

DIRECTORATE OF EDUCATION
GNCT of Delhi

SUPPORT MATERIAL
2025-2026

Class : X

SOCIAL SCIENCE

Under the Guidance of

Sh. Pandurang K. Pole
Secretary (Education)

Ms. Veditha Reddy
Director, Education & Sports

Dr. Rita Sharma
Addl. DE (School & Exam.)

Coordinators

Mr. Parvinder Kumar
DDE (Exam)

Mrs. Ritu Singhal
OSD (Exam)

Mr. Krishan Kumar
OSD (Exam)

Mr. Tushar Saluja
OSD (Exam)

Production Team

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सचिव (शिक्षा)

PANDURANG K. POLE, IAS
SECRETARY (Education)



राष्ट्रीय राजधानी क्षेत्र, दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष: 011-23890187, 23890119

Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone: 23890187, 23890119
E-mail : sccyedu@nic.in

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MESSAGE

The Directorate of Education remains steadfast in its vision to achieve excellence in the academic domain and its commitment to develop meaningful, engaging, and child-friendly learning content.

Each year, the Directorate carefully reviews and updates the Support Material to ensure alignment with the latest CBSE guidelines and emerging academic developments.

The Support Material provides comprehensive academic support through well-structured practice questions and exercises that strengthen conceptual understanding and exam readiness and aims to nurture students' critical thinking, analytical abilities, and problem-solving skills. Through such sustained efforts, the Directorate of Education continues to guide students towards academic excellence and holistic growth.

This Support Material is intended to bridge classroom learning and examination preparation, enabling students to consolidate knowledge through systematic practice. It has been thoughtfully designed for students, with the belief that its effective use will strengthen their understanding and support them in achieving their learning goals with confidence.

I appreciate the dedication and collaborative effort of all those involved in the development of this material and extend my best wishes to all students—may this Support Material serve as an essential academic aid, enhancing students' confidence and preparedness for examinations.

Best wishes.


(Pandurang K. Pole)

VEDITHA REDDY, IAS
Director, Education & Sports



सत्यमेव जयते

Directorate of Education
Govt. of NCT of Delhi
Room No. 12, Old Secretariat
Near Vidhan Sabha,
Delhi-110054
Ph.: 011-23890172
E-mail :diredu@nic.in

MESSAGE

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Education is the cornerstone of a progressive society, and providing students with the right learning resources is essential for their academic and personal growth. Keeping this in mind, the Directorate of Education, GNCT of Delhi, develops comprehensive Support Material every year for various subjects of Classes IX to XII.

The support material serves as an additional study resource to supplement textbooks by offering clear and easy-to-understand explanation of complex topics. Our dedicated team of expert faculty members has meticulously reviewed and updated this material, aligning it with the latest CBSE syllabus, question paper pattern and assessment guidelines. Our effort is to simplify difficult concepts and make them more accessible to students, helping them save time and effort with ready references for effective preparation.

As Ruskin Bond beautifully said, "Education must inspire the spirit of inquiry, Creativity and Joy" True learning goes beyond memorisation-it encourages curiosity, fosters creativity, and makes the learning process meaningful and enjoyable.

In alignment with the vision of NEP 2020, the CBSE framework now places emphases on competency-based assessments for 50% of the evaluation, highlighting the need for students to develop critical thinking and problem-solving skills. The Support Material is designed to help students analyse concepts deeply, think innovatively, and apply their knowledge affectively, ensuring they are well-prepared not only for exams but also for real-life challenges.

I appreciate the dedicated efforts of the entire team of subject experts in developing this valuable learning resource. I am confident that both teachers and students will make the best use of these material to enhance learning and academic success.

Wishing all students great success in their exam and a bright, fulfilling future ahead.


(VEDITHA REDDY, IAS)

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



Govt. of NCT of Delhi
Directorate of Education
Old Secretariat, Delhi-110054
Ph.: 23890185

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MESSAGE

"Children are not things to be molded, but are people to be unfolded." -
Jess Lair

In line with this insightful quote, the Directorate of Education, Delhi, has always made persistent efforts to nurture and unfold the inherent potential within each student. This support material is a testimony to this commitment.

The support material serves as a comprehensive tool to facilitate a deeper understanding of the curriculum. It is crafted to help students not only grasp essential concepts but also apply them effectively in their examinations. We believe that the thoughtful and intelligent utilization of these resources will significantly enhance the learning experience and academic performance of our students.

Our expert faculty members have dedicated themselves to the support material to reflect the latest CBSE guidelines and changes. This continuous effort aims to empower students with innovative approaches, fostering their problem-solving skills and critical thinking abilities.

I extend my heartfelt congratulations to the entire team for their invaluable contribution to creating a highly beneficial and practical support material. Their commitment to excellence ensures that our students are well-prepared to meet the challenges of the CBSE examinations and beyond.

Wishing you all success and fulfilment in your educational journey.

(Dr. Rita Sharma)

DIRECTORATE OF EDUCATION

Govt. of NCT, Delhi

SUPPORT MATERIAL

(2025-2026)

Class : X

SOCIAL SCIENCE

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

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

दृढसंकल्प 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)

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 सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और
- (ट) यदि माता-पिता या संरक्षक है, 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).



Dr. Nidhi Sharma
Group Leader
Vice Principal

S.K.V. , Railway Colony, Tughlakabad, 1925046.

Hemendra Mohan Khan

Lecturer History

Member Core Academic Unit

Sarvodaya (Co-ed) SSS I.P. Extn. 1002189

Tarun Mishra

TGT Social Science

Member Core Academic Unit

GBSSS Mukundpur-1207236

Manju B. Kumar

TGT Social Science

RPVV Raj Niwas Marg - 1207108

Bhupendra Kr. Tiwari

TGT Social Science

RPVV Rohini-1412291

Rohini Sector-21

Nooruddin (Urdu Medium)

TGT Social Science

Anglo Arabic SSS

Ajmeri Gate, Delhi

SOCIAL SCIENCE
Subject Code-087
Classes - IX & X (2025-26)

RATIONALE

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject in secondary stage of school education. It is an integral component of general education. Social Science can play a unique role within the school curriculum to enable Knowledge, Capacities, and Values and Dispositions that underpin the purpose of education as committed to in NEP.

Social Science plays an important role in developing an integrated understanding of the human world and its functioning, including its deep interrelationships with nature and environment in the quest to continuously improve a society. In the study of this subject, students learn methods of observing and interpreting the human world, which help them lead their own lives and also contribute as members of society.

It also helps in developing some of the Values and Dispositions that are essential for democratic participation- building and sustaining cooperation among communities that strive for peace, harmony, equity, and justice for all. It encourages them to understand and appreciate the feeling of Indianness 'Bhartiyata' by valuing the rich cultural heritage and tradition of the country.

The role of the subject in developing a comprehensive sense of the human world and its functioning in an individual student is significant. This understanding is critical to help students see how things around them are changing and are interdependent in the world today what are the causes of the change, and how the change impacts human societies.

It also helps them realise the need for interdependence, collaboration, and an appreciation for the diversity of human culture and societies. The subject also teaches students the method of observing and interpreting the world wearing the hat of a social scientist. It does so by building core skills such as observing what is going on around them, analysing causes of various phenomena (historical, geographical, socio-political, or economic) using evidence, asking questions, making connections, forming viewpoints based on conceptual understanding and evidence, recognizing patterns and generalizations, and arriving at logical conclusions.

These skills prepare the students to contribute to the nation as responsible citizens of society.

AIMS & OBJECTIVE

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

- a. Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

This can be enabled through:

- i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,
- ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,
- iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,
- iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

- b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

These could be specifically seen as:

- i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,
- ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,
- iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,
- iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,
- v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

- c. Foster ethical, human, and Constitutional values:

As the NEP 2020 emphasises, to foster a “democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

NOTE-Refer to NCF-2023-Page no-320-323

CURRICULAR GOALS-CG

As per NCF 2023 - At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation
- CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them
- CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it

COMPETENCIES

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise the various practices that arose, such as those in C- 2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and

understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understand that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in *Mahajanapadas*, kingdoms and empires at several levels of the society, guilds *sanghas* and *ganas*, village councils and committees, *Uthiramerur* inscriptions)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)

- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e- commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

In Grades 9 and 10 of the Secondary Stage, the study of Social Science is organised within the disciplines of History, Geography, Political Science, and Economics. The concepts and content are chosen to develop an in-depth understanding in each discipline.

**CLASS IX (2025-26)
COURSE STRUCTURE**

History-India and the Contemporary World - I			Marks-20 inclusive of Map pointing
Section	Chapter No	Chapter Name	Marks
I Events and Process	I	The French Revolution	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	
	III	Nazism and the Rise of Hitler	
II Livelihood, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	
	V	Pastoralists in the Modern World (assessed as part of Periodic Assessment only)	

**CLASS X -2025-26
COURSE STRUCTURE**

History (India and the Contemporary World-II)			20 Marks inclusive of map pointing
Section	Chapter No.	Chapter name	Marks
I Events and processes	I	The Rise of Nationalism in Europe	18+2 map pointing
	II	Nationalism in India	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, disease and trade)	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Subtopics 2 to 4.4 –The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation”	
	IV	The Age of Industrialisation (To be assessed as part of Periodic Assessment only)	
III. Everyday Life, Culture and politics	V	Print Culture and the Modern world	
Geography (Contemporary India-II)			Marks-20 inclusive map pointing
Chapter No.	Chapter Name		Marks
1	Resources and Development		17+3 map pointing
2	Forest and Wildlife Resources		
3	Water resources		
4	Agriculture		
5	Minerals and energy Resources		
6	Manufacturing Industries		
7	Lifelines of National Economy (Only map pointing to be evaluated in the Board Examination)		

	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)		
Political Science (Democratic Politics-II)			20
Unit No.	Chapter No.	Chapter name	Marks
I	1	Power-sharing Federalism	20
	2		
II	3	Gender, Religion and Caste	
III	4	Political Parties	
IV	5	Outcomes of Democracy	
Economics (Understanding Economic Development)			20
Chapter No.	Chapter name		Marks
1	Development		20
2	Sectors of the Indian Economy		
3	Money and Credit		
4	<ul style="list-style-type: none"> Globalisation and the Indian Economy to be evaluated in the Board Examination What is Globalisation? Factors that have enabled Globalisation 		
	<ul style="list-style-type: none"> Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) Production across the countries Chinese toys in India World Trade Organisation The Struggle for a Fair Globalisation 		
5	Consumer Rights (Project Work)		

**CLASS X (2025-26)
COURSE CONTENT**

HISTORY: India and the Contemporary World - II

Chapter I -The Rise of Nationalism in Europe

Learning outcome- The students will be able to

- Infer how French Revolution had an impact on the European countries in the making of a nation state.
- Comprehend the nature of the diverse social movements of the time.
- Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.
- Evaluate the reasons which led to the First World War.

Chapter 2 Nationalism in India

Learning outcome- The students will be able to

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
- Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non-Cooperation Movement) in India

Chapter 3-. The Making of a Global World

Subtopic 1. The pre-modern world

Subtopic 2. 19th century 1815-1914

Subtopic 3. The inter-war economy

Subtopic 4. Rebuilding of world economy: the post war era.

Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalisation and the Indian Economy

Refer Annexure III B

Learning outcome- The students will be able to

- Summarise the changes that transformed the world in different areas.
- Depict the global interconnectedness from the Pre-modern to the present day.
- Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

Chapter 4-The Age of Industrialisation

Learning outcome- The students will be able to

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

Chapter 5. Print culture and the Modern World

Learning Outcome- The students will be able to

- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
- Compare and contrast the old tradition of handwritten manuscripts versus print technology.
- Summarise the role of Print revolution and its impact

Geography: Contemporary India – II

Chapter 1- Resources and Development

Learning Outcome- The students will be able to

- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
- Infer the rationale for development of resources.
- Analyse and evaluate data and information related to non-optimal land, utilization in India
- Suggest remedial measures for optimal utilization of underutilized resources

Chapter 2- Forest and Wildlife Resources

Learning Outcome- The students will be able to

- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
- Analyse the role of grazing and wood cutting in the development and degradation
- Summarise the reasons for conservation of biodiversity under sustainable development.
- Discuss how developmental works, grazing wood cutting have impacted the forests
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

Chapter 3-Water Resources

Learning Outcome- The students will be able to

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

Chapter 4- Agriculture

Learning Outcome

- Examine the crucial role played by agriculture in our economy and society.
- Analyse the challenges faced by the farming community in India.
- Identifies various aspects of agriculture, including crop production, types of farming etc.

Chapter 5- Minerals and Energy Resources

Learning Outcome- The students will be able to

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.
- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

Chapter 7- Life Lines of National Economy

Interdisciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalisation and the Indian Economy

Learning Outcome-Refer Annexure III-B

Political Science: Democratic Politics - II

Chapter 1- Power – sharing

Learning Outcome- The students will be able to

- Enumerate the need for power sharing in democracy.
- Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
- Compare and contrast the power sharing of India with Sri Lanka and Belgium.
- Summarise the purpose of power sharing in preserving the unity and stability of a country

Chapter 2-Federalism

Learning Outcome- The students will be able to

- Infer how federalism is being practised in India.
- Analyse the policies and politics that has strengthened federalism in practice.

Chapter 3- Gender, Religion and Caste

Learning Outcome- The students will be able to

- Examine the role and differences of Gender, religion and Caste in practicing Democracy.
- Analyse that different expressions based on the differences, are healthy or otherwise in a democracy

Chapter 4- Political Parties

Learning Outcome- The students will be able to

- Understand the process of parties getting elected.
- Know the significance of the right to vote and exercise the duties as citizens of a nation.
- Examine the role, purpose and no. of Political Parties in Democracy.

Chapter 5- Outcomes of Democracy

Learning Outcome- The students will be able to

- Enumerates how the success of democracy depends on quality of government, economic well- being, inequality, social differences, conflict, freedom and dignity.

Economics: Understanding Economic Development

Chapter- 1. Development

Learning Outcome- The students will be able to

- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.

- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

Chapter 2- Sectors of the Indian Economy

Learning Outcome- The students will be able to

- Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors

Chapter 3- Money and Credit

Learning Outcome- The students will be able to

- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

Chapter- 4. Globalisation and the Indian Economy

Subtopics: What is Globalisation?

Factors that have enabled Globalisation.

Interdisciplinary Project with chapter 3 of History: “The making of a Global World”. And chapter 7 of Geography: “Lifelines of National Economy”

Subtopics:

- i. Production across the countries
- ii. World Trade Organisation
- iii. The Struggle for a Fair Globalisation

Refer Annexure III-B

Learning Outcome- The students will be able to

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India’s role.

5. Project work - Consumer Rights OR Social Issues OR Sustainable Development

Learning Outcome- Refer Annexure III

CLASS X (2025-26)
MAP WORK

Subject	Name of the Chapter	List of areas to be located/ labeled/ identified on the map			
History	Nationalism in India	I. Congress sessions: <ul style="list-style-type: none"> • 1920 Calcutta • 1920 Nagpur • 1927 Madras session II. 3 Satyagraha movements: <ul style="list-style-type: none"> • Kheda • Champaran • Ahmedabad mill workers III. Jallianwala Bagh IV. Dandi March			
Geography	Resources and Development	Identify Major Soil Types			
	Water Resources	Locating and Labeling: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Sardar Sarovar • Hirakund • Nagarjun Sagar • Tungabhadra </td> </tr> </table>	<ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar 	<ul style="list-style-type: none"> • Sardar Sarovar • Hirakund • Nagarjun Sagar • Tungabhadra 	
<ul style="list-style-type: none"> • Salal • Bhakra Nangal • Tehri • Rana Pratap Sagar 	<ul style="list-style-type: none"> • Sardar Sarovar • Hirakund • Nagarjun Sagar • Tungabhadra 				
	Agriculture	Identify: <ul style="list-style-type: none"> • Major areas of Rice and Wheat • Largest/Major producer states of Sugarcane, Tea, Coffee, • Rubber, Cotton and Jute 			
	Minerals and Energy Resources	Identify: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh </td> <td style="padding: 5px;"> Coal Mines Raniganj Bokaro Talcher Neyveli </td> <td style="padding: 5px;"> Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar </td> </tr> </table>	Iron Ore Mines Mayurbhanj Durg Bailadila Bellary Kudremukh	Coal Mines Raniganj Bokaro Talcher Neyveli	Oil Fields Digboi Naharkatia Mumbai High Bassien Kalol Ankaleshwar
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		Locate and label: Power Plants <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> Thermal <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam </td> <td style="padding: 5px;"> Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam </td> </tr> </table>	Thermal <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam 	Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam 	
Thermal <ul style="list-style-type: none"> • Namrup • Singrauli • Ramagundam 	Nuclear <ul style="list-style-type: none"> • Narora • Kakrapara • Tarapur • Kalpakkam 				

	Manufacturing Industries	<ul style="list-style-type: none"> • Manufacturing Industries (Locating and labeling only) • Cotton textile Industries: a. Mumbai, b. Indore, c. Surat, d. Kanpur, e. Coimbatore • Iron and Steel Plants: a. Durgapur, b. Bokaro, c. Jamshedpur, d. Bhilai, e. Vijayanagar, f. Salem • Software technology Parks: a. Noida, b. Gandhinagar, c. Mumbai, d. Pune, e. Hyderabad, f. Bengaluru, g. Chennai, h. Thiruvananthapuram 										
	Lifelines of National Economy	<p>Locating and Labeling</p> <p>a. Major Sea Ports</p> <table border="1" data-bbox="679 833 1216 1017"> <tr> <td>• Kandla</td> <td>• Tuticorin</td> </tr> <tr> <td>• Mumbai</td> <td>• Chennai</td> </tr> <tr> <td>• Marmagao</td> <td>• Visakhapatnam</td> </tr> <tr> <td>• New Mangalore</td> <td>• Paradip</td> </tr> <tr> <td>• Kochi</td> <td>• Haldia</td> </tr> </table> <p>b. International Airports</p> <ul style="list-style-type: none"> • Amritsar (Raja Sansi-Sri Guru Ram Das ji) • Delhi (Indira Gandhi) • Mumbai (Chhatrapati Shivaji) • Chennai (Meenambakkam) • Kolkata (Netaji Subhash Chandra Bose) • Hyderabad (Rajiv Gandhi) 	• Kandla	• Tuticorin	• Mumbai	• Chennai	• Marmagao	• Visakhapatnam	• New Mangalore	• Paradip	• Kochi	• Haldia
• Kandla	• Tuticorin											
• Mumbai	• Chennai											
• Marmagao	• Visakhapatnam											
• New Mangalore	• Paradip											
• Kochi	• Haldia											

Note

1. Items of Locating and Labelling may also be given for Identification.
2. The Maps available in the website of Govt. of India may be used.

**CLASS X
QUESTION PAPER DESIGN**

Subject Wise Weightage

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

Weightage to Type of Questions

Type of Questions	Marks (80)	Percent age
1 Mark- MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks- Long Answer Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks- Long Answer Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 Marks- Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark- Long Answer Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

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

CLASS X (2025-26)**GUIDELINES FOR INTERNAL ASSESSMENT: 20 MARKS**

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

**CLASS X
PRESCRIBED TEXTBOOKS**

S.No.	Subject	Name of the Book	Publisher
1	History	India and the Contemporary World-II	NCERT
2	Political Science	Democratic Politics-II	NCERT
3	Geography	Contemporary India-II	NCERT
4	Economics	Understanding Economic Development	NCERT
5	Disaster Management	Together, towards a safer India- Part III	CBSE

Project Work: Class IX

Project work	Competencies
<p>Every student must undertake one project on Disaster Management</p> <p>Objectives: The main objectives of giving project work on Disaster Management to the students are to:</p> <ul style="list-style-type: none"> To create awareness in them about different disasters, their consequences and management To prepare them in advance to face such situations To ensure their participation in disaster risk reduction plans To enable them to create awareness and preparedness among the community. The project work helps in enhancing the Life Skills of the students. Various forms of art must be integrated in the project work. 	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> Collaboration Use analytical skills. Evaluate the situations during disasters. Synthesize the information. Find creative solutions. Strategies the order of solutions. Use the right communication skills.

Guidelines:

To realise the expected objectives, it would be required of the principals / teachers to muster support from various local authorities and organisations 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 Defence etc. in the area where the schools are located.

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

The distribution of marks over different rubrics relating to Project Work is as follows:

S.no	Aspects	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 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.

- 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.
- The Project Report can be handwritten or digital.
- 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 PowerPoint 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.)
- The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

Class X - Project	
10 periods	5 marks
<p>Every student must undertake one project on ...</p> <p>Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives:</p> <ul style="list-style-type: none"> The objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective. It should also help in enhancing the Life Skills of the students. Students are expected to apply the Social Science concepts that they have learnt over the years to prepare the project report If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. If possible, various forms of art may be integrated in the project work. 	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> Collaboration Use analytical skills. Evaluate the situations during disasters. Synthesize the information. Find creative solutions. Strategies the order of solutions Use right communication skills

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

S.no	Rubrics	Marks
a	Content accuracy and originality	2
b	Competencies exhibited and Presentation	2
c	Viva-Voce	1

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.

- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- 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.
- 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.
- The Project Report can be handwritten or digital.
- 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)

6. Must be done at school only as specific periods are allocated for project work.
7. 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.
8. Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board. Subjudice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

B

Interdisciplinary Project: Class X

Subject and Chapter No.	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule For Completion
History Chapter III Geography Chapter 7	Making of a Global World Lifelines of National Economy	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/ Visuals/ documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning Group Discussions Multiple Assessment:Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	<ul style="list-style-type: none"> ➤ Analyse the implication of globalisation for local economies. ➤ Discuss how globalisation is experienced differently by different social groups. Enumerates how transportation works as a lifeline of the economy. ➤ Analyse and infer the impact of roadways and railways on the national economy. ➤ Analyses and infers the challenges faced by the roadways and railway sector in India 	The schools do IDP between the months of April and September at the School under the guidance of a teacher. (Carryover of project to home must be strictly avoided)
Economics Chapter 4	Globalisation on and the Indian Economy	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /group discussion, /visual expression/ interactive bulletin	<ul style="list-style-type: none"> ➤ Integrate various dimensions of globalisation in terms of cultural / political/ social /economical aspects) 	

		boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self - assessment/integration of technology etc.	<ul style="list-style-type: none"> ➤ Appraise the evolution of Globalisation and the global trends ➤ Investigate the factors that facilitated the growth on MNC 's 	
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Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Lifelines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMtkzcEuoq3ehh-7FtHM/edit>

Plan of the project:

A suggestive 10 days' plan given below which you may follow, or you can create on your own, based on the templates provided below

Process:

Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students

Class X: 10-day Suggestive plan for Interdisciplinary Project
<p>Day 1: Introduction to the Interdisciplinary Project and Setting the Context:</p> <p>Brief overview of the project and its objectives to be given by the teachers.</p> <p>History teacher to Introduce the historical context of World War II and its aftermath through inquiry methods.</p> <p>Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)</p> <p>Day 2: The Great Depression:</p> <p>Students to watch a video from the link, https://www.youtube.com/watch?v=62DxELjuRec and https://www.youtube.com/watch?v=gqx2E5qIV9s and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.</p> <p>Day 3: India and the Great Depression:</p> <p>Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library.</p> <p>As a group activity they need to present a collage of their findings. (Refer Annexure V for</p>

Rubrics)

Day 4: Rebuilding the World Economy and Interlinking Production across countries

- Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group.
- Make them discuss the post-war recovery efforts and their impact on the global economy
- Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure V for rubrics.

Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy

- The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics.
- Study the challenges faced by the world in the early post-war years

Day 6: Post war settlement and Bretton Woods institutions

- Make the students read the material available online/in library and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure V for Rubrics.

Day 7: Decolonization and Independence - The Role of World Trade Organization:

- The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure V for rubrics
- Introduction to the World Trade Organization
- Study the role of the WTO in promoting fair trade practices
- Discuss the efforts made towards decolonization and independence of nations

Day 8: End of Bretton Woods and the Beginning of Globalisation:

- The students will read material given in the link <https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system>.
- Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings.
- Discuss the reasons for the end of the Bretton Woods system

Day 9: Impact of Globalization in India and role of waterways and airways

<https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1>

- The students will read the material given in the above link and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation.
- Study the impact of globalisation on the Indian economy
- Discuss the challenges faced by India in the process of globalisation

Day 10. Final presentation

Conclude the interdisciplinary project and summarize the key takeaways.

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. Mention the role of major ports in imports and exports.
2. Emergence of Deccan airways changed the entire functionalities of domestic airways. Substantiate the statement
3. The waterways and airways contribute to the economic growth of India. Substantiate your answer.

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Title The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post- colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy.

The WTO provides a forum for countries to negotiate and enforce international trade agreements and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialisation was able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

ANNEXURE IV**Suggested Template for Presentation by the Students - Class IX & X**

Name of the Students (Team):	
Class :	Section:
Topics of Interdisciplinary Project:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva, /Group discussion /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/ integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc.)	
Reflections:	

ANNEXURE V**Rubrics for Interdisciplinary Project**

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies- Creativity, Analytical skills, Evaluation, Synthesizing,	2
Total	5

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Chapter – 1

The Rise of Nationalism in Europe

Points to Remember:

The Idea of Nationalism by Fredric Sorrieu

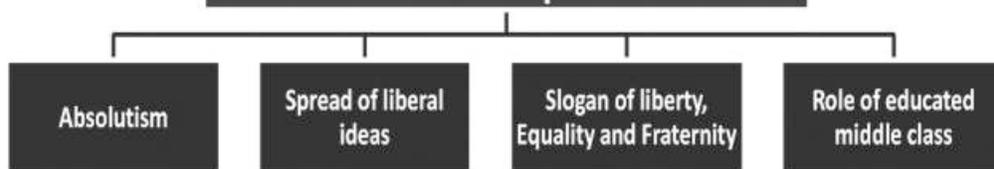
In 1848, Frederic Sorrieu, a French artist, prepared a series of prints visualizing his dream of a world made up of 'Democratic and Social Republics; as he called them. The first print shows the people of Europe and America- men and women of all ages and social classes -marching in a long train, and offering homage to the statue of Liberty as they pass by it. The statue bears the torch of Enlightenment in one hand and the charter of the '**Rights of Man**' in the other. On the earth in the foreground of the image lie the shattered remains of the symbols of the **Absolutist** institutions.

The French Revolution (1789) and Nationalism

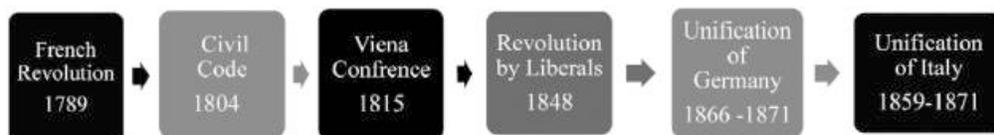
The first clear expression of nationalism came with the French Revolution in 1789. The political and constitutional changes that came in the wake of the French Revolution led to the transfer of sovereignty from the monarch to a body of French citizens. The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.

During the nineteenth century, nationalism emerged as a force which brought about sweeping changes in the political and mental world of Europe. The end result of these changes was the emergence of the nation-state in place of the multi-national dynastic empires of Europe. A nation- State was one in which the majority of its citizens came to develop a sense of identity and shared history or descent.

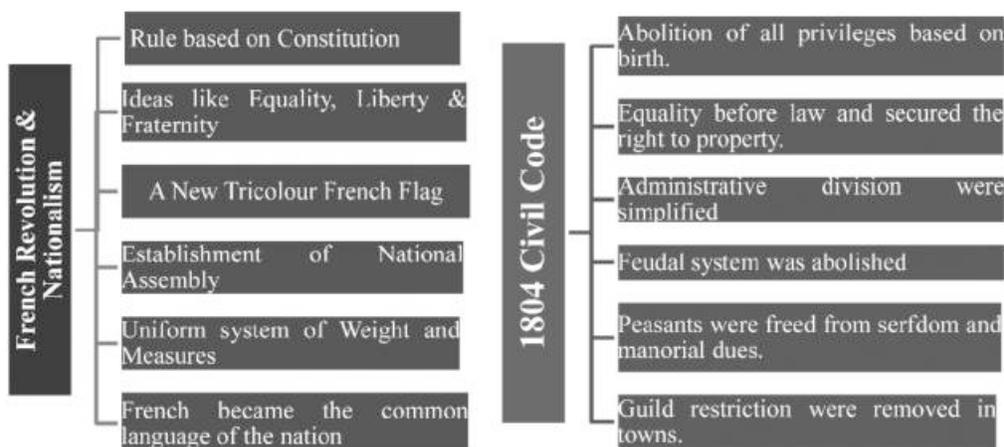
Reasons for the Rise of Nationalism in Europe

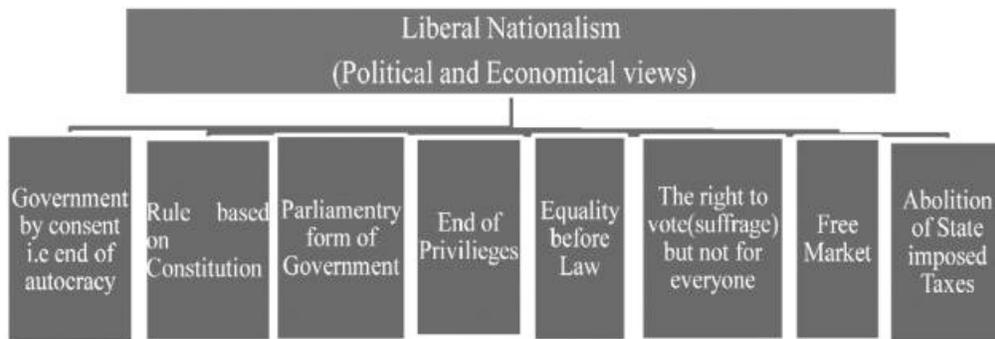


Gradual Development of Nationalism in Europe



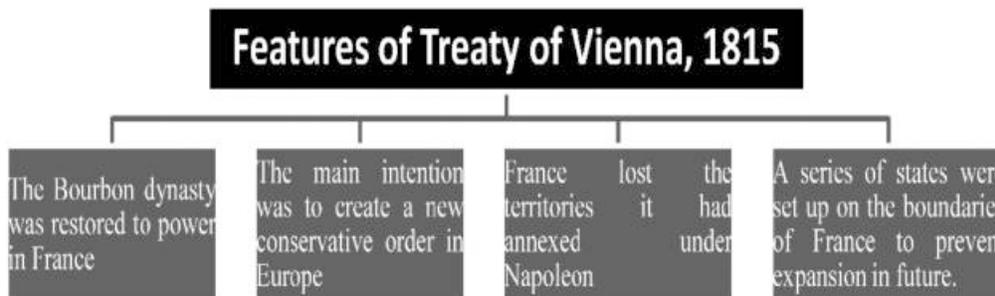
From the very beginning of the French Revolution, the French revolutionaries introduced various measures and practices that could create a sense of collective identity (nationalism) amongst the French people. Later, Napoleon introduced revolutionary reforms in the administrative field which is known as Civil Code of 1804 (The Napoleonic Code). Further, the ideas of national unity (Nationalism) in the early nineteenth-century Europe were closely allied to the ideology of liberalism.





Conservatism in Europe after 1815

Napoleon was defeated in 1815 and after this European governments were driven by a spirit of conservatism. As a political philosophy, conservatism stressed on the importance of traditionally established institutions and custom, and preferred gradual development to quick change. In the background, a summit (called the Congress) was organized at Vienna. The congress was hosted by the Austrian chancellor, Duke Matternich. The Treaty of Vienna was signed in this congress.



Duke Matternich

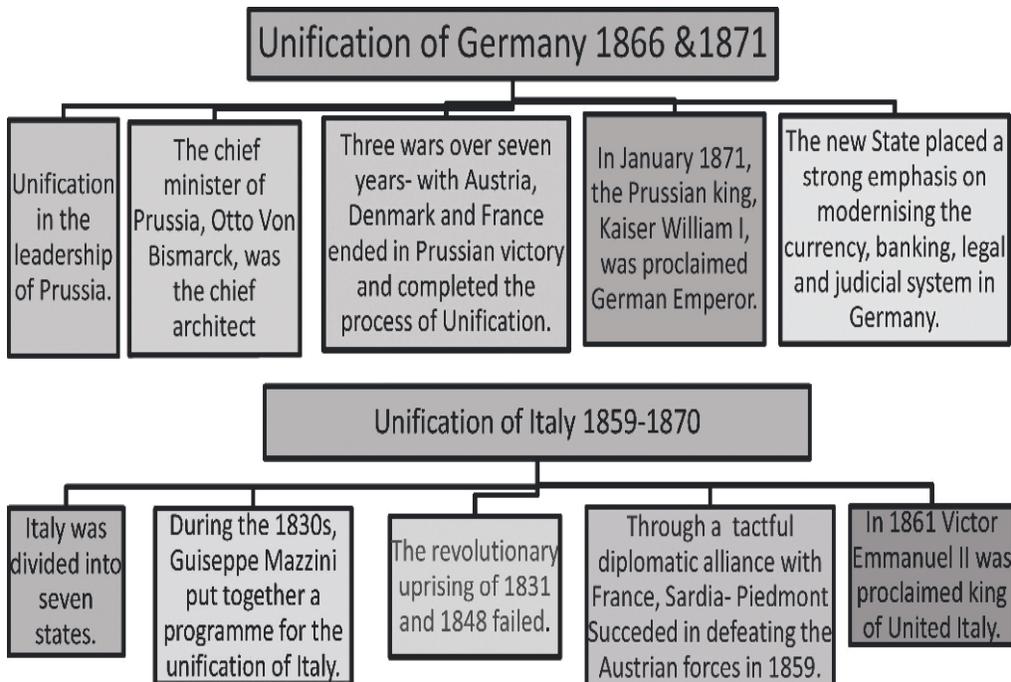
He was the Austrian Chancellor. He was born on 15th May 1773. He had once remarked that "When France sneezes the rest of Europe catches



cold". He took a prominent part in Congress of Vienna and dominated the European politics from 1814 to 1848. He acted as the restorer of the 'old Regime' and the reconstruction of Europe after the Napoleonic wars.

Giuseppe Mazzini

He was born in Genoa in 1807. He became a member of secret society of the Carbonari. As a young man of 24, he was sent to exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first, 'Young Italy' in Marseilles and then, 'Young Europe' in Berne. Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Matternich described him as 'the most dangerous enemy of our social order'.



Count Camillo de Cavour

He was the Chief Minister of Sardinia Piedmont. He led the movement to unify the regions of Italy though he was neither a revolutionary nor a democrat.



The tactful diplomatic alliance with France was also engineered by Cavour and thus Austria could be defeated and the Unification of Italy was made possible.

Giuseppe Garibaldi

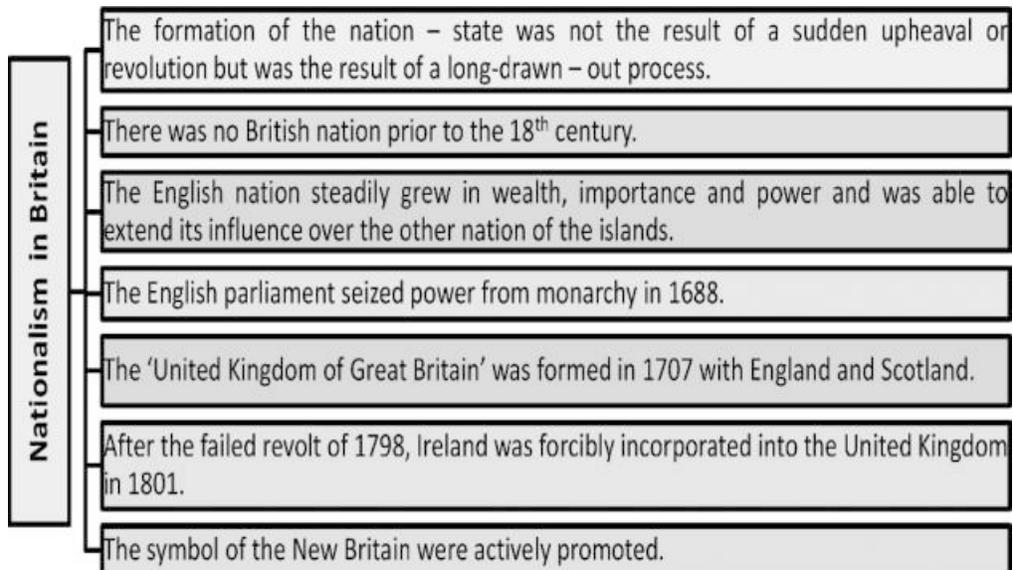
He was not part of the regular Troops. He led armed volunteers for the unification of Italy. In 1860, he along with armed volunteers marched into South Italy and the kingdom of two Sicilies and succeeded in winning the Support of the local peasants in order to drive out the Spanish rulers. He handed over control of Southern Italy and Sicily to king Emmanuel II and thus Unification of Italy could be made possible.



Greek War of Independence

1. Greek was the part of the Ottoman Empire since 15th century. The growth of revolutionary nationalism (after French Revolution, 1789) sparked off a struggle for Independence among Greeks.
2. The struggle for independence started in 1821. Nationalists in Greece got support from the other Greeks living in exile and also from many west Europeans.
3. Many poets and artists mobilized public opinion to support Greece struggle. The English poet Lord Byron organized funds and later went to fight in the war, where he died of fever in 1824.

4. The Treaty of Constantinople of 1832 recognized Greece as an independent nation.



Nationalism and Imperialism (Balkan Problem)

1. The Balkans was a region of geographical and ethnic variations comprising modern day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Slovenia, Serbia etc.
2. The inhabitants of there areas were broadly known as the Slavs. A large part of the Balkans was under the control of Ottoman Empire.
3. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive. One by one, European Subject nationalities broke away and declared their Independence. As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict. The Balkan states hope to gain more territory at the expenses of the others.

4. During this period, there was intense rivalry among the European powers for control over this area. This further complicated the matter. This led to a series of wars in the region and finally culminated in the form of First World War.

Visualizing the Nation

Artists in the 18th and 19th centuries portrayed a country as if it were a person (Nations were portrayed as a Female Figure). The female form that was chosen to personify the nation did not stand for any particular woman in real life; rather it sought to give the abstract idea of the nation a concrete form. Thus, female figure became an **allegory** of the nation. In France, she was christened **Marianne**, a popular Christian name, which under lined the idea of the people's nation. Similarly, **Germania** became the allegory of the German nation.

Frankfurt Parliament

1. In the German regions a large number of political associations whose members were middle-class professionals, businessmen and prosperous artisans came together in the city of Frankfurt and decided to vote for an all-German National Assembly.
2. On 18 May 1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt parliament convened in the Church of St Paul.
3. They drafted a constitution for a German nation to be headed by a monarchy subject to a parliament.
4. When the deputies offered the crown on these terms to Friedrich Wilhelm IV, King of Prussia, he rejected it and joined other monarchs to oppose the elected assembly.

5. While the opposition of the aristocracy and military became stronger, the social basis of parliament eroded.
6. The parliament was dominated by the middle classes who resisted the demands of workers and artisans and consequently lost their support.
7. In the end troops were called in and the assembly was forced to disband.

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

Postage stamp of 1850 Picture of Marianne was printed on it which represented the Republic of France.



This picture was made by painter Philip Veit in 1848. It was meant to hang from the ceiling of the Church of St. Paul where the Frankfurt Parliament was convened

Various symbols which were used to depict the development of Nationalism.



Major Statements

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

(Metternich)

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

(Metternich)

Rise of Nationalism in Europe

MCQ's

Q.1. Match List I with List II and choose the Correct option.

List I

- A. Broken chains
- B. Crown of oak leaves
- C. Sword
- D. Rays of the rising sun

List II

- I. Beginning of a new era
- II. Being freed
- III. Heroism
- IV. Readiness to fight

Option :-

- (1) A-I, B-II, C-III, D-IV
- (2) A-II, B-III, zC-IV, D-I
- (3) A-II, B-IV, C-III, D-I
- (4) A-I, B-III, C-II, D-IV

Q.2. Match List I with List II and choose the Correct option.

List I

List II

- | | |
|-----------------------|---------------------------|
| A. Giuseppe Mazzini | I. Battle of Waterloo |
| B. Otto von Bismarck | II. Unification of Italy |
| C. Napoleon Bonaparte | III. Young Italy |
| D. Cavour | IV. Unification of German |

Option :-

- (1) A-III, B-IV, C-1, D-II
- (2) A-III, B-I, C-IV, D-II
- (3) A-II, B-I, C-IV, D-III
- (4) A-II, B-IV, C-I, D-II

Q.3. Arrange the following in the correct sequence: and choose the Correct option.

- 1. Treaty of Constantinople
- 2. First upheaval took place in France.
- 3. Lord Byron died
- 4. Greek struggle for independence begins

Option:

- (A) 1,2,3 and 4
- (B) 2,4,1 and 3
- (C) 4,3,2 and 1
- (D) 3,4,2 and 1

Q.4. Read the facts regarding the revolution of the liberals in Europe during 1848 and choose the correct option:

- (1) Abdication of the monarch
- (2) Universal male suffrage had been proclaimed
- (3) Political rights to women were given
- (4) Freedom of the press had been asked for

Option:

- A. Only (1) and (2) are correct
- B. Only (1), (2) and (3) are correct
- C. Only (1) and (4) are correct
- D. Only (1), (2) and (4) are correct

Q.5. Choose the correct nationality of the artist Frederic Sorrieu who visualised in his painting a society made up of Democratic and Social Republic

- (a) German

- (b) Swiss
 - (c) French
 - (d) American
- Q.6. 'Nationalism', which emerged as a concept in the late 19th century, means.
- (a) strong devotion for one's own country and its history and culture.
 - (b) strong devotion for one's own country without appreciation for other nations.
 - (c) strong love for one's own country and hatred for others.
 - (d) equally strong devotion for all the countries of the world.
- Q.7. The first great revolution which gave the clear idea of nationalism with its core words: 'Liberty, Equality and Fraternity' was:
- (a) The Russian Revolution
 - (b) The French Revolution
 - (c) The American Revolution
 - (d) India's First War of Independence
- Q.8. The French revolutionaries declared that the mission and destiny of the French nation was.
- (a) to conquer the people of Europe.
 - (b) to liberate the people of Europe from despotism.

- (c) to strengthen absolute monarchies in all the countries of Europe.
- (d) to propagate the ideals of liberty, equality, and fraternity in every part of the world.

Q.9. Which of the following statements about the Civil Code of 1804, usually known as the Napoleonic Code, are true?

- (a) Secured the Right to Property
- (b) Established Equality before the Law
- (c) Removed all privileges based on birth
- (d) All of the above

Q.10. Artists of the time of the French Revolution personified female figure _____

- (a) Socialism
- (b) Liberty
- (c) Autocracy
- (d) None of the above

Q.11. The liberal nationalism stands for:

- (a) freedom for the individual and equality before law.
- (b) preservation of autocracy and clerical privileges.

(c) freedom for only male members of society and equality before law.

(d) freedom only for senior citizens.

Q.12. The Treaty that recognized Greece as an independent nation:

(a) Vienna 1815

(b) Constantinople 1832

(c) Warsaw 1814

(d) Leipzig 1813

Q.13. Who said 'When France sneezes, the rest of Europe catches cold'?

(a) Garibaldi

(b) Bismarck

(c) Mazzini

(d) Duke Metternich

Q.14. The idea of La Patrie means

(a) Motherland

(b) Fatherland

(c) Citizens

(d) Monarchy

Q.15. Who became the King of United Italy in 1861?

- (a) Giuseppe Garibaldi
- (b) Victor Emmanuel II
- (c) Count Cavour
- (d) Giuseppe Mazzini

Q.16. What helped in the formation of a nation-state in Britain?

- (a) The formation of a nation-state in Britain was the result of a sudden upheaval.
- (b) In 1688, the monarchy in Britain had seized the power from English Parliament.
- (c) The parliament through a bloodless revolution seized power from the monarchy which gradually led to the emergence of a nation-state.
- (d) The British nation was formed as a result of a war with Scotland and Wales.

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

- 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. Both A and R are incorrect

Q.17. **Assertion (A):** Conservatives believed that established traditional institutions of state and society should be preserved.

Reason (R): Zollverein was formed to preserve conservatism.

Q.18. **Assertion(A):** Artists in the eighteenth and nineteenth centuries found a way out by personifying a nation.

Reason(R): they represented a country as if it were a person.

Q.19. **Assertion (A):** Giuseppe Mazzini worked with the conservatives for the monarchy.

Reason (R): Italy had to continue to be a patchwork of small states and kingdoms.

Q.20. **Assertion(A):** Nationalism aligned with imperialism led Europe to disaster in 1914..

Reason(R): Many countries in the world which had been colonized by the European powers in the 19th century began to oppose imperial domination.

Answer Key

1. (2) A-II, B-III, C-IV, D-I
2. (1) A-III, B-IV, C-I, D-II
3. (C) 4,3,2 and 1
4. D Only (1), (2) and (4) are correct
5. (c) French
6. (a) strong devotion for one's own country and its history and culture.
7. (b) The French Revolution

8. (b) to liberate the people of Europe from despotism.
9. (d) All of the above
10. (b) Liberty
11. (a) freedom for the individual and equality before law.
12. (b) Constantinople 1832
13. (d) Duke Metternich
14. (b) Fatherland
15. (b) Victor Emmanuel II
16. (c) The parliament through a bloodless revolution seized power from the monarchy which gradually led to the emergence of a nation-state.
17. C. A is correct and R is Incorrect.
18. B. Both A and R are true and but R is not the correct explanation of A.
19. D. Both A and R are incorrect
20. A. Both A and R are true and R. is the correct explanation of A.

2 Marks Questions.

1. What is meant by the term Constitutional Monarchy?
2. How did the new middle classes in Europe view liberalism?
3. Why were secret societies established in many European states?

4. Which were the two secret societies set up by Giuseppe Mazzini?
5. What did conservatives believe?
6. What does 'Nation-state' mean?
7. What was the strong demand of the emerging middle classes in Europe during nineteenth century?
8. How did liberalism stand in the economic sphere?
9. What was 'Romanticism' during the age of revolutions?
10. Why was Zollverein formed?

Answer Key

1. It is a system of government in which a monarch shares power with a constitutionally organised government.
2. For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law.
3. Secret societies were established in many European states to train revolutionaries and spread their ideas.
4. They were Young Italy in Marseilles and Young Europe in Berne.
5. Conservatives believed that established, traditional institutions of state and society-like the monarchy, the church, social hierarchies, property and the family should be preserved.
6. A nation state was the one in which the majority of its citizens and not only its rulers, came to develop a sense of common identity and shared history or descent.

7. The strong demand of emerging middle class in Europe was freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.
8. In the economic sphere, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.
9. Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiment.
10. Zollverein was in fact a custom union formed in 1834. The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

3/5 Marks Questions

1. What were the steps taken by the French revolutionaries to create a feeling of collective identity among the French people?
2. "Napoleon's administrative measures had revolutionized the whole administration". Comment.
3. Discuss the role played by culture in creating the concept of nation in Europe.
4. Discuss the process of the unification of Germany.
5. What were the main stages of the unification of Italy? What were the main problems?
6. In Britain the formation of the nation state was a result of long drawn out process. Discuss.

7. Which factors were responsible for the rise of nationalism in Europe?
8. "The French Revolution left an indelible mark on the world history."
Evaluate this statement.
9. Discuss the main provisions of the Civil Code of 1804.
10. What were the main features of the European Aristocracy?
11. What was the main aim of the Vienna Congress of 1815? Discuss its main features?
12. What did European liberalism stand for in social, political and economic fields?
13. How did industrialisation change European social and economic equations?
14. Discuss the role of women in the Nationalist movement in Europe?
15. How did the female figures become an allegory of the nation during nineteenth century in Europe? Explain with examples.

Short Answer Type (3/5 marks)

1. (i) Patriarchy and Idea of Citizenship
(ii) New National symbols
(iii) Centralised Administrative system
(iv) National language
(v) Uniform weights and measurement

2. Napoleonic Code

- (i) Improvement In the rural administrative system
- (ii) Improvement in urban area
- (iii) Improvement in Trade

3. Contribution of culture in the rise of Nation

- (i) Growth of nationalist feelings through art, poetry, stories, music etc.
- (ii) Folklore,
- (iii) Emphasis on local languages and dialect
- (iv) Language
- (v) Building of culture on the basis of folktales.

4. See points to remember.

5. See points to remember

6. See points to remember

7. Reasons for the rise of Nationalism-

- (i) Growth of Nation-states
- (ii) Encouragement of democratic rights.
- (iii) Enforcement on Social, Political and Economic equality
- (iv) Demand of human rights in different nations

(v) Revolutionary reactions in absolute monarchical systems.

8. Impact of French Revolution-

(i) Establishment of democratic rule,

(ii) Foundation of new society based on equality, liberty and fraternity,

(iii) New code of law

(iv) Rise of middle class

(v) Growth of liberal ideas

9. See points to remember

10. See points to remember

11. See points to remember

12. See points to remember

13. See points to remember

14. See points to remember

15. See points to remember

Source Based Questions (4 Marks)

1. Read the extracts and answer the following questions.

In a lecture delivered at the University of Sorbonne in 1882, the French philosopher Ernst Renan (1823-92) outlined his understanding of what

makes a nation. The lecture was subsequently published as a famous essay entitled 'Qu'est-ce qu'une nation?' ('What is a Nation?'). In this essay Renan criticizes the notion suggested by others that a nation is formed by a common language, race, religion, or territory: 'A nation is the culmination of a long past of endeavors, sacrifice and devotion. A heroic past, great men, glory, that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed great deeds together, to wish to perform still more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity ... Its existence is a daily plebiscite ... A province is its inhabitants; if anyone has the right to be consulted, it is the inhabitant. A nation never has any real interest in annexing or holding on to a country against its will. The existence of nations is a good thing, a necessity even. Their existence is a guarantee of liberty, which would be lost if the world had only one law and only one master.'

- (a) Who was Ernst Renan? 1
- (b) What were the key features of Nation according to Ernst Renan? 1
- (d) Define the nation in your own words? 2

CaseBased Answers

1. A. French Philosopher

B. Common Language, Race, Religion

C. Student will define in own words.

Case Based Questions (For practice)

2. Read the following passage and answer the questions:

Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism. Conservatives believed that established, traditional institutions of state and society-like the monarchy, the Church, social hierarchies, property and the family - should be preserved. Most conservatives, however, did not propose a return to the society of pre- revolutionary days. Rather, they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institutions like the monarchy. It could make state power more effective and stronger. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.

Q1. In which battle Napoleon was defeated? 1

Q2. What did the conservatives think about the old/traditional institutions? 1

Q3. What changes were made by Napoleon in administration? 2

3. Read the extracts and answer the following questions.

Louise Otto-Peters (1819-95) was a political activist who founded a women's journal and Subsequently a feminist political association.

The first issue of her newspaper (21 April 1849) carried the following editorial:

'Let us ask how many men, possessed by thoughts of living and dying for the sake of Liberty, would be prepared to fight for the freedom of the entire people, of all human beings? When asked this question, they would all too easily respond with a "Yes!", though their untiring efforts are intended for the benefit of only one half of humanity - men. But Liberty is indivisible! Free men therefore must not tolerate to be surrounded by the unfree ...'

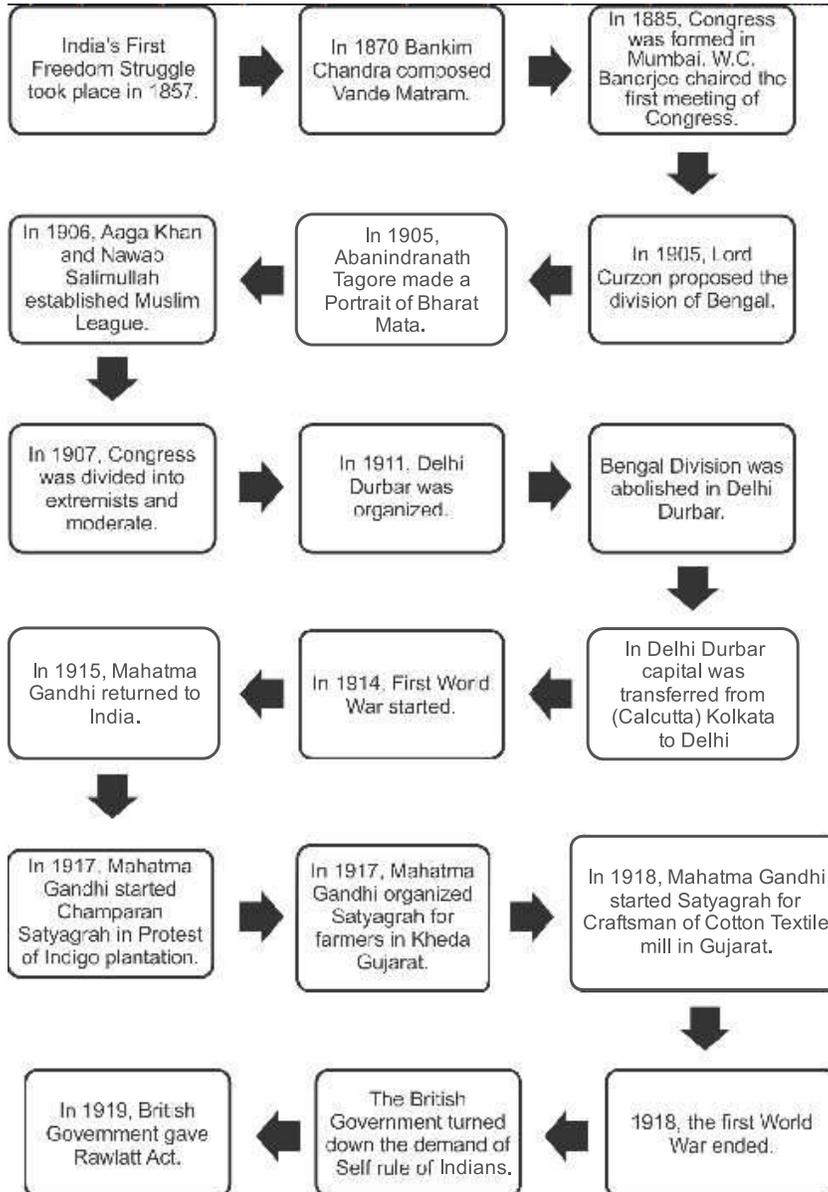
An anonymous reader of the same newspaper sent the following letter to the editor on 25 June 1850: It is indeed ridiculous and unreasonable to deny women political rights even though they enjoy the right to property which they make use of. They perform functions and assume responsibilities without however getting the benefits that accrue to men for the same ... Why this injustice? Is it not a disgrace that even the stupidest cattle-herder possesses the right to vote, simply because he is a man, whereas highly talented women owning considerable property are excluded from this right, even though they contribute so much to the maintenance of the state?'

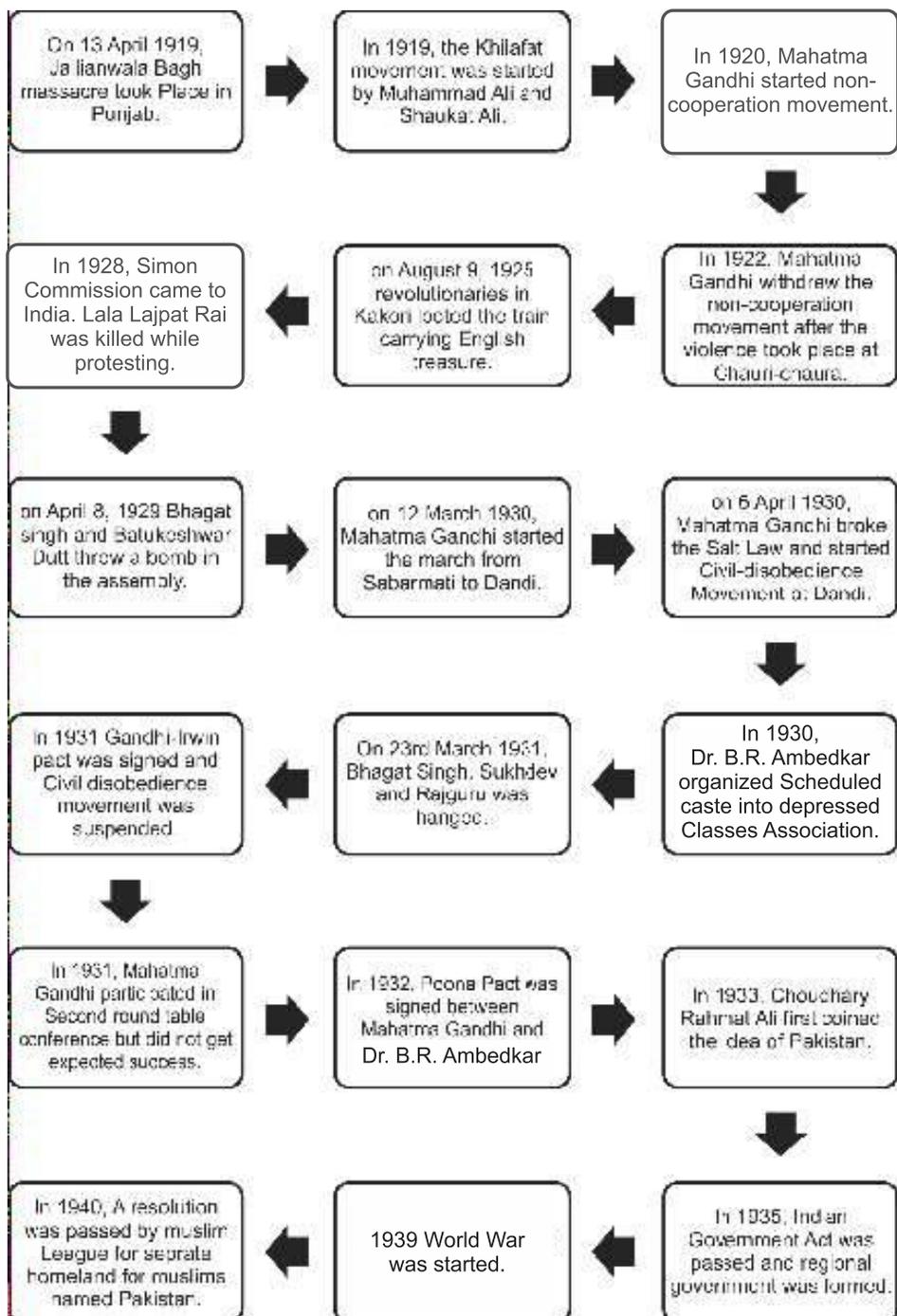
- (a) Who was Louise Otto-Petter? 1
- (b) What was Louise Otto-Peters' views on female liberty? 1
- (c) Write your views on female liberty? 2

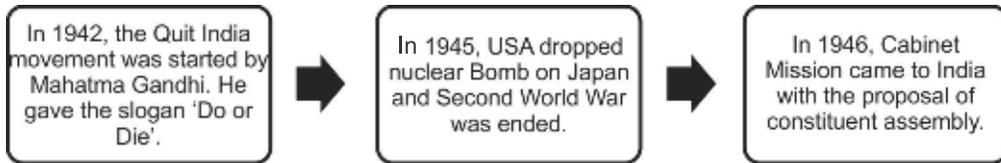
Chapter - 2

Nationalism in India

Point to Remember :-





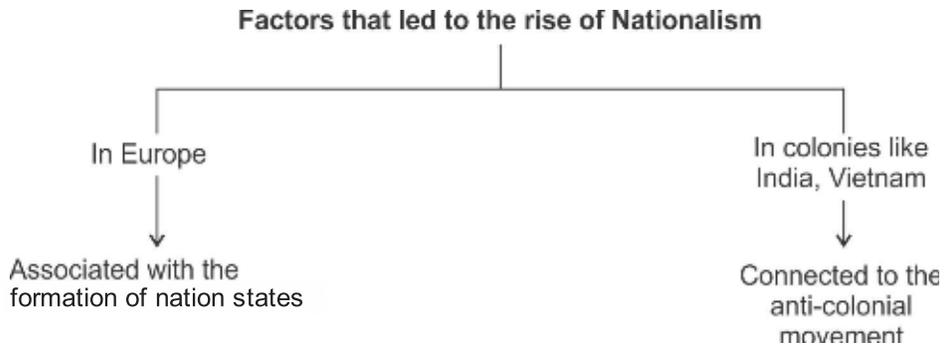


India became independent on August 15 August, 1947

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

Nationalism in India

Meaning : Nationalism refers to the feeling of oneness and common consciousness that emerges when people living in a common territory share the same historical, political and cultural backgrounds. People may be speaking different languages (as in case of India) but the love for their nation keeps them together.



(The first world war, Khilafat and Non-Cooperation):

Effects of first world war on India and Post war condition.

- Creation of a new economic and political situation.
- Huge increase in defence expenditure financed by war loans and increase in the taxes.
- Custom duties were raised, income tax was introduced.
- Forced recruitment for British Army.
- Shortage of food due to crop failure.
- Influenza epidemic, famine which resulted in the death of millions of people.

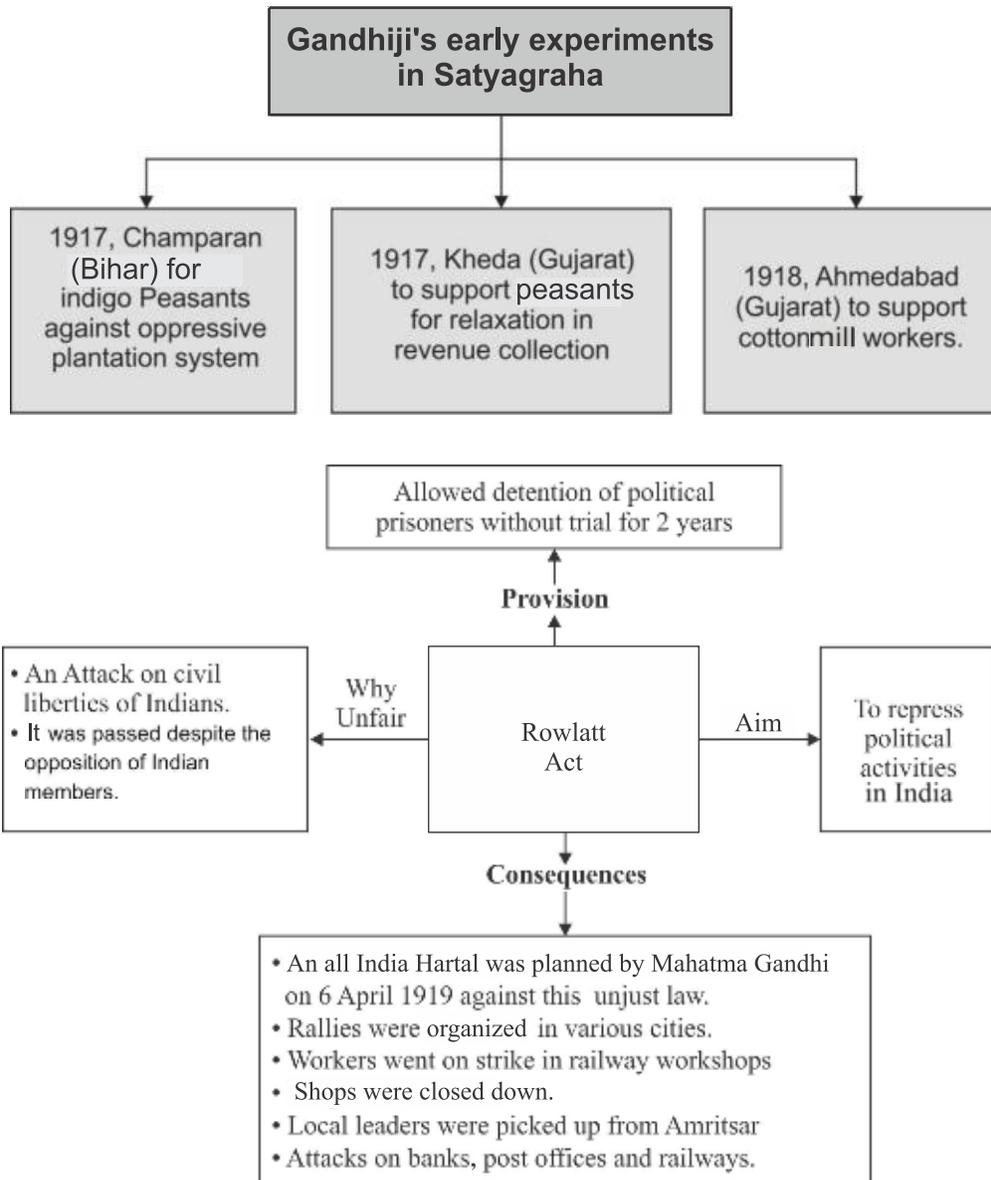
The Idea of Satyagraha

Meaning : It was a new mode of struggle based on truth and non violence.

Key features of Satyagraha

- If the cause was true and the struggle was against injustice, then physical force is not necessary to fight the oppressor.
- Satyagrahi can win the battle through non-violence without seeking revenge or being aggressive.

- By appealing to the conscience (inner voice) of the oppressor, he/ she can be persuaded to see the truth and end injustice.



Jallianwala Bagh Incident

Main Events : Took place on 13 April 1919 in the city of Amritsar, Punjab.

- A large crowd mainly villagers had gathered in the enclosed ground of Jallianwala bagh to protest against the repressive measures of British govt. like Rowlatt act.
- Being From outside the city, villagers were unaware that the meeting was illegal as martial law had been imposed.
- General Dyer entered the area, blocked the exit points, opened fire on the crowd, killed hundreds of people.

Impact of Jallianwala Bagh

- Crowds tookover to the streets in many North Indian towns.
- There were strikes, clashes with the police, attacks on government buildings.
- British government became more brutal, people were humiliated and terrorised.
- Satyagrahis were forced to rub their nose on the ground, crawl on the streets, do salaam (Salute) to all sahibs (British).
- People were flogged, villages around Gujranwala Punjab were bombed.

Seeing violence spread, Mahatma Gandhi called off the Rowlatt satyagraha movement.

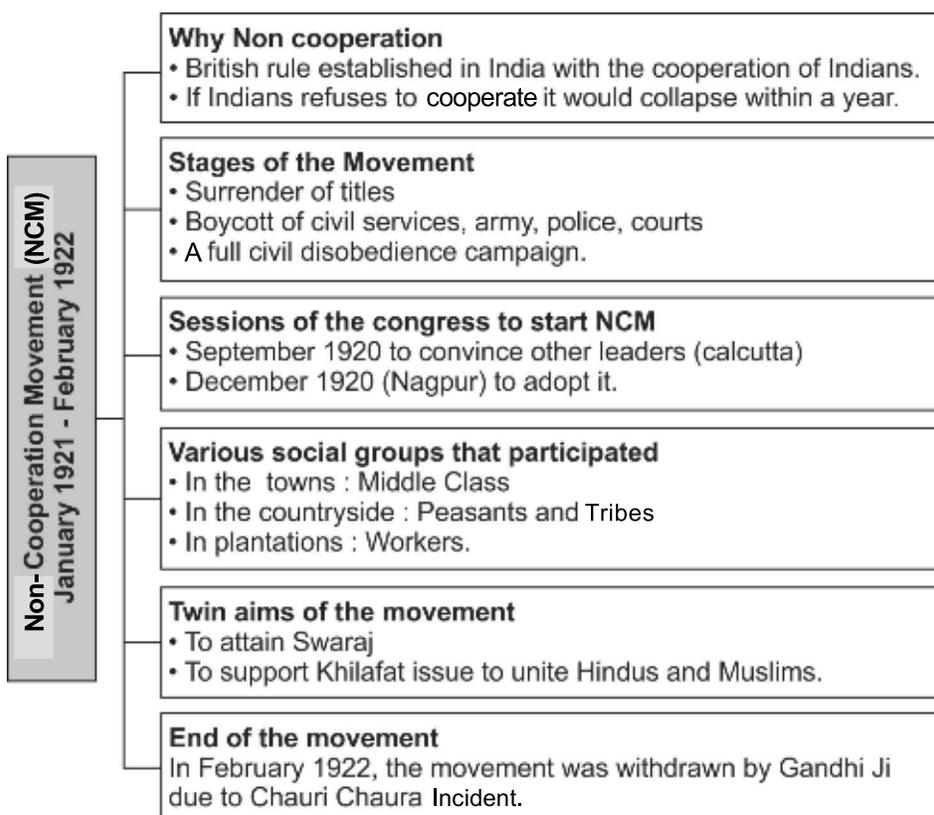
Khilafat Issue : The word 'Khilafat' comes from 'Khalifa' who was the ruler of Ottoman Turkey as well as considered as the spiritual head of Islamic world. In the first world war, Turkey was a part of defeated central powers. There were rumour that a harsh Peace treaty was going to be im-

posed on the Ottoman emperor. So, to defend Khalifa's position, a khilafat committee was formed in Bombay in March 1919 by Ali brothers.

Why did Mahatma Gandhi took up Khilafat Issue?

1. After the failur of Rawlaft satyagarh Mahatma Gandhi wanted to lounch an all India movement with broder base.
 - He was certain that no all India movement could be organised with-out bringing Hindus and Muslims closer together so he took up the Khilafat issue.

Non Cooperation Movement



Differing strands within the Movement

- Various social groups participated in the non-cooperation movement but each with its own specific aspiration/demand.
- The term 'Swaraj' meant different thing to different people.
- Each Social group participating in the movement imagined 'Swaraj' as a time when all their sufferings and troubles would be over.

Towards Civil Disobedience

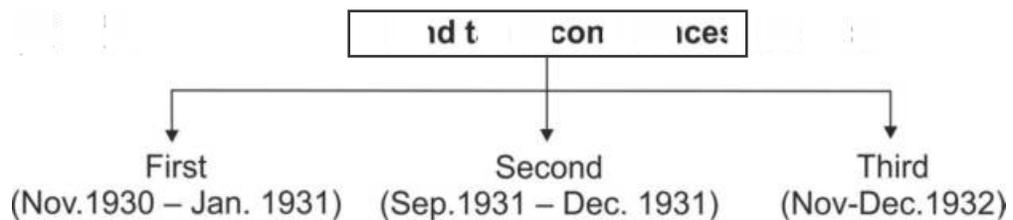
Events after the end of Non-cooperation Movement (NCM) till the launch of Civil disobedience movement

- February 1922 withdrawal of NCM by Gandhiji.
- Conflict within the congress over the question of participating in council elections.
- Formation of 'Swaraj Party' by C-R Das and Motilal Nehru to fight council elections against the congress principle of 'Boycott' (January 1923).
- Fall in agricultural prices and total collapse due to effect of world wide economic depression.
- Total Turmoil in countryside by 1930.
- Constitution of Simon commission in 1927 to look into the functioning of the constitutional system in India and suggest changes.
- 1928: Arrival of Simon commission in India protest and demonstrations started.

- 1929: Offering of 'Dominion status' by Lord Irwin.
- Rise of Radical leaders within congress like Jawaharlal Nehru and Subhash Chandra Bose who Demanded 'Purna Swaraj' in Lahore session of the congress 1929.

Round table Conferences

These were a series of 3 peace conferences organised by the British government to discuss constitutional reforms in India.



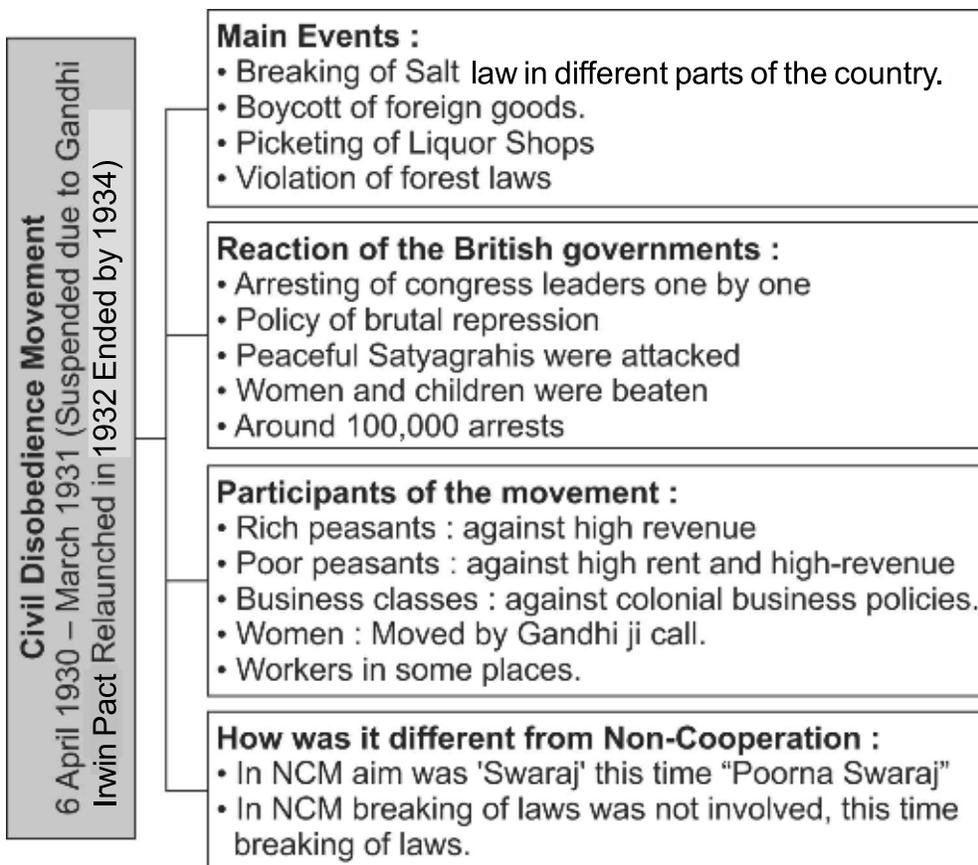
- Indian national congress attended the second round table conference only.

The Salt March and the Civil Disobedience Movement (1930).

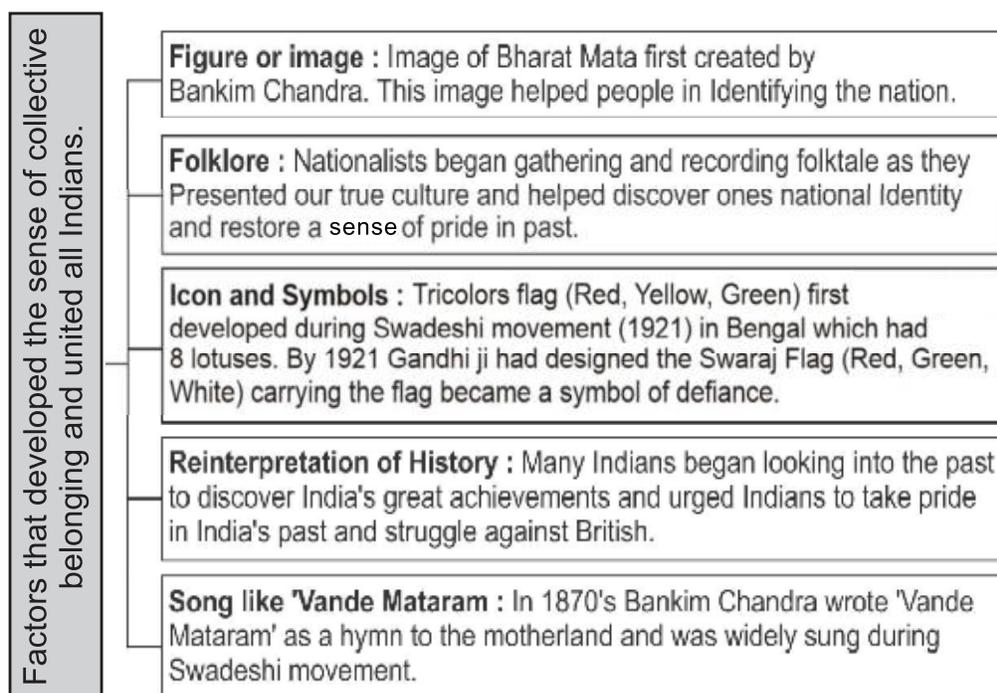
Background :

- January 1930—Mahatma Gandhi presented 11 demands before Lord Irwin.
- These demands were related to different classes—from Industrialists to Peasants.
- Most important Demand—Abolition of Salt tax

- Lord Irwin was not willing to negotiate.
- Beginning of Salt March on 12 March 1930.
- 6 April 1939—breaking of salt law by manufacturing salt by boiling sea water.
- This marked the beginning of civil disobedience movement.



The Sense of Collective Belonging



Nationalism in India

Multiple choice questions (1 Mark)

1. Why was the Simon Commission sent to India?
 - A. To look into the constitutional matters and suggest reforms.
 - B. To settle the disputes between Congress leaders.
 - C. To support the Khilafat movement.
 - D. To support the demands of tribal and farmers.

2. Consider the statements given below and choose the correct answer

Statement 1: Mahatma Gandhi had to call off Rowlatt Satyagraha due to widespread Violence.

Statement 2: The Poona Pact of September 1932 gave seats to the Depressed Classes in the Provincial and Central Legislative Councils.

- A. Statement (1) is correct and (2) is incorrect.
 - B. Statement (1) is incorrect and (2) is correct
 - C. Both (1) and (2) are wrong.
 - D. Both (1) and (2) are correct.
3. Arrange the following statements in a chronological order based on the events that led to the Jallianwala Bagh Tragedy.
- (i) Martial law was imposed.
 - (ii) General Dyer entered the area and blocked the exits and started firing on the crowd.
 - (iii) Large crowd gathered in the enclosed ground of Jallianwala Bagh to attend the annual Baisakhi fair.
 - (iv) On 10 April the police opened fire on a peaceful procession in Amritsar.

Options:

- A. (i), (iii), (iv), (ii)
- B. (iv),(i), (ii), (iii)

- C. (iv), (i), (iii), (ii)
- D. (i),(iv), (iii), (ii)
4. Which of the following statements accurately distinguishes between the Civil Disobedience Movement and the Non-Cooperation Movement ?
- (i) Non-Cooperation Movement began with the surrender of titles, boycott of British institutions and goods, while the Civil Disobedience Movement began with the breaking of colonial laws.
 - (ii) Non-Cooperation Movement demanded separate electorates for Dalits, Civil Disobedience Movement aimed for self-governance.
 - (iii) Non-Cooperation Movement was launched because of the anger of Jallianwala Bagh tragedy, Civil Disobedience Movement was launched against the Simon Commission.
 - (iv) Non-Cooperation Movement was supported by the British Government, Civil Disobedience Movement was supported by almost all the sections of the society.

Options:

- A. Statement i and iii are correct.
- B. Statements i, ii and iii are correct.
- C. All the statements are correct
- D. Only statement (i) is correct.

5. What is the meaning of "Begar"?
- A. No rent campaigns
 - B. Homeless laborers
 - C. Forced labor without pay
 - D. Beggar
6. Identify the painter of this famous painting



- A. Ravi Verma
 - B. Abanindranath Tagore
 - C. Bankim Chandra Chattopadhyay
 - D. Natesa Shastri
7. Under the presidency of Jawaharlal Nehru, in which session the demand of 'Purna Swaraj' was formalised?
- A. Lahore Session, 1929.
 - B. Calcutta Session, 1890.
 - C. Madras Session, 1927
 - D. Bombay Session, 1915
8. Match the following Column and choose the correct option.
- | | |
|---------------------|--|
| A. Natesa Shastri | (i) Halting of non cooperation movement |
| B. Chauri chaura. | (ii) Movement against landlords and talukdar |
| C. Baba Ram Chandra | (iii) Ananda math |
| D. Bankim Chandra | (iv) folklore of Southern India |

Options:

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

9. The Act did not allow the plantation workers to leave the tea garden without permission.
- A. Inland Emigration Act
 - B. Rowlatt Act
 - C. Vernacular Press Act
 - D. Government of India Act
10. Who among the following to leaders led the Khilafat Movement?
- A. Shaukat Ali and Muhammad Ali.
 - B. Gandhiji and Sardar Patel.
 - C. Mohammad Ali Jinnah and Abdul Kalam Azad
 - D. Abdul Kalam Azad and Jawaharlal Nehru.

Assertion / Reason

There are two statements marked as Assertion (A) and Reason (R). Mark your answers according to the codes given below:

- A. (A) and (R) are both 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
11. **Assertion (A):** Bankim Chandra Chattopadhyay wrote Vande Mataram as a hymn to the motherland.

Reason (R): Rabindranath Tagore started a movement to revive folk tales.

12. **Assertion (A):** The peasants in Awadh were led by Baba Ramchandra as a sanyasi, who had earlier gone to Fiji as an indentured laborer.

Reason (R): Plantation workers were not allowed to leave the tea garden without permission and in fact were rarely given such permission..

13. **Assertion (A):** The Non-Cooperation Movement gradually slowed down in the cities due to various reasons.

Reason (R): As the moment of boycott spread, people started discarding imported clothes and started wearing only Indian clothes as the production of Indian textile mills and handlooms increased.

14. **Assertion (A):** The notion of liberty was same for each social group.

Reason (R): Every class and group felt the effects of colonialism in different ways.

15. **Assertion (A):** In 1917, Gandhiji organized Satyagraha for the support of the farmers of Kheda district of Gujarat.

Reason (R): The peasants were fighting against oppressive plantation system.

Answer Series (Question No. 1-15)

1. A. To look into constitutional matters and suggest reforms.
2. D. Both (1) and (2) are correct.
3. C. (iv), (i), (iii), (ii)

4. D. Only statement (i) is correct.
5. C. forced labor without pay
6. B. Abanindranath Tagore
7. A. Lahore Session, 1929.
8. A. A-(iv), B-(i), C-(ii), D-(iii)
9. A. Inland Immigration Act
10. A. Shaukat Ali and Muhammad Ali
11. B. Both (A) and (R) are true but (R) is not the correct explanation of (A)
12. B. Both (A) and (R) are true but (R) is not the correct explanation of (A)
13. A. Both (A) and (R) are true and (R) is the correct explanation of (A)
14. D. (A) is wrong but (R) is correct.
15. C. (A) is correct but (R) is wrong.

Short / Long Questions (2,3 & 5 Marks Questions)

- Q1. How did the First World War create a new economic situation in India? Give two examples. (2)
- Q2. Why did the rich peasant groups and merchant class groups join the Civil Disobedience Movement? (2)
- Q3. Why did the non-cooperation movement start? How was the concept of Swaraj perceived by different strata in the society? (3)

- Q4. Under what circumstances was the Civil Disobedience Movement called off? (3)
- Q5. Why did Mahatma Gandhi choose salt as the symbol for the civil disobedience movement? (3)
- Q6. What were the reasons for starting the Khilafat movement? (3)
- Q7. How did the First World War help in the growth of the nationalist movement in India? (5)
- Q8. "The Civil Disobedience Movement was different from the Non-Cooperation Movement". Support the statement with examples. (5)
- Q9. Who was Alluri Sitarama Raju? Explain the role played by Gandhiji in inspiring the rebels. (5)
- Q10. "The sense of collective belonging came partly through the experiences of united struggles. But there were also a variety of cultural processes through which nationalism captured people's imagination." Analyze the statement. (5)

Answer series Short / Long Questions (2,3 & 5 Marks Questions)

1. (i) Huge increase in defense expenditure
(ii) Speeded up the process of industrialization.
2. (i) Rich farmers demanded reduction in revenue
(ii) Business class group - wanted protection against import of foreign goods and rupee sterling exchange ratio and refused to sell imported goods.

3. Please see the key points
4. Please see the key points
5. Please see the key points
6. Please see the key points
7. Please see the key points
8. Please see the key points
9. Please see the key points
10. Please see the key points

Case Based Questions

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

Mahatma Gandhi found in salt a powerful symbol that could unite the nation. On 31 January 1930, he sent a letter to Viceroy Irwin starting eleven demands. Some of these were of general interest; others were specific demands of different classes, from industrialists to peasants. The idea was to make the demands wide-ranging, so that all classes within Indian society could identify with them and everyone could be brought together in a united campaign.

- (i) How many demands were mentioned by Mahatma Gandhi in his letter to Viceroy Irwin? (1)
- (ii) What was the main idea behind these demands? (1)

- (iii) "Mahatma Gandhi used salt as a powerful symbol to unite the nation." Justify this statement. (2)

2. Read the passage given below and answer the questions asked.

During Gandhiji's salt march, thousands of women came out of their homes to listen to him. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops. Many went to jail. In urban areas these women were from high-caste families; in rural areas they came from rich peasant households. Moved by Gandhiji's call, they began to see service to the nation as a sacred duty of women. Yet, this increased public role did not necessarily mean any radical change in the way the position of women was visualised. Gandhiji was convinced that it was the duty of women to look after home and hearth, be good mothers and good wives. And for a long time the Congress was reluctant to allow women to hold any position of authority within the organisation. It was keen only on their symbolic presence.

- (i) How did women participated in the movement mention any two ways? 1
- (ii) What was the social status of women in urban and rural areas? 1
- (iii) Did the participation of women in this movement lead to any radical change in the status of women, make a comment. 2

Answer (Case Based Questions)

Answer 1.

- (i) 11
- (ii) The idea was to broaden the demands, so that all classes within the Indian Society can be brought together in a joint campaign.
- (iii) Salt was such a common commodity that it was used by every section of the society. Mahatma Gandhi announced that the tax and government monopoly on salt was over. Its production revealed the most oppressive face of the British.

Answer 2.

Students will solve by reading the passage on their own.

Chapter-3

The Making Of A Global World

Point to Member :-

Intoduction- The making of the global world has a long history - of trade, of migration, of people in search of work, the movement of capital, and much else. As we think about the dramatic and visible signs of global interconnectedness in our lives today, we need to understand the phases through which this world in which we live has emerged.

Phases

Characteristics

Ancient times

1. Travellers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfilment, or to escape persecution.
2. They carried goods, money, values, skills, ideas, inventions, and even germs and diseases.
3. As early as 3000 BCE an active coastal trade linked the Indus valley civilisations with present-day West Asia.
4. Silk route linked China with West.
5. Food travels from America to Europe to Asia.
6. Noodles travels from China to Itly and became Spaghetti.
7. European conquerors carried germs of smallpox in America. Once introduced, it spread deep into the continent.

19th Century (1815-1914)	<ol style="list-style-type: none"> 1. Global agricultural economy developed. 2. Food production expanded in Russia, America, Australia to meet British demand. 3. In Britain corn law implemented, Industrialists and urban dwellers forced govt to abolish corn law. 4. Tecnology like railway, steamship, telegraph played vital role in globalization. 5. Europe conquered Africa and Asia as colony. 6. Migration of indentured labour from India.
Inter war economy (Between two world wars)	<ol style="list-style-type: none"> 1. 1st world war transformed US from Debtor to creditor. 2. Wheat production fell in Europe but increased in Canada, America and Australia. 3. Rise of mass production and consumption. 4. The great depression of 1929 in USA which affects whole world. 5. India's export and import fell, peasants worst hit. 6. Industrial investment grew in urban area
The Post War Era (After 2nd world war)	<ol style="list-style-type: none"> 1. USA and USSR emerged as world power 2. The Bretton Woods conference established the International Monetary Fund (IMF) and World Bank 3. Decolonisation and independence of Asian and African countries 4. Formation of G-77, who demanded new economic world order 5. End of Bretton Woods system and beginning of MNCs and Globalization.

Points to Remember

- (1) **Globalization**-worldwide integration of economic, cultural, political, religious, and social systems. This means that goods and services, capital, and labour are traded on a worldwide basis, and information and the results of research flow readily between countries.
- (2) **Silk routes**- The Silk Route was a historic trade route that dated from the second century B.C. until the 14th century A.D. It stretched from Asia to the Mediterranean, traversing China, India, Persia, Arabia, Greece, and Italy .It was dubbed the Silk Route because of the heavy silk trading that took place during that period.
- (3) **Corn Law**- The laws allowing the government (U.K.) to restrict the import of corn were commonly known as the Corn Laws.
- (4) **Rinderpest Plague**- Rinderpest is a fast spreading cattle plague which hit Africa in the late 1880s.
- (5) **The Bretton Woods institutions**-The International Monetary Fund (IMF), and the World Bank were created to bring about orderly development of the world economy in the post-World War II era.
- (6) **Indentured labour**-A bonded labourer under contract to work for an employer for a specific amount of time, to pay off his passage to a new country or home.
- (7) **Flow of Labour**-Migration of people to new areas in search of work.
- (8) **Hosay**- Trinidad the annual Muharram procession was transformed into a riotous carnival called 'Hosay' (for Imam Hussain) in which workers of all races and religions joined.

- (9) **G-77:** G-77 was a group organized by developing countries to demand a New International Economical Order (NIEO) which would give these countries real control over their national resources, raw material, manufactured goods and their markets.
- (10) **Veto-**A constitutional right to reject a decision or proposal made by a law making body.
- (11) **Tariff-** Tax imposed on a country's imports from the rest of the world. Tariffs are levied at the point of entry, i.e., at the border or the airport.
- (12) **Exchange Rates-** They link national currencies for purposes of international trade. There are broadly two kinds of exchange rates: fixed exchange rate and floating exchange rate.

Multiple Choice Questions:

1. The decline in cotton textile exports from India to Britain in the early nineteenth century was due to-
 - A. Imporsing customs duties on cotton imports into Britain
 - B. Poor quality of clothes
 - C. Shortage of raw cotton in india
 - D. Cotton growers find another buyer
2. The main reason for the employment of women in Europe during the First World War was-
 - A. Men went to war
 - B. Men were going abroad in search of business
 - C. Result of liberalization of women in the society
 - D. Men decided to take charge of household chores

3. Which of the following countries did not participate in the First World War?
 - A. Denmark
 - B. Germany
 - C. Britain
 - D. France

4. Who first adopted the concept of 'assembly line' for automobile manufacturing?
 - A. Rahul Bajaj
 - B. Henry Ford
 - C. Samuel Morse
 - D. Michael Shoemaker

5. Thousands of people fled from Europe to America in the nineteenth century due to-
 - A. Poverty and widespread fatal diseases
 - B. Natural calamity
 - C. Outbreak of war between nations
 - D. Plague outbreak

6. Who discovered America?
 - A. Vasco da Gama
 - B. Christopher Columbus
 - C. Abdul Razzaq
 - D. Domingo Paes

7. Corn law was implemented in_____?
- A. America
 - B. France
 - C. Spain
 - D. Britain
8. Which singer brought the rebel religion called 'Rastafarianism' to fame?
- A. Bob Marley
 - B. Michael Jackson
 - C. Elton John
 - D. Baba Sehgal

Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

9. **Assertion (A):** In ancient times, there was no practice of 'work for pay' in Africa.
- Reason (R):** From the very beginning, there was no shortage of land in Africa and the population was very small.
- A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A)
 - B. Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A)
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.

10. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): Henry Ford's factory produced a car every three minutes.

Reason (R): Henry Ford employed indentured labourers in his factories.

- A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
 - B. Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
11. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): World War I turned America from a debtor to a creditor.

Reason (R): The First World War was mainly fought between the powerful countries of Europe, which weakened their economic status.

- A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
- B. Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).

- C. Assertion is true but Reason is false.
- D. Reason is true but Assertion is false.
12. Which of the following is not a correct statement about the Silk route?
- I. It connected China to the European market.
 - II. Chinese silk was the main trade of this route.
 - III. Chinese silk was in great demand in Europe.
- A. Only II
- B. Only I and II
- C. All I, II and III
- D. Only III
13. Which of the following is correct regard indentured labour?
- I. In the 19th century, lakhs of labourers from, India and China were taken to distant countries to work in plantations, mines etc,
 - II. Those workers were taken under a special kind of contract.
 - III. The labourers were allowed to return home only after 10 years of working in the plantations of the owner.
 - IV. The life of these labourers was quite comfortable under this contract.
- A. Only I, II and III
- B. Only II, III and IV
- C. Only III
- D. Only I and II

14. Which system was called 'New Slavery'?
- A. Hose
 - B. Rastafarianism
 - C. Indentured
 - D. Bretton woods agreement
15. Which of the following countries fought on the side of the Axis Powers in World War II?
- A. Britain
 - B. France
 - C. Italy
 - D. America

Multiple Choice Questions (Answer)

- 1. A. Imposing customs duties on cotton imports into Britain
- 2. A. Men go to war
- 3. A. Denmark
- 4. B. Henry Ford
- 5. A. Poverty and widespread fatal diseases
- 6. B. Christopher Columbus
- 7. D. Britain
- 6. A. Bob Marley
- 9. A. Assertion (A) and Reason (R) both are true and Reason (R) is the correct explanation of Assertion (A).

10. C. Assertion is true but Reason is false
11. A. Assertion (A) and Reason (R) both Assertion (A).
12. C. All I, II and III
13. D. Only I and II
14. C. Indentured
15. C. Italy

Very Short / Short / Long Answer Type Questions:

1. What was Canal Colony?
2. 'The First World War was a war like never before.' Examine the statement.
3. Why did Europeans start migrating to America in the nineteenth century? Describe.
4. 'Cattle diseases also changed the lives and fortunes of thousands of people.' Justify the statement with suitable examples.
5. Describe the effects of the First World War on the British economy.
6. What was the 'Corn Law'? Why was there a demand to end it?
7. Explain the factors that make globalization possible.
8. How did technology help in facilitating food availability in the world by the end of the nineteenth century? Explain with examples.
9. Discuss the main objectives of the Bretton Woods Conference.
10. How did the economic depression of 1929 affect the peasants and the middle classes in India? Explain.

11. How did the global transfer of disease in the pre-modern world help in the colonization of the America? Describe.
12. What is meant by surplus trade? Why was the balance of trade always favourable to Britain with respect to India?
13. Explain the three types of movements or flows of international economic exchange.
14. Mention the causes of the global economic depression in 1929.
15. Analyze the reasons for Multi-National Companies shifting their production to Asian countries.

Very Short / Short / Long Answer Type Questions (Answer)

1. See the Point to remember.
2. See the Point to remember.
3. See the Point to remember.
4. See the Point to remember.
5. See the Point to remember.
6. See the Point to remember.
7. See the Point to remember.
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10. See the Point to remember.
11. See the Point to remember.
12. See the Point to remember.

13. See the Point to remember.
14. See the Point to remember.
15. See the Point to remember.

Case Based Questions:

1. Read the passage and answer the following questions:

(1+1+2=4)

Post war economic recovery proved difficult. Britain, which was the world's leading economy in the pre-war period, in particular faced a prolonged crisis. While Britain was preoccupied with war, industries had developed in India and Japan. After the war Britain found it difficult to recapture its earlier position of dominance in the Indian market and to compete with Japan internationally. Moreover to finance war expenditures Britain had borrowed liberally from the US. This meant that at the end of the war Britain was burdened with huge external debts. The war had led to an economic boom that is large increase in demand, production and employment. When the war boom ended production contracted and unemployment increased. At the same time the government reduced bloated war expenditure to bring them into line with peace time revenues. These developments led to huge job losses. In 1921 one in every five British workers was out of work. Indeed anxiety and uncertainty about work became an enduring part of the post war scenario.

- (a) Why did Britain suffer a prolonged crisis after the war? (1)
- (b) How was there an increase in employment due to the war? (1)
- (c) Why did jobs become uncertain in Britain in the post war environment? (2)

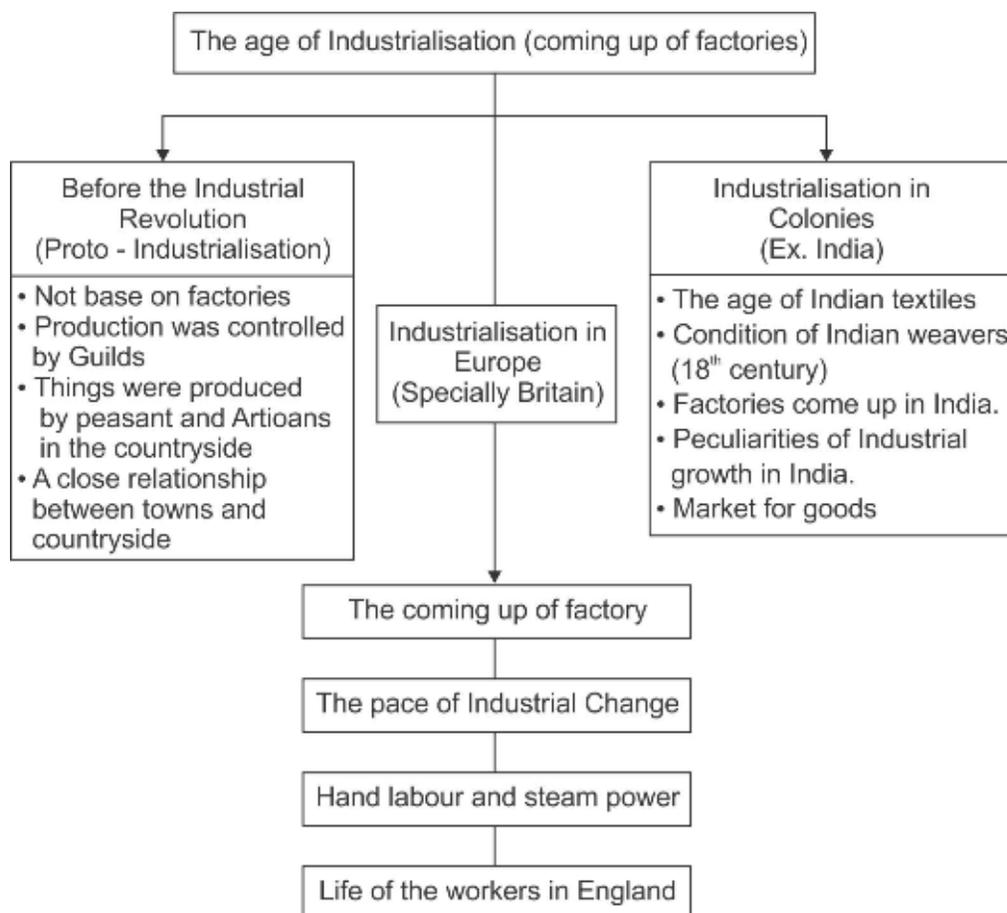
Case Based Questions (Answer):

1. (a) The economic condition of Britain had become shabby due to the war.
- (b) There was an increase in employment due to increase in demand and production due to the war.
- (c) i. When the euphoria caused by the war subsided, production fell and unemployment increased,
- ii. On the other hand, the government also started cutting huge war-related expenditure so that it could be compensated with the help of peacetime taxes. All these efforts resulted in massive loss of jobs and created an atmosphere of uncertainty.

Chapter-4

The Age of Industrialisation

Point the remember :-

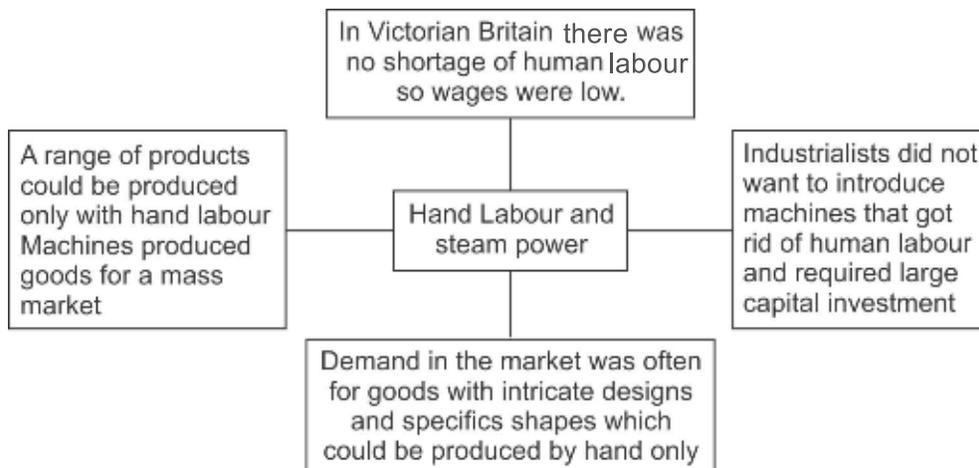


The coming up of Factory

- The Earliest factories in the world came up in England in 1730's.
- First symbol of this new era was cotton.
- Factors that made it possible : Series of inventions and changes within the process of production.
- All the processes of production were brought under one roof and management.

The pace of Industrial Change

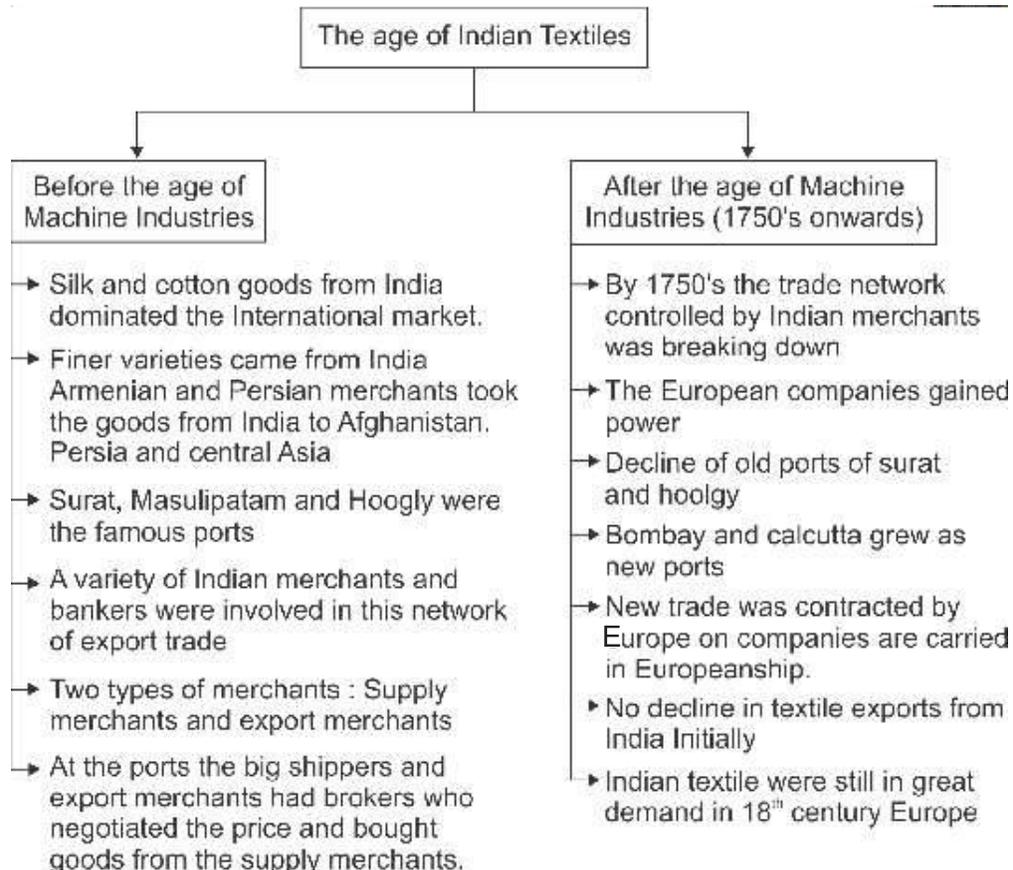
- Industrialisation does not mean only the growth of factory or industries.
- Cotton and metal Industries were changed rapidly and were the most dynamic Industries in Britain. Cotton was the leading sector in the first phase (till 1840).
- Iron and steel Industries grew rapidly with the expansion of railways in England from 1840's and from 1860's in Colonies.
- New Industries however could not easily displace the existing traditional Industries. By the end of 19th century less than 20% of total workforce was employed in the Industrial sector.
- Other traditional Industries were much less influenced by the steam powered or metal Industries. However they did not remain stagnant either. Ordinary and small innovations were the basis of growth in many non-mechanised sector.



Life of the Workers in England

- Overall the life of the workers was miserable.
- Scarcity of jobs because of abundance of labor in the market.
- Actual possibility of getting a job depended on existing network of friendship and kin relations.
- Most of the work was seasonal so prolonged periods without work.
- Real wages fell so poverty increased among workers.
- Fear of underemployment made workers hostile to the new technology and machines were attacked by the workers.
- After 1840's rise in employment opportunities due to increase in building activities, widening of roads, digging of tunnels, laying of drainage, sewer etc.

Industrialisation in the Colonies



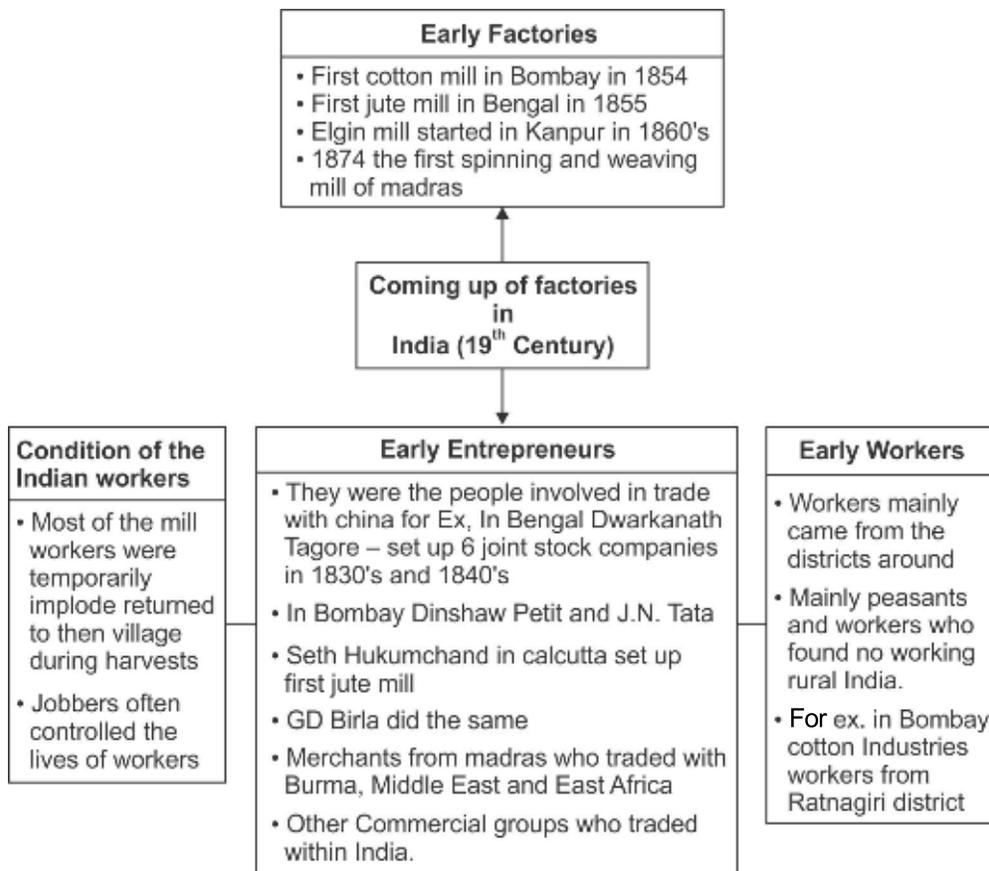
What happened to weavers (with the coming of European trading companies)

- **Before establishing political control by East India Company :** the weavers were in a better position as there were many buyers for their product so they could bargain and try selling the produce to the best buyer.

After establishing Political Control by East India Company

- 1760's onwards East India Company established its monopoly over Indian trade.
- The existing traders and brokers were eliminated and direct control over the weaver was established.
- Weavers were prevented from dealing with other buyers.
- A paid servant Gomashta was appointed to supervise weavers. Reports of clashes between Gomashtas and weavers.
- The price weavers received from the company was miserably low.





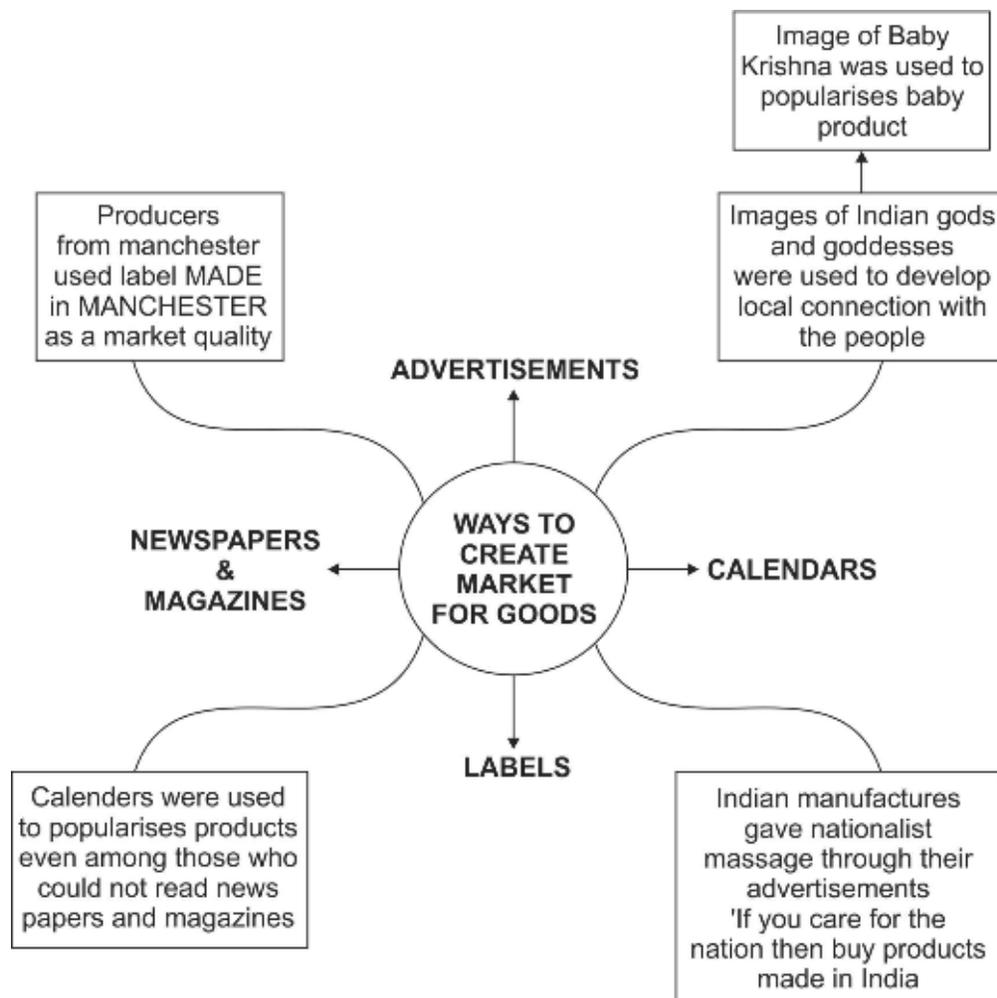
The Peculiarities of Industrial growth :

- European managing agencies, which dominated Industrial production were interested in producing only those goods which were required for export trade and not for sale in India. For ex. tea, coffee, Indigo, Jute, mining.
- Indian businessmen set up those Industries (in late 19th century) which would not compete with manchester goods. For ex. Yarn was not imported so early cotton mills produced yarn rather than fabric.

- First decade of 20th century pattern of Industrialisation changed.
- Swadeshi movement (1905) mobilised people to boycott foreign cloth so textile production began in India. Moreover yarn export to China declined so Industrialists shifted from Yarn to cloth production. Cotton piece goods production doubled between 1900 and 1912.
- First world war gave a boost Industrial production in India. New factories were set up in India as British mills were busy with war production.

Small Scale Industries Predominate

- Even after the growth of factories, very few Industrial centres located mainly in Bengal and Bombay.
- Only a small proportion of the total Industrial labour worked in factories. 5% in 1911 and 10% in 1931. Rest worked in small workshops and household units.
- Series of inventions improved the technique of production in handloom sector and handloom cloth production expanded steadily. One such invention was flyshuttle.
- Some specialised weaves could not be produced by mills so they were continued to be produced by weavers. For ex. Saris with woven borders, lungis and handkerchief of Madras.
- Some groups of weavers survived the competition with mill Industries better than others for example weavers weaving fives variety of clothes because demand for these goods did not fluctuate even during bad harvest years.



Timeline of Events

- 1600: The East India company was established
- 1730: The earliest factories in England were setup
- 1760: Britian imported New cotton to feed its cotton industry
- 1764: James Hargreaves, devised spinning Jenny

- 1767: Richard Arkwright established the cotton mill
- 1781: James watt improvised steam engine & patented it
- 1785: Cart wright invented the powerloom which used steam power for spinning & weaving
- 1830-1840: Dwarkanath Tagore setup 6 joint stock companies in Bengal
- 1840: Cotton was the leading sector in the first phase of Industrialisation in Britain.
- 1850: Railway station developed all over London
- 1854: The first cotton mill was established in Bombay
- 1855: The first Jute Mill was set up in Bengal
- 1860: The supply of cotton reduced because of American Civil War
- 1860: Elgin Mill was started in Kanpur
- 1861: The first cotton mill was setup in Ahmedabad
- 1873: Britain exported Iron & Steel
- 1874: The first spinning & weaving mill & Madras began its production
- 1900: E.T paul music company published "Dawn of Century"
- 1912: J.N. Tata set up first Iron & Steel works in Jameshedpur
- 1917: Seth Hukumchand set up first Jute Mill in Calcutta
- 1941: Use of fly shuttle in more than 35 looms

Words to be Remember

1. Orient-The countries of the East especially East Asia
2. Capital-That part of money when invested is used for trade purpose.
3. Socialism- Where factors of production are held by the government.
4. Spinning Jenny-Invented by James Hargreaves in 1764. It accelerated production.
5. Staples: A person who 'Staples' or sorts wool according to fibre.
6. Fuller: A person who 'Fulls' that it gathers cloth by pleating.
7. Carding: The process in when fibres such as cotton or wool are prepared prior to spinning.

1. Who among the following established the cotton mill ?
 - A. Johann Gutenberg
 - B. Martin Luther
 - C. Erasmus
 - D. Richard Arkwright

2. James Watt made improvements to the steam engine made by whom and patented the new engine in 1871?
 - A. Erasmus
 - B. Newcomen

- C. Thomas Wood
 - D. Robert Darnton
3. Which machine hastened the process of spinning and reduced the demand for labour?
- A. Printing Press
 - B. Macmeter
 - C. Spinning Jenny
 - D. Barometer
4. Who was appointed by the British East India Company to supervise weavers in India and check the quality of cloth?
- A. Gomasthas
 - B. Fullers
 - C. Stepllers
 - D. Jobber
5. Fly shuttle was used in-
- A. Iron and Steel Industry
 - B. Textile Industry
 - C. Aluminium Smelting
 - D. Advertisement

6. Guilds were-
- A. Association of producers
 - B. Labourers in jute mill
 - C. Weavers
 - D. Salaried employees of the company
7. British clothier purchased wool from-
- A. Fullers
 - B. Staplers
 - C. Gomasthas
 - D. Guilds
8. Two statements Assertion and Reason is given below. Read the statements and choose the correct answer-
- Assertion (A):** In the 1860s, weavers could not find good quality cotton.
- Reason (R):** Due to the American Civil War, Britain started importing raw materials from India.
- A. Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - B. Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).

- C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
9. Two statements Assertion and Reason are given below. Read the statements and choose the correct answer.

Assertion (A): In Victorian Britain, the upper class people preferred hand-made things.

Reason (R): Machine-made products were exported to the colonies.

- A. Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - B. Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
10. Two statements Assertion and Reason are given below. Read the statements and choose the correct answer-

Assertion (A): In the early days of industrialization, the workers resented the new technology.

Reason (R): Due to the use of technology, the labourers started fearing unemployment.

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

- B. Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
11. Two statements Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): By the end of the nineteenth century, the local weavers' market began to expand in India.

Reason (R): The local market was flooded with imported goods from Manchester.

- A. Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - B. Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
12. Which of the following forms of advertising was used by the Manchester manufacturers to create a market for the goods?
- I. Labelling a bundle of goods.
 - II. Printing the calendar.
 - III. To write nationalist message.

- A. Only I and II
- B. Only II
- C. Only II and III
- D. Only I and III

13. Match the column and choose the correct option:

Column A

Column B

- | | |
|--------------------------------------|-------------------|
| I. First Textile mill | a. Madras (1874) |
| II. First Jute mill | b. Bengal (1855) |
| III. First spinning and weaving mill | c. Bombay (1854) |
| IV. Elgin mill | d. Kanpur (1860s) |

Options:

- A. I-a, II-b, III-c, IV-d
- B. I-c, II-b, III-a, IV-d
- C. I-c, II-b, III-d, IV-a
- D. I-b, II-c, III-a, IV-d

14. Look at the picture given below:



Which one of the following best represents the spirit of the picture displayed above?

- A. The story of two magicians
- B. Technological progress of Industrialization
- C. Magic show in downtown Chicago
- D. Theatrical staging of Aladdin's lamp

Multiple Choice Questions (Answer):

1. D. Richard Arkwright
2. B. Newcomen
3. C. Spinning Jenny
4. A. Gomasthas
5. B. Textile Industry
6. A. Association of Producers
7. B. Stapler
8. A. Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
9. B. Both Assertion and Reason are true but Reason is not the correct explanation of Assertion
10. A. Both Assertion and Reason are true and Reason is the correct explanation of Assertion.
11. D. Reason is correct but Assertion is wrong.
12. A. Only I and II
13. B. I-c, II-b, III-a, IV-d
14. B. Technological progress of Industrialisation

Very-Short / Short / Long Answer Type Questions:

1. What problems did Indian weavers face with the advent of Manches-

- ter? Explain.
2. What were the reasons for the increase in industrial production of India during the First World War?
 3. 'It was difficult for the new merchants to trade in the cities.' Examine the statement.
 4. Why new industrialists could not replace traditional industries?
 5. Why did the network controlled by the Indian merchants begin to break down? Describe.
 6. Why did the East India Company appoint 'gomastas'?
 7. Who were the jobbers? Describe their role in the new factory system.
 8. How did the British manufacturers capture the Indian business with the help of advertisement?
 9. How did the greater availability of labour in the market affect the lives of workers in Britain?
 10. Why did European industrialists prefer to employ labour rather than machines in the nineteenth century?
 11. What is meant by 'proto-industrialisation'? How is it different from industrialization?
 12. How did the system of advance for work affect the weavers?

13. What were the 'Guilds'? How did they control the production system?

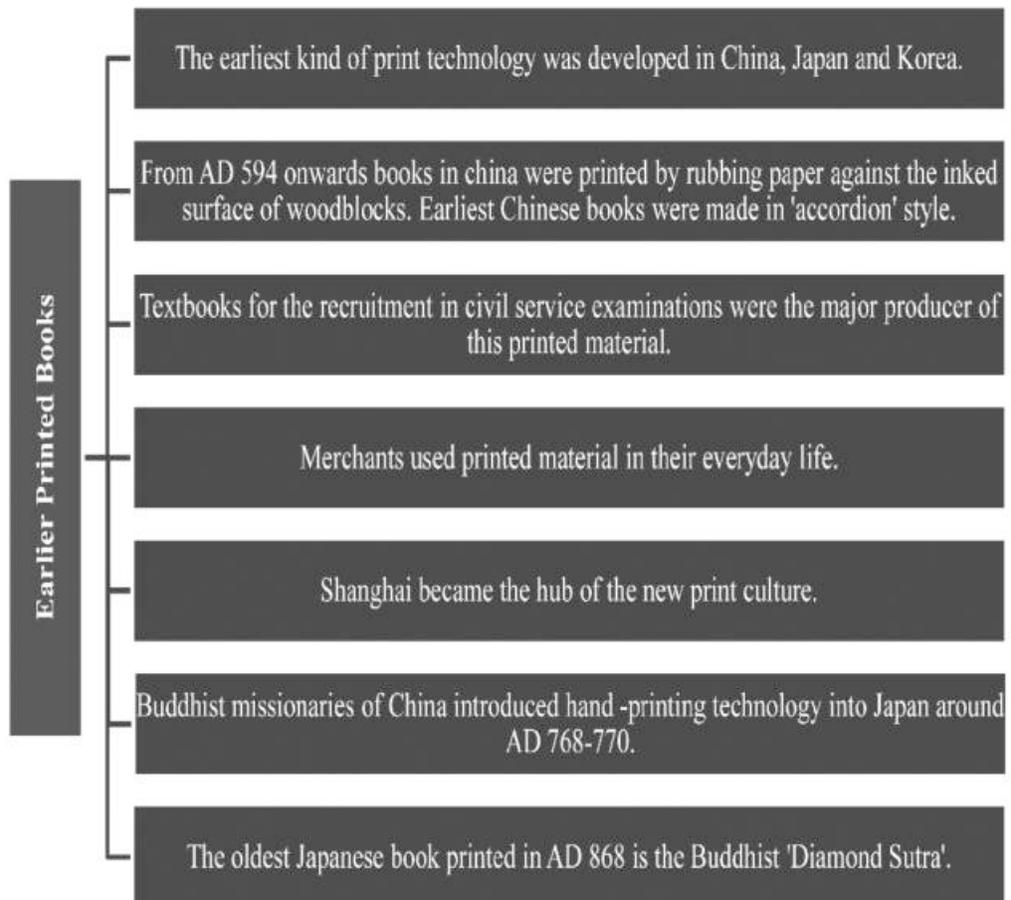
Very Short/ Short/ Long Answer Type Questions (Answer):

1. See Important Point to remember.
2. See Important Point to remember.
3. See Important Point to remember.
4. See Important Point to remember.
5. See Important Point to remember.
6. See Important Point to remember.
7. See Important Point to remember.
8. See Important Point to remember.
9. See Important Point to remember.
10. See Important Point to remember.
11. See Important Point to remember.
12. See Important Point to remember.
13. See Important Point to remember.

Chapter-5

Print Culture and the Modern World

Points to remember.



Print comes to Europe

In the eleventh century Chinese paper reached Europe through the silk route.

In 1295 Marco Polo brought the knowledge of woodblock printing technology to Italy.

To meet the increasing demand for books, booksellers started giving employment to scribes and skilled handwriters.

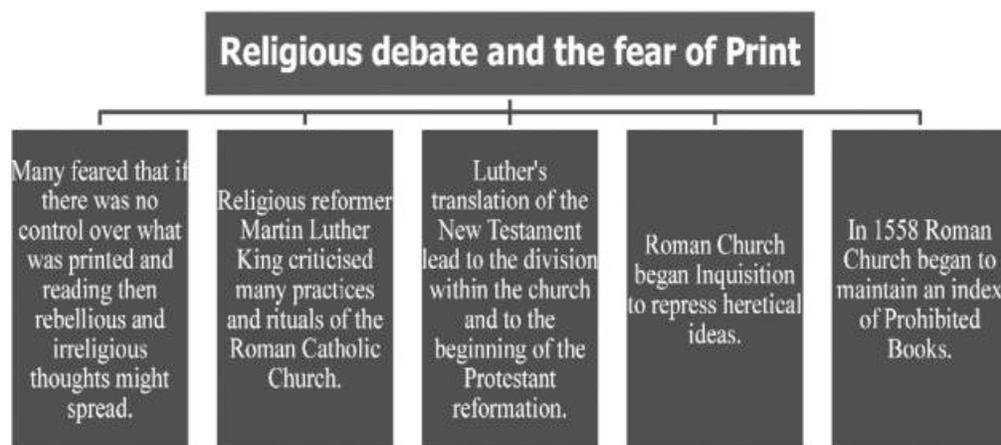
But the production of handwritten manuscripts could not satisfy the ever increasing demand for books.

Johann Gutenberg

Gutenberg was the son of a merchant and grew up on a large agricultural estate. From his childhood he had seen wine and olive presses. Subsequently he learnt the art of polishing stones, became a master goldsmith and also acquired the expertise to create lead moulds used for making trinkets. Drawing on this knowledge he used to design his new innovation. The olive press provided the model for the printing press and the moulds were used for casting the metal types for the letters of the alphabet. By 1448 he perfected this system and the first book he printed was the Bible. Printed books at first closely resembled the written manuscripts in appearance and layout. Between 1450-1550 printing presses were set up in most countries of Europe.

The print Revolution and its Impact

- With the printing press a new reading public emerged.
- The time and labour required to produce each book came down.
- Cost of books also reduced.
- Books flooded the market reaching out to an ever growing readership.
- Due to print technique a new reading public emerged in place of hearing public.
- Now books could reach out to wider sections of people.



The Reading Mania

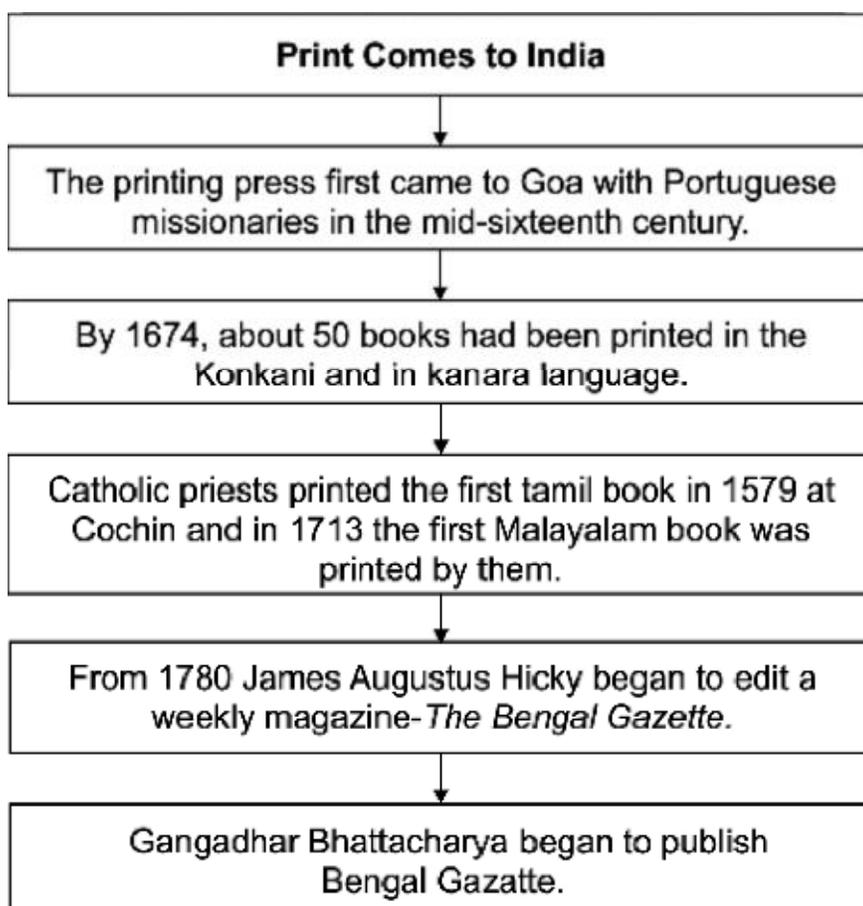
- Churches of different denominations set up schools in villages carrying literacy to peasants and artisans.
- In some parts of Europe literacy rate were as high as 60-80%.
- In England, penny chapbooks were carried by petty paddlers known as Chapman.

- In France there was 'Biliotheque bleue' which were low priced small books printed on poor quality paper and bound in cheap blue covers.
- A children Press, devoted to literature for children alone, was setup in France in 1857.
- The Grimm Brothers in Germany spent many years compiling traditional folktales gathered from peasants.
- Lending libraries had been in existence from the seventeenth century onwards.
- In nineteenth century lending libraries in England became instrument for educating white collar workers, artisans and lower middle class people.
- The periodical press developed from 18th century combining information about current affairs with entertainment.
- The writings of Thomas Paine, Voltaire and Jean Jacques Rousseau were also widely printed and read.
- In the 1920s in England, popular works were sold in cheap series called the Shilling Series.
- With the onset of the Great Depression in the 1930s, publishers feared a decline in book purchases. To sustain buying, they brought out cheap paperback editions.

India and the World of Print

- India had a very rich and old tradition of handwritten manuscripts- in Sanskrit, Arabic, and Persian as well as in various vernacular languages.

- Manuscripts were copied on palm leaves or on handmade paper.
- They would be either pressed between wooden covers or sewn together to ensure preservation.
- Even though pre colonial Bengal had developed an extensive network of village primary schools, students very often did not read text. They only learnt to write. Teachers dictated portions of texts from memory and students wrote them down. Many of them became literate without ever actually reading any kind of texts.



Women, Print and Reform

- The writings of Jane Austen, the Bronte sisters, George Eliot etc became important in defining a new type of woman: a person with will, strength of personality, determination and the power to think.
- Lives and feelings of women began to be written in particularly vivid and intense ways. Women's reading therefore increased enormously in middle class homes.
- Ram Mohan Roy published the Sambad Kaumudi from 1821 and the orthodoxy commissioned the Samachar Chandrika to oppose his opinion.
- From 1822, two Persian newspapers: Jam-i-Jahan Noma and Shamsul Akhbar were published.
- The Deoband Seminari, founded in 1867 published thousands upon thousands of fatwas telling Muslim readers how to conduct themselves in everyday lives and explaining the meaning of Islamic doctrines.
- In 1876 Rashsundari Debi published her autobiography- Amar Jiban.
- In the 1880s Tarabai Shinde and Pandita Ramabai wrote with passionate anger about the miserable lives of upper caste Hindu women, especially widows.
- Ram Chaddha published the fast selling Istri Dharm Vichar to teach women how to be obedient wives.
- In 1871 Jyotiba Phule wrote about the injustice of the caste system in his book Gulamgiri.

- Kashibaba, a Kanpur Mill worker, wrote and published Chote aur Bade ka Saval in 1938 to show the links between caste and class exploitation.
- In 1878, the Vernacular Press Act was passed modeled on the Irish Press Act.

Important Statements

'Printing is the ultimate gift of God and the greatest one'

(Martin Luther King)

'Printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away'

(Louis Sabastian Mercier)

Treamble, therefore, tyrants of the world! Tremble before the virtual writer!'

(Louis Sabastian Mercier)

New Words

Calligraphy- the art of beautiful and stylised writing is called Calligraphy.

Vellum- A parchment made from the skin of animals.

Platen- It is a board which is pressed onto the back of paper to get the impression from the type.

Compositor- The person who composes the text for printing.

Galley- Metal frame in which types are laid and text composed.

Ballad- A historical account of folk tale in verse usually sung or recited.

Multiple Choice Questions

1. Name the oldest book printed in Japan.
 - A. The Bible
 - B. Diamond Sutra
 - C. The lost world
 - D. Midnight children
2. What is the main theme of the book Gulamgiri written by Jyotiba Phule?
 - A. Caste system
 - B. Influence of modernity
 - C. India's economic condition
 - D. Population a problem
3. Match the column and choose the correct option.

Section A

Section B

- | | |
|---|-----------|
| A. Laws were passed to control the freedom of the press | i. 1780 |
| B. Review of the Press Law | ii. 1878 |
| C. Vernacular Press Act | iii. 1835 |
| D. Publication of weekly magazine named Bengal Gazette | iv. 1820 |

Option.

- A. A-I, B- II, C-III, D-IV
 - B. A-II, B-I, C-IV, D-III
 - C. A-IV, B-III, C-II, D-I
 - D. A-III, B-II, C-I, D-IV
4. Arrange the following events in their chronological order. and choose the correct option.
- 1. Bengal Gazette
 - 2. Dialogue Kaumudi
 - 3. jam-e-jahan

4. First printed edition of Ramcharitmanas

Option.

- A. 1, 2, 3, 4
 - B. 4, 3, 2, 1
 - C. 3, 2, 4, 1
 - D. 1, 4, 2, 3
5. Identify the correct statement from the following.
- 1. With the advent of the printing press, a new readership emerged.
 - 2. Printing brought down the cost of books.
 - 3. Due to the influence of the printing press, books became accessible to different sections of the society.
- A. only 1
 - B. 1 and 2 only

- C. only 3
 - D. All statements are true
6. Who said that 'Printing is the greatest gift of God, the greatest one'.
- A. Johann Gutenberg
 - B. Martin Luther King
 - C. Louis Sabastian Mercier
 - D. James Hickey
7. Who had said that 'the printing press is the most powerful engine of progress and public opinion is the force that will sweep despotism away?'
- A. James Mill
 - B. Johann Gutenberg
 - C. Martin Luther King
 - D. Louis Sabastian Mercier
8. Who had said that Tremble, therefore, tryants of he worlds! Tremble before the virtual writer'?
- A. Louis Sabastian Mercier
 - B. James Hickey
 - C. James Mill
 - D. Rousseau

9. Who invented the first printing press in Europe?
- A. Rousseau
 - B. James Mill
 - C. Martin Luther King
 - D. Johann Gutenberg
10. Identify the correct match.
- A. Martin Luther King - Japan
 - B. Marco- polo - Italy
 - C. Louis Sabastian Mercier - UK
 - D. Raja Rammohan Roy - France

Question numbers 11 to 15 are Reasoning and Assertion based questions. For which select the following options.

Option:

- A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
 - B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).
 - C. Assertion (A) is correct and Reason (R) is incorrect.
 - D. Assertion (A) is incorrect and Reason (R) is correct.
11. Assertion (A) Due to the printing revolution, the public which was earlier a listener has now turned into a reader.

Reason (R) Now the books had reached the wider sections of the society.

12. Assertion (A) The Diamond Sutra, the oldest book of Japan, appeared in 868 AD.

Reason (R) Johann Gutenberg was a French traveller.

13. Assertion (A) Rashsundari Debi's first complete autobiography in Bengali language Amar Jiban published in 1876.

Reason (R) The use of the printing press greatly increased the number of books.

14. Assertion (A) Martin Luther King believed that religion could be destroyed by the use of the printing press.

Reason (R) Martin Luther King criticized the evil practices of the Roman Catholic Church.

15. Assertion (A) With the idea of increasing the age of manuscripts, they were bound in bindings or boards.

Reason (R) Manuscripts were made from palm leaves or handmade paper or by copying.

ANSWER KEY

1. B. Diamond Sutra
2. A. Caste system
3. C. A-IV, B-III, C-II, D-I
4. D. 1,4,2,3
5. D. All the statement are correct.

6. B. Martin Luther King
7. D. Louis Sabastian Mercier
8. A. Louis Sabastian Mercier
9. D. Johann Gutenberg
10. B. Marco- polo - Italy
11. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
12. C. Assertion (A) is correct and Reason (R) is incorrect.
13. C. Assertion (A) is correct and Reason (R) is incorrect.
14. D. Assertion (A) is incorrect but Reason (R) is correct.
15. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

Short/Long Questions (2, 3 & 5 Marks Questions)

1. Explain the effects of printing revolution.
2. Why did some people fear the influence of easily available printed books? Pick one example from abroad and one from India.
3. Describe the shortcomings of handwritten manuscripts as compared to printed materials.
4. Why the production of handwritten manuscripts could not meet the growing demand for books? Give reason.
5. Explain the factors that helped in the rise of print culture in Europe.

6. What steps were taken by the British to curb press freedom in India.
7. What was the impact of print culture on Indian women? Explain with example.
8. How did print culture contribute to the promotion of nationalism in India?
9. What are Manuscripts? Describe the limitations of their use.
10. How did the printing revolution promote the passion for reading?

Answer Key Short/Long Questions

1. Please see the Points to remember.
2. Please see the Points to remember.
3. Please see the Points to remember.
4. Please see the Points to remember.
5. After the Revolt of 1857, the furious British sought to clamp down on the native press.
 - In 1878 the Vernacular Press Act was passed.
 - Attempts were made to censor the reports.
 - The government started monitoring the newspapers regularly.
 - Attempt to confiscate the property of the Press.
6. Please see the Points to remember.
7. Please see the Points to remember.
8. Please see the Points to remember.

9. Please see the Points to remember.
10. Please see the Points to remember.

Case Based Questions (4 Marks)

- 1. Read the passage given below and answer the questions that follow.**

The earliest techniques of printing were developed in China, Japan and Korea. This printing was done by hand. From about 594 AD, books were printed in China by rubbing paper on wooden blocks or planks covered with ink. Since printing on both sides of thin, perforated paper was not possible, the traditional Chinese book was made in accordion style, with the edges folded and stitched together. The calligraphy of the books were skilled calligraphers or khushakhts, who used to write artistically, in large, beautiful, well-shaped letters by hand. For a long time the largest producer of printed material was the Chinese monarchy. China's bureaucracy appointed by the civil service examination was also huge, so the Chinese monarchy used to print a large number of books for these examinations. In the sixteenth century, the number of people taking the examinations increased, so the number of books printed also increased in proportion.

- A. What do you understand by accordion style? 1
 - B. Why did China produce large quantities of printed material? 1
 - C. Explain the effects of print culture. 2
- 2. Read the passage given below and answer the questions that follow.**

Literacy continued to grow throughout much of Europe throughout the 17th and 18th centuries. Churches of different sects established

schools in the villages and started educating farmers and artisans. By the end of the 18th century, literacy rates in some parts of Europe had reached 60 to 80 percent. With the spread of literacy and schools in European countries, people developed a passion for reading. People wanted books, so printers started printing more and more books. Keeping in mind the interest of new readers, different types of literature started being published. Booksellers employed hawkers who went from village to village selling small books. Apart from almanac, these books mainly used to be of folk tales and folk songs. But soon entertainment-oriented material also began to reach general readers. In England, those who sold penny chapbooks or ekpassia books were called chapmen. Poor sections could also buy these books and read them. In France, the Bibliotheque Bleue was a trend, which used to be small books printed on cheap paper and bound in a blue cover. Apart from this, there were love stories of four or five pages, and there were some stories from the past, which were called 'History'. You can see that there were many different sizes of books according to different purpose and interest.

- A. What were chapbooks?
- B. What was Bibliotheque Bleue?
- C. How did the spread of literacy and schools affect print culture?

Answers of case Based Questions (4 Marks)

1. Read the passage given below and answer the questions that follow.
 - A. Printing on both sides of the thin, perforated paper was not possible, so the traditional Chinese book was made in 'accordion' style, with the edges folded and stitched.

- B. China's bureaucracy appointed by the civil service examination was also huge, so the Chinese had to print a large number of books for these examinations. In the sixteenth century, the number of people taking the examinations increased, so the number of books printed also increased in proportion.
- C. (i) There was a huge increase in the number of readers.
(ii) The cost of books has come down.
(iii) Books became accessible.
2. Students will solve the passage.

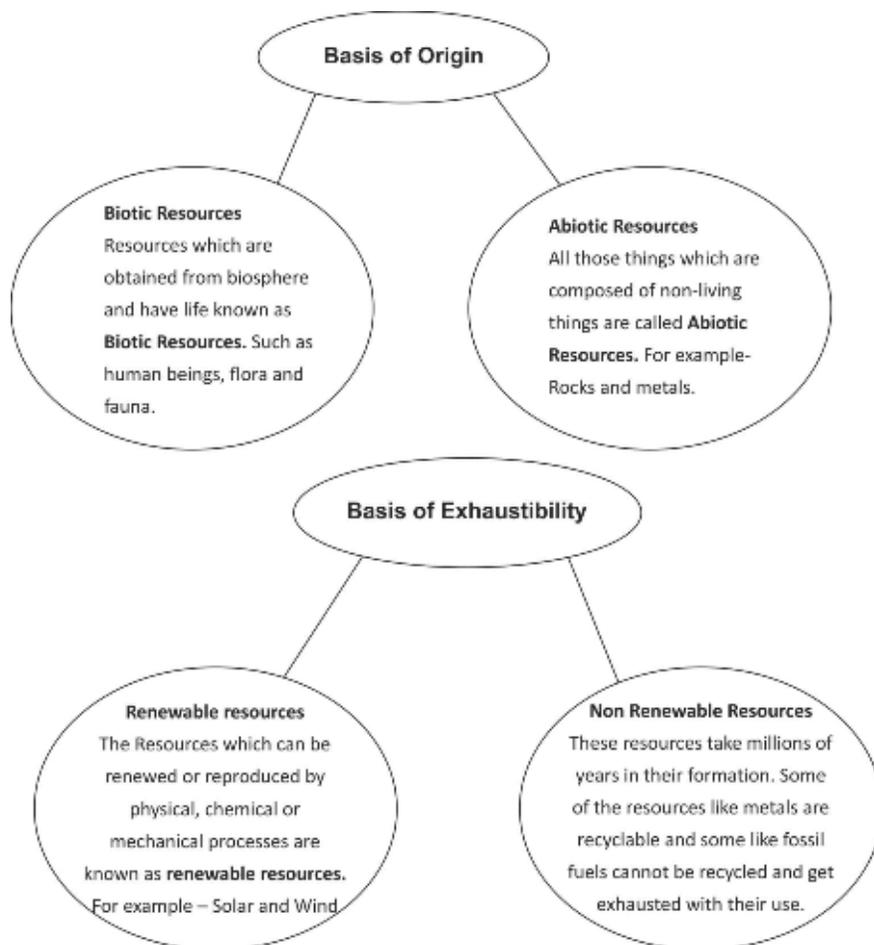
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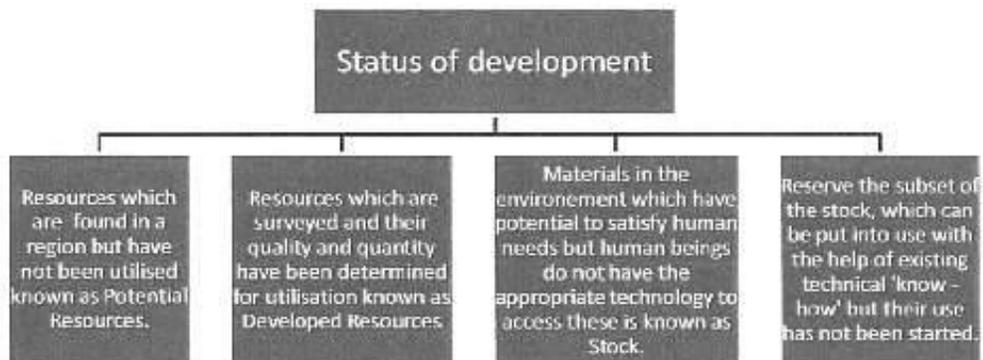
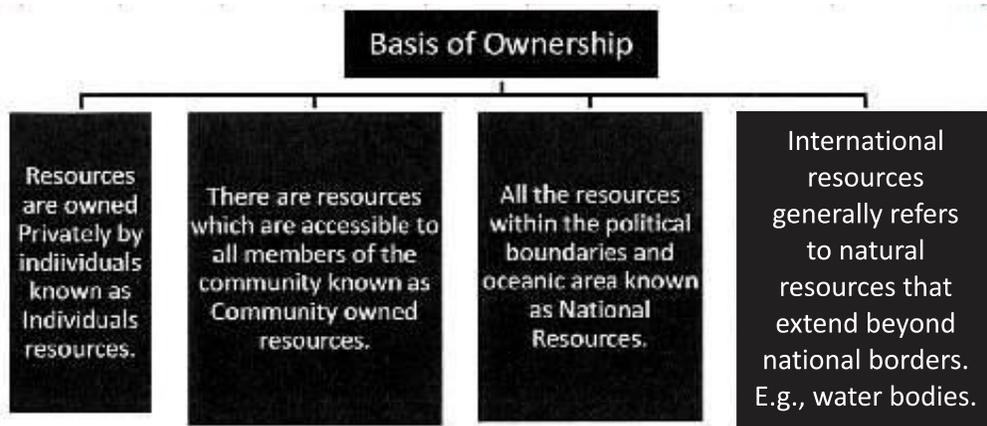
Resource and Development

Key Points to Remember

- Everything available in our environment which can be used to satisfy our needs, provided, it is technologically accessible, economically feasible and culturally acceptable can be termed as 'Resources'.

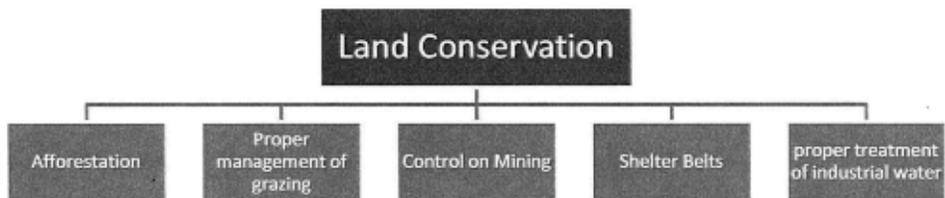
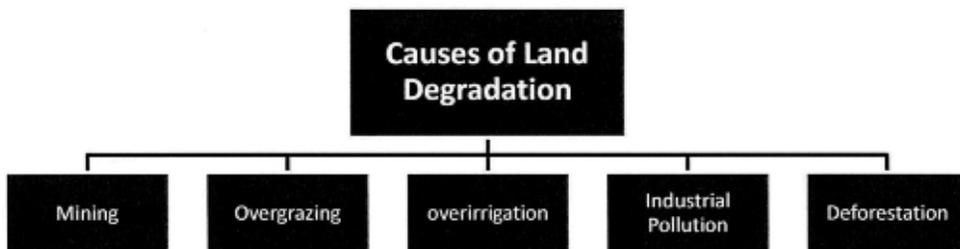
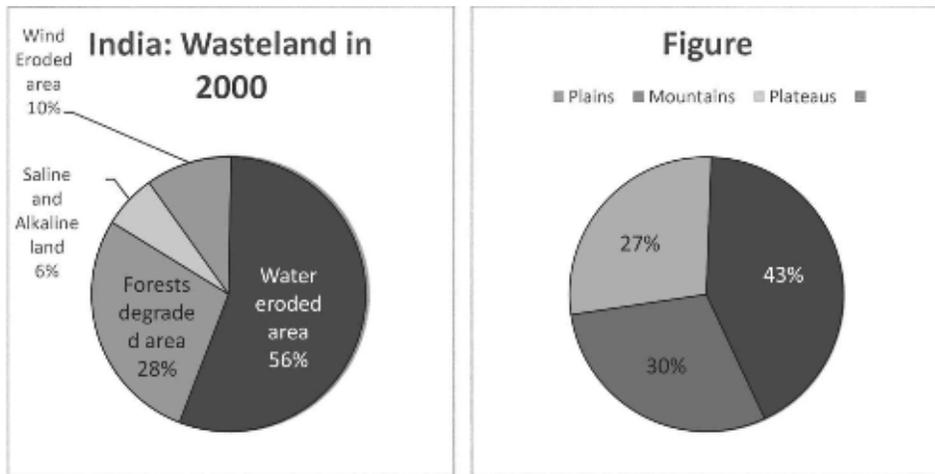
Types of Resources





- Sustainable economic development means "development should take place without damaging the environment, and development in the present should not compromise with the needs of the future generations".
- Widely accepted strategy for judicious use of resources is known as resource planning.
- In June, 1992 more than 100 heads of states met in Rio de Janeiro in Brazil. The Rio convention endorsed the global forest principles and adopted Agenda 21. It is an agenda to combat environmental damage, poverty, disease through global co-operation on common interest, mutual needs and shared responsibilities.

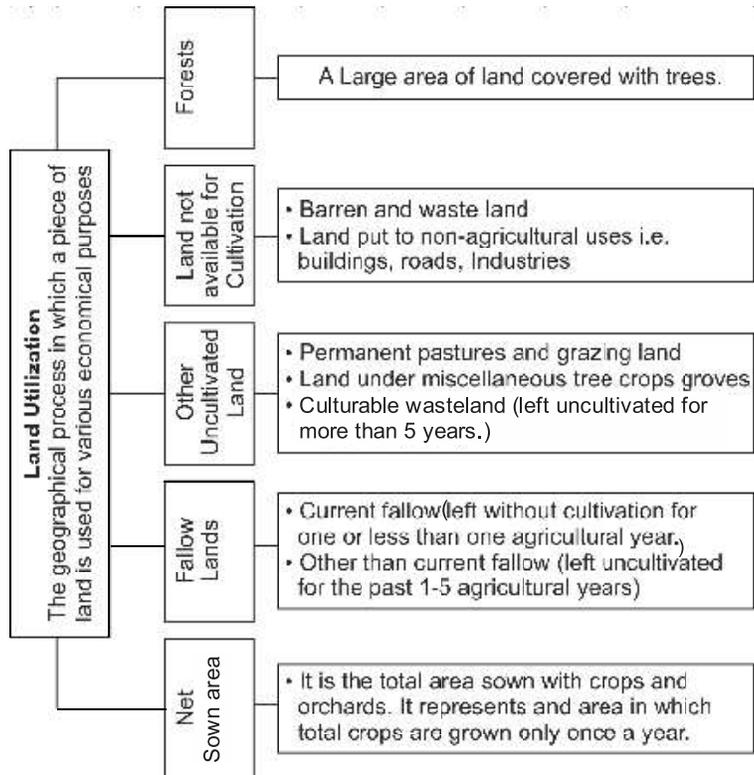
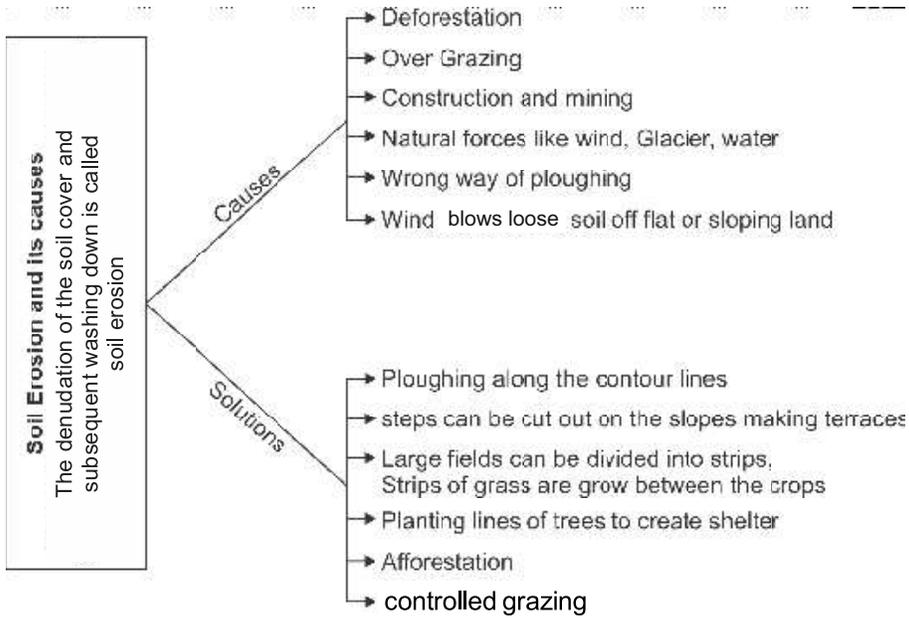
- According to Mahatma Gandhi ji “There is enough for everybody’s need and not for any body’s greed.”



Classification of soil on the basis of colour, thickness texture, age, chemical and physical properties.

S. no.	Name of the soil	Formation	Distribution	Characteristics	Major crops
1.	Alluvial soil 2 type: Khadar & Bangar	Have been deposited by 3 himalayan river systems. The indus the Ganga and the brahmaputra.	Entire northern plain, also extended in Rajasthan and Gujrat eastern coastal plains.	Very fertile, most widely spread.	Wheat, Paddy, Sugarcane Cereals, Pulses.
2.	Black soil Also called regur	Depends on the Climatic conditions along with the parent rock material.	Plateaus of Maharashtra, Saurashtra Malwa M.P. and Chhattishgarh.	Extremely fine claye material capacity to hold moisture, poor in phosphoric content, develops cracks in hot weather.	Cotton, tobacco, oilseeds & sugarcane
3.	Red & yellow soil	Due to weathering of crystalline igneous rock.	Parts of odisha, Chhattisgarh, Southern parts of middle ganga plain	Reddish color due to diffusion of iron in crystalline and metamorphic rocks, lodes yellow when occur in a hydrated form.	cotton pulses, millets, tabacco.

S. no.	Name of the soil	Formation	Distribution	Characteristics	Major crops
4.	Laterite soil	Result of intense leaching due to heavy rain, develops in areas with high temperature and heavy rain.	Karnataka, Kerala, Tamilnadu, Madhya Pradesh, hilly areas of Odisha and Assam.	Low humus content suitable for cultivation with adequate doses of manures and fertilizers.	Tea, Coffee, Cashew nut.
5.	Arid soil or Desert soil	Formed due to mechanical weathering of rocks and sand.	North western parts of India, states of Rajasthan, Northern Gujarat.	Red to brown in colour sandy in texture. Saline in nature. After proper irrigation, it is cultivable.	Millets, maize, barley etc.
6.	Forest Soil or mountainous soil	It is formed due to mechanical weathering caused by snow rain and temperature variation etc.	Found in mountainous region of Himachal Pradesh, Uttarakhand, Meghalaya, Arunachal Pradesh.	loamy and silty in valley sides and coarse grained in upper slopes.	Fruits, Spices, Trees.



Key terms of the chapter

- (i) **Piedmont zone:** A piedmont is an area at the base of mountain or mountain range. For ex. piedmont zone of western ghat means the area lying at the foot of western ghats.
- (ii) **Deccan trap region:** The black soil area of peninsular plateau is known as deccan trap. It is formed by lava soils, which is very fertile and useful for the cultivation of cotton.
- (iii) **Duars, chos and terai:** Duars are the flood plains and foot hills of eastern himalayas in north eastern India around Bhutan.
Chos : The southern slopes of shiwalik range in punjab and himachal pradesh, devoid of forest cover, highly dissected by seasonal streams called chos.
Terai is a belt of marshy land at the foothills of himalayas in northern India.
- (iv) **Sustainable economic development:** It means development should take place without damaging the environment and development in the present should not compromise with needs of future generation.
- (v) **Resource planning:** Techniques or skills for proper utilisation of resources is termed as resource planning.
- (vi) **Conservation of resources:** Adequate management of resources, e.g. water, land, plants, soil etc. by man to meet the needs and aspirations of the future generation.
- (vii) **Afforestation:** The process of transforming an area into a forest.
- (viii) **Alluvial plain:** A level tract of land made of alluvium or fine rock material brought down by a river.
- (ix) **Arable land:** Land currently ploughed and cultivated with crops. It is also called cultivable land.
- (x) **Bangar:** The old alluvial deposits which is not fertile.

- (xi) **Khadar:** The new alluvium deposits during floods. It is the most fertile soil.
- (xii) **Soil erosion:** Removal of the upper layer of soil from one place to another by any natural agent or human activities is called soil erosion.
- (xiii) **Net sown area:** The land that is actually put to cultivation.
- (xiv) **Gross sown area:** It includes net sown area and area cultivated more than once.
- (xv) **Desertification:** It is the process by which an area becomes a desert.



India: Major Soil Types

Objective type questions (1 mark questions)

1. The running water cuts through the clayey soils and makes deep channels to form _____ .
 - A. Badlands
 - B. Gullies
 - C. Deltas
 - D. none of these
2. Which of the following statements correctly describes Khadar soil?
 - A. It is new alluvial soil
 - B. It has less fine particles
 - C. Low concentration of kankar nodules
 - D. It is more fertile
3. Match the following and choose the correct option.

A. Alluvial soil	(i) Very fine clay material
B. Forest soil	(ii) loamy and silty
C. Black soil	(iii) low humus
D. Laterite soil	(iv) very fertile

Option.

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

4. Which among the following is not a way to control soil erosion in the hilly areas?
- A. Contour ploughing
 - B. Shelter belt
 - C. Terrace farming
 - D. Deforestation

5. Consider the statements given below and choose the correct answer

Statement 1: Stocks are those resources which are not accessible due to lack of technology

Statement 2: Potential resources are the resources that have not been utilized or developed.

- A. Statement (1) is correct and (2) is incorrect.
 - B. Statement (1) is wrong and (2) is correct
 - C. Both (1) and (2) are wrong
 - D. Both (1) and (2) are correct
6. Gandhiji expresses his concern about resource conservation through these words "There is enough for everybody's need but not for anybody's greed".

Which one of the following options is the most appropriate explanation for Gandhiji's quote?

- A. Greedy and selfish individuals and exploitative nature of modern technology are the root cause of resource depletion at global level.
- B. Matching the resource development plans with the overall National development plans

- C. Human beings are an essential component of resources because they transform materials available in the environment into resources and use them.
- D. Forests are the primary producers on which all other living organisms survive.
7. are also called replenishable resources.
- A. Potential resources
 - B. Developed resources
 - C. Renewable resources
 - D. Non renewable resources
8. In which one of the following States is terrace cultivation practiced?
- A. Punjab
 - B. Plains of Uttar Pradesh
 - C. Haryana
 - D. Uttarakhand
9. Which of the following statements accurately differentiates between red soil and laterite soil.
- A. Red soil is made up of fine clay, Laterite soil is loamy and silty.
 - B. Red soil is found in Gujarat eastern coastal plains, laterite soil is found in hilly and mountainous regions
 - C. Red soil is red in colour due to the presence of iron in it, laterite soil is red in colour due to a little clay and much gravel of red sandstones

- D. Red soil is well known for their capacity to hold moisture, laterite soil lacks humus moisture.
10. Which state has an abundance of water resources but lacks in infrastructure development?
- A. Jharkhand
 - B. Madhya Pradesh
 - C. Arunachal Pradesh
 - D. Chhattisgarh

Assertion/Reason

There are two statements marked as Assertion (A) and Reason (R). Mark your answer according to the codes given below:

- A. Both (A) and (R) are true and (R) is the correct explanation of (A)
 - B. Both (A) and (R) are true but (R) is not the correct explanation of (A)
 - C. (A) is correct but (R) is wrong
 - D. (A) is wrong but (R) is correct
11. **Assertion:** Alluvial soil is ideal for growth of paddy, wheat, cereals and pulse crops.
- Reason:** Alluvial soil is well known for its capacity to hold moisture.
12. **Assertion:** The availability of resources is not the only necessary condition for the development of any country.
- Reason:** For the development of any country, the corresponding change in technology is also necessary.

13. **Assertion:** Rajasthan and Gujarat have enormous potential for the development of wind and solar energy, but so far these have not been developed properly.

Reason: Materials in the environment which have the potential to satisfy human needs but human beings do not have the appropriate technology to access these, are included among developed resources.

14. **Assertion:** Terrace cultivation does not restrict soil erosion

Reason: Running water cuts through the clay soil and makes deep channels as gullies.

15. **Assertion:** Land is a natural resource of utmost importance.

Reason: Land can be used for various purposes,

Answer Series (Question Nos. 1-15)

1. B. Gullies
2. B. It has less fine particles
3. B. A-(iv), B-(ii), C-(i), D-(iii)
4. D. Deforestation
5. D. Both (1) and (2) are correct
6. A. Greedy and selfish individuals and exploitative nature of modern technology are the root cause of resource depletion at global level.
7. C. Renewable Resources
8. D. Uttarakhand

9. C. Red soil is red in colour due to the presence of iron in it, laterite soil is red in colour due to a little clay and much gravel of red sandstones
10. C. Arunachal Pradesh
11. C. (A) is correct but (R) is wrong.
12. A. Both (A) and (R) are true and (R) is the correct explanation of (A)
13. C. (A) is correct but (R) is wrong
14. D. (A) is wrong but (R) is correct
15. A. Both (A) and (R) are true and (R) is the correct explanation of (A).

Short/Long Questions (2, 3 & 5 Marks Questions)

- Q1. What is Agenda 21? List any one of its principles. (2)
- Q2. Write any two characteristics of "Regur" soil. (2)
- Q3. Explain any three steps taken to solve the problem of land degradation in India. (3)
- Q4. How are human activities responsible for the degradation of land. (3)
- Q5. "The forest area in the country is much less than the 33% geographical area desired by the National Forest Policy in 1952" Justify the statement by outlining the values of the environment and forests. (3)
- Q6. List the problems which resulted due to indiscriminate use of resources by man. (3)
- Q7. "Some areas in India are rich in some types of resources but some are deficient in other resources" Do you agree with this statement? Support your answer with examples. (5)

- Q8. How are resources classified into different types on the basis of their development status? (5)
- Q9. What steps can be taken to control soil erosion in hilly areas? (5)
- Q10. Write about the Rio de Janeiro Earth Summit 1992. (5)

Answer Short/Long Questions (2, 3 & 5 Marks Questions)

1. (i) Agenda 21 is a comprehensive plan of action at the first International Earth Summit held in Rio de Janeiro Brazil in 1992
(ii) To combat environmental damage, poverty, disease through global cooperation
2. Please see the point to remember.
3. Please see the point to remember.
4. Please see the point to remember.
5. (i) Necessary to maintain ecological balance
(ii) protect many plant and animal species
(iii) Primary producers on which all other organisms survive.
6. (i) Lack of resources to satisfy the needs of future.
(ii) Accumulation of resources in few hands
(iii) Ecological problems like global warming, depletion of ozone layer
7. Please see the point to remember.
8. Please see the point to remember.
9. Please see the point to remember.
10. Please see the point to remember.

Case Based Questions (4 Marks)

- 1. Read the passage given below and answer the questions that follow.**

Resource planning is a complex process which involves : (i) identification and inventory of resources across the regions of the country. This involves surveying, mapping and qualitative and quantitative estimation and measurement of the resources. (ii) Evolving a planning structure endowed with appropriate technology skill and institutional set up for implementing resource development plans. (iii) Matching the resource development plans with overall national development plans India has made concerted efforts for achieving the goals of resource planning right from the First Five Year Plan launched after Independence. The availability of resources is a necessary condition for the development of any region, but mere availability of resources in the absence of corresponding changes in technology and institutions hinder development. There are many regions in our country that are rich in resources but these are included in economically backward regions. On the contrary there are some regions which have a poor resource base but they are economically developed.

1. What are resources? (1)
 2. What is the third step of resource planning? (1)
 3. Why is it important to have resource planning? Explain any two reasons. (2)
- 2. Read the passage given below and answer the questions that follow.**

The denudation of the soil cover and subsequent washing down is described as erosion. The processes of soil formation and erosion,

go on simultaneously generally there is a balance between the two. Sometimes, this balance is disturbed due to human activities like deforestation, over-grazing, construction and mining etc., while natural forces like wind, glacier and water lead to soil erosion. Running water cuts through the clayey soils and makes deep channels as gullies. Land becomes unfit for cultivation and is known as bad land. In the Chambal basin such lands are called ravines. Sometimes water flows as a sheet over large areas down a slope. In such cases the top soil is washed away. This is known as sheet erosion. Wind blows loose soil off flat or sloping land known as wind erosion. Soil erosion also caused due to defective methods of farming. Ploughing in a wrong way i.e. and down the slope form channels for the quick flow of water leading to soil erosion.

1. What is soil erosion? 1
2. Write any two activities that lead to soil erosion. 1
3. Why is soil considered a resource? Explain with two arguments. 2

Answer (Case Based Questions) (Passage-1)

Answer:

1. Everything available in our environment which can be used to satisfy our needs, provided, it is technologically accessible, economically feasible and culturally acceptable can be termed as 'Resource'.
2. Matching the resource development plans with overall national development plans.
3. (1) Necessary for judicious, rational distribution of resources.
(2) Essential for sustainable development

Answer: (Passage-2)

2. Students will solve by reading the passage on their own.

Chapter 2

Forests and wildlife resources

Key Point to remember.

- **Natural Vegetation:** Natural vegetation refers to a plant community which has grown naturally. It is also known as virgin vegetation.
Ex: Forests (woodlands), Grasslands etc.
- **Wildlife:** Wild animals living in the natural environment.
- **Flora:** Plants of a particular region or period.
- **Fauna:** The species of animals.
- **Eco-system:** All the plants and animals in an area are inter dependent and inter related to each other in their physical environment, thus forming an ecosystem.
- **Zoological parks:** Reserved gardens for wild animals and birds.
- **Wildlife sanctuaries:** Natural forests where hunting and poaching of wild animals and birds are prohibited.
- **Biodiversity or Biological diversity:** Refers to diverse form of plants and animals which are closely integrated and interdependent.

Important Points:

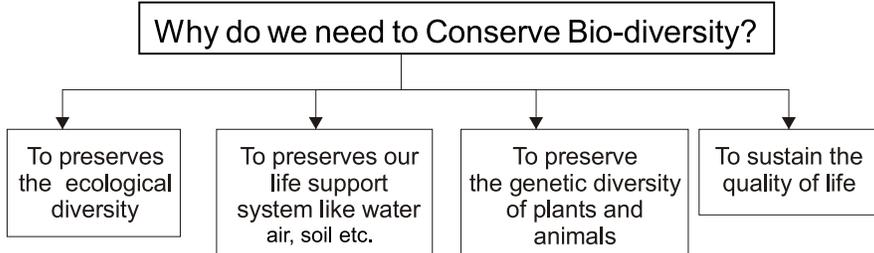
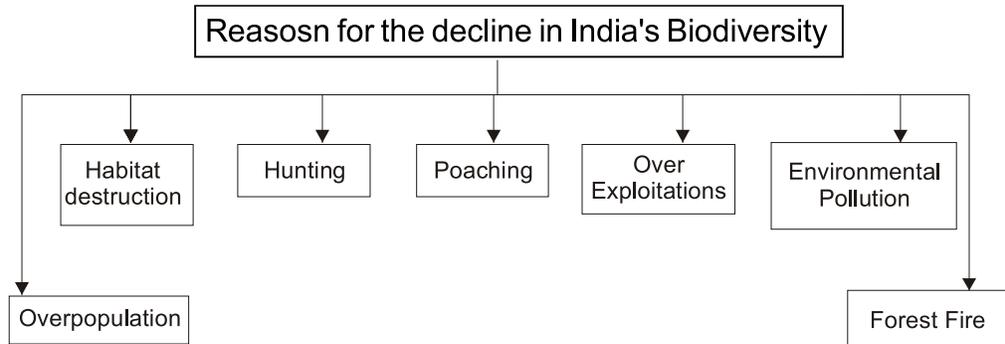
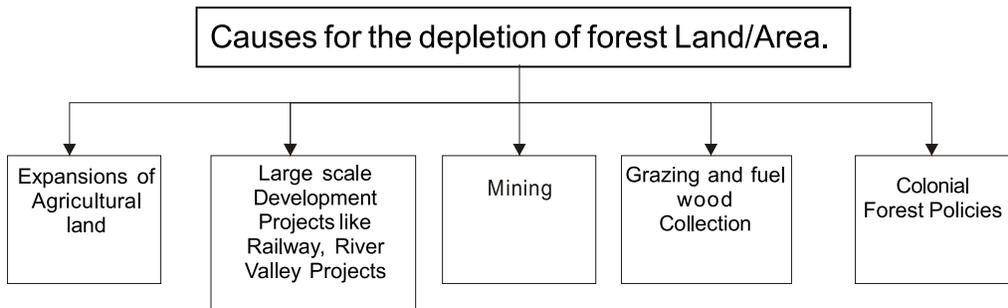
- India is rich in flora. It has about 47,000 plant species and about 15,000. Flowering species are endemic to India.
- India is also rich in fauna. It has more than 81,000 of animal species. The country has more than 1,200 species of birds. There are 2,500 species of fish and more than 2,500 species of insects.

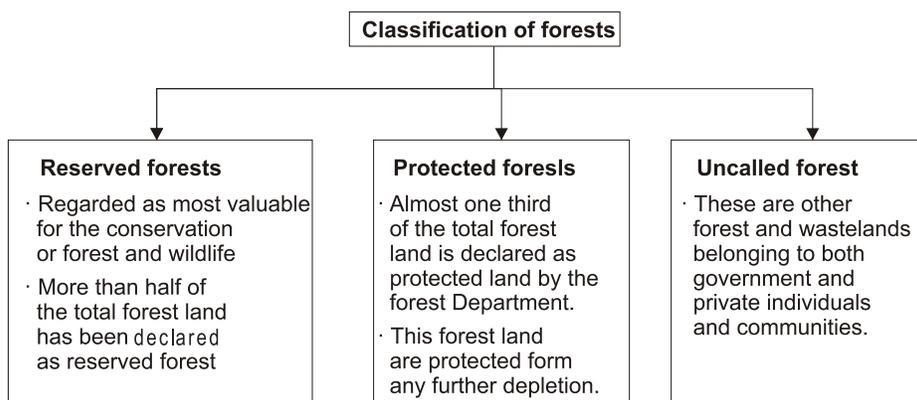
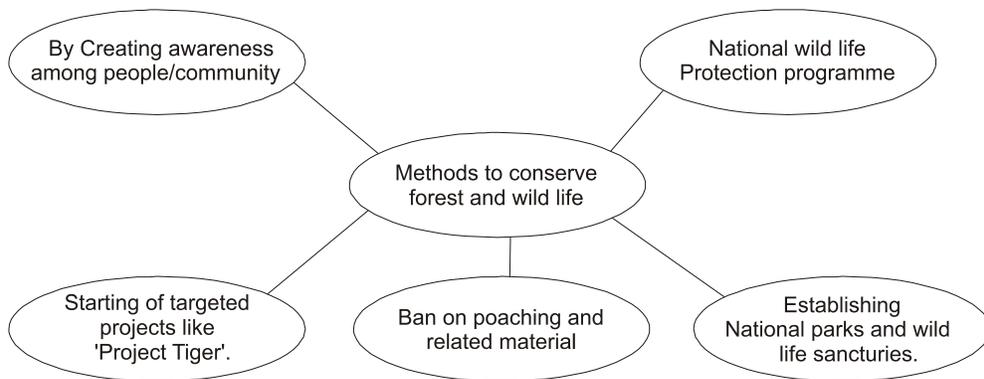
- There are five types of forests in India.
 - (1) Tropical Evergreen (2) Tropical deciduous
 - (3) Thorny (4) Montane (5) Mangrove
- Human beings cut the trees and kill the animals creating ecological imbalance.
- "Project tiger" One of the well publicised wildlife campaigns in the world, was launched in India in 1973.
- The Indian wildlife protection act was implemented in 1972 and later in 1980, 1986, and 1991 some other provisions were added.
- Community had played and can play a vital role in the conservation of forests and wildlife in India.
- The biological loss through destruction of forests and wildlife is strongly connected with loss of cultural diversity.
- The greatest damage inflicted on India's forests was during the colonial period.
- Among the largest animals in India, 7 species of mammals, 44 of birds, 15 of reptiles, and 3 of amphibians are threatened.
- Nearly 1500 plant species are considered endangered Asian cheetah is nearly extinct due to a decline of a available habitat and prey.
- "Taxol" a chemical compound extracted from the himalayan yew is the biggest selling anti-cancer drug in the world.
- The Nicobar megapode is an endangered bird species.
- If we share books after passing a class we may save trees.
- As per U.N. report per head trees in our country are 28 only while the number in 8953 in Canada, 4461 in Russia, 716 in USA and 102 in China.
- In every five years our environment become hotter by 1 degrees celsius.

Categories of Plants and Animals based on International Union for Conservation of Nature (IUCN)

Normal Species :	Species whose population levels are considered to be normal for the survival such as cattle, Sal, Pine, rodents etc.
Endangered species:	<p>These are species which are in danger of extinction.</p> <p>The survival of such species is difficult if the negative factors continue to operate.</p> <p>Example—Blackbuck, Crocodile Indian wild ass, Indian Rhino, Lion tailed Macaque, Sangai etc.</p>
Vulnerable species:	<p>These are species whose population has declined to levels from where it is likely to move into the endangered category in the near future if negative factors continue to operate.</p> <p>Example: Blue sheep, Asiatic Elephant, Gangetic Dolphins etc.</p>
Rare Species:	<p>Species with small population may move into the endangered or vulnerable category if the negative factors affecting them continue to operate.</p> <p>Example: Himalayan Brown Bear, wild Asiatic Buffalo, Desert Fox and Hornbill etc.</p>
Endemic Species:	There are species which are only found in some particular areas unusually isolated by natural or geographical barriers.

	Example: Andaman Teal, Nicoban pigeon Andaman Wild pig, Mithun in Arunachal Pradesh etc.
Extinct Species:	There are species which are not found after many searches of known or likely areas when they may occur. Example: Asiatic cheetah, Pink head duck. etc.





Community and conservation

- Nature worship is an age old belief in our country.
- For many of us Peepal and Banyan trees are considered sacred.
- In Sariska Tiger Reserve, Rajasthan, villagers have fought against mining by citing the wildlife protection Act.
- The famous chipko movement in the Himalayas has not only succensfully resisted deforestation is several areas but also has shown that community afforestation with indigenous species.
- Farmers and citizen's group like the 'Beej Bachoo' andolan in Tehri and Navdany have shown adequate production with diversified crop without synthetic chemicals.

- Joint forest management (JFM) programme furnishes and good example for involving local communities is the management restoration of degraded forests. Odisha was the first state to pass the resolution of JFM.

Multiple Choice Questions:

1. Which of the following types of agriculture has led to wide scale-deforestation and degradation of forests in north-eastern and central India?
 - (a) Plantations
 - (b) Intensive Subsistence Farming
 - (c) Shifting Cultivation
 - (d) Commercial Agriculture
2. was declared extinct in India long back in 1952.
 - (a) Andaman wild pig
 - (b) Andaman teal
 - (c) Asiatic cheetah
 - (d) Desert fox
3. The Himalayan yew (*Taxus wallichiana*) is a medicinal plant found in various parts ofand
 - (a) Himachal Pradesh and Arunachal Pradesh
 - (b) Uttarakhand and Assam

- (c) Uttarakhand and Ladakh
 - (d) Jammu & Kashmir and Sikkim
4. The Indian Wildlife (Protection) Act was implemented in....., with various provisions for protecting habitats.
- (a) 1972
 - (b) 1975
 - (c) 1971
 - (d) 1974
5. has the largest area under permanent forests, constituting 75 per cent of its total forest area.
- (a) Orissa
 - (b) Madhya Pradesh
 - (c) Chhattisgarh
 - (d) Assam
6. In which of the following tiger reserves have the local communities fought for conservation of the forests?
- (a) Manas Tiger Reserve
 - (b) Periyar Tiger Reserve
 - (c) Simlipal Bio Reserve
 - (d) Sariska Tiger Reserve

7. Match List I with List II and choose the correct option.

List I

- A. Buxa Tiger reserve
- B. Chipko Movement
- C. Sacred Tree
- D. Himalayan Yew

List II

- I. Forest conservation
- II. West Bengal
- III. A medicinal plant
- IV. Mango

option

- a A-II, B-I, C-IV, D-III
- b A-II, B-IV, C-I, D-III
- c A-III, B-IV, C-I, D-II
- d A-III, B-II, C-IV, D-I

8. Which of the following two factors are majorly responsible for depletion of forest resources?

- (a) Fuel wood collection
- (b) Mining and grazing
- (c) Flood and Grazing
- (d) Grazing and fuel-wood collection

9. Species that are found in some particular areas, usually isolated by natural or geographical barriers, are known as:

- (a) Vulnerable
- (b) Endemic

- (c) Extinct
- (d) Endangered
10. Which of the following is an extinct species?
- (a) Blue sheep
- (b) Asiatic cheetah
- (c) Black buck
- (d) Asiatic elephant
11. Which of the following is not one of the reasons for depletion of forests?
- (a) Mining
- (b) Multi-purpose river valley projects
- (c) Grazing
- (d) Creation of shelter belts
12. Match List I with List II and choose the correct option.

List I

- A. Manas Tiger Reserve
- B. Sariska Wildlife Sanctuary
- C. Extinct Species
- D. Himalayan Brown Bear

List II

- I. Rare Species
- II. Asiatic Cheetah
- III. Rajasthan
- IV. Assam

Choose the correct option:

- a. A-I, B-II, C-IV, D-III
 - b. A-IV, B-III, C-II, D-I
 - c. A-IV, B-II, C-I, D-IV
 - d. A-IV, B-I, C-III, D-II
13. Which one of the following states has the largest area under permanent forests?
- (a) Bihar
 - (b) Kerala
 - (c) Madhya Pradesh
 - (d) Uttar Pradesh
14. What was the aim of Chipko Movement?
- (a) Human rights
 - (b) Political rights
 - (c) Agriculture expansion
 - (d) Forest conservation
15. In which of the following states is Bandhavgarh National Park located?
- (a) Gujarat
 - (b) Assam
 - (c) Madhya Pradesh
 - (d) Kerala
16. Reserved and protected forests are also referred to as:

- (a) Unclassed Forest
- (b) Permanent Forest
- (c) Open Forest
- (d) Mangrove Forest

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

- 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. Both A and R are incorrect

17. **Assertion (A):** Forests plays a key role in the ecological system.

Reason (R): Forest are the primary producers on which all other living beings depend.

18. **Assertion (A):** Large-scale development projects have also contributed significantly to the loss of forests.

Reason (R): Large scale development projects doesn't inundate hectares of forest.

19. **Assertion (A):** Destruction of forests and wildlife resulted into the loss of cultural diversity.

Reason (R): The conservation of forests and wildlife is essential to provide a better quality of life.

20. **Assertion (A):** We need to conserve our forests and wildlife.

Reason (R): Rapid decline in wildlife population and forestry has been observed.

Answer Key

1. (c) Shifting Cultivation
2. (c) Asiatic cheetah
3. (a) Himachal Pradesh and Arunachal Pradesh
4. (a) 1972
5. (b) Madhya Pradesh
6. (d) Sariska Tiger Reserve
7. (a) A-II, B-I, C-IV, D-III
8. (d) Grazing and fuel-wood collection
9. (b) Endemic
10. (b) Asiatic cheetah
11. (d) Creation of shelter belts
12. (d) A-IV, B-III, C-II, D-I
13. (c) Madhya Pradesh
14. (d) Forest conservation
15. (c) Madhya Pradesh
16. (b) Permanent Forest
17. A. Both A and R are true and R. is the correct explanation of A.

18. C. A is correct and R is Incorrect.
19. B. Both A and R are true and but R is not the correct explanation of A.
20. A. Both A and R are true and R. is the correct explanation of A.

2/3/5 Marks Questions

1. What is biodiversity?
2. What is IUCN?
3. What are endemic species?
4. What are endangered species?
5. What are vulnerable species?
6. What are extinct species?
7. Name any two movements which were launched by local communities for the protection of forests or wildlife.
8. Why is it necessary to increase the area of forest in India?
9. Large scale development projects have also contributed significantly to the loss of forests. Explain.
10. Describe the steps taken by the government to protect the species from becoming extinct.
11. How are forests classified under different categories? Explain with examples.
12. When was the Indian Wildlife Protection Act implemented? Describe its main objectives.
13. Write four major reasons for the depletion of forest cover.

14. Write three adverse impacts of dolomite mining in the Buxa Tiger Reserve on the ecosystem.
15. List six factors which have led to the decline in India's biodiversity.
16. Write four steps taken by the Government for conservation of wildlife.
17. Write two characteristics of Joint Forest Management Programme and its two benefits for the community. Which Indian state started this programme first of all and when?
18. Assess the need for the conservation of forests and wildlife in India.
19. Which values do the wildlife sanctuaries of any country promote?
20. Describe how communities have conserved and protected forests and wildlife in India. What moral lessons you have learnt from this?
21. List any three examples of environmental degradation that you may have observed around you.

Answer Key

1. See the points to remember.
2. International Union for Conservation of Nature and Natural Resources.
3. See the points to remember.
4. See the points to remember.
5. See the points to remember.
6. See the points to remember.
7. (a) Chipko Movement (b) Narmda Bachao Andolan
8. (i) Forests play a key role in the ecological system as these are the

primary producers on which all other living beings depend.

- (ii) Many Forests dependent communities directly depend on them for food, drink, medicine, culture, spirituality etc.
 - (iii) Forest provide us timber.
 - (iv) Forests also provide bamboo, wood for fuel, grass, charcoal, fruits, flowers, etc.
9. (i) Since 1951, over 5,000 square kilometres of forests were cleared for river valley projects.
- (ii) Clearing of forests is still continuing because of new projects like the Sardar Sarovar Project, the Ranjit Sagar Dam Project, etc.
- (iii) Many wildlife sanctuaries are seriously threatened due to large scale mining activities.
10. The following are the steps taken by the government to protect the species from being extinct.
- Implementation of Indian Wildlife (Protection) Act in 1972.
 - Hunting and trade in wildlife has been banned
 - Various national parks and wildlife sanctuaries have been established to give natural habitat to the species facing extinction.
11. See the important points of the chapter
12. The Indian Wildlife (Protection) Act was implemented in 1972 for protecting habitats. An all-India list of protected animals was also published. Its main objectives are as follows.

- To protect the remaining population of certain endangered species by banning hunting, giving legal protection to their habitats and stopping trade in wildlife.
 - The central and state governments established national parks and wildlife sanctuaries.
 - The central government also announced various projects like Project Tiger and Project Rhino for protecting specific animals, which were gravely threatened.
13. 1. Deforestation for agricultural purposes.
2. Shifting cultivation which is still practised in substantial parts of tribal belts.
3. Large-scale development of river valley projects.
4. Mining activities have also resulted in deforestation. For example, the tiger reserve in West Bengal is seriously threatened by the ongoing dolomite mining.
5. Environmental pollution and forest fires have also led to depletion of forests.
14. Adverse effects of dolomite mining in the Buxa Tiger Reserve:
1. It has caused ecological damage.
2. It has blocked the migration route of several species.
3. It has disturbed the natural habitat of many species.
15. 1. Habitat destruction
2. Over-exploitation

3. Environmental pollution
 4. Forest fires
 5. Hunting and Poaching
 6. Poisoning
16. Five steps that have been taken to protect the wildlife in India:
1. Under the Indian Wildlife Protection Act 1972, an All-India list of protected species was published. The thrust was on protecting the remaining population of certain endangered species by-
 - Banning hunting,
 - Giving legal protection to their habitats and restricting trade in wildlife.
 2. Many wildlife sanctuaries have been developed and National Parks have been set up.
 3. Many projects have been started for protecting specific animals which were gravely threatened, eg. Project Tiger, One-horned Rhino, the Kashmir Stag (hangul), three types of crocodiles — the fresh water, salt-water and Gharials, the Asiatic Lion, etc.
 4. Most recently, some animals have been given full or partial legal protection against hunting and trading throughout India, eg., Indian elephant, black buck, great Indian bustard and the snow leopard, etc.
 5. Setting up of biosphere reserves for conserving flora and fauna in their natural surroundings and protection of wetland ecosystems is another step taken in this direction.

17. Joint Forest Management Programme involves local communities in the management and restoration of degraded forests. It was first started in Orissa in 1988.

Two characteristics: It depends on—

1. The formation of local (village) institutions that undertake protection activities mostly on degraded forest land managed by the Forest Department and
2. The local communities also work towards restoration of such degraded forests.

Two benefits:

1. The members of these communities are entitled to intermediary benefits like non-timber forest products.
2. They are also entitled to share in the timber harvested by 'successful protection'.

18. There is a need to conserve the forests and wildlife in India:

- Conservation of biodiversity is necessary because it preserves the ecological diversity.
- Forests and wildlife preserve our life support systems, i.e., water, air and soil.
- It also preserves the genetic diversity of plants and animals for better growth and breeding of species.
- Fisheries too are heavily dependent on the maintenance of aquatic biodiversity.

- Forests are primary producers on which all other living beings depend not only for food but indirectly for many other forest products which are used for varied purposes.
19. (i) Wildlife sanctuaries have been formed to conserve and maintain the diversity and integrity of natural heritage.
- (ii) They help to preserve natural ecosystem.
- (iii) They teach us the value of sharing because we humans along with all living organisms form a complex web of ecological system in which we are only a part and very much dependent on this system for our own existence.
20. (i) In Sariska Tiger Reserve: Rajasthan villagers have fought against mining by citing the Wildlife Protection Act. In many areas, villagers themselves are protecting habitats and explicitly rejecting government involvement.
- (ii) The inhabitants of five villages in the Alwar district of Rajasthan have declared about 1,200 hectares of forest area as the 'Bhairodev Dakav Sanctuary. The community has declared their own set of rules and regulations which do not allow hunting and are protecting the wildlife against any outside encroachments.
- (iii) Many states have launched the Joint Forest Management programme to involve local communities in the management and restoration of degraded forests. Odisha was the first state to launch this programme.
- (iv) Improper farming techniques, defective methods of farming are also responsible for depletion of our biodiversity. So many farmers and citizen groups support the Bee) Bachao Andolan in Tehri and

Navdanya have developed or are using various crop production methods which do not use synthetic chemicals for growing crops.

- (v) The famous Chipko Movement was launched by the women of Chamoh in northern India, saved more than 12,000 s km. area of forests just by hugging the trees when the lumberjacks attempted to cut them.
21. (i) Polluted air and water: Industries and vehicles release harmful gases and chemicals which are responsible for degradation of water and air.
- (ii) Land degradation: Overuse of fertilisers and chemicals have resulted in land degradation.
- (iii) Loss of biodiversity: Habitat destruction hunting, poaching has led to the decline in biodiversity.

Case Based Questions

1. Read the following passage and answer the questions:

In the 1960s and 1970s, conservationists demanded a national wildlife protection programme. The Indian Wildlife (Protection) Act was implemented in 1972, with various provisions for protecting habitats. An all-India list of protected species was also published. The thrust of the programme was towards protecting the remaining population of certain endangered species by banning hunting, giving legal protection to their habitats, and restricting trade in wildlife. Subsequently, central and many state governments established national parks and wildlife sanctuaries about which you have already studied. The central government also announced several projects for protecting specific animals, which were gravely threatened, including the tiger, the one

horned rhinoceros, the Kashmir stag or hangul, three types of crocodiles - fresh water crocodile, saltwater crocodile and the Gharial, the Asiatic lion, and others. Most recently, the Indian elephant, black buck (chinkara), the great Indian bustard (Godawan) and the snow leopard, etc. have been given full or partial legal protection against hunting and trade throughout India.

- Q.1. What is the main objective of National Wildlife Protection Programme ? 1
- Q.2. When was the National Wildlife Protection Programme Implemented? 1
- Q.3. What type of activities have been kept under the National Wildlife Protection Programme? 2

Answers:

1. To protect wild plants and wild animals
2. 1972
3. Prohibition of hunting, prohibition of cutting specified plants, etc.

2. Read the following passage and answer the questions:

The famous Chipko movement in the Himalayas has not only successfully resisted deforestation in several areas but has also shown that community afforestation with indigenous species can be enormously successful. Attempts to revive the traditional conservation methods or developing new methods of ecological farming are now widespread. Farmers and citizen's groups like the Beej Bachao Andolan in Tehri and Navdanya have shown that adequate levels of

diversified crop production without the use of synthetic chemicals are possible and economically viable.

Q.1. What was the main purpose of Chipko Movement? 1

Q.2. Apart from the Chipko movement name two other movements for the protection of wildlife. 1

Q.3. Why is wildlife conservation necessary? (2)

Answers:

Students will solve the passage.

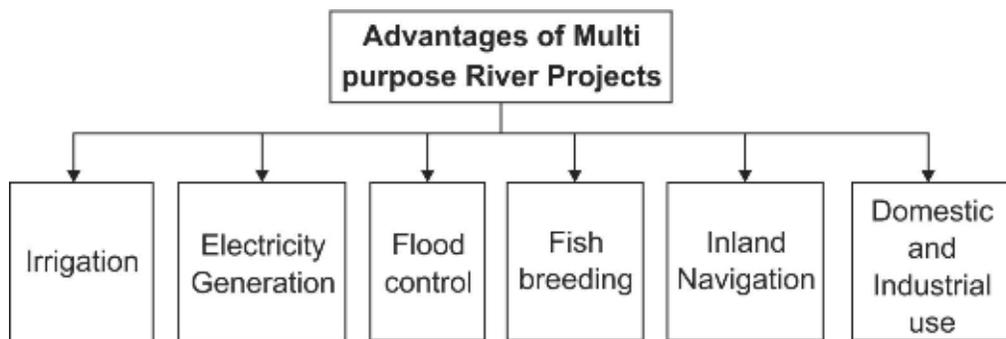
Chapter 3

Water Resources

Key Points and Definitions:

1. 96.5 per cent of the total volume of world's water is estimated to exist as oceans and only 2.5 percent as freshwater.
2. India receives nearly 4 percent of the global precipitation and ranks 133 in the world in terms of water availability per person per annum.
3. By 2025. it is predicted that large parts of India will join countries or regions having absolute water scarcity
4. Water scarcity in most cases is caused by over- exploitation, excessive use and unequal access to water among different social groups.
5. Water resources are being over-exploited to expand irrigated areas and dry-season agriculture.
6. Intensive industrialisation and urbanisations has made matters worse by exerting pressure on existing freshwater resources.
7. Water bodies are polluted by domestic and industrial wastes, chemicals, pesticides and fertilisers used in agriculture

8. In the first century B.C.. Sringaverapura near Allahabad had sophisticated water harvesting system channelling the flood water of the river Ganga.
9. In the 11th Century. Bhopal Lake, one of the largest artificial lakes of its time was built.
10. Dam is a barrier across flowing water that obstructs, directs or retards the flow, often creating a reservoir, lake or impoundment.
11. Jawaharlal Nehru proudly proclaimed the dams as the 'Temples of modern India'.
12. Narmada Bachao Andolan' and the 'Tehri Dam Andolan' were started against large multi-purpose river projects.

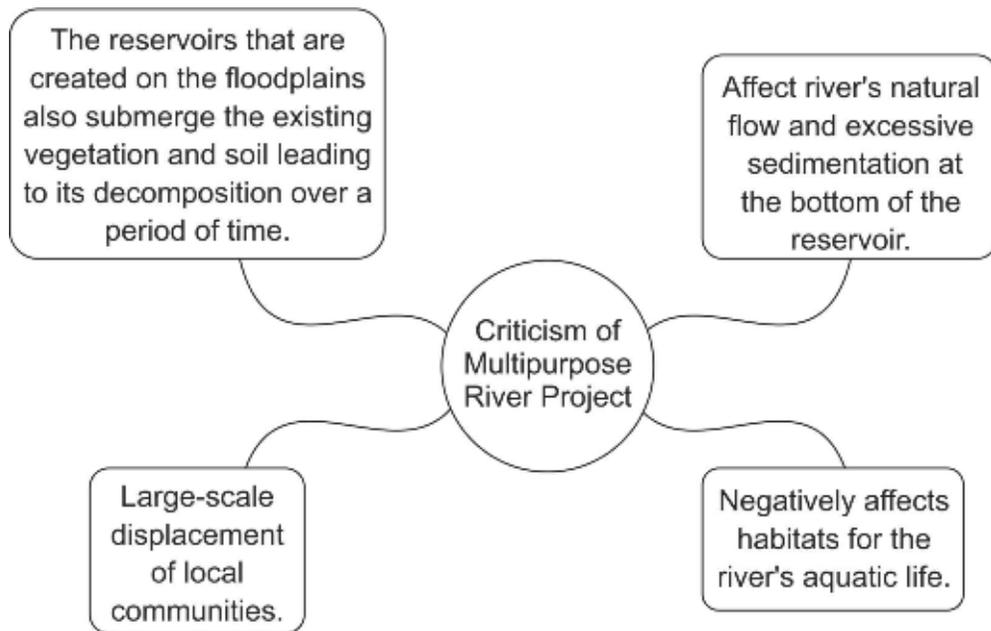




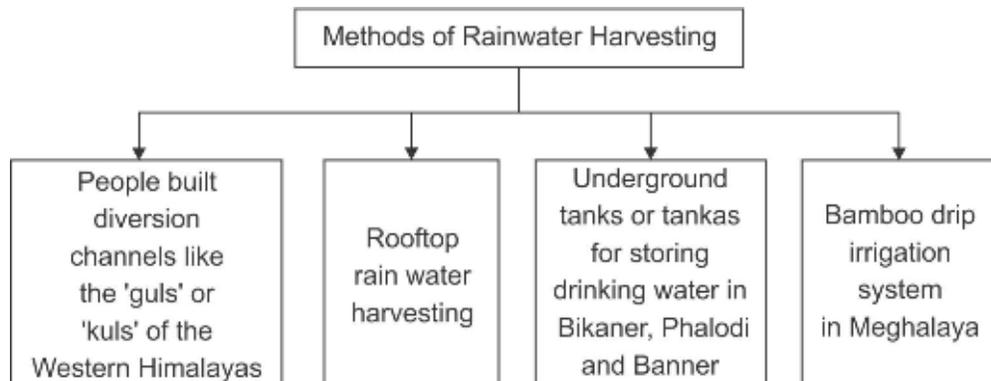
India: Major Rivers and Dams

Map is not on Scale

14.



15. Rainwater Harvesting is the collection and storage of rain, rather than allowing it to run off.



Water Resources

Multiple Choice Questions:

1. Which of the following are not causes of water scarcity?
 - (a) Growing population
 - (b) Expansion of irrigation facilities
 - (c) Industries
 - (d) Water harvesting technique
2. Match List I with List II: and choose the correct option.

List I

Dam

- A. Bhakra Nangal Dam
- B. Hirakud Dam
- C. Tehri Dam
- D. Salal

List II

River

- I. Mahanadi River
- II. Chenab River
- III. Sutlej River
- IV. Bhagirathi River

options:

- (a) A-II, B-I, C-III, D-IV
- (b) A-II, B-IV, C-III, D-I
- (c) A-III, B-IV, C-I, D-II
- (d) A-III, B-I, C-IV, D-II

3. Match List I with List II: and choose the correct option.

List I

- A. Barmer
- B. Jaisalmer
- C. Palar Pani
- D. Meghalaya

List II

- I. Rainwater
- II. Bamboo Drip Irrigation System
- III. Khadins
- IV. Tanka

options:

- (a) A-II, B-I, C-III, D-IV
 - (b) A-IV, B-I, C-III, D-II
 - (c) A-IV, B-III, C-I, D-II
 - (d) A-II, B-III, C-IV, D-II
4. The diversion channels seen in the Western Himalayas are called-
- (a) Gulsor Kuls
 - (b) Khadins
 - (c) Johads
 - (d) Recharge pits
5. From ancient times, evidence of sophisticated irrigation works has also been found in Nagarjunakonda. It is located in
- (a) Andhra Pradesh
 - (b) Odisha

- (c) Karnataka
 - (d) Tamil Nadu
6. proudly proclaimed the dams as the 'temples of modern India' as they would integrate the development of agriculture and the village economy with rapid industrialization and growth of the urban economy.
- (a) Sardar Patel
 - (b) Jawaharlal Nehru
 - (c) Mahatma Gandhi
 - (d) Dr. B.R. Ambedkar
7. Narmada Bachao Andolan is a Non-governmental Organization (NGO) that mobilized tribal people, farmers, environmentalists, and human rights activists against the dam being built across the river Narmada.
- (a) Sardar Sarovar
 - (b) Tehri dam
 - (c) Nagarjuna Sagar Dam
 - (d) Bhakra Nangal Dam
8. Rihand Dam is located on river Rihand, a tributary of
- (a) Sutlej river
 - (b) Son river
 - (c) Godavari river
 - (d) Brahmaputra river

9. In Phalodi and Barmer, almost all the houses traditionally had underground tanks or tankas for storing drinking water. Barmer and Phalodi are located in
- (a) Gujarat
 - (b) Himachal Pradesh
 - (c) Uttarakhand
 - (d) Rajasthan
10. Bamboo drip irrigation is prevalent in which of the following states?
- (a) Rajasthan
 - (b) Meghalaya
 - (c) Karnataka
 - (d) Madhya Pradesh
11. Why were hydraulic structures constructed in ancient India?
- (a) For beautification
 - (b) For bathing
 - (c) For washing clothes
 - (d) For storing water.
12. In the 14th Century, the tank in was constructed by Iltutmish to supply water to the Siri Fort area.
- (a) Jaipur, Rajasthan
 - (b) Hauz Khas, Delhi

- (c) Bhopal, Madhya Pradesh
 - (d) Surat, Gujarat
13. in the Mahanadi basin integrates the conservation of water with flood control.
- (a) Krishna rajasagar project
 - (b) Teri project
 - (c) Hirakud project
 - (d) Rhakra Nangal project
14. Koyna Dam is one of the largest dams located in
- (a) Uttar Pradesh
 - (b) Himachal Pradesh
 - (c) Rajasthan
 - (d) Maharashtra
15. The Krishna-Godavari dispute is due to the objections raised by the Karnataka and Andhra Pradesh Governments regarding the diversion of more water at Koyna by the Government for a multipurpose project.
- (a) Tamil Nadu
 - (b) Madhya Pradesh
 - (c) Maharashtra
 - (d) Kerala

16. 96.5 per cent of the total volume of the world's water is estimated to exist as and only 2.5 per cent as
- (a) Freshwater, oceans
 - (b) Oceans, freshwater
 - (c) Groundwater, oceans
 - (d) None of the above

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

- 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 emanation of A.
 - C. A is correct and R is Incorrect.
 - D. Both A and R are incorrect.
17. (A) Local communities oppose Dams.
- (R) Dams may submerge the land for cultivation and disrupt the lives of the displaced people.
18. (A) India's rivers, especially the smaller ones, have all turned into toxic streams.
- (R) Dams were traditionally built to impound rivers and rainwater that could be used later to irrigate agricultural fields.
19. **Assertion (A):** Biotic resources are those things which are obtained from biosphere and have life.

Reason (R): Resources are vital for survival of human being as well as maintaining quality of life.

20. **Assertion (A):** Laterite has been derived from the Latin word 'Later' which means bricks.

Reason (R): They are generally sandy in texture and saline in nature.

Answer Key:

1. (d) Water harvesting technique
2. (d) A-III, B-I, C-IV, D-II
3. (c) A-IV, B-III, C-I, D-II
4. (a) Guls or Kuls
5. (a) Andhra Pradesh
6. (b) Jawaharlal Nehru
7. (a) Sardar Sarovar
8. (b) Son River
9. (d) Rajasthan
10. (b) Meghalaya
11. (d) For storing water.
12. (b) Hauz Khas, Delhi
13. (c) Hirakund project
14. (d) Maharashtra
15. (c) Maharashtra

16. (b) Oceans, freshwater
17. A. Both A and R are true, and R. is the correct explanation of A
18. B. Both A and R are true and, but R is not the correct explanation of A.
19. B. Both A and R are true and, but R is not the correct explanation of A
20. C. A is correct and R is Incorrect.

(2/3/5 Markers)

1. What is meant by hydrological cycle?
2. How has ever increasing number of industries caused water scarcity?
3. How are water resources being exploited for agricultural activities?
4. What purpose does the Bhakra Nangal project water serve?
5. Mention two techniques of rooftop rainwater harvesting.
6. Write three sources of fresh water.
7. What is water scarcity? Write the main reasons for water scarcity.
8. Write the main causes of water pollution.
9. What is the need for conservation of water resources?
10. Write some measures adopted for conservation of water resources.
11. How was water conserved in ancient India? Give any four examples in support of your answer.
12. Give a short note on multi-purpose projects In India.
13. Give four major uses of water.

14. What is Palar Pani? What is its significance in the arid regions of Rajasthan?
15. Describe any three different rainwater harvesting systems practised in India.
16. Why dams are now referred as multi-purpose projects?
17. Mention the negative effect of over irrigation?

Answer Key:

1. Hydrological cycle, also known as water cycle, describes the continuous movement of water on, above and below the surface of the earth through evaporation, condensation, and precipitation.
2. The ever-increasing number of industries has caused water scarcity by exerting pressure on existing freshwater resources. Industries, apart from being heavy users of water, also require power to run them. Much of this energy comes from hydroelectric power.
3. Water resources are being exploited to expand irrigated area to increase food grain production.
4. The Bhakra Nangal project water is being used both for hydel power production and irrigation.
5. These two techniques are:
 - Recharge through hand pump and
 - Recharge through abandoned dug well.
6. (1) Precipitation - from rainfall.
(2) Surface water - in rivers, lakes, etc.

- (3) Ground water - water stored in underground aquifers which gets recharged by rainfall.
7. • Means shortage of water.
- Large growing population.
 - Water resources are being over-exploited to expand irrigated areas
 - Greater demand for water with growing urbanisation and industrialisation
 - unequal access to water among different social groups
 - Excessive use of water by industries
 - Over exploitation of water in the urban areas
8. • Domestic wastes,
- Industrial wastes are disposed off in the water without proper treatment.
 - Chemical effluents from industries and from agricultural sector.
 - Pesticides and fertilisers used in agriculture
 - Many human activities, e.g., religious rituals and immersing of idols, etc. in the water also pollute water.
9. • Water resources are limited, and their requirements are increasing day by day.
- Most of our resources are polluted and unsuitable for drinking and other purposes.

- To safeguard ourselves from health hazards.
 - To ensure food security and for continuation of our livelihoods.
 - To prevent degradation natural ecosystem of our water bodies
- 10.
- Do not overdraw the ground water, recharge the ground water
 - Avoid wastage of water at all levels.
 - Do not pollute the water.
 - Tapping the rainwater in reservoirs, watershed development programmes, etc.
 - Drip irrigation and sprinklers etc., especially in dry areas.
- 11.
- In the first century B.C., Allahabad had sophisticated water harvesting system.
 - During the time of Chandragupta Maurya, dams, lakes and irrigation systems were extensively built.
 - Sophisticated irrigation works have been found in Kalinga in Odisha, Nagarjunakonda in Andhra Pradesh, Bennur in Karnataka and Kolhapur in Maharashtra.
 - Bhopal lake, built in the 11th century, was one of the largest artificial lakes of its time.
 - In the 14th century, Iltutmish constructed a tank in Hauz Khas, Delhi for supplying water in Siri Fort area.
- 12.
- launched after Independence with their integrated water resources management approach

- Jawaharlal Nehru proudly proclaimed the dams as the 'temples of modern India';
 - It would integrate development of agriculture and the village economy with rapid industrialisation and growth of the urban economy.
13. • Drinking and domestic consumption like washing clothes.
Irrigation of farm lands.
- Generation of Hydro-electricity.
 - Uses in industrial establishments.
14. The rainwater which is stored in underground tanks is potable water. It is called Palar Pani.
- In the arid regions of Rajasthan, it is important in the following ways.
- It is the main source of drinking water, when all other sources have dried up.
 - It is considered the purest form of drinking water.
 - In summer, these tanks would keep the underground rooms cool, adjoining them, clean.
15. In hills and mountainous regions, people-built diversion channels like guls for agriculture.
- Inundation channels were built in the floodplains of Bengal,
 - In arid and semi-arid regions of Rajasthan, agricultural fields were converted into rainfed storage structures.

16. • The uses of the impounded water are in integration with one another.
- Dams are constructed to flood control, irrigation, generation and distribution of electricity.
 - Dams are constructed to conserve water, vegetation and soil.
 - It also helps to promote tourism.
17. • This has great ecological consequences like Stalinization of the soil.
- Decrease the soil fertility.
 - It leads to water scarcity.

Case based questions (4 Marks)

- 1. Read the following passage and answer the questions at the end.**

Multi-purpose projects and large dams have also been the cause of many new social movements like the 'Narmada Bachao Andolan' and the 'Tehri Dam Andolan' etc. Resistance to these projects has primarily been due to the large-scale displacement of local communities. Local people often had to give up their land, livelihood and their meagre access and control over resources for the greater good of the nation. So, if the local people are not benefiting from such projects, then who is benefited? Perhaps, the landowners and large farmers, industrialists, and few urban centres. Take the case of the landless in a village - does he really gain from such a project?

- (a) What was the reason behind Narmada Bachao Andolan? 1

- (b) Who actually benefits from by multi-purpose projects? 1
- (c) What is your opinion on resistance against large dams from local people Write in your own words. 2

2. Read the following passage and answer the questions at the end.

Given the abundance and renewability of water, it is difficult to imagine that we may suffer from water scarcity. The moment we speak of water shortages, we immediately associate it with regions having low rainfall or those that are drought prone. We instantaneously visualise the deserts of Rajasthan and women balancing many 'matkas' (earthen pots) used for collecting and storing water and travelling long distances to get water. True, the availability of water resources varies over space and time, mainly due to the variations in seasonal and annual precipitation, but water scarcity in most cases is caused by over-exploitation, excessive use and unequal access to water among different social groups. Where is then water scarcity likely to occur? As you have read in the hydrological cycle, freshwater can be obtained directly from precipitation, surface run off and groundwater.

- Q1. What do you understand by hydrological cycle? 1
- Q2. Mention any two methods of water conservation in Rajasthan? 1
- Q3. Human beings are primarily responsible for water scarcity. Explain 2

3. Read the following passage and answer the questions at the end.

In the semi-arid and arid regions of Rajasthan, particularly in Bikaner, Phalodi and Barmer, almost all the houses traditionally had

underground tanks or tonkas for storing drinking water. The tanks could be as large as a big room; one household in Phalodi had a tank that was 6.1 meters deep, 4.27 meters long and 2.44 meters wide. The tankas were part of the well-developed rooftop rainwater harvesting system and were built inside the main house or the courtyard. They were connected to the sloping roofs of the houses through a pipe. Rain falling on the rooftops would travel down the pipe and was stored in these underground 'tankas'. The first spell of rain was usually not collected as this would dean the roofs and the pipes. The rainwater from the subsequent showers was then collected.

- (a) In which areas of Rajasthan are tankas found? 1
- (b) What do you understand by rooftop water harvesting system?1
- (c) Why is the first spell of rain not stored in the tankas? 2

Answer key of Case - based questions:

- A.1. a. Displacement of local people on a large scale
- b. Zamindars and big farmers or industrials and some urban centres
- c. The government should compensate the displaced people and rmake them partners in profit sharing.

Ans 2. a. Refer to notes

b. Refer to notes

c. Refer to notes

A.3. a. Refer to notes,

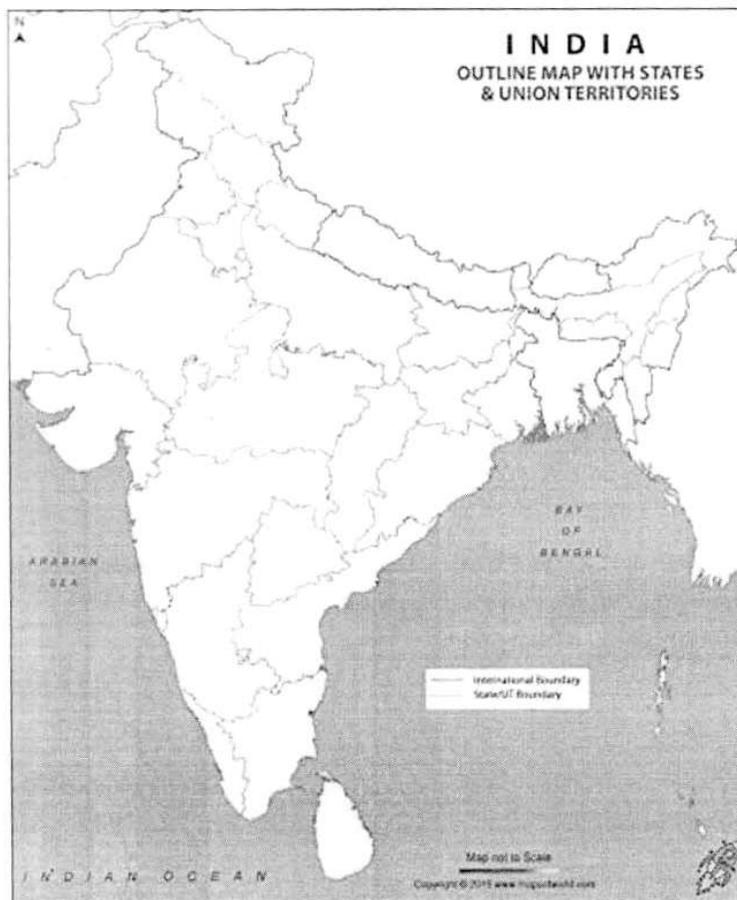
b. Refer to notes,

c. Refer to notes.

Map based questions:

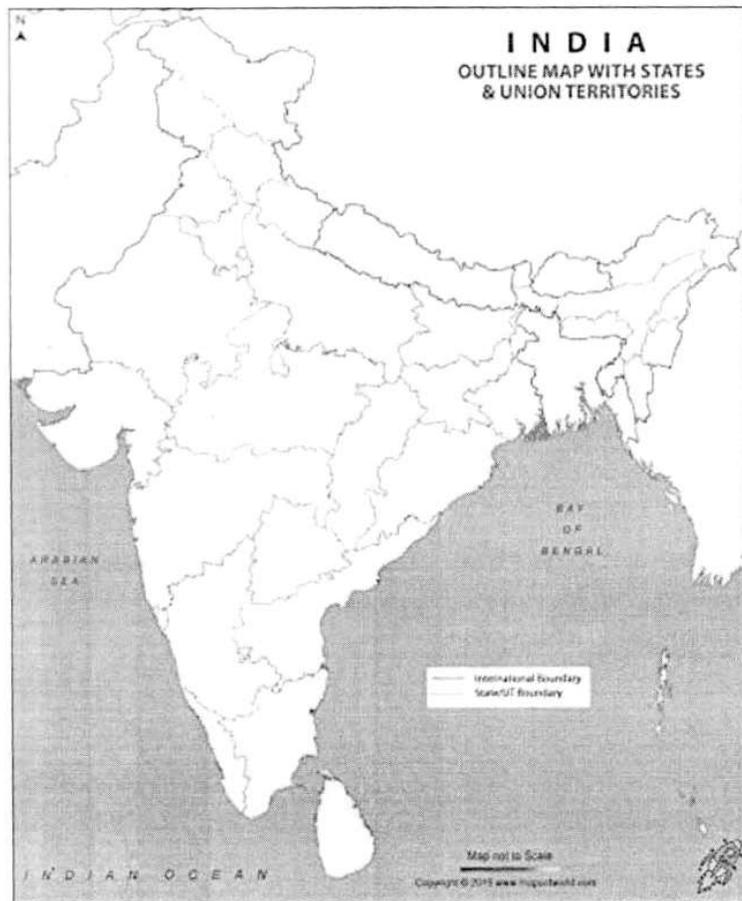
Q.1. Locate and label the following items on the given map with appropriate symbols.

1. Tehri dam
2. Bhakra Nangal Dam
3. Rana Pratap Sagar dam
4. Salal dam



Q.2. Locate and label the following items on the given map with appropriate symbols.

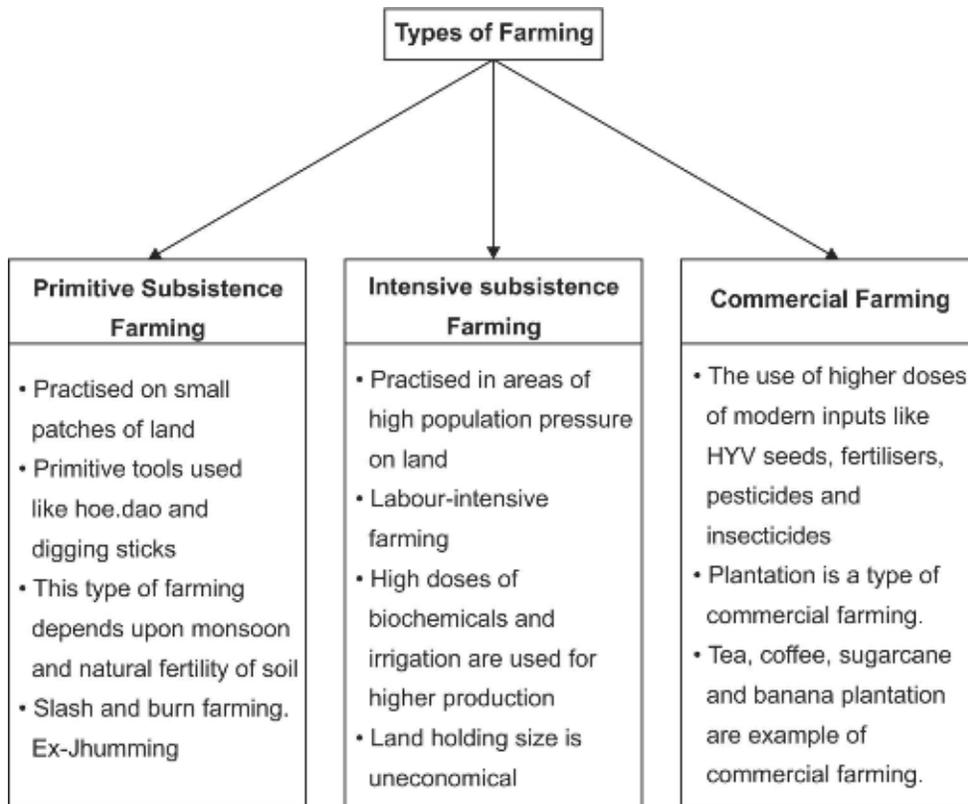
1. Tungbhadra
2. Hirakund
3. Nagarjuna Sagar dam
4. Sardar Sarovar Dam

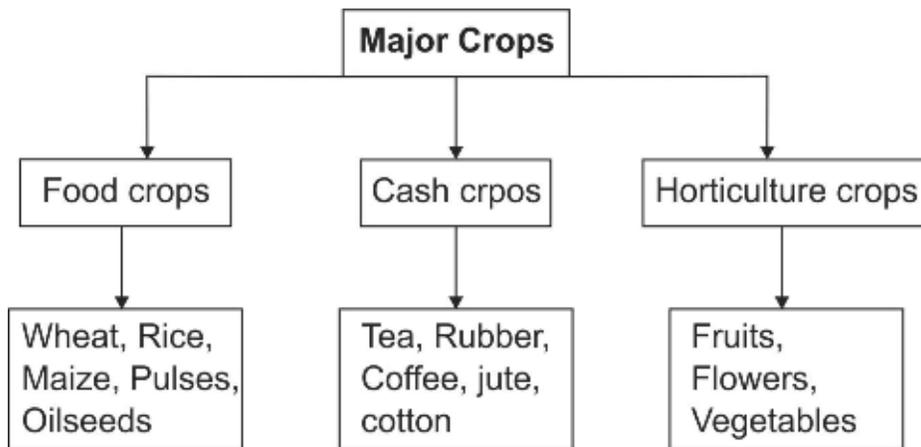
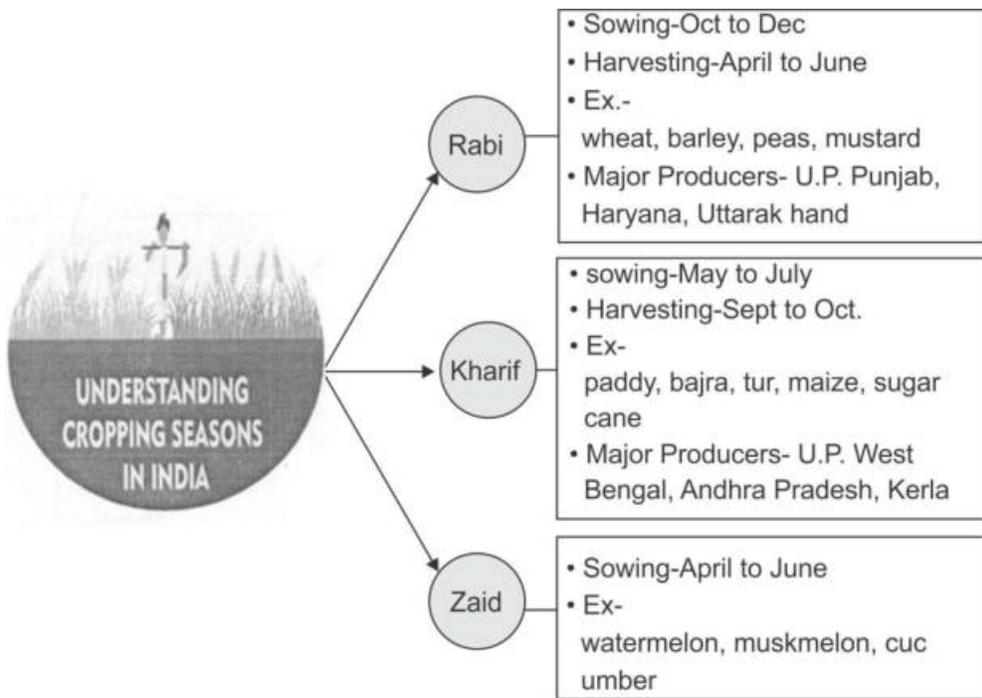


Chapter 4

Agriculture

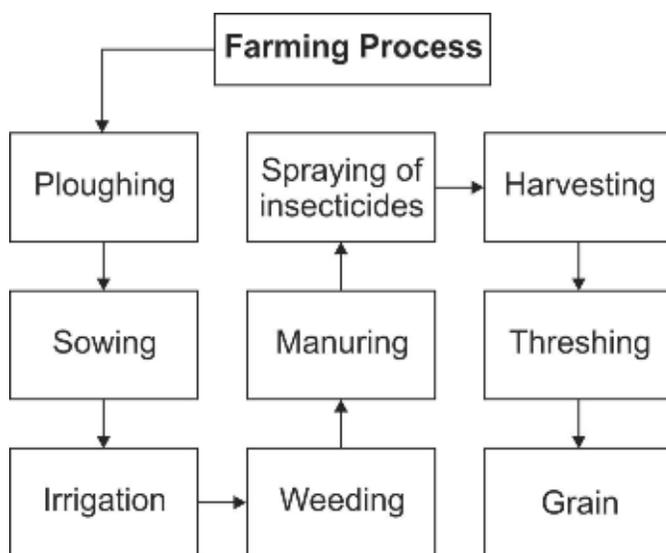
Point to Remember.





Major crops and climatic conditions.

Crops	Sowing	Harvesting	Temperature	Rainfall annual	Producing states
Rice	Jun-July	Sept-Oct	Above 25°C	Above 100 cm	West bengal U.P., Punjab
Wheat	Nov-Dec	April-May	21°C-24°C	50-75cm	E - P u n j a b , Haryana, U.P., Bihar
Maize	Jun-July	Sept-Oct	21°C-27°C	50-100cm	Karnataka , U.P. Bihar
Sugarcane	Jan. - Mar.	Dec - Mar.	21°C-27°C	75-100 cm	Maharashtra, Karnataka, Tamil Nadu
Tea	April-June Oct-Dec	Every 7-12 days	21°C-29°C	150-200 cm	Assam and West Bengal
Cotton	differs in different parts of the country	differs in different parts of the country	21°C to 30°C	50-120 cm	Maharashtra, Gujarat, Madhya P r a d e s h , Karnataka
Jute	sown in February on lowlands and in March-May on uplands	July-Oct	Above 25°C	160-200 cm	West Bengal Assam and Bihar



1. Rice is a commercial crop in Haryana and Punjab, but in Odisha, it is a subsistence crop.
2. Plantation is a type of commercial farming. In this type of farming, a single crop is grown on a large area.
3. Important plantation crops in India- tea, coffee, rubber, sugarcane, banana, etc.
4. Rice is the staple food crop of a majority of the people in India. Our country is the second largest producer of rice in the world after China.
5. In states like Assam, West Bengal and Odisha, three crops of paddy are grown in a year. These are Aus, Aman and Boro.
6. Wheat is the second most important cereal crop. It is the main food crop, in north and north-western part of the country.

7. Maize is a crop which is used both as food and fodder.
8. Jowar, bajra and ragi are the important millets grown in India. Though, these are known as coarse grains, they have very high nutritional value.
9. Jowar is the third most important food crop with respect to area and production.
10. India is the largest producer as well as the consumer of pulses in the world.
11. India is the second largest producer of sugarcane only after Brazil.
12. Groundnut production in the world- China (1st), India (2nd) and in rape-seed production Canada - 1st, China- 2nd and India - 3rd in the world.
13. In 2020 China-1st and India- 2nd in tea production in the world.
14. In 2013, India was the second largest producer of fruits and vegetables in the world after China.
15. Crop Rotation- Growing different crops on a piece of land to increase the productivity and fertility of land.
16. Slash and burn farming/ Shifting cultivation-farmers clear a patch of land and produce cereals and other food crops to sustain their family. After decrease of soil fertility farmers shift and clear a fresh patch of land for cultivation.

Name of Slash and Burn Agriculture in India and other parts of the world.

In India

- | | | |
|-------------------|---|-----------------------------|
| 1. Madhya Pradesh | – | Bewar or Dahiya |
| 2. Andhra Pradesh | – | Podu or Penda |
| 3. Odisha | – | Pame Dabier/koman or Bringa |

4. Western Ghats – Kumari
5. South-Eastern Rajasthan – Valre or Waltre
6. Himalaya Belt – Khil
7. Jharkhand – Kuruwa
8. North-Eastern Region – Jhumming
9. Manipur – Pamlou
10. Andaman & Niwbar Island – Dipa

In World

1. Mexico and Central America – Milpa
2. Venezuele – Conuco
3. Brazil – ROCA
4. Central Afrca – Masole
5. Indoneria – Ladang
6. Vietnam – Ray
17. White revolution- To improve the breeds of animals for the growth in milk production with the use of modern technology.It is also called Operation Flood.
18. Green Revolution- Based on the Uses of HYV seeds.Modern technology,fertilisers,pesticides,insecticides to increase production especially Wheat production.
19. Jute is known as the golden fibre.

Objective type questions (1 mark questions)

1. Which one of the following is not a cash crop?
 - A. Tea
 - B. Coffee
 - C. Wheat
 - D. Oilseeds
2. Which one of the following is an example of a Kharif crop?
 - A. Wheat
 - B. Rice
 - C. Watermelon
 - D. Mustard
3. Match the column A with column B and choose the correct option.

Column A

- A. Rabi
- B. Kharif
- C. Zaid
- D. Cash

Column B

- i. Jute
- ii. Musk melon
- iii. Millet
- iv. Peas

option

- A. A-I, B-II, C-III, D-IV
- B. A-II, B-I, C-IV, D-III
- C. A-IV, B-III, C-II, D-I
- D. A-III, B-II, C-I, D-IV

4. Sequentially arrange the steps required for the cultivation of wheat. and choose the correct option.
1. Sowing
 2. Ploughing
 3. Harvesting
 4. Irrigation
- A. 1, 2, 3, 4
- B. 4, 3, 2, 1
- C. 3, 2, 4, 1
- D. 2, 1, 4, 3
5. Identify the coned statement from the following:
1. Cutting and burning agriculture is also called Weber or Dahiya in Madhya Pradesh.
 2. The slash and burn agriculture is also called Pamalu in Manipur.
 3. Cutting and burning agriculture is also called Kumari in the Western Ghats.
- A. Only 1
- B. 1 and 2 only
- C. Only 3
- D. All statements are true
6. What is the place of India in rice production?
- A. First

- B. Second
 - C. Third
 - D. Fourth
7. Name the crop which is used both as foodgrain and fodder?
- A. Maize
 - B. Watermelon
 - C. Melon
 - D. Rice
8. Identify the crop on the basis of the following information.
- 1. It is a plantation crop.
 - 2. Its production was started in India on the hills of Baba Budan.
 - 3. In India, its cultivation is still done around the hills of Nilgiris.
 - 4. Its Arabica variety is produced in India.
- A. Rice
 - B. Tea
 - C. Jute
 - D. Coffee
9. Which of the following is not a fiber crop?
- A. Millet
 - B. Cotton

- C. Jute
 - D. Sun
10. Identify the correct match.
- A. Golden Fiber - Jute
 - B. Food Crop - Rubber
 - C. Non-edible crop - rice
 - D. Cash Crop - Wheat

Question numbers 11 to 15 are Reasoning and Assertion based questions. For which select the following options.

Option:

- A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)
 - B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).
 - C. Assertion (A) is correct and Reason (R) is incorrect.
 - D. Assertion (A) is incorrect but Reason (R) is correct.
11. **Assertion (A)** Rice is sown in June-July.
Reason (R) June - July is the monsoon season in India.
12. **Assertion (A)** Wheat is harvested in April-May.
Reason (R) Punjab is the major producer of wheat.

13. **Assertion (A)** Bajra is a Kharif crop.
Reason (R) Bajra is sown between April and June.
14. **Assertion (A)** Tea is not produced in India.
Reason (R) Tea is a cash crop.
15. **Assertion (A)** Jowar is considered as a coarse grain.
Reason (R) Jowar has a large amount of nutrients.

ANSWER KEY

1. C. Wheat
2. B. Rice
3. C. A-IV, B-III, C-II, D-I
4. D. 2,1.4.3
5. D. All the statements are true.
6. B. Second
7. A. Maize
8. D. Coffee
9. A. Millet
10. A. Golden Fiber - Jute
11. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
12. B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).

13. C. Assertion (A) is correct and Reason (R) is incorrect.
14. D. Assertion (A) is incorrect but Reason (R) is correct.
15. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

Short/Long Questions (2, 3 & 5 Marks Questions)

- Q.1. Explain the difference between Rabi and Kharif crops.
- Q.2. Differentiate between intensive subsistence farming and commercial farming.
- Q.3. Write a short note on plantation agriculture.
- Q.4. Write a short essay on the geographical and climatic features required for the cultivation of tea.
- Q.5. Describe the geographical and climatic features required for rice crop.
- Q.6. Discuss the geographical and climatic features necessary for wheat crop.
- Q.7. Sumit wants to do cotton farming. What geographical and climatic features he has to keep in mind?
- Q.8. Utkarsh wants to do sugarcane farming. State what geographical and climatic features he has to keep in mind.
- Q.9. Mention some necessary institutional reforms to improve agriculture in India.
- Q.10. Describe some of the necessary technological reforms to improve agriculture in India.
- Q.11. Agriculture is the backbone of the Indian economy. Give arguments in support of the statement.

Answer Key(Short/Long Questions)

1. Please see the key points.
2. Please see the key points.
3. Please see the key points.
4. Please see the key points.
5. Please see the key points.
6. Please see the key points.
7. Please see the key points.
8. Please see the key points.
9. Some necessary institutional reforms to improve agriculture in India:
 - Consolidation
 - Strict law for land acquisition
 - Establishment of co-operative banks in rural areas
 - Announcement of minimum support price.
 - Kisan Credit Card
 - Crop Insurance
10. Some necessary technological improvements to improve agriculture in India:
 - Weather information through All India Radio and Doordarshan
 - Use of improved seeds
 - Information about essential fertilizers
 - Development of means of irrigation

11. Agriculture is the backbone of Indian economy-

- Important contribution of agriculture in gross domestic production
- Important role of agriculture in providing employment
- India is an agrarian economy
- Helping to feed the growing population

Case Based Questions (4 Marks)

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

Land reform laws were made but their implementation was relaxed. In the 1960s and 1970s, the Indian government introduced a number of agricultural reforms. Some strategies were initiated for agricultural reform like Green Revolution and White Revolution (Operation Food) based on package technology. But due to this the development remained limited to some areas. Therefore, in the 1980s and 1990s, a comprehensive land development program was launched, based on institutional and technological reforms. Some of the important steps taken in this direction included the provision of crop insurance against drought, flood, cyclone, fire and disease and establishment of rural banks, co-operative societies and banks to provide credit facilities to farmers at low rates.

- A. Describe any one institutional reform taken up for agriculture. 1
- B. State the importance of crop insurance. 1
- C. Analyze the effects of Green Revolution. 2

2. Read the passage given below and answer the questions that follow.

Farmers clear pieces of land and grow food grains and other food crops on them for the sustenance of their families. When the fertility of the soil becomes low, farmers move from that piece of land and clear another piece of land for agriculture. This type of shifting cultivation increases the fertility of the soil through natural processes. Since farmers do not use fertilizers or other modern techniques, the productivity in this type of agriculture is low. This type of agriculture is known by different names in different parts of the country.

- A. Explain the process of shifting agriculture. 1
- B. When does soil fertility decrease? 1
- C. Mention any two other names of shifting agriculture. 2

Answer key Case based questions

- 1. Read the passage given below and answer the questions asked.
 - A. Kisan Credit Card or Crop Insurance
 - B. For the economic security of the farmers
 - C. (i) Higher production
 - (ii) Use of improved seeds
 - (iii) Gradually the land is becoming barren.

Students will solve by reading the passage on their own.

Chapter 5

Minerals and Energy Resources

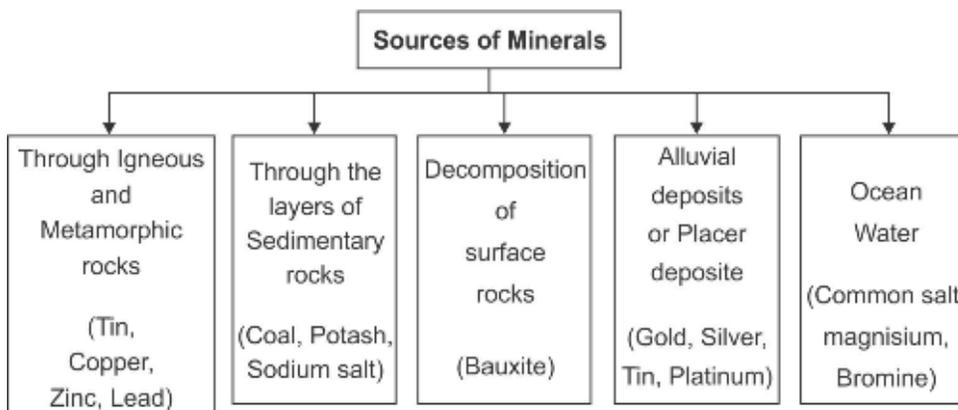


India: Distribution of Rice



India: Distribution of Wheat

Sources of Minerals:-



- Mining- The extraction of useful and commercially viable minerals by digging down the earth is called mining.
- Mining is a hazardous industry as the resources are dug out from the interior of the earth by making tunnels or pits. During this process, the risk to the life of the workers is very high due to leakage of poisonous gas or fires or flooding of water into the mine or even collapsing of mine roofs. Along with that, workers also have to face health issues.

S.No.	Minerals	Producing states	Usage
1.	Iron	Odisha (52%), Chattisgarh (16%), Karnataka-(14%), Jharkhand(11%) Odisha- Jharkhand Belt, Durg-Bastar-Chandrapur Belt Ballari- Chitradurg-Chikkamagaluru- Tumakuru Belt Maharashtra- Goa Belt	1. Basic Mineral, 2. Backbone of development 3. Magnetite Ore(70% iron)- Excellent magnetic qualities, useful in electrical industry, 4. Hematite ore(50-60% iron)- Most important industrial iron Ore.

2.	Manganese	Madhya Pradesh(27%), Maharashtra(25%), Odissa(25%), Karnataka(1%) Andhra Pradesh(10%)	1. Usage in the production of steel, 2. Bleaching Powder, Pesticides and Paint
3.	Copper	Madhya Pradesh (Balaghat), Jharkhand (Singhbhum), Rajasthan (Khetri)	1. Being a malleable, ductile and a good conductor used in manufacturing of electrical cables,, 2. Also used in Electronics and chemical industries
4.	Aluminum	Odissa(49%), Gujrat(24%), Jharkhand(9%), Chattisgarh(8%)	1. Ore- Bauxite 2. Strong like iron but extremely lightweight, 3. Great malleability and conductivity
5.	Mica	Kodarma- Gaya- Hazaribagh belt of Bihar- Jharkhand, Ajmer of Rajasthan, Nellore of Andhra Pradesh	1. Excellent de-electric strength, low power loss factor, 2. Due to insulating properties and resistance to high voltage it is widely used in electrical and electronic industries.
6.	Lime Stone	Rajasthan(21%), Madhya Pradesh(11%), Chattisgarh (11%), Karnataka(10%)	1. Mostly found in sedimentary rocks 2. Basic raw material for cement industry 3. Essential for smelting iron ore in the blast furnace.

Power Minerals

Conventional sources of Energy-

1. Coal	Gondwana coal(age-more than 200 million year) West Bengal, Jharkhand, Tertiary coal (age 55 million year) -Meghalaya, Assam, Arunachal Pradesh, Nagaland	1. Fossil fuel, 2. Lignite coal is used for generation of electricity, 3. Bituminous coal is most popular in commercial use. 4. Anthracite is the highest quality hard coal.
2. Petroleum	Mumbai High, Gujrat (Ankaleshwar), Assam (Digboi, Naharkatiya, Moran- Hugrijan)	1.Used as lubricants for machinery and raw material for a number of manufacturing industries. 2. Synthetic textile, 3. Fertilizer and numerous chemical industries
3. Natural Gas	Krishna- Godavari river basin, Mumbai High- Gulf of Cambay, Andaman-Nicobar	1. Source of clean energy, 2. Used as raw material in petro chemical 3.Used as fuel in vehicles

		4. Major gas pipeline (Artery of pipeline)- 1700 km long Hazira-Vijaipur-Jagadishpur which links Mumbai High and Bassien with the fertilizer, power and industrial complexes in western and Northern India.
4. i. Thermal electric	Delhi (Badarpur, Indraprastha) Uttar Pradesh (Panki), Tamilnadu (Neyveli) and many more	1. By burning coal, petroleum or natural gas heat is generated to turn the turbine through steam which produces electrical energy
ii. Hydro electric	Bhakra Nangal, Damodar valley project, Kopili Hydel project	1. Water level is raised and then made to fall to turn the turbine to produce the electricity.

Non-Conventional Sources of Energy

1. Atomic Energy	Uttar Pradesh(Narora), Gujrat (Kakrapara), Maharashtra(Tarapur), Karnatak(Kaiga), Tamilnadu(Kalpakkam)	1. In this large amount of heat energy is generated by altering the atomic structure of materials like Uranium or Thorium chemically and from that heat electrical energy is generated by turning the turbines.
2. Solar Energy		1. Photovoltaic technology converts Sunlight directly into electrical energy. 2. Clean source of energy.
3. Wind Energy	Tamilnadu (Nagarcoil to Madurai), Rajasthan (Jaisalmer), Andhra Pradesh, karnataka, Gujrat, Kerala, Lakshadweep	1. Windmills are turned by the power of winds to turn the turbine to produce electricity. 2. Clean source of energy.

4. Bio Gas		<p>1. By the degradation of organic materials gas is produced whose thermal efficiency is more in comparison to kerosene, dung cake and charcoal.</p> <p>2. Boon to rural areas,</p> <p>3. Residues are used as manure</p>
5. Tidal Energy	Gulf of Cambay, Gulf of Kuchchh, Gangetic delta in Sunderban of West Bengal,	<p>1. Oceanic waves and tides are used to produce electricity</p> <p>2. Clean source of energy.</p>
6. Geo Thermal Energy	Himachal Pradesh(Manikaran), Ladhak (Puga Valley)	<p>1. Generation of electricity by using the heat of the interior of the earth.</p> <p>2. Clean source of energy.</p>

Need for the conservation of resources/Minerals

- High rate of consumption
- Limited reserves
- Low rate of replenishment
- Effects on Environment

Methods to conserve Resources/ Minerals

- Reduce
- Reuse
- Recycle
- Replace

Interesting facts-		
<ul style="list-style-type: none">• Rat Hole Mining- In Jowai and Cherapunji of North-Eastern India mining is done by family members in the form of a long narrow tunnel, known as rat hole mining. National Green Tribunal had declared it as Illegal.	<ul style="list-style-type: none">• Kudremukh- In Kannada 'kudre' means horse. The highest peak in the western ghats of the Karnataka resembles the face of a horse Similarly the Bailadila hills look like the hump of an ox and hence its name.	<ul style="list-style-type: none">• After the discovery of Aluminium Emperor Napoleon III wore buttons and hooks on his cloths made of aluminium and served food to his more illustrious guests in aluminium utensils. Thirty years after this incident aluminium bowls were most common with the beggars in Paris.

Objective type questions (1 mark questions)

1. Which one of the following minerals is formed by the decomposition of rocks leaving a residual mass of weathered material?
 - A. Coal
 - B. Bauxite
 - C. Gold
 - D. Zinc

2. Which of the following mineral is produced the most in koderma of Jharkhand?

- A. Bauxite
- B. Mica
- C. Iron ore
- D. Copper

3. Match the column A with column B and choose the correct option.

Column A

Column B

- | | |
|------------------|------------------|
| A. Coal Mines | i. Kalpakkam |
| B. Oil Fields | ii. Ramagudem |
| C. Atomic Energy | iii. Mumbai High |
| D. Thermal Power | iv. Bokaro |

option

- A. A-I, B-II, C-III, D-IV
 - B. A-II, B-I, C-IV, D - III
 - C. A-IV, B-III, C-I, D-II
 - D. A-III, B-II, C-I, D-IV
4. Which of the following is a non-conventional source of energy?
- 1. Tidal Energy
 - 2. Wind Power
 - 3. Solar Energy
 - 4. Bio Energy

- A. only 1
 - B. 1 and 2 only
 - C. only 3
 - D. All 1, 2, 3 & 4
5. Identify the correct statement from the following.
- 1. Natural gas is an important clean energy resource that can be found together with or apart from petroleum.
 - 2. Natural gas is considered eco-friendly because of its low carbon dioxide emissions.
 - 3. Vast reserves of natural gas have been discovered in the Krishna-Godavari river basin.
- A. only 1
 - B. 1 and 2 only
 - C. only 3
 - D. All statements are true.
3. In which of the following rock strata do minerals get deposited and accumulated?
- A. Sedimentary rocks
 - B. Metamorphic rocks
 - C. Igneous rocks
 - D. None of these

7. Which of the following minerals is found in monazite sand?
- A. Mineral oil
 - B. Uranium
 - C. Thorium
 - D. Coal
8. Identify the mineral on the basis of the following information.
- 1. The second major resource of energy in India.
 - 2. Total production in India 63 percent from Mumbai High.
 - 3. Assam is the oldest producer state in India.
 - 4. Non-renewable resource of energy
- A. Petroleum
 - B. Coal
 - C. Wind power
 - D. Natural gas
9. Which one of the following coal is the best quality hard coal?
- A. Bituminous
 - B. Anthracite
 - C. Lignite
 - D. None of these

10. Identify the wrong match.

- A. Metallic Minerals - Nickel
- B. Metallic Mineral - Cobalt
- C. Metallic Minerals - Potash
- D. Metallic Minerals - Platinum

Question numbers 11 to 15 are Reasoning and Assertion based questions. For which select the following options.

Option:

- A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A)
 - B. Both Assertion (A) and Reason (R) are true and Reason (R) is not the correct explanation of Assertion (A)
 - C. Assertion (A) is correct and Reason (R) is correct.
 - D. Assertion (A) is incorrect and Reason (R) is correct.
11. **Assertion (A):** A special mineral which is a combination of certain elements, the formation of those elements is the result of the physical and chemical conditions of that time.
- Reason (R):** Different colours, hardness, luster, density and different crystals are found in minerals.
12. **Assertion (A):** Magnetite is the best type of iron ore.
- Reason (R):** Magnetite has excellent magnetic properties, which are especially useful in electrical industries.

13. **Assertion (A):** Copper is used for making electric wires.
Reason (R): Copper is a bad conductor of electricity.
14. **Assertion (A):** Solar energy is an example of conventional energy.
Reason (R): Solar energy is an example of clean energy.
15. **Assertion (A):** Gold, silver is obtained in the form of placer deposits.
Reason (R): It is less reactive metal.

ANSWER KEY

1. A. Coal
2. B. Mica
3. C. A-IV, B-III, C-I, D-II
4. D. All 1,2,3 and 4.
5. D. All the statements are true.
6. A. Sedimentary rocks
7. A. Coal
6. A. Petroleum
9. B. Anthracite
10. C. Metallic Minerals - Potash
11. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).
12. B. Both Assertion (A) and Reason (R) are true but Reason (R) is not the correct explanation of Assertion (A).

13. C. Assertion (A) is correct and Reason (R) is incorrect.
14. D. Assertion (A) is incorrect but Reason (R) is correct.
15. A. Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).

Short / Long Questions (2, 3 & 5 Marks Questions)

- Q1. How are minerals useful to us? Explain by giving example.
- Q2. How are minerals formed in igneous and metamorphic rocks?
- Q3. Differentiate between ferrous and non-ferrous minerals.
- Q4. What is the difference between thermal power and hydroelectric power?
- Q5. 'Conservation of mineral is necessary.' Justify the statement.
- Q6. Write briefly about the different methods of conservation of minerals.
- Q7. Make a short note on the distribution of coal storage in India.
- Q8. Utkarsh wants to study the major belts of distribution of iron ore. Prepare short notes to help him.
- Q9. Vikas believes that the future of solar energy is bright while Sumit believes that solar energy is not suitable for India. Who do you agree with and why?
- Q10. Mining industry is a risky industry. Justify the statement.
- Q11. Which gas pipeline is called the artery of gas traffic? Why else?
- Q12. Biogas is a boon for rural areas. Explain the statement.

Answer Key (Short/Long Questions)

1. Please see the key points.
2. Minerals are found in cracks, joints, faults and fissures in igneous and metamorphic rocks. Smaller deposits are found in the form of veins and larger deposits are found in the form of layers. They are formed mostly when they are pushed towards the earth's surface with the help of cracks in liquid or gaseous state. Coming up, they cool down and freeze. Main metallic minerals like zinc, copper, zinc and lead etc. are obtained in the form of veins and deposits in this way.
3. Please see the key points
4. Please see the key points
5. Please see the key points
6. Please see the key points
7. Please see the key points
8. Please see the key points
9. Please see the key points
10. Please see the key points
11. Please see the key points
12. Please see the key points

Case Based Questions (4 Marks)

1. **Read the passage given below and answer the questions.**

We use various things made of metal in our everyday life. We have

learned that the earth's crust (the upper layer of the earth) is made up of rocks made up of different minerals. These metals are extracted only after proper purification of these minerals. Minerals are very essential part of our life. Almost everything we use, from a small needle to a large building, or a large ship, etc. are all made of minerals.

- A. How have minerals influenced the stages of human development? 1
- B. Write the names of any two sources of energy obtained from the earth. 1
- C. Write any two uses of minerals in our daily life. 2

2. Read the passage given below and answer the questions that follow.

Natural gas is an important clean energy resource that can be found together with or apart from petroleum. It is used as a source of energy and as an industrial raw material in the petrochemical industry. Natural gas is considered eco-friendly because of its low carbon dioxide emissions. Hence it is the fuel of the present century. Vast reserves of natural gas have been discovered in the Krishna-Godavari river basin.

- A. Name any one non-renewable resource of energy. 1
- B. Where are the reserves of natural gas found in India? 1
- C. Why is there a need for clean sources of energy? Give any two reasons. 2

Answer Key Case based questions

- 1. Read the passage given below and answer the questions that follow.
 - A. By meeting the needs of humans.

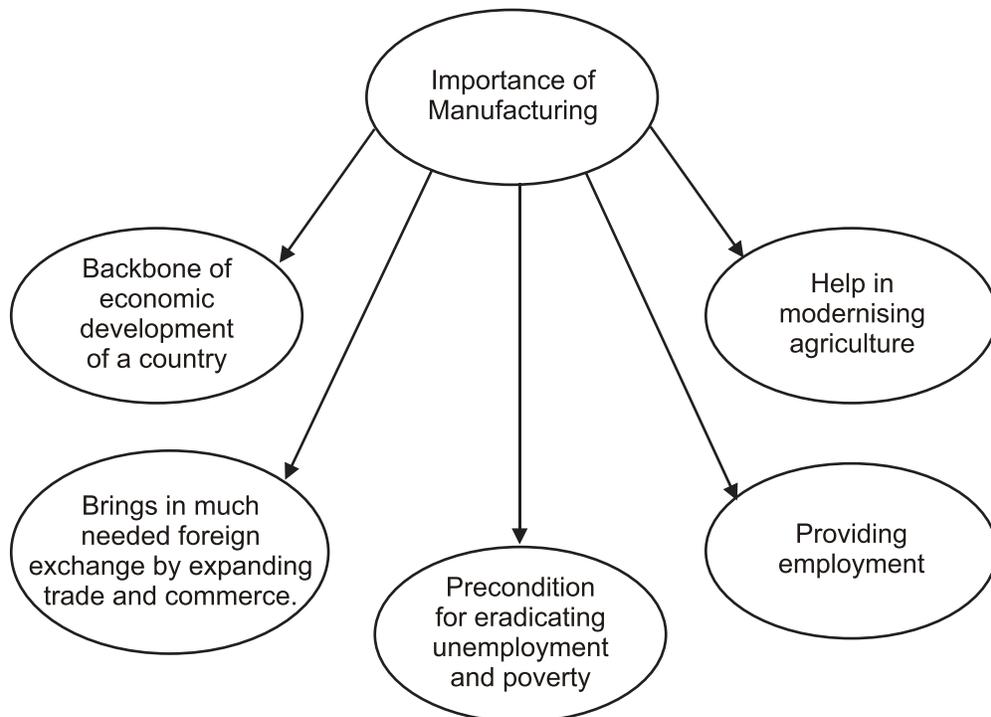
- B. Coal, petroleum or any other
 - C. (i) Tooth brushing
 - (ii) Various sources of energy
 - (iii) Building construction etc.
2. Students will solve by reading the passage on their own.

Chapter 6

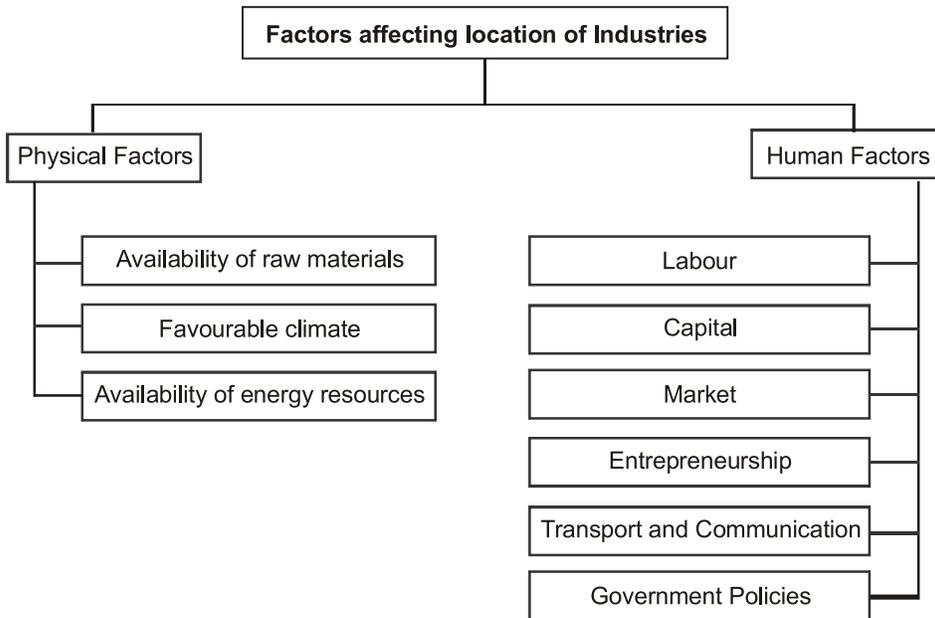
Manufacturing Industries

Points to Remember:

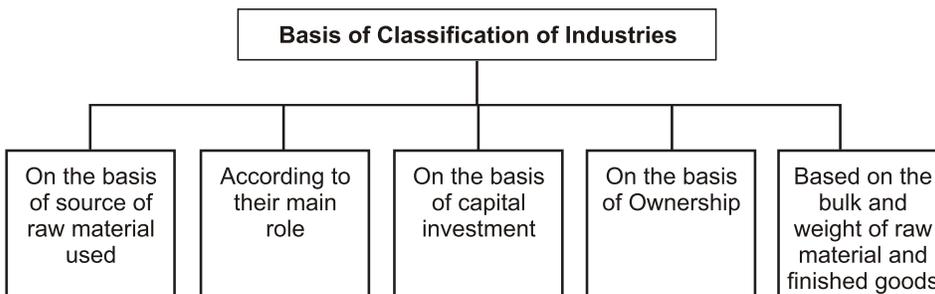
- Production of more valuable goods in large quantities after processing the raw material is called manufacturing.
- Importance of manufacturing:



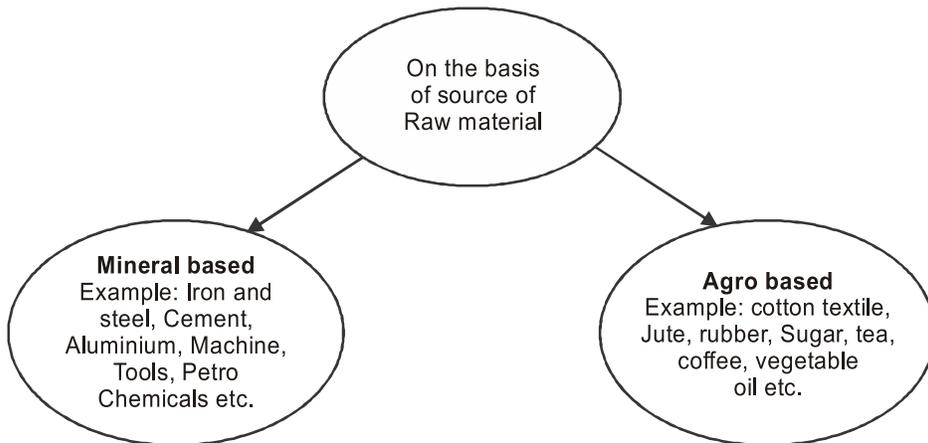
Factors affecting location of Industries:



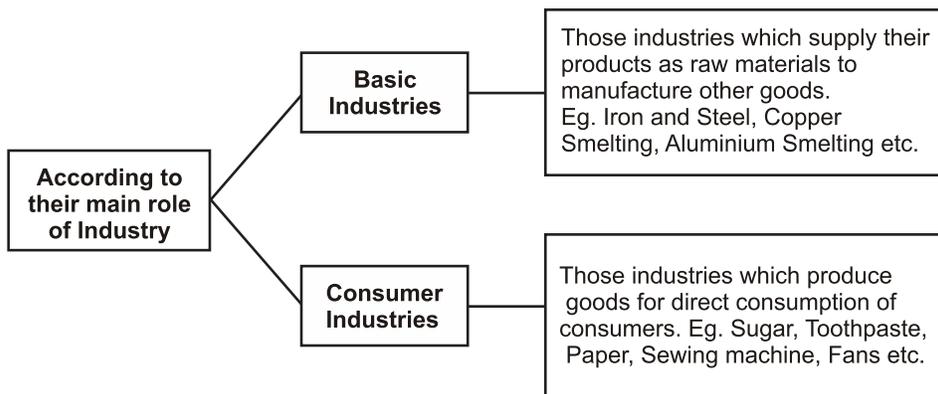
Factors affecting location of Industries:



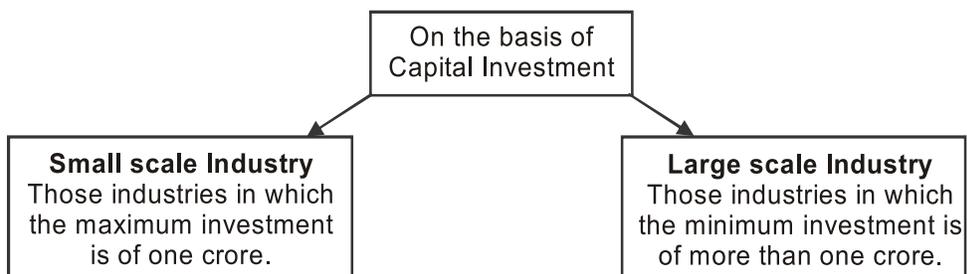
On the basis of source of Raw Material:



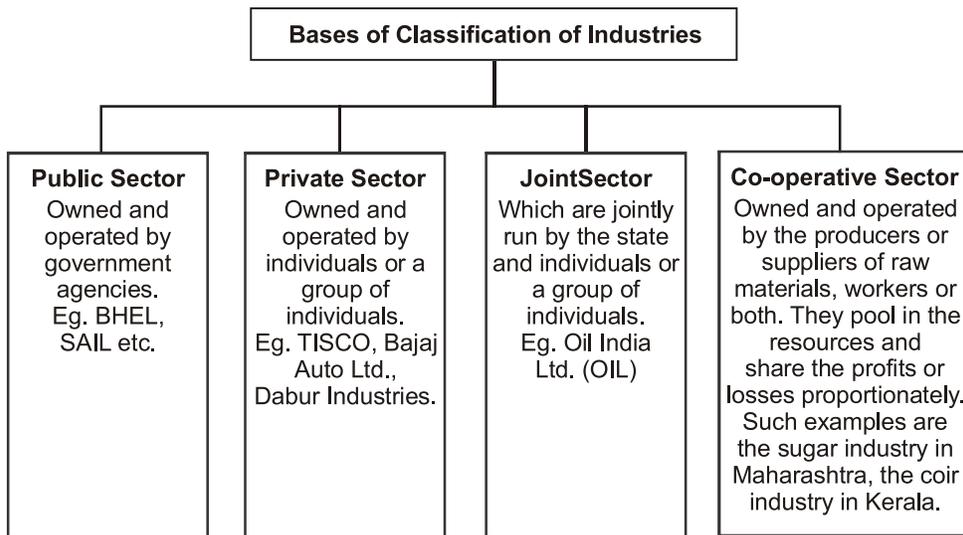
On the basis of main role of Industries:



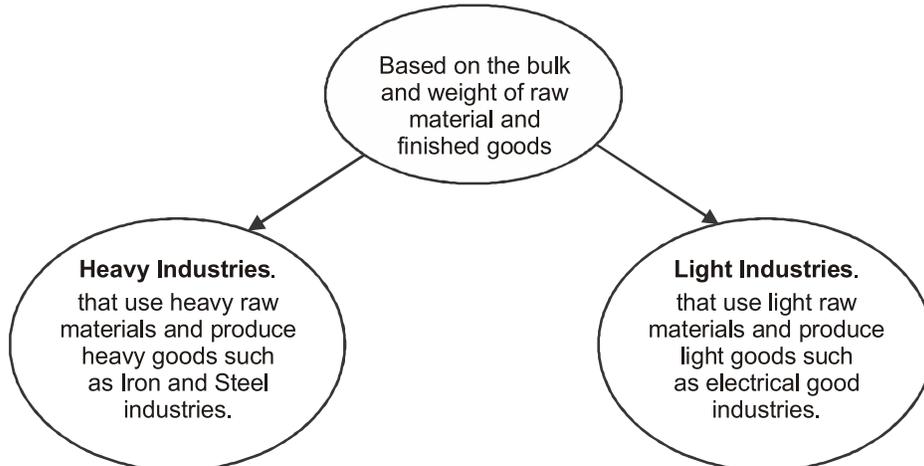
On the basis of Capital Investment:



On the basis of Ownership:



Based on the bulk and weight of raw material and finished goods:



Iron and Steel Industries:

- The iron and steel industry is the basic industry since all the other industries — heavy, medium and light, depend on it for their machinery,
- Production and consumption of steel is often regarded as the index of a country's development. Iron and steel is a heavy industry because all the raw materials as well as finished goods are heavy and bulky entailing heavy transportation costs. Iron ore, coking coal and lime stone are required in the ratio of approximately 4:2:1.
- Some quantities of manganese are also required to harden the steel.
- Important areas:
 - Jharkhand – Bokaro, Jamshedpur
 - West Bengal – Burnpur, Durgapur
 - Odisha – Raurkela
 - Chattisgarh – Bhilai
 - Andhrapradesh – Vishakhapattanam
 - Karnataka – Vijayanagar, Bhadrawati
 - Tamilnadu – Selam

Cement Industries:

- Cement is essential for construction activity such as building houses, factories, bridges, roads, airports, dams and for other commercial establishments.
- This industry requires bulky and heavy raw materials like limestone, silica and gypsum.
- Coal and electric power are needed apart from rail transportation.
- The industry has strategically located plants in Gujarat that have suitable access to the market in the Gulf countries.





Multiple Choice Questions:

1. Which of the following is agriculture based industries?
 - A. Iron and Steel Industry
 - B. Cement Industry
 - C. Sugar Industry
 - D. Automobile Industry

2. Which of the following is used as a raw material in Aluminium smelting?
 - A. Bauxite
 - B. Iron
 - C. Lime stone
 - D. Copper

3. Synthetic rubber industry is related to-
 - A. Agro Based Industry
 - B. Chemical Industry
 - C. Cement Industry
 - D. Fertiliser Industry

4. Which of the following has emerged as the electronic capital of India?
 - A. Itanagar
 - B. Surat
 - C. Rameshwaram
 - D. Bengaluru

5. Which of the following industries manufacture telephone, computer etc. plants?
- A. Iron and Steel Industry
 - B. Information technology and Electronic Industry
 - C. Aluminium Smelting
 - D. Cement Industry
6. In which state is the Durgapur Iron and Steel Plant located?
- A. Bihar
 - B. West Bengal
 - C. Jharkhand
 - D. Karnataka
7. Coconut industry of Kerala is an example of-
- A. Public sector unit
 - B. Private sector unit
 - C. Joint sector unit
 - D. Co-operative unit
8. Where was the first successful cotton textile industry established in India in 1854?
- A. Mumbai
 - B. Delhi
 - C. Kolkata
 - D. Channai

9. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): The units of cement industry are mainly set up in Gujarat.

Reason (R): Market of Gulf countries is available from here.

- A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
 - B. Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
10. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): Iron and Steel industry is a basic industry.

Reason (R): All other heavy, light and medium industries depend on machinery made from it.

11. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): Over the years, the number of sugar mills has increased in the southern and western states, especially in Maharashtra.

Reason (R): Sugarcane here has high sucrose content.

- A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
 - B. Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - C. Assertion is true but Reason is false.
 - D. Reason is true but Assertion is false.
12. Which of the following is not a raw material for iron and steel industry?
- I. Iron ore
 - II. Gypsum
 - III. Limestone
 - IV. Manganese
- A. Only II
 - B. Only II, III and IV
 - C. Only I, II and III
 - D. Only III
13. Identify the industry on the basis of the following characteristics-
- I. The second most important metallurgical industry in India is
 - II. It is light, corrosion resistant, good conductor of heat, flexible.
 - III. It is used from making utensils to making aeroplanes.
- A. Iron and Steel Industry
 - B. Aluminium Smelting

- C. Information Technology and Electronic Industry
 - D. Chemical Industry
14. The iron and steel plant located in Tamil Nadu is-
- A. Bhadrawati
 - B. Raurkpla
 - C. Selam
 - D. Rhilai
15. Steel Authority of India Limited Company is an example of-
- A. Public Sector
 - B. Private sector
 - C. Joint Sector
 - D. Co-operative Sector

Multiple Choice Questions (Answer):

1. C. Sugar Industry
2. A. Bauxite
3. B. Chemical Industry
4. D. Bengaluru
5. B. Information Technology and Electronics Industry
6. B. West Bengal
7. D. Co-operative Industry

8. A. Mumbai
9. A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
10. A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
11. A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).?I
12. A. Only II
13. B. Aluminium Smelting
14. C. Selam
15. A. Public Sector

Very Short/ Short / Long Answer Type Questions:

1. What is meant by manufacturing? What is the significance of this? Describe.
What does manufacturing mean, any why it is important ? Explain.
2. 'Manufacturing industries are considered to be the backbone of economic development.' Justify the statement.
3. Describe the factors affecting the location of industries.
4. 'Agriculture and Industry are complementary to each other.' Examine the statement.
5. Classify industries on the basis of sources of raw materials with examples.
6. Differentiate between public and private sector industries.

7. 'The cotton textile industry is an agro-based industry.' Justify the statement.
8. Describe the reasons for the jute industry in India being located near the Hooghly coast.
9. In the early years the cotton textile industry was confined to the cotton growing regions of Maharashtra and Gujarat. Why?
10. Why is iron and steel industry called basic industry?
11. How has liberalization and foreign direct investment in India led to the automobile industry? Describe.
12. Discuss the contribution of information technology in the economic development of a country.
13. 'Industrialization and urbanization go hand in hand.' Explain the statement.
14. Discuss the different types of pollution caused by industrial units.
15. Describe the various efforts made by the industrial units to reduce the different type of pollution.

Very Short/ Short/ Long Answer Type Questions (Answers)

1. See important points.
2. See important points.
3. See important points.
4. See important points.
5. See important points.

6. See important points.
7. See important points.
8. See important points.
9. See important points.
10. See important points.
11. See important points.
12. See important points.
13. See important points.
14. See important points.
15. See important points.

Case Based Questions:

1. **Read the passage and answer the following questions:**

(1+1+2=4)

India is the largest producer of raw jute and jute goods and stands at second place as an exporter after Bangladesh. Most of the mills are located in West Bengal, mainly along the banks of the Hugli river, in a narrow belt. Factors responsible for their location in the Hugli basin are: proximity of the jute producing areas, inexpensive water transport, supported by a good network of railways, roadways and waterways to facilitate movement of raw material to the mills, abundant water for processing raw jute, cheap labour from West Bengal and adjoining states of Bihar, Odisha and Uttar Pradesh. Kolkata as a large urban centre provides banking, insurance and port facilities for export of jute goods.

- (a) Which is the largest exporter country of Jute? (1)
- (b) What is the place of India in jute production in the world? (1)
- (c) Mention the reasons for the jute industry being located on the banks of the river Hooghly. (2)

2. Read the passage and answer the following questions:

(1+1+2=4)

Particulate matter in the air can be reduced by fitting smoke stacks to factories with electrostatic precipitators, fabric filters, scrubbers and inertial separators. Smoke can be reduced by using oil or gas instead of coal in factories. Machinery and equipment can be used and generators should be fitted with silencers. Almost all machinery can be redesigned to increase energy efficiency and reduce noise. Noise absorbing material may be used apart from personal use of earplugs and earphones. Overdrawing of ground water reserves by industry where there is a threat to ground water resources also needs to be regulated legally. The challenge of sustainable development requires integration of economic development with environmental concerns.

- (a) Mention one method for conservation of ground water. (1)
- (b) What measures can be taken to avoid noise pollution in factories? (1)
- (c) Describe any two measures to control air pollution caused by industries? (2)

Case Based Questions (Answer)

1. (a) Bangladesh
 - (b) First
 - (c) i. Proximity to jute growing areas.
 - ii. Cheap water transport.
 - iii. Abundant water to modify jute
(any other relevant point)
2. Students will solve by themselves.

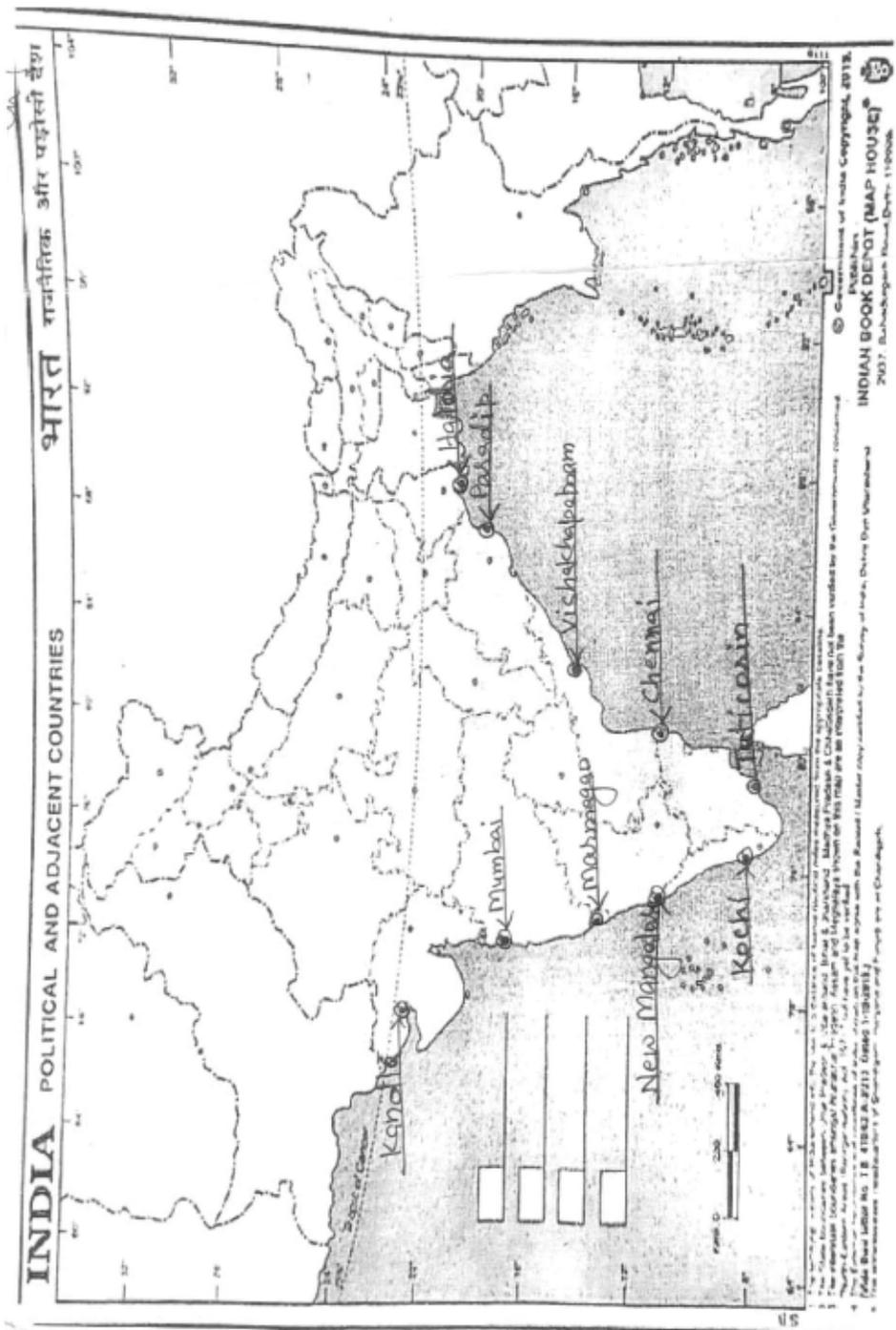
Chapter 7

Life Line of National Economy

(For Map Work Only)



India: Major Ports and Some International Airports



Map is Not on Scale

Chapter 1

Power Sharing

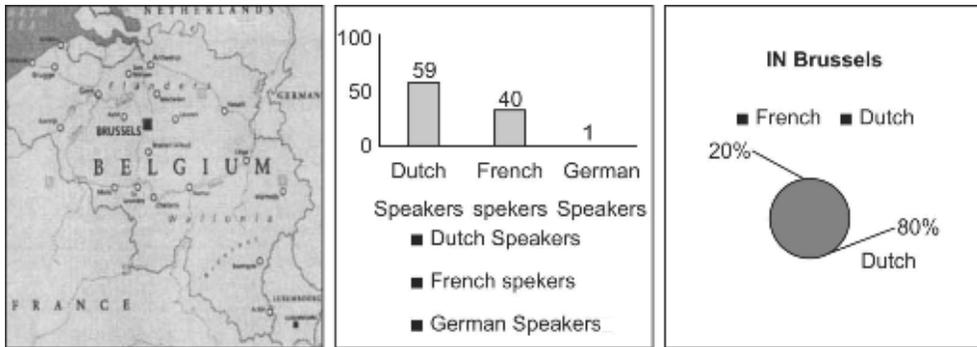
Points to remember:

- The idea of power sharing is naturally linked to democracy.
- Most of the societies around the world are having diversity based on religion, race, caste, language etc. Therefore, due respect should be given to all the diverse groups and views that exist in a society.

In Belgium

59% population lives in the Flemish region and speaks Dutch. Another 40% people live in the Wallonia region and speak French.

- In the capital city Brussels, 80% are French speaking while 20% are Dutch speaking.
- The minority French speaking community was relatively rich and powerful.
- This led to the tension between the two communities in 1950s and 1960s.
- Dutch speaking people were in the majority in the country but were in minority in the capital Brussels.
- Between 1970 and 1993, FOUR amendments were brought in the Belgian constitution so as to bring an arrangement that would enable everyone to live together within the same country.

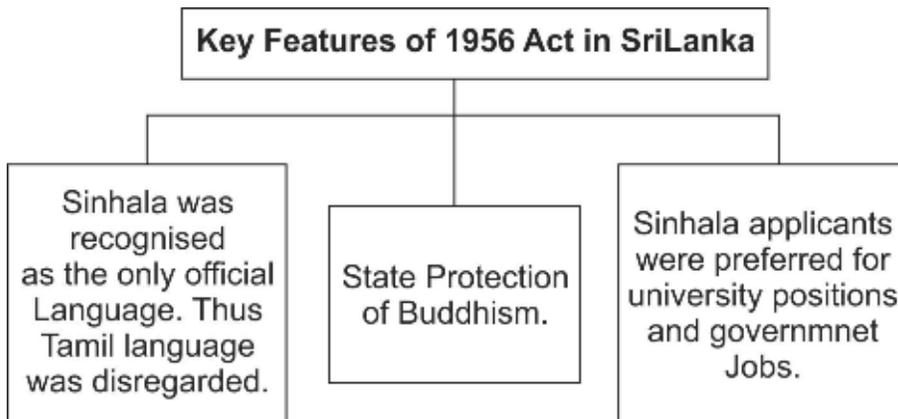
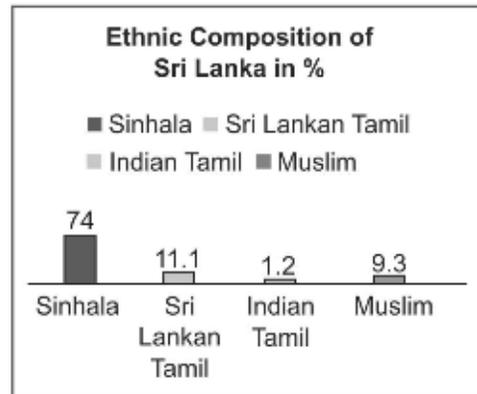
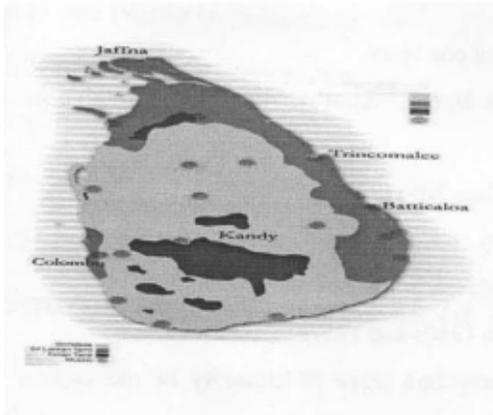


- **Between 1970 and 1993, FOUR amendments were brought in the Belgian constitution so as to bring an arrangement that would enable everyone to live together within the same country.**

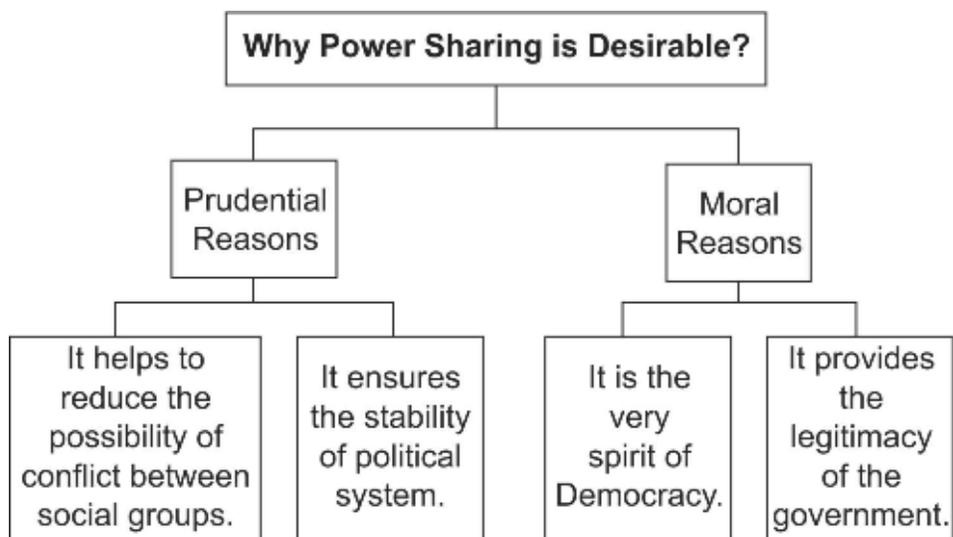


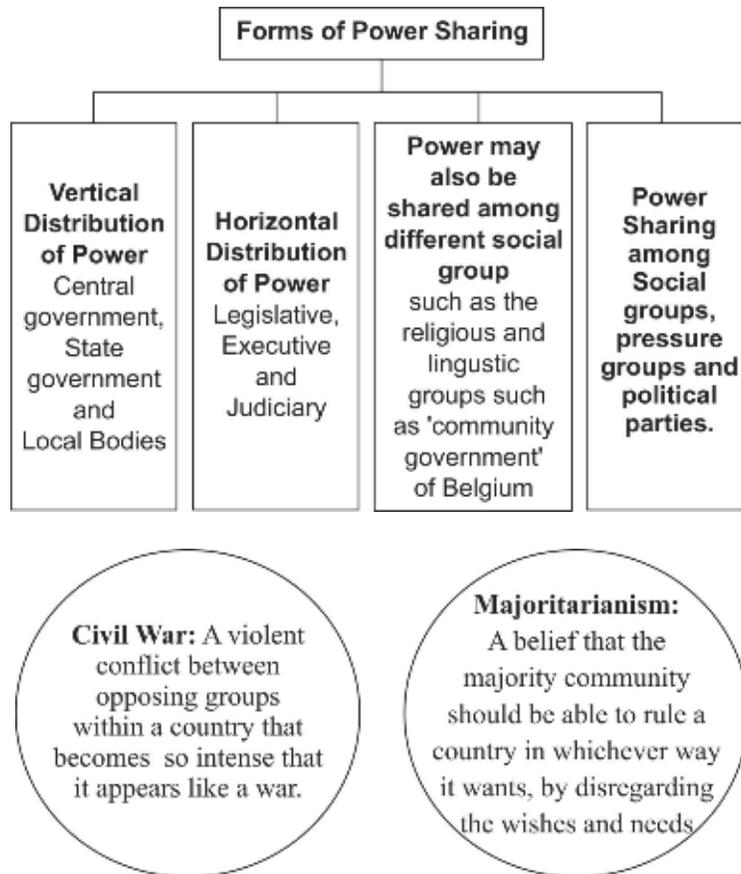
Sri Lanka

- Like other nations in the South Asia region, Sri Lanka has a diverse population.
- Sri Lanka emerged as an independent country in 1948.
- The leaders of the Sinhala community sought to secure dominance over government by virtue of their majority.
- As a result, the democratically elected government adopted a series of Majoritarian measures to establish Sinhala supremacy.



- All these measures, coming one after the other, gradually increased the feeling of alienation among the Sri Lankan Tamils. The distrust between the two communities turned into widespread conflict and soon it turned into a Civil War.
- We saw contrasting forms of power sharing through the examples of Belgium and Sri Lanka. In Belgium, the constitution was amended so as to work out an arrangement that would enable everyone to live together within the same country.
- In Sri Lanka, Majoritarianism measures were adopted which led to alienation among the Tamils. This turned into a civil war. .
- Hence, it can be said that power sharing is necessary. Following points can be given in favour of power sharing.





Multiple choice questions (1-10)

1. A belief that the majority community should be able to rule a country in whichever way it wants, by disregarding the wishes and needs of the minority.

A. Power Sharing	B. Central government
C. Community government	D. Majoritarianism

2. Which of the following statements are true about power sharing?

A. Power is shared among different organs of the government.
--

- B. Power can be shared among different levels of government.
 - C. Power can also be shared among different social groups.
 - D. All of the above statements are true.
3. Match the following:
- A. Coalition government.
 - B. Civil war
 - C. Checks and balances
 - D. Community government
- (i) Each organ of government checks the other
 - (ii) Government of more than two political parties
 - (iii) power should be shared even among different social groups
 - (iv) a violent conflict between opposing groups
- A. A-(ii), B-(iv), D-(iii), C-(i) B. D-(iii), B-(iv), A-(ii), C-(i)
 - C. A-(ii), B-(iv), C-(i), D-(iii) D. A-(ii), D-(iii), B-(iv), C-(i)
4. Consider the statements given below and choose the correct answer.

Statement 1: Vertical division of power refers to the distribution of power between governments at different levels.

Statement 2: There are two levels of government in India: the central government the state government.

- A. Statement (1) is correct and (2) is incorrect.
 - B. Statement (1) is wrong and (2) is correct.
 - C. Both (1) and (2) are wrong.
 - D. Both (1) and (2) are correct.
5. Evaluate the importance of power sharing by identifying the appropriate statement from the following options:
- (i) It helps in reducing the chances of conflict between social groups.
 - (ii) It is the soul of democracy.
 - (iii) Separation of power is the sharing of power between different levels of government.
 - (iv) It is a good way to ensure the stability of the political system

Option:

- A. Statements (i) and (ii) are correct.
 - B. Statements (i), (ii) and (iv) are correct.
 - C. All the statements are correct.
 - D. Only statement (IV) is correct.
6. The official religion of Sri Lanka is.
- A. Hinduism
 - B. Buddhism
 - C. Christianity
 - D. Jainism
7. _____ an independent state was to be formed as demanded by the Sri Lankan Tamils.

Assertion/Reason (Q. No. 11 -15)

There are two statements marked as Assertion (A) and Reason (R). Mark your answer according to the codes given below:

- A. (A) and (R) both are true and (R) is the correct explanation of (A)
- B. (A) and (R) both 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

11. **Assertion:** There was a feeling of alienation among Srilankan Tamils.

Reason: The Sri Lankan government denied them equal political rights and discriminated against them in getting jobs and other opportunities.

12. **Assertion:** Power sharing is highly desirable.

Reason: Majoritarianism helps to make the political system more stable.

13. **Assertion:** Belgian leaders recognize the existence of regional differences.

Reason: The minority French-speaking community was relatively prosperous and powerful.

14. **Assertion:** Act was passed in 1956 to recognize Sinhalese as an official language.

Reason: The new constitution stipulated that the state would protect and promote Hinduism.

15. **Assertion:** The horizontal distribution of power allows different organs of government to exercise different powers at the same level.

Reason: Such separation ensures that no single organ can exercise unlimited power.

Answer Series (Question Nos. 1-15)

1. D. majoritarianism
2. D. All the above statements are true
3. C. A-(ii), B-(iv), C-(i), D-(iii)
4. A. Statement (i) is correct and (ii) is incorrect.
5. B. Statements (i), (ii) and (iv) are correct.
6. B. Buddhism
7. B. Tamil Eelam
8. C. horizontal power sharing
9. A. people belonging to only one language *community*
10. B. social division
11. A. Both (A) and (R) are true and (R) is the correct explanation of (A)
12. C. (A) is correct but (R) is wrong.
13. B. Both (A) and (R) are true but (R) is not the correct explanation of (A)
14. C. (A) is correct but (R) is wrong
15. A. Both (A) and (R) are true and (R) is the correct explanation of (A)

Short/Long Questions (2,3 & 5 Marks Questions)

1. Write any two advantages of power sharing. (2)
2. What is democracy? Mention any two important democratic principles. (2)
3. Why did the civil war break out in Sri Lanka? List the results of the Civil War. (3)
4. How have Belgium and Sri Lanka dealt with the question of power-sharing differently? (3)
5. Why is the horizontal distribution of power often called a system of checks and balances? Explain. (3)
6. Highlight any three measures adopted by the Government of Belgium to accommodate regional and cultural diversities. (3)
7. How did the Belgian government solve its ethnic problem? (5)
8. Explain two reasons why power sharing is desirable. (5)
9. "Power sharing is the soul of democracy". Justify this statement with four suitable arguments. (5)
10. "Majoritarianism increased alienation among Sri Lankan Tamils." Explain. (5)

Answer series Short / Long Questions (2,3 & 5 Marks Questions)

1. Please see the key points
2. Please see the key points
3. Please see the key points
4. Please see the key points

5. Please see the key points
6. Please see the key points
7. Please see the key points
8. Please see the key points
9. Please see the key points
10. Please see the key points

Source based questions (4 Marks)

1. Read the passage given below and answer the questions that follow.

1. The idea of power-sharing has emerged in opposition to the notion of undivided political power. For a long time, it was believed that all the power of the government should be in one person or group of persons located in one place. It was felt that if the decision making power as fragmented, it would not be possible to take quick decisions and implement them. But these perceptions have changed with the rise of democracy. A fundamental principle of democracy is that the people are the source of all political power. In a democracy, people govern themselves through institutions of self-government. In a good democratic government, due respect is given to the diverse groups and ideas present in the society.

(i) What is the basic principle of democracy? (1)

(ii) Why did the idea of power sharing come up? (1)

(iii) "It will not be possible to take quick decisions and implement them in a democracy." Do you agree with this statement? Give reasons in favour of your answer. (2)

2. Read the passage given below and answer the questions asked.

2. Sri Lanka emerged as an independent country in 1948. The leaders of the Sinhalese community sought to gain dominance over the government by virtue of their majority. As a result, the democratically elected government adopted a series of majoritarian measures to establish Sinhala supremacy. Sinhala was the sole official language in 1956, thus bypassing Tamil. Governments followed preferential policies that favoured Sinhalese applicants for university positions and government jobs. A new constitution stipulated that the state would protect and promote Buddhism.

(i) Define the term majoritarianism? (1)

(ii) Which religion was promoted by Sri Lanka and the government? (1)

(iii) Mention two steps taken by the Sri Lankan government to introduce majoritarianism in Sri Lanka. (2)

Answer (Source Based Questions)

Answer 1.

- (i) People are the source of all political power.
- (ii) Against the concept of undivided political power.
- (iii) No, it is possible to take quick decisions and implement them in a democracy.

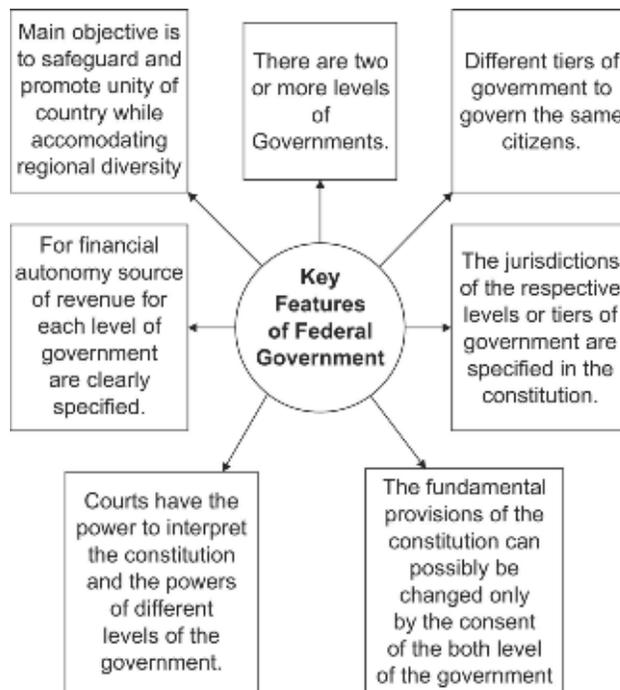
Answer 2. Students will solve the reading the passage on their own.

Chapter 2

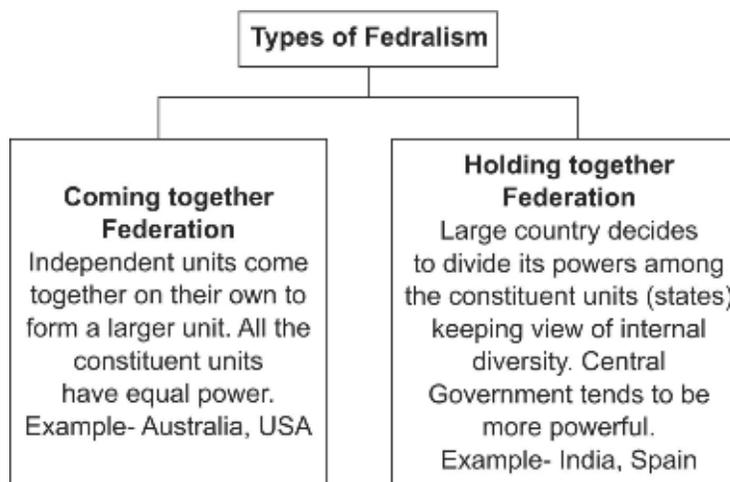
Federalism

Points to remember:

- Federalism: Federalism is a system of government in which the power is divided between a central authority and various constituent units of the country.
- In the previous chapter through the examples of Belgium and Sri Lanka we have studied about power sharing. There we saw that through the constitutional amendment of 1993 Belgium shared the power with different ethnic groups and solved the problem of conflicts on the other hand Sri Lanka acted opposite and the result was civil war.



Federal Government	Unitary Government
Two or more levels of governments.	Only one level of government or the sub-units are subordinate to the central government.
Central government cannot order the state government to do something.	Central government can order the state government to do something.
State government has powers of its own for which it is not answerable to the central government.	State governments are answerable to central government
Examples- India, Canada, Germany	Example- France, China, Japan



- India emerged as an independent nation after a painful and bloody partition. Soon after Independence several princely states became the part the country. The constitution clearly provided a threefold distribution of legislative powers between the Union government and state government. These are-

Union List	State List	Concurrent list
<p>It includes the subjects of national importance such as-defense, foreign affairs, banking, communications and currency. These matters are included in this list as it needs a uniform policy throughout the country. The union Government alone can make laws relating to the subjects mentioned in the union list. Earlier there were only 97 subjects but presently it includes 100 such subjects.</p>	<p>It contains subjects of State and local importance such as police, trade, commerce, agriculture and irrigation. The state government alone can make laws relating to the subjects mentioned in this list. Earlier there were only 66 subjects but presently it includes 61 subjects.</p>	<p>It includes subjects of common interest to both the Union government as well as the state governments such as education, forest trade unions, marriage, adoption and succession. Both the union and the state government can make laws on the subjects mentioned in the list. If their laws conflict with each other the law made by the central government will prevail. Earlier there were only 47 subjects but presently it includes 52 subjects.</p>

- What about subjects that do not fall in any of the three lists? Or subjects like computer software that came up after the constitution was made? According to our constitution the union government has the power to legislate on these 'Residuary subjects'.
- The sharing of power between the Union government and the state government is basic to the structure of the constitution. It is not easy

to make changes to this power sharing arrangement. The parliament cannot on its own change this arrangement. Any change to it has to be first passed by both the Houses of the Parliament with at least two-thirds majority. Then it has to be rectified by the legislatures of at least half of the total states.

- In case of any dispute about the division of powers, the High Courts and the Supreme courts make a decision. The Union and state governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them.

Linguistic States

- The creation of Linguistic states was the first and a major test for democratic politics in our country.
- Boundaries of many previous states were changed in order to create new states.
- When the demand for the formation of states on the basis of language was raised, some national leaders feared that it would lead to the disintegration of the country.
- The central government resisted linguistic States for sometime but the experience has shown that the formation of linguistic states has actually made the country more united.
- It has also made administration easier.
- Some states were created not on the basis of language but to recognize difference based on the culture, ethnicity or geography.

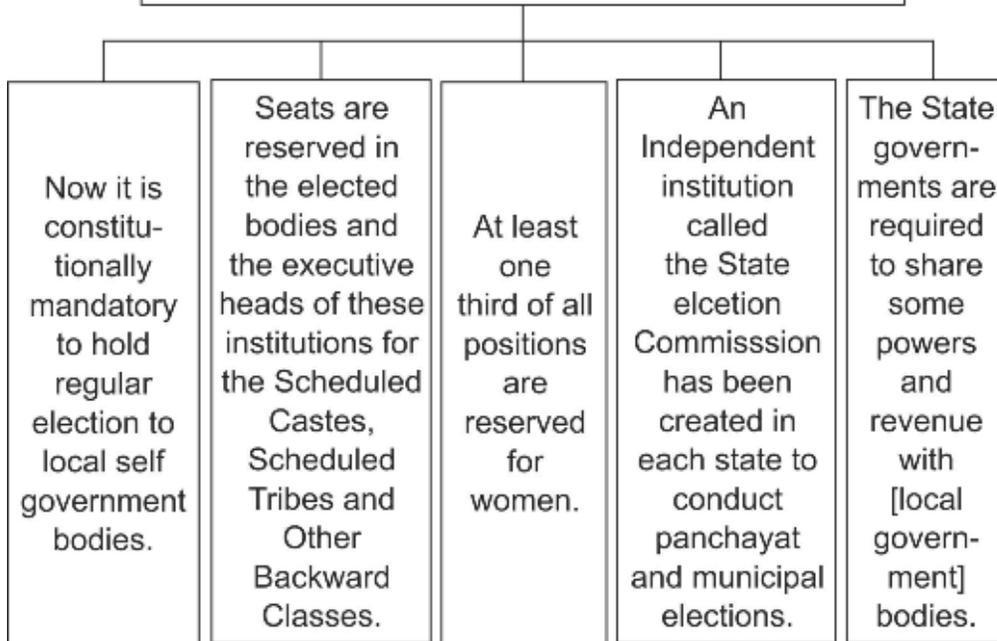
Language Policy

- The second test for Indian federation is the language policy.
- Our constitution did not give the status of national language to any one language. Hindi was identified as the official language. But Hindi is the mother tongue of only about 40 % of Indian therefore there were many safeguard to protect other languages.
- Besides Hindi, there are 21 other languages recognized as Scheduled Language by the constitution.
- A candidate in an examination conducted for the central government positions may opt to take the examination in any of these languages.
- States too have their own official languages. Much of the government work takes place in the official language of the concerned states.
- According to the Constitution the use of English for official purposes was to stop in 1965 but many non-Hindi speaking states demanded that the use of English continue.
- In Tamilnadu this movement took a violent form. The Central Government responded by agreeing to continue the use of English along with Hindi.
- Many critics think that this solution favoured the English- speaking elite.
- Promotion of Hindi continues to be the official policy the Government of India. Promotion does not mean that the central Government can impose Hindi on States where people speak a different language.
- The flexibility shown by the Indian political leaders helped our country avoid the kind of situation that Sri Lanka finds itself in.

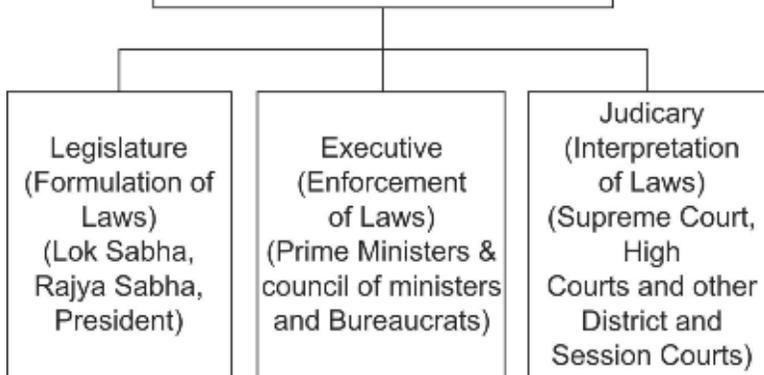
Centre- State relation

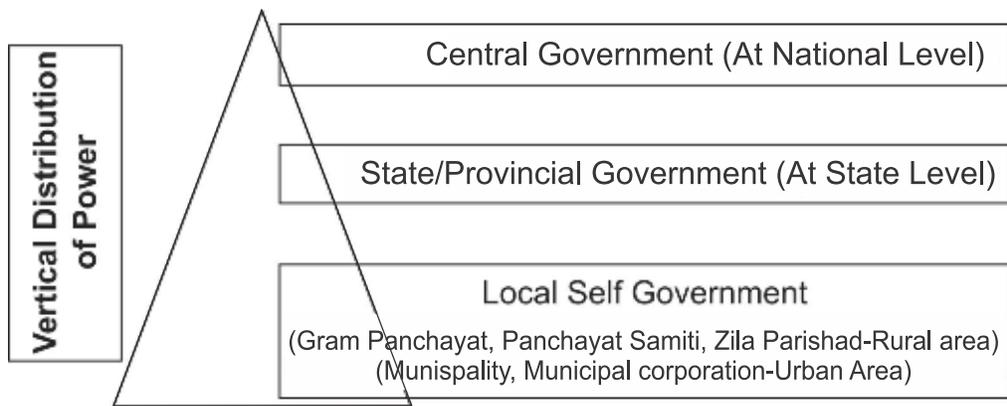
- How the constitutional arrangements for sharing power works in reality depends to a large extent on how the ruling parties and leaders follow these arrangements.
- For a long time the same party ruled both at the centre and in most of the states. This meant that the State Governments did not exercise their rights as autonomous federal units.
- As and when the ruling party at the State level was different, the parties that ruled at the Centre tried to undermine the power of the States. In those days, the central Government would often misuse the Constitution to dismiss the state governments that were controlled by the rival parties.
- This undermined the spirit of federalism. All this changed significantly after 1990. This period saw the rise of regional political parties in many States of the country. This was also the beginning of the era of *Coalition Governments* at the centre.
- Since no single party got clear majority in the Lok Sabha, the major national parties had to enter into an alliance with many parties including several regional parties to form a government at the centre.
- This led to a new culture of power sharing and respect for the autonomy of State Governments.
- This trend was supported by a major judgement of the Supreme Court that made it difficult for the Central Government to dismiss state governments in an arbitrary manner.
- Thus federal power sharing is more effective today than it was in the early years after the constitution came into force.

Major Provision of Panchayati Raj System of 1992



Horizontal Distribution of Power





Gram Panchayat

- Rural local government is popularly known by the name of Panchayati Raj.
- Each village or a group of village in some states has a gram Panchayat.
- This is a council consisting of several ward members often called panch and a president or Sarpanch.
- They are directly elected by all the adult population living in that ward or village.
- It is the decision making body for the entire village. The Panchayat works under the overall supervision of gram Sabha. It has to meet at least twice or thrice in a year to approve the annual budget of the gram Panchayat and to review the performance of the gram Panchayat.

Panchayat Samiti

- The local government structure goes right up to the district level. A few gram panchayats are grouped together to form what is usually

called a Panchayat samiti or block or mandal. The members of this representative body are elected by all the Panchayat members in that area.

Zila Parishad

- All the Panchayat samities or mandals in a district together constitute the zila parishad. Most members of the zila parishad are elected. Members of Lok Sabha and MLA of that district and some other officials of the other district level bodies are also its members. Zila parishad chairperson is the political head of the zila parishad.

Municipalities/ Municipal corporations

- Similarly local government bodies exist for urban areas as well. Municipalities are set up in towns. Big cities are constituted into municipal corporations. Both Municipalities and municipal corporations are controlled by elected bodies consisting of people's representatives. Municipal chair person is the political head of the municipality. In a municipal corporation such an officer is called the mayor.

Multiple Choice Questions

1. In case of clash between the laws made by the centre and a state on a subject in the concurrent list
 - (a) The state law prevails
 - (b) The central law prevails
 - (c) Both laws prevail within jurisdictions
 - (d) The Supreme Court has to intervene to decide.

2. When power is taken away from central and state governments and given to local government, it is called:
- (a) Distribution (b) Centralisation
(c) Reorganisation (d) Decentralisation
3. Both the union and the state government can make laws on the subjects mentioned in the:
- (a) Union list (b) State list
(c) Concurrent list (d) None of the above
4. Which one of the following is not a feature of federalism?
- (a) Two or more levels of government
(b) Different tiers of government govern the same citizens
(c) Courts have the power to interpret the constitution
(d) The centre government can order the state government
5. Rural local government is popularly known as:
- (a) Panchayati Raj (b) Zila Parishad
(c) State Government (d) Gram Panchayat
6. Consider the following statements regarding language policy of Indian federation:
- (1) Hindi was identified as the official language
(2) Besides Hindi, there are 21 other languages recognised as scheduled languages.

(3) English can be used along with Hindi for official purposes.

Choose the combination that provides the correct statements from the following :

- (a) only (1) and (3) (b) only (1) and (2)
(c) only (1) (d) (1), (2) and (3) all

7. Which of the following group of countries are an example of coming together federation?

- (a) India, USA, Belgium (b) USA, Switzerland, Australia
(c) India, Belgium, Spain (d) USA, Spain, Australia

8. Fill in the blank by choosing the most appropriate option:

..... system of government in which the power is divided between a central authority and various constituent units of the country.

- (a) Dictatorship (b) Unitary system
(c) Monarchy (d) Federalism

9. Match the List I with List II

- | List I | List II |
|-----------------------|------------------------|
| A. Banking | I. Concurrent List |
| B. Law and order | II. Residuary Subjects |
| C. Education | III. Union List |
| IV. Computer Software | IV. State List |

Choose the correct answer from the option given below:

- (1) A-I, B-II, C-III, D-IV (2) A-III, B-IV, C-I, D-I
(3) A-I, B-III, C-II, D-IV (4) A-III, B-I, C-IV, D-II

10. Read the following statements carefully

1. A second test for Indian federation was the language policy.
2. Besides Hindi, there are 23 other languages recognized as scheduled language by constitution.
3. The union government of India has the power to legislate on 'residuary subjects.'
4. USA is a good example of 'holding together federation'.

Choose the correct option:

- (A) 1 and 2 only (B) 1 and 3 only
(C) 2 and 4 only (D) 1, 3 and 4 only

11. Which of these is incorrect, based on the Constitutional Amendment, 1992?

- (a) One-fourth of positions are reserved for women.
- (b) Regular elections should be held to the local government bodies.
- (c) Seats are reserved for SCs, STs and OBCs.
- (d) State Election Commission looks after these elections.

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

- 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. Both A and R are incorrect
12. **Assertion (A):** A major step towards decentralization was taken in 1992 by amending the constitution.
- Reason (R):** Constitution was amended to make the third tier of democracy more powerful and effective.
13. **Assertion (A):** Hindi is identified as the only official language of India.
- Reason (R):** It helped in creating supremacy of Hindi Speaking people over others.
14. **Assertion (A).** Power is taken away from central and state government and given to local governments it is called decentralisation.
- Reason (R:)** At least one third of all positions are reserved for women in local government bodies
15. **Assertion (A):** Zilla Parishad Chairperson is the political head of the zilla panshad.
- Reason (R):** Mayor is the head of municipalities.
16. Match the List I with List II
- | | |
|-----------|--------------|
| List I | List II |
| A. Centre | I. Mayor |
| B. State | II. Sarpanch |

- (c) Sources of revenue for each level of government are clearly specified to ensure its financial autonomy.
- (d) States have no financial autonomy.

Answer

1. (b) The central law prevails
2. (d) Decentralisation
3. (c) Concurrent list
4. (d) The centre government can order the state government
5. (a) Panchayati Raj
6. (d)(1), (2) and (3).
7. (b) USA, Switzerland, Australia
8. (d) Federalism
9. (2) A-III, B-IV, C-I, D-II
10. 1 and 3 only
11. (a) One-fourth of positions are reserved for women.
12. A. Both A and R are true and R is the correct explanation of A.
13. D. Both A and R are incorrect.
14. B. Both A and R are true and but R is not the correct explanation of A.
15. B. Both A and R are true and but R is not the correct explanation of A.
16. (4) A-IV, B-II, C-I, D-II

17. (b) 22
18. (c) USA
19. (a) Village, block and district levels
20. (c) Sources of revenue for each level of government are clearly specified to ensure its financial autonomy.

2/3/5 Marks Questions

1. Write the names of the local self-government in the urban areas.
2. What is the need of local self-government?
3. What is meant by federalism?
4. What is 'coming together' federation? Give examples.
5. What is 'holding together' federation? Give examples.
6. What are 'residuary' subjects?
7. A major step towards decentralisation was taken in 1992. What was it?
8. 'The federal system has dual objective'. Mention the dual objectives.
9. What is a Union List?
10. What is a State List?
11. What is the importance of judiciary in a federal government?
12. What other factors besides politics keep the federations united?
13. Explain democratic policies adopted by Government of India which made it a successful federation.

14. Explain the organization of the local government bodies of urban areas.
15. Which policies have strengthened federalism in India?
16. What major steps taken in 1992 towards decentralization?
17. How are the legislative powers divided between the Union government and the State Governments?
18. Explain any four features of federalism.
19. Explain the importance of Local Self-Government.
20. Analyse the centre state relation before and after 1990.
21. How did Indian federation tackle the challenge of Language Policy?
22. Write any two achievements and two challenges each of Panchayati Raj system.
23. 'The creation of linguistic States was the first and a major test for democratic politics in our country.' Justify this statement.
24. What is Gram Sabha? Explain any four works of Gram Sabha?
25. 'The sharing of power between the Union government and the state governments is basic to the structure of the Indian Constitution'. Explain.
26. Mention any four difficulties of the local government in India.
27. What are the advantages of local governments?

Answer Key

2/3/5 Marks Questions

- A.1. Municipalities and Municipal Corporations
- A.2. To rule over a large country and decentralisation of power
- A.3. See the points to remember
- A.4. See the points to remember
- A.5. See the points to remember
- A.6. Subjects which do not fall in any of the three lists (union list, state list and concurrent list) are known as 'residuary' subjects.
- A.7. The Constitution was amended to make the third-tier of democracy i.e., local government more powerful and effective.
- A.8. To safeguard and promote the unity of the country, while at the same time accommodate regional diversity.
- A.9. See the points to remember
- A.10. See the points to remember
- A.11. The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures. In case of any dispute about the division of powers, the High Courts and the Supreme Court make a decision.
- A.12. Power sharing arrangements between the central and state governments
- Independent role of judiciary
 - Language ethnicity

- Response to conflicting claims and
- Active participation of the people.

A.13. The powers of the central and state governments have been clearly separated

- A three-tier system of governance has been approved under the Union, State and Local governments.
- Some states like Arunachal Pradesh and Nagaland have been given special status so as to maintain their autonomy.
- The fundamental provisions of the Indian Constitution cannot be unilaterally changed by the Parliament.
- The sources of income of different levels of the government have been clearly stated in the Constitution to avoid any conflict.

A.14. (a) Local Government bodies exist in urban areas also. In Towns there are municipalities and in big cities there are municipal corporations.

- (b) Both municipalities and municipal corporations are controlled by elected bodies
- (c) Municipality is headed by the chairman and Municipal Corporation is headed by the mayor.

A.15. (a) Linguistic States: The formation of linguistic states made the country more united and stronger.

- (b) Language Policy: Indian Constitution did not give the status of national language to any of the language.

(c) Centre-State Relations: Centre state relations decides the extent to which the ruling parties and leaders follow the power sharing arrangements.

A.16. See the points to remember

A.17. The constitution is supreme in the country and the legislative powers are divided into various areas of government jurisdiction into three lists—

- **The Union List:** Only the Union Government can make laws on the subjects included in the union list.
- **The State List:** Only the State Government can make laws on the subjects included in the state list.
- **The Concurrent list:** Both governments can make laws on these subjects. However, in case of any conflict, the law made by the Union Government will prevail.

A.18. See the points to remember

A.19. See the points to remember

A.20. See the points to remember

A.21. See the points to remember

A.22. See the points to remember

A.23. See the points to remember

A.24. See the points to remember

A.25. (i) The fundamental provisions cannot be unilaterally changed by one level of the government.

- (ii) Any change in fundamental structure of the Constitution has to be first passed by both the Houses of the Parliament with at least two-third majority. Then it has to be ratified by the legislatures of at least half of the total states.
- A.26. (i) Most states have not transferred significant powers to the local governments.
- (ii) There is a shortage of resources
 - (iii) The Gram Sabhas are not held regularly.
- A.27. (i) Constitutional status for local government has helped to deepen democracy in our country.
- (ii) It has also increased women's representation and voice in our democracy.,
 - (iii) This allows people to directly participate in decision making.
 - (iv) Local people have better ideas and knowledge about the local problems.

Case based questions

1. Read the passage and answer the questions:

We noted above that most federations that are formed by 'holding together' do not give equal power to its constituent units. Thus, all States in the Indian Union do not have identical powers. Some States enjoy a special status. States such as Assam, Nagaland, Arunachal Pradesh and Mizoram enjoy special powers under certain provisions of the Constitution of India (Article 371) due to their peculiar social and historical circumstances. These special powers are especially enjoyed in relation to the protection of land rights of indigenous peoples, their culture and also preferential employment in government services. Indians who are not permanent

residents of this State cannot buy land or house here. Similar special provisions exist for some other States of India as well.

1. What is Holding together federation? 1
2. Name the states in India which have special status? 1
3. 'Indians who are not permanent residents of special status holding States cannot buy land or house in those states.' Why? 2

Ans. 1. A Large country decides to divide its power between the constituent States and the national government.

Ans. 2. Assam, Nagaland, Arunachal Pradesh and Mizoram

Ans. 3. To protect the land rights of indigenous people, their culture and also preferential employment in government services.

2. Read the passage and answer the questions:

A second test for Indian federation is the language policy. Our Constitution did not give the status of national language to any one language. Hindi was identified as the official language. But Hindi is the mother tongue of only about 40 per cent of Indians. Therefore, there were many safeguards to protect other languages. Besides Hindi, there are 21 other languages recognised as Scheduled Languages by the Constitution. A candidate in an examination conducted for the Central Government positions may opt to take the examination in any of these languages. States too have their own official languages. Much of the government work takes place in the official language of the concerned State.

1. What percentage of people speak Hindi language? 1
2. What do you understand by scheduled language? 1
3. Why was the language policy a test for Indian federation? 2

1.3. Solve yourself

Chapter 3

Gender, Religions and Caste

Key Points to Remember:

Scheduled Caste: Poor and landless and socially and economically backward Indians.

Caste Hierarchy: A social structure in which classes are determined.

Communalism: (1) A belief in which the followers of a particular religion believe that their religion is superior to other religion.

(2) A belief that the followers of a particular religion must belong to one community. Their fundamental interests are the same. Any difference that they may have been irrelevant or trivial for community life.

Communalism can take various forms in politics as mentioned below:

1. The most common expression of communalism is in everyday beliefs involves religious prejudices, stereotypes of religious communities and belief in the superiority of one's religion over other religions.
2. A communal mind often leads to a quest for political dominance of one's own religious community.

3. Political mobilisation on religious lines involves the use of sacred symbols, religious leaders, emotional appeal and plain fear in order to bring the followers of one religion together in the political arena.
4. Sometimes communalism takes its most ugly form of communal violence, riots and massacre.

Caste barriers are breaking down in India. Reasons are —

- Efforts of political leaders and social reformers like Gandhiji, Dr. B.R. Ambedkar who advocated and worked to establish a society in which caste inequalities are absent.
- Urbanization; growth of literacy and education; occupational mobility
- The Constitution of India prohibited any caste-based discrimination.
- Complete eradication of landlordism

Religion and politics in India:

Gandhiji said, “Religion can never be separated from politics”. By religion he did not mean any religion like Hinduism or Islam, but moral values and ethics drawn from religion to guide politics.

Gender

Feminist: A woman or a man, who believes in equal rights and opportunities for women and men, is called a feminist.

Feminist Movements are radical women's movements aiming at attaining equality for women in personal and family life and public affairs.

Sexual division of labour — all works inside the home done by women.

- Patriarchal Society — all the power hold by men.
- Representation of women in the legislature (India) is low - about 14% in the Lok Sabha in 2019.
- 1/3rd reservation has been given to women in the local government.
- Feminists and many organisations are demanding reservation of women in the legislature.

Patriarchy: A system of society in which men hold the power and women are largely excluded from it.

Discrimination against women: -

- Despite performing better than boys' parents prefer to spend their resources on their boy's education
- a woman works more than an average man every day.
- The Equal Wages Act provides for equal wages for equal work.

But in almost all areas of work women are comparatively paid less.

- The child sex ratio is very low in India because parents prefer to have sons so they get the girl child aborted before her birth.

Multiple Choice Questions

1. Patriarchal society means-
 - (a) A society where there is a dominance of male members.
 - (b) A society where there is equality between male and female members
 - (c) A society where there is a dominance of female members.
 - (d) None of the above.
2. In which system of elected bodies about one-third of the seats are reserved for women?
 - (a) Loke Sabha
 - (b) Rajya Sabha
 - (c) State Assembly
 - (d) Panchayat
3. The main objective of the feminist movement is–
 - (a) Demand for highest position for women in the society
 - (b) Demand for equality for women in the society
 - (c) Demand for privileges for women in the society
 - (d) Demand for reservation of 50 percent seats for women in the legislature

4. The Act related to equal wages states-
- (a) Unequal wages for equal work
 - (b) Equal wages for unequal work
 - (c) Equal wages for equal work
 - (d) None of the above.
5. Sex ratio is calculated as-
- (a) Number of girls per thousand boys
 - (b) Number of boys per thousand girls
 - (c) Number of boys per thousand babies
 - (d) Both A and B
6. What percentage of reservation has been demanded for women in the Lok Sabha and the State assemblies through the Women's Reservation Bill?
- (a) 30%
 - (b) 40%
 - (c) 33%
 - (d) 50%
7. Who among the following believed that politics should be guided by the values established by religion?
- (a) Lala Lajpat Rai
 - (b) Dada Bhai Nauroji
 - (c) A.O. Hume
 - (d) Mahatma Gandhi
8. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer–

Assertion (A): The proportion of women representatives in the legislature of India is very less.

Reason (R): Indian society is still patriarchal.

- (a) Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - (b) Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
9. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): India is a secular country.

Reason (R): No religion has been adopted as a state religion in India.

- (a) Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - (b) Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
10. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): The Constitution of India gives freedom to all citizens and communities to practice and propagate any religion.

Reason (R): To ensure equality among communities, the constitution empowers the state to interfere in religious matters.

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

11. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): Caste inequalities still continue in India.

Reason (R): No provision has been made in the Constitution of India to remove caste inequalities.

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

12. Communal politics is based on the belief that-

- (a) One religion is superior to that of others.

- (b) People belonging to different religions can live together happily as equal citizens.
- (c) Followers of different religion constitute one community.
- (d) State power cannot be used to establish the domination of one religious group over others

13. Match the column and choose the correct option given below:

Column A

Column B

- | | |
|---|-----------------|
| I. A person who believes in equal rights and opportunities for women and men | (a) Communalist |
| II. A person who says that religion is the principal basis of community | (b) Secularist |
| III. A person who thinks that caste is the principal basis of community | (c) Feminist |
| IV. A person who does not discriminate others on the basis of religious beliefs | (d) Castiest |

14. Which of the following statements about the Indian Constitution is incorrect?

- (a) It prohibits discrimination on grounds of religion.
- (b) It gives official status to one religion.
- (c) It provides to all individuals freedom to profess any religion.
- (d) It ensures equality of citizens within religious communities.

Multiple Choice Question (Answer):

1. A. A society where there is a dominance of male members
2. D. Panchayat
3. B. Demand for equality for women in the society
4. C. Equal wages for equal work
5. A. Number of girls per thousand boys
6. C. 33%
7. D. Mahatma Gandhi
8. A. Both Assertion (A) and Reason (R) are true and Reason is the correct explanation (A)
9. A. Both Assertion (A) and Reason (R) are true and Reason is the correct explanation (A)
10. B. Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation (A).
11. C. Assertion is true but Reason is false.
12. A. One religion is superior to that of others.
13. C. I-c, II-a, III-d, IV-b
14. B. religion.

Very Short/Long Answer Type questions:

1. What is meant by the sexual division of labour?
2. What are the provision of the Equal Wages Act?

3. On what idea is communal mobility based?
4. What is urbanization? How has it helped in eradicating caste inequality?
5. Explain Gandhiji's views on the relation between religion and politics.
6. 'Election results in India cannot be decided on the basis of caste.' Justify the statement with suitable arguments.
7. Describe any two provisions mentioned in the Indian Constitution that make India a secular country.
8. How has gender division affected the political life of women?
9. How does caste influence politics? Explain.
10. How does religion influence politics? Describe.
11. Differentiate between 'caste in politics' and 'politics in caste'.
12. Discuss the efforts made by the Government of India to improve the status of women in the society?

Very Short/ Shorty Long Answer Type questions (Answer)

1. See important points.
2. See important points.
3. See important points.
4. See important points.
5. See important points.

6. See important points.
7. See important points.
8. See important points.
9. See important points.
10. See important points.
11. See important points.
12. See important points.

CaseBased questions:

1. Read the passage and answer the following questions-

(1 + 1 + 2 = 4)

Boys and girls are brought up to believe that the main responsibility of women is housework and bringing up children. This is reflected in a sexual division of labour in most families: women do all work inside the home such as cooking, cleaning, washing clothes, tailoring, looking after children, etc., and men do all the work outside the home. It is not that men cannot do housework; they simply think that it is for women to attend to these things. When these jobs are paid for, men are ready to take up these works. Most tailors or cooks in hotels are men. Similarly, it is not that women do not work outside their home. In villages, women fetch water, collect fuel and work in the fields.

- (a) What is meant by sexual division of labour? (1)
- (b) Give an example of gender division of labor from your surroundings. (1)
- (c) Explain the meaning of the statement 'Sexual division is a social problem.' (2)

2. Read the passage and answer the following questions-

In India the proportion of women in legislature has been very low. One way to solve this problem is to make it legally binding to have a fair proportion of women in the elected bodies. This is what the Panchayati Raj has done in India. One-third of seats in local government bodies - in panchayats and municipalities - are now reserved for women. Now there are more than 10 lakh elected women representatives in rural and urban local bodies. Women's organisations and activists have been demanding a similar reservation of at least one-third of seats in the Lok Sabha and State Assemblies for women.

- (a) Why is the proportion of women representatives in the legislature low? (1)
- (b) How many seats have been reserved for women under the Panchayati Raj system? (1)
- (c) What kind of efforts can be made to increase the representation of women in the legislature? (2)

Case Based Questions (Answer):

1. (a) Division of work on the basis of gender.
- (b) The responsibility of household chores on women.
- (c) The above statement means that in reality the division of labour is not done biologically but on the basis of favourable conditions which are created in any male dominated social system. This type of division of labour ignores the social, economic, political interests of half of the society, which prevents the society from growing up.
2. Students will solve themselves.

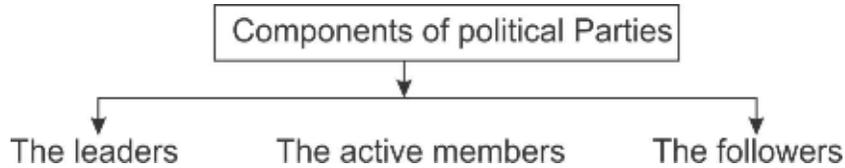
Chapter 4

Political Parties

Key terms and their meaning

1. **Political Parties** : A group of people who come together to contest elections and hold power in the government.
2. **Ruling Party** : Political party that runs the government.
3. **Defection** : Changing party allegiance from the party on which a person got elected to a different party.
4. **Affidavit** : A signed document submitted to an officer where a person makes a sworn statement regarding his/her personal information.
5. **Partisan** : A person who is strongly committed to a party, group or faction. Partisanship is marked by a tendency to take a side and inability to take a balanced view on an issue.
6. **One Party System** : In some countries only one party is allowed to control and run the government. These are called one party system. For ex. China.
7. **Alliance or Front** : When several parties in a multi party system join hands for the purpose of contesting elections and winning power it is called an alliance or front.
8. **State Funding of Election** : The government should give parties money to support their election expenses.
9. **Components of Political Parties** : The political leaders, the active members and the followers.

10. Opposition Party : The largest non government party or coalition of parties.



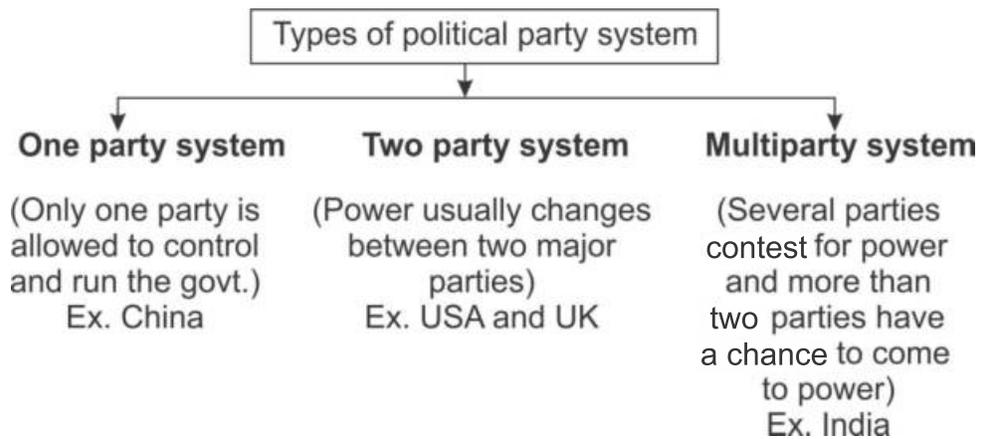
Functions of Political Parties

- To contest elections
- Make policies and programmes
- Make laws
- Run Government
- Play role of opposition
- Launch movements for the resolution
- Introduce welfare schemes
- Shape public opinion

How many parties should we have

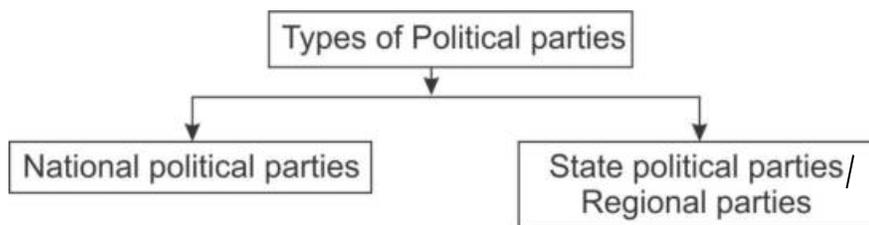
- It is not something a country can choose.
- It evolves over a long time.
- Depends on the nature of society its social and religious divisions.
- Depends on its history of politics and system of election.
- It cannot be changed very quickly.

Types of Political Party Systems



Necessity of Political Parties

- Modern democracies cannot exist without political parties
- Without parties every candidate in the elections will be independent so no one will be able to make any promises to people about any major policy change.
- Government may be formed but its utility will remain ever uncertain.
- Elected representatives will be accountable to their constituency for what they do in the locality.
- No one will be responsible for how the country will be run.



Difference between National parties and State Political Parties

National Political Parties	State Political Parties
<ul style="list-style-type: none"> • Present in several or all federal units of the federation • A party that secures at least 6% of the total votes in Lok Sabha elections or Assembly elections in 4 states. • Win at least 4 seats in Lok Sabha. 	<ul style="list-style-type: none"> • Parties which are present in few federal units only. • A party that secures at least 6% of the total votes in an election to the Legislative assembly of a state • Wins at least 2 seats in the legislative assembly of a state.

National Parties : There were six recognised national parties in the country in 2023.

As per latest information there are 6 national parties in India.

Party	Foundation Year	Key features
1. Indian National Congress	Founded in 1985	<ul style="list-style-type: none"> • Oldest party — played a dominant role in Indian politics many decads. • A centrist party, espouses secularism welfare of weaker sections and minorities. • Leader of UPA. • Currently opposition party in Lok Sabha.

2. Bhartiya Janta Party	Founded in 1980.	<ul style="list-style-type: none"> • Draws inspiratin form India's ancient culture and values. • Believes in cltural nationalism. • a uniform civil code for all people. • Currently leads the ruling NDA government of the centre.
3. Bahujan Samaj Party	Formed in 1984	<ul style="list-style-type: none"> • Seeks to represent and secure power for Bahujan Samaj which includes the SCs. Adivasis, OBCs and religious minorites. • Draws inspiration from the ideas and teachings of Shahu Maharaj, Mahatma Phule, Periyar, Ramaswami Naicker and B.R. Ambedkar. • Stands for the cause of securing the interests and welfare of the SCs/STs and oppressed people.
4. Communist Party of India (marxist)	Formed in 1964	<ul style="list-style-type: none"> • Supports socialism, secularism and democracy. • Accepts democratic elections as useful and helpful means for securing the objective of socio-economic justice in India. • Critical of new economic policy.

5.National People's Party	Founded in July, 2012	<ul style="list-style-type: none"> • It was accorded the status of national party on 7 June 2019. • First political party from North Eastern India to have attained this status. • Influence is mostly concentrated in the state of Meghalaya.
6. Aam Aadmi Party	Formed on 26th November-2012	<ul style="list-style-type: none"> • The party was formed on the idea of accountability, clean . administration, transparency and good governance.

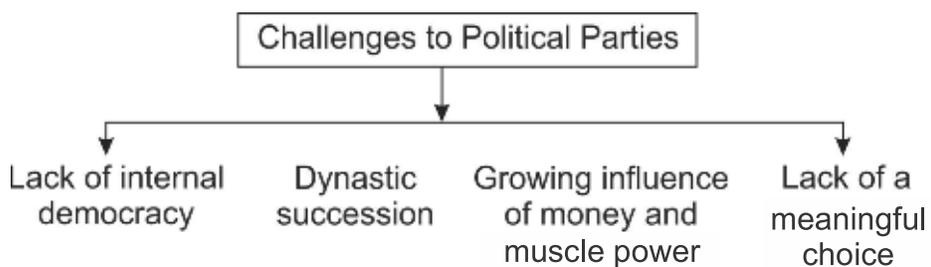
Some Regional Parties of India

States	Regional Parties
Jammu and Kashmir	J&K National Conference. J&K National Panthers Party
Uttarkhand	Uttarakhand Kranti Party
Punjab	Shiromani Akali Dal
Haryana	Indian National Lok Dal
Maharashtra	Shiv Sena
Goa	Maharashtrawadi Gomantak Party United Goans Democratic Party
Karnataka	Janta Dal Secular
Kerala	Kerala Congress (Mani). Indian Federal Democratic Party
Tamil Naidu	DMK. AIDMK
Andhra Pardesh	Telugu Desam
Telangana	Bharat Rashtra Samiti
Odisha	Biju Janta Dal
Jharkhand	Jharkhand Mukti Morcha
West Bengal	Trinmool Congress
Tripura	Indigenous National Party of Tripura
Mijoram	Mijo National Front. Mijoram Nationalist Party

Mizoram	Mizo National Front. Mizoram Nationalist Party
Manipur	Manipur People Party
Nagaland	Nagaland People Party
Arunachal Pradesh	Arunachal Congress
Assam	Assam Gan Parishad. Assam United
	Democratic Front
Sikkim	Sikkim Democratic Front
Bihar	Lok Jan Shakti. Rashtriya Janta Dal. Janta Dal (U)
Uttar Pradesh	Samajwadi Party. RLD

Some interesting Facts

- First General Election held in India in 1951-52 after Independence.
- Pt. Jawahar Lal Nehru became the First Prime Minister of India.
- W.C. Banerjee was the first chairperson of Indian National Congress.
- Shyama Prasad Mukherjee was the first chairperson of Bhartiya Janta Party.
- Sh. Kanshi Ram was the the first chairperson of Bahujan Samaj Party.
- In 1985 Anti-Defection act comes into the power.





Multiple Choice Questions:

1. Which of the following is not a component of a political party?

(a) Leader	(b) Active Members
(c) Followers	(d) Election Commission

2. In which of the following country has multi party system?

(a) India	(b) China
(c) United States of America	(d) Britain

3. Who provides registration and recognition to political parties in India?

(a) The President	(b) The prime Minister
(c) Information Commission	(d) Election Commission

4. Under whose leadership was the Bahujan Samaj Party formed?

- (a) Mamta Banerji (b) Kanshiram
(c) Shyama Prasad Mukharji (d) Sharad Pawar
5. Which of the following political party is one of the oldest parties in the world and was formed in 1885?
- (a) Bhartiya Janta Party (b) Indian National Congress
(c) Bahujan Samaj Party (d) Communist Party of India
6. In which of the following countries has a one-party system of government?
- (a) United States of America (b) China
(c) Britain (d) India
7. Which of the following is required to be recognized as a national political party?
- I. Getting at least 6% of the total votes polled in an election to the Legislative Assembly of a State.
II. Getting at least 6% of the total votes polled in the Lok Sabha elections.
III. To win at least four seats in the Lok Sabha.
- (a) Only I and II (b) Only I and III
(c) Only II and III (d) All I, II and III
8. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-
- Assertion (A):** The anti-defection law has helped reduce defection.

Reason (R): The law says that if an MLA or MP changes party, he or she will lose the seat in the legislature.

- (a) Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - (b) Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
9. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer:

Assertion (A): The Indian Parliament has become more diverse in recent years.

Reason (R): There has been an increase in the number and strength of regional parties.

- (a) Both Assertion (A) and Reason (R) are true and Reason is the correct explanation of Assertion (A).
 - (b) Both Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
10. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): All political parties have to register themselves with the Election Commission.

Reason (R): The Election Commission provides funds to the registered parties for contesting elections.

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

11. Two statements marked as Assertion and Reason is given below. Read the statements and choose the correct answer-

Assertion (A): Between 1996 and 2014, there was a period of coalition government at the national level.

Reason (R): No national political party got absolute majority.

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

12. Identify the correct statement/statements from the following regarding Political Parties-

- I. Political parties are an essential condition of democracy.

- II. The rise of political parties is associated with the rise of a representative democratic system.
 - III. Only two-party system is the best system for a healthy democratic country.
- (a) Only I and II (b) Only II and III
- (c) Only I and III (d) All I, II and III

Answer Key (MCQs)

- 1. D. Election Commission
- 2. A. India
- 3. D. Election Commissions
- 4. B. Kanshi Ram
- 5. B. Indian National Congress
- 6. B. China
- 7. D. All I, II and III
- 8. A.
- 9. A.
- 10. C.
- 11. A.
- 12. A. Only I and II

Very Short/Short/Long Answer Type Questions

1. State the various functions performed by Political Parties in Democracy!
2. What is the basis of treating a party National or Regional in India?
3. Describe the various types of Party system?
4. What are the challenges before the Political parties in Present times?
5. Describe the key ideological features of Indian National Congress?
6. Describe the key ideological features of Bhartiya Janta Party?
7. Describe the key ideological features of Bahujan Samaj Party?
8. "Political parties are necessary condition for democracy." Explain this statement with relevant arguments.
10. What do you understand by coalition government? Describe the role of coalition governments in Indian Democracy?
11. How can common man help to improve Political Parties?

Very Short/Short/Long Answer Type Questions (Answer):

1. Please see the key points.
2. Please see the key points.
3. Please see the key points.
4. Please see the key points.
5. Please see the key points.

6. Please see the key points.
7. Please see the key points.
8. Please see the key points.
9. Please see the key points.
10. Please see the key points.
11. Please see the key points.

Source Based Questions:

1. Read the paragraph and answer the following questions-

(1 + 1 + 2 = 4)

Democracies that follow a federal system all over the world tend to have two kinds of political parties: parties that are present in only one of the federal units and parties that are present in several or all units of the federation. This is the case in India as well. There are some country-wide parties, which are called 'national parties'. These parties have their units in various states. But by and large, all these units follow the same policies, programmes and strategy that is decided at the national level. Every party in the country has to register with the Election Commission. While the Commission treats all parties equally, it offers some special facilities to large and established parties. These parties are given a unique symbol - only the official candidates of that party can use that election symbol. Parties that get this privilege and some other special facilities are recognised' by the Election Commission for this purpose. That is why these parties are called, 'recognised political parties'. The Election Commission has laid down detailed criteria of the proportion of votes and seats that a party must get in order to be a recognised party. A party that secures at least six per

cent of the total votes in an election to the Legislative Assembly of a State and wins at least two seats is recognized as a State party. A party that secures at least six per cent of the total votes in Lok Sabha elections or Assembly elections in four States and wins at least four seats in the Lok Sabha is recognised as a national party.

- (a) What is meant by 'recognised political party'? (1)
- (b) What privileges do political parties get by registering with the Election Commission? (1)
- (c) What are the essential conditions for becoming a national party? (2)

2. Read the paragraph and answer the following Questions-

(1 + 1 + 2 = 4)

In some countries, only one party is allowed to control and run the government. These are called one-party systems. In Class IX, we noted that in China, only the Communist Party is allowed to rule. Although, legally speaking, people are free to form political parties, it does not happen because the electoral system does not permit free competition for power. We view one party system as a good option because this is not a democratic option, democratic system must allow at least two parties to compete in elections and provide a fair chance for the competing parties to come to power.

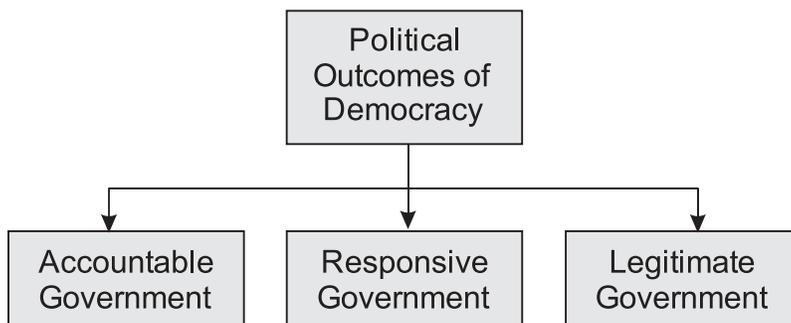
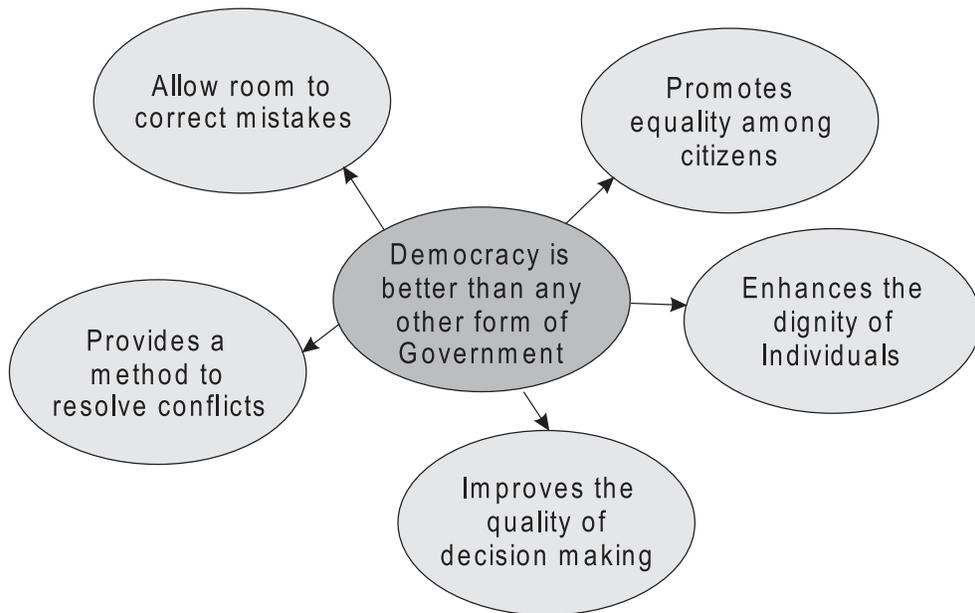
- (a) What is meant by Single party system? (1)
- (b) No other political party is active in China. Why? (1)
- (c) Single party system is not democratic' Analyse the statement. (2)

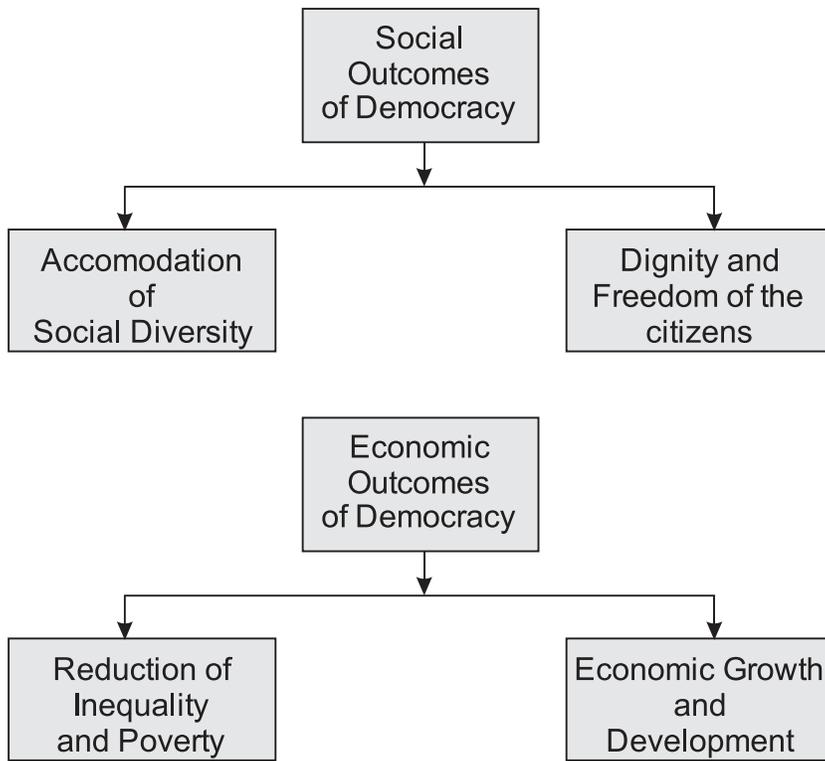
Case Based Questions (Answer):

1. (a) Some large and established parties registered with Election Commission which get some privilege and some other special facilities are called recognized party
 - (b) parties are given a unique symbol - only the official candidates of that party can use that election symbol.
 - (c) A party that secures at least six per cent of the total votes in Lok Sabha elections or Assembly elections in four States and wins at least four seats in the Lok Sabha is recognised as a national party.
2. Students will solve themselves.

Chapter 5

Outcomes of Democracy





Democracy is a legitimate government because-

- Free and Fair Elections
- Regular Public Debates
- Right to Information for citizens
- Planned Legislation
- Transparent decisions

Democracy accommodates social diversities-

- Reduces conflict and social tension.

- Develops communication system.
- Makes proper arrangements for the representation of minorities.

Multiple Choice Questions:

1. Democratic government is better than other forms of government because:
 - (a) Protects civil rights and dignity
 - (b) Slows down economic growth.
 - (c) Disrespects social diversity
 - (d) None of the above
2. The decisions taken by which types of government are more acceptable among the people?

(a) Dictatorship	(b) Staunchly religious
(c) Authoritarian	(d) Democratic
3. The democratic system has successfully abolished the

(a) Conflict between people	(b) Economic inequality
(c) Differences	(d) Inequality in politics
4. Studies done about the political and social inequalities of the democratic system show that-
 - (a) Democracy and development go hand in hand.
 - (b) Inequality persists in democratic systems.
 - (c) There is no inequality in dictatorship.
 - (d) Dictatorship has proved better than democracy.

10. What do non-democratic governments establish?
- (a) Dignity and rights of citizens. (b) Political freedom
(c) Public debates on policies (d) None of the above.

Question numbers 11 to 15 are assertion and reason based questions. For which select the following options.

Option:

- A. Both Assertion (A) and reason (R) are correct and reason is the correct explanation of the Assertion.
- B. Both Assertion (A) and reason (R) are correct but reason is not the correct explanation of the Assertion.
- C. Assertion (A) is correct but Reason (R) is wrong.
- D. Assertion (A) is wrong, but reason (R) is correct.
11. Assertion (A): The rights and dignity of the citizens are protected in India.
Reason (R): India is a democratic country.
12. Assertion (A): The pace of economic development is faster in democratic countries.
Reason (R): Democracy tries to remove economic inequality.
13. Assertion (R): Democracy also protects the rights of minorities.
Reason (R): Democracy depends on the will of the majority.
14. Assertion (A): There is delay in decision making in a democracy.
Reason (A): Quality of decision improves due to involvement of more people in the decision process.

15. Assertion (A): Democracy does not respect social diversities.
Reason (R): Democracy protects the dignity and rights of the individual.
1. A. Protects civil rights and dignity.
 2. D. Democratic
 3. D. Inequality in politics
 4. A. Democracy and development go hand in hand.
 5. B. Only 1 and 2
 6. C. Rule of the majority
 7. D. All of the above
 8. C. Dignity and Freedom of Citizens
 9. B. Political equality
 10. D. None of the above.
 11. A. Both Assertion (A) and Reason (R) are correct and Reason is the correct explanation of the Assumption Assertion.
 12. C. Assertion (A) is correct and Reason (R) is wrong.
 13. D. Assertion (A) is wrong but Reason (R) is correct.
 14. A. Both Assertion (A) and Reason (R) are correct and Reason is the correct explanation of the Assertion.
 15. D. Assertion (A) is wrong but Reason (R) is correct.

Very Short/Short/Long Questions (2, 3 & 5 Marks Questions)

1. Democratic governments are legitimate governments. Given arguments in support of the statement.
2. Democracy accommodates social diversities. Justify the statement with examples.
3. Democracy is better than other forms of governance'. Review the statement.
4. Perpetuation of grievances testifies to the success of democracy.' Justify the statement.
5. Describe any three general features of democracy.
6. Mention the social consequences of democracy.
7. Discuss the economic consequences of democracy.
8. Give some suggestions to improve democratic governments.
9. Democracy lags behind other governments in terms of economic development. Critically examine the statement.
10. Write a short note on the expected outcomes of democracy.

Answer Very Short/ Short/Long Questions

1. See important Points.
2. See important Points.
3. See important Points.
4. Persistence of complaints testifies to the success of democracy-

The purpose of democracy is to develop a sense of freedom among the citizens, they are criticising the government without fear, it shows that democracy is succeeding in its objectives.

The demand for the rights of the people is a sign of their becoming aware. Critical review of the working of the government only helps it to become better. He testifies to the subjects becoming citizens. Growth of people as active citizens strengthens democracy.

5. See important Points.
6. See important Points.
7. See important Points.
8. See important Points.
9. See important Points.
10. See important Points.

Case Based Questions (4 Marks)

- 1. Read the passage given below and answer the questions that follow.**

The biggest concern in a democracy is that the right of the people to choose their ruler and control over the rulers remains intact. People should be able to participate in the decision process for these things as and when required so that a government that is responsible to the people can be formed and the government takes care of the needs and expectations of the people. Describe one of the most important concerns of democracy. i. How does people's participation make democracy strong? Mention any two conditions necessary for democracy.

- i. Describe one of the most important concerns of democracy. 1
- ii. How does people's participation make democracy strong? 1
- iii. Mention any two conditions necessary for democracy. 2

2. Read the passage given below and answer the questions asked.

Democratic system is based on political equality. Every person has equal weight in the election of representatives. Individuals get the status of mutual equality in the political field, but along with this we find economic inequality also increasing. A handful of Dhankubers get a disproportionate share in income and wealth. Not only this, their share in the total income of the country has been increasing. People from the lowest strata of the society get very few means to live a life.

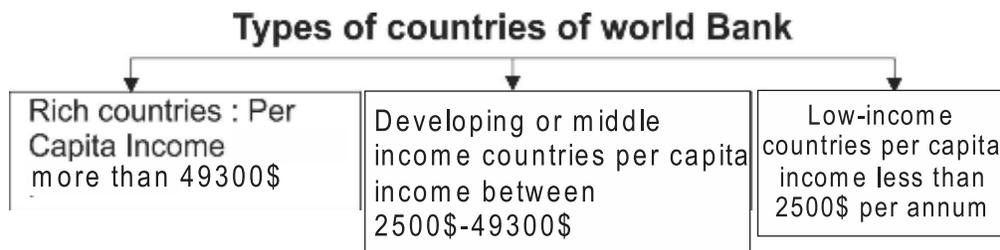
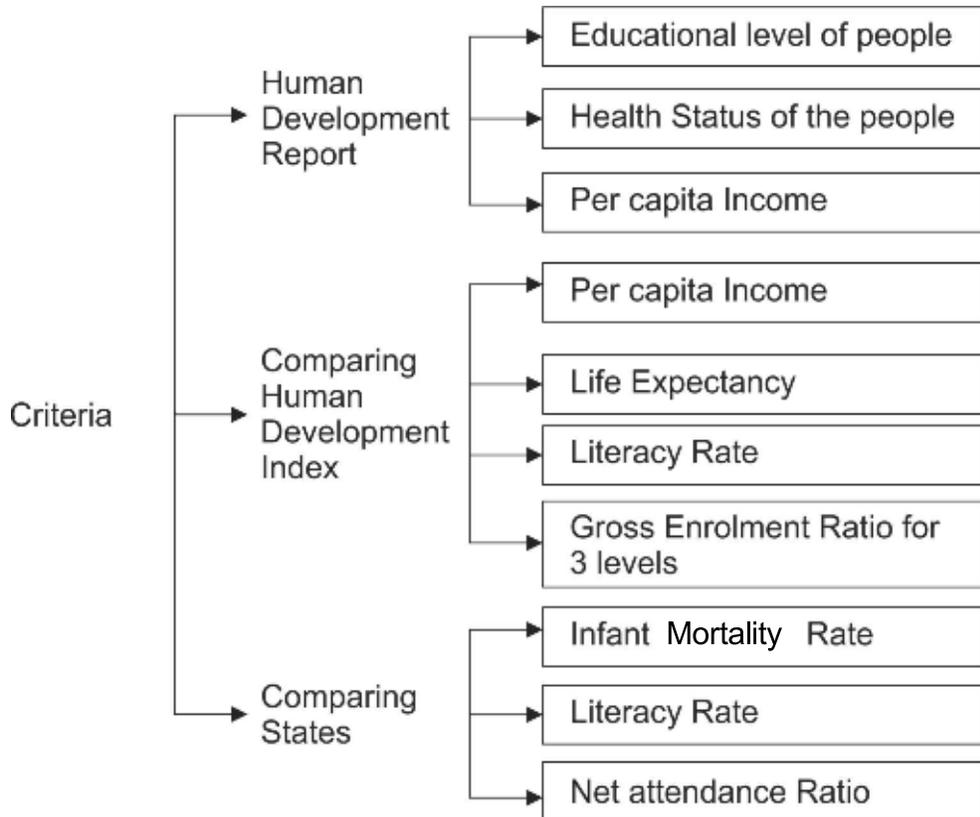
- a. Does democracy also ensure economic equality?
- b. Mention some ways to remove economic inequality.
- c. How can political equality be ensured in a democracy? Give two solutions.

Answer Case based questions:

- 1. (a) Right to choose the ruler or control over the rulers
 - (b) Participation of more people ensures participation of all sections of the society.
 - (c) (i) To ensure the dignity and rights of the citizens.
 - (ii) Free and fair elections.
 - (iii) Participation of maximum number of people.
2. Students will solve by reading the passage on their own.

Chapter 1

Development



Main points of the chapter:

1. **Development:**- Development is generally defined as growth. Some of the important goals are - seeking more income, equal treatment, freedom, security, and respect from others.
2. Different people have different development goals. What may be development for one may not be for the other. It may be destructive for the other.
3. One would consider earning more income, being a common factor among people. With this income, they buy services and goods for their daily needs.
4. **Per capita Income = Total National Income/Total Population**

For comparing countries, their Income is considered to be one of the most important attributes.
5. **National development** refers to the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as availability of healthcare etc.
6. **Sustainable Development** is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
7. **Human Development Index** is a composite statistic of life expectancy, education and per capita income indicators, which are used to rank countries in four tiers of human development.

8. **Infant Mortality Rate** can be defined as total number of children that die before the age of one year out of 1000 live children born in that particular year.
9. **Literacy rate** can be defined as proportion of literate population in the age group of 7 years & above.
10. **Net attendance Ratio** can be defined as the total number of children of 6-10 years age group attending school out of total no. of children in the same age group.

11. **Per capital income** =
$$\frac{\text{Total Income from all the sectors}}{\text{Total Population}}$$

$$= \frac{\text{Total National Income}}{\text{Total Population}}$$

12. **BMI** can be calculated by taping the weight of a person (kgs) & height (mtr) then divide the weight by the square of the height of a person.
13. **HDI** (Human Development Index) Rank of India in the World is 131.

Multiple Choice Questions

1. Life expectancy at birth means:
 - (a) Average expected length of life of a person at the time of birth
 - (b) Average expected length of life of a person at the time of death
 - (c) Average expected length of a child at the time of birth
 - (d) None of the above

2. Which one among the following is a developmental goal for the landless rural labourers?
 - (a) To get luxury car
 - (b) To send their children abroad
 - (c) More days of work and better wages
 - (d) To shift to the cities

3. Which of the following statements about money are true?
 - (a) Money cannot buy you a pollution-free environment.
 - (b) Money cannot ensure that you get unadulterated medicines.
 - (c) Money may also not be able to protect you from infectious diseases.
 - (d) All of the above.

4. In which state in India is the infant mortality rate lowest?
 - (a) Kerala
 - (b) Bihar
 - (c) Haryana
 - (d) Punjab

5. Per capita income of a country can be calculated by:
- (a) The total income of a person
 - (b) The total exports of the country.
 - (c) The total value of all goods and services
 - (d) By dividing the national income by the total population of a country
6. One common development goal among the people is:
- (a) Income
 - (b) Family
 - (c) Freedom
 - (d) Big House
7. If the Body Mass Index (BMI) _____, then the adult person would be considered overweight.
- (a) More than 18
 - (b) More than 30
 - (c) More than 45
 - (d) More than 25
8. Among the following states, _____ has the highest per capita income as per 2012-13 figures.
- (a) Maharashtra
 - (b) Bihar
 - (c) Kerala
 - (d) Jharkhand
9. Proportion of literate population in the 7 years and above age group is termed as
- (a) Education index
 - (b) Mortality ratio
 - (c) Literacy rate
 - (d) Gross enrolment ratio

10. The developmental goal for a girl from a rich family is:
- (a) To get more days of work
 - (b) To get better wages
 - (c) To get as much freedom as her brother gets
 - (d) To get electricity
11. Which one of the following is a developmental goal for industrialists?
- (a) To get more days of work
 - (b) To get better wages
 - (c) To get more electricity
 - (d) All the above
12. Which one of the following criteria is the basis to measure the development of a country according to UNDP?
- (a) Per capita income
 - (b) Educational levels of the people
 - (c) Health status of the people
 - (d) All the above
13. Read the below statements carefully;and choose the correct option.
- 1. Literacy rate can be defined as proportion of literate population in the age group of 10 years.
 - 2. Different persons could have different as well as conflicting notions of a country's development.

17. Which of the following resources is a non-renewable energy resource?

- (a) Solar radiations (b) Coal
(c) Wind energy (d) Geo thermal energy

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

- 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. Both A and R are incorrect
18. **Assertion(A):** A high average income is not indicative of the overall well-being of a country.

Reason(R): Average income does not cover human development, like level of education, health and public facilities.

19. **Assertion(A):** A country at present has very high national income due to surplus oil resources. However, it is essential to look for alternative sources of income also.

Reason(R): Oil is a natural resource that is renewable in nature.

20. **Assertion(A):** Sofiya works 5 days a week, receives her income on a last day of each month and gets medical facilities from her firm.

Reason(R): Sofiya is working in an organised sector.

Answer key

1. (a) average expected length of life of a person at the time of birth
2. (c) More days of work and better wages
3. Option (d)
4. (a) Kerala
5. (d) by dividing the national income by the total population of a country
6. (a) income
7. Option (d)
8. Option (a)
9. (c) Literacy rate
10. (c) to get as much freedom as her brother gets
11. (c) To get more electricity
12. (d) All the above
13. (d) 2 and 4 only
14. (a) Kerala
15. (c) it has adequate provision of basic health and educational facilities
16. (d) All the above
17. (b) Coal
18. A. Both A and R are true and R. is the correct explanation of A.
19. C. A is correct and R is Incorrect.
20. A. Both A and R are true and R. is the correct explanation of A.

2/3/5 Marks Questions

1. What do you mean by per capita income?
2. What would be the developmental goals for an Adivasi from Narmada valley?
3. Suggest any two ways to improve health and nutritional status of people in India.
4. What are the important goals of people?
5. What does the term Infant Mortality Rate indicate?
6. What is Net Attendance Ratio?
7. Name two things which you cannot buy with money.
8. Mention three components of Human Development Index or HDI.
9. What is Human Development Index or HDI?
10. 'What may be development for one may not be development for the other'. Explain by giving examples.
11. What is per capita income? What are the limitations of the per capita income criteria of development?
12. Apart from income, which other six things' people look for as important aspects of our lives?
13. Mention various factors that determine the development of a country.
14. Mention any five conditions or aspects that one would consider before accepting a job.
15. Explain the importance of sustainable development with reference to groundwater by giving example. (HOTS)

16. Why does Kerala have a better Human Development Index ranking in comparison to Punjab? Explain with three reasons.
17. Define the following terms:
 - (i) Infant Mortality Rate
 - (ii) Literacy Rate
 - (iii) Net Attendance Ratio
18. Highlight any three advantages of public facilities.

Answer key

1. See the main points of the chapter.
2. A permanent source of livelihood, access and control over resources, a ' local school to provide quality education to his/her children, etc.
3. Adequate provision of basic health, education and food grains.
4. Equal treatment, freedom, security and respect of others. They resent discrimination.
5. See the main points of the chapter.
6. See the main points of the chapter.
7. See the main points of the chapter.
8. See the main points of the chapter.
9. See the main points of the chapter.
10. Construction of dams may be beneficial for industrialists and large farmers but this may submerge the agricultural land, and disrupt the lives of the people.

- More wages mean development for a worker, but it can go against the employer.
 - A consumer wants to purchase different household articles at low prices but a trader or seller wants to sell these items at a higher price.
11. The total income of a country divided by its total population is called per capita income.

Limitations of per capita income

- (i) Per capita income is the average income of a country.
 - (ii) Per capita income criteria take into account only the economic aspect of life and ignores the social, aspect of life.
 - (iii) Per capita income criteria ignore education, health, life expectancy, sanitation etc.
 - (iv) Per capita income criteria also ignore non material things like peace, pollution free environment, democracy, etc.
 - (v) Though Punjab has higher per capita income as compared to Kerala but it has been ranked lower on Human Development Index because it is far behind than Kerala in literacy rate and has higher infant mortality rate than Kerala.
12. – Freedom
- Sense of security
 - Equal treatment
 - Respect of others
 - Good working atmosphere
 - Protection from infectious diseases.

13. Development of a country can generally be determined by the following factors
- (i) Per capita income
 - (ii) Literacy rate
 - (iii) Health
 - (iv) Life expectancy at birth
 - (v) Net Attendance Ratio
14. (i) A handsome salary is the first and foremost requirement for almost all the job-seekers.
- (ii) Peaceful and safe working atmosphere.
 - (iii) Job security is another important factor.
 - (iv) medical and other facilities. In case of illnesses, there should be a provision of paid leaves. Provident fund, gratuity is another factor
 - (v) One also wants opportunity to learn during job period.
15. Think and do yourself
16. Kerala has a better Human Development Index ranking in comparison to Punjab even though Punjab has a higher per capita income in comparison to Kerala because of the following reasons.
- **Education:** Kerala has a higher level of literacy rate than Punjab. In fact, the literacy rate of Kerala is the highest in India.
 - **Health care:** The health care facilities in Kerala are far better than those in Punjab.
 - **Politics:** The political parties in Kerala have taken steps for genuine welfare of the people and have invested intelligently and methodologically in the field of health and education.

Ans.1. equal treatment, freedom, security, and respect of others.

Ans.2. Friendship, relationship and quality of life

Ans.3. Money can't buy fresh air, pollution free environment and happiness etc.

2. Read the following paragraph and answer the questions:

(For practice)

Suppose for the present that a particular country is quite developed. We would certainly like this level of development to go up further or at least be maintained for future generations. This is obviously desirable. However, since the second half of the twentieth century, a number of scientists have been warning that the present type, and levels, of development are not sustainable.

Groundwater is an example of renewable resources. These resources are replenished by nature as in the case of crops and plants. However, even these resources may be overused. For example, in the case of groundwater, if we use more than what is being replenished by rain then we would be overusing this resource.

Non-renewable resources are those which will get exhausted after a few years of use. We have a fixed stock on earth which cannot be replenished. We do discover new resources that we did not know of earlier. New sources in this way add to the stock. However, over time, even this will get exhausted.

1. Why would non-renewable resources get exhausted after a few years of use?
2. What do you understand by renewable resources?
3. Why is sustainable development important?

Chapter 2

Sectors of Indian Economy

Key Ponints to Remember:

- **Primary Sector:** Producing a good by exploiting natural resources is an activity of primary sector, Such as: Agriculture, Dairy fishig forestry and so on.
- **Secondary Sector:** Covers activites in which natural produts are changed into other forms through ways of manufacturing that we associate with industrial activities, Such as using cotton fiber from plant, making iron and steel from iron ore etc.
- **Tertiary Sector:** These activities by themselves do not produce a good but they are an aid or a support for the production process. This sector is known as the Service sector also, Such as transport services, insurance services, and so on.
- **Private sector:** Part of a country's economic system run by individuals and companies, rather than the government.
- **Public sector:** usually comprised of organization that are owned and operated by the government and exist to provide services for its citizens.
- **Organized sector** is a sector where the employment terms are fixed and regular, and the employees get assured work.

- **Unorganized Sector** is a sector where the employment terms are not fixed and regular, as well as the enterprises, are not registered with the government.
 - **Gross Domestic product** is a monetary measure of the market value of all goods and services produced in a period i.e, Sum of Primary sector + Secondary sector + Tertiary sector.
 - **When more** people are working that is needed and even if some people are removed from work, does not affect the total production. This situation is called **disguised unemployment. It is also known as Hidden unemployment.**
 - **Mahatama Gandhi National Rural Employment Guarantee Act** was enacted in 2005 which aims to provide employment 100 days in a year. If it fails to do so, government will provide unemployment allowances to the people.
1. Primary or agriculture sector. Example, Agriculture, Dairy, Fishing, Forestry, etc.
 2. Secondary or industrial Sector: Example-Manufacturing and industrial activities, etc.
 3. Tertiary or Service Sector: Example- Trade, Transport, Banking Tourism, etc.

Share of Sectors in GDP		
	1971-72	2011-12
Primary Sector	Approximately 40%	15%
Secondary Sector	25%	60%
Tertiary Sector	35%	100%
Total	100%	100%

Share of Sectors in Employment (%)		
	1972-73	2011-12
Primary Sector	Approximately 74%	49%
Secondary Sector	11%	24%
Tertiary Sector	15%	27%
Total	100%	100%

Multiple Choice Questions

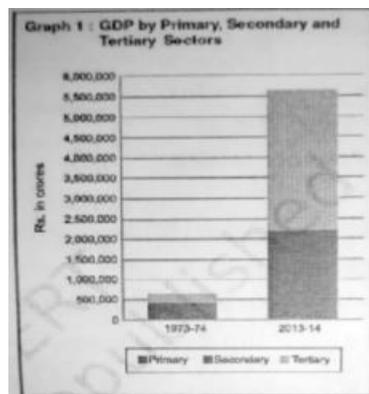
- Sameer is an advocate. Identify in which sector of economy does he work?
 - Primary Sector
 - Secondary Sector
 - Tertiary Sector
 - Industrial Sector
- Which of the following is an activity of Primary Sector?
 - Medical Treatment
 - Agriculture
 - Manufacturing
 - Insurance

3. In which of the following scheme guarantee of at least 100 days of work in rural area is ensured?
 - (a) Mid Day meal Scheme
 - (b) Annapoorna Yojna
 - (c) Antyodaya Anna yojna
 - (d) Mahatma Gandhi National Rural Employment Guarantee scheme

4. Which of the following sector activities, by themselves, do not produce a good but they are an aid or a support for the production process?
 - (a) Secondary Sector
 - (b) Tertiary Sector
 - (c) Primary sector
 - (d) Industrial Sector

5. Identify the odd one activity from the following on the basis of Sector?
 - (a) Fisherman
 - (b) Truck Driver
 - (c) Gardener
 - (d) Potter

6. On the basis of given chart identify which is the largest sector in 2013-14?



- (a) Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
 - (b) Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
10. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): Seasonal unemployment is seen only in the agriculture sector.

Reason (R): Agriculture is dependent upon the season.

- (a) Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
 - (b) Assertion (A) and Reason (R) both are true but Reason is not the correct explanation of Assertion (A).
 - (c) Assertion is true but Reason is false.
 - (d) Reason is true but Assertion is false.
11. Two statements, Assertion (A) and Reason (R) are given below. Read the statements and choose the correct option given below.

Assertion (A): Secondary Sector is also known as Industrial sector.

Reason (R): Secondary Sector by themselves, do not produce a good but they are an aid or a support for the production process.

14. In the calculation of Gross Domestic Product-
- (a) The value of goods and services produced by only Primary and Secondary Sectors.
 - (b) The value of goods and services produced by only Secondary and Tertiary Sector.
 - (c) The value of all the goods and services produced by Primary, Secondary and Tertiary Sector within a country.
 - (d) The value of all final goods and services of produced within a country by Primary, Secondary and Tertiary Sector.
15. Which of the following is also called as the 'Right to work'?
- (a) Antyodaya Anna Yojna
 - (b) Mahatma Gandhi National Rural Employment Guarantee Act- 2005
 - (c) Annapoorna Yojna
 - (d) Work for Food Scheme

Multiple Choice Questions (Answer):

- 1. C. Tertiary Sector
- 2. B. Agriculture
- 3. D. Mahatma Gandhi National Rural Employment Guarantee Scheme
- 4. B. Tertiary Sector
- 5. B. Truck Driver

6. C. Tertiary Sector
7. B. Tertiary Sector
8. C. Are working less than their capacity.
9. A. Assertion (A) and Reason (R) both are true and Reason is the correct explanation of Assertion (A).
10. D. Reason is true but Assertion is false.
11. C. Assertion is true but Reason is false.
12. D. Only III
13. D. Only land III
14. D. The value of all final goods and services of produced within a country by Primary, Secondary and Tertiary Sector.
15. B. Mahatma Gandhi National Rural Employment Guarantee Act- 2005

Very Short/ Short/ Long Answer Type Questions:

1. Geeta works as a Researcher in an organization. While collecting the data, she is not able to classify the work of the following people according to sector. Help him to classify with reason.
 - (a) Shyamlal runs a dairy.
 - (b) Pramod is an engineer in a factory.
2. Pinku, along with five other members of his family, earns his living by doing agriculture work in a village by producing about 20 quintals of food grains every year from his farm. Due to some circumstances Pinku had to come to the city with his younger brother. But the re-

maining members of his family still produce 20 quintals of food grains every year.

Mention by which kind of unemployment Pinku and his brother were suffering from? Also give proper reasoning in favor of your answer.

3. Why is the Tertiary Sector also called 'service sector'?
4. What are the main objectives of the public sector?
5. Explain underemployment with examples.
6. How does the government support both farmers and consumers? Explain with examples.
7. Ramesh is getting paid leave along with fixed working hours. Mention in which field of employment is he working? Apart from these facilities, what other facilities does he have in that area?
8. Write some important provisions of the Mahatma Gandhi National Rural Employment Guarantee Act-2005.
9. How does the development of primary and secondary sector promote tertiary sector? Explain in detail.
10. Compare the employment conditions of public and private sector.
11. Explain the difference between the employment conditions of organized and unorganized sectors.
12. Describe the different types of unemployment prevalent in India.
13. Mention the measures to remove different types of unemployment prevalent in India.
14. Describe the various ways of generating employment opportunities in rural areas.

15. What is the utility of dividing economic activities into primary, secondary and tertiary activities? Explain.
16. What do you understand by seasonal unemployment? Explain giving examples from urban and rural areas.
17. Explain how the public sector contributes to the economic development of a nation?

Very Short/ Short Long Answer Type questions (Answers):

1. See the Important Points.
2. See the Important Points.
3. See the Important Points.
4. See the Important Points.
5. See the Important Points.
6. See the Important Points.
7. See the Important Points.
8. See the Important Points.
9. See the Important Points.
10. See the Important Points.
11. See the Important Points.
12. See the Important Points.
13. See the Important Points.
14. See the Important Points.

15. See the Important Points.
16. See the important Points.
17. See the Important Points.

Case Based Questions:

1. Read the passage and answer the following questions-

(1+1+2=4)

Another way of classifying economic activities into sectors could be on the basis of who assets and is responsible for the delivery of services. In the public sector, the government owns most of the assets and provides all the services. In the private sector, ownership of assets delivery of services is in the hands of private individuals or companies. Railways or post offices are an example of the public sector whereas companies like Tata Iron and Steel Company Limited (TISCO) or Reliance Industries Limited (RIL) are privately owned. Activities in the private sector are guided by the motive to earn profits. To get such services we have to pay money to these individuals and companies. The purpose of the public sector is not just to earn profits. Governments raise money through taxes and other ways to meet expenses on the rendered by it.

- (a) Tata Iron and Steel Company Limited (TISCO) belong to which sector? (1)
- (b) Railways is a Public Sector undertaking. How? (1)
- (c) How do Public sector units different from private sector units? (2)

2. The estimated workforce engaged in Organised and Un-organised sector in India is given in the following table. Read the table and answer the questions that follows. (1+1+2=4)

Workforce in Different Sectors (In Millions)

Sector	Organised	Unorganised	Total
Primary	1		232
Secondary	41	74	115
Tertiary	40	88	128
Total	82		
Total In Percentage			100%

- (a) What is the number of unorganised workers engaged in Primary Sector? (1)
- (b) In which sector does the maximum number of organised sector workers are engaged? (1)
- (c) In which sector does the number of workers engaged in organised sector is 50% of the total number of organised workers? (2)

Case Based Questions (Answer)

1. (a) Private Sector
- (b) Ownership of assets and delivery of services is in the hands of government.
- (c) i. In the public sector, the government owns most of the assets and provides all the services whereas. In the private sector, ownership of assets and delivery of services is in the hands of private individuals or companies.

- ii. Activities in the private sector are guided by the motive to earn profits. To get such services we have to pay money to these individuals and companies. The purpose of the public sector is not just to earn profits. Governments raise money through taxes and other ways to meet expenses on the services rendered by it.

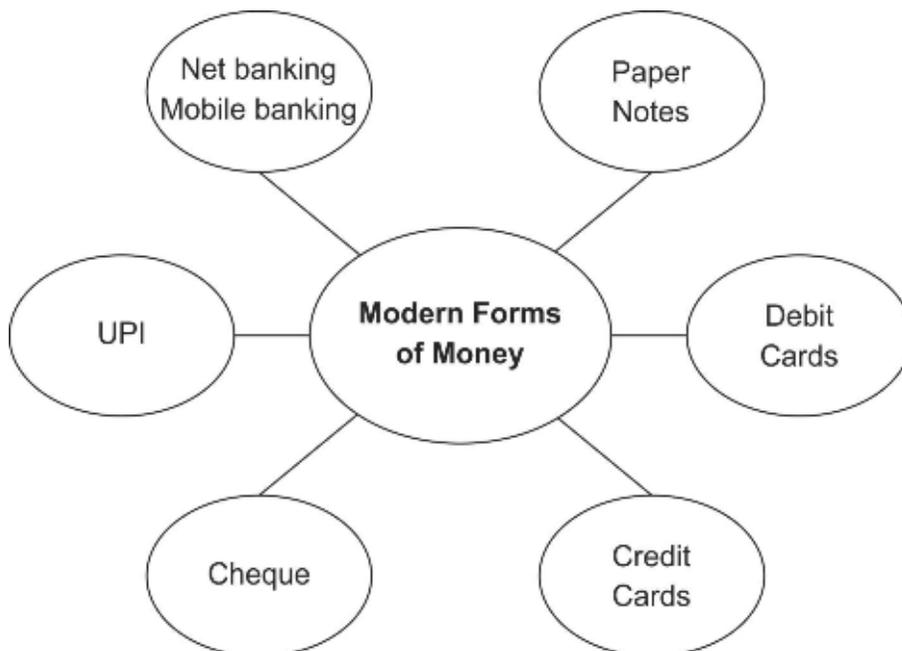
2. Students should solve themselves.

Chapter 3

Money and Credit

Points to Remember:

- When goods are directly exchanged for goods and there is no use of money, it is called Barter System.
- Money is something that can act as a medium of exchange in transaction. It eliminates the need for double coincidence of wants.
- When both parties have to agree to sell and buy each other's commodities. This is know as the double coincidence of wants.



Functions of reserve bank

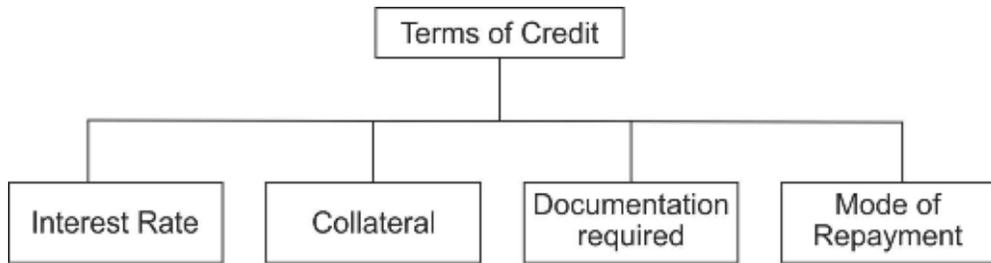
- Issue the currency
- Monitor the work culture of banks and SHG
- Provide direction regarding terms and Interest
- Provide feedback regarding monetary policies of India
- Hold a part of the cash reserve of the banks

Credit as an asset:

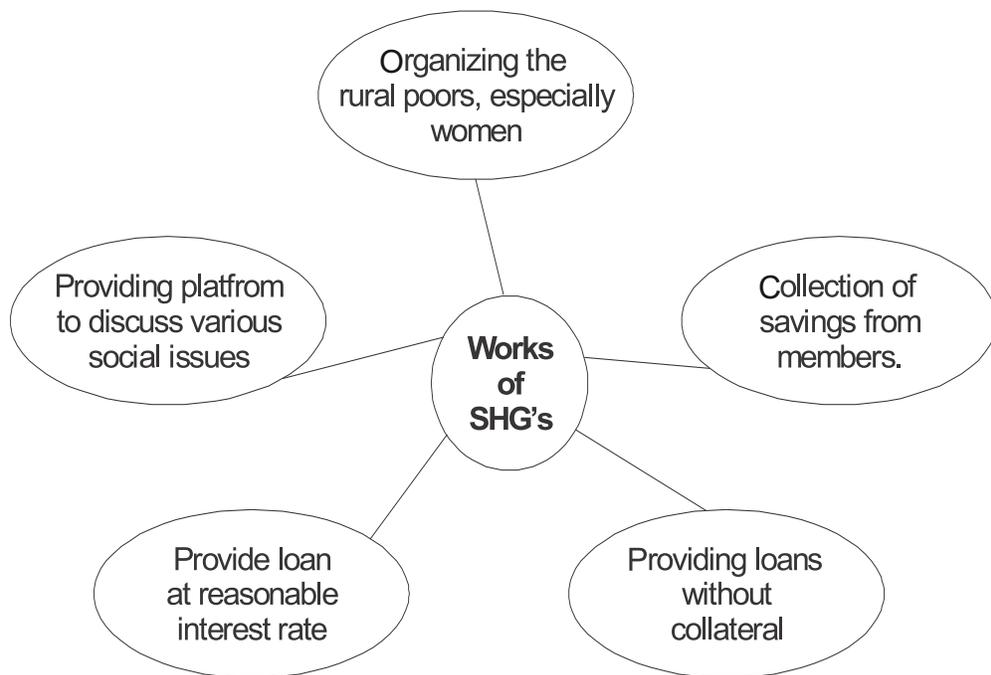
- During the festival season, a shoe manufacture Salim has received an order of making shoes in bulk, within one month's time. To complete this production, he hires extra workers and has to purchase the raw materials. He asks the supplier to supply leather now and promise to pay him later. Then he takes some advance payment from trader. By the end, of the month, he is able to deliver the order, make a good profit and repay the money he had borrowed.

Credit as a debt trap:

- A farmer Swapna takes loan from a money lender to meet the expenses of cultivation. But unfortunately the crop was hit by the pests and there was crop failure. So, she is unable to repay the loan and debt grows larger with Interest.
- Collateral is asset that the borrower owns (such as land, building vehicle, livestock) and uses this as a gurantee to a lender until the loan is repaid.



- Self Help Groups: It's basic idea is to provide financial resources for the poor through organizing the rural poor especially women into self Help Groups.



Objective type questions (1 mark questions)

1. Identify the correct option that describes the type of source of credit?
 - (i) No collateral is required
 - (ii) Banks do not supervise.
 - (iii) Repeated borrowing can lead to debt trap.
 - (a) Informal sector credit
 - (b) Formal sector credit
 - (c) Long term debt
 - (d) Co-operative societies

2. Which of the following statement/statements is not appropriate for Self Help Groups?
 - (i) These groups help the rural poor especially women.
 - (ii) The group charges interest on these loans.
 - (iii) A typical self-help group consists of 80 to 200 members.
 - (iv) Members can take small loans from the group only.

Option:

- (a) Statements i and ii are correct.
- (b) Statements i, ii, and iv are correct.
- (c) All the statements are correct.
- (d) Only statement iii is correct

3. _____ loans are granted by traders, manufacturers, employers, friends etc.
- (a) Formal (b) Informal
(c) Affordable (d) Short term
4. Banks offer higher rates of interest on which of the following accounts?
- (a) Saving account (b) Current account
(c) Long term fixed deposit (d) Joint account
5. In which of the following systems, goods are exchanged without the use of money?
- (a) Banking system (b) Collateral system
(c) Barter system (d) Formal system
6. Consider the statements given below and choose the correct answer
- Statement 1:** The Reserve Bank of India supervise the functioning of formal sources of loans.
- Statement 2:** Private banks supervise the credit activities of lenders in the informal sector.
- (a) Statement (i) is correct and (ii) is incorrect.
(b) Statement (i) is wrong and (ii) is correct
(c) Both (i) and (ii) are wrong
(d) Both (i) and (ii) are correct

7. Evaluate the role of banks in the Indian economy by identifying the appropriate statements from the following options.

- (i) They keep the money of the people in their safe custody.
- (ii) Helps in the development of infrastructure.
- (iii) They give interest on the money deposited.
- (iv) Authorize the currency of the country.

Option:

- (a) Statements i and ii are correct.
 - (b) Statements i, ii and iii are correct.
 - (c) All the statements are correct
 - (d) Only statement (IV) is correct
8. Which of the following is an example of collateral?
- (a) Livestock
 - (b) Land
 - (c) Deposits with banks
 - (d) All of the above
9. What comprises 'terms of credit'?
- (a) Interest rate
 - (b) Collateral and Documentation Requirement
 - (c) Mode of payment
 - (d) All of the above

10. Which of the following instruct the bank to pay a specific amount from the person's account to the person in whose name the cheque has been issued?
- (a) Demand deposit (b) Cheque
(c) Demand draft (d) Fixed deposit

Assertion/Reason (11-15)

There are two statements marked as Assertion (A) and Reason (R). Mark your answer according to the codes given below:

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

11. **Assertion:** There is less sources of formal credit in rural areas.

Reason: Absence of collateral and documentation deters the rural poor from getting loans.

12. **Assertion:** Banks and co-operative societies should increase their lending facilities in rural areas.

Reason: Borrowers take loans and get interest.

13. **Assertion:**Poor households still depend on informal sources of credit.

Reason: Banks keep people's money in safe custody for future use by the depositors.

14. **Assertion:** Money transaction system is better than barter system.

Reason: The Problem of double coincidence can be eliminated by monetary transactions.

15. **Assertion:** The Bank holds about 45% of their deposit as cash.

Reason: Major portion of the deposits are extended as loan.

Answer series (Question No. 1-15)

1. A. informal sector credit
2. D. only statement (iii) is correct.
3. B. informal
4. C. long term fixed deposit
5. C. barter system
6. A- Statement (i) is correct and (ii) is incorrect.
7. B. Statements (i), (ii) and (iii) are correct.
8. D All of the above
9. D. All of the above
10. B. Cheque
11. A. (A) and (R) both are true and (R) is the correct explanation of (A)
12. C (A) is correct but (R) is wrong
13. B. (A) and (R) both are true but (R) is not the correct explanation of (A)
14. A.(A) and (R) both are true and (R) is the correct explanation of (A)

15. D. (A) is wrong but (R) is correct

Short / Long Questions (2,3 & 5 Marks Questions)

1. What is a barter system?
2. What are the two forms of modern currency?
3. What is meant by the double coincidence of wants?
4. Explain any three reasons for the banks and cooperative societies to increase their lending facilities in rural areas.
5. Describe the importance of formal source of credit in economic development.
6. “Cheap and affordable credit is crucial for the countries development”
Explain the statement.
7. Why most of the people in India still dependent on informal sources of credit for loan?
8. How does the Reserve Bank of India supervise the functioning of banks and why is it necessary?
9. How is the concept of Self Help Group important for poor people?
Give your perspective. Discuss the working of Self Help Groups.
(SHG)
10. Mention the characteristics of formal and informal sources of credit in India.
11. Describe the positive and negative role of credit with examples.
Whether credit will be useful or not depends on the situation. Give two different examples in support of the statement.

12. Credit activities of the informal sector should be discouraged. Support the statement with relevant arguments.

Answer series short / long questions (2, 3 and 5 marks questions)

1. Please see the key points
2. Please see the key points
3. Please see the key points
4. Please see the key points
5. Please see the key points
6. Please see the key points
7. Please see the key points
8. Please see the key points
9. Please see the key points
10. Please see the key points
11. Please see the key points
12. Please see the key points

Case based questions

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

1. The Reserve Bank of India supervises the functioning of formal sources of loans. For instance, we have seen that the banks maintain

a minimum cash balance out of the deposits they receive. The RBI monitors the banks in actually maintaining cash balance. Similarly, the RBI sees that the banks give loans not just to profit-making businesses and traders but also to small cultivators, small scale industries, to small borrowers etc.

- (i) Name the organization which monitors the working of formal sources of credit. (1)
- (ii) What information banks have to give to RBI? (1)
- (iii) Mention any two reasons why banks may not be willing to lend to small cultivators, small scale industries and small borrowers. (2)

2. Read the passage given below and answer the questions asked.

2. Every loan agreement specifies an interest rate which the borrower must pay to the lender along with the repayment of the principal. In addition, lenders may demand collateral (security) against loans. Collateral is an asset that the borrower owns (such as land, building, vehicle, live stocks, deposits with banks) and uses this as a guarantee to a lender until the loan is repaid. If the borrower fails to repay the loan, the lender has the right to sell the asset or collateral to obtain payment. Property such as land titles, deposits with banks, livestock are some common examples of collateral used for borrowing.

- (i) Explain the meaning of collateral. (1)
- (ii) What are the rights of the lender in case the borrower fails to repay the loan? (1)
- (iii) Why do lenders ask for collateral while lending? (2)

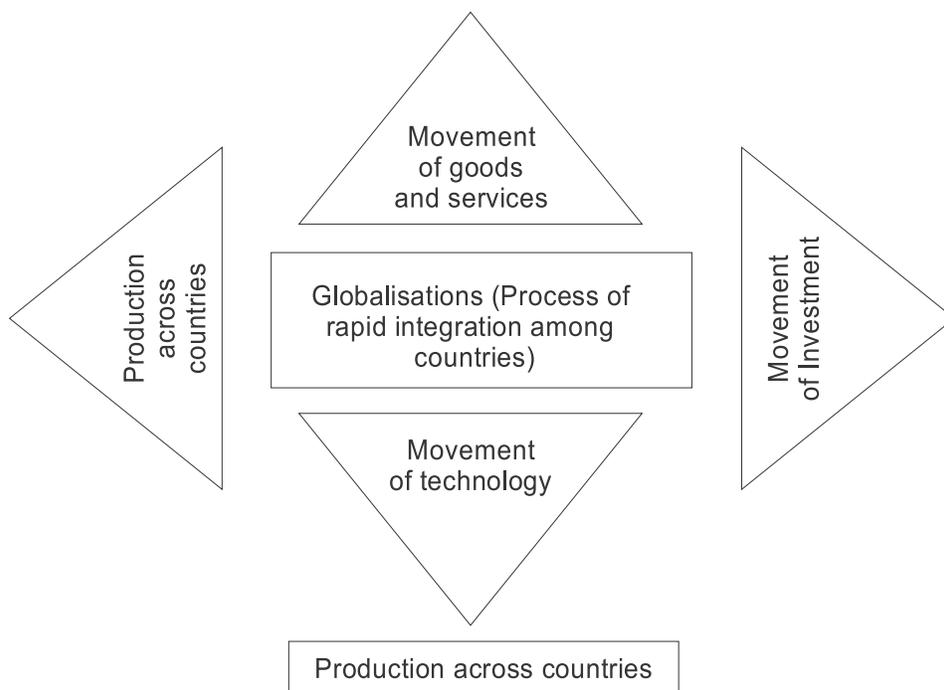
Answer (Case Based Questions)

Answer 1.

- (i) Reserve Bank of India
 - (ii) How much they are lending, to whom, at what rate of interest, etc.
 - (iii) Proper documentation and collateral Some borrowers fail to meet these requirements. More likely they cannot repay the loan on time.
2. Students will solve by reading the passage on their own.

Chapter 4

Globalisation And The Indian Economy



Before

- Until middle of the 20th century, production was organised within countries
- What crossed the boundaries were raw materials, food stuffs and imported finished goods
- They own or control production in more than one nation

Now

- Multinational corporations emerged
- Trade was the main channel connecting countries
- Set up offices and factories in region where they can get cheap labour and resources

Foreign trade creates an opportunity for the producer to reach beyond the domestic market.

Goods can be imported to expand the choice of goods for consumers. Producers in two countries now closely compete against each other, prices tend to become equal.

Factors that have enabled Globalisation

Aim :- To liberalise international trade

- Started at the initiative of the developed countries
- Set up rules regarding international trade.
- Forced developing countries to remove trade barriers,
- Developed countries have unfairly retained trade barriers.

Impact of Globalisation

- For consumers:- Improved quality, lower prices, variety of choices, higher standard of living.
- Jobs have been created.
- Local companies supplying raw material to MNC's have become prosperous.
- Top Indian companies have been benefitted from increased competition.

→ Some Indian companies also emerged as MNC's e.g. Tata Motor, Infosys, Ranbaxy, Asian Paints

Liberalisation of foreign trade and foreign investment policy.

→ Starting around 1991, barriers on foreign trade and foreign investments were removed to a large extent.

→ It allowed foreign companies to set up factories and offices in India. Goods could be imported and exported easily.

Key Points to Remember:

- **Globalisation** is a process of international integration arising from the interchange of world views, products, ideas and other aspects.
- **Multinational Corporation (MNC)** is an enterprise operating in several countries but managed from one country or group that derives a quarter of its revenue from operations outside of its home country.

Objective type questions (1 mark questions)

1. Which of the following is an example of a trade barrier?
 - (a) Foreign investment
 - (b) Delay or damage of goods
 - (c) Tax on imports
 - (d) None of these
2. Which of the following statements is/are most appropriate for factors that have enabled globalisation.

- (i) Improvement in transportation technology
- (ii) Huge reduction in port handling cost
- (iii) Availability of internet at negligible cost
- (iv) Cost of air transportation has fallen

Option:

- (a) Statements i and ii are correct.
 - (b) Statements i, ii and iii are correct.
 - (c) All the statements are correct.
 - (d) Only statement iii is correct
3. _____ refers to removing barriers or restrictions set by the Government.
- (a) Privatisation
 - (b) Liberalization
 - (c) Globalization
 - (d) Socialization
4. In 1991 the Government of India removed the trade barriers because it felt that:
- (a) Indian export was very high
 - (b) India needed money for development
 - (c) Domestic producers were ready to compete with foreign industries
 - (d) People needed import for international products
5. Consider the statements given below and choose the correct answer

Statement 1: Government can use trade barriers to increase or decrease foreign trade and decide what kinds of goods and how much of each should come into the country.

Statement 2: The Indian government after independence, removed all the trade barriers.

- (a) Statement (i) is correct and (ii) is incorrect.
- (b) Statement (i) is wrong and (ii) is correct
- (c) Both (i) and (ii) are wrong
- (d) Both (i) and (ii) are correct

Assertion/Reason (6-7)

There are two statements marked as Assertion (A) and Reason (R).

Mark your answer according to the codes given below:

- (a) (A) and (R) both are true and (R) is the correct explanation of (A)
- (b) (A) and (R) both 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

6. **Assertion:** More and more goods and services, investments and technology are moving between countries.

Reason: People usually move from one country to another in search of better income, better jobs or better education.

7. **Assertion:** The past 50 years have seen several improvements in agriculture and education.

Reason: Faster delivery of goods across long distances has been possible at lower cost because of globalisation.

Answer series (Question No. 1-7)

1. C. Tax on imports
2. C. All the statements are correct.
3. B. Liberalization
4. C. Domestic producers were ready to compete with foreign industries
5. A. Statement (i) is correct and (ii) is incorrect.
6. B. (A) and (R) both are true but (R) is not the correct explanation of (A)
7. D.(A) is wrong but (R) is correct

Short/Long Questions (2, 3 & 5 Marks Questions)

1. What do you mean by globalization?
2. What is liberalization?
3. "Globalisation is the process of rapid integration or interconnection between countries" mention any two ways how countries can be Connected?
4. Why are the trade barriers imposed on the foreign trade and investment in a country?
5. How is information and communication technology connected with globalization? Would globalisation have been possible without expansion of IT?

6. How has liberalisation of trade and investment policies helped the globalisation process?

Answer series short/long questions (2, 3 and 5 marks questions)

1. Please see the key points
2. Please see the key points
3. Please see the key points
4. Please see the key points
5. Please see the key points
6. Please see the key points

Case based questions

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

1. The result of greater foreign investment and greater foreign trade has been greater integration of production and markets across countries. Globalisation is this process of rapid integration or interconnection between countries. MNCs are playing a major role in the globalisation process. More and more goods and services, investments and technology are moving between countries. Most regions of the world are in closer contact with each other than a few decades back. Besides the movements of goods, services, investments and technology, there is one more way in which the countries can be connected. This is through the movement of people between countries. People usually move from one country to another in search of better income, better jobs or better education. In the past few decades, however, there has

not been much increase in the movement of people between countries due to various restrictions.

- (i) What is foreign investment? (1)
- (ii) Mention any one way how countries get connected in globalisation? (1)
- (iii) Mention any two benefits of globalization. (2)

2. Read the passage given below and answer the questions asked.

2. Starting around 1991, some far reaching changes in policy were made in India. The government decided that the time had come for Indian producers to compete with producers around the globe. It felt that competition would improve the performance of producers within the country since they would have to improve their quality. This decision was supported by powerful international organizations. Thus, barriers on foreign trade and foreign investment were removed to a large extent. This meant that goods could be imported and exported easily and also foreign companies could set up factories and offices here. Removing barriers or restrictions set by the government is what is known as liberalization. With liberalization of trade, businesses are allowed to make decisions freely about what they wish to import or export. The government imposes much less restrictions than before and is therefore said to be more liberal.

- (i) What changes were introduced by the government in 1991? (1)
- (ii) Why did the government removed barriers on foreign trade? (1)
- (iii) "The government imposes much less restrictions than before and is therefore said to be more liberal" Explain the statement with examples.

Answer (Case Based Questions)

Answer 1.

- (i) investment made by the MNC from foreign countries
 - (ii) More and more goods and services, investments and technology between countries are moving
 - (iii)
 1. The spread of technology and innovation
 2. Higher Standards of living.
 3. Access to new markets
 4. Lower cost of Products
2. Students will solve by reading the passage on their own.

Practice Paper Solved

Time Allowed: 3 Hours

M.M. : 80

General Instructions:

1. The question paper comprises Six Sections – A, B, C, D, E and F. There are 37 questions in the Question paper. All questions are compulsory.
2. **Section A** – From questions 1 to 20 are MCQs of 1 mark each.
3. **Section B** – Question no. 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
4. **Section C** contains Q.25 to Q.29 are Short Answer Type Questions, carrying 3 marks each.

Answer to each question should not exceed 60 words

5. **Section D** – Question no. 30 to 33 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
6. **Section-E** - Questions no 34 to 36 are case based questions with three sub questions and are of 4 marks each. Answer to each question should not exceed 100 words.
7. **Section F** – Question no. 37 is map based, carrying 5 marks with two parts, 37a from History (2 marks) and 37b from Geography (3 marks).
8. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.

Options:

- (a) Statement i and ii are correct.
 - (b) Statement ii, iii & iv are correct
 - (c) Statement ii is correct.
 - (d) Statement (i), (iii) & (iv) are correct.
5. When many countries of Europe came together to form the European Union, _____ was chosen as its headquarters.
- (a) Brussels
 - (b) Paris
 - (c) London
 - (d) Zurich
6. Which of the following statements accurately distinguishes between Majoritarianism and Power sharing?
- (a) Majoritarianism emphasizes the dominance of the majority community, while Power sharing emphasizes the sharing of power among different groups.
 - (b) Majoritarianism emphasizes the need for consensus building, while Power sharing emphasizes the exclusion of minority groups.
 - (c) Majoritarianism emphasizes the importance of accommodating minority interests, while Power sharing emphasizes the need for majority rule.
 - (d) Majoritarianism emphasizes the need for peaceful resolution of conflicts, while Power sharing emphasizes the use of force to impose the majority's will.

7. There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A): Democracies are based on political equality

Reason(R): All individuals have equal say in electing representatives.

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
 - (b) Both A and R are true and R is the correct explanation of A.
 - (c) (A) is correct but (R) is wrong
 - (d) (A) is wrong but (R) is correct
8. Rahul has a sack of cotton but he is in need of wheat and Anush has a sack of wheat and is in need of cotton, under this situation both will be able to exchange their goods. In case of absence of such coincidence of wants, they may not exchange their goods.

Which one of the following would be the best option that describes the mutual exchange of goods and eliminate the exchange of goods?

Options:

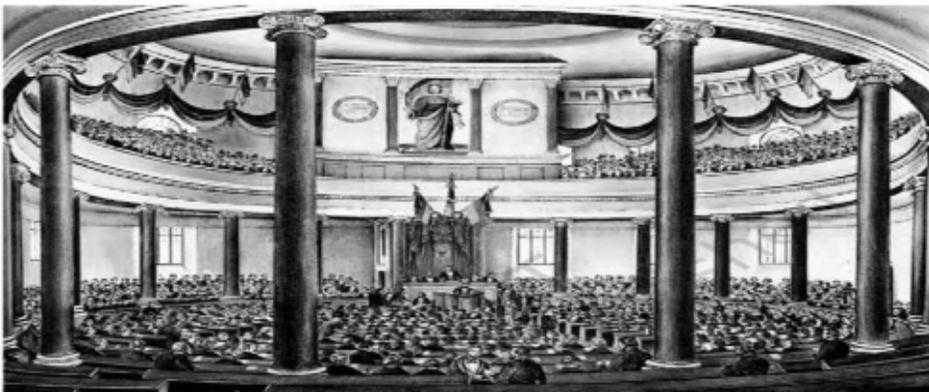
- (a) Double coincidence of want, Exchanging commodity for commodity.
 - (b) Double Coincidence of want, Credit on Commodity
 - (c) Double coincidence of want, Loan on commodity.
 - (d) Double coincidence of want, Money
9. You are a citizen of a country that has a democratic form of government. You want to ensure that the system of power-sharing in your

country is effective and that no one branch of government has absolute power.

Which of the following measures would best meet this goal?

- (a) All power is concentrated in the hands of the legislature only.
- (b) Power is divided between the central government and the states or provinces, with each level having its own sphere of influence.
- (c) Power is separated among the legislative, executive, and judicial branches, with each branch having its own responsibilities and powers.
- (d) Power is shared among different levels of government, such as the national, regional, and local governments, with each level having some degree of autonomy.

10. Identify the painting from the options given below.



- (a) Frankfurt Parliament
- (b) Reichstag
- (c) Duma
- (d) The House of Parliament

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 10

Which of the following does the symbol “crown of oak leaves” stand for?

- (a) Freedom
 - (b) Shows readiness to fight.
 - (c) Willingness to make peace.
 - (d) Heroism.
11. Evaluate the impacts of opening foreign trade on the global economy by identifying the appropriate statements among the following options:
- (i) The choice of goods in the markets increase.
 - (ii) Producers from two countries closely compete against each other despite the distance between their locations.
 - (iii) Foreign trade thus results in connecting the markets or integration of markets in different countries.
 - (iv) The quality of the product is always good.

Options:

- (a) Statements (i) and (ii) are appropriate.
- (b) Statements (i), ii and (iii) are appropriate.
- (d) All the statements are appropriate.
- (d) Only statement iv is appropriate.

12. Choose the correction option to complete the statement.

If a government provides its citizens a right and means to examine the process of decision, it is _____.

- (a) An accountable government.
- (b) A responsible government.
- (c) A transparent government.
- (d) A stable government.

13. Arrange the following statements in sequential order based on the events that shaped the Non-cooperation movement.

- (i) General Dyer opened fire at the large crowd gathered in the enclosed ground of Jallianwala Bagh.
- (ii) "Forced recruitment" carried out by the British government and the economic hardships faced by the people during the first world war.
- (iii) The defeat of the Ottoman Emperor of Turkey led to the formation of the Khilafat movement.
- (iv) Gandhiji launched a nationwide satyagraha against the Rowlatt act.

Options:

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

14. If there is a disruption by transporters and lorries refuse to transport vegetables, milk, etc. from rural areas to urban areas, food will become scarce in urban areas, whereas farmers will be unable to sell their products.

Which of the following sectors will be affected due to this situation stated above?

- (a) Primary and Secondary
 - (b) Secondary and Tertiary
 - (c) Tertiary, Primary and Secondary
 - (d) Tertiary and Primary.
15. Consider the statements given below and choose the correct answer

Statement I: Western printing techniques and mechanical press were imported in the late 19th Century as western powers established their outposts in China.

Statement II: Beijing became the hub of the new print culture, catering to western style schools.

- (a) Statement (i) is correct and (ii) is incorrect.
 - (b) Statement (i) is incorrect and (ii) is correct
 - (c) Both (i) & (ii) are incorrect
 - (d) Both (i) & (ii) are correct
16. "M" gave his friend clues about a type of soil that suits for growing cotton. Which of the following clues provided by "M" would be most useful in identifying the ideal type of soil?

Clues:

- (i) It is well-known for its capacity to hold moisture.
 - (ii) It turns yellow when it is hydrated.
 - (iii) It is rich in kankur and bhangar nodules.
 - (iv) It is a well-drained loamy soil.
- (a) Clue (i)
 - (b) Clue (i) and (iii)
 - (c) Clue (i) and (ii)
 - (d) Clue (iv)

17. Choose the right option to fill in the blank.

The emergence of _____ is directly connected to the rise of political parties.

- (a) Monitory democracies
- (b) Direct democracies
- (c) Representative democracies
- (d) Constitutional democracies

18. The process of integration between different countries is called as _____.

- (a) Privatization
- (b) Globalization
- (c) Liberalization
- (d) Competition

19. Which of the following statements is correct keeping the requirement of formation of government in view.

Statement (i): It is possible for independent candidates to form a government.

Statement (ii): Government formation is exclusively reserved for political parties.

Statement (iii): The formation of government is limited to only elected political parties.

Statement (iv): Government can only be formed by political parties that are elected and hold a majority.

Options:

- (a) Statement (i) and (ii) are right.
- (b) Statement (i), (ii) and (iii) are right.
- (c) Statement (iii) is right.
- (d) Only statement (iv) is right.

20. Miss "S" approached a bank nearby to avail loan for her own business, as well as a Self-help group which is operating in her village, the bank rejected her loan application whereas the Self-help group accepted to support her by providing the loan.

Which one of the following documents is required by the bank, but not required by the self-help group to approve Miss "S's" loan application for her business?

- (a) Application for loans.
- (b) Arrangement Letter.

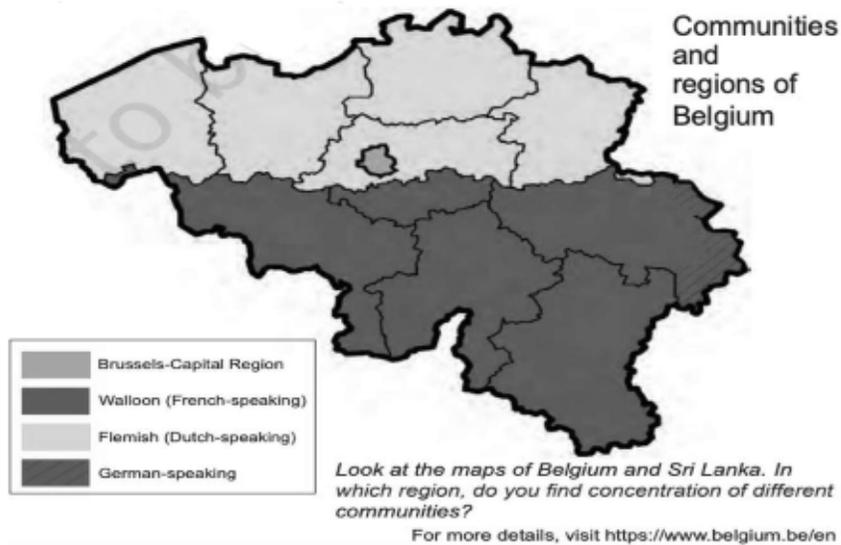
(c) Document on Collateral.

(d) Demand promissory note and take delivery letter.

SECTION B

VERY SHORT ANSWER QUESTION (2 × 4 = 8)

21. Study the map thoroughly and mention the languages that are dominantly present in Belgium.



For Visually impaired students in lieu of the above question.

Mention the languages that are dominantly present in Belgium;

22. The most powerful weapon of the Spanish conqueror was not a conventional military weapon at all.” Justify the above statement by giving two reasons. 2

23. Mr. Palani is from Tamil Nadu, wishes to cultivate either Tea or Wheat. Which one of the crops out of the two can he cultivate in his state? Substantiate your answer with any two reasons. 2
24. Mention any two reasons to state that India is a federal country. 2

SECTION C

SHORT ANSWER-BASED QUESTIONS (3 × 5 = 15)

25. Provide evidence to support the claim that print culture had a significant impact on the social lives of women in India? 3
26. Mr. "R" was regular worker in small factory. He was not paid his wages properly and the factory did not follow the factory rules and regulations stated by the government, recently he lost his job and was found selling electrical items in a pushcart. Analyze the role of the government in protecting the workers like "R".
27. "Agriculture gives boost to the industrial sector". Justify the statement with any three relevant points. 3
28. The Indian constitution provides three lists to distribute the legislative power. State any two subjects that are included in the union list. In which list the subject "Education" is included and why? 3
29. A Graph given below shows the production of good and services in the three sectors of the economy. This is shown for two years, 1973-74 and 2013-14. Analyze the data provided and answer the following questions.
1. Which was the least producing sector in 1973-74? State the reasons.

2. Which was the largest producing sector in 2013-14? State the reasons.

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 29.

Tertiary sector activities help in the development of Primary and Secondary sectors. Substantiate your answer.

SECTION D

LONG ANSWER-BASED QUESTIONS (5×4=20)

30. Analyze the impact of mining activities on the local environment and the health of the surrounding communities.
31. How would you evaluate Napoleon as an administrator who created a more rational and efficient system? Elucidate with suitable examples.

OR

Analyze the decisions taken by the conservatives at the Congress of Vienna in the year 1815. 5

32. Analyse the role of a multiparty system in a democratic country like India.

OR

Evaluate the differences between the national and regional parties and assess the requirements for a regional party to become a national party. 5

33. Mr. "X" borrowed money from a money lender at a high rate of interest, as he could not pay the interest. Mr. "X" was forced to borrow

from another landlord to settle the amount for the interest borrowed, to the money lender. State the consequences he may face in this situation.

OR

Self-Help Groups eliminates poverty and empowers women". Substantiate with suitable answer. 5

SECTION E

CASE-BASED QUESTIONS (4 × 3 = 12)

34. It is said of "passive resistance" that it is the weapon of the weak, but the power which is the subject of this article can be used only by the strong. This power is not passive resistance; indeed, it calls for intense activity. The movement in South Africa was not passive but active...

"Satyagraha is not physical force. A satyagrahi does not inflict pain on the adversary; he does not seek his destruction... In the use of satyagraha, there is no ill will whatever. 'Satyagraha is pure soul force. Truth is the very substance of the soul. That is why this force is called satyagraha. The soul is informed with knowledge. In it burns the flame of love. Nonviolence is the supreme dhamma It is certain that India cannot rival Britain or Europe in force of arms. The British worship the war god and they can all of them become, as they are becoming, bearers of arms. The hundreds of millions in India can never carry arms. They have made the religion of non-violence their own..."

"In his famous book Hind Swaraj (1909) Mahatma Gandhi declared that British rule was established in India, with the cooperation of Indians, and had survived only because of this cooperation. If Indians

refused to cooperate, British rule will collapse within a year.

1. Gandhiji said, "passive resistance is not the weapon of the weak". Why?"
 2. "Satyagraha is pure soul-force" substantiate this statement in 20 words.
 3. What according to Mahatma Gandhi is the best weapon to use to collapse British rule in India?
35. Maharashtra is a state located in western India, with a population of over 110 million people. The state is home to several large cities, including Mumbai, and has a significant agricultural sector. However, the state is facing a severe water crisis, with its water resources coming under increasing pressure due to climate change, industrialization, and urbanization. The main challenges faced by water resource management in Maharashtra are:
- (i) **Overexploitation of groundwater:** Maharashtra is one of the most groundwater-stressed states in India, with the demand for water exceeding groundwater stressed states in India, with the demand for water exceeding the supply. Overexploitation of groundwater for agriculture and urban use has led to a decline in water levels, which has severe implications for the sustainability of water resources.
 - (ii) **Pollution of surface water:** Industrialization and urbanization have led to the pollution of surface water bodies such as rivers and lakes. The pollution has led to water quality degradation, which poses risks to human health and the environment.

(iii) **Inefficient irrigation practices:** The agricultural sector is the largest user of water in Maharashtra, accounting for around 80% of total water use. However, traditional irrigation practices such as flood irrigation are inefficient and lead to the wastage of water.

1. Mention any one reasons for the water crisis faced by the state of Maharashtra.
 2. Despite being the second highest rainfall-receiving state of the country, Maharashtra still faces water crisis. Substantiate this statement in 40 words.
 3. Propose any one solution to mitigate the water crisis faced by Maharashtra state.
36. Gross Domestic Product (GDP) and Per Capita Income: India's GDP was USD 2.7 trillion in 2020, making it the world's sixth-largest economy. However, the per capita income in India is only about USD 1,947 per year, which is much lower than the world average of USD 11,570. This means that the overall economic output in India is high, but the benefits are not evenly distributed among the population.

Human Development Index (HDI): HDI is a composite index that measures the overall development of a country based on indicators such as life expectancy, education, and income. According to the United Nations Development Program (UNDP), India's HDI value in 2020 was 0.645, which is below the world average of 0.737.

This indicates that while India has made significant progress in improving human development indicators in recent years, there is still a long way to go.

1. Why is India's Per capita income low compared to the world average? Suggest any one measure to increase the Per capita income of India.
2. Propose any two measures to be taken by India in improving its HDI.

SECTION F

MAP SKILL-BASED QUESTION (2 + 3 = 5)

- 37a. Two places A and B have been marked on the given outline map of India. Identify them and write their correct names on the lines drawn near them.
- (i) Indian National congress session at this place in 1920.
 - (ii) The place where Mahatma Gandhi broke the salt law.
- 37b. On the same outline map of India locate and label any 3 of the following with suitable symbols.
- (i) A Coal mine in Tamil Nadu
 - (ii) A dam built on river Chenab.
 - (iii) A large natural major seaport located in Andhra Pradesh
 - (iv) Noida software technology park

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 37 (a) and (b).

- 37a. (i) Name the place where the Indian National Congress session was held in September 1920.

(ii) Name the place where Mahatma Gandhi Broke the salt law.

Answer any 3 of the following :

(i) Name the coal mine located at Tamil Nadu

(ii) Name the dam built on the river Chenab.

(iii) Name the largest natural seaport located in Andhra Pradesh.

(iv) Mention the state where Noida software technology park is located.

MARKING SCHEME

Time Allowed: 3 Hours

Maximum Marks : 80

Section A – Multiple Choice Questions

1. (a) Rowlatt Act
2. (b) Bhopal
3. (d) Assam
4. (d) Statements (i), (ii) and (iii) are correct.
5. (a) Brussels
6. (a) Majoritarianism emphasizes the dominance of the majority community, while Power sharing emphasizes the sharing of power among different groups.
7. (b) Both (A) and (R) are true but (R) is not the correct explanation of (A)
8. (d) Double coincidence of want- Money.
9. (d) Power is separated among the legislative, executive, and judicial branches, with each branch having its own responsibilities and powers.
10. (a) Frankfurt Parliament
Visually Impaired Candidates only in lieu of Q. No. 10
(d) Heroism.
11. (b) Statements (i), (ii) and (iii) are appropriate.
12. (a) An accountable government
13. (b) (ii), (i), (iii), (iv)
14. (c) Tertiary, Primary and Secondary

15. (a) statement (i) is correct and (ii) is incorrect.
16. (a) Clue (i)
17. (c) Representative democracies
18. (b) Globalization
19. (a) Statement (i) and (ii) are right.
20. (c) Document on Collateral

Section B – Very Short Answer Type Questions

21. The languages that are dominantly spoken in Belgium are Dutch and French,

For Visually impaired students in lieu of the above question.

The languages that are dominantly spoken in Belgium are Dutch and French,

22. Spanish conquerors won America not with conventional military weapon but with germs like smallpox which spread deep into the continent before any European could reach there.

America's original inhabitants had no immunity against these diseases that came from Europe. This disease erased the whole community, leading to conquest. This biological warfare in the mid sixteenth century made it easy for Spanish to overpower the Americans.

23. Mr. "P" must cultivate Tea in Assam as the soil and climatic conditions in Assam are suitable to grow Tea.

The tea plant grows well in tropical and sub-tropical climates endowed with deep and fertile well-drained laterite soil, rich in humus and organic matter. Tea bushes require a warm and moist frost-free climate all through the year.

Frequent showers evenly distributed over the year ensure continuous growth of tender leaves.

24. The following are the reasons which proves that India is a federal country.

Division of Powers: The Constitution of India clearly demarcates the powers of the Central and State governments, and both have their separate areas of jurisdiction. The Seventh Schedule of the Indian Constitution lists the Union List, State List, and Concurrent List, which define the powers and responsibilities of the Central and State governments.

Independent Judiciary: India has an independent judiciary with the power of judicial review. The Supreme Court of India is the highest judicial authority in the country and has the power to interpret the Constitution and resolve disputes between the Central and State governments.

Representation of States: The Rajya Sabha, the upper house of the Indian Parliament, represents the States and Union Territories of India. The members of the Rajya Sabha are elected by the elected members of the Legislative Assemblies of the States and Union Territories.

These factors contribute to India being a federal country where power is divided between the Central and State governments.

(Any two relevant points explained)

Section C – Short Answer Type Questions

25. The rise of print culture in India during the 19th century played a crucial role in awakening the social life of women. The printing press allowed women to access information, knowledge and ideas that were previously inaccessible to them. Women's magazines, newspapers and books pro-

vided a platform for women to express their views, ideas and opinions on various social issues such as education, gender equality, women's rights, and social reform.

1. Liberal husbands and fathers began educating their womenfolk at home and sent them to schools.

In East Bengal, Rashundari Debi, a young married girl in a very orthodox household, learnt to read in the secrecy of her kitchen and wrote her autobiography *Amar Jiban* (1876). It was the first full-length autobiography published in the Bengali language.

2. The Bengali women like Kailashbashini Debi wrote books highlighting the experiences of women – about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labor and treated unjustly by their families.
3. In Maharashtra, Tarabai Shinde & Pandita Ramabai wrote with passionate anger about the miserable lives of upper-caste Hindu women, especially widows.
4. A woman in a Tamil novel expressed what reading meant to women who were confined by social regulations: 'For various reasons, my world is small ... More than half my life's happiness has come from books ...' Therefore, print culture helped awaken social consciousness and contributed to the progress of women's rights and empowerment in India.

(Any 3 relevant points to be mentioned)

26. The following are the ways in which the workers in the unorganized sector can be protected:
 - Minimum working hours and wages should be fixed by the government.
 - To help self-employed people, the government can provide loans.

- Basic services such as education, health, and food should be taken care of by the government
 - Enforce labour laws
 - Ensure minimum wages act been followed by the factory
 - Stipulate the working hours, assuring job security and employees benefits such as over time allowance, bonus, increment, health insurance been provided to the workers. In short workers welfare been taken care as per the act of 1956.
27. • **Raw Material Supply:** Agriculture is a significant source of raw materials for various industries, such as food processing, textiles, and paper. For instance, the cotton industry relies heavily on the production of cotton from agricultural fields. Similarly, food processing industries rely on agricultural products such as fruits, vegetables, and cereals. Thus, a healthy agricultural sector can ensure a steady supply of raw materials for industries, which, in turn, can boost their productivity and growth.
- **Market Expansion:** Agriculture provides a vast market for industrial products. For example, the use of agricultural machinery such as tractors, tillers, and harvesters creates a demand for industrial goods, including steel, plastics, and rubber. Moreover, the growth of the agricultural sector increases the purchasing power of farmers, who become a significant consumer group for industrial products such as consumer goods, automobiles, and appliances.
 - **Employment Generation:** Agriculture is a labor-intensive sector that generates employment opportunities for a significant population in India. A healthy agricultural sector can increase the income levels of farmers and agricultural workers, which, in turn, can create a demand for industrial products and services. Additionally, agriculture-related industries such as food processing and agrochemicals also

create job opportunities, especially in rural areas. Thus, a robust agricultural sector can help to reduce unemployment and poverty, which are major challenges in India.

(Any three relevant points to be mentioned)

28. The Indian Constitution has a three-fold distribution of legislative power, which contains three lists:

The Union List, the State List, and the Concurrent List. The subjects that are included in the Union List are those that are under the exclusive jurisdiction of the Union Government. Some of the subjects that are included in the Union List are:

- Defense of the country
- Foreign affairs and relations
- Banking, currency, and coinage
- Railways and air transport
- Posts and telegraphs
- Census and statistics
- Copyrights, patents, and trademarks
- The subject "Education" comes under the Concurrent List, which means that both the Union Government and the State Governments have the power to make laws on this subject. The Concurrent List contains subjects that are of common interest to both the Union and the State Governments.

(Any relevant points to be mentioned)

29. 1. Secondary sector is the least-producing sector in 1973-74. India is a closed economy at that period, technological upgradation was limited. Also, Industrial policy restricted the freedom to enter various kinds of industries and tedious licensing policy discouraged new players from coming in

2. Tertiary Sector was the largest producing sector during 2013-14. This was largely due to.:
- Basic services: In any country, several services such as hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defense, transport, banks, and insurance companies, are required. These can be considered basic services. In a developing country, the government has to take responsibility for the provision of these services.
 - Development of primary and secondary sectors: The development of agriculture and industry leads to the development of services such as transport, trade, and storage. The greater the development of the primary and secondary sectors, the more would be demand for such services.
 - Rise in income levels: As income levels rise, certain sections of people start demanding many more services like eating out, tourism, shopping, private hospitals, private schools, and professional training centers. We can see this change quite sharply in cities, especially in big cities.
 - Rise in information technology: Over the past decade or so, certain new services, such as those based on information and communication technology have become essential. The production of these services has been rising rapidly.

(Any two relevant points to be mentioned)

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 29

- In any country, several services such as hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defense, transport, banks, and insurance companies, are required. These can be considered basic services.

- In a developing country, the government must take responsibility for the provision of these services.
- The development of agriculture and industry leads to the development of services such as transport, trade, and storage.
- The greater the development of the primary and secondary sectors, the more would be demand for such services.

Section D – Long Answer Type Questions

30. The hazards of mining or the impacts of mining on the health of the miners and the environment are given below:

- The dust and noxious fumes inhaled by miners make them vulnerable to pulmonary diseases.
- The risk of collapsing mine roofs,
- Inundation and fires in coal mines are a constant threat to miners.
- The fact that mining is one of the most dangerous jobs, mining usually has a negative impact on the environment with the production of a lot of waste.
- Disruption to the local flora and fauna, and contamination of local water sources.
- It could require the removal of massive amounts of topsoil, leading to erosion, loss of habitat and pollution.

(Any other relevant points)

31. The Civil Code of 1804 – usually known as the Napoleonic Code, secured the right to property, established equality before the law, and removed all privileges based on birth

- The Napoleonic Code was followed by the regions under the French control.

- New businessmen, artisans, peasants, and workers enjoyed a new-found freedom.
- In territories under French control such as Italy, Germany, Switzerland, and Dutch Republic, peasants were freed from manorial dues, peasants were freed from serfdom, feudal system was abolished, administrative divisions were simplified.
- Guild restrictions were removed in towns.
- There were improvements in communication and transport systems.
- To facilitate the movement and exchange of goods and capital from one region to another, small-scale producers of goods and businessmen began to realise that common national currency, standardised measures and weights, and uniform laws were of great help.

(Any other relevant points)

OR

- The representatives of the four great European powers – Britain, Russia, Prussia and Austria who had collectively defeated Napoleon, met at Vienna to draw up a settlement for Europe. The Congress was hosted by the Austrian Chancellor Duke Metternich. The result was the Treaty of Vienna of 1815.
- Its object was to undo the changes that had come about in Europe during the Napoleonic wars and to restore the monarchies that had been overthrown by Napoleon, and create a new conservative order in Europe.
- The Bourbon dynasty, (deposed during the French Revolution) was restored to power.
- France lost the territories it had annexed under Napoleon.

- A series of states were set up on the boundaries of France to prevent it from expansion in the future. E.g., kingdom of the Netherlands, which included Belgium, was set up in the north.
- Genoa was added to Piedmont in the south. Prussia was given territories on its western frontiers. Austria was given control of northern Italy.
- The German confederation of 39 states set up by Napoleon was left untouched. In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.
- Thus conservative regimes set up in 1815 were autocratic. They did not tolerate criticism and dissent. They curbed activities that questioned the legitimacy of autocratic governments.

(Any other relevant points)

32. • In a democratic system like India, multiparty politics plays a crucial role in representing the diverse interests and aspirations of the citizens.
- The multiparty system allows for a competitive and dynamic political environment, where parties with different ideologies and agendas can participate and compete for the support of the electorate.
 - The presence of multiple parties also provides a check and balance against any one party becoming too powerful and dominant.
 - This system allows a variety of interests and opinions to enjoy political representation. People can make a choice between several candidates.
 - Through this system different and diverse parties could represent the sections of society and power does not absorb in the hands of one single party. India adopted this system because of the vast diversity and plurality in the nation.

(Any other relevant points)

OR

- National parties are powerful in the nation; it deals with national issues.
- Regional parties' power is limited to a specific region or state, only the issues and demands of a specific region are discussed by regional parties.
- National parties' actions offer preference to national issues over regional problems.
- Regional parties' operations are confined to the state.
- A party must gain at least six percent of the total votes in lok sabha or assembly elections in four states to be a national party and win at least four seats in lok sabha.
- A party has to receive at least six percent of the total votes in the legislative election to become a regional party and win at least two seats. Examples of national parties are the BJP, Congress and BSP. The examples of regional parties are DMK, Biju Janta DAI etc.

(Any other relevant points)

33. Mr 'X' has fallen into "Debt trap", He is in a situation where he will not be able to repay the debt incurred because: The Informal sector was the source of credit opted by Mr. 'X', where

- The Rate of interest is high,
- No proper documentation is sought,
- No set of rules and regulations will be followed
- The lenders were often punished and will be ill treated
- The prime motive of the informal sources of this kind of credit is to make profit

He may face the following Consequences:

- Mr. "X" may face ongoing harassment and physical harm from the men sent by the money lender.
- He will not be able to make regular interest payments or repay the full amount borrowed. This could lead to significant stress and anxiety, as well as potential physical injuries.
- Borrowing from another landlord to repay the original loan may create a cycle of debt for Mr. "X", particularly if the interest rates on the second loan are also high.

Mr. "X" may experience personal consequences, such as mental stress, anxiety, and depression due to the constant pressure of repayments and harassment from the lenders.

(Any other relevant points)

OR

Self-Help Groups eliminates poverty and empowers women Substantiate with suitable answer.

- Self Help Groups help the poor to become self-reliant in terms of savings and generating income.
- They avail the facilities of loans from formal sources like banks at low rate of interest.
- They do not demand collateral and so it is easy to access by the poor.
- Self-help groups are exclusively meant for rural women to make them Economically independent through self-employment opportunities.
- Helps to improve other development factors such as literacy levels, improved healthcare and better family planning.

- Economic empowerment. SHGs provide women with a platform to save and access credit at affordable rates, which enables them to start and expand small businesses. Thus improving the standard of living.
- **Skill development:** SHGs in India have also been successful in providing skill development and training opportunities to women. Through training programs, women are equipped with the necessary skills to start and run successful businesses.
- **Social empowerment:** By providing a platform for women to come together, share their experiences, and support each other, SHGs have empowered women to take charge of their lives and become active participants in their communities.

(Any other relevant points)

Section E – Case Based Questions

34. 34.1. Gandhiji said” passive resistance is not the weapon of the weak because it calls for intense activity with a lot of inner strength.
- 34.2. Truth is the very substance of the soul that is informed with knowledge and thus this force is called satyagraha.
- 34.3. Mahatma Gandhi in his book Hind Swaraj declared that through noncooperation(Satyagraha) only British rule could be collapsed in India as they could build their empire only with the cooperation of Indians.
35. 35.1. Two reasons for Maharashtra facing a water crisis are overexploitation of groundwater and pollution of surface water bodies due to industrialization and urbanization.
- 35.2. Despite receiving the second-highest rainfall in the country, traditional irrigation practices like flood irrigation leading to water shortages in Maharashtra. This is because flood irrigation involves excessive water use, and the water gets lost due to runoff, leading to less water available for other uses.

35.3. To mitigate the water crisis in Maharashtra, one solution could be to promote the adoption of more efficient irrigation practices, such as drip irrigation and sprinkler systems, that use less water and are more targeted in their delivery. The state can also use rain water harvesting system to improve ground water levels along the western side of western Ghats which receive maximum rain fall. This will increase the efficiency of water use in the state of Maharashtra.

(Any one of the above or any other relevant solution)

36. 36.1. Rapid population growth directly affects per capita income in an economy. Rapid growth leads to the problem of allocation of scarce resources. The lack of education, healthcare, and employment opportunities lowers the income level of the citizens, which results in the low per capita income of the country.

36.2. The per capita income of India may increase through government's investment in infrastructure, Education and training. Greater education and job skills allow individuals to produce more goods and services, start businesses, and earn higher incomes

36.3. Two measures to be taken by India to improve its HDI could be:

- Increase in budgetary allocation on education and healthcare facilities. India needs to focus on improving access to healthcare services, especially in rural areas. This could involve building more hospitals and clinics training more healthcare workers, and implementing policies to reduce the cost of healthcare. Subsidies can be channelized towards generation of more employment opportunities.
- Investing in education: India needs to invest in education to improve its human capital. This could involve increasing the number of schools and colleges, providing better teacher training, and implementing policies to ensure that all children have access to education. Additionally, there needs to be a focus on improving the quality

of education to ensure that students are gaining the skills they need to succeed in the workforce.

Section F – Map Based Questions

37. (a) (i) Calcutta (Kolkata)
(ii) Dandi
(b) Map Enclosed

Note: The following question is for Visually Impaired Candidates only in lieu of Q. No. 37 (a) and (b).

37. (a) (i) Calcutta (Kolkata)
(ii) Dandi
(b) (i) Neyveli
(ii) Salal Dam
(iii) Vishakhapatnam
(ii) Uttar Pradesh



Practice Paper-1

General Instructions:

Read the following instructions very carefully and follow them:

1. This question paper contains 37 questions. All questions are compulsory.
2. Question paper comprises six Sections – A, B, C, D, E and F.
3. Section A – Question no. 1 to 20 are Multiple Choice Questions of 1 mark each.
4. Section B – Question no. 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
5. Section C – Question no. 25 to 29 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60 words.
6. Section D – Question no. 30 to 33 are Long Answer Type Questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
7. Section E – Question no. 34 to 36 are Case based Source based questions with three sub questions and are of 4 marks each.
8. Section F – Question no. 37 is map skill based, carrying 5 marks with two parts.
37.1 from History (2 marks) and 37.2 from Geography (3 marks).
9. In addition to this, separate instructions are given with each section and question, wherever necessary.

10. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions has to be attempted.

SECTION A

Multiple Choice Questions:

(20 × 1 = 20)

- Who among the following is the writer of 'Gulamgiri'?
(a) Dr. B.R. Ambedkar (b) Jyotiba Phule
(c) E.V. Periyar (d) Ram Mohan Roy
- Which one of the following ideologies were the European Governments driven by after the defeat of Napoleon in 1815?
(a) Socialism (b) Conservatism
(c) Liberalism (d) Romanticism
- Which one of the following soils develops in an area with high temperature and heavy rainfall?
(a) Red and Yellow Soil (b) Black Soil
(c) Alluvial Soil (d) Laterite Soil
- Match the column – A with column – B and choose the correct option:

Column – A

Column – B

- | | |
|------------------|-----------------|
| A. Biological | 1. Coal |
| B. Renewable | 2. Wild-life |
| C. Non-renewable | 3. Solar energy |

- (a) A-1, B-3, C-2 (b) A-3, B-2, C-1
- (c) A-2, B-3, C-1 (d) A-1, B-2, C-3
5. Two statements are given below as Assertion (A) and Reason (R).
Read the statements and choose the correct option:
- Assertion (A):** Agriculture and industry move hand in hand.
- Reason (R):** Industrial development is a precondition for eradication of unemployment and poverty from 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 but (R) is not the correct explanation of (A).
(c) (A) is true but (R) is false.
(d) (A) is false but (R) is true.
6. In which one of the following countries was mass production' an important feature in the 1920s?
- (a) United States of America (b) France
(c) Poland (d) Japan
7. Choose the correct option from the following regarding Central Powers in the First World War:
- (a) Germany, Austria-Hungary and Ottoman Turkey
(b) Britain, France and Russia
(c) Italy, Japan and Russia
(d) France, Austria-Hungary and China

8. Two statements are given below as Assertion (A) and Reason (R).

Read the statements and choose the correct option:

Assertion (A): Belgium amended* their constitution four times.

Reason (R): Constitution enables everyone to live together in the same country.

Options :

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

9. Match the column –A with column – B and choose the correct option:

Column – A

Column – B

A. Union List

1. Agriculture

B. State list

2. Computer Software

C. Concurrent List

3. Banking

D. Residuary Subjects

4. Education

(a) A-3, B-1, C-4, D-2

(b) A-4, B-3, C-2, D-1

(c) A-2, B-4, C-3, D- 1

(d) A-1, B-2, C-3, D-4

10. Which one of the following is an example of 'coming together federation'.

- (a) India (b) Belgium
(c) United States of America (d) Spain

11. Study the given table and answer the question that follows:

Some data regarding India and its Neighbours for 2019

Country	Life Expectancy at birth	HDI Rank in the World (2018)
Sri Lanka	77	73
India	69.7	130
Myanmar	67.1	148
Pakistan	67.3	154
Nepal	70.8	143
Bangladesh	72.6	134

Which of the following countries has the highest level of Human Development Index.'

- (a) India (b) Sri Lanka
(c) Bangladesh (d) Nepal

12. Which one of the following countries adopted multi-party system?

- (a) United States of America (b) India
(c) China (d) Britain

13. Natural products being changed into other forms is known as:
- (a) Primary Product (b) Secondary Product
(c) Tertiary Product (d) Quarternary product
14. In which one of the following regions is the participation of women in public life the highest?
- (a) Nordic countries (b) Arab states
(c) European countries (d) Asian countries
15. For comparing countries, _____ is considered to be one of their most important attributes by the World Bank.
- (a) Education (b) Health Status
(c) Income (d) Living Standard
16. Which of the following States is ruled by a regional party?
- (a) Gujarat (b) Madhya Pradesh
(c) Odisha (d) Rajasthan
17. Which one of the following is a challenge of Globalisation?
- (a) Access to New Markets (b) Access to New Talent
(c) International Recruitment (d) Disproportionate Growth
18. Which one of the following categories of urban households takes the highest percentage of loan from the formal sector?
- (a) Poor households (b) Well-off households
(c) Households with few assets (d) Rich households
19. Which one of the following is the modern form of currency?
- (a) Paper notes (b) Silver coins
(c) Gold coins (d) Copper coins

20. Which one of the following is a feature of the unorganized sector?
- (a) Terms of employment are regular.
 - (b) People have assured work.
 - (c) They have some formal processes and procedures.
 - (d) There are rules and regulations but not followed.

SECTION – B

(Very Short Answer Questions)

(4 × 2 = 8)

21. Examine the ideas of liberal nationalism in Europe during the nineteenth century.
22. "Credit pushes the borrower into a situation from which recovery is painful." Examine the statement.
23. Suggest any two ways to conserve wildlife in India.
24. Why did the feeling of alienation increase among the Sri Lankan Tamils in 1956? Explain.

SECTION–C

(Short Answer Questions)

(5 × 3 = 15)

25. Examine the rising importance of the tertiary sector in India.
26. Explain the features of primitive subsistence and commercial farming in India.
27. "Energy is required for all activities." Explain the statement with examples.
28. How did print come into existence in Europe? Explain.
29. Differentiate between primary and secondary sectors.

SECTION – D

(Long Answer Questions)

(4 × 5 = 20)

30. Analyse the role of the business classes in Civil Disobedience Movement.
31. Explain the features of early subsistence and commercial agriculture in India.

OR

Explain the features of intensive subsistence and plantation farming in India.

32. Analyse the conditions under which democracies accommodate social diversities.

OR

Analyse the conditions under which democracies promote dignity and freedom of citizens.

33. How do Multinational Corporations (MNCs) interlink production across countries? Explain with examples.

OR

Explain any five steps taken by the Central and State Governments to attract foreign investments.

SECTION – E

Case-Based Questions:

Read the given source and answer the following questions.

Satyagraha is not physical force. Satyagrahi does not harm his enemy, he does not v the destruction of his enemy. ... In the use of Satyagraha there is no room for ma Satyagraha is pure self-power. Truth is the basis of the soul.

That is why this force been given the name of Satyagraha. The soul is always equipped with knowledge, flame of love burns in it. Non-violence is the highest religion.... There is no doubt India cannot compete with Britain or Europe in terms of weapons of mass destruc The British worship the god of war. They can all be armed, are becoming. Crore people in India can never carry arms. They have imbibed the path of non-violence

- 34.1 Explain the importance of Satyagraha. 1
- 34.2 Which path of freedom did Mahatma Gandhi ask the people of India to imbibe? 1
- 34.3 Critically examine the views of Mahatma Gandhi on Satyagraha. 2

Read the passage given below and answer the questions asked.

Political party can be understood as an organized group of people who work for purpose of contesting elections and gaining political power in the government. ' group decides some policies and programs keeping in mind the collective interest of society. Collective good is a controversial idea. Everyone's opinion is different at this. On this basis, parties try to convince people that their policies are better than others. They try to implement those policies after winning the elections by getting the support of the people. Thus parties also represent the basic political division of a society. The party belongs to any one part of the society, hence its ideology is inclined towards that particular class/community of the society. The identity of a party is determined by its policies and its social base. Political parties have three main parts: leaders, active members, and followers or supporters.

- 35.1 State the importance of political parties. 1
- 35.2 State the role of regional parties. 1
- 35.3 Name any two major political parties of India. 2
36. Read the passage given below and answer the questions asked.

The following questions are in lieu of question number 37 only for visually impaired candidates. (do any five)

37.1 Write the name of the State/Union Territory where Tehri Dam is situated.

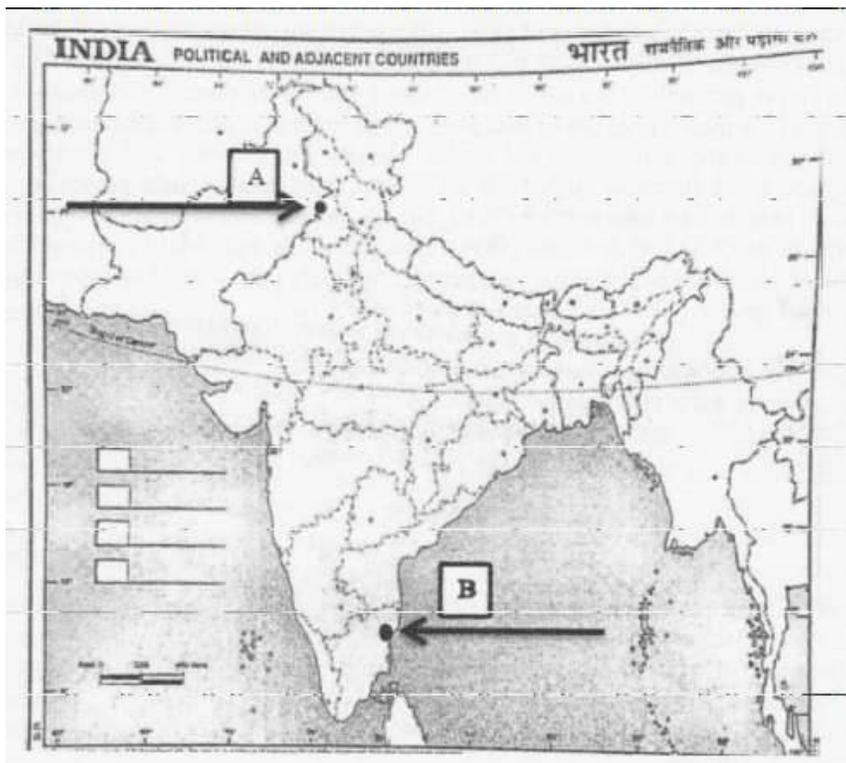
37.2 Name the State/UT where Nagarjuna Sagar Dam is located.

37.3 Write the name of the State/Union Territory where Salal Dam is located.

37.4 Name the state where the Jallianwala Bagh massacre took place.

37.5 Name the state where the Congress session was held in 1927.

37.6 Write the name of the State/UT where Tungabhadra is situated.



Practice Paper-2

General Instructions:

Read the following instructions very carefully and follow them:

1. This question paper contains 37 questions. All questions are compulsory.
2. Question paper comprises six Sections – A, B, C, D, E and F.
3. Section A – Question no. 1 to 20 are Multiple Choice Questions of 1 mark each.
4. Section B – Question no. 21 to 24 are Very Short Answer Type Questions, carrying 2 marks each. Answer to each question should not exceed 40 words.
5. Section C – Question no. 25 to 29 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60 words.
6. Section D – Question no. 30 to 33 are Long Answer Type Questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
7. Section E – Question no. 34 to 36 are Case based Source based questions with three sub questions and are of 4 marks each.
8. Section F – Question no. 37 is map skill based, carrying 5 marks with two parts.
37.1 from History (2 marks) and 37.2 from Geography (3 marks).
9. In addition to this, separate instructions are given with each section and question, wherever necessary.

10. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions has to be attempted.

SECTION A

Multiple Choice Questions:

(20 × 1 = 20)

- Which one of the following aspects was common among the writings of Kailashbhashini Debi, Tarabai Shinde and Pandita Ramabai?
 - Demanded economic equality for masses.
 - Highlighted (he experiences of women.
 - Raised awareness about cultural heritage.
 - Motivated Indians for their national freedom.
- There were three important developments that greatly shrank the pre-modern world Identify the incorrect one from the following options:
 - The flow of trade
 - The flow of labour
 - The flow of capital
 - The flow of technology
- Who among the following improved the steam engine?
 - James Watt
 - Benjamin Franklin
 - Alexander Fleming
 - Thomas Edison
- Match the column - 1 with column - 2 and choose the correct option:

Column-1

- Biological
- Renewable
- Non-renewable

Column-2

- Wind energy
- Petrol
- Human

9. Match the column – A with column – B and choose the correct option:

Column – A

Column – B

A. Union List

1. Defence

B. State list

2. Police

C. Concurrent List

3. Education

D. Residuary Subjects

4. Computer

(a) A-3,B-1,C-4, D-2

(b) A-4, B-3, C-2, D-1

(c) A-2, B-4, C-3, D- 1

(d) A-1,B-2, C-3,D-4

10. Which type of government is likely to be more acceptable to the people in the world?

(a) Democratic

(b) Dictatorship

(c) Military

(d) Theocratic

11. Study the given table and answer the question that follows:

Some data regarding India and its Neighbours for 2019

Country	Life Expectancy at birth	HD1 Rank in the World (2018)
Sri Lanka	77	73
India	69.7	130
My an mar	67.1	148
Pakistan	67.3	154
Nepal	70.8	143
Bangladesh	72.6	134

- Which of the following country has the highest Life Expectancy at birth?
- (a) India (b) Sri Lanka
(c) Bangladesh (d) Nepal
12. Identify the administrative level of Indian Government with the help of the information given in the box and choose the correct option:
1. Power shared between Central to Local Government.
 2. The State Governments are required to share some powers and revenue with them.
 3. It is called a three tier government.
- (a) Dictatorial System (b) Decentralized System
(c) Unitary Federal System (d) Imperialistic System
13. The conversion of natural products into other forms is called:
- (a) Primary product
(b) Secondary product
(c) Tertiary product
(d) Quaternary product
14. Which one of the following is a developmental goal of the factory workers?
- (a) Better wages (b) Better technology
(c) More hours of work (d) More labour work

15. For comparing countries by the World Bank, their is considered the most important characteristic.
- (a) Education
 - (b) health status
 - (c) Income
 - (d) Quality of life
16. Which of the following is correctly matched?
- (a) Primary Sector-Floriculture
 - (b) Secondary Sector-Milk Vendor
 - (c) Tertiary Sector- Fisherman
 - (d) Manufacturing Sector- Gardener
17. Which one of the following sectors contributes highest in the GDP of India?
- (a) Primary
 - (b) Secondary
 - (c) Tertiary
 - (d) Quaternary
18. Read the following statements about Human Development and choose the corre option:
- 1. It is the composite Index prepared by United Nations Develop-ment Programme
 - 2. Parameters to measure it are Longevity, Literacy and Per Capita Income.

Section – B

Very Short Answer Questions : (4 × 2 = 8)

21. How did the 'small pox' prove as the most powerful weapon of the Spanish conquerors in the mid-sixteenth century? Explain.
22. "Agriculture and industry move hand in hand." Support the statement.
23. "Different persons can have different developmental goals." Support the statement with an example.
24. "Women face discrimination in various ways in our society." Explain any two ways.

Section – C

Short Answer Questions : (5 × 3 = 15)

25. "Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism." Examine the statement.
26. Explain any three institutional reforms taken for the development of Indian agriculture.
27. How is information technology connected with globalization? Explain.
28. Analyze the need of Political Parties in the Democracy.
29. Why is Tertiary Sector becoming important in India? Explain.

Section – C

Long Answer Questions : (4 × 5 = 20)

30. Examine the progress of the Civil Disobedience Movement in the countryside.

31. How is pipeline transport network important in the transport system of India? Explain with an example.

OR

How have physical and economic factors influenced the distribution pattern of the Indian Railway Network? Explain with examples.

32. Democracy stands much superior to any other forms of governments in promoting dignity and freedom of the individual." Support the statement with arguments.

OR

Democracy produces an accountable, responsive and legitimate government." Support the statement with arguments.

33. Justify the role of 'Self Help Groups' in the rural economy.

OR

Cheap and affordable credit is crucial for the country's development." Justify the statement.

Section – E

Case Based/Source Based Questions

(3 × 4 = 12)

34. Read the passage given below and answer the questions asked.

The French philosopher Ernst Renan (1823-92) presented his understanding of the nation““in a lecture delivered at the University of Sorbonne in 1882. This lecture was later published in the form of a famous essay entitled 'Qu'est-ce qu'une nation? (What is a nation?" A nation is the culmination of long past of endeavours, sacrifices and devotions. A heroic past, great men, glory that is the social capital upon which one bases a national idea. To have common glories in the past, to have a common will in the present, to have performed a great deeds together, to wish to perform still

more, these are the essential conditions of being a people. A nation is therefore a large-scale solidarity... Its existence is a daily plebiscite....A province is its inhabitants; if one has the right to be consulted, he is the resident, his desire to merge a country or on a country. A nation really has no interest in holding a grudge against. The existence of a nation is a good thing, but it is also a necessity. Their existence is a guarantee of liberty, and if there were only one law in the world and only one master, liberty would disappear.

34.1 Explain the concept of nation-state. 1

34.2 What is the role of the nation for the existence of liberty. 1

34.3 Critically examine the views of Ernest Renan on Nation-State. 2

35. Read the passage given below and answer the questions asked.

Federal government systems are generally formed in two ways. The first way is to bring together two or more independent nations to form a larger entity. In this, both the independent nations share their sovereignty, maintain their separate identities and take the path of increasing their security and prosperity. Examples of coming together to form a federation are the United States of America, Switzerland and Australia and so on. In countries with this type of federal system, the provinces usually have equal rights and are more powerful than the center. Another way to form a federal system is by a large country forming states keeping in mind its internal diversity and then dividing power between the state and the national government. India, Belgium and Spain are examples of this. In this second-tier system, the central government is more powerful than the states. Often in this system equal rights are given to different states but in special situation special rights are also given to some province.

35.1 How are federal systems formed? 1

- 35.2 Write any one argument in favor of federal system of government. 1
- 35.3 Why is decentralization of power important in a federal system of government? Give any two reasons. 2

36. Read the passage given below and answer the questions asked.

Energy is necessary for all activities. Energy is needed for cooking, for lighting and heating, for running vehicles and for running machines in industries. Energy is produced from fuel minerals such as coal, petroleum, natural gas, uranium and electricity. Energy resources can be classified into conventional and non-conventional sources. Conventional resources include wood, dung cake, coal, petroleum, natural gas and electricity (both hydro-power and thermal power). Non-conventional sources include solar, wind, tidal, geothermal, biogas and nuclear energy. Wood and cow dung are used in abundance in rural India. According to an estimate, more than 70 percent of the energy required in rural households is obtained from these two sources. But now due to the decreasing forest area, it is becoming difficult to keep using them. Apart from this, the consumption of cow dung is also being discouraged as it consumes the most valuable food which can be used in agriculture.

- 36.1 State the importance of conventional resources of energy. 1
- 36.2 State the sources of non-conventional resources of energy. 1
- 36.3 Mention the measures to conserve the resources of energy. 2

Section – E

Map Skill Based Questions

(3 × 4 = 12)

37. (i) Two places A and B have been marked on the given political outline map of India. Identify them with the help of given information and write their correct names on the lines drawn near them.

- (a) The place where Mahatma Gandhi started Satyagraha for Indigo peasants.
- (b) The place where the session of Indian National Congress held in December, 1920.

(ii) On the same outline map of India locate and label any three of the following with suitable symbols:

- (a) Tehri Dam
- (b) Naraura Nuclear Plant
- (c) Pune Software Technology Park
- (d) Haldia Sea Port

Note: The following questions are only for the Visually Impaired Candidates in lieu of question no. 37. Attempt any five:

- (i) Name the place where the session of Indian National Congress was held in December, 1920.
- (ii) Name the place where Mahatma Gandhi started Satyagraha for Indigo peasants.
- (iii) Name the State where Narora Nuclear Plant is located.
- (iv) Name the State where Tehri Dam is located.

- (v) Name the State where Mumbai Software Technology Park is located.
- (vi) Name the State where Haldia Sea Port is located..

