

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2025-2026)

CLASS : IX

SOCIAL SCIENCE
(ENGLISH MEDIUM)

Under the Guidance of

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सचिव (शिक्षा)

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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 extends 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
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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 explanations 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 patterns 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 emphasis 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 effectively, 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 materials to enhance learning and academic success.

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


(VEDITHA REDDY, IAS)

Dr. RITA SHARMA
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Dated: .. 02/07/2025

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 : IX
SOCIAL SCIENCE
(ENGLISH MEDIUM)

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOK

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 सामाजिक-सांस्कृतिक 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 हैं तो छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।



Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

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

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

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



भारत का संविधान

उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता
और अखंडता] सुनिश्चित करने वाली बंधुता
बढ़ाने के लिए

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

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

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Class-IX (2025-26) Subject : Social Science

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RSBV, Surajmal Vihar, Delhi |
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Delhi |

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RATIONALE

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners to understand the environment in its totality, contextualise its components, develop a broader perspective, adapt an empirical, reasonable and humane outlook to help them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

Social Science subject helps students strengthen their knowledge of the world around them, enhance their critical thinking skills, deepen their cultural understanding, in still analytical and evaluation and synthesizing skills, improve research based learning skills, and enhance their creative abilities.

It enables the students to understand the interdependence of individual and community.

Makes students examine human behaviour from many different perspectives and help students learn to analyse human interaction based on social and cultural influences.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view. Developing knowledge in each of these subjects provides students with a broader and more comprehensive understanding of how individuals and societies function.

Through the study of History, students learn the significance of analysing historical events and using the past to evaluate modern trends and occurrences. Global History allows students to see the emergence of today's worldwide society, and enables the students to create projections on possible future outcomes of actions and events.

The discipline of Social Sciences broadens an individual's political awareness and deepens the understanding of political systems. Examining past and current political conflicts can let students understand human life on a different level.

LEARNING OBJECTIVES

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development over a period of time, through which human societies have evolved.
- make learners infer that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change in connection to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and appreciate the contributions made by people of all sections and regions of the country.
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- deepen the knowledge and understanding of India's environment in its totality on people's life.
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity.
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation.
- promote an understanding of the issues and challenges of contemporary India-environmental, economic and social, as part of the development process.
- develop competencies, analytical skills/ critical thinking skills, creative skills help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community.
- enable students to correlate the Social Science subjects through an interdisciplinary approach.
- explore their creativity and innovation through experiential and art integrated learning.
- develop scientific temperament by promoting the spirit of inquiry and following a rational and objective approach in analysing and evaluate data and information as well as views and interpretations.
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms - cooperating with others, taking initiatives and providing leadership in solving others' problem .
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

SESSION: 2025-26
ANNUAL COURSE STRUCTURE
CLASS IX
Subject: SOCIAL SCIENCE (SUB Code: 087)

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

TERM WISE SYLLABUS

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
Indian and the Contemporary World-I	Chapter-1: The French Revolution	CG-2 Analyses the important phases in world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas, and practices across the world and how they affected the course of world history. C-2.5 Recognises various the practices that arose, such as	The students will be able to infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and elsewhere. Will be able to illustrate the quest for imperialism triggered the First World War.	Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions. that led to the first war of Indian Independence. (1857). Use Graphic Organisers (concept map/story ap etc) to

			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 and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.		examine the situations and suggest solutions to address such imbalances and discriminations that lead to revolutions. Appraise the impact of the French revolution on the world with a group presentation.
India and the Contemporary world-I	Chapter-5: Pastoralists in the Modern world (To be assessed in Periodic Assessment / Mid Term exam only)	CG-4 Develops an understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity and biodiversity of the region.	C-4.5 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife. C-4.4 Analyse and evaluates the interrelationship 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 evaluates the impact of human	Examine the situations that have created nomadic societies highlighting the key factor played by the climatic conditions and topography. Analyse varying patterns of developments within pastoral societies in different places in India. Comprehend the impact of colonialism on Pastoralists in India and Africa.	Locate the various pastoral communities on an outline map of India and explain cyclical movements of these according to climatic conditions. Audio Visual aids like documentaries on the various pastoral communities can be shown. Presentations comparing the lives of pastoralists in India and Africa. T charts and similar graphic organizers to compare the

			<p>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.</p>		<p>lives of pastoralists in pre and post-colonial periods. Think-pair and share can be practiced to discuss various methods of colonial policies of exploitation and their impact on</p>
Democratic Politics-I	<p>Chapter-1 : What is Democracy ? Why Democracy ?</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic of a democratic government.</p>	<p>C-5.4 Analyses 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</p>	<p>Examine the concept structural components of Democracy and its forms/features. Compare and contrast working of democracies of India and North Korea and infer on their differences and significance in each country. Analyse and infer on the different historical processes and forces that have contributed for the promotion of</p>	<p>Brainstorming on introduction of concepts of Democracy and features of Democracy. 4 corners strategy to discuss “ What & why of democracy? Students create democratic model in the class. Cartoon interpretation to summarize the benefits of democracy.</p>

Democratic Politics-I	Chapter-2 : Constitutional Design	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic of a democratic government.	C-5.1 Understanding 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)	Group discussion and describe the situation that led to creation of Indian Constitution . Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution. Comprehend the roles and responsibilities	Group Discussion to comprehend the purpose of constitution. Poster making/wall magazine for comparing and contrasting between Preamble of South African Constitution with the preamble of Indian Constitution. Declamation strategy for discussion the roles and responsibilities of citizens
Contemporary India-I	Chapter-1 : India-Size and Location	CG-4 Develops and understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.1 Locates Physiographic regions of India and the climatic zones of the world on a globe/map.	Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explain and analyse the trading and cultural relationships of India with its neighboring countries. Evaluate the situation & reasons that made 82.5E* longitude as	On map of India locate physiographic regions of India and the climatic zones of the world on a globe/map. Use Geo-Gebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. Brainstorming strategy for inferring

				<p>Time meridian of India. Examine how location of India enables its position as a strategic partner in the subcontinent . Justify the reasons for the differences in climatic conditions, local and standard time.</p>	<p>conditions and relationships of the people living in states that are sharing border with the neighboring countries impact trade and culture. Make a PPT presentation on the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and</p>
Contemporary India-I	Chapter-2 : Physical Features of India	CG-4 Develops and understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	<p>Justify how the physical features of India influences the livelihoods, culture and the biodiversity of the region. Examine the geological process that played a crucial role in the formation of diverse physical features in India. Analyse the conditions and relationship s of the</p>	<p>Use art integrated strategies like gallery walk/model making to demonstrate how physical features make India a subcontinent. Group work to discuss the lives and relationships amongst physiographic areas. Brainstorming and make a comparison of India's Physical features with another country. Presentation using different</p>

				people living in different physiographic areas. Examine various environmental issues of physiograph	modes such as Journals, Collage and other references.
Contemporary India-I	Chapter-3 : Drainage	CG-4 Develops and understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.5 Critically evaluates 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.	Examine the information about different lakes and infer on their contribution to Indian ecology. Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to Indian economy. Identify the river systems of the country and explain the role of	Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on economy of that area. Students will prepare a chart on lakes. Slogan writing , poster making/save River songs / to bring awareness on water pollution and suggest solutions.
Economics	Chapter-1 : The story of village palampur (To be assessed in Periodic Assessment / Mid Term Exam only)	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	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) .	Enlist the requirements of production and comprehend the interdependence of these requirements. Co-relat	Visit to a nearby village or local markets and interview different classes of farmers to know about their lifestyles and thereafter present in the class.

			C-7.2 Evaluates the importance of the three sectors of production (primary secondary and tertiary) in any country's economy, especially India.	farming and non-farming activities to economic growth. Comprehend how the significance of conditions of farming and the factors of production impact economic development . Find solutions to foster an equitable society.	Concept map/poster making/ gallery walk to enlist the factors of production and evaluate their interdependence. Discussion/ PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers lifestyles.
Economics	Chapter-1 : People as Resource	CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.	C-7.2 Evaluates the importance of the three sectors of production (Primary, secondary and tertiary) in any country's economy, especially India.	Evaluate the reasons that contribute to the quality of population. Observe the different government schemes in some states and see its effect on the quality of people there by. Propose innovative strategies to resolve unemployment problems.	Classroom discussions/ debates on various factors that affect the quality of population. For e.g. significance of education / health in Human Resource Development . Make a newsletter collecting articles from newspapers / magazines etc. on illiteracy and unemployment status in India and government initiative in solving the

					Audio-Visual aids showing initiatives undertaken by the government in promoting education and employment in various states of
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**Note : Above mentioned Syllabus is to be completed by 6th September 2025.
Revision of Syllabus for Mid Term Examination.**

Book	Chapter No and Name	Curricular Goals	Competency	Learning Outcome	Suggestive Pedagogical Process
Indian and the Contemporary World-I	Chapter-2: Socialism in Europe and the Russian Revolution	CG-2 Analyses the important phases in world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas, and practices across the world and how they affected the course of world history.	To compare the situation that led to the rise of Russian and French Revolution. Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. Analyse the role played by the varied philosophers and leaders that shaped the revolution.	Flipped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions. Flow chart reflecting how Lenin's communism / Stalin's collectivization was established. Socratic method to discuss the role played by the varied philosophers and leaders that shaped the

Indian and the Contemporary World-I	Chapter-3: Nazism and the Rise of Hitler	CG-2 Analyses the important phases in world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas and practices across the world and how they affected the course of world history. C-2.5 Recognises 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 history.	Analyse the role of “Treaty of Versailles” in the rise of Hitler to power. Analyse the genocidal war waged against the “undesirables” by Hitler. Compare and contrast the characteristics of Hitler and Gandhi.	Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler. Jig saw strategy to critique the genocidal war waged against the “undesirable” by the Nazis.
Indian and the Contemporary World-I	Chapter-4: Forest Society and Colonialism	Inter Disciplinary Project with Geography Ch-5 ‘Natural Vegetation and Wildlife’ as part of multiple assessment	Refer Annexure II	Refer Annexure II	Refer Annexure II

Democratic Politics-I	Chapter-3: Electoral Politics	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties.	Analyse the implications of power of vote and power of recall. Summarize the essential features of the Indian Electoral System. Examine the rationale for adopting the present Indian Electoral System.	Role play on performing fundamental duties. Perform school council elections for practical learning of the system. Design and present election manifesto. Create multiple parties and create symbols for elections. Use street play to create awareness about the right to vote and
Democratic Politics-I	Chapter-4: Working of Institutions	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C-5.5 Analyses 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, socioreligious institutions, and community institutions.	Examine the roles, responsibilities and interdependency of all the three organs of the government. · Appreciate the parliamentary system of executive's accountability to the legislature. Summarize and evaluate the rule of law in India.	Watch videos of Parliament and discuss the importance of question hour. Present Moot court to evaluate the rule of Law. Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session. Collect information on the performance of the functioning of a democratic government and society from social media and other

Democratic Politics-I	Chapter-5: Democratic Rights	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation.	Analyse the role of the responsible citizens. Summarize the importance of fundamental rights and duties in the light of the nation's glory. Recognize the role of a responsible citizen while performing their prescribed duties versus claiming	Debate the need to have rights in the light of study of Saudi Arabia. Case study to analyse the role of citizens when the rights are exercised or otherwise. Organise a moot court to discuss the violation of individual rights. Graphic organizer to summarize the coexistence of rights vs duties.
Contemporary India-I	Chapter-4 : Climate	CG-4 Develops and understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife.	Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of	Use mind map/graphic organizers to enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India. Collect Newspaper reports for knowing the weather status. Prepare and present mock drills on climate change and protocols as preventive action for various diseases.

Contemporary World-I	Chapter-5: Natural Vegetation and wild life (Only Map Pointing in the Annual Examination.)	Inter Disciplinary Project with History Ch 'Forest Society and Colonialism' as part of multiple assessments	Refer Annexure II	Refer Annexure II	Refer Annexure II
Contemporary World-I	Chapter-6: Population	CG-4 Develops and understanding of the interrelationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.6 Develops sensitivity towards the Judicious use of natural resources (by individuals, societies and nations) and suggests measures for their conservation.	Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka. Enlist the factors that affect the population	Use a pie-diagram to depict the population distribution in India. Group discussion and presentation on reasons behind the uneven distribution of population.
Economics	Chapter-3: Poverty as a challenge	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems-mfrom free market to entirely state controlled markets.	Comprehend the reasons of poverty in the rural and urban areas. Evaluate the efficacy of government to eradicate poverty. Compare how poverty estimates have transformed from 1993-94 to 2011-12. Co-relate the link between education and poverty.	PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ ways which can be used to minimize the same.

			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.		Debate on the topic - Can education remove poverty?
Economics	Chapter-4: Food security in India	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.2 Understands and analyses the concepts and practice of the range of economic systems- from free market to entirely state controlled markets. 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.	Comprehend various aspects of food security that will ensure continuity of supply to the masses. Enumerate the different features of PSD that directly address FSI. Analyse and infer the impact of Green Revolution. Analyse the causes and impact of famines / disasters in food security during pre and post independent India.	Case study and group discussion to connect the link between a well structured food security system and continuity of supply to masses. Guest Speaker Programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System). Panel Discussion/ seminar on the impact of the green revolution and PDS. Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples.

Note :

Above mentioned syllabus is to be completed by 31 January 2026.

Revision of syllabus for Annual Examination.

Whole syllabus will be evaluated in Annual Examination.

LIST OF MAP ITEMS CLASS IX (2025-26)

SUBJECT HISTORY (2 Marks)

Chapter-1: The French Revolution

Outline Map of France locate/ label/ identify;

Bordeaux

Nantes

Paris

Marseilles

Chapter-2: Socialism in Europe and the Russian Revolution

Outline Political Map of World locate/ label/ identify;

Major countries of First World War

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

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

Chapter-3: Nazism and the rise of Hitler

Outline Political Map of World locate/ label/ identify;

Major countries of Second World War

Axis Powers - Germany, Italy, Japan

Allied Powers - United Kingdom (U.K.), France, Former USSR, U.S.A.

SUBJECT GEOGRAPHY (3 Marks)

Chapter 1: India-Size and Location

India-States and Capitals,

Tropic of Cancer, Standard Meridian (Location and Labelling)

Neighbouring Countries.

Chapter -2: Physical Features of India

Mountain Ranges: The Karakoram, The Zasker, The Shivalik, The Aravali, The Vindhya, The Satpura, Western & Eastern Ghats

Mountain Peaks : K2, Kanchan Junga, Anai Mudi

Plateau : Deccan Plateau, Chota Nagpur Plateau, Malwa Plateau

Coastal Plains : Konkan, Malabar, Coromandel & Northern Circar
(Location and Labelling)

Chapter -3: Drainage

Rivers: (Identification only)

The Himalayan River Systems-The Indus, The Ganges, and The Satluj

The Peninsular rivers-The Narmada, The Tapi, The Kaveri, The Krishna, The Godavari, The Mahanadi

Lakes: Wular, Pulicat, Sambhar, Chilika

Chapter 4: Climate

Annual rainfall in India, Monsoon wind directions

Chapter 6: Population

Population density of all states.

The state having highest and lowest density of population.

ANNEXURE-I
PROJECT WORK CLASS IX (2025-26)

Project Work	10 Periods
<p>Every student has to compulsorily undertake <i>one project on Disaster Management</i>.</p> <p>Objectives: The main objectives of giving project work on Disaster Management are to:</p> <ul style="list-style-type: none"> Create awareness in them about different disasters, their consequences and management. Prepare them in advance to face such situations. Ensure their participation in disaster mitigation plans. Enable them to create awareness and preparedness among the community. Enhance the Life Skills of the students. Various forms of art may be 	<p>Competencies to develop; The students need;</p> <ul style="list-style-type: none"> Collaboration Use analytical skills Evaluate the situations during disasters. Synthesize the information Find creative solutions Strategize the order of solutions Use right communication skills

Guidelines:

To realize the expected objectives, it would be required of the principals/ teachers to muster support from various local authorities and organizations like the Disaster Management Authorities, Relief, Rehabilitation and the Disaster Management Departments of the States, Office of the District Magistrate/ Deputy Commissioners, Fire Service, Police, Civil 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 discussion etc.

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

S. No.	Rubrics	Marks
a	Content accuracy, originality and Collaborative skills	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 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.
- ➔ The record of the project work (internal assessment) should be kept for a period of three months for verification, if any.

ANNEXURE II
INTERDISCIPLINARY PROJECT CLASS IX

Subject Name and Chapter No.	Name of the Chapter	Suggested Teaching Learning Process	Learning outcome with specific competencies	Time Schedule for Completion
History Chapter-4	Forest Society and Colonialism	<p>Interdisciplinary Project Teachers can make use of the pedagogies in facilitating the students in completion of inter disciplinary project.</p> <p>Constructivism. Inquiry based learning Cooperative learning Research based learning. Experiential learning. Art integration</p> <p>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.</p>	<p>Compare the forest situations prevailed at pre- colonial, colonial and post-colonial era.</p> <p>Evaluate the growth & role of commercial forestry in different types of Vegetation. Analyse the reasons for rebellions at forest areas of south East-Asia with specification to 'Java'. To defend the role of government and the local communities in protecting the forest cover. To devise ways to protect the forest vegetation and wildlife in India.</p>	The Schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter-5	Natural Vegetation and Wildlife			

Guidelines for Inter-Disciplinary Project:

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

https://docs.google.com/document/d/1668TKKRt80r4-kbjJ_Y7zg4mF3Vq1Y9k/edit

or



Class-IX Interdisciplinary Project 10 days suggestive plan 10 periods

Day 1-2: “Colonialism and Forest Society”

Discuss the impact of colonialism on forest societies, and explore the concept of forest as a resource in colonialism.

Group project: Research and present a PPT on the colonial forest policy and its impact on forest societies.

Day 3-4: "Rebellion in the Forest"

Analyse the causes and effects of forest-based rebellions in history.

Watch the following film Group discuss about forest tribes of your state and the exploitations they face. Refer Annexure VI for Rubrics.

<https://www.youtube.com/watch?v=N6SROREaYA>



Day 5-6: Forest Transformations in Java, Tropical Evergreen Forests

Examine the impact of human activity on forests in Java.

Explore how changes in land use, agriculture, and industry have impacted the forests. Students can research the history of forest transformations in Java and their impact on the environment.

Study the transformation of forests in Java, from pre-colonial to post-colonial times. > Compare and contrast the conversion of forest into agricultural land and the need. > Through group discussions find solutions. Present an art integrated project.

Discuss the characteristics of tropical evergreen forests, including their climate, soil,

and flora/fauna. Students can research specific examples of tropical evergreen forests and the challenges they face, such as deforestation and climate change.

Group project: watch the video through the link:

<https://www.youtube.com/watch?v=M10xvHsBigI>



Analyse and present the impact of forest transformations on society, economy and environment in Java. Compare and contrast it with India.

Present a PPT of your learnings. Refer Annexure VI for rubrics.

Day 7-8:

Discuss how colonialism has affected the forest's biodiversity and the survival of indigenous communities living in and around the forest.

Group activity:

Divide the group into smaller teams and assign them tasks related to identifying the impact of colonialism on different types of forests. For example, one team can research the impact of colonialism on forest fires, while another team can research the impact of colonialism on the survival of indigenous plants and animals. Make the students use cartoon strips to present their findings.

Day 9-10:

Make the students to compile all the findings of 8 days' work and

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:

Team leader: Main collaborator

Team members:

Note: Teacher to allocate the roles as per the abilities of the students.

Final submission based on course deliverables as given in the template below the 10-day plan.

Assessment Plan: to be done by the teacher clearly mentioning the Rubrics.

Report, poster and video acknowledgements: reflections & expression of gratitude as given in the template given below.

Annexure III

CLASS IX 2025-2026

Weightage to Type of Questions

Sr. No.	Types of Questions	Marks (80)	Percentage
1.	1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2.	2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3.	3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4.	4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5.	5. Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
6.	Mop Pointing	5	6.25%
	Total	80	100%

Annexure IV

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1.	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2.	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.75%
3.	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4.	Map Skill	5	6.25%
	Total	80	100%

ANNEXURE V

Presentation Template by the students - Class IX & X

Name of the Student:	
Member of Team:	
Class and Section:	Date of Submission:
Topics of IDP:	
Title of the Project:	
Objective:	
Multiple Assessment: Date of Submission: 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/ 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 VI (Rubrics of IDP)

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

CONTENT

S.No.	Name of the Chapter	Page No.
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4.	Forest Society and Colonialism	53-64
5.	Pastoralists in the Modern World	65-87
Unit – II : Geography (Contemporary India-I)		
1.	India Size and Location	91-100
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5.	Natural Vegetation and Wild Life	142-162
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Unit – III : Political Science (Democratic Politics-I)

1.	What is Democracy? Why Democracy?	173-188
2.	Constitutional Design	189-200
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Unit – IV : Economics

1.	The Story of Village Palampur	259-268
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	Practice Paper – 1	319-330
	Practice Paper – 2	331-340

Unit - I

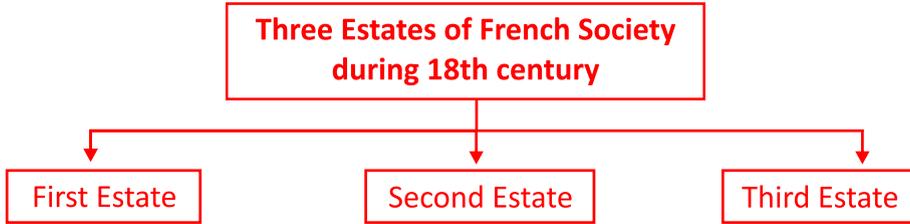
History

(India and the Contemporary World-I)

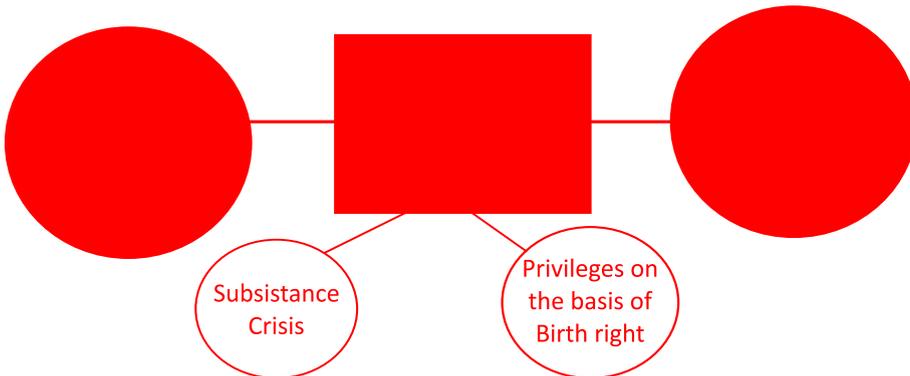
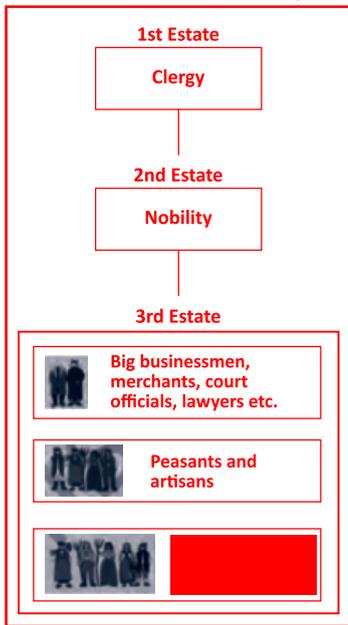
Chapter - 1

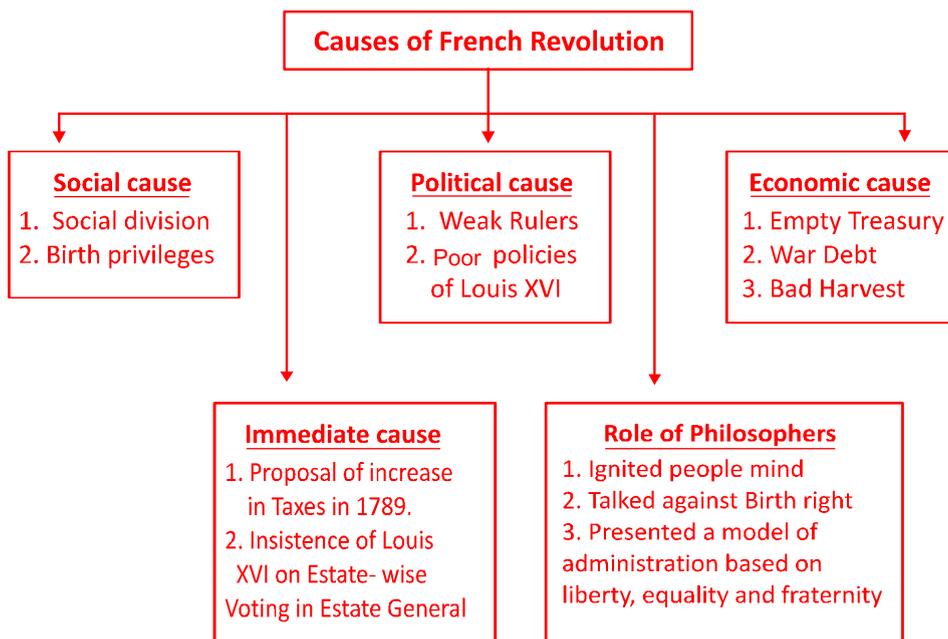
The French Revolution

Key Points to be Remember:-



Social Hierarchy

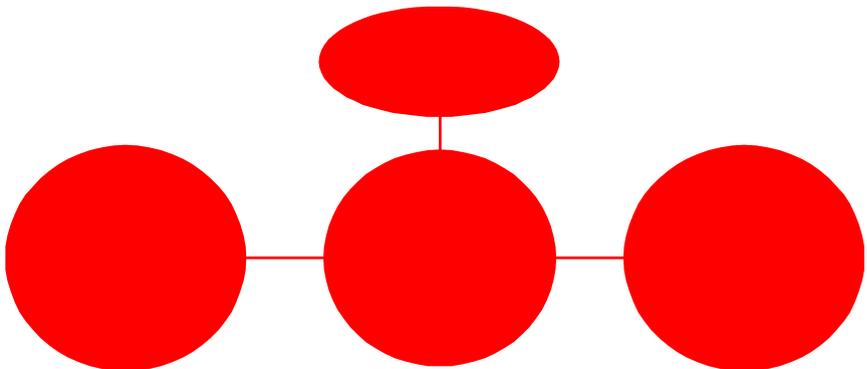




Events of French Revolution:

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

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

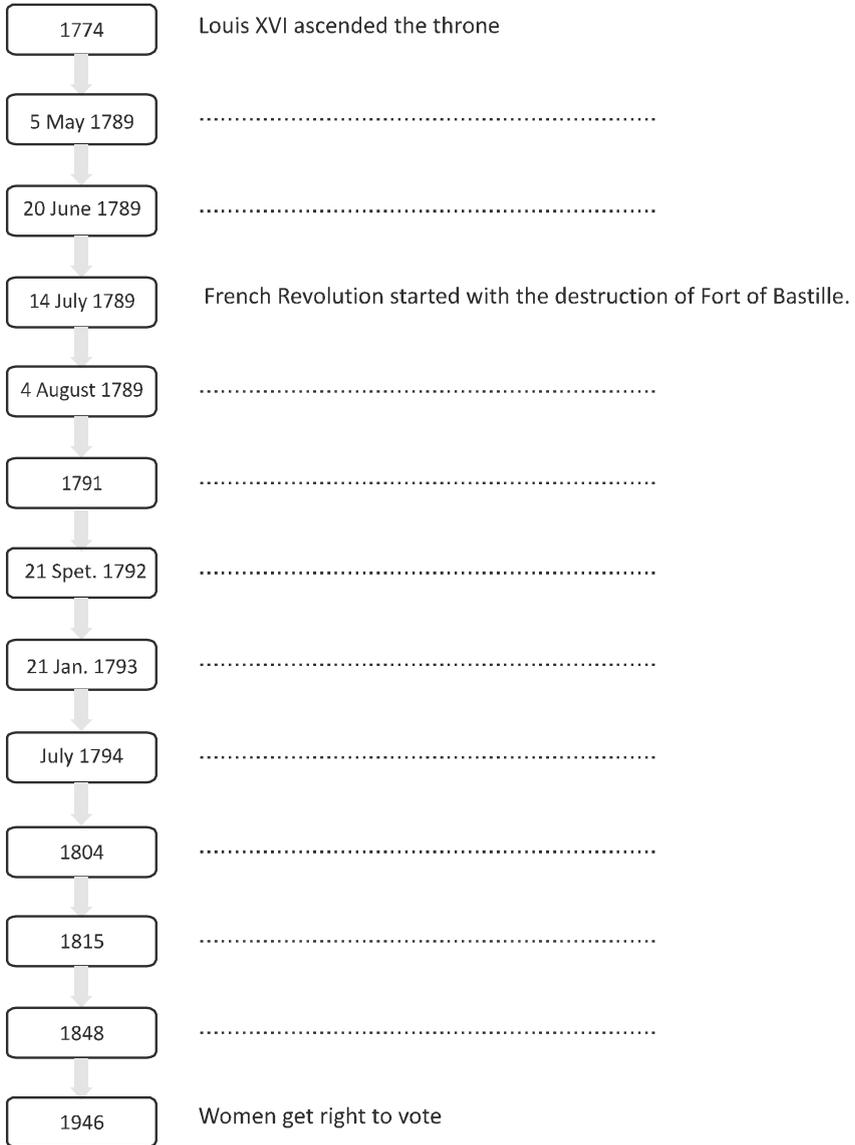


- Remaining men and women were classed as **passive citizen** who did not have any political right.
- Political clubs became a rallying point for the discussions on governmental policies in which **Jacobin club** emerged as the most favourite.
- The **members of Jacobin club** mainly belonged to the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

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

Activity Sheet

French Revolution and subsequent events through the eyes of dates.



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

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

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

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

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

Q.9 The reign of Maximilian Robespierre was termed as

Q.10 France became republic in the year

Q.11 The French Revolution began in the year

Q.12 The slogan of the French Revolution was “Liberty, Equality and” .

Q.13 The king of France during the French Revolution was Louis

Q.14 The document that proclaimed the rights of the French people was the Declaration of the Rights of Man and

Q.15 The period of extreme violence and mass executions during the French Revolution was called the Reign of

Q.16 The First Estate in France consisted of the clergy. (True/False)

Q.17 The Bastille was a fortress and a prison in Paris. (True/False)

Q.18 The National Assembly was formed by the members of the Third Estate. (True/False)

Q.19 Napoleon Bonaparte was defeated at the Battle of Waterloo. (True/False)

Q.20 The French Revolution ended with the establishment of the Directory. (True/False)

In Following questions in which underline part is wrong, correct it by replacing it with correct information/s.

Q.21 The French Revolution was influenced by the American Revolution that took place in 1776.

Q.22 The Estates General was convened by Louis XVI in 1788 after a gap of 170 years.

Q.23 The Tennis Court Oath was a pledge taken by the members of the First Estate to not separate until a constitution was drafted.

Q.24 The Constitution of 1791 gave the right to vote to all adult men in France.

Q.25 The Directory was overthrown by Napoleon Bonaparte in 1804 and he crowned himself as the emperor of France.

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

Q.26 Assertion (A): It was finally in 1946 that women in France won the right to Vote.

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

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

Q.27 Assertion (A): French society in the eighteenth century was divided into three estates.

Reason(R): The society of estates was part of the feudal system that dated back to the Middle Ages.

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

- (c) If A is true but R is false.
- (d) If A is false but R is true.

Q.28 Assertion (A): The women of Paris marched to Versailles in October 1789 to demand bread and political rights.

Reason (R): The women of Paris were influenced by the ideas of Rousseau and Voltaire.

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

Q.29 Assertion (A): Napoleon Bonaparte rose to power in France after the coup of 18 Brumaire in 1799.

Reason (R): Napoleon Bonaparte was a popular general who had won many battles against the enemies of France.

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

Q.30 Assertion (A): The Third Estate was the most diverse and populous of the three estates in France.

Reason (R): The Third Estate consisted of peasants, artisans, merchants, lawyers, doctors and other professionals.

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

Q.31 Assertion (A): The Declaration of the Rights of Man and Citizen was adopted by the National Assembly in 1789.

Reason (R): The Declaration of the Rights of Man and Citizen was inspired by the American Declaration of Independence.

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

Q.32 Arrange the following events in the correct chronological order:

1. Louis XVI ascends the throne of France
2. France aids American colonies in their fight for independence
3. The French government is forced to increase taxes
4. French society is divided into three estates

- (a) 1, 4, 2, 3
- (b) 4, 1, 2, 3
- (c) 1, 4, 3, 2
- (d) 4, 1, 3, 2

Q.33 Which of the following is NOT true about the Old Regime in France?

- (a) Peasants made up about 90% of the population.
- (b) The society of estates was part of the feudal system.
- (c) The nobility enjoyed certain privileges by birth, including exemption from paying taxes to the state.
- (d) All members of the third estate owned the land they cultivated.

Q.34 were obliged to render services to the lord – to work in his house and fields – to serve in the army or to participate in building roads.

- (a) The nobility
- (b) The peasants
- (c) The clergy
- (d) The bourgeoisie

- Q.35 Who were the social groups that emerged in the eighteenth century and became known as the middle class?
- (a) Peasants and workers
 - (b) Nobles and aristocrats
 - (c) Merchants, manufacturers, lawyers and administrative officials
 - (d) Philosophers such as John Locke and Jean Jacques Rousseau
- Q.36 What were the ideas put forward by philosophers such as John Locke and Jean Jacques Rousseau?
- (a) A society based on freedom and equal laws and opportunities for all
 - (b) A society based on birth privileges and divine right of kings
 - (c) A society based on military power and conquest
 - (d) A society based on religious homogeneity and orthodoxy
- Q.37 What model of government did Montesquieu proposed in The Spirit of the Laws?
- (a) A government based on a social contract between people and their representatives
 - (b) A government with an absolute monarch
 - (c) A government with a single legislative body
 - (d) A government with a division of power between the legislative, the executive and the judiciary
- Q.38 What was the American constitution an important example of for political thinkers in France?
- (a) A government with an absolute monarch
 - (b) A government based on religious homogeneity and orthodoxy
 - (c) A government with a single legislative body
 - (d) A government with individual rights and freedoms guaranteed

Q.39 Which of the following generated anger and protest against the system of privileges in France?

- (a) The emergence of social groups known as the middle class
- (b) The ideas put forward by philosophers such as John Locke and Jean Jacques Rousseau
- (c) Louis XVI's plan to impose further taxes to meet the expenses of the state
- (d) The division of power within the government proposed by Montesquieu

Q.40 Who ascended the throne of France in 1774?

- (a) Marie Antoinette
- (b) Louis XVI
- (c) Louis XIV
- (d) Napoleon Bonaparte

Q.41 What was the state of France's treasury when Louis XVI became king?

- (a) Full of money
- (b) Partially depleted
- (c) Completely empty
- (d) Overflowing with wealth

Q.42 What caused France's financial troubles during Louis XVI's reign?

- (a) Maintaining an extravagant court
- (b) Helping the American colonies gain independence
- (c) Long years of war
- (d) All of the above

Q.43 Which estate(s) in French society were exempt from paying taxes to the state?

- (a) First and second estates
- (b) Second and third estates
- (c) First and third estates
- (d) None of the estates

Q.44 What was the burden of financing activities of the state through taxes?

- (a) Borne by all estates equally
- (b) Borne by the first and second estates
- (c) Borne by the second and third estates
- (d) Borne by the third estate alone

Q.45 Why did Louis XVI call an assembly of the Estates General in 1789?

- (a) To pass proposals for new taxes.
- (b) To draft a constitution for France.
- (c) To limit the powers of the monarch.
- (d) To discuss the abolition of the feudal system.

Q.46 How were members of the third estate represented in the assembly of the Estates General?

- (a) They had the same number of representatives as the first and second estates
- (b) They had fewer representatives than the first and second estates.
- (c) They had more representatives than the first and second estates.
- (d) They were not represented in the assembly.

Q.47 Why did members of the third estate demand that voting be conducted by the assembly as a whole?

- (a) They believed in the democratic principle that each member should have one vote.
- (b) They wanted to limit the powers of the monarch.
- (c) They wanted to pass proposals for new taxes.
- (d) They wanted to draft a constitution for France.

Q.48 What did the National Assembly declare themselves to be on 20 June?

- (a) The representatives of the third estate.
- (b) The spokesmen for the whole French nation.
- (c) A political body to which representatives from the three estates of France were sent.
- (d) The drafters of a new constitution for France.

Q.49 What happened on 14 July 1789?

- (a) The National Assembly was established.
- (b) The Bastille was stormed and destroyed.
- (c) The feudal system was abolished.
- (d) The clergy were forced to give up their privileges.

Q.50 What did the Assembly decree on the night of 4 August 1789?

- (a) The abolition of the feudal system of obligations and taxes.
- (b) The establishment of the National Assembly.
- (c) The confiscation of lands owned by the Church.
- (d) The limitation of the powers of the monarch.

Q.51 Directions: Arrange the following events in chronological order:

- (1) The storming of the Bastille
- (2) The execution of Louis XVI
- (3) The Tennis Court Oath
- (4) The Reign of Terror

Options:

- (a) 1, 2, 3, 4
- (b) 2, 3, 4, 1
- (c) 3, 4, 1, 2
- (d) 1, 4, 3, 2

QUESTIONS

(Section B, carrying 2 marks each)

Answer to each question should not exceed 40 words.

- Q.1 What was Estate general?
- Q.2 What do you mean by the term 'subsistence crises'?
- Q.3 What do you understand by the term 'privilege by birth' in connection with French revolution?
- Q.4 When was slavery abolished from all the colonies of France?
- Q.5 What was rule of Directory in the history of the French Revolution?
- Q.6 What did this picture symbolize for?



(Section C, carrying 3/5 marks each)

Short Answer Type Questions (80 to 100 words).

- Q.1 What was condition of France when Louis XVI ascended the throne?
- Q.2 Explain-'Third Estate'.
- Q.3 What laws were passed by National Assembly in France on 4th August 1789?
- Q.4 Describe the condition of women in 18th century French society? Does French revolution change any of it?
- Q.5 Describe the rise of Jacobin club in France?
- Q.6 What legacy was left behind by the French revolution for the world?

- Q.7 Explain the rise of Napoleon in detail.
- Q.8 What was subsistence crisis in France? How it triggered the French Revolution?
- Q.9 Which rights were described as the “Natural and inalienable” by the French constitution of 1791?
- Q.10 “French Revolution didn’t fulfil the aspiration of all the sections of society.” Explain your answer with suitable argument.
- Q.11 What are the images identified with the French Revolution and what does it symbolise for?

(Section D)

Case Based Question (4 Marks)

- Q.1 Read the extract and answers the following questions:

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

- (a) Who were the member of Jacobin Club?
- (b) Who was Maximilian Robespierre?
- (c) Which type of dress were worn by the members of Jacobin Club?
- (d) How did Robespierre tried to bring equality among French people?
- Q.2 Read the extract and answers the following questions:
- On the morning of 14 July 1789, the city of Paris was in a state of alarm. The king had commanded troops to move into the city. Rumours spread that he would soon order the army to open

fire upon the citizens. Some 7,000 men and women gathered in front of the town hall and decided to form a peoples' militia. They broke into a number of government buildings in search of arms. Finally, a group of several hundred people marched towards the eastern part of the city and stormed the fortress-prison, the Bastille, where they hoped to find hoarded ammunition. In the armed fight that followed, the commander of the Bastille was killed and the prisoners released – though there were only seven of them. Yet the Bastille was hated by all, because it stood for the despotic power of the king. The fortress was demolished and its stone fragments were sold in the markets to all those who wished to keep a souvenir of its destruction. The days that followed saw more rioting both in Paris and the countryside. Most people were protesting against the high price of bread. Much later, when historians looked back upon this time, they saw it as the beginning of a chain of events that ultimately led to the execution of the king in France, though most people at the time did not anticipate this outcome.

- (a) What was the cause of the gathering of 7,000 men and women in front of the town hall on the morning of 14 July 1789?
- (b) Why was the Bastille hated by the people of Paris?
- (c) What was the ultimate outcome of the events that began with the storming of the Bastille?

Q.3 Read the extract and answers the following questions:

Today we often take the ideas of liberty, freedom and equality for granted. But we need to remind ourselves that these ideas also have a history. By looking at the French Revolution you will read a small part of that history. The French Revolution led to the end of monarchy in France. A society based on privileges gave way to a new system of governance. The Declaration of the Rights of Man during the revolution, announced the coming of a new time. The idea that all individuals had rights and could claim equality became part of a new language of politics. These

notions of equality and freedom emerged as the central ideas of a new age; but in different countries they were reinterpreted and rethought in many different ways. The anti-colonial movements in India and China, Africa and South America, produced ideas that were innovative and original, but they spoke in a language that gained currency only from the late eighteenth century.

- (a) What was the outcome of the French Revolution?
- (b) What did the Declaration of the Rights of Man announce during the French Revolution?
- (c) What were the central ideas of the new age that emerged from the French Revolution?

(Section E)

Outline political map of France Locate / label / identify; MAP OF FRANCE

I. Bordeaux

II. Nantes

III. Paris

IV. Marseilles



ANSWERS
(Section A)

1 Mark Questions:-

1. (c) Louis XVI
2. (c) Three
3. (a) Rousseau
4. (d) 1815
5. (b) Taille
6. 1804
7. Livres
8. Tithe
9. Reign of Terror
10. 21 September 1792
11. 1789
12. Fraternity
13. XVI
14. The Declaration of Rights of Man and Citizen.
15. Terror
16. True
17. True
18. True
19. True
20. False
21. 1775
22. 1789
23. Third
24. Active
25. 1799
26. (a)
27. (b)

28. (D)
29. (B)
30. (A) both the assertion and the reason are true and the reason is the correct explanation of the assertion. The Third Estate was the most diverse and populous of the three estates in France, consisting of peasants, artisans, merchants, lawyers, doctors and other professionals. The Third Estate comprised about 98% of the population and had none of the privileges of the other two estates. Therefore, the answer is (a).
31. (B) both the assertion and the reason are true but the reason is not the correct explanation of the assertion. The Declaration of the Rights of Man and Citizen was adopted by the National Assembly in 1789, as a statement of the principles of the French Revolution. The Declaration of the Rights of Man and Citizen was inspired by the American Declaration of Independence, but also by other sources such as the English Bill of Rights and the writings of Enlightenment philosophers. Therefore, the answer is (b).
32. (B) 4,1,2,3
33. (D)
34. (B)
35. (C) Merchants, manufacturers, lawyers and administrative officials.
36. (A) A society based on freedom and equal laws and opportunities for all.
37. (D) A government with a division of power between the legislative, the executive and the judiciary.
38. (D) A government with individual rights and freedoms guaranteed.
39. (C) Louis XVI's plan to impose further taxes to meet the expenses of the state.

40. (B) Louis XVI
41. (C) Completely empty
42. (D) All of the above
43. (A) First and second estates
44. (D) Borne by the third estate alone
45. (A) To pass proposals for new taxes.
46. (A)
47. (A) They believed in the democratic principle that each member should have one vote.
48. (B) The spokesmen for the whole French nation
49. (B) The Bastille was stormed and destroyed.
50. (A) The abolition of the feudal system of obligations and taxes.
51. (A)
52. (B)
53. (A) (a) Jacobins - (i), (b) Sans-culottes - (iii), (c) Guillotine - (ii) , (d) Directory - (iv)
54. (C) (a) Estates General - (i), (b) National Assembly - (ii), (c) Legislative Assembly - (iii), (d) Convention - (iv)

Section B : Answers

- (1) Estate General was a political organization in France prior to 1789 revolution in which all the Estates sent their representatives.
- (2) An extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis.
- (3) The privilege of exemption from paying any taxes to church or state by the first and second Estate members of France **just** because of their birth in that Estate was called 'privilege by birth'.
- (4) 1848

- (5) The fall of Jacobin allowed the wealthier middle class to seize the power and ruled through an Executive, made up of five members, called DIRECTORY.
- (6) The idea of freedom

Section C : Answers

1.
 - (i) Empty treasury,
 - (ii) Destruction of economic resources due to war,
 - (iii) Extravagant cost of living by the kings,
 - (iv) A debt of more than ten billion livres,
 - (v) A demand of interest by the lenders
2.
 - (i) The Third Estate was comprised of peasants, landless labours, teachers, lawyers etc.
 - (ii) It was the lowest strata of the French society,
 - (iii) They didn't have any political rights,
 - (iv) All the taxes imposed by state or church were to be paid by them only.
 - (v) During French revolution they fought against birth rights and feudal privileges.
3.
 - (i) End of feudal system of obligation and taxes,
 - (ii) Forced priestly class to give UP their privileges'
 - (iii) End of religious taxes like "tithe",
 - (iv) Confiscation of church property.
4.
 - (i) Worked for subsistence,
 - (ii) They didn't have access to education or job training,
 - (iii) They worked as laundresses, sold flower or even worked as domestic servant,
 - (iv) Their wages were lower than men,

- (v) Though after French revolution their condition improved a bit yet they were eluded by general political right to vote till 1946.
- 5.
- (i) The revolutionary wars brought losses and economic hardship to the people,
 - (ii) Political clubs became an important rallying point for people to discuss government policies and their own course of action,
 - (iii) The most successful of these club was the Jacobean, whose members belonged mainly to small shopkeepers, shoemakers, servants, daily-wage workers etc.
 - (iv) Their leader was Maximilian Robespierre who adopted red cap (a Symbol of liberty) along with a trouser without knee breaches as worn by the dockyard labourer.
 - (v) All this was done to show themselves apart from the wealthier class and nobility and to show solidarity with lower class which made them favourite.
6. The legacy left behind by the French revolution were-
- (i) End of feudal privileges
 - (ii) The ideal of liberty
 - (iii) The principle of equality
 - (iv) The sense of brotherhood
 - (v) The idea of democracy
- 7.
- (i) After the fall of Jacobin govt, wealthier middle class once again got an opportunity to seize power.
 - (ii) A new constitution denied the vote to non-propertied sections of society and had provisions for two legislative council, a safeguard against concentration of power in one hand.
 - (iii) This then appointed a five-member executive, known as Directory.

- (iv) The Directors often clashed with the legislative councils, who then sought to dismiss them.
 - (v) This political instability of directory paved the way for the rise of military dictator, Napoleon who between 1793 to 1796 conquered most of the central Europe and defeated Austria, Prussia and Russia to become national Hero.
- 8.
- (i) The production of food grain didn't keep pace with the rapid increase in population, so the price of bread rose rapidly.
 - (ii) As wages were fixed for the workers, the rising price of bread got out of their reach.
 - (iii) Situation worsen whenever there was drought or hail and thus an extreme situation prevailed where the basic means of livelihood were endangered-called subsistence crisis.
 - (iv) This situation triggered the bell of French Revolution as angry women stormed into the bakery shop after spending hours in long queues as cold winter had destroyed the harvest.
 - (v) They marched towards the king's palace asking for bread, while their men were striking in tennis court for justice.
- This led to a chain of events which culminated in French Revolution.
- 9.
- (i) In 1791 the National Assembly completed the draft of the constitution.
 - (ii) The constitution began with a declaration of Rights of Man and Citizen.
 - (iii) Rights such as right to life, freedom of speech, freedom of opinion, equality before law were established as natural and inalienable rights.
 - (iv) These rights were considered as a right by birth which cannot be taken away.

- (v) It was the duty of state to protect each citizen's natural rights.
- 10.
- (i) French Revolution was fought by all unprivileged sections of the French society like-merchants, peasants, landless-laborers, women etc.
 - (ii) All had their own believes and aspiration from French Revolution.
 - (iii) They aspired for a better life in terms of food and work.
 - (iv) However, it didn't fulfill those aspirations, like political rights was reserved for wealthy class, women had to fight for almost two centuries before they got voting rights in 1946.
 - (v) Actually, its very own principles of liberty and equality were violated when they denied the rights to its poor citizen, women and slaves who got emancipated ultimately in 1848.
11. The images identified with the French Revolution are following:
- (i) The Broken Chain: Chains were utilized to shackle slaves. A wrecked chain represents independence from slavery.
 - (ii) The Bundle of Rods or Fasces: One bar can be effectively broken, yet not a whole pack. It represents that strength lies in solidarity.
 - (iii) The Eye within a Triangle Radiating Light: The divine eye represents information. The beams of the sun will drive away from the billows of obliviousness. It portrays that information eliminates obliviousness.
 - (iv) Scepter: It was an image of imperial force. It portrayed the intensity of despotism.
 - (v) Snake Biting Its Tail to form a Ring: This kind of ring has neither start nor end. It is an image of time everlasting.
 - (vi) Red Phrygian Cap: It is worn by a slave after getting free. It represents independence from servitude or subjugation.

- (vii) Blue-White-Red: These were the public shades of France. The utilization of these shading portrays patriotism.
- (viii) The Winged Woman: It is the representation of the law. It represents the intensity of the law.
- (ix) The Law Tablet: The law is the equivalent for all and all are equivalent before it. It represents equity and equity.

Section D

Answer of Case Based Questions (4 Marks)

1.
 - (a) Less prosperous of society
 - (b) Leader of Jacobin Club
 - (c) Long striped trousers
 - (d) Robespierre issued laws on maximum ceiling on wages and prices. He introduced equality bread, Equality through forms of speech and address.
2.
 - (a) On the morning of July 14, 1789, 7,000 men and women gathered in front of the town hall in Paris to demand the surrender of weapons and ammunition stored in the Bastille fortress.
 - (b) The Bastille was hated by the people of Paris because it was a symbol of royal tyranny and arbitrary power. It was a prison where people were locked up without trial and sometimes tortured. The fortress also represented the inequality between the nobility and the common people, as prisoners in the Bastille were often members of the lower classes who had been arrested for speaking out against the government.
 - (c) The ultimate outcome of the events that began with the storming of the Bastille was the French Revolution. The revolution brought about significant political and social changes in France, including the overthrow of the monarchy and the establishment of a republic. It also led to the Reign of Terror, a period of violence and political repression, and ultimately, the rise of Napoleon Bonaparte.

3.
 - (a) The end of the monarchy in France.
 - (b) The coming of a new time and the idea that all individuals had rights and could claim equality
 - (c) Liberty, freedom, and equality

SECTION E



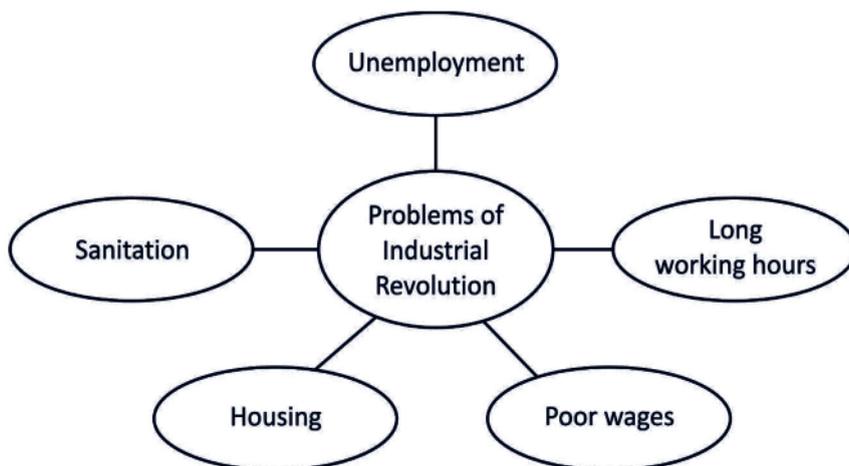
Chapter - 2

Socialism in Europe and The Russian Revolution

Key Points to be Remember:-

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

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



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

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

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

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

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

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

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



- **Civil War:** After the Revolution, entire Russia was divided in three groups-viz.
 - A. The Bolsheviks (the 'reds'),
 - B. Socialist Revolutionaries (the 'greens') and
 - C. The Tsarists (the 'whites')

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

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





Section A (1 Mark Questions)

1. Identify the correct option that describes the country given below.
 - i. The country had fought the First World War (1914-1918) against the central powers,
 - ii. In the beginning of the twentieth century about 80 percent of the population depended upon agriculture.
 - iii. Tsar Nicolas I had ruled in 1914.

Options:

- a. England
- b. France
- c. Germany
- d. Russia

2. Monarchy was brought down in Russia after the in Petrograd.
- February 1917 revolution
 - October 1917 revolution
 - 1905 revolution
 - Civil war during 1918-1919
3. Which of the following options represent potential measures that can be taken to the October 1917 revolution in Russia?
- Vladimir Lenin demanded three demands called “April Theses” in April 1917.
 - Popular demonstrations were staged by the Bolsheviks in July 1917.
 - Vladimir Lenin was arrested in September 1917.
 - The secret police punished those who criticized the Bolsheviks.

Options:

- Statement i and iii are correct.
 - Statement i, ii and iv are correct
 - Statement iii is correct.
 - Statements i, ii and iii are correct.
4. There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:
- Assertion: Industrial equipment disintegrated more rapidly in Russia than elsewhere in Europe.
- Reason: Russia was cut off from other suppliers of industrial goods by German control of the Baltic Sea.
- Both (A) and (R) are true and (R) is the correct explanation of (A)
 - Both (A) and (R) are true but (R) is not the correct explanation of (A)
 - (A) is correct but (R) is wrong.
 - (A) is correct but (R) is correct.

5. Evaluate the impacts of October revolution on Russia by identifying the appropriate statements among the following options:

- i. Most industry and banks were nationalized in Nov.1917.
- ii. They allowed the use of the old titles of aristocracy.
- iii. Government encouraged private property.
- iv. New uniforms were designed for the army and officials.

Options:

- a. Statements i and iv are appropriate.
- b. Statements i, ii and iii are appropriate.
- c. All the statements are appropriate.
- d. Only statement iv is appropriate.

6. Arrange the following statements in sequential order based on the events noted to revolution in Russia.

- i. The Civil War
- ii. The Bloody Sunday
- iii. Formation of the Russian social Democratic Workers Party.
- iv. Abdication of the Tsar
- v. Beginning of Collectivisation

Options:

- a. iv, iii, ii, i, v
- b. ii, iii, i, v, iv
- c. iii, ii, iv, i, v
- d. i, ii, iii, iv, v

7. Identify the poster from the options given below.

- a. Vladimir Lenin
- b. Hitler
- c. Louis XVI
- d. Tsar Nicolas II



8. Consider the statements given below and choose the correct answer Statement –
- I – The Bolshevik Party was renamed the Russian Communist Party
 - II – In November 1917, the Bolsheviks conducted the elections to the Constituent Assembly, but they succeeded to gain majority support.
- a. Statement (i) is correct and (ii) is incorrect
 - b. Statement (i) is incorrect and (ii) is correct
 - c. Both (i) and (ii) are incorrect
 - d. Both (i) and (ii) are correct
9. There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:
- Assertion: By 1927-1928, the towns in Soviet Russia were facing an acute problem of grain supplies.
- Reason: The peasants refused to sell government fixed prices at which grain must be sold to the government.
- 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.
10. The Bolshevik party was renamed the
- a. Social Democratic party
 - b. Second International
 - c. Russian communist party
 - d. Union of the Unions

Section B & C (2 and 3 Marks Questions)

- Q1. Why were the liberals opposed to the universal adult franchise?
- Q2. Why were the radicals not against private property?
- Q3. Why is the international women's day celebrated on 8th March every year in Russia?
- Q4. Differentiate the ideas of liberals and radicals. Mention any three.
- Q5. Differentiate the ideas of Karl Marx and Robert Owen.
- Q6. How the industrial workers and soldiers react to "April Theses".

Section D (5 Marks Questions)

- Q1. Analyze the political, social and economic conditions of Russia before 1905?
- Q2. Analyze the impact of the First world war on Russia?
- Q3. How did the First World war impact the February revolution in Russia?
- Q4. How did the "April Theses" war impact the October revolution in Russia?
- Q5. What changed after the October revolution?

Case Based Questions (4 Marks)

- 1. The First World War on the 'eastern front' differed from that on the 'western front'. In the west, armies fought from trenches stretched along eastern France. In the east, armies moved a good deal and fought battles leaving large casualties. Defeats were shocking and demoralizing. Russia's armies lost badly in Germany and Austria between 1914 and 1916. There were over 7 million casualties by 1917. As they retreated, the Russian army destroyed crops and buildings to prevent the enemy from being able to live off the land.
- Q.1 How did the First World War on the 'eastern front' differed from that on the 'western front'?
- Q.2 Why were the defeats shocking and demoralizing?
- Q.3 Why did the Russian army destroy crops and buildings as they retreated?

ANSWERS

Section (A) 1 Mark Questions

1. (d) Russia
2. (a) February 1917 revolution
3. (a) Statements (i) and (iii) are correct
4. (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
5. (a) Statements (i) and (iv) are appropriate.
6. (c) III, II, IV, I, V
7. (d) Tsar Nicolas II
8. (a) Statement (i) is correct and (ii) is incorrect
9. (a) Both (A) and (R) are true and (R) is the correct explanation of (A)
10. (c) Russian Communist party.

Section (B) See Key Points

Section (C) See Key Points

Section (D)

1. In the east, armies fought battles leaving large casualties.
In the west, armies from trenches.
2. Due to large casualties.
3. To prevent the enemy from being able to live off the land.

Chapter - 3

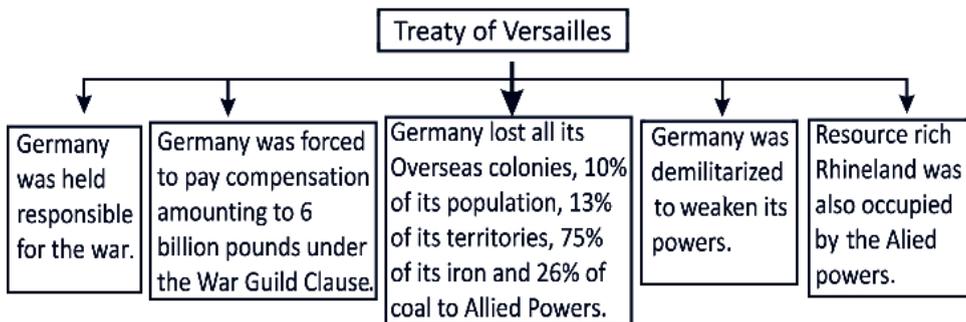
Nazism and the Rise of Hitler

Key Points to be Remember:-

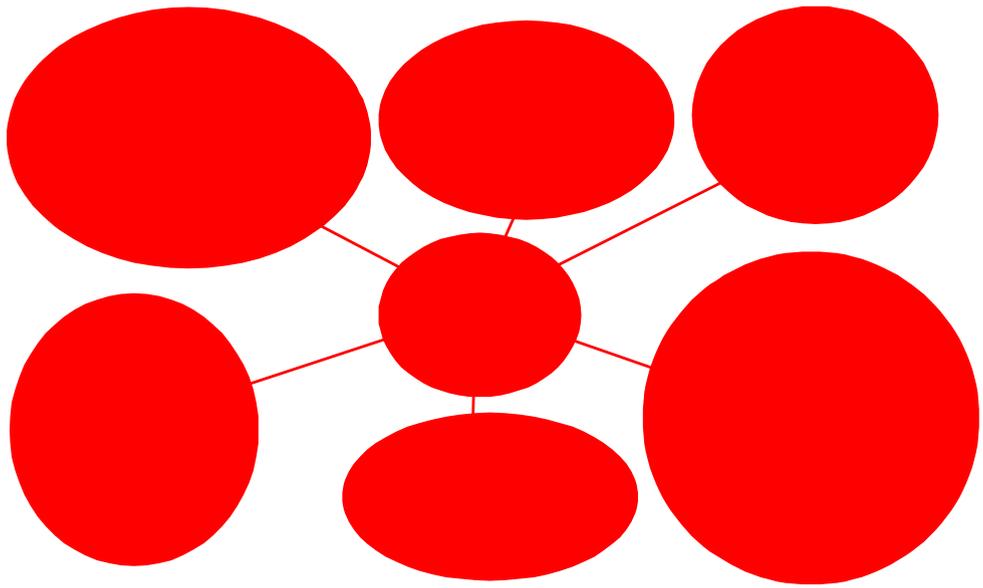
- **The First World War (1914-1918):-** The first World War was fought between the allied Powers and central powers.

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

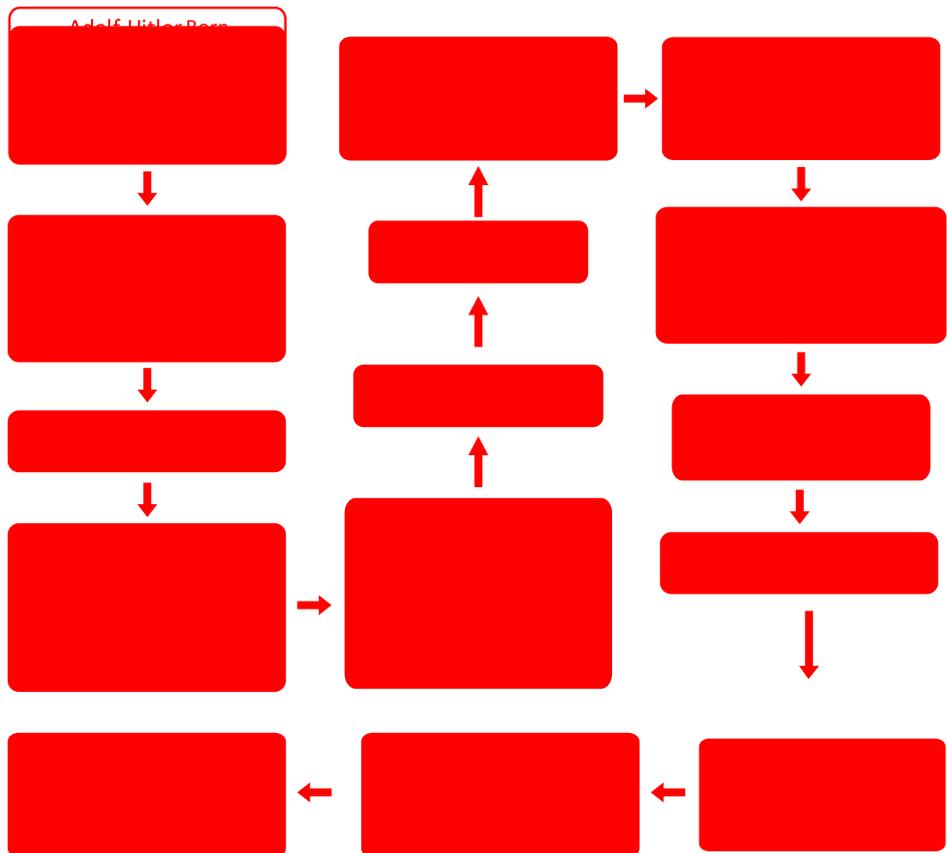
- The First World War ended with the defeat of Germany in 1918.
- **Treaty of Versailles (1919):-** After the end of the First World War, Germany had to sign a harsh and humiliating treaty at Versailles with the Allied powers.

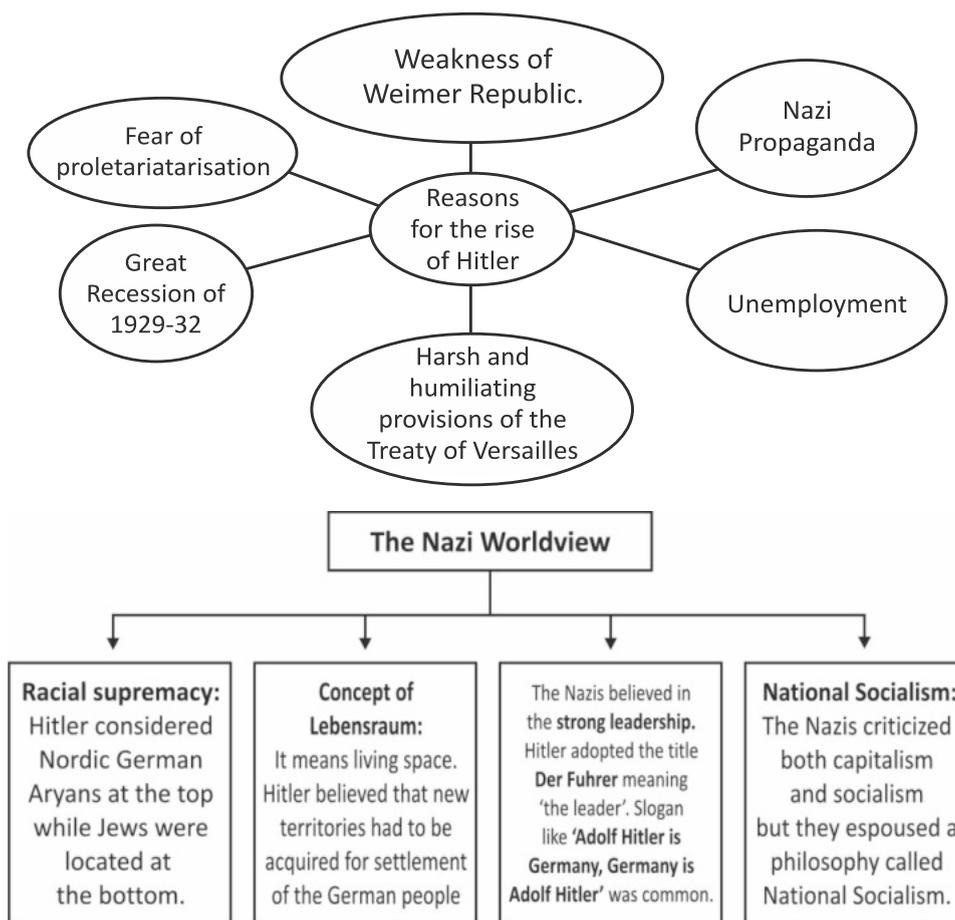


- **Weimer Republic:** After the defeat of Germany in World War-I and abdication of the emperor, a democratic constitution with federal structure was set up in Germany. But, the Weimer Republic had to face **many problems:**



Rise and Fall of Hitler:





- **Youth in Nazi Germany:**

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

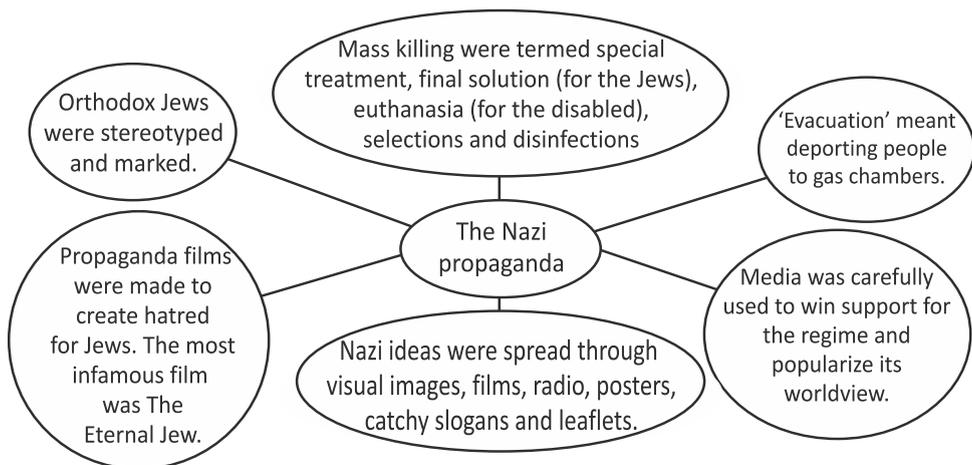
- Jews were dismissed from the schools.
- Children were segregated. Germans and Jews could not sit together. Subsequently, 'undesirable children'- Jews, the physically handicapped, Gypsies- were thrown out of schools.
- School textbooks were rewritten. Racial science was introduced to justify Nazi ideas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

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

- **Women in the Nazi Germany:**

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

- **Nazi-Propoganda:**

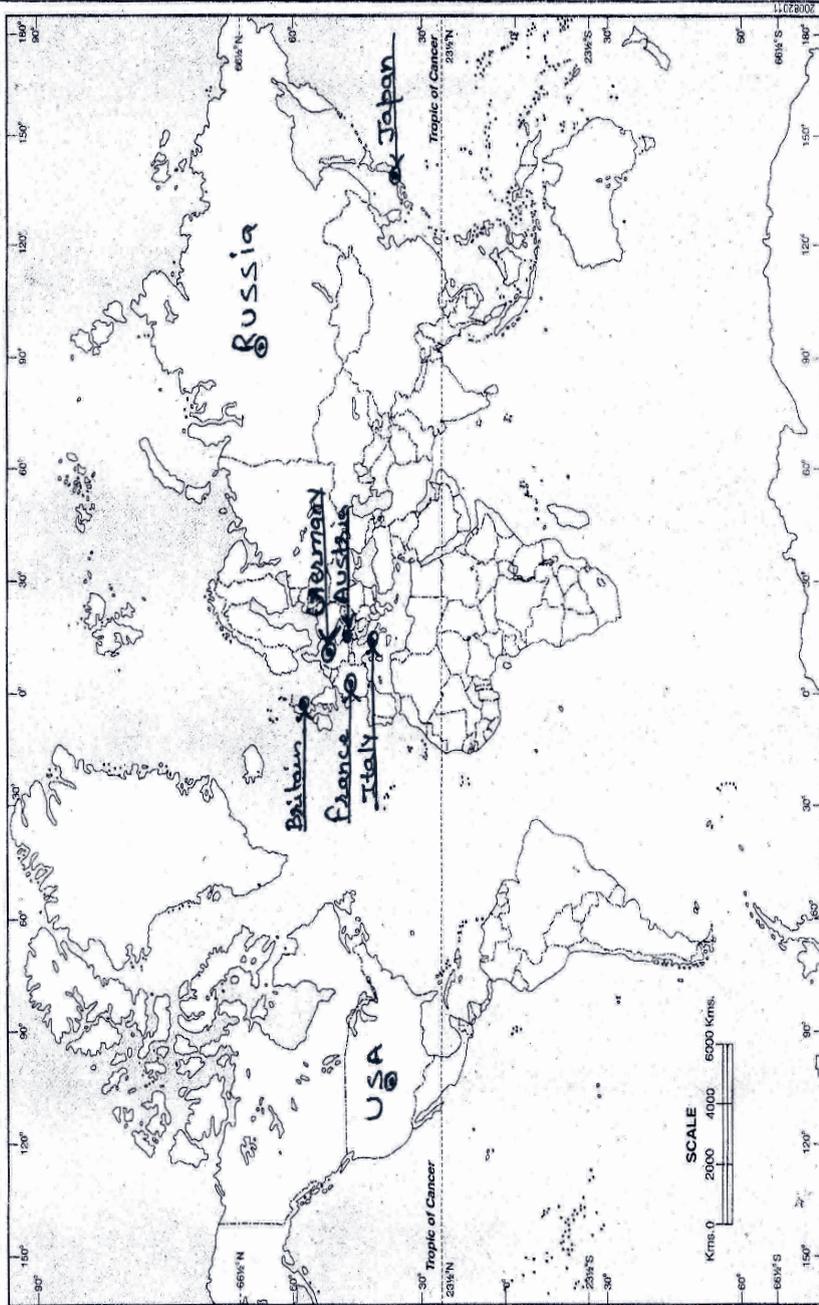


• **Holocaust:** The mass killing of millions of Jews by the Nazi regime is known as the holocaust. Jews were taken to the gas chambers and were killed.

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

The Allied Powers	The Axis Powers
<p>Main Countries</p> <ol style="list-style-type: none"> 1. France 2. Britain 3. Soviet Union (USSR) 4. United States of America (USA) 	<p>Main Countries</p> <ol style="list-style-type: none"> 1. Germany 2. Italy 3. Japan





1. Based upon Survey of India map with the permission of the Surveyor General of India.
 2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate baseline.
 3. The External Boundary and coast-line of India shown on this map agree with the Record / Master Copy, certified by the Survey of India, Dehra Dun.

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QUESTIONS

Section A (MCQs) 1 Mark Questions

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

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

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

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

Q.3 What is name of the German Parliament?

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

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

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

Q.5 Identify the correct option that describes the country given below.

- i. The country had fought the First World War (1914-1918) alongside the Austrian empire and against the Allies
ii. The country had waged a genocidal war.
iii. The country had faced a defeat in first world war.

Options:

- (a) England (b) France
(c) Germany (d) Russia

Q.6 Which place in Germany had occupied by the French Germany refused to pay war reparations in 1923

- (a) Düsseldorf (b) Ruhr
(c) Berlin (d) Nuremberg

Q.7 Which of the following options represent potential measures that can be taken to fear of proletarianization in Germany in the year of 1932?

- i. Industrial production was reduced to 40 per cent of the 1929 level.
- ii. The number of unemployed touched an unprecedented 6 million.
- iii. Big business were made huge profits.
- iv. The large mass of peasantry was affected by a sharp fall in agricultural prices

Options:

- a. Statement i and iii are correct.
- b. Statement i, ii and iv are correct
- c. Statement iii is correct.
- d. Statement i, ii, and iii are correct.

Q.8 The Americans intervened and bailed Germany out of the crisis by introducing the....., which reworked the terms of reparation to ease the financial burden on Germans.

- a. Dawes Plan
- b. The treaty of versailles
- c. The treaty of viena
- d. The Morgenthau Plan

Q.9 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion: The German economy was the worst hit by the economic crisis in 1932.

Reason: The support of short-term loans from the US was withdrawn when the Wall Street Exchange crashed in 1929.

- 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.

Q.10 Evaluate the impacts of first world war on Germany by identifying the appropriate statements among the following options:

- i. The Germany carried the burden of war guilt.
- ii. Germany lost his overseas colonies.
- iii. The political atmosphere in Berlin was charged with the demand of America-style government.
- iv. Civilians came to be placed above soldiers.

Options:

- a. Statements i and ii are appropriate.
- b. Statements i, ii and iii are appropriate.
- c. All the statements are appropriate.
- d. Only statement iv is appropriate.

SECTION B AND C (2/3 Marks Questions)

- Q1. "Germany had waged a genocidal war" justify the statement with any three relevance points.
- Q2. Mention any three points of treaty of Versailles.
- Q3. Write any three first world-war effect on Germany.
- Q4. What was the reason behind the hyperinflation in Germany?
- Q5. What was the effect of crash of wall street exchange on Germany in the year of 1929 to 1932? Write any three effects.

SECTION D (5 Marks Questions)

- Q1. Analyse the impact of First world-war on Germany politically and financially?
- Q2. Analyse the impact of Great Depression on Germany?

- Q3. How the Hitler established Germany a racial state?
- Q4. How would you have reacted to Hitler's ideas if you were:
- A Jewish woman
 - A non-Jewish German woman
- Q5. What did the Nuremberg laws mean to the 'undesirables' in Nazi Germany? What other legal measures were taken against them to make them feel unwanted?

5 Marks Questions

- Q.1 Describe the problems faced by the Weimer Republic.
- Q.2 Explain the peculiar features of Nazi world-view.
- Q.3 How were the youth educated during Nazi regime?
- Q.4 What was the role of women during Nazi society?
- Q.5 What was the ways of Nazi propaganda?
- Q.6 Why did Nazism become a mass movement during the Great Depression?
- Q.7 How were the Jews portrayed in Nazi propaganda?

SECTION E Case Based Questions (Mark 4)

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

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

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

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

- (i) Why was the Nazi regime used different terms like special treatment, final solution etc. for mass killing?
- (ii) Why were gas chambers looked like bathrooms in Nazi Germany?
- (iii) How was media carefully used to win support for the Nazi regime?

ANSWERS

Section A (1 Mark Questions)

1. (c) Britain
2. (a) Weimar Republic
3. (d) Reichstag
4. (c) Gestapo
5. (c) Germany
6. (b) Ruhr
7. (b) Statement (i), (ii) and (iv)
8. (a) Dawes plan
9. (a) Both (A) and (R) true and (R) is a correct explanation of (A)
10. (a) Statements (i) and (ii) are appropriate.

Section B & C (2/3 Marks Questions)

Question No. 1 to 5

See the key points.

Section D (5 Marks Questions)

Question No. 1 to 5

See the key points.

Section E (Source Based Questions)

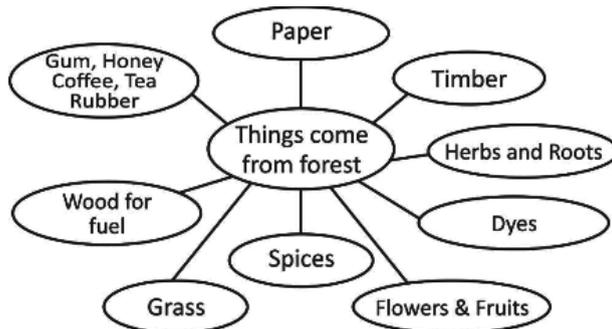
- (i) The Nazi regime used deceptive terms for propaganda.
- (ii) Gas chambers were levelled 'disinfection-area' and looked like bathrooms equipped with fake shower-heads.
- (iii) Nazi ideas through media were spread through visual images, films, radio, posters, catchy slogans and leaflets.

Chapter - 4

Forest Society and Colonialism

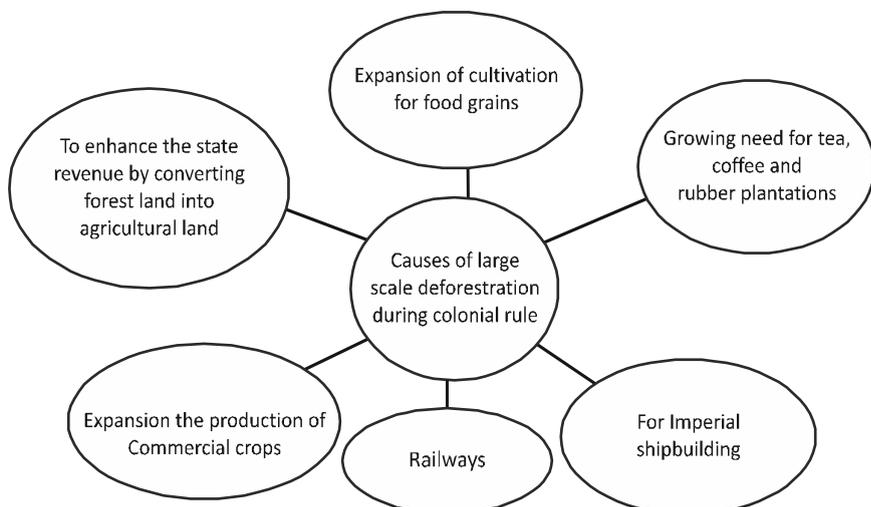
Key Points to be Remember:-

1. Examples of the things that come from forest:

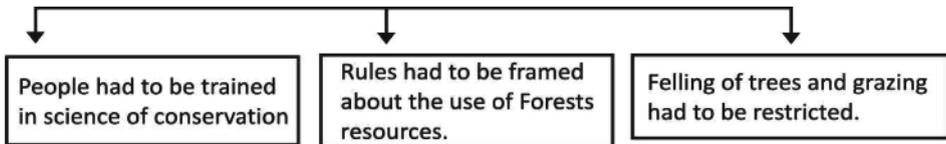


2.
 - Due to Deforestation, Diversity in area of natural vegetation and wildlife is fast disappearing.
 - The comprehensive cutting down of trees is referred as Deforestation.
3. Between 1700 and 1995, the period of industrialization, 13.9 million sq km of forest or 9.3 per cent of the world's total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

- 4.



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



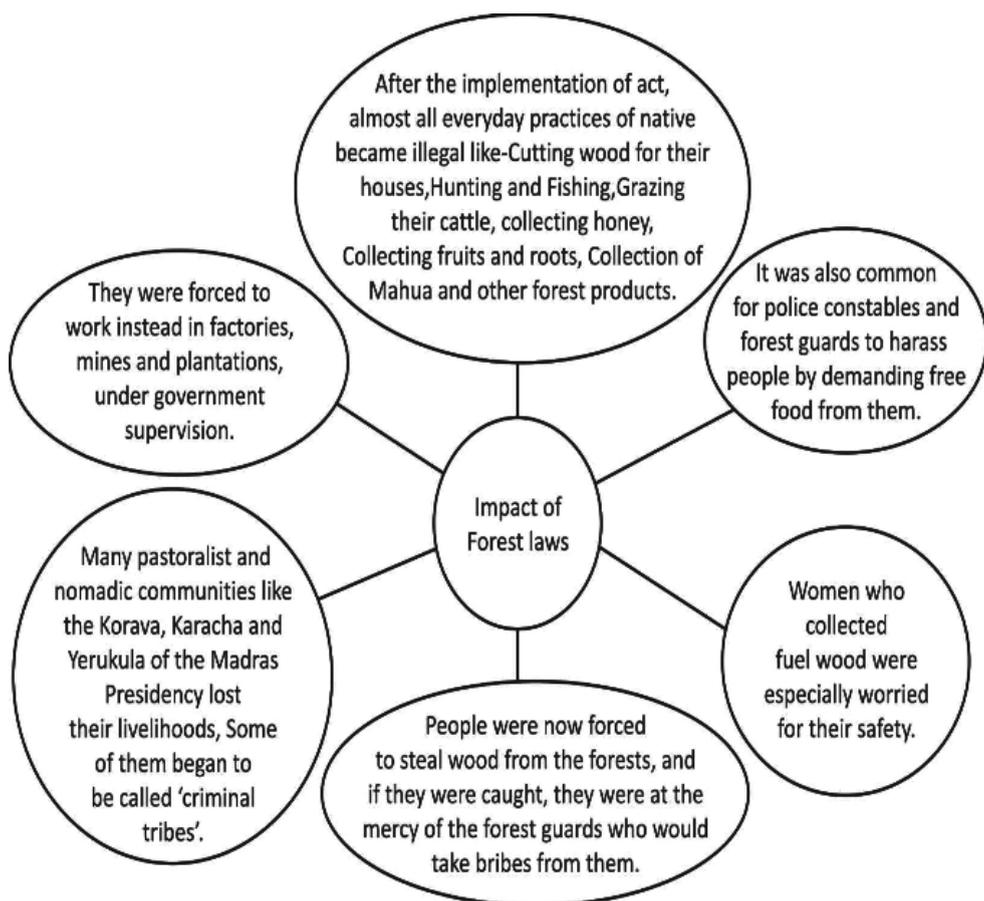
6. Type of Forests-

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

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

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

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



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

I. Mundurucu people of the Brazilian Amazon, began to collect latex from wild rubber trees

II. Banjaras people of the India, Trading elephant and other goods

III. Korava, Karacha and Yerukula of the Madras, began to work in factories, mines and Plantations

- **Rebellion in the Forest:**

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

- **Steps of shifting cultivation**

- I. Few Parts of the forest are cut and burnt in rotation.
- II. Seeds are sown in the ashes after the first monsoon rains.
- III. The crop is harvested by October-November.
- IV. Plots are cultivated for a couple of years
- V. Then left fallow for 12 to 18 years for the forest to grow back.
- VI. Then they move to next part of the forest.

- **Hunting practice was prohibited by the Forest laws.**

- I. The British saw large animals as signs of a wild, primitive and savage society. They believed that by killing dangerous animals the British would civilize India.
- II. Over 80,000 tigers, 150,000 leopards and 200,000 wolves were killed for reward in the period 1875-1925.
- III. A British administrator, George Yule, killed 400 tigers. Initially certain areas of forests were reserved for hunting.

- **People of Bastar**

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

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

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

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

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

QUESTIONS

1 Mark Questions

Q.1 Name the British official who killed 400 tigers during colonial rule?

- (a) Dietrich Brandis (b) George Yule
(c) Surontiko Samin (d) Gunda Dhur

Q.2 Name the river which flows across Bastar from east to west?

- (a) Ganga (b) Yamuna
(c) Indrawati (d) Narmada

Q.3 Which forest law categorised the forest in three category during colonial rule?

- (a) 1864 (b) 1878
(c) 1890 (d) 1891

Q.4 When was Indian forest service set up?

- (a) 1864 (b) 1878
(c) 1890 (d) 1891

Q.5 The Imperial Forest Research Institute was setup at-

- (a) Haridwar (b) Dehradun
(c) Shimla (d) Sri Nagar

Q.6 What is meant by scientific forestry?

Q.7 Who was the first Inspector General of forest in India?

Q.8 What was 'Van Gram'?

Q.9 What was 'reserved forest' by the forest act of 1878?

Q.10 Who were Kalangs of Java?

Q.11 was the leader of Bastar revolt in India during colonial rule.

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

3/ 5 Marks Questions

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

4 Marks Question

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

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

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

Choose appropriate option

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

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

Q.2 Fill in the blanks:

Some of the Adivasi communities began to be called _____

Q.3 Which of the communities lost their livelihood?

Q.4 Give the two examples of forest products?

ANSWERS

Answer of 1 Mark Questions

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

Answer of 3/5 Marks Questions

- (1) (a) Production of commercial crops
- (b) Need to feed the growing urban population
- (c) Need for raw material
- (d) Colonial govt, thought that forests were unproductive
- (e) Enhance the income of the state.

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

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

Answer of 4 Marks source based Questions

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

Chapter - 5

Pastoralists in the Modern World

Key Points to be Remember:-

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

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

Pastoralists of India:

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

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

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

- They move with their herds of goats and sheep or camel or cattle.
- Nomadic pastoralists move in group known as ‘**Caravan**’ or ‘**Kafila**’.
- **The places in the plateaus, plains and deserts change according to the monsoon.**

Sl. No.	State	Pastoralist Community	During Rainfall Seasons	After Rainfall Seasons
1.	Maharashtra	Dhangars	Central Plateau Maharashtra	Konkan
2.	Karnataka and Andhra Pradesh	Gollas	Dry Plateau	Coastal tracts
3.	Rajasthan	Raikas	Barmer, Jaisalmar Jodhpur and Bikaner	Search of new pasture lands
4.	Uttar Pradesh Punjab, Rajasthan, Madhya Pradesh and Maharashtra	Banjaras	In their own area Pasture lands	Search of new pasture lands

- **Policies regarding forests in India and Africa during the colonial period**

Sl. No.	Colonial Policy in the Forest of India	Colonial Policy in the Forests of Africa
1.	Conversion of pastures into agricultural and by encouraging local farmers to convert pastures into agricultural land to raise land taxes.	The conversion of pastures into agricultural land by the British colonial government by encouraging local farmers to convert pastures into agricultural land in East Africa.
2.	Ban on the movement of shepherds by categorizing forests by forest laws.	The colonial rule occupied about 60 percent of the grazing area of the Masai and stopped their movement.

3.	In 1871, the colonial government passed the Criminal Tribes Act, declaring many communities of pastoralists as natural and born criminals.	Restricting the movement of pastoralists by converting many pastures into hunting grounds, such as the Masaimara and Samburu National parks in Kenya and the Serengeti Park in Tanzania.
4.	In the nineteenth century, a tax per cattle was collected by levying a pastoral tax.	The heads of the Maasai subgroups were fixed by the colonial government.

- Some of the important pastoral nomads in India and world

(A)

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

(B)

WORLD		
Sl. No.	Name of Pastoral Nomadic Community	Area (STATES)
1	MAASAI	Kenya, Tanzania
2	BEDOUINS	North Africa
3	BERBERS	North-Western Africa
4	TURKANA	Uganda

WORLD		
Sl. No.	Name of Pastoral Nomadic Community	Area (STATES)
5	BORAN	Kenya
6	MURSH	Mauritania
7	SOMALI	Somalia
8	NAMA, ZULU	South Africa
9	BEZA	Egypt, Sudan

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

Pastoralists and their life under colonial rule?

Reason for change of life under colonial rule	Impact
Colonial govt. converted pasture land into agricultural land to increase land revenue.	Decline of pasture land made their life difficult and number of livestock decline, trade & craft affected.
Forest acts were introduced to categories forest and their products Waste Land Rules enacted.	Movement of pastoralists were severely restricted and entry was regulated by permit and fine was imposed on violation.

Criminal Tribes Act was passed in 1871. Many pastoralists were classified as Criminal Tribes.	They were branded as criminal and can live in notified areas only under extreme surveillance of local police, movement was restricted by permit system.
To maximise the revenue colonial govt imposed tax on land, canal water, salt, trade and even on animals.	Each one was given pass. To enter a grazing tract a cattle herder had to show the pass and pay taxes making life difficult.

■ **Effects of colonial Rule on the lives of Pastoralists:**

- a. Available area of pastureland declined.
- b. Restricted movement.
- c. Intensive grazing on available postures.
- d. Quality of postures declined.
- e. Deterioration of animal stock.
- f. Underfed cattle died in large numbers.

■ **Coping with the changes:**

- (a) They reduced the number of cattle in their herd.
- (b) Changed their direction of movement.
- (c) Some began buying land and settling down.
- (d) Some took to more extensive trading.
- (e) Some lost their livestock and became labourer.

■ **Pastoralism in Africa :**

- **In Africa Maasai** lost 60% of their pre-colonial land by the hands of Whites.
 - a. They were forbidden to enter into white locality.
 - b. The restrictions and confinement to semi arid area with frequent drought, made their life difficult and they lost half of their livestock within two year 1933-1934.

- c. Large areas of grazing land were also turned into game reserves like Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
 - d. In 1885 Massailand was cut into half with an international boundary between British Kenya and German Tanganyika.
 - e. In 1919 Tanganyika came under British rule after the defeat of Germany in World War I.
 - f. It attained independence in 1961 and united with Zanzibar to form Tanzania in 1964.
- Maasai society was divided into two social groups –(i) **Elders** and (ii) **Warrior**.
 - I. Elders formed the ruling group who met in periodic councils to
 - (a) Decide affairs of the community and
 - (b) Settle disputes.
 - II. The warrior consisted of young people, mainly responsible for (i) the protection of tribe and (ii) organise cattle raids - which was considered a wealth.
 - The Britishers imposed restrictions on raiding and warfare and even appointed chiefs of different sub groups of Maasai who were made responsible for the affairs of the group.
 - Due to the interference of colonial government in the social system of Maasai change occurred at two levels-
 - I. The traditional difference based on age, between the elders and warriors, was disturbed
 - II. A new distinction between wealthy and poor pastoralists was developed.

QUESTIONS

Section A (One Mark)

1. Nomads are people who:-
 - (a) live in one place
 - (b) move from one place to another to earn a living
 - (c) work in agriculture and industry
 - (d) live in modern society
2. Which group of pastoralists were great herders of goat and sheep in Jammu and Kashmir?
 - (a) Gaddi shepherds
 - (b) Gujjar cattle herders
 - (c) Gujjar Bakarwals
 - (d) Bhotiyas
3. What is a Kafila?
 - (a) A cycle of seasonal movement
 - (b) A group of households that come together for a journey
 - (c) A vast meadow in the high mountains
 - (d) A dry forested area below the foothills of Garhwal and Kumaun
4. The Gaddi shepherds of Himachal Pradesh spent their summer in:
 - (a) The low hills of the Siwalik range
 - (b) Lahul and Spiti
 - (c) The bhabar
 - (d) Vast meadows in the high mountains
5. Which pastoral community of Maharashtra was estimated to have a population of 467,000 in the early twentieth century?
 - (a) Bhotiyas
 - (b) Sherpas
 - (c) Dhangars
 - (d) Kinnauris

6. What did the Dhangar shepherds do during the monsoon?
 - (a) They moved to the central plateau of Maharashtra
 - (b) They went to the high mountains
 - (c) They grazed their flocks in scrub forests
 - (d) They moved to the low hills of the Siwalik range
7. What is the importance of continuous movement for pastoralists?
 - (a) It prevents the overuse of pastures
 - (b) It allows them to live in modern society
 - (c) It helps them to adjust to seasonal changes
 - (d) It helps them to work in agriculture and industry
8. Which of the following is true about the lives of pastoralists?
 - (a) They rarely enter the pages of history textbooks
 - (b) Their lives do not matter
 - (c) They are figures from the past who have no place in modern society
 - (d) Both (a) and (b) are true
9. Which of the following impacted the lives of pastoralists?
 - (a) Agriculture
 - (b) Industry
 - (c) Colonialism
 - (d) Both (a) and (b)
10. What is a Bugyal?
 - (a) A vast meadow in the high mountains
 - (b) A cycle of seasonal movement
 - (c) A dry forested area below the foothills of Garhwal and Kumaun
 - (d) A group of households that come together for a journey

11. What is a bhabar?
- (a) A vast meadow in the high mountains.
 - (b) A cycle of seasonal movement .
 - (c) A dry forested area below the foothills of Garhwal and Kumaun .
 - (d) A group of households that come together for a journey.
12. Which pastoral community of the Himalayas had a similar cycle of seasonal movement as the Gaddi shepherds?
- (a) Bhotiyas
 - (b) Sherpas
 - (c) Kinnauris
 - (d) All of the above
13. How did the colonial rule affect the life of pastoralists?
- (a) It provided them with more grazing lands and freedom of movement .
 - (b) It had no effect on their lives .
 - (c) It led to the shrinkage of their grazing grounds, regulation of their movements, and an increase in the revenue they had to pay .
 - (d) It led to an increase in their agricultural stock and improvement of their trades and crafts .
14. Why did the colonial state want to transform all grazing lands into cultivated farms?
- (a) To provide better grazing lands for pastoralists .
 - (b) To increase the number of forests .
 - (c) To increase the revenue collection by expanding cultivation .
 - (d) To improve the lives of agricultural workers .
15. What were Waste Land Rules, and how did they affect pastoralists?
- (a) These were rules enacted to protect the forests, and they had no impact on pastoralists.

- (b) These were rules enacted to protect the grazing lands, but they adversely affected pastoralists by decreasing the available pastures.
 - (c) These were rules enacted to take over uncultivated lands and give them to select individuals, adversely affecting pastoralists by taking over their grazing tracts.
 - (d) These were rules enacted to improve the agricultural stock, and they positively affected pastoralists.
16. What impact did Forest Acts have on the lives of pastoralists?
- (a) They were allowed access to all forests.
 - (b) They were not allowed access to any forests.
 - (c) They were allowed access to some forests, but their movements were severely restricted.
 - (d) They were allowed access to all forests, but they had to pay a tax.
17. Why were British officials suspicious of nomadic people?
- (a) They believed they were peaceful and law-abiding.
 - (b) They wanted a settled population that was easy to control.
 - (c) They believed they were essential for trade.
 - (d) They believed they were essential for agriculture.
18. What was the Criminal Tribes Act, and how did it affect pastoralists?
- (a) It was an act that recognized the criminal nature of all nomadic people.
 - (b) It was an act that recognized the criminal nature of all craftsmen.
 - (c) It was an act that recognized the criminal nature of some communities of craftsmen, traders, and pastoralists, and it restricted their movements.
 - (d) It was an act that recognized the criminal nature of some communities of pastoralists, but it did not restrict their movements.

19. Why did the colonial government impose a tax on animals?
- (a) To provide better grazing lands for pastoralists.
 - (b) To increase the number of forests.
 - (c) To earn revenue from pastoralists.
 - (d) To improve the lives of agricultural workers.
20. Which of the following statements is true about African pastoralists?
- (a) They raise crops and sell the harvest
 - (b) They live primarily in areas with abundant rainfall
 - (c) Over 22 million Africans depend on some form of pastoral activity for their livelihood
 - (d) They have not experienced any significant changes to their way of life over time
21. Which of the following communities is NOT mentioned as an African pastoralist community?
- (a) Bedouins
 - (b) Maasai
 - (c) Berbers
 - (d) Tamils
22. What is the primary means of income for African pastoralists?
- (a) Selling crops
 - (b) Selling animal products
 - (c) Hunting and gathering
 - (d) Mining
23. What is the main problem that the Maasai pastoralists have faced?
- (a) A lack of water resources
 - (b) Competition from other pastoralist communities
 - (c) The loss of grazing lands
 - (d) Government restrictions on their mobility
24. How have the lives of African pastoralists changed over time?
- (a) They have experienced no significant changes
 - (b) They have lost access to the best grazing lands due to colonization and white settlement

- (c) They have become more politically and economically powerful than their agricultural neighbors
 - (d) They have largely abandoned pastoralism in favor of other occupations.
25. What was the effect of the creation of game reserves like the Maasai Mara and Serengeti Park on pastoralists?
- (a) They were allowed to hunt and graze their herds in these areas
 - (b) They were allowed to participate in trade in these areas
 - (c) They were not allowed to enter these reserves at all
 - (d) They were allowed to enter these reserves but not with their stock
26. What happened to the Maasai and after it was cut into half with an international boundary between British Kenya and German Tanganyika?
- (a) The Maasai were given more grazing lands
 - (b) The Maasai lost about 60 per cent of their pre-colonial lands
 - (c) The Maasai were forced to move to another continent
 - (d) The Maasai began to engage in agriculture instead of pastoralism
27. What was the reason for the British colonial government in east Africa to encourage local peasant communities to expand cultivation?
- (a) To provide food for the pastoralist communities
 - (b) To create new job opportunities
 - (c) To make use of the land that was previously unused
 - (d) To dominate the Maasai pastoralists economically and politically
28. What restrictions were imposed on African pastoralists' mobility in the late nineteenth century?

- (a) They were not allowed to move out with their stock without special permits
 - (b) They were not allowed to participate in any form of trade
 - (c) They were not allowed to enter markets in white areas
 - (d) All of the above
29. How did the loss of the finest grazing lands and water resources affect the Maasai?
- (a) It created pressure on the small area of land that the Maasai were confined within in region.
 - (b) It improved the quality of pastures in the small area that the Maasai were confined within
 - (c) It enabled the Maasai to move to a different area to graze their cattle
 - (d) It had no significant effect on the Maasai's way of life.
30. By which name a vast meadow in High Mountain is known?
- (a) Bughal
 - (b) Bhabar
 - (c) Khadar
 - (d) Caravan
31. Rabi crop is usually sown in which season?
- (a) Summer
 - (b) Rainy
 - (c) Autumn
 - (d) Spring
32. Name the crop which is sown during monsoon and harvested before winter,
- (a) Rabi
 - (b) Kharif
 - (c) Zaid
 - (d) None of the above
33. Name the place in Western Rajasthan where the camel fair is organised,
- (a) Bharatpur
 - (b) Pushkar
 - (c) Ajmer
 - (d) Jaisalmer

34. Maldharis pastoral nomads are found in which state of India
(a) Rajasthan (b) Maharashtra
(c) Gujarat (d) Himachal Pradesh
35. act was passed by the colonial government to prohibit the movement of nomads.
36. An area of dry forest below the foothills of Garhwal and Kumaun region is known as
37. Gujjar Bakarwal usually migrates between and..... areas.
38. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option.

Assertion (A): Underfed cattle died in large numbers during scarcities and famines.

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

Options:-

- (a) Both A and 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 and R is false.
(d) A is false but R is true.

SECTION B (2 Marks Questions)

- 1 Define Pastoral nomads?
- 2 List any one activity done by pastoral nomads for livelihood.
- 3 Who was the elders in the Massai pastoral nomads of Africa?

- 4 Why colonial government branded nomadic tribes as criminal?
- 5 Why Maasai were not allowed to enter in White area?
- 6 In which country of Africa Massai Mara national park is situated?
- 7 Raikas are the pastoral nomad found in the state of?

SECTION-C (3/5 Marks Questions)

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

SECTION-D (Four marks based questions)

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

Writing in the 1850s, G.C. Barnes gave the following description of the Gujjars of Kangra: 'In the hills the Gujjars are exclusively a pastoral tribe - they cultivate scarcely at all. The Gaddis keep flocks of sheep and goats and the Gujjars, wealth consists of buffaloes. These people live in the skirts of the forests, and maintain their existence exclusively by the sale of the milk, ghee, and other produce of their herds. The men graze the cattle, and frequently lie out for weeks in the woods tending their herds. The women repair to the markets every morning

with baskets on their heads, with little earthen pots filled with milk, butter-milk and ghee, each of these pots containing the proportion required for a day's meal. During the hot weather the Gujjars usually drive their herds to the upper range, where the buffaloes rejoice in the rich grass which the rains bring forth and at the same time attain condition from the temperate climate and the immunity from venomous flies that torment their existence in the plains.

- 1 What is the main source of wealth for the Gujjars according to G.C. Barnes?
- 2 What is the primary occupation of the Gujjars according to G.C. Barnes?
- 3 What is the daily routine of Gujjar women according to the passage, and where do the Gujjars take their herds during hot weather?

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

In Karnataka and Andhra Pradesh, again, the dry central plateau was covered with stone and grass, inhabited by cattle, goat and sheep herders. The Gollas herded cattle. The Kurumas and Kurubas reared sheep and goats and sold woven blankets. They lived near the woods, cultivated small patches of land, engaged in a variety of petty trades and took care of their herds. Unlike the mountain pastoralists, it was not the cold and the snow that defined the seasonal rhythms of their movement: rather it was the alternation of the monsoon and dry season. In the dry season they moved to the coastal tracts, and left when the rains came. Only buffaloes liked the swampy, wet conditions of the coastal areas during the monsoon months. Other herds had to be shifted to the dry plateau at this time. Banjaras were yet another well-known group of graziers. They were to be found in the villages of Uttar Pradesh, Punjab, Rajasthan, Madhya Pradesh and Maharashtra. In search of good pastureland for their cattle, they moved over long distances, selling plough cattle and other goods to villagers in exchange for grain and fodder.

1. What defined the seasonal rhythms of movement for the Kurumas and Kurubas in Karnataka and Andhra Pradesh?
2. Which animal liked the swampy, wet conditions of the coastal areas during the monsoon months?
3. How did the Banjaras sustain their livelihood as graziers in different parts of India?

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

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

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

ANSWERS

SECTION A

1. (b) move from one place to another to earn a living
2. (c) Gujjar Bakarwals
3. (b) A group of households that come together for a journey
4. (d) vast meadows in the high mountains
5. (c) Dhangars
6. (a) They moved to the central plateau of Maharashtra
7. (a) It prevents the overuse of pastures
8. (d) Both a and b are true
9. (d) Both a and b
10. (a) A vast meadow in the high mountains
11. (c) A dry forested area below the foothills of Garhwal and Kumaun
12. (a) Bhotiyas
13. (c) It led to the shrinkage of their grazing grounds, regulation of their movements, and an increase in the revenue they had to pay.
14. (c) To increase the revenue collection by expanding cultivation.
15. (c) These were rules enacted to take over uncultivated lands and give them to select individuals, adversely affecting pastoralists by taking over their grazing tracts.
16. (c) They were allowed access to some forests, but their movements were severely restricted.
17. (b) They wanted a settled population that was easy to control.
18. (c) It was an act that recognized the criminal nature of some communities of craftsmen, traders, and pastoralists, and it restricted their movements.

19. (c) To earn revenue from pastoralists.
20. (c) Over 22 million Africans depend on some form of pastoral activity for their livelihood.
21. (d) Tamils
22. (b) Selling animal products
23. (c) The loss of grazing lands
24. (b) They have lost access to the best grazing lands due to colonization and white settlement
25. (c) They were not allowed to enter these reserves at all
26. (b) The Maasai lost about 60 per cent of their pre-colonial lands
27. (c) To make use of the land that was previously unused
28. (a) They were not allowed to move out with their stock without special permits
29. (a) It created pressure on the small area of land that the Maasai were confined within
30. (a) Bughal
31. (d) Spring
32. (b) Kharif
33. (b) Pushkar
34. (c) Gujarat
35. Rajasthan
36. Bhabar
37. Shivalik ranges and Kashmir
38. (a)

SECTION B

1. Pastoral nomads are the people who seasonally migrate from one place to another along with their cattle in search of food and water.

2. The means of livelihood for the nomadic people are-selling cattle, Meat, milk, wool, animal skin, other native products.
3. Elders formed the ruling group of Massai who met in periodic councils to (a) Decide affairs of the community and (b) Settle disputes.
4. Colonial government branded nomadic people as criminal as they were hard to keep an eye on them because of their constant movement.
5. Maasai people were considered uncivilised and barbaric; hence they were not allowed to enter in White's settlement.
6. Kenya
7. Rajasthan

SECTION C

1.
 - (a) Due to the lack of pasture during October-November Dhangar nomads started on their move west.
 - (b) After a month march, they reach Konkan which is a flourishing agricultural tract.
 - (c) Here the Konkani peasants welcome them with open heart as they have to make their field ready for Rabi crop.
 - (d) Dhangar flock manures the field and feed on the stubble,
 - (e) With the onset of monsoon, they have to leave the Konkan and coastal area with their flock as the sheep could not tolerate the wet monsoon.
2.
 - (a) Massai Mara and Samburu National Park in Kenya and Serengeti Park in Tanzania.
 - (b) Maasai people were forbid to enter in this area for pasture or hunting games.
 - (c) This restricted their movement and was confined to relatively lesser area with even low resources.
 - (d) This led to the deterioration of pasture quality due to increased pressure.

- (e) All this made their life even more difficult as feeding of cattle became a persistent problem leading to loss of cattle as well.
- 3.
- (a) The movement of Kuruma and Kuruba community was totally inspired by the need of their cattle.
 - (b) These people change their place according to the weather condition.
 - (c) During dry weather they move toward the coastal area whereas with the onset of Monsoon they return back
 - (d) During monsoon coastal area become swampy that is liked by the buffalos only,
 - (e) Other herds had to be shifted to the dry plateau at this time.
- 4.
- (a) They don't have regular field to get food for the whole year.
 - (b) In search of pasture and water for their animals
 - (c) To protect themselves from harsh weather condition
 - (d) To protect their livestock from harsh weather.
 - (e) To sell their animal products.
- 5.
- (a) Restriction on the entry in forest without permission
 - (b) Prohibition of grazing of animals.
 - (c) Issue of permit to enter in forest
 - (d) Complete ban on the collection of fire wood or any other product from forest
 - (e) Heavy fine was imposed in case of violation of rules.
- 6.
- (a) To increase the land revenue
 - (b) For them pastureland was waste that needed to be brought under cultivation
 - (c) With the increase in agricultural land it could produce more cotton, jute, wheat, etc for export
 - (d) They want to safeguard forest for commercial purpose so they want to take over the area around it.

- (e) to control the movement of pastoral people.
7. (a) They reduced the number of cattle in their herd,
- (b) Change their direction of movement
 - (c) Some began buying land and settling down
 - (d) Some took to more extensive trading
 - (e) Some lost their livestock and became labourer.

SECTION D (COMPETENCY BASED QUESTION)

Case-1:

1. The main source of wealth for the Gujjars, according to G.C. Barnes, is buffaloes.
2. According to G.C. Barnes, the primary occupation of the Gujjars is pastoralism, i.e., raising and tending to their herds of buffaloes.
3. According to the passage, Gujjar women go to the markets every morning with baskets on their heads, carrying little earthen pots filled with milk, butter-milk, and ghee, each containing the proportion required for a day's meal. During the hot weather, the Gujjars usually drive their herds to the upper range, where the buffaloes rejoice in the rich grass that the rains bring forth and attain condition from the temperate climate and immunity from venomous flies that torment their existence in the plains.

Case-2:

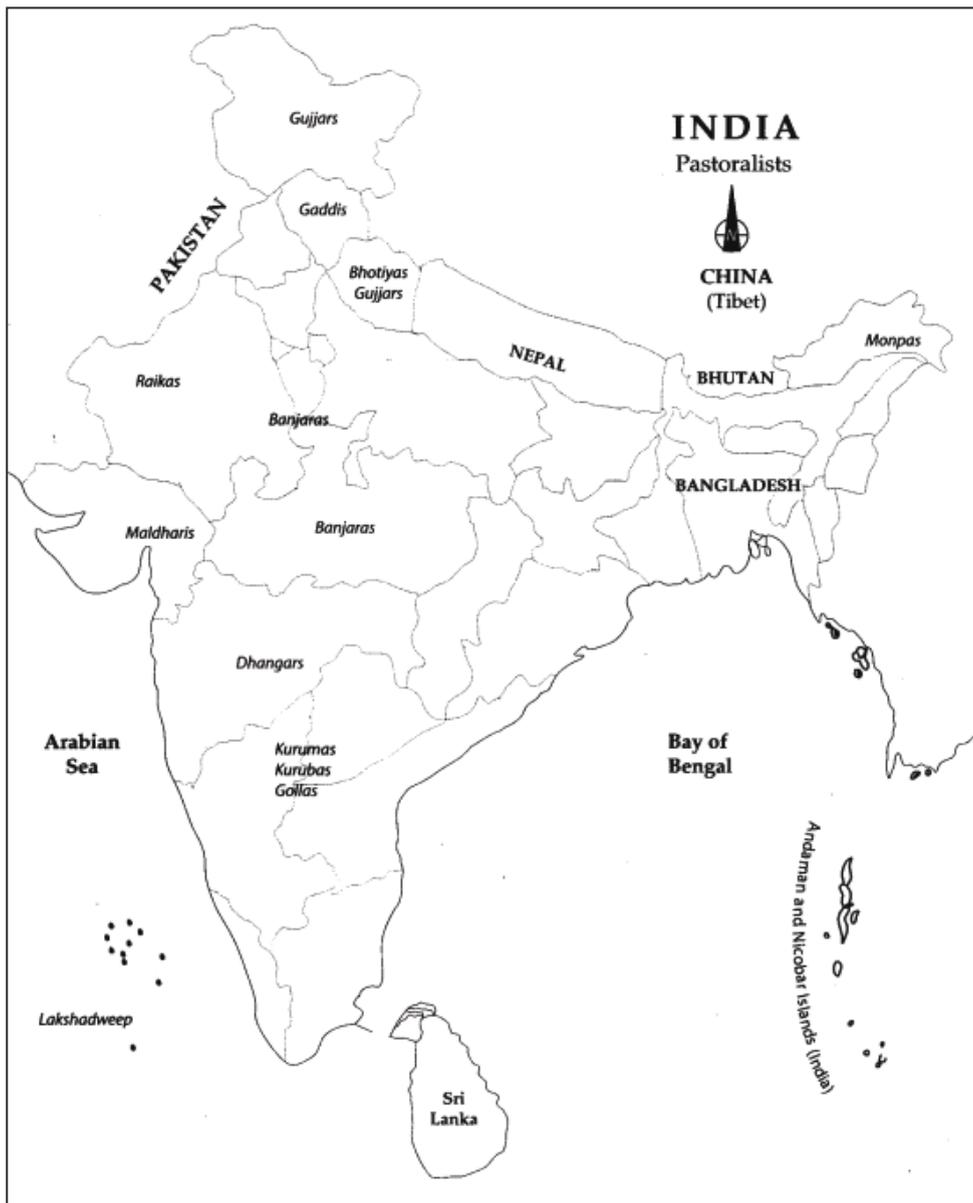
1. The alternation of the monsoon and dry season defined the seasonal rhythms of movement for the Kurumas and Kurubas.
2. Buffaloes were the only herd that liked the swampy, wet conditions of the coastal areas during the monsoon months.
3. The Banjaras sustained their livelihood as graziers by moving over long distances in search of good pastureland for their cattle, and selling plough cattle and other goods to villagers in exchange for grain and fodder.

Case-3:

1. Rajasthan

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

SECTION-E (Map work)



Unit - II

Geography

(Contemporary India-I)

Chapter - 1

India : Size and Location

Key Points to be Remember:-

India : At a Glance

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

India's neighbouring countries	<ul style="list-style-type: none"> • Pakistan and Afghanistan (In the North-West); • China (Tibet), Nepal and Bhutan (In the North); • Myanmar and Bangladesh (In the East); • Sri Lanka, Maldives (In the South)
India states whose boundaries touch Pakistan	Jammu and Kashmir, Laddakh, Punjab, Rajasthan and Gujarat
Indian states sharing boundaries with China	Laddakh, Himachal Pradesh, Uttarakhand, Sikkim and Arunachal Pradesh
Indian states whose boundaries touch Myanmar	Arunachal Pradesh, Nagaland, Manipur and Mizoram
Indian states whose boundaries touch Bangladesh	West Bengal, Mizoram, Meghalaya, Tripura and Assam
The channel between India and Sri Lanka	Palk Strait
India's neighbour located in the south of Lakshadweep	Maldives
The line which divides India into almost two equal parts	The Tropic of Cancer (23° 30' N)
Indian states through which the Tropic of Cancer passes	Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram (8 states)
The largest state of India in terms of area	Rajasthan
The smallest state of India in terms of area	Goa
Total length from north to south	3214 km

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

QUESTIONS

Section A

Very Short Answer Type Questions (1 Mark)

- Q.1** Which latitudinal line divides our country into two equal parts?
- (a) $23\frac{1}{2}^{\circ}\text{N}$ latitude or Tropic of Cancer
 (b) $23\frac{1}{2}^{\circ}\text{S}$ latitude or Tropic of Capricorn
 (c) $66\frac{1}{2}^{\circ}\text{N}$ latitude
 (d) $66\frac{1}{2}^{\circ}\text{S}$ latitude
- Q.2** What is the eastern longitudinal line of India?
- (a) $96^{\circ}25''$ (b) $97^{\circ}25''$
 (c) $90^{\circ}75''$ (d) $93^{\circ}50''$
- Q.3** Sri Lanka is separated from India by a narrow channel
- Q.4** If you want to go to Kavaratti, you will go to Union Territory.
- Q.5** The latitudinal extent of India is
- Q.6** The Land Mass of India has an area of
- Q.7** India has position in the world in terms of area.

- Q.8** What is the Standard Meridian of India?
(a) 82° 30'E (b) 82° 30W
(c) 22° 20'E (d) 52° 30E
- Q.9** What percentage of the total geographical area of the world lies in India?
(a) 2.1% (b) 2.2%
(c) 2.4% (d) 2.8%
- Q.10** India's land boundary is about km.
- Q.11** What is the name of island group located in Arabian Sea?
(a) Andaman & Nicobar Islands (b) Nicobar Island
(c) Lakshadweep (d) Sri Lanka
- Q.12** island group is located in Bay of Bengal.
- Q.13** The Standard Meridian of India passes through-
(a) Mirzapur (b) Lucknow
(c) Delhi (d) Bhopal
- Q.14** Name the State having common border with Bangladesh
(a) Gujarat (b) Tamil Nadu
(c) Bihar (d) Assam
- Q.15** The Suez Canal reduced the distance between
and by 7000 km.
- Q.16** Which of the following is neighbouring country of India?
(a) Mangolia (b) Malaysia
(c) Myanmar (d) Yemen
- Q.17** The Tropic of cancer does not pass through-
(a) Gujarat (b) Rajasthan
(c) Madhya Pradesh (d) Goa

Q.18 Which of the following states/UT neither has international border nor coastal line.

- (a) Maharashtra (b) Madhya Pradesh
(c) Jammu & Kashmir (d) Kerala

Q.19 Which of the following states has longest coastal line?

- (a) West Bengal (b) Kerala
(c) Gujarat (d) Maharashtra

Q.20 Which of the following states of India is surrounded by Bangladesh on three sides?

- (a) Assam (b) Tripura
(c) West Bengal (d) Bihar

Q.21 In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statement and choose the correct option.

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

Reason (R): $82^{\circ}30'$ East longitude is the standard meridian of India.

Options:

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

Section B & C

Short Answer Type Questions (2/3 Marks)

Q.1 Mention the countries that are bigger than India in terms of area.

- Q.2** Mention the Name of Indian states through which Tropic of Cancer passes.
- Q.3** How long is the coast line of India? What are the two benefits of it?
- Q.4** Why is there a difference of two hours in sunrise in Arunachal Pradesh and Gujarat?

Section D

Long Answer Type Questions (5 Marks)

- Q.1** Why does India need the standard time?
- Q.2** Mention the neighbouring countries of India. Also mention their direction of location from India.
- Q.3** 'The central location of India at the head of the Indian Ocean is considered of great significance'. Why?

Section E

Case Based Question

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

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

- (a) Name some merchandise which are taken from India to other countries in ancient time.
- (b) Give 2 examples of Indian Knowledge tradition which reached other countries.
- (d) What are the reasons due to which India had contacts with other countries since ancient times?

Section-F

List of Map Pointed Areas:

1. India – States with Capitals
2. Tropic of Cancer, Standard Meridian
3. Neighbouring countries of India

ANSWER (Section-A)

Very Short Answer Type Questions (1 Mark)

1. (a) $23\frac{1}{2}^{\circ}\text{N}$ latitude or Tropic of Cancer
2. (b) $97^{\circ}25' \text{ E}$
3. Palk Strait
4. Lakshadweep
5. $8^{\circ}4\text{N}$ to $37^{\circ}6'\text{N}$
6. 32.8 million Square Km.
7. Seventh
8. $82^{\circ}30'\text{E}$
9. 2.4%
10. 15,200 Km
11. Lakshadweep
12. Andaman & Nicobar Islands
13. Mirzapur
14. Assam
15. India and Europe
16. Myanmar
17. Goa
18. Madhya Pradesh
19. Gujarat
20. Tripura
21. (A)

(Section-B & C)

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

1.
 - (i) Russia
 - (ii) Canada
 - (iii) USA
 - (iv) China
 - (v) Brazil
 - (vi) Australia
2. Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, West Bengal, Tripura and Mizoram
3. Total length of India's coast line is 7516.6 km. Benefits:-
 - (i) Ports can be established on coast line. This helps in international trade.
 - (ii) Sea is a good source of fish. This provides employment to millions of fishermen.
4.
 - (i) The longitudinal extent of India is from $68^{\circ} 7' E$ to $97^{\circ} 25' E$. Thus, there is difference of around 30° .
 - (ii) The sun takes 4 minutes to cross one degree longitude.
 - (iii) Therefore, $4 \times 30 = 120$ minutes i.e. 2 hours is taken by sun to cross 30° longitudes.

(Section-D)

Long Answer Type Questions (3/5 Marks)

1.
 - (i) The longitudinal difference of India from west to east is around 30° .
 - (ii) This difference is equivalent to around 2 hours.
 - (iii) India is a very vast country. To bring uniformity in time, India needs to have only one standard time. Therefore, $82^{\circ} 30' E$ has been accepted as the Standard Meridian of India.

2. India's neighbouring countries as per direction from India:-
 - (i) Northwest – Pakistan and Afghanistan
 - (ii) North – China (Tibet), Nepal and Bhutan
 - (iii) East – Myanmar and Bangladesh
 - (iv) South (Island nations) – Sri Lanka and Maldives
3.
 - (i) The Indian land mass has a central location between the East and the west Asia.
 - (ii) The trans Indian ocean routes which connect the countries of Europe in the west and countries of East Asia provide a strategic central location to India. This helps in international trade.
 - (iii) The long coast line is economically beneficial for India.
 - (iv) India is having an eminent position in the Indian ocean which justifies the naming of the ocean after it.

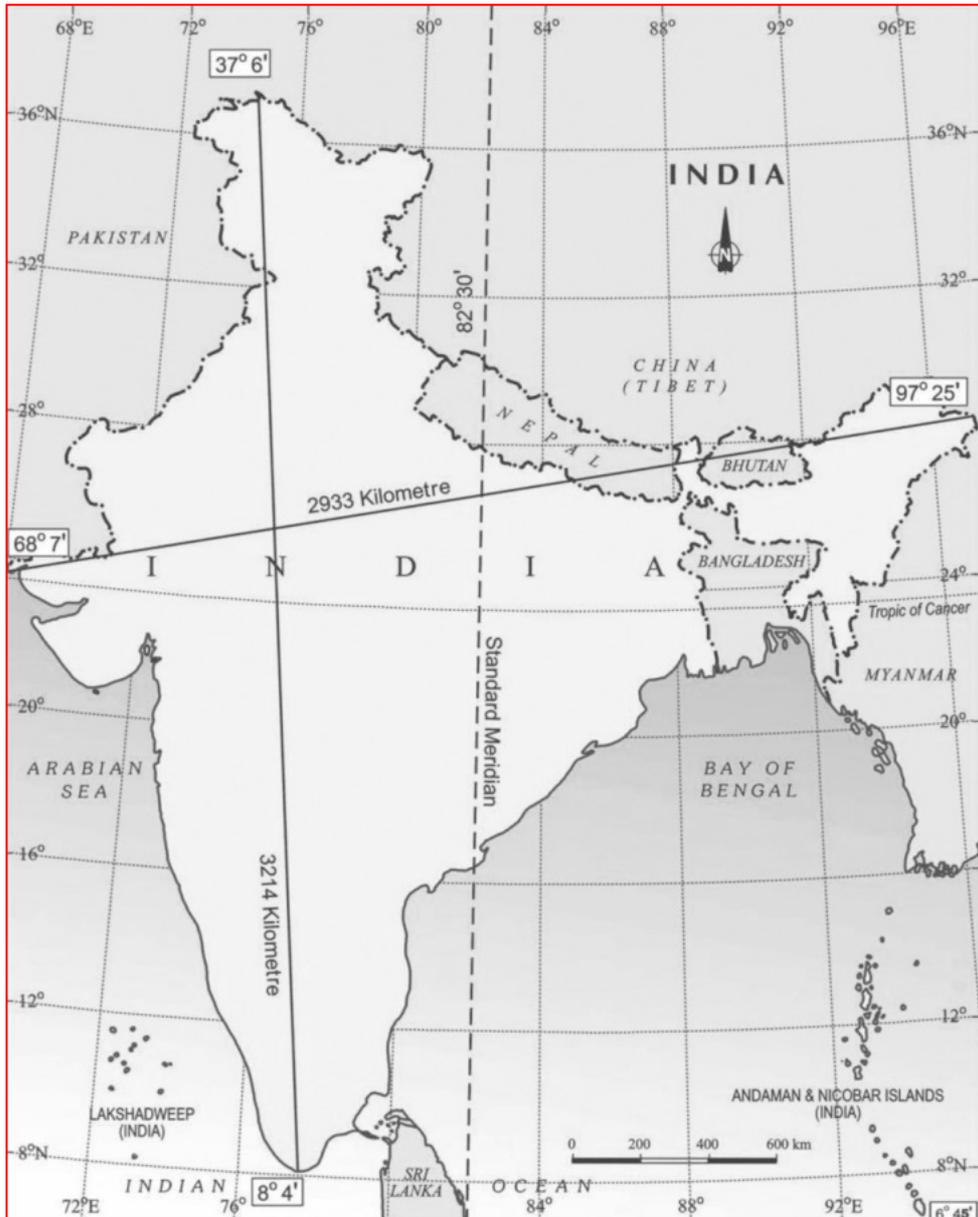
(Section-E)

Answer of source based question:

- (a) Spices, Muslim
- (b) Ideas of Upanishads and Ramayan stories of Panchatantra, numerals and decimal system
- (c) Central position, proximity to oceans, richness in resources.

Section-F

Ans of the Map based questions :

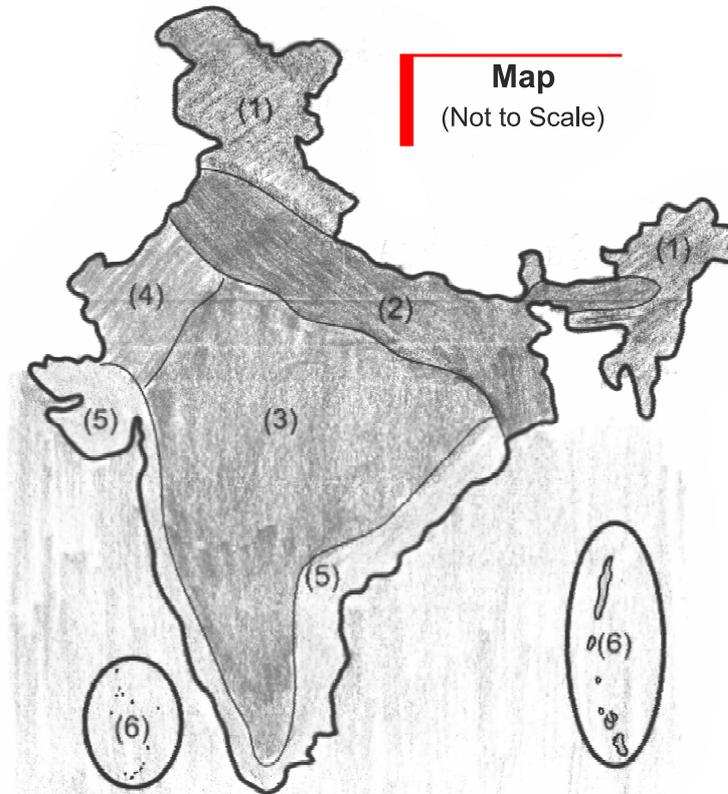
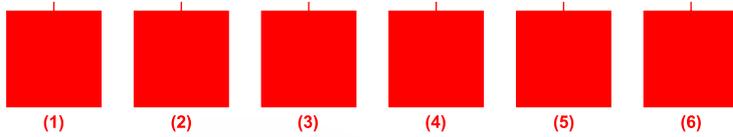


Chapter - 2

Physical Features of India

The Physical Features of India :

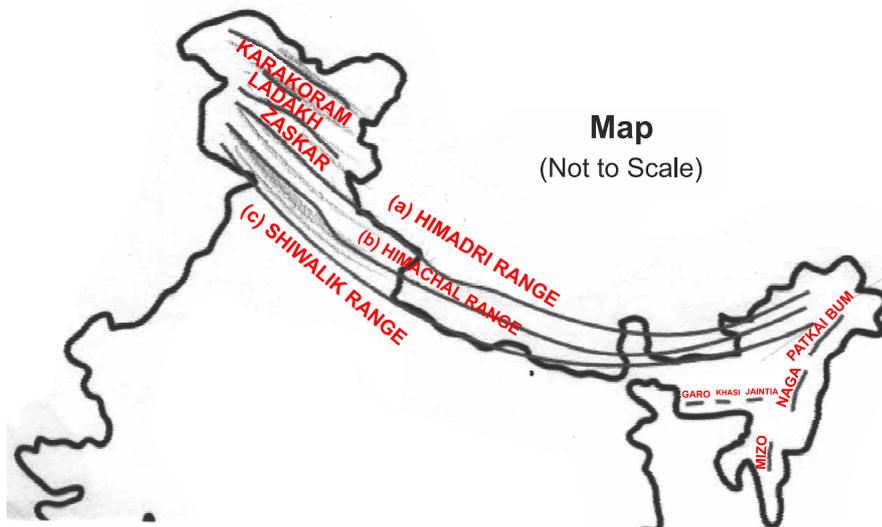
Key Points to be Remember:-



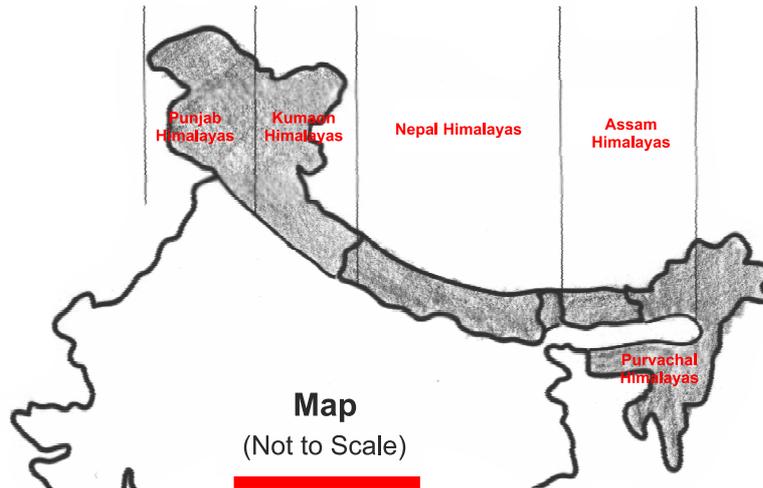
1. The Himalayan Mountains

- Young fold mountains stretch over the northern borders of India.
- Total Length – 2400 Km; Width – 400 Km in Kashmir & 150 Km in Arunachal Pradesh.

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

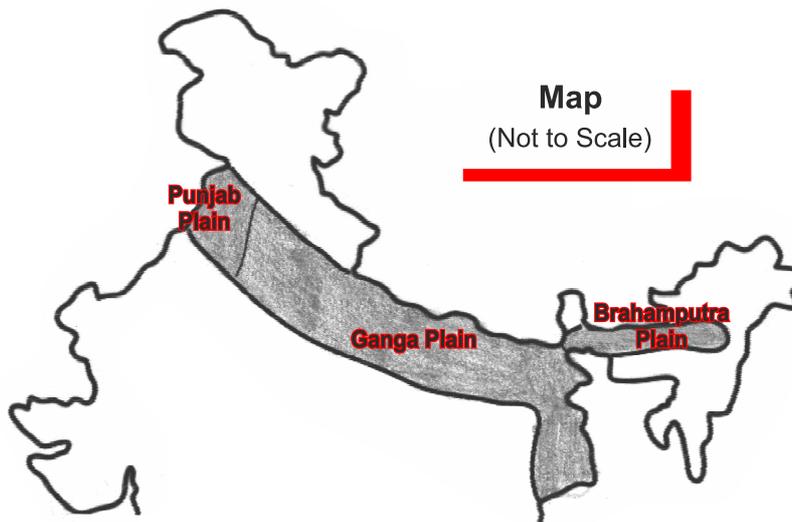


- Further, the Himalayas have been divided on the basis of regions from **west to east**.



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

2. The Northern Plain



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

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

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

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

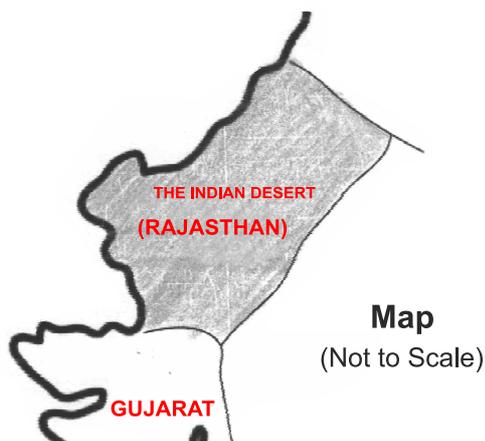
3. The Peninsular Plateau



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

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

4. The Indian Desert



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

5. The Coastal Plains



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

The western coast:

- (i) It is located between **the Western Ghats** and the **Arabian Sea**.
- (ii) It is relatively **narrow**.

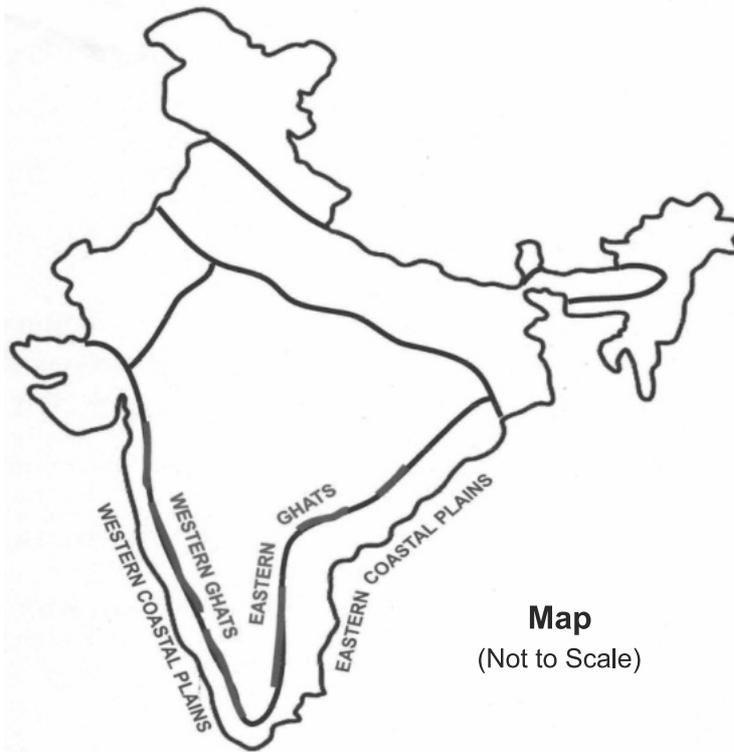
- (iii) It consists of three sections. The northern part of the coast is called the **Konkan**, the central stretch is called the **Kannad Plain** while the southern stretch is referred to as the **Malabar coast**.

The eastern coast:

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

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

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



Map
(Not to Scale)

Difference between Western Ghat & Eastern Ghats

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

6. The Islands



The Islands in India is divided into two parts:

Lakshadweep Islands:

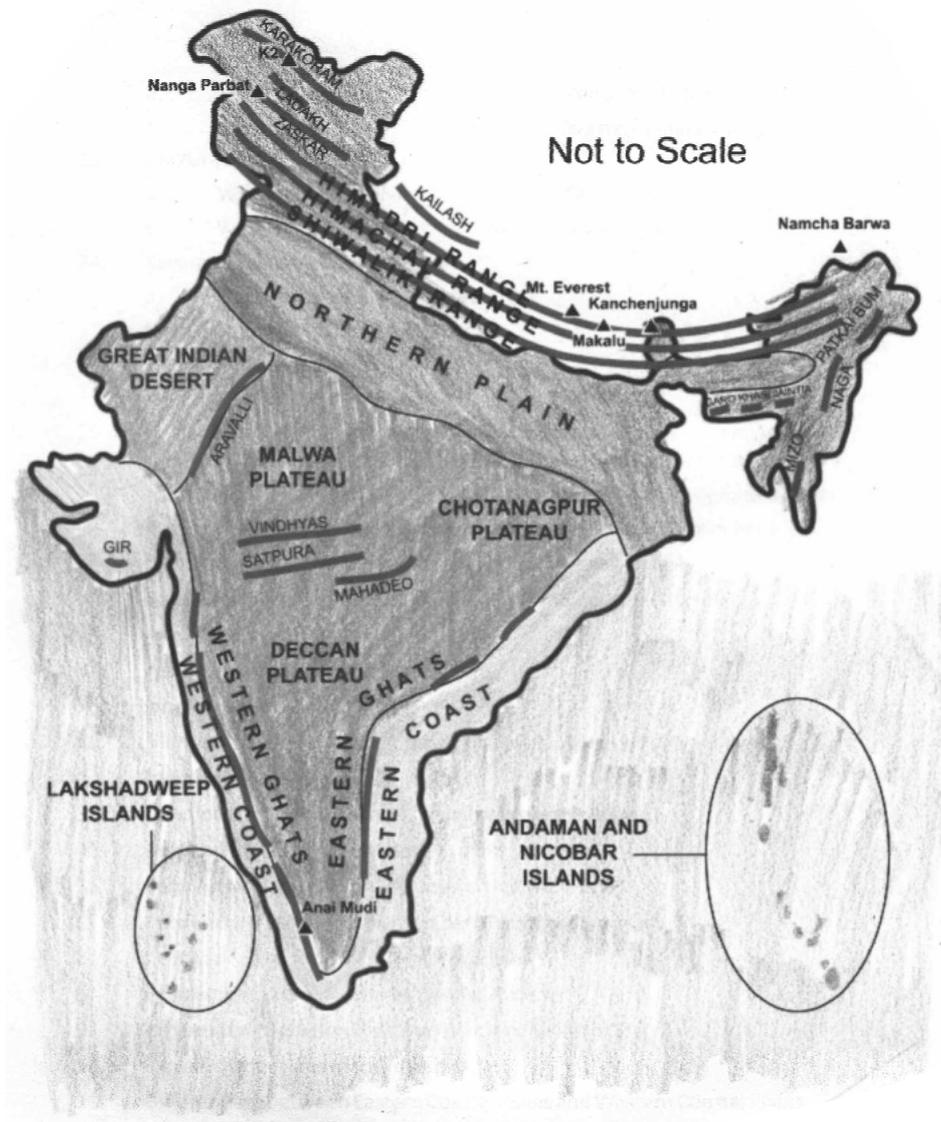
- This group of Islands is composed of small coral islands.
- It covers small area of 32 sq. km. Kavaratti island is the administrative headquarters of Lakshadweep.
- This island group has great diversity of flora and fauna.

The Andaman and Nicobar islands:

- These Islands are located in the Bay of Bengal extending from north to south.
- The entire group of island is divided into two broad categories - The Andaman in the North and the Nicobar in the south.

- (c) It is believed that these islands are an elevated portion of submarine mountains.
- (d) These islands lie close to equator and experience equatorial climate and have thick forest cover.

Map : Physical features of India



QUESTIONS

Section A

Very Short Questions (1 Mark)

- Q.1 The outer most Range of the Himalayas is called-**
- (a) Himadri (b) Shiwalik
(c) Duns (d) Himachal
- Q.2 The northern most range of the Himalayas is known as**
- (a) Himadri (b) Shiwaliks
(c) Himachal (d) None of these
- Q.3 The Longitudinal valley lying between lesser Himalaya and the The Shiwaliks are known as-**
- (a) Himachal (b) Duns
(c) Pir Panjal (d) None of these
- Q.4 Which river marks the Eastern most boundary of the Himalayas?**
- (a) Ganga (b) Indus
(c) Brahmaputra (d) Satluj
- Q.5 The Northern Plain has been formed by-**
- (a) Alluvial Soil (b) BlackSoil
(c) Red Soil (d) None of these
- Q.6 Which river(s) is the tributary of the Indus-**
- (a) The Jhelum, The Chenab (b) The Beas, the Ravi
(c) The Satluj (d) All of the above
- Q.7 Which of the following is Correct regarding Western Ghats:**
- (a) They are newer, younger deposits of the flood plains.
(B) They are continuous and can be crossed through passes only.
(c) Both of the above
(d) None of the above

Q.8 Which of the following peaks is the highest of the Western Ghats?

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

Q.9 The Peninsular Plateau is formed of-

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

Q.10 The River Luni flows in-

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

Q.11 Chilika Lake is located in-

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

Q.12 Kavaratti is the Headquarters of-

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

Q.13 In the question given below, there are two statements marked as Assertion (A) and Reason (R) Read the statement and Choose the correct option.

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

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

Options:

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

Q.14 Which of the following are parts of the Peninsular Plateau of India?

- (i) Deccan Plateau
- (ii) Chotanagpur Plateau
- (iii) Malwa Plateau
- (iv) Western Ghats

Options:

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

Q.15 On the basis of the following clues, identify which Himalayan range is it?

- (i) Outermost range of the Himalayas.
- (ii) It has a longitudinal valleys called Duns.
- (iii) The altitude of peaks varies between 900 and 1100 metres.

Options:

- (a) Himadri
- (b) Shiwaliks
- (c) Himachal
- (d) Lesser Himalayas

Q.16 Which of the following options represent the common features of Western Coastal Plains:

- (i) It is located between the Western Ghats and The Arabian Sea.
- (ii) This Plain is wide and level.
- (iii) The Plain is divided into two parts.
- (iv) The northern part of the coast is called the Konkan.

Options:

- (a) Statement (i) and (ii) are correct.
- (b) Statement (i), (ii) and (iv) are correct.
- (c) Statement (i) and (iv) are correct.
- (d) All Statements are correct.

Q.17 In your summer vacations, you are going to visit a group of islands near India. On the basis of the following clues, identify your vacation place-

- (i) They are located in Arabian Sea.
- (ii) They are a group of small coral islands.
- (iii) Its capital is Kavaratti.

Options:

- (a) Andaman & Nicobar Islands
- (b) Lakshdweep
- (c) Sri Lanka
- (d) Maldives

Q.18 Match the following-

Column I

- A Barchans
- B Doab
- C Terai
- D Deccan Trap

Column II

- 1 Wet, Swampy & Marshy region
- 2 Black Soil Area
- 3 Crescent shaped dunes
- 4 Two rivers

Options:

- (a) A-3, B-2, C-1, D-4
- (b) A-3, B-4, C-1, D-2
- (c) A-2, B-1, C-3, D-4
- (d) A-4, B-2, C-1, D-3

Q.19 Read the statements and choose the correct option:

Statement I: Anai Mudi is the highest peak of Eastern Ghats.

Statement II: Kanchanjunga is the highest peak in India.

Options:

- (a) Both Statements are correct.
- (b) Both Statements are wrong.
- (c) Statement I is right, Statement II is wrong.
- (d) Statement I is wrong, Statement II is correct.

Q.20 The Ganga Plain extends between and rivers.

- (a) Ganga and Brahmaputra (b) Kali and Teesta
(c) Ghaggar and Dihang (d) Ghaggar and Teesta

Section B & C

2/3 Marks Questions

- Q.1** Mention the highest peaks of the Himalayas in India with their heights?
Q.2 Mention three features of Himadri?
Q.3 Mention three features of Himachal or lesser Himalaya.
Q.4 Mention three features of the Shiwaliks.
Q.5 Classify the Himalayas on the basis of river valleys.
Q.6 In how many sections is the Northern Plain broadly divided?
Q.7 Explain the features of the Northern Plain.
Q.8 Explain the features of the Peninsular Plateau.

Section D

5 Marks Questions

- Q.1** Differentiate between Western Ghats and Eastern Ghats?
Q.2 Explain the features of the Indian desert.
Q.3 Differentiate between Eastern Coastal Plains and Western Coastal Plains.
Q.4 Mention the features of the group of Islands in India.
Q.5 'The Himalayas is like boon for India.' Explain.
Q.6 'Diverse physical features of India have immense development possibilities.' Explain.

Section E

Source Based Question:

I Read the extract and answer the following questions:-

One of the distinct features of the peninsular plateau is the black soil area known as Deccan Trap. This is of Volcanic

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

- (1) Why the rocks of peninsular plateau are igneous?
- (2) Write the process of formation of black soil.
- (3) In what broad divisions is the Peninsular Plateau divided?

Case Based Question:

II Read the extract and answer the following questions:-

The northern plain has been formed by the interplay of the three major river systems, namely - The Indus, the Ganga and the Brahmaputra along with its tributaries. This plain is formed of alluvial soil. The deposition of alluvium in a vast basin lying at the foothills of the Himalayas over millions of years, formed this fertile plain. With a rich soil cover combined with adequate water supply and favourable climate it is agriculturally a productive part of India.

- (1) Write the main characteristics of the Northern Plain that makes it a distinct land form of India.
- (2) How are Northern plains a boon for India?
- (3) How is alluvial soil formed?

ANSWERS

Section-A

Very short types (1 Mark)

1. Shiwalik
2. Himadari
3. Duns
4. Braham Putra

5. Alluvial Soil
6. All of the above
7. They are continuous and can be crossed through passes only
8. Anai Mudi
9. Black Soil
10. The Indian Desert
11. Eastern Coastal Plains
12. Lakshdweep
13. (a) Both A and R are true and R is the correct explanation of A.
14. (i), (ii) and (iii)
15. Shiwaliks
16. Statement (i) & (iv) are correct
17. Lakshadweep
18. A-3, B-4, C-1, D-2
19. Statement I is wrong, Statement II is correct
20. Ghaggar and Teesta

Short/ Long Questions (2/3 Marks) (Section B & C)

1. The highest peaks of the Himalayas that are in India are as follows:
 - (a) Kanchenjunga (8598m)
 - (b) NangaParbat (8126 m)
 - (c) Nanda Devi (7817 m)
 - (d) Kamet (7756 m)
 - (e) Namcha Barwa (7756 m)
2. See the key points.
3. See the key points.
4. See the key points.
5. See the key points.

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

5 Marks Answers (Section D)

1. See the key points.
2. See the key points.
3. See the key points.
4. See the key points

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

Answer of the source based Question: (Section-E)

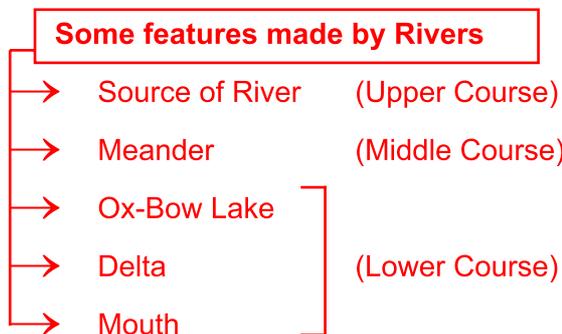
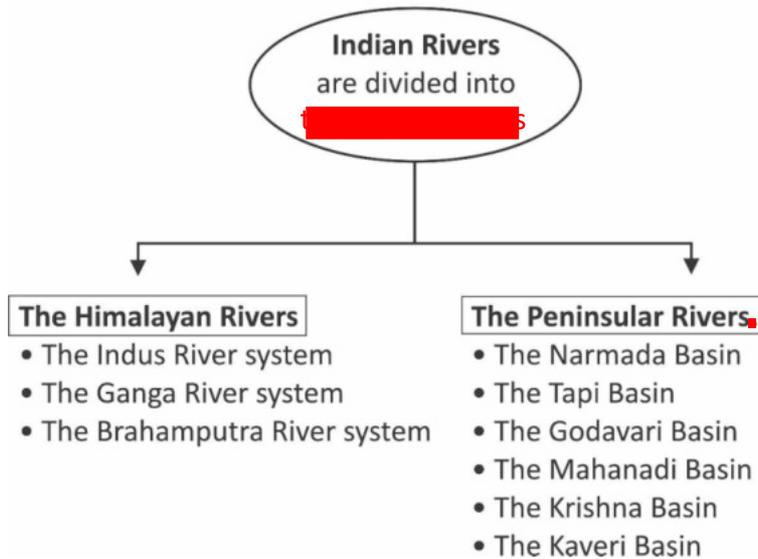
- I
 1. This is of Volcanic Origin
 2. Denudation of igneous rocks.
 3. See the key points.
- II
 1. See the key points.
 2. It provides rich soil which aids agriculture. Suitable climatic conditions and rainfall on these plains lead to formation of fertile plains.
 3. Alluvium is formed by the fine silt brought by the Himalayan rivers and depositing the same in a vast basin over a million years.

Chapter - 3

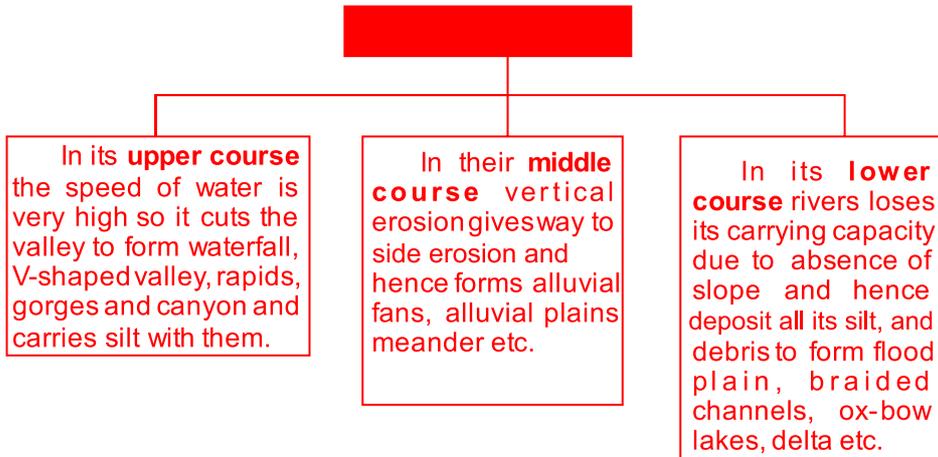
Drainage

Key Points to be Remember:-

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



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



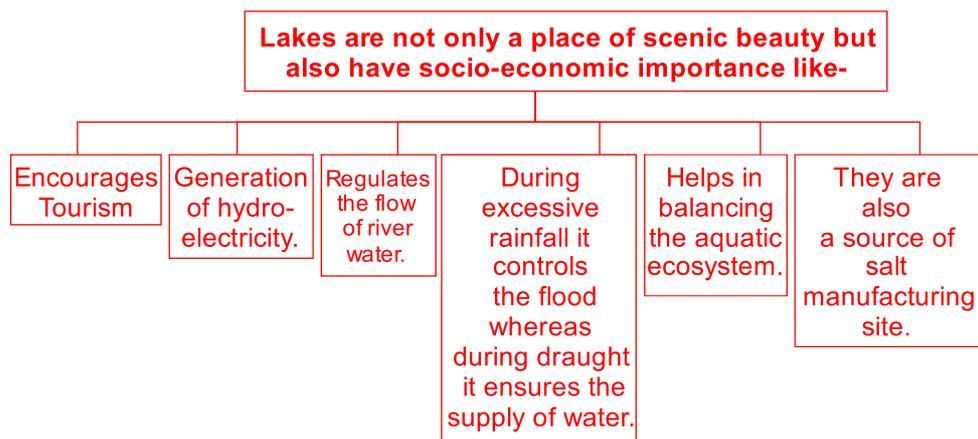
- According to the Indus Water Treaty (year 1960), India can use only 20% water of the Indus river system.
- Difference between Himalayan and Peninsular River System.

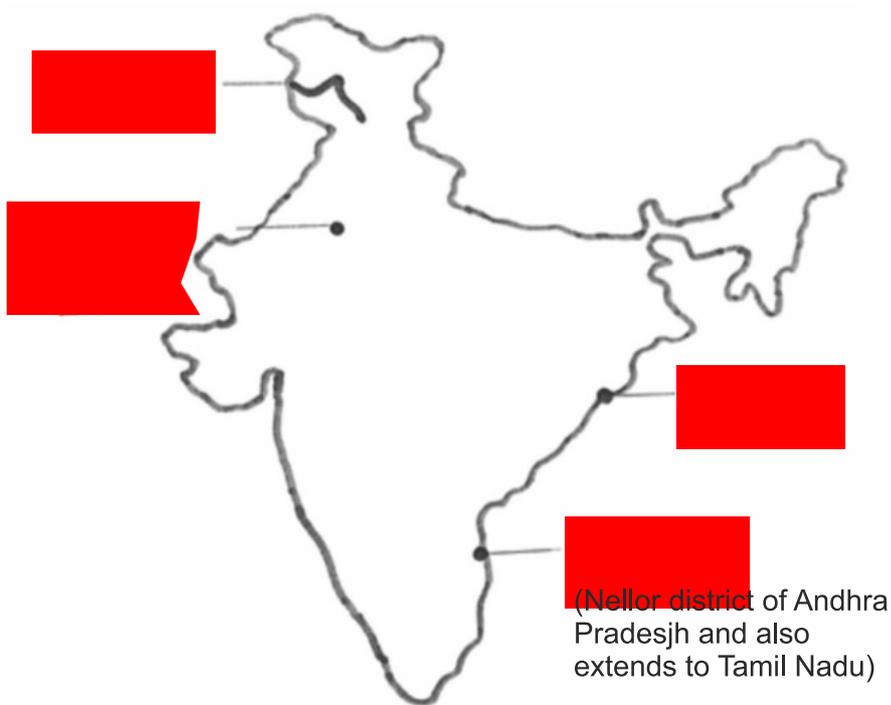
Himalayan River System		Peninsular River System	
(i)	They are perennial (water throughout the year) as they are fed by the melting snow.	(ii)	They are seasonal as they are fed on rain-water.
(ii)	They have long course.	(ii)	They have shorter course.
(iii)	They are mostly flown through unstable areas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

- The headwater of Ganga, called **Bhagirathi**, is joined by **Alaknanda** River at **Devaprayag** in Uttarakhand.
- At **Haridwar** the Ganga emerges from the mountains on to the plains.

- **Brahmaputra River** is known as ‘**Tsang Po**’ in Tibet and Jamuna in Bangladesh.
- The Brahmaputra River enters India in **Arunachal Pradesh** where it is called ‘**Dihang**’.
- Sundarban Delta is the world’s largest and fastest growing delta.
- In peninsular India west flowing rivers are **Narmada and Tapi** which forms **Estuaries** instead of delta.
- **Narmada River** originates from **Amarkantak Hills** in Madhya Pradesh and form ‘**Dhuadhar waterfall**’ near Jabalpur (M.P.).
- River Kaveri makes the second biggest waterfall in India called –‘**Shivasamudram**’ Falls.
- The **Namami Gange programme** is an Integrated conservation Mission approved as a flagship programme in June 2014 to accomplish the twin objectives of effective abatement of pollution conservation and rejuvenation of the national river, Ganga.
- NRCP - National River Conservation Plan (1995) is to improve the water quality of rivers.

IMPORTANCE OF LAKES

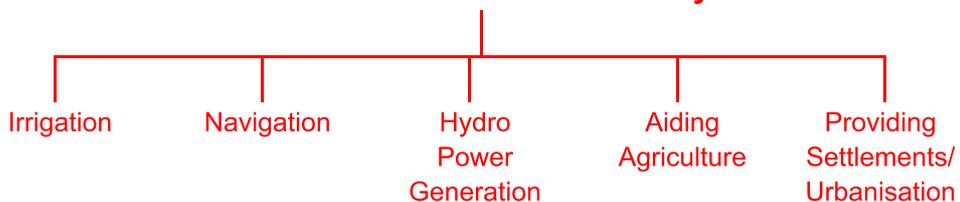




Lakes in India

Name of Lake	State	Remarks
1. Wular Lake	Jammu and Kashmir	Largest freshwater lake
2. Dal Lake	Jammu and Kashmir	Fresh Water Lake
3. Sambhar Lake	Rajasthan	Salt Water Lake
4. Chilika Lake	Odisha	Largest Salt Water Lagoon
5. Pulicat Lake	(AP and TN)	Second Largest Salt Water Lagoon
6. Kolleru Lake	Andhra Pradesh	Largest Shallow Fresh Water Lake in Asia

Role of Rivers in the Economy



(A) Some information about Himalayan river systems of India

S. No.	Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
1.	Indus	Mansarovar Lake (Tibet)	2880 km	Sutlej, Beas, Ravi, Chenab, Jhelum	Jammu & Kashmir, Himachal Pradesh, Punjab, Pakistan	<p>a) One of the longest river of the world.</p> <p>b) It flows westward to enter India in Ladakh</p> <p>c) It drains into Arabian Sea.</p>
2.	Ganga	Gangotri Glacier (Himalaya)	more than 2500 km (2525) km	Yamuna, Ghaghara, Gandak, Kosi, Chambal, Betwa, Son	Uttara khand, Uttar Pradesh, Bihar, Bengal, Jharkhand	<p>a) Average slope is 1 meter for every 6 km.</p> <p>b) The headwater of Ganga, called Bhagirathi is joined by Alaknanda River at Devprayag in Uttarakhand</p> <p>c) It drains in Bay of Bengal before which in forms world's largest delta "Sundarban" with Brahmaputra River.</p>

S. No.	Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
3.	Brahmaputra	Mansarovar Lake (Tibet)	2900 km	Dibang, Lohit	Tibet, Arunachal Pradesh, Assam, Bangladesh	<p>d) The main stream of Ganga and Brahmaputra river form River Meghna in Bangladesh.</p> <p>a) Most of its course flows in Tibet outside India parallel to Himalaya</p> <p>b) On reaching Namcha Barwa it takes "U" turn and enters India</p> <p>c) The river is marked by huge deposits of silt on its bed.</p>
Peninsular Rivers :						
1.	Narmada	Amarkantak Hills (Madhya Pradesh)	1312 km	Sakkara, Dudhi, Tawa, Ganjal	Madhya Pradesh, parts of Gujarat	<p>a) It flows towards the west in a rift valley formed due to faulting.</p> <p>b) Forms Gorge in 'Marble hills' and "Dhuandhar waterfall" (Flows East to West)</p>

S. No.	Drainage Basin	Origin Point	Length	Tributary Rivers	Drainage area	Characteristics
2.	Tapi	Satpura range (Madhya Pradesh)	724 km	Purna, Girna, Panjhra	Madhya Pradesh, Gujarat, Maharashtra	a) Flows parallel to Narmada river through rift valley. (Flows East to West)
3.	Godavari	Slope of Western Ghats (Maharashtra)	1500 km	Purna, Wardha, Prahinta, manjara, Vanga, Penganga	Maharashtra, Madhya Pradesh, Odisha, Andhra Pradesh, Telangana	Longest river of south India. Also known as "South Ganga" or Dakshin Ganga (Flows West to East)
4.	Mahanadi	Highland of Chhattishgarh	860 km	Shivnath, Mand, Daya	Odisha, Maharashtra, Chhattisgarh, Jharkhand	Drains in Bay of Bengal. (Flows West to East)
5.	Krishna	Mahabaleshwar (Maharashtra)	1400 km	Tungabhadra, koyna, Ghatprabha, Musi, Bhima	Maharashtra, Karnataka, Andhra Pradesh	Drains in Bay of Bengal. (Flows West to East)
6.	Kaveri	Brahmagiri Range (Western Ghats)	760 km	Amravati, Bhavni, Hemwati & Kabini	Tamilnadu, Kerala, Karnataka	Drains in Bay of Bengal. (Flows West to East)

QUESTIONS

Section A

1 Mark Questions:

Q.1 Which of the following rivers makes Delta?

- (a) The Ganga
- (b) The Tapi
- (c) The Narmada
- (d) None of these

Q.2 Which of the following rivers make estuaries?

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

Q.3 Which of the following is correct regarding the Himalayan Rivers?

- (a) They are very Short
- (b) They are Perennial
- (c) They makes estuaries
- (d) None of these

Q.4 Which of the following is correct regarding the Narmada river?

- (a) It arises in the Himalayas
- (b) Its tributaries are very long
- (c) It flows in Uttar Pradesh and Bihar
- (d) It makes estuary.

Q.5 Which of the following is longest Peninsular river?

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

Q.6 Which of the following is correct regarding Lakes?

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

Q.7 The Indian rivers are divided into two major groups: The Himalayan Rivers and

Q.8 A river along with its tributaries may be called a

Q.9 Match the following:

River	Origin
(1) Uttar Pradesh	(A) Indus
(2) Tibet	(B) Ganga
(3) Madhya Pradesh	(C) Godavari
(4) Maharashtra	(D) Narmada

Options :

- (a) A-2, B-1, C-4, D-3 (b) A-4, B-3, C-2, D-1
(c) A-1, B-2, C-3, D-4 (d) A-3, B-4, C-1, D-2

Q.10 You are a tourist and visiting a river in Peninsular India. The guide tells you that the river flows into Bay of Bengal. Which river are you visiting?

- (a) The Indus (b) The Narmada
(c) The Mahanadi (d) The Tapi

Q.11 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes given below:

Assertion (A): Kosi river is called the 'Sorrow of Bihar'.

Reason (R): Kosi river flood parts of northern plains every year.

- (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.

Q.12 On the basis of the following clues, identify the river.

- (i) It originates from Gangotri Glacier
(ii) Main tributaries are the Ghaghra, Gandak and Kosi
(iii) Average slope is 1 meter for every 6 km

Options :

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

Section B & C

2/3 Marks Questions:

- Q.1 How are Himalayan rivers different from Peninsular rivers?
- Q.2 List the characteristics which distinguish Ganga River System from other river systems.
- Q.3 Why Brahmaputra River contain less silt while passing long distance in Tibet?
- Q.4 Lakes are important for people living around and environment. Justify?
- Q.5 List the economic importance of rivers?

Section D

5 Marks Questions:

- Q.1 “Indian rivers are getting polluted by urbanisation”. Justify the statement.
- Q.2 Analyse the common features of Himalayan Rivers.
- Q.3 How tributaries are different from Distributaries?

Case study based Question (4 Marks Question)

- I. **Read the source given below and answer the question that follow:**

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

of its length and the area it covers. It is also known as the *Dakshin Ganga*.

Choose Correct Option

- Q.1** What is the direction of the flow of river Godavari?
- Q.2** What are the distinct features of Peninsular rivers?
- Q.3** Why Godavari is called Dakshin Ganga?

II. Rivers have been of fundamental importance throughout the human history. Water from rivers is a basic natural resource, essential for various human activities. Therefore, river banks have attracted settlers from ancient times. These settlements have now become big cities.

Using rivers for irrigation, navigation, hydro power generation is of special significance particularly to a country like India, where agriculture is the major source of livelihood of the majority of its population.

- Q.1** How big cities are settled near rivers?
- Q.2** Explain the importance of rivers to an agrarian economy?
- Q.3** What is NRCP?

ANSWERS

Section A

1 Mark Questions:

- 1. Ganga
- 2. Narmada
- 3. They are Perennial
- 4. It makes Estuary
- 5. Godavari
- 6. All of the above
- 7. Peninsular
- 8. River system
- 9. (a) A-2, B-1, C-4, D-3

10. Mahanadi
11. (a) Both A and R are true & R is the correct explanation of A
12. Ganga

Section B & C

2/3 Mark Questions:

1. See the Key Points
2. See the Key Points
3. Because it is a cold and dry region
4. See the Key Points
5. (i) One of the most important inland route for trade since ancient times.
(ii) A great source of irrigation which helps in the development of agriculture.
(iii) The alluvial soil along its bank is the most fertile soil to grow various commodities.
(iv) Due to the surplus production that it gives enables the other economic activities like setting up of manufacturing Industries and other related activities.
(v) Now a days it also acts as a major source of energy (i.e. hydro electricity) which is the backbone of other economic activities.

Section D

5 Mark Questions:

1.
 - Demand in domestic as well as industrial use affected its quality.
 - Dumping of untreated Sewage Water from home and industries.
 - Excessive use of chemical fertilizers also pollutes the river bodies.
 - Industrial pollution combined with acid rain also pollutes river.
 - Excessive deforestation led to reduction in rainfall which ultimately affects the water level and pollutes the river.
2. See the key points

Q.3

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

Section E

Answer of Case Study Based Questions

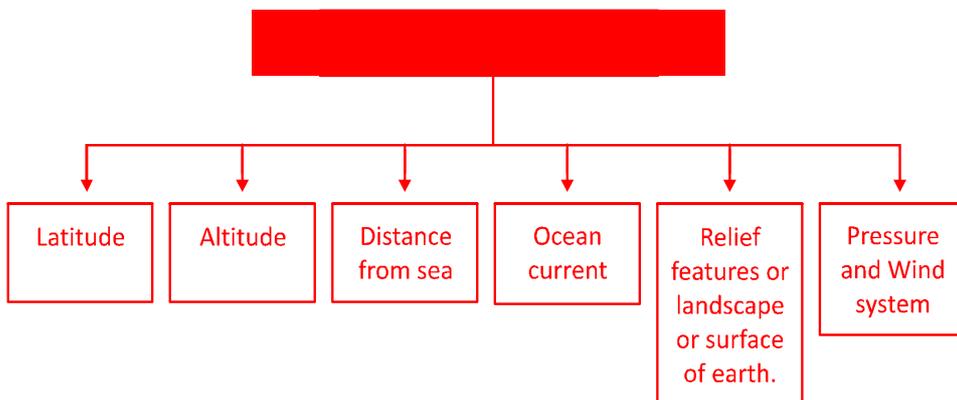
- I.
 1. River Godavari flows from West to East as it falls into Bay of Bengal.
 2. They are seasonal, they have shorter course, they are mostly rain fed.
 3. Because of the length and area covered by the river.
- II.
 1. Rivers attract people for their daily activities and economic activities too. Thus civilization started near rivers.
 2. Rivers are used for irrigation, navigation, fishing, hydro power projects in an agrarian economy.
 3. National River Conservation Plan to improve the water quality of rivers.

Chapter - 4

Climate

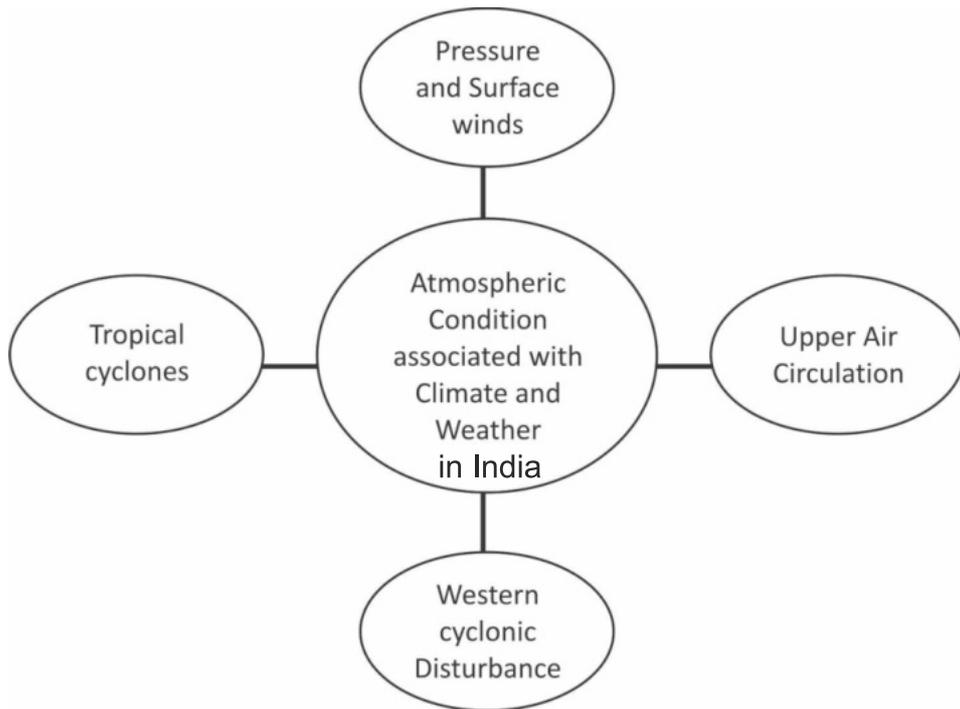
Key Points to be Remember:-

- The word Monsoon is derived from the Arabic word 'Mausim' which literally means season.
- The **atmospheric conditions, landforms and drainage are the three basic elements** of any natural environment.
- **Weather** refers to the state of the atmosphere **over an area at any point of time.**
- Climate refers to the sum total of weather conditions and variations over a large area for a long period of time (more than thirty years).
- The **elements of weather and climate** are the same, i.e. **temperature, atmospheric pressure, wind, humidity and precipitation.**
- The weather conditions fluctuate very often even within a day. But there is some common pattern over a few weeks or months, i.e. days are cool or hot, windy or calm, cloudy or bright, and wet or dry.
- On the basis of the generalized monthly atmospheric conditions, the year is divided into seasons such as winter, summer and rainy seasons.

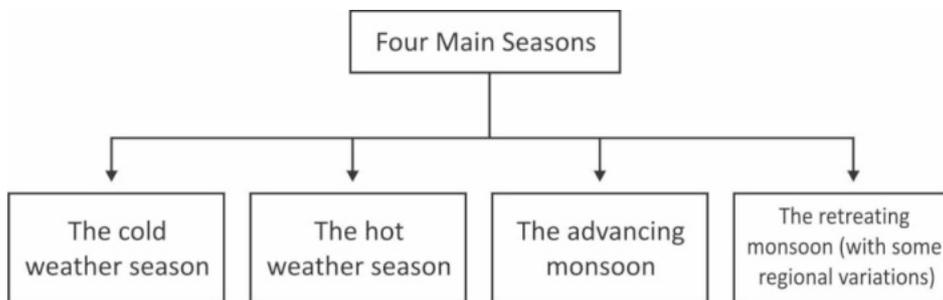


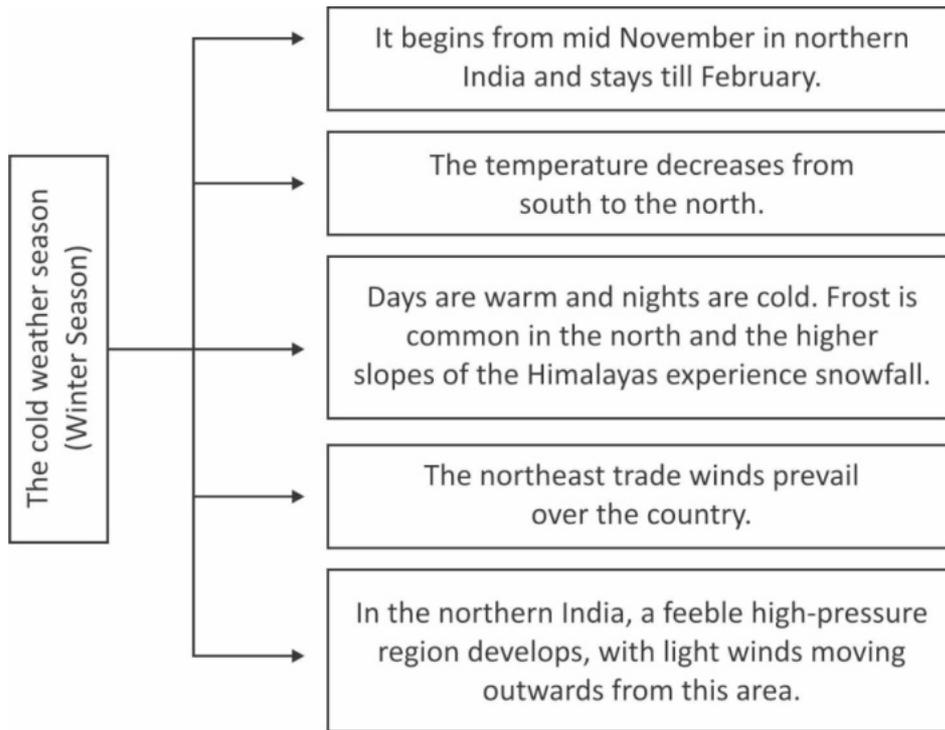
Sl no.	Factors affecting climate	How do they affect climate	Reason
1.	Latitude	The more we move away from equator, colder will be the climate.	Due to curvature of earth the amount of solar energy decreases as we move from equator to poles
2.	Altitude	As we move up in height colder will be the climate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

- Thus India's climate has characteristics of both **tropical as well as subtropical climates.**
- The Himalayas prevent the cold winds from Central Asia from entering the subcontinent. Therefore, we experience comparatively milder winters as compared to central Asia.



- India lies in the region of north easterly winds. These winds originate from the subtropical high-pressure belt of the northern hemisphere.
- The islands receive the very first monsoon showers, progressively from south to north, from the last week of April to the first week of May. The withdrawal, takes place progressively from north to south from the first week of December to the first week of January. By this time the rest of the country is already under the influence of the winter monsoon.





- **The Hot Weather Season (The Summer Season):**
 - I. It begins from **March to May**.
 - II. The summer months experience **rising temperature and falling air pressure** in the northern part of the country.
 - III. A striking feature of the hot weather season is the '**Loo**'. 'Loo' is strong, gusty, hot, dry winds blowing during the day over the north and northwestern India.
 - IV. **Dust storms** are common and sometime may bring light rain and cool breeze.
 - V. During summer Sometimes **localized thunderstorm** along with violent wind, torrential downpours accompanied by hail occurs which is called '**Kaal Baisakhi**' in west Bengal.
 - VI. Pre-monsoon showers are common especially, in Kerala and Karnataka. They help in the early ripening of mangoes, and are often referred to as '**mango showers**'.

- **Advancing Monsoon (The Rainy Season):**
 - I. The duration of the monsoon is between 100-120 days from early June to mid-September.
 - II. By early June **the low pressure condition over northern plains** intensified.
 - III. **It attracts the trade winds** of southern hemisphere.
 - IV. These **trade winds originate over** warm subtropical area of Southern Ocean and enters India as South- west Monsoon.
 - V. As these winds blow over Warm Ocean, they **bring abundant moisture** to the sub - continent and do precipitation.
 - VI. The maximum rainfall of this season is received in the north-eastern part of the country. Mawsynram in the southern ranges of the Khasi Hills receives the highest average rainfall in the world.
 - VII. When the axis of the monsoon trough lies over the plains, rainfall is good in these parts.
 - VIII. On the other hand, whenever the axis shifts closer to the Himalayas, there are longer dry spells in the plains and widespread rain occurs in the mountainous catchment areas of the Himalayan rivers.
 - IX. These heavy rains bring in their wake, devastating floods causing damage to life and property in the plains.
 - X. The thickly populated deltas of the Godavari, the Krishna and the Kaveri are frequently struck by cyclones, which cause great damage to life and property.
 - XI. Parts of western coast and northeastern India receive over about 400 cm of rainfall annually. However, it is less than 60 cm in western Rajasthan and adjoining parts of Gujarat, Haryana and Punjab. Rainfall is equally low in the interior of the Deccan plateau, and east of the Sahyadris. Owing to the nature of monsoons, the annual rainfall is highly variable from year to year.

Retreating Monsoon (The Autumn Season):

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

QUESTIONS

(Section-A) 1 Mark Questions

Q.1 Identify the correct option that describe the climate of region given below

- (i) The mercury occasionally touches 50°C in summer in day
- (ii) The temperature drop down to near 15°C in night
- (iii) There is big difference in day and night

Options :

- | | |
|---------------|--------------------|
| (a) Tamilnadu | (b) Maharashtra |
| (c) Rajasthan | (d) Madhya Pradesh |

Q.2 On the basis of which factor, the year is divided in to seasons.

- | | |
|--------------|----------------------------|
| (a) Latitude | (b) Atmospheric Conditions |
| (c) Altitude | (d) Relief Features |

Q.3 The Himalaya prevent the cold winds from
from entering the subcontinent.

- (a) South Asia (b) East Asia
(c) North Asia (d) Central Asia

Q.4 Match Column A with Column B and choose the correct option regarding the advancing Monsoon.

Column A	Column B
I Tamil Nadu	1 15 June
II Karnataka	2 10 June
III Maharashtra	3 05 June
IV Gujarat	4 01 June

Options :

A	4	3	2	1
B	4	1	3	2
C	2	3	4	1
D	1	2	4	3

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

Statement-I: India lies in the region of South-Westerly winds.

Statement-II: The pressure and wind conditions over India are unique.

Options :

- (a) Statement (i) is correct and (ii) is incorrect
(b) Statement (i) is incorrect and (ii) is correct
(c) Both (i) and (ii) are incorrect
(d) Both (i) and (ii) are correct

Q.6 Instruction use the above question

Statement-I: The pressure system of any area depend on the latitude and altitude of the place.

Stamement-II: Almost all part of the country, lies south of the Tropic of Cancer.

Options :

- (a) Statement (i) is correct and (ii) is incorrect
(b) Statement (i) is incorrect and (ii) is correct
(c) Both (i) and (ii) are incorrect
(d) Both (i) and (ii) are correct

Q.7 Arrange the following statements in sequential order based on the advancing monsoon

I Monsoon reaches Patna

II Monsoon reaches Lucknow

III Monsoon reaches Jaipur

IV Monsoon reaches Thiruvananthapuram

Option	a	II	I	IV	III
	b	IV	I	II	III
	c	II	I	III	IV
	d	I	II	IV	III

Q.8 in the southern ranges of Khasi Hills receives the highest average rainfall in the world.

(a) Chhota Nagpur

(b) Mawsynram

(c) Ganga Valley

(d) Malabar Coast

Section-B & C

2/3 Marks Questions

Q.1 The pressure and wind conditions over India are unique. Justify the statement with relevant points.

Q.2 In spite of abundant rainfall, India is a water thirsty land. Justify the statement with reasons.

Q.3 In north-west India, specially western parts of Rajasthan enjoy desert climate. Substantiate your answer with suitable reasons.

Q.4 Mention the important reasons to prove that the great variation in the climate of India.

Q.5 The monsoon is not the same in different states of India at same time. Analyse the important features of Indian monsoon.

Section D

5 Marks Questions

- Q.1** Why do we wear woollens in December or why it is hot and uncomfortable in the month of May. Substantiate your answer with suitable arguments.
- Q.2** Analyse the impact of climatic controls that determine the climate of India.
- Q.3** People living in India experience different seasons. Substantiate with suitable answer.
- Q.4** Analyse the role of Himalayas in influencing the climate of India.
- Q.5** The south-west monsoon winds weaken and start with drawing gradually. With reference to the statement analyse the conditions of retreating monsoon.

ANSWERS

Section-A

Answer of 1 Mark Questions

1. c
2. b
3. d
4. a
5. b
6. a
7. b
8. b

Section B & C

Answer of 2/3 Marks Questions

1. See key points.
2. See key points.

3. See key points.
4. See key points.
5. See key points.

(Section D)

Answer of 5 Marks Questions

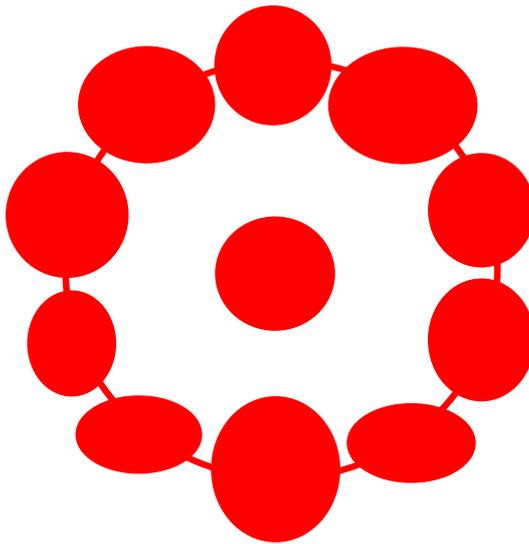
1. See key points.
2. See key points.
3. See key points.
4. See key points.
5. See key points.

Chapter - 5

Natural Vegetation and Wild Life

Key Points to be Remember:-

- Natural vegetation refers to the plant life that grows in a specific region without human intervention or cultivation. It includes all the plants species that are native to an area and evolved over time to adopt to the local climate, soil and other environmental conditions.
- This is also termed as virgin vegetation.
- On the basis of its origin, it is of two types-
 - (a) **Endemic:** the purely native or indigenous.
 - (b) **Exotic:** come from outside India or from foreign land.
- Flora refers to the collective plant life of a particular region or time period. It in compasses all the different types of plants including flowers, trees, shrubs and other vegetation.
- Fauna refers to the collective animal life of a particular reason or time period. It includes all the different types of animals including mammal, birds/reptiles, fish and other wildlife.



TYPES OF VEGETATION

The following major types of vegetation may be identified in our country:

- (i) Tropical Evergreen Forests
- (ii) Tropical Deciduous Forests
- (iii) Tropical Thorn Forests and Scrubs
- (iv) Montane Forests
- (v) Mangrove Forests

Characteristics of Different Types of Natural Vegetation

(i) Tropical Evergreen Forest

(Tropical Rain Forest)

Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
More than 200 cm	1. Warm and wet climate. 2. Trees shed leaves at different times. 3. Height of trees are more than 60 cm. 4. very dense and forms canopy. 5. trees, shrubs and creepers giving it a multi-layered structure 6. appear green all the year round. 7. woods are hard.	Ebony Mahogany Rosewood Rubber Cinchona	Elephant Monkey Lemur Deer Varity of birds Sloth Scorpio Snakes	Western Ghats Andman & Nicobar Island Lakshadweep Assam Tamilnadu

(ii) Tropical Deciduous Forests

Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
Wet deciduous 100- 200cm	1.The most widespread forests of India. 2.Also called the monsoon forests. 3. Trees of this forest shed their leaves for about six to eight weeks in dry summer.	Teak Bamboos, Sal, Shisham, sandalwood, Khair, Kusum, arjun and mulberry	lion, tiger, pig, deer and elephant. A huge variety of birds, lizards, snakes and tortoises	North-eastern states, Along the foothills of the Himalayas, Jharkhand, West Odisha and Chhattisgarh, and on the eastern slopes of the Western Ghats.
Dry Deciduous 70-100cm	A large part of this region has been cleared for cultivation and some parts are used for grazing.	Teak, Sal, Peepal and Neem		found in the rainier parts of the Peninsular plateau and the plains of Bihar and Uttar Pradesh.

(iii) Thorn Forest and Bushes

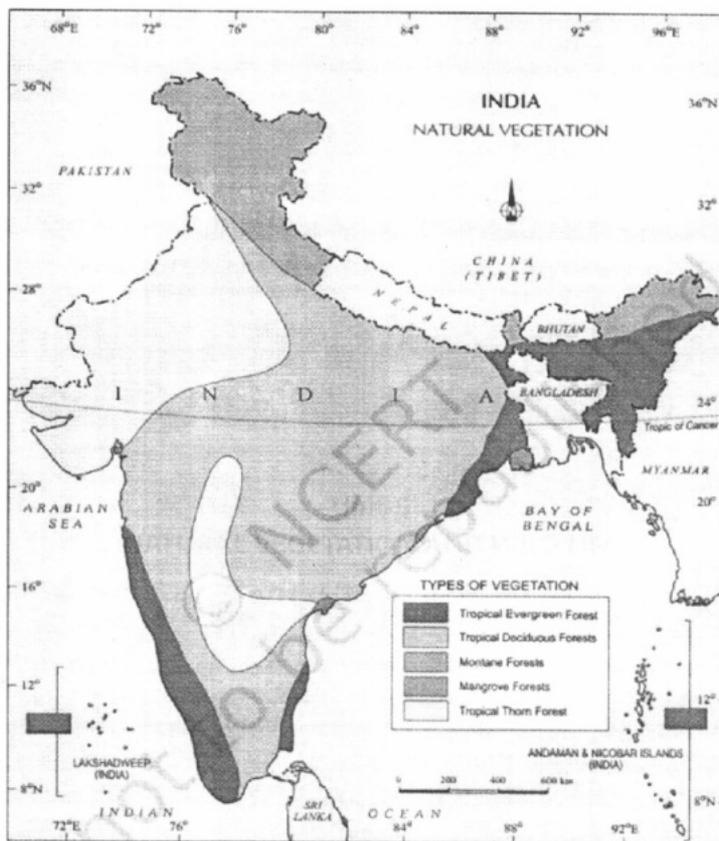
Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
Less than 70 cm	1.Mostly thorny bushes and trees. 2. trees are deep rooted. 3. leaves modified into spine & stem have waxy coating to reduce loss of water.	Acacias, palms, euphorbias, cacti	rats, mice, rabbits, fox, wolf, tiger, lion, wild ass, horses camels	found in the north-western part of the country, Gujarat, Rajasthan, Madhya Pradesh, Chhattisgarh, Uttar Pradesh and Haryana

(iv) Montane Forests

Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
At height 1000-2000m Wet-Temperate	1.broad tree leaves 2. soft wood	Oak chestnut	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit	Jammu & Kashmir, Himachal Pradesh Uttarakhand
1500-3000m Temperate	1.cone shaped trees 2. needle like leaves to protect from snow deposition 3. A higher level grassland found	Pine Deodar Silver Fir, Spruce Cedar		
More than 3600m Alpine Vegetation	1.grassland used by pastoral nomads of that area	Juniper Pine Birches	Red Panda Snow Leopard	
Tundra Vegetation	1.No trees or grassland	Mosses lichens		

(v) Mangrove Forests

Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
	1. The mangrove tidal forests are found in the areas of coasts influenced by tides. 2.Mud and silt get accumulated on such coasts. 3. dense mangroves are the common varieties with roots of the plants submerged under water.	Sundari. Palm, coconut, keora, agar	Royal Bengal Tiger is the famous animal in these forests. Turtles, crocodiles, gharials, snakes	The deltas of the Ganga-Brahmputra, the Mahanadi, the Krishna, the Godavari and the Kaveri are covered by such vegetation.



- India is one of the **12 mega bio-diversity** countries of the world.
- With about **47,000 plant species** India occupies **tenth place** in the world and fourth in Asia in plant diversity.
- There are about **15,000 flowering plants** in India, which account for 6 per cent in the world's total number of flowering plants.
- India also has approximately **90,000** species of animals, as well as, a rich variety of fish in its fresh and marine waters.

MEDICINAL PLANTS

- India is known for its herbs and spices from ancient times.
- Some 2,000 plants have been described in Ayurveda and at least 500 are in regular use.
- The World Conservation Union's Red List has named 352

medicinal plants of which 52 are critically threatened and 49 endangered. The commonly used plants in India are:

Sarpagandha: Used to treat blood pressure; it is found only in India.

Jamun: The juice from ripe fruit is used to prepare vinegar, which is carminative and diuretic, and has digestive properties. The powder of the seed is used for controlling diabetes.

Arjun: The fresh juice of leaves is a cure for earache. It is also used to regulate blood pressure.

Babool: Leaves are used as a cure for eye sores. Its gum is used as a tonic.

Neem: Has high antibiotic and antibacterial properties.

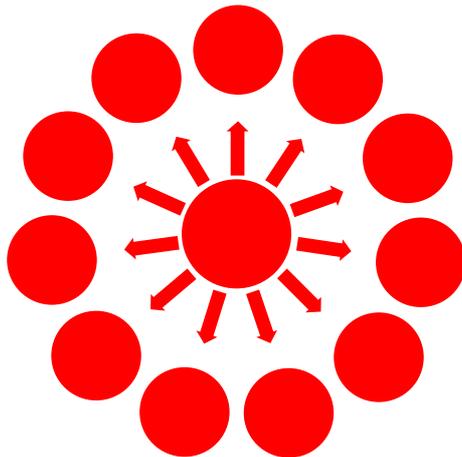
Tulsi: Is used to cure cough and cold.

Kachnar: Is used to cure asthma and ulcers. The buds and roots are good for digestive problems

WILDLIFE

- It has approximately 90,000 animal species.
- The country has about 2,000 species of birds. They constitute 13% of the world's total.
- There are 2,546 species of fish, which account for nearly 12% of the world's stock. It also shares between 5 and 8 per cent of the world's amphibians, reptiles and mammals.
- **The elephants** are the most majestic animals among the mammals. They are found in the hot wet forests of **Assam, Karnataka and Kerala.**
- One-horned rhinoceroses are the other animals, which live in swampy and marshy lands of Assam and West Bengal.
- Arid areas of the **Rann of Kachchh** are the habitat for **wild ass.**
- The Thar Desert are the habitat for **camels.**
- Indian bison, Nilgai (blue bull), Chousingha (four-horned antelope), Gazel and different species of deer are some other animals found in India. It also has several species of monkeys.

- India is the only country in the world that has both tigers and lions.
- The natural habitat of **the Indian lion** is the **Gir forest in Gujarat**.
- Tigers are found in the forests of Madhya Pradesh, the Sundarbans of West Bengal and the Himalayan region.
- Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.
- **The Gir Forest** is the last remaining habitat of **the Asiatic lion**.
- **The Himalayas** harbour a hardy range of animals, which survive in extreme cold.
- Ladakh's freezing high altitudes are a home to **yak, the shaggy horned wild ox** weighing around one tonne, **the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass), the ibex, bear, snowleopard and rare red panda** are found in certain pockets.
- About 1,300 plant species are endangered and 20 species are extinct.
- Migratory Birds such as Siberian Crane, come in large numbers.
- Some of the wetlands of India are popular with migratory birds such as the Rann of Kachchh.



NEED OF PROTECTION OF FLORA AND FAUNA

Biodiversity: for maintaining ecological balance, various benefits such as clean air, water and soil, as well as food, medicine & other resources.

Ecosystem services: pollination, pest control, nutrient cycling, and climate regulation etc.

Cultural and aesthetic values: cultural and aesthetic values, important to our sense of identity, spirituality, and enjoyment of nature.

Economic values: provide us with various goods and services, support industries such as agriculture, forestry, fisheries, and tourism.

Ethical and moral values: Protecting flora and fauna is therefore a matter of ethical and moral responsibility.

➤ **To protect the flora and fauna of the country, the government has taken many steps-**

- (i) Eighteen biosphere reserves have been set up in the country to protect flora and fauna.
- (ii) Financial and technical assistance is provided to many botanical gardens by the government since 1992.
- (iii) Project Tiger, Project Rhino, Project Great Indian Bustard and many other Eco-developmental projects have been introduced.
- (iv) 103 National Parks, 563 Wildlife sanctuaries and Zoological gardens are set up to take care of natural heritage.

- **Wildlife Protection Act** was implemented in **1972** in India.

Eighteen Biosphere Reserve

S.No.	Biosphere Reserve	State
1.	Nilgiri Biosphere Reserve	Tamil Nadu, Kerala and Karnataka
2.	Gulf of Mannar Biosphere Reserve	Tamil Nadu
3.	Sundarbans Biosphere Reserve	West Bengal
4.	Nanda Devi Biosphere Reserve	Uttarkhand
5.	Nokrek Biosphere Reserve	Meghalaya

6.	Panchmarhi Biosphere Reserve	Madhya Pradesh
7.	Simlipal Biosphere Reserve	Odisha
8.	Achanakmar-Amarkantak Biosphere Reserve	Madhya Pradesh and Chhatisgarh
9.	Khangchendzonga Biosphere Reserve	Sikkim
10.	Panna Biosphere Reserve	Madhya Pradesh
11.	Great Nicobar Biosphere Reserve	Andaman and Nicobar Islands
12.	Agasthyamala Biosphere Reserve	Kerala and Tamil Nadu
13.	Manas Biosphere Reserve	Assam
14.	Dihang-Dibang Biosphere Reserve	Arunachal Pradesh
15.	Seshachalam Hills Biosphere Reserve	Andhra Pradesh
16.	Kachchh Biosphere Reserve	Gujarat
17.	Cold Desert Biosphere Reserve	Himachal Pradesh
18.	Dibru Saikhowa Biosphere Reserve	Uttar Pradesh

Note: 1-12, have been included in the world network of biosphere reserves.



India's National Park and Preserved Wildlife

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

Relation between National Park, Sanctuary and Biosphere Reserve

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

QUESTIONS

1 Mark Questions (Section - A)

1. Name any two trees found in tropical rain forest?
2. Which vegetation is important for commercial point of view?
3. In which state of India Asiatic Lion is found?
4. In which state Simlipal biosphere reserve is situated?
5. When was the Wild Life Protection Act passed in India?
6. Which type of forest in coastal area is affected by the tides?
7. Name any two types of medicinal plants found in India.
8. What is natural vegetation?
9. Why natural vegetation is called "virgin vegetation"?
10. How many types of vegetation are found in India.?
11. Which forest is it where a person went and it is dark even in the afternoon?
12. In which state is a one horned rhinoceros found?
13. Which forest are spread over the largest areas in India?
14. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option:

Assertion (A): Tropical Evergreen Forests appear green all the year round.

Reason (R): There is no definite time for trees to shed their leaves.

Options:

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

15. Write the name of any two-products obtained from rain forest.

16. The Term Flora refers to-

- A. The species of animals
- B. Plants of a particular region or Period
- C. Human being of an area
- D. None of these

17. The Fauna refers to

- A. All the species of their world
- B. Human beings of a country
- C. Plants of a Particular region or Period
- D. The species of Animal

18. Which of the following is correct?

- (a) The nature of land influence the type of Vegetation
- (b) Different types of soils provide basis for different Vegetation
- (c) Temperature, Humidity, Precipitation etc. affects the character and extent of Vegetation.
- (d) All of the above

19. In Which of the following state is the Kaziranga National Park Located?
- (a) Assam (b) Bihar
(c) Madhya Pradesh (d) Karnataka
20. Western Ghats are having forests.
21. Tropical evergreen forests grow in areas having more than cm of rainfall.
22. Ebony, mahogany, rosewood, rubber etc. are common tree of forest.
23. Trees of Forests shed their leaves for about six to eight weeks in dry Summer.
24. Identify the picture and write the name of type of forest.



25. Name the type of vegetation found in areas with an annual rainfall of more than 200 cm.
26. Which is the largest delta in the world?
27. Name the bird species that migrates from Siberia to India during winter.
28. Name the animal that is hunted for its fur and has become endangered.
29. Which Indian state has the largest forest cover?
30. What is the name of the mangrove forest found in the Ganga-Brahmaputra delta?

31. Name the national park in India that is famous for its population of tigers.
32. Name the animal that is known as the 'Ship of the Desert'.

(Section - B, C & D) 2/3/5 Mark Questions:

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

Source Based Question (Section - E) (4 Marks)

- I. In regions with less than 70 cm of rainfall, the natural vegetation consists of thorny trees and bushes. This type of vegetation is found in the north-western part of the country. Trees are scattered and have long roots penetrating deep into the soil in order to get moisture. The stems are succulent to conserve water. Leaves are mostly thick and small to minimize evaporation. The common animals are rats, mice, rabbits, fox, wolf, tiger, lion, wild as, horses and camel. Thorny tree and bushes are found in areas receiving less than 70 cm of rainfall.
1. Why the thorny trees are scattered and have long roots:
 - (a) to conserve water

- (b) to minimise evaporation
 - (c) to penetrate deep and get moisture
 - (d) none of the above.
2. Why the leaves of thorny trees are mostly thick?
3. Name two animals found in thorny vegetation forests. Answers

ANSWER

Section - A 1 mark questions

1. Ebony, Mahogany, Rosewood, Rubber, Cinchona (any two)
2. Tropical deciduous forest
3. Gujarat
4. Odisha
5. 1972
6. Mangrove forest
7. Neem, Tulsi
8. Natural vegetation refers to a plant community which has grown naturally without human intervention for a long time.
9. As natural vegetation has grown without human aid and has been left undisturbed for long time, they are also referred as virgin vegetation.
10. 47000
11. Tropical evergreen forest
12. Assam
13. Tropical Deciduous Forest
14. (a) Both A and R are true and R is the correct explanation of A.
15. Timber, rubber, medicine (cinchona)
16. (c) Plants of particular region or period
17. (c) The species of animals
18. (d) All of the above

19. Assam
20. Tropical Evergreen Forests
21. 200 cm
22. Tropical Evergreen Forests
23. Tropical Deciduous Forests
24. Montane Forests
25. Tropical Evergreen Forests
26. Sundarbans delta
27. Siberian Crane
28. Tiger
29. Madhya Pradesh
30. Sundarbans Mangrove Forest
31. Bandhavgarh National Park
32. Camel

(Section - B, C & D) 2/3/5 MARKS ANSWERS

1. The natural vegetation of a place is influenced by a variety of factors-
 - i. **Climate-** Climate plays a significant role in determining the type of vegetation that can grow in a particular area, with temperature and precipitation being the most critical factors
 - ii. **Soil type-** Soil type and topography also play a role, as certain plants are better suited to specific types of soil and terrain.
 - iii. **Topography-** Topography affects vegetation by influencing factors such as soil depth, moisture availability, and exposure to sunlight.
 - iv. **Human activity-** Human activity can also affect natural vegetation, with deforestation, urbanization, and agriculture leading to significant changes in the type and density of plant life in an area.

- v. **Other factors-** such as natural disturbances like fires or flooding, can also impact the natural vegetation of a place.
2. Tropical rainforests and tropical deciduous forests are two types of ecosystems found in tropical regions, but they differ in several key ways:
 1. **Climate:** Tropical rainforests are found in areas with high rainfall and humidity, whereas tropical deciduous forests experience distinct wet and dry seasons.
 2. **Canopy:** Tropical rainforests have a closed canopy of tall trees that creates a dense and shady environment, while tropical deciduous forests have a more open canopy with trees that shed their leaves during the dry season.
 3. **Biodiversity:** Tropical rainforests are known for their incredible biodiversity, with a wide range of plant and animal species, many of which are found nowhere else on Earth. Tropical deciduous forests also have a diverse array of species, but generally fewer than rainforests.
 4. **Soil:** Tropical rainforests have nutrient-poor soil that is quickly depleted by the dense vegetation, while tropical deciduous forests have more fertile soil that supports a variety of crops.
 5. **Human impact:** Both types of forests have suffered greatly from human activity, including deforestation and conversion to agricultural land. However, tropical rainforests are often considered to be more threatened due to their greater biodiversity and unique species.
3. India has variety of flora and fauna such as:
 - 103 National Parks, 535 Wildlife sanctuaries and Zoological Gardens are set up to take care of Natural habitat of the fauna. There are 18 biosphere reserves too.
 - Five different types of vegetation cover are found here which ranges from rainforest to thorny bushes as well as snow clad alpine vegetation.

- India is rich in its fauna. It has approximately 90,000 of animal species. The country has about 2,000 species of birds. They The elephants are found in the hot wet forests of Assam, Karnataka and Kerala.
 - One-horned rhinoceroses live in swampy and marshy lands of Assam and West Bengal.
 - Arid areas of the Rann of Kachchh and the Thar Desert are the habitat for wild ass and camels. Indian bison, Nilgai (blue bull), Chousingha (four horned antelope), Gazel and different species of deer are some other animals found in India.
 - India is the only country in the world that has both tigers and lions.
 - Ladakh's freezing high altitudes are a home to yak, the shaggy horned wild ox weighing around one tonne, the Tibetan antelope, the bharal (blue sheep), wild sheep, and the kiang (Tibetan wild ass).
 - In the rivers, lakes and coastal areas, turtles, crocodiles and gharials are found.
 - Peacocks, pheasants, ducks, parakeets, cranes and pigeons are some of the birds inhabiting the forests and wetlands of the country.
4. The need of conserving bio-diversity-

Biodiversity refers to the variety of living organisms and ecosystems that exist on our planet. Conserving biodiversity is essential for a number of reasons, including:

- i. **Ecological balance:** Biodiversity helps maintain the balance of ecosystems by ensuring that a variety of species are present to perform important ecological functions such as pollination, decomposition, nutrient cycling, and water purification.
- ii. **Human health:** Many medicines and other important products are derived from living organisms. Conserving biodiversity helps ensure that these resources will continue to be available to us in the future.

- iii. **Economic benefits:** Biodiversity provides a range of economic benefits such as tourism, recreation, and fisheries. These industries are dependent on healthy ecosystems and a diverse array of species.
 - iv. **Climate regulation:** Ecosystems play a crucial role in regulating the Earth's climate.
 - v. **Cultural significance:** Many species and ecosystems are of cultural importance to people around the world.
5. (i) Timber from mahogany, Sal, teak trees
 - (ii) Medicines from cinchona, Arjun, Neem, Babool tree
 - (iii) Rubber from the latex of rubber tree
 - (iv) Wood Pulp are obtained from the softwood trees like spruce, pine, fur for making paper
 - (vi) Firewood
 - (vi) Honey etc.
6. Please See key Points

7.

Annual rainfall	Characteristics	Important Vegetation	Important wild life	Found in state
At height 1000-2000m Wet-Temperate	1.broad tree leaves 2. soft wood	Oak chestnut	Kashmir Stag, Spotted Bear, Sheep, Jack Rabbit	Jammu & Kashmir, Himachal Pradesh Uttarakhand
1500-3000m Temperate	1.cone shaped trees 2. needle like leaves to protect from snow deposition 3. A higher level grassland found	Pine Deodar Silver Fir, Spruce Cedar		
More than 3600m Alpine Vegetation	1.grassland used by pastoral nomads of that area	Juniper Pine Birches	Red Panda Snow Leopard	
Tundra Vegetation	1.No trees or grassland	Mosses lichens		

8. There are several causes of depletion of flora and fauna in India, including:
- I. **Habitat loss and fragmentation:** The destruction and fragmentation of natural habitats due to human activities such as deforestation, urbanization, and agricultural expansion is a major cause of the loss of biodiversity in India.
 - II. **Climate change:** Changes in temperature, rainfall patterns, and other climate-related factors have a significant impact on the distribution and abundance of plant and animal species in India.
 - III. **Pollution:** Air, water and soil pollution caused by industrial and human activities can have a detrimental effect on the health and survival of plant and animal species. Mining activities.
 - IV. **Over-exploitation:** Over-harvesting of wild plant and animal species for food, wood, medicine and other purposes can lead to their decline or extinction.
 - V. **Invasive species:** The introduction of non-native species into an ecosystem can disrupt the balance of the ecosystem and lead to the decline of native species.
 - VI. **Human-wildlife conflict:** As human populations continue to expand, conflicts between humans and wildlife are becoming more common, leading to the depletion of some species. Hunting of animals by poachers for skin, tusks etc.
9. (i) if all the tigers are dead at a place it will mean that a part of carnivores are absent.
- (ii) it will result in the rise of number of deers, Nilgai, and other herbivore animals.
- (iii) with the rise in number they will be forced to move toward human settlement for food and graze the crop.
- (iv) this will lead to the scarcity of food for human and may be catastrophic for its existence.

10. Thorn forests and mangrove forests are two distinct types of forests found in India. Here's how they differ:

Characteristics	Thorny Forest	Mangrove Forest
Rainfall	Thorn forests are found in areas with low to moderate rainfall, typically between 250 to 750 mm per year.	Mangrove forests, on the other hand, are found in areas with high rainfall, typically above 2000 mm per year.
Vegetation	Thorn forests are characterized by scattered trees and shrubs with thorns, and often have grasses and scrub vegetation in between	Mangrove forests are dominated by trees and shrubs that are adapted to grow in saline water, such as mangrove trees and mangrove ferns.
Location	Thorn forests are typically found in arid and semi-arid regions of India, such as in the states of Rajasthan, Gujarat, and parts of Madhya Pradesh	Mangrove forests are found in coastal regions of India, particularly in the Sundarbans delta in West Bengal, the Godavari-Krishna delta in Andhra Pradesh, and the Gulf of Kutch in Gujarat.

11. (i) They are at best in areas having more than 200 cm of rainfall.
(ii) These forests have plenty of varieties of vegetation.
(iii) There is no definite time for trees to shed their leaves.

(Section - E)

Answer of Source based questions

- I. 1. (c)
2. See the key points.
3. See the key points.

Chapter - 6

Population

Key Points to be Remember:-

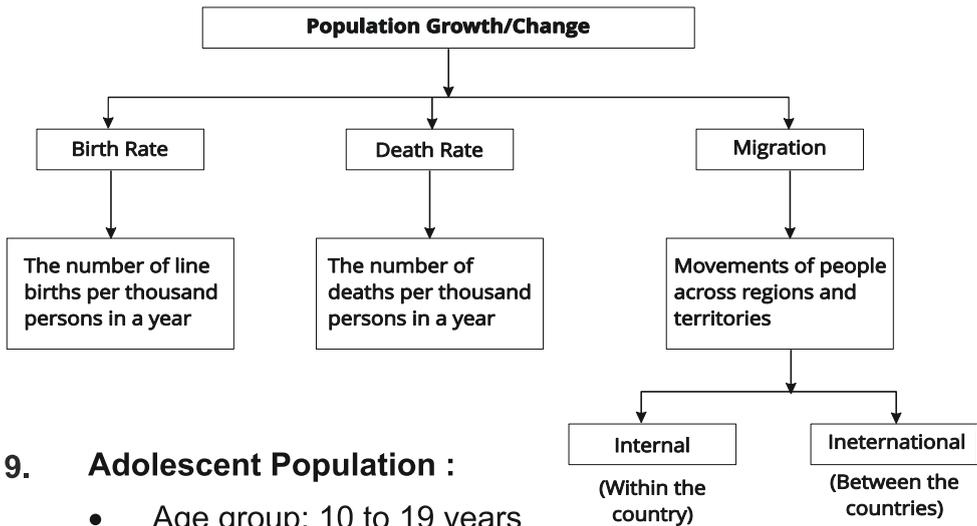
1. **Census** – A Census is an official enumeration of population done periodically.
2. In India, the first census was held in the year 1872. The first complete census, however, was taken in the year 1881. Since then, census have been held regularly every tenth year. The 2021 census could not be conducted due to Covid-19.
3. According to the 2011 census, almost half of India's population lives in just five states. These are Uttar Pradesh (16%), Maharashtra (9%), Bihar (9%), West Bengal (8%) and Andhra Pradesh (7%).

4. According to the 2011 Census

Total Population of India	1210.6 million
Most populous state in India	Uttar Pradesh
Least populous state in India	Sikkim
State with highest population density	Bihar 1102 Persons Per sq km
State with lowest population density	Arunchal Pradesh 17 Persons Per sq km
Literacy Rate of India	74.08%
Male literacy rate	82.14%
Female literacy rate	65.46%
Sex ratio in India	943
State with highest literacy	Kerala (93.9%)
State with lowest literacy rate	Bihar (63.82%)

5. **Population Density** - The number of persons living per in unit area is population density.

6. **Population Growth** - The change in the number of inhabitants of a country during a specific period of time.
7. **'Push' and 'Pull' Factor** -
 'Push' - Migration of rural population to urban areas.
 'Pull' - Increased employment opportunities and better living conditions in the urban areas attract / pull rural population.
8. **Population Growth change :**



9. **Adolescent Population :**
 - Age group: 10 to 19 years
 - Constitute 1/5th part of total population of India.
 - Most important human resource for future India.
 - Nutrition requirements of adolescents are higher than those of a normal child or adult.
10. **National Population Policy' 2000 :**
 - Free and compulsory school education upto 14 years of age.
 - Reducing infant mortality rate to below 30 per 1000 live births.
 - Achieving universal immunization of children.
 - Promoting delayed marriage of girls.
 - Making family welfare a people centred programme.
11. Indian has overtaken China in 2023 to be come the most populous country in the world (www.un.org.).
12. **Life Expectancy :** The average numbers of years n is expected to live.

QUESTIONS

Section A

1 Marks Questions

- Migration change the number, distribution and composition of the population in :-
 - The area of departure
 - The area of arrival
 - Both A & B
 - None of the above
- The average density of population in India is _____ .
 - 485 person / sq. km.
 - 382 person / sq. km
 - 400 person / sq. km.
 - 350 person / sq. km
- Which is the least populated state of India?
 - Tripura
 - Sikkim
 - Kerala
 - Himachal Pradesh
- Read the data given below and answer the question :-

Rate of Population Growth of India			
Year	Total Population (in million)	Absolute Increase in the Decade (in million)	Annual Growth Rate (%)
1981	683.3	135.17	2.22
1991	846.4	163.09	2.16
2001	1028.7	182.32	1.97
2011	1210.6	181.46	1.64

- As per data given above, what inference can be deducted for Annual Growth Rate of population?
- Increasing
 - No change
 - Decreasing
 - None of the above
- _____ is the number of deaths per thousand person in a year.
 - What is the main cause of population growth?
 - Increase in birth rate
 - Decrease in death rate
 - Both (a) and (b)
 - None of the above

7. Match the following :-

Column I

State

- A. Uttar Pradesh
- B. Arunachal Pradesh
- C. Kerala
- D. Bihar

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

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

Column II

Characteristics

- 1. Least population density
- 2. Most population density
- 3. Most populated state
- 4. Highest literacy rate

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

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

8. There are two statements marked as Assertion (A) and Reason (R). Mark your answers as per the codes provided below :-

Assertion : Migration within the country is Internal Migration.

Reason : Rural population moves to urban areas due to 'Push' and 'Pull' factor.

Options :

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

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

(c) (A) is correct but (R) is wrong.

(d) (A) is wrong but (R) is correct.

9. What factors affect population density?

(a) Mountain and rocky terrain (b) Rainfall less than moderate

(c) Less fertile land (d) All of the above

10. Which of the following is a component of population growth :-

(a) Literacy Rate (b) Birth Rate

(c) Sex Ratio (d) Population Density

11. Identify the age group of adolescent population.

(a) 5 to 10 years (b) 10 to 15 years

(c) 10 to 19 years (d) 12 to 15 years

2. Why is it important for us to study about population?
3. When was the first census held in India? Which type of information can we get through census?

II. Read the given below and answer the questions that follow:

Population is a dynamic phenomenon. The numbers, distribution and composition of the population are constantly changing. This is the influence of the interaction of the three process, namely- births, death and migration. Growth of population refers to the change in the number of inhabitants of a country / territory during a specific period of time.

Answer the following questions -

1. What are the reasons for population change?
2. Write any one feature / characteristic of population.
3. Differentiate between population growth and population change.

ANSWERS

Section A : Answer of 1 Marks Questions

1. (c) Both (a) & (b)
2. (b) 382 person / sq. km
3. (b) Sikkim
4. (c) decreasing
5. Death rate
6. (c) both (a) & (b)
7. (d) A-3, B-1, C-4, D-2
8. (a) Both A and R are true and R is the correct explanation of A
9. (d) All of the type
10. (b) Birth Rate
11. (c) 10 to 19 years
12. (b) Rajasthan

Section B & C : Answer of 2/3 Marks Questions

1. (a) Birth Rate
(b) Death Rate
(c) Migration
2. (a) Literacy Rate increased
(b) Health Facilities improved
(c) Family planning programme
3. (a) Rugged terrain
(b) Unfavourable climatic conditions
(c) Rocky terrain leads to under developed transport facilities.
(d) Agriculture is aided in plain areas.
4. (i) Due to poverty and unemployment in rural areas, people migrate towards urban areas.
(ii) Better living condition's, better education and other facilities attract people to urban areas.

Section D : Answer of 5 Marks Questions

1. (i) Raising the status of women
(ii) Spread of education
(iii) More employment opportunities for women
(iv) Urbanisation
(v) Family Planning measures
2. (i) Land Fertility - States having high land fertility have high population density.
(ii) Rainfall distribution
(iii) Climatic Conditions
(iv) Urbanisation
(iv) Industrialisation
3. See key points.

Section E :

Answer of Case Based Questions

1. (i) Census is an official enumeration of population done periodically.
(ii) To know how many people live in a country,
To plan the use of resources
To access the demographic, social and economic data.
(ii) 1872-First Census.
We get demographic, Social and Economic Data.
2. Answer of case Based Question :
 - (i) Birth, death and migration
 - (ii) Population is a dynamic phenomenon
 - (iii) a. Population Growth - Change in the population during a specific period of time.
b. Population Change - Change in population due to birth, death and migration.

Section F : Map Work

1. State with highest population density - Bihar
2. State with lowest population density - Arunachal Pradesh

Unit – III

Political Science

(Democratic Politics - I)

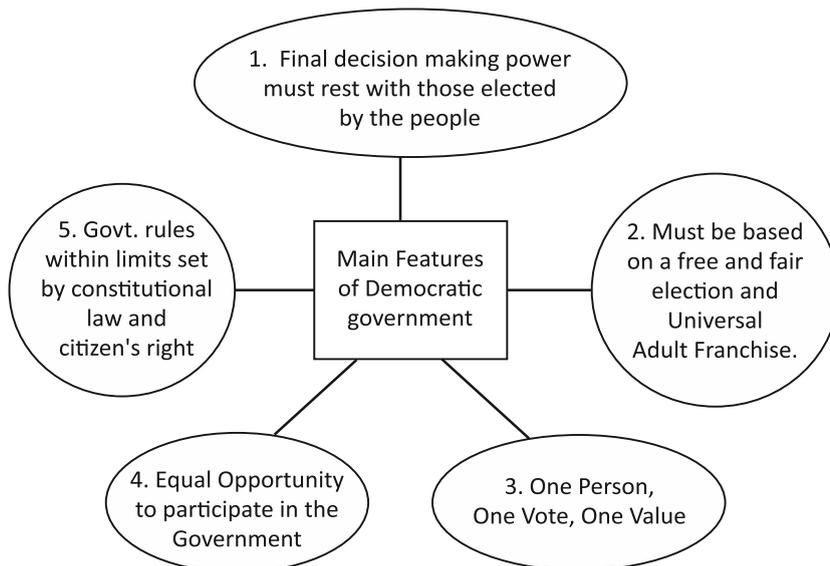
Chapter - 1

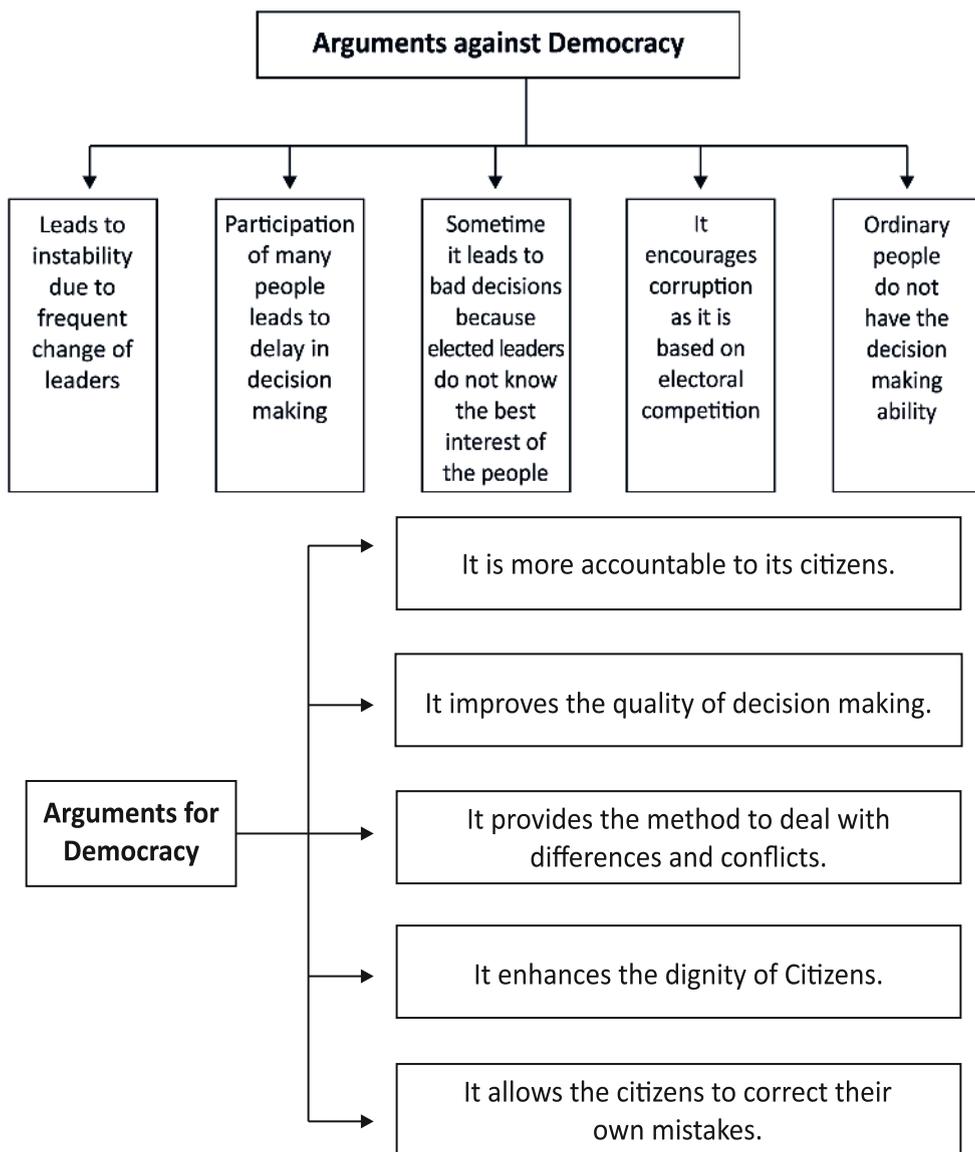
What is Democracy?

Why Democracy?

Key Points to Remember:-

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





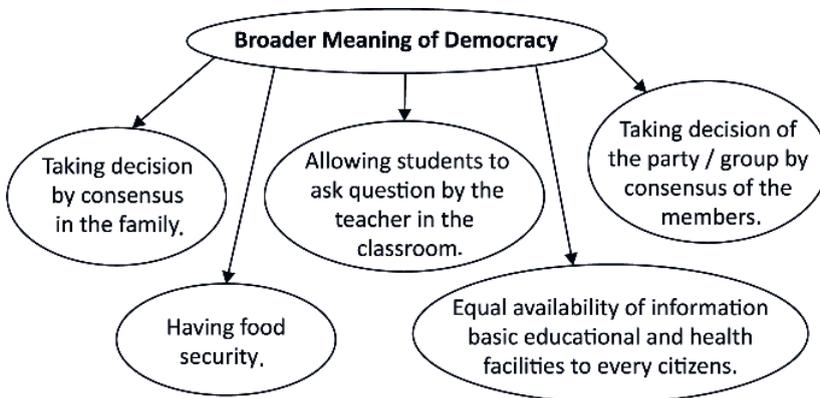
• **Examples of some of the undemocratic government system:-**

1. In Pakistan, General Pervez Musharraf led a military coup in October 1999. In August 2002 he issued a 'Legal Framework Order' that amended the constitution of Pakistan. The power to take final decision rested with army officials and with General Musharraf.

2. Chinese parliament is called **Quanguo Renmin Daibiao Dahui** (National People's Congress) which chooses its president. Some members are elected by the army.
 - Every candidate has to take approval from Chinese Communist Party to contest election. Government is always formed by communist party only.
 - Though Democratic form of government may not be a perfect form of government but it still is better than any other form of government.

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

- A Democratic Decision involves consultation with and consent of all those who are affected by that decision.
 - Those who are not powerful have same say in taking the decision as those who are powerful.
 - This can apply to a government or a family or any other organisation.
3. In Mexico, From 1930 to 2000, the PRI (Institutional Revolutionary Party) has been winning every election.
 4. Until 2015, in Saudi Arabia women did not have the right to vote.
 5. In Zimbabwe, from 1980 to 2017, the ZANU-PF party led by Robert Mugabe ruled the country.



QUESTIONS

1 Mark Questions

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

- (a) Yahiya Khan
- (b) General Parvez Musharraf
- (c) Ikhtiyar Khan
- (d) Navaz Sharif

Q.2 Who said- “democracy is of the people, for the people and by the people” ?

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

Q.3 Which of these is not a democratic country?

- (a) England
- (b) India
- (c) China
- (d) United States of America

Q.4 In which of these country only the ruling party is allowed to contest in election?

- (a) France
- (b) United States of America
- (c) Mexico
- (d) Germany

Q.5 Fill in the blank-

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

- (a) Worst
- (b) Better
- (c) Normal
- (d) Inferior

Q.6 An assertion (A) and it's reason (R) is given below. Read the following sentences and choose the right answer from the options.

Assertion (A): It is undemocratic for women not to get the right to vote in a country.

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

Options:

- (a) Both (A) and (R) are correct and (R) is the correct explanation of (A)

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

Q.7 Choose the correct option in democratic system:

- (a) Rulers are elected by people.
- (b) Rulers are chosen by capitalist
- (c) Rulers are elected by officers
- (d) Rulers are elected by monarch

Q.8 Match the Column-A with Column-B and choose the correct options:

Column-A	Column-B
I. Myanmar	1. Dictators
II. Chile	2. Monarch
III. Saudi Arabia	3. Army rulers
IV. Pakistan	4. Military Coup

Options:

- | | I | II | III | IV |
|-----|---|----|-----|----|
| (a) | 1 | 2 | 3 | 4 |
| (b) | 3 | 1 | 2 | 4 |
| (c) | 4 | 3 | 1 | 2 |
| (d) | 2 | 3 | 1 | 4 |

Q.9 Identify the correct option that describes the government system given below:-

- I. National people's congress has power to appoint President.
- II. Some members are elected by the army.
- III. A candidate needs the approval of Ruling Party before contesting election.

- | | |
|--------------|-----------|
| (a) Mexico | (b) China |
| (c) Pakistan | (d) Chile |

Q.10 The ruling _____ and some of its small allies are the only parties allowed in Syria.

- (a) PRI
- (b) Communist Party
- (c) Congress Party
- (d) Ba'ath Party

Q.11 Consider the statements given below and choose the correct answer.

Statement I : Rulers elected by people take all major decisions.

Statement II : General Musharraf declared himself the Chief Justice of the country.

Options:

- (a) Statement (I) is correct and (II) is incorrect
- (b) Statement (I) is incorrect and (II) is correct.
- (c) Both (I) and (II) are incorrect.
- (d) Both (I) and (II) are correct.

Q.12 Which of the following statements are related to the democracy. Choose the correct option.

- (i) Free and Fair election
- (ii) Rulers are nominated by president
- (iii) No restriction on Government
- (iv) One Person – One Vote – One Value

Options:

- (a) Statement I is correct.
- (b) Statement II & III are correct.
- (c) Statement I & IV are correct.
- (d) Statement I, II, III & IV are correct.

Q.13 Identify the country which is related to the given cartoon.



- (a) Fiji
- (b) Mexico
- (c) Pakistan
- (d) Iraq

Q.14 Identify the country which is related to the given cartoon.



- (a) Myanmar
- (b) Saudi Arabia
- (c) Iraq
- (d) Brazil

2 Marks Questions

- Q.1** What is democracy? Mention one feature of democracy.
- Q.2** Differentiate between democratic and non-democratic system.
- Q.3** What changes took place in Pakistan through the Legal Framework Order?
- Q.4** What method was adopted by the PRI in Mexico to win the elections?
- Q.5** Mention two demerits of Democracy.
- Q.6** Democratic government system is better than others. Explain

3/5 Marks Questions

- Q.1** How can you say that Myanmar is not a democratic country now? Justify your answer.
- Q.2** List the characteristics of democracy.
- Q.3** Define the term 'democracy' on the basis of its Greek origin.
- Q.4** What are the characteristics of a democratic government?
- Q.5** List few characteristics of an un-democratic form of government?
- Q.6** Give five arguments in support of democracy.
- Q.7** List any five arguments against democracy.
- Q.8** Do change of leader strengthen democracy? Give argument in support of your answer.
- Q.9** Explain the broader meaning of democracy?
- Q.10** Democracy is a form of government in which the rulers are elected by the people. Support the statement with 3 points.
- Q.11** How the struggle for democracy was linked to the demand for universal adult franchise. Justify the statement with suitable arguments.
- Q.12** A democratic government cannot act arbitrarily after winning the election. Justify the statement with 3 reasons.
- Q.13** Mention any three features to prove that India is a democratic country.
- Q.14** Provide evidence to support the claim that democracy is not a better form of the government.
- Q.15** Democracy enhances the dignity of citizens. Substantiate your answer with 3 reasons.
- Q.16** There are many solid points for not calling Pakistan ruled by General Musharraf a democracy. Substantiate with suitable answer.

Q.17 Democracy is the most prevalent form of government in the world today. Substantiate with suitable answer.

Q.18 Evaluate the significant distinction between Democratic and Non-democratic government.

Q.19 Mention the role of PRI in the election of Mexico.

Source Based Question- 4 Marks

Q.1 Read the following paragraph and answer the given question:

The features of democracy that we discussed in this chapter provide only the minimum conditions of a democracy. That does not make it an ideal democracy. Every democracy has to try to realize the ideals of a democratic decision making. This cannot be achieved once and for all. This requires a constant effort to save and strengthen democratic forms of decision-making. What we do as citizens can make a difference to making our country more or less democratic. This is the strength and the weakness of democracy: The fate of the country depends not just on what the rulers do, but mainly on what we, as citizens, do.

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

- i. What makes the democracy ideal?
- ii. On whom does the fate of democratic governments mainly depend?
- iii. What is the role of citizens in a democracy?

Q.2 Read the given and answer the question that follow:-

Zimbabwe attained independence from white minority rule in 1980. Since then the country has been ruled by ZANU-PF, the party that led the freedom struggle. Its leader, Robert Mugabe, ruled the country since independence. Elections were held regularly and always won

by ZANU-PF. President Mugabe was popular but also used unfair practices in elections. Over the years his government changed the constitution several times to increase the powers of the President and make him less accountable. Opposition party workers were harassed and their meeting disrupted. Public protests and demonstrations against the government were declared illegal. There was a law that limited the right to criticise the President. Television and radio were controlled by the government and gave only the ruling party's version.

- i. Which party had worked extensively in the freedom struggle in Zimbabwe?
- ii. Mention any one role of the opposition parties.
- iii. What changes did Robert Mugabe make to stay in power?

ANSWERS

Answer of 1 Mark questions

1. (b) General Parvez Musharaff
2. (a) Abraham Lincoln
3. (c) Myanmar
4. (c) Mexico
5. Better
6. (a)
7. (a)
8. (b)
9. (b)
10. (d)
11. (a)

12. (c)
13. (d)
14. (d)

Answer of 2 Marks questions

1. Democracy is the people's rule.
Feature: Major decisions are taken by the elected leaders.

2.

Democratic	Non-Democratic
1. It is based on political equality	1. Final power rested in a particular group
2. Each adult citizen must have one vote, one value.	2. Opposition party can not participate in election without the permission of ruling party

3. According to the legal framework order, president can dismiss the assemblies. The work of the civilian cabinet is supervised by a National Security Council which is dominated by Military officers.
4.
 - Teachers of Govt. Schools used to force parents to vote for the PRI.
 - Polling booths were shifted from one place to another place in the last minute.
5.
 - Leaders keep changing in a democracy.
 - There is delay in the Decision Making Process
6.
 - It is more accountable from of Govt.
 - It improves the quality of decision making.
 - It enhances the dignity of citizens.

Answer of 3/5 Marks Questions

1. Yes, Myanmar is now a democratic country because-
 - (a) There is no democratic rule.
 - (b) Now there is no participation of people of the country in decision making.
 - (c) Now there is restriction on people's liberty, and military domination is not there.
 - (d) Country is ruled by army.

2. Basic features of democracy are-
 - (a) Political freedom
 - (b) Equality of citizenship
 - (c) Separation of powers
 - (d) Pluralism
 - (e) Consciousness

3.
 - (a) Democracy is taken from a Latin word- 'Demokratia'.
 - (b) In Latin Demos means 'people' and Kratia means 'rule', i.e. democracy means rule of people.
 - (c) Thus Democracy is a form of government in which people elect their own ruler.

4. The characteristics of a democratic government are-
 - (a) Decision making power must be with those elected by the people
 - (b) It must be based on free and fair elections at fixed interval
 - (c) It must be based on universal adult franchise
 - (d) Govt, should rule within limits set by constitutional law and citizens' right.
 - (e) Freedom of press and citizen rights

5. The characteristics of a non democratic government are-
 - (a) Only a few have the power of decision making
 - (b) Elections are absent or are not fair
 - (c) No place for opposition
 - (d) Curb on people's right
 - (e) Censorship

6. Arguments in support of Democracy are-
 - (a) It is more accountable to its citizen
 - (b) Improves the quality of decision making
 - (c) It provides the method to deal with difference and conflict
 - (d) It allows the citizen to correct their own mistakes
 - (e) It enhances the dignity of Citizen

7. Arguments against democracy are-
 - (a) Leads to instability due to frequent change of leaders
 - (b) Leads to delay due to constant consultancy
 - (c) Sometime it leads to bad decision
 - (d) It encourages corruption as it is based on electoral competition
 - (e) It is only about competition and power play, no scope for morality.

8. Yes, change of leader will strengthen democracy as
 - (a) Leader will have moral obligation to work for the citizen.
 - (b) If there won't be a fear of change it might lead to irresponsible decisions
 - (c) It could even lead to the downfall of democracy as seen in the past.

OR

No, change of leader will not strengthen democracy as-

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

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

- 9. (a) Democracy is considered the best available form of government.
 - (b) However in its broader sense it is not just a political institution but a way of life.
 - (c) It is rooted in our day to day life functioning where decisions are made that involve consultation with and consent of all those who are affected by decisions.
 - (d) This apply to a family, a community or even a government
 - (e) Thus it enables us to judge the present situation and its weaknesses and encourages marching towards betterment.
10. • In democracy all people are equal.
- Every one gets the universal adult Franchise.
 - Citizens exercise their right to vote in election.
11. • Apart from democracy, everyone doesn't get equal voting rights
- Difference in value of vote
 - Not having the opportunity to choose leader.
12. • In democracy all people are equal.
- Every one gets the universal adult Franchise.
 - Citizens exercise their right to vote in election.

13. See key points (Features of democracy)
14. See key points (Arguments for Democracy)
15.
 - To provide an opportunity to participate in rule
 - The government is responsible and accountable to the public
 - The government has to work for the public welfare.
16. See key points (Features of democracy)
17. See key points (Arguments for Democracy)
18. Democratic vs. Non-Democratic:

Democratic	Non-Democratic
• Equal rights	No
• Govt. is responsible to the public	No
• People participate in decision making	No
• People chose their representative	No

19. PRI use many dirty tricks to win election. All those who were employed in government offices had to attend its party meetings. Govt. teachers force parents to vote for the PRI. Media ignored the activities of the ruling party.

Answers of Source Based Question - 4 Marks

1.
 - i. Democratic decision-making, makes the democracy ideal.
 - ii. Citizens
 - iii. What we do as citizens make a difference to making our country more or less democratic. This is the strength and the weakness of democracy.

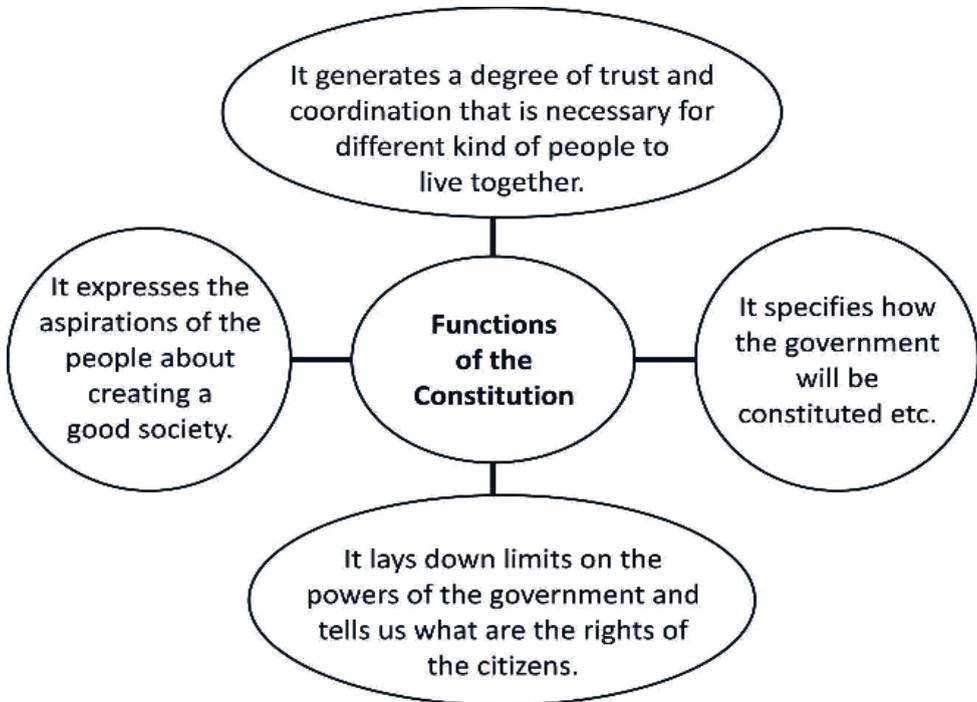
2. i. The ZANU-PF had worked extensively in the freedom struggle in Zimbabwe.
- ii. To bring out short comings of the Ruling government to the public.
- iii. Robert Mugabe made several changes in the constitution that reduced the accountability of the president. Controlled opposition parties and declared activities of opposition parties in illegal.

Chapter - 2

Constitutional Design

Key Points to Remember:-

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



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

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

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

Process of Constitution Making in South Africa

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

Democratic Constitution in South Africa

- During the 17th and 18th Centuries European trading Companies occupied it.
- Many of the White Person (European) had settled and become the local Rulers.
- Rulers (White Person) followed apartheid system to oppress for the Blacks.
- On the basis of colour people were divided in the country.
- Since 1950, the Blacks (South Africans Native Citizen) coloured and India fought against the apartheid politics.
- African National Congress led the struggle against the politics of segregation.
- White racist government continued to rule by detaining, torturing and killing thousands of Black and colored people.
- Nelson Mandela and the leaders were sentenced to life imprisonment.

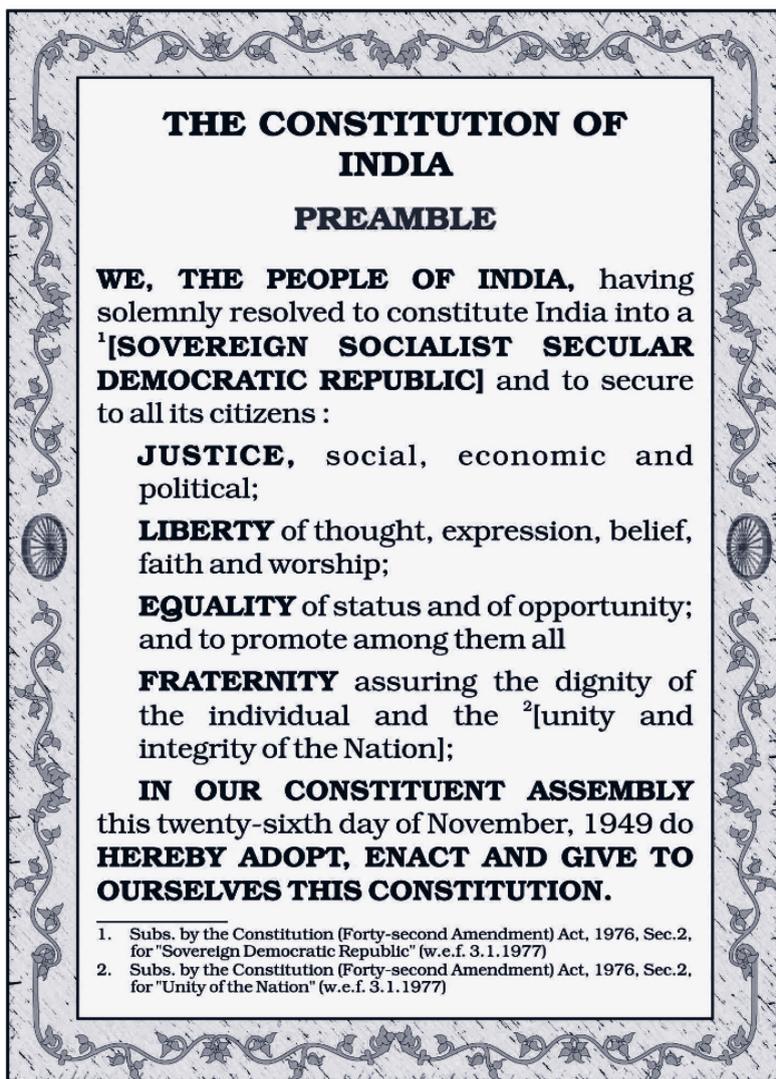
- Day by Day protests and struggles against apartheid Increased.
- Govt. realized and stopped the repression, Discriminatory laws were repealed. Ban on Political Parties and media were lifted.
- Midnight of 26 April 1994, New National Flag of the Republic South Africa was unfurled
- The white person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

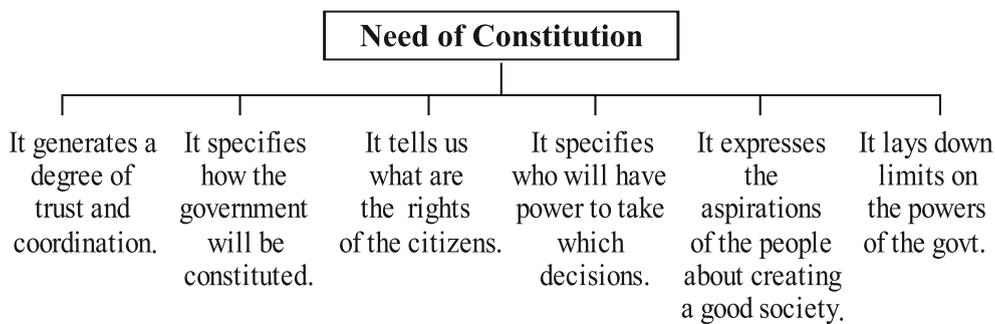
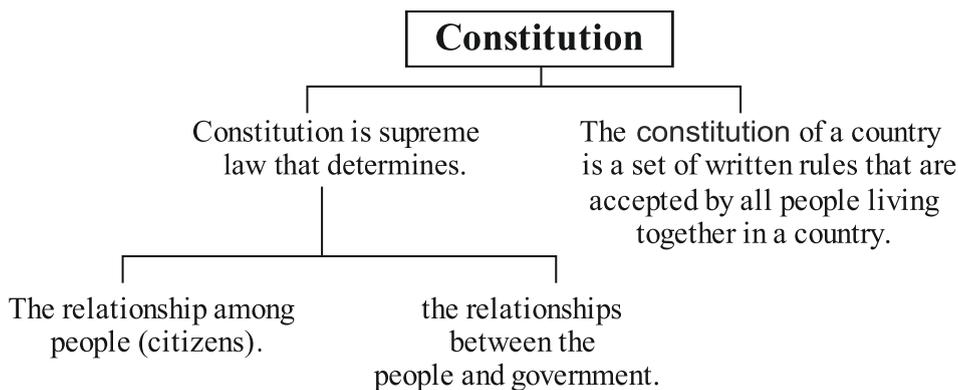
The path to the Indian Constitution:

- Consensus about what a democratic India should look like.
- In 1928, Motilal Nehru and eight other Congress leaders had drafted a constitution for India. Further, Karachi resolution of the Indian National Congress dwelt on how independent India should look like. Thus, the basic values were accepted by most of the leaders before the working of the Constituent Assembly.
- The familiarity with political institutions of colonial rule.
- Existence of colonial laws like the Government of India Act, 1935.
- Learning from the various systems of the world.
- Leaders were inspired by ideals of French revolution, parliamentary democracy, Bill of Right in USA, Socialist Revolution.
- The constitution of India was written by the **Constituent Assembly** comprising 299 members. It was adopted on November 26,1949.

- The Constitution of India was implemented on January 26, 1950. To mark this day, we celebrate January 26, as Republic Day as a National festival.
- **Dr. B. R. Ambedkar was the chairman of the Drafting Committee.**
- **Dr. Rajendra Prasad was the President of the Constituent Assembly.**

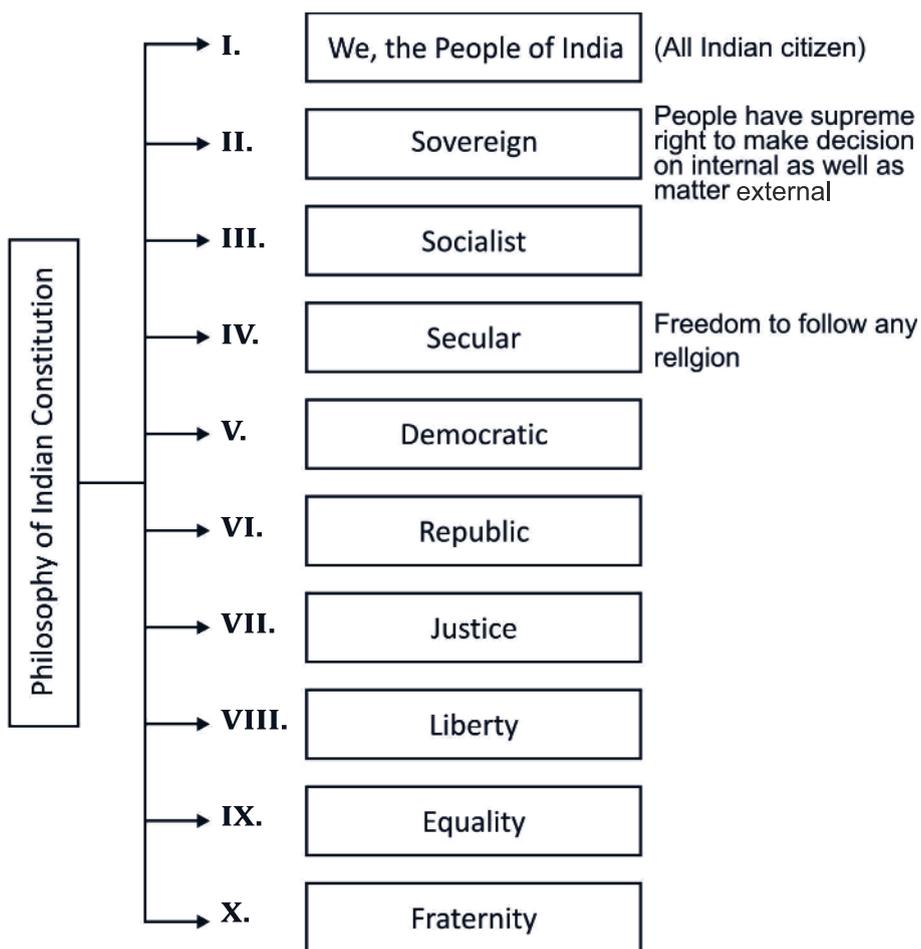
PREAMBLE OF INDIAN CONSTITUTION





Purpose of the Preamble:

- It indicates the source from which the Constitution derives its authority. (We, the people of India)
 - It states the objectives of the Constitution.
 - It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.
- I. **We the People of India:** The constitution has been drawn up and enacted by the people through their representatives, and not handed down to them by a king or any outside power.
 - II. **Sovereign:** People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India.



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

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

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

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

- VII. Justice:** Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups.
- VIII. Liberty:** There are no unreasonable restrictions on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action.
- IX. Equality:** All are equal before the law. The traditional social inequalities have to be ended. We should ensure equal opportunity for all.
- X. Fraternity:** All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

QUESTIONS

Very Short Questions (1 Mark)

Q.1 Name the autobiography of Nelson Mandela.

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

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

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

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

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

- Q.4 In which year Motilal Nehru and eight other Congress leaders drafted a constitution for India?**
- (a) 1928 (b) 1931
(c) 1947 (d) 1900
- Q.5 In which magazine Mahatma Gandhi wrote his expectations from the constitution?**
- (a) Yuganter
(b) Poverty and Un-British Rule in India
(c) Vande Mataram
(d) Young India
- Q.6 Who was the chairman of the Drafting committee of the Constituent Assembly?**
- Q.7 Who was the President of the Constituent Assembly of India?**
- Q.8 When was the constitution of India adopted by the Constituent Assembly?**
- Q.9 When did the constitution of India come into effect?**
- Q.10 How many members were there in the Constituent Assembly of India?**
- Q.11 From which colonial law, the constitution makers adopted many provisions in the constitution of India?**

Short/Long Questions (3/5 Marks)

- Q.1** What do you understand by Apartheid? Briefly Explain.
- Q.2** Briefly explain the liberation movement of South Africa.
- Q.3** What are the important functions of the constitution?
- Q.4** Briefly explain the following important words of the Preamble:
- (i) Secularism (ii) Republic
(iii) Sovereignty (iv) Justice
(v) Equality

- Q.5** Why do we need constitution?
- Q.6** What do you understand by Constitutional Amendment?
- Q.7** What are the important features of the constitution of India?
- Q.8** Why do you think that the preamble contains the philosophy of the constitution?
- Q.9** What were the circumstances at the time of making of the Indian Constitution?
- Q.10** What were the advantages to the makers of the Indian Constitution?

Case Study Based Questions (4 Marks)

Read the following extract and answers the questions:

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

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

Fill in the blanks:

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

ANSWERS

Very Short Answer Type Questions (1 Mark each)

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

Short / Long Questions (3/5 Marks)

1. (i) Apartheid was the name of a system that was official policy of racial discrimination and ill treatment of blacks followed by the South African government from **1948 to 1989**. The system of apartheid divided the people and labelled them on the basis of their skin colour.
(ii) The white rulers treated all non-whites (native blacks, coloured and people migrated from India etc.) as inferiors. The non-whites did not have voting rights.
(iii) The apartheid system was oppressive for the blacks. They were forbidden from living in white areas. Trains, buses, taxis, hotels, hospitals, schools and colleges, libraries, swimming pools, public toilets, were all separate for the whites and blacks. They could not even visit the churches where the white worshiped. They could not form associations or protest against the system.

2.
 - (i) The black coloured and Indians fought against the apartheid system since 1950. They launched protest marches and strikes.
 - (ii) The African National Congress (ANC) was the umbrella organisation that led the struggle against the policies of segregation.
 - (iii) Many sensitive whites also joined the ANC to protest against the apartheid system.
 - (iv) With increasing protest, the white regime changed its policies. Discriminatory laws were repealed. Ban on political parties and restrictions on media were lifted.
 - (v) Nelson Mandela was freed after 28 years of imprisonment.
 - (vi) Finally, at the midnight of 26 April 1994, the new national flag of the Republic of South Africa was unfurled marking the newly born democracy in the world.
3. See the key points
4.
 - (i) Freedom to follow any religion. No official religion. Government treats all religions with equal respect.
 - (ii) If head of the state is an elected person, the state is known as Republic. For example, in India, the President is elected every five years.
 - (iii) It means the independent authority of a state. No external power can dictate the government of India.
 - (iv) There cannot be any discrimination on the grounds of caste, religion, gender etc. Social inequalities have to be reduced. Government should work for the welfare of all especially of the disadvantaged groups.
 - (v) All are equal before the law and all citizens have the equal protection of law. The government should ensure equal opportunity for all.
5. See the key points

6. A change in the constitution made by the supreme legislative body in a country is known as constitutional amendment. The Parliament of India can bring constitutional amendment in India.
The constitution makers felt that it has to be in accordance with people's aspirations and changes in society. They did not see it as a sacred, static and unalterable law. That is why; our constitution is neither too rigid nor too flexible.
7. Important features of Indian constitution are as follows:
 - (i) Our constitution is the longest known constitution.
 - (ii) It has been drawn from different sources and from several constitution of the world.
 - (iii) Our constitution is more flexible than rigid. Required constitutional amendments can be incorporated.
 - (iv) Provision of Fundamental rights and Fundamental duties.
 - (v) Provision of universal adult franchise.
 - (vi) Parliamentary form of government
 - (vii) Federal structure
 - (viii) Independent judiciary
8. See the key points
9. See the key points
10. See the key points

Answer of the case study Based Questions (4 marks):

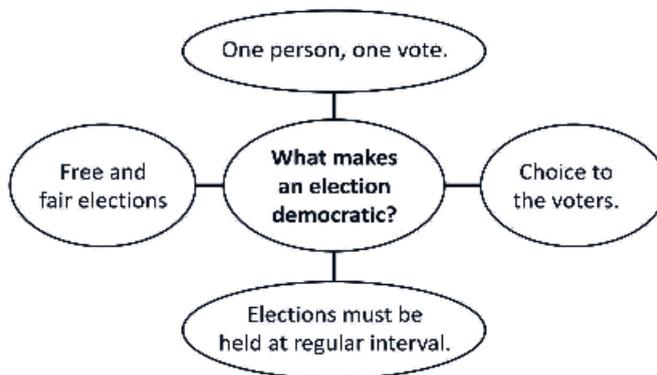
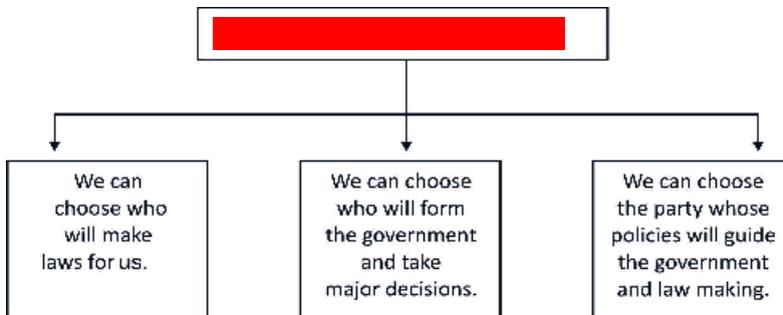
- (i) Dr. B. R. Ambedkar
- (ii) Around 3 Years
- (iii) Constituent Assembly Debates
- (iv) 12 Volumes

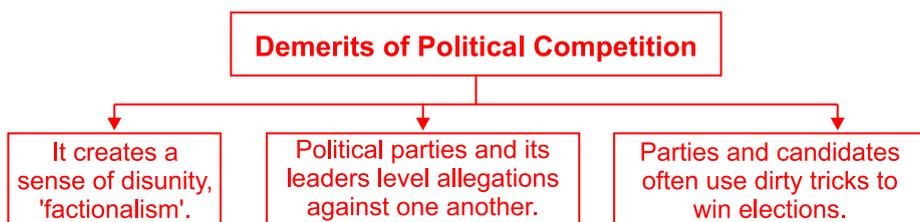
Chapter - 3

Electoral Politics

Key Points to Remember:-

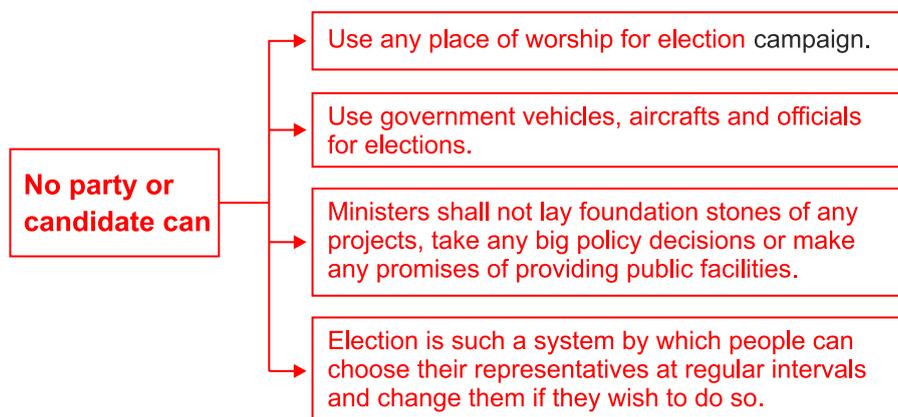
- Mr. Devlal was the chief of 'Haryana Sangharsh Samiti, he led a movement called 'Nyaya Yudh' (Struggle for Justice) and formed a new party, Lok Dal.
- The most common form of democracy in our times is for the people to govern through their representatives e.g. MP, MLA, Councillor, Pradhan etc.
- In India, Elections are held regularly after every five years for Lok Sabha or (Lower house of the Parliament) and Vidhan Sabha (State Assembly), Panchayats, municipalities etc. is called a general election. Sometimes election is held only for one constituency to fill the vacant seat caused by death or resignation is called a by-election.





Electoral Constituencies:

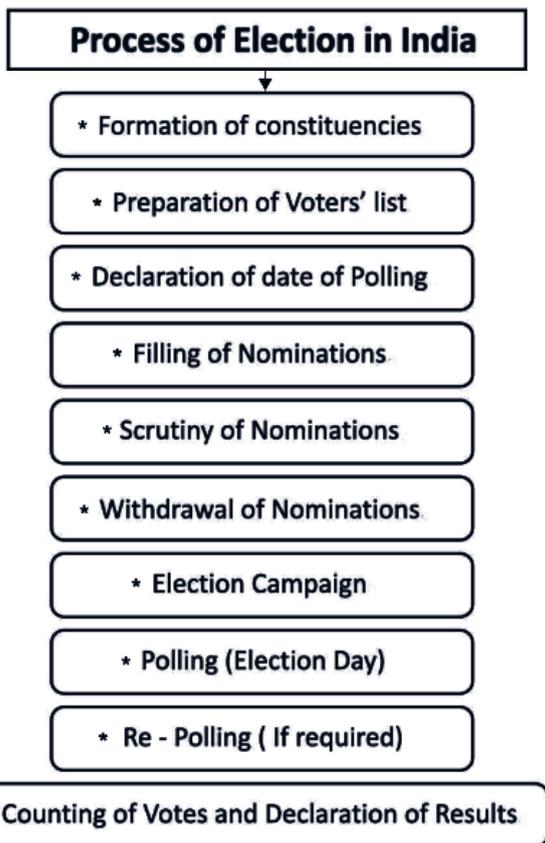
- The country is divided into different areas for the purpose of elections. These areas are called electoral constituencies.
- For Lok Sabha election, our country is divided into 543 Lok Sabha constituencies.
- In the Lok Sabha, 84 seats are reserved for the Scheduled Castes (SC) and 47 for the Scheduled Tribes (ST).
- **Voters' List:** This is a list of those who are eligible to vote. It is prepared much before the election. This is officially called the Electoral Roll and is commonly known as the Voters' List. It is revised time to time. Now we can easily update our data through Online at ECI website.
- **Universal adult franchise** means all the citizens aged 18 years and above can vote in the elections without any discrimination of caste, creed religion, class or sex etc.
- **Model code of conduct:** During the election all political parties and contesting candidates follow norms and guidelines set by election commission.
- National Voters day is celebrated every year on the 25th January.

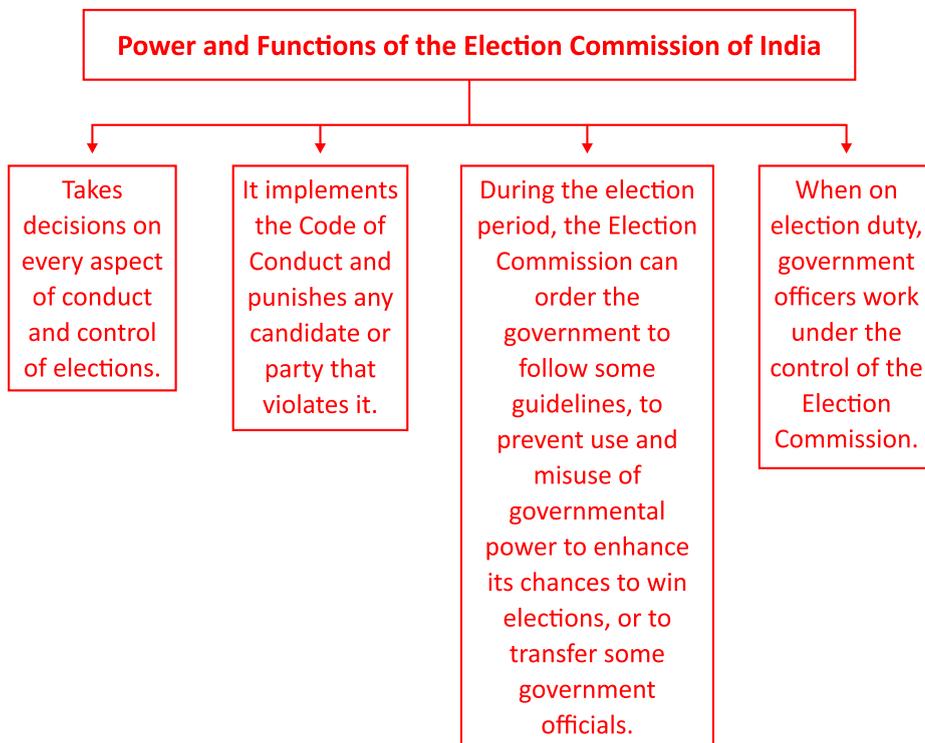
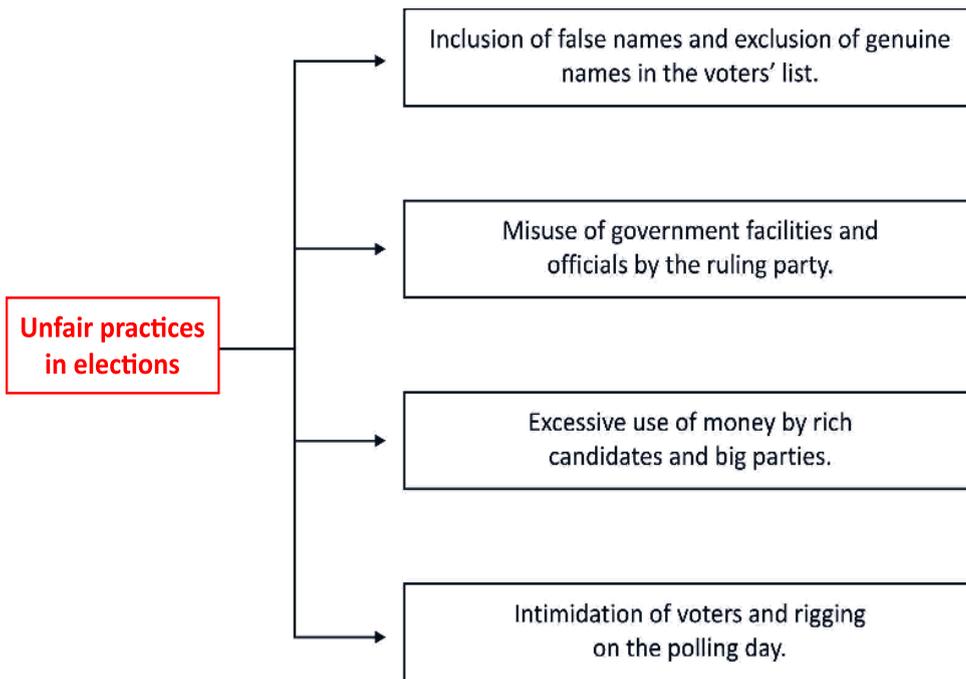


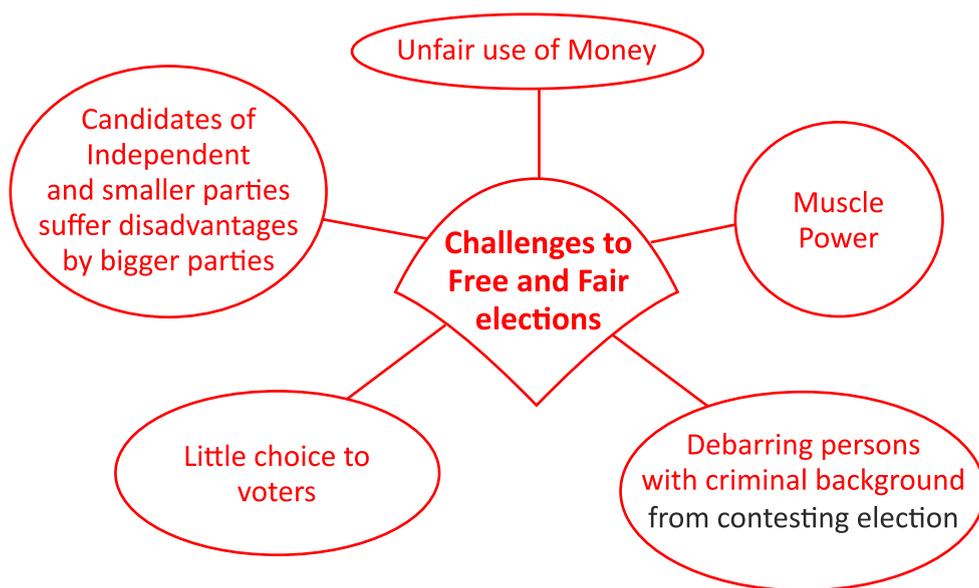
- In our country elections are conducted by an independent and powerful election commission.

Some Successful Slogan:

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







QUESTIONS

1 Mark Questions

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

- (a) Chaudhary Devi Lal
- (b) Bipin Chandra Pal
- (c) Lala Lajpat Rai
- (d) Chaudhary Bhajan Lal

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

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

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

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

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

- (a) Samajwadi Party
- (b) Bahujan Samaj Party
- (c) Janata party
- (d) Communist Party of India

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

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

Q.6 Read the following statements and identify the correct State:

- I. Lok Dal Party contested the election
- II. Nyaya Yudh Movement was launched
- III. Devilal was the head of Sangharsh Samiti

Option:-

- (a) Punjab
- (b) Haryana
- (c) Kerala
- (d) Sikkim

Q.7 Which of the following statements are related to the need for elections.

- I. Elections take place regularly.
- II. Everyone knows how to take the right decision in every matter.
- III. In large Community, representative selection is necessary.
- IV. Not everyone has the understanding to run the government.

Option:-

- (a) Statement I, II, III & IV are correct
- (b) Statement I, III, IV are correct
- (c) Statement III & IV are correct
- (d) Statement II, III, IV are correct

Q.8 Once the election results were announced the newly elected MLA of _____ choose Devilal as their leader.

- (a) Apna Dal (b) Janta Dal
(c) Congress (d) Lok Dal

Q.9 Consider the statement given below and choose the correct answer.

Statement I : After five years the term of all the elected representative comes to an end.

Statement II : The voter who live in an area elect one representative.

- (a) Statement (I) is correct and (II) is incorrect
(b) Statement (I) is incorrect and (II) is correct
(c) Both (I) and (II) are incorrect
(d) Both (I) and (II) are correct

Q.10 On the instruction of which of the following, a new system of declaration from the candidates has been introduced.

- (a) Election Commission (b) President
(c) Governor (d) Supreme Court

Q.11 Select the correct option by arranging the following step of election procedure.

- I. Preparation of voter list
II. Determining Constituencies
III. Filling of nomination form by Candidate
IV. Casting the vote

Option:-

- (a) II, I, III, IV
(b) I, II, IV, III
(c) II, III, I, IV
(d) I, II, III, IV

Q.12 Match the Column-A with Column B and choose the correct option.

Column-A	Column-B
I. Total Members in Lok Sabha	1. 47
II. Total Members in Delhi Assembly	2. 84
III. Reserved seat for SCs in Lok Sabha	3. 543
IV. Reserved seat for STs in Lok Sabha	4. 70

Option:-

	I	II	III	IV
(a)	1	4	3	2
(b)	3	4	2	1
(c)	2	3	1	4
(d)	4	1	2	3

Q.13 Match the Column A with Column B and Choose the correct option.

Column A	Column B
I. Remove Poverty	1. Telugu Desam Party
II. Save Democracy	2. Congress Party
III. Land to the Tiller	3. Janata Dal
IV. Protect the self respect of the Telugus	4. Left Front

Option:-

	I	II	III	IV
(a)	2	3	4	1
(b)	1	2	4	3
(c)	3	1	2	4
(d)	4	3	1	2

Q.14 Carefully study the map of Gulbarga Parliamentary Constituency and Identify that how many assembly constituencies are there in Gulbarga Parliamentary Constituency.



- (a) 7
- (b) 8
- (c) 9
- (d) 6

Q.15 In the question given below. There are two statements marked as Assertion (A) and Reason (R). Read the statement and choose the correct option.

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

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

Option:

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

2 Marks Questions

Q.1 How are representatives elected in democracy?

Q.2 'Election is necessary in democracy'. Why?

Q.3 How does electoral competition among parties serve the people?

- Q.4** Suppose you are a candidate in an election. How will you do your election campaigning? Mention any two points.
- Q.5** Why should the role of the election commission be neutral?
- Q.6** Suppose you are a member of the Election Commission. How will you reduce Malpractices in elections? Mention any two.
- Q.7** Mention any two successful slogans used by the political parties during election.

3/5 Marks Questions

- Q.1** In a democracy it is neither possible nor necessary for people to govern directly. Justify the above statement by giving suitable reasons.
- Q.2** After Haryana Election result, the sitting Chief Minister (Congress Govt.) resigned. Substantiate your answer with reasons.
- Q.3** In an election the voters make many choices. Justify the statement with important points.
- Q.4** Analyse the negative impact of electoral competition on the society.
- Q.5** Our Constitution makers opted for free competition in election. Support your answer with selected points.
- Q.6** Discuss the composition of Parliament of India?
- Q.7** Explain the electoral roll.
- Q.8** Discuss the distribution of seats in the Lok Sabha?
- Q.9** Discuss the election process.
- Q.10** Discuss the powers and functions of Election Commission of India.
- Q.11** Explain the different types of representation in India.

- Q.12** Whether the system of elections in India is democratic or not? Justify.
- Q.13** Describe the electoral constituencies.
- Q.14** What makes an election democratic?
- Q.15** Discuss the demerits of electoral competition or party politics?
- Q.16** Why do we need elections in democracy?
- Q.17** Describe the limitations and challenges to the free and fair elections.
- Q.18** Explain the Model Code of Conduct?
- Q.19** Briefly describe the activities that happen at the polling booth.
- Q.20** Analyse the journey of Chaudhary Davi Lal to become the Chief Minister in Haryana Assembly Election.
- Q.21** Analyse the minimum conditions of a democratic election.
- Q.22** Analyse some of the successful slogans given by different political parties in various elections.
- Q.23** Very few election commissions in the world have such wide ranging powers as the election commission of India. Substantiate with suitable answer.

Source Based Question: (4 Marks)

- Q.1** Makers of our constitution thought of a special system of reserved constituencies for the weaker sections. Some constituencies are reserved for people who belongs to the Scheduled Castes (SC) and Scheduled Tribes (ST). In a SC reserved constituency only some one who belongs to scheduled castes can stand for election. Similarly only those belonging to the Scheduled Tribes can contest an election

from constituency reserved for ST. Currently In the Lok Shabha, 84 Seats are reserved for the Scheduled Castes and 47 for the Scheduled Tribes.

- I. Why was the system of reserved constituencies started by maker of constitution?
- II. Who can contest election from the constituency reserved for scheduled castes.
- III. How many total seats are reserved in Lok Sabha.

Q.2 Read the given source and answer the questions that follow:-

Our Constitution entitles every citizen to elect her/his representative and to be elected as a representative. The Constitution makers, however, were worried that in an open electoral competition, certain weaker sections may not stand a good chance to get elected to the Lok Sabha and the state Legislative Assemblies.

They may not have the required resources, education and contacts to contest and win elections against others. Those who are influential and resourceful may prevent them from winning elections. If that happens, Our Parliament and Assemblies would be deprived of the voice of a significant section of our population.

So, the makers of our Constitution thought of a special system of reserved constituencies for the weaker sections. Some constituencies are reserved for people who belong to the Scheduled Castes [SC] and Scheduled Tribes [ST].

- I. How does every citizen get the right to choose / elect his / her representatives?
- II. Suppose you want to contest election. What resources you will require for this?
- III. What was the concerns of the constitution makers towards the weaker sections of the society and why?

ANSWERS

Answer of 1 Mark Questions

1. (a) Chaudhary Devi Lal
2. (a) Election Commission of India
3. (d) Indira Gandhi
4. (c) Janata Party
5. (d) 412
6. (b) Haryana
7. (b) Statement I, III, IV are correct
8. (d) Lok Dal
9. (d) Both (I) and (II) are correct
10. (d) Supreme Court
11. (a) II, I, III, IV
12. (b)
13. (a)
14. (b) 8
15. (b) Both A and R are true but R is not the correct explanations of A.

Answer of 2 Marks Questions

1. In a democracy, every citizen gets a chance to choose their representative by casting vote in elections every five years through Universal Adult Franchise.
2. Election is very important for democracy. Democracy has no meaning without elections. Through elections, people choose their representatives and participate in government.
3. Through the electoral competition, voters get the information about the candidates and also understand that what works these candidates want to do for the development of the country and the public.

4.
 - i. Through election meetings
 - ii. By organising rallies
 - iii. Establish door to door contact
5. The role of the election commission should be neutral because during the election process whether the political parties and their candidates are following the code of conduct in election contest or not.
6.
 - i. Making correct voter list
 - ii. Stopping the wrong person from voting
 - iii. To take action against those who do not follow the rules of the election commission.
7. Remove Poverty – Congress Party
Save Democracy – Janata Party

Answer of 3/5 Marks Questions

1.
 - i. In today's time, the population living in the countries are more in numbers.
 - ii. Everyone cannot sit together for decision making.
 - iii. Not all people have an understanding of all issues related to the society.
2.
 - Lok Dal joined other opposition parties to form a front against the government.
 - The party promised to waive off loan.
 - The people were unhappy with present government.
3.
 - Choose who will make laws for them.
 - Choose who will form the government.
 - Choose who will take major decision.
4.
 - Division of society on the basis of religion.
 - Inequality in the society on the basis of caste.
 - Propagation of narrow ideas in the society.

5.
 - Every person should have the opportunity to become a candidate in the election.
 - Providing various option to the voters.
 - People should vote for the candidate of their choice so that all the people can be developed.
6. Parliament is the supreme legislative body of India. The Indian parliament comprises of the President and the two houses - Lok Sabha (House of the People or lower house of the Parliament) and Rajya Sabha (Council of States or upper house of the Parliament).
7. The electoral roll is a comprehensively compiled list which bears the names and also details of voters in a specific constituency.
8. Total Seats (constituencies) : 543
 - General : 412
 - Reserved for SC : 84
 - Reserved for ST : 47
9. See the key points.
10. See the key points.
11.
 - i. Member of Parliament or an MP (Lok Sabha)
 - ii. Member of Parliament or an MP (Rajya Sabha)
 - iii. Member of Legislative Assembly or an MLA (Vidhan Sabha)
 - vi. Member of Legislative Council or an MLC (Vidhan Parishad)
 - v. Members of Panchayats and Municipalities / Municipal Corporation
12. Yes, (because):
 - Elections are held regularly after every five years.
 - All the citizens can use their right to vote.

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

16. Elections are considered essential in our times for any representative democracy because:
- In any large community, this is not possible that all the people can sit together every day and take all the decisions.
 - Nor is it possible for everyone to have the time and knowledge to take decisions on all matters.
 - People can choose or change their representatives according to their wish.
17. See the key points.
18. See the key points.
19. i. The election officials identify voter's identity
ii. Put a mark on his/ her finger and
iii. Allow his/her to cast his/her vote.
iv. An agent of each candidate is allowed to sit inside the polling booth to ensure that the voting takes place in a fair way.
20. • Campaigning more and more
• Formation of Lok Dal Party
• Start the NYAYA YUDH Movement
• Making promises to the public
• Getting more votes from the public
21. See key points
22. See key points
23. See key points

Answer of Source based Questions (4 Marks)

1.
 - I. For the representation of weaker sections.
 - II. Candidates of Scheduled Castes.
 - III. 131

2.
 - I. By using your vote through election.
 - II.
 - Money
 - Public Support
 - Vehicles, Loud speakers
 - III. Worry → Will people from weaker sections be able to become members of Parliament and State assembly in open election contest.

Why → If the representation of the people from the weaker sections of the society is not done in the decision making, then this section will continue to lag behind in development.

Chapter - 4

Working of Institution

Key Points to Remember:-

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

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

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

- **The Parliament: Legislature**

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

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

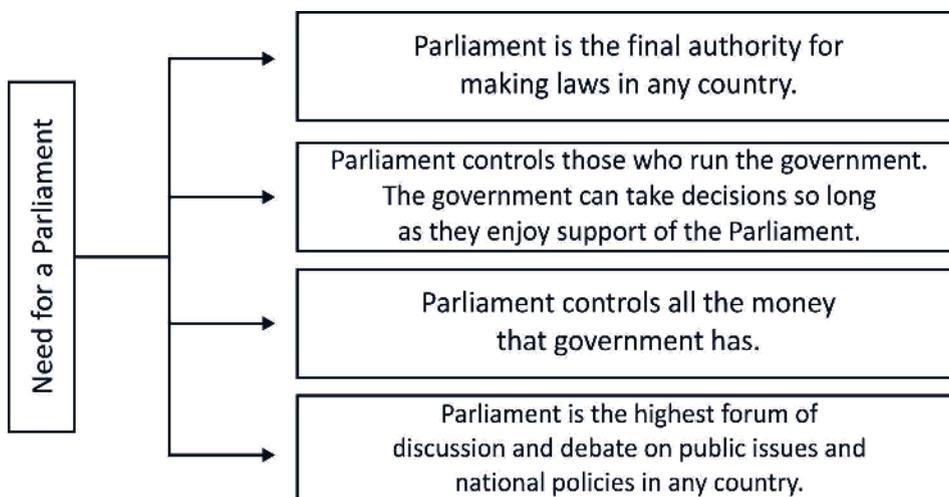
Lok Sabha versus Rajya Sabha: A comparison

Features	Lok Sabha	Rajya Sabha
Chamber/House	House of People Lower House	Upper Chamber / House / Council of States
Total Members	543	250
Elections	Directly elected by people	Elected by the MLAs
Tenure (In years)	05	06

Dissolution	Dissolved in every 5 years.	Permanent, cannot be dissolved
Nomination of members	The Indian Parliament no longer nominates Anglo-Indians to the Lok Sabha (lower house)	12 members are nominated by the President from literature, science art and social service.

Lok Sabha versus Rajya Sabha : Comparison of Powers

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



Executive: Political and Permanent

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

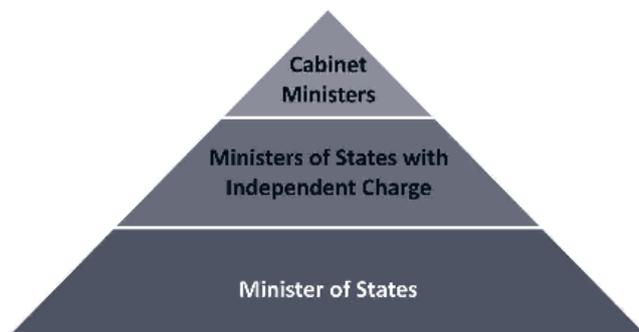
in charge of the 'execution' of the policies of the government. Thus, when we talk about 'the government' we usually mean the executive.

Political

- Elected by people for a specific period
- Political leaders fall in this category.

Permanent

- People are appointed on long-term basis.
- Persons working in Civil Services fall in the category.
- This works under political executive.
- The President appoints the leader of the majority party as Prime Minister and on the advice of the Prime Minister other ministers and appointed by the President.
- The ministers should be the member of Parliament. A person who is not the member of the Parliament can become the Minister but he has to get elected to one of the houses within six months.

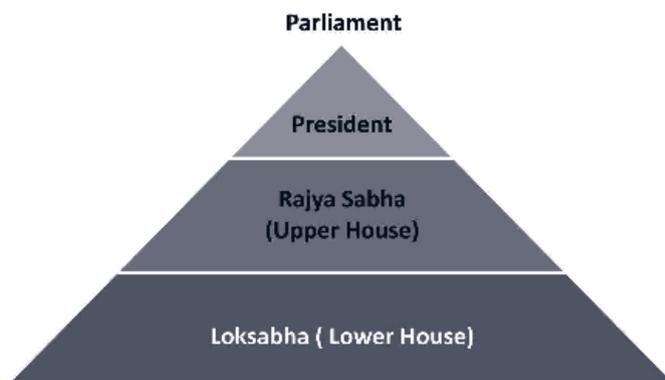


The Council of Ministers

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

- Cabinet Ministers:** About 20 top-level ministers who are in charge of the major ministries.
- Ministers of State with independent charge:** They are usually in-charge of small Ministries.

- (iii) **Ministers of State:** They are attached to and required to assist Cabinet Ministers.
- The parliamentary democracy is often called the Cabinet form of government because most of the important decisions are taken in Cabinet meetings.
 - **Collective Responsibility:** The ministers may have different views and opinions, but everyone has to own up to every decision of the Cabinet.
 - While the Prime Minister is the head of the government, the President is the head of the State.
 - **Prime Ministerial form of government:** If Cabinet is the most powerful institution; within the Cabinet it is the Prime Minister who is the most powerful. The Prime Minister commands so much power in parliamentary democracy that parliamentary democracy is sometimes seen as Prime Ministerial form of government.
 - **Election of the President :** The president is not directly elected by the people. The elected Members of Parliament (MPs) and the elected Members of the Legislative Assemblies (MLAs) elect the president.



The Mandal Commission:

- The Government of India appointed the Second Backward Classes Commission in 1979. It was headed by Sh. B. P. Mandal.

- It was asked to determine the criteria to identify the socially and educationally backward classes in India and recommend steps to be taken for their advancement.
- One of the main recommendations of the commission was that 27 per cent of government jobs be reserved for the socially and educationally backward classes.
- In 1990, the Union cabinet decided to implement the recommendations, which resulted in debates, agitations and representations by different social groups.
- **Indian Judiciary:** The Indian Judiciary consists of a Supreme Court for the entire nation, High courts in the states, District Courts and the courts at the local level.
- **Integrated Judiciary:** India has an integrated judiciary. It means the Supreme Court controls the judicial administration in the country. Its decisions are binding on all other courts of the country.
- **Judicial Review:** The Supreme Court of India and the High Courts can determine the constitutional validity of any legislation or action of the executive in the country, whether at the Union level or at the state level, when it is challenged before them. This is known as the judicial review.
- **Public Interest Litigation (PIL):** The courts can give judgments and directives to protect public interest. Anyone can approach the courts if public interest is hurt by the actions of government. This is called public interest litigation.

QUESTIONS

Section – A (1 Mark)

- Q.1 Who headed the Second Backward Classes Commission in 1979?
- | | |
|----------------|--------------------|
| (a) B P Mandal | (b) O S Kothari |
| (c) B P Singh | (d) Chandrashekhar |

- Q.2 Which government implemented the Mandal Commission Report?
- (a) Congress (b) BJP
(c) Janta Dal (d) BSP
- Q.3 Which of these is not a part of the executive branch of the government?
- (a) President (b) Prime Minister
(c) Cabinet Ministers (d) Chief Justice of India
- Q.4 Which organ of the government makes laws in any country?
- (a) Judiciary (b) Legislature
(c) Executive (d) None of these
- Q.5 Who can make new laws, change existing laws, or abolish existing laws and make new ones in their place in India?
- (a) Parliament (b) Judiciary
(c) Election Commission of India (d) RBI
- Q.6 Which of the houses of Parliament is more powerful than other?
- (a) Lok Sabha (b) Rajya Sabha
(c) Both (d) None of these
- Q.7 What is the Mandal Commission?
- (a) A commission to identify and recommend steps for the advancement of socially and educationally backward classes
- (b) A commission to identify and recommend steps for the advancement of upper castes.
- (c) A commission to identify and recommend steps for the advancement of religious minorities.
- (d) A commission to identify and recommend steps for the advancement of Scheduled Castes and Scheduled Tribes.

- Q.8 What was the recommendation of the Mandal Commission?
- (a) Reservation of 27% of government jobs for Scheduled Castes and Scheduled Tribes.
 - (b) Reservation of 27% of government jobs for upper castes
 - (c) Reservation of 27% of government jobs for religious minorities
 - (d) Reservation of 27% of government jobs for socially and educationally backward classes.
- Q.9 What is SEBC?
- (a) A category of castes considered backward by the government
 - (b) A category of castes considered forward by the government
 - (c) A category of castes considered minority by the government
 - (d) A category of castes considered upper by the government
- Q.10 The _____ of any country lays down basic rules on the powers and functions of each institution.
- (a) amendments
 - (b) Indian Penal Code
 - (c) constitution
 - (d) none of the above
- Q.11 The Prime Minister and the Cabinet are institutions that take all important _____ decisions.
- (a) Policy
 - (b) Election Related
 - (c) Court Related
 - (d) None of these
- Q.12 The _____ Court is an institution where disputes between citizens and the government are finally settled.
- (a) district
 - (b) high
 - (c) Supreme
 - (d) International
- Q.13 **Assertion:** Institutions make it difficult to have a good decision taken very quickly.
- Reason:** Democratic governments insist on institutions to ensure

that a decision is well thought out and considers the views of a wider set of people.

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

Q.14 Match the following institutions with their roles:

- | | |
|-----------------------------------|--|
| I. Prime Minister and the Cabinet | - a. Responsible for implementing decisions |
| II. Civil Servants | - b. Institution that settles disputes |
| III. Supreme Court | - c. Institution that takes important policy decisions |

Options:-

- | | |
|-------------------|-----------------------|
| (a) 1-c, 2-a, 3-b | (b) 1-a, 2-b, 3-c |
| (c) 1-b, 2-c, 3-a | (d) None of the above |

Q.15 What is the name of the national assembly of elected representatives in India?

- | | |
|-----------------|--------------------------|
| (a) Legislature | (b) Legislative Assembly |
| (c) Parliament | (d) Government |

Q.16 What is the main task of Parliament in any country?

1. To exercise political authority on behalf of the people
2. To make new laws and change existing laws
3. To control those who run the government

Options:-

- | | |
|-------------|----------------------|
| (a) 1 and 3 | (b) 1 and 2 |
| (c) 2 and 3 | (d) All of the above |

- Q.17 What is the highest forum of discussion and debate on public issues and national policy in any country?
- (a) Government
 - (b) Judiciary
 - (c) Parliament
 - (d) Executive
- Q.18 What is the role of Parliament in ensuring the accountability of the government to the people?
- (a) The government does not need to report to Parliament
 - (b) Parliament can question the government and criticize its actions
 - (c) Parliament has no role in ensuring the accountability of the government
 - (d) The government reports to the President of India and not to Parliament
- Q.19 What is the role of Parliament in making new laws in any country?
- (a) Parliament cannot make new laws.
 - (b) Parliament can only change existing laws.
 - (c) Parliament can make new laws, change existing laws, or abolish existing laws and make new ones in their place
 - (d) Parliament can make new laws but cannot change or abolish existing laws
- Q.20 What is the name of the state-level assembly of elected representatives in India?
- (a) Legislature
 - (b) Legislative Assembly
 - (c) Parliament
 - (d) Government

- Q.21 Prime Minister is the head of the
- Q.22 In a democracy like India, decisions are made by the implemented by and issues/conflicts are resolved by
- (a) legislature, judiciary executives
 - (b) legislature, executives, judiciary
 - (c) judiciary, legislature, executives
 - (d) executives, judiciary, legislature
- Q.23 In the question given below, these are two statements marked as Assertion (A) and Reason (R) Read the statements and choose the correct option:
- Assertion (A) : The Supreme Court controls the judicial administration in the country.
- Reason (R) : It can hear the appeals against the decisions of the High Courts.
- Options:-
- (a) Both A and R are true and R is the correct explanation of A
 - (b) Both A and R are true but R is not the correct explanation of A
 - (c) A is true but R is false.
 - (d) A is false but R is true.
- Q.24 What is the main function of the second House of Parliament?
- (a) To control the Council of Ministers.
 - (b) To look after the interests of various states, regions or federal units.
 - (c) To exercise supreme power on most matters.
 - (d) To pass the budget of the government.
- Q.25 What is the length of the term (in years) for the members of Lok Sabha and the Rajya Sabha?
- (a) 3 and 6
 - (b) 4 and 6
 - (c) 5 and 6
 - (d) 6 and 7

- Q.26 Can the Lok Sabha and the Rajya Sabha be dissolved or are they permanent?
- (a) They can be dissolved.
 - (b) They are permanent.
 - (c) Only the Rajya Sabha can be dissolved.
 - (d) Only the Lok Sabha can be dissolved.
- Q.27 Which House exercises more powers in money matters?
- (a) Rajya Sabha
 - (b) Lok Sabha
 - (c) Both House have equal powers
 - (d) None of the above

Section – B (2 Marks)

- Q.1 Mention the type of executives.
- Q.2 Who is the head of state in India?
- Q.3 Who is the supreme commander of the defense forces of India?
- Q.4 Which type of judiciary does India have?
- Q.5 What is Coalition Government?

Section – C (3/5 Marks)

- Q.1 Mention the main three categories of reservation in India.
- Q.2 Explain the responsibilities of Mandal commission.
- Q.3 How major decisions regarding laws / policies are taken in the country?
- Q.4 Describe the responsibilities of the Government.
- Q.5 Why do we need a Parliament?
- Q.6 Describe the Council of Ministers.

- Q.7 Explain the powers of Prime Minister of India.
- Q.8 Which house of the Parliament is more powerful? Explain giving three reasons.
- Q.9 Differentiate between political executive and permanent executive.
- Q.10 Describe the powers and functions of the President of India.
- Q.11 How has the independence of judiciary been ensured in India?

Section D

Case Based Question (4 marks)

CASE-1

In a democratic country, two categories make up the executive. One that is elected by the people for specific period, is called the political executive. Political leaders who take the big decisions fall in this category. In the second category, people are appointed on a long-term basis. This is called the permanent executive or civil services. Persons working in civil services are called civil servants. They remain in office even when the ruling party changes. These officers work under political executive and assist them in carrying out the day-to-day administration. The civil servant is usually more educated and has more expert knowledge of the subject. The advisors working in the Finance Ministry know more about economics than the finance minister. Sometimes the ministers may know very little about the technical matters that come under their ministry. This could easily happen in ministries like Defense, Industry, Health, Science and Technology, Mines, etc. In a democracy the will of the people is supreme. The minister is an elected representative of the people and thus empowered to exercise the will of the people on their behalf. She is finally answerable to the people for all the consequences of her decision. That is why the minister takes all the final decisions.

- Q.1 What is the difference between political and non-political executive in a democratic country?

- Q.2 Why does the political executive have more power than the non-political executive?
- Q.3 Who is responsible for the consequences of the decisions made by the political executive?

CASE-2

Presidents all over the world are not always nominal executives like President of India. In many countries of the world, the President is both the head of the state and the head of the government. The president of the United State of America is the most well-known example of this kind of President. The US President is directly elected by the people. He personally chooses and appoints all Ministers. The law-making is still done by the legislature (called the Congress in the US), but the president can veto any law. Most importantly, the president does not need the support of the majority of members in the Congress and neither is answerable to them. He has a fixed tenure of four years and completes it even if his party does not have a majority in the congress. This model is followed in most of the countries of Latin America and many of the ex-Soviet Union countries. Given the centrality of the President, this system of government is called the Presidential form of government. In countries like ours that follow the British model, the parliament is supreme. Therefore our system is called the parliamentary system of government.

- Q.1 What is the difference between the President of India and the President of the United States of America?
- Q.2 Can the President of the United States veto any law?
- Q.3 What is the parliamentary system of government, and which countries follow it?

CASE-3

Parliament plays a central role in modern democracies, In our country. Parliament consists of two Houses. The two houses are known as the Council of States (Rajya Sabha) and the House of the People (Lok Sabha). The President of India is a part of parliament, although she is

not a member of either House. That is why all laws made in the Houses come into force only after they receive the assent of the President.

Answer the following:-

Q.1 There are houses of parliament in our country.

Q.2 Lok Sabha is also called

- (a) Upper House
- (b) Council of States
- (c) House of People
- (d) None of the above

Q.3 Apart from Lok Sabha and Rajya Sabha, who is also a part of Parliament?

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

ANSWER

Section – A

1. (a) B. P. Mandal
2. (c) Janata Dal
3. (d) Chief Justice of India
4. (b) Legislature
5. (a) Parliament
6. (a) Lok Sabha
7. (a) A commission to identify and recommend steps for the advancement of socially and educationally backward classes.
8. (d) Reservation of 27% of government jobs for socially and educationally backward classes.
9. (a) A category of castes considered backward by the government.
10. (c) Constitution
11. Both Assertion A and Reason R are true and Reason R is the correct explanation for Assertion.

12. (a) 1-C, 2-A, 3-B
13. (c) Parliament
14. (d) All of the above
15. (c) Parliament
16. (d) All the above
17. (c) Parliament
18. (b) Parliament can question the government and criticize its actions
19. (c) Parliament can make new laws, change existing laws, or abolish existing laws and make new ones in their place.
20. (a) Legislative Assembly
21. Government
22. (b) Legislature, Executives, Judiciary
23. (a)
24. (b) To look after the interests of various states, regions or federal units.
25. (c) 5 and 6
26. (d) Only the Lok Sabha can be dissolved.
27. (b) Lok Sabha

Section – B

1. Political and Permanent Executive
2. President
3. President
4. Integrated Judiciary, Independent and Fair
5. Alliance of two or more political parties usually when no single party enjoys majority support in legislature.

Section – C

1.
 - (a) Scheduled Castes
 - (b) Scheduled Tribes
 - (c) Other Backward Castes
2.
 - (a) To determine the criteria of socially and educationally backward classes.
 - (b) To identify the socially and educationally backward classes.
 - (c) To recommend steps to be taken for the advancement of socially and educationally backward classes.
3.
 - (a) Prime minister or Head of the ministry announces the intention regarding the particular matter.
 - (b) Union Cabinet takes a formal decision.
 - (c) Prime minister or Head of the ministry informs the Parliament about the decision.
 - (d) The decision of the Cabinet is sent to the respective ministry or Department to make the draft or Bill.
 - (e) Prime Minister or Head of the ministry presents the Draft or Bill in Parliament for the discussion.
 - (f) The Parliament either rejects or passes the bill. If passed by the Parliament, it is sent for the assent of the President.
 - (g) With the assent of the President, a bill becomes a law.
4. Some of the responsibilities of the government are as follows:
 - (a) Ensuring security to the citizens.
 - (b) Providing facilities for education.
 - (c) Providing facilities for health.
 - (d) Collection of the taxes.
 - (e) Spending money on development work
 - (f) Formulation and implementation of several welfare schemes.

5. See the key points.
6. See the key points.
7. See the key points.
8. See the key points.
9. See the key points.
10. See the key points.
11. See the key points.

Case Based Question (4 Marks)

Section – D

Answer of Case - 1

1. In a democratic country, the political executive is elected by the people for a specific period and is responsible for taking big decisions. The non-political executive, also known as the permanent executive or civil services, is appointed on a long-term basis and works under the political executive to assist them in carrying out the day-to-day administration.
2. The political executive has more power than the non-political executive because they are elected representatives of the people and are empowered to exercise the will of the people on their behalf. The political executive is finally answerable to the people for all the consequences of their decisions.
3. The political executive, particularly the elected ministers, are responsible for the consequences of the decisions they make. As representatives of the people, they are accountable to the public for their actions and decisions.

Answer of Case - 2

1. The President of India is a nominal executive, whereas the President of the United States of America is both the head of the state and the head of the government. The President of India is elected indirectly by an Electoral College, while the US President is directly elected by the people.

2. Yes, the President of the United States can veto any law. However, the law-making is still done by the legislature (called the Congress in the US).
3. The parliamentary system of government is a system of government where the parliament is supreme. This system is followed in many countries, including India, the United Kingdom, Canada, Australia, and New Zealand.

Answer of Case - 3

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

Chapter - 5

Democratic Rights

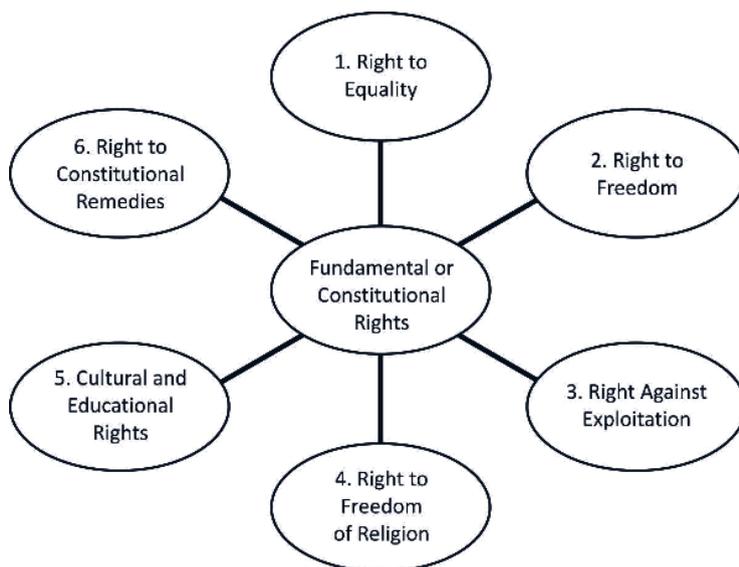
Key Points to Remember:-

- Rights are claims of a person over other fellow, beings, over the society and over the government because all of us want to live happily, without fear and without being subjected to degraded treatment.
- When fellow citizens or the government do not respect these rights we call it violation or infringement of our rights then we can approach courts to protect their rights.

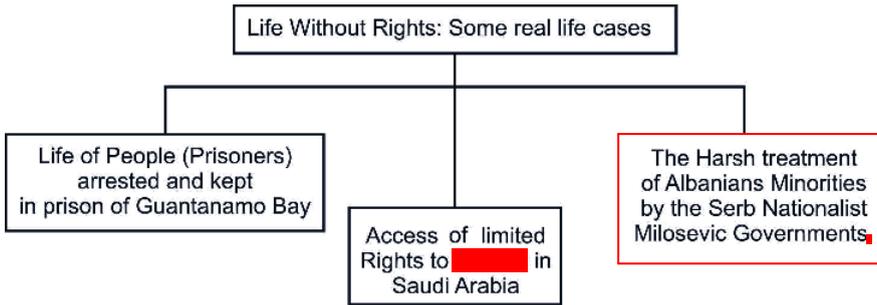
▪ Why do we need rights in a democracy?

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

▪ Rights in the Indian Constitution:

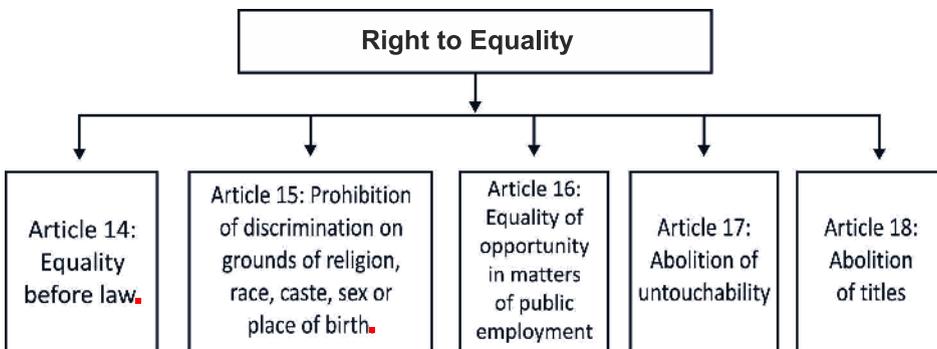


▪ **Life without Rights (few examples):**



▪ **Fundamental Rights:**

I. Right to Equality (Article 14 to 18)

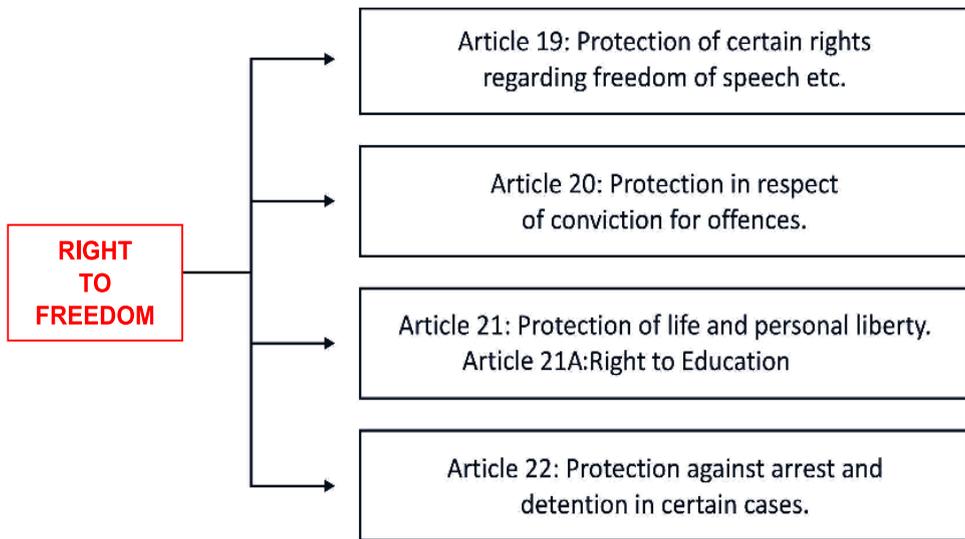


- **Equality before law** means that the laws apply in the same manner to all, regardless of person's status. This is known as **rule of law**. It means that no person is above the law and every person is subjected to same laws. (Article -14)
- **Equal protection of law** means the right to equal treatment in similar circumstances. No one should be favoured and no one should be placed under any disadvantage, if the circumstances are similar.
- Further, the constitution provides that the state shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth. Every citizen shall have the access to public places like shops, restaurants, hotels and cinema halls. Similarly, there shall be no restriction with regard to the use of wells, tanks, bathing ghats, roads, playgrounds etc. (**Article-15**)
- All citizens have equality of opportunity in matters relating to employment or appointment to any position in the government.

Though reservation benefits are provided to some sections of society but this is not against right to equality. Because equality does not mean giving everyone the same treatment, no matter what they need. Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes it is necessary to give special treatment to someone in order to ensure equal opportunity. **(Article-16)**

- The principle of non-discrimination extends to social life as well. The practice of untouchability has been abolished and its practice in any form is forbidden (Article-17).
- Prohibition of all titles except of military and Academic distinctions (Article-18).

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



- The constitution of India provides all citizens the following rights (Article-19)
 - (i) Freedom of speech and expression
 - (ii) Freedom of assembly in a peaceful manner
 - (iii) Freedom to form associations or unions

- (iv) Freedom of movement throughout the country
- (v) freedom to reside in any part of the country
- (vi) Freedom to practice any profession, or to carry on any occupation, trade or business.

- **The Article Provide safeguard to the accused of crimes (Article-20).**

- **Right to life and personal liberty (Article-21):**

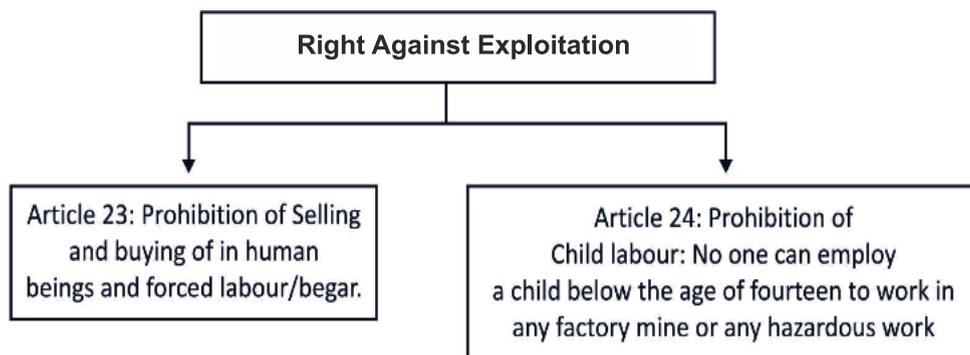
The constitution says that no person can be deprived of his life or personal liberty except according to procedure established by law. It means that no person can be killed unless the court has ordered a death sentence. It also means that a government or police officer cannot arrest or detain any citizen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

- **Right to Education (Article-21A) : To provide free and compulsory education of all children in the age group of six to fourteen years.**

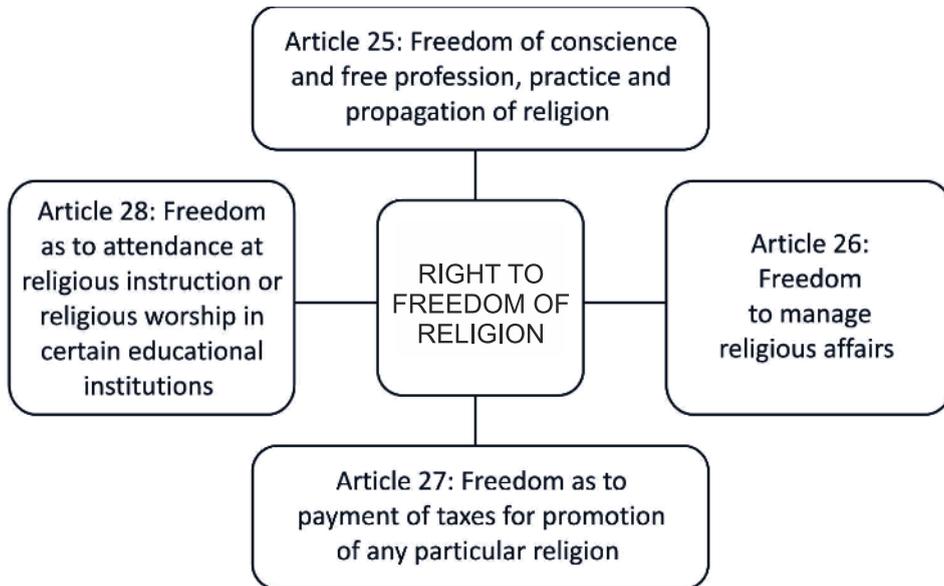
- **Rights in case of arrest (Article-22):**

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

III. Right against Exploitation (Article 23 and 24)



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



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

• Secularism in reference to article 25 to 28

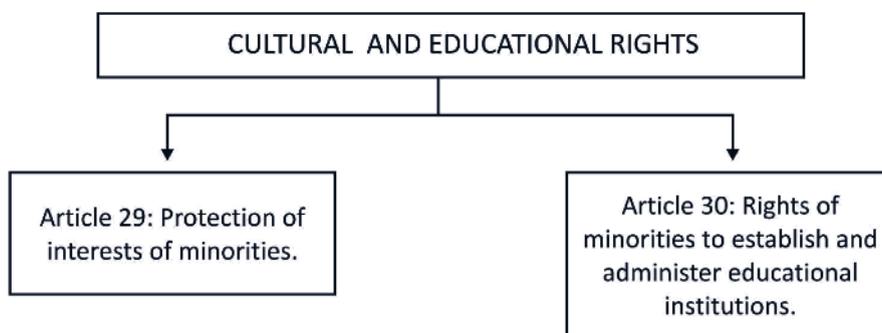
India is a secular state. Secularism is based on the idea that the state is concerned only with relations among human beings, and

not with the relation between human beings and God. Citizens have complete freedom to follow any religion. The constitution provides citizens comprehensive rights to profess, practice and propagate the religion he or she believes in.

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

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

V. Cultural and Educational Rights (Article 29 & 30)



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

- (i) Any section of citizens with a distinct language or culture has a right to conserve it.
- (ii) Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the ground of religion or language.
- (iii) All minorities have the right to establish and administer educational institutions of their choice.

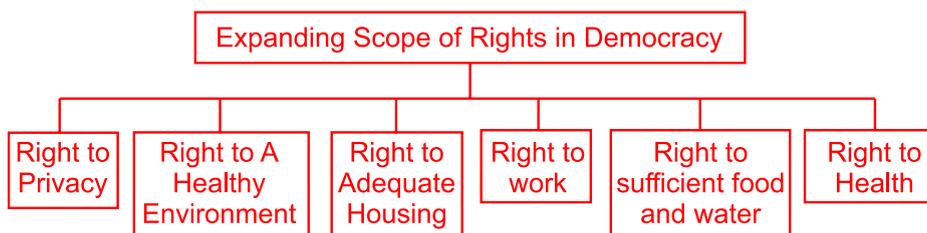
VI. Right to Constitutional Remedies (Article-32)

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

It is possible that sometimes our rights may be violated by fellow citizens, private bodies or by the government. When any of our rights are violated we can seek remedy through courts. If it is a Fundamental Right, we can directly approach the Supreme Court or the High Court of a state.

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

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



QUESTIONS

Very short questions (1 mark)

Q.1 Who protects the Fundamental Rights of citizens?

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

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

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

Q.3 When is the Human Rights day celebrated?

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

Options:

- (a) Statement I is correct
- (b) Statement II, III & IV are correct
- (c) Statement I & IV are correct
- (d) Statement II & IV are correct

Q.13 The constitution says that no person can be deprived of her/his _____.

- (a) Right to shelter
- (b) Right to food
- (c) Right to life
- (d) Right to clean environment

Q.14 Which of the following right provide the opportunity to lakhs of people to move out of villages to work in cities and prosperous area?

- (a) Right against exploitation
- (b) Right to equality
- (c) Right to freedom
- (d) Right to work

Q.15 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A) : The victims in Kosovo faced a threat to the most basic of all liberties, the protection of individual life and personal liberty.

Reason (R) : Kosovo was ruled by Serbs.

Options:

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

Q.16 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A) : The Constitution makers were so particular in providing written guarantees of the rights of the majorities.

Reason (R) : The working of democracy gives power to the majority.

Options:

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

Q.17 Select the correct option to which the news collage is related from the given below.



- (a) Amnesty International
- (b) India Government
- (c) UNO
- (d) National Human Right Commission

Q.18. Arrange the following statements in sequential order, which is based on the provision related to the right to freedom and select the correct option.

- I. Freedom of speech the expression.
- II. Move freely throughout the country.
- III. Form associations and Unions.
- IV. Assembly in a peaceful manner

Options:

- (a) IV, I, III, II
- (b) III, II, I, IV
- (c) II, III, IV, I
- (d) I, IV, III, II

Q.19. Match the Column-A with Column-B and choose correct option:

Column-A

- I. Right to propagate the religion
- II. Abolition of Untouchability
- III. Prohibits Forced Labour
- IV. Move Freely throughout the country

Column-B

- 1. Right to freedom
- 2. Right to equality
- 3. Right to freedom of religion
- 4. Right against exploitation

Options:-

- | | I | II | III | IV |
|-----|---|----|-----|----|
| (a) | 4 | 1 | 3 | 2 |
| (b) | 3 | 2 | 4 | 1 |
| (c) | 2 | 2 | 1 | 4 |
| (d) | 1 | 4 | 2 | 3 |

2 Marks Questions

- Q.1** Give two examples where right were limited or denied to people.
- Q.2** State two advantages of rights.
- Q.3** Write about the rights that prevent discrimination in the society.
- Q.4** Why is freedom of expression described as a basic feature of democracy?
- Q.5** Mention two evils mentioned by the constitution.
- Q.6** Explain the difference between fundamental rights and human rights.

3/5 Marks Questions

- Q.1** Rights are necessary for the very sustenance of a democracy. Justify the statement by giving important reasons.
- Q.2** Mention any three arguments to prove that Indians are free in religious matters.
- Q.3** The freedom of expression should not be extended to those who are spreading wrong and narrow minded ideas. Substantiate your answer with three reasons.
- Q.4** There have been many cases in the world which seem to have denied rights or given limited rights to certain individuals in some countries. Explain with the help of example.
- Q.5** Telugu speaking people form a majority in Andhra Pradesh. But they are minority in the state of Karnataka. Mention the rights given in the constitution that minorities should get in Karnataka.
- Q.6** Rule of law is the foundation of any democracy. Justify the statement by giving three arguments in reference to India.

- Q.7** From time to time, the courts have taken such decisions which have widened the scope of rights. Substantiate your answer with any three arguments.
- Q.8** Explain the difference between fundamental rights and human rights.
- Q.9** What are the fundamental Rights that have been given to every citizen in India?
- Q.10** What is Right to Equality? Explain.
- Q.11** What are the freedoms that come under Right to Freedom?
- Q.12** What are the important rights conferred under Right against Exploitation? Explain.
- Q.13** Briefly explain the right to Freedom of Religion?
- Q.14** Explain the rights envisaged under Cultural and Educational Rights?
- Q.15** What do understand by Right to Constitutional remedies?
- Q.16** How are the Fundamental Rights protected in the constitution?
- Q.17** Is India a secular state? Justify your answer.
- Q.18** Why did Dr. Bhim Rao Ambedkar call the Right to Constitutional Remedies as ‘the heart and soul’ of our constitution?
- Q.19** Why do we need rights in a democracy?
- Q.20** What is right to life?
- Q.21** What are the rights of a person in case of his arrest?
- Q.22** What are new rights provided to the citizens by the Constitution of South Africa?
- Q.23** **Which of the Fundamental Right is being violated in the following circumstances:**
- (i) Children, under 14years of age, are employed in the factory.

- (ii) People are forced to work for free in Ramesh's village.
- (iii) People are stopped from voting in Rahul's village.
- (iv) Varun is prohibited from building house in Mumbai who has migrated from Bihar.
- (v) Malati is stopped from fetching water from a village pond in the state of Tamilnadu.

Q.24 The constitution has critically mentioned some evils. Analyse the statement.

Q.25 Like other countries of the world, most of the people of India follow different religions. Justify the statements with suitable arguments.

Q.26 Examine the role of Right to Constitutional remedies in making fundamental rights effective.

Q.27 What exactly do fundamental right mean for an ordinary citizen? Substantiate with suitable answer.

Q.28 Examine the role of international covenant in expanding the scope of economics, social and cultural rights.

Case / Source Based Question: (4 Marks)

Q.1 Read the given source and the questions that follow:

About 600 people were secretly picked up by the US forces from all over the world and put in a prison in Guantanamo Bay.

Amnesty International, an international human rights organisation, collected information on the condition of the prisoners in Guantanamo Bay and reported that the prisoners were being tortured in ways that violated the US laws. They were being denied the treatment that even prisoners of war must get as per international treaties. Many prisoners had tried protesting against these conditions by going on a hunger strike. Prisoners were not released even after they were officially declared not guilty. An independent inquiry by the UN supported

these findings. The UN Secretary General said the prison in Guantanamo Bay should be closed down. The US government refused to accept these pleas.

- (i) Which country kept prisoners in Guantanamo Bay
- (ii) Why did the Amnesty International collected information on the condition of prisoners?
- (iii) What was confirmed by the investigation conducted by the United Nations?

Q.2 Read the case given below and answer the questions that follow:

Right are necessary for the very sustenance of a democracy. In a democracy every citizen has to have the right to vote and the right to be elected to government. For democratic elections to take place, it is necessary that citizens should have the right to express their opinion, form political parties and take part in political activities.

Rights also perform a very special role in a democracy. Rights protect minorities from the oppression of majority. They ensure that the majority cannot do whatever it likes. Rights are guarantees which can be used when things go wrong. Things may go wrong when some citizens may wish to take away the rights of others. This usually happens when those in majority want to dominate those in minority. The government should protect the citizens rights in such a situation. But sometimes elected governments may not protect or may even attack the rights of their own citizens. That is why some rights need to be placed higher than the government, so that the government cannot violate them. In most democracies the basic rights of the constitution.

- (i) Why is it necessary to have rights for the establishment of a democratic government?
- (ii) How do rights protect minorities.
- (iii) Write any two fundamental rights you get?

ANSWERS

Answer of 1 Mark Questions

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

Answer of 2 Marks Questions

- Life of the prisoners held at Guantanamo Bay
 - The life of Albanians in KOSOVO
- To live without fear.
 - Availability of opportunities for development.
- Right to equality
 - Right to freedom
- Because with the freedom of expression, a person participates in government by voting for the person of his/her choice. He can support the good works and criticise the wrong work.
- 'Traffic in Human beings'.
 - Forced labour or beggar.

6.

Fundamental Rights	Human Rights
1. It was written in the Indian Constitution.	1. This is written in the UN Charter.
2. Total number is six(6)	2. Total number is Thirty (30).
3. This is for the people of India.	3. It is for all the people of the world.

Answer of 3/5 Mark Questions

- See the key points (Why do we need rights in democracy)
- See the key point (Right to freedom of religion)
- See the key point
- See the key points (Life without rights)
- See the key points (Cultural and education rights)
- See the key points (Right to equality)
- See key points (Expanding scope of rights)

8.

Fundamental Rights	Human Rights
1. It is written in the Indian Constitution.	1. This is written in the UN Charter.
2. These are six in number.	2. These are 30 in number.
3. This is only for Indian.	3. It is for all the Humanity.

9. See the key points.
10. See the key points.
11. See the key points.
12. See the key points.
13. See the key points.
14. See the key points.
15. See the key points.
16. See the key points.
17. See the key points.
18. See the key points.
19. See the key points.
20. See the key points
21. See the key points.
22. New rights given in the Constitution of South Africa:
- (i) Right to privacy
 - (ii) Right to clean Environment
 - (iii) Right to have adequate housing
 - (iv) Right to have access to health care services, sufficient food and water.

23. (i) Right against Exploitation
(ii) Right against Exploitation
(iii) Right to Freedom
(iv) Right to Freedom
(v) Right to Equality
24. See the key points (Right against exploitation)
25. See the key point (Right to freedom of religion)
26. See the key points (Right to constitutional remedies)
27. • Do not interfere in others peoples life.
• Right to move to any area for economic activities.
• Easily follow the rules of the religion.
• Prevention of exploitative policies.
• Equal opportunities.
28. • Right to work
• Right to safety
• Right to adequate standard of life
• Right to social security
• Right to health and education

Answer of 4 Marks Questions (Source based questions)

1. (i) America
(ii) Because it is a human rights organisation that works for the Human rights of all the people in the world.
(iii) (1) Prisoners were kept in prison even if they were not officially convicted.
(2) The prisoners were subjected to more fortune.

2. (i) The success of democracy cannot be imagined without rights.
- (ii) Due to the attainment of right the exploitative form of the majority on the minorities never comes into practice.
- (iii) (1) Right to Equality
(2) Right to Freedom

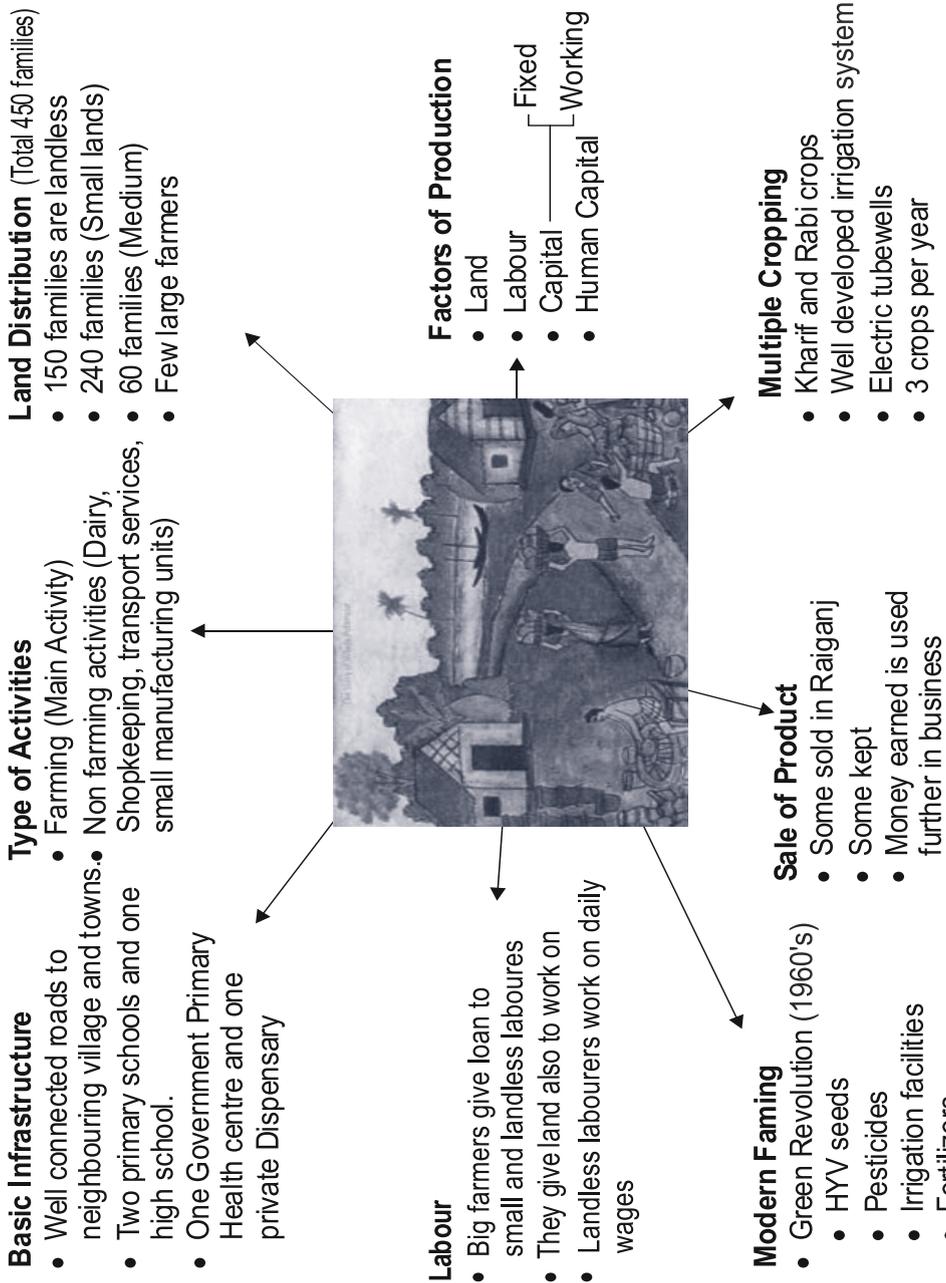
Unit – V

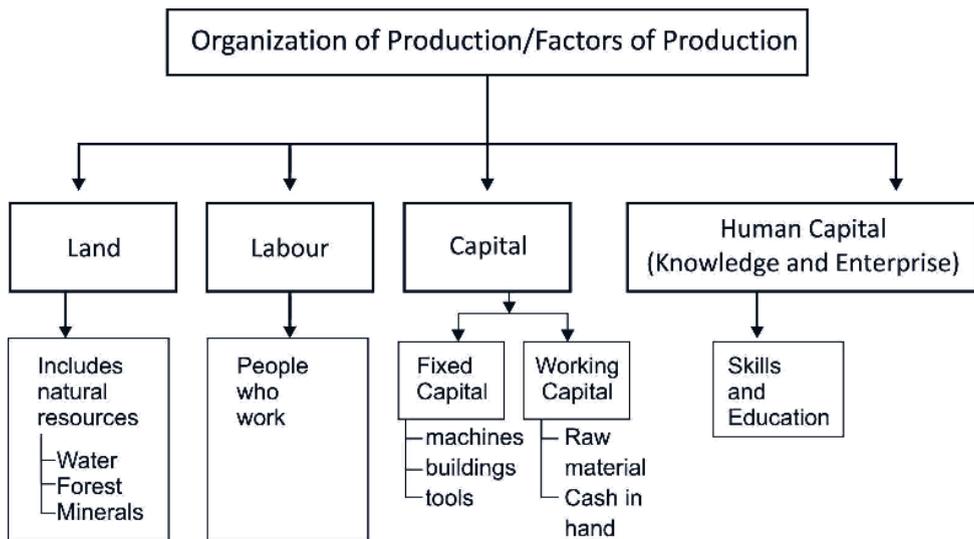
Economics

Chapter - 1

The Story of Village Palampur

Key Points to be Remember:-





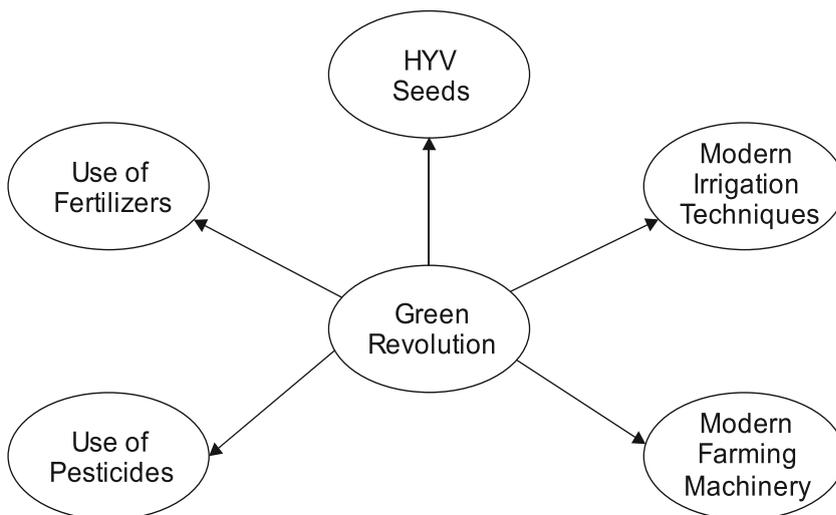
- The agriculture crop year in India is from July to June. Agriculture seasons are classified into mainly three cropping seasons:

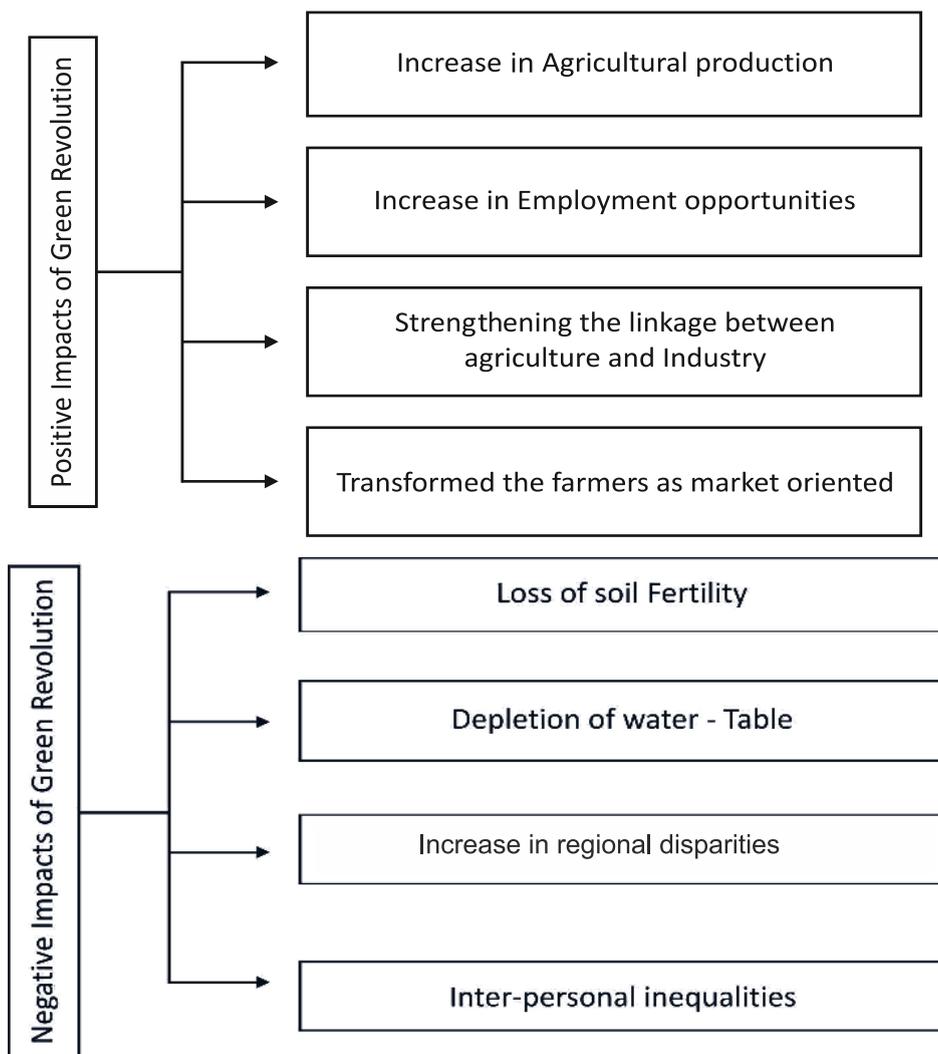
	Season	Period	Crops
1.	Rainy Season (Kharif)	July - October	Jowar , Bajra, Rice, Maize, Cotton, Tobacco, etc.
2.	Winter Season (Rabi)	October- March	Wheat, Barley, Gram, Mustard, Pulses, Potatoes, etc.
3.	Summer Season (Zaid)	March - June	Watermelon, Cucumber, Leafy and Other vegetables and flowering.

- **Multiple cropping** is the practice of growing more than one crop on the same piece of land during one crop year.
- The standard unit of measuring land is Hectare.
1 hectare = 10000 square metre
- Agriculture practices carried out in India from ancient period:- Traditional farming adheres to the traditional methods of agriculture. On the other hand, modern farming experiments with the implementation of the advanced technology. The basic differences between traditional and modern farming are as follows:-

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

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





QUESTIONS

Section - A

Very Short Answer Type Questions (1 Mark each)

Q.1 Which of the following is not a requirement for production of goods and services?

- (a) Land
- (b) Labour
- (c) Capital
- (d) Market

Q.2 What is the main production activity in Palampur?

- (a) Dairy
- (b) Transport
- (c) Farming
- (d) None of these

Q.3 Wheat is a

- (a) Rabi Crop
- (b) Kharif Crop
- (c) Rabi and Kharif Crop
- (d) None of these

Q.4 Why are farmers in Palampur able to grow three different crops in a year?

- (a) Farmer have enough money
- (b) Availability of cheap Labour
- (c) Well Developed irrigation System
- (d) None of these

Q.5 What is Multiple Cropping?

- (i) Growing Rabi Crops
 - (ii) Growing Kharif Crops
 - (iii) Growing more than one Crop on a piece of same land during the year.
 - (iv) Growing different crop by different People
- (a) (i) and (ii)
 - (b) (i), (ii) and (iv)
 - (c) Only (iii)
 - (d) Only (iv)

Q.6 Which of the following is not a non-farming activity in Palampur?

- (a) Dairy
- (b) Small Scale Manufacturing
- (c) Store Keeping
- (d) Agriculture

Q.7 Labour is an factor of production, while land and capital are

Q.8 In the question given below, there are two statements marked as assertion (A) and Reason (R), Read the statements and choose the correct option:

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

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

Options:

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

Q.9 **Machines are called fixed capital**

- (a) Because it can be used in production for many years
- (b) Because without machines production is not possible
- (c) Because machines are made by human beings
- (d) Because machines are not the working capital

Q.10 Match the following:-

Column I

- A Fixed Capital
- B Human Capital
- C Working Capital
- D Labour

Column II

- I. Cash in hand
- II. Wages
- III. Building
- IV. Skill & Knowledge

Options:

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

Section - B

Short/ Long Answer Type Questions (2/3 Marks)

- Q.1** How electricity facility lead to development of Palampur village?
- Q.2** You are a businessman who wants to start a production unit, which all factors of production you will need?
- Q.3** What farming and non-farming activities are being carried out in Palampur?
- Q.4** Discuss the major steps taken by the government to improve agriculture in India?

Section - C

5 Marks Question

- Q.1** Modern farming methods have been a boon to the primary sector. Justify the statement.
- Q.2** Critically examine the implementation of Green Revolution.
- Q.3** 'Farm labourers are considered poor. 'Do you agree? Give reasons.

Source Based Question (4 Marks)

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

Answer the following:

- Q.1** Explain the importance of irrigation in farming?
- Q.2** What is multiple cropping? How Palampur is benefited by this method?
- Q.3** If you were a farmer in Palampur, how would you increase output from your agriculture land?

- B.** Kishore is a farm labourer. Like other such labourers Kishore found it difficult to meet his family needs from the wages that he receive. A few years back Kishore took a loan from the bank. This was under a government programme which was giving cheap loans to poor landless households. He bought a buffalo with this money. He now sells the buffalos milk. Further, he has attached a wooden cart to his buffalo and uses it to transport various items. Every month he gets some work in transport. As a result, Kishore is able to earn more than what he used to do some years back.

Answer the following:

- Q.1** How does farm labourers arrange capital?
Q.2 In how many production activities is Kishore involved?
Q.3 How Kishore has been benefited from better roads in Palampur?

ANSWERS

Section - A

Very Short Answer Type Questions (1 Mark each)

1. (d) Market
2. (c) Farming
3. (a) Rabcrop
4. (c) Well Developed Irrigation System
5. (c) Only (iii)
6. (d) Agriculture
7. Abundant, scarce
8. (b)
9. (a) It can be used in production for many years
10. (b) A-III, B-IV, C-I, D-II

Section - B

Short/Long Answer Type Questions (2 and 3 marks)

1. (a) Used to run tube wells
(b) Used in the manufacturing works
(c) Used in their business for lighting, working fans and domestic appliances etc.
2. (a) Land
(b) Labour
(c) Capital and
(d) Human capital
3. (a) Farm activities: Agriculture, Livestock
(b) Non-farm activities: Transport services, Shop-keeping, Trading, Dairy, Computer center, Small manufacturing e.g. Jaggery manufacturing units
4. (i) Consolidation of holdings
(ii) Five year plan on agriculture
(iii) Minimum support price policy
(iv) Subsidy on agriculture
(v) Financial supports like Gramin Bank, Kisan Credit Card etc.

Section - C

1. Use of HYVs of Seeds, farm machinery, fertilizers, pesticides, and modern methods of irrigation
2. Merits
 - (a) Increase in agricultural production
 - (b) Increase in employment opportunities
 - (c) Strengthening the linkages between agriculture and industry
 - (d) Transformed the farmers as market oriented

Demerits

Loss of soil fertility

- Depletion of water - table
 - Increase in regional disparities
 - Widened the disparity in income
 - Inter-personal inequalities
 - No response from small and marginal farmers
3. (a) They do not have their own land
- (b) They are given inadequate wages
- (c) They are dependent on loan and hence are caught in debt trap.

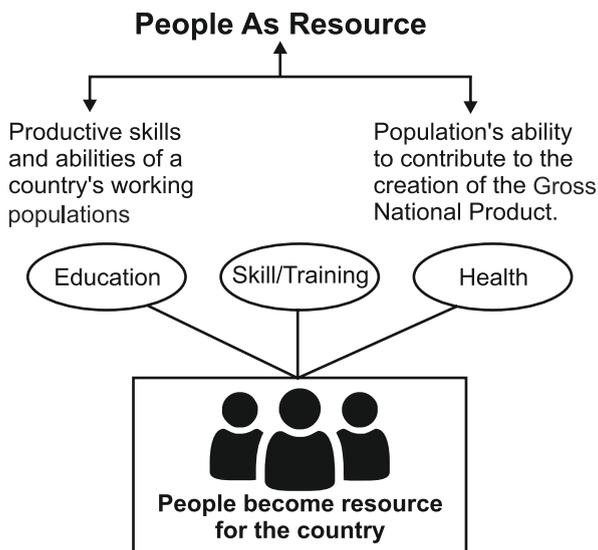
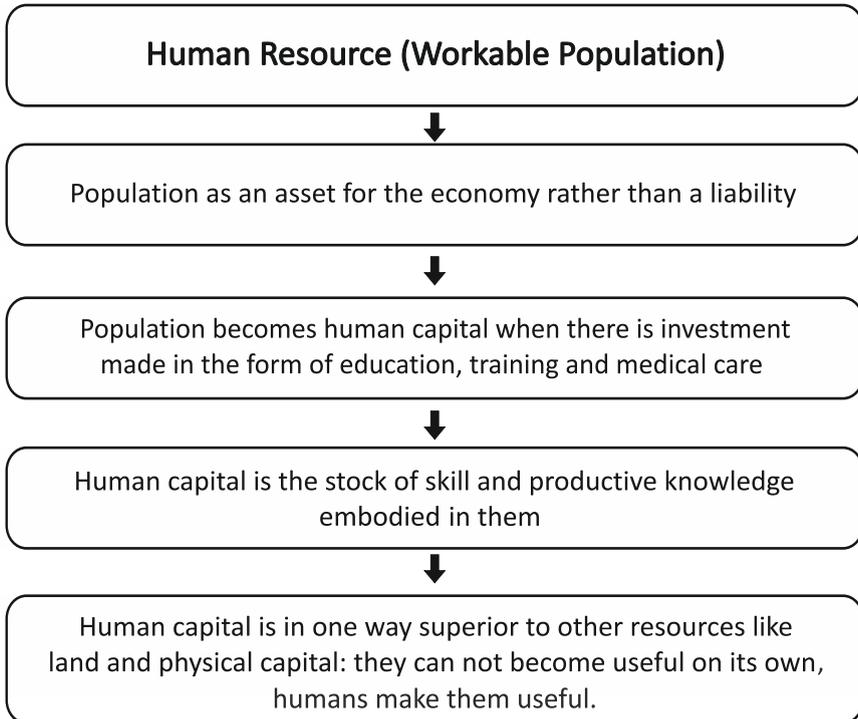
Source Based Question (4 Marks)

- A.**
1. Well developed system of irrigation leads to better farm output.
 2. To grown more than one crop on a piece of land in a year. People of Palampur grow three crops in a year.
 3. I would have practised multiple cropping and adopted modern farming methods.
- B.**
1. By borrowing loan.
 2. Dairy farming, transport and labour.
 3. Kishore has made a cart attached to his buffalo which is used as a transport. He himself gets work in transport. Thus, his income has increased by better employment opportunities because of roads in Palampur.

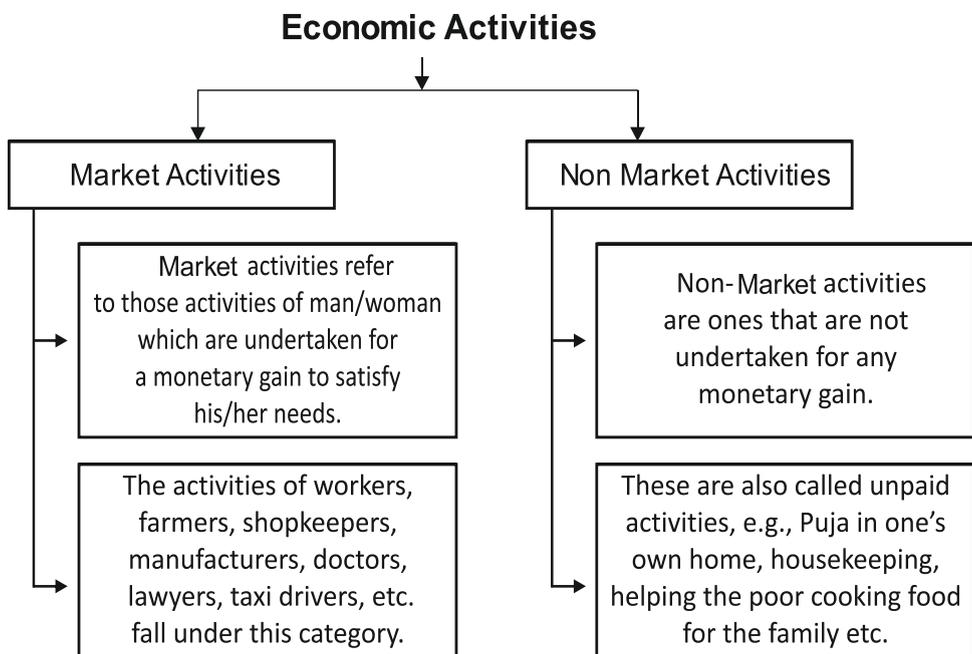
Chapter - 2

People as Resource

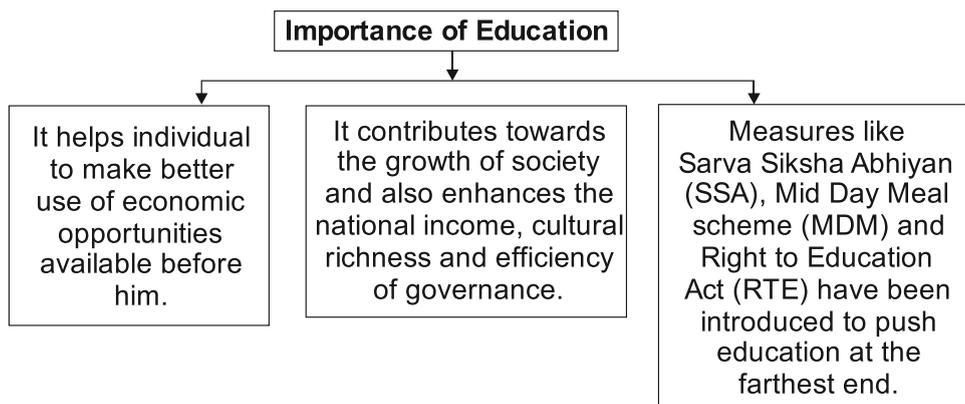
Key Points to be Remember:-



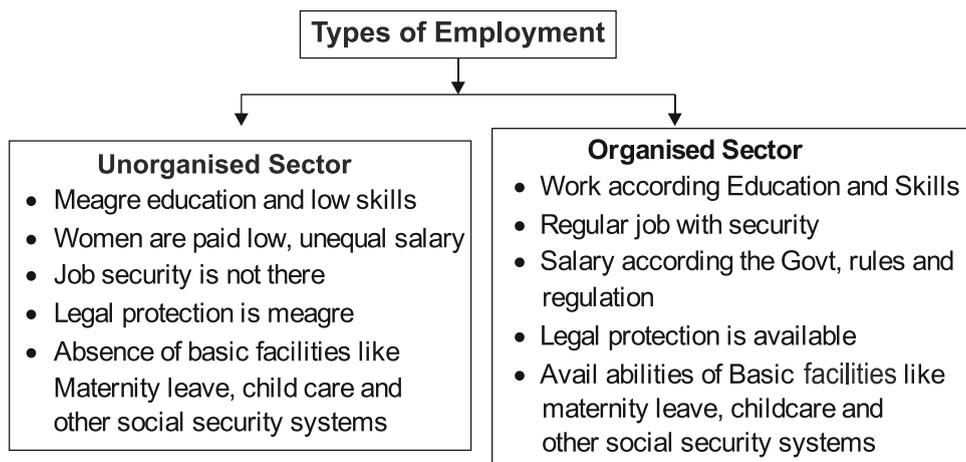
- Human beings perform many activities which can be grouped into Economic and Non-Economic.
- Education and skill are the major determinants of the earning of any individual in the market.
- Population becomes human capital when there is investment made in the form of education, training and medical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



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

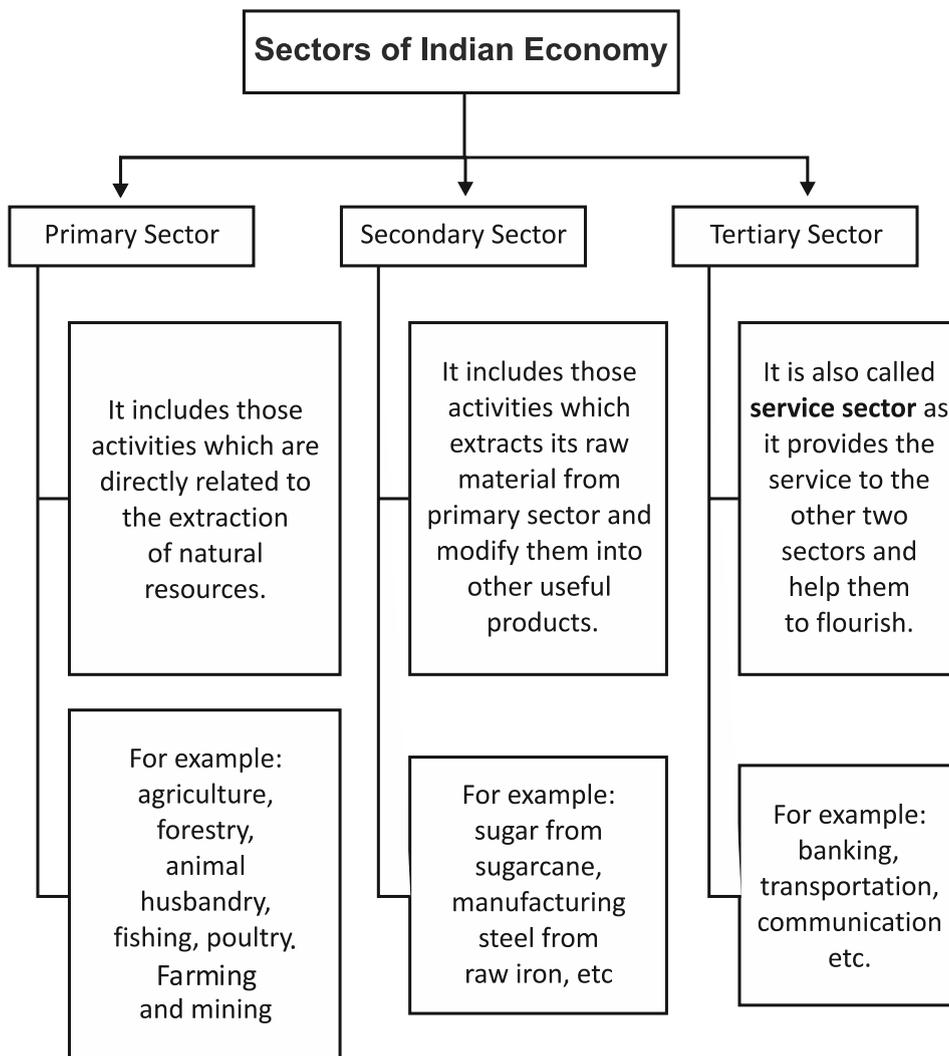


- **Health** is another very important component of human resource development. Efficiency of workers largely depends on their health.



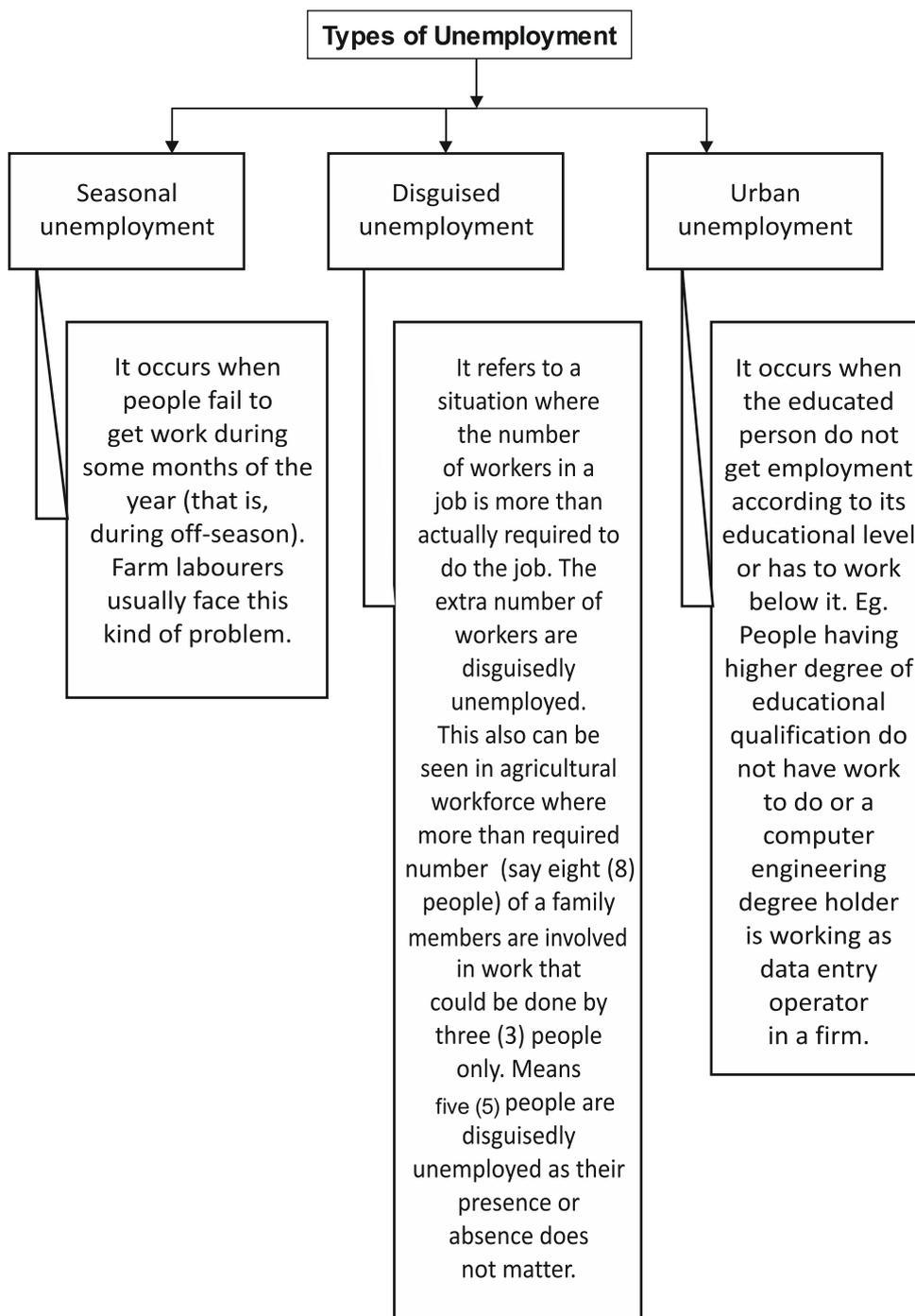
- If a person is healthy he would give his maximum output in his working hour resulting in growth of economy.
- **Literacy rate** is the percentage of population of an area at a particular time aged seven years or above who can read and write with understanding.
- **Life expectancy** is the average period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

- **Death rate** or mortality rate is the number of people die per 1000 of population during a year.
- **Infant mortality rate** is the number of deaths per 1000 live births of children under one year of age.



Unemployment

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



Impacts of Unemployment:

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

Section - A

1 Mark Questions

Q.1 Identify the correct option that describes the unemployed person given below :-

- Jeetu is 10 years old. He doesn't have a job.
- Sheela is 21 years old. She is not interested in working outside.
- Sakal is 23 years old and well educated. He is willing to work at the current wages.

- Only i
- Only iii
- i and ii
- All of the above

Q.2 Vilas is doing a bank job. Identify his economic activity.

- Primary sector
- Secondary sector
- Tertiary sector
- Fourth sector

Q.3 Match the following and choose the correct option given below:-

Column I	Column II
A Trade	I. Secondary
B Production for self consumption	II. Primary
C Manufacturing	III. Tertiary
D Fishing	IV. Non-market activity

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

Q.4 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:-

Assertion: Unemployment leads to wastage of manpower

Reason: In the case of India, statistically, the unemployment rate is low.

- (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.

Q.5 Evaluate the impacts of unemployment by identifying the appropriate statements among the following options:

- (i) Unemployment leads to wastage of manpower.
- (ii) Unemployed people turn into liability for the economy.
- (iii) Increase in unemployment is an indicator of improvement in the economy.
- (iv) The quality of life of an individual as well as society is upgraded because of unemployment.

Options:

- (a) Statements (i) and (ii) are appropriate

- (b) Statements (i), (ii) and (iii) are appropriate
- (c) All the statements are appropriate
- (d) Only statement (iv) is appropriate

Q.6 Which of the following clues provided would be most useful in identifying economic activity?

Clues:

- (i) Villas sells fish in the village market.
- (ii) Jeetu cooks food for his family.
- (iii) Sakal works in a private firm.
- (iv) Sheetu looks after his younger brother.

- (a) Clue i
- (b) Clue i and iii
- (c) Clue i and ii
- (d) Clue iv

Q.7 Sarva Shiksha Abhiyan works

- (a) Only for Primary education
- (b) For elementary education
- (c) Secondary education
- (d) Higher education

Q.8 Consider the statements given below and choose the correct answer statement

I : The quality of education depends upon the literacy rate, health of a person indicated by life expectancy.

II : Mid-Day meal scheme has been implemented to encourage attendance and retention of children

- (a) Statement (i) is correct and (ii) incorrect
- (b) Statement (i) is incorrect and (ii) is correct
- (c) Both (i) & (ii) are incorrect
- (d) Both (i) & (ii) are correct

Q.9 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A): Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector.

Reason (R): In recent years, there has been a decline in the dependence of population on agriculture partly because of disguised unemployment.

Options:

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

Q.10 The workforce population includes people from

- (a) 10 to 50 years
- (b) 15 years to 59 years
- (c) 20 years to 45 years
- (d) 15 years 59 years

Section B and C

2 and 3 Marks Questions

- Q.1** Why do educated parents invest in education?
- Q.2** How have the people of Japan developed their country?
- Q.3** Why is the women's household work not recognised in national income?
- Q.4** Mention three impacts of Sarva Shiksha Abhiyan on schools?
- Q.5** How a healthy employee is essential for overall growth of the organisation?
- Q.6** Write an example of seasonal unemployment?

Section D

5 Marks Questions

- Q.1** Analyse the impact of health and education on society.
- Q.2** Analyse the impact of government schemes (Mid-day meal and Sarva Shiksha Abhiyan).
- Q.3** Unemployment has a detrimental impact on the overall growth of an economy. Analyze.

Case Study Based Question (4 Marks):

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

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

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

(ii) Correct the following statement:

India import the natural resource needed in country.

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

ANSWERS

Section - A

1 Mark questions

1. (b) only (iii)
2. (c) Tertiary sector
3. (c) A-III, B-IV, C-I, D-II
4. (b) Both (A) and (R) are true but (R) is not the correct explanation of (A)
5. (a) Statements (i) and (ii) are appropriate
6. (b) Clue (i) and (iii)
7. (b) For elementary education
8. (d) Both (i) & (ii) are correct.
9. (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
10. (b) 15 years to 59 years

Section B - See the key points.

Section C - See the key points.

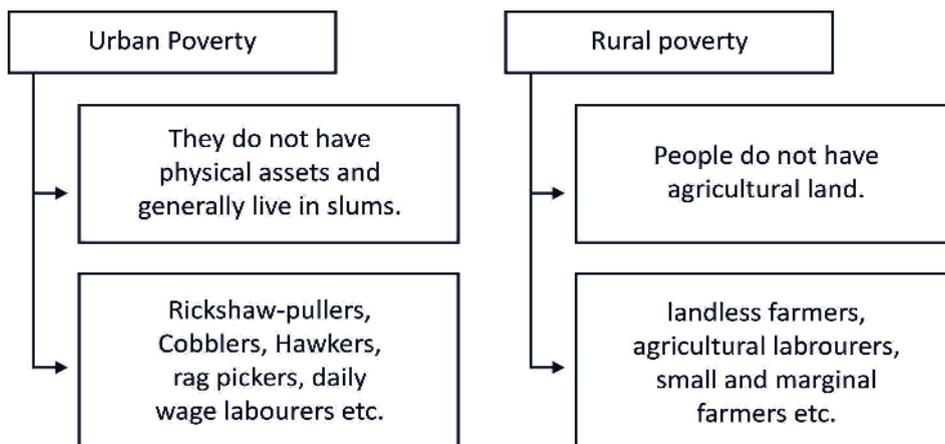
Section D - See the key points.

Chapter - 3

Poverty As a Challenge

Key Points to be Remember:-

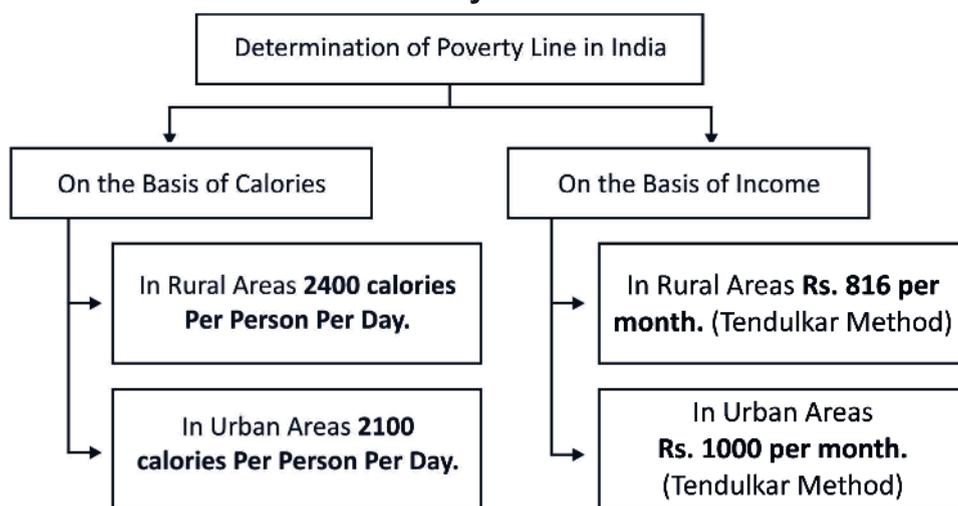
- **Poverty** refers to a situation in which a person is not able to get the minimum basic necessities of life e.g. food, clothing, shelter etc. for his or her sustenance.
- Every fifth Indian is poor. (Latest data of the World Bank). India is having the largest single concentration of the poor people in the world. However, latest report suggests that India is no longer a nation having largest number of poor people in the world. Nigeria overtook India as the country with the largest number of extreme poor. (World Bank Data, 01.10.2021)



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

poor people excluded from enjoying social equality of better off, people in better surroundings.

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

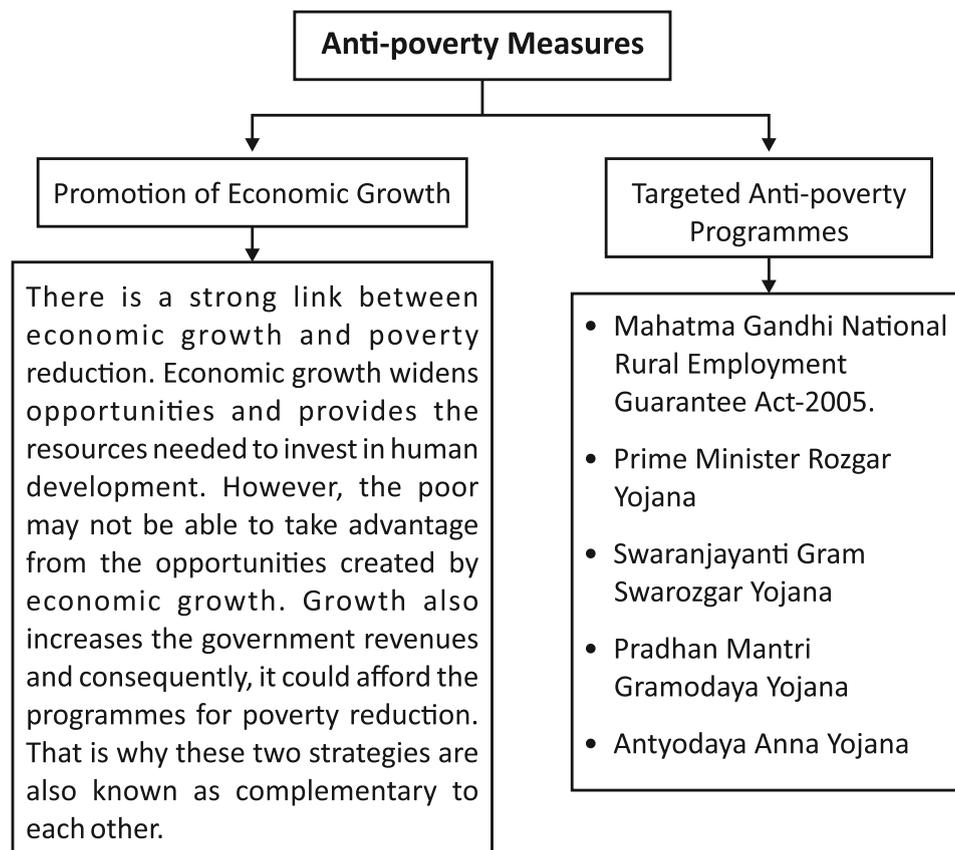
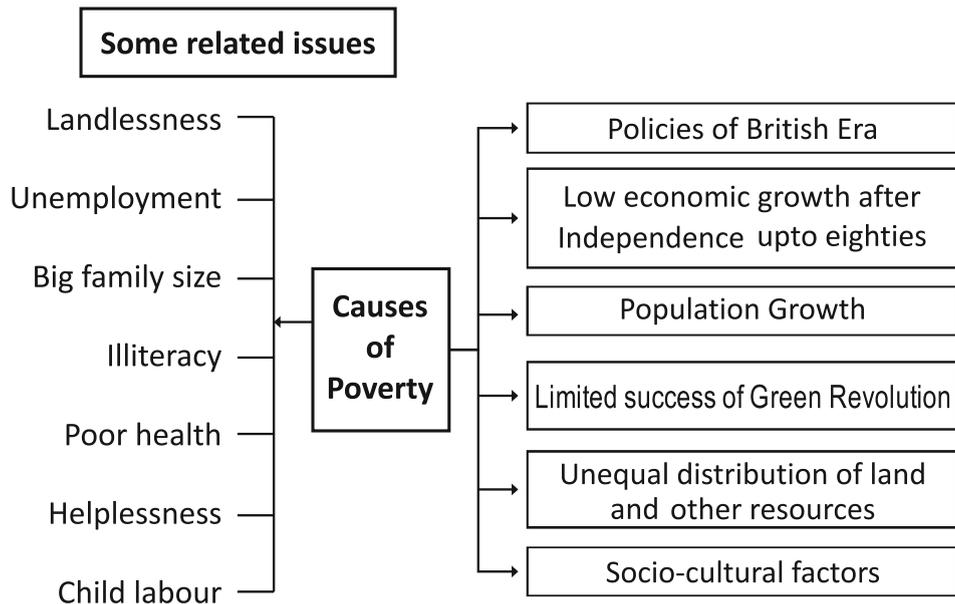


SOME INTERESTING FACTS

About Poverty Line

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

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



Mahatma Gandhi National Rural Guarantee Act-2005

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

Prime Minister Rozgar Yojana (PMRY)

- Started in 1993.
- **Aim-** To create self-employment opportunities for educated unemployed youth in rural and small towns.
- Help in setting up small business and industries.

QUESTIONS

Section - A

1 Mark Questions

Q.1 Identify the correct option that describe the nature of concept given below:-

- (i) People living in overcrowded Jhuggis.
- (ii) Daily wage workers at construction sites.
- (iii) Child workers at Dhabas.

- (a) Rural Poverty
- (b) Urban Poverty
- (c) State Poverty
- (d) National Poverty

Q.2 Which of the following statements are correctly related to poverty? Select the correct option.

- (i) One of the normal challenge.

- (ii) Every seventh person is poor.
- (iii) 27 million people in India live in poverty.
- (iv) India has the largest single concentration of the poor.
- (a) Statement (i) & (ii) are correct
- (b) Statement (i), (ii), (iii) & (iv) are correct
- (c) Statement (i), (ii) & (iii) are correct
- (d) Statement (iii) & (iv) are correct

Q.3 The poverty line is estimated periodically by conducting sample surveys. By whom are these surveys conducted.

- (a) NITI Aayog
- (b) Planning Commission
- (c) National Sample Survey Organisation
- (d) Reserve Bank of India

Q.4 Consider the statements given below and choose the correct answer.

Statement - I : The average for people below poverty line for all groups in India is 22.

Statement - II : 43 out of 100 people belonging to SC are not able to meet their basic needs.

- (a) Statement (i) is correct and (ii) is incorrect.
- (b) Statement (i) is incorrect and (ii) is correct.
- (c) Both (i) and (ii) are incorrect.
- (d) Both (i) & (ii) are correct.

Q.5 Some recent studies have shown that except a particular households, all other groups have seen a decline in poverty in the 1990s. Identify that family by choosing the correct.

- (a) Schedule Tribe
- (b) Schedule Caste
- (c) Other Backward Caste
- (d) Minorities

Q.6 State like Punjab and Haryana have traditionally succeeded in reducing poverty with the help of _____ growth rates.

- (a) Low Agriculture (b) Normal Agriculture
(c) High Industrial (d) High Agriculture

Q.7 Identify the economic activity from the picture given below:-



- (a) Banking
(b) Farming
(c) Mining
(d) Fishing

Q.8 Read the data given below and answer the question:-

As per data given below which country has the third Highest Concentration of the poor.

Table 3.2: Poverty: Head Count Ratio Comparison among Some Selected Countries

Country	% of Population below \$1.90 a day (2011 ppp)
1. Nigeria	39.1 (2018)
2. Bangladesh	14.3 (2016)
3. India	22.5 (2011)
4. Pakistan	4.4 (2018)
5. China	0.5 (2016)
6. Brazil	4.6 (2019)
7. Indonesia	2.7 (2019)
8. Sri Lanka	0.9 (2016)

- (a) India
(b) Pakistan
(c) Bangladesh
(d) Nigeria

Source: Poverty and Equity Database, World Bank Data: (databank.worldbank.org) accessed on 01.10.2021.

Q.9 There are two statements marked as Assertion (A) and Reason (R). Mark your answer as per the codes provided below:

Assertion (A) : In spite of less calorie requirement low level of income has been fixed in urban areas.

Reason (R) : In urban areas, many essential things have high prices.

Options:

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

Q.10 Arrange the following programmes on the basis of their launching year.

- I Prime Minister Rozgar Yojana
- II Pradhan Mantri Gramodya Yojana
- III Rural Employment Generation Programme.
- IV Swarnjayanti Gram Swarozgar Yojana

- (a) IV, III, II, I
- (b) I, II, III, IV
- (c) II, III, IV, I
- (d) I, III, IV, I

Q.11 What does vulnerability mean with reference to poverty?

- (a) Probability of certain communities or individuals of becoming or remaining poor in the coming years.
- (b) Poor living with Poor
- (c) Both of the above
- (d) None of the above

Q.12 Poverty line is measured on the basis of _____.

- (a) Income
- (b) Consumption
- (c) Literacy
- (d) Both A and B

Q.13 Which of the following is an anti-poverty strategy of the government?

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

Q.14 Which of the following is a feature of MGNREGA-2005?

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

Q.15 Who among the followings can be vulnerable group in India?

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

Section - B

Questions (2 Marks)

Q.1 Why does India has the highest concentration of the poor?

Q.2 The poor family has to live with a sense of helplessness. Explain with example.

Q.3 Why are vulnerable families generally poor?

Q.4 Why is the poverty ratio of each state in India not the some?

Q.5 Socio-cultural factors make poor families poorer. Explain

Q.6 Differentiate between rural and urban poverty.

Section - C

Questions (2/3 Marks)

Q.1 Mention any 2/3 arguments to prove that India has the largest single concentration of the poor.

Q.2 There are various issues related to the poverty in India. Justify the statement with 2/3 main issues.

Q.3 People from poor families have to face various difficulties. Evaluate the statement with 2/3 relevant points.

- Q.4** There has been a significant decline in poverty in some states of India. Justify the statement by giving 2/3 reason.
- Q.5** There is a significant reduction in the number of poor people in the world. Provide 2/3 evidence to support the statement.
- Q.6** Evaluate the role of British Colonial Administration to widespread poverty in India.
- Q.7** The highest of indebtedness is both the cause and effect of poverty. Justify the statement with suitable example.

Section - D

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

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

Section - E

5 Marks Question

- Q.1** Evaluate the significant distinction between rural poverty and urban poverty.

- Q.2** Analyse the impact of anti-poverty programme to upgrade the living standards of rural people in India.
- Q.3** In our daily life, we come across many people which are poor. Elucidate with suitable examples.
- Q.4** The poverty line is considered appropriate for its existing level of development and its accepted minimum social norms. How is the poverty line determined in India.
- Q.5** The proportion of people below poverty line is not same for all social groups in India. Substantiate with suitable answer.

Case / Source Based Question

Q.1 Read the given source and the questions that follow:-

Lakha Singh belongs to a small village near Meerut in Uttar Pradesh. His family doesn't own any land, so they do odd jobs for the big farmers. Work is erratic and so is income. At times they get paid Rs. 50 for a hard day's work. But often it's in kind like a few kilograms of wheat or dal or even vegetables for toiling in the farm through the day. The family of eight cannot always manage two square meals a day. Lakha lives in a kucha hut on the outskirts of the village. The women of the family spend the day chopping fodder and collecting firewood in the fields. His father a TB patient, passed away two years ago due to lack of medication. His mother now suffers from the same disease and life is slowly ebbing away. Although, the village has a primary school, Lakha never went there. He had to start earning when he was 10 years old. New clothes happen once in a few years. Even soap and oil are a luxury for the family.

- (i) What is the economic level of the Lakha Singh's family.
- (ii) Why was there a shortage of food in Lakha Singh's family?
- (iii) According to you, what are the characteristics of a poor family as seen in Lakha Singh's family?

Q.2 Read the followings extract and answer the following questions:

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

- (i) Why are developing countries poor?
- (ii) What is the reason for the decline in poverty in China and Southeast Asian countries.
- (iii) Mention two measures which will help in reducing the poverty in South Asia?

ANSWERS

Section - A

1 Mark Answers

- 1. (b)
- 2. (d)
- 3. (c)
- 4. (a)
- 5. (b)

6. (d)
7. (b)
8. (c)
9. (d)
10. (d)
11. (a) Probability of certain communities or individuals of becoming or remaining poor in the coming years.
12. (d) Both A and B
13. (c) Both of the above
14. (d) All of the above
15. (c) Both of the above

Section - B

2 Marks Answer

1.
 - High rate of population growth
 - High number of unemployed
2. Due to the poor family of Vishesh, he is not respected by the people of the neighborhood and the opinion of Vishesh's family is not taken on any social issue.
3. Due to the low level of schedule castes and schedule tribes families, these is a lack of resources with those families have not been able to achieve well being.
4.
 - Non-uniformity of the population residing in each state.
 - There is variation in the welfare scheme running in each state.
5. A poor family's income and resources are less, but when the occasion of birth, death, marriage and festivals come in the family, then these families have to take loans, which makes these families poorer.

6.	Rural	Urban
1.	* Landless Family	* Not having the shelter
	* Seasonal Unemployment	* Daily wages works
	* Agricultural Labourer	* Work is erratic

Section - C

Answer (2/3 Marks)

1. (i) Every 5th person is poor.
(ii) There is poverty in urban and rural areas.
(iii) Unemployment and landlessness are high.
2.
 - Poor Health
 - Unemployment
 - Big size of family with lack of resources
3.
 - Parents are not able to send their children to school.
 - Not able to get health facilities
 - Lack of cleanliness and hygiene
4. (i) Kerala has focused more on human resource development to reducing poverty.
(ii) In West Bengal, land reform measures have helped in reducing poverty.
(iii) Punjab has succeeded in reducing poverty with the help of high agricultural growth rate.
5. Due to rapid economic and human resources developed, poverty in China decreased to 0.6 in 2019. In India subcontinent nations it remained 15.2% in 2014. Launches the sustainable developed programme by UNO.
6. (i) Destruction of Indian handicraft
(ii) Tax Policies
(iii) Land administration policies
(iv) To discourage the Indian Textile Industry
(v) Exploitation of Indian resources.

7. Due to poverty, the number of facilities and resources within the family keeps decreasing. Therefore the family has to take the loan to meet all these things. But unavailability of employment the previous loan could not be paid. So the family has to take a loan again the above situation shows that poor family gets trapped in the cycle of indebtedness.

Section - D

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

1. See the key points.
2. See the key points.
3. (i) Data suggests that some social groups and economic categories are more vulnerable than others in India.
(ii) Among the social groups, Schedule Tribes and Schedule Castes households are most vulnerable groups.
(iii) Similarly, among the economic groups, the most vulnerable groups are the rural agricultural labour households and the urban casual labour households.
(iv) The proportion of people below poverty line in these groups is much higher than the national average in India
4. See the key points.
5. See the key points.
6. See the key points.
7. See the key points.
8. (a) More than half of our country's population is still dependent on agriculture. It is, therefore, we need to invest more in the agricultural sector and increase the productivity.
(b) Increasing stress on universal free elementary education.
(c) By empowering the women and the economically weaker sections of society.
(d) Controlling the population growth.
(e) Any other suggestion.

9. The reasons are:
- (i) Lack of proper implementation of the schemes.
 - (ii) Lack of right targeting. However, with the implementation of Aadhar, it is expected that the targeting will be more effective in future.
 - (iii) Overlapping of various schemes.
 - (iv) Corruption is another aspect which has hindered the effectiveness of anti-poverty programmes.
 - (v) Lack of information and rights
10. Yes, there is a strong link between the economic growth and poverty reduction in India. The reasons are:
- (a) India witnessed low economic growth up to the early eighties and the poverty estimates remained the same in during this period.
 - (b) The Economic growth rate jumped significantly in the 1980s and 1990s. The higher growth rates helped significantly in the poverty reduction.
 - (c) Economic growth widens opportunities and provides the resources needed to invest in human development. Increased government revenue leads to more spending in poverty alleviation programmes.
 - (d) People take advantage from the opportunities created by economic growth which further brings prosperity in the country.

Section - E

5 Marks Answer

1. See key points (Urban vs Rural Poverty)
2.
 - (i) Employment opportunities have increased
 - (ii) To avail unemployment allowances
 - (iii) Getting free food grain
 - (iv) Getting self employment opportunities
 - (v) Getting money at low interest rate

3.
 - Landless labourer
 - Daily wages workers
 - Workers in Dhabas
 - Beggars
 - Living in shelters
4.
 - To consider the necessity of basic living needs
 - To consider the food, age gender and determine the number the calories
 - Calories in Rural 2400 & Urban 2100 per person / per day
Income in Rural 816 & Urban 1000 per person / per month
5. The proportion of people below poverty line in Rural & Urban area 26% and 14% respectively in 2011-12.

Poverty in India in Vulnerable group 2011-12	}	→	* ST – 43 SC – 29 Casual Labour Farm (Rural) – 34 Casual Labour Non Farm (Urban) – 34	}	Per 100 person
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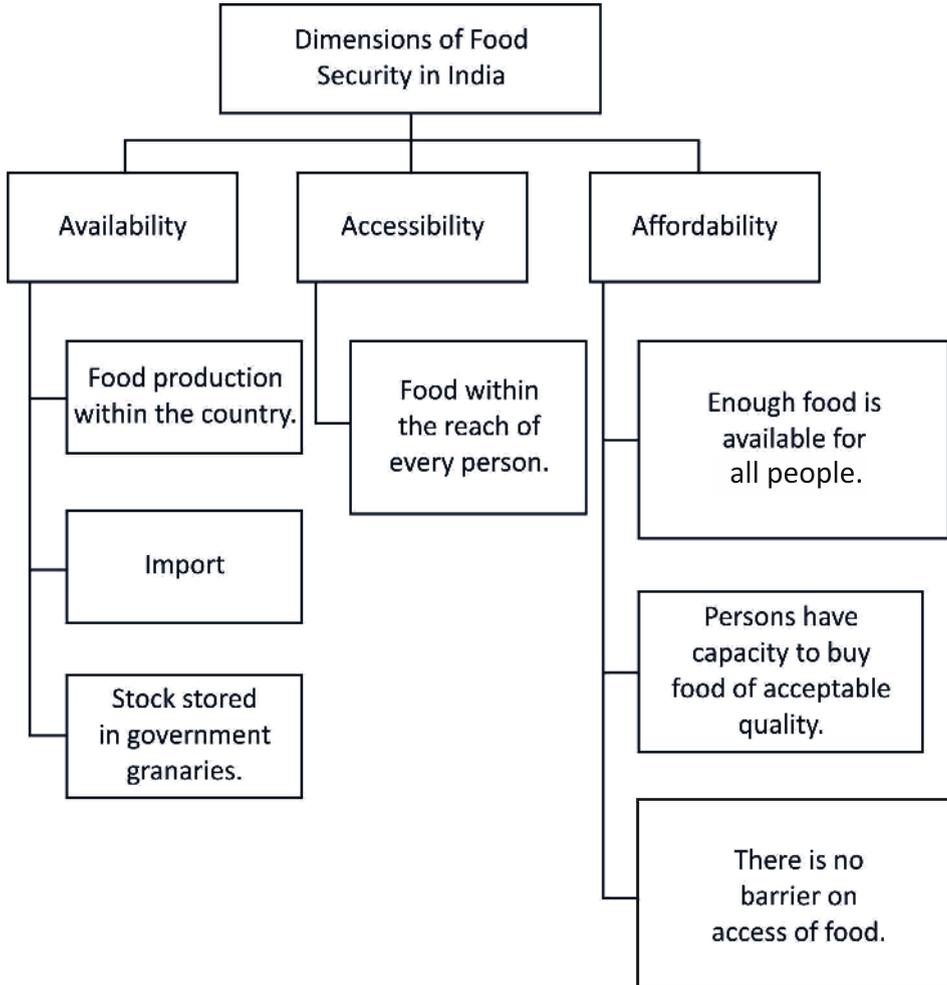
Source Based Question Answer:

1.
 - (i) Low economic status or below poverty line.
 - (ii) To getting odd jobs, having low income work and not being able to arrange food normally.
 - (iii)
 - Landlessness
 - Big size of family
 - Work is erratic
2.
 - (i) These countries have low levels of economic prosperity and high unemployment.
 - (ii) Investment is Human Resource Development
 - (iii)
 - To improve the level of health and education
 - To increase the employment opportunities

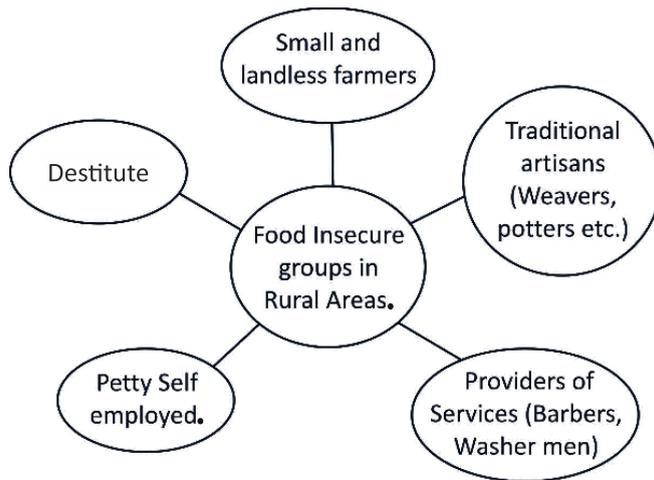
Chapter - 4

Food Security in India

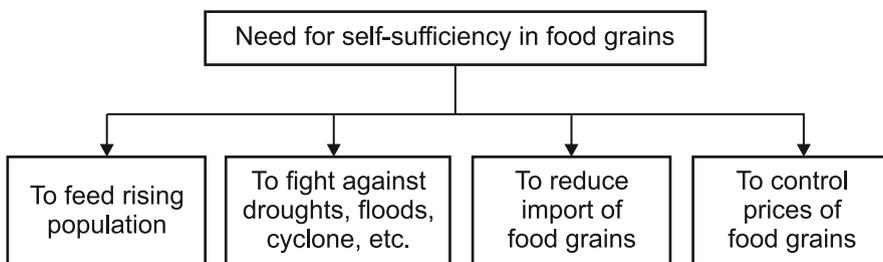
Key Points to be Remember:-



- The poorest section of the society remains food insecure all the times.
- People above poverty line might also feel food insecure in times of natural calamities like **earthquake, drought, flood, tsunami, etc.**



- **Hunger** is an aspect of not just indicating food insecurity and poverty but also brings poverty.
- The attainment of food security involves eliminating current hunger and reducing the risk of future hunger.
- **Hunger has chronic and seasonal dimensions:**
 - I. Poor people suffer from chronic hunger due to very low income and are food insecure all the times.
 - II. In rural areas Seasonal hunger is caused by the seasonal nature of agricultural activities.
 - III. In urban areas, seasonal hunger occurs because of the casual type of work like construction worker won't get work during rainy season.



- Rationing in India dates back to 1940's against the backdrop of Bengal famine, but was revived in the wake of acute food shortage during 1960's before **Green Revolution**.

- Around mid 1970's three important food intervention programmes were introduced:
 - I. Public Distribution System for food grain (PDS)
 - II. Integrated Child Development Services (ICDS)
 - III. Food for work (FFW)
- **Public Distribution System (PDS)** refers to a system through which the food procured by the FCI is distributed among the poor through government regulated ration shops by using Ration Cards.
- There are about 5.5 Lakh ration shops all over the country also known as Fair Price Shop, which keeps stock of food grain, sugar etc. which are sold at lower than market price.
- There are three kinds of Ration Cards-
 - I. Antyodaya Card – for the poorest of poor
 - II. BPL Card – for those below poverty line
 - III. APL Card – for all other
- National Food Security Act, 2013 was passed to provide food and nutritional security at affordable price to 75% of rural population and 50% of urban population.
- **A co-operative Society is an** autonomous group of people who unite at their own will to meet their common economic, social, and cultural need through a jointly owned and democratically controlled company.
- These co-operative societies (co-op) along with several non-governmental organisations (NGO) also play an important role in ensuring food security by setting up shops to sell low priced goods to people. Eg. Amul, Mother Dairy etc.
- Agricultural technique has been a torch bearer in ensuring the food security in India.
 - In India National Sample Survey Organisation (NSSO) has the responsibility to collect data of Economic Survey.

- Features of different programme introduced for ensuring Food Security in India:

Name of Scheme	Year of Introduction	Target Group
Public Distribution System	Up to 1992	Universal
Revamped PDS (RPDS)	1992	Remote and Backward Area all over country
Targeted PDS (TDPS)	1997	BPL, APL
Antyodaya Anna Yojana (AAY)	2000	Poorest of Poor
Annapurna Yojana (APY)	2000	Indigent (Poverty Stricken) Senior Citizen
National Food	2013	Priority Household
Mid-Day Meal	1995	For student upto 8th Classes

The Role of Cooperative in Food Security

- The cooperative societies set up shops to sell low priced goods to poor people.
- In Delhi, Mother Dairy is making strides in providing milk and vegetables to the consumers at controlled rate decided by Government of Delhi.
- Amul is another success story of cooperative in milk and milk Products from Gujarat. It has brought the White Revolution in country.
- In Maharashtra, Academy of Developmental Science (ADS) has facilitated a network of NGOs for setting up grain banks in different regions.
- The Green Revolution which increased the quantity of food production by using high yielding variety of seeds and modern methods of farming.

QUESTION

Section - A

Q.1 Assertion: The Green Revolution in India led to an increase in food production.

Reason: The Green Revolution started in the 1990s in India.

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

Q.2 India is self-sufficient in _____ and _____.

- (a) rice and wheat
- (b) wheat and maize
- (c) maize and rice
- (d) only Rice

Q.3 Match the following programs with their objectives.

Programs	Objectives
a. Public Distribution	1. Addressing malnutrition
b. Mid-Day Meal Scheme	2. Providing food grains at subsidized prices
c. National Food Security Act	3. Providing free meals to school children

- (a) a – 2, b – 1, c – 3
- (b) a – 2, b – 3, c – 1
- (c) a – 1, b – 3, c – 2
- (d) a – 1, b – 2, c – 3

Q.4 Arrange the following in the correct sequence of implementation:

- a. Public Distribution System
- b. Minimum Support Price
- c. National Food Security Act

- (a) b, a, c
- (b) a, b, c
- (c) c, a, b
- (d) b, c, a

Q.5 Which of the following is a challenge for achieving food security in India?

- (a) High levels of education
- (b) Inadequate distribution of food
- (c) Adequate social safety nets
- (d) None

Q.6 Assertion: Food security is ensured in a country only if there is no barrier on access to food.

Reason: Accessibility means food is within reach of every person.

- (a) Both assertion and reason are true and there the reason is not the correct explanation of the assertion.
- (b) Both assertion and reason are true, but the reason is not the correct explanation of the assertion.
- (c) Assertion is true, but the reason is false.
- (d) Assertion is false, but the reason is true.

Q.7 _____ implies that an individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.

- (a) Affordability
- (b) Accessibility
- (c) Availability
- (d) Acceptability

Q.8 Match the following dimensions of food security with their meanings:

1. Availability	a. Food is within reach of every person.
2. Accessibility	b. Food production within the country, food imports and the previous years stock stored in government granaries.
3. Affordability	c. An individual has enough money to buy sufficient, safe and nutritious food to meet one's dietary needs.

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

Q.15 An assertion (A) and its reason (R) is giving below. Read the following sentences and choose the right answer from the options:

Assertion (A): Buffer stock is the stock of food grains procured by the government through the food corporation of India.

Reason (R): The grain stored in Better stocks are used for distribution among the poor strata of society and at the times of any natural calamity.

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

Q.16 According to the 1995 World Food Summit, when does food security exist?

- (a) When all people have physical access to food.
- (b) When all people have economic access to food.
- (c) When all people have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.
- (d) When all people have access to food preferences for an active and healthy life.

Q.17 What did the 1995 World Food Summit recognize as essential to improve access to food?

- (a) Poverty eradication
- (b) Physical availability of food
- (c) Economic access to food
- (d) Combining what one can produce and exchange in the market along with state or other sociality provided supplies.

Q.18 What is meant by “entitlements” in the context of Amartya Sen’s understanding of food security?

- (a) Physical availability of food
- (b) Economic access to food
- (c) Combination of what one can produce and exchange in the market along with state or other socially provided supplies.
- (d) Sufficient, safe, and nutritious food to meet dietary needs and food preferences for an active and healthy life.

Q.19 Which organization declared the definition of food security that emphasizes physical and economic access to sufficient, safe and nutritious food to meet dietary needs and food preferences for an active and healthy life?

- (a) United Nations
- (b) World Food Programme
- (c) Food and Agriculture Organization
- (d) World Health Organization

Q.20 What are the dimensions of food security?

- (a) Availability, affordability, and adequacy
- (b) Availability, affordability, and affordability
- (c) Accessibility, affordability, and adequacy
- (d) Availability, accessibility, and adequacy

Q.21 What is the definition of food security?

- (a) Ensuring that everyone has access to food
- (b) Ensuring that everyone has access to safe and nutritious food
- (c) Ensuring that everyone has access to affordable food
- (d) Ensuring that everyone has access to adequate food at all times

Q.22 What is the most devastating famine that occurred in India?

- (a) Famine of Gujarat
- (b) Famine of Bengal
- (c) Famine of Bihar
- (d) Famine of Maharashtra

Q.23 Who are the most food-insecure people in India?

- (a) Urban poor with low-wage jobs
- (b) Rural farmers with small landholdings
- (c) Pregnant and nursing mothers
- (d) Landless people with little or no land to depend upon

Q.24 What is chronic hunger?

- (a) Hunger caused by natural disasters
- (b) Hunger caused by seasonal agricultural cycles
- (c) Hunger caused by diets persistence inadequate in terms of quantity and/or quality
- (d) Hunger caused by poverty

Q.25 Arrange the following events related to India agriculture in chronological order:

- A. India adopted a new strategy in agriculture, which resulted in 'Green Revolution'.
- B. The success of wheat was later replicated in rice.
- C. Indira Gandhi, the then Prime Minister of India, officially recorded the impressive strides of Green Revolution in agriculture by releasing a special stamp entitled 'Wheat Revolution' in July 1968.

- (a) C, A, B
- (b) A, B, C
- (c) B, C, A
- (d) C, B, A

Q.26 Assertion: India recorded the highest rate of growth in food grain production in Uttar Pradesh and Madhya Pradesh in 2015-16.

Reason: The success of the Green Revolution was unevenly distributed among different regions in India.

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

Q.27 What is the Public Distribution System (PDS)?

- (a) The system of procuring foodgrains from farmers
- (b) The system of storing foodgrains in granaries
- (c) The system of distributing foodgrains to the poor through ration shops
- (d) The system of exporting foodgrains to other countries

Q.28 Why are ration shops necessary in India?

- (a) To provide foodgrains to farmers
- (b) To store foodgrains in case of emergency
- (c) To distribute foodgrains to the poor at a subsidized price
- (d) To sell foodgrains to other countries

Q.29 What is the purpose of creating a buffer stock of foodgrains by the Indian government?

- (a) To sell foodgrains at a higher market price
- (b) To ensure that there is surplus production of foodgrains
- (c) To distribute foodgrains in deficit areas and among the poorer sections of society
- (d) To prevent farmers from producing excess foodgrains

Q.30 What is the purpose of the Public Distribution System (PDS)?

- (a) To purchase foodgrains from farmers
- (b) To store foodgrains in granaries
- (c) To distribution foodgrains among the poorer section of society
- (d) To sell foodgrains at market prices

Q.31 What is the difference between the Revamped Public Distribution System (RPDS) and the Targeted Public Distribution System (TPDS)?

- (a) RPDS is more efficient than TPDS
- (b) RPDS is universal while TPDS is targeted towards the poor
- (c) RPDS was introduced in 2000 while TPDS was introduced in 1992
- (d) RPDS and TPDS have the same policies for providing benefits to remote and backward areas

Q.32 Which of the following scheme was launched to provide food to the poorest of the poor?

- (a) Revamped Public Distribution System
- (b) Annapurna Scheme
- (c) Antyodaya Anna Yojana
- (d) Integrated Child Development Services

Q.33 What has been the most effective instrument of government policy for stabilizing prices and making food available to consumers at affordable prices?

- (a) Public Distribution System
- (b) Antyodaya Anna Yojana
- (c) Revamped Public Distribution System
- (d) Integrated Child Development Services

Q.34 What is the Minimum Support Price (MSP)?

- (a) The maximum price that the government pays to farmers for their crops
- (b) The price at which foodgrains are sold to consumers at ration shops
- (c) The pre-announced price paid by the government to farmers for their crops
- (d) The price at which foodgrains are sold in the open market

Q.35 Which of the following is NOT a component of the food security system designed by the Indian Government?

- (a) Buffer stock
- (b) Public Distribution System
- (c) Minimum support price
- (d) Employment programs

Q.36 When was the Rationing system introduced in India?

- (a) 1940s
- (b) 1960s
- (c) 1970s
- (d) 1980

Q.37 Which programme was introduced in 1975 on an experimental basis to address the high incidence of poverty levels?

- (a) Public Distribution System
- (b) Integrated Child Development Services
- (c) Food-for-Work
- (d) Antyodaya Anna Yojana

Q.38 How many ration shops are there approximately in India?

- (a) 50,000
- (b) 5.5 lakh
- (c) 1 million
- (d) 10 million

Section – B

- Q.1 Explain the dimension of food security?
- Q.2 How food security has been ensured in India?
- Q.3 What is meant by MSP? How it helps in food security?
- Q.4 Explain the impact of Green Revolution on food security?
- Q.5 Differentiate between seasonal and chronic hunger.
- Q.6 List any three characteristics of Public Distribution System?
- Q.7 What is the need of maintaining Buffer Stock?
- Q.8 How calamities affect food security?
- Q.9 Explain any five food-based programmes undertaken by the government?
- Q.10 Explain the role of co-operative society in ensuring food security.
- Q.11 Describe the steps used by the government to become self-sufficient in food grains.

Section – C

I. Case / Source Based Question

In the 1970s, food security was understood as the “availability at all times of adequate supply of basic foodstuffs” (UN, 1975). Amartya^a Sen added a new dimension to food security and emphasised the “access” to food through what he called ‘entitlements’ – a combination of what one can produce, exchange in the market along with state or other socially provided supplies. Accordingly, there has been a substantial shift in the understanding of food security. The 1995 World Food

Summit declared, “Food security at the individual, household, regional, national and global levels exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life” (FAO, 1996, p.3). The declaration further recognises that “poverty eradication is essential to improve access to food”.

Q. 1 What is the difference between the 1970s understanding of food security and Amartya Sen’s understanding?

- (a) The 1970s understanding focused on physical availability while Sen’s understanding emphasized access through entitlements.
- (b) The 1970s understanding emphasized access while Sen’s understanding focused on physical availability.
- (c) Both the 1970s understanding and Sen’s understanding focused on physical availability.
- (d) Both the 1970s understanding and Sen’s understanding emphasized access.

Q. 2 According to the 1995 World Food Summit, when does food security exist?

- (a) When all people have physical access to food.
- (b) When all people have economic access to food.
- (c) When all people have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.
- (d) When all people have access to food preferences for an active and healthy life.

Q. 3 What did the 1995 World Food Summit recognize as essential to improve access to food?

- (a) Poverty eradication
- (b) Physical availability of food
- (c) Economic access to food
- (d) Combining what one can produce and exchange in the market along with state or other socially provided supplies.

Q. 4 What is meant by “entitlements” in the context of Amartya Sen’s understanding of food security?

- (a) Physical availability of food
- (b) Economic access to food
- (c) Combination of what one can produce and exchange in the market along with state or other socially provided supplies.
- (d) Sufficient, safe, and nutritious food to meet dietary needs and food preferences for an active and healthy life.

II. Read and answer the following

Percentage of Households with 'Hunger' in India

Year / Type of hunger	Seasonal	Chronic	Chronic Total
Rural			
1983	16.2	2.3	18.2
1993-94	4.2	0.9	5.1
1999-2000	2.6	0.7	3.3
Urban			
1983	5.6	0.8	6.4
1993-94	1.1	0.5	1.6
1999-2000	0.6	0.3	0.9

- Q.1** What is the trend in the percentage of household with 'hunger' in India, based on the data provided?
- Q.2** What are the differences between the rural and urban areas, and what types of hunger are measured?

ANSWERS

Section – A

1. (c) Assertion is true, but the reason is false.
Explanation: The assertion is correct. The Green Revolution started in the 1960s in India, and it led to an increase in food production. However, the reason is incorrect as the Green Revolution did not start in the 1990s but in the 1960s.
2. (a) India is self-sufficient in rice and wheat.
3. (b) a-2, b-3, c-1
4. (a) B, A, C
5. (d) Inadequate distribution of food
6. (a) Both assertion and reason are true and the reason is the correct explanation of the assertion.
7. (a) Affordability
8. (d) 1-b, 2-c, 3-a
9. (b) 1-3-2
10. False
11. (c) Both are correct
12. (c) Both are correct
13. (b) By public distribution system
14. (a) Food Corporation of India
15. (c) Both are correct
16. (a) Stock of food grains
17. (c) Both are correct
18. (a) Food Corporation of India
19. (a) United Nations

20. (b) Availability, accessibility, and affordability
21. (d) Ensuring that everyone has access to adequate food at all times.
22. (b) Famine of Bengal
23. (d) Landless people with little or no land to depend upon.
24. (c) Hunger caused by diets persistently inadequate in terms of quantity and/or
25. (a) C, A, B
26. (a) Both Assertion and Reason are true, and the Reason is the correct explanation of the Assertion.
27. (c) The system of distributing foodgrains to the poor through ration shops
28. (c) To distribute foodgrains to the poor at a subsidized price
29. (c) To distribute foodgrains in deficit areas and among the poorer sections of society
30. (c) To distribute foodgrains among the poorer section of society
31. (b) RPDS is universal while TPDS is targeted towards the poor
32. (c) Antyodaya Anna Yojana
33. (a) Public Distribution System
34. (c) The pre-announced price paid by the government to farmers for their crops.
35. (d) Employment programmes
36. (a) 1940s
37. (b) Integrated Child Development Services
38. (b) 5.5 lakh

Section – B

1. See key points
2.
 - (a) Self-sufficient in food through Green Revolution and modern technology in agriculture,
 - (b) By maintaining Buffer Stock for present and future need,
 - (c) A well-planned distribution system like PDS to ensure food in the neighbourhood.
3. The Food Corporation of India (FCI) purchases Surplus wheat and rice for the government from the farmers at pre-announced prices. This price is called 'Minimum Support Price' (MSP). It helps in ensuring food security by several means.
 - For farmers it gives surety to their crop price and will be encouraged to grow certain crop.
 - For government it ensures that they should enough crop to buy for their buffer stock and public welfare programmes,
 - For public this ensures that prices of commodity will be stable and within their reach
4.
 - (i) It made India self-sufficient in crop production
 - (ii) After Green Revolution no food scarcity was felt even during adverse weather conditions
 - (iii) With the increase in per hector crop production as well as extension of agricultural activities in dis-advantaged are it ensured regular food supply.

5.

S.No.	Seasonal Hunger	Chronic Hunger
1.	It arises due to seasonal nature of activity like farming or casual work	It arises due to low income throughout the year because of little or no work.
2.	It is temporary	It is permanent.
3.	It may or may not have nutritional deficiency	It certainly led to nutritional deficiency.

6. PDS is the most important step taken by the government of India towards ensuing food security.
 - (i) It procures grain from FCI and distributes among the impoverished section of society.
 - (ii) There are almost 5.5 Lakh shops under PDS system reaching the farthest corner of country.
 - (iii) It distributes food grain through ration card and undergoes changes according to the head of the society.

7.
 - (i) It ensures continuous supply of commodities to fair priced shops,
 - (ii) It is the stock of country which can be used during any calamity.
 - (iii) It helps farmer to sell their surplus crop at a respectable price.

8.
 - (i) Due to natural calamities the production of crops decreases which led to food scarcity in that area.
 - (ii) Due to scarcity food price rise
 - (iii) At this point some disadvantaged section of society will be deprived of food,
 - (iv) If the calamity existed for long time it will eventually lead to starvation and famine.
 - (v) It may ultimately lead to widespread death due to weakness or weak immune system.

9. Five food-based programmes undertaken by the government are –
- (i) Mid-Day Meal Scheme
 - (ii) Food for work programme
 - (iii) AAY
 - (iv) APY
 - (v) National Food Security Act-2013
10. (i) Co-operative society opens low priced shops for distribution of food grains to the poor people.
- (ii) It ensures food security to all sections of society,
- (iii) Steps were taken to bring less fertile and into agricultural field,
- (iv) Setting up of Grain Bank was possible only due to the intervention of co-operatives.
- (v) They help in awareness programmes and skill development in rural areas.
11. (i) Organisational and technological improvement
- (ii) Emphasis on agriculture in 5 years plan,
- (iii) Undertaking measures to expand agricultural land,
- (iv) Encouragement of Green Revolution
- (v) By making canals and using machines it revolutionised agriculture work.

Section – C

I.

1. (a) The 1970s understanding focused on physical availability while Sen's understanding emphasized access through entitlements.
2. (c) When all people have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.
3. (a) Poverty eradication
4. (c) Combination of what one can produce and exchange in the market along with state or other socially provided supplies.

II.

Q. 1 Declining hunger

Q. 2 Rural areas are more prone to poverty as compared to urban areas.

Practice Paper – 1

Time: 3 Hours

Marks : 80

General Instructions:

- (i) The question paper is divided into six sections – Section A, Section B, Section C, Section D, Section E and Section F. The question paper has 37 questions in all.
- (ii) All questions are compulsory; however internal choice is given in some questions. Attempt any one of them.
- (iii) Marks are indicated against each question.
- (iv) Section A (Questions from serial number 1 to 20) has Multiple Choice Type Questions of 1 mark each.
- (v) Section B (Questions from serial number 21 to 24) are Very Short Answer Type Questions of 2 marks each. Answer of these questions should not exceed 40 words each.
- (vi) Section C (Questions from serial number 25 to 29) are Short Answer Type questions of 3 marks each. Answer of these questions should not exceed 60 words each.
- (vii) Section D (Questions from serial number 30 to 33) are Long Answer Type Questions of 5 marks each. Answer of these questions should not exceed 120 words each.
- (viii) Section E (Questions from serial number 34 to 36) are case based questions, carrying 4 marks each.
- (ix) Section F (Question number 37) is a map based question of 5 marks, in which 37.1 is history related map work of 2 marks while 37.2 is Geography related map work of 3 marks.
- (x) Separate questions are given for Visually Impaired Students only in lieu of map based question number 37.

Section – A (Multiple-Choice Question)

20×1=20

1. Choose the Incorrect pair. 1
 - (a) Annapurna – Nepal
 - (b) Gurla Mandhata – Nepal
 - (c) Dhaulagiri – Nepal
 - (d) Kanchenjunga – Nepal

2. Which among the following is a primary sector activity? 1
- (a) Agriculture (b) Manufacturing
(c) Communication (d) Banking

3. Match the Column A and the Column B and choose the correct option given below – 1

Sl. No.	Column A	Sl. No.	Column B
I	Tax levied by the Church	A	1789
II	Tax levied by the state	B	Tithe
III	Fall of the fort of Bastille	C	1792
IV	France becoming Republic	D	Taile

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

4. Identify the river on the basis of following information 1

1. Length – 860 km
2. Origin – Highland of Chhattisgarh
3. Drainage Area – Jharkhand, Odisha

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

5. Identify the incorrect statement from the following:- 1

- (a) Human capital is superior to land and physical capital.
(b) Human capital can be formed by investing in education and health facilities.
(c) Human capital does not have any role in the production.
(d) Investment in human capital is the reason for high productivity.

6. Read the thought of Mahatma Gandhi given below and complete the statement that follows. 1

I shall strive for a constitution which will release India from all thralldom and patronage.... I shall work for an India in

which the poorest shall feel that it is their country in whose making they have an effective voice, an India in which all communities shall live in perfect harmony.

In Gandhi's dream India....

- (a) Poor will become rich.
- (b) All the people in society will have an effective voice.
- (c) There will be no difference between rich and poor.
- (d) None of the above

7. The main aim of HYV of seeds is- 1
- (a) Increase in the yield of grain per plant
 - (b) Excess use of pesticides
 - (c) Decrease in the yield of grain per plant
 - (d) Manufacturing of Chemical fertilizers
8. Which among the following statement(s) is/are true about Indian Constitution? 1
- (a) Indian constitution envisages a society based on equality.
 - (b) Indian constitution envisages democratic system of governance.
 - (c) Indian constitution on envisages fraternity among its citizens.
 - (d) All of these
9. Total population of the Raj's village is 5000. During the year 2019-20 the total live birth in the village is 20. What is the birth rate of the Raj's village in the year 2019-20? 1
- (a) 10
 - (b) 20
 - (c) 8
 - (d) 4
10. Who wrote the book name 'Two treatises of Government'? 1
- (a) Jean Jacques Rousseau
 - (b) Mirabeau
 - (c) John Locke
 - (d) Montesquieu

11. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option: 1

Assertion (A): One of the most revolutionary social reforms of the Jacobin regime was the abolition of slavery in the French colonies.

Reason (R): Slaves were treated very badly.

- (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.

12. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option: 1

Assertion (A): Building is a fixed capital.

Reason (R): Buildings are used in production for many years.

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.

13. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option: 1

Assertion (A): India is a sovereign country.

Reason (R): No country can order India.

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.

14. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements and choose the correct option: 1

Assertion (A): Brahmaputra is a perennial river.

Reason (R): Brahmaputra is a Himalayan river.

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.

15. Identify the Incorrect statement from the following:- 1

- (a) Human capital is superior to land and physical capital.
- (b) Human capital can be developed by investing in a education and health facilities.
- (c) Human capital does not have any role in the production.
- (d) Investment in human capital is the reason for high productivity.

16. Choose the correct option from the options given below with reference to the corrective measures of National Assembly of France. 1

- 1. Abolition of feudal system.
- 2. Abolition of taxes collected by the Church.
- 3. Churches were allowed to retain the lands owned by them.

- (a) Only 1
- (b) Only 1 and 2
- (c) Only 1 and 3
- (d) All the statements are correct.

17. Identify the incorrect statement from the following:- 1

- (a) There is time gap of two hours between the local time of Gujarat and Arunachal Pradesh.
- (b) 23° 30' North Latitude divides India in almost two equal parts.
- (c) 82°, 30' East Longitude passes through Gujarat.
- (d) India is the seventh largest country in the world on the basis of area.

18. John has done Post graduation but he does not have any work. Which type of unemployment is this? 1

- (a) Seasonal Unemployment
- (b) Educated Unemployment
- (c) Disguised Unemployment
- (d) None of these

19. The southern part of the Western coastal plain is called- 1

- (a) The Coromandel Coast
- (b) The Malabar Coast
- (c) The Konkan
- (d) The Kannad

20. Which type of crop is wheat? 1

- (a) Zaid
- (b) Kharif
- (c) Rabi
- (d) None of these

Section – B (Very short Answer Questions) 4×2 = 8

21. Write any two importance of the forest in our life. 2

OR

Write any two importance of Forest Act of 1878.

22. How is poverty line a determined in India? 2

23. What do you understand by Model Code of Conduct? 2
24. Define the Minimum Support Price. 2

Section – C (Short Answer Type Questions) 3×5 = 15

25. Why did colonial government want to covert pastureland into agricultural land? 3

OR

How was the life of pastoralists affected by the passing of Forest Laws?

26. Explain the reasons of Migration. 3
27. Analyze the Right to Equality. 3
28. Why is Food Security is necessary for any country? 3
29. Why do you think that the Indian Judiciary is independent? Give reasons. 3

Section – D (Long Answer Type Questions) 5×4 = 20

30. Describe the powers of President of India. 5

OR

Describe the powers of Prime Minister of India.

31. Discuss the Global Poverty Scenario. 5

OR

Discuss the Inter-State disparities in India.

32. Write a brief note on Tropical Evergreen Forest. 5

OR

Write a brief note on Thorn Forest and bushes.

33. Explain the main ideas of Karl Marx. 5

OR

How was the Stalin's collectivization programme implemented in Russia?

Section – E (Case Based Questions)**4×3 = 12**

34. Read the passage given below and answer the following question. 1+1+2=4

Finally, the manner in which the Constituent Assembly worked gives sanctity to the Constitution. Constituent Assembly worked in a systematic, open and consensual manner. First some basic principles were decided and agreed upon. Then a Drafting Committee chaired by Dr. B. R. Ambedkar prepared a draft constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause. More than two thousand amendments were considered. The members deliberated for 114 days spread over three years.

Every document presented and every word spoken in the Constituent Assembly has been recoded and preserved. These are called 'Constituent Assembly Debates'. When printed, these debates are 12 bulky volumes! These debates provide the rationale behind every provision of the Constitution. These are used to interpret the meaning of the Constitution.

- 34.1 By what name were the discussions and proposals of the constituent assembly published?
- 34.2 Who was the chairman of the drafting committee of the constituent assembly?
- 34.3 Which document is used to interpret the constitution and why?

35. Read the passage given below and answer the following question. 1+1+2=4

The members of Jacobin club belonged mainly to the less prosperous section of society. They included small shopkeepers, artisans such as shoemakers, pastry cooks, watchmakers, printers as well as servants and daily wage workers. Their leader was Maximillian Robespierre. A large group among the Jacobian decided to start wearing long

striped trousers similar to those worn by dock workers. This was to set themselves apart from the fashionable section of society especially nobles who wore knee breeches. These Jacobins came to be known as the Sans- culottes, literally meaning those without knee breeches. Sans culottes men wore in addition the red cap that symbolised liberty. Women however were not allowed to do so.

35.1 Who was the leader of Jacobin Club?

35.2 What did the red cap of Jacobin's symbolize?

35.3 Mention the importance of Jacobin Club in French Society.

36. Read the passage given below and answer the following question.

Besides the longitudinal divisions, the Himalayans have been divided on the basis of regions from west to east. These divisions have been demarcated by river valleys. For example, the part of Himalayas lying between Indus and Sutlej has been traditionally known as Punjab Himalaya but it is also known regionally as Kashmir and Himachal Himalaya from west to east respectively. The part of Himalayas lying between Satluj and Kali river is known as Kumaon Himalayas. The Kali and Tista rivers demark the Nepal Himalayas and the part lying between Tista and Dihang river as Assam Himalayas. The Brahmaputra marks the eastern most boundaries of the Himalayas. Beyond the Dihang gorge, the Himalayas bend sharply to the south and spread along the eastern boundary of India. They are known as the Purvachal or the Eastern hills and mountains. These hills running through the north-eastern states are mostly composed of strong sandstones which are sedimentary rocks. Covered with dense forests, they mostly run as parallel ranges and valleys.

36.1 On what basis is the Himalaya divided from West to East?

36.2 Between which two rivers is the Punjab Himalaya located?

36.3 Mention any two features of Eastern hills?

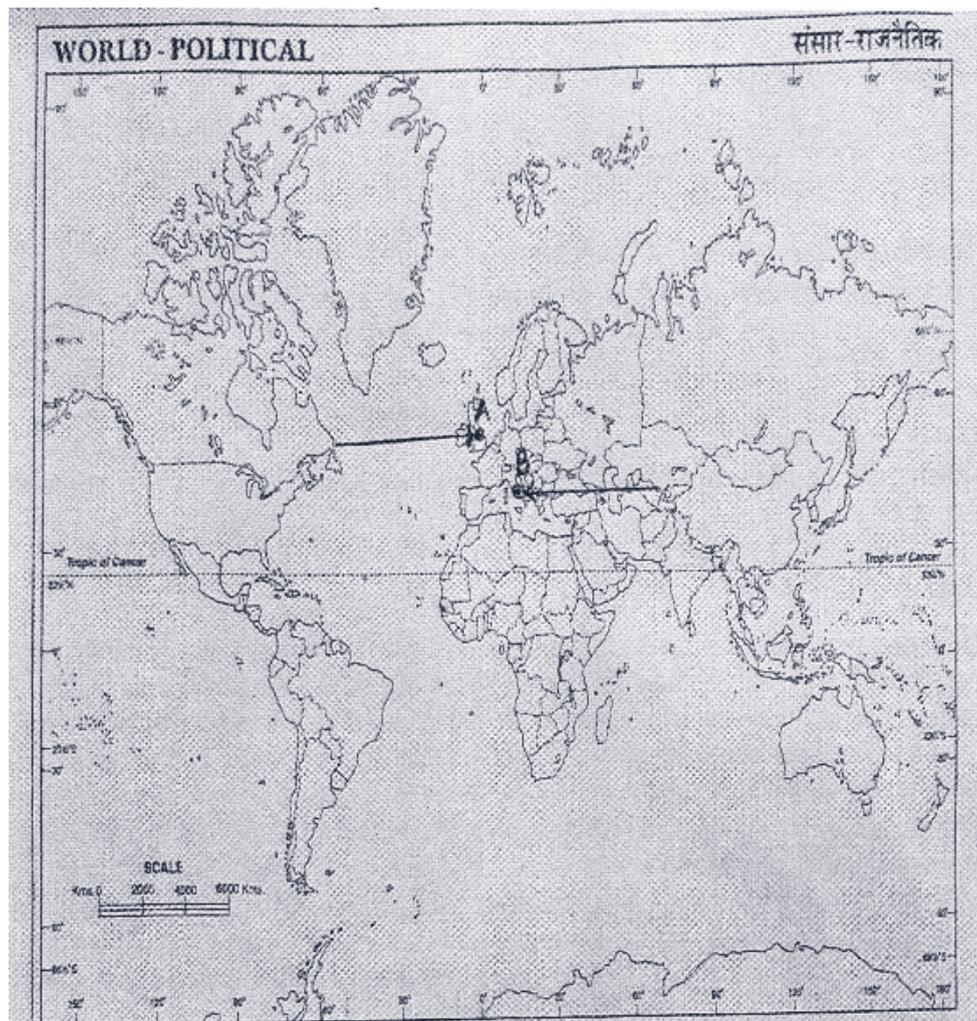
Section – F (Map Based Questions)

5

- 37.1 Two places A and B are marked on the outline political map of the world. Identify these places with the help of following information and write their correct names of the lines marked near them:
- a. An Allied Nation 2
 - b. An Axis Power
- 37.2 Locate and label ANY THREE of the following with appropriate symbols on the political map of India. 3
- A. Himachal Pradesh
 - B. Anai Mudi
 - C. Bihar
 - D. Konkan
 - E. Wular Lake

The following question is in lieu of Question no. 37 only for **Visually Impaired Students**. (Attempt any five)

- 37.1 Name the capital of Himachal 1
- 37.2 Name the state/union territory where Dehradun is located.1
- 37.3 When did first World War end? 1
- 37.4 When did Second World War end? 1
- 37.5 Name the state/union territory where Wular Lake is located 1
- 37.6 Name the capital of Chhattisgarh State. 1



INDIA POLITICAL AND ADJACENT COUNTRIES भारत राजनैतिक और घड़ोसी देस

1. The political outline of India shown on this map is a derivative of better quality maps prepared from the appropriate sources.
 2. The State boundaries between the States of Jammu & Kashmir, Himachal Pradesh & Punjab have not been notified by the Government concerned.
 3. The approximate boundaries between the States of Jammu & Kashmir, Himachal Pradesh & Punjab are as shown on this map.
 4. The External boundaries and coordinates of the States of Jammu & Kashmir, Himachal Pradesh & Punjab are as shown on this map.
 5. The External boundaries and coordinates of the States of Jammu & Kashmir, Himachal Pradesh & Punjab are as shown on this map.
 6. The geographical coordinates of Chandigarh, Jammu & Kashmir and Jammu & Kashmir are as shown on this map.
 7. The geographical coordinates of Chandigarh, Jammu & Kashmir and Jammu & Kashmir are as shown on this map.

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Name _____ Class _____ Roll No. _____ Teacher Signature _____

Page - 2 of 2

Practice Paper – 2

Time: 3 Hours

Marks : 80

General Instructions:

- (i) The question paper is divided into six sections – Section A, Section B, Section C, Section D, Section E and Section F. The question paper has 37 questions in all.
- (ii) All questions are compulsory; however internal choice is given in some questions. Attempt any one of them.
- (iii) Marks are indicated against each question.
- (iv) Section A (Questions from serial number 1 to 20) has Multiple Choice Type Questions of 1 mark each.
- (v) Section B (Questions from serial number 21 to 24) are Very Short Answer Type Questions of 2 marks each. Answer of these questions should not exceed 40 words each.
- (vi) Section C (Questions from serial number 25 to 29) are Short Answer Type questions of 3 marks each. Answer of these questions should not exceed 60 words each.
- (vii) Section D (Questions from serial number 30 to 33) are Long Answer Type Questions of 5 marks each. Answer of these questions should not exceed 120 words each.
- (viii) Section E (Questions from serial number 34 to 36) are case based questions, carrying 4 marks each.
- (ix) Section F (Question number 37) is a map based question of 5 marks, in which 37.1 is history related map work of 2 marks while 37.2 is Geography related map work of 3 marks.
- (x) Separate questions are given for Visually Impaired Students only in lieu of map based question number 37.

Section – A (Multiple-Choice Question)

20×1=20

1. was the currency of France in 1794. 1
- | | |
|------------|-----------|
| (a) Dollar | (b) Rupee |
| (c) Livre | (d) Ruble |

2. Choose the Correct Pair. 1
- (a) Nanga Parbat – Nepal (b) Kamet – Nepal
(c) Namcha Barwa – Nepal (d) Mount Everest – Nepal
3. Which among the following is a primary sector activity? 1
- (a) Agriculture (b) Manufacturing
(c) Communication (d) Banking
4. was the President of Pakistan. 1
- (a) Mohammad Sharif (b) Nawaz Sharif
(c) General Niyazi (d) Parvez Musharraf
5. Growing more than one crop on the same piece of land in year is called– 1
- (a) Plantation Agriculture (b) Multiple cropping
(c) Mixed farming (d) None of these
6. Which among the following statement is in favour of Democracy? 1
- (a) One Person, One Vote, One Value
(b) Rule of law and respect for rights
(c) Major Decisions are taken by elected leaders
(d) All of the above
7. Annapurna Yojana is related to which of the following? 1
- (a) Housing (b) Disaster
(c) Food (d) None of the above
8. Amnesty International is an international organization. 1
- (a) Human Rights (b) Safety
(c) Peace (d) War
9. Which among the following is a factor of production? 1
- (a) Land (b) Labour
(c) Capital (d) All of the above

10. In which of the following countries did the Bloody Sunday incident take place? 1
- (a) Russia (b) India
(c) United States of America (d) England
11. Which among the following group is not food insecure? 1
- (a) People below poverty line
(b) Poorers among poor
(c) Nomadic communities
(d) People above poverty line
12. Which of the following statement about the judiciary is incorrect? 1
- (a) Every law passed by the parliament needs approval of the supreme court.
(b) Judiciary can strike down a law if it goes against the spirit of the constitution.
(c) Judiciary is independent of Executive.
(d) Any citizen can approach the courts if his/her fundamental rights are violated.
13. Ramesh has done Graduation but he does not have any employment. Which type of unemployment is this? 1
- (a) Seasonal Unemployment
(b) Educated Unemployment
(c) Disguised Unemployment
(d) None of these
14. Total population of the Raj's village is 5000. During the year 2019-20, the total live birth in the village is 20. What is the birth rate of the Raj's village in the year 2019-20? 1
- (a) 10 (b) 20
(c) 8 (d) 4

15. Which of the following was an important party of Russia?
(a) Bolshevik Party (b) Labour Party
(c) Democratic Party (d) Unionist Party
16. Who among the following is not a member of the central Council of Ministers?
(a) Cabinet Minister
(b) Minister of state with independent charge
(c) Minister of State
(d) Vice President of India
17. Human beings are a capital because -
(a) It is abundantly available in number
(b) It has knowledge and skills
(c) It is paid for work
(d) None of these
18. Which of the following institutions is responsible to bring amendments to an existing law of the country?
(a) The Election Commission of India
(b) NITI Aayog
(c) The Prime Minister
(d) The Parliament
19. Which type of crop is water?
(a) Zaid (b) Kharif
(c) Rabi (d) None of these
20. Who among the following was not a supporter of socialist ideology?
(a) Karl Marx (b) Lenin
(c) Tsar Nicholas II (d) Stalin

Section – B (Very short Answer Questions) 4×2 = 8

21. Analyze the economic conditions of France at the time of the accession of Louis 16th. 2

OR

Write a short note on the life of Olymp de Goose.

22. Differentiate between Tropical Evergreen Forests and Tropical Deciduous Forests. 2
23. Write any two arguments against the democracy? 2
24. Mention any two measures to prevent river pollution. 2

Section – C (Short Answer Type Questions) 3×5 = 15

25. Suggest some ways to eradicate the problem of educated unemployment. 3

OR

Describe the role of health in human capital formation.

26. Mention the processes of changes in population. 3
27. How is the food security ensured in India? 3
28. Critically evaluate the Nazi ideology. 3
29. Explain the 'Right to Equality' enshrined in the constitution of India. 3

Section – D (Long Answer Type Questions) 5×4 = 20

30. Suggest some ways to reduce poverty in India. 5

OR

Explain the main causes of poverty in India.

31. Write a brief note on the Winter Season. 5

OR

Write a brief note on the Summer Season.

32. How was the life of Pastoralists affected during colonial rule? Explain. 5

OR

Mention the various Pastoralist communities of India.

33. Explain any five basic values of Indian Constitution. 5

OR

Why does any country need Constitution? Explain.

Section – E (Case Based Questions) 4×3 = 12

34. Read the passage given below and answer the following question. 1+1+2=4

In the summer of 1792 the Jacobin planned an insurrection of a large number of a large number of Parisians who were angered by the short supplies and high price of food. On the morning of August 10 they stormed the Palace of the Tuileries, massacred the king's guard and held the king himself as hostage for several hours. Later the Assembly voted to imprison the royal family. Elections were held. From now on all men of 21 years and above, regardless of wealth, got the right to vote. The newly elected Assembly was called the Convention. On 21 September 1792 it abolished the monarchy had declared France as Republic.

- 34.1 Who planned an insurrection in 1792 in France?
34.2 Why were the Jacobins angered?
34.3 Mention any two proposals passed by the Assembly in 1792.
35. Read the passage given below and answer the following question. 1+1+2=4

The manner in which the Constituent Assembly worked gives sanctity to the Constitution. Constituent Assembly worked in a systematic, open and consensual manner. First some basic principles were decided and agreed upon. Then a Drafting Committee chaired by Dr. B. R. Ambedkar

prepared a draft constitution for discussion. Several rounds of thorough discussion took place on the Draft Constitution, clause by clause. More than two thousand amendments were considered. The members deliberated for 114 days spread over three years. Every document presented and every word spoken in the Constituent Assembly has been recorded and preserved. These are called 'Constituent Assembly Debates'. When printed, these debates are 12 bulky volumes! These debates provide the rationale behind every provision of the Constitution. These are used to interpret the meaning of the Constitution.

- 35.1 Who was the chairman of the Drafting Committee?
- 35.2 By which name were the debates of the Constituent Assembly published?
- 35.3 Mention any two usage of the Constituent Assembly Debates.
36. Read the passage given below and answer the following question. 1+1+2=4

Besides the longitudinal divisions, the Himalayas have been divided on the basis of regions from west to east. These divisions have been demarcated by river valleys. For example, the part of Himalayas lying between Indus and Sutlej has been traditionally known as Punjab Himalaya but it is also known regionally as Kashmir and Himachal Himalaya from west to east respectively. The part of Himalayas lying between Satluj and Kali river is known as Kumaon Himalayas. The Kali and Tista rivers demark the Nepal Himalayas and the part lying between Tista and Dihang river as Assam Himalayas. The Brahmaputra marks the eastern most boundaries of the Himalayas. Beyond the Dihang gorge, the Himalayas bend sharply to the south and spread along the eastern boundary of India. They are known as the Purvachal or the Eastern hills and mountains. These hills running through the north-eastern states are mostly composed of strong sandstones

which are sedimentary rocks. Covered with dense forests, they mostly run as parallel ranges and valleys.

- 36.1 Which river mark the eastern most boundaries of the Himalayas?
- 36.2 By what name is the part of Himalayas between Satluj and Indus river known?
- 36.3 Mention any two features of the Purvanchal or the eastern hills and mountains.

Section – F (Map Based Questions)

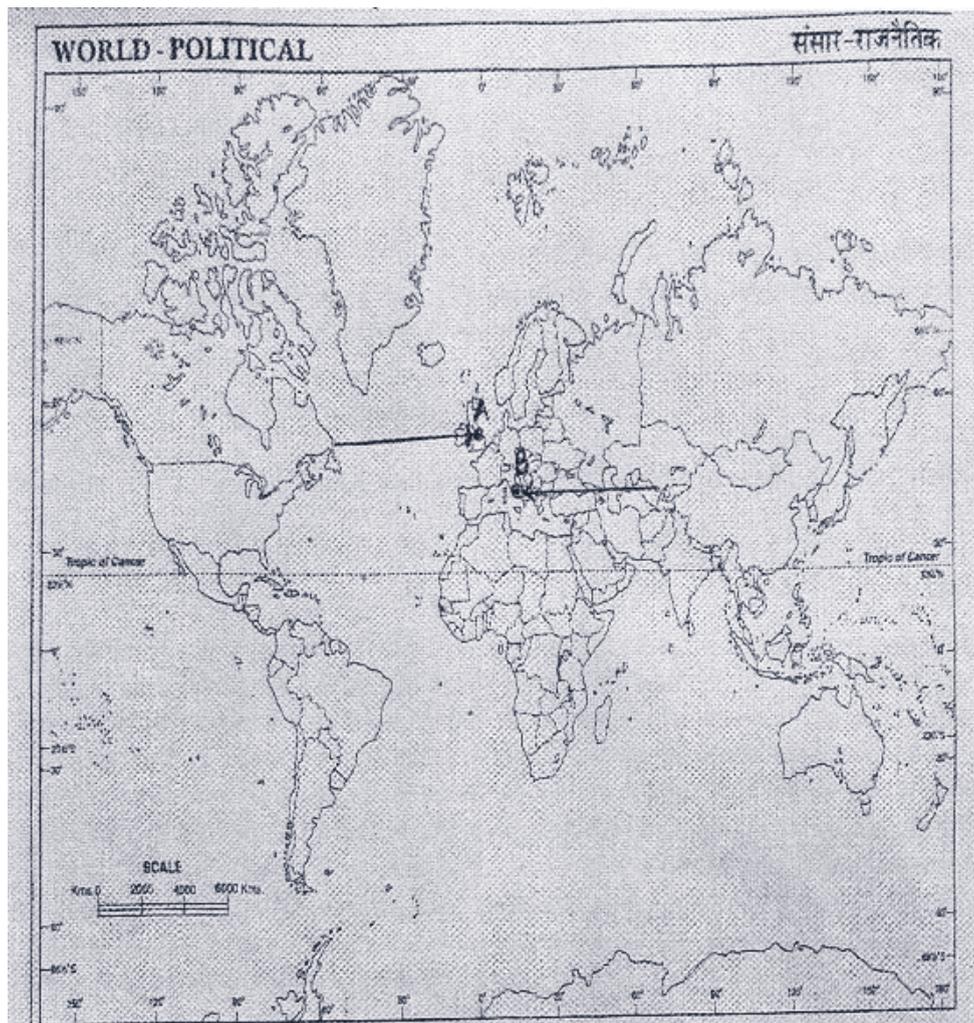
5

- 37.1 Two places A and B are marked on the outline political map of the world. Identify these places with the help of following information and write their correct names of the lines marked near them:
- a. An Allied Nation 2
 - b. An Axis Power
- 37.2 Locate and label **ANY THREE** of the following with appropriate symbols on the political map of India. 3
- A. Haryana
 - B. Madhya Pradesh
 - C. Chennai
 - D. Kerala
 - E. Gujarat

The following question is in lieu of Question No. 37 only for **Visually Impaired Students**. (Attempt any five)

- 37.1 Name the capital of Haryana State. 1
- 37.2 Name the capital of Madhya Pradesh State.
- 37.3 When did first World War end? 1

- 37.4 When did Second World War end? 1
- 37.5 Name the capital of Tamil Nadu State. 1
- 37.6 Name the capital of Gujarat State. 1
- 37.1 1



37.2

INDIA POLITICAL AND ADJACENT COUNTRIES भारत राजनैतिक और घड़ोसी देस

1. The political outline of India shown in this map is a derivative of better quality maps prepared from the appropriate sources.
2. The State boundaries shown in this map are those of India as they were in 1956.
3. The capital, Chandernagore, is shown in this map as an unincorporated town.
4. The External boundaries and coordinates of other states are not shown in this map as they are not yet defined.
5. The External boundaries and coordinates of other states are not shown in this map as they are not yet defined.
6. The External boundaries and coordinates of other states are not shown in this map as they are not yet defined.
7. The geographical coordinates of Chandernagore, Karaikal and Pondicherry are not shown.
8. The geographical coordinates of Chandernagore, Karaikal and Pondicherry are not shown.

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