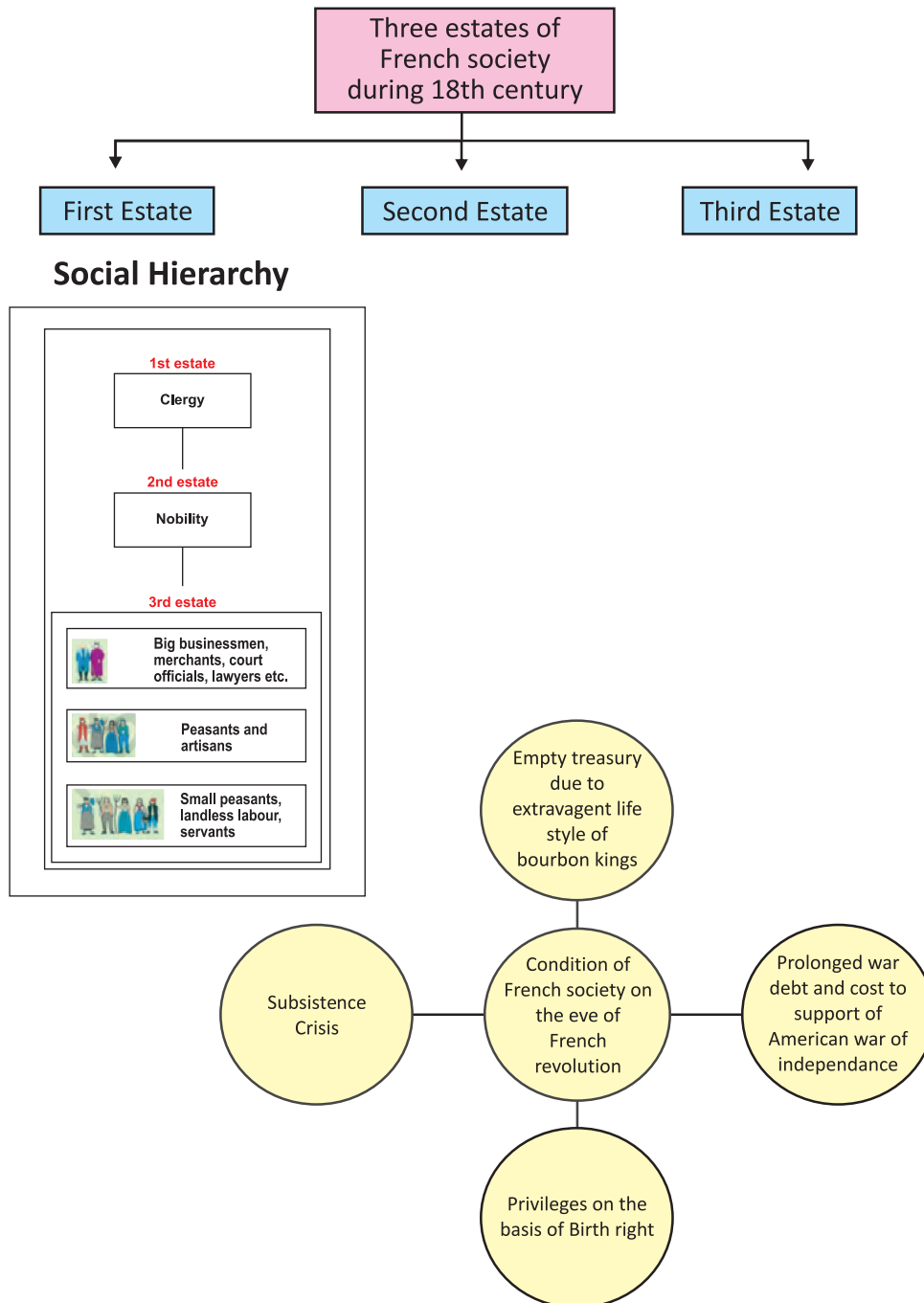
1.	The story of village Palampur	208
2.	People as Resource	218
3.	Poverty as Challenge	233
4.	Food Security in India	245

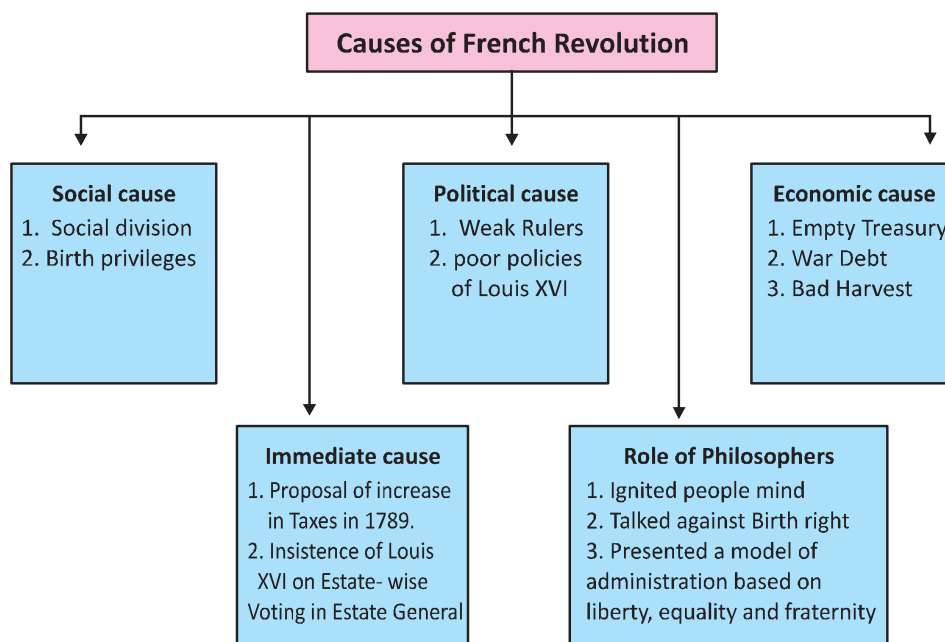
UNIT – 1

The French Revolution

UNIT - 1

The French Revolution

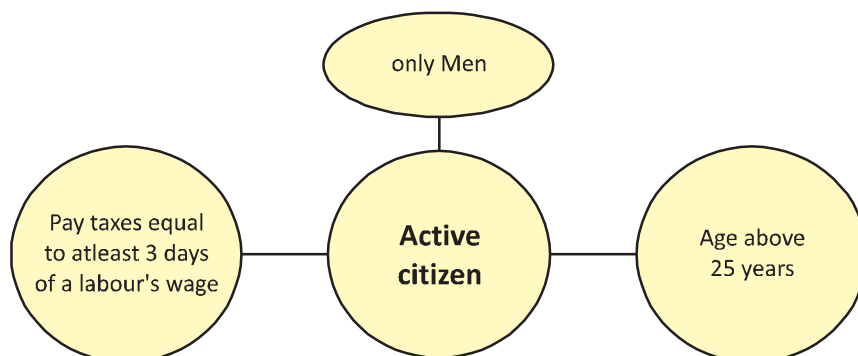




Events of French Revolution:

- In 1774, Louis XVI of the Bourbon family was the king of France.
- The French society was divided into three estates.
- The clergy and nobility had special rights. The third estate formed the majority of population and was an unprivileged class.
- On 5th May 1789 Louis XVI called together the meeting of Estates General to impose new tax.
- Members of Third Estate demanded one person one vote.
- King rejected the demand of the Third Estate.
- On June 20, 1789, they assembled in the hall of an indoor tennis court in the grounds of Versailles and declared themselves as National Assembly. They demanded to curtail the power of the king.
- King ordered troops to move in Paris which angered the natives and they destroyed the fort of Bastille.

- On **14th July 1789** the agitated crowd stormed the Fort of Bastille, a symbol of tyranny of old regime, and destroyed it.
 - I. This triggered the chain of revolt across the country.
 - II. Faced with power of revolting subjects, Louis XVI accorded recognition to the National Assembly and agreed to give up his power.
 - III. On 4th August 1789 all the feudal system of obligation and taxes were abolished by a decree.
 - IV. Churches' properties were confiscated and clergy too had to give up all the privileges.
 - V. The National Assembly drafted the Constitution in 1791 and distributed the power in- legislature, executive and judiciary along with one person one vote principle.
- However voting was restricted to Active citizen only

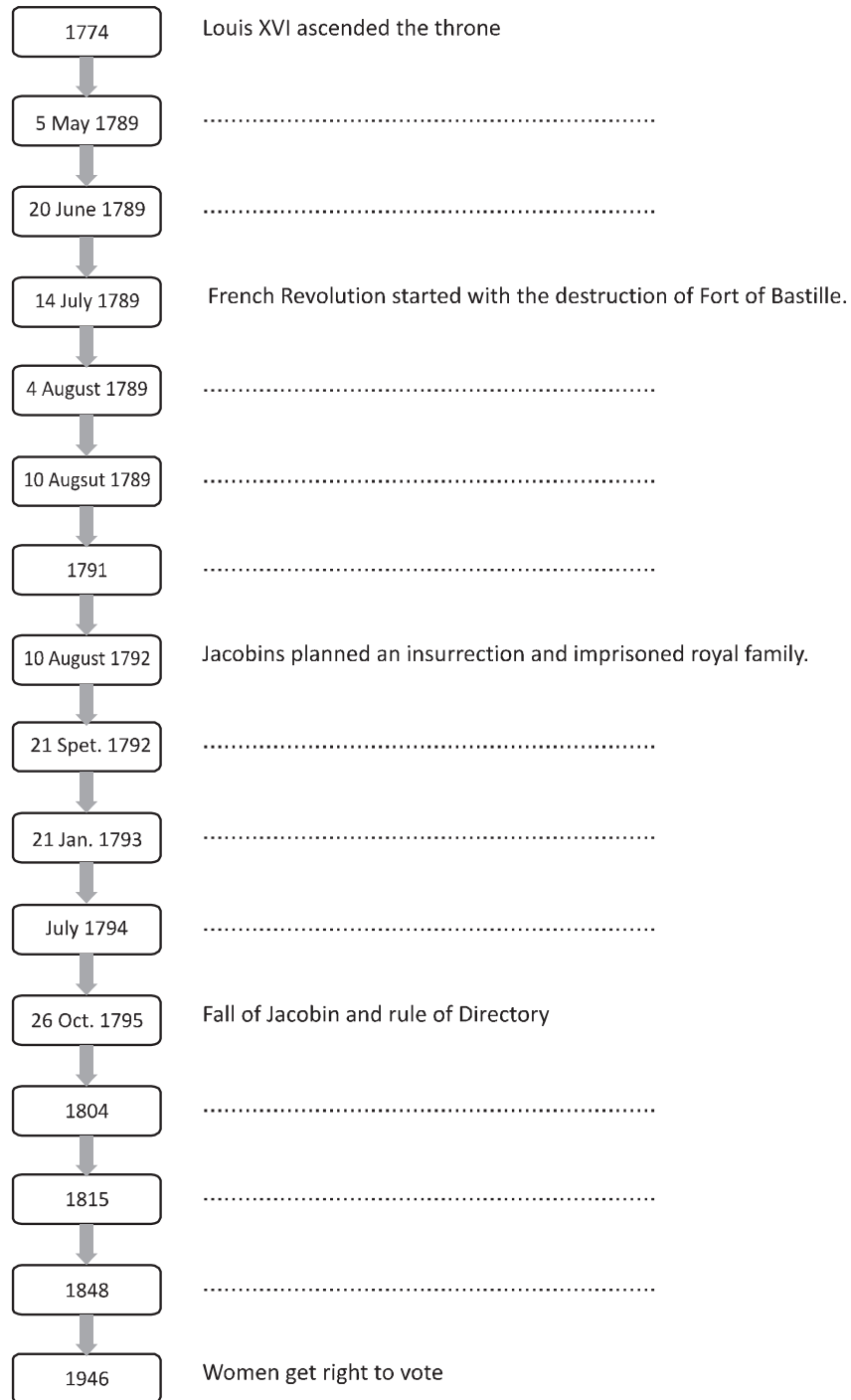


- Remaining men and women were classed as **passive citizen** who did not have any political right.
- Political clubs became a rallying point for the discussions on governmental policies in which **Jacobin club** emerged as the most favourite.
- The members of Jacobin club mainly belonged to the less prosperous sections of the society like- small shopkeepers, artisans, such as shoe makers, watch makers, painters, as well as servants and daily wage workers.

- Their leader was Maximilian **Robespierre** and they were called sans-culottes meaning without knee breeches.
- **On 10th August 1792** Jacobins planned an insurrection and imprisoned the royal family.
- On **21st September 1792** it declared France a **Republic**.
- Louis XVI was sentenced to death on charge of '**Treason**' and was publically executed on 21st January 1793.
- The Jacobin leader Robespierre ruled ruthlessly from **1793 to 1794** and his reign was known as "**Reign of Terror**".
- In July 1794 Robespierre was convicted of excessivism and executed on Guillotine.
- The fall of Jacobin allowed the wealthier middle class to seize the power and ruled through an Executive, made up of five members, called **DIRECTORY** from 26th October 1795.
- However the frequent clash of directors with legislative council led to political instability.
- This paved the way for the rise of military dictatorship under Napoleon Bonaparte who ended directory in 1799 and became the 'First Council and later crowned himself as-The Emperor of France in 1804.
- Napoleon was defeated in the battle of Waterloo in 1815.
- The legacy of freedom, equality and fraternity that emerged out of French revolution remained the inspiring ideals of the following world.
- Slavery was finally abolished in 1848 from all the colonies of France.
- Women fought their own way to get right to vote in 1946 in France.

Activity Sheet

French Revolution and subsequent events through the eyes of dates.





QUESTIONS

Multiple Choice Question (1 Marks)

Q.1 Who was the king of France during French Revolution?

- (a) LouisXIV
- (b) Louis XV
- (c) LouisXVI
- (d) LouisXIII

Q.2 In how many estates French society was divided during 18th century?

- (a) One
- (b) Two
- (c) Three
- (d) Four

Q.3 Whsdo wrote the book-The Social Contract?

- (a) Rousseau
- (b) AbbeSieyas
- (c) Mirabeau
- (d) Montesquieu

Q.4 When did Napoleon fight the 'Battle of Waterloo'?

- (a) 1804
- (b) 1810
- (c) 1832
- (d) 1815

Q.5 Name the tax directly paid to the state?

- (a) Tithe
- (b) Taille
- (c) Both
- (d) None of the above

Q.6 In the year Napoleon became the emperor of France.

Q.7 was the currency of France which was used till 1794.

Q.8 The tax levied by Church of France was called

Q.9 The reign of Maximilian Robespierre was termed as

Q.10 France became republic in the year

Q.11 What was Estate general?

Q.12 What do you mean by the term 'subsistence crises'?

Q.13 What do you understand by the term 'privilege by birth' in connection with French revolution?

Q.14 When was slavery abolished from all the colonies of France?

Q.15 What was rule of Directory in the history of the French Revolution?

Q.16 What did this picture symbolize for ?



Q.17. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the Statements and choose the correct option.

Assertion (A): It was finally in 1946 that women in France won the right to Vote.

Reason (R): The example of the political activities of French women during the revolutionary years was kept alive as an inspiring memory.

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

Short Answer Type Questions (80 to 100 words) (3 Marks Each)

- Q.1** What was condition of France when LouisXVI ascended the throne?
- Q.2** Explain-'Third Estate'.
- Q.3** What laws were passed by National Assembly in France on 4th august 1789?
- Q.4** Describe the condition of women in 18th century French society? Does French revolution change any of it?
- Q.5** Describe the rise of Jacobin club in France?
- Q.6** What legacy was left behind by the French revolution for the world?
- Q.7** Explain the rise of Napoleon?
- Q.8** What was subsistence crisis in France? How it triggered the French Revolution?
- Q.9** Which rights were described as the "Natural and inalienable" by the French constitution of 1791?

Q.10. “French Revolution didn’t fulfil the aspiration of all the sections of society.” Explain your answer with suitable argument.

Source Based Question (4 Marks)

Q.11 Read the extract and answer the following question

The members of the Jacobin club belonged mainly to the less prosperous section of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watch makers, printers, as well as servants and daily wage workers. Their leader was Maximilian Robespierre. A large group among the Jacobins decided to start, wearing long striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable sections of society, especially nobles, who wore knee breaches.

- (a) Who were the member of Jacobin Club ?
- (b) Who was Maximilian Robespierre?
- (c) Which type of dress were worn by the members of Jacobin Club?
- (d) How did Robespierre tried to bring equality among French people?

Answers

1 MARK QUESTIONS:

- (1) (c) Louis XVI
- (2) (c) Three
- (3) (a) Rousseau
- (4) (d) 1815
- (5) (a) Tithe
- (6) 1804
- (7) Livres
- (8) Taille
- (9) Reign of Terror

- (10) 21 September 1792
- (11) Estate General was a political organisation in France prior to 1789 revolution in which all the Estates sent their representatives.
- (12) An extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis.
- (13) The privilege of exemption from paying any taxes to church or state by the first and second Estate members of French revolution just because of their birth in that Estate was called 'privilege by birth'.
- (14) 1848
- (15) The fall of Jacobin allowed the wealthier middle class to seize the power and ruled through an Executive, made up of five members, called DIRECTORY.
- (16) The idea of freedom
- (17) (a) Both A and R are correct and R is the correct explanation of A.

3/5 MARKS QUESTIONS

- (1) (i) Empty treasury,
 - (ii) Destruction of economic resources due to war,
 - (iii) Extravagant cost of living by the kings.
 - (iv) A debt of more than ten billion livres,
 - (v) A demand of interest by the lenders
- (2) (i) The Third Estate was comprised of peasants, landless labours, teachers, lawyers etc.
 - (ii) It was the lowest strata of the French society,
 - (iii) They didn't have any political rights,
 - (iv) All the taxes imposed by state or church were to be paid by them only.
 - (v) During French revolution they fought against birth rights and feudal privileges'.

3.
 - (i) End of feudal system of obligation and taxes,
 - (ii) Forced priestly class to give up their privileges'
 - (iii) End of religious taxes like "tithe",
 - (iv) Confiscation of church property.
4.
 - (i) Worked for subsistence,
 - (ii) They didn't have access to education or job training,
 - (iii) They worked as laundresses, sold flower or even worked as domestic servant,
 - (iv) Their wages were lower than men,
 - (v) Though after French revolution their condition improved a bit yet they were eluded by general political right to vote till 1946.
5.
 - (i) The revolutionary wars brought losses and economic hardship to the people,
 - (ii) Political clubs became an important rallying point for people to discuss government policies and their own course of action,
 - (iii) The most successful of these club was the Jacobean, whose members belonged mainly to - small shopkeepers, shoemakers, servants, daily-wage workers etc.
 - (iv) Their leader was Maxmillian Robespierre who adopted red cap (a symbol of liberty) along with a trouser without knee breaches as worn by the dockyard labourer.
 - (v) All this was done to show themselves apart from the wealthier class and nobility and to show solidarity with lower class which made them favourite.
6. The legacy left behind by the French revolution were-
 - (i) End of feudal privileges
 - (ii) The ideal of liberty
 - (iii) The principle of equality

- (iv) The sense of brotherhood
- (v) The idea of democracy
- 7. (i) After the fall of Jacobin govt, wealthier middle class once again got an opportunity to seize power,
- (ii) A new constitution denied the vote to non-propertied sections of society and had provisions for two legislative council ,a safeguard against concentration of power in one hand,
- (iii) This then appointed a five member executive, known as Directory.
- (iv) However the Directors often clashed with the legislative councils, who then sought to dismiss them
- (v) This political instability of directory paved the way for the rise of military dictator, Napoleon who between 1793 to 1796 conquered most of the central Europe and defeated Austria, Prussia and Russia to become national Hero.
- 8. (i) The production of food grain didn't keep pace with the rapid increase in population, so the price of bread rose rapidly.
- (ii) As wages were fixed for the workers, the rising price of bread got out of their reach,
- (iii) Situation worsen whenever there was drought or hail and thus an extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis
- (iv) This situation triggered the bell of French Revolution as angry women stormed into the bakery shop after spending hours in long queues as cold winter had destroyed the harvest.
- (v) They marched towards the king's palace asking for bread, while their men were striking in tennis court for justice. This led to a chain of events which culminated in French Revolution.
- 9. (i) In 1791 the National Assembly completed the draft of the constitution.

- (ii) The constitution began with a declaration of Rights of Man and Citizen,
 - (iii) Rights such as right to life, freedom of speech, freedom of opinion, equality before law were established as natural and inalienable rights.
 - (iv) These rights were considered as a right by birth which cannot be taken away
 - (v) It was the duty of state to protect each citizen's natural rights.
9. (i) French Revolution was fought by all unprivileged sections of the French society like-merchants, peasants, landless-labourers, women etc.
- (ii) All had their own believes and aspiration from French Revolution
 - (iii) They aspired for a better life in terms of food and work,
 - (iv) However it didn't fulfil those aspirations, like political rights was reserved for wealthy class, women had to fight for almost two century before they got voting rights in 1946.
 - (v) Actually its very own principles of liberty and equality were violated when they denied the rights to its poor citizen, women and slaves who got emancipated ultimately in 1848.

11. Answer of Source Based Question:

- (a) Less prosperous of society
- (b) Leader of Jacobin Club
- (c) Long striped trousers
- (d) Robespierre issued laws on maximum ceiling on wages and prices. He introduced equality bread, Equality through forms of speech and address.

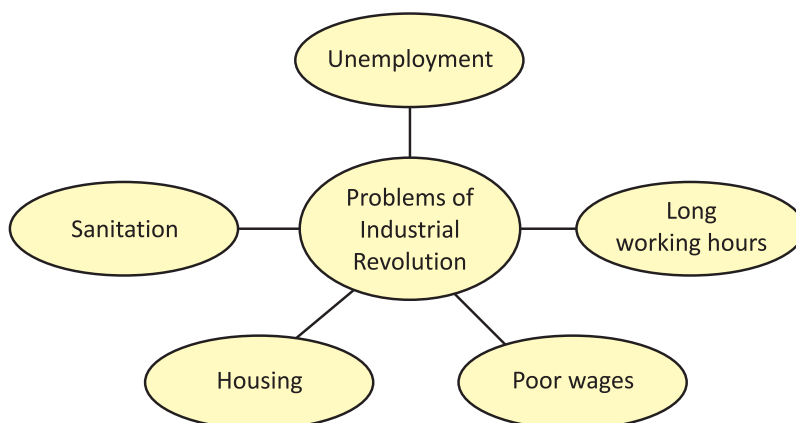
UNIT - 2

Socialism in Europe and the Russian Revolution

Points to Remember:

- The French Revolution opened up the possibility of creating a dramatic change in the society.
- There were groups /ideas that looked to change society according to their thoughts and visions.
- Liberals, Radicals and Conservatives were three main groups and their main ideas were

Conservatives	Liberals	Radicals
(a) Opposed liberals and radicals. (b) Asserted that past must be respected. (c) Change should be slow.	(a) Tolerance of all religions (b) Opposed the uncontrolled powers of the king. (c) Supported the rights of the individuals (d) Supported a representative, elected parliamentary government and independent judiciary. (e) Did not support universal adult franchise (right of every citizen including women) (f) Supported private property.	(a) Government based on majority. (b) Opposed the privileges given to great landowners and wealthy factory owners. (c) Many of them also supported women's suffragette movements. (d) Supported private property but disliked concentration of property in the hands of a few.



- **SOCIALISM:** Socialists were against the **private property** but had differing ideas on how a society without property could operate. Some of visions of socialists are as follows:
 - (1) **Robert Owen-** sought to build a cooperative community.
 - (2) **Louis Blanc-** He wanted the government to encourage cooperatives and replace capitalist enterprises.
 - (3) **Karl Marx and Fredrick Engels-** They argued that the industrial society was 'capitalist'. The capitalists owned the capital invested in the factories, and the profit of capitalists was produced by workers. Thus, capitalists exploit the workers.

Marx believed that this capitalist system would be triumphed by the workers and a socialist society would be established where all property would be socially controlled.
- **Autocracy-**The rule by the king with absolute powers.
- **Bloody Sunday-** over 100 workers were killed and 300 wounded, when the procession of workers near Winter Palace was attacked by the police. This incident is known as Bloody Sunday. It started a series of events that became known as the 1905 Revolution.
- **Duma-** Russian Parliament.
- **The First World War (1914-1918)-**The first World War was fought between
 - A. The Central Powers-**Germany, Austria and Turkey, and
 - B. Allied Powers-** France, Britain and Russia.
- **February Revolution-** In February, 1917, there was acute shortage of food in the workers' quarters. This led to many protests. Soldiers also joined the striking workers. Sensing trouble, the Tsar abdicated and a Provisional Government was formed. Thus, the monarch was brought down in the February Revolution of 1917.

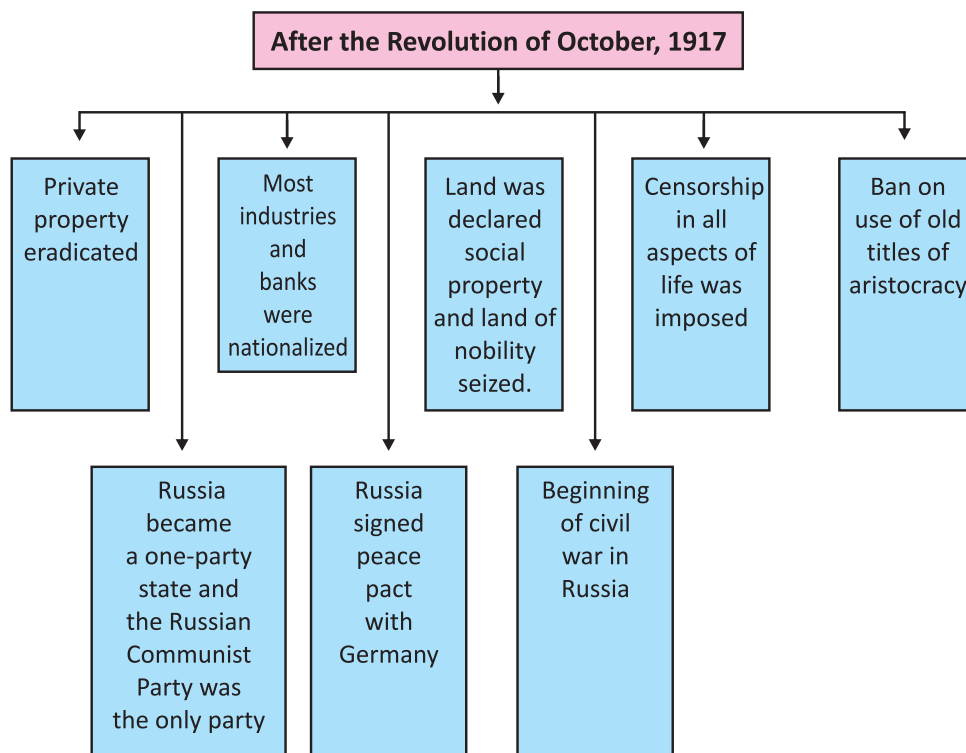
- **April Theses-** In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He presented three demands which are known as Lenin's April Theses. These were:
 - (i) The war (First World War) must be brought to a close.
 - (ii) Land must be transferred to the peasants.
 - (iii) Banks must be nationalized.

- **The Revolution of October, 1917:**

As the conflict between the Provisional Government and the Bolshevik grew, Lenin emphasized on the uprising against the government.

The uprising began on 24 October. By the nightfall, the city was under Bolshevik's control and the ministers had surrendered. Uprisings took place in other cities as well. This revolution is known as the October Revolution.

- **What changed after the Revolution of October, 1917**

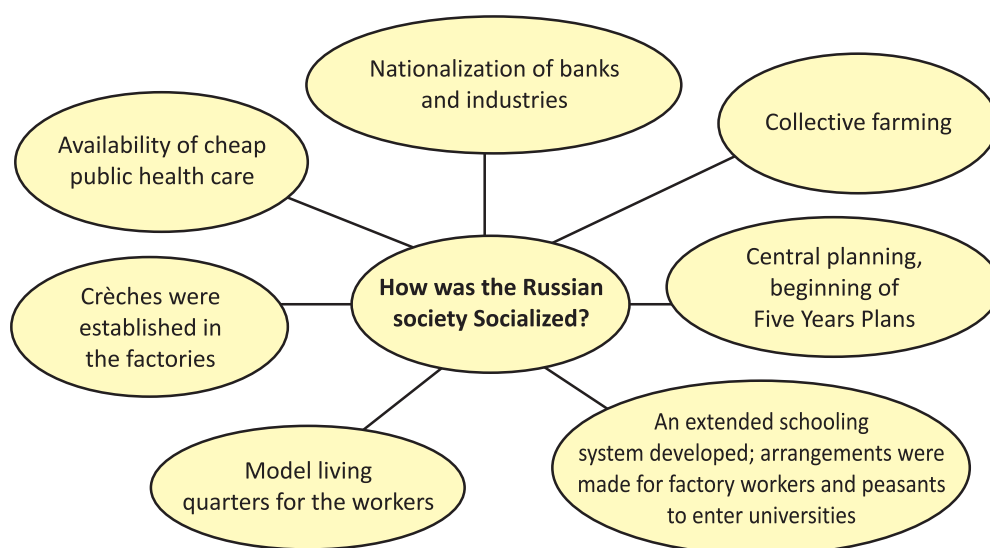


- **Civil War:** After the Revolution, entire Russia was divided in three groups-viz.

- The Bolsheviks (the 'reds'),
- Socialist Revolutionaries (the 'greens') and
- The Tsarists (the 'whites')

A Civil War among these groups started in Russia. The 'greens' and the 'whites' were supported by France, USA, Britain and Japan. Looting, banditry, and famine became common during the Civil War.

- **Collectivisation:** Stalin started the Collectivisation programme in Russia. Under this, the peasants were forced to cultivate in **collective farms (kolkhoz)**. The bulk of land and implements were transferred to the ownership of collective farms. Peasants worked on the land, and the Kolkhoz profit was shared.





QUESTIONS

Multiple choice question (1 Marks)

- Q.1** What were the views of liberals in 19th century Europe regarding universal adult franchise?
- Q.2** What was the root of all social evil, according to Socialists?
- Q.3** How the property was to be controlled in a socialist society?
- Q.4** Which party was renamed the Russian Communist Party after October Revolution of 1917?
- Q.5** Name the countries that sent their troops in the Russian Civil War to stop the growth of socialism in Russia?
- Q.6** Who sought to build a cooperative community called New Harmony in Indiana (USA)?

- (a) Robert Owen (b) Karl Marx
(c) Louis Blank (d) Montesquieu

Q.7 Who, in France, wanted the government to encourage cooperatives and replace capitalist enterprises?

- (a) Rousseau (b) Karl Marx
(c) Robert Owen (d) Louis Blank

Q.8 Who propounded the idea of a “communist society”?

- (a) Karl Marx (b) Robert Owen
(c) Rousseau (d) Napoleon

Q.9 Who was the emperor of Russia at the start of First World War?

- (a) Louis XVI (b) Vladimir Lenin
(c) Tsar Nicholas II (d) Karl Marx

Q.10 Which Revolution of Russia is related with ‘Bloody Sunday’?

- (a) 1789 (b) 1905
(c) Feb 1917 (d) Oct 1917

Q.11 The name of the elected consultative Parliament created after the 1905 Revolution was

Q.12 led the Bolshevik group in Russia.

Q.13 Revolution in Russia brought down monarchy.

Q.14 The collective farms in Russia were known as

Q.15 started the collectivization programme in Russia.

Q.16 An Assertion (A) and its reason (R) is given below. Read the following statements and choose the right answer from the options:

Assertion (A): Socialists took over the government in Russia through the October Revolution of 1917.

Reason (R) : The fall of monarchy in February 1917 and events of October are normally called Russian Revolution.

- (a) Both (A) and (R) are correct and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are correct but (R) is not the correct explanation of (A)
- (c) (A) is correct but (R) is wrong.
- (d) (R) is correct but (A) is wrong.

Q.17 Identify the picture. He was the ruler of Russian empire in 1914.



Short Question (3 Marks)

- Q.1** What were the main ideas of liberals in the 19th century Europe?
- Q.2** Differentiate between the ideas of liberals and radicals.
- Q.3** Describe the visions of early socialists.
- Q.4** What was Lenin's April Theses?
- Q.5** What were the main changes that came in Russia after the Revolution of October, 1917?
- Q.6** How was the Russian society socialized?
- Q.7** Explain the main ideas of Karl Marx.

- Q.8** What were the political, social and economic conditions of Russia before 1905?
- Q.9** What were the impacts of First World War on Russia?
- Q.10** How was the Stalin's collectivization programme implemented in Russia?

Case Based Question (4 Marks)

- Q.1** Read the case below and answer the questions that follow:-

'Moscow appears much less clean than the other European Capitals. None of those hurrying along the streets look smart. The whole place belongs to the workers. Here the masses have not in the least been put in the shade by the gentlemen those who lived in the background for ages have come forward in the open today. I thought of the peasants and workers in my own country. It all seemed like the work of the Genii in the Arabian Nights. (Here) only a decade ago they were as illiterate, helpless and hungry as our masses who could be more astonished than an unfortunate Indian like myself to see how they had removed the mountain of ignorance and helplessness in these few years, (Rabindranath Tagore Wrote from Russia in 1930)

Long question (5 Marks)

- (i) **To which time this description belongs?**
- (a) Before Russian revolution
 - (b) During Russian revolution
 - (c) After Russian revolution
 - (d) Present Time
- (ii) **Who lived in the background for ages?**
- (a) Tsar
 - (b) Nobels
 - (c) An owner of an estate
 - (d) Peasants and workers

(iii) Which incident changed the lives of people only a decade ago?

- (a) Russian Revolution
- (b) French Revolution
- (c) Revolution of 1857
- (d) American Revolution

(iv) What does 'hurrying along the streets' mean?

- (a) A running competition
- (b) All are scared
- (c) All are busy in their works
- (d) The masses are in the shade by the gentlemen.

ANSWERS

Mark Questions

- (1) Liberals did not believe in universal adult franchise. They felt men of property mainly should have the vote.
- (2) Private property.
- (3) Social control on all property.
- (4) The Bolshevik Party
- (5) France, USA, Britain and Japan
- 6. (a) Robert Owen
- 7. (d) Louis Blank
- 8. (a) Karl Marx
- 9. (c) Tsar Nicholas II
- 10. (b) 1905
- 11. Duma
- 12. Vladimir Lenin
- 13. February Revolution of 1917
- 14. Kolkhoz
- 15. Stalin

16. (b) Both (A) and (R) are correct but (R) is not the correct explanation of (A)

17. Tsar Nicholas II

SHORT/ LONG ANSWER TYPE QUESTIONS (3/5 MARKS)

(1) **Main ideas of Liberals were-**

- (a) Tolerance of all religions
- (b) Opposed the uncontrolled powers of the king.
- (c) Supported the rights of the individuals
- (d) Supported a representative, elected parliamentary government and independent judiciary.
- (e) Did not support universal adult franchise (right of every citizen including women)
- (f) Supported private property.

2.	Liberals	Radicals
	(a) Tolerance of all religions	(a) Government based on majority.
	(b) Opposed the uncontrolled powers of the king.	(b) Opposed the privileges given to great landowners and wealthy factory owners.
	(c) Supported the rights of the individuals	(c) Many of them also supported women's suffragette movements.
	(d) Supported a representative, elected parliamentary government and independent judiciary.	(d) Supported private property but disliked concentration of property in the hands of a few.
	(e) Did not support universal adult franchise (right of every citizen including women)	
	(f) Supported private property.	

(3) Socialists were against the private property but had differing ideas on how a society without property could operate. Some of visions of socialists are as follows:

- (1) **Robert Owen-** sought to build a cooperative community.
- (2) **Louis Blanc-** He wanted the government to encourage cooperatives and replace capitalist enterprises.
- (3) **Karl Marx and Fredrick Engels-**They argued that the industrial society was 'capitalist'. The capitalists owned the capital invested in the factories, and the profit of capitalists was produced by workers. Thus, capitalists exploit the workers. Marx believed that this in the hands of a few capitalist

system would be triumphed by the workers and a socialist society would be established where all property would be socially controlled.

4. In April 1917, the Bolshevik leader Vladimir Lenin returned to Russia from his exile. He presented three demands which are known as Lenin's April Theses. These were:
 - (i) The war (First World War) must be brought to a close.
 - (ii) Land must be transferred to the peasants.
 - (iii) Banks must be nationalized.
5. Changes after the Revolution of October, 1917:
 - (a) Private property eradicated. Most industries and banks were nationalized.
 - (b) Land was declared social property, land of nobility seized.
 - (c) Ban on use of old titles of aristocracy.
 - (d) Russia signed peace pact with Germany.
 - (e) Russia became an one-party state and the Russian Communist Party was the only party.
 - (f) Censorship in all aspects of life was imposed.
 - (g) Beginning of civil war in Russia.
6. Russian society was socialized by-
 - (a) Nationalization of banks and industries.
 - (b) Collective farming.
 - (c) Central planning, beginning of Five Years Plans.
 - (d) An extended schooling system developed; arrangements were made for factory workers and peasants to enter universities.
 - (e) Creches were established in the factories.
 - (f) Availability of cheap public health care.
 - (g) Model living quarters for the workers.

7. Karl Marx added other ideas in the socialist ideas.
- (a) Socialists considered private property as the root of all social ills.
 - (b) Marx argued that industrial society was 'capitalist'. Capitalists owned the capital invested in factories, and the profit of capitalists was produced by workers.
 - (c) The workers had to overthrow capitalism and the rule of private property.
 - (d) After overthrowing the capitalism, a radically socialist society would be constructed where all property was socially controlled.
 - (e) Further, this would be a communist society and a communist society was the natural society of the future.
8. (a) Russia was an autocracy. The Tsar was not subject to parliament. Owing to heavy expenditure, the treasury was bankrupt.
- (b) Russian society was divided into three classes, the clergy, nobility and the working class including peasants.
 - (c) Vast majority (about 85%) of Russia's people were agriculturists. They had to pay heavy taxes. Nobility, the crown and the Orthodox Church owned large properties. Peasants were deeply religious but they had no respect for the nobility. They wanted the land of the nobles to be given to them.
 - (d) Most industries were privately owned. The wages were minimum and the working hours were sometimes even 15 hours. Thus, the condition of workers was miserable.
9. The impacts of First World War on Russia:
- (a) Defeats were shocking and demoralizing for Russia on 'eastern front'. There were over 7 million casualties by 1917. As they retreated, the Russian army destroyed crops and buildings to prevent the enemies from being able to live off

the land. The destruction of crops and buildings led to over 3 million refugees in Russia.

- (b) The war had a severe impact on industry. Supplies were cut to the industries and therefore, industrial production was down.
 - (c) By 1916, railway lines began to break down.
 - (d) Able-bodied men were called up to the war. As a result, there were labour shortages.
 - (e) Large supplies of grain were sent to feed the army. For the people in cities, bread and flour became scarce.
10. Implementation of Stalin's collectivization programme:
- (a) The peasants were forced to cultivate in collective farms (kolkhoz) from 1929.
 - (b) The bulk of land and implements were transferred to the ownership of collective farms.
 - (c) Peasants worked on the land, and the kolkhoz profit was shared.
 - (d) Enraged peasants resisted the authorities and destroyed their livestock. The number of cattle fell by one-third between 1929 and 1931.
 - (e) Those who resisted were severely punished. Many of them were deported and exiled.

Source based question (4 Marks)

- 1. (c) After Russian Revolution
- 2. (d) Peasants and Workers
- 3. (a) Russian Revolution
- 4. (c) All are busy in their works.

Unit-3

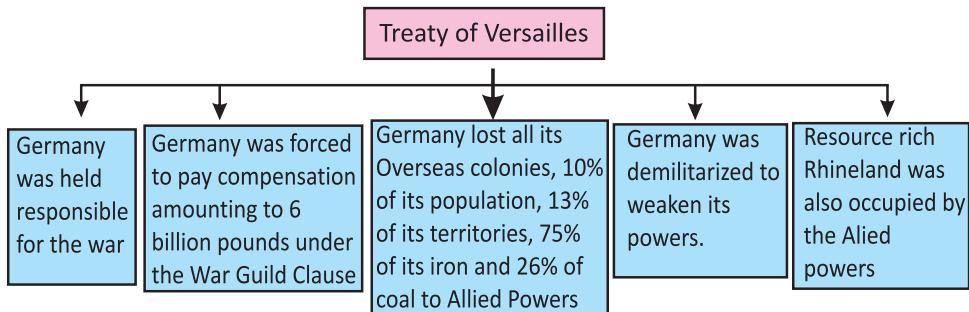
Nazism and the Rise of Hitler

Points to Remember:

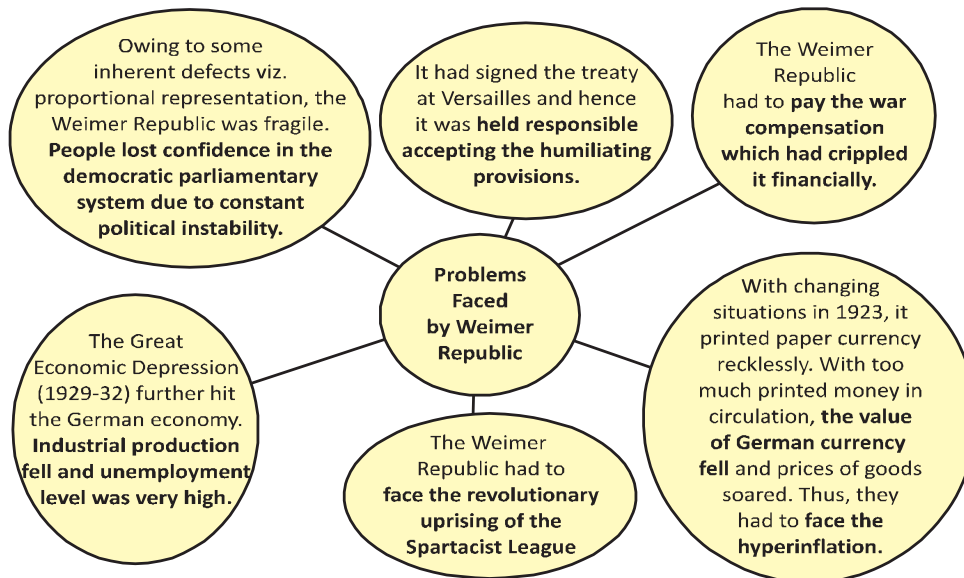
- **The First World War (1914-1918)**-The first World War was fought between the allied Powers and central powers.

The Allied Powers	The Central Powers
Main Countries	Main Countries
1. France	1. Germany
2. Britain	2. Austria
3. Russia	3. Turkey

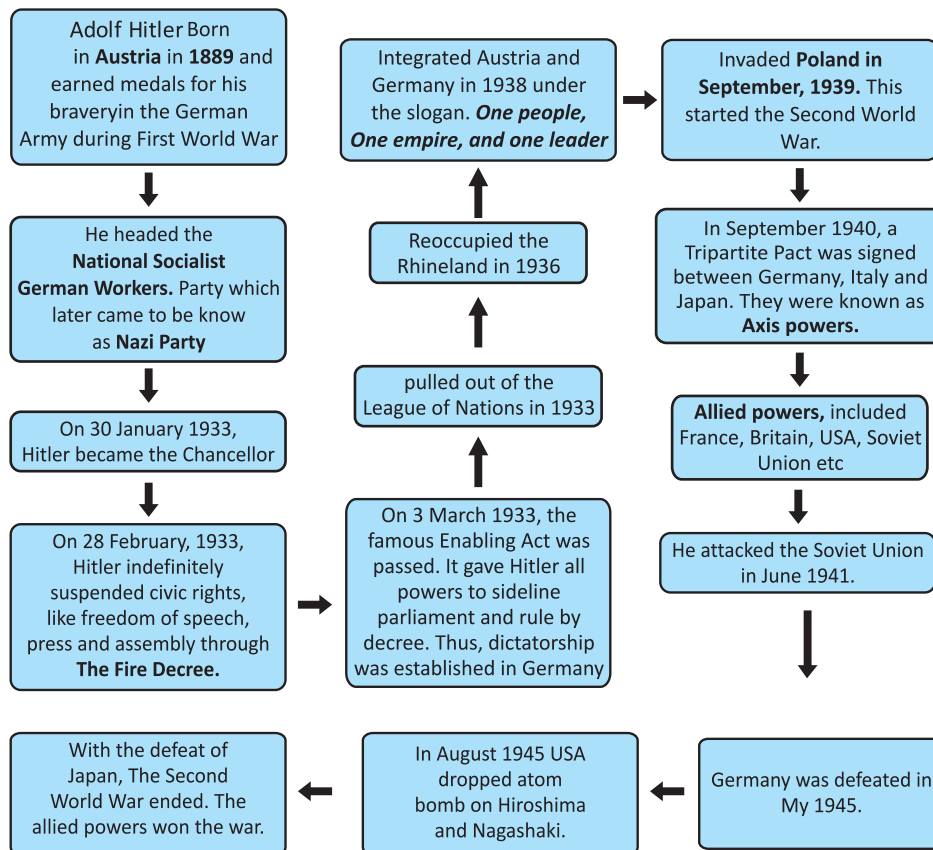
- The First World War ended with the defeat of Germany in 1918.
- **Treaty of Versailles (1919)**: After the end of the First World War, Germany had to sign a harsh and humiliating treaty at Versailles with the Allied powers.

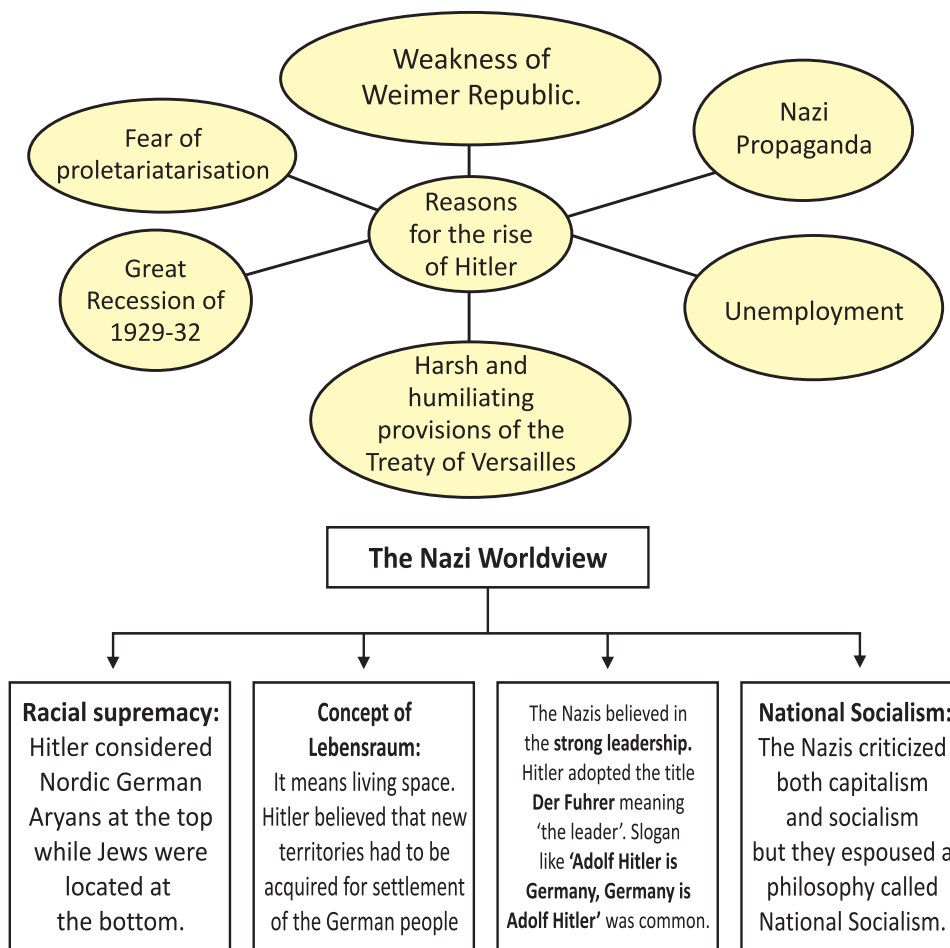


- **Weimer Republic**: After the defeat of Germany in World War I and abdication of the emperor, a democratic constitution with federal structure was set up in Germany. But, the Weimer Republic had to face **many problems**:



Rise and Fall of Hitler:





- **Youth in Nazi Germany:**

Hitler felt that a strong Nazi society could be established only by teaching children Nazi ideology. He took following steps to achieve this:

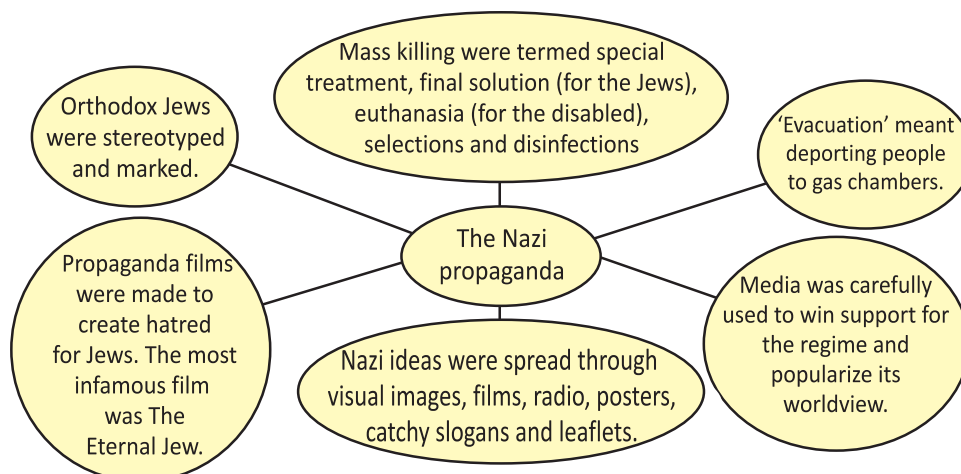
- Jews were dismissed from the schools.
- Children were segregated. Germans and Jews could not sit together. Subsequently, 'undesirable children'- Jews, the physically handicapped, Gypsies- were thrown out of schools.
- School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
- Children were taught to be loyal and submissive, hate Jews and worship Hitler.

- (e) Youth organizations were made responsible for educating German youth in the 'spirit of National Socialism'.
- (f) After a period of rigorous ideological and physical training, they joined the Labour Service. Then they have to serve in the armed forces and enter one of the Nazi organizations.

- **Women in the Nazi Germany:**

- (a) Girls were taught to become good mothers and rear pure-blooded Aryan children.
- (b) Girls had to maintain the purity of the race, distance themselves from Jews, look after the home, and teach their children Nazi ideology.
- (c) Hitler said: 'In my state the mother is the most important citizen. But, in Nazi Germany all mothers were not treated equally.
- (d) Women who bore racially undesirable children were punished and those who produced racially desirable children were awarded.
- (e) Women were encouraged to produce many children.
- (f) 'Aryan' women who deviated from the prescribed code of conduct were publically condemned, and severely punished.

- **Nazi-Propaganda:**

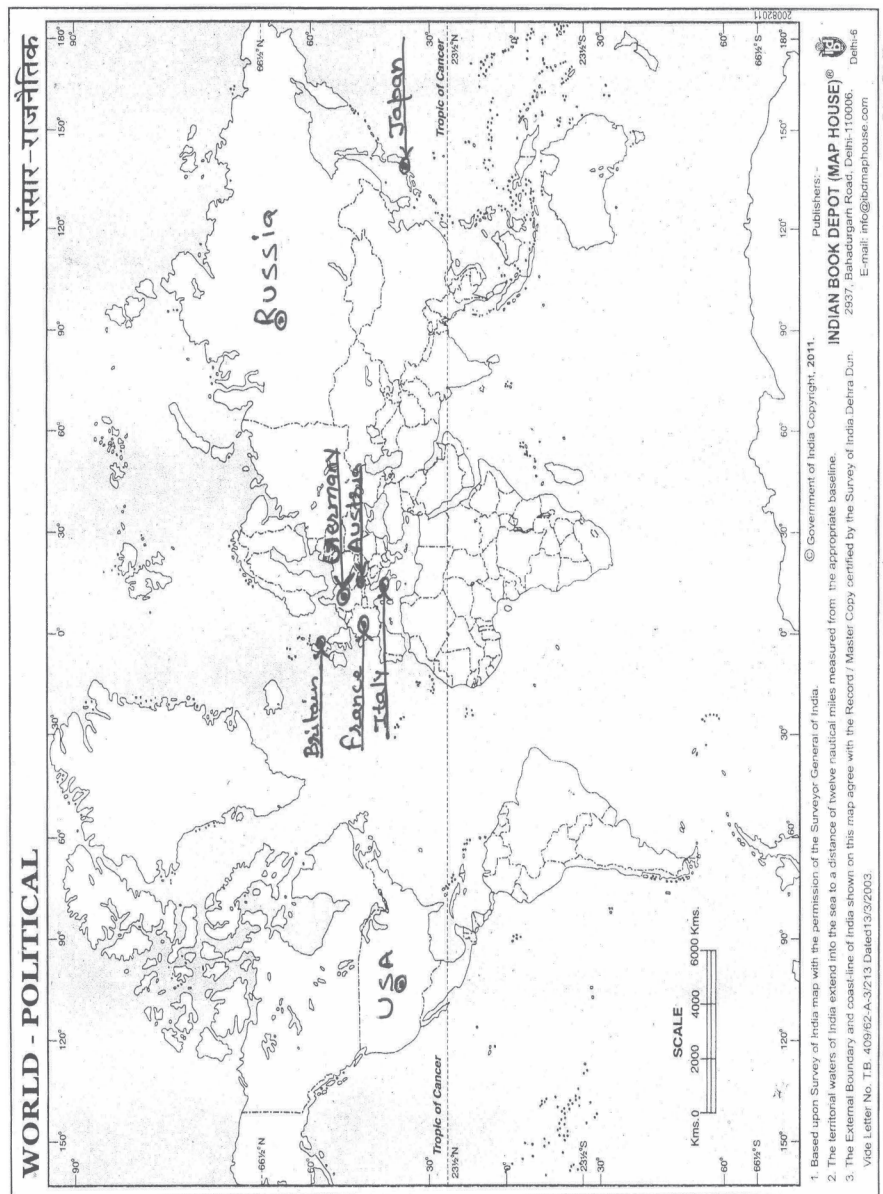


- **Holocaust:** The mass killing of millions of Jews by the Nazi regime is known as the holocaust. Jews were taken to the gas chambers and were killed.

- The Second World War was also fought between two groups:

The Allied Powers	The Axis Powers
Main Countries 1. France 2. Britain 3. Soviet Union (USSR) 4. United States of America (USA)	Main Countries 1. Germany 2. Italy 3. Japan





QUESTIONS

1 Mark Questions

Q.1 Which of these country was related to Allied powers

- | | |
|-------------|-------------|
| (a) Germany | (b) Austria |
| (c) Britain | (d) Turkey |

Q.2 Which Republic was born in Germany after the First World War?

- (a) Weimar (b) Tzar
- (c) Bourbon (d) Marrier

Q.3 What is name of the German Parliament?

- (a) Frankfurt (b) Duma
- (c) Estate General (d) Reichstag

Q.4 What was the name of secret state police during Nazi regime?

- (a) Yungfok (b) Red army
- (c) Gestapo (d) Greens

Q.5 When was Hitler born?

- (a) 1889 (b) 1789
- (c) 1810 (d) 1900

Q.6 Which peace treaty was signed by Germany after the World War First?

Q.7 Mention the countries that were in Axis powers.

Q.8 What was suspended by Hitler through the Fire Decree?

Q.9 Which Act gave Hitler all powers to sideline Parliament and rule by decree?

Q.10 What was the concept of Lebensraum?

Q.11 The Second World War ended in the year

Q.12 The country which dropped atom bomb on Hiroshima in Japan was

Q.13 were the main targets of mass killing during Nazi regime.

Q.14 In the year Hitler issued fire Decree.

Q.15 The party established by Hitler was known as

Q.16 Recognize the famous personality in the given picture and write his name:



Q.17. Find the incorrect match:

- (i) Germany Axis powers
- (ii) Britain Allied powers
- (iii) Italy Axis powers
- (iv) Austria Allied powers

Q.18 In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statement and choose the correct option:

Assertion (A): The Great Economic Depression occurred in 1929-32

Reason (R): Industrial production increased and level of unemployment also decreased during the Great Economic Depression (1929-32)

Options:

- (i) Both A and R is true and R is the correct explanation of A.
- (ii) Both A and R is true but R is not the correct explanation of A.
- (iii) A is correct but R is incorrect.
- (iv) A is wrong but R is correct.

3/5 Marks Questions

Q.1 Mention the provisions of the treaty of Versailles?

Q.2 Describe the problems faced by the Weimer Republic.

- Q.3** Explain the peculiar features of Nazi worldview.
- Q.4** How were the youth educated during Nazi regime?
- Q.5** What was the role of women during Nazi society?
- Q.6** What was the ways of Nazi propaganda?
- Q.7** Why did Nazism become a mass movement during the Great Depression?
- Q.8** How were the Jews portrayed in Nazi propaganda?

Case Based Questions: (Mark 4)

4. Read the given extract and answer the following questions:

The Nazi regime used language and media with care, and often to great effect. The terms they coined to describe their various practices are not only deceptive. They are chilling. Nazis never used the words 'kill' or 'murder' in their official communications. Mass killings were termed special treatment, final solution (for the Jews), euthanasia (for the disabled), selection and disinfections. 'Evacuation' meant deporting people to gas chambers. Do you know what the gas chambers were called? They were labelled 'disinfection-areas' and looked like bathrooms equipped with fake showerheads.

Media was carefully used to win support for the regime and popularise its worldview. Nazi ideas were spread through visual images, films, radio, posters, catchy slogans and leaflets. In posters, groups identified as 'enemies' of Germans were stereotyped, mocked, abused and described as evil.

Socialists and liberals were represented as weak and degenerate. They were attacked as malicious foreign agents. Propaganda films were made to create hatred for Jews. The most infamous film was "*The Eternal Jew Orthodox*" Jews were stereotyped and marked.

(i) Which term was used for mass killings of the disabled?

- | | |
|-----------------------|-------------------|
| (a) Special treatment | (b) Euthanasia |
| (c) Final Selection | (d) None of these |

- (i) Fill in the blank:
- (ii) meant deporting people to gas chambers.
- (iii) Which films was made to create hatred for the Jews?
- (iv) Who were represented as weak and degenerate ?

ANSWERS

1 Mark Questions

1. (c) Britain
2. (a) Weimer Republic
3. (d) Reichstag
4. (c) Gestapo
5. (a) 1889
6. Treaty of Versailles
7. Germany, Italy, Japan
8. 1929-32
9. The Enabling Act of 1933
10. Living space or the new territories to be acquired for settlement.
11. 1945
12. USA
13. Jews
14. 1933
15. Nazi party
16. Hitler
17. (iv) Austria Allied Powers.
18. A is correct but R is incorrect.

3/5 Marks Questions

1. (i) Germany was held responsible for the war and damages.
(ii) Germany was demilitarized.
(iii) It was forced to pay compensation amounting to £6 billion.

- (iv) Resource-rich Rhineland was occupied by the Allied powers.
- (v) Germany lost its overseas colonies, a tenth of its population, 13 percent of its territories, 75 per cent of its iron and 26 per cent of its coal to France.
- 2.
 - (i) It had signed the treaty at Versailles and hence it was held responsible accepting the humiliating provisions,
 - (ii) The Weimer Republic had to pay the war compensation which had crippled it financially.
 - (iii) The Weimer Republic had to face the revolutionary uprising of the Spartacist League. However, the uprising was crushed.
 - (iv) With changing situations in 1923, it printed paper currency recklessly. With too much printed money in circulation, the value of German currency fell and prices of goods soared. Thus, they had to face the hyperinflation.
 - (v) The Great Economic Depression (1929-32) further hit the German economy. Industrial production fell and unemployment level was very high.
 - (vi) Owing to some inherent defects viz. proportional representation, the Weimer Republic was fragile. People lost confidence in the democratic parliamentary system due to constant political instability.
- 3.
 - (i) Racial supremacy: Hitler considered Nordic German Aryans at the top while Jews were located at the bottom.
 - (ii) Concept of Lebensraum: It means living space. Hitler believed that new territories had to be acquired for settlement of the German people.
 - (iii) The Nazis believed in the strong leadership. Hitler adopted the title Der Fuhrer meaning 'the leader'. Slogan like 'Adolf Hitler is Germany, Germany is Adolf Hitler' was common.
 - (iv) National Socialism: The Nazis criticized both capitalism and socialism but they espoused a philosophy called National Socialism.

4. Hitler felt that a strong Nazi society could be established only by teaching children Nazi ideology. He took following steps to achieve this:
 - (i) Jews were dismissed from the schools.
 - (ii) Children were segregated. Germans and Jews could not sit together. Subsequently, 'undesirable children'- Jews, the physically handicapped, Gypsies-were thrown out of schools.
 - (iii) School textbooks were rewritten. Racial science was introduced to justify Nazi ideas of race.
 - (iv) Children were taught to be loyal and submissive, hate Jews and worship Hitler.
 - (v) Youth organizations were made responsible for educating German youth in the 'Spirit of National Socialism'.
 - (vi) After a period of rigorous ideological and physical training, they joined the Labour Service. Then they have to serve in the armed forces and enter one of the Nazi organizations.
5. See the key points.
6. See the key points.
7. Following are the reasons for the growing popularity of Nazism during the Great Depression:
 - (i) German economy was worst hit by the economic crisis because short-term loans were withdrawn when the Wall Street Exchange crashed in 1929.
 - (ii) Owing to this, industrial production fell; workers lost their jobs or paid reduced wages. The number of unemployed rose phenomenally high.
 - (iii) The economic crisis created deep anxieties and fears in people. The middle classes, small businessmen, the self-employed, retailers were the worst hit. These sections of society were filled with the fear of being reduced to the ranks of the working class or of being unemployed.

- (iv) In such a situation Nazi propaganda stirred hopes of a better future.
- (v) Hitler himself was a great speaker. He promised to build a strong nation, undo the injustices of the Versailles treaty and employment to the people.
- (vi) Hitler was projected as a messiah, a savior, as someone who had arrived to deliver people from their distress.

Thus, owing to economic and political crises, and coupled with Nazi propaganda, Nazism became a mass movement.

- 8. (i) Jews had been stereotyped as killers of Christ and usurers.
- (ii) They were shown with flowing beards wearing kaftans.
- (iii) They were referred to as vermin, rats and pests.
- (iv) Their movements were compared to those of rodents.
- (v) Propaganda films were made to create hatred for Jews. The Most infamous film was 'The Eternal Jew'.

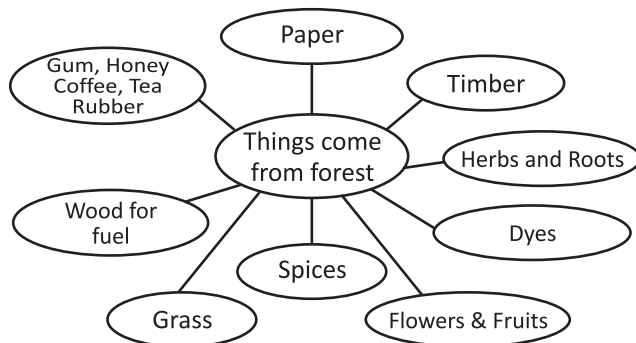
Marks 4: Case study Based Questions

- (i) Euthanasia
- (ii) Evacuation
- (iii) The External Jews
- (iv) Socialists and Liberals

UNIT-4

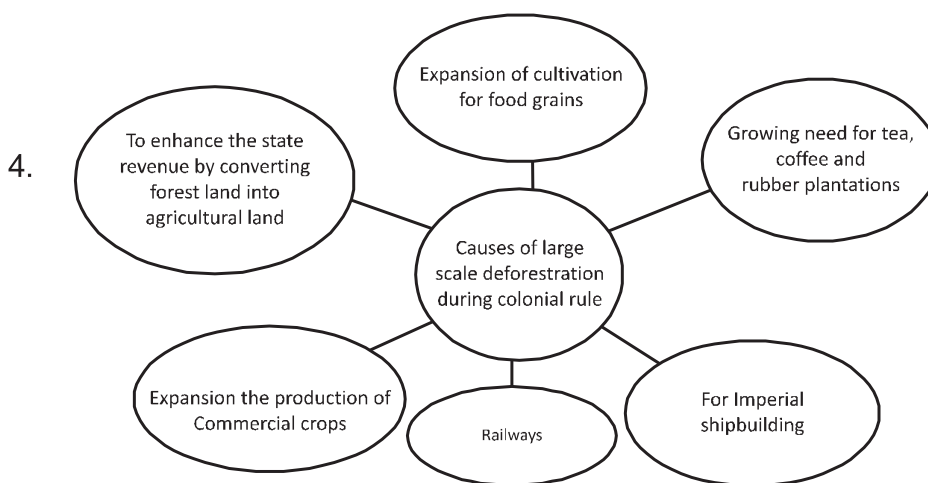
Forest Society and Colonialism

1. Examples of the things that come from forest:

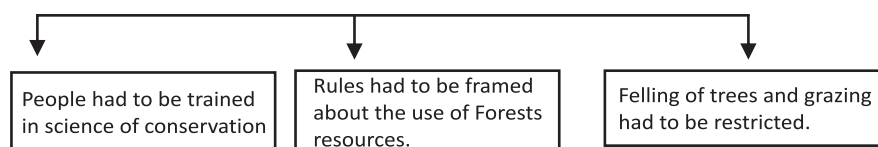


2. • Due to Deforestation, Diversity in area of natural vegetation and wildlife is fast disappearing.
- The comprehensive cutting down of trees is referred as Deforestation.
3. Between 1700 and 1995, the period of industrialization, 13.9 million sq km of forest or 9.3 per cent of the world's total area was cleared for

- ➔ Industrial Uses
- ➔ Cultivation
- ➔ Pastures
- ➔ Fuel Wood



- The British decided to invite a German expert, Dietrich Brandis, for advice, to manage and control the use of Forests by local people and reckless cutting of trees by traders and made him the first Inspector General of Forests in India.
 - Brandis set up the Indian Forest Service in 1864 and he helped in formulating the Indian Forest Act of 1865.
5. Dietrich Brandis suggested the following steps to manage the forests:



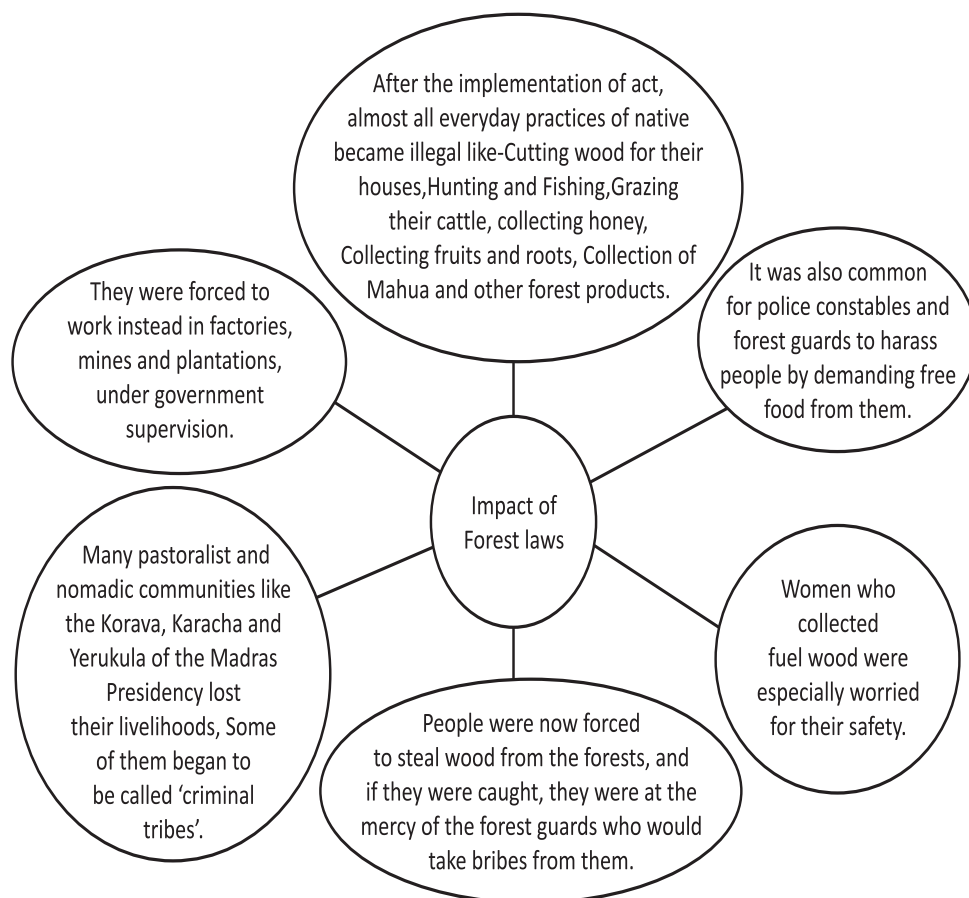
6. Type of Forests-

The 1878 Act divided forests into three categories: reserved, protected and village forests.

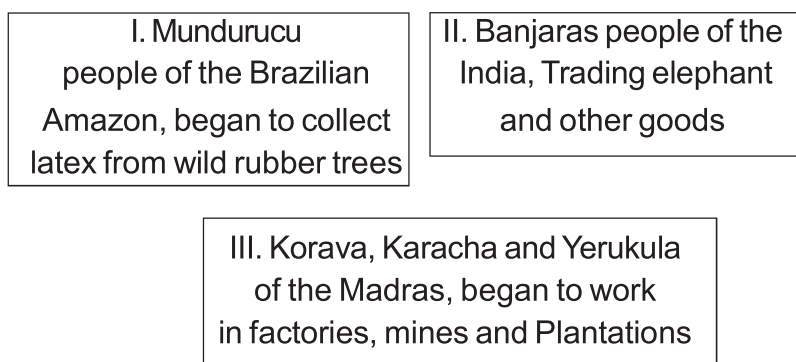
(i) Reserved Forest	Best Forest	Villages could not take anything
(ii) Protected Forest	Good Forest	Villages could take resource with Permission
(iii) Village Forest	Average & Below Average	Villages could take resource with Permission

- The Imperial Forest Research Institute was set up at Dehradun in 1906. The system they taught there was called 'scientific forestry'.
- In scientific forestry system natural forests which had lots of different types of trees were cut down. At their place, one type of tree was planted in straight rows. This is also called the plantation.
- Different Names of the Shifting cultivation or Swidden agriculture

Sl. No.	Region	Name of Shifting Agriculture
1	South -East Asia	Lading
2	Central America	Milpa
3	Africa	Chitemene or Tavy
4	Sri Lanka	Chena
5	India	Dhya, Penda, Bewar, Nevad, Jhum, Podu, Khandad and Kumri



- **New Trades and Employments** : After the new forest laws many communities left their traditional occupation and started trading in Forest products: (Some examples)



- Rebellion in the Forest:

<u>Revolt</u>	<u>Leader</u>	<u>Region</u>
1. Santhal Revolt (1855-56)	Siddhu and Kanu	Santhal Pargana (Jharkhand)
2. Munda Revolt (1898-1899)	Birsa Munda	Chhotanagpur (Jharkhand)
3. Rampa Revolt (1879-99)	Alluri Sitarama Raju	Andhra Pradesh

- Steps of shifting cultivation,
 - I. Few Parts of the forest are cut and burnt in rotation.
 - II. Seeds are sown in the ashes after the first monsoon rains, and the
 - III. The crop is harvested by October-November.
 - IV. Such plots are cultivated for a couple of years
 - V. Then left for now for 12 to 18 years for the forest to grow back.
 - VI. Then they move to next part of the forest.
- **Hunting practice was prohibited by the Forest laws.**
 - I. The British saw large animals as signs of a wild, primitive and savage society. They believed that by killing dangerous animals the British would civilize India.
 - II. Over 80,000 tigers, 150,000 leopards and 200,000 wolves were killed for reward in the period 1875-1925.
 - III. A British administrator, George Yule, killed 400 tigers. Initially certain areas of forests were reserved for hunting.
- **People of Bastar**

Bastar is located in the southernmost part of Chhattisgarh and Borders Andhra Pradesh, Orissa and Maharashtra.

 - I. A number of different communities live in Bastar such as Maria and Muria Gonds, Dhurwas, Bhatras and Halbas.
 - II. They speak different languages but share common customs and beliefs.
 - III. The Indrawati flows across Bastar east to west.

IV. The people of Bastar show respect to the Earth, river, Forest and Mountain.

- Some villages' were allowed to stay on in reserved forest on the condition that they worked free for forest department in cutting and transporting trees from fires. These villages were called "forest villages" or "Van Gram"
- One of the important figures of this revolt was 'Gunda Dhur'.
- Though revolt was suppressed, in a major victory for the rebel,
 - I. work on reservation was suspended temporarily
 - II. The area to be reserved was reduced to roughly half of that planned before 1910.
- **Reason in relation to Bastar Revolt**
 - Government proposed to reserve two-thirds of Forest.
 - Stop shifting Cultivation
 - Stop Hunting
 - Stop collection of Forest produce
 - Villages were displaced without any notice or compensation
 - Villagers suffering from increased land rents
 - Demands for free labours and goods by colonial official.
- In 1910 through mango boughs, a lump of earth, Chilies and arrows the villagers started spreading messages for the rebellion against the British.
- During the revolt, Bazaars (Markets) were looted, house of official and traders, schools and police stations were burnt, robbed and attacked.
- The Adivasi leaders tried to negotiate but British troops fired upon them. It took three months for the British to regain control.
- **In a major victory for the rebels**
 - I Work on forest reservation was temporarily suspended.
 - II The area to be reduced to roughly half

- **Java is now famous as a rice-producing island in Indonesia.**
 - I. The Kalangs of Java were a community of skilled forest cutters and shifting cultivators.
 - II. The Dutch first imposed rents on land being cultivated in the forest and then exempted some villages from paying it if they work collectively to provide free labour and buffalos for cutting and transporting timber. This system was known as Blandongdiensten
- **After the enacted forest law in Java by the Dutch,**
 - I. Restricting villagers' access to forests.
 - II. Wood could only be cut for specified purposes like making river boats or constructing houses, and only from specific forests under close supervision.
 - III. Villagers were punished for grazing cattle in young stands, transporting wood without a permit, or travelling on forest roads with horse carts or cattle.
- **The Samins protested this advancement of Dutch**
 - A. They were led by Surontiko Samin who argued that state had not created the wind, water, earth and wood, so it could not own it any demand for taxes.
 - B. They protested by
 - I. Lying down on their land when the Dutch came to survey it,
 - II. Others refused to pay taxes or fines
 - III. They also refused to perform free labour.
- In Java, just before the Japanese occupied the region, the Dutch followed 'a scorched earth' policy, destroying sawmills, and burning huge piles of giant teaklogs so that they would not fall into Japanese hands. The Japanese then exploited the forests recklessly for their own war industries, forcing forest villagers to cut down forests.

- In India, from Mizoram to Kerala, dense forests have survived only because villages protected them in sacred groves known as sarnas, devarakudu, kan, rai, etc.

QUESTIONS

1 Mark Questions

- Q.1 Name the British official who killed 400 tigers during colonial rule?**
- (a) Dietrich Brandis (b) George Yule
(c) Surontiko Samin (d) GundaDhur
- Q.2 Name the river which flows across Bastar from east to west?**
- (a) Ganga (b) Yamuna
(c) Indrawati (d) Narmada
- Q.3 Which forest law categorised the forest in three category during colonial rule?**
- (a) 1864 (b) 1878
(c) 1890 (d) 1891
- Q.4 When was Indian forest service set up?**
- (a) 1864 (b) 1878
(c) 1890 (d) 1891
- Q.5 The Imperial Forest Research Institute was setup at-**
- (a) Haridwar (b) Dehradun
(c) Shimla (d) SriNagar
- Q.6** What is meant by scientific forestry?
- Q.7** Who was the first Inspector General of forest in India?
- Q.8** What was 'Van Gram'?
- Q.9** What was 'reserved forest' by the forest act of 1878?
- Q.10** Who were Kalangs of Java?

- Q.11** was the leader of Bastar revolt in India during colonial rule.
- Q.12** The first Forest act was enacted in
- Q.13** Shifting agriculture in Sri Lanka is called
- Q.14** Java is famous for the cultivation of crop.
- Q.15** was the leader of Samins revolt in Java against Dutch.

3/ 5 Marks Questions

- Q.1** Why cultivation expanded rapidly in the colonial period?
- Q.2** Why were British worried about deforestation by local people?
- Q.3** Discuss the effect of the forest Act.
- Q.4** Discuss some of the local terms and cultivation process of Swidden agriculture.
- Q.5** In India, write main leader of forest communities rebelled against the British?
- Q.6** Discuss the importance of forests in our lives.
- Q.7** Where is Bastar located? What were the results of the Bastar rebellion?
- Q.8** What restrictions were imposed by the Dutch Government in Java Forest laws?
- Q.9** Discuss the classification of forests on the basis of forest act, 1878.
- Q.10** Why did European regard the shifting cultivation practice harmful for forests?
- Q.11** Explain the factors which prompted the Samins to revolt against the Dutch.
- Q.12** Mention the effects of various forest laws and policies which were adopted by the colonial rulers.
- Q.13** Discuss the causes of deforestation in India during the colonial rule.

4 Marks Question

Q. Read the source given below and answer the following questions:

In India, the trade in forest products was not new. From the medieval period onwards, we have records of adivasi communities trading elephants and other goods like hides, silk cocoons, ivory, bamboo, spices, fibres, grasses, gums and resins through nomadic communities like the Banjaras.

With the coming of the British, however, trade was completely regulated by the government. The British government gave many large European trading firms the sole right to trade in the forest products of particular areas. Grazing and hunting by local people were restricted. In the process, many pastoralist and nomadic communities like the Korava, Karacha and Yerukula of the Madras Presidency lost their livelihoods. Some of them began to be called 'criminal tribes' and were forced to work instead in factories, mines and Plantations, under government supervision.

Choose appropriate option

Q.1 Which of the following community related to the trading of forest product in India ?

- | | |
|--------------|--------------|
| (a) Korava | (b) Karacha |
| (c) Yerukula | (d) Banjaras |

Q.2 Fill in the blanks:

Some of the adivasi communities began to be called _____

Q.3 Which of the communities lost their livelihood ?

Q.4 Give the two examples of forest products ?

Answers

1 Mark Questions

- (1) (b) George Yule
(2) (c) Indrawati

- (3) (b) 1878
- (4) (a) 1864
- (5) (b) Dehradun
- (6) It is a system of cutting trees controlled by the forest department, in which old trees are cut and new ones planted in straight rows.
- (7) Dietrich Brandis
- (8) Some villages' were allowed to stay on in reserved forest on the condition that they worked free for forest department in cutting and transporting trees from fires. These villages were called "forest villages" or "Van Gram".
- (9) The best forests were called 'reserved forests' by the forest act of 1878. Villagers could not take anything from these forests, even for their own use.
- (10) The Kalangs of Java were a community of skilled forest cutters and shifting cultivators
- (11) GundaDhur
- (12) 1865
- (13) Chena
- (14) Rice
- (15) Surontiko Samin

3/5 Marks Questions

- (1)
 - (a) Production of commercial crops
 - (b) Need to feed the growing urban population
 - (c) Need for raw material
 - (d) Colonial govt, thought that forests were unproductive
 - (e) Enhance the income of the state.
- (2)
 - (a) Use of forests by local people for various purposes.
 - (b) The reckless felling of trees by traders
 - (c) To fulfill their own requirements.

- (3) All the everyday practices became illegal. These are-
 - (a) Cutting wood for their houses,
 - (b) Grazing their cattle,
 - (c) Collecting fruits and roots,
 - (d) Hunting and fishing
- (4)
 - a. In India, Dhya, Denda, Bewar, Nevad, Jhum, Podu, Khandad and Kumri are some of the local terms for Swidden agriculture.
 - b. In shifting cultivation-
 - I. Parts of the forest are cut and burnt in rotation.
 - II. Seeds are sown in the ashes after the first monsoon rains,
 - III. The crop is harvested by October-November.
 - IV. Such plots are cultivated for a couple of years and then left fallow for 12 to 18 years for the forest to grow back.
 - V. A mixture of crops is grown on these plots.
- (5) The name of the leaders of some movements against the British are-
 - I. Siddhu and Kanu in the Santhal Parganas
 - II. Birsa Munda of Chhotanagpur
 - III. Alluri Sitarama Raju of Andhra Pradesh
 - IV. They provide oxygen.
- (6)
 - I. They provide raw materials
 - II. They provide food, fodder, fuel etc.
 - III. They prevent soil erosion and preserve the fertility
 - IV. They provide timber for furniture and other uses.
- (7) Bastar is located in the southernmost part of Chhattisgarh and borders Andhra Pradesh, Orissa and Maharashtra.
 - I. Work on reserved forest was temporarily suspended.

- II. Reserved area was reduced to roughly half of that planned
 - III. Revolt inspired the other tribal people regarding British unjust policies
- (8) The Java people were not -
- I. Allowed to graze their cattle
 - II. Transport wood without permission
 - III. Allowed to travel on forest roads with horse carts
- (9)
- a. Reserved forests-villagers could not take anything
 - b. Protected forests-villagers could collect wood
 - c. Village forests-villagers could use products only domestic purpose
- (10)
- a. Shifting cultivation made it harder to calculate taxes
 - b. European felt that these types of land could not grow trees for railway timber
 - c. Danger of the flames spreading and burning valuable timber
- (11)
- a. The Saminists laid down on their land when the Dutch surveyors came to reclassify communal and salary lands
 - b. They cut teak despite Dutch efforts to guard the forest.
 - c. They refused to pay taxes, fines to accept wages
 - d. They refused to leave rented or communal land when their leases expired
 - e. Some piled stones on the roads which they had been ordered to build
- (12) Various restrictions
- a. impact on cultivation practices
 - b. various heavy taxes
 - c. loss of livelihood
 - d. displacement of the people

(13) See the content

Answer of 4 Marks source based Question

1. (d) Banjaras
2. Criminal tribes
3. Korava, Karacha, Yerukula
4. Bamboo, Ivory, spices

UNIT - 5

PASTORALISTS IN THE MODERN WORLD

Points to be remember:

Nomadic pastoralists – People who depend on cattle for their livelihood and move from place to place in search of good pasture for them.

- **Bhabar** is an area of dry forest below the foothills of Garhwal and Kumaun region.
- The vast meadows in the high mountains are called **Bugyal**.
- **Kharif** is the autumn crop, usually harvested between September and October.
- **Rabi** is the spring crop, usually harvested after March.

Pastoralist of India

Changes their Location according to winter and summer in the mountains.

Sl. No.	State	Pastoralist community	In Winters	In Summers
1.	Jammu and Kashmir	Gujjar Bakarwal	Low hills of the siwaliks	High mountains of Kashmir
2.	Himachal	Gaddi	Low hills of the siwaliks.	High mountains of Himachal
3.	Garhwal and Kumaun	Gujjar	Dry forest of bhabar (A dry forest area below the foothills of Garhwal and Kumaon)	Bugyal (Vast meadows in the high mountains)

- * The Bhotiyas, Sherpas and Kinnauris communities were also similar herders.

The places in the plateaus, plains and deserts change according to the monsoon.

Sl. No.	State	Pastoralist community	During Rainfall Seasons	After Rainfall seasons
1.	Maharashtra	Dhangars	Central Plateau Maharashtra	Konkan
2.	Karnataka and Andhra Pradesh	Golls	Dry Plateau	Coastal tracts
3.	Rajasthan	Raikas	Barmer, Jaisalmar Jodhpur and Bikaner	New pasturelands
4.	Uttar Pradesh Punjab, Rajasthan Madhya Pradesh and Maharashtra	Banjaras	In their own area	New Pasturelands

Policies regarding forests in India and Africa during the colonial period:

Sl.	Colonial Policy in the Forest of India	Colonial Policy in the Forests of Africa
1.	Conversion of pastures into agricultural and by encouraging local farmers to convert pastures into agricultural land to raise land taxes.	The conversion of pastures into agricultural land by the British colonial government by encouraging local farmers to convert pastures into agricultural land in East Africa.
2.	Ban on the movement of shepherds by categorizing forests by forest laws.	The colonial rule occupied about 60 percent of the grazing area of the Masai and stopped their movement.
3.	In 1871, the colonial government passed the	Restricting the movement of pastoralists by converting many

Criminal Tribes Act, declaring many communities of pastoralists as natural and born criminals.	pastures into hunting grounds, such as the Masaimara and Samburu National parks in Kenya and the Serengeti Park in Tanzania.
4. In the nineteenth century, a tax per cattle was collected by levying a pastoral tax.	The heads of the Maasai subgroups were fixed by the colonial government.

- They move with their herds of goats & sheep or camel or cattle.
- **Nomads**
- **Bhabar** is an area of dry forest below the foothills of Garhwal and Kumaun region.
- The vast meadows in the high mountains are called **Bugyal**.
- **Kharif** is the autumn crop, usually harvested between September and October.
- **Rabi** is the spring crop, usually harvested after March.
- Nomadic pastoralists move in group known as '**Caravan**' or '**Kafila**'.
- Some of the important pastoral nomads in India and world

INDIA		
Sl. No.	Name of pastoral nomadic community	Area (STATES)
1	GUJJAR BAKARWAL	Jammu and Kashmir
2	GADDIS	Himachal Pradesh
3	BHOTIA	Uttarakhand
4	RAIKAS	Rajasthan
5	BANJARAS	Rajasthan, Madhya Pradesh
6	MALDHARIS	Gujarat
7	DHANGARS	Maharashtra
8	KURUMAS, KURUBAS, GOLLAS	Karnataka, Andhra Pradesh, Telangana
9	MONPAS	Arunachal Pradesh

WORLD		
1	MAASAI	Kenya, Tanzania
2	BEDOUINS	North Africa
3	BERBERS	North- Western Africa
4	TURKANA	Uganda
5	BORAN	Kenya
6	MURSH	Mauritania
7	SOMALI	Somalia
8	NAMA, ZULU	South Africa
9	BEZA	Egypt, Sudan

Reason for movement	Advantages	Exchange items
1. They don't have regular field to get food for the whole year. 2. In search of pasture and water for their animals 3. To protect themselves from harsh weather condition 4. To protect their livestock from harsh weather.	1. Gives sufficient time for natural restoration of vegetation. 2. It allows manure to the field. 3. Exchange of animal as well as animal product takes place 4. The seasonal interaction between two different communities ensures coexistence.	Meat, milk, wool, animal skin, other native products,

Reason for change of life under colonial rule	Impact
Colonial govt. converted pasture land into agricultural land to increase land revenue	Decline of pasture land made their life difficult and number of livestock decline, trade & craft affected
Forest acts were introduced to categorise forest and their products Waste Land Rules enacted.	Movement of pastoralists were severely restricted and entry was regulated by permit and fine was imposed on violation.
Criminal Tribes Act was passed in 1871 Many posterists were classified as Criminal Tribes.	They were branded as criminal and can live in notified areas only under extreme surveillance of local police, movement was restricted by permit system
To maximise the revenue colonial govt imposed tax on land, canal water, salt, trade and even on animals	Each one was given pass. To enter a grazing tract a cattle herder had to show the pass and pay taxes making life difficult.

Effects of colonial Rule on the lives of Pastorlists

- Available area of Pastureland declined.
- Restricted movement.

- Intensive grazing on available pastures.
- Quality of pastures declined.
- Deterioration of animal stock.
- Underfed cattle died in large numbers.

Coping with the changes:

- (a) They reduced the number of cattle in their herd,
 - (b) Changed their direction of movement
 - (c) Some began buying land and settling down
 - (d) Some took to more extensive trading
 - (e) Some lost their livestock and became labourer
- **In Africa Maasai** lost 60% of their pre-colonial land by the hands of Whites.
 - I. They were forbidden to enter into white locality
 - II. The restrictions and confinement to semi arid area with frequent drought, made their life difficult and they lost half of their livestock within two year 1933-1934.
 - III. Large areas of grazing land were also turned into game reserves like Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
 - IV. In 1885 Massailand was cut into half with an international boundary between British Kenya and German Tanganyika.
 - V. In 1919 Tanganyika came under British rule after the defeat of Germany in World War I.
 - VI. It attained independence in 1961 and united with Zanzibar to form Tanzania in 1964.
 - Maasai society was divided into two social group- **Elders and Warrior**.
 - I. Elders formed the ruling group who met in periodic councils to
 - (a) Decide affairs of the community and
 - (b) Settle disputes.

- II. The warrior consisted of young people, mainly responsible for (i) the protection of tribe and (ii) organise cattle raids - which was considered a wealth.
- The Britishers imposed restrictions on raiding and warfare and even appointed chiefs of different sub groups of Maasai who were made responsible for the affairs of the group.
- Due to the interfere of colonial government in the social system of Maasai change occur at two levels-
 - I. The traditional difference based on age, between the elders and warriors, was disturbed
 - II. A new distinction between wealthy and poor pastoralists was developed.

1 Mark Questions

- Q.1** Define Pastoral nomads?
- Q.2** List any one activity done by pastoral nomads for livelihood.
- Q.3** Who were the elders in the Massai pastoral nomads of Africa?
- Q.4** Why colonial government branded nomadic tribes as criminal?
- Q.5** Why Maasai were not allowed to enter in White area?
- Q.6** **By which name a vast meadow in High Mountain is known?**
- | | |
|------------|-------------|
| (a) Bugyal | (b) Bhabar |
| (c) Khadar | (d) Caravan |
- Q.7** **Rabi crop is usually sown in which season?**
- | | |
|------------|------------|
| (a) Summer | (b) Rainy |
| (c) Autumn | (d) Spring |
- Q.8** **Name the crop which is sown during monsoon and harvested before winter,**
- | | |
|----------|-----------------------|
| (a) Rabi | (b) Kharif |
| (c) Zaid | (d) none of the above |

Q.9 Name the place in Western Rajasthan where the camel fair is organised,

- (a) Bharatpur
- (b) Puskar
- (c) Ajmer
- (d) Jaisalmer

Q.10. Maldharis pastoral nomads are found in which state of India

- (a) Rajasthan
- (b) Maharashtra
- (c) Gujarat
- (d) Himachal Pradesh

Q.11 act was passed by the colonial government to prohibit the movement of nomads.

Q.12 In which country of Africa Massai Mara national park is situated

Q.13 Raikas are the pastoral nomad found in the state of

Q.14 An area of dry forest below the foothills of Garhwal and Kumaun region is known as

Q.15 Gujjar Bakarwal usually migrates between and areas.

Q.16 In the question given below, there are two statements marked as Assertion

(A) and Reason (R). Read the statements and choose the correct option. Assertion (A) Underfed cattled died in large numbers during scarcities and famines.

Reason (R) When restrictions were imposed on pastoral movements, grazing lands came to be continuously used.

Options

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

3/5 Marks Question

- Q.1** How the movement of Dhangar nomadic people help the agricultural land in Konkan area?
- Q.2** Name any two hunting game reserves developed in Kenya and Tanzania. How it affected the lives of Maasai pastoralists?
- Q.3** Explain how the movement of Kuruma and Kuruba community is inspired by the need of their cattle?
- Q.4** Give reason why nomadic pastoralists migrate?
- Q.5** How the life of pastoralists is affected by the passing of Forest laws?
- Q.6** Why did the colonial government want to convert pastureland into agricultural land?
- Q.7** How did the pastoral nomads cope up with the changes brought by forest acts?

Source Based Question (4 Marks)

In the deserts of Rajasthan lived the Raikas. The rainfall in the region was meagre and uncertain. On cultivated land, harvests fluctuated every year. Over vast stretches no crop could be grown. So the Raikas combined cultivation with Pastoralism. During the monsoons, the Raikas of Barmer, Jaisalmer, Jodhpur and Bikaner stayed in their home villages, where pastures were available. By October, when these grazing grounds were dry and exhausted, they moved out in search of other pasture and water and returned again during the next monsoon.

- Q.1** Raikas Pastoralists belong to which state of India ?
- Q.2** Correct the statement:-
The rainfall in Raika postures was heavy and certain.
- Q.3** Name some home villages of Raikas.
- Q.4** **How did Rikas combined cultivation with pastoralism-**
 - (a) They waited for the rains in their homes villages.
 - (b) During dry season they moved out in pastures and returned in monsoon for cultivation.

- (c) They stopped cultivation and adopted pastoralism only.
- (d) All of the above.

ANSWERS

1 Mark Questions

1. Pastoral nomads are the people who seasonally migrate from one place to another along with their cattle in search of food and water.
2. The means of livelihood for the nomadic people are-selling cattle, Meat, milk, wool, animal skin, other native products.
3. Elders formed the ruling group of Massai who met in periodic councils to (a) Decide affairs of the community and (b) Settle disputes.
4. Colonial government branded nomadic people as criminal as they were hard to keep an eye on them because of their constant movement.
5. Maasai people were considered uncivilised and barbaric; hence they were not allowed to enter in White's settlement.
6. (a) Bugyal
7. (d) Spring
8. (b) Kharif
9. (b) Puskar
10. (c) Gujarat
11. Forest Act or Criminal Tribes Act
12. Kenya
13. Rajasthan
14. Bhabar
15. Shivalik ranges and Kashmir
16. (a)

3/5 Marks Questions

1. (a) Due to the lack of pasture during October-November Dhanger nomads starts on their move west.

- (b) After a month march they reach Konkan which is a flourishing agricultural tract.
 - (c) Here the Konkani peasants welcome them with open heart as they have to make their field ready for Rabi crop.
 - (d) Dhangar flock manures the field and feed on the stubble,
 - (e) With the onset of monsoon they have to leave the Konkan and coastal area with their flock as the sheep could not tolerate the wet monsoon.
2. (a) Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
- (b) Maasai people were forbid to enter in this area for pasture or hunting games.
 - (c) This restricted their movement and was confined to relatively lesser area with even low resources.
 - (d) This led to the deterioration of pasture quality due to increased pressure.
 - (e) All this made their life even more difficult as feeding of cattle became a persistent problem leading to loss of cattle as well.
3. (a) The movement of Kuruma and Kuruba community was totally inspired by the need of their cattle.
- (b) These people change their place according to the weather condition.
 - (c) During dry weather they move toward the coastal area whereas with the onset of Monsoon they return back
 - (d) During monsoon coastal area become swampy that is liked by the buffalos only,
 - (e) Other herds had to be shifted to the dry plateau at this time.
4. (a) They don't have regular field to get food for the whole year.
- (b) In search of pasture and water for their animals
 - (c) To protect themselves from harsh weather condition

- (d) To protect their livestock from harsh weather.
- (e) To sell their animal products.
- 5. (a) Restriction on the entry in forest without permission
- (b) Prohibition of grazing of animals.
- (c) Issue of permit to enter in forest
- (d) Complete ban on the collection of fire wood or any other product from forest
- (e) Heavy fine were imposed in case of violation of rules.
- 6. (a) To increase the land revenue
- (b) For them pastureland were waste that needed to be brought under cultivation
- (c) With the increase in agricultural land it could produce more cotton, jute, wheat, etc for export
- (d) They want to safeguard forest for commercial purpose so they want to take over the area around it.
- (e) to control the movement of pastoral people.
- 7. (a) They reduced the number of cattle in their herd,
- (b) Change their direction of movement
- (c) Some began buying land and settling down
- (d) Some took to more extensive trading
- (e) Some lost their livestock and became labourer.

Source Based Question (4 Marks)

- 1. Rajasthan
- 2. The rainfall of Raika pastures was meagre & uncertain.
- 3. Barmer, Jaisalmer, Jodhpur & Bikaner.
- 4. (b) During dry season they moved out in pastures and returned in monsoons for cultivation

MAP SKILLS

- Pastoral communities in India



- Pastoral communities in Africa



UNIT – 2

Geography

UNIT - 1

India : Size and Location

India: at a glance

Population	121 Crore (2011 Census)
Area	32.8 Lakh square KM
Number of states	28
Number of union territories	08
Percentage of total geographical area of the world	2.4 %
Percentage in the total population of the world	17.5%
Position in then world in terms of population	Second
Position in the world in terms of area	Seventh
Countries larger than India in terms of area	Russia, Canada, United States of America, China, Brazil and Australia
Length of the land boundary	15200 KM
Total langth of the coastline including Andaman and Nicobar and Lakshadweep	7516.6 KM
Standard Meridian of India	82° 30' E
Important city through which the standard Meridian of India passes	Mirzapur (Uttar Pradesh)
Latitudinal extent of India	From 8° 4' N to 37° 6' N
Longitudinal extent of India	From 68° 7' E to 97° 25' E

India's neighbouring countries	Pakistan and Afghanistan (In the north-west) China (Tibet), Nepal and Bhutan (In the North) Myanmar and Bangladesh (In the East) Sri Lanka and Maldives (In the South)
Indian states whose boundaries touch Pakistan	Jammu and Kashmir, Punjab, Rajasthan and Gujarat
Indian states whose boundaries touch China	Jammu and Kashmir, Himachal Pradesh, Uttarakhand Sikkim and Arunachal Pradesh
Indian states whose boundaries touch Myanmar	Arunachal Pradesh, Nagaland, Manipur and Mizoram
Indian states whose boundaries touch Bangladesh	West Bengal, Mizoram, Meghalaya, Tripura and Assam
The channel between India and Sri Lanka	Palk Strait
India's neighbour located in the south Lakshadweep	Maldives
The line which divides India into almost two equal parts	The Tropic of Cancer (23° 30' N)
Indian states through which the Tropic of Cancer passes	Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram (8 states)
The largest state of India in terms of area	Rajasthan
The smallest state of India in terms of area	Goa
Total length from north to south	3214 KM

Total breadth from east to west	2933 KM
The group of islands of India located in the Bay of Bengal	Andaman and Nicobar Islands
The group of islands of India located in the Arabian Sea	Lakshadweep Islands
The ocean which has been named after our country India	Indian Ocean

QUESTIONS

Very Short Answer Type Questions (1 Mark)

- Q.1** Which latitudinal line divides our country into two equal parts?
- Q.2** What is the eastern longitudinal line of India?
- Q.3** If you want to go to Kavaratti, which Union Territory will you go to?
- Q.4** Which Union Territory of India is located in the Arabian Sea?
- Q.5** Which Union Territory of India is located in the Bay of Bengal?
- Q.6 The Latitudinal extent of India is-**
- (a) 6°N to 30°N (b) 7°5' to 35°5' N
(c) 8°4' N to 37°6' N (d) None of these
- Q.7 The longitudinal extent of India is-**
- (a) 68°7' E to 97°25' E (b) 68°7' E to 77°30' N
(c) 38°8' E to 97°25' E (d) None of these
- Q.8 The Tropic of cancer does not pass through-**
- (a) Gujarat (b) Rajasthan
(c) Madhya Pradesh (d) Goa
- Q.9 The Land Mass of India has an area of-**
- (a) 3.28 million Square Km. (b) 5.29 million Square Km.
(c) 2.30 million Square Km. (d) 9.36 million Square Km.

Q.10 What percentage of the total geographical area of the world lies in India?

- (a) 2.1% (b) 2.2%
- (c) 2.3% (d) 2.4%

Q.11 What is the position of India in the world in terms of area?

- (a) Fifth (b) Sixth
- (c) Seventh (d) Eight

Q.12 India's Land boundary is about-

- (a) 10,500 Km (b) 12,600 Km
- (c) 15,200 Km (d) 17,900 Km

Q.13 What is the Standard Meridian of India?

- (a) 82°30' E (b) 82°30' W
- (c) 22°20' E (d) 52°30' E

Q.14 The Standard Meridian of India passes through-

- (a) Mirzapur (b) Indore
- (c) Mumbai (d) Nagpur

Q.15 The Palk Strait is located between-

- (a) India and Sri Lanka (b) India and Pakistan
- (c) India and Bangladesh (d) India and Maldives

Q.16 In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statement and choose the correct option.

Assertion (A): There are two hours difference in time between Arunachal Pradesh and Gujarat.

Reason (R): 82°30' East longitude is the standard meridian of India.

Options:

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.

- (c) A is correct R is incorrect
(d) A is incorrect but R is correct.

Short/Long Answer Type Questions (3/5 Marks)

- Q.1** Mention the countries that are bigger than India in terms of area.
- Q.2** Mention the Indian states through which Tropic of Cancer passes.
- Q.3** How long is the coast line of India? What are the two benefits of it?
- Q.4** Why is there a difference of two hours in sunrise in Arunachal Pradesh and Gujarat?
- Q.5** Why does India need the standard time?
- Q.6** Mention the neighbouring countries of India. Also mention their direction of location from India.
- Q.7** 'The central location of India at the head of the Indian Ocean is considered of great significance'. Why?

Case Based Questions

- **Read the case and answer the following questions.**

'The ideas of upanishads and the Ramayan, the stories of Panchtantra, the Indian numerals and the decimal system thus could reach many parts of the world. The spices, muslin and other merchandise were taken from India to different countries on the other the hand, the influence of Greek sculpture, and the architectural styles of dome and minarets from west Asia can be seen in the different parts of our country:

- (a) Name some merchandise which are taken from India to other countries in ancient time.
- (b) The ideas of and reach many parts of world.
- (c) What are the Indian contribution in mathematics to the world?
- (d) What are the impacts that are seen from West Asia on Indian architectures?

Answer

Very Short Answer Type Questions (1 Mark)

1. Tropic of Cancer ($23^{\circ} 30'$)
2. $97^{\circ}25'$ E
3. Lakshadweep
4. Lakshadweep
5. Andaman and Nicobar Islands
6. $8^{\circ}4'$ N to $37^{\circ}6'$ N.
7. $68^{\circ}7'$ E to $97^{\circ}25'$ E
8. Goa
9. 3.28 million Square Km.
10. 2.4%
11. Seventh
12. 15,200 Km
13. $82^{\circ}30'$ E
14. Mirzapur
15. India and Sri Lanka
16. (a) Both A and R are true and R is the correct explanation of A.

Short/ Long Answer Type Questions (3/5 Marks)

1. (i) Russia
(ii) Canada
(iii) USA
(iv) China
(v) Brazil
(vi) Australia
2. Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram

3. Total length of India's coast line is 7516.6 km. Benefits:
 - (i) Ports can be established on coast line. This helps in international trade.
 - (ii) Sea is a good source of fish. This provides employment to millions of fishermen.
4. (i) The longitudinal extent of India is from $68^{\circ} 7' E$ to $97^{\circ} 25' E$. Thus, there is a difference of around 30° .
 - (ii) The sun takes 4 minutes to cross one degree longitude.
 - (iii) Therefore, $4 \times 30 = 120$ minutes i.e. 2 hours is taken by sun to cross 30° longitudes.
5. (i) The longitudinal difference of India from west to east is around 30° .
 - (ii) This difference is equivalent to around 2 hours.
 - (iii) India is a very vast country. To bring uniformity in time, India needs to have only one standard time. Therefore, $82^{\circ} 30' E$ has been accepted as the Standard Meridian of India.
6. India's neighbouring countries as per direction from India:
 - (i) Northwest- Pakistan and Afghanistan
 - (ii) North- China (Tibet), Nepal and Bhutan
 - (iii) East- Myanmar and Bangladesh
 - (iv) South (Island nations)- Sri Lanka and Maldives
7. (i) The Indian landmass has a central location between the East and the West Asia.
 - (ii) The trans Indian ocean routes which connect the countries of Europe in the west and countries of East Asia provide a strategic central location to India. This helps in international trade.
 - (iii) The long coast line is economically beneficial for India.
 - (iv) India is having an eminent position in the Indian ocean which justifies the naming of the ocean after it.

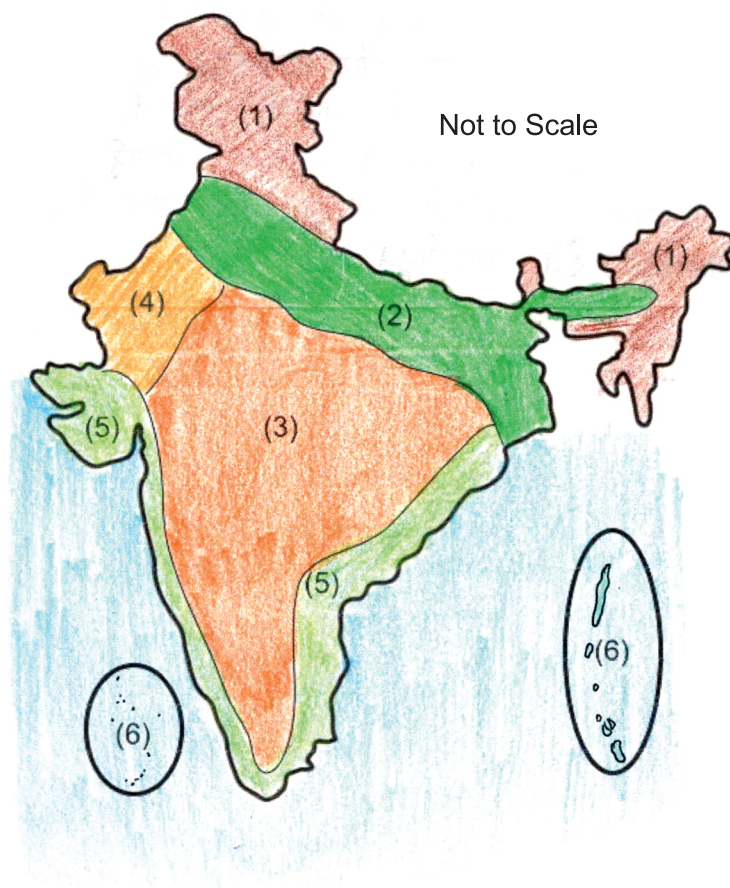
Answer of source based question:

- (a) Spices, Muslin
- (b) Muslin and Ramayan
- (c) Numerals and Decimal System
- (d) Dome and Minarets

CHAPTER-2

PHYSICAL FEATURES OF INDIA

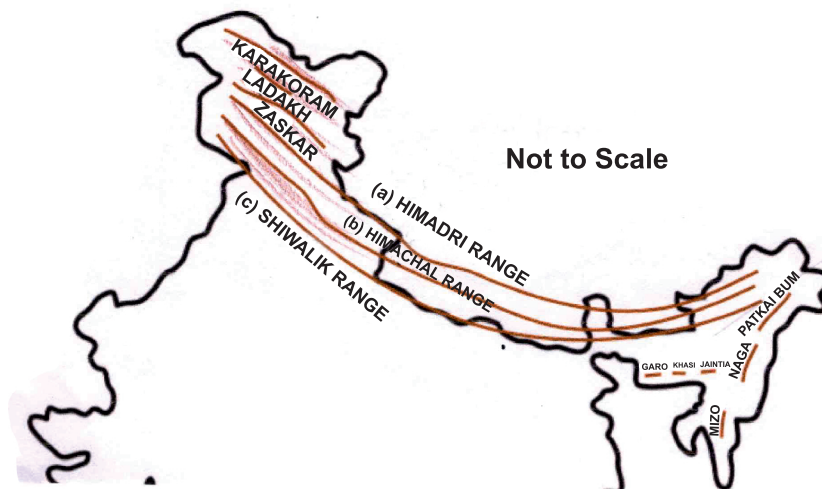
The Northern Mountains	The Northern Plains	The Peninsular Plateau	The Indian Desert	The Coastal Plains	The Islands
(1)	(2)	(3)	(4)	(5)	(6)



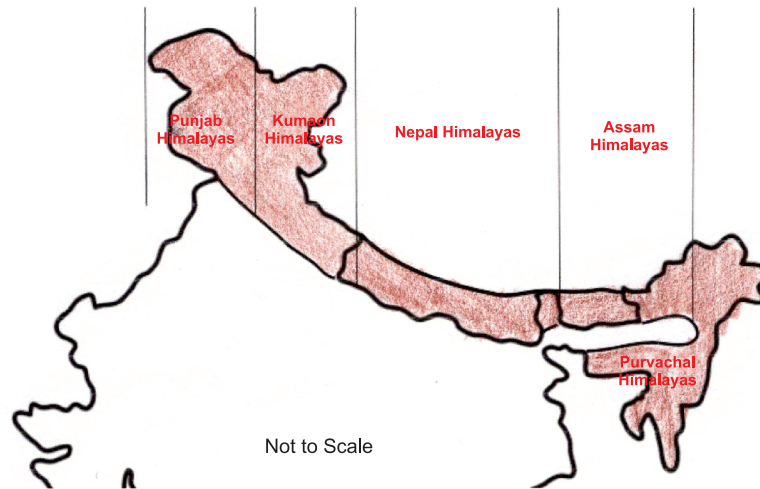
The Himalayan Mountains

- Young fold mountains stretch over the northern borders of India.
- Total length: 2400 Kms. Width: 400 Km in Kashmir to 150 Km in Arunachal Pradesh.
- The Himalayas consists of three parallel ranges in its **longitudinal extent**:

- (a) **Great or Inner Himalayas or the Himadri-** It is the northern most range of the Himalayas. It is the most continuous range and contains all the prominent Himalayan peaks. (Average height-6,000 metres). Some highest peaks include- Mount Everest, Kanchenjunga, Makalu, Nanga Parbat etc.
- (b) **Himachal (lesser Himalaya)-** The altitude varies between 3,700 and 4,500 metres. Pir Panjal, Dhauladhar and Mahabharat are important ranges. Famous valley of Kashmir Kangra and Kullu lies here.
- (c) **Shivaliks-** This is the outermost range of the Himalayas. The altitude varies between 900 and 1100 metres. The longitudinal valley lying between lesser Himalayas and the Shivaliks are known as Duns. Dehra Dun, Kotli Dun and Patli Dun are some of the well known Duns.

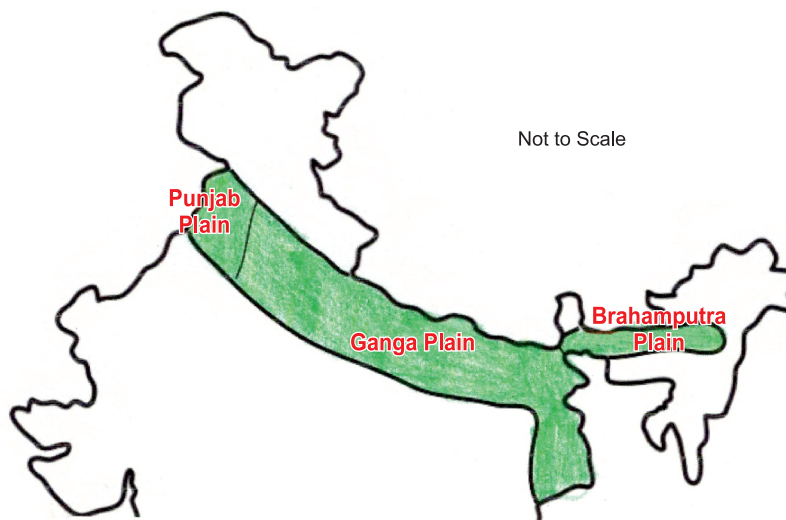


- Further, the Himalayas have been divided on the basis of regions from **west to east**.



- These divisions are demarcated by river valleys. These are:
 1. **Punjab Himalayas:** between Indus and Satluj rivers.
 2. **Kumaon Himalayas:** between Satluj and Kali rivers.
 3. **Nepal Himalayas:** between Kali and Tista rivers.
 4. **Assam Himalayas:** between Tista and Dihang rivers.
 5. **Purvachal Himalays:** Extended along the eastern border of India.

The Northern Plain



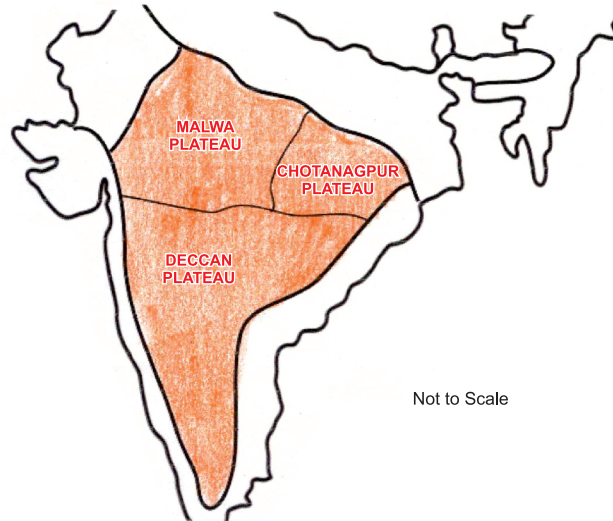
The Northern Plain has been formed by the interplay of the three major river systems, namely- **the Indus, the Ganga and the Brahmaputra** along with their tributaries.

- This plain is formed of **alluvial soil**. It is agriculturally a very productive part of India.
- The northern Plain is broadly divided into **three sections**:
 - (a) **Punjab Plains**- This is the western part of the Northern Plain. It is formed by the Indus and its tributaries-the Jhelum, the Chenab, the Ravi, the Beas and the Satluj. This section of the plain is dominated by the "doabs" ('do' means two and 'ab' means water)
 - (b) **The Ganga Plain**-It extends between Ghaggar and Teesta rivers. It is spread over the states of Haryana, Delhi, U.P., Bihar, Jharkhand and West Bengal.
 - (c) **The Brahmaputra Plain**- This plain is formed by the Brahmaputra and its tributaries. It lies mainly in the state of Assam.

The Northern Plain can be divided into four regions according to the **variations in relief features**-

- (i) **Bhabar**- This region lies parallel to the slopes of the Shivaliks. The rivers, after descending from the mountains deposit pebbles in this region. All the streams disappear in this bhabar belt.
- (ii) **Terai**- It lies to the south of bhabar. The streams and rivers re-emerge here. It is a wet, swampy and marshy region.
- (iii) **Bhangar**- Bhangar is the largest part of the northern plain and is formed of the oldest alluvial soil. They lie above the flood plains of the rivers and present a terrace like feature. The soil in this region contains calcareous deposits locally known as **kankar**.
- (iv) **Khadar**- The floodplains formed by newer and younger deposits are called khadar. They are renewed almost every year and so are fertile.

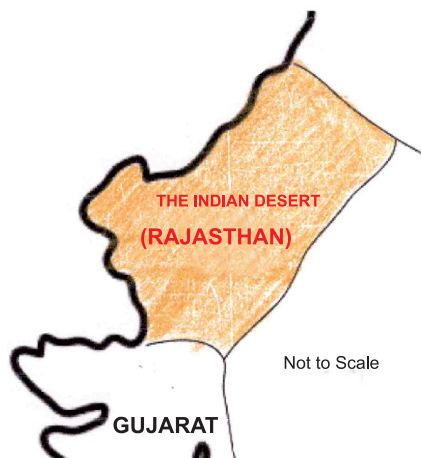
The Peninsular Plateau



It is composed of the old crystalline, igneous and metamorphic rocks. It was part of the Gondwana land and thus, making it a part of the oldest landmass.

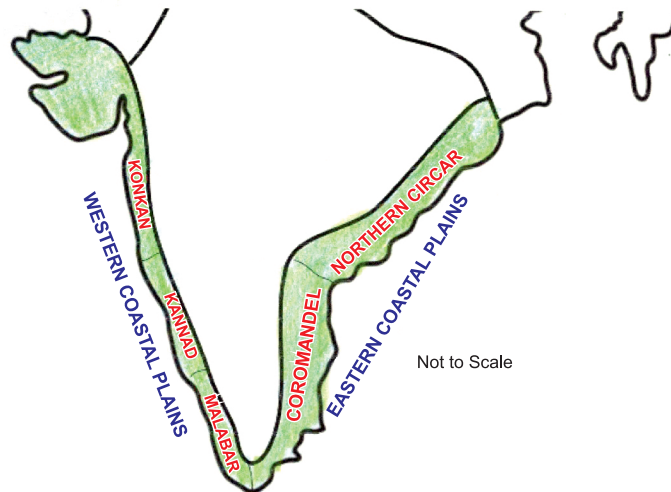
- The Peninsular Plateau consists of two broad divisions, namely **the Central Highlands** and the **Deccan Plateau**.
- The black soil area of the peninsular plateau is known as **Deccan Trap**. This is of volcanic origin and hence the rocks are igneous.

The Indian Desert



- I. The Indian desert lies towards the western margins of the **Aravali Hills**.
- II. The Indian Desert is an undulating sandy plain covered with sand dunes.
- III. This region receives very low rainfall below 150 mm per year.
- IV. It has arid climate with low vegetation.
- V. Streams appear during the rainy season. **Luni** is the only large river in this region.
- VI. Barchans (crescent shaped dunes) cover larger areas of the Indian Desert.

The Coastal Plains



Some of the important features of western coast and eastern coast are as follows:

The western coast:

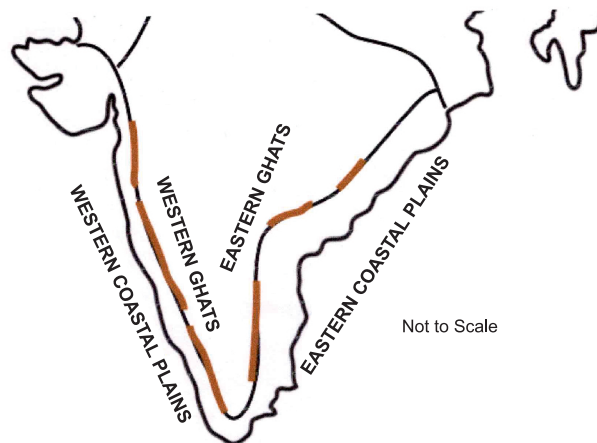
- (i) It is located between **the Western Ghats** and the **Arabian Sea**.
- (ii) It is relatively **narrow**.
- (iii) It consists of three sections. The northern part of the coast is called the **Konkan**, the central stretch is called the **Kannad Plain** while the southern stretch is referred to as the **Malabar coast**.

The eastern coast:

- (i) It lies between the **Eastern Ghats** and the **Bay of Bengal**.
- (ii) This plain is **wide and level**.
- (iii) It is divided into two parts. In the northern part, it is referred to as the **Northern Circar**, while the southern part is known as the **Coromandel Coast**.
- (iv) Large rivers such as the Mahanadi, the Godavari, the Krishna and the Kaveri have formed extensive delta on this coast.

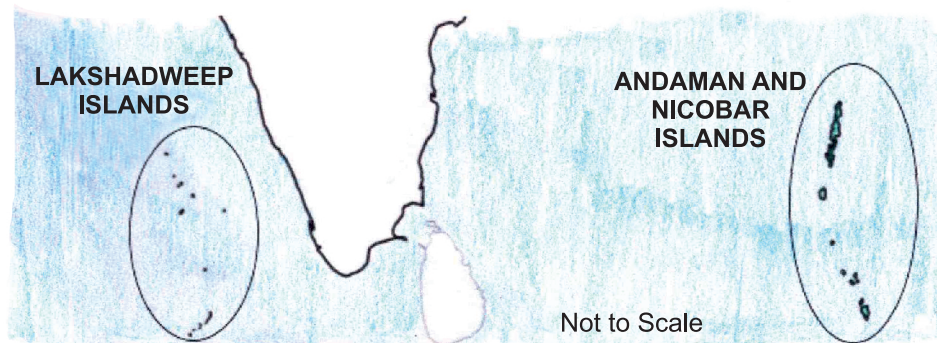
The **Chilika Lake** is the largest salt water lake in India. It is in the state of Odisha.

The Western Ghats and the Eastern Ghats mark the western and eastern edges of the Deccan Plateau respectively.



Western Ghats	Eastern Ghats
(i) The Western Ghats lie along the Arabian sea	(i) The Eastern Ghats lie along the Bay of Bengal.
(ii) They are continuous and can be crossed through passes only.	(ii) They are discontinuous and irregular and dissected by rivers.
(iii) Average height is 900-1600 metres.	(iii) Average height is 600 metres
(iv) Highest peak- Anai Mudi (2,695 metres)	(iv) Highest peak - Mahendragiri (1,501 metres)

The Islands



The Islands in India is divided into two parts:

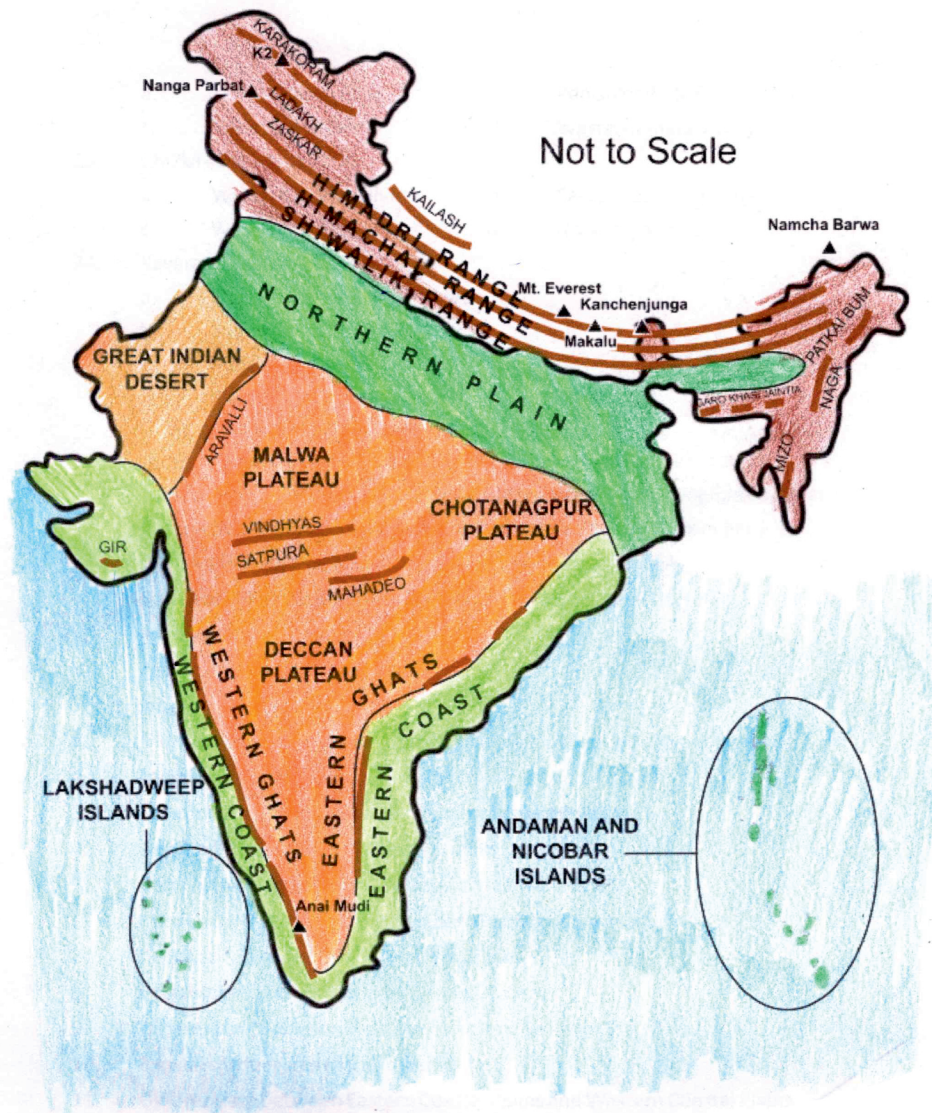
Lakshadweep Islands:

- (a) This group of Islands is composed of small coral islands.
- (b) It covers small area of 32 sq. km. Kavaratti island is the administrative headquarters of Lakshadweep.
- (c) This island group has great diversity of flora and fauna.

The Andaman and Nicobar islands:

- (a) These Islands are located in the Bay of Bengal extending from north to south.
- (b) The entire group of island is divided into two broad categories - The Andaman in the North and the Nicobar in the south.
- (c) It is believed that these islands are an elevated portion of submarine mountains.
- (d) These islands lie close to equator and experience equatorial climate and have thick forest cover.

Map



QUESTIONS

Very Short Questions (1 Mark)

- Q.1** Out of which sea has the Himalaya uplifted?
- Q.2** Which peak of the Himalayas is the highest in India?
- Q.3** Mention the rivers by which Northern Plain of India has been formed.
- Q.4** By which name are the old and new alluvial soils known?
- Q.5** What is bhabar?
- Q.6** What do you understand by terai?
- Q.7** In how many parts is the Peninsular Plateau broadly divided?
- Q.8** Which group of Islands in India is composed of corals?
- Q.9** By which name is the area of land which is surrounded by water on three sides known?
- Q.10** Which hills and mountains demarcate the borders between India and Myanmar in the eastern part of India?
- Q.11** What do you understand by doab?
- Q.12** In which state is the Chilka Lake located?
- Q.13 The outer most Range of the Himalayas is called-**
- | | |
|-------------|--------------|
| (a) Himadri | (b) Shiwalik |
| (c) Duns | (d) Himachal |
- Q.14 The northern most range of the Himalayas is known as**
- | | |
|--------------|-------------------|
| (a) Himadri | (b) Shiwaliks |
| (c) Himachal | (d) None of these |
- Q.15 The Longitudinal valley lying between lesser Himalaya and the Shiwaliks are known as-**
- | | |
|----------------|-------------------|
| (a) Himachal | (b) Duns |
| (c) Pir Panjal | (d) None of these |
- Q.16 Which river marks the Eastern most boundary of the Himalayas?**

- (a) Ganga
- (b) Indus
- (c) Brahmaputra
- (d) Satluj

Q.17 The Northern Plain has been formed by-

- (a) Alluvial Soil
- (b) Black Soil
- (c) Red Soil
- (d) None of these

Q.18 Which river(s) is the tributary of the Indus-

- (a) The Jhelum, The Chenab
- (b) The Beas, the Ravi
- (c) The Satluj
- (d) All of the above

Q.19 Which of the following is Correct regarding Western Ghats:

- (a) They are newer, younger deposits of the flood plains.
- (B) They are continuous and can be crossed through passes only.
- (c) Both of the above
- (d) None of the above

Q.20 Which of the following peaks is the highest of the Western Ghats?

- (a) Doda Betta
- (b) Mahendergiri
- (c) Javadi Hills
- (d) Anai Mudi

Q.21 The Peninsular Plateau is formed of:

- (a) Alluvial Soil
- (b) Black Soil
- (c) Red Soil
- (d) Laterite Soil

Q.22 The River Luni flows in-

- (a) The Northern Plain
- (b) Peninsular Plateau
- (c) The Indian Desert
- (d) Western Ghats

Q.23 Chilika Lake is located in-

- (a) Western coastal Plains
- (b) Eastern Coastal Plains
- (c) Western Ghats
- (d) None of these

Q.24 Kavaratti is the Headquarters of-

- (a) Andaman and Nicobar Islands
- (b) Bay of Bengal
- (c) Puducherry
- (d) Lakshadweep

Q.25 In the question given below, there are two statements marked as Assertion (A) and Reason (R) Read the statement and Choose the correct option.

Assertion (A):-The Indian Desert has arid climate with Low Vegetation Cover

Reason (R) :-This region receives very low rainfall below 150 mm per year

Options :

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true and but R is not the correct explanation of A.
- (c) A is correct and R is incorrect.
- (d) A is wrong but R is correct.

Short/Long Questions (3/5 Marks)

- Q.1** Mention the highest peaks of the Himalayas in India with their heights?
- Q.2** Mention three features of Himadri?
- Q.3** Mention three features of Himachal or lesser Himalaya.
- Q.4** Mention three features of the Shiwaliks.
- Q.5** Classify the Himalayas on the basis of river valleys.
- Q.6** In how many sections is the Northern Plain broadly divided?
- Q.7** Explain the features of the Northern Plain.
- Q.8** Explain the features of the Peninsular Plateau.
- Q.9** Differentiate between Western Ghats and Eastern Ghats?
- Q.10** Explain the features of the Indian desert.
- Q.11** Differentiate between Eastern Coastal Plains and Western Coastal Plains.

Q.12 Mention the features of the group of Islands in India.

Q.13 'The Himalayas is like boon for India.' Explain.

Q.14 'Diverse physical features of India have immense development possibilities.' Explain.

Source Based Question:

- **Read the extract and answer the following questions:-**

One of the distinct features of the peninsular plateau is the black soil area known as Deccan Trap. This is of Volcanic origin, hence, the rocks are igneous. Actually, these rocks have denuded overtime and are responsible for the formation of black soil. The Aravali Hills lie on the western and northern west margins of the peninsular plateau. These are highly eroded hills are found as broken hills. They extended from Gujarat to Delhi in a South West-North East direction.

- (a) Black soil region is known as also.
- (b) Why the rocks of peninsular plateau are igneous?
- (c) The Aravali Hills lie on and Margin of the peninsular plateau.
- (d) Write the process of formation of black soil

ANSWERS

Very short types (1 Mark)

1. Tethys
2. Kanchenjunga
3. The Indus, the Ganga and the Brahmaputra along with their tributaries.
4. The old alluvial soil is known as bhangar and the new alluvial soil is known as khadar.
5. The rivers, after descending from the mountains deposit pebbles in a narrow belt of about 8 to 16 km in width lying parallel to the slopes of the Shiwaliks. It is known as bhabar. All the streams disappear in the bhabar belt.

6. South to the bhabar belt, the streams and rivers re-emerge and create a wet, swampy and marshy region known as terai.
7. The Peninsular Plateau consists of two broad divisions- (a) the Central Highlands and (b) the Deccan Plateau.
8. Lakshadweep
9. The Peninsula
10. Purvanchal
11. The land between two rivers
12. Odisha
13. Shiwalik
14. Himadri
15. Duns
16. Brahmaputra
17. Alluvial Soil
18. All of the above
19. They are continuous and can be crossed through passes only
20. Anaimudi
21. Black Soil
22. The Indian Desert
23. Eastern Coastal Plains
24. Lakshadweep

Short/ Long Questions (3/5 Marks)

1. The highest peaks of the Himalayas that are in India are as follows:

(a) Kanchenjunga (8598m)	(b) Nanga Parbat (8126 m)
(c) Nanda Devi (7817 m)	(d) Kamet (7756 m)
(e) Namcha Barwa (7756 m)	
2. See the key points.

3. See the key points.
4. See the key points.
5. See the key points.
6. See the key points.
7. Important features of the Northern Plain are as follows-
 - (i) The Northern Plain has been formed by the interplay of the three major river systems, namely- the Indus, the Ganga and the Brahmaputra along with their tributaries.
 - (ii) It spreads over an area of 7 lakh sq. km. The plain being about 2400 Km long and 240 to 340 Km broad.
 - (iii) It is made of alluvial soil brought by the rivers. The newer alluvial soil called khadar is ideal for intensive agriculture.
 - (iv) It's densely populated area.
8. Important features of the Peninsular Plateau are as follows:
 - (i) The Peninsular plateau is a table and composed of the old crystalline, igneous and metamorphic rocks.
 - (ii) The plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau.
 - (iii) An extension of the Plateau is also visible in the northeast- locally known as the Meghalaya, Karbi-Anglong Plateau and the North Cachar Hills.
 - (iv) The Western Ghats and the Eastern Ghats mark the western and eastern edges of the Deccan Plateau respectively.
 - (v) One of the distinct features of the peninsular plateau is the black soil area known as Deccan Trap.
9. See the key points.
10. See the key points.
11. See the key points.
12. See the key points

13. The Himalayas have following importance for our country:
- (i) It provides the invincible northern boundary to our country.
 - (ii) The Himalayas prevent the cold winds from Central Asia from entering the subcontinent.
 - (iii) The Himalayan Rivers are perennial. Thus, our country gets water throughout the year.
 - (iv) Having rich sources of natural resources.
 - (v) The Himalayas are home to beautiful hills and tourist places.
14. The mountains are the major source of water and forest health.
- (I) The northern plains are the granaries of the country.
 - (II) The plateau is storehouse of minerals.
 - (III) Immense scope for Industrialisation.

Answer of the source based Questions:

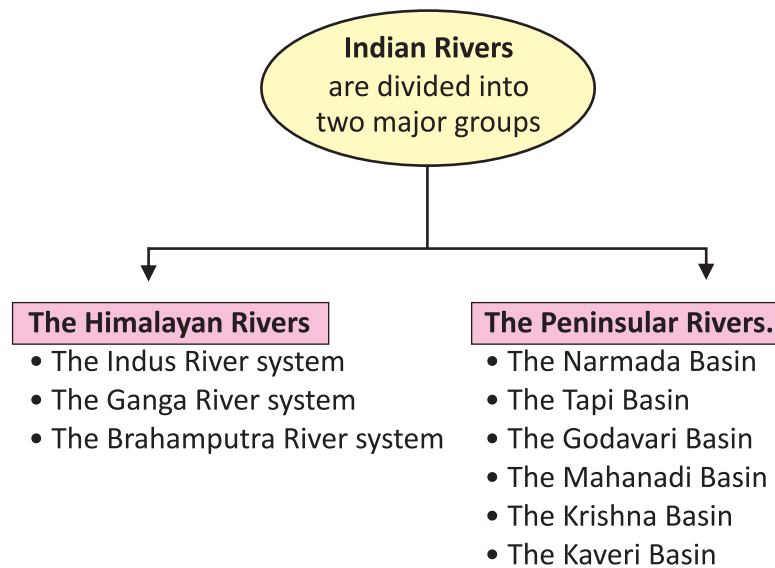
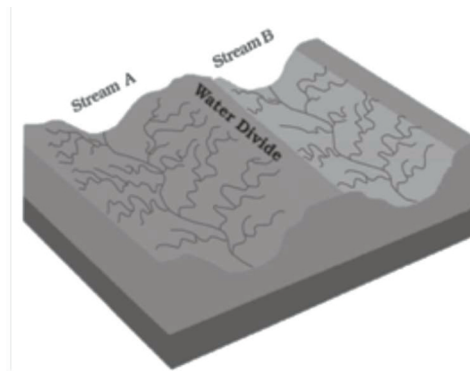
- (a) Deccan Trap
- (b) This is of Volcanic Origin
- (c) Western and Northern West
- (d) Denudation of igneous rocks.

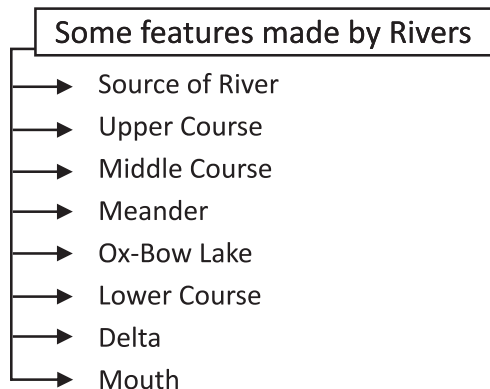
CHAPTER-3

DRAINAGE

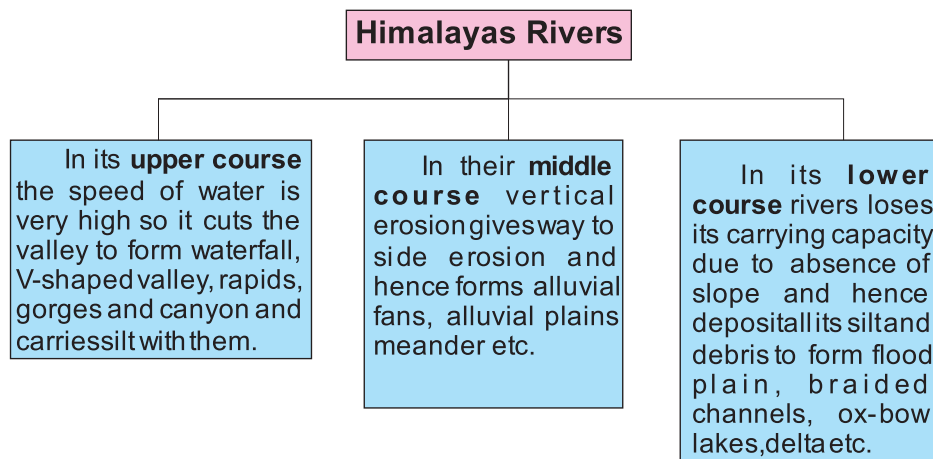
Points to Rememer:

- The term **Drainage** describes the river system of an particular area.
- The area drained by a river system is called a **Drainage Basin**.
- The world's largest drainage basin is **Amazon River**.
- The Ganga River is the **largest river basin in India**.
- Any elevated area like mountain or an upland which separates two drainage basins is called **water divide**. (Fig: 3.1)





- The river which is filled with water throughout the year is called **Perennial River**.
- A river along its tributaries is called **river system**.
- The small river which joins a large river is called the **tributary** of the large river.

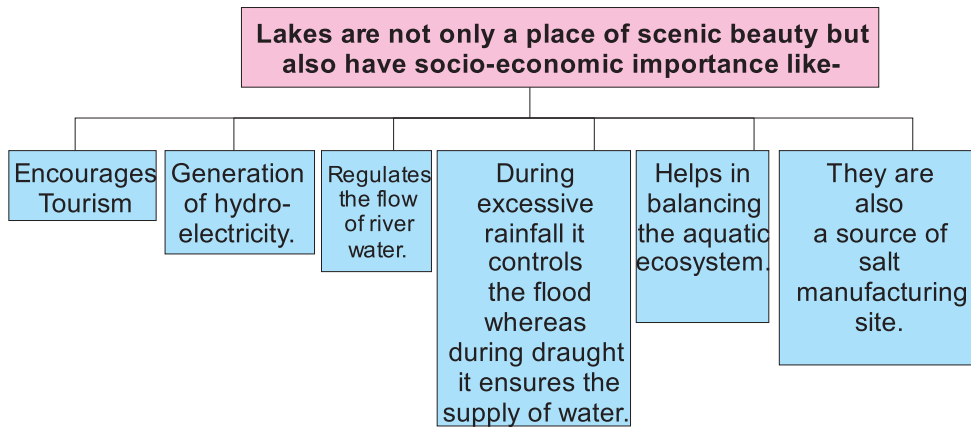


- According to the Indus Water Treaty (year 1960), India can use only 20% water of the Indus river system
- Difference between Himalayan and Peninsular River System-

Himalayan River System		Peninsular River System	
(i)	They are perennial (water throughout the year) as they are fed by the melting snow.	(i)	They are seasonal as they are fed on rain-water.
(ii)	They have long course.	(ii)	They have shorter course.
(iii)	They are mostly flown through unstable areas of new fold mountains of Himalaya.	(iii)	They are mostly flown through stable areas of Gondwana land.
(iv)	They perform high erosion and depositional work in their course.	(iv)	They don't perform these activities on such scale.


- The headwater of Ganga, called **Bhagirathi**, is joined by **Alaknanda** River at **Devaprayag** in Uttarakhand.
- At **Haridwar** the Ganga emerges from the mountains on to the plains.
- **Brahmaputra River** is known as '**Tsang Po**' in Tibet and Jamuna in Bangladesh.
- The Brahmaputra River enters India in **Arunachal Pradesh** where it is called '**Dihang**'.
- Sundarban Delta is the world's largest and fastest growing delta.
- In peninsular India west flowing rivers are **Narmada and Tapi** which forms **Estuaries** instead of delta.
- **Narmada River** originates from **Amarkantak Hills** in Madhya Pradesh and form '**Dhuadhar waterfall**' near Jabalpur (M.P.).
- River Kaveri makes the second biggest waterfall in India called- '**Shivsamudram**'.
- The **Namami Gange programme** is an Integrated conservation Mission approved as a flagship programme in June 2014 to accomplish the twin objectives effective abatement of pollution conservation and rejuvenation of the national river, Ganga.


- India's biggest waterfall is **Jog waterfall** on **Sharavati** River in Karnataka.




(Note : Map is not on scale. It is for indicative purpose only.)

Some information about river systems of India

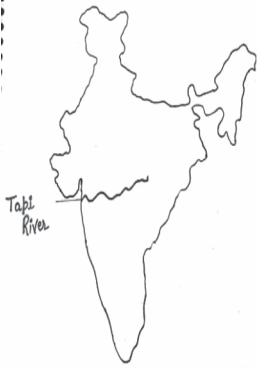
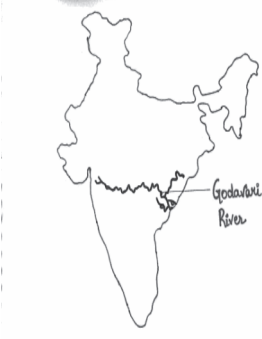
Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
Indus	<p>Mansarovar lake (Tibet)</p>  <p>(Map is not on Scale. It is for indicative purpose only.)</p>	<p>2880 km</p> <p>709 km lies in India</p>	<p>Sutlej, Beas, Ravi, Chenab, Jhelum</p>	<p>Jammu & Kashmir, Himachal Pradesh, Punjab, Pakistan</p>	<p>a) One of the longest river of the world.</p> <p>b) It originates from Mansarovar Lake in Tibet.</p> <p>c) It flows westward to enter India in Ladakh.</p> <p>d) It drains into Arabian Sea.</p>


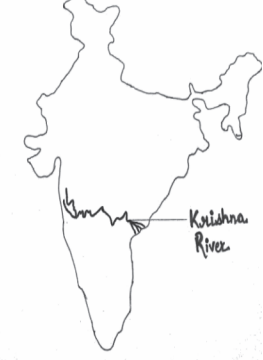
Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
Ganga	<p>Gangotri Glacier (Himalaya)</p>  <p>(Map is not on Scale. It is for indicative purpose only)</p>	more than 2500 km (2525) km	<p>Yamuna, Ghaghara, Gandak, Kosi, Chambal</p> <p>Betwa, Son</p>	Uttarakhand, Uttar Pradesh, Bihar, Bengal	<p>a) Ambala is located on the water divide between Ganga river system and Brahmaputra river system.</p> <p>b) Average slope is 1 meter for every 6 km.</p> <p>c) Ganga is one of the most sacred and longest flowing river of India.</p> <p>d) The headwater of Ganga, called Bhagirathi is joined by Alaknanda River at Devaprayag in Uttarakhand.</p>

Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
					<p>e) At Haridwar the Ganga emerges from the mountains on to the plains.</p> <p>f) It drains in Bay of Bengal before which it forms world's largest delta "Sundarban" with Brahmaputra River.</p> <p>g) The main stream of Ganga and Brahmaputra river form River Meghna in Bangladesh.</p>

Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
Brahmaputra	Mansarovar Lake (Tibet)  (Map is not on Scale. It is for indicative purpose only.)	2900 km	Dibang, Lohit	Tibet, Arunachal Pradesh, Assam, Bangladesh	<ul style="list-style-type: none"> a) It is slightly longer than Indus River. b) Most of its course flows in Tibet outside India parallel to Himalaya c) On reaching Namcha Barwa it takes “U” turn and enters India in

Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
					d) Tibet is cold and dry region.
Narmada	Amarkantak Hills (Madhya Pradesh) (Map is not on Scale. It is for indicative purpose only.)	1312 km	Sakkar a, Dudhi, Tawa, Ganjal	Madhya Pradesh, parts of Gujarat	a) It rises in the Amarkantak hills in Madhya Pradesh. b) It flows towards the west in a rift valley formed due to faulting. c) Forms Gorge in marble hills, and “Dhuandhar waterfall”

Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
Tapi	Satpura range (Madhya Pradesh)  (Map is not on Scale. It is for indicative purpose only.)	724 km	Purna, Girna, Panjhra	Madhya Pradesh, Gujarat, Maharashtra	a) It rises in the Satpura ranges, in the Betul district of Madhya Pradesh. b) Flows parallel to Narmada river through rift valley.
Godavari	Slope of Western Ghats (Maharashtra)  (Map is not on Scale. It is for indicative purpose only.)	1500 km	Purna, Wardha, Pranhita, Manjara, Vanganga, Penganga	Maharashtra, Madhya Pradesh, Orissa, Andhra Pradesh, Telangana	Longest river of south India. Also known as "South Ganga" or Dakshin Ganga.

Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
Mahanadi	Highland of Chhattisgarh  (Map is not on Scale. It is for indicative purpose only.)	800 km	Shivnath, Mand, Daya	Orissa, Maharashtra, Chhattisgarh, Jharkhand	Drains in Bay of Bengal
Krishna	Mahabaleshwer (Maharashtra)  (Map is not on Scale. It is for indicative purpose only.)	1400 km	Tungabhadra, Koyna, Ghatprabha, Musi, Bhima	Maharashtra, Karnataka, Andhra Pradesh	Drains in Bay of Bengal
Cauvery	Brahmagiri Range (Western Ghats)	760 km	Amravati, Bhavni, Hemavati,	Tamil Nadu, Kerala, Karnataka	Drains in Bay of Bengal

1 Mark Questions:

- Q.1** What is meant by Water Divide?
- Q.2** Which river is also known as “Dakshin Ganga”?
- Q.3** Which river drains in Arabian Sea and form Estuary? Write any two.
- Q.4** Which riverform Dhuandhar waterfall?
- Q.5** Name the largest sweet water lake of India. Where is it situated?
- Q.6** Which salt water lake is situated in Rajasthan?
- Q.7** What is Lagoon?
- Q.8** Name two peninsular rivers of India which drains in Bay of Bengal?
- Q.9** Which river is called as “Sorrow of Bihar”?
- Q.10** Name two rivers of India which originates from Himalayan Mountain?
- Q.11** Which ofthe following rivers makes Delta?
(a) The Ganga (b) Tapi
(c) Narmada (d) None of these
- Q.12 Which of the following rivers make estuaries?**
(a) The Ganga (b) The Braham Putra
(c) The Indus (d) Narmada
- Q.13 Whicsh ofthe following is correct regarding the Himalayan Rivers?**
(a) They a re very Short (b) They are Perennial
(c) They makes estuaries (d) None of these
- Q.14 Which ofthe following is correct regarding the Narmada river?**
(a) It arises in the Himalayas
(b) It’s tributaries are very long
(c) It flows in Uttar Pardesh and Bihar
(d) It makes estury.

Q.15 Which of the following is longest Peninsular river?

- (a) Godavari
- (b) Mahanadi
- (c) Krishna
- (d) Kaveri

Q.16 Which of the following is correct regarding Lakes?

- (a) A lake helps to regulate the water flow of a river.
- (b) It prevents flooding during heavy rainfall.
- (c) Lakes moderate the climate of the surroundings.
- (d) All of the above.

Q.17 The Indian rivers are divided into two major groups: The Himalayan Rivers and

Q.18 A river along with its tributaries may be called a

Q.19 At the Ganga emerges from the mountain on to the plains.

Q.20 The river Son is a tributary of the river

Q.21 When river Ganga and the river Brahmaputra merges with each other, it is known as

Q.22 The Delta formed by the Ganga and Brahmaputra is known as the

3/5 Marks Questions:

Q.1 Differentiate between Himalayan and Peninsular rivers?

Q.2 Explain Indus River System.

Q.3 List the characteristics of Ganga River System.

Q.4 Why Brahmaputra River does not contain silt while passing long distance in Tibet?

Q.5 Why lakes are important for human?

Q.6 List the economic importance of rivers?

Q.7 Explain the causes of river pollution?

Q.8 What are Estuaries?

Q.9 How tributaries are different from Distributaries?

Q.10 Explain the drainage pattern of rivers with suitable example.

Case study based Question (4 Marks Question)

Read the source given below and answer the question that follow:

The Godavari is the largest Peninsular river. It rises from the slopes of the Western Ghats in the Nasik district of Maharashtra. Its length is about 1500km. It drains into the Bay of Bengal. Its drainage basin is also the largest among the peninsular rivers. The basin covers parts of Maharashtra (about 50 percent of the basin area lies in Maharashtra). Madhya Pradesh, Odisha and Andhra Pradesh. The Godavari is joined by a number of tributaries, such as the Purna, the Wardha, the Pranhita, the Manjra, the Wainganga and the Penganga. The last three tributaries are very large. Because of its length and the area it covers. It is also known as the *Dakshin Ganga*.

Choose Correct Option

Q.1 Which one of the following river is the largest river ?

- | | |
|--------------|--------------|
| (a) Mahanadi | (b) Godavari |
| (c) Tapi | (d) Kaveri |

Q.2 Name the two tributaries of Godavari River?

Q.3 Fill in the blanks

Godavari river drains into the _____.

Q.4 Why Godavari is called Dakshin Ganga?

Answers

1 Mark Questions:

1. Any elevated area like mountain or an upland which separates two drainage basins is called Water Divide.
2. Godavari River
3. Narmada River and Tapti river

4. Narmada River
5. Wular lake, in Jammu&Kashmir
6. Sambhar Lake
7. Salt water Lake which is separated from sea due to the barrier of sandbar.
8. Krishna River, Cauvery River
9. Kosi River
10. Ganga River, Indus River
11. Ganga
12. Narmada
13. They are Perennial
14. It makes Estuary
15. Godavari
16. All of the above
17. Peninsular
18. River system
19. Haridwar
20. Ganga
21. Meghna
22. Sunderban Delta

3/5 Mark Questions:

1. See the Key Points
2. See the Key Points
3. See the Key Points
4. See the Key Points
5. See the Key Points
6. (i) One of the most important inland route for trade since ancient times.
(ii) A great source of irrigation which helps in the development of agriculture.

- (iii) The alluvial soil along its bank is the most fertile soil to grow various commodities.
 - (iv) Due to the surplus production that it gives enables the other economic activities like setting up of manufacturing Industries and other related activities.
 - (v) Now a days it also acts as a major source of energy (i.e. hydro electricity) which is the backbone of other economic activities.
7. • Demand in domestic as well as industrial use affected its quality.
- Dumping of untreated Sewage Water from home and industries.
 - Excessive use of chemical fertilizers also pollutes the river bodies.
 - Industrial pollution combined with acid rain also pollutes river.
 - Excessive deforestation led to reduction in rainfall which ultimately affects the water level and pollutes the river.
8. • The part of river where it joins the sea and where fresh water of river and saline water of sea is mixed is called Estuary.
- It is formed when river drains into ocean or sea where steep slope is present.
 - Due to the steep slope no depositional work by river takes place hence no delta is formed.

Tributaries	Distributaries
(i) The small river which joins a large river is called the tributary of the large river.	(i) In its lower course river water is divided into many channels forming distributaries
(ii) It increases the water level of main river.	(ii) It reduces the water level of main river.
(iii) Yamuna, Kosi, Gandak etc. are the tributaries of Ganga River.	(iii) Bhagirathi- Hooghly is the distributary of Ganga river.

10. See the Key Points



Answer of Case Study Based Questions

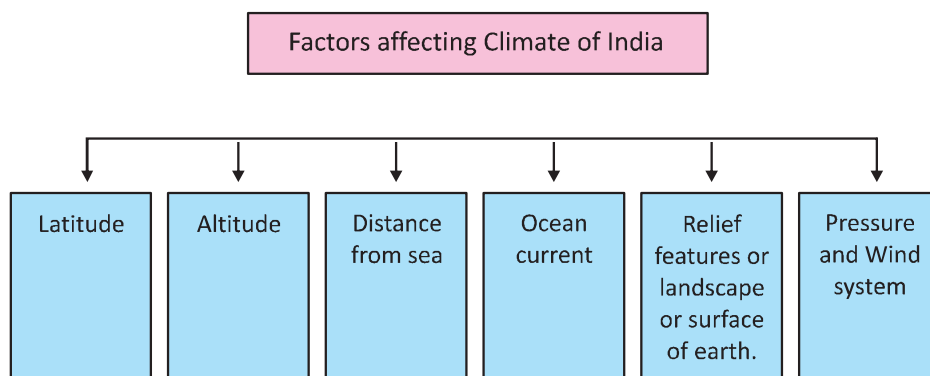
1. (a) Godavari
2. Purna, Wardha
3. Bay of Bengal
4. Because the length and area

UNIT - 4

Climate

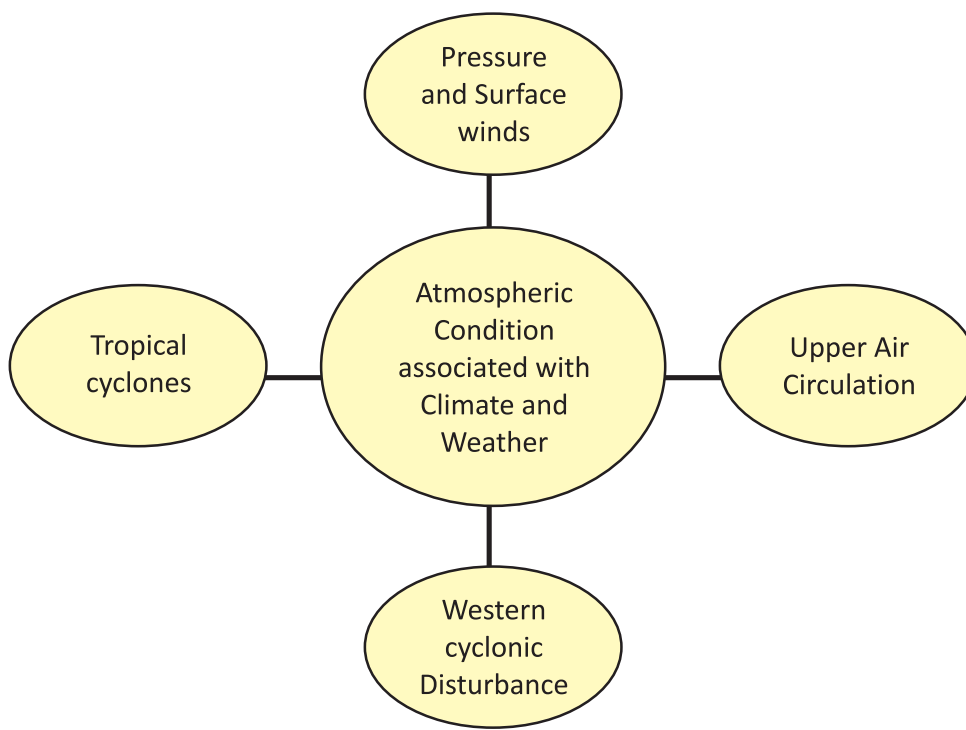
Points to Remember:

- The **atmospheric conditions, landforms and drainage are the three basic elements** of any natural environment.
- **Weather** refers to the state of the atmosphere **over an area at any point of time**.
- 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).
- The **elements of weather and climate** are the same, i.e. **temperature, atmospheric pressure, wind, humidity and precipitation**.
- The weather conditions fluctuate very often even within a day. But there is some common pattern over a few weeks or months, i.e. days are cool or hot, windy or calm, cloudy or bright, and wet or dry.
- On the basis of the generalized monthly atmospheric conditions, the year is divided into seasons such as winter, summer and rainy seasons.



Sl no .	Factors affecting climate of India	How do they affect climate	Reason
1.	Latitude	The more we move away from equator, colder will be the climate.	Due to curvature of earth the amount of solar energy decreases as we move from equator to poles
2.	Altitude	As we move up in height colder will be the climate	As atmosphere become less dense and temperature decreases with increasing height
3.	Distance from sea	The more a place is at distance from sea the more extreme climatic condition it will have.	The moderating influence of sea (sea breeze) decreases with distance.
4.	Ocean current	The climatic condition of a coastal place is affected by the warm and cold current flowing past by	As cold or warm current accordingly modify the nature of onshore winds and affects the climate.
5.	Relief features or landscape or surface of earth.	Landscape like high mountain acts as barrier for cold or hot winds, they also cause precipitation or rain shadow on leeward.	Due to their size and height they can restrict the flow of winds and alter the climate of a place.
6.	Pressure and Wind system	They are dependent on the latitude and altitude of a place hence has effect on climate accordingly.	Air pressure decreases with increasing height. Wind blows from high air pressure areas to low air pressure areas according to the ferrel's law.

- **The Tropic of Cancer passes through the middle of the country** from the Rann of Kuchchh (Gujarat) in the west to Mizoram in the east.
- Thus India's climate has characteristics of both **tropical as well as subtropical climates**.
- The Himalayas prevent the cold winds from Central Asia from entering the subcontinent. Therefore, we experience comparatively milder winters as compared to central Asia.

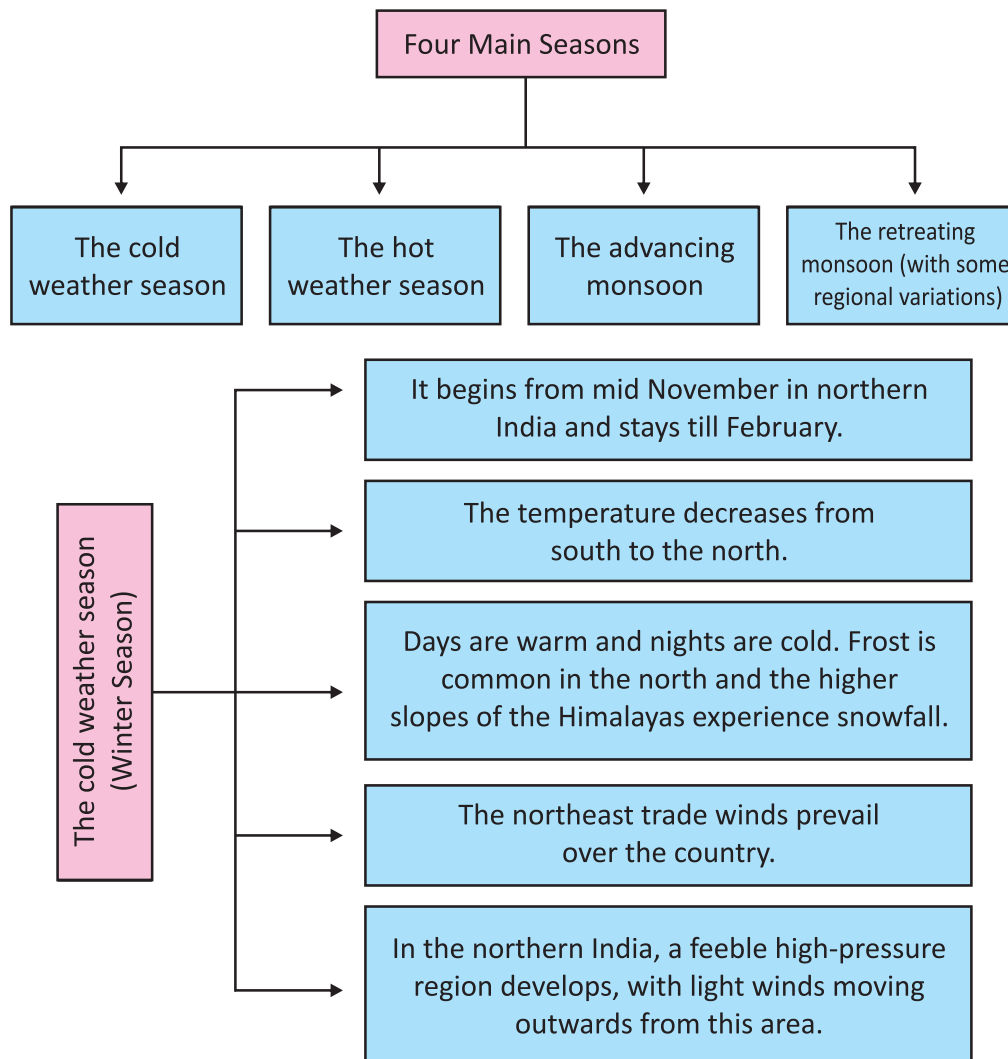


- India lies in the region of north easterly winds. These winds originate from the subtropical high-pressure belt of the northern hemisphere.
- Due to the rotation of earth winds deflects towards the right in the northern hemisphere and towards the left in the southern hemisphere by a force called **Coriolis force. This is also known as Ferrell's law.**
- **El Nino** is a name given to the periodic development of a warm ocean current along the coast of Peru as a temporary replacement of the cold Peruvian current.
 - I. It is a Spanish word meaning "The child" and refers to baby Christ, as this starts flowing during Christmas.
 - II. The presence of El Nino leads to an increase in sea surface temperature and weakening of the trade winds in the region.

- There are following important facts to understand the Mechanism of the monsoons:
 - I. The differential heating and cooling of land and water
 - II. The shift of the position of Inter Tropical Convergence Zone (ITCZ) in summer
 - III. The presence of the high-pressure area, in east of Madagascar due to low temperature.
 - IV. The Tibetan plateau gets intensely heated during summer,
 - V. The movement of the westerly jet stream to the north of the Himalayas
 - VI. The presence of the tropical easterly jet stream over the Indian peninsula in summer.
 - VII. Changes in the pressure conditions over the southern oceans.
- The climate of India is strongly influenced by monsoon winds.
 - I. The word monsoon is derived from the Arabic word 'mausim' which literally means season.
 - II. 'Monsoon' refers to the seasonal reversal in the wind direction during a year.
 - III. The sailors who came to India in historic times were one of the first to have noticed the phenomenon of the monsoon.
 - IV. The Arabs, who had also come to India as traders named this seasonal reversal of the wind system 'monsoon'.
 - V. The monsoons are experienced in the tropical area roughly between 20° N and 20°S.
- Around the time of its arrival, the normal rainfall increases suddenly and continues constantly for several days. This is known as the '**burst**' of the monsoon, and can be distinguished from the pre-monsoon showers.
- The monsoon arrives at the southern tip of the Indian peninsula generally by the first week of June. Subsequently, it splits into two

branches- the Arabian Sea branch and the Bay of Bengal branch.

- I. The Arabian Sea branch reaches Mumbai about ten days later on approximately the 10th of June. This is a fairly rapid advance. By mid-June the Arabian Sea branch of the monsoon arrives over Saurashtra-Kutch and the central part of the country.
 - II. The Bay of Bengal branch also advances rapidly and arrives in Assam in the first week of June. The lofty mountains cause the monsoon winds to deflect towards the west over the Ganga plains. The Arabian Sea and the Bay of Bengal branches of the monsoon merge over the northwestern part of the Ganga plains.
- Delhi generally receives the monsoon showers from the Bay of Bengal branch by the end of June (tentative date is 29th of June). By the first week of July, western Uttar Pradesh, Punjab, Haryana and eastern Rajasthan experience the monsoon. By mid-July, the monsoon reaches Himachal Pradesh and the rest of the country.
 - **Withdrawal or the retreat of the monsoon is a more gradual process.** The withdrawal of the monsoon begins in northwestern states of India by early September. By mid-October, it withdraws completely from the northern half of the peninsula. The withdrawal from the southern half of the peninsula is fairly rapid. By early December, the monsoon is withdrawn from the rest of the country.
 - The islands receive the very first monsoon showers, progressively from south to north, from the last week of April to the first week of May. The withdrawal, takes place progressively from north to south from the first week of December to the first week of January. By this time the rest of the country is already under the influence of the winter monsoon.



- The Hot Weather Season (The Summer Season):
 - I. It begins from **March to May**.
 - II. The summer months experience **rising temperature and falling air pressure** in the northern part of the country.
 - III. A striking feature of the hot weather season is the '**Loo**'. 'Loo' is strong, gusty, hot, dry winds blowing during the day over the north and northwestern India.

- IV. **Dust storms** are common and sometime may bring light rain and cool breeze.
- V. During summer Sometimes **localized thunderstorm** along with violent wind, torrential downpours accompanied by hail occurs which is called '**Kaal Baisakhi**' in west Bengal.
- VI. Pre-monsoon showers are common especially, in Kerala and Karnataka. They help in the early ripening of mangoes, and are often referred to as '**mango showers**'.
- Advancing Monsoon (The Rainy Season):
 - I. The duration of the monsoon is between 100-120 days from early June to mid-September.
 - II. By early June **the low pressure condition over northern plains** intensified.
 - III. **It attracts the trade winds** of southern hemisphere.
 - IV. These **trade winds originate over** warm subtropical area of Southern Ocean and enters India as South- west Monsoon.
 - V. As these winds blow over Warm Ocean, they **bring abundant moisture** to the sub - continent and do precipitation.
 - VI. The maximum rainfall of this season is received in the north-eastern part of the country. Mawsynram in the southern ranges of the Khasi Hills receives the highest average rainfall in the world.
 - VII. When the axis of the monsoon trough lies over the plains, rainfall is good in these parts.
 - VIII. On the other hand, whenever the axis shifts closer to the Himalayas, there are longer dry spells in the plains and widespread rain occurs in the mountainous catchment areas of the Himalayan rivers.
 - IX. These heavy rains bring in their wake, devastating floods causing damage to life and property in the plains.
 - X. The thickly populated deltas of the Godavari, the Krishna and

the Kaveri are frequently struck by cyclones, which cause great damage to life and property.

- XI. Parts of western coast and northeastern India receive over about 400 cm of rainfall annually. However, it is 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. Owing to the nature of monsoons, the annual rainfall is highly variable from year to year.

Retreating Monsoon (The Autumn Season):

- I. During October-November the low pressure over northern plains(due to heat) become gradually weak and replaced by high pressure system (due to cooling effect of rain during monsoon).
- II. The south west monsoon winds weaken and gradually withdraw from northern plain.
- III. This retreat marked by clear skies and rise in temperature with moist land.
- IV. Owing to this condition of high temperature and humidity the weather became oppressive during day. This is commonly known as '**October Heat**'.
- V. Now low pressure condition transferred to Bay of Bengal and hence causes Cyclones to Eastern Coast of India.
 - Monsoon is called the unifying bond of Indian Sub-Continent.
 - In fact India's Fate rests on Monsoon.

QUESTIONS

Very Short Answer Type Questions (1 Mark each)

- Q.1** What is the type of Indian Climate?
- Q.2** What is climate?
- Q.3** Which type of climate is found mainly in the south and the South-East Asia?

- Q.4** In which places, there is a wide difference between day and night temperatures?
- Q.5.** In which places, there is hardly any difference in day and night temperatures?
- Q.6** In Which months, most parts of the India receive rainfall?
- Q.7** Which type of areas experience less contrasts in temperature conditions.
- Q.8** What is the originating point of North Easterly wind?
- Q.9** What is meant by Coriolis force?
- Q.10** What is InterTropical Convergence Zone?
- Q.11** What is meant by 'pressure differences were negative' in terms of monsoon?
- Q.12** What is El-Nino?
- Q.13** Which region of India does not have a well - defined cold season?
- Q.14** What is a striking feature of the hot weather season?
- Q.15** Which area receives the highest average rainfall in the world?
- Q.16** What is the most important factor in thunderstorms development?
- Q.17** Which term is used for the highest wind velocity?
- Q.18** Which tool is used to measure the wind speed?
- Q.19** What is temperature?
- Q.20 The Storm in Summer Season in West Bengal is known as-**
- | | |
|-------------------|-----------------|
| (a) Mango Shower | (b) Cool Breeze |
| (c) Kaal Baishaki | (d) Kaal Jetha |
- Q.21 Which of the following causes rainfall during winters in North Western Parts of India?**
- | | |
|-------------------------|--------------------------|
| (a) Cyclonic Depression | (b) Western Disturbances |
| (c) Retreating Monsoon | (d) None of these |

Short/Long Answer Type Questions(3/5 marks)

- Q.1** What are the reasons behind the variety in lives of people - in terms of the food, clothes and houses?
- Q.2** Describe the major factors that effect the climate?
- Q.3** Discuss the role of earth's curvature in influencing climatic condition of a place.
- Q.4** Which are the factors affecting climate of the India?
- Q.5** "The pressure and wind conditions over India are unique." Elaborate.
- Q.6** How many seasons are experienced in the India?
- Q.7** Analyse the role of Himalayas in influencing the climate of India.
- Q.8** Discuss the conditions of retreating monsoon.
- Q.9** 'In spite of abundant rainfall, India is a waterthirsty land'. Why is it so?
- Q.10** Why does western parts of Rajasthan enjoy desert climate? Give reasons.
- Q.11** Why are the great variations in the climate of the India?
- Q.12** Describe the three main characteristics of the monsoon.

ANSWERS

Very Short Answer Type Questions (1 Marks each)

- 1. Monsoon
- 2. Climate refers to the average, or typical, weather conditions observed over a long period (above 30years) of time for a given area.
- 3. Monsoon
- 4. Thar Desert, (in the day temperature may rise to 50°C, and drop down to near 15°C the same night)
- 5. Andaman and Nicobar islands or in Kerala. (Any other costal area)

6. June to September
7. Coastal areas
8. These winds originate from the subtropical high-pressure belt of the northern hemisphere.
9. Coriolis force refers to the apparent force caused by the earth's rotation.
10. The Inter Tropical Convergence Zone (ITCZ,) is a broad trough of low pressure in equatorial latitudes. This is where the northeast and the southeast trade winds converge.
11. It means below average and late monsoons.
12. El Nino is a feature connected Southern Oscillation, it is the phenomenon in which a warm ocean current that flows past the Peruvian Coast, in place of the cold Peruvian current, every 2 to 5 years.
13. The peninsular region
14. 'Loo'
15. Mawsynram
16. Atmospheric stability
17. Tornado
18. Anemometer
19. Temperature is a measure of the internal thermal energy state of a substance.
20. KaalBaishakhi
21. Mawsynram
22. Retreating Monsoon

Short/Long Answer Type Questions(3/5 marks)

1.
 - a. Variation in temperature
 - b. Variation in atmospheric pressure

- c. Variation in wind
 - d. variation in humidity
 - e. variation in precipitation
2. Please see key points to remember
3. a. The amount of solar energy received varies according to latitude.
- b. air temperature generally decreases from the equator towards the poles.
- c. atmosphere becomes less dense and temperature decreases.
4. Please see key points to remember
5. a. **During winter:** High-pressure area north of the Himalayas, Cold dry winds blow from this region to the low-pressure areas over the oceans to the south, b. **In summer:** A low-pressure area develops over interior Asia as well as over northwestern India. This causes a complete reversal of the direction of winds during summer.
6. Please see key points to remember
7. a. Himalayas effectively intercept the summer monsoons coming from the Bay of Bengal and Arabian sea and cause precipitation in form of rain or snow
- b. Himalayas prevent the cold continental air masses of central asia from entering to india
- c. Himalayas are responsible for splitting the jet stream in to two branches.
8. Please see key points to remember
9. a. Occurrence of rainfall in a few months
- b. Rapid runoff and the quick evaporation of rainwater
- c. Long breaks and delays in the monsoon

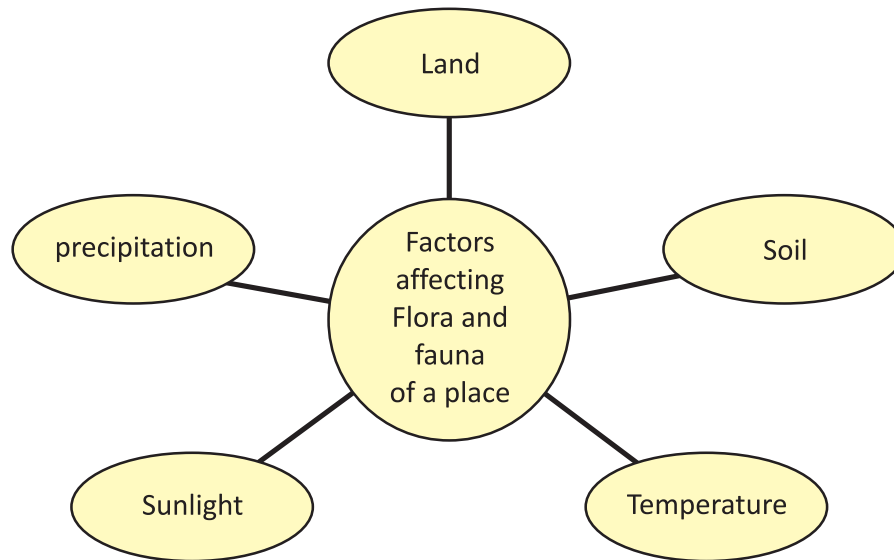
- 10. a. During monsoon pass, Thar desert become warmer and increase their capacity to hold moisture instead of shedding moisture.
- b. Aravalli hills fall parallel to the Arabian sea and they do not act as barrier.
- 11. As the Indian climate is controlled by the following factors which varies too much:
 - a. Location
 - b. Relief
 - c. Surface winds
 - d. Upper current
- 12. a. Seasonal reversal of direction in the winds system.
- b. Seasonal heavy rainfall and drought.
- c. It unites the whole sub - continent in a single climate thread of monsoon.

UNIT - 5

Natural Vegetation and Wild life

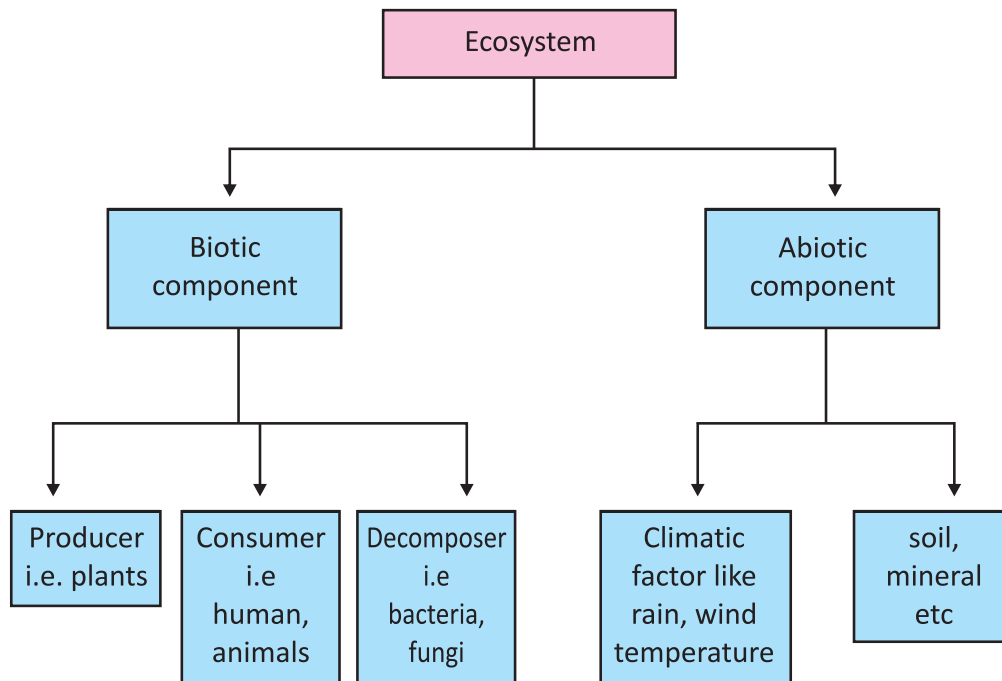
Points to remember:

- **Natural vegetation** refers to a plant community which has grown naturally without human intervention for a long time.
- Natural vegetation is also termed as “**Virgin Vegetation.**”
- On the basis of its residence it is of two types-
 - (a) **Endemic:** which are purely native
 - (b) **Exotic:** which are brought from some other place long ago
- The term **Flora** is used to denote plants of a particular region or period.
- Species of animals are referred as **Fauna.**

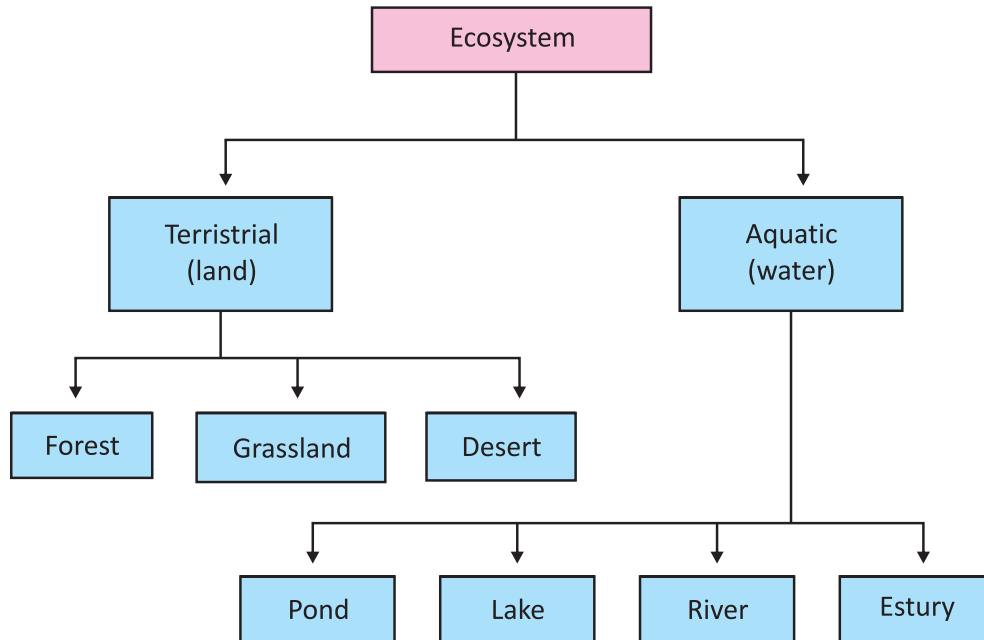


- **Land** - nature of land influences type of vegetation as the undulating and rough terrains developed into a variety of natural wildlife as compared to fertile land which is used for agricultural work.

- **Soil** - different types of soil support different vegetation. Eg.sandy soil supports thorny bushes where as deltaic soil support mangrove vegetation.
- **Temperature**- as we can see that tropical area has variety of vegetation as compared to temperate region. Moreover as we go to the higher altitude, vegetation cover changes from temperate forest to grassland to tundra and finally alpinetype.
- **Precipitation** - heavy rainfall areas have generally dense vegetation cover as compared to scanty rainfall areas.
- **Sunlight**-it is observed that due to longer duration of sunlight trees grows faster in summer as compared to other season of year.
- The system of interaction among biotic component and their interaction with abiotic component of a particular area is called Ecosystem. Eg. Pond ecosystem, river ecosystem, lake, forest, grassland etc.

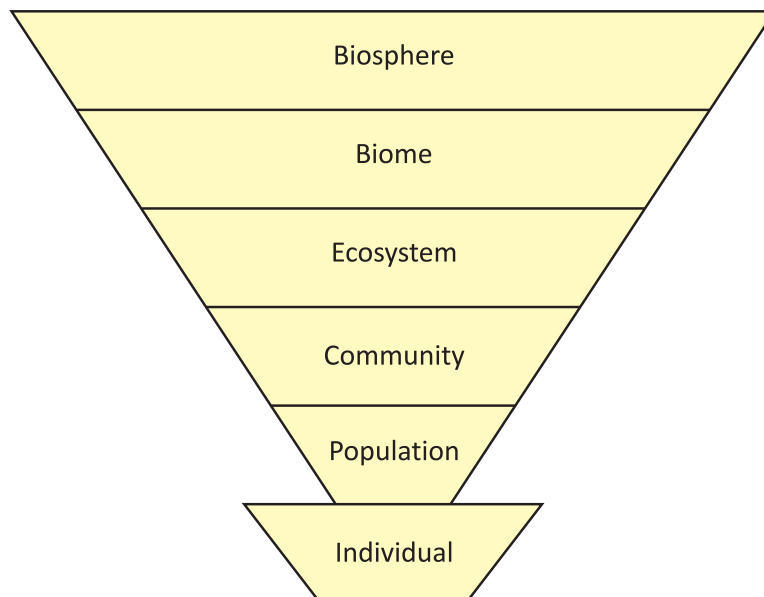


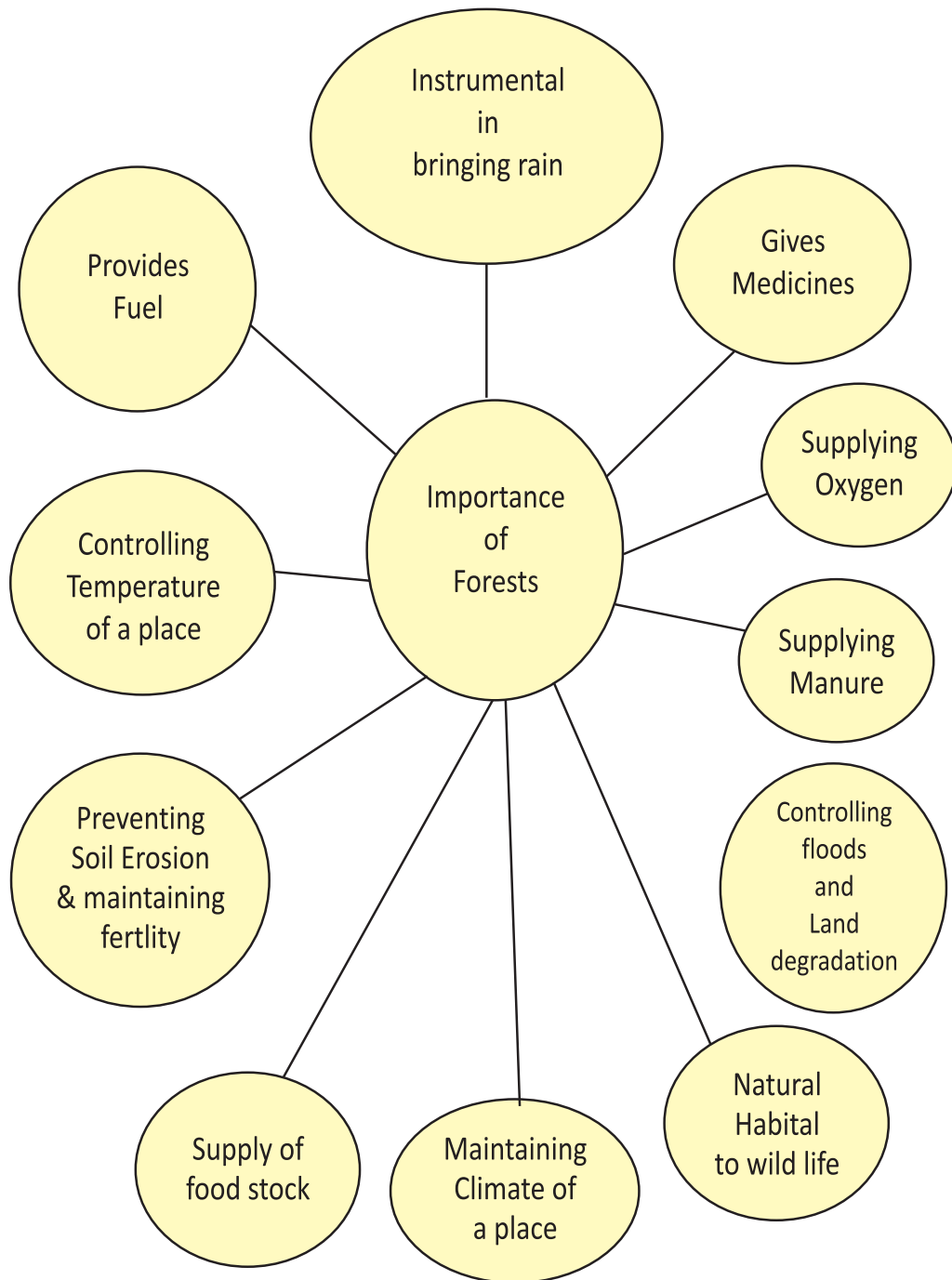
Types of Ecosystem:



A very large ecosystem of an area having distinct types of flora and fauna is called **Biome**.

A relation between different systems:

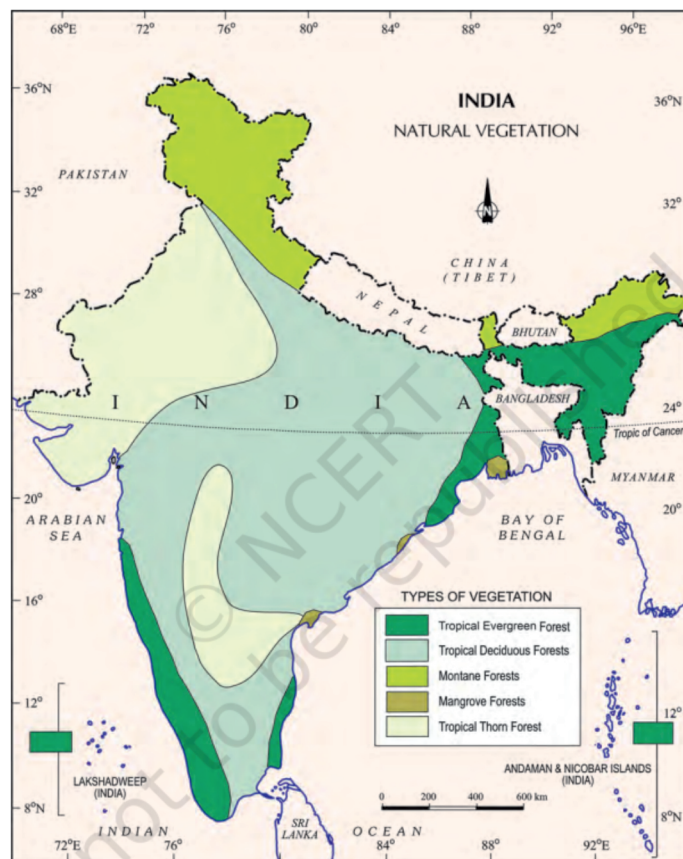




• **Characteristics of different types of Natural vegetation:**

Types of Vegetation		Annual Rain fall	Characteristics	Important Vegetation	Important wild life	Found in States
Tropical Evergreen Forest (Tropical rain forest)		>200 cm	1. Warm and wet climate, 2. Trees shed leaves at different times of year 3. Height of Tree more than 60 m 4. Very dense & forms Canopy, 5. Woods are hard.	Ebony, Mahogany, Rosewood, Rubber, Cinchona	Elephant, Monkey, Lemur, Deer, Variety of birds, sloth, Scorpion, Snakes	Western Ghats, Andaman & Nicobar Island, Lakshadweep, Assam, Tamil Nadu
Tropical Deciduous Forest (Monsoon forest)	Wet deciduous	100 - 200 cm	1. Same variety of Tree. 2. Shed their leaves at the same time of Year. 3. Woods are moderately hard	Teak, Sal, Shisham, Bamboos, Khair, Sandalwood, Arjun, Mulberry	Lion, Tiger, Deer, Pig, Elephant, Variety of birds, lizards, Snakes, Tortoise	Jharkhand, Orissa, Chhattisgarh, North-Eastern states
	Dry Deciduous	70 - 100 cm		Teak, Sal, Peepal, Neem		Bihar, Uttar Pradesh
Thorn forest & Bushes		<70 cm	1, Mostly thorny bushes and Trees 2. Trees are deep rooted, 3. leaves modified into spine & stem have waxy coating to reduce loss of water	Acacia, Palm, Cacti, Euphorbia	Rats, Mice, Rabbits, Fox, Wolf, Wild Ass, Camel	Gujarat, Rajasthan, Arid area of Madhya Pradesh, Haryana Chhattisgarh

Himalayan Montane Forest	At Height 1000-2000 m Wet-Temperature	-----	1. Broad tree leaves 2. soft wood	Oak, Chestnuts	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit,	Jammu & Kashmir, Himachal Pradesh, Uttarakhand
	1500m-3000m (Temperature)	-----	1. cone shaped trees, 2. needle like leaves to protect from snow deposition, 3. at higher level grassland found	Pine, Deodar, Silver fir, Spruce, Cedar		
	>3600m (Alpine vegetation)	----- -	1. grassland used by pastoral nomads of that area	Juniper, Pine, Birches	Red Panda, Snow Leopard	
	Tundra Vegetation	----- --	1. No trees or grassland are found	Mosses, Lichens	-----	
Mangrove Forest (Tidal forest)		----- --	1. sundari trees has root submerged in saline water, provide hard timber	Sundari, Palm, Coconut, Agar,	Bengal Tiger, Turtles, Crocodiles, Gharials, Snakes	Delta of Mahanadi, Kavari, Godavari, & West Bengal,



- **Wildlife Protection Act** was implemented in **1972** in India.
- India is **the only country** in the world that has **both Lion and Tiger**.
- **Gir forest** of Gujarat is the last remaining habitat of Asiatic lion.
- The country has around 90,000 animal species, 2000 species of bird, 2,546 species of fishes and 5-8% of world's amphibians, reptiles and mammals.
- To protect the flora and fauna the government has taken followings steps-
 - I. Eighteen biosphere reserves have been set up in the country to protect flora and fauna.
 - II. Financial and technical assistance is provided to 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. 103 National Parks, 535 Wildlife sanctuaries and Zoological gardens are set up to take care of Natural habitat of the fauna.

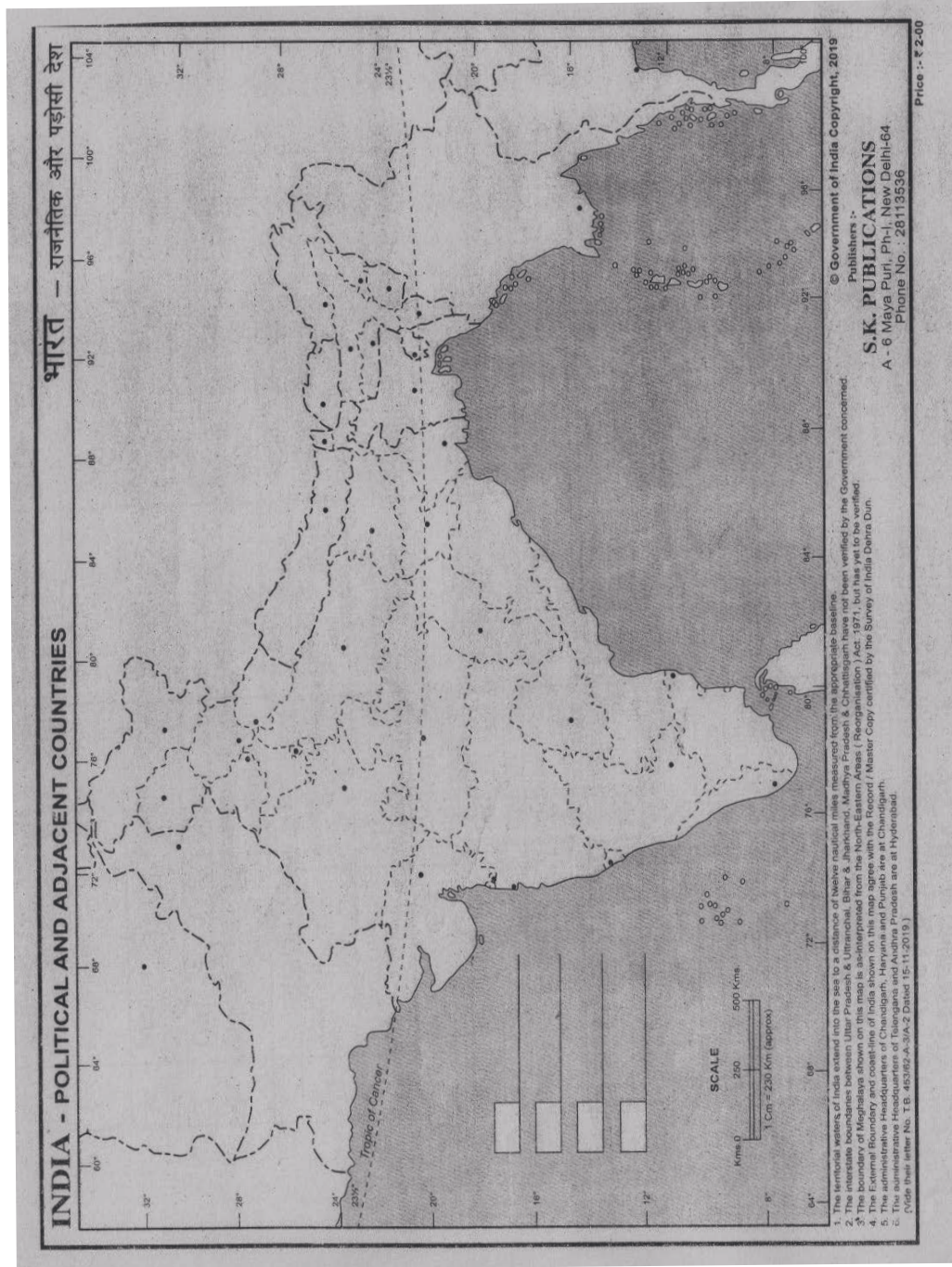
Fourteen bio sphere reserves are:

Biosphere Reserve	Location State	Biosphere Reserve	Location State
(i) Sundarban	West Bengal	(viii) Simlipal	Orissa
(ii) Gulf of Mannar	Tamil Nadu	(ix) Dihang Dibang	Arunachal Pradesh
(iii) The Nilgiris	Tamil Nadu, Kerala, Karnataka	(x) Dibru Saikhowa	Assam
(iv) Nanda Devi	Uttarakhand	(xi) Agasthyamalai	Kerala, Tamil Nadu
(v) Nokrek	Meghalaya	(xii) Kanchenjunga	Sikkim
(vi) Manas	Assam	(xiii) Panchmari	Madhya Pradesh
(vii) Great Nicobar	Andaman and Nicobar Island	(xiv) Achanakmar Amarkantak	Madhya Pradesh, Chhattisgarh

relation between National park, Sanctuary and Biosphere Reserve-

National Park	Sanctuary	Biosphere Reserve
Habitat for particular plant or wild animal. Eg Jim Corbett National Park for tiger reserve.	A natural area reserved for species-oriented plant or animals. Eg Manas Bird Sanctuary	A natural area meant to reserve all form of life i.e over ecosystem oriented. Eg. Simlipal Bio Reserve
General size range is 0.04 to 3162 sq. km	General size range is 0.61 to 7818 sq. Km	The general size range is over 5670 sq. Km
Tourism Permissible	Tourism permissible	Tourism generally not permissible





India's National Park And Preserved Wildlife

Sl no.	National Parks	State	Establishment Year	Preserved Wildlife
1	Kaziranga	Assam	1974	One Horned Rhino, Elephant, Tiger
2.	Manas	Assam	1990	Roofed Turtle, Golden Langur
3.	Gir	Gujrat	1975	Asiatic Lion
4.	Hemis	Jammu & Kashmir	1981	Snow Leopard
5.	Bandipur	Karnataka	1974	Asian Elephant, Tiger
6.	Periyar	Kerala	1982	Nilgiri Languor, Flying Squirrel
7.	Eravikulam	Kerala	1978	Nilgiri Thar, Atlas Moth, Elephant
8.	Bandhavgarh	Madhya Pradesh	1982	Tiger, Leopard, Boars
9.	Kanha	Madhya Pradesh	1955	Tiger, Leopard, Elephant
10.	Madhav	Madhya Pradesh	1959	Indian Gazelle, Nilgai, Sambar
11.	Panna	Madhya Pradesh	1973	Tiger, Wolf, Chital, Wolf
12.	Keoladeo	Rajasthan	1981	Siberian Crane, Migratory Bird Species
13.	Ranthambore	Rajasthan	1980	Tiger, Leopard, Boars
14.	Sariska	Rajasthan	1982	Four Horned Deer, Caracal, Leopard
15.	Madumalai	Tamil Nadu	1940	Tiger, Leopard, Elephant, Vulture
16.	Corbett	Uttarakhand	1936	Tiger, Leopard, Elephant
17.	Nanda Devi	Uttarakhand	1988	Tiger, Leopard
18.	Valley Of Flowers	Uttarakhand	1980	Snow Leopard, Musk Deer, Red Fox
19.	Dudhwa	Uttar Pradesh	1977	Tiger, Rhino
20.	Sunderban	West Bengal	1984	Royal Bengal Tiger

1 Mark Questions:

- Q.1** Name any two trees found in tropical rain forest?
- Q.2** Which vegetation is important for commercial point of view?
- Q.3** In which state of India Asiatic Lion is found?
- Q.4** In which state Simlipal biosphere reserve is situated?
- Q.5** When was the Wild Life Protection Act passed in India?
- Q.6** Which type of forest is affected by the tides?
- Q.7** Name any two types of medicinal plant.
- Q.8** What is natural vegetation?
- Q.9** Why natural vegetation is called “virgin vegetation”?
- Q.10** In the question given below, there are two statements marked as **Assertion (A)** and **Reason (R)**. Read the statements and choose the correct option:
- Assertion (A):** Tropical Evergreen Forests appear green all the year round.
- Reason (R):** There is no definite time for trees to shed their leaves.
- Options:**
- (a) Both A and R are true and R is the correct explanation of A.
 - (b) Both A and R are true but R is not the correct explanation of A.
 - (c) A is true but R is false.
 - (d) A is false but R is true.
- Q.11** Give any two products of rain forest.
- Q.12** A person has reached in a forest where there was dark even at noon. Where could he be?
- Q.13** A new boy admitted to your class told you that he belongs to the state which is home of one horn rhino. For which state he was referring to?
- Q.14** The Term **Flora** refers to-

- (a) The species of animals
- (b) Plants of a particular region or Period
- (c) Human being of an area
- (d) None of these

Q.15 The Fauna refers to

- (a) All the species of their world
- (b) Human beings of a country
- (c) Plants of a Particular region or Period
- (d) The species of Animal

Q.16 Which of the following is correct?

- (a) The nature of land influence the type of Vegetation.
- (b) Different types of fsoils provide basisfordifferentVegetation.
- (c) Temperature, Humidity , Perecipation etc. affects the character and extent of Vegetation.
- (d) All of the above

Q.17 In Which of the following state is the Kaziranga National Park Located?

- (a) Assam
- (b) Bihar
- (c) Madhya Pradesh
- (d) Karnataka

Q.18 Avery large ecosystem on land having distinct type of vegetation and animal life is called a

Q.19 Western Ghats are having forests.

Q.20 Tropical evergreen forests grow in areas having more than cm of rainfall.

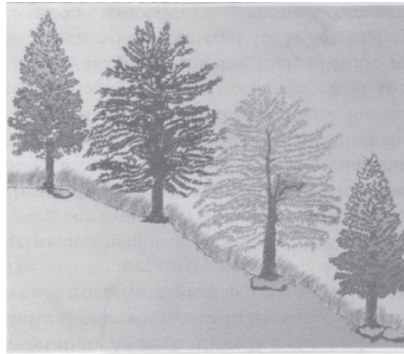
Q.21 Ebony, mahogany, rosewood, rubber etc. are common tree of

Q.22are the most wide spread forests of India.

Q.23 Trees of Forests shed their leaves for about six to eight weeks in dry Summer.

Q.24 are found in the areas of coasts influenced by tides.

Q.25 Identify the picture and write the name of type of forest.



3/5 Mark Questions:

- Q.1** Explain the factors affecting natural vegetation of a place?
- Q.2** Differentiate between tropical rain forest and tropical deciduous forest?
- Q.3** Write a short note on the diversity of flora and fauna in India.
- Q.4** What is the need of conserving bio-diversity?
- Q.5.** List five different types of forest products.
- Q.6** What are the steps taken by the government to protect wild life?
- Q.7** Describe the variety of vegetation found in different altitudes of Himalaya?
- Q.8** What are the causes of depletion of flora and fauna in India?
- Q.9** What will happen if all the tigers are dead?
- Q.10** Distinguish between thorn forests and mangrove forests on the basis of rainfall, vegetation and location.
- Q.11** Why tropical rain forest is called evergreen forest?

Source Based Question (4 Marks)

In regions with less than 70 cm of rainfall, the natural vegetation consists of thorny trees and bushes. This type of vegetation is

found in the north-western part of the country. Trees are scattered and have long roots penetrating deep into the soil in order to get moisture. The stems are succulent to conserve water. Leaves are mostly thick and small to minimise evaporation. The common animals are rats, mice, rabbits, fox, wolf, tiger, lion, wild as, horses and camels.

- Q.1** Thorny tree and bushes and found in areas receiving less than cm of rainfall.
- Q.2 Why the thorny trees are scattered &. have long roots:**
- (a) to conserve water
 - (b) to minimise evaporation
 - (c) to penetrate deep &. get moisture.
 - (d) None of the above.
- Q.3** Why the leaves of thorny trees are mostly thick ?
- Q.4** Name two animals found in thorny vegetation forests.

Answers

1 Mark questions

1. Ebony, Mahogany, Rosewood, Rubber, Cinchona(any two)
2. Tropical deciduousforest.
3. Gujarat
4. Orissa
5. 1972
6. Mangrove forest
7. Neem,Tulsi
8. Natural vegetation refers to a plant community which has grown naturally withouthuman intervention for a longtime.
9. As natural vegetation has grown without human aid and has been left undisturbed for longtime, theyare also referred as virgin vegetation.

10. (a) Both A and R are true and R is the correct explanation of A.
11. Timber, rubber, medicine (cinchona)
12. Tropical evergreen forest.
13. Assam
14. Plants of particular region or period.
15. These species of animals.
16. All of the above
17. Assam
18. Biome
19. Tropical Evergreen Forests
20. 200cm
21. Tropical Evergreen Forests
22. Tropical Deciduous Forests
23. Tropical Deciduous Forests
24. Mangrove Forests
25. Montane Forests

3/5 Mark questions:

1. Please See key Points
2. Please See key Points
3. India has variety of flora and fauna Such as:
 - 103 National Parks, 535 Wildlife sanctuaries and Zoological Gardens are set up to take care of Natural habitat of the fauna. There are 18 biosphere reserves too.
 - Five different types of vegetation cover are found here which ranges from rainforest to thorny bushes as well as snow clad alpine vegetation.
 - 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% of the world's total. There are 2,546 species of fish, which account for nearly 12% of the world's stock. It also shares between 5 to 8 per cent of the world amphibians, reptiles and mammals.

10. (a) Both A and R are true and R is the correct explanation of A.
11. Timber, rubber, medicine (cinchona)
12. Tropical evergreen forest.
13. Assam
14. Plants of particular region or period.
15. The species of animals.
16. All of the above
17. Assam
18. Biome
19. Tropical Evergreen Forests
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21. Tropical Evergreen Forests
22. Tropical Deciduous Forests
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- Five different types of vegetation cover are found here which ranges from rainforest to thorny bushes as well as snow clad alpine vegetation.
 - India is rich in its fauna. It has approximately 90,000 of animal species. The country has about 2,000 species of birds. They The elephants are found in the hot wet forests of Assam, Karnataka and Kerala.
 - One-horned rhinoceroses 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.
 - 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.
4. Every species has a role to play in the ecosystem.
- (i) we have selected our crop from a biodiverse environment.
 - (ii) we have got too many medicinal plant from this,
 - (iii) the animals we have as our livestock is also selected from the large variety of fauna,
 - (iv) Even insect help in pollination which we know is essential,

- (v) how can we forget in the role of microorganism which sustains the flow of energy for our survival.
- 5. (i) Timber from mahogany, sal, teaktrees
- (ii) Medicines from Sinchona, Arjun, Neem, Babooltree
- (iii) Rubberfromthe latex of rubbertree
- (iv) Wood Pulp are obtained from the softwood trees like spruce, pine, firfor making paper
- (v) Firewood
- (vi) Honey etc.

6. Please See key Points

7.

Types of Vegetation	Annual Rainfall	Characteristics	Important Vegetation	Importa nt wild life
Himalay an Montane Forest	At Height 1000-2000 m Wet-Temperate	1.Broad tree leaves 2. soft wood	Oak, Chestnuts	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit,
	1500m-3000m (Temperate)	1.cone shaped trees, 2.needle like leaves to protect from snow deposition, 3. at higher level grassland found	Pine, Deodar, Silver fir, Spruce, Cedar	
	>3600m (Alpine vegetation)	1.grassland used by pastoral nomads of that area	Juniper, Pine, Birches	Red Panda, Snow Leopard
	Tundra Vegetation	1.No trees or grassland are found	Mosses , Lichens	-----

8. Causes of depletion of flora and fauna are-
- (i) Hunting of animals by poachers for skin, tusks etc.
 - (ii) Commercial exploitation of forest products for wood, medicines, paper etc
 - (iii) Mining activity

- (iv) Pollution due to chemical industrial waste
 - (v) Reckless cutting of forest to bring land under cultivation and inhabitation
9. (i) If all the tigers are dead at a place it will mean that a part of carnivores are absent.
- (ii) it will result in the rise of number of deers, nilgai ,and other herbivore animals.
- (iii) with the rise in number they will be forced to move toward human settlement for food and graze the crop.
- (iv) this will lead to the scarcity of food for human and may be catastrophic for its existence.

10.

Thorn Forests	Mangrove Forests
1. Rainfall:- Rainfall in these types of forests are somewhere 70cm or less.	1. Rainfall:- These types of forests develop in the deltaic region, and does not concern with the rainfall.
2. Vegetation:- Babool, kiker, palm, cacti and acasia are the main plants.	
3. Location:- Found in semi-arid regions of Gujrat, Rajasthan, Haryana and Uttar Pradesh.	2. Vegetation:- Sundari is the major tree type in these types of forests. The others are Agar and Korea.
	3. Location:- They are found in the deltas of Ganga, Mahanadi, Kaveri, Krishna and Godavari.

11. (i) These forest have plenty of varieties of vegetation.
- (ii) These plants shed their leaves at different times of year.
- (iii) Thus when one species of plant shed their leaves others still have their leaves intact.
- (iv) In this way these forest always lookfull of greenery, and are so called evergreen forest.

Answer of Source Based Question (4 Marks):

1. 70 cm
2. (c) to penetrate deep & get moisture.
3. To minimise evaporation
4. Rabbits, fox, wolf, tiger, lion, wild ass, horses, camels, (Any 2)

UNIT - 6

Population

Points to Remember:

- The people are important to develop the economy and society.
- In India the first census was held in the year 1872. But the first complete census however was taken in the year 1881. Since then censuses have been held regularly every tenth year (except 2021 due to covid-19).
- India's population as on March, 2011 stood at 121 crore (presently more than 130 crore).
- India's population accounts for 17.5 per cent of the world population.
- Most populous state in India- Uttar Pradesh
- Least populous state in India- Sikkim.
- Population density of India-382 persons per square km.
- State with highest population density- Bihar (1102 persons per square km.)
- State with lowest population density-Arunachal Pradesh (17 only)





Maps are not on scale. It is for indicative purpose only.

- Only Bangladesh and Japan have higher average population densities than India.
- Processes of population change:

There are three main processes of change of population:

1. **Birth rates:** number of live births per thousand persons in a year.
 2. **Death rates:** number of deaths per thousand persons in a year.
 3. **Migration:** movement of people across regions and territories. It is of two types:
 - i. Migration can be **internal** (within the country).
 - ii. Migration can be **international** (between the countries).
- Internal migration does not change the size of the population, but influences the distribution of population within the nation.
 - Migration plays a very significant role in changing the composition and distribution of population.
 - The main cause of the rate of growth of the Indian population has been the rapid **decline in death rates**.

- Since 1981, birth rates have also started declining gradually, resulting in a gradual decline in the rate of population growth.
- Mostly migrations have been from rural to urban areas because of the “**push**” factor e.g. adverse conditions of poverty and unemployment in rural areas and the “**pull**” factor e.g. increased employment opportunities and better living conditions in the urban areas.
- In India, the rural-urban migration has resulted in a steady increase in the percentage of population in cities and towns. These are:

Years	Percentage	Million plus cities
2001	27.78	35
2011	31.80	53

- The urban population has increased from 17.29 per cent of the total population in 1951 to 31.80 per cent in 2011.

- **Age composition:**

Age composition is one of the most basic characteristics of a population. The population of a nation is generally grouped into three broad categories:

- Children (below 15 years):** They are economically unproductive and need to be provided with food, clothing, education and medical care.
- Working Age (15-59):** They are economically productive and biologically reproductive. They comprise the working population.
- Aged (59 years):** They can be economically productive though they may have retired and they may be working voluntarily.

- **Sex Ratio:**

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

- The sex ratio in India is 940.
- The state having highest sex ratio- Kerala (1084)
- The state having lowest sex ratio- Haryana (977)

- **Literacy rates:**

A person aged 7 years and above who can read and write with understanding in any language, is treated as literate.

- **Occupational Structure:**

The distribution of the population according to different types of occupation is referred to as the occupational structure. Occupations are generally classified as primary, secondary, and tertiary. These are:

- 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.
- Government of India initiated the comprehensive Family Planning Programme in 1952 to improve individual health and welfare.
 - The NPP 2000 provides a policy framework for imparting free and compulsory school education up to 14 years of age, reducing infant mortality rate to below 30 per 1000 live births, achieving universal immunisation of children against all vaccine preventable diseases, promoting delayed marriage for girls, and making family welfare a people-centered programme.
 - The population growth rate of Chandigarh, Uttarakhand and Assam is around or equal to India's population growth rate (17%).
 - Census 2011 is the 15th national census of the country since 1872.
 - The population of India at 1210.2 million (121 crore) is almost equal to the combined population of USA, Indonesia, Brazil, Pakistan, Bangladesh and Japan.

Very Short Answer Type Questions (1 Mark each)

Fill in the Blanks

- Q.1** Census in India is held regularly every ?
- Q.2** is the largest state in India in terms of Population?
- Q.3** is the smallest state in India in terms of Population?
- Q.4** is calculated as the number of Person per unit per area.
- Q.5** is the number of live births per thousand person in year.
- Q.6** is the number of deaths per thousand persons in a year.
- Q.7** is defined as the number of females per 1000 males in the population.
- Q.8** The literacy rate in India as per census 2011 is
- Q.9** Who are the producers and consumers of earth's resources?
- Q.10** Mention the factor that plays significant role in changing the composition and distribution of population.
- Q.11** Which state has negative growth of population, according to Census 2011?
- Q.12** According to Census 2011, which state has highest population growth rate?
- Q.13** According to Census 2011, which Union territory has highest growth rate during 2001-2011?
- Q.14** Which state has lowest growth rate of population according to Census 2011?
- Q.15** What is the population density of India?
- Q.16** When was the first official census in India held?
- Q.17** What was the slogan of census 2011?

Short/Long Answer Type Questions (3/5 Marks)

- Q.1** Discuss the important components of population.

- Q.2** What are the reasons for gradual decline in the rate of population growth?
- Q.3** Discuss the basic features of population.
- Q.4** What are notable determinants of the population's social and economic structure?
- Q.5** Discuss the activities under the sector of the economy.
- Q.6** Explain the process of the census.
- Q.7** Discuss the main reasons responsible for migration.
- Q.8** Suggest the steps or measures to control the population growth of India.

Source Based Questions:

Read the following source and answer the following questions:

Occupations are generally classified primary, secondary, and tertiary. 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. The proportion of people working in different activities varies in developed and developing countries. Developed nations have a high proportion of people in secondary, and tertiary activities. Developing countries tend to have higher proportion of their workforce engaged in primary activities. In India, about 64 per cent of the population is engaged only in agriculture. The proportion of population dependent on secondary and tertiary sectors is about 13 and 20 per cent respectively. There has been an occupational shift in favour of secondary and tertiary sectors because of growing industrialisation and urbanisation in recent times.

- i. The higher proportion of the India population is engaged in activities.
- ii. Communication is a activity.
- iii. What is the reason for an occupational shift in favour of secondary and tertiary sectors?

- iv. In which activities are the major proportion of population in developed countries engaged?

ANSWERS

Very Short Answer Type Questions (1 Mark Each)

1. 10th Year
2. UttarPardesh
3. Sikkim
4. Population Density
5. Birth Rates
6. Death Rates
7. Sex Ratio
8. 74.04%
9. Human being
10. Migration
11. Nagaland-0.58%
12. Meghalaya 27.95%
13. Dadra and NagarHaveli 55.88%
14. Kerala 4.91%
15. 382 persquare kilometer
16. 1881
17. 'Ourcensus,ourfuture'

Short/Long Answer Type Qeustions (3/5 Marks)

1.
 - a. Sex ratio
 - b. Literacy rate
 - c. Health
 - d. Skills

2.
 - a. literacy rate
 - b. health facilities
 - c. family planning programme
3.
 - a. Population size and density
 - b. Population dispersion
 - c. Age structure
 - d. Birth rate
 - e. Death rate
4. See the key points.
5. See the key points.
6. Census is the most credible source of information on demographic, social and economic statistical data regarding the population. The process of the census are following:
 - a. Collecting
 - b. Compiling
 - c. Analysing
 - d. Evaluating
 - e. Publishing
 - f. Disseminating
7.
 - a. Employment
 - b. Business
 - c. Education
 - d. Marriage
 - e. Natural disaster
8.
 - (i) Raising the status of women
 - (ii) Spread of education
 - (iii) More employment opportunities for women

- (iv) Urbanisation
- (v) Family planning measures.

Answer of Source Based Question:

- (i) Primary Activity
- (ii) Tertiary Activity
- (iii) Industrialisation and Urbanisation
- (iv) Secondary and Tertiary Activities

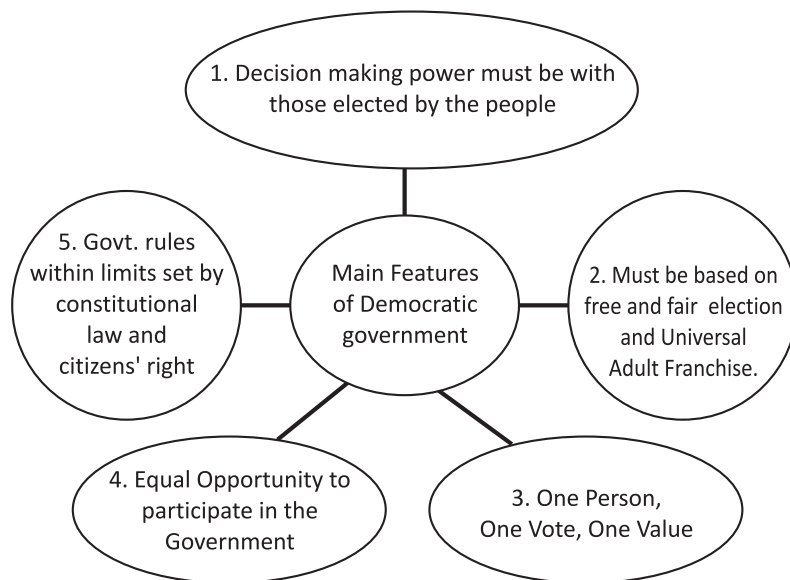
UNIT - 1

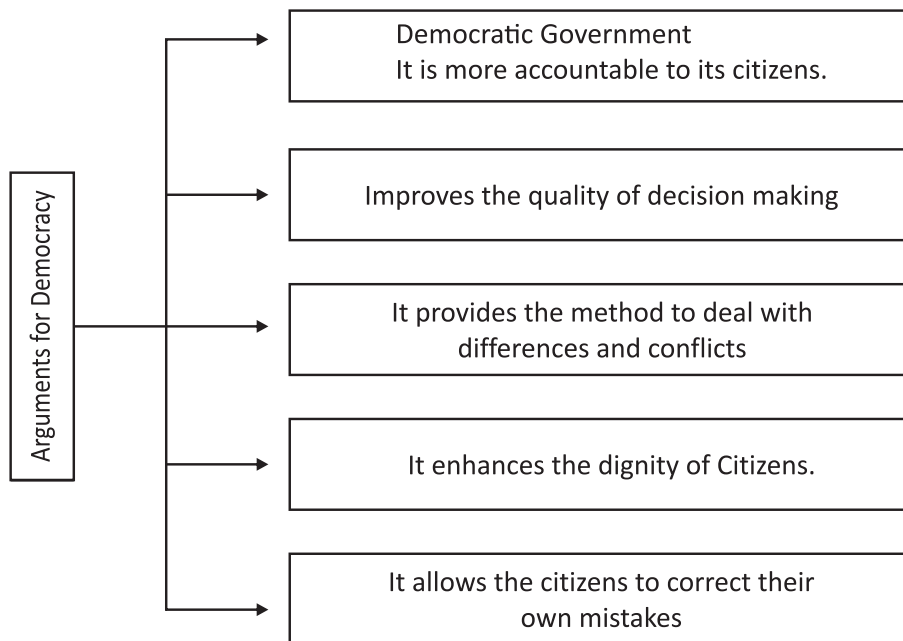
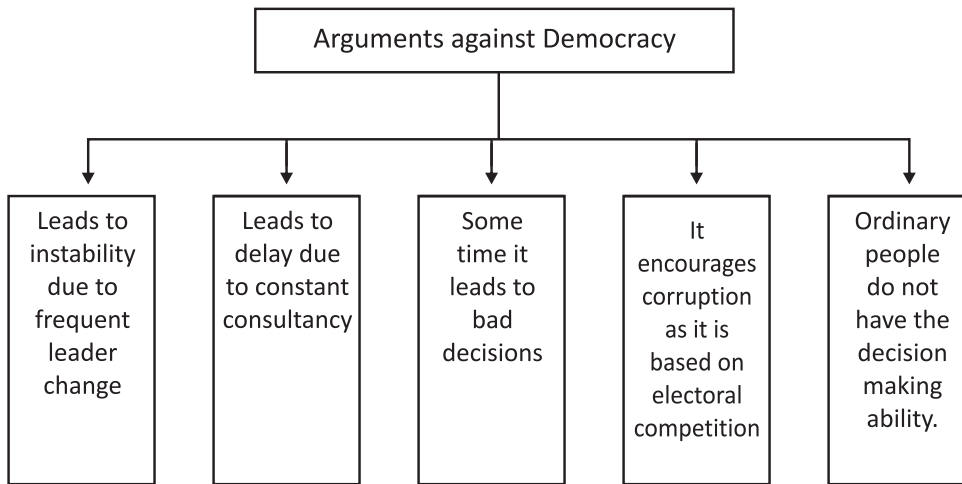
What is Democracy?

Why Democracy?

Points to Remember:

- Democracy is taken from a Greek word- 'Demokratia'
- In Greek- Demos means 'people' and Kratia means 'rule', i.e. democracy means rule of people.
- In fact Democracy is a form of government in which people elect their own rulers.
- **Universal Adult franchises:** Any person who is above 18 years of age has the right to vote irrespective of caste, colour, states religion and sex.
- "Democracy is a form of government of the people, by the people and for the people. - **Abraham Lincoln**.
- **Non-Democratic Government:** A form of government in which people do not elect their rulers and have no right in decision making.





Chinese parliament is ***called-National People's*** Congress which chooses its president.

- Every candidate has to take approval from Chinese Communist Party to contest election. Government is always formed by communist party only.
- Though Democratic form of government may not be a perfect form of government but it still is better than any other form of government.

Democracy is not just a form of government or just some form of institution but in broader sense it is a principle which should be inculcated in every sphere of life.

- A Democratic Decision involves consultation with and consent of all those who are affected by that decision.
- Those who are not powerful have same say in taking the decision as those who are powerful.
- This can apply to a government or a family or any other organisation.

1 Mark Questions

Q.1 Who led the Military coup in Pakistan in October 1999?

- (a) Yahya Khan
- (b) General Parvej Musharaff
- (c) Ikhtiyar Khan
- (d) Navaz Sharif

Q.2 Name the leader who brought dictatorship in Germany?

- (a) Lenin
- (b) Karl Marx
- (c) General Parvej Musharaff
- (d) Hitler

Q.3 Who said- “democracy is of the people, for the people and by the people.”?

- (a) Abraham Lincoln
- (b) JF Kennedy
- (c) George Bush
- (d) Saddam Hussain

Q.4 Which of these is not a democratic country?

- (a) England
- (b) India
- (c) China
- (d) America

Q.5 In which of these country only the ruling party is allowed to contest in election-

- (a) France
- (b) America
- (c) Mexico
- (d) Germany

Q.6 Who should have the ultimate decision making power in democracy?

Q.7 From where the term 'democracy' came from?

Q.8 Which section of society didn't have the right to vote in Saudi Arabia?

Q.9 Write any one argument for democracy.

Q.10 Fill in the black-

Democratic form of government is considered
than any other form of government.

Q.11 An assertion (A) and its reason (R) is given below. Read the following sentences and choose the right answer from the options.

Assertion (A): It is undemocratic to not providing right to vote in a country.

Reason (R): Democracy enhances the dignity of citizens.

- (a) Both (A) and (R) are correct and (R) is the correct explanation of (A)
- (b) Both (A) and (R) are correct but (R) is not the correct explanation of (A)
- (c) (A) is correct but (R) is wrong.
- (d) (R) is correct but (A) is wrong.

3/5 Marks Questions

- Q.1** Was Nepal a democratic country prior to 2006? Give reason in support of your answer.
- Q.2** How can you say that Myanmar is a democratic country now? Justify your answer.
- Q.3** List the characteristics of democracy.
- Q.4** Define the term 'democracy' on the basis of its Greek origin.
- Q.5** What are the characteristics of a democratic government?
- Q.6** List few characteristics of an un-democratic form of government?
- Q.7** Give five arguments in support of democracy.
- Q.8** List any five arguments against democracy.
- Q.9** Will change of leader strengthen democracy? Give argument in support of your answer.
- Q.10** Explain the broader meaning of democracy?

Source Based Question- 4 Marks

Read the following paragraph and answer the given question:

The features of democracy that we discussed in this chapter provide only the minimum conditions of a democracy. That does not make it an ideal democracy. Every democracy has to try to realize the ideals of a 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. This is the strength and the weakness of democracy: The fate of the country depends not just on what the rulers do, but mainly on what we, as citizens, do.

This is what distinguished democracy from other forms of governments like monarchy, dictatorship or one-party rule do not require all citizen to take part in politics. In fact most non-democratic governments would like citizens not to take part in politics. But democracy depends on active political participation by all the citizens.

- i. What makes the democracy ideal?

- ii. Rewrite the sentence after correction-
Other forms of government like monarchy, dictatorship or one-party rule required all citizens to take part in politics.
- iii. On whom does the fate of democratic governments mainly depend?
- iv. What is the role of citizens in a democracy?

Answers

1 Mark questions

- 1. (b) Genral Parvej Musharaff
- 2. (d) Hitler
- 3. (a) Abraham Lincoln
- 4. (c) Myanmar
- 5. (c) Mexico
- 6. Representatives chosen by the citizen.
- 7. Greek
- 8. Female
- 9. Collective decision making/agree to disagree etc.
- 10. Better
- 11. (a)

3/5 Marks Questions

- 1. No, prior to 2006 Nepal was not a democratic country. It is because-
 - (a) It doesn't have elected representatives
 - (b) Actual power was in the hand of king.
- 2. Yes, Myanmar is now a democratic country because-
 - (a) There is democratic rule.
 - (b) Now there is participation of people of that country in decision making.

- (c) Now there is no restriction on people's liberty, and military domination is not there.
3. Basic features of democracy are-
- (a) Political freedom
 - (b) Equality of citizenship
 - (c) Separation of powers
 - (d) Pluralism
 - (e) Consciousness
4. (a) Democracy is taken from a Latin word- 'Demokratia'.
- (b) In Latin Demos means 'people' and Kratia means 'rule', i.e. democracy means rule of people.
 - (c) Thus Democracy is a form of government in which people elect their own ruler.
5. The characteristics of a democratic government are-
- (a) Decision making power must be with those elected by the people
 - (b) It must be based on free and fair elections at fixed interval
 - (c) It must be based on universal adult franchise
 - (d) Govt, should rule within limits set by constitutional law and citizens' right.
 - (e) Freedom of press and citizen rights
6. The characteristics of a non democratic government are-
- (a) Only a few have the power of decision making
 - (b) Elections are absent or are not fair
 - (c) No place for opposition
 - (d) Curb on people's right
 - (e) Censorship

7. Arguments in support of Democracy are-
- (a) It is more accountable to its citizen
 - (b) Improves the quality of decision making
 - (c) It provides the method to deal with difference and conflict
 - (d) It allows the citizen to correct their own mistakes
 - (e) It enhances the dignity of Citizen
8. Arguments against democracy are-
- (a) Leads to instability due to frequent leader change
 - (b) Leads to delay due to constant consultancy
 - (c) Sometime it leadsto bad decision
 - (d) It encourages corruption as it is based on electoral competition
 - (e) It is only about competition and power play, no scope for morality.
9. Yes, change of leader will strengthen democracy as
- (a) Leader will have moral obligation to work for the citizen.
 - (b) If there won't be a fear of change it might led to irresponsible decisions
 - (c) It could even lead to the downfall of democracy as seen in the past.

OR

No, change of leader will not strengthen democracy as-

- (a) It will lead to political instability
- (b) Political leadership will be reluctant to take any strong decision and will take only populist decision
- (c) They may sometime get disinterested to work for the people

(Note: students should be encouraged to think both the positive as well as negative aspect of a situation before making decision.)

10. (a) Democracy is considered the best available form of government.
- (b) However in its broader sense is not just a political institution but a way of life.
- (c) It is rooted in our day to day life functioning where decisions are made that involve consultation with and consent of all those who are affected by decisions.
- (d) This apply to a family, a community or even a government
- (e) Thus it enables us to judge the present situation and its weaknesses and encourages marching towards betterment.

Answers of Source Based Question - 4 Marks

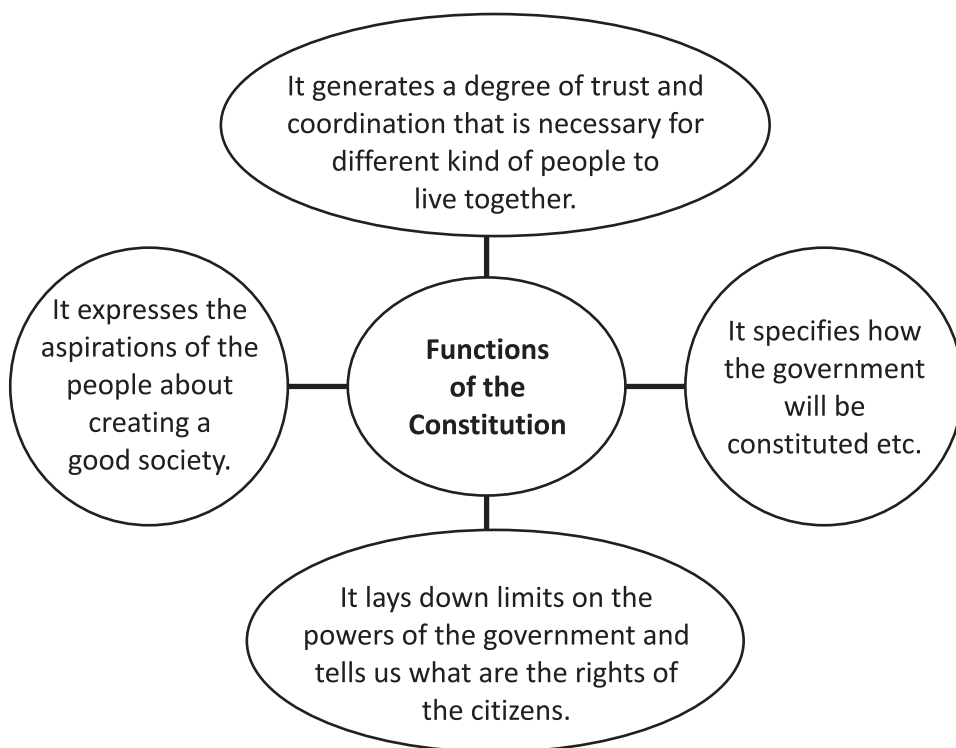
- i. Democratic decision making makes thke democracy ideal.
- ii. Other forms of government like monarchy, dictatorship or one-party rule do not require all citizens to take part in politics.
- iii. Citizens'
- iv. What we do as citizens make a difference to making our country more or less democratic. This is the strength and the weakness of democracy.

UNIT - 2

Constitutional Design

Key Points to Remember:

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



All countries that have constitution are not necessarily democratic. But all countries that are democratic will have constitution.

- Circumstances at the time of making of the Indian Constitution:
 - (i) India was still the colony of the Britain.
 - (ii) Partition of the country on religious basis.
 - (iii) Large scale violence; at least 10 lakh people were killed.

- (iv) Refugee problem
- (v) Merger of the princely states.
- (vi) Economically a poor country.

Process of Constitution Making in South Africa

- Apartheid was the name of a system of racial discrimination unique to South Africa. The system of apartheid divided the people and labeled them on the basis of their skin colour.
- The white rulers treated all non-whites (native blacks, coloured and people migrated from India etc.) as inferiors. The non-whites did not have voting rights.
- The blacks, coloured and Indians fought against the apartheid system since 1950 under an umbrella organization called African National Congress (ANC)
- Nelson Mandela, the hero of the struggle, was imprisoned for 28 years. His autobiography is 'The Long Walk to Freedom'.

Democratic Constitution in South Africa

- During the 17th and 18th Centuries European trading Companies occupied it.
- No. of the White Person (European) had settled and become the local Rulers
- Rulers (White Person) follow apartheid system to oppress for the Blacks
- On the basis of colour people were divided in the country.
- Since 1950, the Blacks (South Africans Native Citizen) coloured and Indian fought against the apartheid system.
- African National Congress led the struggle against the political of segregation
- White racist government continued to rule by detaining, torturing and killing thousands of Black and colored people.

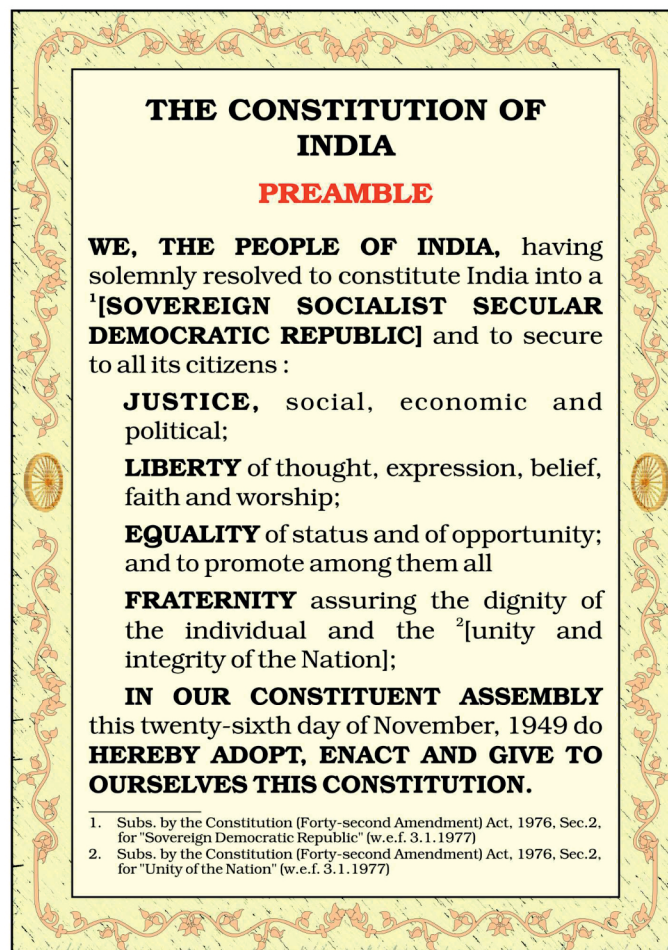
- Nelson Mandela and the leaders were sentenced to life imprisonment.
- Day by Day protests and struggles against apartheid increased.
- Govt. realised stop the repression, Discriminatory laws were repealed. Ban on Political Parties and media were lifted.
- Midnight of 26 April 1994, New National Flag of the Republic South Africa was unfurled
- The white person supported apartheid Govt. came to an end. Faving way for the formation of a Multi-Racial Government.
- Nelson Mandela became the first president of the Republic of South Africa.
- After two years of discussion and debate a finest constitution was developed.
- The South African constitution inspires democrats all over the world
- The constitution gave to its citizens the most extensive right

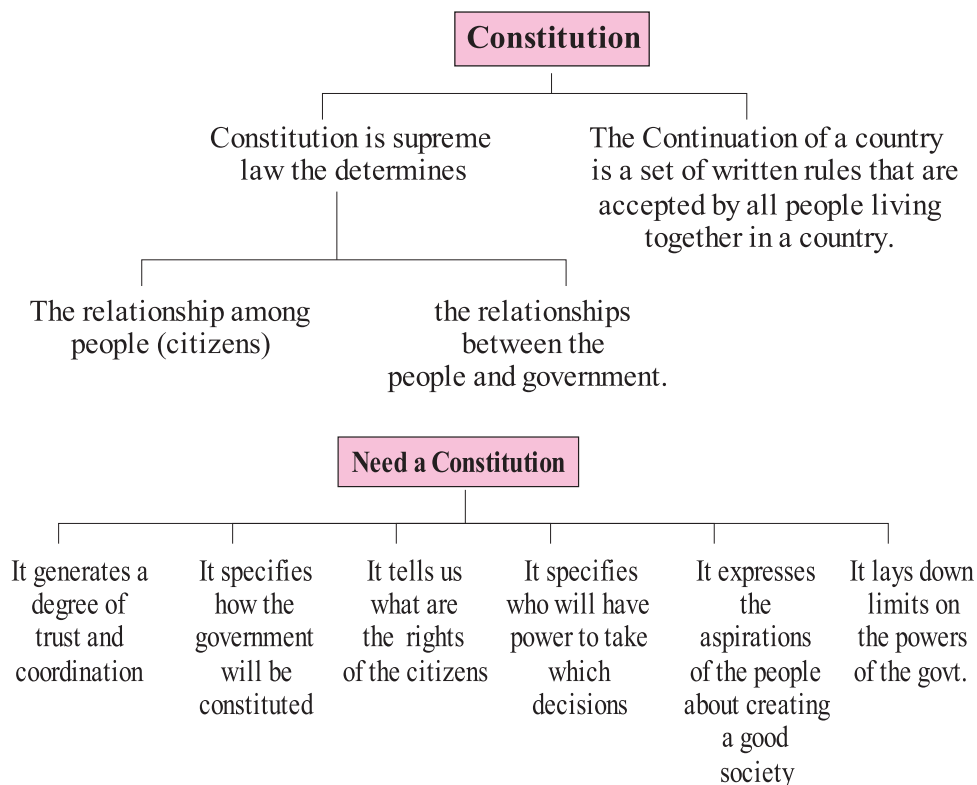
The path to the Indian Constitution:

- Consensus about what a democratic India should look like.
- In 1928, Motilal Nehru and eight other Congress leaders had drafted a constitution for India. Further, Karachi resolution of the Indian National Congress dwelt on how independent India should look like. Thus, the basic values were accepted by most of the leaders before the working of the Constituent Assembly.
- The familiarity with political institutions of colonial rule.
- Existence of colonial laws like the Government of India Act, 1935.
- Learning from the various systems of the world.
- Leaders were inspired by ideals of French revolution, parliamentary democracy, Bill of Rights in USA, Socialist Revolution.

- The constitution of India was written by the **Constituent Assembly** comprising 299 members. It was adopted on November 26, 1949.
- The Constitution of India was implemented on January 26, 1950. To mark this day we celebrate January 26, as Republic Day as a National festival.
- **Dr. B. R. Ambedkar** was the **chairman** of the Drafting Committee.
- **Dr. Rajendra Prasad** was the **President** of the Constituent Assembly.

PREAMBLE OF INDIAN CONSTITUTION



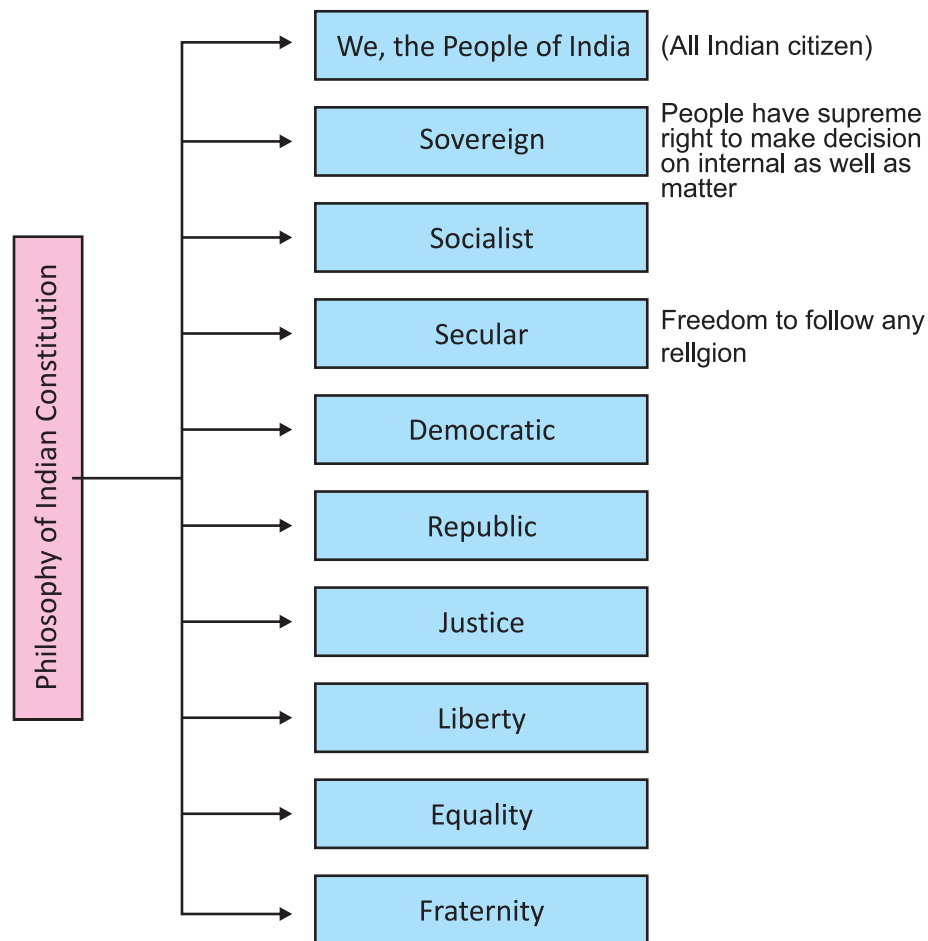


Purpose of the Preamble:

- It indicates the source from which the Constitution derives its authority. (We, the people of India)
- It states the objectives of the Constitution.
- It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.

We the People of India: The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside power.

Sovereign: People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.



Socialist: Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

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

Democratic: A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules.

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

Justice: Citizens cannot be discriminated on the grounds of caste,

religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups.

Liberty: There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

Equality: All are equal before the law. The traditional social inequalities have to be ended. We should ensure equal opportunity for all.

Fraternity: All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

QUESTIONS

Very Short Questions (1 Mark)

Q.1 Name the autobiography of Nelson Mandela.

- (a) Mein Kampf
- (b) My Life
- (c) Journey to the center of Earth
- (d) The Long Walk to Freedom

Q.2 Which party fought the liberation movement in South Africa?

- (a) Labour party
- (b) Bath Party
- (c) African National Congress (ANC)
- (d) Indian National Congress

Q.3 Mention the name of main leader of South Africa who opposed Apartheid,

- | | |
|---------------------|--------------------|
| (a) Abraham Lincoln | (b) Nelson Mandela |
| (c) Carl Lewis | (d) Ben Johanson |

Q.4 In which year Motilal Nehru and eight other Congress leaders drafted a constitution for India?

- | | |
|----------|----------|
| (a) 1928 | (b) 1931 |
|----------|----------|

(c) 1947

(d) 1900

Q.5 In which magazine Mahatma Gandhi wrote his expectations from the constitution?

(a) Yuganter

(b) Poverty and Un-British Rule in India

(c) Vande Mataram

(d) Young India

Q.6 Who was the chairman of the Drafting committee of the India constitution?

Q.7 Who was the President of the Constituent Assembly of India?

Q.8 When was the constitution of India adopted by the Constituent Assembly?

Q.9 When did the constitution of India come into effect?

Q.10 How many members were there in the Constituent Assembly of India?

Q.11 From which colonial law, the constitution makers adopted many provisions in the constitution of India?

Short/Long Questions (3/5 Marks)

Q.1 What do you understand by Apartheid? Briefly Explain.

Q.2 Briefly explain the liberation movement of South Africa.

Q.3 What are the important functions of the constitution?

Q.4 Briefly explain the following important words of the Preamble:

(i) Secularism

(ii) Republic

(iii) Sovereignty

(iv) Justice

(v) Equality

Q.5 Why do we need constitution?

Q.6 What do you understand by Constitutional Amendment?

Q.7 What are the important features of the constitution of India?

- Q.8** Why do you think that the preamble contains the philosophy of the constitution?
- Q.9** What were the circumstances at the time of making of the Indian Constitution?
- Q.10** What were the advantages to the makers of the Indian Constitution?

Case Study Based Questions (4 Marks)

Read the following extract and answers the questions:

Constituent Assembly worked in a systematic, open and consensual manner. First some basic principles were decided and agreed upon. Then a Drafting Committee chaired by Dr. B.R. Ambedkar prepared a draft constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause. More than two thousand amendments were considered. The members deliberated for 114 days spread over three years. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called 'Constituent Assembly Debates'. When printed, these debates are 12 bulky volumes! These debates provide the rationale behind every provision of the Constitution. These are used to interpret the meaning of the Constitution.

- (i) Who was the head of the Drafting committee of the constituent assembly?
- (ii) In how many years was the Indian constitution written?
- (iii) Under what name all the proposals and debates of constituent assembly was published?

Fill in the blanks:

- (iv) The constituent Assembly debates were published in volumes.

ANSWERS

Very Short Answer Type Questions (1 Mark each)

1. (d) The Long Walk to Freedom
2. (c) African National Congress(ANC)
3. (b) Nelson Mandela
4. (a) 1928
5. (d) Young India
6. Dr. B.R.Ambedkar
7. Dr. Rajendra Prasad
8. November 26,1949
9. January 26,1950
10. 299
11. The Government of India Act, 1935

Short/Long Questions (3/5 Marks)

1. (i) Apartheid was the name of a system that is official policy of racial discrimination and ill treatment of blacks followed by the south african government from **1948 to 1989**. The system of apartheid divided the people and labelled them on the basis of their skin colour.

(ii) The white rulers treated all non-whites (native blacks, coloured and people migrated from India etc.) as inferiors. The non-whites did not have voting rights.

(iii) The apartheid system was oppressive for the blacks. They were forbidden from living in white areas. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, swimming pools, public toilets, were all separate for the whites and blacks. They could not even visit the churches where the white worshiped. They could not form associations or protest against the system.
2. (i) The blacks coloured and Indians fought against the apartheid system since 1950. They launched protest marches and

strikes.

- (ii) The African National Congress (ANC) was the umbrella organisation that led the struggle against the policies of segregation.
 - (iii) Many sensitive whites also joined the ANC to protest against the apartheid system.
 - (iv) With increasing protest, the white regime changed its policies. Discriminatory laws were repealed. Ban on political parties and restrictions on media were lifted.
 - (v) Nelson Mandela was freed after 28 years of imprisonment.
 - (vi) Finally, at the midnight of 26 April 1994, the new national flag of the Republic of South Africa was unfurled marking the newly born democracy in the world.
3. See the key points on page no. point 2
4. (i) Freedom to follow any religion. No official religion. Government treats all religions with equal respect.
- (ii) If head of the state is an elected person, the state is known as Republic. For example, in India, the President is elected every five years.
- (iii) It means the independent authority of a state. No external power can dictate the government of India.
- (iv) There cannot be any discrimination on the grounds of caste, religion, gender etc. Social inequalities have to be reduced. Government should work for the welfare of all especially of the disadvantaged groups.
- (v) All are equal before the law and all citizens have the equal protection of law. The government should ensure equal opportunity for all.
5. See the key points on page no. point 2
6. A change in the constitution made by the supreme legislative body in a country is known as constitutional amendment. The Parliament

of India can bring constitutional amendment in India.

The constitution makers felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. That is why; our constitution is neither too rigid nor too flexible.

7. Important features of Indian constitution are as follows:
 - (i) Our constitution is the longest known constitution.
 - (ii) It has been drawn from different sources and from several constitution of the world.
 - (iii) Our constitution is more flexible than rigid. Required constitutional amendments can be incorporated.
 - (iv) Provision of Fundamental rights and Fundamental duties.
 - (v) Provision of universal adult franchise.
 - (vi) Parliamentary form of government
 - (vii) Federal structure
 - (viii) Independent judiciary
8. See the key points on page no.
9. See the key points on page no.
10. See the key points on page no.

Answer of the case study Based Questions:

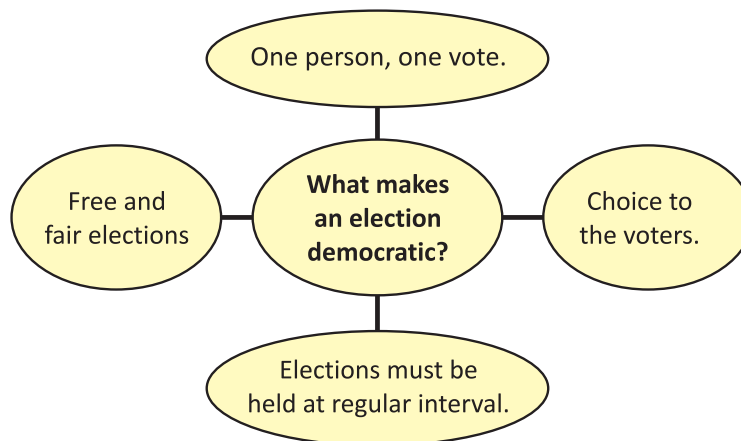
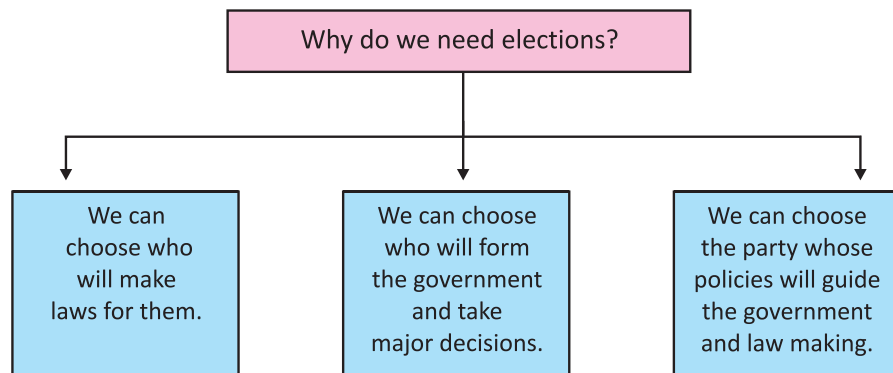
- (i) Dr. B. R. Ambedkar
- (ii) Around 3 Years
- (iii) Constituent Assembly Debates
- (iv) 12 Volumes

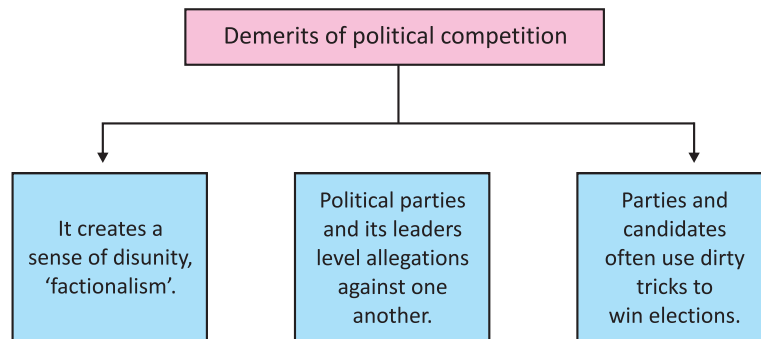
UNIT - 3

Electoral Politics

Key Points to Remember

- In a democracy it is neither possible nor necessary for people to govern directly in the present global scenario.
- The most common form of democracy in our times is for the people to govern through their representatives e.g. MP, MLA, Councilor, Pradhan etc.
- In India Elections are held regularly after every five years for Lok Sabha or Lower house of the Parliament and Vidhan Sabha (State Assembly), Panchayats, municipalities etc.





Electoral constituencies:

The country is divided into different areas for the purpose of elections. These areas are called electoral constituencies. e.g. our country is divided into 543 Lok Sabha constituencies. The same principle applies for State Legislative Assemblies, Panchayats and Municipalities.

Reserved Constituencies:

There are some seats where only people of certain communities/ castes can contest for elections. These are called reserved constituencies. For example- 84 seats are reserved for the Scheduled Castes (SC) and 47 for the Scheduled Tribes (ST) in the Lok Sabha.

Voters List: This is a list of those who are eligible to vote. It is prepared much before the election. This is officially called the Electoral Roll and is commonly known as the Voters' List. It is revised time to time. Now we can easily update our data through online made at ECI web site.

Universal adult franchise means all the citizens aged 18 years and above can vote in the elections without any discrimination of caste, creed religion, class or sex etc.

Model Code of Conduct: All the candidates and their parties follow the Model Code of Conduct for election campaigns. According to this, Once elections are announced.

No party or candidate can:

- Use any place of worship for election propaganda
- Use government vehicles, aircrafts and officials for elections; and
- Ministers shall not lay foundation stones of any projects, take any big policy decisions or make any promises of providing public facilities.
- **Slogans:** Slogans are very important during election campaigns. Political Parties try to attract the attention of people through slogans. Some of the successful slogans given by different political

parties in various elections are:

S.No.	Name of the Leader	Party	Slogan	Election Year
1	Indira Gandhi	Indian National Congress	Garibi Hatao (Remove poverty)	Lok Sabha elections, 1971
2	Jayaprakash Narayan	Janata Party	Save Democracy	Lok Sabha election, 1977
3	Left Front	Left Front	Land to the Tiller	West Bengal Assembly elections, 1977
4	N. T. Rama Rao	Telugu Desam Party	Protect the Self-Respect of the Telugus	Andhra Pradesh Assembly elections, 1983

Process of Election in India

Formation of constituencies.

Preparation of Voters' list.

Declaration of date of Polling.

Filling of Nominations.

Scrutiny of Nominations.

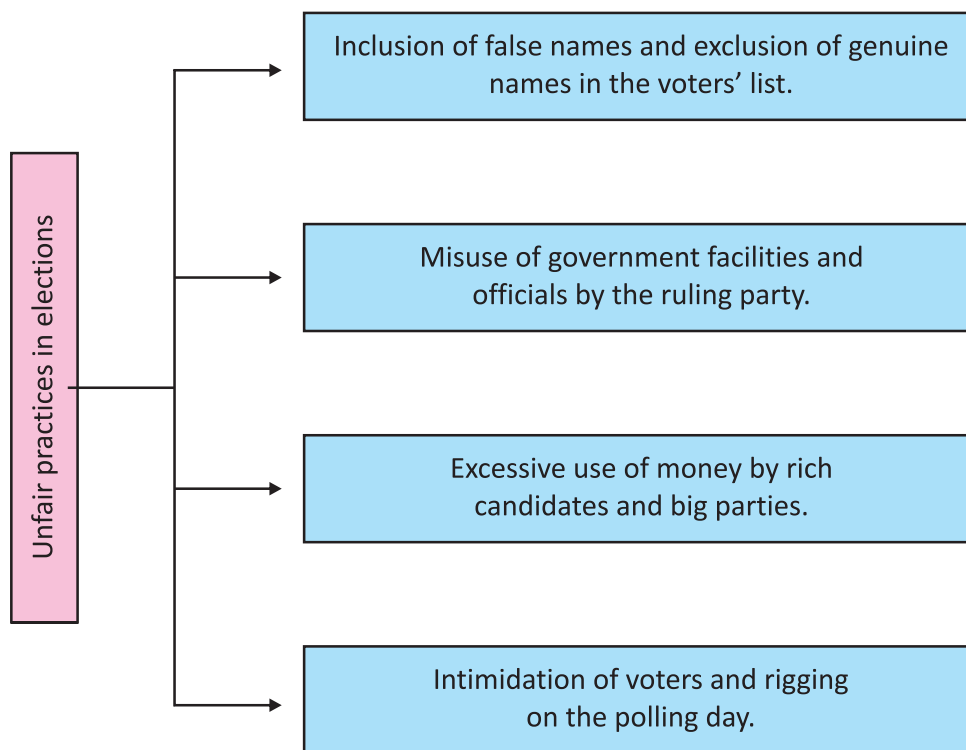
Withdrawal of Nominations.

Election Campaign.

Polling (Election Day)

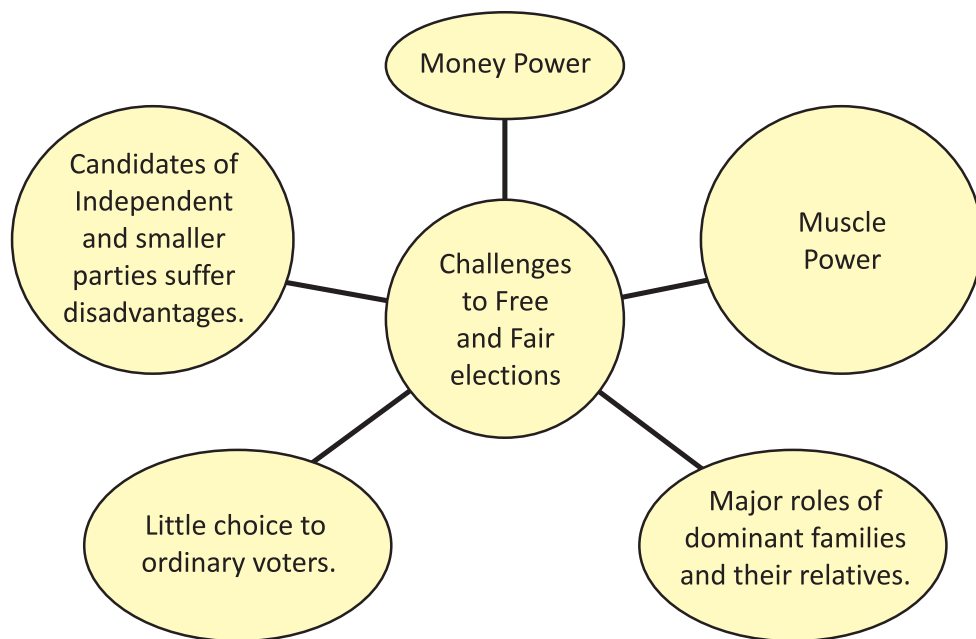
Re - Polling (If required)

Counting of Votes and Declaration of Results.



Power and Functions of the Election Commission of India:

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



QUESTIONS

1 Mark Questions

Q.1 Who had formed the Lok Dal Party in Haryana?

- (a) Chaudhary Devi Lai
- (b) Bipin Chandra pal
- (c) Lala Lajpat Rai
- (d) Chaudhary Bhajan Lai

Q.2 Who is responsible for the free and fair elections in India?

- (a) Election commission of India
- (b) Chaif Justice of India
- (c) Lok Sabha Speaker
- (d) Vice President

Q.3 Who had given the slogan 'Garibi Hatao'?

- (a) Jai Prakash Narayan
- (b) Sanjay Gandhi
- (c) Rajiv Gandhi
- (d) Indira Gandhi

Q.4 Which political party had given the slogan 'Save Democracy'?

- (a) Samajwadi Party
- (b) Bahunjan samaj party

- (c) Janta party
- (d) Communist Party of India

Q.5 How many seats are unreserved in the Lok Sabha?

- (a) 400
- (b) 543
- (c) 215
- (d) 412

Q.6 What do you mean by Elections?

Q.7 Who gives reward or punishment to the political representative?

Q.8 Which Union Territories have a Legislative Assembly?

Q.9 How do we find out if the people like their representatives or not?

Q.10 How many seats are reserved for Schedule Castes and Schedule Tribes in Lok Sabha?

Q.11 Write one of the features of a democratic election?

Q.12 What is adult franchise?

Q.13 What type of voting system is there in India?

Q.14 What is EPIC?

Q.15 Who has to fill a nomination form?

Q.16 What is general election?

Q.17 What is the primary desire of the political leaders?

Q.18 In the question given below. There are two statements marked as Assertion (A) and Reason (R). Read the statement and choose the correct option.

Assertion (A): Our constitution entitles every citizen to elect her/his representative.

Reason (R): Some constituencies are reserved for people who belongs to the Scheduled Castes.

Option:

- (a) Both A and R are true and R is the correct explanation of A.
- (b) Both A and R are true but R is not the correct explanation of A.

(c) A is correct and R is incorrect.

(d) A is incorrect and R is correct.

3/5 Marks Questions

Q.1 Discuss the composition of Parliament of India?

Q.2 Explain the electoral roll.

Q.3 Discuss the distribution of seats in the Lok Sabha?

Q.4 Discuss the election process.

Q.5 Discuss the powers and functions of Election commission of India.

Q.6 Explain the different types of representation in India.

Q.7 Whether the system of elections in India is democratic or not? Justify.

Q.8 Describe the electoral constituencies.

Q.9 What makes an election democratic?

Q.10 Discuss the demerits of electoral competition or party politics?

Q.11 Why do we need elections in democracy?

Q.12 Describe the limitations and challenges to the free and fair elections.

Q.13 Explain the Model Code of Conduct?

Q.14 Briefly describe the activities that happen at the polling booth.

Source Based Question: (4 Marks)

Q.15 Makers of our constitution thought of a special system of reserved constituencies for the weaker sections. Some constituencies are reserved for people who belong to the Scheduled Castes (SC) and Scheduled Tribes (ST). In a SC reserved constituency only someone who belongs to scheduled castes can stand for election. Similarly only those belonging to the Scheduled Tribes can contest an election from constituency reserved for ST. Currently in the Lok Sabha, 84 seats are reserved for this Scheduled Castes and 47 for the Scheduled Tribes.

- (a) Why did the system of reserved constituencies started by maker of constitution?
- (b) _____ and _____ seats are reserved for scheduled casts and scheduled tribes in Lok Sabha.
- (c) Who can contest election from the constituency reserved for scheduled casts.
- (d) How many total seats reserved in Lok Shabha.

ANSWERS

1 Mark Questions

- 1. (a) Chaudhary Devi Lai
- 2. (a) Election commission of India
- 3. (d) Indira Gandhi.
- 4. (c) Janata Party.
- 5. (d) 412
- 6. Elections are all about political competition where people can choose their representatives at regular intervals and change them if they wish to do so.
- 7. The people or the Voters
- 8. NCT of Delhi and Puduchery
- 9. By Elections
- 10. Currently, in the Lok Sabha, 84 seats are reserved for the Scheduled Castes and 47forthe Scheduled Tribes (as on 1 September 2012).
- 11. Free and fair elections (or any other point)
- 12. In India, all adult (18 years old and above) Citizens have the right to vote or elect their representatives without any discrimination.
- 13. First past the post. (Who gets the maximum votes wins)
- 14. Election Photo Identity Card.

15. Every person who wishes to contest an election has to file a 'nomination form'.
16. After the five years, Elections are held in all constituencies at the same time, either on the same day or within a few days.
17. Political leaders want to remain in power or get power and positions for themselves.
18. (B) Both A and R are true but R is not the correct explanation of A.

3/5 Marks Questions

1. Parliament is the supreme legislative body of India. The Indian parliament comprises of the President and the two houses - Lok Sabha (House of the People or lower house of the Parliament) and Rajya Sabha (Council of States or upper house of the Parliament).
2. The electoral roll is a comprehensively compiled list which bears the names also details of voters in a specific constituency.
3. Total Seats (constituencies): 545 (543 elected+ 2 nominated)
 - General: 412
 - Reserved for SC: 84
 - Reserved for ST: 47
 - AngloIndians: 02 (nominated by the President of India)
4. See the key points.
5. See the key points.
6.
 - i. Member of Parliament or an MP (Lok Sabha)
 - ii. Member of Parliament or an MP (Rajya Sabha)
 - iii. Member of Legislative Assembly or an MLA (Vidhan Sabha)
 - vi. Member of Legislative council or an MLC (Vidhan Parishad)
 - v. Members of Panchayats and Municipalities/Municipal Corporation

7. Yes, because:
 - Elections are held regularly after every five years.
 - All the citizens can use their right to vote.
 - During elections, the Election Commission monitors all the polling activities.
 - After completion the term of all the elected representatives comes to an end.
 - Elections are held in all constituencies at the same time, either on the same day or within a few days.
8. On the basis of voter's population, election commission has divided the country into different areas for the purposes of elections. These areas are called electoral constituencies. The voters who live in an area elect one representative from their constituency.
9. The minimum conditions of a democratic election are:
 - Everyone should have one vote with equal weightage
 - Parties should offer some real choices to the voters
 - Elections must be held regularly
 - The candidate preferred by the people should get elected.
 - Elections should be conducted in a free and fair manner
10. Demerits of electoral competitions are:
 - It creates a sense of disunity and 'factionalism' in every locality.
 - Political parties and leaders often level allegations against one another.
 - Parties and candidates often use dirty tricks to win elections.
 - Pressure to win electoral fights does not allow sensible long-term policies to be formulated.
 - In respect of the above demerits or unhealthy competition some good people who may wish to serve the country do not enter this arena.

11. Elections are considered essential in our times for any representative democracy because:
 - In any large community, this is not possible that all the people can sit together every day and take all the decisions.
 - Nor is it possible for everyone to have the time and knowledge to take decisions on all matters.
 - People can choose or change their representatives according to their wish.
12. See the key points.
13. See the key points.
14.
 - i. The election officials identify voter's identity
 - ii. Put a mark on his/her finger and
 - iii. Allow his/her to cast his/her vote.
 - iv. An agent of each candidate is allowed to sit inside the polling booth to ensure that the voting takes place in a fair way.
15.
 - a. For the representation of weaker sections.
 - b. 84 and 47
 - c. Candidates of Scheduled Castes
 - d. 131

UNIT - 4

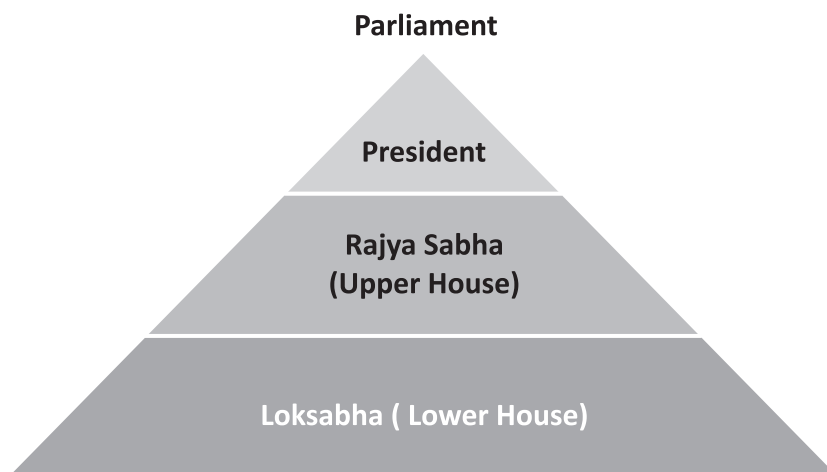
Working of Institution

Key Points to Remember:

In a democratic country, the government has to make various arrangements to perform different functions. Different organizations are formed for these arrangements. The constitution describes the basic rules regarding the rights and duties of each institution.

There are three main bodies in our country- Legislature, Executive, Judiciary.

- Legislature, executive and judiciary play a key role in major decisions.
- President is the head of the state and is the highest formal authority in the country.
- Prime Minister is the head of the government and actually exercises all governmental powers. He takes most of the decisions in the Cabinet meetings.



- **The Parliament: Legislature**

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

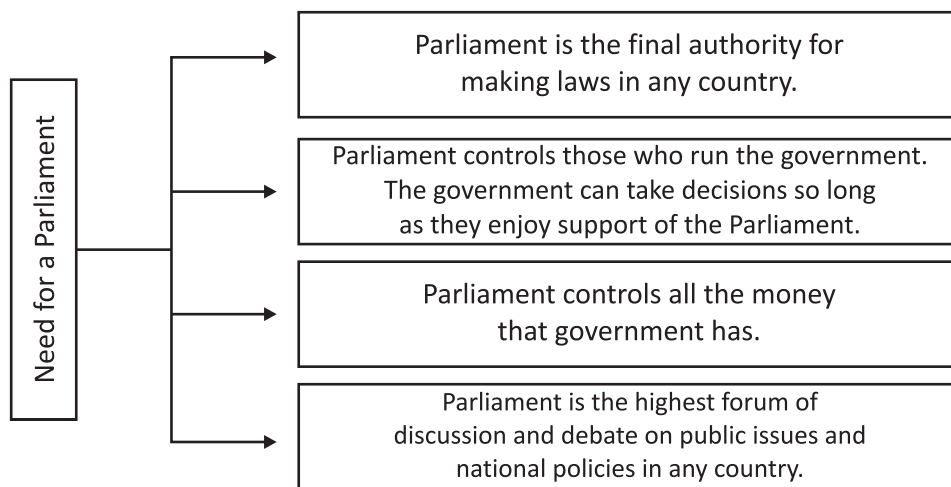
India such a national assembly of elected representatives is called Parliament. At the state level this is called Legislature or Legislative Assembly.

Lok Sabha versus Rajya Sabha: A compariso

Features	Lok Sabha	Rajya Sabha
Chamber/House	House of People Lower House	Upper Chamber/House /Council of States
Total members	545	250
Elections	Directly elected by people	Elected by the MLAs
Tenure (in Years)	05	06
Dissolution	Dissolved in every 5 years.	Permanent, Cannot be dissolved
Nomination of members	02 members are nominated by the president of India from Anglo-Indian community	12 members are nominated by the President from literature, sciecne art, and social service

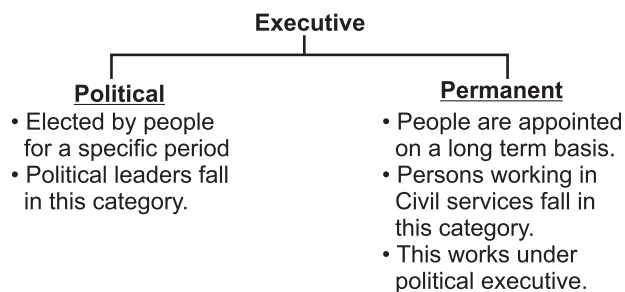
Lok Sabha Versus Rajya Sabha: Comparison of Powers

- (a) Any ordinary law has to be passed by both the Houses. But if there is difference between the Houses, the final decision is taken in a joint session. Owing to the larger number, the view of the Lok Sabha is likely to prevail.
- (b) Lok Sabha exercises more powers in money matters. The Rajya Sabha can suggest changes in such matters but the Lok Sabha has the final say in these matters.
- (c) The Lok Sabha controls the Council of Ministers. The government has to quit if they lose the confidence of the Lok Sabha. The Rajya Sabha does not have this power.

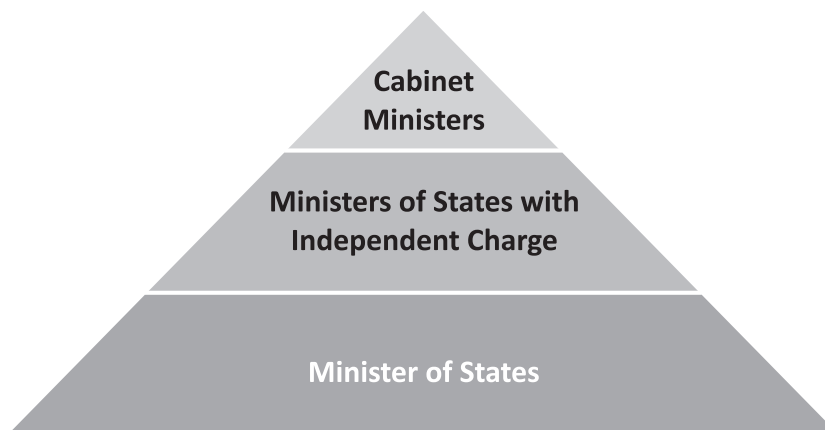


Executive: Political and Permanent

At different level of the government, there are some functionaries who take day-to-day decisions. All those functionaries are collectively known as the executive. They are called executive because they are in charge of the ‘execution’ of the policies of the government. Thus, when we talk about ‘the government’ we usually mean the executive.



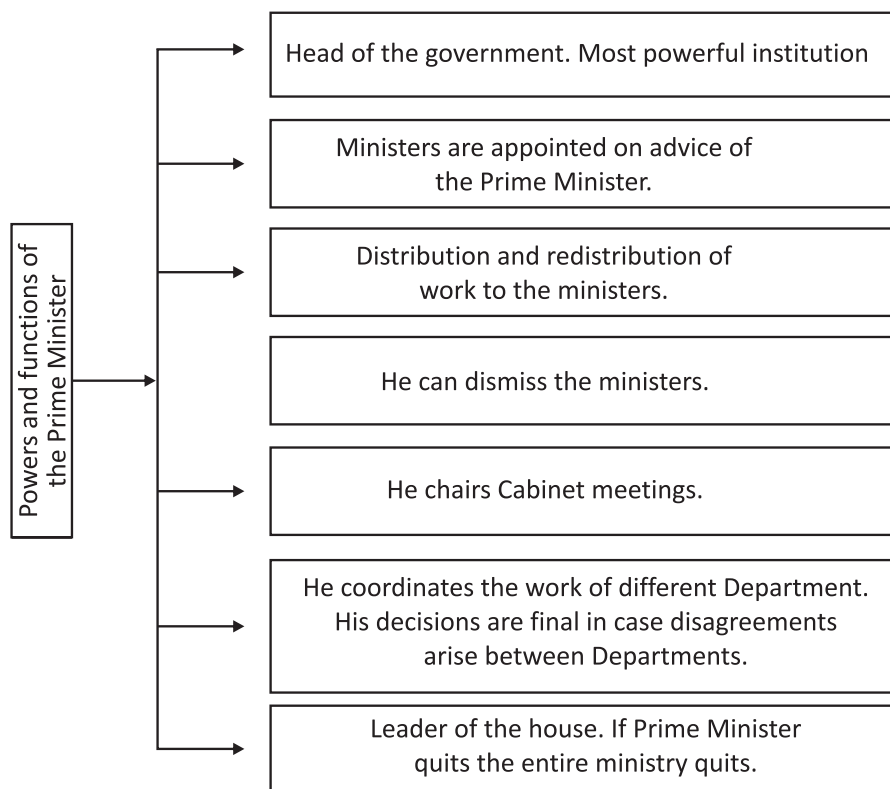
- **The President appoints the leader of the majority party as Prime Minister** and on the advice of the Prime Minister other ministers are appointed by the President.
- **The ministers should be the member of Parliament.** A person who is not the member of the Parliament can become the Minister but he has to get elected to one of the houses within six months.



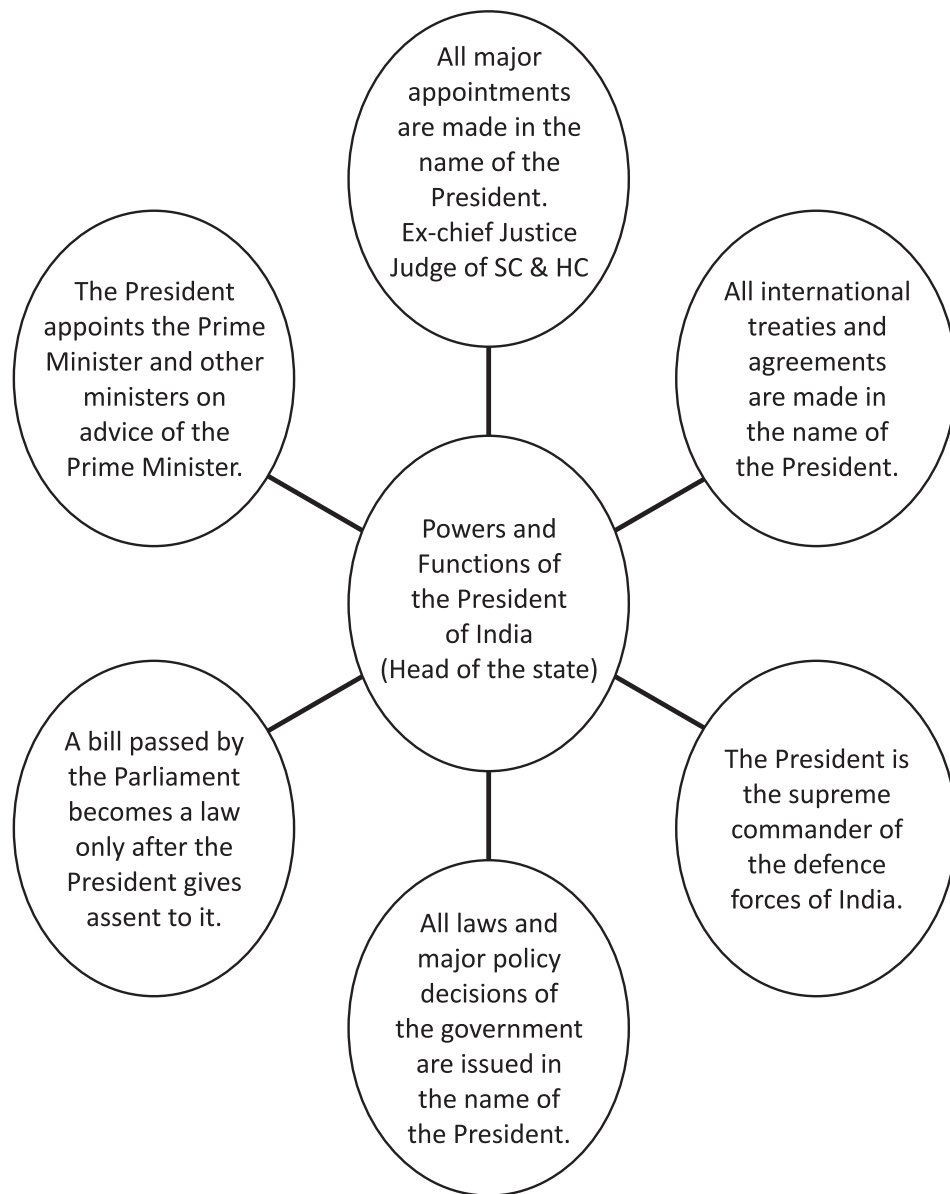
The Council of Ministers

The Council of Minister is the official name for the body that includes all the ministers. It includes following three types of ministers:

- (i) **Cabinet Ministers:** About 20 top-level ministers who are in charge of the major ministries.
- (ii) **Ministers of State with independent charge:** They are usually in-charge of small Ministries.
- (iii) **Ministers of State:** They are attached to and required to assist Cabinet Ministers.
 - The parliamentary democracy is often called the **Cabinet form of government** because most of the important decisions are taken in Cabinet meetings.
 - **Collective Responsibility:** The ministers may have different views and opinions, but everyone has to own up to every decision of the Cabinet.
 - While the Prime Minister is the head of the government, the President is the head of the State.



- **Prime Ministerial form of government:** If Cabinet is the most powerful institution; within the Cabinet it is the Prime Minister who is the most powerful. The Prime Minister commands so much power in parliamentary democracy that parliamentary democracy is sometimes seen as Prime Ministerial form of government.
- **Election of the President:** The President is not directly elected by the people. The elected Members of Parliament (MPs) and the elected Members of the Legislative Assemblies (MLAs) elect the president.



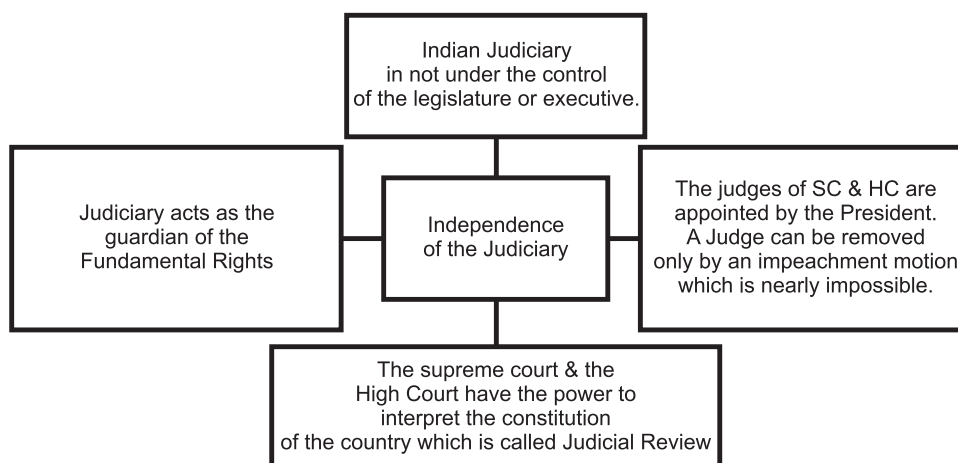
The Mandal Commission:

- The Government of India had appointed the Second Backward Classes Commission in 1979. It was headed by Sh. B.P. Mandal.
- It was asked to determine the criteria to identify the socially and educationally backward classes in India and recommend steps to be taken for their advancement.

- One of the main recommendation of the commission was that 27 per cent of government jobs be reserved for the socially and educationally backward classes.
- In 1990, the Union cabinet decided to implement the recommendations, which resulted in debates, agitations & representations by different social groups.

Indian Judiciary: The Indian Judiciary consists of a Supreme Court for the entire nation, High Courts in the states, District Courts and the courts at the local level.

- **Integrated Judiciary:** India has an integrated judiciary. It means the Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country.
- **Judicial Review:** The Supreme Court of India and the High Courts can determine the constitutional validity of any legislation or action of the executive in the country, whether at the Union level or at the state level, when it is challenged before them. This is known as the judicial review.
- **Public interest litigation (PIL):** The courts can give judgments and directives to protect public interest. Anyone can approach the courts if public interest is hurt by the actions of government. This is called public interest litigation.



QUESTIONS

Very Short Answer Type Questions (1 Mark Each)

Q.1 Who headed the Second Backward Classes Commission in 1979?

- (a) BP Mandal
- (b) DS Kothari
- (c) BP Singh
- (d) Chandrashekhar

Q.2 Which govt, implemented the report of Mandal Commission Report?

- (a) Congress
- (b) BJP
- (c) Janta Dal
- (d) BSP

Q.3 Which organ of the government makes laws in any country?

- (a) Judiciary
- (b) Legislature
- (c) Executive
- (d) None of these

Q.4 Who can make new laws, change existing laws, or abolish existing laws and make new ones in their place in India?

- (a) Parliament
- (b) Judiciary
- (c) Election Commission Of India
- (d) RBI

Q.5 Which of the houses of Parliament is more powerful than other?

- (a) Lok Sabha
- (b) Rajya Sabha
- (c) Both
- (d) None of These

Q.6 What is SEBC?

Q.7 Mention the types of executive.

Q.8 Who is the most important political institution in our country?

Q.9 Who is the head of state in India?

Q.10 Who is the supreme commander of the defence forces of India?

Q.11 India has which type of judiciary?

- Q.12** Prime Minister is the head of the
- Q.13** In a democracy like India, decisions are made by the implemented by and issues/conflicts are resolved by
- Q.14** What is Coalition Government?
- Q.15** In the question given below, these are two statements marked as Assertion (A) and Reason (R) Read the statements and choose the correct option:
- Assertion (A)** The Supreme Court controls the judicial administration in the country.
- Reason (R)** It can hear the appeals against the decisions of the High courts.
- Options:**
- (a) Both A and R are true and R is the correct explanation of A.
 - (b) Both A and R are true but R is not the correct explanation of A.
 - (c) A is true but R is false.
 - (d) A is false but R is true.

Short/Long Answer Type Question (3/5 marks)

- Q.1** Mention the main three categories of reservation in India.
- Q.2** Explain the responsibilities of Mandal commission.
- Q.3** How major decisions regarding laws/policies are taken in the country?
- Q.4** Describe the responsibilities of the Government.
- Q.5** Why do we need a Parliament?
- Q.6** Describe the Council of Ministers.
- Q.7** Explain the powers of Prime Minister of India.
- Q.8** Which house of the Parliament is more powerful? Explain giving three reasons.

Q.9 Differentiate between political executive and permanent executive.

Q.10 Describe the powers and functions of the President of India.

Q.11 How has the independence of judiciary been ensured in India?

Source Based Question (4 Marks)

Parliament plays a central role in modern democracies, In our country. Parliament consists of two Houses. The two Houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). The President of India is a part of parliament, although she is not a member of either House. That is way all laws made in the Houses come into farce only after they receive the assent of the President.

Answer the following-

Q.1 There are Houses of Parliament in our country.

Q.2 Lok Sabha is also called

- | | |
|---------------------|------------------------|
| (a) Upper House | (b) Council of states |
| (c) House of People | (d) None of the above. |

Q.3 Apart from Lok Sabha & Rajya Sabha, is also a part of Parliament.

Q.4 Who gives assent to all laws made in the Houses of Parliament.

ANSWERS

1 Mark Questions

1. (a) B.P. Mandal
2. (c) Janata Dal
3. (b) Legislature
4. (a) Parliament
5. (a) Lok Sabha
6. Socially and Educationally Backward Classes
7. Political and Permanent Executive
8. Prime Minister

9. President
10. President
11. Integrated judiciary
12. Government
13. Legislature, executive, judiciary
14. Alliance of two or more political parties, usually when no single party enjoys majority support in legislature.
15. (a)

3/5 marks Question

1.
 - a. Scheduled Castes
 - b. Scheduled Tribes
 - c. Other backward Castes
2.
 - (a) To determine the criteria of socially and educationally backward classes.
 - (b) To identify the socially and educationally backward classes.
 - (c) To recommend steps to be taken for the advancement of socially and educationally backward classes.
3.
 - (a) Prime minister or Head of the ministry announces the intention regarding the particular matter.
 - (b) Union Cabinet takes a formal decision.
 - (c) Prime minister or Head of the ministry informs the Parliament about the decision.
 - (d). The decision of the Cabinet is sent to the respective ministry or Department to make the draft or Bill.
 - (e) Prime minister or Head of the ministry presents the Draft or Bill in Parliament for the discussion.
 - (f) The Parliament either rejects or passes the bill. If passed by the Parliament, it is sent for the assent of the President.
 - (g) With the assent of the President, a bill becomes a law.

4. Some of the responsibilities of the government are as follows:
 - a. Ensuring security to the citizens.
 - b. Providing facilities for education.
 - c. Providing facilities for Health.
 - d. Collection of the taxes.
 - e. spending money on development work
 - f. Formulation and implementation of several welfare schemes
5. See the key points.
6. See the key points.
7. See the key points.
8. See the key points.
9. See the key points.
10. See the key points.
11. See the key points.

Source Based Question (4 Marks)

1. two
2. (c) House of people
3. President
4. President

UNIT - 5

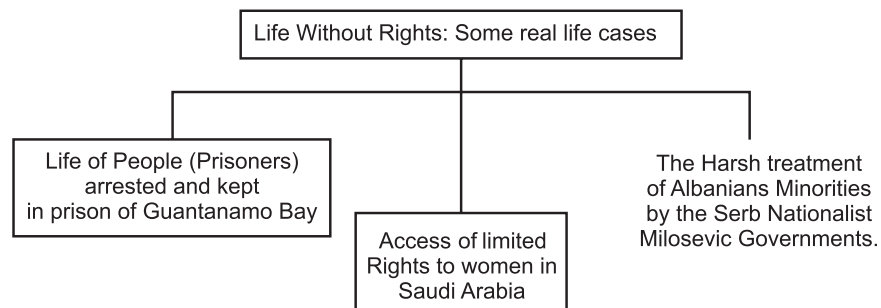
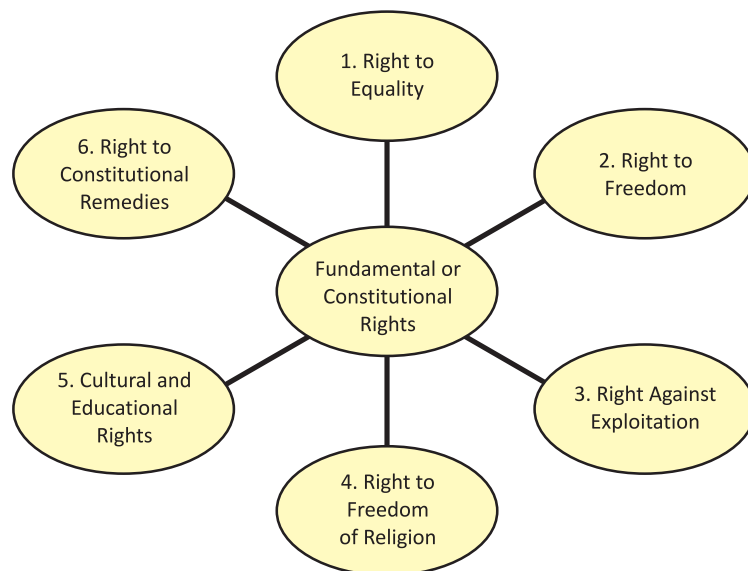
Democratic Rights

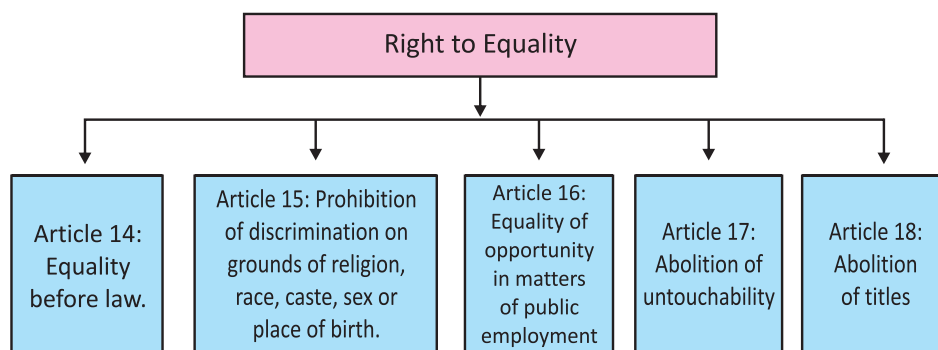
- Rights are reasonable claims of persons recognized by the society and sanctioned by law. Rights are necessary for the very sustenance of a democracy.

Why do we need rights in a democracy?

- (i) Rights protect minorities from the oppression of the majority.
- (ii) Rights ensure freedom from the repressive laws and policies.
- (iii) Rights enhance the participation of people in the election process.

• Rights in the Indian Constitution:

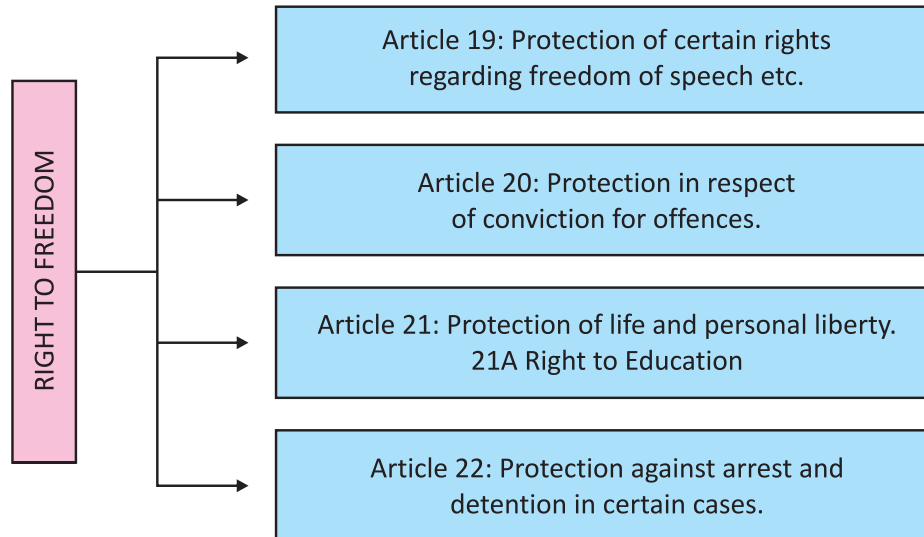




- **Equality before law** means that the laws apply in the same manner to all, regardless of person's status. This is known as **rule of law**. It means that no person is above the law and every person is subjected to same laws. (Article -14)
- **Equal protection of law** means the right to equal treatment in similar circumstances. No one should be favoured and no one should be placed under any disadvantage, if the circumstances are similar.
- Further, the constitution provides that the state shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth. Every citizen shall have the access to public places like shops, restaurants, hotels and cinema halls. Similarly, there shall be no restriction with regard to the use of wells, tanks, bathing ghats, roads, playgrounds etc. **(Article-15)**
- All citizens have equality of opportunity in matters relating to employment or appointment to any position in the government. Though reservation benefits are provided to some sections of society but this is not against right to equality. Because equality does not mean giving everyone the same treatment, no matter what they need. Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes it is necessary to give special treatment to someone in order to ensure equal opportunity. **(Article-16)**
- The principle of non-discrimination extends to social life as well. The practice of untouchability has been abolished and its practice in any form is forbidden (Article-17).

- Prohibition of all titles except of military and Academic distinctions (Article-18).

II. Right to Freedom (Article 19 to 22):



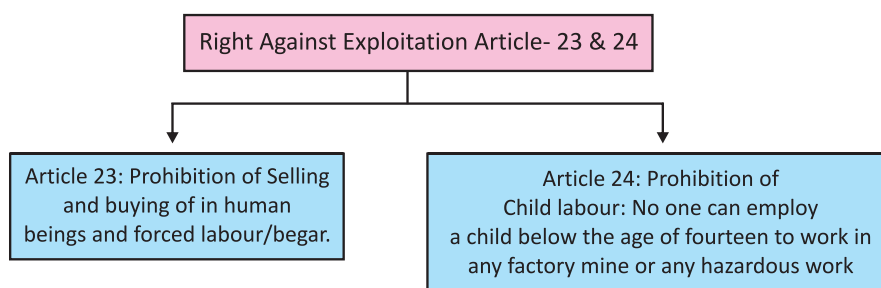
- The constitution of India provides all citizens the following rights (Article-19)
 - (i) Freedom of speech and expression
 - (ii) Freedom of assembly in a peaceful manner
 - (iii) Freedom to form associations or unions
 - (iv) Freedom of movement throughout the country
 - (v) freedom to reside in any part of the country
 - (vi) Freedom to practice any profession, or to carry on any occupation, trade or business.
- **The Article Provide safeguard to the accused of crimes (Article-20).**
- **Right to life and personal liberty (Article-21):**

The constitution says that no person can be deprived of his life or personal liberty except according to procedure established by law. It means that no person can be killed unless the court has ordered a death sentence. It also means that a government or police officer cannot arrest or detain any citizen unless he has proper legal justification.

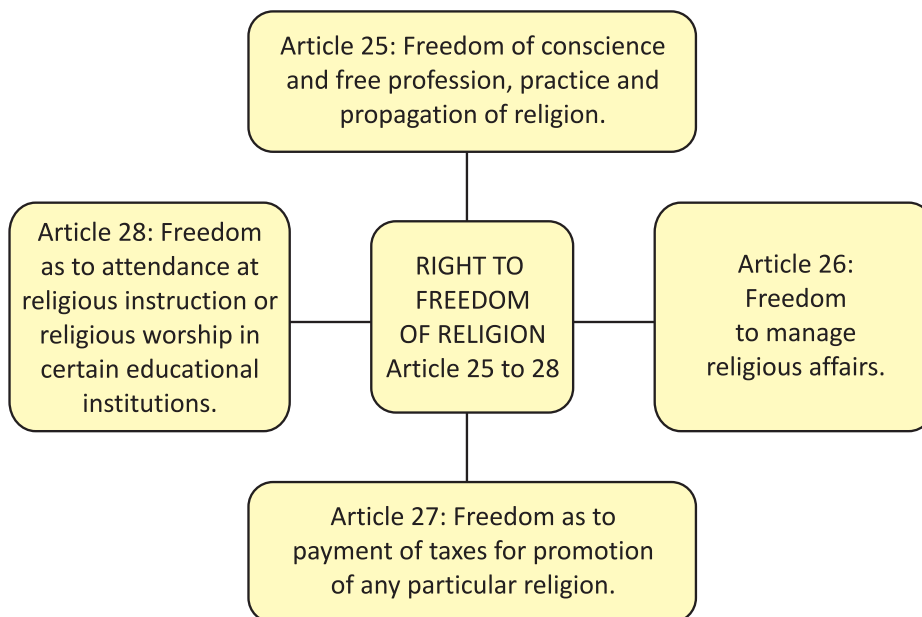
• **Rights in case of arrest (Article-22):**

- (i) Arrested person(s) should be informed of the reasons for such arrest and detention.
- (ii) Arrested person shall be produced before the nearest magistrate within a period of 24 hours of arrest.
- (iii) Arrested person has the right to consult a lawyer or engage a lawyer for his defence.

III. Right against Exploitation (Article 23 and 24)



IV. Right to freedom of Religion (Article 25 to 28)



- Every person has a right to profess, practice and propagate the religion he or she believes in.

- Every religious group or sect is free to manage its religious affairs.
- Every religious group has the right to establish and maintain institutions for religious and charitable purposes, and to own and acquire movable and immovable property.
- The government cannot compel any person to pay any taxes for the promotion or maintenance of any particular religion or religious institution.
- There shall be no religious instruction in the government educational institutions.
- In educational institutions managed by private bodies no person shall be compelled to take part in any religious instruction or to attend any religious worship.

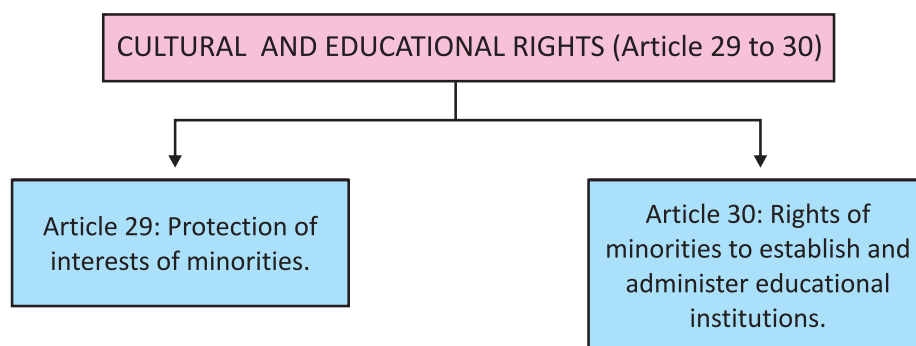
• **Secularism in reference to article 25 to 28**

India is a secular state. Secularism is based on the idea that the state is concerned only with relations among human beings, and not with the relation between human beings and God. Citizens have complete freedom to follow any religion. The constitution provides citizens comprehensive rights to profess, practice and propagate the religion he or she believes in.

A secular state is one that does not establish any one religion as official religion. India has no official religion.

Indian secularism practices an attitude of a principled and equal distance from all religions. The state has to be neutral and impartial in dealing with all religions.

V. Cultural and Educational Right



The constitution provides following cultural and educational rights to the minorities under the article 29 & 30:

- (i) Any section of citizens with a distinct language or culture has a right to conserve it.
- (ii) 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.
- (iii) All minorities have the right to establish and administer educational institutions of their choice.

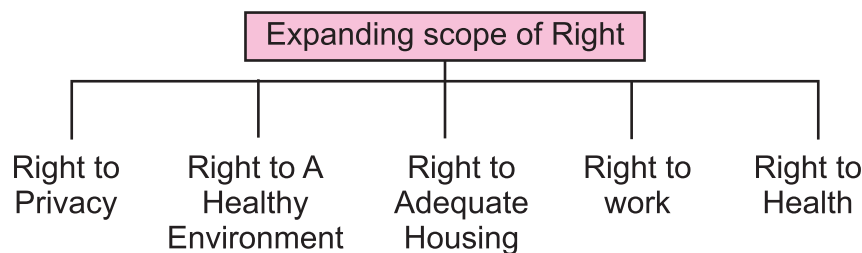
VI. Right to Constitutional Remedies

Article-32 provides a guaranteed remedy for the enforcement of these rights. We have a right to seek the enforcement of these rights. This is called right to constitutional remedies. Further, this itself is a fundamental right. This makes the fundamental rights effective.

It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government. 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 or the High Court of a state.

The Supreme Court and the High Courts have the power to issue directions, orders, or writs for the enforcement of the Fundamental Rights. They can also award compensation to the victims and punishment to the violators.

- Dr. Bhim Rao Ambedkar called the Right to Constitutional Remedies, '**the heart and soul**' of our constitution.
- An independent commission called **National Human Rights Commission** has been set up by law on 12 October 1993. It helps the victims secure their human rights especially fundamental rights.



Very short questions (1 mark)

Q.1 Who protects the Fundamental Rights of citizens?

- (a) Courts
- (b) Police
- (c) Artists
- (d) Cine Stars

Q.2 Right to vote is which type of right?

- (a) Political Right
- (b) Religious Right
- (c) Social Right
- (d) Economic Right

Q.3 When is the Human Rights day celebrated?

- (a) 10th December
- (b) 10th September
- (c) 11th January
- (d) 11th December

Q.4 What do you understand by rights?

Q.5. What is right to privacy?

Q.6 What do you understand by right to Equality?

Q.7 What do you understand by secular state?

Q.8 What is Right to Education (RTE)?

Q.9 What is Right to Information (RTI)?

Short/Long Questions (3/5 Marks)

Q.1 What are the fundamental Rights that have been given to every citizen in India?

Q.2 What is Right to Equality? Explain.

Q.3 What are the freedoms that come under Right to Freedom?

Q.4 What are the important rights conferred under Right against Exploitation? Explain.

Q.5 Briefly explain the right to Freedom of Religion?

Q.6 Explain the rights envisaged under Cultural and Educational Rights?

Q.7 What do you understand by Right to Constitutional remedies?

Q.8 How are the Fundamental Rights protected in the constitution?

- Q.9** Is India a secular state? Justify your answer.
- Q.10** Why did Dr. Bhim Rao Ambedkar call the Right to Constitutional Remedies as 'the heart and soul' of our constitution?
- Q.11** Why do we need rights in a democracy?
- Q.12** What is right to life?
- Q.13** What are the rights of a person in case of his arrest?
- Q.14** What are new rights provided to the citizens by the Constitution of South Africa?
- Q.15 Which of the Fundamental Right is being violated in the following circumstances:**
- (i) Children, under 14 years of age, are employed in the factory.
 - (ii) People are forced to work for free in Ramesh's village.
 - (iii) People are stopped from voting in Rahul's village.
 - (iv) Varun is prohibited from building house in Mumbai who has migrated from Bihar.
 - (v) Malati is stopped from fetching water from a village pond in the state of Tamilnadu.

Case Based Question: (4 Marks)

Read the case given below and answer the questions that follow:

Rights are necessary for the very sustenance of a democracy. In a democracy every citizen has to have 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.

Rights also perform a very special role in a democracy. Rights protect minorities from the oppression of majority. They ensure that the majority cannot do whatever it likes. 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. This usually happens when those in majority want to dominate those in minority. The government should protect the citizens rights in such a situation. But sometimes elected

governments may not protect or may even attack the rights of their own citizens. That is why some rights need to be placed higher than the government, so that the government cannot violate them. In most democracies the basic rights of the constitution.

Choose the correct option:

Q.1 Which one of the following system is necessary to establish rights?

- | | |
|-------------------|---------------|
| (a) Monarchy | (c) Communist |
| (b) Military Rule | (d) Democracy |

Q.2 Why do we need rights?

Q.3 The government should protect the rights.

Q.4 Write any two examples of the rights.

ANSWERS

1 Mark Questions

1. Courts (High Court and Supreme Court)
2. Political right.
3. 10th December
4. Rights are reasonable claims of persons recognized by society and sanctioned bylaw.
5. Under this, citizens or their home cannot be searched, their phones cannot be tapped etc. (Right to privacy has been declared as Fundamental Right by the Supreme Court of India in 2017)
6. There should be no discrimination on the grounds of religion, race, caste, sex or place of birth.
7. A secular state is one that does not establish any one religion as official religion.
8. The governments are responsible for providing free and compulsory education to all children up to the age of 14 years.
9. Information can be accessed from government offices.

Short/Long Questions (3/5 Marks)

1. See the key points.
2. See the key points.
3. See the key points.
4. See the key points.
5. See the key points.
6. See the key points.
7. See the key points.
8. See the key points.
9. See the key points.
10. See the key points.
11. See the key points.
12. See the key points
13. See the key points.
14. New rights given in the Constitution of South Africa:
 - (i) Right to privacy
 - (ii) Right to clean Environment
 - (iii) Right to have adequate housing
 - (iv) Right to have access to health care services, sufficient food and water.
15.
 - (i) Right against Exploitation.
 - (ii) Right against Exploitation.
 - (iii) Right to Freedom
 - (iv) Right to Freedom
 - (v) Right to Equality

Answer of 4 Marks Question

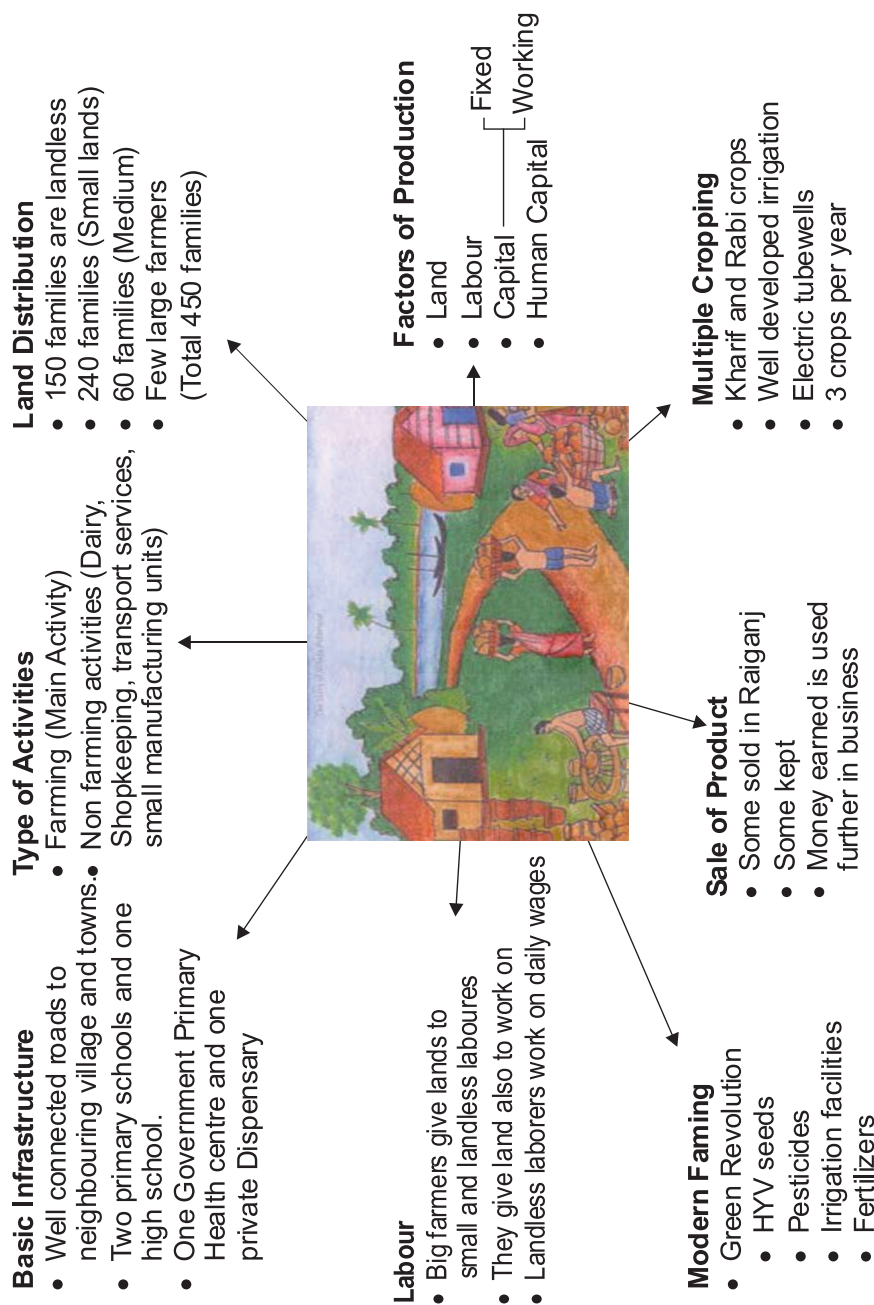
1. (d) Democracy

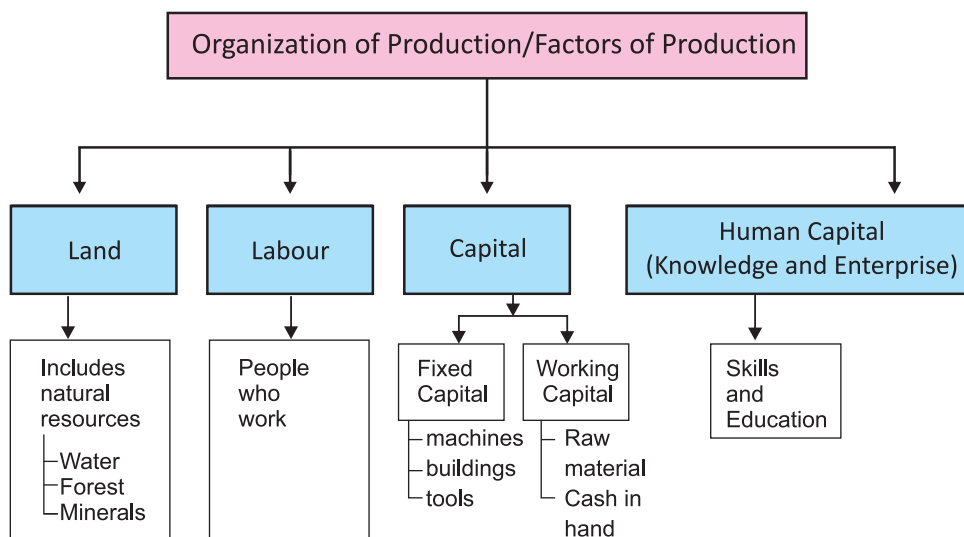
2. Rights provide the development opportunities for the people.
3. Citizens
4. (a) Right to Equality
(b) Right to Freedom

UNIT - 1

Economics

THE STORY OF VILLAGE PALAMPUR





- The agriculture crop year in India is from July to June. Agriculture seasons are classified into mainly three cropping seasons:

	Season	Period	Crops
1	Rainy season (Kharif)	July - October	Jowar , bajra, rice, maize, cotton, tobacco, etc.
2	Winter season (Rabi)	October- March	Wheat, barley, gram, mustard, pulses, potatoes, etc.
3	Summer season (Zaid)	March - June	Watermelon, toris, cucumber, leafy & other vegetables and flowering.

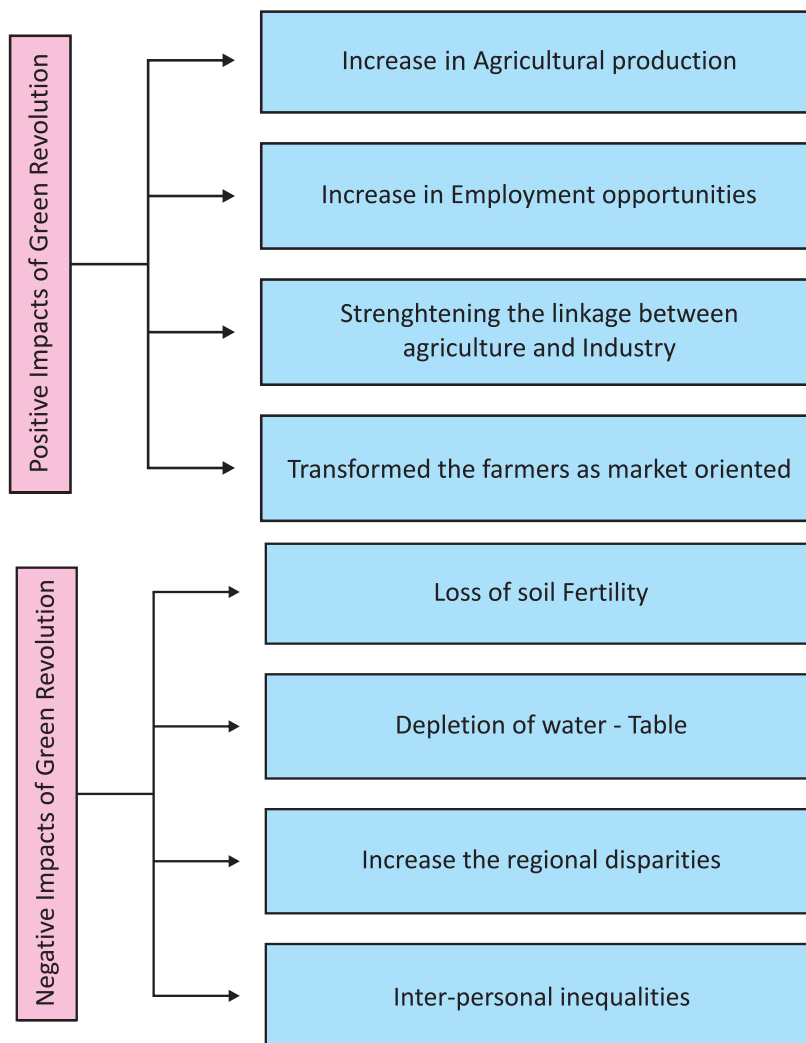
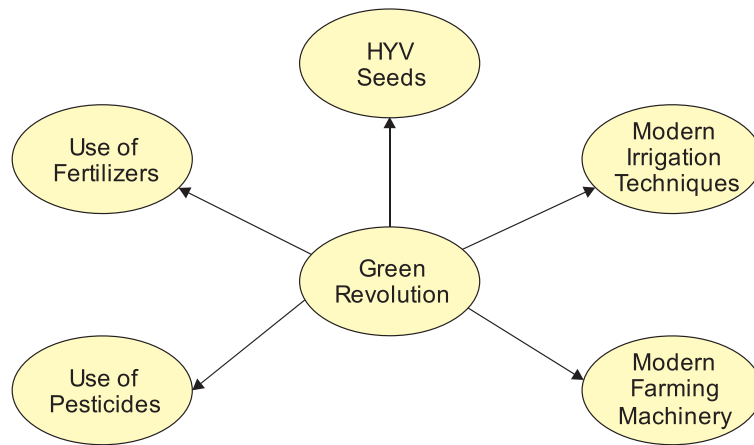
- Multiple cropping** is the practice of growing more than one crop on a same piece of land during one crop year.

- Agriculture practices carried out in India from ancient period:- Traditional farming adheres to the traditional methods of agriculture. On the other hand, modern farming experiments with the implementation of the advanced technology. The basic difference between traditional and modern farming are as follows:-
- The standard unit of measuring land is hectare.

1 hectare = 10000 square metre

Bases of difference	Traditional farming	Modern farming
Labour	Self and family	Hired labour
Seeds	Traditional seeds	High yielding varieties (HYVs) of seeds
Fertilizers	Cow-dung and other natural manure	Chemical fertilizers and pesticides
Ploughing and harvesting	Animals, bullocks	Machinery tractors and threshers
Sources of irrigation	Persian wheels were used by farmers to draw water from the wells, canals and rainfall	Tube wells or pump sets, canals, dams, tanks
Capital	Less Capital needed	more capital needs

- **Green Revolution:** The great increase in the production of wheat and rice in India in the 1960s is known as Green Revolution. It could happen owing to the introduction of modern farming methods in India.



QUESTIONS

Very Short Answer Type Questions (1 Mark each)

- Q.1** What do you mean by multiple cropping?
- Q.2** Explain the purpose of the story of the village Palampur?
- Q.3** What is Green Revolution?
- Q.4** Who developed the HYV seeds of wheat?
- Q.5** What is the first requirement of production?
- Q.6** What are the items that come under physical capital?
- Q.7** Mention the sowing period of kharif crops?
- Q.8** Name of the states who first tried out the modern farming methods in India?
- Q.9** What is the main economic activity in Palampur?
- Q.10 Which of the following is a requirement for production of goods and services?**
- (a) Land (b) Labour
(c) Capital (d) All of these
- Q.11 What is the main production activity in Palampur?**
- (a) Dairy (b) Transport
(c) Farming (d) None of these
- Q.12 Wheat is a**
- (a) Rabi Crop (b) Kharif Crop
(c) Rabi and Kharif Crop (d) None of these
- Q.13 Why are farmers in Palampur able to grow three different crops in a year?**
- (a) Farmer have enough money
(b) Availability of cheap Labour
(c) Well Developed irrigation
(d) None of these

Q.14 What is Multiple Cropping?

- (a) Growing rabi Crops
- (b) Growing more than one Crop on a piece of same land during the year.
- (c) Growing different crop by different People
- (d) None of these

Q.15 Which of the following is a non-farming activities in Palampur?

- (a) Dairy
- (b) Small Scale Manufacturing
- (c) Store Keeping
- (d) All of the above

Q.16 Labour is an factor of production, while land and capital are

Q.17 In the question given below, there are two statements marked as assertion (A) and Reason (R), Read the statements and choose the correct option:

Assertion (A) : Every production is organised by combining land, labour, physical capital and human capital.

Reason (R): Tools, machines, building are fixed capital

Options:

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

Short/ Long Answer Type Questions (3/5 Marks)

Q.1 What is the role of electricity in the farming of Palampur?

- Q.2** What are the main factors of production?
- Q.3** What are the farming and non- farming activities being carried out in Palampur?
- Q.4** Discuss the major steps taken by the government to improve agriculture in India?
- Q.5** What do you mean by modern farming methods?
- Q.6** Discuss the benefits of the Green Revolution?
- Q.7** Describe the weaknesses of Green Revolution?
- Q.8** Discuss the various types of resources?

Source Based Question (4 Marks)

- A.** The main reason why farmers are able to grow three different crops in a year in Palampur is due to the well developed system of irrigation. To grow more than one crop on a piece of land during the year is known as multiple cropping. All farmers in Palampur grow atleast two main crops, many are growing potato as the third crop in the past fifteen to twenty years.

Answer the following:

- Q.1** Farmers are able to grow.....different crops in a year in Palampur.
- Q.2** What is multiple cropping?
- Q.3** Correct the statement:
All farmers in Palampur grow five main crops.
- Q.4** is grown as third crop in Palampur.
- B.** Kishore is a farm labourer. Like other such labourers Kishore found it difficult to meet his family needs from the wages that he receive. A few years back Kishore took a loan from the bank. This was under a government programme which was giving cheap loans to poor landless households. He bought a buffalo with this money. He now sells the buffalos milk. Further, he has attached a wooden cart to his buffalo and uses it to transport various items. Every month he gets some work in transport. As a result, Kishore is able to earn more than what he used to do some years back.

Answer the following:

Q.1 What is Kishore's fixed capital?

Q.2 In how many production activities is Kishore involved?

Q.3 How Kishore has been benefitted from better roads in Palampur?

ANSWERS

Very Short Answer Type Questions (1 Mark each)

1. When a field is used to grow two or more crops in one cropping year.
2. The purpose of the story is to introduce some basic concepts relating to production, agricultural and non-agricultural activities.
3. The Green Revolution was a period when the productivity of wheat and rice increased drastically as result of new advancements.
4. Prof. Norman Borlaug
5. Land
6. Tools, machines, buildings, Raw materials and cash-money
7. From July to October
8. Punjab, Haryana and Western Uttar Pradesh.
9. Farming
10. (d) All of these
11. (c) Farming
12. (a) Rabi crop
13. (c) Well Developed Irrigation
14. (b) Growing more than one Crop on a piece of same land during the year.
15. (d) All of the above
16. abundant, scarce
17. (b)

Short/Long Answer Type Questions (3 and 5 marks)

1.
 - (a) Used to run tube wells
 - (b) Used in the manufacturing works
 - (c) Used in their business for lighting, working fans and domestic appliances etc.
2.
 - (a) Land
 - (b) Labour,
 - (c) Capital and
 - (d) Human capital
3.
 - (a) Farm activities: Agriculture, Livestock
 - (b) Non-farm activities: Transport services, Shop-keeping, Trading, Dairy, Computer center, Small manufacturing e.g. jaggery manufacturing units
4.
 - (i) Consolidation of holdings
 - (ii) five year plan on agriculture
 - (iii) minimum support price policy
 - (iv) subsidy on agriculture
 - (v) financial supports like Gramin Bank, Kisan Credit Card etc
5. Use of HYVs of Seeds, farm machinery, fertilizers, pesticides, and different sources of irrigation
6.
 - (a) Increase in agricultural production
 - (b) Increase in employment opportunities
 - (c) Strengthening the linkages between agriculture and industry
 - (d) Transformed the farmers as market oriented
7. Loss of soil fertility
 - Depletion of water - table
 - Increase in regional disparities

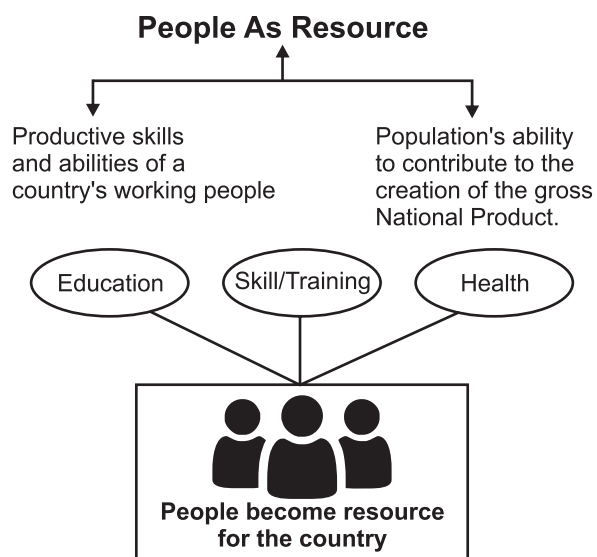
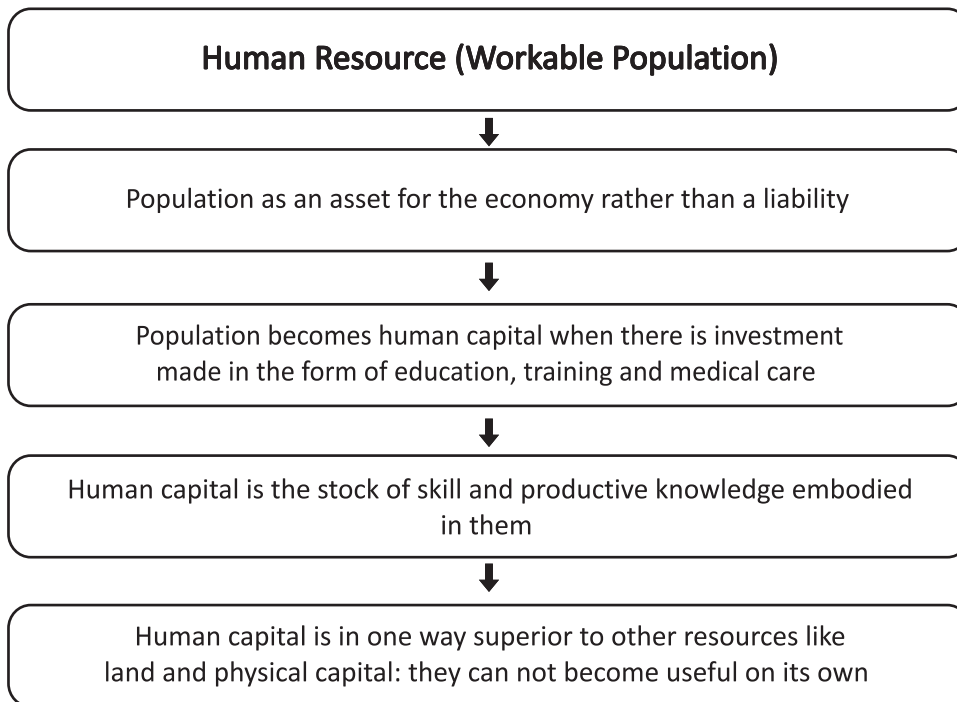
- Widened the disparity in income
 - Inter-personal inequalities
 - No response from small and marginal farmers
8. (a) Natural resources
- (b) Man-made resources
- (c) Human resource

Source Based Question (4 Marks)

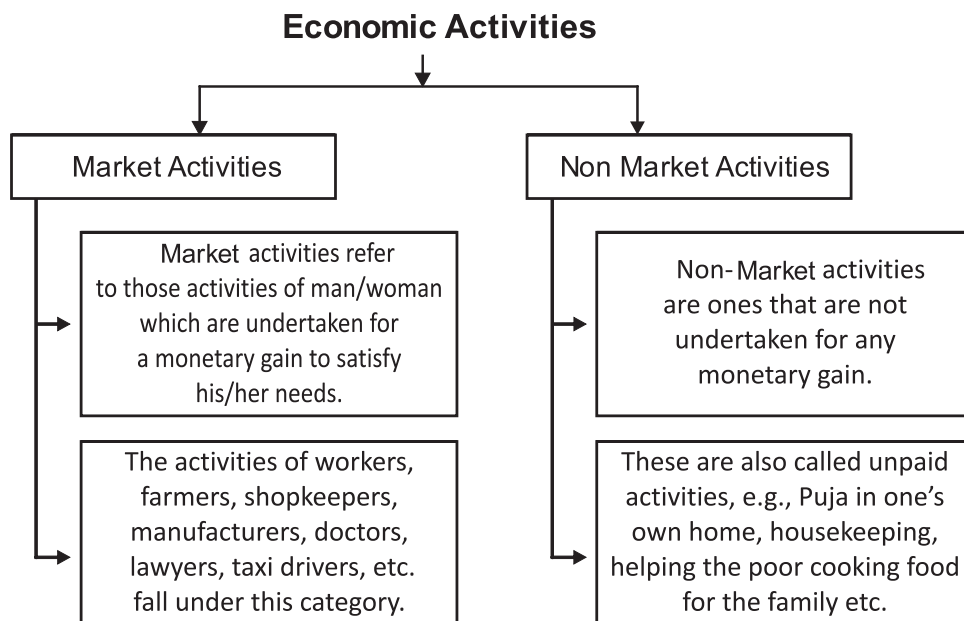
- A.**
1. Three
 2. To grown more than one crop on a piece of land in a year.
 3. All farmers in Palampur grow two main crops.
 4. Potato
- B.**
1. The cart attached to buffalo.
 2. Dairy farming, transport and labour.
 3. Kishore has made a cart attached to his buffalo which is used as a transport. He himself gets work in transport. Thus, his income has increased by better employment opportunities because of roads in Palampur.

UNIT - 2

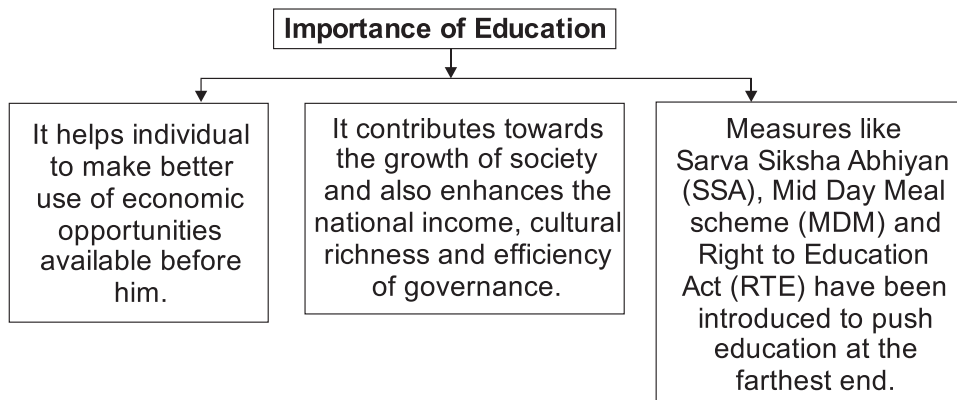
People as Resource



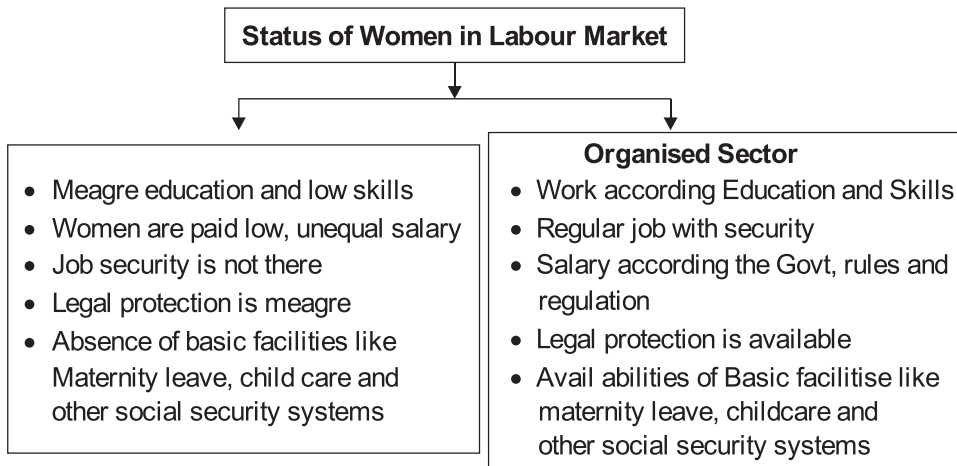
- Human beings perform many activities which can be grouped into Economic and Non-Economic.
- Education and skill are the major determinants of the earning of any individual in the market.
- Population becomes human capital when the investment made in the form of education, training and medical care, then this population is known as Human Resource.
- Japan did not have natural resources, but investing in human resources made it a developed and wealthy country.



- The quality of population depends upon the literacy rate, life expectancy and skills formation acquired by the people of the country.
- **Education** is the most important component of human resource development.

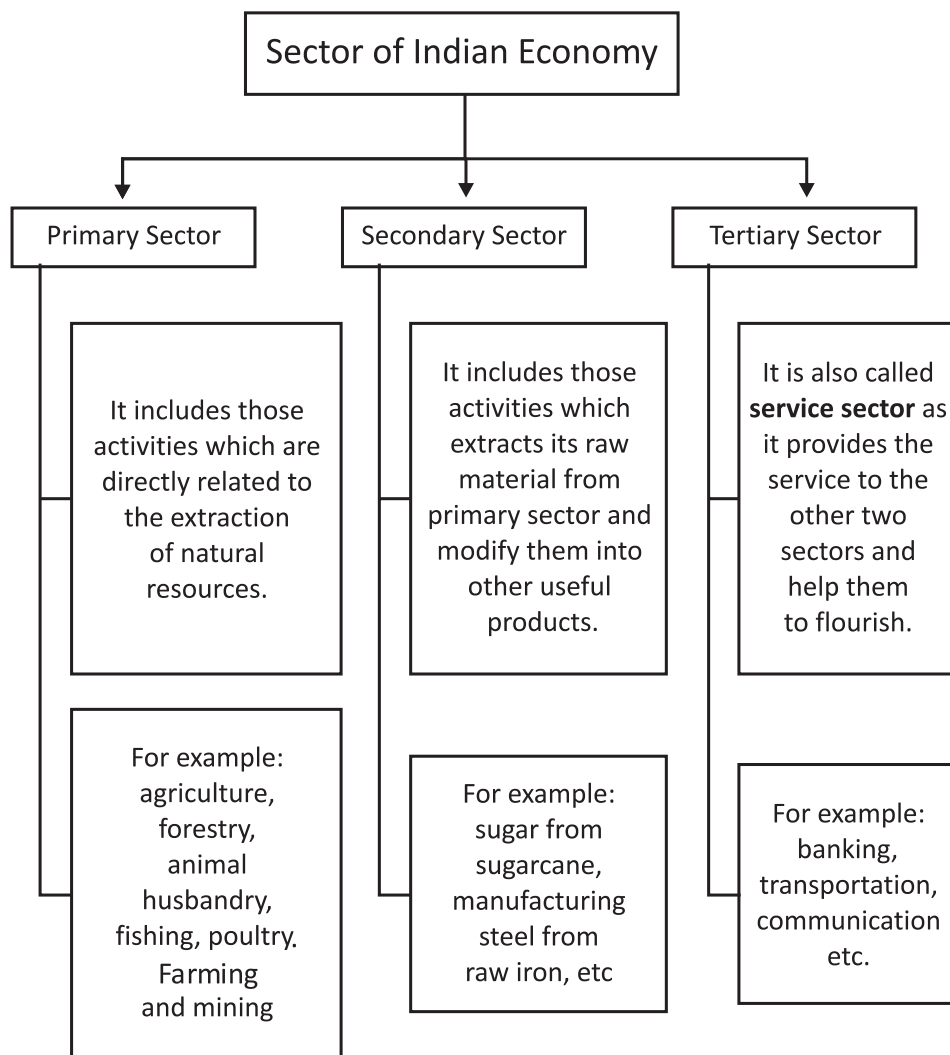


- **Health** is another very important component of human resource development. Efficiency of workers largely depends on their health.



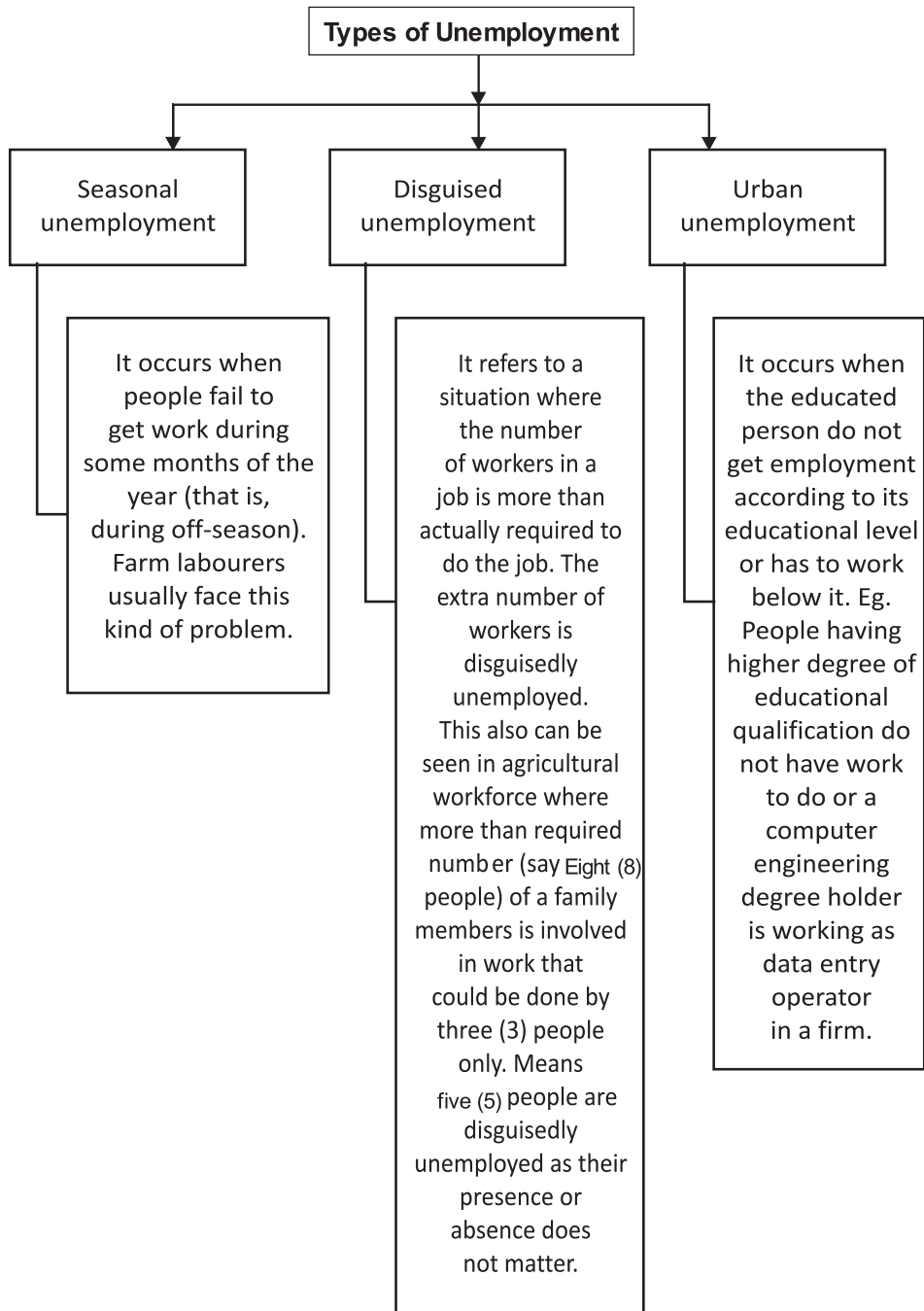
- If a person is healthy he would give his maximum output in his working hour resulting growth of economy.
- **Literacy rate** is the percentage of population of an area at a particular time aged seven years or above who can read and write with understanding.
- **Life expectancy** is the average period that a person may expect to live.
- **Birth rate** is the number of live babies born per 1000 of population during a year.
- **Death rate** or mortality rate is the number of people die per 1000 of population during a year.

- **Infant mortality rate** is the number of deaths per 1000 live births of children under one year age.



Unemployment

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



Impacts of Unemployment:

- Unemployment leads to wastage of manpower resource.

- People who are an asset for the economy turn into a liability.
- There is a feeling of hopelessness and despair among the youth.
- Unemployment tends to increase economic overload.
- Unemployment has detrimental impact on the overall growth of an economy. Increase in unemployment is an indicator of a depressed economy.
- Unemployment leads to decline in health status of individual and family.

1 Mark Questions

- Q.1** Sarva Siksha Abhiyan is started for which age group?
- Q.2** Who are educated unemployed?
- Q.3** List any two activities associated with primary sector.
- Q.4** In which resource Japan has invested much?
- Q.5** Name two factors on which the quality of population depends.
- Q.6** What steps have been taken by the state and local self-government to ensure compulsory primary education?
- Q.7** What step is taken to increase the admission intake in Primary education?
- Q.8** What is G.N.P stand for?
- Q.9** What is the aim of Mid - Day Meal scheme in schools?
- Q.10** What are non-market activities?
- Q.11** Which of the following is a primary economic activity?
- | | |
|-------------|---------------|
| (a) Trade | (b) Transport |
| (c) Banking | (d) Forestry |
- Q.12** Which of the following is a tertiary economic activity?
- | | |
|-----------------|-------------------|
| (a) Agriculture | (b) Fishing |
| (c) Trade | (d) Manufacturing |
- Q.13** Which of the following is a secondary economic activity?

- (a) Manufacturing
- (b) Education
- (c) Trade
- (d) Banking

Q.14 Which of the following is Correct?

- (a) Education contributes towards the growth of society.
- (b) Education enhances the national Income.
- (c) Education increases the efficiency of government.
- (d) All of the above

Q.15 Which of the following is incorrect?

- (a) Literacy rate have increased in India from 1951 to 2019.
- (b) Literacy rate among female is higher than the male.
- (c) Kerala has the highest literacy rate in India.
- (d) None of these.

Q.16 Who can be said to be unemployed in these following instances?

- (a) Sakal does not want to work.
- (b) Jeetu has done M.A. but he is not getting jobs.
- (c) Neetu earns Rs 400 every day from household works.
- (d) All of the above.

Q.17 Seasonal unemployment occurs in-

- (a) Education
- (b) Insurance
- (c) Agriculture
- (d) Health

Q.18 Educated unemployment is a special feature in-

- (a) Rural Areas
- (b) Urban Areas
- (c) Coastal Areas
- (d) None of these

Q.19 In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option:

Assertion (A): Literate and healthy population are an asset.

Reason (R): The quality of population ultimately decides the growth rate of the country.

Options:

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

3/5 Mark Questions

- Q.1** How Primary sector is different from secondary sector?
- Q.2** How education helps in the formation of Human Capital?
- Q.3** Does health also affect in the formation of human capital like education? Explain.
- Q.4** Write a short note on Sarva Siksha Abhiyan?
- Q.5** What is the meaning of Human Capital formation?
- Q.6** What are the aims of National policy on Population?
- Q.7** Distinguish between market and non- market activities.
- Q.8** Who are said to be unemployed? Explain different types of unemployment with suitable example.
- Q.9** Why are domestic services of house-women not treated as economic activities?
- Q.10** Why is human resource the most important resource? What steps can be taken to improve the quality of human resource?
- Q.11** How does unemployment have a detrimental impact on the overall growth of an economy?
- Q.12** "Unemployment is an economic as well as a social evil." Explain the statement.
- Q.13** Suggest any five steps to eradicate unemployment from the society?

Q.14 How human capital is superior to other resources? Explain.

Q.15 How the employability in any sector indicates the economic growth of country?

Case Study Based Question (4 Marks):

Instruction: Read the following paragraphs and answer the following questions:

Q.1. Countries, like Japan, have invested in human resource. They did not have any natural resource. These countries are developed/rich. They import the natural resource needed in their country. They have invested on people, especially in the field of education & health. These people have made efficient use of other resources, like land and capital.

(i) Which country is talked about in above extract?

(ii) correct the following statement:

India import the natural resource needed in country.

(iii) How does countries low in natural resource are developed/rich.

(iv) Investment on people is done by investing in the field of-

- | | |
|-----------------------|---------------------------|
| (a) Land and capital | (b) Education and capital |
| (c) Natural resources | (d) None of them. |

Q.2. Sarva Shiksha Abhiyaan is a significant step towards providing elementary education to all children in the age group of 6-14 years by 2010. It is a time bound initiative of the central government, in partnership with the states. The local government and the community for achieving the goal of universalisation of elementary education. Bridge courses, back to school camps and mid day meal scheme has been implemented to encourage the enrolment and attendance in schools.

(i) The extract/content is about which campaign?

(ii) Sarva Shiksha Abhiyaan is an initiative of:

- (a) State Government (b) Panchayats
- (c) Central Government (d) Parents

(iii) The goal of universalisation of elementary education is aimed towards-

- (a) Children of 2-5 Years of age
- (b) Children of 6-14 Years of age
- (c) Children of 10-18 Years of age
- (d) All of the above

(iv) State the ways adopted to increase enrollment in elementary schools.

Answers

1 Mark questions

1. 6-14 years of age group.
2. Those people who do not get employment according to their academic qualification or are working below its skill are called educated unemployed.
3. agriculture, forestry, animal husbandry, fishing, poultry, mining.(any two)
4. Human resource
5. Literacy rate and Life Expectancy.
6. Sarva Siksha Abhiyan
7. Right to Education Act, Mid - Day Meal scheme, Bridge course etc.
8. Gross National Product.
9. To improve attendance and nutritional level of students.
10. Those activities which are done for self - consumption is called non-market activity.
11. (d) Forestry
12. (c) Trade

- 13. (a) Manufacturing
- 14. (d) All of the above
- 15. (b) Literacy rate among females is higher than males.
- 16. (b) Jeetu has done M.A but he is not getting jobs.
- 17. (c) Agriculture
- 18. (b) Urban Areas
- 19. (a) Both A and R are true and R is the correct explanation of A.

3/5 Mark questions

- 1. (a) Primary sector activity is related directly to the extraction of natural resources but secondary sector activity is related to the products of primary sector.
 - (b) Primary sector extracts natural resources but secondary sector processes natural resources to finished or semi finished goods.
 - (c) Examples of primary sector are agriculture, forestry, animal husbandry where as examples of secondary sector are textile industry, iron and steel industry, sugar industry, paper industry.
- 2. (a) Through education a person has all round development by which he could master the knowledge and skills.
 - (b) It makes a person suitable to perform a nice job and got respectable salary.
 - (c) It opens new avenues of opportunities.
- 3. (a) Like education health is also an important factor in the development of human capital.
 - (b) Only a healthy person will give his optimum performance in the production and will help in the development of economy.
 - (c) An unhealthy person will be a liability for the organisation and will be waste as human resource.

4. (a) Sarva Siksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner.
- (c) It was started in 2001 by the central government after modifying existing scheme like district Primary Education Programme (DPEP).
- (d) The programme got legal backing after 86th constitutional amendment, which made free and compulsory elementary education to the children of 6-14 years of age, e.g. a Fundamental Right.
5. (a) When the existing human resource is further developed by spending on making the workforce more educated and healthy, it is called human capital formation.
- (b) Like physical capital It increases the productivity of a country.
6. (a) To lay more emphasis on under privilege class of society.
- (b) To improve family welfare programmes and health services for them in urban as well as rural areas.
- (c) To make nutritional services accessible to all section of society,
- (d) Universalization of elementary education, opening of Navodaya schools in rural areas for meritorious students.
- (e) To make the population more efficient by making them skilled through various vocational as well as technical education.

7.

	Market Activities		Non-Market Activities
(i)	They are done for remuneration or pay.	(i)	They are done for self pleasure.
(ii)	Production of goods and services is for market.	(ii)	Production is mainly for self consumption so mainly processing of primary goods.
(iii)	It is driven by Market forces.	(iii)	Has little or no effect of Market forces.
(iv)	Example: Doctor, engineer, rickshaw, puller, etc.	(iv)	Example: Kitchen garden, gardening etc.

8. When people in the age group of 15-59 years are willing to work at the prevailing wage rates but cannot find work, then he/she is said to be unemployed.

Different types of unemployment are:

- (a) Seasonal unemployment
 - (b) Disguised unemployment
 - (c) Urban unemployment
9. 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:
- (a) Such activities are performed out of love and affection and hence their valuation is not possible.
 - (b) They do not add to the flow of goods and services in the economy.
10. Existing 'human resource'¹ 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:
- (a) Quality of human resource can be improved through better education, food and healthcare facilities.
 - (b) 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.
11. (a) 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.
- (b) 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.
 - (c) 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 unemployment in an indicator of a depressed economy.

12.
 - (a) Today, unemployment is considered one of the most threatening problems before the country.
 - (b) The society is deprived of the goods and services that the unemployed people could have produced.
 - (c) Unemployment among the educated persons is more serious. This is due to investments made in them.
 - (d) Unemployment is not only an economic evil, it is a social problem too as it spreads social unrest and tension as unemployed people are a frustrated class of the society and can get into unsocial activities.
13.
 - (a) Improved quality of education along with its Universalization
 - (b) Imparting Vocational or skill education through curriculum.
 - (c) Opening opportunities of self-employment in the form of small scale manufacturing units.
 - (d) Financial assistance as well as incentive to start new avenues to the skilled
 - (e) Percolating existing government scheme to the needy one.
14.
 - (a) No other resource can utilise itself as human do.
 - (b) All the precious minerals and other resources will lie idle until human will extract them.
 - (c) By its intellect and skill human can transform any resource for its utilisation.
 - (d) Only human can invent unseen resources from the existing one
 - (e) We have the example of Japan where there is an acute shortage of natural resources but due to its superior human resource it is one of the most advanced country of the world.
15.
 - (a) There is a close relationship between the employability in a sector with the developmental level of a country.

- (b) If majority of population of a country is involved in primary sector that means it is underdeveloped as it doesn't have technology or lacks capital to convert natural resources for mass consumption.
- (c) If maximum workforce is involved in secondary sector i.e manufacturing it will be a developing Country as it has capital to manufacture but consumption level is still low or per capita income is Moderate,
- (d) Again if majority of employability is in tertiary force i.e service sector, it means country is developed. It is because consumption is high due to high per capita income. Due to which transportation of goods, through road, rail or even airways has flourished. More over banking facility will only sustain when there will be surplus income for the people.

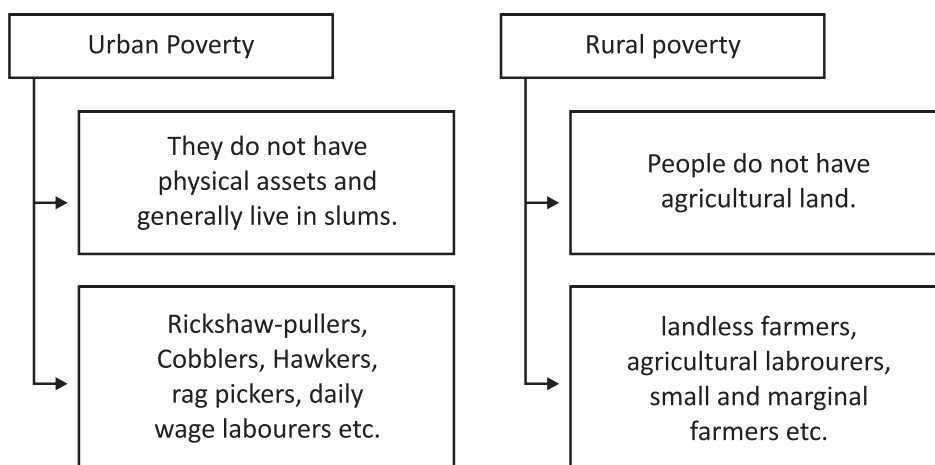
Source Based Question (4 Marks)

- A. (i) Japan
 - (ii) Japan import the natural resource needed
 - (iii) They have invested on people through education and health
 - (iv) (B) Education & Health
- 2. (i) Sarva Shiksha Abhiyan
 - (ii) (c) Central Government
 - (iii) (b) children of 6-14 years of age.
 - (iv) Bridge courses, back to school camp & mid day meal

UNIT - 3

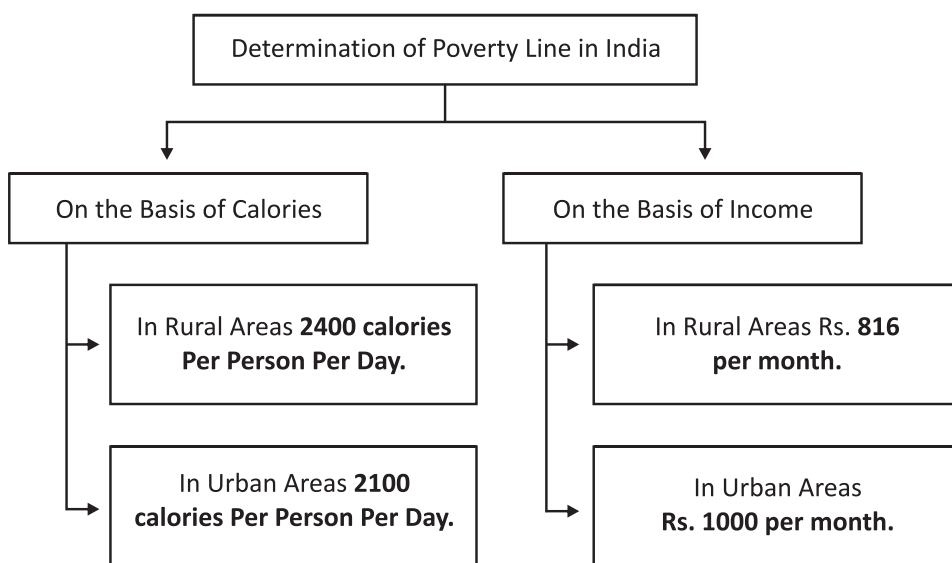
Poverty As a Challenge

- **Poverty** refers to a situation in which a person is not able to get the minimum basic necessities of life e.g. food, clothing, shelter etc. for his or hersustenance.
- Every fifth Indian is poor. (Latest data of the World Bank).India is having the largest number of poor people in the world. However, latest report suggests that India is no longer a nation having largest number of poor people in the world. Nigeria overtook India as the country with the largest number of extreme poor. (The Times of India, June 27,2018)



- **Poverty as seen by social scientists:**
 - (i) Poverty relates to the level of income and consumption.
 - (ii) Apart from this, poverty is looked through other social indicators like illiteracy level, lack of general resistance due to malnutrition, lack of access to healthcare, lack of job opportunities, lack of access to safe drinking water, sanitation etc.
- **Social exclusion:** According to this concept, poverty is seen in terms of the poor having to live only in a poor surrounding with poor people.

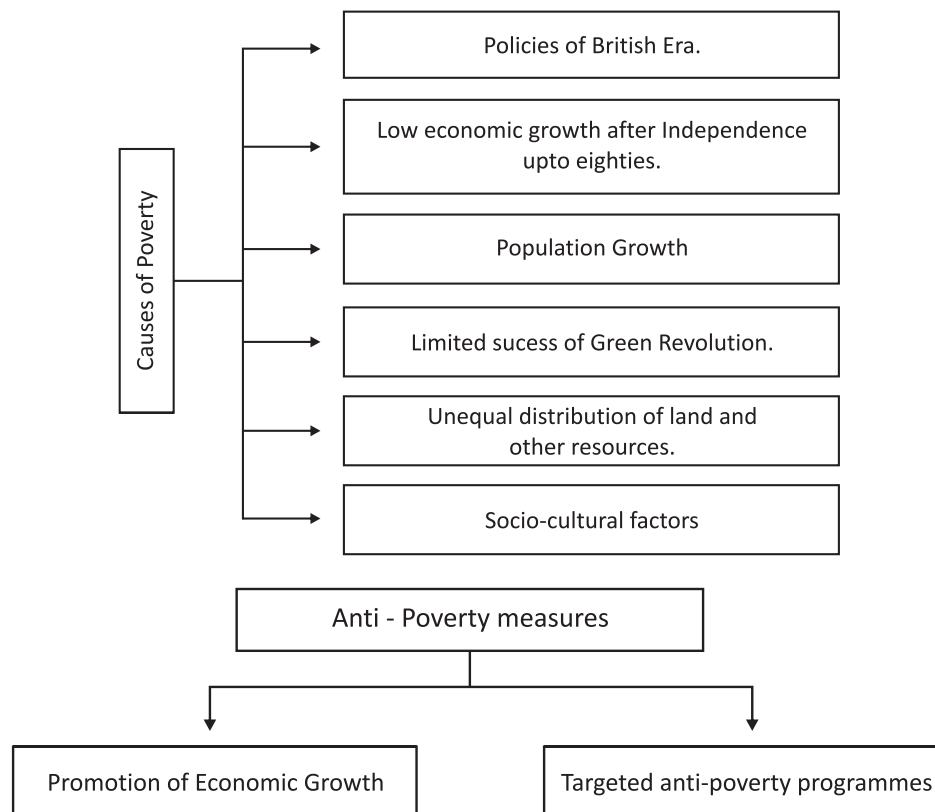
- **Vulnerability:** Vulnerability to poverty is a measure, which describes the greater probability of certain communities or individuals of becoming, or remaining, poor in the coming years.
- **Poverty Line:** A person is considered poor if his or her income or consumption level falls below a given “minimum level” necessary to fulfill basic needs. This minimum level is referred to as Poverty Line.
- **Determination of Poverty Line in India:**



SOME INTERESTING FACTS

The monetary expenditure per capita needed for buying the requisite calorie requirements in terms of food grains etc. is calculated. It is revised periodically taking into consideration the rise in prices. On the basis of these calculations, for the year 2011-12, the poverty line for a person was fixed at Rs. 816 per month for the rural areas and Rs. 1000 for the urban areas. These estimates were given by Tendulkar committee. However, the then Planning Commission (now NITI Aayog) had appointed another committee in 2012 under the chairmanship of C. Rangrajan. The Rangarajan Committee submitted its report in June, 2014. It raised the Poverty Line for rural area to **Rs. 972** and for urban areas to **Rs. 1407**. (Source- niti.gov.in)

- **Vulnerable Groups:** Schedule Tribes (ST), Schedule Castes (SC), Agricultural Labourers and Casual Labourers are the most vulnerable groups in India.
- **Inter-State Disparities:** The proportion of poor people is not the same in every state. Bihar and Odisha are the poorest states in India.
- **Poverty decline in states-reasons:**
 - (i) Punjab and Haryana-Due to high agricultural growth rates.
 - (ii) Kerala-Owing to more focus on human resource development.
 - (iii) West Bengal-Land reforms.
 - (iv) Andhra Pradesh and Tamil Nadu-Public distribution of food grains.
- **National Sample Survey Organisation (NSSO)** - This organisation estimates the poverty line periodically (normally every five years) by conducting sample surveys.
- **Global Poverty Scenario:** According to the World Bank definition, a person living on less than 1.90 US Dollar per day is poor. According to the most recent estimates, in 2013, 10.7 percent of the world's population lived on less than 1.9 US Dollar a day. (Source-worldbank.org)
- The Sustainable Development Goals (SDG) of the United Nations calls for ending the extreme poverty by 2030.



Promotion of Economic Growth

- There is a strong link between economic growth and poverty reduction. Economic growth widens opportunities and provides the resources needed to invest in human development. However, the poor may not be able to take advantage from the opportunities created by economic growth. Growth also increases the government revenues and consequently, it could afford the programmes for poverty reduction. That is why these two strategies are also known as complementary to each other.

Targeted Anti-Poverty Programmes

- Mahatma Gandhi National Rural Employment Guarantee Act-2005.
- Prime Minister RozgarYojana
- Swaranjayanti Gram SwarozgarYojana

- Pradhan Mantri Gramodaya Yojana
- Antyodaya Anna Yojana

Economic growth and poverty reduction: interconnection: The economic growth up to the early eighties, 1980s and 1990s and the level of poverty is a direct evidence of connection between economic growth and poverty reduction. But, the question arises how the growth helps in the reduction of poverty? Conceptually, rapid economic growth works through two channels:

- It creates well-paid jobs and raises real wages. Both factors raise incomes of poor households thereby directly reducing the poverty. Further, with increased income, the households are able to spend in education and health services. This spending in education and health helps in the reduction of poverty in the long run. More income leads to more investment in businesses and industries thereby creating more employment, and consequently reduction in poverty.
- Rapid economic growth leads to growth in government revenues. The government uses these increased revenues in running various welfare programmes. It is because of the increasing revenue that India could afford Mahatma Gandhi National Rural Employment Guarantee Scheme and near universal Public Distribution System (PDS).

Mahatma Gandhi National Rural Guarantee Act- 2005

- Aim-Assuring employment to every rural household.
- Minimum 100 days of assured employment in a year.
- One-third jobs are reserved for women.
- If an applicant is not provided employment within fifteen days he/she is entitled to a daily unemployment allowance.
- Wage as per the Minimum Wages Act.

Prime Minister Rozgar Yojana (PMRY)

- Started in 1993.

- (ii) Aim- To create self-employment opportunities for educated unemployed youth in rural and small towns.
- (iii) Help in setting up small business and industries.

The challenges ahead and new approaches in poverty reduction

The Sustainable Development Goals (SDG) of the United Nations calls for ending the extreme poverty by 2030. In this context, reduction of poverty requires innovative approaches in our country. Further, with development, it is expected that the definition of poverty would change. Though, we have been able to maintain high economic growth in the last 20 years, but this has not resulted in creating large number of employment. Further, we need to make anti-poverty schemes more effective. Following new approaches are worth mentioning here:

- (i) Jan Dhan Yojana, Aadhar and Mobile (JAM)-This trinity could play an important role in widening the reach of the government to the vulnerable sections. This would prevent the leakages in the distribution in the long run.
- (ii) Universal Basic Income- It is considered as an alternative to various state subsidies for poverty alleviation (Economic Survey, 2017). Though it is still at discussion level, the Universal Basic Income envisages paying the beneficiaries directly into their bank accounts to help reduce leakage.

QUESTIONS

Very Short Answer Type Questions:

- Q.1** Name the two poorest states in India.
- Q.2** What is poverty?
- Q.3** What is poverty line?
- Q.4** What is the accepted average calorie requirement for a person per day in urban areas?
- Q.5** Why is calorie requirement of a person in rural area higher than the calorie requirement of a person of urban area?
- Q.6** Which organization in India carries the periodical survey for the estimation of poverty?

- Q.7** Which standard is used by the World Bank for the estimation of poverty line?
- Q.8** Mention any two social groups that are most vulnerable to poverty.
- Q.9** Why has Kerala succeeded in reducing poverty?
- Q.10** What is the main reason for the poverty reduction in Punjab and Haryana?
- Q.11** What is the historical reason for the widespread poverty in India?
- Q.12** 'The current anti-poverty strategy of the government is based broadly on two planks'. Mention these two planks.
- Q.13** Which Act guarantees minimum 100 days employment per person per year in rural areas?
- Q.14** Which scheme has been started to create self-employment opportunities for educated unemployed youth in rural areas?
- Q.15** Which of the following is not a cause of poverty?
- (a) Landlessness
 - (b) Unemployment
 - (c) Economic Growth
 - (d) Illiteracy
- Q.16** What does vulnerability mean with reference to poverty?
- (a) Probability of certain communities or individuals of becoming or remaining poor in the coming years.
 - (b) Poor living with Poor.
 - (c) Both of the above
 - (d) None of the above.
- Q.17 Poverty line is measured on the basis of**
- (a) Income
 - (b) Consumption
 - (c) Literacy
 - (d) Both A and B
- Q.18 Which of the following is an anti-poverty strategy of the government?**
- (a) Promotion of economic Growth

- (b) Targeted anti - poverty programmes
- (c) Both of the above
- (d) None of these

Q.19 Which of the following is a feature of MGNREGA-2005?

- (a) 100 days assured employment every year
- (b) Employment within 15 days of notice
- (c) Unemployment allowance in case of no-work provided
- (d) All of the above

Q.20 Who among the followings can be vulnerable group in India?

- (a) Rural Agricultural labour Household
- (b) Urban casual labour household
- (c) Both of the above
- (d) None of them

Short/Long Answer Type Questions (3/5 Marks)

- Q.1** How is poverty seen by social scientists?
- Q.2** How is poverty line determined in India?
- Q.3** 'The proportion of people below poverty line is not same for all social groups and economic categories in India'. Explain.
- Q.4** What are the main reasons of poverty in India?
- Q.5** Describe the current anti-poverty strategy of the government in India?
- Q.6** Mention the important features of Mahatma Gandhi National Rural Employment Guarantee Act-2005.
- Q.7** Mention the important features of Prime Minister Rozgar Yojana.
- Q.8** Suggest some ways to reduce poverty in India.
- Q.9** Why do you think that the results of poverty alleviation programmes in India have been mixed? Give reasons.
- Q.10** Why do you find a strong link between economic growth and poverty reduction in India? Give reasons.

Source Based Question

Read the followings extract and answer the following questions:

The proportion of people in developing countries living in extreme economic poverty-defined by the World Bank as living on less than \$ 1.90 per day- has fallen from 43 per cent in 1990 to 22 per cent in 2008. Although there has been a substantial reduction in global poverty, it is marked with great regional differences. Poverty declined substantially in China and Southeast Asian countries as a result of rapid economic growth and massive investments in human resource development. Number of poor in China has come down from 85 per cent in 1981 to 14 per cent in 2008 to 6 per cent in 2011. In the countries of South Asia (India, Pakistan, Sri Lanka, Nepal, Bangladesh, Bhutan) the decline has not been as rapid. Despite decline in the percentage of the poor, the number of poor has declined marginally from 61 per cent in 1981 to 36 per cent in 2008. Because of different poverty line definition, poverty in India is also shown higher than the national estimates.

- Q.1** According to the definition of the World Bank a person living on less than is considered as poor.
- Q.2** What is the reason for the decline in poverty in China and Southeast Asian countries.
- Q.3** State whether true or false:
'The decline of poverty in the entire world has been uniform.'
- Q.4** The percentage of poverty in China in 2008 was .

ANSWERS

1. Bihar and Odisha
2. See the key Points.
3. See the key points.
4. 2100 calorie
5. Because, people living in rural areas engage themselves in more physical work than the people of urban areas.
6. National Sample Survey Organisation.

7. The World Bank uses a uniform standard for poverty line: minimum availability of the equivalent of USD 1.90 (at present) per person per day.
8. Schedule Tribes (ST) and Schedule Castes (SC).
9. By focusing more on human resource development.
10. High agricultural growth rates.
11. Low level of economic development during the British era.
12. (a) Promotion of economic growth and, (b) Targeted anti-poverty programmes.
13. Mahatma Gandhi National Rural Employment Guarantee Act-2005.
14. Prime Minister Rozgar Yojana (PMRY)
15. (c) Economic Growth
16. (a) Probability of certain communities or individuals of becoming or remaining poor in the coming years
17. (d) Both A and B
18. (c) Both of the above
19. (d) All of the above
20. (c) Both of the above

Short/Long Answer Type Questions (3/5 Marks)

1. See the key points.
2. See the key points.
3. (i) Data suggests that some social groups and economic categories are more vulnerable than others in India.
 (ii) Among the social groups, Schedule Tribes and Schedule Castes households are most vulnerable groups.
 (iii) Similarly, among the economic groups, the most vulnerable groups are the rural agricultural labour households and the urban casual labour households.

- (iv) The proportion of people below poverty line in these groups is much higher than the national average in India
- 4. See the key points.
- 5. See the key points.
- 6. See the key points.
- 7. See the key points.
- 8.
 - (a) More than half of our country's population is still dependent on agriculture. It is, therefore, we need to invest more in the agricultural sector and increase the productivity.
 - (b) Increasing stress on universal free elementary education.
 - (c) By empowering the women and the economically weaker sections of society.
 - (d) Controlling the population growth.
 - (e) Any other suggestion.
- 9. The reasons are:
 - (i) Lack of proper implementation of the schemes.
 - (ii) Lack of right targeting. However, with the implementation of Aadhar, it is expected that the targeting will be more effective in future.
 - (iii) Overlapping of various schemes.
 - (iv) Corruption is another aspect which has hindered the effectiveness of anti-poverty programmes.
 - (v) Lack of information and rights
- 10. Yes, there is a strong link between the economic growth and poverty reduction in India. The reasons are:
 - (a) India witnessed low economic growth up to the early eighties and the poverty estimates remained the same in during this period.

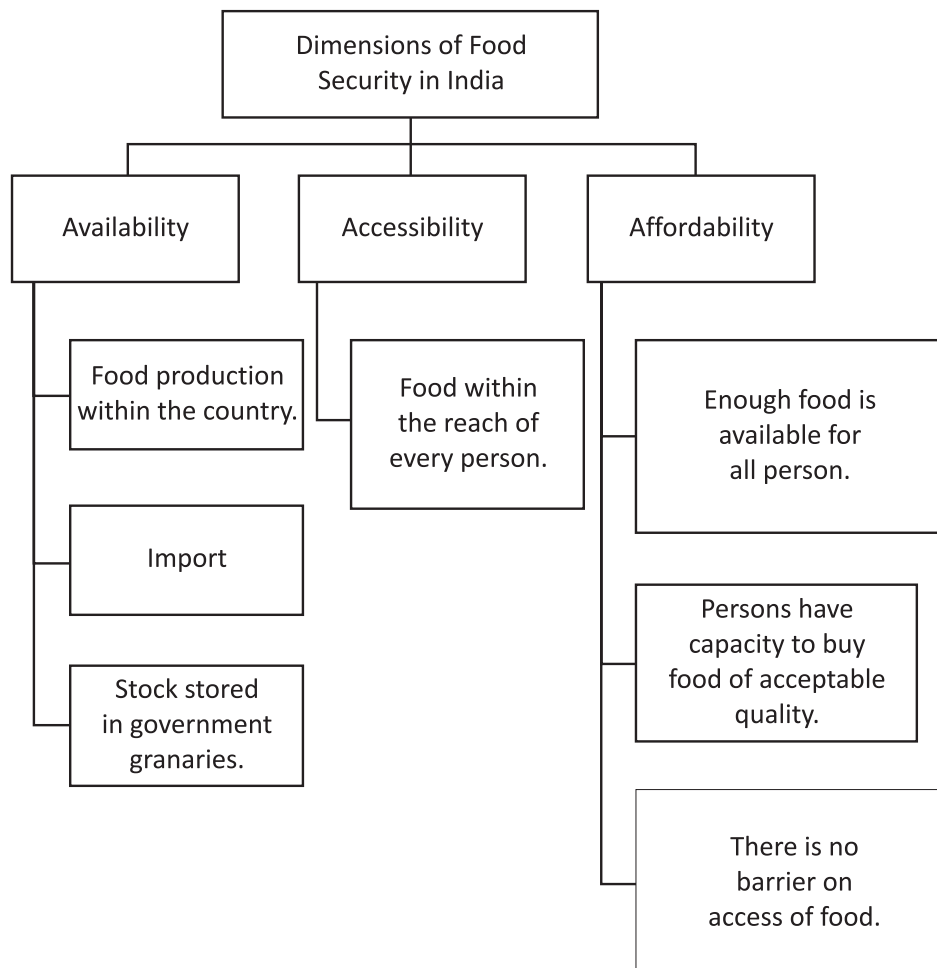
- (b) The Economic growth rate jumped significantly in the 1980s and 1990s. The higher growth rates helped significantly in the poverty reduction.
- (c) Economic growth widens opportunities and provides the resources needed to invest in human development. Increased government revenue leads to more spending in poverty alleviation programmes.
- (d) People take advantage from the opportunities created by economic growth which further brings prosperity in the country.

Source Based Question Answer:

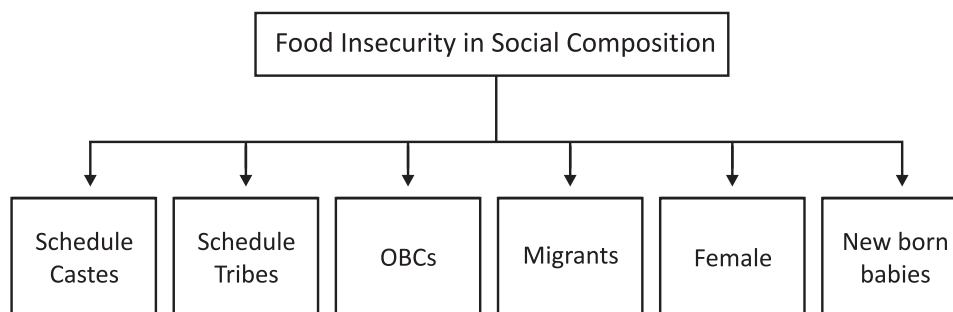
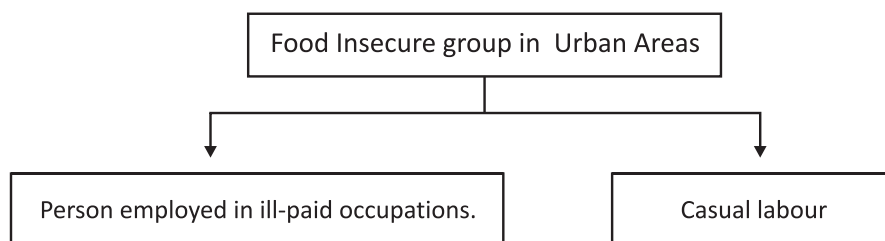
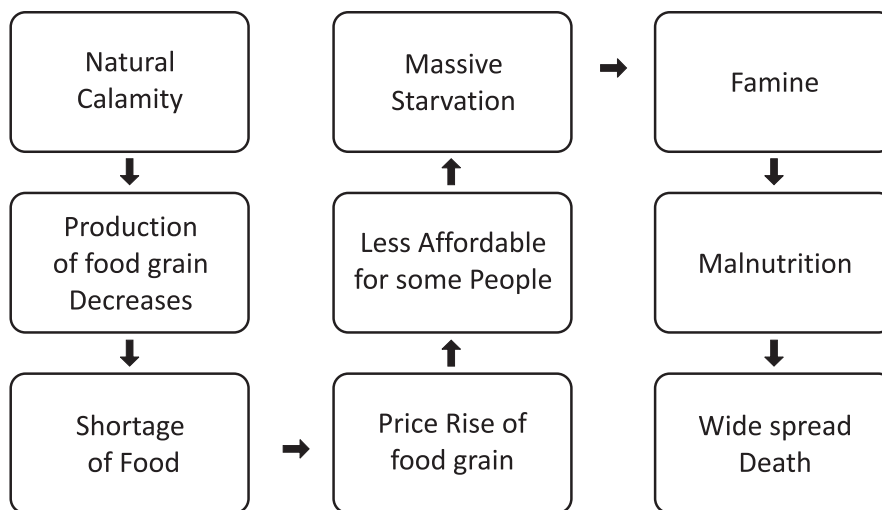
- 1. \$1.90 per day
- 2. Investment in Human Resource Development
- 3. False
- 4. 14%

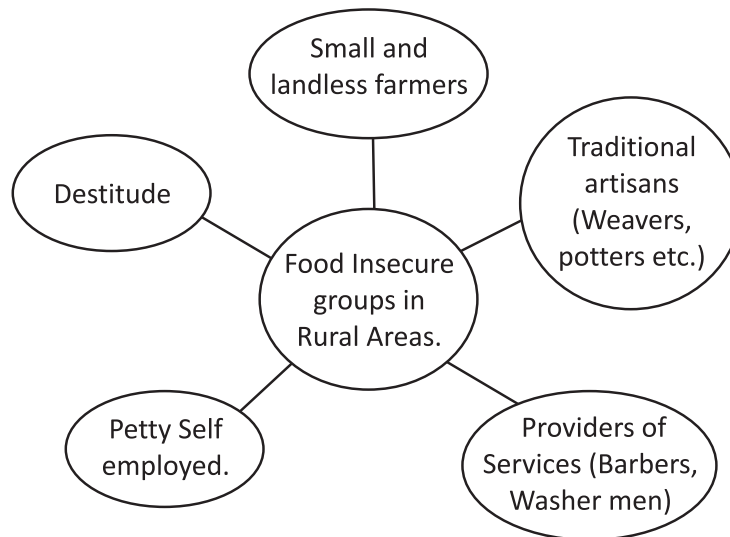
UNIT - 4

Food Security in India

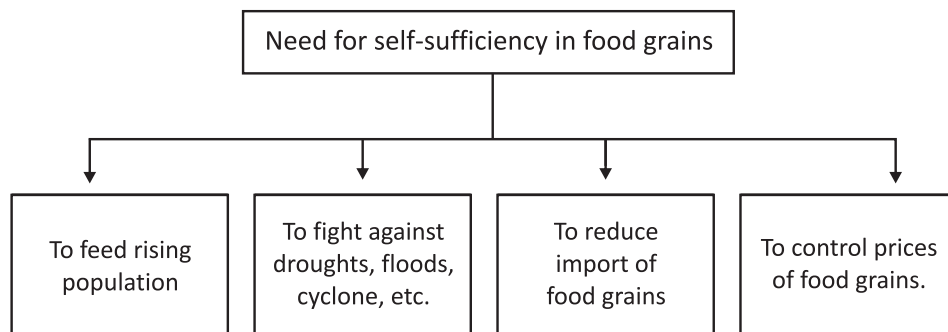


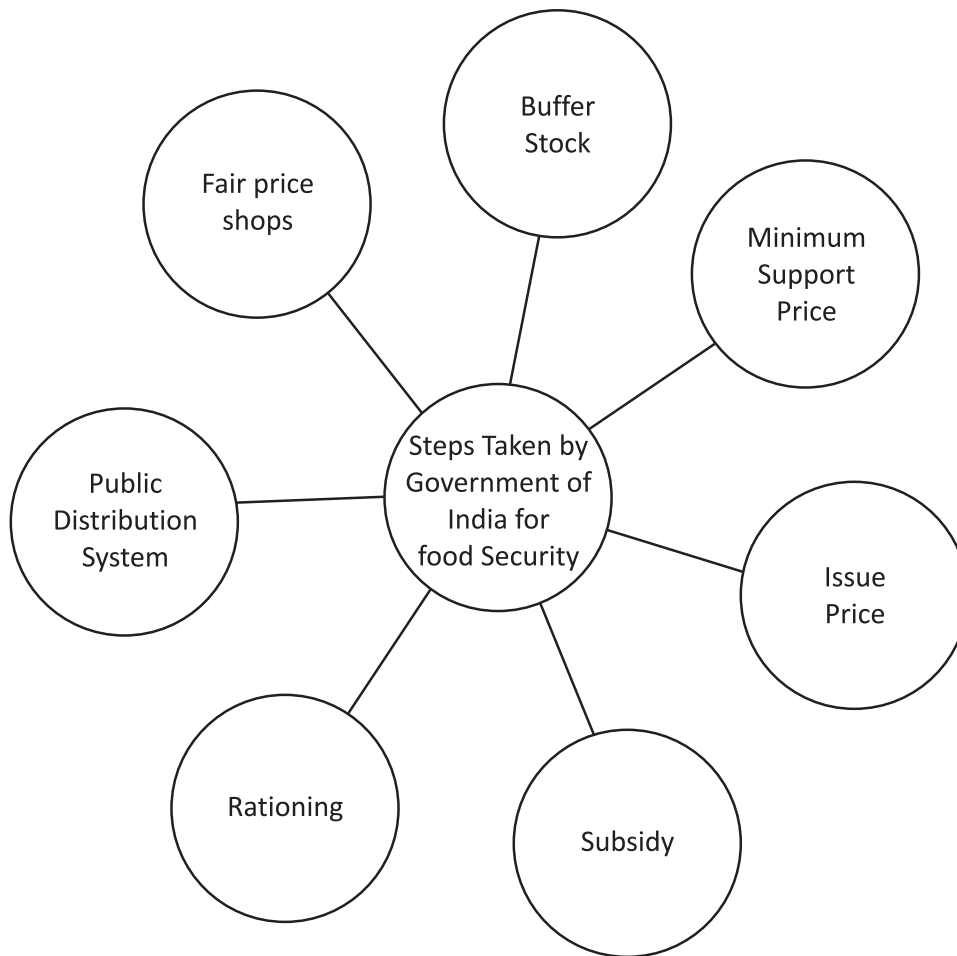
- The poorest section of the society remains food insecure all the times.
- People above poverty line might also feel food insecure in times of natural calamity like earthquake, drought, flood, tsunami etc.





- **Hunger** is an aspect of not just indicating food insecurity and poverty but also brings poverty.
- The attainment of food security involves eliminating current hunger and reducing the risk of future hunger.
- **Hunger has chronic and seasonal dimensions:**
 - I. Poor people suffer from chronic hunger due to very low income and are food insecure all the times.
 - II. In rural areas Seasonal hunger is caused by the seasonal nature of agricultural activities.
 - III. In urban areas, seasonal hunger occurs because of the casual type of work like construction worker won't get work during rainy season.





- 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 (MSP)**'.
- The grains stored in Buffer Stocks are distributed in deficit areas and among the poor strata of society at a price lower than the market price known as **Issue Price**.
- **Subsidy** is a payment that a government makes to a producer to supplement the market price of a commodity. It keeps consumer prices low while maintain a higher income for producers.

- Rationing in India dates back to 1940's against the backdrop of Bengal famine, but was revived in the wake of acute food shortage during 1960's before **Green Revolution**.
- Around mid 1970's three important food intervention programmes were introduced:
 - I. Public Distribution System for food grain (PDS)
 - II. Integrated child Development Services (ICDS)
 - III. Food for Work (FFW)
- **Public Distribution System (PDS)** refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops by using Ration cards.
- There are about 5.5 Lakh ration shops all over the country also known as Fair Price Shop, which keeps stock of food grain, sugar etc which are sold at lower than market price.
- There are three kinds of Ration Cards-
 - I. Antyodaya card -for the poorest of poor
 - II. BPL Card -for those below poverty line
 - III. APL Card -for all other
- National Food Security Act, 2013 was passed to provide food and nutritional security at affordable price to 75% of rural population and 50% of urban population.
- **A co-operative society is an** autonomous group of people who unite at their own will to meet their common economic, social, and cultural need through a jointly owned and democratically controlled company.
- These co-operative societies (co-op) along with several non-governmental organisations (NGO) also play an important role in ensuring food security by setting up shops to sell low priced goods to people. Eg. Amul, Mother Dairy etc.
- The Green Revolution which increased the quantity of food production by using high yielding variety of seeds and modern

agricultural technique has been a torch bearer in ensuring the food security in India.

- In India National Sample Survey Organisation (NSSO) has the responsibility to collect data of Economic survey.
- Features of different programmes introduced for ensuring Food Security in India:

Name of Scheme	Year of Introduction	Target group
Public Distribution System (PDS)	Up to 1992	Universal
Revamped PDS (RPDS)	1992	Remote and Backward Areas all over country
Targeted PDS (TPDS)	1997	BPL APL
Antyodaya Anna Yojana (AAY)	2000	Poorest of Poor
Annapurna Yojana (APY)	2000	Indigent (poverty stricken) senior citizen
National Food Security Act	2013	Priority Household
Mid Day Meal	1995	For students upto 8 th Class

The Role of Cooperative in Food Security

- The cooperative societies set up shops to sell low priced goods to poor people.
- In Delhi, Mother Dairy is making strides in providing of milk and vegetables to the consumers at controlled rate decided by Government of Delhi.
- Amul is another success story of cooperative in milk and milk Products from Gujarat. It has brought the White Revolution in country.
- In Maharashtra, Academy of Developmental Science (ADS) has facilitated a network of NGOs for setting up grain banks in different regions.

1 Mark Questions

- Q.1** What is the meaning of food security?
- Q.2** When and where was the great famine of occurred in India?
- Q.3** Name any two states of India facing acute food scarcity?
- Q.4** Name the types of starvation?
- Q.5** List two factors of food security in India?
- Q.6** What is Buffer stock?
- Q.7** What is PDS?
- Q.8** What are the different types of Ration Cards?
- Q.9** When could general public suffer with food insecurity?

Fill in the Blank-

- Q.10** The rationing system was started in India during.....
- Q.11** Why are employment schemes organised?
- Q.12** What is the need of fair price shop?

Fill in the Blank-

- Q.13** The target group of APY is
- Q.14** Why government gives subsidy?

Q.15 Who is a food insecure in India?

- | | |
|-------------------------|-------------------------|
| (a) Traditional Artisan | (b) Petty Self-employed |
| (c) Both are correct | (d) Both are Wrong |

Q.16 What is Buffer Stock?

- | | |
|-------------------------|---------------------------|
| (a) Stock of Food Grain | (b) Stock of textbooks |
| (c) Both are correct | (d) Minimum Support Price |

Q.17 Food Security is ensured by government in India-

- | |
|-----------------------------------|
| (a) By Buffer Stock |
| (b) By Public Distribution System |
| (c) Both are correct |
| (d) None of these |

Q.18 Buffer Stock is prepared by in India by-

- (a) Food Corporation of India
- (b) Food Supply of India
- (c) Food Procurment of India
- (d) None of these

Q.19 An assertion (A) and its reason (R) is giving below. Read the following sentences and choose the right answer from the options:

Assertion (A): Buffer stock is the stock of food grains procured by the government through the food corporation of India.

Reason (R): The grain stored in Buffer stocks are used for distribution among the poor strata of society and at the times of any natural calamity.

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

3/5 Mark Questions

- Q.1** Explain the dimension of food security?
- Q.2** How food security has been ensured in India?
- Q.3** What is meant by MSP? How it helps in food security?
- Q.4** Explain the impact of Green Revolution on food security?
- Q.5** Differentiate between seasonal and chronic hunger.
- Q.6** List any three characteristics of Public Distribution System?
- Q.7** What is the need of maintaining Buffer Stock?
- Q.8** How calamities affect food security?
- Q.9** Explain any five food based programmes undertaken by the government?

Q.10 Explain the role of co-operative society in ensuring food security.

Q.11. Describe the steps used by the government to become self-sufficient in food grains.

Answers

1 Mark questions

1. Food security means availability, accessibility and affordability of food to all people at all times.
2. 1943, Bengal
3. Bihar, Orissa, Jharkhand, West Bengal (any two)
4. (i) Seasonal (ii) Acute
5. (i) Buffer stock (ii) Public Distribution System
6. Buffer Stock is the stock of food grains (wheat and rice) procured by the government through the Food Corporation of India (FCI).
7. Public Distribution System (PDS) refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops by using Ration cards.
8. There are three kinds of Ration Cards-
 - (a) Antyodaya card - for the poorest of the poor
 - (b) BPL Card - for those below poverty line
 - (c) APL Card - for all others
9. During Earthquake, Drought, Flood, Tsunami and Famine due to bad harvest could eventually lead to food insecurity even to affluent people of society.
10. 1940s
11. To ensure food and nutritional to people residing below poverty level.
12. To ensure distribution of food grain to even the poorest of the poor at lower than market price.
13. Indigent (poverty stricken) senior citizens.

14. To make sure that price of commodity should be in the reach of poorest people.
15. (c) Both are correct
16. (a) Stock of food grains
17. (c) Both are correct
18. (a) Food Corporation of India
19. (a)

3/5 Mark Questions

1. The dimension of food security are-
 - Availability of food
 - Accessibility (meaning within reach)
 - Affordability (meaning having enough money to buy sufficient, safe and nutritious food)
2. (a) Self sufficiency in food through Green Revolution and modern technology in agriculture,
(b) By maintaining Buffer Stock for present and future need,
(c) A well planned distribution system like PDS to ensure food in the neighbourhood.
3. The Food Corporation of India (FCI) purchases Surplus wheat and rice for the government from the farmers at pre-announced prices. This price is called 'Minimum Support Price' (MSP). It helps in ensuring food security by several means-
 - For farmers it gives surety to their crop price and will be encouraged to grow certain crop.
 - For government it ensures that they should have enough crop to buy for their buffer stock and public welfare programmes,
 - For public this ensures that prices of a commodity will be stable and within their reach
4. (i) It made India self sufficient in crop production.

- (ii) After Green Revolution no food scarcity was felt even during adverse weather conditions
- (iii) With the increase in per hectore crop production as well as extension of agricultural activities in dis-advantaged area it ensured regular food supply.

5.

Sl no.	Seasonal hunger	Chronic hunger
1.	It arises due to seasonal nature of activity like farming or casual work	It arises due to low income throughout the year because of little or no work.
2.	It is temporary.	It is permanent.
3.	It may or may not have nutritional deficiency.	It certainly led to nutritional deficiency.

6. PDS is the most important step taken by the government of India towards ensuring food security.
- (i) It procures grain from FCI and distributes among the impoverished section of society.
 - (ii) There are almost 4.6 Lakh shops under PDS system reaching the farthest corner of country.
 - (iii) It distributes food grain through ration card and undergoes changes according to the need of the society.
7. (i) It ensures continuous supply of commodities to fair priced shops,
- (ii) It is the stock of country which can be used during any calamity,
 - (iii) It helps farmers to sell their surplus crop at a respectable price.
8. (i) Due to natural calamities the production of crops decreases which led to food scarcity in that area.
- (ii) Due to scarcity food price rises up,
 - (iii) At this point some disadvantaged section of society will be deprived of food,

- (iv) If the calamity existed for long time it will eventually lead to starvation and famine.
 - (v) It may ultimately lead to widespread death due to weakness or weak immune system.
9. Five food based programmes undertaken by the government are
- I. Mid Day Meal Scheme
 - II. Food for work programme
 - III. AAY
 - IV. APY
 - V. National Food Security Act- 2013
10. (i) Co-operative society opens low priced shops for distribution of food grains to the poor people.
- (ii) It ensures food security to all sections of society,
 - (iii) Steps were taken to bring less fertile land into agricultural field,
 - (iv) Setting up of Grain Bank was possible only due to the intervention of co-operatives.
 - (v) They help in awareness programmes and skill development in rural areas.
11. (i) Organisational and technological improvement
- (ii) Emphasis on agriculture in 5 year plan,
 - (iii) Undertaking measures to expand agricultural land,
 - (iv) Encouragement of Green Revolution
 - (v) By making canals and using machines it revolutionised agriculture work.

General Instructions:

- (i) The question is divided into six sections- Section A, Section B, Section C, Section D, Section E and Section F. The question paper has 37 questions in all.
- (ii) All questions are compulsory; however internal choice is given in some questions. Attempt any one of them.
- (iii) Marks are indicated against each question.
- (iv) Section A (Questions from serial number 1 to 20) has Multiple choice type questions of 1 mark each.
- (v) Section B (Questions from serial number 21 to 24) are very short type questions of 2 marks each. Answer of these questions should not exceed 40 words each.
- (vi) Section C (Question from serial number 25 and 29) are short answer type questions of 3 marks each. Answer of these questions should not exceed 60 words each.
- (vii) Section D (Questions from serial number 30 and 33) are long answer type questions of 5 marks each. Answer of these questions should not exceed 120 words each.
- (viii) Section E (Questions from serial number 34 36) are case based questions, carrying 4 marks each.
- (ix) Section F (Questions number 37) is a map based question of 5 marks, in which 37a is history related map work of 2 mark while 37b is Geography related map work of 3 marks.
- (x) Separate questions are given for Visually Impaired Student only in lieu of map based question number 37.

Model Test Paper (Unsolved) for class IX Social-Science

Year 2022-23

(Section-A)

1. Which article of the Weimer Republic used to give power to President for the suspension of Citizen Rights and imposing emergency?
(a) Article 46 (b) Article 47
(c) Article 48 (d) Article 49
2. Identify the community from the following which was not related to Baster?
(a) Gonds (b) Dhurwas
(c) Bhatras (d) Raikas
3. Which of the following Pastoralists belongs to the Mountains?
(a) Bhotiyas (b) Monpas
(c) Gaddis (d) All of the above
4. In which two social series the Massai society was divided?
(a) In Rural and Urban
(b) In Seniors and Warriors
(c) In Pastoralist and Cattle Herders
(d) In High class and Low class
5. Arrange the following countries according to their country area?
(I) China (II) Brazil
(III) India (IV) Australia

Options:

- (a) I, II, III, IV
- (b) IV, III, II, I
- (c) III, IV, I, II
- (d) I, II, IV, II

6. Match the following:

Physical Features

Types

- | | |
|-------------------------|----------------------|
| (I) Himalayan Series | (a) Brahmaputra area |
| (II) Northern Plains | (b) Baghelkhand |
| (III) Central Highlands | (c) Lakshadweep |
| (IV) The Islands | (d) Himachal |

Options:

- (a) I-A, II-B, III-C, IV-D
- (b) I-B, II-C, III-A, IV-D
- (c) I-C, II-D, III-B, IV-A
- (d) I-D, II-A, III-B, IV-C

7. Which of the following is not a Fresh water lake?

- (a) Chilika Lake
- (b) Dal Lake
- (c) Wular Lake
- (d) Bhimtal

8. In which type of vegetation the Sundri trees are found?

- (a) Mangrove Forests
- (b) Tropical Deciduous Forests
- (c) Montane Forests
- (d) Tropical Evergreen Forests

9. Which of the following pairs is not correct?

- (a) Jamun-Controlling Blood Pressure

- (b) Babool-Used as a cure for eyes sores
 - (c) Neem-Antibacterial
 - (d) Kachnar-used to cure Asthma
10. Which of the following are the components to change of population?
- (a) Birth Rate
 - (b) Death Rate
 - (c) Migration
 - (d) All of the above
11. Which of the following point is related to the Democracy?
- (a) Giving voting right on the basis of the religion
 - (b) Defeat of the ruling party in the last two elections
 - (c) Not having an independent Election commission
 - (d) Not having elections on a regular interval
12. What is the full form of ANC
- (a) African New Commission
 - (b) African National Commission
 - (c) American Neutral Committee
 - (d) African National Congress
13. Which of the following work is done by the Parliament?
- (a) Changing existing laws
 - (b) Abolishing existing laws
 - (c) Framing new laws
 - (d) All of the above

14. Which of the following is not a Non Agricultural Activity of village Palampur?
- (a) Transport (b) Dairy
(c) Selling Land (d) Shop keeping
15. Which of the following is related to the Green Revolution?
- (a) Increase in the productions of wheat and rice
(b) Use of traditional fertilizers
(c) Use of general seeds
(d) Farming for the family
16. Which of the following is not an example of the Primary Activity?
- (a) Fishing (b) Mining
(c) Animal husbandry (d) Insurance
17. Fill in the blank box.
- | Sector | Example |
|-----------------|----------------|
| Secondary | Manufacturing |
| Tertiary | |
| (a) Agriculture | (b) Transport |
| (c) Forestry | (d) Mining |
18. Which of the following is a challenge for Poverty?
- (a) Unemployment (b) Child Labour
(c) Illiteracy (d) All of the above
19. Which of the following is not a kind of Ration Card?
- (a) B. P. L. Card (b) A. P. L. Card
(c) P. D. S. Card (d) Antodya Card

20. When was the National Food Security Act made?

- | | |
|---------------|---------------|
| (a) Year 2012 | (b) Year 2013 |
| (c) Year 2014 | (d) Year 2015 |

(Section-B)

21. Why the period of Robespierre was called the Reign of Terror?

22. How is the long Coast line beneficial for India?

23. Write any two merits of Democracy?

or

Write any two arguments against Democracy?

24. Write any two features of Multiple Cropping?

(Section-C)

25. Describe the main demands of the April Thesis?

or

Describe any three causes of the Russian Revolution?

26. What is a Constitution? Write any two functions of a Constitution?

27. 'Lok Sabha (House of the People) is more powerful than Rajya Sabha (Council of the States)' Explain.

28. Explain about the different steps taken by the Government to improve the status of Education in India?

29. Describe the role of Food corporation of India?

(Section-D)

30. Who was Dietrich Brandis? Which suggestions were given by him for the forest management?

or

Describe the habitat and life style of the Tribes of Bastar?

31. Describe the major controls of the Climate?

or

Explain any five features of the Indian Monsoons?

32. What are Fundamental Rights? Describe the Right to Freedom according to the Constitution of India?

or

'Recently the scope of Rights has been expanded' Explain with the examples.

33. 'Poverty is a curse to Humanity' Support the statement with examples.

or

Suggest any five methods to reduce the Poverty in India?

(Section-E)

34. Read the following source and answer the given question.

The Peninsular plateau is a tableland composed of the old crystalline, igneous and metamorphic rocks. It was formed due to the breaking and drifting of the Gondwana land and thus, making it a part of the oldest landmass. The plateau has broad and shallow valleys and rounded hills. This plateau consists of two broad divisions, namely, the Central Highlands and the Deccan Plateau. 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 Vindhyan range is bounded by the Central Highlands on

the south and the Aravalis on the northwest. The further westward extension gradually merges with the sandy and rocky desert of Rajasthan. The flow of the rivers draining this region, namely the Chambal, the Sind, the Betwa and Ken is from southwest to northeast, thus indicating the slope. The eastward extensions of this plateau are locally known as the Bundelkhand and Baghelkhand.

34.1 State the reason of formation of Peninsular Plateau?

34.2 Where is the Central Highland located?

34.3 By which two names the eastward extensions of this plateau is locally known.

35. Read the following source and answers the given question.

The defeat of Imperial Germany and the abdication of the emperor gave an opportunity to parliamentary parties to re-cast German polity. A National Assembly met at Weimar and established a democratic constitution with a federal structure. Deputies were now elected to the German Parliament or Reichstag, on the basis of equal and universal votes cast by all adults including women. This republic, however, was not received well by its own people.

35.1 Why Germany was called imperialistic?

35.2 For which purpose the National Assembly Meet was called in the Weimar?

35.3 How did the election of representatives of Reichstage held?

36. Read the following source and answer the given question.

In India Lok Sabha and Vidhan Sabha (Assembly) elections are held regularly after every five years. After five years the term of all the elected representative comes to an end. The Lok Sabha or Vidhan Sabha stands 'dissolved'. Elections are held in all constituencies at the same time, either on the same day or within a few days. This is called a general election. Sometimes election is held only for one constituency to fill the vacancy caused by death or resignation of a member. This is called a by-election.

36.1 Who conducts elections in our Country?

36.2 Why do the Assemblies dissolve after every five years?

36.3 Distinguish between the General Election and the By-Election?

(Section-F)

37. (a) Locate the following on the world map:

- A. The city where the Bastille Fort was located.
- B. An allied force country of the First World War.

(b) Identify and mark any three of the following on the given Political map of India:

- A. Sariska Wildlife Sanctuary
- B. Chilika Lake
- C. The state having the highest Population density
- D. Ranganathittu Bird Sanctuary

Note: The following question is only for the Visually Impaired students in lieu of Question no. 37. Answer any five questions.

37.1 Where was the Bastille Fort located?

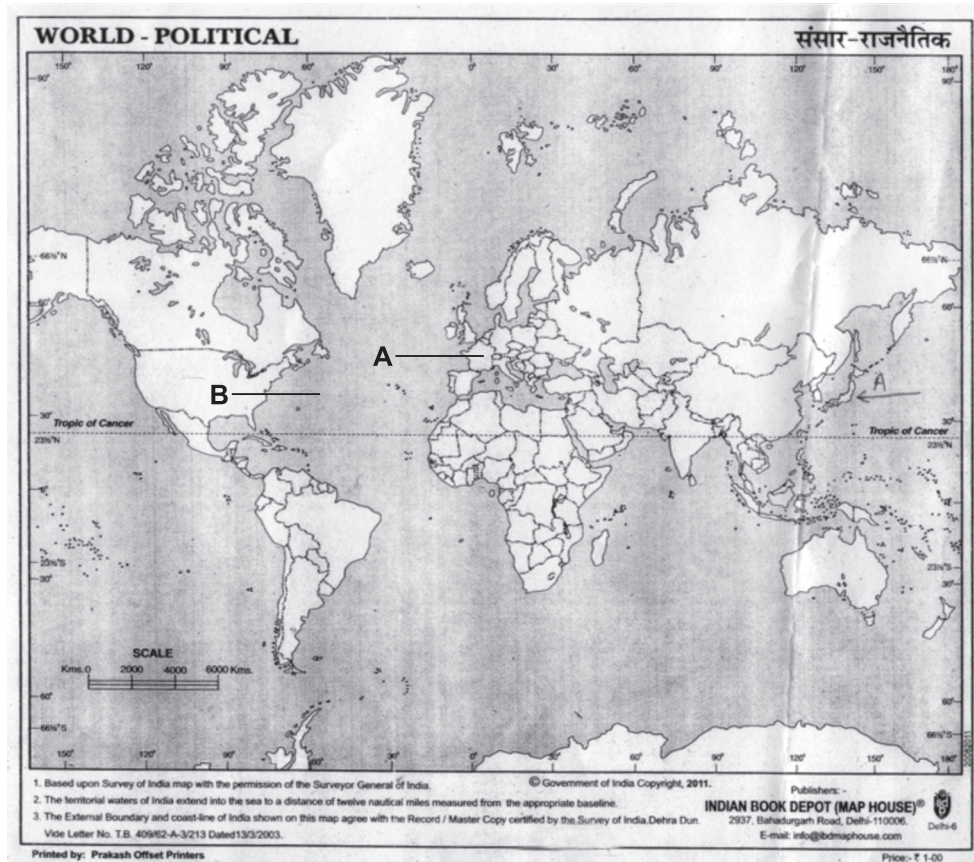
37.2 Which country of Allied forces joined the First World War in 1917?

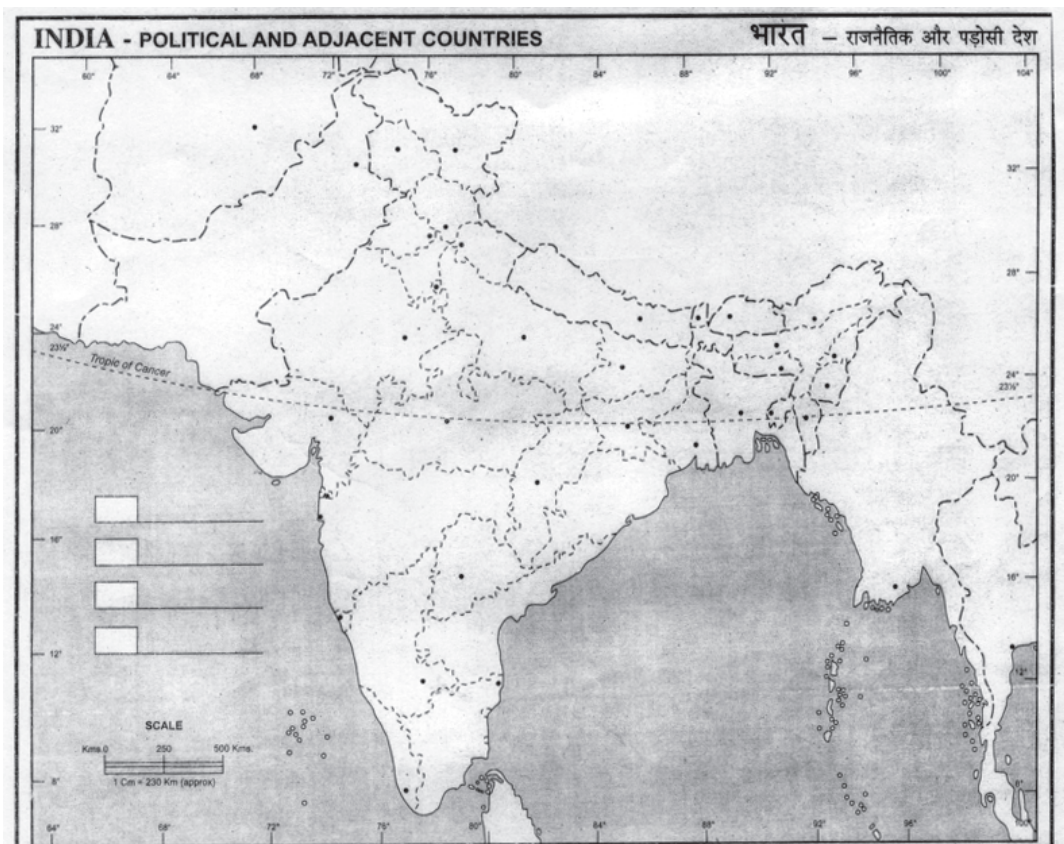
37.3 Where the Sariska Wildlife Sanctuary is located?

37.4 In which state Chilika Lake is located?

37.5 Name the state having highest population density?

37.6 In which state the Ranganathittu Bird Sanctuary is located?





General Instructions:

- (i) The question is divided into six sections- Section A, Section B, Section C, Section D, Section E and Section F. The question paper has 37 questions in all.
- (ii) All questions are compulsory; however internal choice is given in some questions. Attempt any one of them.
- (iii) Marks are indicated against each question.
- (iv) Section A (Questions from serial number 1 to 20) has Multiple choice type questions of 1 mark each.
- (v) Section B (Questions from serial number 21 to 24) are very short type Answer type questions of 2 marks each. Answer of these questions should not exceed 40 words each.
- (vi) Section C (Questions from serial number 25 and 29) are Short Answer type questions of 3 marks each. Answer of these questions should not exceed 60 words each.
- (vii) Section D (Questions from serial number 30 and 33) are Long Answer type questions of 5 marks each. Answer of these questions should not exceed 120 words each.
- (viii) Section E (Questions from serial number 34 to 36) are case based questions, carrying 4 marks each.
- (ix) Section F (Question number 37) is a map based question of 5 marks, in which 37a is History related map work of 2 marks while 37b is Geography related map work of 3 marks.
- (x) Separate questions are given for Visually impaired Students only in lieu of map based question number 37.

SUPPORT MATERIAL
SAMPLE PAPER 2022-23

1. Who was the king of France during the French Revolution?
(a) Rousseau (b) Abbe Sieyes
(c) Louis XVI (d) Louis XIV
2. Bloody Sunday is related to which revolution of Russia?
(a) The Revolution of 1905
(b) The February Revolution of 1917
(c) The October Revolution of 1917
(d) The January Revolution of 1807
3. What were the rulers of Russia called?
(a) King (b) Emperor
(c) Tsar (d) Chancellor
4. Who was the founder of communist ideas?
(a) Karl Marx (b) Rousseau
(c) Montesquieu (d) John Locke
5. Name any one state adjoining the borders of Bangladesh?
(a) Gujarat (b) Tamil Nadu
(c) Assam (d) Bihar
6. How many members of the Rajya Sabha are nominated by the President?
(a) 6 (b) 15
(c) 12 (d) 24
7. Who appoints the Prime Minister?
(a) President (b) Vice President
(c) Governor (d) Lok Sabha Speaker
8. Who is the supreme commander of the Armed Forces of India?
(a) Prime Minister (b) President
(c) Home Minister (d) Chief Minister

9. In which of the following countries, only ruling party can contest elections?
- (a) China (b) India
(c) Nepal (d) USA
10. Which of the following statements is not correct for Democracy?
- (a) The power to make decisions lies with the representatives elected by the people.
(b) Democracy is based on free and fair elections.
(c) In democracy, some special people have the right to cast more than one vote.
(d) Democratic government works according to constitutional laws.
11. When is the Human Rights Day celebrated?
- (a) 10 December (b) 19 October
(c) 15 August (d) 26 January
12. When was the Rationing System started?
- (a) In the Decade of 1950 (b) In the Decade of 1940
(c) 1947 onwards (d) 2001 onwards
13. When was the Annapurna Yojana initiated?
- (a) 2014 (b) 1998
(c) 2000 (d) 1857
14. Which of the following is not a cause of poverty?
- (a) Landlessness (c) Unemployment
(c) Economic Growth (d) Illiteracy
15. Which crop is grown in the rainy season in Palampur Village?
- (a) Sugarcane (c) Wheat
(c) Potato (d) Bajra
16. Which of the following is an example of working capital?
- (a) Raw material (c) Tools
(c) Machines (d) Buildings

17. When was the Green Revolution introduced?
- (a) In the Decade of 1940 (b) In the Decade of 2010
(c) In the Decade of 1890 (d) In the Decade of 1960
18. Which of the following states was not the first ones to try out the modern farming methods in India?
- (a) Punjab (c) Haryana
(c) Uttar Pradesh (d) Karnataka
19. What is the first requirement for production?
- (a) Land (c) Labour
(c) Capital (d) Markets
20. Which crop is grown as the third crop by the farmers of Palampur?
- (a) Sugarcane (c) Jowar
(c) Bajra (d) Wheat
21. During the eighteenth century, when did the subsistence crisis occur in France?
22. In spite of having a long course in the Tibet region, why does the river Brahmaputra carry less silt?
23. What do you understand by a biosphere reserve? Give two examples.
24. What is meant by 'one person, one vote, one value'?
25. What were the various aspects of Nazi thinking?
26. How is a healthy population useful?
27. What Fundamental Rights are given to every citizen of India?
28. Which people are more prone to food insecurity?
29. What role does education play in human capital formation?
30. What were the similarities between the changes brought by the modern world in the lives of pastoralist communities of India and East Africa?
31. Differentiate between Himalayan Rivers and Peninsular Rivers?
32. Write the meaning of the words - secular, republic, democratic, fraternity and equality, which define the India Constitution.
33. What are the causes of poverty in India?

34. Read the source given below and answer the questions that follow:

In India, the trade in forest products was not new. From the medieval period onwards, we have records of adivasi communities trading elephants and other goods like hides, horns, silk cocoons, ivory, bamboo, spices, fibres, grasses, gums and resins through nomadic communities like the Banjaras. With the coming of the British, however, trade was completely regulated by the government. The British government gave many large European trading firms the sole right to trade in the forest products of particular areas. Grazing and hunting by local people were restricted. In the process, many pastoralist and nomadic communities like the Korava, Karacha and Yerukula of the Madras Presidency lost their livelihoods. Some of them began to be called 'criminal tribes', and were forced to work instead in factories, mines and plantations, under government supervision.

- (a) Which forest products were traded by adivasi communities in India?
- (b) To whom did the British government give the sole right to trade in particular areas?
- (c) Why were many pastoralists and nomadic communities forced to work in factories, mines and plantations?

35. Read the source given below and answer the questions that follow:

One of the distinct features of the Peninsular plateau is the black soil area known as Deccan Trap. This is of volcanic origin, hence, the rocks are igneous. Actually, these rocks have denuded over time and are responsible for the formation of black soil. The Aravali Hills lie on the western and north-western margins of the Peninsular plateau. These are highly eroded hills and are found as broken hills. They extend from Gujarat to Delhi in a southwest-northeast direction.

- (a) The black soil is known by what name?
- (b) Why are the rocks of the Peninsular Plateau igneous?
- (c) How has the black soil been formed?

36. Read the source given below and answer the questions that follow:

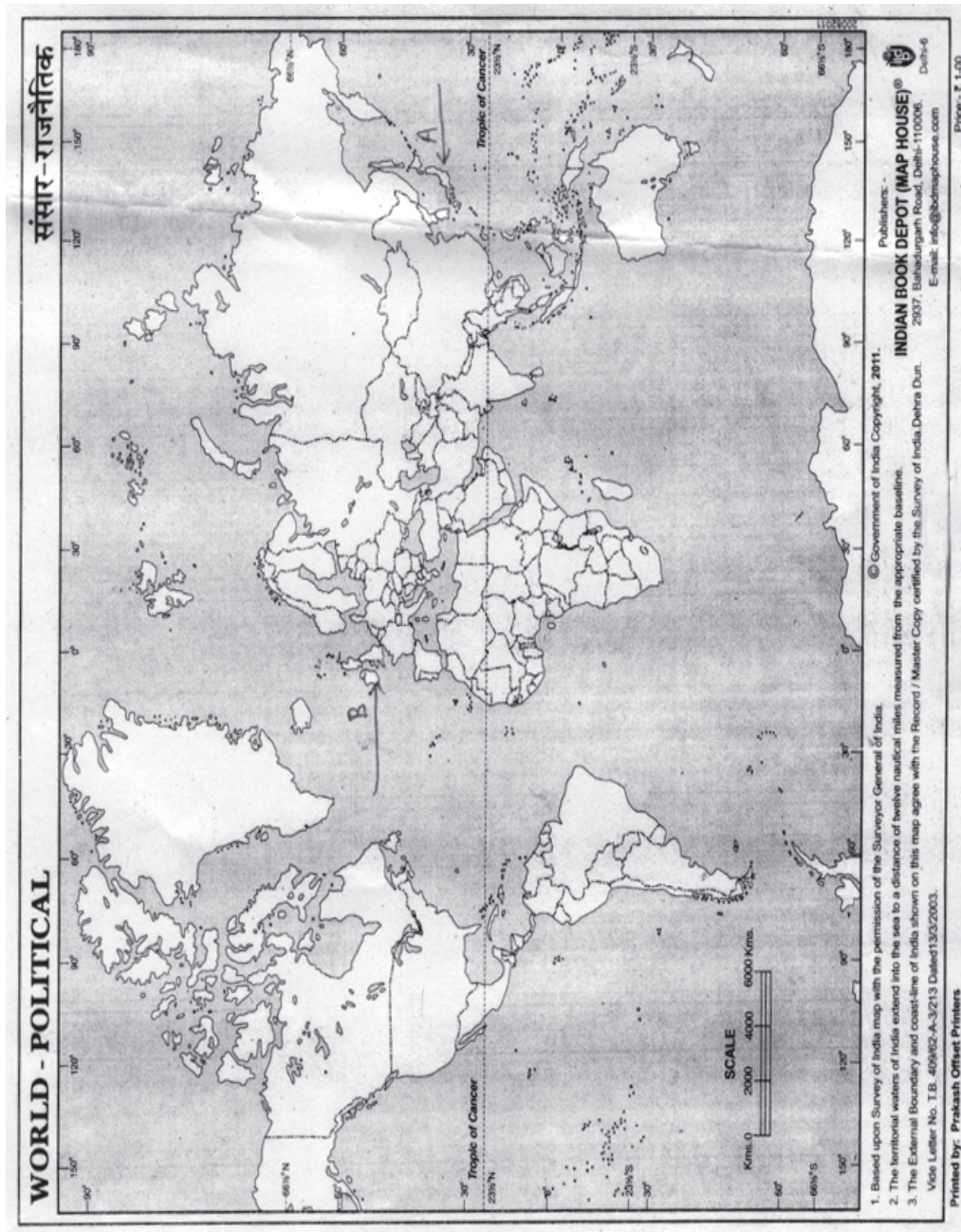
India has the Arabian Sea on its west and the Bay of Bengal on its east. The latitudinal and longitudinal extent of the mainland is about 30°. Despite this

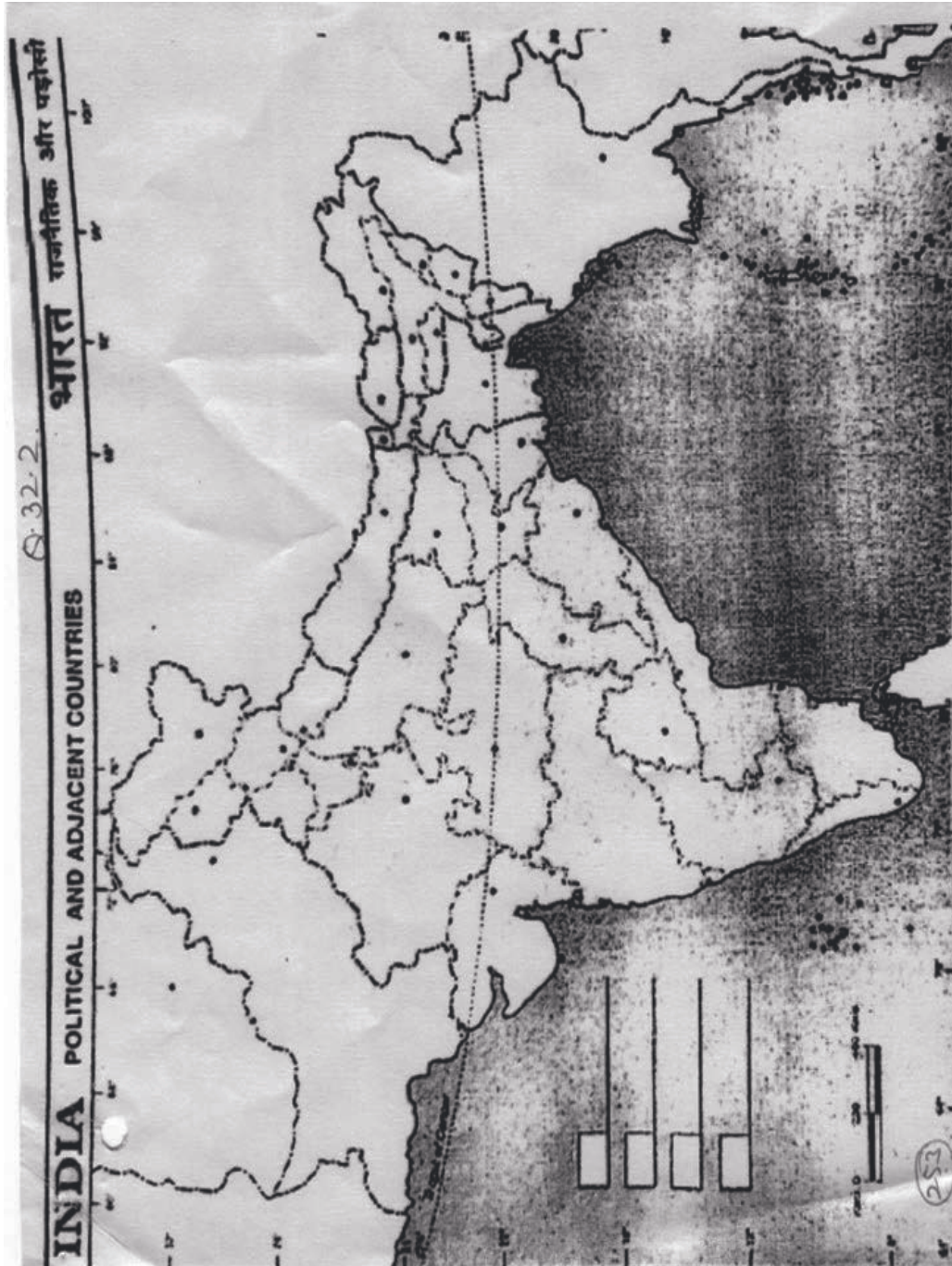
fact, the east-west extent appears to be smaller than the north-south extent. From Gujarat to Arunachal Pradesh, there is a time lag of two hours. Hence, time along the Standard Meridian of India ($82^{\circ} 30'E$) passing through Mirzapur (in Uttar Pradesh) is taken as the standard time for the whole country. The latitudinal extent influences the duration of day and night, as one moves from south to north.

- (a) The Arabian Sea is in which direction of India?
- (b) What is the latitudinal extent of India?
- (c) Why is there a difference of two hours in the local time of Gujarat and Arunachal Pradesh?
- a. Identify the marked places on the outline map of the world:
 - i. The City where an angry crowd attacked the fortress prison of Bastille on 14 July, 1789
 - ii. An allied power involved in the First World War
- b. Identify the marked places on the outline map of India:
 - i. The state with largest area
 - ii. Wular Lake
 - iii. Sariska Wildlife Sanctuary

Note: The following question is given for visually impaired students only in place of Q. No. 37.

- (a) Name the city where an angry crowd attacked the fortress prison of Bastille on 14 July, 1789
- (b) Name one allied power.
- (c) Name the Indian state with the largest area.
- (d) Name the largest freshwater lake of India.
- (e) Name the national park situated in Gujarat.





[illegible]