

## IMPORTANT QUESTIONS

Social Studies

### The Rise of Nationalism in Europe CBSE History NCERT Solutions

#### Question 1

Write a note on Guiseppe Mazzini.

#### **Solution:**

1. Giuseppe Mazzini (1807-1872) was an Italian politician, journalist and activist for the unification of Italy and spearheaded the Italian revolutionary movement. His efforts helped bring about the independent and unified Italy in place of several separate states, many dominated by foreign powers.
2. He also helped define the modern European movement for popular democracy in a republican state.
3. Mazzini was a fervent advocate of republicanism and envisioned a united, free and independent Italy.
4. Unlike his contemporary Garibaldi, who was also a republican, Mazzini never compromised his republican ideas and refused to swear an oath of allegiance to the House of Savoy.
5. Mazzini was the spiritual force of the Italian resurrection. He joined the Carbonari, a revolutionary organisation and was arrested in 1830. He was sent into exile in 1831 for attempting a revolution in Liguria. He subsequently founded two more underground societies, first – Young Italy in Marseilles and then Young Europe in Berne, whose members were like-minded young men from Poland, France, Italy and the German states.
6. Mazzini believed that God had intended nations to be the natural units of mankind. So Italy could not continue to be a patchwork of small states and kingdoms. It had to be forged into a single unified republic within a wider alliance of nations. This unification alone could be the basis of Italian liberty. Mazzini was in favour of a republic because he thought

sovereignty resides essentially in the people and can only completely express itself in that form. Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives. Metternich described him as 'the most dangerous enemy of our social order'.

7. Young Italy' attempted many insurrections but were unsuccessful. Mazzini failed in his objects because he himself lacked some of the qualities of practical leadership. He underestimated the strength of the opposition. But in spite of these drawbacks he is one of the chief makers of Italy. He was responsible for the growth of patriotism for a country that existed as yet only in the imagination.

## Question 2

Write a note on Count Camillo de Cavour.

### Solution:

1. Cavour was a realist who practiced realistic politics. He allied with France when necessary and with France's key enemy, Prussia, was necessary.
2. Cavour used international power to achieve his domestic goals.
3. He devoted himself to the liberation of northern Italy from Austrian domination. A brilliant and steadfast diplomat, he played a leading role in the unification of Italy.
4. He was distrustful of the reactionary politics in force throughout Europe, particularly their manifestation in the repressive rule of Austria over a large area of Italy.
5. He became Prime Minister of Piedmont in 1852. He reorganized its army and it achieved rapid growth in material prosperity. Through a tactful diplomatic alliance with France, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.
6. Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fight. In 1860, they marched into South Italy and the Kingdom of Two Sicilies and with the support of the local peasants drove out the Spanish rulers. Thus, Cavour was ultimately successful in the unification of Italy under King Victor Emmanuel II. He, however, died on June 6, 1861, before the completion

of the unification of Italy in 1870. Although Cavour was neither a revolutionary nor a democrat he played an important role in the unification of Italy.

### Question 3

Write a note on The Greek war of independence.

#### Solution:

1. The Greek war of independence, also known as the Greek Revolution was a successful war of dependence waged by the Greek revolutionaries between 1821 and 1832 against the Ottoman Empire. The Greeks were later assisted by the Russian Empire, Great Britain, France and several other European powers, while the Ottomans were aided by their vassals, Egypt, Algeria etc.
2. **Events:** Greece had been part of the Ottoman Empire since the 15th century. The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.
3. The object of the struggle was to expel Turks from Europe and to establish the old Greek eastern empire.
4. Nationalists in Greece were supported by other Greeks living in exile and many West European countries.
5. Poets and artists lauded Greece as the cradle of European civilization. They mobilised public opinion to support its struggle against a Muslim empire. The English poet Lord Byron organised funds and later went to fight in the war.
6. Ultimately, the Treaty of Constantinople of 1832 recognised Greece as an independent nation. Its independence was guaranteed by Russia, England and France.

#### Question 4

Write a note on Frankfurt parliament.

#### Solution:

1. Frankfurt Parliament (1848-49) was convened at Frankfurt on May 18, 1848 as a result of the liberal revolution that swept the German states early in 1848.
2. The parliament was called by a preliminary assembly of German liberals in March 1848 and its members were elected by the direct manhood suffrage. They represented the entire political spectrum and included the foremost German figures of that time.
3. Its purpose was to plan the unification of Germany.
4. The conflict among the traditionally separate German states, notably Austria and Prussia made progress difficult.
5. In March 1849 the parliament adopted a federal constitution of German states, excluding Austria, with a parliamentary government and a hereditary emperor. Frederick William IV of Prussia was chosen emperor but he refused to accept the crown from a popularly elected assembly and the entire scheme failed.
6. Most of the representatives withdrew and the remainder were dispersed. The parliament, therefore, accomplished nothing as troops were called and the assembly was forced to disband.

#### Question 5

What steps did the French revolutionaries take to create a sense of collective identity among the French people?

#### Solution:

From the very beginning, the French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. The ideas of la patrie (the fatherland) and le citoyen (the citizen) emphasized the notion of a united community enjoying equal rights under a constitution. A new French flag, the tricolour, was chosen to replace the former royal standard. The Estates General was elected by the body of active citizens and renamed the National Assembly. New hymns were composed, oaths taken and martyrs commemorated, all in the name of the nation. A centralised administrative system was put in place and it formulated uniform laws for all citizens within its territory. Internal customs duties

and dues were abolished and a uniform system of weights and measures was adopted. Regional dialects were discouraged and French, as it was spoken and written in Paris, became the common language of the nation.

### **Question 6**

Who were Marianne and Germania? What was the importance of the way in which they were portrayed?

### **Solution:**

In the eighteenth and nineteenth centuries, artists represented the country as if it were a person.

1. Nations were portrayed as female figures that sought to give the abstract idea of the nation a concrete form.
2. The female form that was chosen to personify the nation did not stand for any particular woman in a real life.
3. Thus, in France, she was christened Marianne, a popular Christian name, which underlined the idea of a people's nation.
4. Her characteristics were drawn from those of liberty and the Republic – the red cap, the tricolour, the cockade.
5. Statues of Marianne were installed in public squares to remind the public of the national symbols of unity and to persuade them to identify with it.
6. Marianne images were marked on coins and stamps too.
7. Similarly, Germania became the allegory of the German nation. In visual representations, Germania wears a crown of oak leaves, because the German oak stands for heroism.

The importance of the way in which they were portrayed was to remind the public of their national symbols of unity and to persuade them to identify with them.

**Question 7.**

Briefly trace the process of German unification.

**Solution:**

Nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament. This liberal initiative to nation-building was, however, repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia. From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy. Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification. In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.

**Question 8.**

What changes did Napoleon introduce to make the administrative system more efficient in the territories ruled by him?

**Solution:**

**The following changes were introduced by Napoleon to make the administrative system more efficient in the territories ruled by him :**

1. Civil Code of 1804 or the Napoleonic Code was issued. It abolished all privileges based on birth. It established equality before the law and secured the right to property.
2. Napoleon simplified administrative divisions in the Dutch Republic, in Switzerland, in Italy and Germany. ,
3. The feudal system was abolished and peasants were freed from serfdom and manorial dues.
4. Guild restrictions were removed in towns.
5. Improvements were made in the transport and communication systems.
6. Uniform laws, standardized weights, and measures, and a common national currency was introduced. It facilitated the movement and exchange of goods and capital from one region to another. In view of the above reforms it is stated that through a return to monarchy, Napoleon

had, no doubt, destroyed democracy in France, but in the administrative field, he had incorporated revolutionary principles in order to make the whole system more rational and efficient.

Explain what is meant by the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals?

**Solution:**

Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament. Nineteenth-century liberals also stressed the inviolability of private property. The memory of the French Revolution nonetheless continued to inspire liberals. One of the major issues taken up by the liberal-nationalists, who criticised the new conservative order, was freedom of the press.

Parallel to the revolts of the poor, unemployed and starving peasants and workers in many European countries in the year 1848, a revolution led by the educated middle classes was under way. Events of February 1848 in France had brought about the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe where independent nation-states did not yet exist – such as Germany, Italy, Poland, the Austro-Hungarian Empire – men and women of the liberal middle classes combined their demands for constitutionalism with national unification. They took advantage of the growing popular unrest to push their demands for the creation of a nation-state on parliamentary principles – a constitution, freedom of the press and freedom of association.

**Question 2.**

How was the history of nationalism in Britain unlike the rest of Europe?

**Solution:**

In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process. There was no British nation prior to the eighteenth century. The primary identities of the people who inhabited the British Isles were ethnic ones – such as English, Welsh, Scot or Irish.

All of these ethnic groups had their own cultural and political traditions. But as the English nation steadily grew in wealth, importance and power, it was able to extend its influence over the other nations of the islands. The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its centre, came to be forged.

The Act of Union (1707) between England and Scotland that resulted in the formation of the 'United Kingdom of Great Britain' meant, in effect, that England was able to impose its influence on Scotland. The British parliament was henceforth dominated by its English members. The growth of a British identity meant that Scotland's distinctive culture and political institutions were systematically suppressed. The Catholic clans that inhabited the Scottish Highlands suffered terrible repression whenever they attempted to assert their independence. The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress, and large numbers were forcibly driven out of their homeland



# Nationalism in India

Q.1. Explain:

(a) Why is the growth of nationalism in the colonies linked to an anti-colonial movement ?

(b) How did the First World War help in the growth of the National Movement in India? [CBSE2014]

Or

Explain any four facts to show how the First World War helped in the growth of the National Movement in India. [CBSE March 2011]

(a) Why were Indians outraged by the Rowlatt Act ?

(b) Why did Gandhiji decide to withdraw the Non-Cooperation Movement?

Ans.

(a) The growth of Modern nationalism in the colonies is linked to an anti-colonial movement due to the factors as mentioned below :

1. People began discovering their unity in the process of their struggle with colonialism. The sense of being oppressed under colonialism provided a shared bond that tied many different groups together.
2. As each class and group felt the effects of colonialism differently, their experiences were varied and their notions of freedom were not always the same, so the Congress under Mahatma Gandhi tried to forge these groups together within one movement.  
Thus, in spite of differences and conflicts, different groups and communities came under the banner of Indian National Congress and took part in various movements which were anti-colonial or against the British.

(b) The First World War helped in the growth of the National Movement in India as it created a new economic and political situation as mentioned below :

1. The defense expenditure had increased.
2. War loans were taken and more taxes were imposed.
3. Custom duties were raised.
4. Income tax was introduced.
5. The rise in prices led to extreme hardships for the people.
6. There was widespread discontentment in the rural area due to forced recruitment of soldiers.

7. In 1918-19 and 1920-21 crops failed in many parts of India resulting in acute shortages of food.
8. There was influenza epidemic too. According to the Census of 1921, twelve to thirteen million people perished as a result of famines and epidemics. People thought that their hardships and suffering would come to an end after the war but that did not happen. So these factors were responsible for the rise of nationalism in India.

(c) Indians were outraged by the Rowlatt Act (1919) due to the following reasons :

1. They had hoped that after the war their hardships would be over and the government would take steps to improve their condition.
2. On the other hand, the government got the Rowlatt Act passed in the Imperial Legislative Council against the united opposition of the Indian members.
3. The Act gave the government enormous powers to repress political activities. It allowed detention of political prisoners without trial for two years.
4. These provisions meant the suspension of two principles of justice – trial by jury and habeas corpus – the rights safeguarding against illegal imprisonment.
5. The Rowlatt Act was considered as Black Law and the Indians under the leadership of Gandhi decided to oppose it by non-violent civil disobedience which would start with a hartal on 6 April.

(d) Gandhiji decided to withdraw the Non-Cooperation Movement due to the reasons as mentioned below :

1. The movement was turning violent in many places.
2. Gandhiji thought that Satyagrahis needed to be properly trained before they would be ready for mass struggles. This was in context of the incident in Chauri-Chaura, a village in Gorakhpur district UP where twenty two policemen were brutally killed after they had fired on a political procession.
3. There had been disturbances in Madras and Calcutta also. The above factors made it clear that the country was not yet ready of mass movement. So Gandhiji prevailed upon the Congress Working Committee to call off the movement.

Q.2. What is meant by the idea of Satyagraha?

Or

Explain the idea of Satyagraha according to Gandhiji. [CBSE 2014 (D)]

Ans.

1. Satyagraha is pure soul-force.
2. Truth is the very substance of the soul. That is why this force is called Satyagraha.
3. The soul is informed with knowledge. It burns the flame of love.
4. Non-violence is the supreme dharma.
5. The idea of Satyagraha emphasised the power of truth and the need to search for truth. It suggested that if the cause was true, if the struggle was against injustice, then the physical force was not necessary to fight the oppressor.
6. Without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence.
7. In Satyagraha, people including the oppressors – had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence.
8. In this way, by this struggle, truth was bound to ultimately triumph. Mahatma Gandhi believed that this dharma of non-violence would unite all Indians.

**Q.3. List all the different social groups which joined the Non-Cooperation Movement of 1921. Choose any three, and write about their hopes and struggles to show why they joined the movement.**

**Ans.** Social Groups who took part in the NonCooperation Movement. In the Non-Cooperation Movement (1920-1922), the following social groups took part.

**(I) Middle-class people in the towns.**

1. **The movement in the cities:** The Movement started with middle-class participation in the cities. Thousands of students left government-controlled schools and colleges, headmasters and teachers resigned, and lawyers gave up their legal practices.
2. **Boycott of council elections:** The Council elections were boycotted in most provinces except Madras (Chennai), where the Justice Party, the party of the nonBrahmans, felt that entering the council was one way of

gaining some power, something that usually only Brahmans had an access to.

3. **Swadeshi:** The Non-Cooperation Movement had a great impact on the Indian textile industry. Swadeshi goods, especially cloth got a great impetus. Foreign goods were boycotted, liquor shops picketed, and foreign cloth burnt in huge bonfires.
4. **Impact on industry:** In many places, merchants and traders refused to trade in foreign goods or finance foreign trade. Due to this, the demand for Indian textile mills and handlooms went up. The increase in demand provided a big relief to the vanishing textile industry of India.
5. **Movement in the countryside:** Though people in the countryside interpreted the idea of 'Swaraj' in their own way but they participated in the movement on large scale. In Awadh, peasants launched the movement against the talukdars and landlords. Whereas the plantation workers launched the movement against the tea estate owners.

## **(II) Peasants in rural areas.**

**(i) Participants:** In the countryside, the movement was led by the peasants, tribals and the local leaders. For example, in Awadh, it was Baba Ramchandra sanyasi, who had earlier been to Fiji as an indentured labourer.

### **(ii) Why rural people participated?**

The movement here was not against the Britishers but against talukdars and landlords. The problems of the rural people were different from those of the urban people:

- The talukdars and landlords were demanding very high rents and a variety of other taxes.
- Peasants had to do begar and work at the landlord's farms without any payment.
- The peasants had no security of tenure. They were regularly evicted so that they could acquire no security of tenure.

As the problems of the people were different, their demands were also different. The peasant movement demanded:

- Reduction of revenue
- Abolition of begar
- Redistribution of land

- Social boycott of oppressive landlords.

**(iii) Ways of protests:** The Movement in the countryside had a different angle. In many places, Nai-dhobi bandhs were organised by the Panchayats to deprive the landlords of the services of barbers, cobblers, washermen, etc. Even national leaders like Jawaharlal Nehru went to villages in Awadh to know the grievances of the people. By October, the Awadh Kissan Sabhas was set up headed by Jawaharlal Nehru, Baba Ramchandra, and a few others. When the movement spread in 1921, the houses of talukdars and merchants were attacked. The movement turned violent which was not liked by some of the Congress leaders.

### **(III) Tribal people.**

Most of the tribal people were dependent on forests for their livelihood but under the new Forest Policy, the government had put several restrictions on the people :

- Closing large forest area for the tribal people.
- Forcing the local people to contribute begar.
- Preventing people from entering the forests to graze their cattle, or to collect fuelwood and fruits.

All these steps enraged the hill people. Not only were their livelihoods affected, but they felt that their traditional rights were also being denied. So the people revolted.

### **(IV) Plantation workers.**

(i) For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed, and it meant retaining a link with the village from which they had come.

- The government had passed the Inland Emigration Act of 1859 under which plantation workers were not permitted to leave the tea estates without permission, and in fact, they were rarely given such permission.
- When the plantation workers heard of the Non-Cooperation Movement, thousands of them defied the authorities, left the plantations and headed towards their homes.
- The plantation workers believed that the Gandhi Raj was coming, and everyone would be given land in their own villages.

**Q.4. Discuss the Salt March to make clear why it was an effective symbol of resistance against colonialism. [CBSE 2015 (O)]**

**Ans.** The Salt March was an effective symbol of resistance against colonialism because-

1. It was the first time that Indian leaders decided to violate law. People were now asked not only to refuse cooperation with the British, but also to break colonial laws.
2. Thousands of Indians in different parts of the country broke the salt law, manufactured salt and demonstrated in front of the government salt factories.
3. As the movement spread, foreign cloth was boycotted and liquor shops were picketed. Peasants refused to pay revenue and 'chaukidari taxes', village officials resigned, and in many places forest people violated forest laws – going into Reserved Forests to collect wood and graze cattle.
4. Worried by the development, the colonial government began arresting the Congress leaders, one by one. This led to violent clashes in many places. Angry crowd demonstrated in the streets, facing armoured cars and police firing. Many were killed.
5. When Mahatma Gandhi himself was arrested, industrial workers in Sholapur attacked police posts, municipal buildings, law courts and railway stations – all structures that symbolised the British rule.
6. The outcome of the movement was the Gandhi-Irwin Pact which was signed by Gandhiji with Irwin on 5th March, 1931. By this Gandhi-Irwin Pact, Gandhiji consented to participate in a Round Table Conference in London and the government agreed to release the political prisoners.

**Q.5. Why did the political leaders differ sharply over the question of separate electorates ?[CBSE2015]**

**Ans.** By the system of separate electorates, we mean such a system when people of one religion only vote for a candidate of their own religion. Using such a system, was a mischief of the British Government who wanted to divide the people to weaken the national movement. By doing so, the British wanted to prolong their stay in India. The different political leaders differed over the question of separate electorates because of the following reasons :

(1) The Congress leaders opposed the policy of the British Government in instigating different peoples in demanding separate electorate. They knew well that it was all the mischief of the British Government who encouraged different people to ask for separate electorates because such a policy would weaken the national movement, and prolong Britishers stay in India. The Congress leaders were one and all in favour of joint electorates.

(2) The Muslim leaders, like Muhammed Iqbal and Mr Jinnah asked for separate electorates to safeguard the political interests of the Muslims. In their opinion, the majority of the people were Hindus, and so in case of joint electorates, the Muslims would have little chance of winning the seats. As such, they would always be at the mercy of the Hindus.

(3) The leaders of the Depressed Classes, Dr. B.R. Ambedkar, also asked for separate electorates because in the joint electorates, he feared the dominance of the upper electorates or the upper caste Hindus in the elections. By the Poona Pact he, however, agreed to have joint electorates with the Hindus, provided the seats for the Depressed Classes were fixed or reserved in the Provincial and Central Legislative Councils.

**Outcome:** Lord Irwin announced in October 1929, a vague, offer of 'dominion status' for India.

# The Making of a Global World

**Q.1. Give two examples of different types of global exchanges which took place before the 17th century, choosing one example from Asia, and one from America.**

**Ans.**

**(a) Asia:** The silk routes are a good example of vibrant pre-modern trade before the 17th century. The historians have identified several silk routes, overland and by sea, linking Asia with Europe and northern Africa. These routes were used for trades in Chinese pottery, textiles and spices from India and Southeast Asia. In return, precious metals – gold and silver – came from Europe to Asia. Secondly, Christian missionaries and later Muslim preachers travelled through these routes. It may be mentioned here that in ancient times, Buddhism too spread in several directions through intersecting points on the silk routes.

**(b) Americas:** After the discovery of the Americas by Christopher Columbus, many of our common foods such as potatoes, soya, groundnuts, maize, tomatoes, chilies came from America's original inhabitants i.e., the American Indians. From the sixteenth century, America's vast lands, abundant crops and minerals transformed trade and lives everywhere. Precious metals like silver from mines in Peru and Mexico enhanced Europe's wealth and financed its trade with Asia. Legends spread in seventeenth-century Europe about South America's fabled wealth. Many expeditions set off in search of El Dorado, the fabled city of gold. Thus there were global exchanges before the seventeenth century.



## **Class 10 Social History Chapter 4 The Making of a Global World**

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**Q.2. Give two examples from history to show the impact of Science and Technology on food availability.**

**Ans.**

**(i) Availability of cheap food in different markets:** Improvements in transport; faster railways, lighter wagons and larger ships helped move food more cheaply and quickly from the far-away farms to the final markets.

**(ii) Impact on meat:** Till the 1870s, meat from America was shipped to Europe in the form of live animals which were then slaughtered in Europe. But live animals took up a lot of ship space. But the invention of refrigerated ships made it possible to

transport meat from one region to another. Now animals were slaughtered in America, Australia or New Zealand, and then transported to Europe as frozen meat. The invention of the refrigerated ship had the following advantages :

1. This reduced shipping costs and lowered meat prices in Europe.
2. The poor in Europe could now consume a more varied diet.
3. To the earlier monotony of bread and potatoes many, not all, could add meat, butter and eggs.
4. Better living conditions promoted social peace within the country, and support for imperialism abroad

**Q.3. Explain how the global transfer of disease in the pre-modern world helped in the colonisation of the Americas.**

**Solutions:** The global transfer of disease in the pre-modern world helped in the colonisation of the Americas. The reason was that the native Americans were not immune to the diseases that the European settlers brought with them. The Europeans were, to a certain extent, immune to the effects of diseases like smallpox due to centuries of exposure. However, the native Americans had no such defence against this disease, as they were isolated from diseases native to the old world.

At times, settlers deliberately practised biological warfare on the natives by giving items laced with smallpox germs as 'gifts of friendship'. The disease was far more effective in wiping out entire tribes and communities without having to resort to firearms.

**4. Write a note to explain the effect of the following:**

- a. **The British government's decision to abolish the Corn Laws.**
- b. **The coming of rinderpest to Africa.**
- c. **The death of men of working age in Europe because of the World War.**
- d. **The Great Depression on the Indian economy.**
- e. **The decision of MNCs to relocate production to Asian countries.**

**Solution:**

- a. The British government's decision to abolish the Corn Laws was due to pressure from the landed groups, who were unhappy with the high price of food and the cheap inflow of agricultural products from Australia and America. As a result, many English farmers left their profession and migrated to towns and cities. Some went overseas. This indirectly led to global agriculture and rapid urbanisation, a prerequisite of industrial growth.
- b. Rinderpest (a fast-spreading disease of cattle plague) arrived in Africa in the late 1880s. It had a terrifying impact on people's livelihoods and the local economy. It started in East Africa and soon spread to other parts of the continent. Within five years, it reached the Cape of Good Hope (Africa's Southernmost tip), by which it had killed 90 % of the cattle population in that part of Africa. It spread through infected cattle imported from British Asia to feed the Italian soldiers invading Eritrea in East Africa. Using this situation to their advantage, colonising nations conquered and subdued Africa by monopolising scarce cattle resources to force Africans into the labour market. The Africans were forced to work for a wage due to the loss of their livelihood because of the effect of Rinderpest.
- c. The First World War was the first modern industrial war. It saw the use of machine guns, tanks, aircraft, chemical weapons etc., on a massive scale. To fight such a war, millions of soldiers had to be recruited from around the world and moved to the frontlines on large ships and trains. The scale of death and destruction was unlike any other conflict in the modern era. Most of the killed and maimed were men of working age; the deaths and injuries of these men drastically reduced the able-bodied workforce in Europe. With fewer members within the family, household incomes declined after the war. Thus, women stepped in to do the jobs that were earlier done by men. It increased the role of women and led to a demand for equal status in society. It made the feminist movement even stronger.
- d. In the nineteenth century, colonial India had become an exporter of agricultural goods and an importer of manufactures. The impact of the Great Depression on India was felt, especially in the agricultural sector. It was evident that the Indian economy was closely becoming integrated into the global economy. India was a British colony and exported agricultural goods and imported manufactured goods. As international prices crashed, so did the prices in India. Wheat prices in India fell by 50 % between 1928 and 1934.
- e. Wages were relatively low in Asian countries like China. Thus, they became lucrative destinations for investment by foreign MNCs competing to dominate world markets. The relocation of industry to low-wage countries stimulated world trade and capital flow.

The impact of MNC's decision to relocate production to Asian Countries was as follows:

- a. It provided a cheap source of labour for MNCs.
- b. It stimulated world trade and increased capital inflow in Asian countries.
- c. The local population had a greater choice of goods and services along with prospects of greater employment opportunities for them.

**5. Give two examples from history to show the impact of technology on food availability.**

**Solution:**

1. Improved transportation systems: Improved transportation systems helped the food items get delivered on time to the markets without any harm. Faster railways, lighter wagons and larger ships helped move food cheaply and quickly from faraway farms to final markets.
2. Refrigerated ships: The development of refrigerated ships enabled the transport of perishable foods over long distances. Animals were slaughtered for food at the starting point – in America, Australia or New Zealand – and then transported to Europe as frozen meat. This reduced shipping costs and lowered meat prices in Europe. The poor in Europe could add meat to their diet, which was monotonous with only bread and potatoes.

**6. What is meant by the Bretton Woods Agreement?**

**Solution:** In order to preserve economic stability and full employment in the industrial world, the post-war international economic system was established. To execute the same, the United Nations Monetary and Financial Conference was held in July 1944 at Bretton Woods in New Hampshire, USA. The Bretton Woods Conference established the International Monetary Fund (IMF) to deal with external surpluses and shortages in its member nations. The International Bank for Reconstruction and Development (popularly known as the World Bank) was set up for financial post-war reconstruction, and it started its financial operations in 1947.

Under the agreement, currencies were pegged to the price of gold, and the US dollar was seen as a reserve currency linked to the price of gold. Decision-making authority

was given to the Western industrial powers. The US was given the right to veto over key IMF and World Bank decisions. The Bretton Woods System was based on fixed exchange rates. The Bretton Woods System opened an era of unique growth of trade and income for the Western industrial nations and Japan.

**7. Explain the three types of movements or flows within the international economic exchange. Find one example of each type of flow which involved India and Indians, and write a short account of it.**

**Solution:** The three types of movements or flows within the international economic exchange are trade flows, human capital flows and capital flows or investments. These can be explained as the trade in agricultural products, migration of labour, and financial loans to and from other nations.

1. The flow of trade (trade in goods, e.g. cloth or wheat)

India was a hub of trade in the pre-modern world, and it exported textiles and spices in return for gold and silver from Europe.

Fine cotton was produced in India and was exported to Europe. With industrialisation, British cotton manufacturing began to expand, and industrialists pressurised the government to restrict cotton imports and protect local industries. As a result of the tariffs that were imposed on cloth imports, the inflow of fine Indian Cotton began to decline.

2. The flow of labour (the migration of people in search of employment)

In the field of labour, indentured labour was provided for mines, plantations and factories abroad, in huge numbers, in the nineteenth century. This was an instrument of colonial domination by the British. Indentured labourers were hired under contracts who promised return travel to India after they had worked five years on their employer's plantation. The living conditions were harsh, and the labourers had little protection from the law or from it as they had few rights.

3. The movement of capital (investments)

Britain took generous loans from the USA to finance the World War. Since India was an English colony, the impact of these loan debts was felt in India too. Food and other crops for the world market required capital. Large plantations could borrow it from banks and markets.

## **8. Explain the causes of the Great Depression.**

**Solution:** The Great Depression was a result of many factors. Some of them are

1. Agriculture overproduction was a major problem. As a result, agricultural prices fell. As prices fell, so did agricultural incomes. This increased the volume of goods in the market. The situation got worsened in the market. Prices fell further. Farm produce began to rot due to the lack of buyers.
2. Prosperity in the USA during the 1920s created a cycle of higher employment and incomes. It led to a rise in consumption and demand. More investment and more employment created tendencies of speculation, which led to the Great Depression of 1929 up to the mid-1930s. The stock market crashed in 1929. It created panic among investors and depositors, who stopped investing and depositing. As a result, it created a cycle of depreciation.
3. The withdrawal of US loans affected the rest of the world in many different ways. In Europe, it led to the failure of the major banks and the collapse of major currencies such as the British pound sterling. Some of the banks closed down when people withdrew all their assets, leaving them unable to invest. Some banks called back loans taken from them at the same dollar rate in spite of the falling value of the dollar.

# The Age of Industrialisation

## 1. Explain the following:

- a. **Women workers in Britain attacked the Spinning Jenny.**
- b. **In the seventeenth century, merchants from towns in Europe began employing peasants and artisans within the villages.**
- c. **The port of Surat declined by the end of the eighteenth century.**
- d. **The East India Company appointed 'gomasthas' to supervise weavers in India.**

## Solution:

- a. James Hargreaves designed the Spinning Jenny in 1764. This machine speeded up the spinning process and reduced the demand for labour. By the use of this machine, a single worker could turn a number of spindles and spin several threads at a time. Due to this, many weavers lost their employment. The fearful prospect of unemployment drew women workers, who depended on hand-spinning, to attack the new machines.
- b. World trade expanded at a very fast rate during the 17th and 18th centuries. The acquisition of colonies was also responsible for the increase in demand. The producers in the towns failed to produce the required quantity of cloth. The producers could not expand the production in the towns because urban crafts and trade guilds were powerful. These were the associations of producers that restricted the entry of new people into the trade. The rulers granted different guilds the monopoly right to produce and trade in specific products.
- c. The European companies were gaining power by securing a variety of concessions from the local courts. It was very difficult for the Indian merchants and traders to face the competition as most of the European countries had huge resources. Some of the European companies got the monopoly rights to trade.

All this resulted in the decline of Surat Port by the end of the eighteenth century. In the last years of the seventeenth century, the gross value of trade that passed through Surat was 16 million. By the 1740s, it had slumped to 3 million. With the passage of time, Surat and Hooghly decayed, while Bombay (Mumbai) and Calcutta (Kolkata) grew.

- a. The company tried to eliminate the existing traders and brokers connected with the cloth trade and establish more direct control over the weavers. It appointed a paid servant called Gomastha to supervise weavers, collect supplies, and examine the quality of cloth.

## **2. Why did some industrialists in nineteenth-century Europe prefer hand labour over machines?**

**Solution:** In the 19th century, some European industrialists preferred hand labour over machines because

- a. New technologies and machines were expensive and untested. So, the producers and the industrialists were cautious about using them.
- b. Machines often broke down, and repairing them was an expensive affair.
- c. Poor peasants and migrants moved to cities in large numbers in search of jobs. As a result, there was a large pool of labourers available for cheap labour.
- d. In seasonal industries, where production fluctuated with the seasons, industrialists usually preferred hand labour, employing workers only for the season when it was needed.
- e. The variety of products required in the market could not be produced by the machines available at that time. In the mid-nineteenth century, in Britain, for instance, 500 varieties of hammers and 45 kinds of axes were produced; these required human skills and not mechanical technology.

## **3. How did the East India Company procure regular supplies of cotton and silk textiles from Indian weavers?**

**Solution:** The East India Company adopted various steps to ensure regular supplies of cotton and silk textiles.

- a. They established political power to assert a monopoly on the right to trade.
- b. The company tried to eliminate the existing traders and brokers connected with the cloth trade and establish direct control over the weavers. It appointed paid servants called the 'Gomasthas' to supervise weavers, collect supplies and examine the quality of cloth.
- c. It prevented the company weavers from dealing with other buyers. Once an order was placed, the weavers were given loans to purchase the raw material. Those who took loans had to hand over the cloth they produced to the Gomasthas only. They could not take it to any other trader.
- d. They developed a system of management and control that would eliminate competition, control costs and ensure a regular supply of cotton and silk goods. This system forced the sale at a price dictated by the company. By giving the weavers a loan, the company tied the weavers with them.



#### **4. Why did industrial production in India increase during the First World War?**

**Solution:** Industrial production in India increased during the First World War due to the following reasons:

- a. The British mills were busy with war production to meet the needs of the army; thus, Manchester's imports to India declined.
- b. With the decline in imports suddenly, Indian mills had a vast home market to supply.
- c. As the war prolonged, Indian factories were called upon to supply war needs also, such as Jute bags, cloth for the uniform of soldiers, tents, and leather boots.
- d. New factories were set up, and old ones organised multiple shifts; during the war years, Indian industries boomed.
- e. Overall, the First World War gave a boost to Indian industries.

#### **5. What problems were faced by the Indian cotton weavers in the nineteenth century? Explain.**

Ans. 1. Their export market collapsed due to an increase in import duties on them in England.

2. Their local market shrank as they were flooded with cheap Manchester imports.

3. They could not get sufficient supply of raw cotton of good quality.

4. When the American civil war broke out and cotton supplies from the US were cut off, Britain turned to India. Indian weavers were forced to buy cotton at very high prices.

5. By the end of the nineteenth century, factories in India began production and flooded the market with machine goods. This created the problem of survival for weaving industries.

#### **6. Explain how the conditions of the workers steadily declined in the early twentieth century of Europe.**

Ans. 1. Workers travelled great distances in the hope of work in the mills.

2. For workers, getting jobs was always difficult, even when mills multiplied and the demand for workers increased.

3. The numbers seeking work were always more than the jobs available.

4. Entry into the mills was also restricted. Industrialists usually employed a jobber to get new recruits.

5. The Jobber therefore became a person with some authority and power. He began demanding money and gifts for his favour and controlling the lives of workers

## Print Culture and the Modern World

**Q.1 Give reason for the following:**

- a. **Woodblock print only came to Europe after 1295.**
- b. **Martin Luther was in favour of print and spoke out in praise of it.**
- c. **The Roman Catholic Church began keeping an Index of prohibited books from the mid-sixteenth century**
- d. **Gandhi said the fight for Swaraj is a fight for the liberty of speech, liberty of the press, and freedom of association.**

**Solution:** (a) Marco Polo, the Italian explorer, visited China and learnt the technology of woodblock printing. When he returned to Italy in 1295, he brought this knowledge back with him. Gradually this knowledge spread from Italy to other parts of Europe.

(b) In 1517, Martin Luther, the religious reformer, wrote ninety-five theses that criticised the corrupt practices of the Catholic Church and pasted these on the church door in Wittenberg. Very soon, thousands of copies of Luther's theses were printed, spreading his ideas among people. Martin Luther was deeply moved to realise the power of printing, which brought about the reformation movement and the eventual birth of Protestantism.

(c) Print and popular literature encouraged many distinctive interpretations of religious faiths and ideas. In the 16th century, Manocchio, a roller in Italy, began to read books available readily in his locality. He gave a new interpretation of the Bible and formulated a view of God and creation that enraged the Roman Catholic Church. As a result, Manocchio was hauled up twice and ultimately executed when the Roman Catholic Church began its inquisition.

(d) Mahatma Gandhi said these words in 1922 during the Non-cooperation Movement (1920-22). According to him, without the liberty of speech, the liberty of the press and freedom of association, no nation can even survive. If the country was to get free from foreign domination, then these liberties were quite important.

**Q.2 Write short notes on what you know about:**

- a. **The Gutenberg Press**
- b. **Erasmus's idea of the printed book**
- c. **The Vernacular Press Act**

**Solution:** (a) The Gutenberg Press was the first printing press of Europe. It was invented by Johannes Gutenberg of Strasbourg. He grew up in a large agricultural estate and had knowledge and experience in operating olive and wine presses. He invented the printing press around the year 1448, with the Bible being the first book to be printed.

(b) Erasmus, the Latin scholar, was not happy with the printing of books because he was afraid that this would lead to the circulation of books with rebellious ideas. He felt that although a few books may give useful information, the majority of books may just be irrelevant or illogical, through which scandalous or irreligious ideas will spread, ultimately leading to incitement of rebellion.

(c) The Vernacular Press Act was passed in 1878 by the British government in India. This act provided the government with extensive rights to censor reports and editorials in the vernacular press. If a vernacular paper published any seditious material, the paper was banned, and its printing machinery was seized and destroyed.

### **Q.3 What did the spread of print culture in the nineteenth century India mean to:**

- a. **Women**
- b. **The poor**
- c. **Reformers**

**Solution: (a) Women:** Women became as important as readers and writers. Reading habits improved among them. With an increase in literacy, women took a great interest in reading and writing. Many journals started emphasising the importance of women's education. Many magazines and books were especially published for women. The print culture gave women some amount of freedom to read and develop their own views on various issues, especially those related to women.

**(b) The Poor:** As the literacy rate improved in Europe as well as in India, printed material, especially for entertainment, began to reach even the poor. In England, 'penny magazines' were carried by peddlers and sold for a penny so that even poor people could buy them. Those who could not read could listen to the stories and folklore. These stories and folklore could be read out to them by others. Books could be hired for a nominal fee from some book owners. Even in India, very cheap small books were brought to the market in 19th-century Madras towns, which allowed poor people to have access to print culture.

**(c) Reformers:** Reformers used newspapers, journals and books to highlight the social evils prevailing in the society. Raja Ram Mohan Roy published the 'Sambad Kaumudi' to highlight the plight of widows. From the 1860s, many Bengali women writers like Kailashbashini Debi wrote books highlighting the experiences of women, about how women were imprisoned at home, kept in ignorance, forced to do hard domestic labour and treated unjustly by the menfolk they served.

### **Q.4 Why did some people in eighteenth century Europe think that culture would bring enlightenment and end despotism?**

**Solution:**

- a. With the spreading of new ideas after the coming of print culture, the ideas of scientists and philosophers became more accessible to the common people. Ancient and medieval scientific texts were compiled and published.

- b. Books as a medium of progress by the eighteenth century: Books became a medium of spreading progress and enlightenment, which could change society and the world. It was also believed that the books could liberate society from despotism and tyranny.
- c. Writings of scholars: The writings of thinkers such as Jean Jacques Rousseau, Thomas Paine and Voltaire were also widely printed and could gain popularity. Thus, their ideas about science, rationality and reasoning found their way into popular literature.
- d. Scientific discoveries: Maps and more accurate scientific diagrams were widely printed when scientists like Issac Newton began to publish their discoveries. They could influence a much wider circle of scientifically-minded readers.

**Q.5 Why did some people fear the effect of easily available printed books? Choose one example from Europe and one from India.**

**Solution:** Some people, especially from the upper class, feared the effect of easily available printed books due to the spread of literacy among the common people. They feared that they might lose their position or authority. Some people thought that it might lead to the spread of rebellions and irreligious thoughts.

*Example:*

- (i) In Europe, the Roman Catholic Church tried to curb printed books through the Index of Prohibited Books.
- (ii) In India, the Vernacular Press Act imposed restrictions on Indian press and various local newspapers.

**Q.6 What were the effects of the spread of print culture for poor people in nineteenth-century India?**

**Solution:** Public libraries were set up in the early twentieth century, expanding access to books. These libraries were located mostly in cities and towns and, at times, in prosperous villages. For rich local patrons, setting up a library was a way of acquiring prestige.

From the late nineteenth century, issues of caste discrimination were written about in many printed tracts and essays.

Jyotiba Phule, the Maratha pioneer of 'low caste' protest movements, wrote about the injustices of the caste system in his *Gulamgiri* (1871). In the twentieth century, B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naicker in Madras (better known as Periyar) wrote powerfully on caste, and their writings were read by people all over India. Local protest movements and sects also created a lot of popular journals and tracts, criticising ancient scriptures and envisioning a new and just future.

At the very least, it made poorer people aware of their rights and their place in society and Print media showed the way in which they can improve their lot in life.

**Q.7 Explain how the print culture assisted in the growth of nationalism in India.**

**Solution:** Print culture assisted in the growth of nationalism in India in the following ways:

- a. By the end of the 19th century, a large number of newspapers in Indian vernacular languages were published, making it easier to circumvent the language barriers among the various ethnic groups of Indians.
- b. These newspapers published articles written by national leaders. Their ideas were communicated to the masses through these newspapers.
- c. The people of different communities and places were thus connected by print media. Newspapers conveyed news from one place to another, creating a pan-Indian identity.
- d. The nationalist newspapers exposed the colonial misrule and encouraged nationalist activities. As these were written in spoken languages of various regions, the common man could easily understand the content.
- e. For example, when Punjab revolutionaries were deported in 1907, Balagangadhar Tilak wrote articles sympathising with them. He was arrested, which provoked protest among the masses.

Thus, it is clear that print culture assisted the growth of nationalism in India.

# Civics Chapter 1 – Power-sharing

**1. What are the different forms of power-sharing in modern democracies? Give an example of each of these.**

**Answer.**

There are different forms of power-sharing in modern democracies. They are given below:

- a. Horizontal distribution of power – Power is shared among different organs of government, such as the legislature, executive and judiciary. Example: India
- b. The federal division of power – Power can be shared among governments at different levels – a general government for the entire country and governments at the provincial or regional level. Example: India (Union Government and State Governments)
- c. Community government – Power may also be shared among different social groups, such as religious and linguistic groups. Example: Belgium
- d. Power-sharing between political parties, pressure groups and movements – Such competition ensures that power does not remain in one hand. In the long run, power is shared among different political parties that represent different ideologies and social groups.

**2. State one prudential reason and one moral reason for power-sharing with an example from the Indian context.**

**Answer.**

While prudential reasons stress that power-sharing will bring out better outcomes. In India, the power is shared horizontally among various organs of government. The Legislature, Executive and Judiciary are responsible for administering India. Reservation is applicable in India, where various sections are given benefits over others to avoid conflicts.

Moral reasons emphasise the very act of power-sharing as valuable. In India, citizens are conferred with fundamental rights and directive principles of state policies are implied in the government.

**3. How are the ethnic problem solved in Belgium? Mention any four steps which were taken by the governments to solve the problem?**

Ans. a). Equal no of Ministers for both the groups: The Belgium constitution prescribes that the number of Dutch and French speaking ministers shall be equal in the central government. Some special laws require the support of majority of members from each linguistic group.

b). More powers to the state government: Under the proper power sharing arrangement many powers of the central government were given to state government for the two regions of the country. The state governments were not subordinate to the central government.

c). Equal representation at state and the central level: A separate government has been set up at Brussels in which both the communities have equal representation.

d). Formation of community government: A third kind of government was made that is community government. This community government is elected by the people belonging to one language community. Dutch, French and German speaking people have their own community government.

#### **4. Describe the population composition of Sri Lanka and the reasons for the formation of Majoritarian government in 1948.**

Ans. (a) It is an Island nation south of India. Tamil natives are called Sri Lankan tamils and formed 13% population.

(b) The Indian Tamils whose forefathers had come from India as plantation workers formed 5% of the population.

(c) The Sinhala Buddhist, who were 74% of the population, formed the majority government after independence in 1948.

(d) Tamils are either Hindus or Muslims, 7% of the people are Christian who are both Tamil and Sinhala.

(e) Sinhalese enjoy the majority and can impose their will on the entire country.

**5. What are the outcomes and the lessons we learnt from the style of governance in Sri Lanka and Belgium?**

Ans. (a) We realise that the two countries, Sri Lanka and Belgium, are similar in respect of linguistic and ethnic diversity, yet both of them followed opposite policies to resolve the differences.

b) The Majoritarianism measures as followed in Sri Lanka created feeling of alienation among the Tamils leading to tensions in the region. It led to civil war waged by the Tamils who fight to create an independent state named Tamil Eelam in the North and east of the Island. It is estimated that the war has claimed the lives of more than 68000 people since 1983 and it has caused significant harms to the population and the economy of the country.



(c) The accommodation policies followed in Belgium have worked well so far. They are complicated but nevertheless, have been able to prevent any outbreak of civil war. The policies helped the leaders of the country in creating an enabling environment for everyone to live together with unity without disturbing the social fabric of the country. The policies of the government gave equal representation to the different sections of the society.

(d) Therefore it is clear that to be able to hold the country together, it is indispensable to recognize and regard the culture and other identifying differences of various groups and create mutually acceptable policies for sharing power

**6. Explain the power sharing arrangement among the different political parties, pressure groups and movements.**

Ans. a). In a democracy power is also shared among the different political parties, pressure groups and movements.

b). Democracy provides the citizens a choice to choose their rulers. This choice is provided by the various political parties, who contest elections to win.

c). In the long run power is shared among different political parties that represent different ideologies and social groups.

d). Sometimes this kind of sharing can be direct, when two or more parties from an alliance to contest elections. If their alliance is elected, they form a coalition government and thus share power.

e). In a democracy, various pressure groups and movements also remain active. They will also have a share in governmental power, either through participation in governmental committees or bringing influence on the decision making process.

## FEDERALISM

### **1. What are the causes responsible for the very slow progress of the Panchayat Raj System in India?**

Ans. 1) Lack of awareness: Some people treat it just as an administrative agency, some as an intention of democracy at grass root level and some treat it as a charter of rural, local government. Therefore lack of awareness and conceptual clarity is one of the reasons for the slow success of Panchayat Raj.

2) Irregular election: Elections should be held after a gap of five years, but still irregularities are there to hold the elections.

3) Relationship of government officials and elected representatives: All work of the Panchayat Raj System is being done by the government officials, but contradiction always comes in between government officials and elected representatives and then it progresses very slowly.

4) Lack of money and other support: The Panchayat Raj institutions lack enough money, administrative support and help from the government officials. That's why its success rate is very slow.

## **2. What are the features of Federalism?**

Ans. 1) There are two or more levels of government.

2) Different tiers of government govern the same citizens but each tier has its own jurisdiction in specific matters of legislation, taxation and administration.

3) The jurisdiction of respective levels is specified in the constitution. So the existence and authority of each tier of government is constitutionally granted

4) Fundamental provisions of the constitutions cannot be unilaterally changed by one level of government and require the constitutions and the powers of government of different levels. The highest court acts as the umpire if disputes arise in the exercise of their respective powers.

5) Sources of revenues are specified to ensure financial autonomy.

## **3.Explain how power is shared among different organs of the government.**

Ans. 1) Union List: Subjects of national importance like defense, foreign affairs, atomic energy, banking, post and telegraph are included in the Union List. Only the

central government can pass laws on the subjects mentioned in the union list because we need a uniform policy on important or national issues throughout the country. The union list has 97 subjects.

2) State List: It comprises those important subjects on which the state government can pass laws. Subjects like police, local government, trade and commerce, agriculture are within the state included in the State list. The state list has 66 subjects.

3) Concurrent List: The concurrent list comprises the subjects which are of common concern both to the centre and state government. Both the centre and state governments can frame laws on these subjects. However if there is a conflict between the central law and state law, over a subject in the Concurrent list, the central law would be effective. The concurrent list has 47 subjects.

4) Residuary Powers: Matters which are not included in the division of powers are known as residuary powers. It was felt that there can be subjects which are not mentioned in either of these lists. The central government has been given the power to legislate on the residuary subjects.

#### **4. Describe the language policy of India?**

Ans. 1) The constitution of India does not give the status of national language to any of the language.

2) Though Hindi was identified as the official language but the central government has not imposed Hindi on states where people speak a different language.

3) Besides Hindi there are twenty one other languages recognized as Scheduled languages by the constitution.

4) Most of the states have their own official languages which are used in the offices.

5) Since independence Indian Leaders have adopted a very cautious attitude in spreading the use of Hindi.

6) According to constitution the use of English for official purposes was to stop in 1965 which was not liked by some of the states. So the central government responded by agreeing to continue the use of English along with Hindi as official language

**5. In what way is the Panchayat Raj experiment Significant? Explain.**

Ans. 1) There are now about 36 lakhs elected representatives in the panchayat and municipalities.

2) There is reservation for women, SC and ST in these bodies.

3) This number is bigger than the population of many countries in the world.

4) Constitutional status for local government has helped to deepen democracy in our country. It has also increased women's representation and voice in our democracy. At the same time, there are many difficulties. While elections are held regularly and enthusiastically Gram Sabha are now held regular

6. What major steps were taken in 1992 towards decentralization?

7. Why the exact balance of power between the central and State Governments does vary from one federation to other federations? Explain with examples.

8. Critically examine the concept of Decentralization in India

# Gender Religion and Cast

1 Mention different aspects of life in which women are discriminated or disadvantaged in India.

2.State different forms of communal politics with one example each.

3.State how caste inequalities are still continuing in India.

4.State two reasons to say that caste alone cannot determine election results in India.

5.What is the status of women's representation in India's legislative bodies?

6.Mention any two constitutional provisions that make India a secular state.



# **Political Parties**

**1. State the various functions political parties perform in a democracy.**

**2.What are the various challenges faced by political parties?**

**3.What are the characteristics of a political party?**

**4.Suggest some reforms to strengthen parties so that they perform their functions well.**

**5.What is Multi-Party system? Discuss the merits and demerits of multi-party system**

**6. Examine the concept ‘use of money and muscle power’ in the Political Parties**

# **Outcomes of Democracy**

**1. How does democracy produce an accountable, responsive and legitimate government?**

**2. What are the conditions under which democracies accommodate social diversities?**

**3. How can democracy accommodate the dignity of women and caste discrimination in one system?**

**4. Democracy means delay in the decision making. Which one is preferable-quick decision making process of dictatorship or slow decision making process of democracy?**

**5. Democracies lead to peaceful and harmonious life among citizens.” Support this statement with suitable arguments.**

**6. How do people take part in decision making in democracy? Explain.**

**7. Which factors sustain democracy in India?**

## Development

1. What is the main criterion used by the World Bank in classifying different countries? What are the limitations of this criterion, if any?

2. In what respects is the criterion used by the UNDP for measuring development different from the one used by the World Bank?

3. Why do we use averages? Are there any limitations to their use? Illustrate with your own examples related to development.

4. Kerala, with lower per capita income, has a better human development ranking than Haryana. Hence, per capita income is not a useful criterion at all and should not be used to compare states. Do you agree? Discuss.

5. Why is the issue of sustainability important for development?

6. "The Earth has enough resources to meet the needs of all but not enough to satisfy the greed of even one person." How is this statement relevant to the discussion of development? Discuss.

# Sectors of the Indian Economy

1. How is the tertiary sector different from other sectors? Illustrate with a few examples.

2. What do you understand by disguised unemployment? Explain with an example each from the urban and rural areas.

3. Distinguish between open unemployment and disguised unemployment.

4. Tertiary sector is not playing any significant role in the development of the Indian economy.” Do you agree? Give reasons in support of your answer.

5. Service sector in India employs two different kinds of people. Who are these?

6. Workers are exploited in the unorganised sector. Do you agree with this view? Give reasons in support of your answer.

# **Money and Credit**

**1. In situations with high risks, credit might create further problems for the borrower. Explain.**

**2. How does money solve the problem of double coincidence of wants? Explain with an example of your own.**

**3. How do banks mediate between those who have surplus money and those who need money?**

**4. Why do we need to expand formal sources of credit in India?**

**5. What is the basic idea behind the SHGs for the poor? Explain in your own words.**

**6. What are the reasons why banks might not be willing to lend to certain borrowers?**

**7. In what ways does the Reserve Bank of India supervise the functioning of banks? Why is this necessary?**

# **Globalisation and the Indian Economy**

**1. What do you understand about globalisation? Explain in your own words.**

**2. What were the reasons for putting barriers to foreign trade and foreign investment by the Indian government? Why did it wish to remove these barriers?**

**3. How would flexibility in labour laws help companies?**

**4. What are the various ways in which MNCs set up, or control, production in other countries?**

**5. Why do developed countries want developing countries to liberalise their trade and investment? What do you think should the developing countries demand in return?**

**6. “The impact of globalisation has not been uniform.” Explain this statement.**

**7. How has liberalisation of trade and investment policies helped the globalisation process?**

# Consumer Rights

1. Why are rules and regulations required in the marketplace? Illustrate with a few examples.

2. What factors gave birth to the consumer movement in India? Trace its evolution.

3. Explain the need for consumer consciousness by giving two examples.

4. Mention a few factors which cause the exploitation of consumers.

5. What is the rationale behind the enactment of the Consumer Protection Act 1986?

6. What legal measures were taken by the government to empower consumers in India?

7. Critically examine the progress of the consumer movement in India.

7. Mention some of the rights of consumers and write a few sentences on each.

## **GEOGRAPHY**

# **Resources and Development**

- 1. Classify resources on the basis of ownership with example**
  
  
  
  
  
  
  
  
  
  
- 2. Classify resources on the basis of state of development with example**
  
  
  
  
  
  
  
  
  
  
- 3. Why is resource planning important in the context of a country like India?**
  
  
  
  
  
  
  
  
  
  
- 4. How has technical and economic development led to more consumption of resources?**
  
  
  
  
  
  
  
  
  
  
- 5. Explain the land use pattern in India?**
  
  
  
  
  
  
  
  
  
  
- 6. Explain any five proper farming techniques which can be used for soil conservation.**
  
  
  
  
  
  
  
  
  
  
- 7. How is red soil formed? Mention its features.**



# **Forest and Wildlife Resources**

**1. How are forests useful to man?**

**2. Explain how human activities have affected the depletion of flora**

**3. What were the views of foresters and environmentalists regarding the degrading factors behind the depletion of forest resources?**

**4. What steps must be taken to preserve the natural vegetation?**

**5. What are the steps taken by the Government to conserve flora and fauna of the country?**

**6. Describe how communities have conserved and protected forests and wildlife in India.**

**7. Mention the negative factors which since pre-independence to present period have contributed significantly to the fearful depletion of flora and fauna in India**

# **Water Resources**

**1. Compare the advantages and disadvantages of multi-purpose river projects.**

**2. Discuss how rainwater harvesting in semi-arid regions of Rajasthan is carried out.**

**3. Describe how modern adaptations of traditional rainwater harvesting methods are being carried out to conserve and store water.**

**4. How intensive industrialization and urbanisation have passed a great pressure on existing fresh water resources in India? Explain with two examples for each.**

**5. What is the 'Narmada Bachao Andolan'? Why was it organized? What are the issues raised by this movement?**

**6. Three –fourths of the world is covered with water and water is a renewable resources. Yet many countries and regions around the globe suffer from water scarcity. Explain**

# **Agriculture**

**1.Suggest the initiative taken by the government to ensure the increase in agricultural production.**

**2.Describe the impact of globalisation on Indian agriculture.**

**3. Explain the favourable temperature, rainfall and soil conditions required for the growth of tea. Name the leading tea producing states.**

**4.Name the major Horticulture Crops of India and also write their areas of cultivation**

**5.Which is the staple crop for majority of the people in India? What are the Geographical conditions required for its growth. Name the major areas of its production.**

**6. Which crop is known as golden fiber? What are the Geographical conditions required for its growth. Name the major areas of its production.**

**7.Why the growth rate in agriculture has been decreasing day by day. Give reasons.**

# **Minerals and Energy Resources**

**1. What are Non-Conventional Sources of Energy? Why do they have a bright future in India.**

**2. Write a short note on Bauxite, its formation, features and distribution in India.**

**3. Why is there a need of conservation of minerals?**

**4. How would you classify the types of coal depending on the degrees of compression?**

**5. Distinguish between conventional and non conventional sources of energy**

**6. Explain any five types of non conventional sources of energy developed in India.**

**7. Describe the importance of minerals in human life**

**8. Describe the importance of minerals in human life**

# **Manufacturing Industries**

**1. Why are industries located in or near the cities? What were its results in pre independence period?**

**2. Analyze the advantages of the decentralization of industries in India**

**3. How will you elaborate the importance of manufacturing? Explain.**

**4. Explain the different stages in the process of manufacturing of steel**

**5. How is Integrated Steel Plants different from Mini steel plants? What problems does this industry face?**

**6. What ideas justify that agriculture and industry are not exclusive of each other?**

**7. Why are cotton and textile Industry spread all over the India? Explain five reasons with suitable examples**

# **Lifelines of National Economy**

- 1. No countries can survive without international trade. Explain.**
  
- 2. “Railways are the principal mode of transportation in India” Explain.**
  
- 3. How do physiographic and economic factors influence the distribution pattern of Indian railway network? Explain with example.**
  
- 4. Explain the major sea ports of India situated on Western coastline.**
  
- 5. Name any two navigational Rivers of India? In which part of India Inland Water ways are widely used? Write two Merits and Demerits of Inland water Transport.**
  
- 6. Efficient network of transport and communication is a pre-requisite for local, national and global trade of today? Explain.**
  
- 7. Explain the different reasons for the growing importance of road transport vis-à-vis rail transport.**

**MATHS:(For maths referred to byju's site)**

## **Real Numbers**

**Q.1: Use Euclid's division lemma to show that the square of any positive integer is either of form  $3m$  or  $3m + 1$  for some integer  $m$ .**

**Q.2: Express each number as a product of its prime factors:**

**(i) 140(ii) 156(iii) 3825(iv) 5005(v) 7429**

**Q.3: Given that  $\text{HCF}(306, 657) = 9$ , find  $\text{LCM}(306, 657)$ .**

**Q.4: Prove that  $3 + 2\sqrt{5}$  is irrational.**

**Q.5: Without actually performing the long division, state whether the following rational numbers will have a terminating decimal expansion or a non-terminating repeating decimal expansion:**

(i)  $\frac{13}{3125}$  (ii)  $\frac{17}{8}$  (iii)  $\frac{64}{455}$  (iv)  $\frac{15}{1600}$

**Q.6:** The following real numbers have decimal expansions as given below. In each case, decide whether they are rational or not. If they are rational, and of the form,  $\frac{p}{q}$  what can you say about the prime factors of  $q$ ?

(i) 43.123456789

(ii) 0.120120012000120000. . .

**Q.7:** Check whether  $6^n$  can end with the digit 0 for any natural number  $n$ .

**Q.8:** What is the HCF of the smallest prime number and the smallest composite number?



## Polynomials

**Q.1:** Find the value of “p” from the polynomial  $x^2 + 3x + p$ , if one of the zeroes of the polynomial is 2.

**Q.2:** Does the polynomial  $a^4 + 4a^2 + 5$  have real zeroes?

**Q.3:** Compute the zeroes of the polynomial  $4x^2 - 4x - 8$ . Also, establish a relationship between the zeroes and coefficients.

**Q.4:** Find the quadratic polynomial if its zeroes are 0,  $\sqrt{5}$ .

**Q.5:** Find the value of “x” in the polynomial  $2a^2 + 2xa + 5a + 10$  if  $(a + x)$  is one of its factors.

**Q.6:** How many zeros does the polynomial  $(x - 3)^2 - 4$  have? Also, find its zeroes.

**Q.7:**  $\alpha$  and  $\beta$  are zeroes of the quadratic polynomial  $x^2 - 6x + y$ . Find the value of ‘y’ if  $3\alpha + 2\beta = 20$ .

**Q.8:** If the zeroes of the polynomial  $x^3 - 3x^2 + x + 1$  are  $a - b$ ,  $a$ ,  $a + b$ , then find the value of  $a$  and  $b$ .

**Q.9:** Find a quadratic polynomial each with the given numbers as the sum and product of its zeroes, respectively.

(i)  $\frac{1}{4}$ , -1

(ii) 1, 1

(iii) 4, 1

## Linear Equations In Two Variables

**Q.1:** The cost of 2 kg of apples and 1kg of grapes on a day was found to be Rs.160. After a month, the cost of 4 kg of apples and 2 kg of grapes is Rs.300. Represent the situation algebraically.

**Q.2:** Half the perimeter of a rectangular garden, whose length is 4 m more than its width, is 36 m. Find the dimensions of the garden.

**Q.3:** On comparing the ratios  $a_1/a_2$ ,  $b_1/b_2$ , and  $c_1/c_2$ , find out whether the following pair of linear equations are consistent, or inconsistent.

(i)  $3x + 2y = 5$  ;  $2x - 3y = 7$

(ii)  $2x - 3y = 8$  ;  $4x - 6y = 9$

**Q.4:** Solve the following pair of linear equations by the substitution method.

(i)  $x + y = 14$

$x - y = 4$

(ii)  $3x - y = 3$

$9x - 3y = 9$

**Q.5:** Solve  $2x + 3y = 11$  and  $2x - 4y = -24$  and hence find the value of 'm' for which  $y = mx + 3$ .

**Q.6:** The coach of a cricket team buys 7 bats and 6 balls for Rs.3800. Later, she buys 3 bats and 5 balls for Rs.1750. Find the cost of each bat and each ball.

**Q.7:** A fraction becomes  $9/11$  if 2 is added to both the numerator and the denominator. If, 3 is added to both the numerator and the denominator it becomes  $5/6$ . Find the fraction.

# Quadratic Equations

**Q.1: Represent the following situations in the form of quadratic equations:**

(i) The area of a rectangular plot is 528 m<sup>2</sup>. The length of the plot (in metres) is one more than twice its breadth. We need to find the length and breadth of the plot.

(ii) A train travels a distance of 480 km at a uniform speed. If the speed had been 8 km/h less, then it would have taken 3 hours more to cover the same distance. What is the speed of the train?

**Q.2: Find the roots of quadratic equations by factorisation:**

(i)  $\sqrt{2}x^2 + 7x + 5\sqrt{2} = 0$

(ii)  $100x^2 - 20x + 1 = 0$

**Q.3: Find two consecutive positive integers, the sum of whose squares is 365.**

**Q.4: Find the roots of the following quadratic equations, if they exist, by the method of completing the square:**

(i)  $2x^2 - 7x + 3 = 0$

(ii)  $2x^2 + x - 4 = 0$

**Q.5: The diagonal of a rectangular field is 60 metres more than the shorter side. If the longer side is 30 metres more than the shorter side, find the sides of the field.**

**Q.6 : Solve the quadratic equation  $2x^2 - 7x + 3 = 0$  by using quadratic formula.**

**Q.7: The sum of the areas of two squares is 468 m<sup>2</sup>. If the difference of their perimeters is 24 m, find the sides of the two squares.**

**Q.8: Find the values of k for each of the following quadratic equations, so that they have two equal roots.**

(i)  $2x^2 + kx + 3 = 0$

(ii)  $kx(x - 2) + 6 = 0$

## Arithmetic Progression

**Q.1:** Write first four terms of the AP when the first term  $a$  and the common difference  $d$  are given as follows:

(i)  $a = 10, d = 10$

(ii)  $a = -2, d = 0$

(iii)  $a = 4, d = -3$

**Q.2:** Which term of the AP: 21, 18, 15, ... is  $-81$ ? Also, is any term 0? Give reason for your answer.

**Q.3:** Check whether  $-150$  is a term of the AP: 11, 8, 5, 2, ...

**Q.4:** If the 3rd and the 9th terms of an AP are 4 and  $-8$ , respectively, then which term of this AP is zero.

**Q.5:** Which term of the AP 3, 15, 27, 39, ... will be 132 more than its 54th term?

**Q. 6:** How many multiples of 4 lie between 10 and 250?

**Q.7:** The sum of 4th and 8th terms of an AP is 24 and the sum of the 6th and 10th terms is 44. Find the first three terms of the AP.

# Triangles

**Q.1:** Given  $\Delta ABC \sim \Delta PQR$ , if  $AB/PQ = \frac{1}{3}$ , then find  $(ar \Delta ABC)/(ar \Delta PQR)$ .

**Q.2:** The sides of two similar triangles are in the ratio 7 : 10. Find the ratio of areas of these triangles.

**Q.3:** In an equilateral  $\Delta ABC$ , D is a point on side BC such that  $BD = (\frac{1}{3}) BC$ . Prove that  $9(AD)^2 = 7(AB)^2$ .

**Q.4:** Prove that in a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides.

**Q.5:** Two right triangles ABC and DBC are drawn on the same hypotenuse BC and on the same side of BC. If AC and BD intersect at P, prove that  $AP \times PC = BP \times DP$ .

**Q.6:** Diagonals AC and BD of a trapezium ABCD with  $AB \parallel DC$  intersect each other at the point O. Using a similarity criterion for two triangles, show that  $OA/OC = OB/OD$ .

## Coordinate Geometry

**Q. 1:** Find the distance of the point P (2, 3) from the x-axis.

**Q. 2:** Find a relation between x and y such that the point (x, y) is equidistant from the points (7, 1) and (3, 5).

**Q. 3:** Find the coordinates of the points of trisection (i.e., points dividing into three equal parts) of the line segment joining the points A(2, - 2) and B(- 7, 4).

**Q. 4:** Find the ratio in which the line segment joining the points (- 3, 10) and (6, - 8) is divided by (- 1, 6).

**Q. 5:** Find the value of k if the points A(2, 3), B(4, k) and C(6, -3) are collinear.

**Q. 6:** Find the area of the triangle formed by joining the mid-points of the sides of the triangle whose vertices are (0, -1), (2, 1) and (0, 3). Find the ratio of this area to the area of the given triangle.

**Q. 7:** Name the type of triangle formed by the points A (-5, 6), B (-4, -2) and C (7, 5).

## Introduction to Trigonometry

Question. 1 : In  $\triangle ABC$ , right-angled at B,  $AB = 24$  cm,  $BC = 7$  cm.

Question 2: If  $\sin A = \frac{3}{4}$ , Calculate  $\cos A$  and  $\tan A$ .

Question.3: If  $\angle A$  and  $\angle B$  are acute angles such that  $\cos A = \cos B$ , then show that  $\angle A = \angle B$ .

Question 4: If  $3 \cot A = 4$ , check whether  $(1 - \tan^2 A)/(1 + \tan^2 A) = \cos^2 A - \sin^2 A$  or not.

Question 5: In triangle PQR, right-angled at Q,  $PR + QR = 25$  cm and  $PQ = 5$  cm. Determine the values of  $\sin P$ ,  $\cos P$  and  $\tan P$ .

Question 6: Evaluate  $2 \tan^2 45^\circ + \cos^2 30^\circ - \sin^2 60^\circ$ .

Question 7: If  $\tan (A + B) = \frac{1}{\sqrt{3}}$  and  $\tan (A - B) = \frac{1}{\sqrt{3}}$ ,  $0^\circ < A + B \leq 90^\circ$ ;  $A > B$ , find  $A$  and  $B$ .

Question 8: Show that :

(i)  $\tan 48^\circ \tan 23^\circ \tan 42^\circ \tan 67^\circ = 1$

(ii)  $\cos 38^\circ \cos 52^\circ - \sin 38^\circ \sin 52^\circ = 0$

Question 9: If  $\tan 2A = \cot (A - 18^\circ)$ , where  $2A$  is an acute angle, find the value of  $A$ .

Question 10: If  $A$ ,  $B$  and  $C$  are interior angles of a triangle  $ABC$ , then show that  $\sin [(B + C)/2] = \cos A/2$ .

## Some Applications of Trigonometry

**Q.1:** The shadow of a tower standing on level ground is found to be 40 m longer when the Sun's altitude is  $30^\circ$  than when it is  $60^\circ$ . Find the height of the tower.

**Q. 2:** A tree breaks due to a storm and the broken part bends so that the top of the tree touches the ground making an angle of  $30^\circ$  with it. The distance between the foot of the tree to the point where the top touches the ground is 8 m. Find the height of the tree.

**Q. 3:** Two poles of equal heights are standing opposite each other on either side of the road, which is 80 m wide. From a point between them on the road, the angles of elevation of the top of the poles are  $60^\circ$  and  $30^\circ$ , respectively. Find the height of the poles and the distances of the point from the poles.

**Q. 4:** An observer 1.5 metres tall is 20.5 metres away from a tower 22 metres high. Determine the angle of elevation of the top of the tower from the eye of the observer.

**Q. 5:** The angle of elevation of the top of a tower from two points distant  $s$  and  $t$  from its foot are complementary. Prove that the height of the tower is  $\sqrt{st}$ .

**Q.6:** The angle of elevation of the top of a tower from a certain point is  $30^\circ$ . If the observer moves 20 metres towards the tower, the angle of elevation of the top increases by  $15^\circ$ . Find the height of the tower.

**Q.7:** A circus artist is climbing a 20 m long rope, which is tightly stretched and tied from the top of a vertical pole to the ground. Find the height of the pole, if the angle made by the rope with the ground level is  $30^\circ$ .

**Q.8:** From the top of a 7 m high building, the angle of elevation of the top of a cable tower is



60° and the angle of depression of its foot is 45°. Determine the height of the tower.

## Circles

**Q.1:** From a point Q, the length of the tangent to a circle is 24 cm and the distance of Q from the centre is 25 cm. Find the radius of the circle.

**Q. 2:** Prove that the tangents drawn at the ends of a diameter of a circle are parallel.

**Q. 3:** A quadrilateral ABCD is drawn to circumscribe a circle as shown in the figure. Prove that  $AB + CD = AD + BC$

**Q. 4:** Two concentric circles are of radii 5 cm and 3 cm. Find the length of the chord of the larger circle which touches the smaller circle.

**Q. 5:** Let  $s$  denote the semi-perimeter of a triangle ABC in which  $BC = a$ ,  $CA = b$ ,  $AB = c$ . If a circle touches the sides BC, CA, AB at D, E, F, respectively, prove that  $BD = s - b$ .

**Q.6:** In the figure, two tangents TP and TQ are drawn to a circle with centre O from an external point T, prove that  $\angle PTQ = 2\angle OPQ$ .

**Q.7:** Prove that the lengths of tangents drawn from an external point to a circle are equal.

## Constructions

**Q.1:** Draw a line segment of length 7 cm. Find a point P on it which divides it in the ratio 3:5.

**Q.2:** Construct a triangle with sides 5 cm, 6 cm and 7 cm and then another triangle whose sides are  $\frac{7}{5}$  of the corresponding sides of the first triangle.

**Q.3:** Draw a circle of radius 3 cm. Take two points P and Q on one of its extended diameters, each at a distance of 7 cm from its centre. Draw tangents to the circle from these two points P and Q.

**Q. 4:** Draw a circle with the help of a bangle. Take a point outside the circle. Construct the pair of tangents from this point to the circle.

**Q. 5:** Draw two concentric circles of radii 3 cm and 5 cm. Taking a point on the outer circle, construct the pair of tangents to the other. Measure the length of a tangent and verify it by actual calculation.

**Q.6:** Draw a line segment AB of length 7 cm. Taking A as the centre, draw a circle of radius 3 cm and taking B as centre, draw another circle of radius 2 cm. Construct tangents to each circle from the centre of the other circle.

**Q.7:** Construct an equilateral  $\triangle ABC$  with each side 5 cm. Then construct another triangle whose sides are  $\frac{2}{3}$  times the corresponding sides of  $\triangle ABC$ .

## Areas Related to Circles

**Q.1:** The cost of fencing a circular field at the rate of Rs. 24 per metre is Rs. 5280. The field is to be ploughed at the rate of Rs. 0.50 per m<sup>2</sup>. Find the cost of ploughing the field (Take  $\pi = 22/7$ ).

**Q.2.** What is the area of a circle whose circumference is 44 cm?

**Q.3:** Find the area of the sector of a circle with a radius of 4 cm and of angle 30°. Also, find the area of the corresponding major sector (Use  $\pi = 3.14$ )

**Q.4:** A calf is tied with a rope of length 6 m at the corner of a square grassy lawn of side 20 m. If the length of the rope is increased by 5.5m, find the increase in the area of the grassy lawn in which the calf can graze.

**Q.5:** A pipe of wire 22 cm long is bent into the form of an arc of a circle subtending an angle of 60° at its centre. Find the radius of the circle. [use  $\pi = 22/7$ ]

## Surface Areas and Volumes

**Q.1:** A canal is 300 cm wide and 120 cm deep. The water in the canal is flowing at a speed of 20 km/h. How much area will it irrigate in 20 minutes if 8 cm of standing water is desired?

**Q.2:** Two cones have their heights in the ratio 1 : 3 and radii in the ratio 3 : 1. What is the ratio of their volumes?

**Q.3:** Find the number of solid spheres each of diameter 6 cm that can be made by melting a solid metal cylinder of height 45 cm and diameter 4 cm.

**Q.4:** 2 cubes each of volume 64 cm<sup>3</sup> are joined end to end. Find the surface area of the resulting cuboid.

**Q. 5:** Selvi's house has an overhead tank in the shape of a cylinder. This is filled by pumping water from a sump (an underground tank) which is in the shape of a cuboid. The sump has dimensions 1.57 m × 1.44 m × 95cm. The overhead tank has a radius of 60 cm and a height of 95 cm. Find the height of the water left in the sump after the overhead tank has been completely filled with water from the sump which had been full. Compare the capacity of the tank with that of the sump. (Use  $\pi = 3.14$ )

**Q. 6:** Metallic spheres of radii 6 cm, 8 cm and 10 cm, respectively, are melted to form a single solid sphere. Find the radius of the resulting sphere.

# Statistics

**Q.1.** Find the mean of the 32 numbers, such that if the mean of 10 of them is 15 and the mean of 20 of them is 11. The last two numbers are 10.

**Q.2.** Find the mean of the first 10 natural numbers.

**Q.3.** Find the value of  $y$  from the following observations if these are already arranged in ascending order. The Median is 63.

20, 24, 42,  $y$ ,  $y + 2$ , 73, 75, 80, 99

**Q.4.** While checking the value of 20 observations, it was noted that 125 was wrongly noted as 25 while calculating the mean and then the mean was 60. Find the correct mean.

**Q.5.** Find the mode of the following items.

0, 5, 5, 1, 6, 4, 3, 0, 2, 5, 5, 6

**Q.6.** A student scored the following marks in 6 subjects:

30, 19, 25, 30, 27, 30

Find his modal score.

**Q. 7.** If the mean of 4 numbers, 2, 6, 7 and  $a$  is 15 and also the mean of other 5 numbers, 6, 18, 1,  $a$ ,  $b$  is 50. What is the value of  $b$ ?

## **Probability**

**Q. 1: Two dice are thrown at the same time. Find the probability of getting**

**(i) the same number on both dice.**

**(ii) different numbers on both dice.**

**Q. 2: A bag contains a red ball, a blue ball and a yellow ball, all the balls being of the same size. Kritika takes out a ball from the bag without looking into it. What is the probability that she takes out the**

**(i) yellow ball?**

**(ii) red ball?**

**(iii) blue ball?**

**Q.3: One card is drawn from a well-shuffled deck of 52 cards. Calculate the probability that the card will**

**(i) be an ace,**

**(ii) not be an ace.**

**Q.4:** Two dice are numbered 1, 2, 3, 4, 5, 6 and 1, 1, 2, 2, 3, 3, respectively. They are thrown, and the sum of the numbers on them is noted. Find the probability of getting each sum from 2 to 9 separately.

**Q.5:** A coin is tossed two times. Find the probability of getting at most one head.

**Q.6:** An integer is chosen between 0 and 100. What is the probability that it is

(i) divisible by 7?

(ii) not divisible by 7?

**Q. 7:** If  $P(E) = 0.05$ , what is the probability of 'not E'?

**Q. 8:** 12 defective pens are accidentally mixed with 132 good ones. It is not possible to just look at a pen and tell whether or not it is defective. One pen is taken out at random from this lot. Determine the probability that the pen is taken out is a good one.

**Q. 9:** A die is thrown twice. What is the probability that

(i) 5 will not come up either time? (ii) 5 will come up at least once?

**Q.10:** A die is thrown once. What is the probability of getting a number less than 3?

## A Letter to God

### Question 1.

Who was Lencho and what circumstances forced him to write a letter to God?

### Question 2.

Give a character-sketch of Lencho.

### Question 3.

Sketch the character of the postmaster in the story 'A Letter to God'.

(or)

How do you like ,the character of the postmaster in the story 'A Letter to God?" Give reason for your answer.

### Question 4.

How did the postmaster and post office employees help Lencho? How did he react to their help?

### Question 5.

How did the hailstones affect Lencho's field? What was Lencho's only hope?

### Question 6.



Describe Lencho's qualities in light of his faith in God. Do you have faith in God like Lencho? Was Lencho's reaction towards post office employees right?

## **Nelson Mandela: Long Walk to Freedom**

### **Question 1.**

What does Nelson Mandela refer to as "an extraordinary human disaster"?

### **Question 2.**

Describe the views of Mandela for the black people who fought and sacrificed their lives for the country's political independence?

### **Question 3.**

What does Mandela mean to say that the oppressor and the oppressed alike are robbed of their humanity?

### **Question 4.**

Describe the value of freedom for the human beings and how it is important for the growth of civilisation and humanism as described in the lesson 'Nelson Mandela : Long Walk to Freedom'.

# Two Stories about Flying

**Question 1.** Do you think that the seagull's family loved him? Justify their attitude towards him?

**Question 2.**

Why was the young seagull pretending to be asleep? What did he actually observe while doing so?

**Question 3.**

How did the young seagull get over his fear of sea water and what was his family's reaction on it?

**Question 4.**

Fear and lack of confidence stop one from learning new things. Do you agree? How did these two traits of the young seagull make him coward? How did he overcome these shortcomings?

The Black Aeroplane

**Question 1.**

How did the writer get out of the storm in the night to land safely?

**Question 2.**

Why was the writer happy when he decided to fly in the night?

**Question 3.**

The pilot wanted to thank another pilot after his safe landing. Why? What values of the writer are reflected from his action?

From the Diary of Anne Frank

**Question 1.**

Anne called 26th July a 'tumultuous' day. Explain the reasons behind it.

**Question 2.**

Why did Anne think that she could confide more in her diary than in the people?

**Question 3.**

Who helped Anne in writing the essay and how?

**Question 4.**

Write the character sketch of Anne Frank.

**Question 5.**

Paper has more patience than people'. Justify.

# Glimpses of India

## Part I A Baker from Goa

### Question 1.

Instead of enjoying their childhood, the children today are keen to enter adulthood. After reading about all the joys that the author Lucio Rodrigues had in his childhood do you think such a keenness on the part of children is desirable?

### Question 2.

After reading the story 'A Baker from Goa', do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not?

### Question 3.

'During our childhood in Goa, the baker used to be our friend, companion and guide.' What does this statement imply in relation to the character of the baker?

## Part II Coorg

### Question 1.

The Coorgis are the descendants of the Greeks or the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?

### Question 2.

How do Coorg's location, people and natural features add to the diversity of India?

### **Part III Tea From Assam**

#### **Question 1.**

According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best plantations in the world that makes it a unique country?

## **Mijbil the Otter**

#### **Question 1.**

In the name of rules and regulations, basic values are ignored but people like the airhostess in 'Mijbil the Otter' are a ray of hope. What virtues do we find in the airhostess?

#### **Question 2.**

The narrator called the airhostess the queen of her kind. This shows how caring and supportive she was. Do you find such people these days? Are people having a change in their values?

#### **Question 3.**

Why do you think the otter was not friendly at first with the narrator? Can you relate this to the human nature as well?

#### **Question 4.**

Why was the narrator not able to communicate when there was a delay in the arrival of the mail?

**Question 5.**

What did the otter look like?

**Question 6.**

Why did Maxwell get his mail after five days and what did he do to get it?

## **Madam Rides the Bus**

**Question 1.**

In such a fast moving world when we hear so many incidents happening with people, do you think Valli did right by not telling her mother about the bus journey?

**Question 2.**

The people and surroundings are a great book to learn. Valli in the lesson 'Madam Rides The Bus' learns a lot from others. Mention the traits of her character which help her to learn from her surroundings.

**Question 3.**

Age is not a barrier when it comes to doing something different and great. Which characteristics of Valli help her achieve the wonder of visiting the town at such a tender age?

**Question 4.**

What kind of person is Valli? Illustrate your answer from the text that you have read.

**Question 5.**

What did Valli kept on planning and calculating continuously?

**Question 6.**

“Okay, okay, but first you must get on the bus,” said the conductor, and he stretched out a hand to help her up. “Never mind,” she said, “I can get on by myself. You don’t have to help me.”

- (a) Why did the conductor gave Valli a hand of help?
- (b) How did Valli reacted to the conductor?
- (c) Find a word from the extract which means ‘extended’.
- (d) What trait of Valli’s character has been shown in the extract?

# The Sermon at Benares

## Question 1.

Life is full of trials and tribulations. Kisa Gotami also passes through a period of grief in her life. How does she behave in those circumstances?

## Question 2.

Personal losses are a part and parcel of life. Instead of wailing on them, we should move on in life. This message of Gautama Buddha has become more relevant in modern times. Do you agree ? Why /why not?

## Question 3.

What did Buddha say about death and suffering?

## Question 4.

Why do you think Kisa Gotami understood this only the second time? In what way did Buddha change her understanding?

# The Proposal

## Question 1.

The principle 'forgive and forget', helps a lot in maintaining cordial relations with our neighbors. Do you think Anton Chekov conveys this message in the play 'The Proposal' ?



### **Question 2.**

The characters Natalya and Lomov lose their temper on trivial issues. It shows their poor skills at anger management. Suggest some ways that help you in maintaining cordial relationship with people around you.

### **Question 3.**

Based on your understanding of the Play 'The Proposal' how do you think good relationships can be maintained? Why in today's time we see so many people going away from each other?

### **Question 4.**

It is a common observance that more attention is paid to unimportant issues at the cost of important ones. The play 'The Proposal' beautifully portrays this fact. Suggest some steps how we can avoid this unhealthy practice.

### **Question 5.**

Neighbours must have a cordial relationship which Lomov and Natalya do not have. Describe the first fight between them.

# Dust of Snow

## Question 1.

What is a “dust of snow”? What does the poet say has changed his mood? How has the poet’s mood changed?

2. Positive attitude in life can make the world a better place to live in. Do you agree or disagree with reference to the poem ‘Dust of Snow’? Express your views bringing out the inherent values.

3. Our attitude towards a situation evokes both negative and positive response. Analyze this with reference to the poem, ‘Dust of Snow’ to bring out the inherent valuable lessons.

4. The poet has succeeded in giving valuable information in a light-hearted manner. What creates the desired effect? Highlight its importance in present-day life.

5. There are times when we feel depressed and hopeless. We think that things will never change. Suddenly, a change comes in our mood when cheerfulness replaces the sense of regret. Justify the above statement in the context of the poem ‘Dust of Snow’.

# Fire and Ice

1. What is the underlying idea of the poem ‘Fire and Ice’?

2. Which two ideas about how the world will end have been mentioned in the poem? Which idea does the poet support more?

3. What does 'fire' and ice' stand for and what is the general opinion regarding the world?
4. What do people think about the ending of the world? What does the poet think?
5. How does the poem depict the two contrasting ideas— 'Fire' and 'Ice'? Can hatred destroy us and the world? Explain bringing out values which can make this world a better place to live in.
6. There are many ideas about how this world will come to an 'end'. What are they? Do you agree with the poet and his understanding of the poet and his understanding of the issue in this regard?

## **A Tiger in the Zoo**

1. What do you understand by 'His strength behind bars'? What kind of a cage is he locked in?
2. Why do you think the tiger was stalking in the cage? What does it show?
3. The tiger in the poem 'A Tiger in the Zoo' has some obvious limitations, describe them in contrast to its natural habitat.
4. What is the theme of the poem?

Or

What message does the poet want to convey through the poem—Tiger in the Zoo'?

5. Describe the movement of the tiger in the cage and in the wild.

**Or**

**What difference do you find in the mood of a tiger when he is in a zoo and when he is in a forest?**

**6. What does the tiger do at night? What does he feel when he stares at the brilliant stars in the sky?**

**7. Freedom is such an essential virtue that is valued not only by human beings but also by animals alike. Justify the statement with reference to Leslie Norris's poem 'A Tiger in the Zoo'.**

# How to Tell Wild Animals

1. How does one identify a chameleon?
2. What is the famous saying associated with crocodiles and what does it mean?
3. What is the theme of the poem – ‘How to Tell Wild Animals’?
4. What does the poet say about the Asian Lion in this poem?
- 5 Many animals can be identified according to the poets’ suggestion. Name the animals. Which ones would you like to identify? Are there any lessons for us from this poem?
6. Every animal is unique and has some special characteristics. What tricks does the poet adopt in distinguishing various wild animals?
7. Carolyn Wells takes liberties with language and employs humour to describe the wild animals. Give some examples of humorous descriptions in the poem.

## AMANDA

Question 1.

How old do you think Amanda is? How do you know this?

Question 2.

Who do you think is speaking to her?

Question 3.

What could Amanda do if she were a mermaid?

Question 4.

Is Amanda an orphan? Why does she say so?

Question 5.

What does the girl yearn for? What does this poem tell you about Amanda?

Question 6. What message does the poet want to give through the poem – ‘Amanda’?

# **From the Diary of Anne Frank**

**1. What motivated Anne Frank to write in a diary?**

**Or**

**Why did a thirteen-year-old girl start writing a diary? Did her suffocation lead her to it?**

**2. Give a brief life-sketch of Anne Frank.**

**3. Give a brief description of Anne Frank's family.**

**4. How did Mr Keesing take Anne's third essay in verse? How did he react? Do you find a change in him?**

**5. Describe the three essays written by Anne Frank.**

**6. Mr Keesing punished Anne by giving her an essay to write. Did he lack empathy and compassion? Was it not in his attitude to respect differences among the students? What values would you like to inbuilt in him and why?**

**7. Give a brief character-sketch of Mr Keesing highlighting the transformation that comes in him in the end.**

**8. Do you agree that Anne Frank was far more intelligent, mature and witty than her age? Give a reasoned answer.**

# **The Hundred Dresses-I**

**1. Where in the classroom does Wanda sit and why?**

2. Where does Wanda live? What kind of a place do you think it is?
3. In what ways was Wanda different from other children?
4. Did Wanda have a hundred dresses? Why do you think she said she did?
5. Who did Maddie think would win the drawing contest? Why?
6. What kind of girl was Peggy?
7. What was the effect of letter of Wanda's father on Miss Mason? How did Maddie react to it?

## **The Hundred Dresses-2**

1. Why has Wanda's father written a letter to Mrs Mason?
2. What important decision did Maddie make when she found that the Petronskis were gone? Why did she have to think a lot to do so?
3. Who sent that letter and why?
4. How did Peggy and Maddie know that the Petronskis were gone?
5. What was the hardest thinking that Maddie had done and what was the result?
6. How would you compare and contrast Peggy and Maddie?

## **A Triumph of Surgery**

1. What evidence do we have in the story that tells us that Mrs. Pumphrey was a rich lady?
2. Why did Mrs. Pumphrey call the doctor?
3. Why were the household dogs not interested in Tricki?
4. What was the main cause of 'Tricki's ill-health'?

5. Herriot is a dutiful doctor who cared for others 'emotions' more than his personal interests. Prove the above statement.

6. Why was Ticki sent to the hospital?

## **The Thief's Story**

1. Why did Hari Singh not make many friends?

2. Why was it difficult for Hari Singh to rob Anil?

3. Why was the thief able to steal from Anil easily?

4. Why did Hari Singh feel bad after stealing the money?

5. Why did Anil decide to pay Hari Singh regularly?

6. Anil plays a major role in the transformation of Hari Singh. Comment on the statement by highlighting the values possessed by Anil which touched Hari's heart and made him return to his honest ways of earning his livelihood.

## **The Midnight Visitor**

1. What made the story of the balcony so convincing?

2. How did Max go out of Ausable's room to save himself from the police?

3. How did Ausable kill Max without using a weapon?

4. How and why did Max come inside Ausable's room?

5. How was Ausable different from the other secret?

6. Why was Ausable confident that Max could never return?



# **A Question of Trust**

- 1.How did Horace know all the details of the house?**
- 2.How did Horace fulfil his desire of reading books after he was arrested?**
- 3.Though Horace planned everything meticulously, why did he fail?**
- 4.How did the flowers cause him trouble?**
- 5.What was Horace Danby's hobby? How did he manage to fulfil his body?**
- 6.How did the lady spoil his plan?**

# **Footprints without Feet**

- 1.Why was Mrs.Hall angry with Griffin, the strange scientist?**
- 2.How did Griffin try to get rid of Mrs. Hall's accusations Griffin didn't like Mrs. Hall at all?**
- 3.Why did Griffin set the landlord's house on fire?**
- 4.How did Griffin escape from the London store?**
- 5.How did Griffin become invisible?**
- 6.Why were the landlord and his wife surprised to see the scientist's door open?**

## **The Making of a Scientist**

**1.What rare achievement did Richard manage at the age of twenty-two?**

**2.Richard became a collector at an early age. How?**

**3. Comment on the role played by Richard's mother in his success.**

**Or**

**How did Ebright's mother help him in becoming a scientist?**

**4. How did 'The Travels of Monarch X' prove a turning point in his life?**

**5. Why did Richard lose interest in tagging butterflies?**

**6. Which project did Richard undertake in the eighth grade?**

## **The Necklace**

**1. What would Matilda often dream of?**

**2. Why did Matilda throw the invitation spitefully?**

**3. Describe Mme Loisel's success at the ball.**

**Or**

**Do you think M Loisel had an enjoyable evening at the ball? Give reasons for your answer.**

**4. What excuse did Loisels put up to explain the delay in returning the necklace?**

**5. How did Loisels manage to pay for the necklace?**

**6. How did Mme Loisel now know the life of necessity?**

## **The Hack Driver**

**1. Why do you think Bill offered to help the narrator find Lutkins?**

**2. The writer wasn't very fond of new mullion when he reached the place. What made him grow fond of the village and its people?**

**3. 'But he was no more dishonest than I'. Elaborate the statement with reference to 'The Hack Driver'.**

**4. Write the plan suggested by Bill for lunch and state the reason behind it.**

**5. What qualities of the hack driver impressed the young lawyer?**

**6. Describe the feelings of the young lawyer when he came to know the reality of the hack driver at last.**

## **Bholi**

**1: " God cannot be everywhere, so he created Mothers". Do you think Bholi's mother complies with this statement? Give reasons supporting your answer.**

**2: What was the initiative taken by Ramlal to persuade Bishamber to marry Bholi?**

**3: Did Bholi feel better when her teacher assured to make her the most learned in her village?**

**4: Give two points to demonstrate that Bholi's wedding was a grand one.**

**5: What two actions did Bholi take to stop her marriage to Bishamber?**

**6: How did Bholi console her father in the end?**

**7: Draw a conclusion as to why Bholi's teacher felt like an artist admiring her masterpiece.**

**8: What did the Tehsildar suggest to Ramlal?**

## **The Book That Saved the Earth**

**1. How did the children's book transform his life?**

**2. Why did Think-Tank react in alarm to the third passage read?**

**3. What different guesses were made by the Martians about what books are?**

**4. What steps did the Crew take to decipher the code in the sandwich?**

**5. Why did Think-Tank send his crew on the earth?**

**6. How did Think-Tank interpret the poem 'The Cat and the Fiddle'.**

**7. How does Think-Tank describe the people on Earth? Why does he command Noodles to contact the Space probe?**

**8. What do historians speak about the books?**

# Grammar

## 1. Tenses

1. I \_\_\_\_\_ working all afternoon and have just finished the assignment.

2. The Council \_\_\_\_\_ made its decision.

3. The wise leader and politician \_\_\_\_\_ assassinated.

4. Neither of the paintings \_\_\_\_\_ sold.

5. The news \_\_\_\_\_ not updated timely.

6. Back in my native place, I \_\_\_\_\_ a smartphone.

7. "Shyam and his brothers" \_\_\_\_\_ a famous

8. Neither she nor I \_\_\_\_\_ at home. sweet shop in our neighbourhood.

9. My friends and I \_\_\_\_\_ stuck there.

10. Pentagon \_\_\_\_\_ five sides.

## Modals

1. Rachel \_\_\_\_\_ have brought the bicycle, but she didn't have enough money. (could/should)
2. This is a hospital, and you \_\_\_\_\_ not talk loudly here. (must/could)
3. Uma \_\_\_\_\_ apply for the job she got in London. (might/would)
4. Yusuf \_\_\_\_\_ speak fluent French when they used to stay in Paris. (must/could)
5. Take the raincoat as it \_\_\_\_\_ rain later. (might/would)
6. You \_\_\_\_\_ visit the doctor immediately as your symptoms are quite severe. (must/can)
7. \_\_\_\_\_ you give me a bottle of water? My throat is parched. (could/shall)
8. I \_\_\_\_\_ like to talk about the great freedom fighters on Independence Day. (would/must)
9. One \_\_\_\_\_ help the old and needy people. (ought to/can)
10. \_\_\_\_\_ you like some sweets that I made yesterday? (would/can)

## Active and Passive Voices

1. Do you like Naina? (Passive Voice)
2. Asha Bhosle sings beautiful songs. (Passive Voice)
3. Tina is known to me. (Active Voice)
4. The film has been signed by Shah Rukh Khan. (Active Voice)
5. Cricket is played by Sourav Ganguly. (Active Voice)
6. Meera worshipped Lord Krishna. (Passive Voice)
7. Mark Antony delivered a speech to the Roman people. (Passive Voice)
8. Ved Vyasa wrote Mahabharata. (Passive Voice)



9. Mr Singha has been robbed by the burglar. (Active Voice)
10. The cat drank the milk. (Passive Voice)

## Subject Verb Concord

1. All my friends \_\_\_\_\_ here. (be)
2. I \_\_\_\_\_ the guitar. (play)
3. They \_\_\_\_\_ packed all that they will need for the trip. (have)
4. Samantha, Rachel and Sheena \_\_\_\_\_ eighth-grade students. (be)
5. Sam \_\_\_\_\_ Dutch. (speak)
6. It \_\_\_\_\_ good that you \_\_\_\_\_ people around here. (be, know)
7. Doctors \_\_\_\_\_ a problem and \_\_\_\_\_ a cure. (recognise, suggest)
8. The news of the accident \_\_\_\_\_ very disturbing. (be)
9. Manu \_\_\_\_\_ to school every day. (walk)
10. Brittany \_\_\_\_\_ beautifully. (dance)

## Direct and Indirect speech

1. Rahul told to me, "When are you leaving?"
2. "Where do you live?" the stranger asked Aladdin.
3. The teacher said to Shelly, "Why are you laughing?"
4. Dhronacharya said to Arjun, "Shoot the bird's eye."
5. "Call the first convict," said the jury.
6. "Call the ambulance," said the man.
7. Bruce said to me, "I shall do the work."
8. My mother said to me, "You were wrong."
9. Mr Richard said to me, "Please wait here till I return."

10. The captain said to me, "Bravo! You have played well."

## Clauses

Read the sentences and underline the subordinate clause.

1. People who pay their debts are trusted.
2. We cannot go while it is snowing.
3. Raj thinks that I have made a mistake.
4. Tina bought some chocolates which she wanted to give her brother.
5. After I reached home, it started raining.
6. Mani was asked to come to the office though he was not keeping well.
7. All that glitters is not gold.
8. Tim is the nicest person I've ever met.
9. She did not go to school as she was sick.
10. This is the boy who got suspended last week.

## Determiners

1. Ramu is \_\_\_\_ honest man who runs \_\_\_\_ small shop around the corner. (a, a / an, a)
2. Have you seen \_\_\_\_ Taj Mahal? It is one of the seven wonders of the world. (the, a)
3. Are \_\_\_\_ your books? Can you share them with me? (these/this)
4. Do you have \_\_\_\_ buns left? I need to buy \_\_\_\_\_. (any/few, some/several)
5. \_\_\_\_ of the students got \_\_\_\_ chocolates from the teacher. (each,some / each, any)
6. Is \_\_\_\_ book Alisha's? I found it lying on the floor. (this/that)
7. \_\_\_\_ of the boys decided to visit \_\_\_\_ Selfish Giant's garden when he wasn't around. (enough,a / some,the)
8. Do \_\_\_\_ of you like pizza? I thought of ordering \_\_\_\_\_. (any,some / some, one)
9. \_\_\_\_ of the boys were quarrelling over \_\_\_\_ toy. (both,the / each, the)
10. \_\_\_\_ car met with \_\_\_\_ accident nearby. (the,an / a,a)

## Prepositions

1. This shop doesn't have the books we were looking \_\_\_\_\_. (up/for)
2. The governess distributed chocolates \_\_\_\_\_ the two brothers. (between/among)
3. Simone did not score good grades\_\_\_\_ his final semester. (in/at)

4. Dogs are always loyal \_\_\_ their master. (to/for)
5. My birthday is \_\_\_ 20th January. (on/in)
6. The girl working \_\_\_ the departmental store is pretty. (at/on)
7. Netaji Subhas Chandra Bose was born \_\_\_ 23rd January. (at/on)
8. My little boy is not fond \_\_\_ milk. (off/of)
9. The cat jumped \_\_\_ the table to the sofa. (from/above)
10. Humpty Dumpty sat \_\_\_ a wall. (on/at)

## Gap filling

From the given table, choose the right word and fill in the blanks.

Pretty	At	Often	From	Among
Assign	Keep	Prescribes	Was	They
Far	In	Hit	Has	An

1. Rishi is \_\_\_ honest man who lives his life by helping the poor people of his community.
2. Luna wore a \_\_\_ dress for the prom. The dress was owned previously by her elder sister.
3. The teacher will \_\_\_ some worksheets to the students to test their grammar concepts.
4. The children are playing in the park. \_\_\_ come to the park daily in the evening.
5. The governess distributed the sweets \_\_\_ all the members of the house.
6. The army who were posted \_\_\_ the South point finally defeated all the enemies.
7. NASA informed us that a meteorite has \_\_\_\_\_ the surface of the Earth.
8. Do you know Sumit? How \_\_\_ do you see him in the colony?
9. If the doctor \_\_\_ you medicine, take it without fail.
10. The cabin is \_\_\_ away from the city.

# HINDI

## साखी

1. कस्तूरी कहाँ होती है और मृग उसे कहाँ तलाशता है?
2. कबीर निंदक को कहाँ रखने को कहते हैं?
3. व्यक्ति को ईश्वर की प्राप्ति कब तक नहीं होती?
4. मीठी वाणी बोलने से क्या लाभ होता है?
5. संसार में कौन दुखी है और कौन सुखी है?
6. निंदक के समीप रहने से क्या लाभ होता है?
7. विरह का सर्प वियोगी की क्या दशा कर देता है?
8. “एक आषिर पीव का पढ़े सु पंडित होय” से कबीर क्या शिक्षा देना चाहते हैं ?
9. कबीर की साखियों से क्या शिक्षा मिलती है ?
10. कबीर की भाषा पर प्रकाश डालिए ।

## मीरा के पद

1. मीरा के आराध्य देव कौन हैं ?
2. कृष्ण ने किसकी लाज बचाई थी?
3. भक्त की रक्षा हेतु भगवान ने कौन –सा अवतार लिया था?
4. मीराबाई ने श्रीकृष्ण के रूप-सौंदर्य का वर्णन किस प्रकार किया है ?
5. पहले पद में मीरा ने प्रभु से अपनी पीड़ा हरने की विनती किस प्रकार की है ?
6. दूसरे पद में मीराबाई श्याम की चाकरी क्यों करना चाहती हैं?
7. निम्नलिखित पंक्तियों का भाव-सौंदर्य स्पष्ट कीजिए ।  
हरि आप हरो जन री भीर |  
द्रोपदी री लाज राखी, आप बढ़ायो चीर ।  
भगत कारण रूप नरहरि, धर्यो आप सरीर ।
8. कृष्ण की चाकरी करने से मीरा को कौन-कौन से तीन लाभ मिल सकेंगे?
9. मीरा ने अपने पदों में प्रभु के प्रति अपनी भावनाएँ कैसे व्यक्त की हैं?
10. मीरा ऊँचे-ऊँचे महलों और बीच-बीच में बगिया की कल्पना क्यों की है

## दोहे

1. राम कहाँ बसते हैं ?
2. श्रीकृष्ण की तुलना किससे की गई है ?
3. 'देखी दुपहरी' में कौन –सा अलंकार है ?
4. संदेश न भेज पाने वाली नायिका की स्थिति का वर्णन 'दोहे'के आधार पर कीजिए ।
5. 'केशव केसवराई'के दो भिन्न –भिन्न अर्थों को स्पष्ट कीजिए ।
6. 'गोपियाँ किस प्रकार श्रीकृष्ण को खिझा रही हैं ?
7. बिहारी के दोहों में कृष्ण के सौंदर्य का वर्णन किस प्रकार किया गया है ?
8. आडम्बर करने वालों के लिए बिहारी क्या कहते हैं ?
9. निम्नलिखित दोहे का अर्थ स्पष्ट कीजिए ।  
कहलाने एकत बसत अहि मयूर, मृग बाघ।  
जगत् तपोवन सौ कियौ दीरघ दाघ निदाघ ।।
10. बिहारी का ऋतु वर्णन अपने शब्दों में कीजिए ।

## मनुष्यता

1. मनुष्य मात्र बंधू है से क्या तात्पर्य है?
2. कविता एवं कवि का नाम लिखिए?
3. सुमृत्यु किसे कहते हैं?
4. महापुरुषों जैसे कर्ण, दधीचि, सीबी ने मनुष्यता को क्या सन्देश दिया है इस कविता में?
5. किन पंक्तियों से पता चलता है ही हमें गर्व रहित जीवन जीना चाहिए?
6. अनंत अंतरिक्ष में अनंत देव हैं खड़े,  
समक्ष ही स्वबाहु जो बढ़ा रहे बड़े-बड़े।  
परस्परावलंब से उठो तथा बढ़ो सभी।
7. यह कविता व्यक्ति को किस प्रकार जीवन जीने की प्रेरणा देता है?
8. चलो अभीष्ट मार्ग में सहर्ष खेलते हुए,  
विपत्ति, विघ्न जो पड़ें उन्हें ढकेलते हुए  
घटे न हेलमेल हाँ, बढ़े न भिन्नता कभी ।
9. अनाथ कौन है यहाँ? त्रिलोकनाथ साथ हैं, दयालु दीनबंधु के बड़े विशाल हाथ हैं।  
अतीव भाग्यहीन है अधीर भाव जो करे ,वही मनुष्य है कि जो मनुष्य के लिए मरे ।
10. इस कविता का क्या सन्देश है?

## पर्वत प्रदेश में पावस

1. प्रस्तुत कविता में किस ऋतु का वर्णन किया गया है?
2. वर्षा ऋतु में कौन अपनी जादूगरी दिखा रहा है?
3. पर्वत प्रदेश में कौन –सा अलंकार प्रयुक्त हुआ है?
4. पावस ऋतु में प्रकृति में कौन-कौन से परिवर्तन आते हैं? कविता के आधार पर स्पष्ट कीजिए।
5. कवि ने तालाब की समानता किसके साथ दिखाई है और क्यों?
6. झरने किसके गौरव का गान कर रहे हैं? बहते हुए झरने की तुलना किससे की गई है?
7. 'है टूट पड़ा भू पर अंबर'- आशय स्पष्ट कीजिए।
8. अर्थ स्पष्ट कीजिए :  
गिरिवर के उर से उठ उठ कर  
उच्चाकांक्षाओं से तरुवर  
हैं झाँक रहे नीरव नभ पर  
अनिमेष, अटल, कुछ चिंतापर।
9. इस कविता में मानवीकरण अलंकार का प्रयोग किस प्रकार किया गया है ?स्पष्ट कीजिए।
10. 'पंत प्रकृति चित्रण के सर्वोत्तम कवि हैं।' -स्पष्ट कीजिए।

## तोप

1. “कंपनी बाग के मुहाने पर/ धार रखी गयी है यह 1857 की तोप” इसका आशय स्पष्ट कीजिये?
2. कविता एवं कवि का नाम लिखिए?
3. “इसकी होती है बड़ी सम्हाल, विरासत में मिले कंपनी बाग की तरह, साल में चमकाई जाती है दो बार” इसका आशय स्पष्ट कीजिये?
4. विरासत में मिली चीजों की संभाल करने के पीछे क्या उद्देश्य है?
5. तोप कविता से हमें क्या प्रेरणा मिलती है ?
6. इस कविता से तोप के बारे में क्या जानकारी मिलती है?
7. वे बताती है की दरअसल कितनी भी बड़ी हो तोप एक दिन तो होना ही है उसका मुंह बंद?
8. तोप की वर्तमान स्थिति क्या है?
9. तोप कविता का सारांश लिखिए।
10. तोप कविता का प्रतिपाद्य लिखिए।

## कर चले हम फ़िदा

1. इस गीत की ऐतिहासिक पृष्ठभूमि क्या है?
2. कविता एवं कवि का नाम लिखिए।
3. साथियों का सम्बोधन किसके लिए हुआ है?
4. सर पर कफ़न बांधने से आप क्या समझते हैं?
5. “सर हिमालय का हमने न झुकने दिया” इस पंक्ति का क्या तात्पर्य है?
6. इस गीत में ऐसी क्या खास है जो आपको जीवन भर याद रह जाती है?
7. भाव स्पष्ट कीजिये – “सांस थमती गयी, नब्ज जमती गई / फिर भी बढ़ते कदम को न रुकने दिया”
8. छू न पाए सीता का दमन कोई / राम भी तुम तुम्ही लक्ष्मण साथियों – इस का अर्थ स्पष्ट कीजिये?
9. कर चले हैं फ़िदा कविता का सारांश लिखिए।
10. इस कविता का प्रति पाद्य लिखिए।

## आत्मत्राण

1. विपदाओं से मुझे बचाओ यह प्रार्थना नहीं इसका आशय स्पष्ट कीजिये?
2. कविता एवं कवि का नाम लिखिए?
3. सहायक के न मिलने पर कवि क्या प्रार्थना करता है?
4. कवि का अंतिम अनुनय क्या है?
5. आत्मत्राण शीर्षक की सार्थकता स्पष्ट कीजिये?
6. अपनी इच्छाओं की पूर्ति के लिए आप प्रार्थना के अतिरिक्त और क्या-क्या प्रयास करते हैं?
7. नित शर होकर सुख के दिन में, तब मुख पहचानू छीन- छीन में’ इसका भावार्थ क्या है?
8. क्या यह प्रार्थना गीत अन्य गीतों से भिन्न है .. यदि हाँ तो कैसे?
9. आत्मत्राण कविता का सारांश लिखिए
10. इस कविता का प्रति पाद्य लिखिए

## बड़े भाई साहब

1. बड़े भाई साहब छोटे भाई से हर समय पहला सवाल क्या पूछते थे?
2. बड़े भाई साहब छोटे भाई से उम्र में कितने बड़े थे?
3. ‘सिर पर नंगी तलवार लटकना’ का सही अर्थ क्या हो सकता है? - मृत्यु का भय होना या खूब खरी खोटी सुनाना।
4. पाठ में बड़े भाई की छवि कैसी है?
5. लेखक द्वारा समय-सारिणी क्यों बनाई गई?
6. लेखक का मन पढ़ाई में न लगकर किन कार्यों में लगता था?
7. एक परिवार में बड़े भाई या बहन का अपने छोटे भाई-बहनों के साथ कैसा व्यवहार होता है?
8. शिक्षा को लेकर बड़े भाई साहब का क्या मत था?
9. क्या पाठ में बड़े भाई का बचपन जिम्मेदारियों तले दबकर गायब हो गया है?

10. इस पाठ के माध्यम से हमारी शिक्षा पद्धति की कौन सी कमी उजागर हुई है ?

## डायरी का एक पन्ना

1. पाठ और लेखक का नाम बताइए ।
2. कलकत्तावासियों के लिए २६ जनवरी १९३१ का दिन क्यों महत्वपूर्ण था?
3. लोग अपने-अपने मकानों व सार्वजनिक स्थलों पर राष्ट्रीय झंडा फहराकर किस बात का संकेत देना चाहते थे?
4. 'आज जो बात थी वह निराली थी'— किस बात से पता चल रहा था कि आज का दिन अपने आप में निराला है? स्पष्ट कीजिए।
5. डॉ दासगुप्ता जुलूस में घायल लोगों की देखभाल तो कर ही रहे थे, उनकी फोटो भी उतरवा रहे थे। फोटो उतरवाने की क्या वजह हो सकती है?
6. ऐसी कौन—सी बात थी, जिससे कलकत्ता के बारे में लग रहा था कि देश स्वतंत्र हो चुका है ?
7. जब लेखक ने मोटर में बैठकर सब तरफ घूमकर देखा, तो उस समय का दृश्य कैसा था?
8. लेखक को खादी भंडार आकर क्या पता चला?
9. “जब से कानून भंग का काम शुरू हुआ है तब से आज तक इतनी बड़ी सभा ऐसे मैदान में नहीं की गई थी और यह सभा तो कहना चाहिए एक ओपन लड़ाई थी”। यहाँ पर कौन-से और किस कानून के भंग करने की बात कही गई है? क्या कानून भंग करना उचित था? पाठ के संदर्भ में अपने विचार प्रकट कीजिए।
10. निम्नलिखित का आशय स्पष्ट कीजिए —  
आज जो कुछ हुआ वह अपूर्व हुआ है। बंगाल के नाम या कलकत्ता के नाम पर कलंक था कि यहाँ काम नहीं हो रहा है वह आज बहुत अंश में धुल गया।

## ततार्रा-वामीरो कथा

1. ततार्रा वामीरो कहाँ की कथा है?
2. वामीरो अपना गाना क्यों भूल गई?
3. ततार्रा और वामीरो के गाँव की क्या रीति थी?
4. निकोबार के लोग ततार्रा को क्यों पसंद करते थे?
5. वामीरो से मिलने के बाद ततार्रा के जीवन में क्या परिवर्तन आया?
6. प्राचीन काल में मनोरंजन और शक्ति प्रदर्शन के लिए किस प्रकार के आयोजन किए जाते थे?



7. ततारा गुस्से से क्यों भर उठा?
8. ततारा समुद्र-तट पर घूमने क्यों आया था?
9. निकोबार द्वीपसमूह के विभक्त होने के बारे में निकोबारियों का क्या विश्वास है?
10. कहानी के आधार पर आपके मस्तिष्क में गाँव वालों की कैसी छवि बनती है ?

## अब कहाँ दूसरे के दुख से दुखी होने वाले

1. बड़े-बड़े बिल्डर समुद्र को पीछे क्यों धकेल रहे थे?
2. कबूतर परेशानी में इधर-उधर क्यों फड़फड़ा रहे थे?
3. सुलेमान ने चींटियों से क्या कहा?
4. अरब में लश्कर को नूह के नाम से क्यों याद करते हैं?
5. लेखक ने ग्वालियर से बंबई तक किन बदलावों को महसूस किया? पाठ के आधार पर स्पष्ट कीजिए।
6. डेरा डालने से आप क्या समझते हैं? स्पष्ट कीजिए।
7. शेख अयाज़ के पिता अपने बाजू पर काला च्योटा रँगता देख भोजन छोड़ कर क्यों उठ खड़े हुए?
8. बढ़ती हुई आबादी का पर्यावरण पर क्या प्रभाव पड़ा?
9. दुनिया के वजूद तथा प्रकृति के विषय में पाठ में क्या बताया गया है ?
10. ग्वालियर के मकान में घटी किस घटना से लेखक की माँ को दुःख पहुँचा और लेखक की माँ ने अपनी गलती का किस प्रकार प्रायश्चित किया?

## कारतूस

1. कर्नल कालिंज का खेमा जंगल में क्यों लगा हुआ था?
2. सवार ने क्यों कहा कि वज़ीर अली की गिरफ्तारी बहुत मुश्किल है?
3. कारतूस नाटक में कितने पात्र हैं ?
4. “मुट्ठीभर आदमी और इतना दमखम।” इस कथन का आशय स्पष्ट कीजिए।
5. सआदत अली को अवध के तख्त पर बिठाने के पीछे कर्नल का क्या मकसद था ?
6. लेफ्टिनेंट को ऐसा क्यों लगा कि कंपनी के खिलाफ सारे हिंदुस्तान में एक लहर दौड़ गई है ?
7. वज़ीर अली एक जाँबाज़ सिपाही था, कैसे? स्पष्ट कीजिए।
8. सवार कर्नल से एकांत में बात क्यों करना चाहता था?
9. लेफ्टिनेंट द्वारा पूछे जाने पर कर्नल ने वज़ीर अली के विषय में कर्नल ने क्या बताया?
10. वज़ीर अली ने किस प्रकार कारतूस हासिल किए ?

## हरिहर काका

1. हरिहर काका कौन हैं?

2. गाँव में ठाकुरबारी की स्थापना किसने की थी?
3. 'हरिहर काका' कहानी लिखने का मूल उद्देश्य क्या है?
4. स्वार्थ के लिए लोग क्या-क्या करते हैं?
5. वर्तमान समय में हरिहर काका जैसे लोगों को देखते हुए युवा पीढ़ी का क्या कर्तव्य होना चाहिए?
6. क्या हरिहर काका एक शोषित वर्ग के प्रतिनिधि के रूप में नज़र आते हैं?
7. हरिहर काका को जबरन उठकर ले जाने वालों ने उनके साथ कैसा व्यवहार किया?
8. लेखक की ठाकुरबारी के विषय में का राय है?
9. हरिहर काका के मामले में गाँव वालों की क्या राय थी और उसके क्या कारण थे?
10. यदि आपके आसपास हरिहर काका जैसी हालत में कोई हो तो आप उसकी मदद कैसे करेंगे?

## सपनों के- से दिन

1. पाठ तथा लेखक का नाम लिखिए।
2. गर्मी की छुट्टियों में लेखक कहाँ जाते थे ?
3. स्काउट परेड करते समय लेखक अपने आप को क्या समझने लगते थे ?
4. कोई भी भाषा आपसी व्यवहार में बाधा नहीं बनती – पाठ के किस अंश से यह सिद्ध होता है?
5. लेखक के साथ खेलने वाले बच्चों का हाल कैसा हुआ करता था?
6. नई श्रेणी में जाने और नई कापियों और पुरानी किताबों से आती विशेष गंध से लेखक का बालमन क्यों उदास हो उठता था?
7. लेखक ने बच्चों के मनोविज्ञान को कब समझा?
8. लेखक के अनुसार उन्हें स्कूल खुशी से भागे जाने की जगह न लगने पर भी कब और क्यों उन्हें स्कूल जाना अच्छा लगने लगा?
9. 'सपनों के-से दिन' पाठ के आधार पर बताइए कि अभिभावकों को बच्चों की पढ़ाई में रुचि क्यों नहीं थी?
10. विद्यार्थियों को अनुशासन में रखने के लिए पाठ में अपनाई गई युक्तियों और वर्तमान में स्वीकृत मान्यताओं के संबंध में अपने विचार प्रकट कीजिए।

## टोपी शुक्ला

1. पाठ तथा लेखक का नाम बताइए।
2. पाठ में टोपी ने कौन सी कसम खाई?

3. टोपी में मुन्नी बाबू के बारे में कौन सा सच छिपाकर रखा था?
4. इफ़न टोपी शुक्ला की कहानी का महत्वपूर्ण हिस्सा किस तरह से है?
5. 'अम्मी' शब्द पर टोपी के घरवालों की क्या प्रतिक्रिया हुई?
6. पूरे घर में इफ़न को अपनी दादी से विशेष स्नेह क्यों था?
7. इफ़न की दादी के मायके का घर कस्टोडियन में क्यों चला गया?
8. टोपी को इफ़न की दादी का व्यवहार क्यों अच्छा लगता था?
9. इफ़न की दादी की मौत के बाद टोपी को उसका घर खाली –खाली सा क्यों लगने लगा?
10. टोपी और इफ़न की दादी अलग-अलग मजहब और जाति के थे, पर एक अनजान अटूट रिश्ते से बंधे थे | इस कथन के आलोक में अपने विचार लिखिए |