

TERM 2
MAR 2017
EXAMS



OSWAAL CBSE CCE

QUESTION BANK

with Complete Solutions
Previous 5 Years' Exam Questions

CLASS 10

SOCIAL SCIENCE

Summative & Formative
Assessment



HIGHLIGHTS

- Chapterwise / Topicwise Introduction to enable quick revision
- Solved paper 2016 with 'Topper's Answers' of 2015 exam to develop understanding of the Marking Scheme
- Previous years' Board Examination Questions from March 2012 to March 2016 to facilitate focused study
- Remembering, Understanding, Application, HOTS & Evaluation based Questions for exam oriented preparation
- Answers of CBSE Marking Scheme from 2012 to 2016 for perfection in answering final examination questions
- Know the Terms / Facts / Formulae / Links to aid in-depth study
- Flowcharts to visualize and help in better understanding of important concepts



OSWAAL

**TERM 2
MAR 2017
EXAMS**

CBSE Continuous and Comprehensive Evaluation (CCE)

QUESTION BANK

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CLASS 10

SOCIAL SCIENCE

Summative & Formative Assessment

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Note: For detailed study material of Formative Assessment please log on to www.cbse.nic.in



PREFACE

CBSE always believes in Global Trends of Educational Transformation. The CBSE curriculum gets its lead from National Curriculum Framework – 2005 and Right to Free and Compulsory Education Act – 2009. CBSE introduced CCE in the later half of 2009. CCE has been started to improve the quality of Education and was meant to lessen the burden of studies on Students. CCE stands for Continuous & Comprehensive Evaluation. The term 'Continuous' in CCE refers to periodicity and regularity in assessment and the term 'Comprehensive' refers to overall assessment of the learner, in both curricular & co curricular scheme of things.

These **Oswaal CCE Question Banks for Classes IX & X** have been written so as to supplement the need of the students to prepare for these progressive assessments at school during the entire year.

Oswaal CCE Question Bank has been divided into two sections: Summative Assessment (SA) & Formative Assessment (FA). In the Summative section, chapters are arranged 'TOPICWISE' where each topic is explained in detail and covers all typologies of Questions specified by CBSE, with well labelled diagrams and high quality figures/diagrams for fast learning. Answers from CBSE Marking scheme are highlighted in order to specify the correct method of answering questions for attaining maximum marks.

Formative section of the book will assist the students to prepare for the frequent class room based evaluation, both as an individual and as a group activity. The various formative techniques include Quizzes, Chapter assignment, Work sheets, Projects, Seminar, Symposium, Action Plans, etc. These activities have been elaborated by CBSE Board on www.cbse.nic.in. The students can read through all these components while revising a chapter to be always prepared for the surprise FA's in the class.

At last we would like to thank our authors, editors, reviewers and specially students who regularly send us suggestions which helps in continuous improvement of this book and makes this book stand in the category of "One of the Best". Wish you all Happy Learning.

-Publisher

Why Topic Wise Question Banks are A Better Choice than Previous Year's Papers ?

Question Banks	Previous Years' Papers
<ol style="list-style-type: none">1. Chapter-wise and Topic-wise presentation in Question Banks facilitates systematic study.2. Question Banks can be referred to by the students throughout the year as well as at the completion of each chapter in school.3. Question Banks, take into account any changes in syllabus or layout and hence are fully updated and aligned as per the latest specifications by the Board.	<ol style="list-style-type: none">1. Year Wise presentation restricts methodical flow of learning.2. These can be referred to only after the completion of the full syllabus in school.3. Previous Years' questions cannot be changed and hence fail to be adept with the latest Board specifications



SYLLABUS

Social Science Class - X

For Term II (October - March)
(Code No. 041)

Course Structure

SECOND TERM

Time : 3 Hours

Marks : 90

Units	Marks
I INDIA AND THE CONTEMPORARY WORLD - II	23
II CONTEMPORARY INDIA - II	23
III DEMOCRATIC POLITICS - II	22
IV UNDERSTANDING ECONOMIC DEVELOPMENT	22
V DISASTER MANAGEMENT-ONLY THROUGH PROJECT WORK AND ASSIGNMENTS	-
TOTAL	90

The Formative Assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit I: India and the Contemporary World - II

45 Periods

Themes	Objectives
<p>In Sub-unit 1.1 students are required to choose any two theme. In that. In that sub-unit 3 is compulsory and for second theme students are required to choose any one from the first two themes from each. Thus all students are required to study four themes in all.</p> <p>Sub-unit 1.1: Events and processes :</p> <p>Any two of the following themes</p> <p>1. The Rise of Nationalism in Europe :</p> <ul style="list-style-type: none"> (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1) <p>2. The Nationalist Movement in Indo-China :</p> <p>Factors leading to Growth of Nationalism in Indo-China</p> <ul style="list-style-type: none"> (a) French colonialism in Indo-china. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc. (d) The second world war and the liberation struggle. (e) America and the second Indo-China War. (Chapter 2) <p>3. Nationalism in India :</p> <ul style="list-style-type: none"> (a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3) <p>Map Work based on theme 3 only. (3 marks)</p>	<ul style="list-style-type: none"> ❑ The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period. ❑ Discuss the relationship/difference between European nationalism and anti-colonial nationalisms. ❑ Point to the way the idea of the nation states became generalized in Europe and elsewhere. ❑ Discuss the difference between French colonialism in Indo-china and British colonialism in India. ❑ Outline the different stages of the anti-imperialist struggle in Indo-China. ❑ Familiarize the students with the differences between nationalist movements in Indo China and India. ❑ Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. ❑ Analyze the nature of the diverse social movement of the time. ❑ Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.



... contd. Syllabus

Unit II: Contemporary India - II

45 Periods

Themes	Objectives
5. Minerals and Energy Resources : Types of minerals, distribution, use and economic importance of minerals, conservation. types of Power resources : conventional and non-conventional, distribution and utilization and conservation. (Chapter 5)	<input type="checkbox"/> Discuss various types of conventional and non-conventional resources and their utilization. <input type="checkbox"/> Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some area. <input type="checkbox"/> Discuss the need for a planned industrial development and debate over the role of government towards sustainable development. <input type="checkbox"/> To explain the importance of transport and communication in the ever shrinking world. <input type="checkbox"/> To understand the role of trade in the economic development of a country.
6. Manufacturing Industries : Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced). (Chapter 6)	
7. Life lines of National Economy ● Map Work (Chapter 7) (3 marks)	

Project / Activity:

- Learners may collect photographs of typical rural houses, and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

Posters:

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

Note : Any similar activities may be taken up.

Unit III : Democratic Politics - II

45 Periods

Themes	Objectives
5&6. Popular Struggles and Movements & Political Parties : How do struggles shape democracy in favour of ordinary people ? What role do political parties play in competition and contestation ? Which are the major national and regional parties in India ? Why have social movements come to occupy large role in politics ? (Chapter 5 & 6)	<input type="checkbox"/> Understand the vital role of struggle in the expansion of democracy. <input type="checkbox"/> Analyse party systems in democracies. <input type="checkbox"/> Introduction to major political parties in the country. <input type="checkbox"/> Analyze the role of social movements and non-party political formations <input type="checkbox"/> Introduction to the difficult question of evaluating the functioning of democracies. <input type="checkbox"/> Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people. <input type="checkbox"/> Understand the causes for continuation of democracy in India. <input type="checkbox"/> Distinguish between sources of strength and weaknesses of Indian democracy. <input type="checkbox"/> Reflect on the different kinds of measures possible to deepen democracy. <input type="checkbox"/> Promote an active and participatory citizenship.
7. Outcomes of Democracy : Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)	
8. Challenges to Democracy : Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening	

... contd. Syllabus



Unit IV : Understanding Economic Development

45 Periods

Themes	Objectives
3. Money and Credit : *Role of money in an economy : Historical origin; Formal and Informal financial institutions for Savings and Credit -General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local moneylenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)	<input type="checkbox"/> To make aware of a major employment generating sector. <input type="checkbox"/> Sensitize the learner of how and why governments invest in such an important sector.
4. Globalisation and the Indian Economy : **What is Globalisation (through some simple examples); How India is being globalized and why; Development Strategy prior to 1991. State Control of Industries; Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalization and its impact on different sectors; Political Impact of globalization. (Chapter 4)	<input type="checkbox"/> Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.
5. Consumer Rights : ***How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)	<input type="checkbox"/> Making the child aware of his or her rights and duties as a consumer; <input type="checkbox"/> Familiarizing the legal measures available to protect from being exploited in markets.

Suggested Activities / Instructions :

Theme 2 : Visit to banks and money lenders/pawnbrokers and discuss various activities that you have observed in banks in the classroom.

Participate in the meetings of self help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

Theme 4 :** Provide many examples of service sector activities. Use numerical examples, charts and photographs.

Theme 5* :** Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts.

Unit V : Disaster Management (Through Formative Assessment only)

10 Periods

- Tsunami
- Survival Skills
- Sharing Responsibility
- Safer Construction Practices
- Alternate Communication systems during disasters

Note : Project, activities and other exercises in Unit 5 should encourage students to place 'disasters' and 'disaster management' in :

- (i) The wider context of Social Science knowledge as covered through History, Geography, Political Science and Economics textbooks of class ix/x.
- (ii) Other problems faced by our country and the world from time to time.

Prescribed Books :

1. India and the Contemporary World-II (History) – Published by NCERT
2. Contemporary India II (Geography) – Published by NCERT
3. Democratic Politics II (Political Science) – Published by NCERT
4. Understanding Economic Development II – Published by NCERT
5. Together Towards a Safer India - Part III, a textbook on Disaster Management – Published by CBSE

KNOW YOUR BRAIN



A 100 billion neurons connected using **40,000** synapses mean there are more connections in our brains than stars in the universe.

It is believed that humans experience **70,000** thoughts each day

Your brain uses **20%** of the total oxygen in your body

Your brain is capable of making **10,000,000,000,000** calculations per second

The brain does not stop developing when you turn 18
It continues to evolve throughout your lifetime



The brain is made up of about **75%** water

Information in your brain travels at about **268 miles per hour**



While awake your brain generates between **10 and 23 watts of power**

Just enough energy to power **a light bulb**

Grey matter is actually **pink** too and it is primarily associated with **processing and cognition**

Children who learn **two** languages before the age of five it alters the brain structure and as adults they have a much **denser** grey matter

QUESTION PAPER DESIGN FOR SOCIAL SCIENCE
CLASS-X (2016-17) SA-II

SOCIAL SCIENCE CODE NO. 041
Max. Marks-90

Time-3 Hours

S. No.	Typology of Questions	Very Short Answer (VSA) (1 Mark)	Short Answer (SA) (3 Marks)	Long Answer (LA) (5 Marks)	Total Marks	% Weightage
1. Remembering (Knowledge based) Simple recall questions, to know specific facts, terms, concepts, principles, or theories; Identify, define, or recite, information)		2	2	2	18	20%
2. Understanding (Comprehension) - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		2	1	2	15	17%
3. Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example, or solve a problem)		2	4	2	24	26%
4. High Order Thinking Skills (Analysis & Synthesis) - Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)		2	2	2	18	20%
5. Creating, Evaluation and Multi-Creating Evaluation and Multi-Disciplinary Generating new ideas, products or ways of viewing things Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values.		—	3*	—	9	10%
6. MAP		—	2	—	6	7%
Total		8 × 1 = 8	14 × 3 = 42	8 × 5 = 40	90	100%

*One questions of 3 marks will be included to assess the values inherent in the texts.

**Examination
Paper**

**Summative Assessment-II
(2015 – 16)
Class-X
Delhi Set**

**Social
Science**

Time : 3 Hours

Max. Marks : 90

General Instructions :

- (i) The question paper has 30 questions in all. All questions are compulsory.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number 1 to 8 are very short answer questions. Each question carries 1 mark.
- (iv) Questions from serial number 9 to 20 are 3 marks questions.
Answer of these questions should not exceed 80 words each.
- (v) Questions from serial number 21 to 28 are 5 marks questions.
Answer of these questions should not exceed 100 words each.
- (vi) Question number 29 and 30 are map questions of 3 marks each from History and Geography both. After completion, attach the maps inside your answer-book.

Delhi Set I

Code No. 32/1/1

1. Name the Treaty of 1832 that recognised Greece as an independent nation. 1

Or

What was the result of the peace negotiation in Geneva that followed the French defeat in Vietnam?

2. Why are there a wide range of colours, hardness, crystal forms, lustre and density found in minerals? 1
3. How are issue specific movements different from generic movements? 1
4. Name any one political party that has national level political organisation but not recognised as the national political party. 1
5. Which organisation led the protest against water privatisation in Bolivia? 1
6. Differentiate between investment and foreign investment. 1
7. Suppose you have to buy a packed bottle for drinking water in your journey. Which logo would you like to see to be sure about its quality? 1
8. How do the deposits with banks become their source of income? 1
9. How had the female figures become an allegory of the nation during the nineteenth century in Europe? Analyse. 3

Or

How did nationalism emerge in Vietnam through the efforts of different sections of society to fight against the French? Analyse.

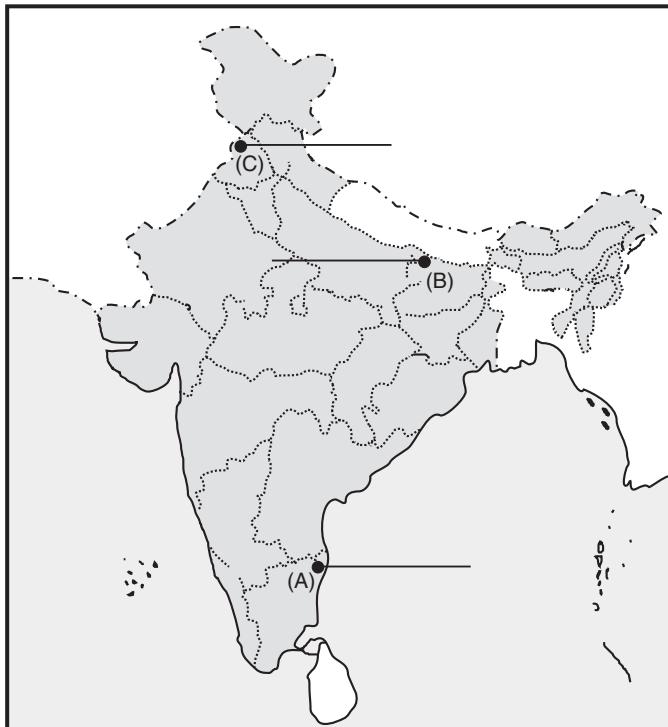
10. Who had designed the 'swaraj flag' by 1921? Explain the main features of this 'swaraj flag.' $1+2=3$
11. "The Civil Disobedience Movement was different from the Non-Cooperation Movement." Support the statement with examples. $3\times1=3$
12. Classify industries on the basis of capital investment. How are they different from one another? Explain with examples. $1+2=3$
13. "Efficient means of transport are pre-requisites for the fast development." Express your views in favour of this statement. 3
14. "The textile industry is the only industry in the country which is self-reliant and complete in the value chain." Justify the statement. $3\times1=3$
15. What is meant by a 'national political party'? State the conditions required for a party to become a national political party. $1+2=3$
16. What are sectional interest groups? Describe their functioning. $1+2=3$
17. "Most of the established democracies are facing the challenge of expansion." Support the statement with examples. $3\times1=3$

18. How can money be easily exchanged it for goods or services? Give example to explain. 3
19. Barriers on foreign trade and foreign investment were removed to a large extent in India since 1991.' Justify the statement. $3 \times 1 = 3$
20. "The credit activities of the informal sector should be discouraged." Support the statement with arguments. $3 \times 1 = 3$
21. Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people. $5 \times 1 = 5$

Or

"U.S. entry into the war in Vietnam marked a new phase that proved costly to Vietnamese as well as to the Americans." Analyse the statement.

22. Why did Gandhiji decide to launch a nationwide satyagraha against the proposed Rowlatt Act 1919 ? How was it organised ? Explain. $2 + 3 = 5$
23. Highlight the importance of petroleum. Explain the occurrence of petroleum in India. $2 + 3 = 5$
24. "The economic strength of a country is measured by the development of manufacturing industries." Support the statement with arguments. $5 \times 1 = 5$
25. How are the democratic governments better than the other forms of governments? Compare. $5 \times 1 = 5$
26. "Pressure groups and movements exert influence on politics in different ways." Support the statement with suitable examples. $5 \times 1 = 5$
27. Describe the vital and positive role of credit with examples. 5
28. What is globalisation ? Describe the role of Multinational Corporations (MNCs) in promoting globalisation process. $1 + 4 = 5$
29. Three features A, B and C are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map : $3 \times 1 = 3$
- (A) The place where the Indian National Congress Session was held.
 (B) The place associated with peasant's satyagraha.
 (C) The city associated with the Jallianwala Bagh incident.



30. On the given political outline map of India locate and label the following with appropriate symbols : $3 \times 1 = 3$
- Ankleshwar – Oil field
 - Durgapur – Iron and steel plant
 - Tuticorin – Major seaport

**Delhi Set II****Code No. 32/1/2**

Note : Except these, all other questions are from Set-I.

1. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830-1848 ? 1
- Or
- Name the writer who wrote a play based on the lives of Trung sisters.
2. How do minerals occur in igneous and metamorphic rocks ? 1
8. Why one cannot refuse a payment made in rupees in India ? 1
17. "Democratic government is legitimate government? Support the statement with arguments. 3
18. "A wide ranging choice of goods are available in the Indian markets." Support the statement with examples in context of globalisation. $3 \times 1 = 3$
19. "Cheap and affordable credit is crucial for the country's development." Assess the statement. $3 \times 1 = 3$
22. Why did Mahatma Gandhi find in 'salt' a powerful symbol that could unite the nation? Explain. 5
23. Why are sugar mills concentrated in sugarcane producing areas? Explain any three problems faced by sugar industry in India. $2 + 3 = 5$
25. "All over the world, people express their dissatisfaction with the failure of political parties to perform their functions well." Analyse the statement with arguments. 5

Delhi Set III**Code No. 32/1/3**

Note : Except these, all other questions are from Set-I & II.

1. What was the main aim of revolutionaries of Europe during the years following 1815 ? 1
- Or
- What were the two bases of colonial economy in Vietnam?
2. How do minerals occur in sedimentary rocks ? 1
8. Compare formal sector loans with informal sector of loans regarding interest only. 1
17. "Nearly every one of the state parties wants to get an opportunity to be a part of one or the other national level coalition." Support the statement with arguments. 3
18. "Consumer awareness is essential to avoid exploitation in the market place." Support the statement. 3
19. "Globalisation and greater competition among producers has been of advantage to consumers." Justify the statement with examples. $3 \times 1 = 3$
22. How did a variety of cultural processes play an important role in making of nationalism in India ? Explain with examples. $5 \times 1 = 5$
23. What is trade ? Explain the importance of international trade. $1 + 4 = 5$
25. "Democracy is a better form of government than any other form of government." Analyse the statement with arguments. $5 \times 1 = 5$



**Examination
Paper**

**Summative Assessment-II
(2015 – 16)
Class-X
Outside Delhi Set**

**Social
Science**

Time : 3 Hours

Max. Marks : 90

General Instructions :

- (i) The question paper has 30 questions in all. All questions are compulsory.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number 1 to 8 are very short answer questions. Each question carries 1 mark.
- (iv) Questions from serial number 9 to 20 are 3 marks questions.
Answer of these questions should not exceed 80 words each.
- (v) Questions from serial number 21 to 28 are 5 marks questions.
Answer of these questions should not exceed 100 words each.
- (vi) Question number 29 and 30 are map questions of 3 marks each from History and Geography both. After completion, attach the maps inside your answer-book.

Outside Delhi Set I

Code No. 32/1

1. Who remarked "when France sneezes the rest of Europe catches cold".

1

Or

Who were called colons in Vietnam ?

2. Why should the use of cattle cake as fuel be discouraged ?

1

3. Distinguish between pressure groups and political parties by stating any one point of distinction.

1

4. Why did India adopt multi-party system ?

1

5. Name any two sectional interest groups.

1

6. Why do MNCs set up their offices and factories in those regions where they get cheap labour and other resources ?

1

7. If any damage is done to a consumer by a trader, under which consumer right one can move to consumer court to get compensation.

1

8. Why is the supervision of the functioning of formal sources of loans necessary ?

1

9. "The decade of 1830 had brought great economic hardship in Europe". Support the statement with arguments.

$3 \times 1 = 3$

Or

"The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S." Support the statement with arguments.

10. What type of flag was designed during the 'Swadeshi Movement' in Bengal ? Explain its main features.

$1+2=3$

11. "The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj". Support the statement with arguments.

$3 \times 1 = 3$

12. Classify industries on the basis of source of raw material. How are they different from each other ?

$1+2=3$

13. 'Consumption of energy in all forms has been rising all over the country. There is an urgent need to develop a sustainable path of energy development and energy saving'. Suggest and explain any three measures to solve this burning problem.

$3 \times 1 = 3$

14. Suggest any three steps to minimise the environmental degradation caused by the industrial development in India.

$3 \times 1 = 3$

15. What is meant by regional political party ? State the conditions required to be recognised as a 'regional political party'.

$1+2=3$

16. What are public interest pressure groups ? Describe their functioning.

$1+2=3$

17. Which three challenges do you feel are being faced by political parties in India ? Give your opinion.

$3 \times 1 = 3$

18. "Deposits with the banks are beneficial to the depositors as well as to the nation". Examine the statement.

$3 \times 1 = 3$

19. Why had the Indian government put barriers to foreign trade and foreign investments after independence ? Analyse the reasons.

$3 \times 1 = 3$

20. "Rules and regulations are required for the protection of the consumers in the market place." Justify the statement with arguments.

$3 \times 1 = 3$

21. "Napoleon had 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." Analyse the statement with arguments. $5 \times 1 = 5$

Or

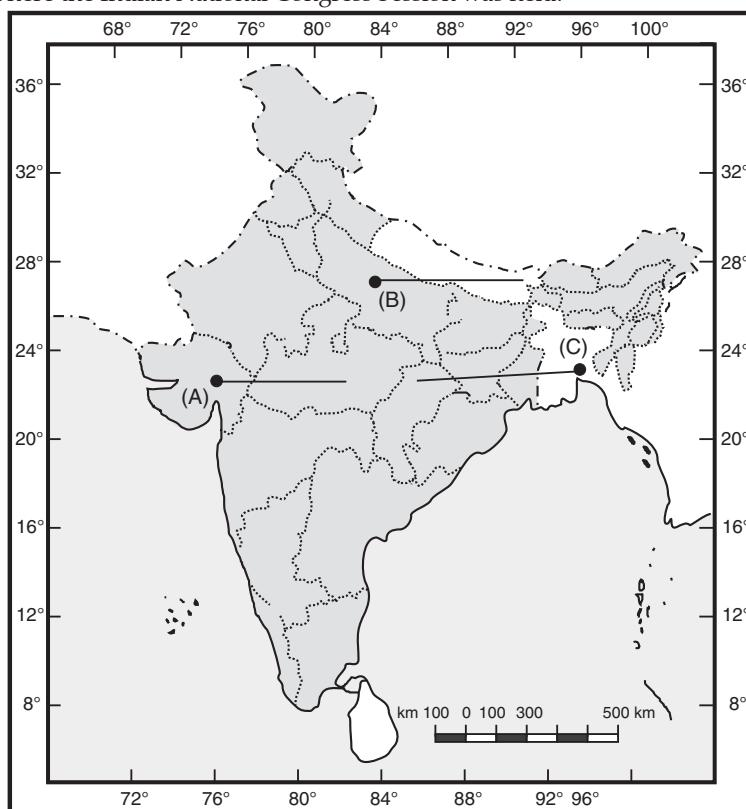
"The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field." Analyse the statement with arguments.

22. Why did Mahatma Gandhi decide to call of the Civil Disobedience Movement ? Explain. $5 \times 1 = 5$
23. Explain the importance of conservation of minerals. Highlight any three measures to conserve them. $2 + 3 = 5$
24. "Roadways still have an edge over railways in India." Support the statement with arguments. $5 \times 1 = 5$
25. Describe the popular struggle of Bolivia. 5

26. "Political parties are a necessary condition for a democracy". Analyse the statement with examples. $5 \times 1 = 5$
27. How can the formal sector loans be made beneficial for poor farmers and workers ? Suggest any five measures. $5 \times 1 = 5$

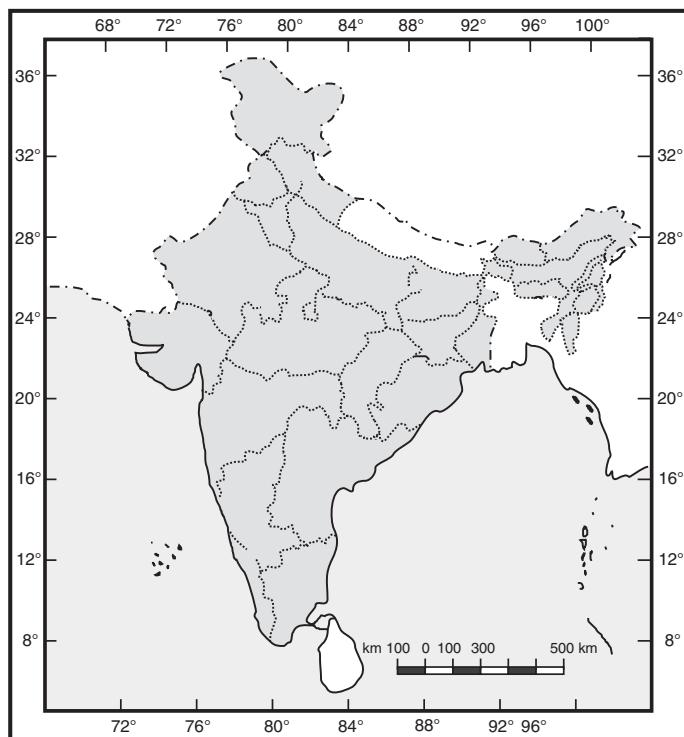
28. Describe the impact of globalisation on India economy with examples. $5 \times 1 = 5$
29. Three features A, B and C are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map : $3 \times 1 = 3$

- (A) The place where cotton mill workers organised Satyagraha.
 (B) The place related to the calling off the Non-Cooperation Movement.
 (C) The place where the Indian National Congress Session was held.



30. On the given political outline map of India, locate and label the following with appropriate symbols : $3 \times 1 = 3$

- (a) Oil Field — Digboi
 (b) Iron and Steel Plant — Bhilai
 (c) Major Sea Port — Kochi

**Outside Delhi Set II****Code No. 32/2****Note : Except these, all other questions are from Set-I.**

1. Who was proclaimed German Emperor in a ceremony held at Versailles in January 1871 ? 1
Or
What was the main aim of the Scholar Revolt of 1868 ?
2. How are 'Gobar gas plants' beneficial to the farmers ? 1
8. Prove with an argument that there is a great need to expand formal sources of credit in rural India. 1
17. "Democracy accommodates social diversities. Support the statement with examples. $3 \times 1 = 3$
18. Explain by giving examples that Multinational Corporations (MNCs) are spreading their productions in different ways. $3 \times 1 = 3$
19. 'Credit has its own unique role for development'. Justify the statement with arguments. $3 \times 1 = 3$
22. Why did Mahatma Gandhi relaunch the Civil Disobedience Movement with great apprehension ? Explain. 5
23. Explain any five major problems faced by road transport in India. $5 \times 1 = 5$
25. Suggest and explain any five measures to reform political parties. $5 \times 1 = 5$

**Outside Delhi Set III****Code No. 32/3****Note : Except these, all other questions are from Set-I & II.**

1. Who was proclaimed the King of United Italy in 1861 ? 1
Or
Who led the 'Scholar Revolt' in Vietnam in 1868 ?
2. Why has aluminium metal great importance ? 1
8. Why are most of the poor households deprived from the formal sector loans ? 1
17. Analyse the three components of a political party. $3 \times 1 = 3$
18. How are consumers exploited in the market place ? Explain. $3 \times 1 = 3$
19. "The consumer movement arose out of dissatisfaction of the consumers". Justify the statement with arguments. $3 \times 1 = 3$
22. How did the Civil Disobedience Movement came into force in various parts of the country ? Explain with examples. $5 \times 1 = 5$
23. Classify communication services into two categories ? Explain main features of each. $2 + 1\frac{1}{2} + 1\frac{1}{2} = 5$
25. "Democracy stands much superior in promoting dignity and freedom to the citizens". Justify the statement. 5



Examination Paper

Summative Assessment-II (2015 – 16) Class-X Foreign Set

Social Science

Time : 3 Hours

Max. Marks : 90

General Instructions :

- (i) The question paper has 30 questions in all. All questions are compulsory.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number 1 to 8 are very short answer questions. Each question carries 1 mark.
- (iv) Questions from serial number 9 to 20 are 3 marks questions.
Answer of these questions should not exceed 80 words each.
- (v) Questions from serial number 21 to 28 are 5 marks questions.
Answer of these questions should not exceed 100 words each.
- (vi) Question number 29 and 30 are map questions of 3 marks each from History and Geography both. After completion, attach the maps inside your answer-book.

Foreign Set I

Code No. 32/2/1

1. What was the meaning of liberalism in early nineteenth century in Europe ?

Or

- Name the writer who wrote a play based on the lives of the Trung sisters. 1
2. How is iron-ore transported from Kudremukh mines to a port near Mangaluru ? 1
3. Differentiate between 'Sectional interest groups' and 'Public interest groups'. 1
4. Why is one party political system not considered a good democratic system ? 1
5. State the main aim of Backward and Minority Communities Employees Federation. 1
6. Due to which reason the latest models of different items are available within our reach ? 1
7. If you are not interested to buy a brush with tooth-paste but shopkeeper denied to sell tooth-paste only. In this case which consumer right is being violated by the seller ? 1
8. Which logo will you like to see on the electric heater to be sure of its quality ? 1
9. "Culture had played an important role in the development of nationalism in Europe during eighteenth and nineteenth centuries." Support the statement with examples.

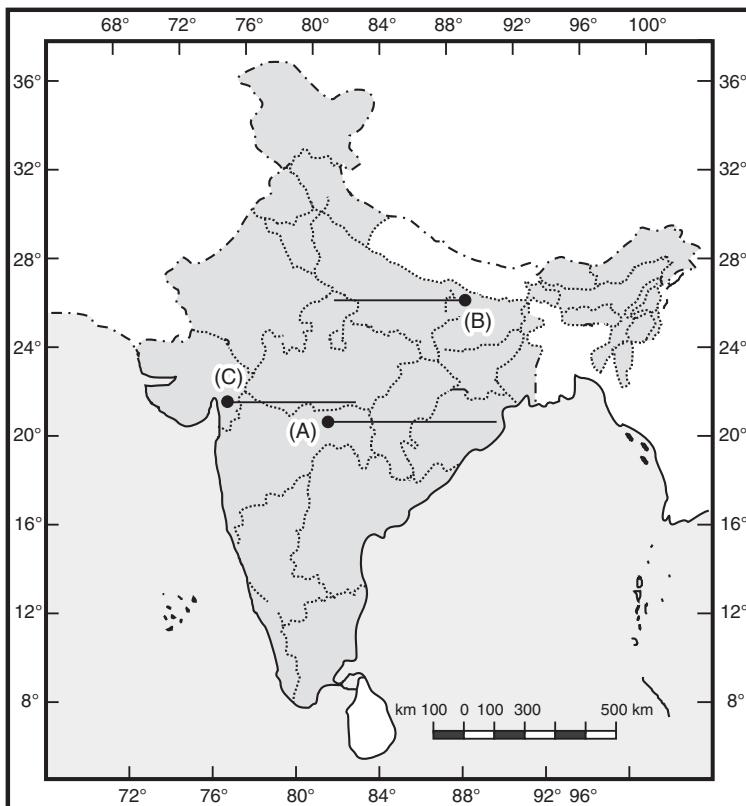
Or

- "French tried to solve educational problems in Vietnam in different ways." Support the statement with examples. $3 \times 1 = 3$
10. Why did the different social groups join the Civil Disobedience Movement ? Explain. $3 \times 1 = 3$
11. Simon Commission was greeted with slogan 'Go back Simon' at arrival in India. Support this reaction of Indians with arguments. $3 \times 1 = 3$
12. Classify industries on the basis of their main role. How are they different from each other ? $1\frac{1}{2} + 1\frac{1}{2} = 3$
13. "There is a pressing need to use renewable energy resources." Justify the statement with suitable arguments. $3 \times 1 = 3$
14. "India is an important iron and steel producing country in the world. Yet we are not able to perform to our full potential." Suggest and explain any three measures to get full potential. $3 \times 1 = 3$
15. What is a political party ? State any two points of the ideology of Bhartiya Janta Party. $1 + 2 = 3$
16. Who led the protest against water privatization in Bolivia ? Describe the ways of protest adopted by that organization. $1 + 2 = 3$
17. "The challenge of deepening of democracy is being faced by every democracy in one form or another." Support the statement with arguments. $3 \times 1 = 3$
18. How is money transferred from one bank account to another bank account ? Explain with an example. 3
19. "Information and Communication technology has played a major role in spreading out production of services across countries." Justify the statement with examples. $3 \times 1 = 3$
20. How is the concept of Self Help Groups important for poor people ? Give your view point. $3 \times 1 = 3$
21. "Nationalism no longer retained its idealistic liberal democratic sentiment by the last quarter of the nineteenth century in Europe." Analyse the statement with examples.

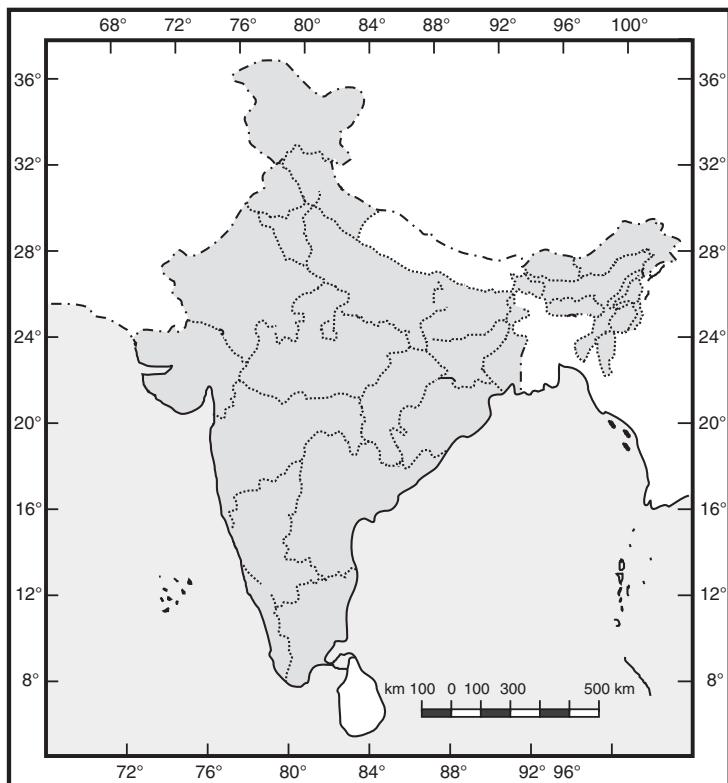
Or

"Women were represented as warriors as well as workers in Vietnam in the 1960s." Analyse the statement with examples. $5 \times 1 = 5$

22. How had Non-cooperation Movement spread in cities ? Explain. $5 \times 1 = 5$
23. Explain with examples the conditions responsible for uneven distribution pattern of the railway network in India. $5 \times 1 = 5$
24. "Minerals are indispensable part of our lives." Support the statement with examples. $5 \times 1 = 5$
25. Examine the role of pressure groups and movements in deepening democracy. $5 \times 1 = 5$
26. "Democracies are not appearing to be very successful in reducing economic inequalities." Analyse the statement. $5 \times 1 = 5$
27. Describe any five factors that promote the Multinational Corporations (MNCs) to setup their production units in a particular place. $5 \times 1 = 5$
28. Describe the major problems created by the globalization for a large number of small producers and workers. $5 \times 1 = 5$
29. Three features (A), (B) and (C) are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map : $3 \times 1 = 3$
 (A) The place where the Indian National Congress Session was held.
 (B) The place where the 'No Tax Campaign' was started.
 (C) The place where peasants organized a Satyagraha.



30. On the given political outline map of India locate and label the following with appropriate symbols : $3 \times 1 = 3$
 - (a) Nuclear Power Plant – Kalpakkam
 - (b) Iron and Steel Plant – Rourkela
 - (c) Major Sea Port – Kandla

**Foreign Set II****Code No. 32/2/2****Note : Except these, all other questions are from Set-I.**

1. What was the main aim of Treaty of Vienna 1815 ?

Or

What was the main aim to establish Tonkin Free School in Vietnam by French ?

1

2. How did the Bailadila Iron ore field get its name ?

1

8. Which logo will you like to see on gold jewellery to be sure of its quality ?

1

17. "Democratic governments in practice are known as accountable." Support the statement with arguments.

 $3 \times 1 = 3$

18. How have our markets been transformed ? Explain with examples.

 $3 \times 1 = 3$

19. How does foreign trade integrate the markets of different countries ? Explain with examples.

 $3 \times 1 = 3$

22. How had Non-Cooperation Movement spread to countryside ? Explain.

 $5 \times 1 = 5$

23. Why is air travel more popular in the North-Eastern states of India ? Explain.

 $5 \times 1 = 5$

25. Examine any two institutional amendments made by different institutions to reform political parties and their leaders.

 $2\frac{1}{2} + 2\frac{1}{2} = 5$ **Foreign Set III****Code No. 32/2/3****Note : Except these, all other questions are from Set-I & II.**

1. What was the strong demand of the emerging middle classes in Europe during the nineteenth century ?

Or

Name the writer of the book 'The History of the Loss of Vietnam.'

1

2. How does mining affect the health of miners ?

1

8. How does money eliminate the need for double coincidence of wants ?

1

17. "No party system is ideal for all countries and all situations." Justify the statement with arguments.

3

18. How do large companies manipulate the market ? Explain with examples.

 $1 + 2 = 3$

19. "Poor households still depend on informal sources of credit." Support the statement with examples.

 $3 \times 1 = 3$

22. How did the 'First World War' create a new economic and political situations in India ? Explain with examples.

 $5 \times 1 = 5$

23. Define the term 'tourism'. Why is tourism known as a trade ? Explain.

 $1 + 4 = 5$

25. "A public expression of dissatisfaction with democracy shows the success of democratic project." Justify the statement.



Time allowed : 3 hours

Maximum Marks : 90

General Instructions :

- (i) The question paper has **30** questions in all. All questions are **compulsory**.
- (ii) Marks are indicated against each question.
- (iii) Questions from serial number **1** to **8** are Very Short Answer Questions. Each question carries **1** mark.
- (iv) Questions from serial number **9** to **20** are **3** marks questions. Answers of these questions should not exceed **80** words each.
- (v) Questions from serial number **21** to **28** are **5** marks questions. Answers of these questions should not exceed **100** words each.
- (vi) Question number **29** and **30** are map questions of **3** marks each from History and Geography both. After completion, attach the maps inside your answer-book.

Outside Delhi Set-III

Code No. 32/3

1. How can you say that democracies are based on political equality ?

1

Ans. 1. Democracies are based on political equality. This is because, in a democracy every adult has the right to vote. No adult can be debarred from voting on the grounds of race, religion, sex, caste, etc. Also, every vote is equal. Democracies follow one vote-one value. Universal Adult Franchise is an important political outcome of democracy. Thus it is based on political equality.

2. Why was the Haldia sea-port set up ?

1

Ans. 2. The Haldia sea-port was set up to support the Calcutta (Kolkata) port. It helped reduce the volume of trade dependency of the Kolkata port. It also helps with foreign trade.

3. What is meant by 'transparency' ?

1

Ans. 3. When a citizen has the ability - by the government - to find out about the norms and procedures followed by the government and institutions in taking a decision, it is said to be transparent. The fact that a democratic government allows this is transparency.

4. What was the main aim of the French Revolutionaries ?

1

OR
What is the meaning of concentration camps ?

Ans. 4. Concentration Camps are similar to prisons. Rebels, protesters and wrongdoers were often sent there in large numbers. Concentration Camps denied the prisoners of their rights and the very term can evoke pictures of inhuman and unethical torture. In Vietnam, the followers of Ho Chi Minh were sent to concentration Camps.

5. Suppose your parents want to purchase Gold jewellery along with you; then which logo will you look for on the jewellery ? 1

Ans. 5. While purchasing Gold jewellery we must look for the Hallmark logo. This logo is for precious metals.

6. Why was the Consumer Protection Act enacted by the Indian Parliament ? 1

Ans. 6. The Consumer Protection Act of 1986 (COPRA) was enacted by the Indian Parliament to protect consumers from various forms of exploitation by producers and shopkeepers in the markets.

7. How does money act as a 'Medium of Exchange' ? 1

Ans. 7. In the early Barter System of trade, one important requirement was double-coincidence of wants. For example if a wheat-seller wanted shoes, he would have to look for a shoe-seller who wanted wheat. Money acts as a Medium of exchange. In the above situation, the wheat seller can exchange his commodities into currency and then buy shoes. He just has to search for a buyer. Money prevents the need to go overboard searching for a 'specific' buyer and it thus acts as a medium of exchange.

8. Why do political parties involve partisanship ? 1

Ans. 8. A partisan is one who tends to favour or support a specific party. The ability to favour one side or the inability to take a balanced decision is known as partisanship. Parties involve partisanship as they get immense support from the locals. Partisans tend to vote for the political party they favour and tend to support the party.

9. How is democracy accountable and responsive to the needs and expectations of the citizens ? Analyse. 3

Ans. 9.0. Democracies are accountable and responsive to the needs and expectations of the citizens.

- While other forms of government such as dictatorships tend to take quicker decisions, they hardly ever follow procedures. But, in the case of a democracy, every single procedure is followed. And, though this takes time and decision making is slower, it is accountable as, no procedure is skipped and decisions are deliberated and negotiated by the people for the people.
- Democracies are responsive to the needs of people and their expectations. This is because, democracies ~~keep on~~ are the people, by the people and for the people. So, democracies are by the citizens themselves. And when an issue comes up to the representatives chosen by the people debate and deliberation to come up with the best decision for the people.
- As a result, they are accountable and responsive.

10. Describe any three major problems faced by the peasants of Awadh in the days of Non-Cooperation Movement.

3

Ans. 10.

The problems faced by the peasants of Awadh were:-

Many of the peasants were not rich. And the agricultural depressions of their time period had left many of the economically deprived. Even then, the government refused to revise revenue collection. So many of them were in huge debt as they couldn't pay revenue.

They were forced to contribute 'begar'. Begar was basically extreme labour without payment. This was a problem for the peasants as they weren't getting income out of their contributions and found it very hard to make ends meet for the lives.

Many had the problems of oppressive landlords and talukdars. These landlords would force them into contributing labour with very less payment. Tenants were often evicted from their lands to prevent them from getting any lease over the land.

11. How can solar energy solve the energy problem to some extent in India? Give your opinion.

3

Ans. 11.

- India is one of the few countries which has abundance of sunlight.
- Being placed near the equator, India has direct rays of sunlight and should make use of this energy.
- In solar energy, photovoltaic cells convert the solar energy obtained from the sun into electrical energy.
- Solar energy can solve the energy problem to some extent in India.
- There are many rural places in India which are deprived of energy. Strategically placing solar panels there would solve the energy problems and bring ^{energy} light to the poor.
- Solar energy is also quite renewable and harmless. It acts as an efficient substitute to non-renewable fossil fuels and non-ecofriendly nuclear power plants.

12. Describe the significance of tourism as a trade in India.

3

Ans. 12.

Tourism is an important aspect of foreign trade in India.

- i) Places like Goa, Rajasthan, and Srinagar are tourism hotspots. Tourism here helps improve the economy of the country.

- ii) When foreign tourists visit India, there are chances of them learning local culture and obtaining vital informations which they may take back to the country to regulate foreign trade.
- iii) India is an important importer and exporter of jewellery. When tourists come and see these items, there is high chance of their ordering more - that is with the help of information technology and globalization.
- iv) Tourists also help in making products 'better' with their westernized knowledge. As a result products for trade are now of better quality and are in higher demand.

13. How did 'Salt March' become an effective tool of resistance against colonialism ? Explain. 3

Ans.

13)

- On the 31st of January 1930, Mahatma Gandhi sent a letter to the Viceroy - Lord Irwin. In it were eleven demands of wide and varied range to be generic to the society as a whole and to meet every person's needs.
- He had also said that, if the demands were not met by the deadline, he would erupt a nation wide protest based on Civil Disobedience.
- However, one of the main demand was the abolition of the Salt tax. The British had unfairly and impractically levied heavy tax on salt. Gandhiji and his trusted followers found this impractical and unfair as salt was a common commodity used by the rich and poor equally. In salt, he found a method to unite the society.
- However, Lord Irwin was unwilling to negotiate.
- As a result, Gandhiji and 78 of his trusted followers march from his Ashram at Sabarmati to the coast of Dandi. This

known as the Salt March. He walked 240 miles in a span of 24 days and wherever he stopped, people came from near and far to listen to him speak.

On the final day, he picked a handful of salt from the sea and manufactured the salt illegally.

This became an effective tool of resistance against colonialism as:-

- i) Foreign cloth was boycotted and liquor shops were picketed.
- ii) People followed Gandhi's footsteps and manufactured salt on their own.

- i) Mary gave up the government jobs & titles.
 ii) The nation emerged out in a Civil Disobedience Movement where they refused to obey the government. They broke laws and demanded freedom.

14. Why has the 'Chhotanagpur Plateau Region' the maximum concentration of iron and steel industries? Analyse the reasons. 3

Ans. 14. Chhotanagpur Plateau Region has the maximum concentration of iron and steel industries because:-

- The area has a proximity of raw material. It is strategically placed near few important iron ores.
- The area receives cheap and has an abundance of raw material. Since it is near the iron ores, it gets the necessary raw materials for cheap.
- If receives cheap labour from nearby states. States like Bihar, Madhya Pradesh and Odisha have more many unemployed youth who can easily find jobs in these industries.
- It is placed near the markets. Both national and international trade flourishes due to its ~~proximity~~ closeness to the market and ports.

15. "There is an overwhelming support for the idea of democracy all over the world." Support the statement. 3

Ans. 15. "There is an overwhelming support for the idea of democracy all over the world."

- This is because democracies:-
 - Promote equality
 - Enhance the dignity of the citizens.
 - Improve the quality of decision making
 - Provide a medium to resolve conflicts
 - Allows people to correct their mistakes.
- Also, democratic governments are accountable, legitimate, responsive and transparent.
- One important outcome of democracies is Universal Adult Franchise.
- They are of the people, by the people and for the people.
- In democracies, eventually, people's needs and expectations are met.

16. "A challenge is an opportunity for progress." Support the statement with your arguments.

3

Ans. 16. "A challenge is an opportunity for progress."

- Democracies face the challenges of foundation, expansion and deepening. But it can be noted that overcoming any of these challenges is definitely a mode of progress for the country.
- Let us take for example a foundational challenge. Let us say, a certain country, which is non-democratic, is trying to become democratic. Challenges faced by this country may include keeping the military away from power. This challenge is definitely an opportunity for progress. By working together, the country can ~~succeed~~ overcome this challenge and progress further into democracy.
- This can also be seen with countries experiencing the expansion and ~~deepen~~ deepening challenges. Any challenge overtake is definitely progress for the country.
- Thus, a challenge is an opportunity for progress.

17. Why is modern currency accepted as a 'Medium of Exchange' without any use of its own? Find out the reason.

3

Ans. 17. In the early days, when barter system was prevalent

- around the world, people used grains, cattle or any other commodity of theirs for exchange. Sometimes, when one wanted the value of wheat equal to half a cow, he would have to cut the animal up. Also, these commodities had uses of their own. For example, grains were used for food. Exchange rates were not defined.
- When the idea of currency came into place, many kings like the Mughals used precious metals like gold and silver. In King Akbar's days, men used gold mohurs. But the value of the gold would have been more than the value of the currency.
 - In Modern currency, coins are made of cheap metals like copper or aluminium and its value would be lesser than that of the currency. Notes are also made with paper. Thus the modern form of currency is ~~accept~~ accepted as a medium of exchange as exchange rates are defined, one cannot devalue it and one doesn't have to reduce another commodity.

18. "Foreign trade integrates the markets in different countries." Support the statement with arguments.

3

Ans. 18. "Foreign trade integrates the markets in different countries."

- i) Foreign trade allows imports and exports of products in the market. When a product is imported, it provides competition to the local producers. This allows local producers to make their products better for competition with the first product thus integrating the producers and thereby the countries.

ii) Foreign trade helps in equalizing monetary ratios. Globalization helps in this. By creating a monetary ratio in the market, the countries' markets get integrated.

iii) Foreign products brought in by trade provide choice to the buyers. Let us take the example of Chinese toys in the Indian market. Chinese toys are cheaper and are more modernized than Indian toys. This definitely would attract customers to purchase Chinese toys. Currently in India, over 70-80

of the toys in the markets are Chinese toys. This means, Chinese toys have been in huge demand. As a result, more markets buy more Chinese toys thus creating more jobs for the producers and thus integrating the markets.

19. Explain with an example how you can use the right to seek redressal ?

3

Ans. 19. The right to seek redressal is a consumer right which allows the consumers to seek compensation against any form of exploitation in the market.

Let us take the example of a man who sends Rs 4000 to his daughter in a far off village via postal services. When this man comes to know that the money has not reached his daughter, he confronts the post office. But the customer service of the post office just vaguely answers his queries unsatisfactorily.

Now, under the right to seek redressal, he can approach the consumer court and has a right to seek redressal.

The judge will later on announce the verdict.

20. How did nationalism develop through culture in Europe ? Explain.

3

OR

How did Paul Bernard argue in favour of economic development of Vietnam ? Explain.

Ans. 20. • Paul Bernard was an influential writer and a policy maker in Vietnam.

- He believed that the main objective of colonization was economic development.
- He said that the economy of Vietnam was very poor due to its high population, low productivity and indebtedness of the peasants.
- Many peasants were indentured labourers. Indentured labo are those who worked mainly in plantations under contract. Their rights weren't specified. Any landlords could imprison them if they refused to work.

- The main source of economic development in Vietnam was from rice cultivation and rubber plantation.
- Paul Beraud believed that if the French take the steps to improve the economy, colonization would be fulfilled.
- Thus, he was in favour of draining the Mekong delta and the building of railways.

21. How do banks play an important role in the economy of India? Explain.

5

Ans.

21. Banks are institutions which allow people to deposit savings availing interest and also lend money to those in need at a rate of interest.

Banks in India keep 15% of the deposited money on a daily basis in case people wish to withdraw the money on demand. Since all depositors won't withdraw all their money on the same day, banks follow this procedure.

Banks allow people to take loans. It is a formal sector

for credit. Many of the poor people can get these loans for many reasons. They could use the money for self employment or for the betterment of their current job, etc. For example, peasants may use these loans to buy machines, fertilizers, seeds, pesticides, etc. for their agricultural work. Or an unemployed rural woman may take these loans to get self employed and start her own business. In whatever manner, employment of money plays an important role in the economy.

- The Reserve Bank of India (RBI) is the only legal institution allowed to make and produce money. It also keeps checks on other banks to see if loans are being given out fairly.
- The difference in the rate of interest in loans and demand deposits proves as income for the bank employees.
- Self Help Groups (SHG's) and cooperatives eventually end loans from the bank to employ the poor.
- Thus, Banks play an important role in the economy of India.

22. How did the 'Non-Cooperation Movement' spread in cities across the country? Explain its effects on the economic front.

5

Ans.

22.

In cities, originally, the Non-Cooperation Movement spread like wild fire.

→ Many boycotted government jobs, turned over government offices, lawyers refused to go to court. Students and teachers boycotted schools. Liquor shops were picketed.

→ In the case The council elections were boycotted except in the province of Madras where the Justice Party - the party of Non-Brahmins - felt that entering the elections was the only way of gaining power which was something only Brahmins had access to.

→ Foreign cloth was boycotted. English institutions were boycotted.

- On an economic front, the Non-Cooperation Movement had a tremendous impact.
- With the boycotting of foreign cloth, local Khadi producers now stood a chance in the market again. Also, the value of foreign cloth dropped from ₹ 102 rupees to ₹ 57 rupees in a span of one year. People built bonfires and burnt foreign cloth.
- By boycotting British institutions, the British faced a huge loss.
- However, the Non-Cooperation Movement lost its momentum. This was because, Khadi was definitely more expensive and laborious than foreign cloth. Also, there weren't substitutive Indian institutions for the boycotted British institutions.

23. Explain the pro-active approach adopted by the National Thermal Power Corporation (NTPC) for preserving the natural environment and resources. 5

Ans. 23. The National Thermal Power Corporation (NTPC) is an ISO certified corporation. It has several thermal power plants all over the country. Over the years, it has noted the due harm caused by Thermal power plants to the environment. It has come up with pro-active approaches for preservation of the natural environment and resources.

- i) Making Use of the latest technology :- Latest technologies tend to be very environment friendly and using the guidelines and latest technologies will prevent environmental degradation.
- ii) Making use of ash :- After burning fossil fuels, like coal and petroleum, for thermal energy, ash remains. Ash is actually quite effective when heated in producing energy.
- iii) Ash-Water and Ash-Pond Management :- Making use of local water bodies, the NTPC feels that Ash-Water Management and Ash-Pond Management is another eco-friendly method.
- iv) Shelter Belts :- Placing shelterbelts near or between thermal power plants will definitely reduce the harmful effect of the thermal power plants.
- v) Keeping Check :- By keeping an eye on the ecology and maintaining some information, the NTPC feels that ecological balance will be maintained.

24. "Globalisation and greater competition among producers has been advantageous to consumers." Support the statement with examples.

5

Ans.

24) "Globalisation and greater competition among producers has been advantageous to consumers."

- The above statement is definitely true. Globalization has been seen in varied forms, especially with the establishment of Multi National Corporations (MNCs). Not only have MNCs provided new job opportunities, but it has also brought out huge choices in the markets. Consumers now have a wide range of products to choose from and can decide which products they wish to buy. MNCs have been established for electronics, medicals, food items and soft drinks and MNCs have automobiles in India.
- Indian companies also have advantages with globalization. Many ~~pursue~~ pursue on to become MNCs themselves. For example, Tata Motors (automobiles), Infotech (Software and Technology), Ranbaxy (medical) and Asian Paints are all leading MNCs which are found in international markets.
- Let us take the example of Chinese toys in the Indian market. Chinese toys tend to be cheaper and more modern than Indian toys. In fact, they come up with innovative designs. The Indian consumers would definitely tend to buy Chinese toys. As a result, many shopkeepers would thus introduce more Chinese toys. In fact 70-80% of the toys in the market now were made in China.
- Competition among producers has been advantageous to consumers as it gives them an open choice where they can decide what they wish to consume. For example, in the early 1900s, Ford ~~was~~ and Ambassador ~~were~~ were the only automobile brands available in India. But now, with globalization and production competition, there are over several hundred brands in the market for people to chose from with various different functions and features.

25. Describe any five steps taken by the French Revolutionaries to create a sense of collective identity among the French people.

5

OR

Describe any five steps taken by the French for the development of the 'Mekong Delta Region'.

Ans.

25. The French believed that colonies were necessary for the French to get raw materials. They also felt that by colonizing, they were bringing the advantages of civilization to the primitive and backward.

- The French began thisfeat by developing the Mekong Delta Region.

The Mekong delta was a deltaic region in Vietnam which was not being used to its capacity.

The French cleared the Mekong Delta and then made the Vietnamese peasants cultivate rice in the area.

Rice cultivation increased from 2.74,000 hectares in 1873 to 1.1 million hectares in 1900 and 2.2 million hectares in 1930.

With the abundance of rice, the Vietnamese thus started exporting the rice and became the second largest exporter of rice by exporting two-thirds of the total export.

The French also ~~also~~ were set on a mission to build railways to make transportation of raw materials easier.

They successfully built railways from Vietnam to Yunnan and later Vietnam to Siam.

26. Why do we feel that democracy is a better form of government than any other form? Explain.

5

Ans. 26. We feel that democracy is a better form of government than any other form because:-

- It promotes equality :- In democracies, all are equal under the law. A political outcome of democracies is Universal Adult Franchise where every adult has the equal right to vote.
- It enhances the dignity of a citizen :- In democracies, no citizen can be denied from voting rights or contesting elections on the basis of race, religion, gender, caste creed.
- It improves the quality of decision making :- In democracy every single decision follows all the norms and procedures and is deliberated and debated on, thus improving the quality of decision making.
- It provides room to resolve conflicts :- If any conflicts arise, a democratic government allows people to negotiate and come to terms.
- It allows room to make mistakes :- In democracies, if mistakes are made, they can be corrected easily.

vii) Accountable, legitimate and responsive:- Democracies tend to be more accountable, legitimate and responsive. This is because, they follow all procedures. And they are made by the people.

27. Which is the most abundantly available fossil fuel in India? Assess the importance of its different forms. $1+4=5$

Ans. 27. The most abundantly available fossil fuel in India is coal.

- i) When plants and animals decompose in swampy and marshy areas, they form peat. Peat is a low grade coal with low carbon content, high moisture and low heating capacity.
- ii) Low grade brown coal is known as lignite. It has a high moisture content and is mainly used to produce electricity. Example:- Neyveli in Tamil Nadu makes use of lignite.
- iii) Coal which has been underground and has experienced high temperatures is bituminous. It is used in smelting iron.
- iv) Anthracite is the highest grade coal.

28. What is meant by a political party? Describe the three components of a political party. $2+3=5$

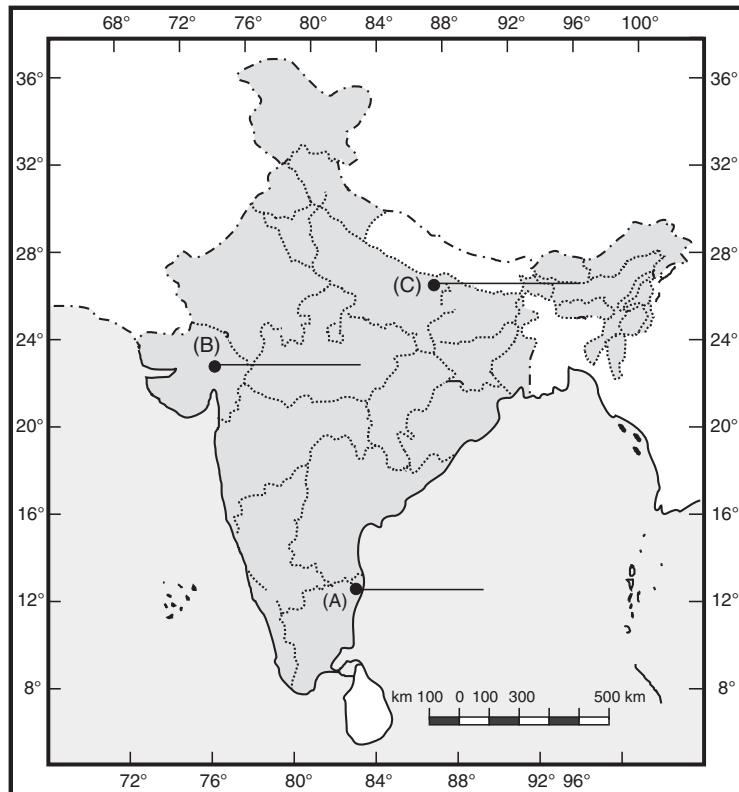
Ans. 28. When people come together to contest elections and have power in the government ~~they~~ for it is known as a political party. Political parties tend to come up with policies and programmes which they present to the people out of which decide which party to support.

The 3 components of a political party are:-

- i) Party leaders:- They tend to make decisions and choose candidates for the party.
- ii) Active members:- They are the members of the party who execute the party vision.
- iii) Followers:- or Partisans. They tend to favour a party.

29. Three features A, B and C are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map:

- (A) The place where the Indian National Congress Session was held.
- (B) The place associated with the Peasant's Satyagraha.
- (C) The place related to calling off the Non-Cooperation Movement.

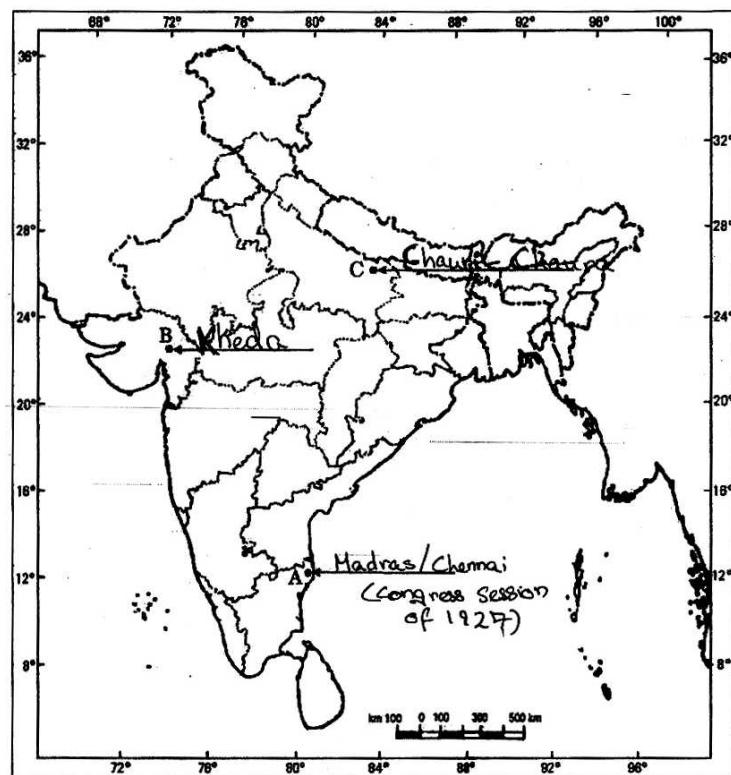


Ans. 73 (A) Madras

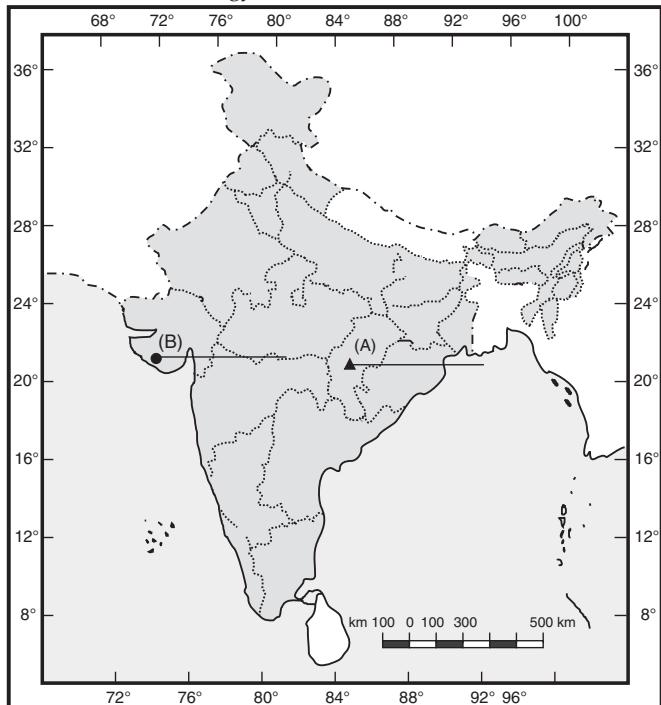
(B) Kheda

(C) Chauri Chaura.

Outline Map of India (Political)



30. (1) Two features A and B are marked on the given political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked in the map :
 (A) Iron-ore mines
 (B) Terminal Station of East-West Corridor
- (2) On the same political outline map of India, locate and label the following :
 Vishakhapatnam — Software Technology Park

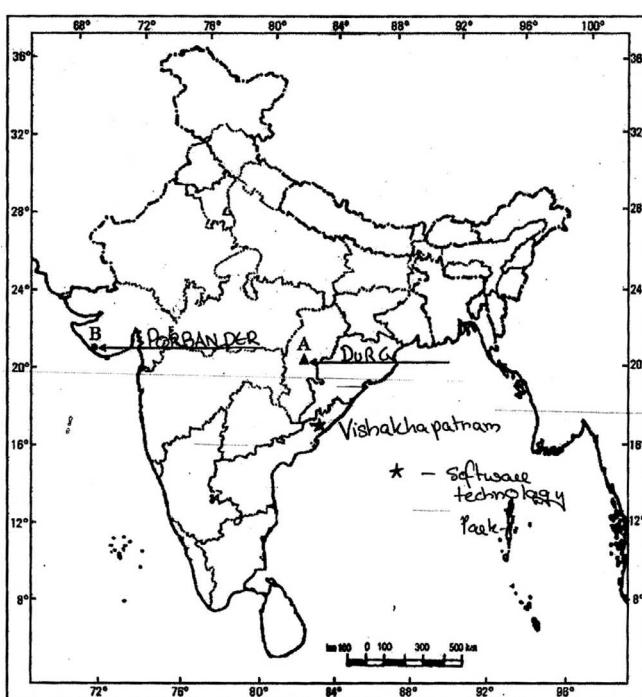


Ans.

30 A) DURG

B) PORBANDER

Outline Map of India (Political)



SUMMATIVE ASSESSMENT

UNIT - 1

India and the Contemporary World-II

CHAPTER

1

THE RISE OF NATIONALISM IN EUROPE

Sub-Unit 1.1 : Events and Processes

SYLLABUS

- **Nationalism in Europe :**
 - (a) *The growth of nationalism in Europe after the 1830s.*
 - (b) *The ideas of Giuseppe Mazzini etc.*
 - (c) *General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece.*
- **Objectives :**
 - (a) *The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post-1830 period.*
 - (b) *Discuss the relationship/difference between European nationalism and anti-colonial nationalisms.*
 - (c) *Point to the way the idea of the nation states became generalized in Europe and elsewhere.*

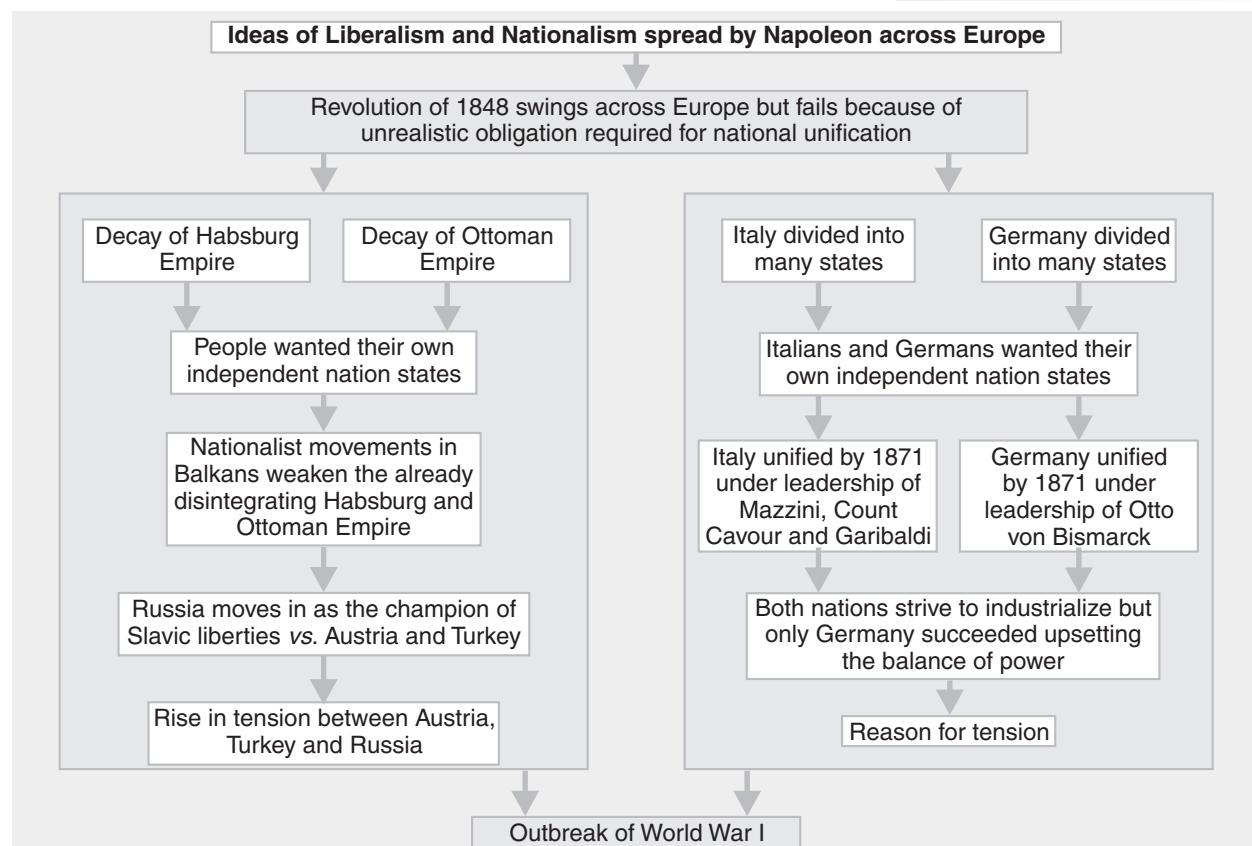
TOPIC - 1
Rise of Nationalism in Europe
.... P. 35

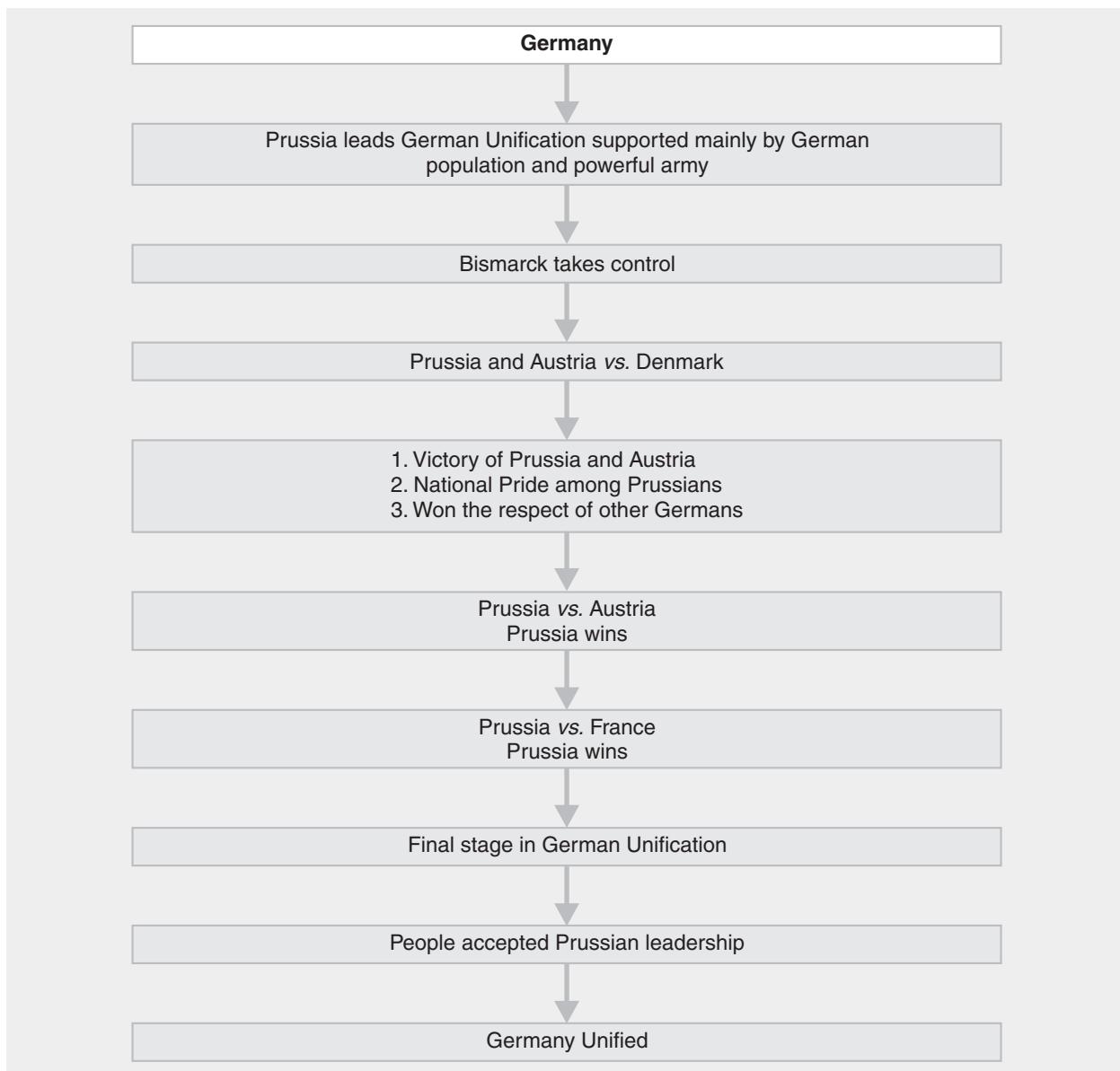
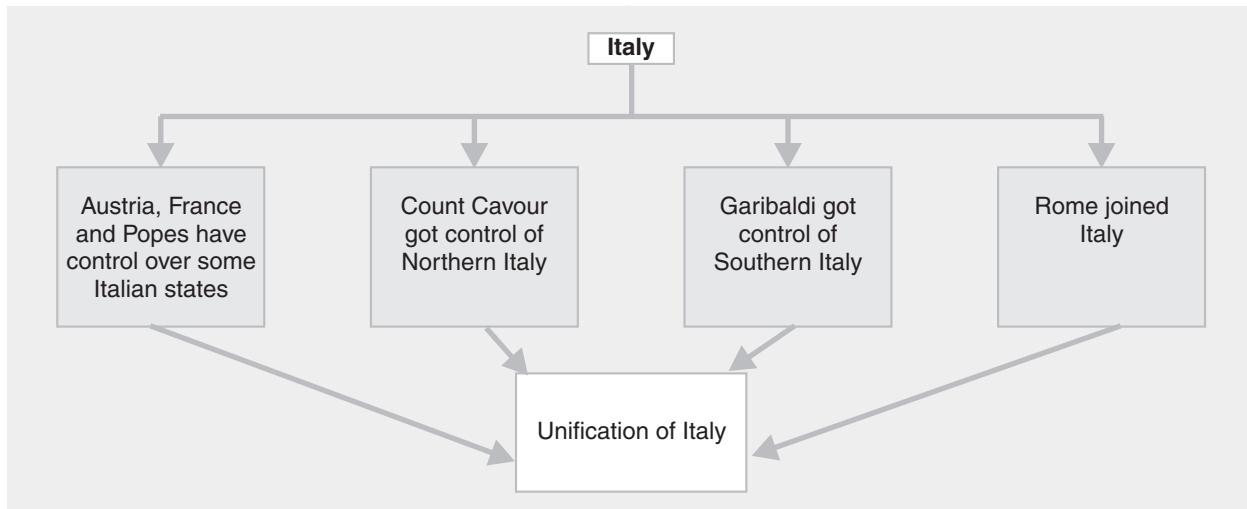
TOPIC - 2
The Age of Revolutions (1830-1848) and The Unification of Germany and Italy P. 40

TOPIC - 3
Nation States – Unification of Italy, Germany and Britain
.... P. 44

TOPIC - 4
Visualising the Nation : Nationalism and Imperialism
.... P. 48

FLOWCHARTS







TOPIC-1 Rise of Nationalism in Europe

QUICK REVIEW

- Nationalism is a sense of identity with the nation. Many European nations experienced heightened periods of nationalism in the 19th century.
- Nationalism in Europe can be traced back to the decline of feudalism and the beginning of the Renaissance. The renaissance in Europe fostered new political ideas.
- The concepts of liberty, equality, fraternity and nationalism dominated the social and political scene of Europe in the 19th century.

French Revolution :

- The French Revolution in 1789 was an influential event that marked the age of revolutions in Europe. The major outcome of the revolution was the formation of a constitutional monarchy and a sizeable reduction in the royal and feudal privileges.
- It paved the way for the achievement of bigger goals of national identity and national pride, which can be aptly called Nationalism.
- After the French Revolution, emerged a famous historic personality and warrior, Napoleon Bonaparte. He introduced several effective administrative changes like the Civil Code of 1804, also known as the Napoleonic Code.

Advent of Liberalism in Europe :

- During the mid-18th century, Europe was divided into several small kingdoms and principalities. The concept of nation states did not exist at all. People with diverse ethnic groups lived in eastern and central Europe.
- The prominent empires in Europe were the autocratic Ottoman Empire that ruled over eastern and central Europe, and Greece and the Habsburg Empire that ruled over Austria-Hungary.

Rise of Conservatism and Revolutionaries :

- The middle class believed in freedom and equality of all individuals before law. Liberalism was used by to end aristocracy and clerical privileges. After the defeat of Napoleon Bonaparte in 1815, the European government adopted the idea of conservatism.
- Conservatism was a political philosophy that stressed the importance of tradition, established institutions and customs, and preferred gradual development than quick change.
- After 1815, several liberals began working in secret societies all over Europe to propagate their views and train revolutionaries. Revolutionaries were seen as a threat to the restored monarchies, and hence, were repressed.
- Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles, and Young Europe in Berne.
- In 1831, Mazzini was sent into exile for attempting a revolution in Liguria. Mazzini believed in the unification of the small kingdoms and principalities in Italy. These societies were joined by like-minded young men from Poland, France, Italy, and the German states.



KNOW THE TERMS

- **Utopian vision :** Utopian vision refers to a vision of a society that is so ideal that it is unlikely to actually exist.
- **Absolutism :** Absolutism refers to a system of rule with a lot of uncontrolled power an oppressive monarchical government.
- **Plebiscite :** A plebiscite is a direct vote by which the people of a region are asked to accept or reject a proposal.
- **French Revolution :** The French Revolution in 1789 was an influential event that marked the age of revolutions in Europe. The major outcome of the revolution was the formation of a constitutional monarchy and a sizeable reduction in the royal and feudal privileges.
- **Nationalism :** A feeling of oneness with the society or the state, love and devotion for the motherland and belief in the political identity of one's country are the basic attributes of nationalism.
- **Nation State :** A state that establishes itself as a separate political and geographical entity and functions as a complete and sovereign territorial unit. This concept emerged in 19th century Europe as a result of the growth of nationalism.

- **Modern State** : A state in which sovereignty is exercised by a centralized power over a specific territory and population.
- **Liberal Nationalism : Means** : (a) Individual freedom (b) Equality before law (c) Government by consent (d) Freedom of markets (d) Abolition of state-imposed restrictions on the movement of goods and capital.
- **Napoleonic Code** : The Civil Code of 1804 introduced by Napolean, was known as the Napoleonic Code.
- **Zollverein** : A customs union formed in 1834 at the initiative of Prussia. It abolished tariff barriers and reduced the number of currencies from over thirty to two.
- **Habsburg Empire** : The empire that used Austria, Hungary including the Alpine regions of Tyrol, Austria, the Sudetenland and Bohemia.
- **Ottoman Empire** : Turkish empire ruled by the Caliph-the spiritual and temporal head of the Muslims.
- **Ideology** : System of ideas reflecting a particular social and political vision.
- **Conservatism** : A political philosophy that stressed the importance of tradition, established institutions, customs and preferred gradual development to quick change.
- **Suffrage** : The right to vote.



KNOW THE PERSONALITIES

- **Frederic Sorrieu**
He was a French artist famous for prints prepared in 1948 that visualized the dream of a world consisting of Democratic and Social Republics.
- **Napoleon (1769-1821)**
Ruled France from 1799 to 1815.
- Assumed absolute powers in 1799 by becoming the First Consul.
- **Giuseppe Mazzini** : Giuseppe Mazzini, a famous Italian revolutionary was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles and Young Europe in Berne.
- **Duke Metternich** : The chief architect and host of the Treaty of Vienna was the Austrian Chancellor, Duke Metternich.



KNOW THE DATES

- **1848** : Revolutions in Europe : Artisans, industrial workers and peasants revolt against economic hardships; middle classes demand Constitutions and representative governments; Italians, Germans, Magyars, Poles, Czechs, etc demanded for nation-states.
- **1834** : Zollverein or the Customs Union was formed in Prussia to abolish tariff barriers.
- **1832** : Greece gained independence.
- **1821** : Greek struggle for independence begins.
- **1814-15** : Fall of Napoleon; the Vienna Peace Settlement.
- **1804** : Napoleonic Code was introduced, publishing privileges based on birth. Upheld equality before law.
- **1797** : Napoleon invades Italy; Napoleonic wars begin.
- **1789** : The French Revolution occurred.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What was the main aim of revolutionaries of Europe during the years following 1815 ?

[Board Term-II, Delhi, Set-3, 2016]

Ans. To oppose monarchial forms of government. 1

Q. 2. What was the meaning of liberalism in early nineteenth century in Europe ?

[Board Term-II, Foreign, Set-1, 2016]

Ans. Liberalism stood for freedom for individual and equality for all before the laws. 1

Q. 3. What was the main aim of Treaty of Vienna 1815 ?

[Board Term-II, Foreign, Set-2, 2016]

Ans. Undoing most of the changes that had come about in Europe. 1

Q. 4. What was the major change that occurred in the political and constitutional scenario due to French Revolution in Europe ?

[Board Term-II, 2015 Delhi Set-1, 2, 3]

Ans. The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizen. 1

- Q. 5. What was the main aim of the French Revolutionaries ?**
[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]
Ans. The main aim of French Revolutionaries was to create a sense of collective identity amongst the French people. 1
- Q. 6. What was the major issue taken up by the liberal nationalists ?**
[Board Term-II, 2015, Foreign Set-1, 2, 3]
Ans. Freedom of the Press. 1
- Q. 7. What is meant by Nation State?**
Ans. When people living in a particular region develop an identity, with definite boundary, common ruler and common culture, it is called as Nation State. 1
- Q. 8. What is meant by Nationalism?**
Ans. Nationalism is the love and patriotic feeling for ones own country. 1
- Q. 9. Which revolution was the first clear expression of nationalism?**
Ans. It was the French Revolution, which was started in the year 1789.
It marked the transfer of power from monarch to a body of French citizen. 1
- Q. 10. Name the areas occupied by the French armies under Napoleon.**
Ans. Holland, Belgium and Switzerland. 1
- Q. 11. Who comprised of the new middle-class?**
Ans. Industrialists, Businessmen and Professionals. 1
- Q. 12. How did the artists of the time of the French Revolution personified Liberty?**
Ans. The artists of the time of the French Revolution personified Liberty as a female figure. 1
- Q. 13. What was Sorrieu's utopian vision?**
Ans. In Sorrieu's utopian vision, the people of the world are grouped as distinct nations, identified through their flags and national costume. 1
- Q. 14. When did Napoleonic war begin?**
Ans. The Napoleonic war began in 1797 when Napoleon invaded Italy. 1
- Q. 15. When was Vienna Peace Settlement signed?**
Ans. The Vienna Peace Settlement was signed in 1814-1815 after the fall of Napoleon. 1
- Q. 16. When did Greek struggle for independence begin?**
Ans. The Greek struggle for independence began in 1821. 1
- Q. 17. What does La Patrie mean?**
Ans. The Fatherland. 1
- Q. 18. Which country is known as the cradle of civilisation?**
Ans. Greece is known as the cradle of civilisation. 1
- Q. 19. The basic aim of Zollverein was ____ (to abolish tariff barriers/to reunite Germany).**
Ans. To abolish tariff barriers. 1
- Q. 20. List names of any three Balkan states which earlier constituted a part of the Ottoman Empire.**
Ans. States were : (1) Bulgaria, (2) Greece and (3) Romania. 1

Short Answer Type Questions

(3 marks each)

- Q. 1. Why in the years after 1848, the autocrats of central and eastern Europe began to introduce the changes that had already taken place in western Europe before 1815 ? Explain.**

[Board Term-II, 2016, Set KCG 34U9]

- Ans.** (i) Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Monarchs were beginning to realise that the cycles of revolution and repression could only be ended by granting concessions to the liberal-nationalist revolutionaries.
(ii) Hence, in the years after 1848, the autocratic monarchies of Central and Eastern Europe began to introduce the changes that had already taken place in Western Europe before 1815.
(iii) Thus, serfdom and bonded labour were abolished both in the Habsburg dominions and in Russia. The Habsburg rulers granted more autonomy to the Hungarians in 1867. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

- Q. 2. Describe the event of French Revolution which had influenced the people belonging to other parts of Europe. [Board Term-II, 2015, Delhi Set-1, 2, 3]**

- Ans.** The events of French Revolution which had influenced the people belonging to other parts of Europe :
Students and other members of educated middle class began to set up Jacobin clubs. Their activities

and campaigns prepared the way for the French armies. The French armies began to carry the idea of nationalism abroad. Thus, created a sense of collective identity. 3

- Q. 3. List any three features of the Civil Code of 1804 usually known as the Napoleonic Code.**

[Board, Term-II, 2014, Set SPXOUWE]

- Ans.** (a) It did away with all privileges based on birth.
(b) It established equality before law and secured the right to property.
(c) It simplified administrative divisions and abolished feudal system. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

- Q. 4. How did the local people in the areas conquered by the Napoleon react to French rule ? Explain.**

[Board Term-II, 2014, Delhi Set-2]

- Ans.** (a) Peasants, artisans, workers and businessmen enjoyed this newly found freedom.
(b) Uniform laws and standard system of weight and measures and a common currency would be more helpful in trade.
(c) Increase in taxes, censorship and forced conscription in French armies were seen as outweighing the advantage of administrative changes which Napoleon brought. $1 \times 3 = 3$

Q. 5. In France, by what name was the Civil Code of 1804 known ? State any two of its features.

[Board Term-II, 2012, Set 68014]

Ans. The Civil Code of 1804 was also known as Napoleonic Code.

Features : Refer to Ans of Q. 3 $1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Q. 6. Why was the Napoleonic rule over other regions unpopular with some sections of Europe ?

[Board Term-II, 2012, Set 2027]

Ans. Reasons of unpopular Napoleonic rule over other regions were :

- (a) Administrative reforms did not go hand-in-hand with political freedom. The newly annexed regions found themselves under the French rule.
- (b) The newly acquired territories had to face increased taxation and censorship.
- (c) The forced conscription into French army to conquer other parts of Europe was not popular with the newly conquered people. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 7. Describe any three steps taken by French revolutionaries to create a sense of collective identity among the French people ?

[Board Term-II, 2012, 2010, Set 2022]

Ans. Refer to Ans. of Q. 2, Long Ans. Type Ques.

(Any three) $1 \times 3 = 3$

Q. 8. Explain any three provisions of the Treaty of Vienna of 1815. [Board Term-II, 2012, 2016]

Ans. Provisions of Treaty of Vienna :

- (a) Bourbon dynasty was restored to power in France.
- (b) France lost territories annexed under Napoleon.
- (c) The kingdom of Netherlands was set up in North and Genoa was added to Piedmont in the South.
- (d) Prussia was given new territories on its Western frontier.
- (e) Austria was given Northern Italy.
- (f) Russia was given part of Poland and Prussia was given a part of Saxony. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 9. What was the impact of Treaty of Vienna (1815) on European people ? Write any three points.

[Board 2012, Term-II, Set 68019]

Ans. Representatives of the European power, Britain, Russia, Prussia and Austria signed treaty of Vienna in 1815. The impacts of treaty were :

- (a) Deposed Bourbon dynasty was restored to power. Future expansion of French was prevented.
- (b) Prussia was given important new territories on its Western frontiers, while Austria was given control of the Northern Italy.
- (c) In the East, Russia was given part of Poland while Prussia was given a portion of Saxony.
- (d) The treaty slowed down the growth of nationalism. There was an effort to restore Monarchies that had been overthrown by Napoleon and to create a new conservative order in Europe. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 10. How was the ideology of liberalism allied with National Unity in early 19th century in Europe? Explain in three points.

[Board Term-II, 2012, Set 68006]

Ans. The ideology of liberalism allied with Nationalism in the following ways :

- (a) Liberalism stood for freedom for the individual and equality of all before law.
- (b) It emphasized on the concept of government by consent.
- (c) It stood for the end of autocracy and clerical privileges.
- (d) It believed in a constitution and representative government through Parliament.
- (e) It emphasized the inviolability of private property.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 11. "A wave of economic nationalism strengthened the wider nationalist sentiments growing in Europe." Which class brought about this change ? How did they bring about this change ? Explain with two reasons. [Board Term-II, 2012, Set 68004]

Ans. The change was brought about by the new middle class.

- (a) They brought about the change in two ways :
 - (i) Formation of Zollverein.
 - (ii) Tariff barriers were abolished.
- (b) Reduced the number of currencies from over thirty to two.
- (c) Creation of railways helped them in mobility and harnessing economic interests. (Any two) $1 + 2 = 3$

Q. 12. How did conservatives establish their power after 1815?

OR

How did the Treaty of Vienna change the map of Europe?

Ans. ➤ The conservatives believed in modern army, an efficient bureaucracy and a dynamic economy.

➤ In 1815, the European powers-Britain, Russia, Prussia and Austria defeated Napoleon at Vienna to draw-up settlement of Europe.

➤ The conference was hosted by Austrian Chancellor-Duke Metternich.

➤ The Treaty of Vienna of 1815 was signed to undo most changes that came about during Napoleonic war.

➤ The deposed Bourbon Dynasty was restored to power.

➤ France lost its territories, annexed under Napoleon.

➤ To prevent further expansion of French territories, series of states were set upon boundaries.

➤ Kingdom of Netherlands including Belgium was set-up in north.

➤ Genoa was added to Piedmont in south.

➤ Prussia was given new territories in western frontiers.

➤ Austria was given the control of northern Italy.

➤ The Eastern Russia was given a part of Saxony.

➤ 39 states of German Confederation were left untouched. [CBSE Marking Scheme, 2012] 3

Q. 13. Explain any three changes which Napoleon introduced to make the administrative system more efficient in Europe. [Board Term-II, 2011]

OR

What changes were brought due to Napoleon's reforms and code? What were the reactions to these changes?

OR

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

Ans. Value Points :

- Administration became more efficient. Napoleon introduced revolutionary principles in administration making it more efficient and rational.
- The Civil Code of 1804, known as Napoleonic Code, did away with all the privileges based on birth.
- Right to property.
- Simplified administrative divisions.
- Abolished feudal system.
- Freed peasants from serfdom and dues.
- Guild restrictions were removed.
- Transport and communication improved.
- Peasants, artisans, workers and new businessmen enjoyed new-found freedom.

➤ Uniform laws, standardized weights and the measures facilitated the movement of goods and capital from one region to another. 3

[CBSE Marking Scheme, 2011]

Q. 14. What are the political, social and economic ideas supported by the liberals in Europe ?

[Board Term II, 2011, Set 11/B1] [NCERT]

Refer to Ans. of Q. 8. Long Ans. Type Ques.

$1 \times 3 = 3$

Q. 15. Explain any three reasons for the nationalist upsurge in the 19th century Europe.

[Board Term II, 2011, Set 12/B1]

Ans. Reasons for the Nationalist upsurge in the 19th century Europe :

- (a) Oppression of people under absolute rulers.
- (b) Liberal ideas spread by well-known philosophers and leaders.
- (c) The French Revolution inspired the people to fight for freedom. The slogan 'Liberty, Equality and Fraternity' became the clarion call for the common people.
- (d) With the outbreak of revolutionary wars, the French army and its soldiers began to carry the ideas of nationalism abroad. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. "Napoleon had 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." Analyse the statement with arguments.

[Board Term-II, 2016 Outside Delhi, Set-1, 2, 3]

Ans. "Napoleon had destroyed democracy in France but in administrative field he had incorporated revolutionary principles in order to make the whole systems more rational and efficient."

- (a) All privileges based on birth were removed.
- (b) Established equality before law.
- (c) Right to property was given.
- (d) Simplified administrative divisions.
- (e) Feudal system was abolished and freed peasants from serfdom and manorial dues.
- (f) Guild restrictions were removed.
- (g) Transport and communication systems were improved. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Analyse the measures and practices introduced by the French revolutionaries to create a sense of collective identity amongst the French people.

[Board Term-II, 2016, Delhi, Set-1, 2, 3]

OR

What were the various measures and practices introduced by the French revolutionaries to create a sense of collective identity among the French people ?

[Board Term-II, 2012, Set 2081]

Ans. (a) The ideas of *La Patrie* (the fatherland) and *Le Citoyen* (the citizen) emphasised the notion of united community enjoying equal rights under a constitution.

- (b) A new French flag, tricolour was chosen to replace the Royal Standard.
- (c) Estates General was elected by the body of active citizens and renamed the National Assembly.
- (d) New hymns were composed and martyrs commemorated all in the name of the nation.
- (e) A centralised system of administration was introduced, uniform laws were made for all citizens.
- (f) French language was spoken and written and became a common language in Paris.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 3. Describe the impact of Napoleonic reforms on the rest of Europe. [Board Term-II, 2015, Set KZQI05]

Ans. (i) Napoleon was set about introducing many of the reforms that he had already introduced in France.

- (ii) Through a return to monarchy Napoleon had 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.
- (iii) The Civil Code of 1804-usually known as the Napoleonic Code-did away with all privileges based on birth, established equality before the law and secured the right to property.

- (iv) This Code was exported to the regions under French control. In the Dutch Republic, in Switzerland, in Italy and Germany, Napoleon simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
- (v) In the towns too, guild restrictions were removed. Transport and communication systems were improved. $1 \times 5 = 5$

Q. 4. Describe any five reforms introduced by Napoleon to make the administrative system more efficient in the territories ruled by him.

[Board Term-II, 2014, 2012]

- Ans.** (a) Napoleonic did away with all privileges based on birth and established equality before law.
- (b) He secured the right to property.
- (c) He simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
- (d) In the towns guild restrictions were removed. Transport and communication systems were improved.
- (e) He introduced uniform laws, standardized weights and measures and a common national currency in order to facilitate the movement and exchange of goods. $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

Q. 5. Explain the conditions that were viewed as obstacles to the economic exchange and growth by the new commercial classes during the nineteenth century in Europe ?

[Board Term-II 2014]

- Ans.** (a) The absence of freedom of markets.
- (b) State imposed restrictions on movement of goods and capital.
- (c) Time consuming calculations resulting from difference in currency, weight and measurement.
- (d) The first half of the 19th century had low explosive population growth.
- (e) Job-seekers were more and employment opportunities were less.
- (f) Small producers faced stiff competition from import of cheap machine-made goods.
- (g) Peasants struggled under the burden of feudal dues. $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

Q. 6. Explain the objectives of the 'Treaty of Vienna' of 1815. [Board Term-II, 2012, 2011, Set 68011]

[HOTS]

Ans. Objectives of the Treaty of Vienna :

- (a) Undoing most of the changes that had come about in Europe during Napoleonic wars.
- (b) Bourbon dynasty's rule was restored.
- (c) France lost the annexed territories.
- (d) Series of states were set up on the boundaries of France to prevent French expansion.
- (e) Prussia was given important new territories on its frontiers. $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 7. What does the term 'Liberalism' mean ? What did it mean to different classes and people ?

[Board Term-II, 2012, Set 68009]

Ans. Liberalism : Derived from Latin word 'liber' means 'free'. It meant differently to different people.

Middle class : It stood for freedom of individual and equality of all before law.

Politically : It emphasized government by consent. There was to be an end to autocracy and clerical privileges. The right to vote was meant to be only for property owning men. The lower classes were therefore not included. In general, it stood for inviolability of private property and freedom of the markets from state imposed restrictions on the movement of goods. $2 + 3 = 5$

[CBSE Marking Scheme, 2012]

Q. 8. Explain the 1848 revolution of the liberals. What were the political, social and economic ideas supported by the liberals ?

[Board Term-II, 2012, Set 68018]

Ans. The 1848 revolution of the liberals :

- (a) The 1848 revolution was led by the educated middle class along with the poor, unemployed starving peasants and workers in many European countries for constitutionalism with national unification.
- (b) **Political ideas** – In German regions, large number of political associations came together in the city of Frankfurt and decided to vote for all German National Assembly.
- (c) **Social ideas** – A large number of women had participated actively and formed their own associations and struggled for right to vote.
- (d) **Economic ideas** – Liberals struggled for abolition of serfdom and bonded labour and wanted freedom of market.
- (e) Though conservative forces were able to suppress liberal movements in 1848, they could not restore the old order. Thus, serfdom and bonded labour were abolished. $1 \times 5 = 5$



TOPIC-2

The Age of Revolutions (1830–1848) and The Unification of Germany and Italy

QUICK REVIEW

- **Liberalism** and nationalism became associated with revolution in many regions of Europe such as the Italian and German states, the provinces of the Ottoman Empire, Ireland and Poland.
- The first upheaval took place in France, in July 1830.

- **The Greek War of Independence** was another event which mobilised nationalist feelings among the educated elite in Europe.
- **Culture** played an important role in creating the idea of the nation. Art and poetry, stories, music helped express and shape nationalist feelings.
- **Romanticism** was a cultural movement which sought to develop a particular form of nationalist sentiment.
- **Language** too played an important role in developing nationalist sentiments.
- **The 1830s** saw a rise in prices, bad harvest, poverty in Europe. Besides the poor, unemployed and starving peasants, even educated middle classes, revolted.
- **In 1848**, a large number of political associations came together in Frankfurt and decided to vote for an all-German National Assembly.
- **The issue** of extending political rights to women became a controversial one.
- **Conservative forces** were able to suppress liberal movements in 1848, but could not restore the old order.
- **After 1848**, nationalism in Europe moved away from its association with democracy and revolution.



KNOW THE TERMS

- **Romanticism** : A cultural movement that rejected science and reason and introduced heart and emotions. The concern of the romantics was to create a sense of shared collective heritage and a common cultural past for arousing nationalism.
- **Revolutionaries** : Upholders of the idea of liberalism and against the conservative regimes of the 19th century.
- **Feminism** : Awareness of women's rights based on political and social equality of genders is also known as Feminism.
- **Frankfurt Parliament** : A large number of political associations comprising of professionals, businessmen and prosperous artisans decided to vote for all German National Assembly of Frankfurt. On 18th May-1848, 831 elected representatives marched in a festive procession to take their places in the Frankfurt Parliament convened at St. Paul's Church. They drafted a Constitution based on the system of Constitution monarchy.
- **Nationalistic Feeling (1830s)** : The sense of recognizing the society and nation as "we" and the sharing of many traits by its members. Culture with art and poetry, stories and music played a major role in the shaping and expression of nationalistic feelings and nation.



KNOW THE PERSONALITIES

- **Louise Otto-Peters** : A Women activist, wrote in the first editorial of her newspaper that liberty, without the liberty of women, benefited only one half of humanity, which was men.
- **Carl Welcker** : Carl Welcker, a member of the Frankfurt Parliament, had tremendous reservation against equal rights for women, and he ridiculed their demands as being against nature.



KNOW THE DATES

- **1830** : The first upheaval took place in France, in July 1830.
- **1830** : Period of Economic Crisis in Europe.
- **1848** : Germans voted for National Assembly in Frankfurt.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Who remarked "When France sneezes the rest of Europe catches cold" ?

[Board, Term-II, 2016, Outside Delhi, Set-1]

Ans. Metternich.

Ans. The Greek war of Independence. 1

Q. 3. Name the Treaty of 1832 that recognised Greece as an independent nation.

[Board, Term-II, 2016 Delhi, Set-1]

OR

Q. 2. Name the event that mobilised nationalist feelings among the educated elite across Europe in 1830–1848. [Board Term-II, 2016 Outside Delhi, Set-2]

Which treaty recognised Greece as an independent nation ? [Board Term-II, 2011]

Ans. Constantinople Treaty.

Q. 4. What was the strong demand of the emerging middle classes in Europe during nineteenth century? [Board Term-II, 2016, Foreign, Set-3]

1

Ans. The strong demand of the emerging middle classes in Europe was freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.

1

Short Answer Type Questions

(3 marks each)

Q. 1. "The development of nationalism did not come about only through wars and territorial expansion. Culture played an important role in creating the idea of the nation." Elaborate upon the statement.

[Board SQP-2016]

OR

"Culture had played an important role in the development of nationalism in Europe during eighteenth and nineteenth centuries." Support the statement with examples.

[Board Term-II, 2016 Foreign Set-1, 2, 3]

OR

How did culture play an important role in creating the idea of the 'nation' in Europe ? Explain.

[Board Term-II, 2013, Delhi Set-2]

OR

Give three examples to show the influence of culture on the growth of nationalism in Europe.

[Board Term-II, 2012, Set 68002]

Ans. Refer to Ans. of Q. 2 Long Answer Type Questions.
(Any three) $1 \times 3 = 3$

Q. 2. "The decade of 1830 had brought great economic hardship in Europe." Support the statement with arguments.

[Board Term-II, 2016, Outside Delhi, Set-1, 2, 3]

OR

Why the 1830's were the years of great economic hardship in Europe ? Give three reasons.

[Board Term-II, 2013, OD Set 3, 2012, Set 2080, 2011]

Ans. Refer to Ans. of Q.3 Long Answer Type Questions.
(Any three) $1 \times 3 = 3$

Q. 3. Define the term Romanticism. How did it facilitate the promotion of nationalist sentiment ?

[Board Term-II, 2016, Set TCJQ6VD]

OR

How did Romanticism pave the way for Nationalism in Europe ? Explain.

[Board Term-II, 2012, Set 68007]

Ans. Romanticism, a cultural movement developed a particular form of nationalists sentiments in the following ways :

(a) Critical approach towards reason and science : Romantic artists criticized the glorification of reason and science and focused on emotions, intuitions and mystical feelings.

(b) Folk culture as the spirit of the nation : Johann Gottfried Herder claimed that through folk songs, folk poetry and folk dances, the true spirit of nation could be popularised.

(c) Emphasis on vernacular language : They gave emphasis on vernacular language to recover the national spirit and to carry the modern nationalist message to large audience who were mostly illiterate.

 $1 \times 3 = 3$

Q. 4. How did a wave of economic nationalism strengthen the wider nationalist sentiment growing in Europe ? Explain.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Economic nationalism strengthened the wider nationalist sentiment.

(a) In the economic sphere liberalisation stood for the freedom of markets and the abolition of state imposed restrictions on the movement of goods and capital.

(b) There was a strong demand of the emerging middle classes. **For example**, the German speaking regions in the first half of the 19th century.

(c) Napoleon's administrative measures had created out of small principalities a confederation of 39 states. Each of these possessed its own currency, weights and measures.

(d) Such conditions were viewed as obstacles to economic exchange and growth by the new commercial classes who argued for the creation of a unified economic territory allowing the unhindered movement of goods, people and capital.

(e) The union abolished tariff barriers and reduced the number of currencies from over thirty to two.

(f) The creation of network of railways further stimulated mobility, harnessing economic interest to national unification. (Any three) $1 \times 3 = 3$

Q. 5. How had revolutionaries spread their ideas in many European States after 1815 ? Explain with example. [Board Term-II, 2014, Outside Delhi]

Ans. (a) After 1815, many liberal nationalists went underground for the fear of repression like Giuseppe Mazzini, an Italian revolutionary who founded two underground societies; first Young Italy in Marseilles and then Young Europe in Berne. Following the footsteps of Mazzini, many secret societies were set up in Germany, France, Switzerland and Poland.

(b) Romanticism was a cultural movement which sought to develop a particular form of nationalist sentiment. The Romantics used folk songs, folk poetry and folk dances to popularize the true spirit of the nation. **For example**; Karol Kurpinski celebrated the national struggle through his operas and music in Poland. He turned folk dances; like polonaise and mazurka into nationalist symbols.

(c) Language also played an important role in developing nationalist sentiments. **For example**: It was mainly used as an instrument when Polish language was forced out of schools and the Russian language was imposed everywhere in Poland.

 $1 \times 3 = 3$

Q. 6. What were the effects of revolutionary upheaval in France in 1830 ? [Board Term-II, 2012, 2011, Set 2081]

Ans. The effects of revolutionary upheaval in France in 1830 were :

- (a) The Bourbon dynasty which was restored in 1815 was overthrown by liberal revolutionaries.
 - (b) A constitutional monarchy was installed with Louis Philippe as its head.
 - (c) An uprising was seen in Brussels which led to Belgium breaking away from the United Kingdom of Netherlands.
- $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 7. Describe the role of Giuseppe Mazzini as an Italian revolutionary. [Board Term-II, 2012, Set 68018]

Ans. The role of Giuseppe Mazzini as an Italian revolutionary :

- (a) He founded two secret societies – Young Italy in Marseilles and Young Europe in Berne.
 - (b) Members of these societies were like-minded young men from Poland, France, Italy and German states.
 - (c) Mazzini's relentless opposition to monarchy and his vision of democratic republic frightened the conservatives.
- $1 \times 3 = 3$

Q. 8. What is the significance of 1848 for France and the rest of Europe ? What did the liberals demand ?

[Board Term-II, 2011]

Ans. With many revolts like revolts of the poor, unemployed workers and starving peasants during 1848 in Europe, educated middle class of France also started a revolution for the abdication of the monarch and a republic based on universal male suffrage had been proclaimed. In other parts of Europe, 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 press and freedom of association. The issue of extending political rights to women was

most controversial subject matter within the liberal movement in which large number of women had participated actively.

3

Q. 9. Explain the role of languages in developing the national sentiments in Europe.

[Board Term II, 2011, Set 06/C1]

Ans. Languages played an important role in developing the nationalist sentiments.

- (a) When Russia occupied Poland, the Polish language was banned, and it was replaced by the Russian language.
 - (b) Many members of the clergy in Poland began to use language as a weapon of national resistance.
 - (c) The use of Polish came to be seen as a symbol of the struggle against the Russian dominance.
- $1 \times 3 = 3$

Q. 10. Examine the role of women in the nationalist struggles of Europe.

[Board Term II, 2011, Set 02/B1]

Ans. (a) A large number of women had participated in the liberal and national movements in Europe.

- (b) Women formed their own political associations.
- (c) Founded newspapers and took part in political meetings and demonstration.

However, they were still denied the right to vote and they could not enter the Frankfurt Parliament as representatives but attended only as observers.

3

[CBSE Marking Scheme, 2011]

Q. 11. Why were conservatives frightened of the secret societies of Mazzini and his ideas ? Explain any two reasons.

Ans. Conservatives were frightened of the secret societies of Mazzini and his ideas because :

- (a) They did not want the ideas of liberty and freedom of newspaper, books, plays and songs, i.e., freedom of the press.
 - (b) Mazzini believed that God had intended nations to be the natural units of mankind whereas, conservatives were against radicals and liberals and wanted to crush them.
- $1\frac{1}{2} + 1\frac{1}{2} = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. What happened during the year following 1815 when the fear of repression drove many liberal-nationalists underground ? Explain.

[Board Term-II, 2016, Set KCG34U9]

- Ans.(a)** Secret societies sprang up in many European states to train revolutionaries and spread their ideas.
- (b) To be revolutionary at this time meant a commitment to oppose monarchical forms that had been established after the Vienna Congress, and to fight for liberty and freedom.
- (c) Most of these revolutionaries also saw the creation of nation-states as a necessary part of this struggle for freedom. One such individual was the Italian revolutionary Giuseppe Mazzini.
- (d) 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.

- (e) 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.
- (f) This unification alone could be the basis of Italian liberty. Following his model, secret societies were set up in Germany, France, Switzerland and Poland.
- (g) 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'.

(Any five) $1 \times 5 = 5$
[CBSE Marking Scheme, 2016]

Q. 2. How did culture play an important role in Europe in creating the idea of the nation ?

[Board Term-II, 2014, Foreign; 2013, Delhi Set-2;
2012, Set 68004]

Ans. Culture played an important role in creating the idea of a nation because of the following reasons :

- (a) Art and poetry, stories, music helped in shaping nationalist feelings in Europe.
- (b) Romanticism was a cultural movement which played a role in this context. Romantic poets and artists were critical of reason and science.
- (c) A sense of shared collective heritage was developed.
- (d) Folk dance, Folk poetry, Folk songs were considered the true expression of the spirit of the nation.
- (e) Speaking in the vernacular language was another expression of nationalism.

$1 \times 5 = 5$

Q. 3. Why were the years of 1830's of great hardship in Europe ? Explain any five reasons.

[Board Term-II, 2012, Set 2076]

Ans. Reasons :

- (a) The first half of the 19th century saw an enormous increase in population all over Europe.
- (b) Job-seekers were more and employment opportunities were less.

(c) People from rural areas migrated to cities and made cities over-crowded slums.

(d) Small producers often faced stiff competition from imports of cheap machine-made goods.

(e) Peasants struggled under the burden of feudal dues and obligations.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 4. How did the Greek War of Independence mobilized nationalist feeling among the educated elite across Europe ? Give five points.

[Board Term II, 2011, Set 05/A1]

Ans. (a) Greece had been a part of the Ottoman Empire since the 15th Century.

(b) Struggle for independence began in 1821.

(c) Greece got support from Greeks living in exile and West-Europeans who had sympathies for ancient Greek culture.

(d) Poets and artists landed in Greece as the cradle of European civilisation and mobilized public support for fight against Muslim Empire.

(e) The English Poet-Lord Byron, organised funds, fought in war and died of fever in 1824.

(f) Treaty of Constantinople of 1832 recognized Greece as an independent nation.

5



TOPIC-3

Nation States – Unification of Italy, Germany and Britain

QUICK REVIEW

- After 1848, the conservatives began to use nationalist ideas to strengthen the monarchy. The unification of Italy and Germany came about through this process.
- In 1848, the German middle class - professionals, businessmen, wealthy artists and artisans - joined to vote for an all-German National Assembly. They convened at the Frankfurt Parliament. The members of the Parliament offered the crown to Friedrich Wilhelm IV, King of Prussia, who rejected it.
- After the Frankfurt Parliament, Prussia became the leader of German unification. The man who played a crucial role in the unification was the Chief Minister of Prussia, Otto von Bismarck. Bismarck was supported by the bureaucracy and the army. For German unification, three wars were fought over seven years - between 1864 and 1870 with Denmark, France and Austria.
- On 18th January, 1871, the King of Prussia, Kaiser William I, was proclaimed the German Emperor at the Mirror Hall in Versailles. In newly formed Germany, a lot of emphasis was placed on modernising the currency, and the banking, legal and judicial systems.
- During the middle of the 19th century, Italy was divided into seven states. Northern Italy was ruled by the Austrian part of the Habsburg Empire, Central Italy by the Pope, while the southern part and Parma by the Bourbon kings of Spain. Only one state, Sardinia Piedmont, was ruled by an Italian princely house.
- Mazzini was the leader of the Republican Party. He had formed secret societies like Young Italy to regenerate Italy by education. The rebellions staged by the revolutionaries in 1831 and 1848 failed. The responsibility of unifying Italy came to Victor Emmanuel-II, King of Sardinia Piedmont. The Chief Minister of Piedmont, Count Camillo di Cavour, helped the king in forming an alliance with France, and they defeated the Austrian forces in 1859.
- Giuseppe Garibaldi played an important role in the unification of Italy. He joined the war along with his armed volunteers called the 'Red Shirts'. In 1860, Garibaldi and his troops marched into Southern Italy and the Kingdom

of Two Sicilies. In 1861, Victor Emmanuel II was announced King of United Italy. In 1867, Garibaldi and his volunteers attacked the French troops stationed in the Papal states.

- Britain has a different history of how it consolidated as a nation state without uprisings and revolutions. The British Isles was inhabited by ethnic English, Welsh, Scot or Irish. The English nation grew more in power and wealth, and it began to exert influence over the other nations of the islands.
- The concept of nation states, with England as the centre, came in 1688 after the Parliament snatched power from the monarchy. In 1707, the Act of Union between England and Scotland resulted in the formation of the 'United Kingdom of Great Britain'.
- To ensure the growth of British identity, Scotland's cultural and political institutions were suppressed. The British imposed control over Ireland as well. Ireland had two dominant groups, Catholics and Protestants. The English favoured the protestants, and the British helped them to dominate a largely Catholic Ireland.
- In 1801, Ireland was forcibly incorporated into the United Kingdom after a failed Irish revolt. The symbols of new Britain were the English language, the Union Jack, and the British national anthem.



KNOW THE PERSONALITIES

- **Otto Von Bismarck :** The man who played a crucial role in the unification was the Chief Minister of Prussia, Otto Von Bismarck. Bismarck was supported by the bureaucracy and the army.
- **Kaiser William :** On 18th January, 1871, the King of Prussia, Kaiser William I was proclaimed the German Emperor at the Mirror Hall in Versailles. In newly formed Germany a lot of emphasis was placed on modernising the currency, and the banking, legal and judicial systems.
- **Count Camillo di Cavour :** The Chief Minister of Piedmont, Count Camillo di Cavour, helped the king in forming an alliance with France, and they defeated the Austrian forces in 1859.
- **Giuseppe Garibaldi :** Giuseppe Garibaldi played an important role in the unification of Italy. He joined the war along with his armed volunteers called the 'Red Shirts'. In 1860, Garibaldi and his troops marched into Southern Italy and the Kingdom of Two Sicilies.



KNOW THE DATES

- **1914 :** Beginning of the First World War.
- **1905 :** Slav nationalism gathers their force in the Habsburg and Ottoman empire.
- **1871 :** The Prussian King, William I was proclaimed the German Emperor.
- **1866-1871 :** Unification of Germany.
- **1861 :** Victor Emmanuel II was declared as the King of United Italy and Rome was declared the capital of Italy
- **1860 :** Sardinia-Piedmont's forces marched into South Italy and the Kingdom of the Two Sicilies and drove out the Spanish rulers.
- **1859 :** Sardinia-Piedmont with an alliance with France defeated the Austrian forces. Large number of people under the leadership of Giuseppe Garibaldi joined the movement.
- **1858 :** Cavour formed an alliance with France.
- **1855 :** The Kingdom of Sardinia participated from the sides of British and French in the Crimean War.
- **1859-1870 :** Unification of Italy.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Who was proclaimed German Emperor in a ceremony held at Versailles in January 1871 ?

[Board Term-II, 2016, Outside Delhi, Set-2]

Ans. Kaiser William-I of Prussia. 1

Q. 2. Who was proclaimed the King of United Italy in 1861 ? [Board Term-II, 2016, Outside Delhi, Set-3; 2011]

Ans. Victor Emmanuel-II. 1

Q. 3. When was the Act of Union passed and with what results?

Ans. In 1707. It resulted in the formation of the 'United Kingdom of Great Britain'. 1

Q. 4. Name the leader and the states which gave leadership in Italian unification.

- Ans.** Victor Emmanuel-II the King of Piedmont and Sardinia gave leadership in Italian unification. 1
- Q. 5. Name the famous hall when Otto von Bismarck gathered to proclaim the German Empire headed by Kaiser William?**
- Ans.** The Hall of Mirrors in the Palace of Versailles. 1
- Q. 6. Who has been called the 'Hero of Two Worlds' ?**
- Ans.** Garibaldi has been called the 'Hero of Two Worlds'.1
- Q. 7. Mazzini, Garibaldi and Cavour, all made their contribution in their own way in the unification of _____.**
- Ans.** Italy. 1
- Q. 8. Who was called 'Bismarck of Italy' ?**
- Ans.** Garibaldi. 1
- Q. 9. During the middle of the 19th century, Italy was divided into ___ states.**
- Ans.** Seven. 1
- Q. 10. Elle, the measuring unit in Germany was used to measure.**
- Ans.** Cloth. 1
- Q. 11. What did the 'German Sword' stand for?**
- Ans.** Readiness to fight. 1
- Q. 12. Who was the first Prime Minister of Italy?**
- Ans.** Cavour was the first Prime Minister of Italy. 1
- Q. 13. Who was Johann Gottfried Herder?**
- Ans.** Herder was a German philosopher who claimed that true German culture was to be discovered among the common people. 1

Short Answer Type Questions

(3 marks each)

- Q. 1. Briefly describe the process of German unification.**
[Board Term-II, 2015, Set RKZQI05]
- Ans.** Refer to Ans. of Q.4. Long Answer Type Questions.
- Q. 2. How did Nationalism develop through culture in Europe ? Explain.**
[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]
- Ans.** Nationalism developed through culture in Europe :
 (a) Culture played an important role in creating the idea of the nation, art and poetry, stories and music helped to express and shape nationalist feelings.
 (b) Romanticism, a cultural movement which sought to develop a particular form of nationalist sentiment. Romantic artists and poets generally criticized the glorification of reason and science and focussed instead on emotions, intuition and mystical feelings.
 (c) German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people- das volk. It was through folk songs, folk poetry and folk dances that the true spirit of a nation was popularised.
 (d) The emphasis on vernacular language and the collection of local folklore was used to carry the modern nationalist message to large audiences who were mostly illiterates. (Any three) $1 \times 3 = 3$
- Q. 3. Describe the process by which Italy was unified.**
[Board Term-II, 2014, Set AB71FIR]
- Ans.** Refer to Ans. of Q.2. Long Answer Type Questions. 3
- Q. 4. Examine the conditions of Italy before unification.** [Board Term-II, 2012, Set 68010]
- Ans.** Conditions of Italy before unification :
 (a) Political Fragmentation.
 (b) Italians were scattered over several dynastic states.
- (c) During the middle of the 19th century, Italy was divided into seven states.**
 (d) Out of seven, only one Sardinia-Piedmont was ruled by an Italian Princely House.
 (e) The North was under Austrian Habsburgs.
 (f) The centre was ruled by the Pope.
 (g) Southern regions were under Bourbon kings of Spain.
 (h) Even there was no common form of language.
- (Any six) $\frac{1}{2} \times 6 = 3$
- Q. 5. Who was Cavour ? Explain his contributions to the unification of Italy.**
[Board Term-II, 2012, Set 2076, 2011]
- Ans.** Cavour was the Chief Minister of Sardinia-Piedmont. His contribution to the unification of Italy was :
 (a) He was a good administrator.
 (b) He worked for the unification of Italy.
 (c) He led the movement to unify the regions of state.
 (d) He was a tactful diplomat. He succeeded in defeating the Austrian forces in 1859.
- (Any two) $1 + 2 = 3$
[CBSE Marking Scheme, 2012]
- Q. 6. What changes came in Nationalism in Europe after 1848 ? Who was the architect of this process? How was it practised ?** [Board Term-II, 2012, Set 68009]
- Ans.** (a) Europe moved away from its association with democracy and revolution. Conservatives promoted state power and political domination.
 (b) Otto von Bismarck was the architect of this process.
 (c) It was backed by the army and bureaucracy.
- [CBSE Marking Scheme, 2012] $1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

- Q. 1. In Britain, the formation of the nation-state was not the result of a sudden upheaval or revolution. Validate the statement with relevant arguments.**
[Board SQP- 2016]
- Ans.** 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.

- (a) The primary identities of the people who inhabited the British Isles were ethnic ones—such as English, Welsh, Scot or Irish.
 - (b) All of these ethnic groups had their own cultural and political traditions.
 - (c) Steady growth of the English nation steadily in case of wealth, importance and power, it was able to extend its influence over the other nations of the islands.
 - (d) The Act of Union 1707—between England and Scotland resulted in the formation of the ‘United Kingdom of Great Britain’. It meant that England was able to impose its influence on Scotland.
 - (e) The growth of the British identity meant that Scotland’s distinctive culture and political institutions were systematically suppressed.
 - (f) 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.
- (Any five) $1 \times 5 = 5$

Q. 2. Describe the process of Unification of Italy.

[Board Term II, 2015, 2012, Set 68001]

Ans. The Unification of Italy :

During the middle of the 19th century, Italy was divided into seven states. During 1830, Mazzini decided to unite Italy. He had formed a secret society ‘Young Italy’ to achieve his goal. After earlier failures in 1831 and 1848 King Victor Emmanuel-II took to unify the Italian states through wars. Through a tactful diplomatic alliance with France by Cavour Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859. Under the leadership of Garibaldi armed volunteers marched into South Italy in 1860 and the kingdom of the Two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers. In 1861, Victor Emmanuel-II was proclaimed king of united Italy. [CBSE Marking Scheme, 2015] 5

Q. 3. Describe the process of Unification of Britain.

[Board Term II, 2015]

Ans. Unification of Britain :

In Britain, the formation of the nation states was the result of long drawn out process. Primary identities of the people were ethnic ones. All ethnic groups such as English, Welsh Scot or Irish had their own cultural and political traditions. The English nation steadily grew in wealth and power. It was able to extend its influence over the other nations. The Act of Union 1707 between England and Scotland resulted in the formation of the United Kingdom of Great Britain. [CBSE Marking Scheme, 2015] 5

Q. 4. Describe the process of unification of Germany.

[Board Term II, 2015, 2011, 2010]

Ans. Unification of Germany :

Nationalist feelings were widespread among middle class farmers. In 1848, they tried to unify Germany into a nation. This feeling was repressed by the combined forces of the monarchy and the military.

From then on Prussia took on the leadership of unification of Germany. Its Chief Minister, Otto von Bismarck was the architect of this process. He took the help of military and bureaucracy. Three wars over seven years ended in Prussian victory and completed the process of unification. The Prussian King William-I was proclaimed German Emperor in January 1871.

[CBSE Marking Scheme, 2015] 5

Q. 5. Otto von Bismarck was the architect of ‘German Unification’. Explain. [Board Term-II, 2012, Set 2030]

[HOTS]

OR

Examine the main features of the process of German unification under the leadership of Otto von Bismarck. [Board Term-II, 2012, Set 68002]

Ans. Otto von Bismarck and the German unification :

- (a) The middle class Germans in 1848 tried to unite the different regions of the German confederation into a nation state.
 - (b) Prussian Chief Minister, Otto von Bismarck, with the help of the army and bureaucracy carried out the task of unification.
 - (c) Three wars over seven years with Austria, Denmark and France ended in Prussian victory and completed the process of unification.
 - (d) On 18th January 1871, the Prussian King, Kaiser William-I was proclaimed German emperor in a ceremony held at Versailles in the presence of important officials, army representatives and Otto von Bismarck.
- $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]

Q. 6. Explain the role of Giuseppe Mazzini in the unification of Italy. [Board Term-II, 2012, Set 2079]

Ans. Role of Mazzini in the unification of Italy were :

- (a) He became member of various secret societies such as ‘Young Italy’ or ‘Young Europe’.
 - (b) He attempted revolution in Liguria.
 - (c) He wanted unification with wider alliance of nations.
 - (d) He frightened conservatives through opposition of monarchy and vision of democratic republics.
 - (e) He favoured war for unification of Italy.
 - (f) He wanted Economic development and Political dominance.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 7. With reference to Scotland and Ireland, explain how British nationalism grew at the cost of other cultures. [Board Term-II, 2012, Set 68031]

- (a) Through the Act of Union (1707), England was able to impose its influence on Scotland.
 - (b) The growth of British identity in Parliament suppressed the distinctive culture of Scotland.
 - (c) The Catholic clans that inhabited the Scottish Highland suffered repression.
 - (d) They were forcibly driven out of their homeland.
 - (e) Ireland was also divided between Catholics and Protestants.
 - (f) Ireland was forcibly incorporated in the UK.
- (Any five) $1 \times 5 = 5$

**TOPIC-4****Visualising the Nation : Nationalism and Imperialism****QUICK REVIEW**➤ **Visualising the Nation :**

- (1) A symbol is a visual image that represents something other than itself. It may be a representation using an object, picture, written word, sound or a particular mark.
- (2) During the 18th and the 19th centuries, several symbols were used by artists and revolutionaries to depict abstract concepts. These symbols were usually popular images from everyday life that uneducated masses could easily identify with.
During revolutions, artists represented a nation as a person. This personification gave life to an abstract concept like nation.
- (3) The way of expressing an abstract idea like freedom or liberty through a symbol that may be person or thing is known as Allegory. An allegory has a literal and a symbolic meaning. In the nineteenth century, French artists used the female allegory to represent France. She was named Marianne. She symbolises reason, liberty and the ideals of the republic.
- (4) In Germany, the allegory for the nation was again a female figure called Germania. A broken chain represented abolition of slavery.
- (5) A fasces or a bundle of rods with an axe in the middle was used to symbolise strength in unity. The red Phrygian cap signified freedom of a slave. It was also known as the liberty cap. French people wore these caps a few days before the storming of the Bastille.

➤ **Nationalism And Imperialism :**

- (1) Through the 18th and the mid19th century, Europe was marked by a lot of chaos and turmoil. After 1871, there was a significant change in the concept of nationalism in Europe.
- (2) Nationalist groups in Europe had become increasingly incompatible with each other and were constantly in conflict. The major European powers, namely Russia, Germany, England and Austro-Hungary began taking advantage of nationalism in Europe, to materialise their aims for imperialism.
- (3) The European powers sighted the much-disturbed Balkan region to fulfil their imperialist goals. The Balkan region consisted of the following countries of our times - Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro.

**KNOW THE TERMS**

- **Ethnic** : Relates to a common racial, tribal or cultural origin or background that a community identifies with or claims.
- **Symbol** : A symbol is a visual image that represents something other than itself. It may be a representation using an object, picture, written word, sound or a particular mark.
- **Imperialism** : Imperialism refers to the policy of extending the rule and the authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.
- Allegory** : When an abstract idea (for instance greed, envy, freedom, liberty, etc.) is expressed through a person or a thing. An allegorical story has two meanings, one literal and one symbolic.

**KNOW THE PERSONALITIES**

Marianne and Germania : These were allegory of nation the same way as Bharat Mata, a female figure is imagined in India. Marianne was an allegory of France while Germania was an allegory of Germany. It was a mode of visualizing the nation so as to generate extreme sense of respect and reverence in the hearts of the people living in those countries. Attributes of liberty were red cap or broken chain and justice was a blind folded woman carrying a pair of weighing scales, characteristics of Marianne were drawn from the red cap, the tricolour and the cockade. Statues were made and picture of Marianne printed on postage stamps. Germania wears a crown of oak leaves because that tree stands for heroism. She holds a sword in her hand.



IMPORTANT SYMBOLS

- (A) Broken chains – Being freed
- (B) Breastplate with eagle – Symbol of the German empire – strength
- (C) Crown of oak leaves – Heroism
- (D) Sword – Readiness to fight
- (E) Olive branch around the sword – Willingness to make peace
- (F) Black, red and gold tricolour – Flag of the liberal-nationalists in 1848, banned by the Dukes of the German states
- (G) Rays of the rising sun – Beginning of a new era

Very Short Answer Type Question

(1 mark)

Q. 1. What is an Allegory ? State any one example to clarify the same.

[Board SQP 2016]

Ans. Allegory : When an abstract idea for instance, greed, envy, freedom, liberty is expressed through a person or a thing. Examples : Statue of Liberty, Marianne, Germania etc. (Any one) 1

Short Answer Type Questions

(3 marks each)

Q. 1. How had the female figures become an allegory of the nation during nineteenth century in Europe ?
Analyse. [Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. The female figures as an allegory of the nation :
 Artists found a way out to represent a country in the form of a person. Then nations were portrayed as female figures. The female figure was chosen to personify the nation did not stand for any particular woman in real life. It gave the abstract idea of the nation a concrete form. Thus, the female figure became an allegory of the nation.

During the French Revolution, artists used the formal allegory to portray idea such as Liberty, Justice and the Republic. 3

[CBSE Marking Scheme, 2016]

Q. 2. Name the female allegory who represents France. Describe her main characteristics.

[Board Term-II, 2012, Set 68014]

Ans. Marianne was the female allegory who represented France. Her characteristics were drawn from :

- (a) Those of liberty and republic.
- (b) These were the red cap, the tricolour, the cockade.

- (c) Statues of Marianne were erected in public squares.
- (d) Her images were marked on coins and stamps of 1850. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 3. How did the Balkan issue become one of the major factors responsible for the First World War ?

[Board Term-II, 2012, Set 68021]

Ans. (a) The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

(b) The Balkan area became an area of intense conflict as different Slavic nationalities struggled for their independence.

(c) It became the source of big power rivalry among the European powers over trade, colonies and military might. $1 \times 3 = 3$

Q. 4. How did the Balkan region become a source of Nationalist tension in Europe after 1871 ?

[Board Term-II, 2012, Set 2030]

Ans. Refer to Ans. of Q. 2 Long Answer Type Questions. (Any three) $1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. "Nationalism no longer retained its idealistic liberal democratic sentiment by the last quarter of the nineteenth century in Europe." Analyse the statement with examples.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

OR

"The idealistic liberal-democratic sentiment of nationalism in the first half of nineteenth century became a narrow creed with limited ends." Examine the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Sentiment of Nationalism in the first half of the 19th century :

- (a) Nationalist groups became increasingly intolerant, which leads to war.
- (b) Major European powers manipulated the nationalist aspirations to further their own imperialist aims.
- (c) Source of nationalist tension in Europe was the area called Balkans.

- (d) Idea of romantic nationalism in the Balkan together with disintegration of the Ottoman Empire made this region very explosive.
- (e) One by one, European nationalities broke away from its control and declared independence.
- (f) The Balkan people based their claims for independence or political rights on nationality to prove that they were once independent but were subjugated by foreign power.
- (g) As the different, slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.

[CBSE Marking Scheme, 2015] 5

Q. 2. Briefly trace the geographical and ethnic variations of Balkan region. Why did this region become politically very explosive ?

[Board Term-II, 2014, Set AB7AF1R]

Or

What is meant by Balkan ? Why did it turn into a perennial source of tension and proved the battlefield of the First World War ?

[Board Term-II, 2012, Set 2022]

Or

How did the disintegration of the Ottoman Empire make Balkan region very explosive? Explain.

[Board Term-II, 2014, Set CSPXOUWE]

Or

Why did the Balkan region of Eastern Europe present the most serious source of nationalist tension in Europe ? Explain any five reasons.

[Board 2012, Term-II, Set 68014]

- Ans.** (a) The Balkan was a region of geographical and ethnic variation comprising of many states and territories whose inhabitants were commonly known as Slaves.
- (b) A large part of Balkans was under the control of the Ottoman Empire while some other parts were under the control of Russia and Austria causing a complex problem.
- (c) The spread of the ideas of Romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made the region very explosive.
- (d) The Balkan people based their claim for independence or political rights on nationality and desired to win back their long lost freedom.

- (e) The Balkans also became the scene of big power rivalry over trade and colonies as well as naval and military might. Each power – Russia, Germany, England, and Austria-Hungary – was keen on countering the hold of other powers over the Balkans, and extending its own control over the area. This led to a series of wars in the region and finally the First World War.

$1 \times 5 = 5$

Q. 3. How did nationalism and the idea of nation-state emerge ? Describe.[Board Term-II, 2012, Set 68013]

Ans. (a) Socially and politically, a landed aristocracy was the dominant class on the continent. The members of this class were united by a common way of life that cut across regional division.

- (b) They spoke French for the purpose of diplomacy and in high society.

(c) Industrialisation began in England in second half of the 18th century but in France and German states it occurred only during 19th century. In its wake, new social groups came into being.

- (d) It was among the educated liberal middle class that ideas of national unity and abolition of aristocratic privileges gained popularity.

(e) Nations began to be perceived as having a definite territory, anthem and flag, together with a Parliament which was elected by property owning men of the middle class.

$1 \times 5 = 5$

Q. 4. 'While it is easy enough to represent a ruler through a portrait or a statue, how does one go about giving a face to a nation.' Examine this statement in context of European nationalism in five points. [Board Term-II, 2012, Set 68006]

Ans. Visualizing the Nation :

- (a) Artists personified the nation – portrayed nation as a female figure.
- (b) Artist used the female allegory to portray ideas such as liberty, justice and the republic.
- (c) Statues of Marianne were erected in public squares to remind the national symbol of unity.
- (d) Marianne images were marked on coins and stamps.
- (e) Germania became the allegory of the German nation. She wears a crown of oak leaves, as in Germany oak stands for heroism.

$1 \times 5 = 5$

Value Based Questions

Q. 1. Give a brief description of the revolt led by the Silesian weavers in 1845.

- Ans.** (a) In 1845, the Silesian weavers revolted against contractor who supplied them raw material for finishing textile but drastically reduced their payments.
- (b) Dissatisfied and resented weavers emerged from their homes on 4th June and marched in pairs up to the mansion of their contractor demanding higher wages.

- (c) The contractor fled with his family to a neighbouring village which ultimately refused shelter to such a person.

$1 \times 3 = 3$

Q. 2. Which ideals put forward by the French revolutionaries create a sense of collective identity among the French people ?

Ans. (a) The French revolutionaries took many important steps to create a sense of collective identity among the French people. Ideas of La Patrie (the fatherland) and Le Citoyen (the citizen) popularised the nation of a united community enjoying equal right under a Constitution.

(b) A new French flag replaced the royal standard. The Estates General was renamed the National Assembly and was elected by a group of active citizens.

(c) A central administrative system made uniform laws for the entire nation, and regional dialects were discouraged in favour of the French as the national language.

$$1 \times 3 = 3$$



KNOW THE LINKS

- library.thinkquest.org/TQ0312582/unification.html
- faculty.ucc.edu/~egh-demerow/Italy.htm
- en.wikipedia.org/wiki/French-Revolution
- [www.historyorb.com>European History](http://www.historyorb.com/European History)



CHAPTER

2

THE NATIONALIST MOVEMENT IN INDO-CHINA

SYLLABUS

➤ Factors Leading to Growth of Nationalism in Indo-china

- (a) French Colonialism in Indo-China
- (b) Phases of Struggle against the French
- (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc
- (d) The Second World War and the liberation struggle
- (e) America and the Second Indo-China war.

Objectives :

- (a) Discuss the difference between French colonialism in Indo-China and British colonialism in India.
- (b) Outline the different stages of the anti-imperialist struggle in Indo-China.
- (c) Familiarize the students with the differences between nationalist movements in Indo-China and India.

TOPIC - 1

French Colonialism in Indo-China P. 53

TOPIC - 2

Phases of Struggle against the French P. 56

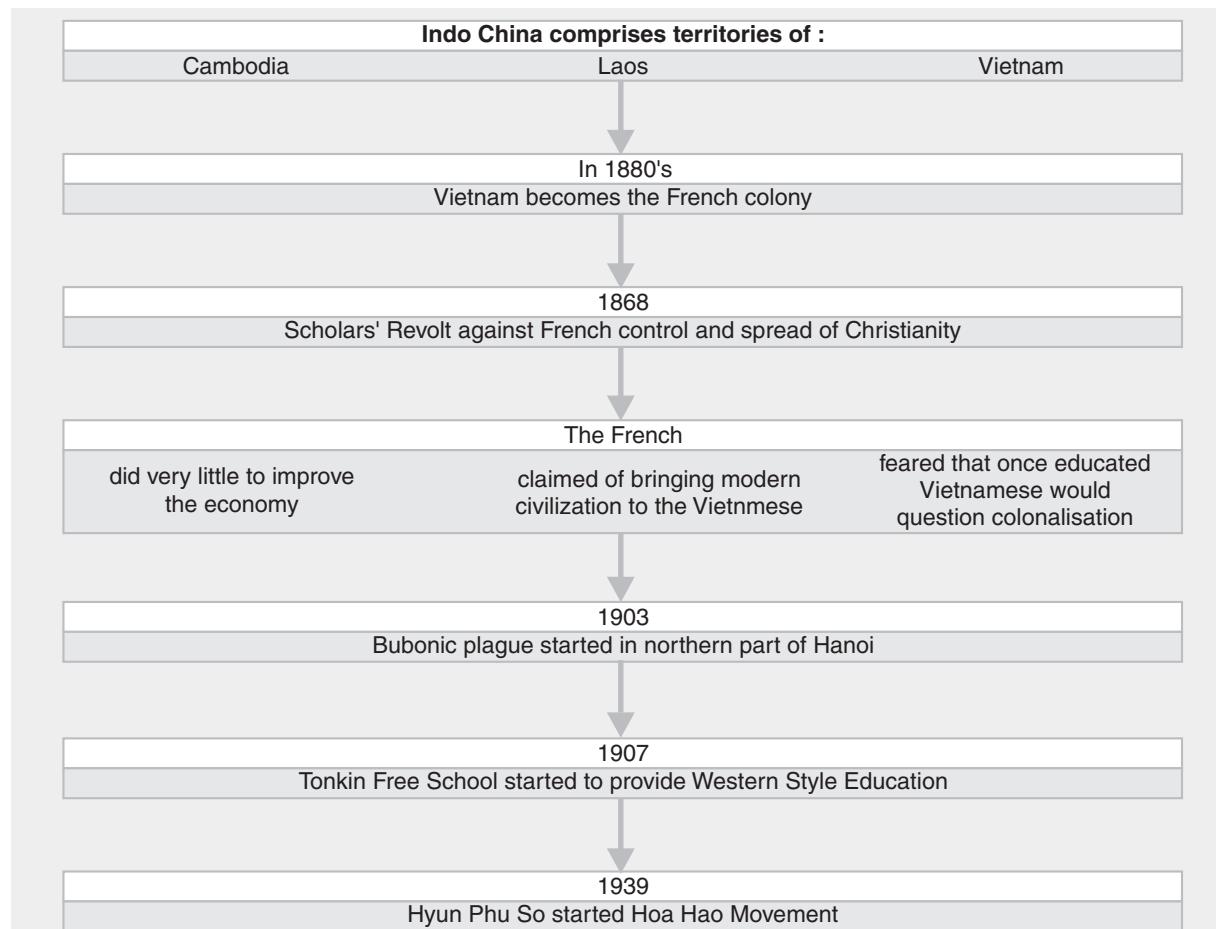
TOPIC - 3

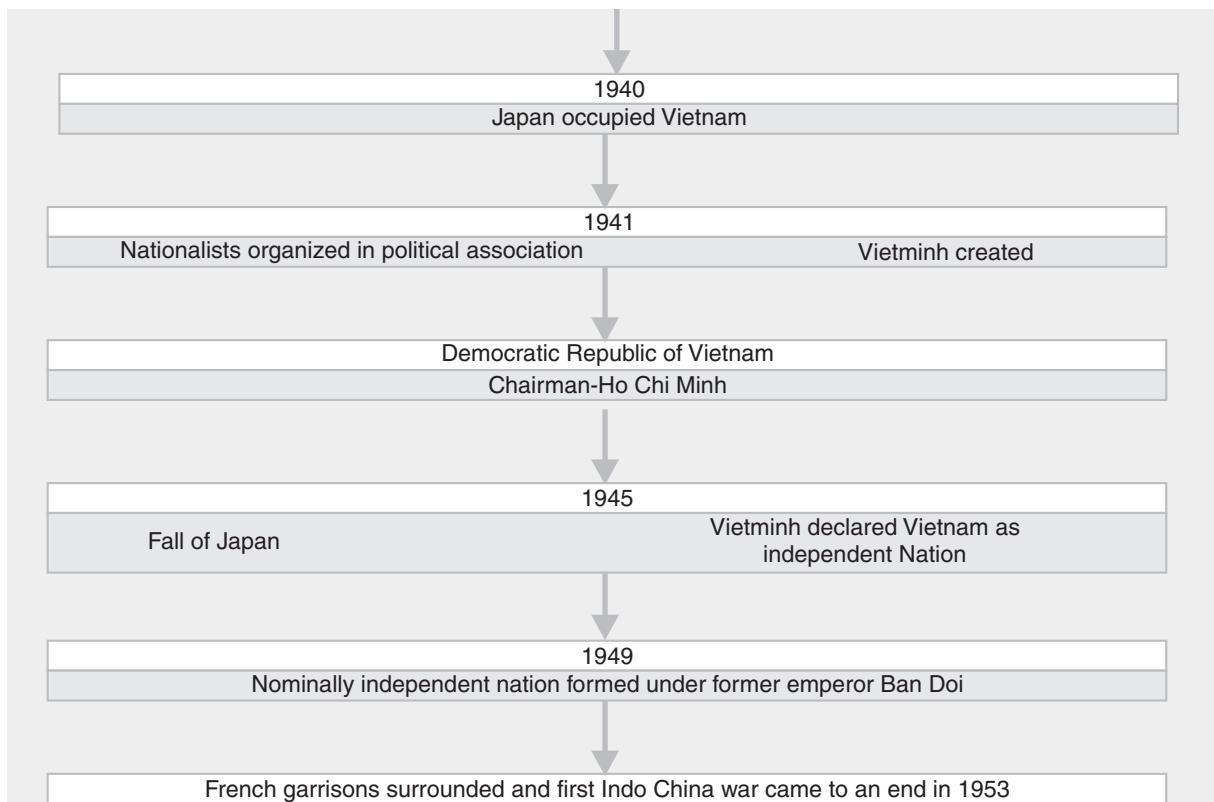
Ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc P. 61

TOPIC - 4

America and The Second Indo-China War P. 64

FLOWCHARTS



**TOPIC-1****French Colonialism in Indo-China****QUICK REVIEW****Beginning of Colonialism in Vietnam**

- Colonialism is a process of building and maintaining of colonies in one territory by people from another territory and exploiting it economically.
- Vietnam, Cambodia and Laos were referred to as Indo-China.
- Trade had flourished in old Vietnam and it was linked with the maritime silk route. Silk route refers to an interconnected network of trade routes that connects eastern southern and western Asia with the Mediterranean world, including North Africa and Europe.
- The French arrived in Vietnam in 1858 and consolidated their hold over the northern region by mid-1880. Franco Indo-China was formed in 1887.
- Writer and policy-maker, Paul Bernard believed that the prime motive behind acquiring colonies was to flourish business and make profits.
- Vietnamese economy was predominantly based on rice and rubber plantations owned by the French and elites in Vietnam. Indentured labour or labour based on contract was used in these plantations from the mid-nineteenth century.
- The French colonisation and their growing dominance in the country created tremendous unrest in Vietnam and resulted in nationalist resistance.

**KNOW THE TERMS**

- **Rationalism :** It means that people have full faith on Science and its reason. Customs and old traditions have no value. People only believed those things which could be tested.
- **Individualism :** In this case, an individual is supreme and the society looks about his welfare. A free atmosphere is provided to him so that he can show his best. Very minimum restriction is imposed on him.

- **Partial Modernisation :** It is a policy of introducing modernisation in some respects and preventing it in the other respects. If the modernisation proved dangerous for the rulers' economic exploitation, then they blocked or prevented this.
- **Equality Before Law :** It means all men are equal before law. There is no discrimination between rich and poor, the same law is applicable to all irrespective of their caste, religion and economic status.
- **Liberalism :** It means freedom in outlook and thinking. The society has to solve all the problems to make the life for everyone happy and prosperous.
- **Napalm :** An organic compound used in fire bombs. The mixture burns slowly when it comes into contact with human body, it sticks and continues to burn.
- **Humanism :** It means faith in human beings. It also tells us that we must have confidence on ourselves. Man has capacity to change society and make the nature better according to his requirements.
- **Indo-China :** The term Indo-China is used to denote the region that consists of modern day Laos, Cambodia, Vietnam, Southern part of Malaysia, Myanmar and Thailand.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What were the two bases of colonial economy in Vietnam? [Board Term-II, 2016, Delhi Set-3]

Ans. Bases of colonial economy in Vietnam :

- (i) Rice cultivation,
- (ii) Rubber Plantation. $\frac{1}{2} \times 2 = 1$

Q. 2. How was the maritime silk route useful for Vietnam? [Board Term-II, 2015, Delhi Set-1, 2, 3]

Ans. Vietnam was also linked to what has called the maritime silk route. It brought goods, people and ideas. Other networks of trade connected it to the hinterlands. 1

Q. 3. When did the French arrive in Vietnam?

Ans. 1858. 1

Q. 4. When and how French Indo-China was formed?

Ans. Conquest of Tonkin and Anaam in 1887, led to the formation of French Indo-China. 1

Q. 5. The barriers to economic progress in Vietnam, according to Paul Bernard, the French writer, were.

Ans. High population, low agricultural productivity and extensive indebtedness among peasants. 1

Q. 6. What was a French citizen living in Vietnam called ?

Ans. Colons. 1

Q. 7. Which group of countries comprises Indo-China ?

Ans. Vietnam, Laos and Cambodia. 1

Q. 8. What kind of labour was widely used in rubber plantations in Vietnam? 1

Ans. Indentured labours.

Q. 9. In which year Laos was added to French Indo-China?

Ans. 1893. 1

Q. 10. When did the Nationalist resistance against colonialism develop in Vietnam?

Ans. When French troops landed in Vietnam. 1

Q. 11. Who was a member of the French team, who explored Mekong River?

Ans. Garnier. 1

Short Answer Type Questions

(3 marks each)

Q. 1. How did nationalism emerge in Vietnam through the efforts of different sections of society to fight against the French? Analyse : [Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. The Nationalism emerged in Vietnam :

The colonisation of Vietnam by French brought the people of the country into conflict with the colonisers in all areas of life. Vietnamese began reflecting on the nature of the loss. Nationalist resistance developed out of this reflection. Teachers, students fought against the colonial government's efforts. Many religious movements were hostile to the western presence. Development in China also inspired Vietnamese nationalists. Vietnamese students organized in association of the restoration of the anti-French independence movement changed. 3

[CBSE Marking Scheme, 2016]

Q. 2. What was the conditions of colonial economy in Vietnam ? Explain. [Board SQP 2016]

Ans. (a) The colonial economy in Vietnam was, however, primarily based on rice cultivation and rubber plantations owned by the French and a small Vietnamese elite.

(b) Rail and port facilities were set up to service this sector. Indentured Vietnamese labour was widely used in the rubber plantations.

(c) The French, contrary to what Bernard would have liked, did little to industrialise the economy. In the rural areas, landlordism spread and the standard of living declined. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. What was the status of France as a state before 1789? Which two political and constitutional changes came in the wake of the French Revolution?

[Board Term-II, 2015, Set WVIVSA5]

Ans. France was a full-fledged territorial state in 1789 under the rule of an absolute monarch.

- (i) French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens.
- (ii) The revolution proclaimed that it was the people who would henceforth constitute the nation and shape its destiny. So, the French revolutionaries introduced various measures and practices that could create a sense of collective identity amongst the French people. 3

Q. 4. Why did the French think that colonies were necessary? Explain. [Board Term-II, 2012, Set 68003]

OR

Mention any three reasons for the French colonisation over Vietnam.

Ans. French colonisation over Vietnam :

- (a) To supply natural resources.
- (b) To bring the benefits of civilisation to backward people.
- (c) To increase cultivation for trade.
- (d) Infrastructural development to control entire region.
- (e) To ensure higher levels of profit.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 5. Describe the various barriers to the economic growth in Vietnam. [Board Term-II, 2012, Set 68010]

Ans. (a) High population levels.

- (b) Low agricultural productivity.
- (c) Extensive indebtedness amongst the peasants.
- (d) There was a necessity of land reforms.
- (e) Could not ensure sufficient employment.
- (f) Industrialisation needed to ensure the recovery of economy.

$\frac{1}{2} \times 6 = 3$

[CBSE Marking Scheme 2012]

Q. 6. What was the nature of colonial economy in Vietnam? [Board Term-II, 2012, Set 68011]

Ans. (a) Like colonial policy of other imperial powers, the French also subjected the Vietnamese economy to interests of the homeland. Vietnam had to supply its natural resources and other essential goods to France on their terms.

- (b) No doubt the French took up vast irrigation works and built canals but mainly with forced labour consisting of Vietnamese people.

- (c) Increased rice production was aimed to export rice to the international market to make profit. Colonial economy of Vietnam was primarily based on rice cultivation and rubber plantation. 1 × 3 = 3

Q. 7. "Early Vietnamese nationalists had a close relationship with Japan and China. Support your answer with three examples."

[Board Term II, 2011] [HOTS]

Ans. Yes, early Vietnamese nationalist had a close relationship with Japan and China. These examples supported the statement :

- (a) Vietnam's religious beliefs were a mixture of Buddhism and Confucianism. Confucianism was given a Chinese thinker Confucius. He developed

a philosophical system based on good by practical wisdom and proper social relationships. Though Buddhism, it was founded by an Indian saint in India, yet it prevailed prominently in China.

(b) The elites of Vietnam were educated in Chinese language.

(c) Phan Boi Chau met the Chinese reformer Lion's Qichao in Yokohama (Japan). Phan's most influential book "The History of the Loss of Vietnam" was written under the strong influence and advice of Qichao. So by this way, Vietnam had close relations with Japan and China. $1 \times 3 = 3$

Q. 8. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam. [Board Term II, 2011, Set 02/B1]

Ans. The three steps to achieve the aim to exploit natural resources of Vietnam were :

- (a) The French began building, canals and draining lands in the Mekong Delta to increase cultivation. As a result of irrigation works, the rice production increased. The Vietnam became the third largest exporter of rice in the world.
- (b) Trans Indo-China rail network was constructed. It linked the northern and southern parts of Vietnam and China.
- (c) Another line linking Vietnam to Siam (Thailand), via the Cambodian capital Phnom Penh was also built.
- (d) To ensure higher level of profits, French pressurized the Government to develop infrastructure.

(Any three) [CBSE Marking Scheme 2011]

$1 \times 3 = 3$

Q. 9. Explain any three impact of Great Depression of 1930's on Vietnam. [Board 2011, Term II, Set 05/A1]

Ans. Impact of Great Depression on Vietnam :

- (a) The Great Depression of the 1930's had a profound impact on Vietnam.
- (b) The prices of rubber and rice fell, leading to rising rural debts, unemployment and rural uprisings, such as in the provinces of Nghe and Ha Tinh.
- (c) The French put these uprisings down with great severity, even using planes to bomb demonstrators.

[CBSE Marking Scheme 2011] $1 \times 3 = 3$

Q. 10. Explain the views of Paul Bernard regarding the development of colonies.

[Board Term II, 2011, Set 05/B1]

Ans. Views of Paul Bernard regarding the development of colonies by the mother country :

- (a) He believed that the economy of the colonies needed to be developed.
- (b) If the economy was developed and the standard of living of the people improved, they would buy more goods. The market would consequently expand, leading to better profits for French business.
- (c) Bernard suggested that there were several barriers to economic growth in Vietnam like high population levels, low agricultural productivity and extensive indebtedness amongst the peasants.

(d) To reduce rural poverty and increase agricultural productivity, it was necessary to carry out land reforms as the Japanese had done in the 1890's.

(e) As the experience of Japan showed, industrialisation would be essential to create more jobs.

(Any three) $1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. Describe any five steps taken by the French for the development of the 'Mekong Delta Region'.

[Board Term-II, 2015, OD Set-1, 2, 3]

Ans. Steps taken by the French for the development of the 'Mekong Delta region' were :

- The French built canals to drain lands in the Mekong delta to increase cultivation.
- The vast system of irrigation works-canals and earthworks-built mainly with forced labour increased the rice production.
- It allowed export of rice to the international market.
- The area under rice cultivation went up (from 2,74,000 hectares in 1873 to 2.2 million hectares in 1930).
- Vietnam exported $\frac{2}{3}$ rd of its rice production and became the third largest exporter of rice in the world. [CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 2. Why did the French want to introduce infrastructural projects in Vietnam ? How far were they successful.

[Board 2012, Term-II, Set 2081]

Ans. French wanted to introduce infrastructural projects in Vietnam because :

- The objectives were to ensure regular supply of natural resources and other necessary goods.
- The French took up the development to make more profits.

They were successful as :

- They began to build canals and draining lands in the Mekong Delta to increase cultivation.
- They ensured transportation network-rails/roads to transport goods for trade, move military garrisons and control the entire region.

$2\frac{1}{2} + 2\frac{1}{2} = 5$



TOPIC-2

Phases of Struggle against the French

QUICK REVIEW

➤ Civilising Mission in Vietnam – Education (Phase 1)

- The French Colonialists believed in carrying out a 'civilising mission' under the guise of modernising the colony and they used education as tool to do so. This led to an erosion of cultural beliefs, religion and tradition of Vietnam.
- The French citizens living in Vietnam called Colons felt that educated Vietnamese could replace them as teachers, shopkeepers and policemen. The elite Vietnamese were very influenced by the Chinese culture. The traditional education system of Vietnam was dismantled and a new French education system was introduced.
- The school textbooks glorified and justified the French colonial rule and portrayed Vietnamese people as primitive, and incapable of intellectual work. The Tonkin Free School, started in 1907 was to provide western education and ideas. The domination of French culture faced opposition and resistance in Vietnam.
- As the number of Vietnamese teachers in lower classes increased, they began to question the text books. In 1926, a major protest took place in the Saigon Native Girls school.
- Students came in conflict with the French as well as the elite. By the 1920's students formed various political parties such as the Party of Young Annan and published nationalist journals like the Annanese Student opposing the French domination.

➤ Health and Hygiene - Colony Versus Empire (Phase 2)

- The rat hunt and bubonic plague of 1903 was a clear indication of the failure in the French civilising mission. It also presented a unique way for the Vietnamese to counter colonialism in day-to-day life. Bubonic plague is a contagious disease, which often proves fatal and can also cause an epidemic.
- In 1903, the bubonic plague broke out in Hanoi and people manipulated the situation in a different way to exploit French colonisers.

Modernising Hanoi, one of the main cities of Vietnam came first on their agenda. The French part of Hanoi was beautified with wide avenues and a well laid out sewer system. The native quarter was completely ignored with no modern hygienic facilities.



KNOW THE TERMS

- **Colonialism** : Colonialism is a process of building and maintaining of colonies in one territory by people from another territory and exploiting it economically.
- **Civilising mission** : Ways to modernise the colony of French.
- **Colons** : The French citizens living in Vietnam.
- **Nationalism** : It is the feeling of oneness among the people of a country.
- **Colony** : It is a country which is ruled by another powerful country.
- **Trans Indo-China railway** : This railway network was built by the French. It connected northern and southern parts of Vietnam with China and Thailand. It was completed in 1910.
- **Paul Bernard** : He was a famous writer and a policy maker. He wanted the French to take steps to develop Vietnam.
- **Indentured labour** : It means contract labour, employed in the plantations of Vietnam. Employers had the power to punish and jail the workers.
- **Civilising mission [or] white man's burden** : Europeans believed that they belonged to superior civilisation. They wanted to spread western civilisation in Asia and Africa. Colonialism was used for this purpose.
- **Asiatic France** : The French wanted to create a westernised colony in Vietnam. They took steps to educate Vietnamese for this purpose.
- **Tonkin Free School** : It was started in 1907 to provide western education. Science, hygiene and French were taught along with the other subjects. The school encouraged students to adopt western style of living. Students had to cut their hair short.
- **Cochinchina** : The southern part of Vietnam was called Cochinchina.
- **Party of Young Annan** : In 1920's, the students of Vietnam formed a political party called the party of Young Annan. They published a journal called Annanese student.
- **Sewers** : They are underground drainage channels meant for taking sewage water away.
- **Confucianism** : It is a Chinese religion founded by Confucius. It gives importance to good conduct and relationships.
- **Scholar's Revolt** : It was an armed revolt led by the officers of the king's court. It was against the spread of Christianity and the French rule.
- **Syncretic Religion** : It is a combination of many religious beliefs and local traditions.
- **Hoa Hao Movement** : It was a religious movement started by Huynh Phu So in 1939. He performed miracles and helped the poor. He opposed child marriages, useless expenditure, gambling and the use of liquor. The French called him mad [mad bonze] and sent him to a mental hospital. Later he was sent out of Vietnam.



KNOW THE DATE

- **In 1887** : French Indo-China was formed.

Very Short Answer Type Questions

(1 mark each)

- Q. 1. French colonisation of Vietnam was based on which two ideas ?** [Board SQP 2016]
Ans. Economic Exploitation and the Civilising Mission. 1
- Q. 2. Name the writer who wrote the book "The History of the Loss of Vietnam".** [Board Term-II, 2016, Foreign, Set-3]
Ans. The writer of the book "The History of the Loss of Vietnam" is 'Phan Boi Chau'. 1
- Q. 3. What was the main aim to establish Tonkin Free School in Vietnam by French ?** [Board Term-II, 2016, Foreign, Set-2]
Ans. To provide a western style education. 1
- Q. 4. Who were called colons in Vietnam ?** [Board Term-II, 2016, Outside Delhi, Set-1]
- Ans.** French citizens living in Vietnam were known as Colons. 1
- Q. 5. Who led the 'Scholar Revolt' in Vietnam in 1868 ?** [Board Term-II, 2016, Outside Delhi, Set-3]
Ans. The 'Scholar Revolt' in Vietnam in 1868 was led by officials at the imperial court. 1
- Q. 6. What was the main aim of the Scholar Revolt of 1868 ?** [Board, Term-II, 2016, Outside Delhi, Set-2]
Ans. To oppose French control and expansion of Christianity. 1
- Q. 7. Who founded the Hoa Hao Movement, when and where?**
Ans. Founded by Huynh Phu So, in 1939, in the fertile Mekong delta area. 1

Q. 8. Why did a Vietnamese girl in Saigon Native Girls School refuse to move to a back bench ?	Ans. She protested the racial discrimination adopted by the Colonial Government. 1	Ans. Schools. 1
Q. 9. What was the most significant lesson learnt by the Vietnamese from the rat hunt ?	Ans. Success of collective bargaining. 1	Q. 11. Which was an early movement against control and the spread of Christianity in Vietnam ?
Q. 10. Which place became an important place for political and cultural battle in Vietnam by 1920's ?		Ans. Peasant Revolt. 1
		Q. 12. Why was Ngo Dinh Diem's rule not popular ?
		Ans. It permitted Christianity and outlawed Buddhism. 1
		Q. 13. Which epidemic struck modern Hanoi in 1903 ?
		Ans. Plague. 1

Short Answer Type Questions

(3 marks each)

Q. 1. French tried to solve educational problems in Vietnam in different ways." Support the statement with examples.	When angry students protested, they too were expelled, leading to a further spread of open protests. Seeing the situation getting out of control, the Government forced the school to take the students back. The Principal reluctantly agreed after warning the students.
[Board Term-II, 2016, Foreign Set-1, 2, 3]	[CBSE Marking Scheme, 2015] 3
Ans. French and Education :	
<ul style="list-style-type: none"> (a) They countered and dismantled the traditional education system. (b) They established French schools. (c) Introduced French language for Vietnamese. (d) Introduce deliberate policy of failing children. (e) Their text glorified French culture and justified colonial rule. (f) Their education system introduced of French, Science and Hygiene. (Any three) $1 \times 3 = 3$ 	<p>[CBSE Marking Scheme, 2016]</p>
Q. 2. Did Vietnamese teachers blindly follow the curriculum set for them? Explain.	
[Board Term-II, 2015, Set WVIVSA5]	
Ans. Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition, at other times there was silent resistance. As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught. While teaching, Vietnamese teachers quietly modified the text and criticised what was stated. 3	
Q. 3. How was the trans-Indo-China rail network built in Indo-China? Explain.	
[Board Term-II, 2015, Set RKZQI05]	
Ans. (a) Construction of trans-Indo-China rail network linked the Northern and Southern parts of Vietnam and China.	Ans. Steps taken by the French to solve the problem of plague in Vietnam were as follows :
(b) The final link with Yunnan in China was completed by 1910.	(a) French hired Vietnam workers and paid for each rat they caught.
(c) The second line was built, linking Vietnam to Siam (Thailand) via the Cambodians capital of Phnom Penh. $1 \times 3 = 3$	(b) Money was paid when tail of a rat was given as proof.
Q. 4. Describe the major protest erupted in Saigon Native Girls School in 1926, in Vietnam.	(c) Some raised rats to earn money as tails were clipped and rats released so that the process of earning continued. $1 \times 3 = 3$
[Board Term II, 2015, Delhi Set 1, 2, 3]	[CBSE Marking Scheme, 2011]
Ans. The major protest erupted in Saigon Native Girls School in 1926, in Vietnam, when a Vietnamese girl sitting in the front seat was asked to move to the back for a local French student to occupy the front bench to which she refused and was expelled by the Principal.	Q. 7. Why did the people of Vietnam protest against the spread of Christianity ? [Board Term-II, 2012, Set 2027]
	Ans. (a) Vietnamese religious beliefs were based on superstitions, whereas Christianity had a relatively more modern outlook.
	(b) The Vietnamese had a strong belief in Buddhism and Confucianism.
	(c) They began to look down on Christianity as a danger to their religion. $1 \times 3 = 3$

Q. 8. What were the differences of opinion between the two groups in Vietnam regarding the introduction of French educational system ?

[Board Term-II, 2012, Set 2030]

- Ans.** (a) Some policy-makers were in favour of the French language as the medium of instruction because according to them this would promote French culture in Vietnam.
 (b) It would create an 'Asiatic France' solidly tied to European France.
 (c) The educated people in Vietnam would respect French sentiments and ideals, French culture and work for the French.
 (d) Another group of thinkers opposed French being the only medium of instruction.
 (e) They suggested that Vietnamese be taught in lower classes and French in the higher classes.
 (f) The few who learnt French and acquired French culture were to be rewarded with French citizenship.

[CBSE Marking Scheme, 2012] $\frac{1}{2} \times 6 = 3$

Q. 9. Explain any three conditions of the contract on the basis of which indentured labour worked.

[Board Term-II, 2012, Set 2076]

Ans. Conditions :

- (a) No right of labourers was specified.
 (b) Employer could bring criminal charges against the labourers.
 (c) Employer could punish and jail them. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

(5 marks each)

Q. 1. Explain the reasons for the failure of 'Rat Hunt' in Hanoi in 1902-03. [Board Term-II, 2016, Set KCG34U9]

OR

Describe the 'Rat Hunt' activity introduced by the French in Vietnam.

[Board Term-II, 2015, Delhi Set-2]

Ans. 'Rat Hunt' Activity :

Rat Hunt activity started in 1902 by the French. The French hired Vietnamese workers and paid them for each rat. 20,000 rats were caught but still there was no end. This taught them a lesson in the success to collective bargaining. The sewer cleaners discovered innovative ways to profit making. The bounty was paid when a tail was given as a proof that a rat had been killed. Rat catchers took to just clipping the tails and releasing the rats so that the process could be repeated over and over. Even some people began raising rats to earn money.

[CBSE Marking Scheme, 2015] 5

Q. 2. Describe the 'Scholar's Revolt' of 1868 against the spread of Christianity in Vietnam.

[Board Term-II, 2015, Delhi Set-3]

Ans. 'Scholar's Revolt' of 1868 against the spread of Christianity in Vietnam :

Q. 10. Explain any three steps taken by the French to achieve their aim to exploit the natural resources of Vietnam. [Board Term-II, 2012, Set 2080]

Ans. Colonies were considered essential to supply natural resources and other essential goods. So the French took following steps :

- (a) The French began building canals and draining lands in the Mekong delta to increase cultivation.
 (b) Trans Indo-China rail network to link the northern and southern parts of Vietnam and China.
 (c) The second line was also built, linking Vietnam to Siam.
 $1 \times 3 = 3$

Q. 11. Describe any three main features of the Tonkin Free School ? [Board Term-II, 2012, Set 2081]

OR

What was the 'Tonkin School' in Vietnam ? Explain its three features. [Board Term-II, 2012, OD Set-3]

Ans. Refer to Ans. of Q. 4. Long. Ans. Type Ques. 3

Q. 12. Mention three features of the Resistance Movement against the French domination in Vietnamese schools. [Board Term-II, 2012, Set 68016]

Ans. (a) Teachers and students did not blindly follow curriculum.

- (b) A major protest erupted in the Saigon Native Girls School in 1926.

(c) Students formed political parties.

(d) They published nationalists journals.

- (e) Schools became an important place for political and cultural battles. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Christianity introduced by French missionaries was intolerant. An early movement against French control and the spread of Christianity was the 'Scholar's Revolt' in 1868. This revolt was led by officials at the imperial court angered by the spread of Catholicism and French power. They led a general uprising in Ngu An and Ha Tien provinces where over 1000 Catholics were killed. The French crushed the movement but this uprising served to inspire other patriots to rise up against them.

[CBSE Marking Scheme, 2015] 5

Q. 3. Describe the major problem in the field of education for the French in Vietnam.

[Board Term-II, 2015, Delhi Set-1]

Ans. The major problems in the field of education for the French in Vietnam are as follows :

The elites in Vietnam were powerfully influenced by Chinese culture. To consolidate their power, the French had to counter this Chinese influence. They systematically dismantled the traditional system of education. They wanted to replace the use of Chinese language. There was another problem of replacing it by French or Vietnamese.

Some policy makers emphasized the need to use the French language. Others were opposed to French being the only medium of instruction. They suggested that Vietnamese be taught in lower classes and French in the higher classes. The few who learnt French and acquired French culture were to be rewarded with French citizenship.

[CBSE Marking Scheme, 2015] 5

Q. 4. Describe the features of the 'The Tonkin Free School' started in 1907 to provide a Western Style of Education. [Board Term II, 2013, Set AB7AF1R]

- (a) The Tonkin Free School was started in 1907 to provide Western style of education.
- (b) The education included classes in Science, hygiene and French.
- (c) The school wanted to introduce modernism and western customs.
- (d) The school encouraged the adoption of Western styles such as having short haircut instead of traditionally kept long hair.
- (e) In school textbooks, 'Vietnamese' were represented as primitive and backward and capable only of manual labour.

$1 \times 5 = 5$

[CBSE Marking Scheme 2013]

Q. 5. "The Vietnamese made the battle against French colonial education a part of the larger battle against colonialism and for independence." Explain the statement. [Board Term II, 2013]

Ans. Battle against French colonial education as battle for independence with students contribution can be understood by the following factors :

- (a) Go East Movement.
- (b) Formation of Restoration Society.
- (c) Students organised the Association for the Restoration of Vietnam. (Viet-Nam-Quan-Phuc-Hai)
- (d) Phan-Boi-Chau gave an objective of formation of democratic republic.
- (e) Students published nationalist journals.
- (f) Open protests by the students.
- (g) Students formed various political parties.

[CBSE Marking Scheme 2013] 5

Q. 6. "The measures taken by French to control the spread of Bubonic plague in Hanoi created a serious problem." Explain the statement. [Board Term II, 2013]

- (a) French hired Vietnam workers and paid for each rat that they caught.
- (b) Money was paid when tail of a rat was given as proof.
- (c) Some raised rats to earn money as tails were clipped and rats were released so that the process of earning continued.
- (d) For Vietnamese, rat hunt seemed to provide an early lesson in the success of collective bargaining.
- (e) Those who did the dirty work of entering the sewers found that if they came together they could negotiate of a higher bounty.

$1 \times 5 = 5$

Q. 7. Explain, with examples, how religious groups played an important role in the development of anti-colonial feelings in Vietnam.

[Board Term II, 2013]

- (a) Hoa Hao Movement began in 1939 and gained popularity in the fertile Mekong delta area.
- (b) It drew upon religious ideas popular in anti-French uprisings of the 19th century.
- (c) Founder of Hoa Hao Movement was Huynh Phu So. He performed miracles, his criticism against useless expenditure, sale of child brides, gambling and use of alcohol and opium had a wide appeal.
- (d) He was treated mad and was expelled to Laos and many of his followers to concentration camps.
- (e) It was against colonial rule and its significance in arousing anti-imperialist sentiment should not be underestimated.

$1 \times 5 = 5$

[CBSE Marking Scheme 2013]

Q. 8. "The colonisation of Vietnam by the French brought the people of the country into conflicts with the colonisers in all the areas of life." Explain this statement with any four suitable examples.

[Board Term-II, 2012, Set 68006]

Ans. The French colonised Vietnam in various domains :

- (a) **Civilising Mission :** French claimed that they were bringing modern civilisation to the Vietnamese but they dismantled the traditional education system and established French and western pattern of education in Vietnam. They deliberately failed students, glorified French and colonial rule, adopted western styles against Vietnamese interest.
- (b) **City Modernisation :** French tried to create modern Vietnam with modern native quarter that was not provided with modern facilities. The refuse from the old city drained straight out into the river, overflowed the streets and breeding of rats. French started Rat Hunt. For the Vietnamese, the rat hunt seemed to provide an early lesson in the success of collective bargaining.
- (c) **Religion and anti-colonisation :** Vietnam's religious beliefs were a mixture of Buddhism, Confucianism and syncretic tradition. French introduced Christianity against their interest which resulted in Scholars Revolt in 1868 and Hoa-Hao Revolt in 1939.
- (d) **Vision of Modernisation :** French considered the 'West' as the symbol of development and civilisation. This led to debates in Vietnam between Phan Cheu Trinh and Phan Boi Chau who earlier opposed the idea of resisting the French and was hostile to French, whereas the later one resisted French and wanted to regain sovereignty and ties with China.

$1\frac{1}{4} \times 4 = 5$

Q. 9. To counter the Chinese influence what steps did the French take in the sphere of education? What were the two broad opinions on this question ?

[Board Term-II, 2012, Set 68008]

Ans. (a) To counter the Chinese influence, French took these steps :

- (i) Dismantled the traditional education system.
- (ii) Established French schools for Vietnamese.

(b) The two broad opinions were :

- Some emphasized the need to use the French language as medium of instruction.
- Others were opposed to French being the only medium of instruction. They suggested French to be taught in higher classes and Vietnamese in lower classes. The few who learnt French and acquired French culture were to be rewarded with French citizenship.

$$2\frac{1}{2} + 2\frac{1}{2} = 5$$

[CBSE Marking Scheme 2012]

Q. 10. Explain as how the government made the Saigon Native Girls School to take back the student they had expelled. [Board Term-II, 2012, Set 68011]

Ans. (a) An incident which happened in Saigon Native Girls School in 1926 created much bad-blood in Vietnam.

(b) It so happened that a Vietnamese girl sitting on one of the front seats was asked to vacate her seat for a local French student. When she refused to do so, she was expelled from the school by the Principal.

(c) When the angry students protested, they too were expelled leading to a further spread of the agitation and the protests.

(d) Seeing the situation getting out of control, the school authorities forced the school to take back the students.

(e) Such incidents went a long way in instilling the national feelings among the Vietnamese people.

$$1 \times 5 = 5$$

**TOPIC-3**

Ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc

QUICK REVIEW

- **Vision of Modernisation :** Two opinions held (i) Some intellectuals felt that Vietnamese traditions had to be strengthened to resist western domination. (ii) While others felt that Vietnamese had to learn from the West, while resisting its domination.
- **Phan Boi Chau** (1867-1940) formed the 'Revolutionary Society' (Duy Tan Hoi) in 1903 with Prince Cuong De as the head. He wrote a book, '*History of the Loss of Vietnam*' under the influence of the Chinese reformer Liang Qichao (1873-1929). He believed that the French should be driven out first and then monarchy should be restored in Vietnam.
- **Phan Chu Trinh** (1871-1926) differed strongly. He was totally opposed to monarchy and wanted to establish a democratic republic.
- **Go East Movement :** Some 300 Vietnamese students went to Japan in 1907-08 to acquire modern education. Their aim was to drive out the French and re-establish the Nguyen dynasty. They wanted Japanese help and established a 'Restoration Society' in Tokyo. But after 1908, the Japanese closed the society, and sent many of them, including Phan Boi Chau to exile in China and Thailand.
- When Sun Yat Sen overthrew monarchy in China in 1911, a new association – Association for Restoration of Vietnam was formed. Their objective was to have a Democratic Republic and a Constitutional Monarchy in Vietnam.

**KNOW THE TERMS**

- **Phan Boi Chau :** He was a Vietnamese nationalist. He formed the revolutionary society in 1903. He wrote a book titled 'The History Of The Loss Of Vietnam'. He wanted to overthrow the French rule with the help of the Monarchy.
- **Phan Chu Trinh :** He was a Vietnamese nationalist. He was against monarchy. He wanted to establish a Modern Democratic Republic. He supported the French ideas of Liberty, Equality and Fraternity.
- **Concentration Camps :** They were the jails meant for those who opposed the French rule. The prisoners were made to do a lot of hard work.
- **Prince Cuong De :** He belonged to the Vietnamese royal family which had no power. He became the head of the Revolutionary Society founded by Phan Boi Chau.
- **Liang Qichao :** He was a Chinese reformer. His thoughts and ideas influenced Phan Boi Chau.
- **Go East Movement :** Nearly 300 students of Vietnam went to Japan to get modern education. Their real aim was to overthrow the French rule with the help of Japan. They set up Restoration Society in Tokyo.
- **Sun Yat Sen :** He was a Chinese nationalist. In 1911, he overthrew the Chinese monarchy and established a republic.

- **The Great Depression :** It started in 1930 in USA. It is a situation in which the production was more than the demand. Therefore goods remained unsold and factories closed down. People lost their jobs.
- **Electrical Fuses of Vietnam :** Vietnamese provinces of Nghe An and Ha Trinh were called Electrical Fuses. They were the first provinces to start revolts.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What is the meaning of concentration camps ? [Board Term-II, 2015, Outside Delhi Set-1, 2, 3]	Q. 8. What was the name of the association organized by Vietnamese students after the end of monarchy ?
Ans. A prison where people are detained without due process of law. 1	Ans. The Association for the Restoration of Vietnam. 1
Q. 2. Why were Nghe An and Ha Tinh provinces called the electrical fuses of Vietnam ? [Board Term-II, 2015, Foreign Set-1, 2, 3]	Q. 9. Who wrote the book 'The History of the Loss of Vietnam' ?
Ans. Nghe An and Ha Tinh provinces of Vietnam were among the poorest and had an old radical tradition. 1	Ans. Phan Boi Chau. 1
Q. 3. Who formed the Communist Party of Vietnam ? Ans. Ho Chi Minh. 1	Q. 10. When was the long established monarchy in China overthrown ?
Q. 4. Who formed the Revolutionary Society in Vietnam in 1903 ? Ans. Phan Boi Chau. 1	Ans. 1911. 1
Q. 5. By whom Bao-Dai regime in Vietnam was overthrown ? Ans. Ngo Dinh Diem. 1	Q. 11. Which movement gained popularity in the Mekong Delta region of Vietnam ?
Q. 6. Which book was written by Phan Boi Chau ? Ans. History of the Loss of Vietnam. 1	Ans. Hoa Hao. 1
Q. 7. Who founded the Indo-Chinese Communist Party in 1930 ? Ans. Ho Chi Minh. 1	Q. 12. Which society did Phan Bai Chau form ?
	Ans. Carbonari. 1
	Q. 13. Who charged the French for not abiding by the ideal of 'liberty'?
	Ans. Phan Chu Trinh. 1
	Q. 14. Who was the founder of Hoa Hao Movement ?
	Ans. Huynh Phu So. 1
	Q. 15. Who led the Scholars Revolt of 1868 in Vietnam ?
	Ans. Officials of Imperial Court. 1

Short Answer Type Questions

(3 marks each)

Q. 1. How was the education policy unfavourable to the Vietnamese students during the colonial period ? Explain. [Board Term-II, 2015, Foreign Set-1, 2, 3]	Q. 2. Write any three primary objectives of the 'Go East Movement' in Vietnam. [Board Term II 2014, Set SPXOUWE]
Ans. Education policy unfavourable to the Vietnamese students : (a) The Tonkin Free School was started in 1907 to provide a Western-style education. This education included classes in Science , Hygiene and French. (b) The school encouraged the adoption of Western styles such as having a short haircut. (c) For the Vietnamese this meant a major break with their own identity. (d) Teachers and students did not blindly follow the curriculum. Sometimes there was open opposition and at other times there was silent resistance. (e) As the number of Vietnamese teachers increased in the lower classes, it became difficult to control what was actually taught. (f) School textbooks glorified the French and justified the colonial rule. (g) The Vietnamese were represented as primitive and backward capable of manual labour but not of intellectual reflection. (Any three) $1 \times 3 = 3$	Ans. Refer to Ans. of Q4 Long Ans. Type Ques.
	Q. 3. Describe the influence of China on Vietnamese culture and life. [Board Term-II, 2014, 2013, 2012]
	Ans. (a) Vietnam initially was under the shadow of China. (b) Even after independence Vietnam followed Chinese culture and their form of government. (c) Chinese was the language of the elite and Confucianism was followed by a majority of Vietnamese. The Vietnamese Scholar Phan Boi Chau was educated in Confucian tradition.
	[CBSE Marking Scheme 2014] $1 \times 3 = 3$
	Q. 4. How did students in Vietnam fight against the colonial government's efforts to prevent Vietnamese from qualifying for 'White Collar Jobs' ? [Board Term-II, 2014, Outside Delhi, Set-1]
	Ans. (a) Students formed political parties. (b) They even published nationalist journals. (c) During the 'Go East Movement', many students went to Japan to acquire modern education.
	[CBSE Marking Scheme 2014] $1 \times 3 = 3$

Q. 5. Explain the idea of Phan Chu Trinh to establish a Democratic Republic in Vietnam.

[Board Term-II, 2014]

- Ans.** (a) Phan Chu Trinh was a nationalist. He sought to end France's brutal occupation of Vietnam.
 (b) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the Court.
 (c) He demanded that the French set up legal and educational institutions and should develop agriculture and industry.

[CBSE Marking Scheme 2014] $1 \times 3 = 3$

Q. 6. Who was Phan Chu Trinh? How did he help in the modernisation of Vietnam ?

[Board Term II, 2011, Set 11/A1]

Or

Explain the views of Phan Chu Trinh as a Nationalist. [Board Term II, 2013, Delhi Set-3]

- Ans.** (a) He was a nationalist.
 (b) (i) He sought to end France's brutal occupation of Vietnam.

- (ii) He was intensely hostile to monarchy and opposed the idea of resisting the French with the help of the court.

- (c) He wanted to establish a democratic republic.
 (d) He was influenced by western ideals like liberty.

- (e) He demanded that the French set up legal and educational institutions and should develop agriculture and industries. (Any two) $1 + 2 = 3$

Q. 7. Who was Ho Chi Minh ? What was his contribution to Vietnam ? [Board Term II, 2011]

Ans. Refer to Ans. of Q.5 Long Answer Type Questions. 3

Q. 8. Name the most influential book of Phan Boi Chau. Which are the two themes related to each other written in this book ? [HOTS]

Ans. Phan Boi Chau is well-known for his influential book : "The History of the Loss of Vietnam."

The book focussed on two connected themes :

- (a) The loss of sovereignty and ;
 (b) The severing of ties with China—The ties that bound the elites of the two countries within a shared culture.

$1 + 2 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field." Analyse the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. "The peace negotiations in Geneva followed the division of Vietnam that set in motion a series of events that turned Vietnam into a battle field :"

- (a) In the peace negotiations in Geneva that followed the French defeat, the Vietnamese were persuaded to accept the division of the country i.e. North and South.
 (b) The division set in motion a series of events that turned Vietnam into a battlefield bringing death and destructions to its people as well as the environment.
 (c) The Bao Dai regime was soon overthrown by a coup led by Ngo Dinh Diem. Diem built a repressive and authoritarian government.
 (d) Anyone who opposed him was called a Communist and was jailed and killed.
 (e) With the help of Ho Chi Minh government in North the NLF fought for the unification of the country. The U.S. watched this alliance with fear. Worried about the communist gaining power, it decided to intervene decisively sending in troops and arms.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Who was Phan Boi Chau? What was his contribution to Vietnamese liberation?

[Board Term-II, 2015, Set RKZQI05]

- Ans.** (a) Phan Boi Chau was a Confucian scholar and was a nationalist.

- (b) He formed the "Revolutionary Society" in 1903 with Prince Coorg De as head.

- (c) His most famous book, 'The History of the Loss of Vietnam' was written under the influence and advice of Liang Qichao, a Chinese reformer.

- (d) It became a bestseller in Vietnam and China, and was even made into a play.

- (e) The book focuses on two connected themes: (a) the loss of sovereignty (b) the severing of ties with China.

$1 \times 5 = 5$

Q. 3. How were Vietnamese nationalists inspired by Japan and China to set up a democratic republic? Explain with examples.

[Board Term-II, 2013 Delhi Set 1]

Ans. (a) Vietnamese shared an amicable relationship with Japan and China. They provided models for those looking for change, a refuge for those who were trying to escape the French police, and a location where a wider Asian network of revolutionaries could be established. In 1907-08, some 300 Vietnamese students went to Japan to acquire modern education. They appealed to the Japanese as fellow Asians and later established a branch of the Restoration Society in Tokyo.

- (b) Developments in China also inspired Vietnamese nationalists. In 1911, the long established monarchy in China was overthrown by a popular movement under Sun Yat Sen, and a Republic was set up. Inspired by these developments, Vietnamese students established the Association for the Restoration of Vietnam (Viet-Nam Quan Phuc Hoi).

5

Q. 4. Describe any five features of the 'Go East Movement'. [Board Term-II, 2013, OD Set-3]

OR

Explain the reason for the popularity of 'Go East Movement'. [Board Term-II, 2012, Set 2080]

- Ans. (a)** It was launched in the first decade of the twentieth century.
(b) In 1907-08, some 300 Vietnamese nationalist students had to go to Japan to acquire modern education.
(c) The primary objective was to drive out the French from Vietnam.
(d) To re-establish the Nguyen dynasty.
(e) These nationalists looked for foreign arms and help.

$$1 \times 5 = 5$$

[CBSE Marking Scheme 2013]

Q. 5. Who was Ho Chi Minh ? State his contribution in the freedom movement of Vietnam.

[Board Term-II, 2012, Set 2022]

Ans. Ho Chi Minh was the founder of Vietnamese Communist Party. Contribution of Ho Chi-Minh :

- (a)** In 1930, he brought together competing nationalist groups to establish Vietnamese Communist Party.
(b) He was inspired by the militant demonstration of the European communist parties.
(c) In 1940, Japanese occupied Vietnam so now they had to fight against the Japanese as well as French.
(d) A league called 'Viet Minh' was formed to fight with Japanese and they got back Hanoi in 1945.

[CBSE Marking Scheme 2012] $1 + 4 = 5$

Q. 6. Who was the founder of Hoa Hao Movement ? Describe any two of its characteristics.

[Board Term-II, 2012, Set 2027]

Ans. Huynh Phu So was the founder of Hoa Hao Movement.

Characteristics :

- (a)** His criticism against useless expenditure had a wide appeal.
(b) He opposed the sale of child brides.
(c) He opposed gambling and use of alcohol.

(Any two) $1 + 2 + 2 = 5$

Q. 7. Describe the Hoa Hao Movement against the French.

[Board Term-II, 2012, Set 2078]

Ans. (a) Hoa Hao Movement began in 1939 and gained popularity in the fertile Mekong delta area.

- (b)** It drew upon religious ideas popular in anti-French uprisings of the 19th century.

(c) Founder of Hoa Hao Movement was Huynh Phu So. He performed miracles, his criticism against useless expenditure, sale of child brides, gambling and use of alcohol and opium had a wide appeal.

(d) He was treated bad and was expelled to Laos and many of his followers were sent to concentration camps.

(e) It was against colonial rule and its significance in arousing anti-imperialist sentiment should not be underestimated.

$$1 \times 5 = 5$$

Q. 8. How could you relate 'Communist Movement' with 'Vietnamese Nationalism' ? Explain in five points.

[Board Term-II, 2012, Set 2079]

Ans. Relationship of Communist Movement with Vietnamese Nationalism :

- (a)** Role of Ho-Chi-Minh as communist leader.
(b) Role of Indo-Chinese communist pact.
(c) Role of the league for the independence of Vietnam (Vietminh).
(d) Formation of the Democratic Republic of Vietnam.

(e) Ho Chi Minh trial.

$$1 \times 5 = 5$$

[CBSE Marking Scheme 2012]

Q. 9. What was the Ho Chi Minh Trail ? Explain.

[Board Term-II, 2012, Set 68003]

Ans. (a) The Ho Chi Minh Trail was used by the North Vietnamese as a route for its troops to get into the South.

(b) They also used the trail as a supply route – for weapons, food and equipment.

(c) The Ho Chi Minh Trail ran along the Laos/Cambodia and Vietnam borders and was dominated by jungles.

(d) In total the 'trail' was about 1,000 kilometres in length and consisted of many parts.

$$1\frac{1}{4} \times 4 = 5$$

[CBSE Marking Scheme 2012]



TOPIC-4

America and The Second Indo-China War

QUICK REVIEW

➤ The entry of the US into the Vietnam War

- (1) Communism was on a rise in North Vietnam under the leadership of Ho Chi Minh. North Vietnam helped the NLF of South Vietnam to overthrow the dictatorial rule of Ngo Dinh Diem. They also decided to overlook the terms of the Geneva Conference and unify Vietnam.
- (2) The spread of Communism was viewed as a potential threat by the capitalist nations especially the U.S. U.S. sent their troops to South Vietnam to intervene and this was the start of the catastrophic U.S. Vietnam war.
- (3) Chemical weapons like B52s Agent Orange, Napalm and Phosphorous Bombs were used which wiped out villages and razed down forests. The U.S. decision to intervene in Vietnam was criticised vehemently back home.

- (4) Despite the advanced technology and excellent medical facilities, the U.S. suffered a lot of casualties in the war. The U.S. had completely underestimated the strength and determination of nationalist Vietnamese people.
- (5) The Vietnamese used their limited resources to gain maximum advantage over the U.S. The Ho Chi Minh Trail is a perfect example of Vietnamese enterprise. This trail was a massive network of footpaths and roads, used to transport men and materials from North to South Vietnam.
- (6) The U.S. regularly bombed the trail to disrupt supplies, but the trail was managed efficiently and it was rebuilt quickly. Vietnam bravely combated the U.S. attack and got freedom in 1975.



KNOW THE TERMS

- **Vietnam Cong san Dang [Viet Cong.] :** It was the Communist Party of Vietnam founded by Ho Chi Minh in 1930.
- **Vietminh :** The league for the independence of Vietnam was formed by Ho Chi Minh to fight for freedom. It was a people's army. It fought against the Japanese invaders. It defeated French in the battle of Dien Bien Phu.
- **Battle of Dien Bien Phu :** It was a battle fought between the French and the Vietminh in 1954. The French were defeated in this battle.
- **Geneva Conference of 1954 :** It was organized by the UN. It was decided to divide Vietnam into two parts. The North under Communist rule and South under Bao Dai [puppet of the USA]
- **Ngo Dinh Diem :** He overthrew Bao Dai's government in South Vietnam and established a dictatorial government. He killed or imprisoned all those who opposed him. He allowed Christianity and banned Buddhism.
- **National Liberation Front [NLF] :** NLF was formed by the people of South Vietnam. They wanted to overthrow the American supported government and unite with North Vietnam. It fought against the American forces along with the North Vietnamese troops.
- **Communism :** It is scientific Socialism. It is an ideology based on human equality. It supports a workers government.
- **Domino effect :** USA believed that if Vietnam becomes a Communist country it would have some effect on the neighbouring countries too and they would all become Communist. The policy of Domino effect grew out of USA's fear for the spread of Communism.
- **Trung sisters :** They were two Vietnamese women who fought against the Chinese domination. Phan Boi Chau wrote a play based on their lives. When they lost the war, they killed themselves. The Vietnamese people considered the Trung sisters as great patriots.
- **Ho Chi Minh's Trail :** It was a network of roads and footpaths which connected North Vietnam with South Vietnam.
- **Nhat Linh :** She was a famous Vietnamese novelist. She wrote a novel in which a girl refuses a forced marriage and goes with her lover who is a nationalist worker.
- **Trieu Au :** She organized an army to fight against the Chinese. She lived in the forest and led the war. She killed herself when she lost the war.
- **Nguyen Thi Xuan :** She was a Vietnamese women soldier. She shot down an American jet with just 20 bullets.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What was the result of the peace negotiation in Geneva that followed the French defeat in Vietnam ? [Board Term-II, 2016, Delhi Set-1]

Ans. Vietnam is divided into two parts : North and South. 1

Q. 2. Name the writer who wrote a play based on the lives of Trung sisters.

[Board Term-II, 2016, Delhi Set-2, Foreign Set-3]

Ans. Phan Boi Chau. 1

Q. 3. When did the war between Vietnam and the US officially end?

Ans. In January 1974, in Paris, a peace settlement was signed. 1

Q. 4. Who overthrew the Bao Dai government in the South Vietnam?

Ans. A coup led by Ngo Dinh Diem of the United Opposition Parties called the National Liberation Front. 1

Q. 5. At which place were the French outwitted by the Vietminh forces ?

Ans. Dien Bien Phu. 1

Q. 6. By what name was the League for Independence later known ?

Ans. Vietminh. 1

Q. 7. What does NLF stand for ?

Ans. National Liberation Front. 1

Q. 8. What do you mean by Napalm ?

Ans. A chemical bomb which destroys millions. 1

Q. 9. What was the Vietminh ?

Ans. League for the Independence of Vietnam. 1

Short Answer Type Questions

(3 marks each)

Q. 1. What was the role of National Liberation Front in Vietnam ? [Board Term-II, 2016, Set TCJQ6VD]

Ans. (a) Ngo Dinh Diem's dictatorial rule came to be opposed by a broad opposition united under the banner of the National Liberation Front (NLF).

(b) The NLF fought for the unification of the country with the help of the Ho Chi Minh government in the north.

(c) America watched this alliance with fear. $1 \times 3 = 3$

Q. 2. Elucidate the significance of Ho Chi Minh's trail in the Vietnamese war. [Board SQP 2016]

OR

"The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S." Support the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. "The Ho Chi Minh Trail became advantageous to Vietnamese in the war against U.S."

(a) The Trail Symbolizes how the Vietnamese used their limited resources to great advantage.

(b) The Trail, an immense network of footpaths and roads was used to transport men and material from North to South.

(c) It was improved in late 1950's and from 1967 about 20,000 North Vietnamese troops came south each month. The trail had support bases and hospitals along the way.

(d) Mostly supplies were carried by women porters on their backs or on their bicycles.

(e) The U.S. regularly bombed this trail to disrupt supplies but efforts to destroy this important supply line by intensive bombing failed because they were rebuilt very quickly. $(\text{Any three}) 1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. How did Vietnamese women participate as workers during war with the U.S. ? Explain. [Board Term-II, 2016, Set KCG34U9]

Ans. Women were represented not only as warriors but also as workers; they were shown with a rifle in one hand and a hammer in the other. Whether young or old, women began to be depicted as selflessly working and fighting to save the country. As casualties in the war increased in the 1960's, women were urged to join the struggle in large numbers. 3

[CBSE Marking Scheme, 2016]

Q. 4. "The war grew out of a fear among U.S. policy planners that the victory of the Ho Chi Minh government would start a Domino effect." Support the statement explaining three reasons. [Board Term-II, 2012, Set 68008]

Ans. Domino effect would be started if :

(a) Communist governments would be established in other countries in their area.

(b) Nationalism will move people to action, inspiring them to sacrifice.

(c) Small country fought the most technologically advanced country in the world. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 5. Describe the role of women in the Vietnamese struggle during the U.S. intervention. [Board Term II, 2011]

Ans. Refer to Ans. of Q. 2 Long Answer Type Questions. 3

Q. 6. The U.S. intervention in Vietnam proved costly to both U.S. and Vietnam'. Explain. [Board Term II, 2011]

Ans. Refer to Ans. of Q. 1 Long Answer Type Questions. 3

Long Answer Type Questions

(5 marks each)

Q. 1. "U.S. entry into the war in Vietnam marked a new phase that proved costly to Vietnamese as well as to the Americans." Analyse the statement.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

How did the entry of the U.S. into the war mark a new phase that proved costly to the Vietnamese as well as to the Americans ? Explain.

[Board Term-II, 2012, Set 68009]

Ans. (i) (a) Even though the U.S. had advanced technology and good medical supplies, casualties were high.

(b) About 47,244 died in battle and 3,03,704 were wounded who became 100% disabled.

(c) The phase of struggle with the U.S. was brutal.

(d) Widespread attacks and use of chemical weapons (Napalm), bombs destroyed many villages and decimated jungles. Civilians died in large numbers.

(ii) (a) The effect of the war was felt within the U.S. as well.

(b) Many were critical of U.S. joining the war.

(c) Anger spread when youth were recruited for the war.

(d) Compulsory service in the armed forces was waived off for university graduates.

(e) Only minorities and children of working class families were sent to war. $2\frac{1}{2} + 2\frac{1}{2} = 5$

[CBSE Marking Scheme 2012]

Q. 2. "Women were represented as warriors as well as workers in Vietnam in the 1960's." Analyse the statement with examples.

[Board Term-II, 2016 Foreign Set-1, 2, 3]

OR

"Women were represented not only as warriors but also as workers in Vietnam." Support the statement with examples. [Board Term-II 2013]

Ans. The role of women as warriors :

- (a) As brave fighters seen shooting down planes.
- (b) They were portrayed as young, brave and dedicated.
- (c) Stories were written to show their role in army.
- (d) Nguyen Thi Xuan was reputed to have shot down a jet with just twenty bullets.

The role of women as workers :

- (a) They were shown with a rifle in one hand and a hammer in the other.
- (b) They were depicted as selflessly working and fighting to save the country.
- (c) Many women joined the resistant movement. 5

[CBSE Marking Scheme 2013]

Q. 3. Elaborate upon the role of women during war and peace in Vietnam. [Board SQP 2016]**OR**

"The role of women varied in the anti-imperialist movement in Vietnam." Examine the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Role of Women in the anti-imperialist movement :

Women played very important role in anti-imperialist movement in Vietnam in the following ways :

- (a) In 1960's photographs in magazines and journals showed women as brave fighters.
- (b) They had been portrayed as young, brave and dedicated .
- (c) Women were represented not only as warriors but also as hard workers as shown with a rifle in one hand and hammer in the other.
- (d) Whether young or old, women began to be depicted as selflessly working and fighting to save the country.
- (e) Many women responded and joined the resistance movement. They helped in nursing the wounded, constructing underground rooms, tunnels and fighting the enemy.
- (f) Between 1965 to 1975, of the 17,000 youths who worked on the trail, 70 to 80% were women.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Value Based Questions**Q. 1. How did the students contribute to national movement in Vietnam ? Explain.**

- Ans. (a)** Teachers and students did not follow the curriculum blindly.
- (b)** While teaching Vietnamese, teachers modified the text and aroused nationalism.
- (c)** The schools encouraged the students to adopt western styles such as short hair cut, Which was considered to be an attack on Vietnamese culture.
- (d)** In school textbooks 'Vietnamese' were represented as primitive and backward and capable only of

Q. 4. Examine the new challenges which the new Republic of Vietnam faced after 1954.

[Board Term-II, 2012, 2016]

Ans. (a) French tried to regain control by using puppet emperor Bao Dai.

- (b)** Vietnam was pushed out of Hanoi.

- (c)** French defeated at Dien Bien Phu in 1954.

- (d)** Vietnamese were persuaded to accept division of the country.

 $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2012]

Q. 5. Why did U.S. decide to intervene decisively in the internal dispute of Vietnam ? Explain.

[Board Term-II, 2012, Set 2076]

Ans. The new Republic of Vietnam faced a number of challenges :

- (a)** France tried to regain the control.
- (b)** After 8 years of fighting, the French were defeated.
- (c)** In the peace negotiations in Geneva, the Vietnamese were persuaded to accept the division of the country.
- (d)** This turned Vietnam into a battlefield bringing death and destruction to its people and environment.
- (e)** With the help of Ho Chi Minh Government in North, the National Liberation Front fought for the unification of the country. U.S. watched these alliances with fear and decided to intervene.

 $1 \times 5 = 5$ **Q. 6. Explain the impact of U.S. war with Vietnam on American government and people.**

[Board Term-II, 2012, Set 68007]

Ans. (a) The prolongation of U.S. war with Vietnam created a strong reaction within the U.S. It was clear that U.S. had failed to achieve its objectives.

- (b)** Vietnamese resistance had not been crushed. The government had lost the support of people.

- (c)** Thousands of young U.S. soldiers had lost their lives. Many became disillusioned with what U.S. was doing and eminent scholars and writers considered it as a greatest threat to peace, national self-determination and international cooperation.

- (d)** The government of the U.S. was blamed not only by its own people but by most of the world governments.

 $1\frac{1}{4} \times 4 = 5$

manual labour. This aroused hatred against the French and love for the country.

- (e)** Discrimination in the schools, gave rise to protests and demonstrations.

 $1 \times 5 = 5$ **Q. 2. How were Vietnamese nationalists inspired by Japan and China to set up a democratic republic ? Explain with examples.**

- Ans. (a)** Although Vietnam spent more than 1,000 years under Chinese rule, therefore the Chinese did exert a permanent influence on Vietnamese administration, law, education, literature, language and culture.

- (b) After independence, Vietnam had major barriers to economic growth like high population.
(c) Low agricultural productivity and extensive indebtedness of the peasants. So, to reduce rural

poverty and increase agricultural productivity, it suggested to carry out land reforms as the Japanese had done in 1890's.

$$1 + 2 + 2 = 5$$



KNOW THE LINKS

- French Colonialism in Vietnam - Alpha History
alphahistory.com/vietnam/french-colonialism-in-vietnam/
- Dien Bien Phu and the Fall of French Indo-China, 1954 - 1953 ...
https://history.state.gov/milestones/1953-1960/dien-bien-phu
- America's Vietnam War in Indo-China - United States History
www.u-s-history.com/pages/h1888.html
- Vietnam War - Second Indo-China War - Asian History
asianhistory.about.com > ... > Asian History , The History of War in Asia



CHAPTER

3

NATIONALISM IN INDIA

SYLLABUS

- *Nationalism in India :*
 - (a) *First World War, Khilafat and Non-Cooperation Movement.*
 - (b) *Salt Satyagraha.*
 - (c) *Movements of Peasants, Workers, Tribals.*
 - (d) *Activities of different political groups.*
- *Objectives :*
 - (a) *Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.*
 - (b) *Analyse the nature of the diverse social movements of the time.*
 - (c) *Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.*



TOPIC-1

The First World War, Khilafat and Non-Cooperation Movement

QUICK REVIEW

- **Effects of First World War :** The War led to a huge increase in defence expenditure. This was financed by war loans and by increasing taxes. Custom duties were raised and income tax was introduced to raise extra revenue. Prices of items increased during the war years. The prices doubled between 1913 and 1918. The common people were the worst sufferers because of price rise. Forced recruitment of rural people in the army was another cause of widespread anger among people.
- Crop failure in many parts of India resulted in acute shortage of food. Influenza epidemic further aggravated the problem. According to 1921 census, about 12 to 13 million people died because of famines and epidemic.
- **The Idea of Satyagraha**
- Mahatma Gandhi advocated a novel method of mass agitation; called Satyagraha. This method was based on the idea that if someone is fighting for a true cause, there is no need to take recourse to physical force to fight the oppressor. Gandhiji believed that a satyagrahi could win a battle through non-violence, i.e. without being aggressive or revengeful.
- Some early Satyagraha movements organized by Gandhiji:
 - (i) Peasants' Movement in Champaran in 1916.
 - (ii) Peasants' Movement in Kheda in 1917.
 - (iii) Mill workers' Movement in Ahmedabad in 1918.
- **The Rowlatt Act(1919):**
- The Rowlatt Act was passed by the Imperial Legislative Council in 1919. The Indian members did not support the Act, but it was passed; nevertheless. The Act gave enormous powers to the government to repress political activities. It allowed detention of political prisoners without trial for two years.
- **On 6th April, 1919;** Gandhiji launched a nationwide Satyagraha against the proposed Rowlatt Act. The call of strike on 6th April got huge response. People came out in support in various cities, shops were shut down and workers in railway workshops went on strike. The British administration decided to clamp down on the nationalists. Several local leaders were arrested. Mahatma Gandhi was barred from entering Delhi.

TOPIC - 1

The First World War, Khilafat and Non-Cooperation Movement P. 69

TOPIC - 2

Civil Disobedience Movement (1930 to 1934) P. 77

TOPIC - 3

People's Participation in the Movement P. 83

Jallianwala Bagh

- On 10th April 1919; in Amritsar; the police fired upon a peaceful procession. This provoked widespread attacks on government establishments. Martial law was imposed in Amritsar and the command of the area was given to General Dyer.
- The infamous Jallianwala Bagh Massacre took place on 13th April; the day on which Baisakhi is celebrated in Punjab. A crowd of villagers came to participate in a fair in Jallianwala Bagh. This was enclosed from all sides with narrow entry points. General Dyer blocked the exit points and opened fire on the crowd. Hundreds of people were killed in the incident. Public reaction to the incident took a violent turn in many north Indian towns. The government was quite brutal in its response. Things took highly violent turn. Mahatma Gandhi called off the movement as did not want violence to continue.

Khilafat Movement

- The Khilafat issue gave him the opportunity to bring the Hindus and Muslims on a common platform. The Ottoman Turkey was badly defeated in the First World War. There were rumours about a harsh peace treaty likely to be imposed on the Ottoman emperor; who was the spiritual head of the Islamic world (the Khalifa). A Khilafat committee was formed in Bombay in March 1919 to defend the Khalifa. This committee had leaders like the brothers Muhammad Ali and Shaukat Ali. They also wanted Mahatma Gandhi to take up the cause to build a united mass action. At the Calcutta session of the Congress in September 1920, the resolution was passed to launch a Non-Cooperation movement in support of Khilafat and also for swaraj.

Non-Cooperation Movement

- In his famous book Hind Swaraj (1909), Mahatma Gandhi declared that British rule was established in India with the cooperation of Indians, and had survived only because of this cooperation. If Indians refused to cooperate, British rule in India would collapse within a year, and swaraj would come. Gandhiji believed that if Indians begin to refuse to cooperate, the British rulers will have no other way than to leave India.
- **Some of the proposals of Non-Cooperation Movement :**
 - (i) Surrender the titles which were awarded by the British government.
 - (ii) Boycott of civil services, army, police, courts, legislative councils and schools.
 - (iii) Boycott of foreign goods.
 - (iv) Launch full civil disobedience campaign, if the government persisted with repressive measures.
- **Differing Strands within the Movement :** The Non-Cooperation-Khilafat Movement began in January 1921. Various social groups participated in this movement, each with its own specific aspiration. All of them responded to the call of Swaraj, but the term meant different things to different people.

Awadh

- The peasants' movement in Awadh was led by Baba Ramchandra. He was a sanyasi who had earlier worked in Fiji as an indentured labourer. The peasants were against the high rents and may other cess which were demanded by talukdars and landlords. The peasants demanded reduction of revenue, abolition of begar, and social boycott of oppressive landlords.

Tribal Peasants

- Tribal peasants gave their own interpretation of Mahatma Gandhi and the idea of swaraj. The tribals were prevented from entering the forests to graze cattle, or to collect fruits and firewood. The new forest laws were a threat to their livelihood. The government forced them to do begar on road construction.
- Many rebels from the tribal areas became non-violent and often carried guerilla warfare against the British officials.

Swaraj in the Plantations

- The plantation workers were not permitted to leave the tea gardens without permission; as per the Indian Emigration Act of 1859. When the news of Non-Cooperation Movement spread to the plantations, many workers began to defy the authorities. They left plantations and headed towards their homes. But they got stranded on the way because of a railway and steamer strike. They were caught by the police and brutally beaten up.



KNOW THE TERMS

- **Nationalism :** It involves a strong identification of a group of individuals with a political entity defined in national terms, i.e., a nation.
- **Satyagraha :** Satyagraha means force born out of truth. Mahatma Gandhi introduced this concept during his stay in South Africa. It is based on the ideals of truth and non-violence.
- **Khalifa :** The spiritual head of the Islamic World.
- **Begar :** Labour that villagers were forced to contribute without any payment.
- **Forced Recruitment :** A process by which the colonial state forced people to join the army.
- **Rowlatt Act :** It was an Act which gave the government enormous power to repress political activities. It allowed that government could arrest anybody without a trial for two years.

- **Jallianwala Bagh Massacre : 13th April, 1919**
- A number of people had assembled at Jallianwala Bagh in Amritsar for attending the annual Baisakhi fair. General Dyer surrounded the park and opened fire on the crowd, killing hundreds of people.
- **Non- Cooperation Movement :** Began in January 1921. The main aim of this movement is not to cooperate with the British made goods. It includes surrendering of government titles, boycott of civil services, army, police, courts and legislative councils, school, and foreign goods; and a full civil disobedience campaign would be launched.
- **Swadeshi :** The Swadeshi movement involved boycotting British products and the revival of domestic made products and production technique.
- **Boycott :** A boycott is a form of consumer activism involving the act of voluntarily abstaining from using, buying or dealing with a person, organization or country as an expression of protest usually for political reason.
- **Picket :** A form of demonstration or protest by which people block the entrance to a shop, factory or office.



KNOW THE DATES

- **1918-1919 & 1920-1921 :** Crop failure.
- **1921 :** Famines and the epidemic.
- **1920 :** Mahatma Gandhi leads the Congress; Non-Cooperation Movement launched.
- **December, 1920 :** Congress Session at Nagpur—A compromise was worked out and the Non-cooperation programme was adopted.
- **September, 1920 :** Congress Session in Calcutta- Decided to start a Non-Cooperation Movement in support of Khilafat as well as for Swaraj.
- **March, 1919 :** Khilafat Committee founded in Bombay.
- **13th April, 1919 :** Jallianwala Bagh Massacre took place.
- **10th April, 1919 :** The police in Amritsar fired upon a peaceful procession. Martial law was imposed.
- **1919 :** Rowlatt Act was Passed (It gave the government enormous power to repress political activities, and allowed detention of political prisoners without trial for two years).
- Mahatma Gandhi**
- **1918 :** Mahatma Gandhi organized Satyagraha Movement in Ahmedabad.
- **1917 :** Mahatma Gandhi organized Satyagraha Movement in Kheda District (Gujarat).
- **1914- 1918 :** The First World War
- **1913- 1918 :** The war prices increased in double.
- **1906 :** Formation of the Muslim League.
- **1905 :** The Partition of Bengal officially came into existence.
- **1885 :** The first meeting of the Indian National Congress in Bombay.

Very Short Answer Type Questions

(1 mark each)

- Q. 1.** Trace the reason because of which Gandhiji started Satyagraha in 1919.[Board Term-II, 2016, Set KCG34U9]
Ans. To protest against Rowlatt Act. 1
- Q. 2.** What did British do to repress the Rowlatt Satyagrahis ?[Board Term-II, 2016, Set TCJQ6VDI]
Ans. To repress the Rowlatt Satyagrahis, British decided to clamp down on them. 1
- Q. 3.** Who was the writer of the book 'Hind Swaraj' ?
Ans. Mahatma Gandhi. 1
- Q. 4.** During which movement was the Indian tricolour first designed ?

- Ans.** Swadeshi Movement. 1
- Q. 5.** Why did Gandhiji take up the Khilafat issue ?
Ans. To launch a more broad-based movement and bring Hindus and Muslims together. 1
- Q. 6.** What did the idea of Satyagraha emphasize ?
Ans. Appeal to the conscience of the oppressor. 1
- Q. 7.** Which act gave the government power to suppress political activity and detain political prisoners without trial ?
Ans. Rowlatt Act. 1

Short Answer Type Questions

(3 marks each)

- Q. 1.** Discuss the various stages of the Non-Cooperation Movement launched by Mahatma Gandhi.
[Board SQP 2016]

- Ans.** Gandhiji proposed that the movement should unfold in stages :
1st Stage—Surrender of titles that the government awarded.

2nd Stage–Boycott of civil services, army, police, courts and legislative, councils, schools, and foreign goods.

3rd Stage–Then, in case the government used repression, a full civil disobedience campaign would be launched. 3

[CBSE Marking Scheme, 2016]

Q. 2. "The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj". Support the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. "The plantation workers in Assam had their own understanding of Mahatma Gandhi and the notion of Swaraj":

- (a) For plantation workers in Assam, freedom meant the right to move freely in and out of the confined space in which they were enclosed.
- (b) Swaraj meant retaining a link the village from which they had come.
- (c) Under the Inland Emigration Act of 1859 plantation workers were not permitted to leave the Tea Gardens without permission.
- (d) When they heard of the Non-Cooperation Movement thousands of workers defied the authorities, left the plantations and headed home.
- (e) They believed that Gandhi Raj was coming and everyone would be given land in their own village. (Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2016]

Q. 3. What were the causes of the withdrawal of the Non-Cooperation Movement? Explain.

[Board Term-II 2016, Set TCJQ6VD; RKZQI05]

OR

Why did Mahatma Gandhi decide to withdraw the Non-Cooperation Movement in February 1922 ? Explain the reasons. [Board Term-II 2015, Foreign Set-2]

Ans. Withdrawal of Non-Cooperation Movement in February 1922 :

- (a) Gandhiji felt the movement was turning violent in many places.
- (b) A clash took place at Chauri Chaura in Uttar Pradesh
- (c) A group volunteers picketing a liquor shop were beaten up by a police officer.
- (d) In protest a group of peasants went to the police station, bolted the door and set fire to the police station killing 22 policemen.
- (e) The incident shocked Gandhiji and he immediately withdrew the movement. (Any three)

[CBSE Marking Scheme, 2015] 1 × 3 = 3

Q. 4. Why did Mahatma Gandhiji decide to launch a nationwide Satyagraha against the proposed Rowlatt Act? Explain any three reasons.

[Board Term II, 2015, Delhi Set-1 2014]

Ans. Mahatma Gandhi decided to launch a nationwide Satyagraha against the proposed Rowlatt Act :

- (a) The Rowlatt Act had been hurriedly passed through the Imperial Legislative Council despite the united opposition of the Indian members.
- (b) It gave the government enormous power to repress political activities.

(c) Allowed detention of political prisoners without trial for two years.
(d) It was the unjustful law. (Any three)

[CBSE Marking Scheme, 2015] 1 × 3 = 3

Q. 5. Describe any three major problems faced by the peasants of Awadh in the days of Non-Cooperation Movement. [Board Term-II, 2015, OD Set-3]

Ans. Problems faced by the peasants of Awadh in the days of Non-Cooperation Movement were :

- (a) Talukdars and landlords posed high rent on land and variety of cesses.
- (b) Various taxes were also implemented on them.
- (c) Peasants had to do Begar and work at landlord's farm without any payment.
- (d) They had no security of tenure and were evicted regularly.
- (e) They had no right over leased land. (Any three)

[CBSE Marking Scheme, 2015] 1 × 3 = 3

Q. 6. Describe the spread of Non-Cooperation Movement in the countryside.

[Board Term-II, 2015 OD Set-2]

Ans. Non-Cooperation Movement spread in the countryside :

- (a) In Awadh, peasants were led by Baba Ramchandra. Here the movement was against talukdars and landlords who demanded from peasant's exorbitantly high rents and a variety of other cesses.
- (b) Peasants had to do begar and work at landlords farms without any payments. As tenants they had no security of tenure and were regularly evicted so that they have no right over the leased land.
- (c) The peasant movement demanded reduction of revenue, abolition of begar and social boycott of oppressive landlords. In the meantime, Jawaharlal Nehru began going around the villages in Awadh.
- (d) The Awadh Kisan Sabha was set up in the villages. The peasant movement, however, developed in forms that the Congress leadership was unhappy with.
- (e) As the movement spread, the houses of talukdars and merchants were attacked: bazaars were looted and grain hoards were taken over. (Any three)

[CBSE Marking Scheme, 2015] 1 × 3 = 3

Q. 7. "British rule in India would have collapsed if Indians had not cooperated". How did this statement help in starting a mass movement in India against the British rule?

[Board Term-II, 2015 Set WIVSA5]

Ans. (a) Mahatma Gandhi declared that British rule was established in India with the cooperation of Indian and if Indians had refused to cooperate, British rule in India would have collapsed within a year.

- (b) He proposed that the movement should unfold in stages.

- (c) It should begin with the surrendering of titles that the government had awarded to the Indians.

(d) A boycott of civil services, army, police, courts and legislative assemblies, schools and foreign goods would show their non-cooperation to the British empire.

Mahatma Gandhi felt that in case the government used repression, a full civil disobedience campaign would be launched. (Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 8. Why did the Non-Cooperation Movement gradually slow down in the cities? Explain.

[Board Term II, 2015, Delhi Set 2]

Ans. The Non-Cooperation Movement gradually slow down in the cities because :

- (a) Khadi clothes were more expensive than mill clothes.
- (b) Poor people could not afford to buy it.
- (c) The boycott of British institutions posed a problem.
- (d) Students and teachers began trickling back to government schools.
- (e) Lawyers joined back work in government courts.

(Any three)

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 9. How could Non-Cooperation became a movement? Give your opinion.

[Board Term-II, 2015, Foreign Set-1, 2012 Set (2078)]

Ans. Non-Cooperation became a movement :

- (a) It was the view of Gandhiji that the British rule was set in India with the cooperation of Indians.
- (b) If Indians refused cooperation, British rule in India would collapse within a year and Swaraj would come.
- (c) Gandhiji proposed that the movement should unfold in stages.
- (d) It should begin with surrender of titles that government awarded and a boycott of civil services, police, courts and legislative councils, schools and foreign goods.
- (e) In case the government used repression, a full civil disobedience campaign would be launched.
- (f) Mahatma Gandhi and Shaukat Ali toured extensively, mobilising popular support of the movement.

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 10. Explain the idea of Satyagraha according to Gandhiji. [Board Term-II, 2014]

Ans. (a) The idea of 'Satyagraha' emphasized the power of truth and the need to search for truth.

(b) It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor.

(c) According to Gandhiji, without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 11. What was the condition of India at the time of the First World War ? [Board Term-II 2014]

Ans. Refer to Ans. of Q. 4. Long Ans. Type Ques. 3

Q. 12. Describe any three suppressive measures taken by the British administration to clamp down on nationalists. [Board Term-II 2014]

Ans. (a) Barring local leaders from Amritsar alongwith Mahatma Gandhi from entering Delhi.

(b) Open firing upon a peaceful procession in Amritsar, which led to widespread attacks on banks, police stations, etc. Imposition of Martial Law.

(c) Forcing the Satyagrahis to rub their noses on the ground, flogging people and bombing villages.

$1 \times 3 = 3$

Q. 13. Explain the issue behind the Khilafat Movement. [Board Term-II 2014]

OR

What was the Khilafat Agitation ? Why did Gandhiji gave support to this agitation ?

[Board Term-II, 2012, Set 68012]

Ans. (a) Khilafat Agitation :

- (a) World War-I had ended with defeat of Ottoman Turks. There were rumours of harsh treaty on Khalifa.
 - (b) To defend Khalifa's temporal powers, Khilafat Committee was formed in 1919 as he was considered as the spiritual head of Muslims.
- Gandhiji supported it because he saw it as an opportunity to bring Muslims under the umbrella of a unified National Movement. $2 + 1 = 3$

[CBSE Marking Scheme, 2014]

Q. 14. How had the First World War created a new economic situation in India? Explain with three examples. [Board Term II, 2013]

Ans. Three points on the First World War's impact on the economic situation in India are given below :

- (a) It speeded up the process of industrialisation.
- (b) It led to a huge rise in the defence expenditure of the Government of India.
- (c) It created a demand for industrial goods (jute bags, cloth, rails, etc.) and caused a decline of imports from other countries into India.

[CBSE Marking Scheme, 2013] $1 \times 3 = 3$

Q. 15. How was Rowlatt Act opposed by the people in India? Explain with examples. [Board Term II, 2013]

Ans. The Rowlatt Act of 1919 was opposed in the following manner:

- (a) Rallies were organized in various cities.
- (b) Workers went on strike in railway workshops.
- (c) Shops were closed down.

It was in opposition to the Rowlatt Act that the infamous Jallianwala Bagh Massacre took place. General Dyer ordered his troops to open fire on the innocent civilians who had gathered from the city of Amritsar and outside to attend a peaceful meeting. [CBSE Marking Scheme, 2013] 3

Q. 16. Write about the Rowlatt Act, 1919.

[Board Term-II, 2012, Set 2027]

- Ans. (a)** It gave enormous powers to repress political activities.
(b) Allowed detention of political prisoners without trial.
(c) It was passed by Imperial Legislative Assembly despite the strong opposition of the Indian members.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 17. What were the three proposals regarding Non-Cooperation Movement, as suggested by Mahatma Gandhi ? [Board Term-II, 2012, Set 2081]

- Ans. (a)** The movement was to be unfolded in stages.
(b) It should begin with the surrender of titles awarded by the government and boycott of civil services, army, police, courts, legislative council, schools and foreign goods.
(c) In case the government used repression, a civil disobedience movement would be launched.

$1 \times 3 = 3$

Q. 18. Describe the incident of Jallianwala Bagh which took place during the British rule.

[Board Term-II, 2012, Set 68006]

Ans. Refer to Ans. of Q. 5. L.A.T.Q. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 19. How did Mahatma Gandhi successfully organize Satyagraha Movement in various places just after arriving India ? Explain by giving three examples.

[Board Term II, 2011, Set02/B1]

Ans. After arriving India, Mahatma Gandhi successfully organized Satyagraha Movement in various places :

- (a)** In 1916, he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation of Indigo.
(b) In 1917, he organized a Satyagraha to support the peasants of the Kheda district of Gujarat who were affected by crop failure and plague epidemic and could not pay the revenue.
(c) In 1918, Mahatma Gandhi went to Ahmedabad to organize Satyagraha Movement amongst cotton mill workers.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. Explain the response of the plantation workers to the Non-Cooperation Movement started by Gandhiji. What did freedom mean for them ?

[Board Term-II, 2016, Set TCJQ6VDI]

Ans. (a) The response of the plantation workers to the Non-Cooperation Movement are :

- (i)** Under the Inland Emigration Act of 1859, plantation workers were not permitted to leave the tea gardens without permission.
(ii) When they heard of the Non-Cooperation Movement, thousands of workers defied the authorities, left the plantations and headed home.
(iii) They believed that Gandhi Raj was coming and everyone would be given land in their own village.
(iv) They, however, never reached their destination. Stranded on the way by a railway and steamer strike, they were caught by the police and brutally beaten up.

(b) For them, freedom meant the right to move freely in and out of the confined space in which they were enclosed.

$4 + 1 = 5$

Q. 2. How had Non-Cooperation Movement spread in cities. Explain.[Board Term-II, 2016, Foreign Set-1, 2]

OR

How did the 'Non-Cooperation Movement' spread in cities across the country ? Explain its effects on the economic front.

[Board Term-II, 2015, Outside Delhi Set-3]

Ans. Non – Cooperation Movement spread in cities across the country :

- (a)** The movement started with middle class participation in the cities.
(b) Thousands of students left government controlled schools and colleges.
(c) Headmasters and teachers resigned and lawyers gave up their legal practices.
(d) The council elections were boycotted in most provinces except Madras where Justice Party took part in elections.

Effects of Non-Cooperation Movement on the economic front were :

- (a)** Foreign goods were boycotted.
(b) Liquor shops were picketed.
(c) Foreign clothes were burnt in huge bonfires.
(d) The import of foreign cloth halved between 1921- 1922. In value the drop was from ₹ 102 crore to Rs.57 crore.
(e) In many places merchants and traders refused to trade in foreign goods or finance foreign trade.
(f) The people began discarding imported clothes and wore only Indian ones.
(g) Production of Indian textile mills and handlooms went up tremendously.

(Any three)

[CBSE Marking Scheme, 2015] $2 + 3 = 5$

Q. 3. Why did Gandhiji decide to launch a nationwide Satyagraha against the proposed Rowlatt Act of 1919? How was it organized ? Explain.

[Board Term-II, 2016, Delhi Set-I]

Ans. Satyagraha against the proposed Rowlatt Act, 1919 :

- (a) The Rowlatt Act was hurriedly passed through the Imperial Legislative Council.
- (b) Indian members unitedly opposed it.
- (c) It gave government enormous powers to repress political activities.
- (d) It allowed detention of political prisoners without trials for two years. **(Any two)**

Organization of Satyagraha :

- (a) Mahatma Gandhi wanted non-violent civil disobedience against such unjust laws.
- (b) It was started with a 'Hartal' on 6th April.
- (c) Rallies were organized in various cities.
- (d) Workers went on strike in railway workshops.
- (e) Shops were closed down. **(Any three) $2 + 3 = 5$**

[CBSE Marking Scheme, 2016]

Q. 4. Explain the effects of First World War on India.

[Board Term-II, 2016, Set KCG34U9]

OR

How did the 'First World War' create a new economic and political situations in India ? Explain with examples.

[Board Term-II, 2016, Foreign Set-3]

OR

Explain any five major problems posed by the First World War in India.

[Board Term-II, 2015, Outside Delhi Set-2]

OR

Examine the effects of the First World War on the National Movement of India.

[Board Term-II, 2012, Set 68035]

- Ans. (a)** The war created a new economic and political situation.
- (b)** It led to huge increase in defence expenditure which was financed by war loans and increasing taxes, custom duties were raised and income tax was introduced.
- (c)** Prices increased, doubling between 1913-18. This hit the common people.
- (d)** Villagers were asked to supply soldiers and through force recruitment in rural areas.
- (e)** During 1918-19, crops failed in many parts of India which created shortage of food.
- (f)** Spread of influenza epidemic and 12 to 13 million people died. **(Any five) $1 \times 5 = 5$**

[CBSE Marking Scheme, 2016]

Q. 5. Describe the incident and impact of the Jallianwala Bagh. [Board Term-II, 2015, Foreign Set-1]

OR

Explain the reason and effects of Jallianwala Bagh Massacre. [Board Term-II, 2014,]

OR

Explain the impact of Jallianwala Bagh incident on the people. [Board Term-II, 2014, OD 2014]

OR

Describe the Jallianwala Bagh Massacre and the aftermath. Which basic human rights did the British violate ? [HOTS]

Ans. Incident and Impact of the Jallianwala Bagh :

On 13th April large crowd gathered in Jallianwala Bagh.

Some of them came to protest against the government's new repressive measures and others had come to attend Baisakhi fair.

General Dyer entered the area, blocked the exit points and opened fire on the crowd, killing hundreds to create a feeling of terror.

Impact

- (a) As the news spread, crowd took to the streets in North Indian towns.
- (b) There were strikes, clashes with police.
- (c) Attacks on Government buildings.
- (d) The government responded with brutal repression to terrorize people.
- (e) Satyagrahis were forced to rub their noses on the ground.
- (f) People were flogged and villages were bombed.
- (g) The British violated the freedom of speech and expression.

[CBSE Marking Scheme, 2015] $2 + 3 = 5$

Q. 6. Describe the development which led to the launching of Non-Cooperation Movement.

[Board Term-II, 2015, Foreign Set-2]

Ans. Developments which led to the launching of Non-Cooperation Movement :

- (a) Mahatma Gandhi successfully organized Satyagraha movements in various places.
- (b) In 1916, he travelled to Champaran in Bihar to inspire the peasants to struggle against the oppressive plantation system.
- (c) Then in 1917, he organized a Satyagraha to support the peasants of the Kheda district of Gujarat.
- (d) In 1918, he went to Ahmedabad to organize a Satyagraha movement amongst cotton mill workers.
- (e) In 1919, he decided to launch a nationwide Satyagraha against the proposed Rowlatt Act.
- (f) Rallies were organized in various places.
- (g) At the Calcutta session of the Congress in September 1920, he convinced other leaders of the need to start a non-cooperation movement in support of Khilafat as well as for Swaraj.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 7. How did different social group conceive the idea of 'Non-Cooperation' ? Explain with examples.

[Board Term-II, 2014]

Ans. Some of the leaders within Congress were reluctant to start Non-Cooperation movement because they wanted to oppose the British government through legal and constitutional means.

For example, they wanted to contest the elections for legislative councils that were scheduled to be held in 1920 and oppose the government from inside the council once elected. 5

Q. 8. Explain Gandhiji's view on Satyagraha. Which quality of Mahatma Gandhi turned the freedom struggle into a mass movement ?

[Board 2013, Term-II, Set 68007]

OR

Explain the ideas of Gandhiji regarding 'Satyagraha' in five points.

Ans. Five points about Gandhiji's idea of 'Satyagraha' :

- The idea of Satyagraha emphasized 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 physical force was not necessary to fight the oppressor.
- Without seeking vengeance or being aggressive, a satyagrahi could win the battle through non-violence.
- This could be done by appealing to the conscience of the oppressor.
- People including the oppressors had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence.
- Gandhiji believed that truth was bound to ultimately triumph.
- He believed that the dharma of non-violence could unite all Indians. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2013]

Q. 9. What was the impact of the Rowlatt Act Satyagraha on the political situation in India ? Describe.

[Board Term-II, 2012, Set 2027]

Ans. Impact of the Rowlatt Act on the political situation in India :

- People organised hartals in cities and railways went on strike.
- Shops were closed down.
- Leaders were arrested.
- At Amritsar, police fired upon a peaceful procession.
- Martial law was imposed. $1 \times 5 = 5$

Q. 10. Critically examine the reasons of conflict between the Congress and the Muslim League. Why did the Muslim League fail to respond to the call of United Struggle during the Civil Disobedience Movement ? [Board Term-II, 2012, Set 68009]

Ans. (a) The important differences between the Congress and the Muslim League were over the question of representation of Muslims in the future assemblies, that were to be elected. Suspicion and distrust between the two communities was also a major reason.

(b) The Civil Disobedience Movement started under this atmosphere of distrust.

Negotiation over the question of representation continued but all hopes of resolving the issue in All Parties Conference in 1928, disappeared when Mr. R. Jayakar of Hindu Maha Sabha strongly opposed efforts of compromise.

Alienated from Congress, large sections of the Muslim failed to respond to the call of a united struggle.

The Muslim feared that the culture and identity of the minorities would be submerged under the domination of a Hindu majority. $2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 11. What was the impact of the First World War on the economic conditions in India.

[Board Term-II, 2011]

OR

How did the First World War help in the growth of National Movement in India?

Ans. (a) It created new economic and political problems. The war had led to huge expenditure which was financed by heavy loans and increase in taxes. Customs duties were raised and income tax was introduced.

(b) The prices had doubled between 1913-18 and the common people underwent great hardships.

(c) Crops had failed between 1918-19 and 1920-21 leading to famine and disease. There were epidemics killing between 12-13 million people (Census, 1921).

(d) People's hope that the end of war would bring an end to their goals were belied, and this led to their support to the national movement.

(e) The Muslims were antagonised by the British ill-treatment of the Khalifa, after the First World War.

(f) Indian villagers were also incensed by the British Government's forced recruitment of men in the army.

(g) The Congress and other parties were angry with the British for not consulting them before making India a party on their side against Germany.

(h) Taking advantage of the First World War, many revolutionary parties cropped up and they incited the people to join the anti-colonial movement in India (i.e. the National Movement). (Any five)

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

Q. 12. How did Gandhiji convert the National Movement into a Mass Movement ?

[Board Term II, 2011, Set 11/A1]

Ans. Gandhiji converted the National Movement into a Mass Movement by :

(a) His simple and saintly life and style of convincing the masses made him popular.

(b) His undisputed leadership and magnetic personality.

(c) His policy of non-violent Satyagraha.

(d) His programmes of social reforms like fighting against untouchability.

(e) His commitment to Hindu-Muslim unity.

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

**TOPIC-2****Civil Disobedience Movement (1930 to 1934)****QUICK REVIEW****Simon Commission**

- The British government constituted a Statutory Commission under Sir John Simon. The Commission was made to look into the functioning of the constitutional system in India and suggest changes. But since all the members in the Commission were British, the Indian leaders opposed the Commission.
- The Simon Commission arrived in India in 1928. It was greeted with the slogan 'Go back Simon'. All parties joined the protest. In October 1929, Lord Irwin announced a vague offer of 'dominion status' for India but its timing was not specified. He also offered to hold a Round Table Conference to discuss the future Constitution.

Salt March (Beginning of Civil Disobedience Movement)

- Mahatma Gandhi believed that salt could be a powerful symbol to unite the whole nation. Most of the people; including the British scoffed at the idea. Abolition of the salt tax was among many demands which were raised by Gandhiji through a letter to Viceroy Irwin.
- The Salt March or Dandi March was started by Gandhiji on 12th March 1930. He was accompanied by 78 volunteers. They walked for 24 days to cover a distance of 240 miles from Sabarmati to Dandi. Many more joined them in the way. On 6th April 1930, Gandhiji ceremonially violated the law by taking a fistful of salt.
- The Salt March marked the beginning of the Civil Disobedience Movement. Thousands of people broke the salt law in different parts of country. People demonstrated in front of government salt factories. Foreign cloth was boycotted. Peasants refused to pay revenue. Village officials resigned. Tribal people violated forest laws.

Response of British Rulers

- The colonial government began to arrest the Congress leaders. This led to violent clashes in many places. Mahatma Gandhi was arrested about a month later. People began to attack the symbols of British rule; such as police posts, municipal buildings, law courts and railway stations. The government's repression was quite brutal. Even women and children were beaten up. About 100,000 people were arrested.

Round Table Conference

- When things began to take a violent turn, Mahatma Gandhi called off the movement. He signed a pact with Irwin on 5th March 1931. This was called the Gandhi-Irwin Pact. As per the Pact, Gandhiji agreed to participate in the Round Table Conference in London. In lieu of that, the government agreed to release the political prisoners. Gandhiji went to London in December 1931. The negotiations broke down and Gandhiji had to return with disappointment. When Gandhiji came back to India, he found that most of the leaders were put in jail. Congress had been declared illegal. Many measures were taken to prevent meetings, demonstrations and boycotts. Mahatma Gandhi relaunched the Civil Disobedience Movement. By 1934, the movement had lost its momentum.

**KNOW THE TERMS**

- **Civil Disobedience** : During Civil Disobedience Movement people were asked not only to refuse cooperation with the British but also to break the colonial laws.
- **Swaraj** : "Swaraj" means freedom or self-rule. In 1920, "Swaraj" meant "Self-Government" within the empire if possible and outside if necessary.
- **Simon Commission** : The New Tory government in Britain constituted a statutory Commission under Sir John Simon . The Commission was sent to India to look into the functioning of the constitutional system in India and suggest changes. It arrived in India in 1928.
- **Salt Law** : Salt is consumed by both the poor and the rich, and is one of the most essential items of food everywhere in the world. The British government had the monopoly on the production of salt in India. By imposing a 'salt tax' the government hit both the rich and the poor, specially the poor. Gandhiji thought it was the most repressive Act of the British government and chose to defy it by breaking the "Salt Law".
- **Gandhi Irwin Pact** : When British government responded with a policy of brutal repression against the Civil Disobedience Movement, Mahatama Gandhiji decided to call off the movement.. He entered into a pact with Lord Irwin on 5th March 1931. Under this pact , Gandhiji consented to participate in a Round Table Conference in London.



KNOW THE DATES

- 1935 : The Government of India Act receives Royal Assent
- 1934 : Civil Disobedience Movement called off.
- 1934 : Civil Disobedience Movement lost its momentum.
- September, 1932 : Poona Pact between Gandhiji and Ambedkar.
- 1932 : Suppression of the Congress movement; Third Round Table Conference.
- 1931 : Second Round Table Conference; Irwin-Gandhi Pact; Census of India.
- December, 1931 : Gandhiji went for Second Round Table Conference.
- March 5, 1931 : Gandhi Irwin Pact was signed.
- 1930 : Civil Disobedience Movement continues; Salt Satyagraha: Gandhi's Dandi March; First Round Table Conference.
- April ,1930 : Abdul Ghaffar Khan was arrested.
- April 6,1930 : The salt march reached Dandi, Gandhiji violated the Salt Law.
- January 31,1930 : Gandhiji sent a letter to Viceroy Irwin stating 11 demands.
- January 26,1930 : Celebrated as the Independence day.
- December, 1929 : Lahore Session of the Congress- Demand for Purna Swaraj.
- October, 1929 : A vague offer of 'Dominion Status' for India offered by Lord Irwin.
- October, 1929 : Oudh Kisan Sabha was set up headed by J.L. Nehru.
- 1927 : The Federation of the Indian Chamber of Commerce and Industries (FICCI).
- 1928 : Foundation of the Hindustan Socialist Republican Army (HSRA).
- 1928 : Simon Commission arrived in India.
- 1924 : Raju was captured and executed.

Towards Civil Disobedience

- February,1922 : Mahatma Gandhi decided to Withdraw Non-Cooperation Movement. Establishment of Swaraj Party by Motilal Nehru and C.R.Dass.
- 1921-1922 : The Import of foreign cloth halved. June,1920 Jawahar Lal Nehru going around the village in Awadh.
- 1921 : A militant Guerrilla movement spread in the Gudem Hills of Andhra Pradesh. Movement started by Alluri Sitaram Raju.
- 1920 : The peasant movement in Awadh spread, but the Congress Leader were not happy with them.

Very Short Answer Type Questions

(1 mark each)

Q. 1. 'Hind Swaraj' was written by : [Board Term-II, 2011]

Ans. Mahatma Gandhi. 1

Q. 2. The resolution of Poorna Swaraj was adopted at which session of the Congress ? [Board Term-II, 2011]

Ans. Lahore 1

Q. 3. The Simon Commission was boycotted in India because : [Board Term-II, 2011]

Ans. There was no Indian member in the Commission.1

Q. 4. Which was the main reason to withdraw Non-Cooperation Movement ?

Ans. Because the movement became violent. 1

Q. 5. Who was the leader of the peasants in the Gudem Hills of Andhra ?

Ans. Alluri Sitaram Raju. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Why did the different social groups join the Civil Disobedience Movement ? Explain.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Different social groups in the Civil Disobedience Movement :

(a) **Rich Peasantry Group**—The Patidar and Jats demanded reduction in revenue and participated in the boycott program.

(b) **Poor peasantry Group**—They wanted unpaid rent to be remitted, joined radical movement led by the socialist and communist.

(c) **Business Class Group**—prominent industrialist like Purshottamdas, G D Birla formed FICCI. They wanted protection against imports of foreign goods and rupee sterling exchange ratio and refused to sell imported goods.

(d) **Working Class Group**—Nagpur Workers adopted boycott of foreign goods, against low wages and poor working conditions.

(e) **Women**—participated in the protest marches, manufacturing of salt and boycotted foreign goods.

(Any two) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. Simon Commission was greeted with slogan 'Go back Simon' at arrival in India. Support this reaction of Indians with arguments.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Simon Commission

- (a) The new Tory government in Britain constituted a Statutory Commission under Sir John Simon.
- (b) Set up in response to the nationalist movement.
- (c) The commission was to look into the functioning of the constitutional system in India and suggest changes.
- (d) The problem was that the commission didn't have a single Indian member.
- (e) When the Simon Commission arrived in India in 1928, it was greeted with the slogan 'Go back Simon'.
- (f) All parties, including the Congress and the Muslim League, participated in the demonstrations.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. Explain in brief the 'Dandi March'.

[Board Term-II, 2016, Set JCJQ6VD]

OR

Describe the main features of the 'Salt March'.

[Board Term II 2014]

- Ans. (a)** Mahatma Gandhi started his famous 'Salt March' or 'Dandi March' on 11th March, 1930 accompanied by 78 of his volunteers.
- (b) The march was to cover 240 miles.
 - (c) On 6th April, 1930, he reached Dandi and ceremonially violated the law by manufacturing salt by boiling sea water.
 - (d) This marked the beginning of Civil Disobedience Movement.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 4. Who had designed the 'Swaraj Flag' in 1921 ? Explain the main features of this 'Swaraj Flag'.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

Which flag did Gandhiji design in 1921 ? Mention its special features.

[Board Term-II, 2016, KCG34U9; 2014]

- Ans. (a)** In 1921, Gandhiji had designed the Swaraj flag.
- (b) It was a tricolour (red, green and white) flag and had a spinning wheel in the centre representing the Gandhian ideal of self-help.
 - (c) Carrying the flag, holding it aloft, during marches became a symbol of defiance.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 5. "The Civil Disobedience Movement was different from the Non-Cooperation Movement." Support the statement with examples.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

How was the Civil Disobedience Movement different from the Non-Cooperation Movement ? State any three points of difference.

[Board Term II, 2011, Set 02/C1]

Ans. The Civil Disobedience Movement was different from the Non-Cooperation Movement : Non-Cooperation Movement :

- (a) The people were asked not to cooperate with the government.
- (b) Foreign goods were boycotted.
- (c) Liquor shops were picketed.
- (d) Foreign clothes were burnt in heaps.
- (e) In many places merchants and traders refused to trade on foreign goods or finance foreign traders.
- (f) Students left the government owned schools and college.
- (g) Lawyers gave up legal practices.

Civil Disobedience Movement :

- (a) People were asked to break colonial laws.
- (b) The countrymen broke the salt law.
- (c) Peasants refused to pay revenue and chaukidari tax.
- (d) Village officials resigned from their jobs.
- (e) Forest people violated forest rules and laws.

(Any three points of difference to be mentioned)

$1\frac{1}{2} + 1\frac{1}{2} = 3$

[CBSE Marking Scheme, 2016]

Q. 6. What type of flag was designed during the 'Swadeshi Movement' in Bengal ? Explain its main features.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. During the "Swadeshi Movement" in Bengal the flag designed was a Tricolour Flag.

The two features of the flag were :

- (a) The colour of the flag was Red, Green and Yellow.
- (b) It had eight lotuses representing eight provinces in British India.
- (c) It had a crescent moon representing Hindus and Muslims.

(Any two) $1 + 2 = 3$

[CBSE Marking Scheme, 2016]

Q. 7. How did the Salt March become an effective tool of resistance against colonialism ? Explain.

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

Ans. 'Salt March' became an effective tool of resistance against colonialism because :

Mahatma Gandhi found in salt a powerful symbol that could unite the nation.

Gandhiji sent a letter to Viceroy Irwin stating eleven demands. The most stirring of all was the demand to abolish the salt tax.

Salt was the most essential item of food and was consumed by rich and poor alike.

Irwin was unwilling to negotiate, so Gandhiji started Salt march with 78 volunteers. (On 6th April) he reached Dandi, violated law and made salt.

This March developed the feeling of nationalism, people in different parts of the country broke the salt law and manufactured salt and demonstrated in front of government salt factories.

[CBSE Marking Scheme, 2015] 3

Q. 8. Describe the main features of 'Poona Pact'.

[Board Term-II, 2015 Outside Delhi Set-1]

Ans. The main features of 'Poona Pact' were :

- (a) The Poona Pact (September 1932) gave Depressed Classes (later to be known as Scheduled Caste) reserved seats in provincial and central legislative councils.
- (b) They were to be voted in by the general electorate.
- (c) The Act came into force due to Gandhiji's fast unto death.
- (d) Ambedkar ultimately accepted Gandhiji's stand.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 9. How did women participate in the Civil Disobedience Movement ? Explain.

[Board Term-II, 2015 Foreign Set-3]

Ans. Participation of women in the Civil Disobedience Movement :

- (a) Women in large number participated in the Civil Disobedience Movement.
- (b) During Salt March thousands of women came out of their homes to listen to Gandhiji.
- (c) They participated in protest marches, manufactured salt.
- (d) They picketed foreign cloth and liquor shops.
- (e) Many went to jail.
- (f) They began to see service to the nation as a sacred duty of women

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 10. "The Congress was reluctant to include the demands of industrial workers in its programme of struggle." Analyse the reasons.

[Board Term-II, 2015, Delhi Set-1]

Ans. The Congress was reluctant to include the demands of industrial workers in its programme of struggle:

- (i) The industrialists came closer to the Congress, but the workers stayed aloof.
- (ii) Congress felt this would alienate industrialists.
- (iii) It would divide its anti-imperial forces.
- (iv) Civil Disobedience Movement would be weakened.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 11. Why did political leaders differ sharply over the question of separate electorates for Muslims and the Dalits ?

[Board Term-II 2014]

Ans. (a) Dalit began organizing themselves, demanding reserved seats in educational institutions, and a separate electorate. Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.

- (b) Ambedkar ultimately accepted Gandhiji's proposal and the result was the Poona Pact of September 1932.

(c) After the decline of the Non-Cooperation-Khilafat Movement, large section of Muslims felt alienated from the Congress. Many Muslim leaders and intellectuals expressed their concern about the status of Muslims as a minority within India. They feared that the culture and identity of minorities would be submerged under the domination of Hindu majority.

$1 \times 3 = 3$

Q. 12. Examine the events that led to the Civil Disobedience Movement. Why did the industrialists support this movement ?

[Board Term-II, 2012, Set 2030]

Ans. The events that led to the Civil Disobedience Movement include :

- (a) Arrival of Simon Commission consisting of all British members, in 1928 and their report.
- (b) Successful peasant movement in Bardoli, Meerut and Lahore conspiracy cases in 1929.
- (c) Lahore session of Congress in 1929.
- (d) Nehru report in respect of Indian Constitution.
- (e) Demonstrators being brutally assaulted in anti-Simon Commission agitation.

Industrialists supported this movement because :

During the First World War, Indian merchants and industrialists had made huge profits and became powerful. Keen on expanding their business, they now reacted against colonial policies that restricted business activities.

$2 + 1 = 3$

Q. 13. What was the objective of Simon Commission ? Why was it opposed in India ?

[Board Term-II 2012, Set 2076]

Ans. Simon Commission was set up to look into the functioning of the Constitutional System in India and suggest changes. It was opposed because :

- (a) It had no Indian member.
- (b) They were all whites.

$1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Q. 14. Explain the efforts made by Dr. B.R. Ambedkar for the political empowerment of the Dalits or Depressed Classes.[Board Term-II, 2012, Set 68011]

Ans. (a) Dr. B.R. Ambedkar organized the 'Dalits' into the Depressed Classes Association in 1930.

- (b) He clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.
- (c) In 1932, he signed Poona Pact which gave the depressed classes reserved seats in the provincial and Central Legislative Councils.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 15. How did the industrialists relate to the Civil Disobedience Movement ? Analyse their role.

Ans. Industrialists related to Civil-Disobedience Movement :

- (a) Indian industrialists had made huge profits during the First World War.

- (b) They became powerful. They wanted to expand their business, they wanted protection against imports of foreign goods.
- (c) They formed the Indian Industries and Commercial Congress in 1920 and 1927.
- (d) They formed Federation of the Indian Chamber of Commerce and Industries.

- (e) Purshotamdas, Thakurdas and G.D Birla attacked colonial control over the Indian economy and supported the Civil Disobedience Movement.
- (f) They gave financial assistance and refused to buy or sell imported goods. **(Any three) $1 \times 3 = 3$**

Long Answer Type Questions

(5 marks each)

Q. 1. Why did Mahatma Gandhi relaunch the Civil Disobedience Movement with great apprehension? Explain.

[Board Term-II, 2016, Outside Delhi Set-2]

Ans. Mahatma Gandhi relaunched the Civil Disobedience Movement with great apprehension:

- (i) In December, 1931 Gandhiji went to London for the Round Table Conference, but the negotiations broke down and he returned disappointed.
- (ii) In India, he discovered that the government had begun a new cycle of repression.
- (iii) Abdul Ghaffar Khan and Jawahar Lal Nehru were both in jail.
- (iv) The Congress had been declared illegal.
- (v) A series of measures had been imposed to prevent meetings, demonstrations and boycotts. $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Why did Mahatma Gandhi find in 'Salt' a powerful symbol that could unite the nation ? Explain.

[Board Term-II, 2016, Delhi Set-2]

Ans. Mahatma Gandhi found 'Salt' a powerful symbol:

Gandhiji sent a letter to Viceroy Irwin stating eleven demands on 31st January, 1930. The most stirring of all was to abolish the salt tax. Salt was one of the most essential items of food. It was consumed both by rich and poor alike. He urged them to peacefully defy the tax imposed on salt. On 6th April he reached Dandi and violated the law.

[CBSE Marking Scheme, 2016] 5

Q. 3. How did the Civil Disobedience Movement come into force in various parts of the country ? Explain with examples. [Board Term-II, 2016, OD Set-3]

Ans. Civil Disobedience Movement came into force in various parts of the country :

- (a) Gandhiji led the Salt March from Sabarmati Ashram to Dandi with his followers starting the Civil Disobedience Movement.
- (b) Thousands in different parts of the country broke the Salt Law, manufactured salt and demonstrated in front of government salt factories.
- (c) In the country side like the rich Patidars of Gujarat and Jats of Uttar Pradesh were active in the movement.
- (d) As rich peasant communities were very hard hit by the trade depression and falling prices, they became enthusiastic supporters of the Civil Disobedience Movement.

(e) As the depression continued and cash invoice dwindled, the small tenants found it difficult to pay the rent. They wanted the unpaid rent to the landlords to be remitted and thus they joined the movement.

(f) Merchants and industrialists supported the movement by giving the financial assistance and refused to buy and sell the imported goods.

(g) The industrial working class of Nagpur region participated in the CDM.

(h) Railway worker, dock workers, coal mine workers of Chota Nagpur etc. participated in protest rallies and boycott campaigns.

(i) Women also participated in large numbers.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 4. Describe the composition of tricolour flag designed during the Swadeshi Movement in Bengal.

[Board Term-2, 2015, Set WVIVSA5]

Ans. (a) It was designed in Bengal.

(b) It was tricolour flag.

(c) Having red, yellow and green colours.

(d) It had eight lotuses representing our eight provinces.

(e) A crescent moon representing Hindus and Muslims. [CBSE Marking Scheme, 2015] 5

Q. 5. Explain the attitude of the Indian merchants and the industrialists towards the 'Civil Disobedience' Movement'.

[Board Term-II, 2015, Outside Delhi Set-1]

Ans. The attitude of the Indian merchants and the industrialists towards the Civil Disobedience Movement was :

(a) During the 1st World War, Indian merchants and industrialists had made huge profits and became powerful.

(b) They wanted protection against imports of foreign goods and a Rupee Sterling foreign exchange ratio that would discourage import.

(c) To organize business interest they formed the Indian Industrial and Commercial Congress (in 1920) and the Federation of Indian Chamber of Commerce and Industries - FICCI (in 1927).

(d) They gave financial assistance and refused to buy or sell imported goods.

- (e) Most businessmen came to see 'Swaraj' at a time when colonial restrictions on business would no longer exist and trade and industry would flourish without constraints.
 - (f) After the failure of the Round Table Conference business groups were no longer uniformly enthusiastic.
 - (g) They were apprehensive of the spread of militant activities and worried about prolonged disruption of business.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 6. Describe the significance of the Civil Disobedience Movement in the freedom struggle of India.

[Board Term-II, 2015, Foreign Set-3]

Ans. Significance of the Civil Disobedience Movement :

- (a) The Civil Disobedience Movement launched against the arrival of the Simon Commission. This continues between 1930-34.
 - (b) Complete Independence was the main aim of Civil Disobedience Movement which formulated this demand in the Lahore session.
 - (c) It was full fledged mass movement.
 - (d) Mahatma Gandhi started famous Salt March.
 - (e) On 6th April, he ceremonically violated the law, manufacturing salt by boiling sea water.
 - (f) This marked the beginning of the Civil Disobedience Movement.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 7. How did different Social groups participate in the Civil Disobedience Movement ? Explain with examples.

[Board Term-II, 2014]

Ans. (a) In the countryside for the rich peasant communities fight, 'Swaraj' was a struggle against high revenue.

- (b) The countrymen broke the Salt Law.
- (c) Foreign clothes were boycotted and liquor shops were picketed.
- (d) Peasants refused to pay the land revenue.
- (e) Village officials resigned from their jobs.
- (f) People violated forest laws.

5

[CBSE Marking Scheme, 2014]

Q. 8. "Some of the Muslim political organizations in India, were lukewarm in their response to the 'Civil Disobedience Movement'." Examine the statement.

(Board Term-II, 2013)

Ans. Large sections of Muslims were lukewarm in their response to the Civil Disobedience Movement due to the following factors :

- (a) The decline of Khilafat and Non-Cooperation Movements led to alienation of Muslims from the Congress.
- (b) From the mid 1920's, the Congress was seen to be visibly associated with Hindu nationalist groups like the Hindu Mahasabha.
- (c) Relations between Hindus and Muslims worsened and communal riots took place.
- (d) The Muslim League gained prominence with its claim of representing Muslims and demanding separate electorates for them.

[CBSE Marking Scheme, 2013] 5

Q. 9. Explain any five factors which gave rise to the Civil Disobedience Movement of 1930.

[Board Term-II, 2012, Set 68001]

Ans. Factors that gave rise to the Civil Disobedience Movement were :

- (a) The problem with the Simon Commission.
- (b) Irwin's vague offer of Dominion Status for India in an unspecified future.
- (c) Salt Law.
- (d) Neglect of eleven demands of Gandhiji by the British.
- (e) Lahore Session of INC (1929).

$1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 10. Why did the poor peasants join the Civil Disobedience Movement (1930-34) ? Why could not the Congress give full support to their demands ?

[Board Term-II, 2012, Set 68004]

Ans. The peasants joined the Civil Disobedience Movement (1930-34) because poor peasantry were not just interested in the lowering of the revenue demand. Many had rented land. They could not pay rent because of the depression and dwindling cash incomes. They wanted the unpaid rent to landlord remitted.

Congress could not give full support because they thought rich peasants and landlords would be upset. It was unwilling to support 'no rent' campaign in most places. So, the relationship between the poor peasants and the Congress remained uncertain.

$2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 11. Which incident marked the beginning of Civil Disobedience Movement ? Why did the peasants join the Civil Disobedience Movement ?

[Board Term II 2012, Set 68015]

Ans. Civil Disobedience Movement : Violation of Salt Law by manufacturing salt from sea water by Gandhiji marked the beginning of Civil Disobedience Movement.

The peasants joined the Civil Disobedience Movement due to the following reasons :

- (a) Rich peasants (Patidars of Gujarat and Jats of Uttar Pradesh) were active in the movement. They were hard hit by the trade depressions and falling prices. The refusal of the government to reduce the revenue led to widespread resentment.
- (b) For the rich peasants, fight for Swaraj was a struggle against high revenue.
- (c) Poor peasants wanted the unpaid rent to the landlord be remitted so they joined the Civil Disobedience Movement.

$2 + 3 = 5$

[CBSE Marking Scheme, 2012]

Q. 12. Explain the grievances of the peasants against the government. What steps were taken to organise Peasant Movement to fulfil their demands during the colonial rule ? [Board Term-II, 2012, Set 68017]

Ans. Reasons of grievances of the peasants against the government were :

- (a) Due to forest laws of the colonial government.

- (b) Depriving them of the traditional rights of entering the forest.
- (c) High land Revenue.
- (d) Forced to perform begar. **(Any three)**

Steps taken to organize Peasant Movement :

- (a) Many Kisan Sabhas were organised.
- (b) Organized Guerrilla Militant Movement.
- (c) Attacked police station and attempted to kill police officials.
- (d) Gandhiji declared that no tax to be paid.

(Any two) $3 + 2 = 5$

[CBSE Marking Scheme, 2012]

Q. 13. Critically examine the main aspects of Indian National Movement during the period between 1920 and 1935. [Board Term-II, 2012, Set 68020]

Ans. Following are the main aspects of the Indian National Movement between 1920-1935 :

- (a) Beginning of Mass Movement after Jallianwala Bagh Massacre.
- (b) Application of Satyagraha to Mass Movement, new methods to protest, boycott, picketing, renunciation of titles, non-payment of taxes.
- (c) People of different sections and parts shared a common bond of resistance – united in their hatred against the British rule.
- (d) Industrialists led by Purshottamdas, Thakurdas and G. D. Birla criticized colonialism. $\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]



TOPIC-3

People's Participation in the Movement

QUICK REVIEW

➤ **Farmers**

For the farmers, the fight for swaraj was a struggle against high revenues. When the movement was called off in 1931; without the revenue rates being revised; the farmers were highly disappointed. Many of them refused to participate when the movement was re-launched in 1932. The small tenants just wanted the unpaid rent to the landlord to be remitted. They often joined the radical movements which were led by Socialists and Communists. Congress did not want to alienate the rich landlords and hence, the relationship between the poor peasants and Congress was uncertain.

➤ **Businessmen**

The Indian merchants and industrialists could grow their business during the First World War. They were against those colonial policies which restricted their business activities. They wanted protection against imports and a rupee-sterling foreign exchange ratio which would discourage imports. The Indian Industrial and Commercial Congress was formed in 1920 and the Federation of the Indian Chamber of Commerce and Industries (FICCI) was formed in 1927. These were the results of attempts to bring the common business interests on a common platform. For the businessmen, Swaraj meant an end to oppressive colonial policies. They wanted an environment which could allow the business to flourish. They were apprehensive of militant activities and of growing influence of socialism among the younger members of the Congress.

➤ **Industrial Workers**

The industrial workers showed lukewarm response to the Civil Disobedience Movement. Since industrialists were closer to the Congress, workers kept a distance from the movement. But some workers selectively participated in the Movement. Congress did not want to alienate the industrialists and hence preferred to keep the workers' demands at bay.

➤ **Women's Participation**

Women also participated in the Civil Disobedience Movement in large numbers. However, most of the women were from high-caste families in the urban areas and from rich peasant households in the rural areas. But for a long time, the Congress was reluctant to give any position of authority to women within the organization. The Congress was just keen on the symbolic presence of women.



KNOW THE TERMS

- **Folklores** : Many nationalist leaders took help of folk tales to spread the idea of nationalism. It was believed that the folk tales revealed the true picture of traditional culture.
- **Reinterpretation of History** : Many Indians felt that the British had given a different interpretation of the Indian history. They felt that it was important to interpret the history from an Indian perspective. They wanted to glorify the rich past of India so that the Indians could feel proud of their history.



KNOW THE DATES

- 1939 : Outbreak of the Second World War.
- 1937 : Election held for Provincial Assemblies.
- 1930 : Dr. B. R. Ambedkar established Depressed Classes Association.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Name a leader of the Dalits and the association formed by him.

Ans. Dr B.R. Ambedkar, Depressed Classes Association in 1930. 1

Q. 2. By whom was the first image of Bharat Mata painted ?

Ans. Abanindranath Tagore. 1

Q. 3. Why had Congress ignored the dalits for long ?

Ans. For fear of offending the Sanatanis. 1

Q. 4. Which Muslim leader was willing to give up the demand for separate electorates ?

Ans. Mohammad Ali Jinnah. 1

Q. 5. Why did Gandhiji begin fast unto death when Dr. B.R. Ambedkar demanded separate electorate for Dalits ?

Ans. Separate electorate would create divisions in the society. 1

Q. 6. Who was the writer of 'Vande Matram'?

Ans. Bankim Chandra Chattopadhyay. 1

Short Answer Type Questions

(3 marks each)

Q. 1. What were Mahatma Gandhi's views on women's participation in the national movements ?

[Board Term-II, 2016, Set KCG34U9]

Ans. (i) According to Gandhiji, woman is companion of man and gifted with equal rights of freedom and liberty.

(ii) Woman is more fit than man to take exploration and bolder action in non-violence.

(iii) Woman is the better half of humanity, not the weaker sex. 3

[CBSE Marking Scheme, 2016]

Q. 2. Explain any three features of the Peasant Movement organized in Awadh in the second decade of 20th century.

[Board Term-II, 2012, Set 68010]

Ans. (a) In the second decade of 20th century, a Peasant Movement started against exploitation of talukdars and landlords.

(b) The movement was led by Baba Ramchandra who was earlier a Sanyasi.

(c) The peasants through this movement demanded reduction of revenue, abolition of 'begar' and social boycott of oppressive landlords. $1 \times 3 = 3$.

[CBSE Marking Scheme, 2012]

Q. 3. What were the demands of the Peasant Movement ? Explain any two. What contribution did Jawaharlal Nehru make to this movement ?

[Board Term-II, 2012, Set 68013]

Ans. (a) Demands of the Peasant Movement were :

(i) Reduction of revenue.

(ii) Abolition of begar.

(iii) Social boycott of oppressive landlords.

(Any two) 3

(b) Jawaharlal Nehru's contribution to the movement was :

➤ He went around villages to understand the grievances of the villagers. Oudh Kisan Sabha was set up and within a month 300 branches were set up. $2 + 1 = 3$

Q. 4. What were the limitations of the Civil Disobedience Movement ? [Board Term-II, 2011]

Ans. Refer to Ans. of Q. 6 Long Answer Type Questions.

3

Long Answer Type Questions

(5 marks each)

Q. 1. How did a variety of cultural processes play an important role in the making of nationalism in India ? Explain with examples.

[Board Term-II, 2016, Delhi Set-3]

OR

How did people belonging to different communities, regions or language groups develop a sense of collective belonging ? [Board SQP-2016]

Ans. (a) This sense of collective belonging came partly through the experience of united struggles and growing anger among people against the colonial government.

(b) But there were also a variety of cultural processes through which nationalism captured people's imagination :

- (a) The identity of the nation symbolised in a figure or image of Bharat Mata created through literature, songs, paintings etc.
- (b) Movement to revive Indian folklore to enhance nationalist sentiments.
- (c) Role of icons and symbols in unifying people and inspiring in them a feeling of nationalism.
- (d) Creating a feeling of nationalism was through reinterpretation of history. $1 + 4 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. "Nationalism spreads when people begin to believe that they are all part of the same nation."
Support the statement.

[Board Term II, 2015 Delhi Set-1, 2, 3]

Ans. Nationalism spreads when people begin to believe that they are all part of the same nation. The sense of collective belonging came partly through the experience of united struggles. Variety of cultural processes through which nationalism captured people's imagination. History and fiction, folklore and songs helped with promotion of nationalism. Literature also helped to arouse national feelings. The ideas of nationalism also developed through the celebration of regional festivals. As the national movement developed nationalist leaders became more and more of icons and symbols in unifying and inspiring in them a feeling of nationalism.

[CBSE Marking Scheme, 2015] 5

Q. 3. How did the peasants of Awadh use different methods to achieve their goal ? Explain with examples. [Board Term-II, 2014]

- (a) Peasants of Awadh were led by Baba Ram Chandra, a Sanyasi. The movement was against Talukdars and Landlords.
- (b) The landlords and talukdars demanded exorbitantly high rents and other cess. Peasants had to do begar and work at landlord's farms without any payment.
- (c) As tenants, the farmers had no security of tenure. The peasant movement demanded reduction of revenue, abolition of begar and social boycott of oppressive landlords.
- (d) In many places, nai-dhobi bandhs were organized by panchayats to deprive landlords of the services of barbers and washermen.
- (e) Oudh Kisan Sabha was set up headed by Jawaharlal Nehru; Baba Ram Chandra and few others.

Within a month, over 300 branches were set up in the villages. The peasants developed in forms. In 1921, the houses of Talukdars and Merchants were attacked. Bazaars were looted. Grain hoards were taken over. $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

Q. 4. Explain with examples the role of Industrialists in the freedom struggle of India.

[Board Term-II, 2014]

Ans. (a) They lent their support to the Congress in protest against the colonial policies that restricted indigenous business enterprises.

- (b) They also gave financial assistance and refused to buy or sell foreign goods. They formed associations like the Indian Industrial and Commercial Congress in 1920 and FICCI in 1927.
- (c) They viewed Swaraj as freedom from the domination of market by foreign goods but withdrew their support when the Second Round Table Congress failed.
- (d) They were also concerned about the rise of the socialist ideology in the Congress.
- (e) Purshottamdas, Thakurdas and G.D. Birla attacked the Colonial control over Indian economy.

[CBSE Marking Scheme, 2014] $1 \times 5 = 5$

Q. 5. "Dalit participation was limited in the Civil Disobedience Movement". Examine the statement.

[Board Term II, 2013]

Ans. Dalit participation was limited in the Civil Disobedience Movement. The causes for this are listed below :

- (a) Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits.
- (b) When the British government conceded Ambedkar's demand, Gandhiji began a fast unto death.
- (c) Gandhiji believed that separate electorates for Dalits would slow down the process of their integration into the society.
- (d) Dr. Ambedkar ultimately accepted Gandhiji's position and the result was the Poona Pact of September 1932.
- (e) It gave the Depressed Classes (later to be known as the Schedule Castes) reserved seats in Provincial and Central Legislative Councils, but they were to be voted in by the general electorate $1 \times 5 = 5$

Q. 6. What were the limitations of the Civil Disobedience Movement ? Elaborate. [Board Term-II, 2012, 2016]

Ans. Limitations of Civil Disobedience Movement :

- (a) Dalit participation was limited. They began organizing themselves, demanding reserved seats in educational institutions, and a separate electorate. Dr B.R. Ambedkar, who organized the Dalits into the Depressed Classes Association in 1930, clashed with Mahatma Gandhi at the Second Round Table Conference by demanding separate electorates for Dalits. Ambedkar ultimately accepted Gandhiji's proposal and the result was the Poona Pact of September 1932.
- (b) Muslim political groups were also lukewarm in their response to the Civil Disobedience Movement. After the decline of the Non-Cooperation-Khilafat Movement, large section of Muslims felt alienated from the Congress. When the Civil Disobedience Movement started, there was sudden atmosphere of suspicion and distrust between communities. Alienated from the Congress, large sections of Muslims could not respond to the call for a united struggle. Many Muslim leaders and intellectuals expressed their concern about the status of Muslims as a minority within India. They feared that the culture and identity of minorities would be submerged under the domination of Hindu majority. $2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 7. Critically examine any four features of the Civil Disobedience Movement.

[Board Term-II, 2012, Set 68003]

Ans. Four features of the Civil Disobedience Movement :

- (a) The most widespread non-violent mass movement led by Gandhiji.

(b) Large scale participation of women.

(c) Support given by commercial classes.

(d) Workers' participation in the movement, selectively adopting some of the ideas of Gandhian programme strikes of railways and dock workers. $1\frac{1}{4} \times 4 = 5$

Value Based Questions

Q. 1. Compare the images of Bharat Mata in this chapter with the image of Germania in Chapter 1.

[HOTS]

Ans. (i) The image of Bharat Mata created by Abanindranath Tagore is portrayed as an ascetic figure. She is calm, composed, divine and spiritual. Another image of Bharat Mata is shown with a trishul, standing beside a lion and an elephant - both are the symbols of power and authority.

(ii) Germania was the symbol of the German nation. She is depicted as a female figure standing against a background where beams of sunlight shine through the tricolour fabric of the national flag. Germania is wearing a crown of oak leaves, as the German oak stands for heroism. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 2. Which were the two types of demands mentioned by Gandhiji in his letter to Viceroy Irwin on 31 January 1930 ? Why was abolition of 'Salt tax' most stirring demand ? Explain.

Ans. The two types of demands mentioned by Gandhiji in his letter to Viceroy Irwin on 31 January 1930 were :

- (a) The reduction of land revenue.
- (b) The abolition of salt tax.

But abolition of 'salt tax' was most stirring demand because Gandhiji knew that salt-tax affected all sections of society, especially the poor. $2 + 1 = 3$

Q. 3. How were the untouchables treated in India ? Was it a right attitude ? What was the attitude of Gandhiji towards untouchability or untouchables?

Ans. (a) Untouchables were not allowed to enter into temple, access to public wells, tanks, roads and schools.

(b) It was not a right attitude.

(c) Gandhiji declared that swaraj would not come for a hundred years if untouchability was not eliminated. He called the untouchables as harijans or children of God. He organized Satyagraha to secure their entry into temples, access to public wells, tanks, roads and schools. He himself cleaned toilets to dignify the work of the sweeper and persuaded upper castes to change their heart and give up the sin of untouchability. $1 \times 3 = 3$

Q. 4. Imaging you are a woman participating in the Civil Disobedience Movement. Explain what the experience meant to your life ?

Ans. (i) As a woman it was a proud moment for me to participate in Gandhiji's Civil Disobedience Movement. It was a time when women were kept inside walls.

(ii) Though I had got good education, I was not allowed to take part in social or political activities. At the call of Gandhiji, I couldn't resist myself. Revolting against my family traditions, I became an active member of the movement.

(iii) I organized the women of my locality and began the activities of the movement. I was full of nationalistic fervour. It was the most memorable and proud phase of my life. $1 \times 3 = 3$



KNOW THE LINKS

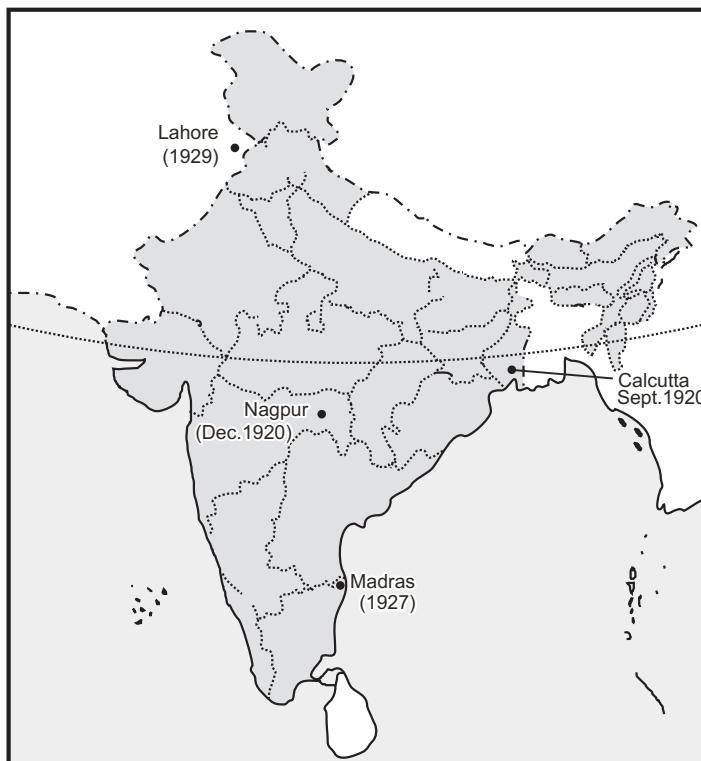
- Nationalism in India - Abanindranath Tagore
tagoreweb.in › Home › Essays › Nationalism
- Rise of Nationalism in India | Indian History
www.historydiscussion.net/...of-india/...nationalism-in-india-indian
- A short note on Civil Disobedience Movement in India
www.preservearticles.com/.../civil-disobedience-movement.html
- Essay on Civil Disobedience Movement in India (1930-34)
www.historydiscussion.net/...civil-disobedience-movement-in-india...
- Nationalism in India.docx - Google Docs
<https://docs.google.com/document/d/1qRgIX0-ij6TH3Q1-tY5Bzq.../edi>



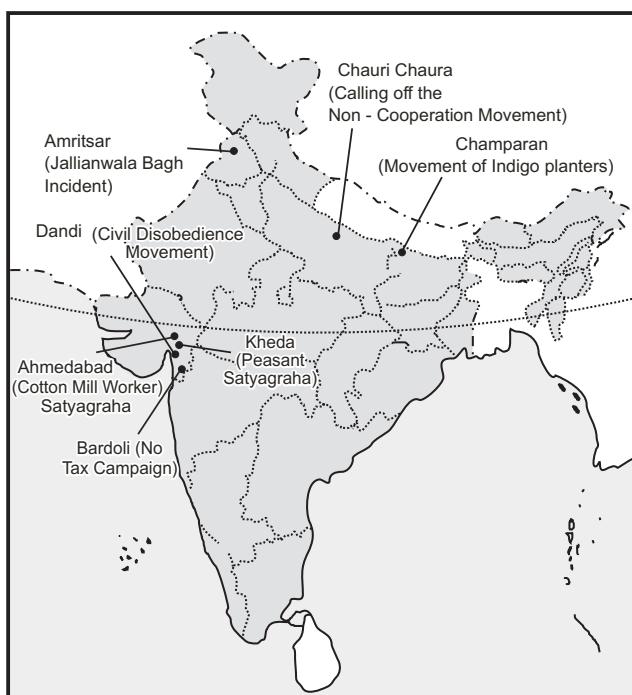
MAP WORK

HISTORY BASIC MAPS

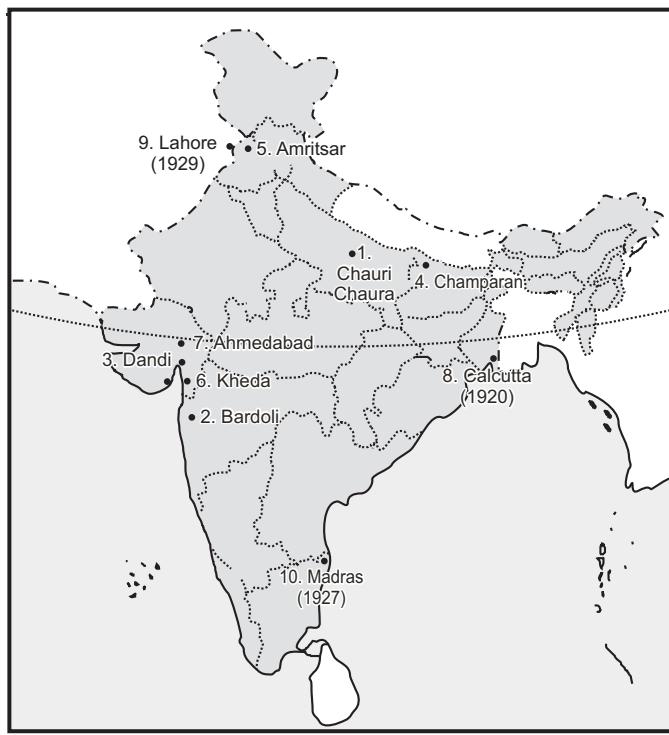
1. Indian National Congress Session



2. Important Centres of Indian National Movement



3. Indian History and National Movement



1. Chauri Chaura—Calling off the Non-Cooperation Movement

[Board Term-II, 2016, Set TCJQ6VD, Outside Delhi Set-1, 2, 3; 2015, Outside Delhi Set-1, 2, 3]

2. Bardoli—No Tax Campaign

[Board Term-II, 2016, Foreign Set-1, 2, 3; 2015, Outside Delhi Set-1, 2, 3]

3. Dandi—Civil Disobedience Movement

[Board SQP-2016] [Board Term-II, 2016 Delhi Set-1, 2, 3]

4. Champaran—Movement of Indigo Planters

5. Amritsar—Jallianwala Bagh Incident.

[Board Term-II, 2016, Delhi (Set-1, 2, 3), Outside Delhi (Set-1, 2, 3), 2015, Foreign Set-1, 2, 3]

6. Kheda—Peasant Satyagraha

7. Ahmedabad—Cotton Mill Workers Satyagraha

[Board SQP-2016, Board Term-II, 2015, Foreign Set-1, 2, 3]

8. Session of Indian National Congress (1920)—Calcutta

[Board Term-II, 2016, Outside Delhi (Set-1, 2, 3), 2015, Foreign Set-1, 2, 3]

9. Session of Indian National Congress (1929)—Lahore

[Board Term II, 2016, Set TCJQ6VD]

10. Session of Indian National Congress (1927)—Madras

[Board Term II, 2016, Delhi Set-1, 2, 3; 2015, Outside Delhi, Set-1, 2, 3]

Examination Questions

(3 marks each)

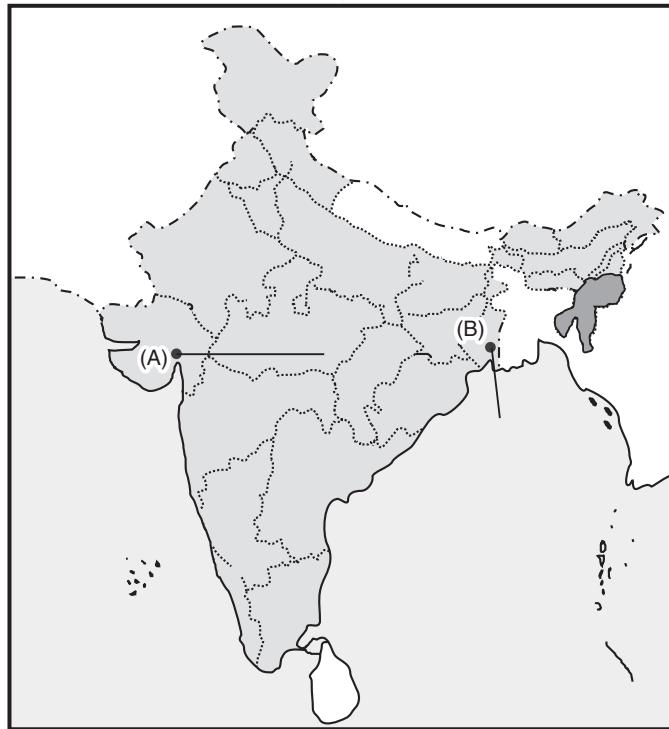
Q. 1. Two items A and B are shown in the given political outline map of India. Identify these items with the help of following information and write their correct names on the lines marked on the map.

(A) The place which is known for Cotton Mill Workers Satyagraha.

(B) The place where Congress Session was held in September 1920.

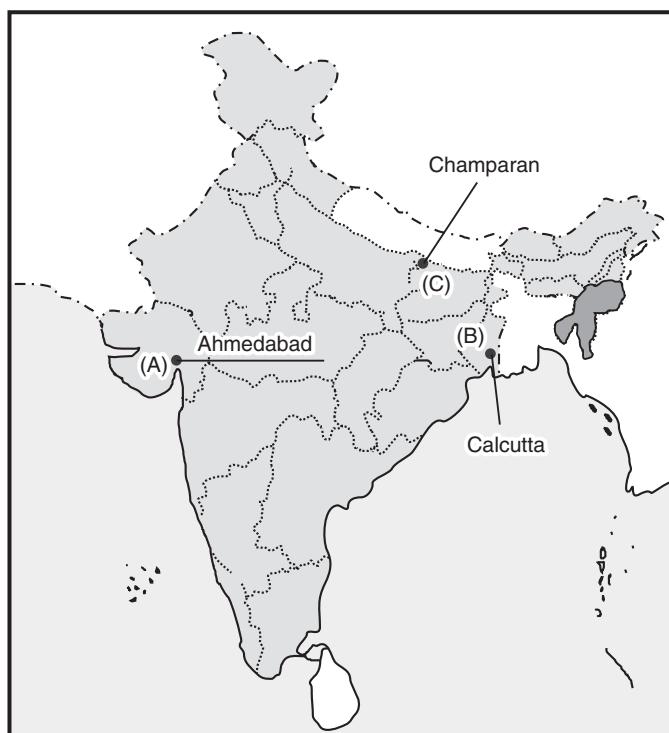
On the same political outline map of India, locate and label the following items with appropriate symbols :

(C) Champaran : The place known for Indigo Planters Movement. [Board Term-II, 2016, Set KCG34U9]



Ans. The correct information has been provided and the locations have also been marked on the map.

- (A) **Ahmedabad** : The place which is known for Cotton Mill Workers Satyagraha.
- (B) **Calcutta** : The place where Congress Session was held in September 1920.
- (C) **Champaran** : The place known for Indigo Planters Movement.



Q. 2. Three features A, B and C are marked in the political outline map of India. Identify these features with the help of the following information and write their correct names on the lines marked on the map :

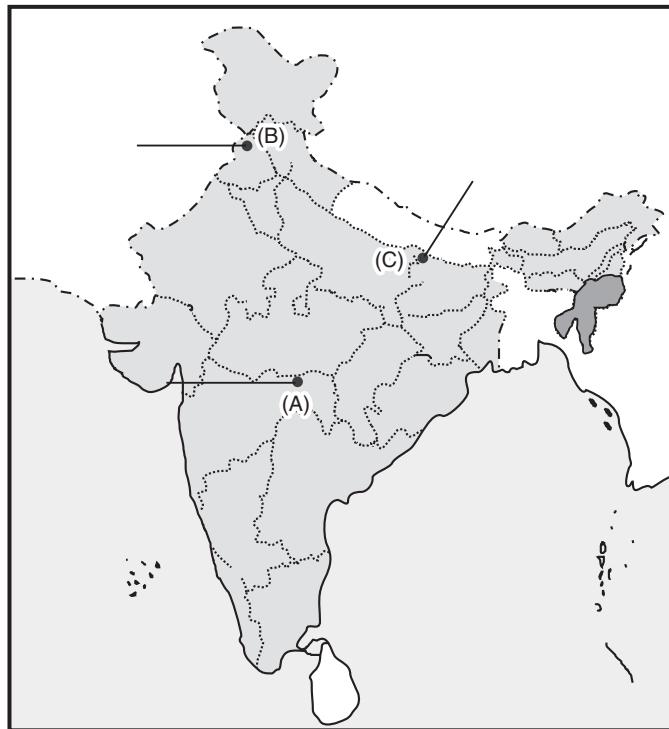
- (A) The place where the Indian National Congress Session was held in 1920.

(B) The city where the Jallianwala Bagh incident occurred.

[Board Term-II, 2015, Delhi Set-1,2,3]

(C) The place where the peasants struggled against the Indigo Plantation System.

[Board Term-II, 2016, TCJQ6VD, Foreign Set-1, 2, 3; 2015, Board Term-II, Delhi Set-1,2,3]

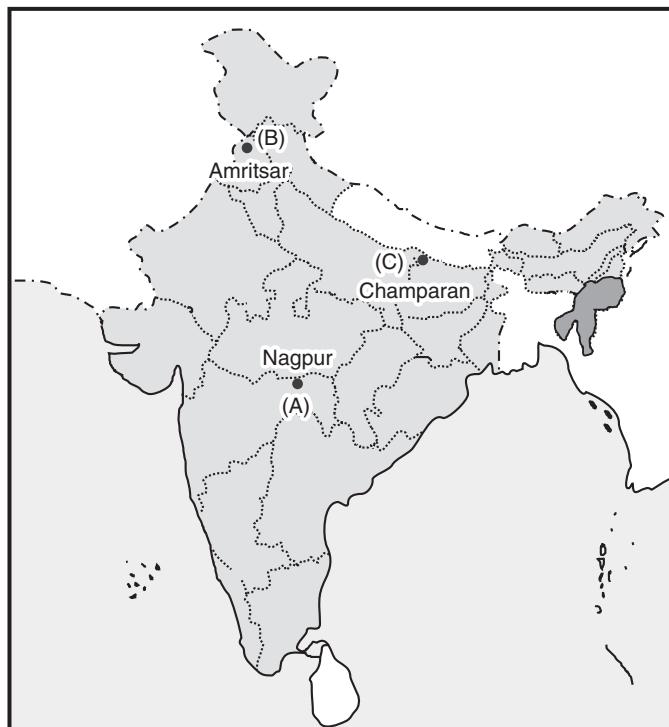


Ans. The correct information has been provided and the locations have also been marked on the map.

(A) Nagpur : The place where the Indian National Congress Session was held in 1920.

(B) Amritsar : The city where the Jallianwala Bagh incident occurred.

(C) Champaran : The place where the peasants struggled against the Indigo Plantation System.



SYLLABUS

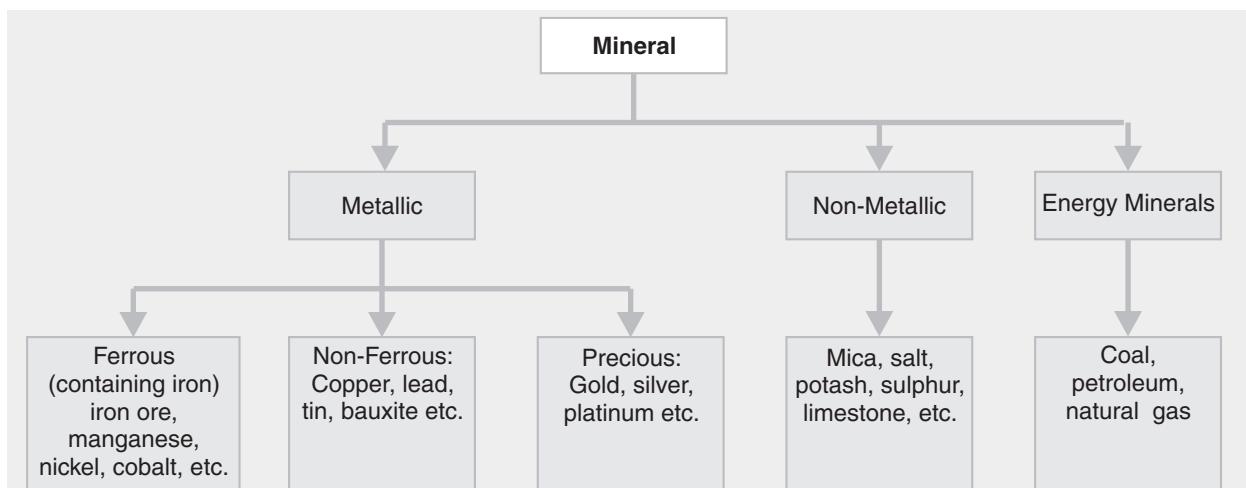
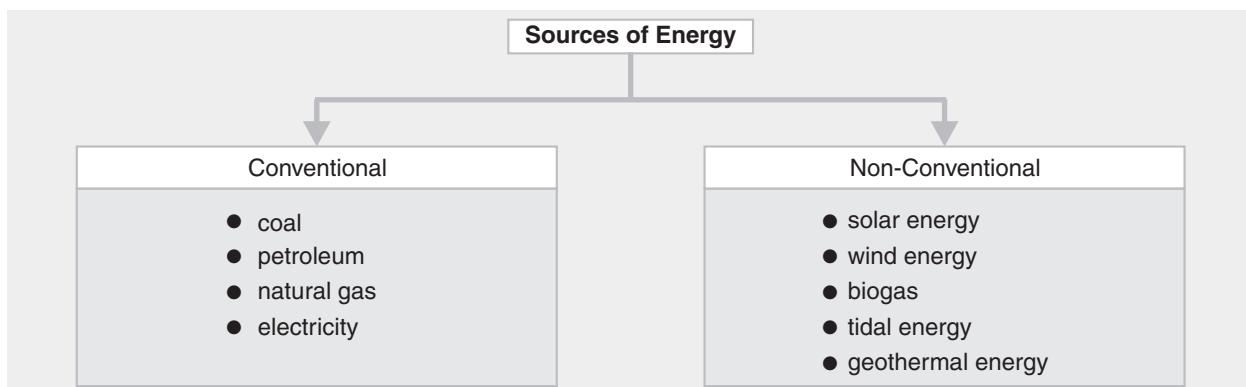
Mineral Resources : Types of Minerals, distribution, use and economic importance of minerals, conservation.

Energy Resources : Types of power resources : conventional and non-conventional, distribution, utilisation and conservation.

Objectives :

- Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilisation.*
- Discuss various types of conventional and non-conventional resources and their utilisation.*

FLOWCHARTS

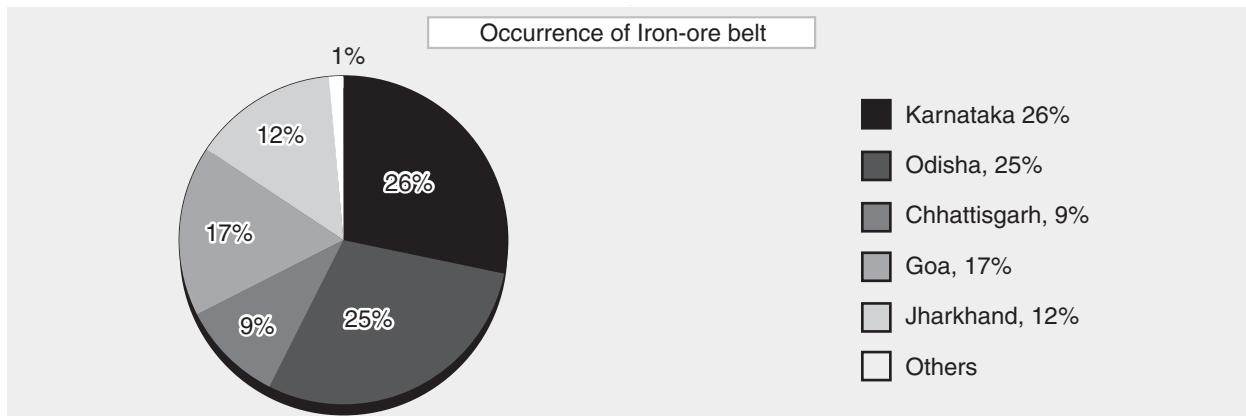


TOPIC - 1
Types of Mineral Resources P. 92

TOPIC - 2
Distribution and Conservation of Minerals in India P. 95

TOPIC - 3
Power Resources – Types and Conventional Sources P. 98

TOPIC - 4
Non-Conventional Resources and the Conservation of Power Resources P. 100



TOPIC-1 Types of Mineral Resources

QUICK REVIEW

- **Minerals :**
 - (i) Naturally occurring inorganic substances.
 - (ii) Found in rocks beneath the earth's surface in the form of compounds.
 - (iii) Solid crystal structure. Have a definite chemical composition comprising one or more elements.
 - (iv) Can be identified by their physical and chemical properties.
 - (v) Different appearances and occur in various forms, in a wide range of colours, hardness, forms lustre and density. As all minerals are formed from a certain combination of elements which depends upon the chemical and physical conditions under which the mineral forms. The geologists use these properties to categorise minerals.
- **Importance of Minerals :**
 - (i) Everything we use, eat and drink has minerals.
 - (ii) Economic development of people or nations can be vastly accelerated by the presence of valuable minerals.
 - (iii) Make our life comfortable and convenient.
 - (iv) They are also responsible for all the biological processes on earth.
- **Rocks Containing Minerals :**
 - (i) Compacted substances that comprise the earth's crust are called Rocks.
 - (ii) Rocks are the naturally formed aggregate of mineral particles. It is the minerals that impart their texture, colour, shape, hardness or softness to rocks.
For e.g., limestone is a rock consists of a single mineral.
 - (iii) Majority of rocks on the earth's crust are a combination or an aggregate of different minerals.
 - (iv) Over 3000 minerals have been identified so far; only a few are abundantly found.



KNOW THE TERMS

- **Mineral :** A naturally occurring substance that has a definite chemical composition is a mineral.
- **Metallic Minerals :** The metallic minerals contain metal in raw form. Metals are hard substances that conduct heat and electricity and have a characteristic lustre or shine. Iron ore, bauxite, manganese ore are some examples.
- **Non-Metallic Minerals :** The non-metallic minerals do not contain metals. Limestone, mica and gypsum are examples of such minerals. The mineral fuels like coal and petroleum are also non-metallic minerals.
- **Rock :** A rock is an aggregate of one or more minerals but without definite composition of constituent of mineral.
- **Ores :** Rocks from which minerals are mined are known as Ores. Although more than 2,800 types of minerals have been identified, only about 100 are considered ore minerals.
- **Mining :** The process of taking out minerals from rocks buried under the earth's surface is called Mining.
- **Open Cast Mining :** Minerals that lie at shallow depths are taken out by removing the surface layer; this is known as Open Cast Mining.

- **Shaft mining :** Deep bores, called shafts, have to be made to reach mineral deposits that lie at great depths. This is called Shaft Mining.
- **Drilling :** Petroleum and natural gas occur far below the earth's surface. Deep wells are bored to take them out, this is called Drilling.
- **Quarrying :** Minerals that lie near the surface are simply dug out, by the process known as Quarrying.

Very Short Answer Type Questions

(1 mark each)

- Q. 1. Name the minerals formed in beds and layers.**
[Board Term-II, 2016, Set TCJQ6VD] 1
Ans. Coal, and some forms of iron ore.
- Q. 2. Why are there a wide range of colours, hardness, crystal forms, lustre and density found in minerals ?** [Board Term-II, 2016 Delhi Set-1] 1
Ans. The ranges found in minerals are due to physical and chemical conditions.
- Q. 3. How do minerals occur in igneous and metamorphic rocks ?**
[Board Term-II, 2016 Delhi Set-2] 1
Ans. In igneous and metamorphic rocks, minerals may occur in cracks, crevices, faults and joints.
- Q. 4. How does mining affect the health of miners ?**
[Board Term-II, 2016, Foreign Set-3] 1
Ans. The dust and the noxious fumes inhaled by the mineral makes them vulnerable to pulmonary diseases.
- Q. 5. How do minerals occur in sedimentary rocks ?**
[Board Term-II, 2016, Delhi Set-3 2015, Outside Delhi Set-1] 1
Ans. In sedimentary rocks, minerals occur in beds or layers. They have been formed as a result of deposition, accumulation and concentration in horizontal strata.
- Q. 6. Which rock consists of single mineral only ?**
[Board Term-II, 2015, Delhi Set-1] 1
Ans. Limestone.
- Q. 7. What are the two types of minerals according to occurrence in igneous and metamorphic rocks ?**
Ans. Two types of minerals in igneous and metamorphic rocks are :
(a) Veins
(b) Lodes. $\frac{1}{2} \times 2 = 1$
- Q. 8. What is a mineral ?**
Ans. Mineral is a homogeneous naturally occurring substance with a definable internal structure. 1
- Q. 9. What is rock ?**
Ans. Rocks are combination of homogenous substance called minerals. 1
- Q. 10. Which sedimentary mineral is formed as a result of evaporation, especially in arid regions ?**
Ans. Potash salt. 1
- Q. 11. Which Nuclear Power plant is located in Tamil Nadu ?**
Ans. Kalpakkam. 1
- Q. 12. Which mineral is contained in the Monazite sand ?**
Ans. Thorium. 1
- Q. 13. Which mineral is largely derived from placer deposits ?**
Ans. Gold. 1

Short Answer Type Questions

(3 marks each)

- Q. 1. How is mining activity hazardous ? Explain.**
[Board Term-II, 2016, Set TCJQ6VD] 1
OR
How is the mining activity injurious to the health of the miners and environment ? Explain.
[Board Term-II, 2015, Delhi Set-1, 2, 3] 1
OR
"Mining affects health and environment both."
Comment. [Board Term-II, 2012, Set 68006] 1
- Ans.** The mining activity is injurious to the health of the miners and environment as :
(a) The dust and noxious fumes inhaled by miners make them vulnerable to pulmonary diseases.
(b) The risk of collapsing mine roofs.
(c) Inundation and fires in coalmines are a constant threat to miners.
(d) The water sources in the region get contaminated due to mining.
- (v)** Dumping of waste and slurry leads to degradation of land, soil and increase in stream and river pollution. $1 \times 3 = 3$
[CBSE Marking Scheme, 2015]
- Q. 2. Describe any three features of ferrous minerals found in India.** [Board Term-II, 2015, Foreign Set-1] 3
Ans. Features of Ferrous Minerals are :
(a) Ferrous minerals account for about three fourth of the total values of the production of metallic minerals.
(b) They provide a strong base for the development of metallurgical industries.
(c) India exports substantial quantities of minerals after meeting her internal demands.
(d) Iron ore and manganese are the major ferrous minerals. $1 \times 3 = 3$
[CBSE Marking Scheme, 2015]
- Q. 3. Define metallic and non-metallic minerals and give one example of each.** [Board Term-II, 2014] 3

Ans. Metallic minerals are those minerals that can be melted to obtain new products. **Example :** iron, copper.

Non-metallic minerals are those minerals which do not yield new products on melting. **Example :** coal, salt.

$$1\frac{1}{2} + 1\frac{1}{2} = 3$$

[CBSE Marking Scheme, 2014]

Q. 4. Name the non-metallic mineral which can split easily into thin sheets. Mention its uses.

[Board Term-II, 2014]

Ans. Mica is the non-metallic mineral which can be split easily into thin sheets. Mica is used in :

Electric and Electronic Industries : Mica is used in these industries due to its excellent di-electric strength.

Plastic industry uses mica as an extender and filler.

$$1 + 2 = 3$$

Q. 5. Why is conservation of minerals important ? How can we conserve minerals ?

[Board Term-II, 2014, 2012, 2027]

Ans. Conservation of minerals is important for the following reasons :

- (a) Minerals are exhaustible.
- (b) They are limited.
- (c) Minerals have manifold uses.
- (d) Growth of industrialisation has accelerated the extraction of minerals.

We can conserve minerals by making an efficient use of them and using recyclable sources of energy wherever possible. (Any two) $2 + 1 = 3$

[CBSE Marking Scheme, 2014]

Q. 6. Define the term mineral. Give one example of each of ferrous and non-ferrous minerals.

[Board Term-II, 2012, Set 68008]

Ans. Definition of Mineral : Mineral is a homogeneous, naturally occurring substance with a definable internal structure.

Examples of ferrous minerals : Iron ore, manganese, nickel, cobalt, etc.

Examples of non-ferrous minerals : copper, lead, tin, etc.

$$1 + 1 + 1 = 3$$

[CBSE Marking Scheme, 2012]

Q. 7. How does mining degrade environment ? Explain with three examples.

[Board Term-II, 2012, Set 68035]

Ans. Hazards of Mining are :

- (a) Dust and noxious fumes cause pulmonary diseases.
- (b) Risk of collapsing mine roof.
- (c) Inundation and fire in coalmine.
- (d) Contamination of water sources.
- (e) Degradation of land and soil.
- (f) Increase in stream and river pollution. $\frac{1}{2} \times 6 = 3$

Q. 8. What is a mineral ? Mention two types of formations in which they occur.

[Board Term II, 2011, Set 04/B1]

Ans. (a) Geologists define minerals as 'homogeneous, naturally occurring substance with a definable internal structure'.

(b) Types of formations :

- (i) In igneous and metamorphic rocks, the minerals occur as veins and lodes, e.g., tin, copper and zinc.
- (ii) In sedimentary rocks, they occur in beds or layers, e.g., gypsum, sodium salt, potash salt.
- (iii) Residual mass of weathered material formed when surface rocks decompose and soluble constituents are removed.
- (iv) As alluvial deposits/ placer deposits in sands of valley floors and base of hills.
- (v) In ocean waters. (Any two) $1 + 2 = 3$

Q. 9. Explain three factors that make mineral extractions commercially viable. [Board Term II, 2011, Set 14/A1]

Ans. (a) The minerals content of the ore must be in sufficient concentration.

- (b) The type of formation or structure in which they are found determines the relative cases with which mineral ores may be mined.

(c) The mineral should be close to the market so that the transportation cost is low. $1 \times 3 = 3$

Q. 10. "Mineral resources in India are unevenly distributed." Support the statement with three suitable examples. [Board Term II, 2011, Set 22/A1]

Ans. Uneven distribution of mineral resources :

- (a) Peninsular rocks contain coal, metallic minerals, mica and many other non-metallic minerals.
- (b) Sedimentary rocks on the Western and Eastern Ghats of the Peninsula, in Gujarat and Assam have most of the petroleum deposits.
- (c) Rajasthan has reserves of many non-ferrous minerals.
- (d) Alluvial plains of North India are devoid of economic minerals. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 11. Differentiate between Ferrous and Non-ferrous minerals. [Board Term II, 2011, Set 33/A1]

Ans.

Ferrous Minerals	Non-Ferrous Minerals
(a) The minerals containing iron content are known as ferrous minerals.	The minerals which do not contain iron content are known as non-ferrous minerals.
(b) They are used in iron and steel industry.	They have their own utility and are used in electrical, electronic, chemical industries.
(c) Example : Iron, manganese, cobalt etc.	Example : Copper, lead, aluminium etc.

$$1 \times 3 = 3$$

Q. 12. What are 'placer deposits'? Give examples of minerals found in such deposits. (Board Term II 2010)

Ans. (a) Certain minerals may occur as alluvial deposits in sands of valley floors and base of hills. These deposits are called 'placer deposits'.

- (b) They generally contain minerals which are not corroded by water.

(c) Gold, silver, tin and platinum are examples of some important minerals found in 'placer deposits'.

$$1 \times 3 = 3$$

Q. 13. What is a mineral ? State giving two examples how minerals are indispensable part of our lives.

Ans. Definition : Homogeneous naturally occurring substances with a definable internal structure.

Indispensable because of :

- (a) Everyday usage, e.g., household products
- (b) Manufacturing industries
- (c) Infrastructure.

(Any two) 1 + 2 = 3



TOPIC-2 Distribution and Conservation of Minerals in India

QUICK REVIEW

➤ **Distribution of Minerals in India :**

India is sufficiently rich in mineral resources. India has the potential to become an industrial power on its own because of its mineral resources. The geological survey of India carries the survey of minerals.

- (1) India is rich in iron ore and exports 1/4th of the world's iron ore reserves, coal, manganese, limestone, bauxite and mica.
- (2) India is poor in non-ferrous minerals like zinc, lead, copper, gold, sulphur. She is poor in oil and natural gas. She has to import these minerals to meet its requirements.
- (3) The distribution of minerals in India is uneven. There are four chief regions :
 - (i) North-eastern part of peninsula including Chhotanagpur plateau.
 - (ii) In Central region of Madhya Pradesh, Maharashtra, Chhattisgarh.
 - (iii) Rajasthan
 - (iv) The southern plateau.

The three leading states by the value of minerals:

- (i) Jharkhand-29.5% (ii) Madhya Pradesh-16.5% (iii) West Bengal- 10.7%

➤ **Conservation Of Minerals :**

All types of minerals are exhaustible resources. Other serious problems associated with minerals are production and accumulation of wastes at various stages of mining, processing as well as use.

- (1) **Efficiency in Mining :** Present technologies are inadequate in terms of their efficiency. The world has yet to evolve a really efficient technology suited to present day environment called the technology of beneficiation. e.g. A lot of feed stock went waste during petroleum refining; today these wastes are utilized to make many by-products.
- (2) **Substitutes :** Scarce minerals can be substituted by developing biodegradable alternatives. e.g. Copper was earlier used extensively in electrical industries. But now besides aluminium, many other materials are used to conserve precious copper.
- (3) **Recycling :** Mini steel plants are using scrap iron all over the world, which is the best examples of recycling. It helps reduce wastes, but efficient recycling technologies have yet to be developed. Recycling is very expensive. Problems also arise on account of mixing together of various types of minerals, otherwise products made from iron, copper, lead, zinc and almost all types of minerals can be recycled for more.
- (4) **Minimised Exports :** Exports should be minimised and value added manufactured products should be exported.

Most dynamic element in mineral conservation is however, technology as well as ecosystem management. Assessing the future demand for resources, proper planning is also a conservative technique. It also includes the use and disposal of wastes which constitutes the earth's greatest environment pollutants.



KNOW THE TERMS

- **Ferrous Minerals :** These minerals contain iron content. *Example-* Iron ore, manganese, etc.
- **Non-ferrous Minerals :** These minerals do not contain iron content *Example-*Copper, aluminium etc.
- **Metallic Minerals :** These minerals contain metal content. *Example-*Iron ore, tin, etc.
- **Non-Metallic Minerals :** These minerals do not contain metal content. *Example-*Mica, salt etc.

Very Short Answer Type Questions

(1 mark each)

Q. 1. How is iron-ore transported from Kudremukh mines to a port near Mangaluru ?

[Board Term-II, 2016, Foreign Set-1]

Ans. Iron-ore is transported as slurry through pipelines. 1

Q. 2. How did the Bailadila iron-ore field get its name ?

[Board Term-II, 2016 Foreign Set-2]

Ans. The Bailadila hills look like the hump of an ox, hence Bailadila iron-ore field get its name. 1

Q. 3. Why aluminium metal has great importance ?

[Board Term-II, 2016 Outside Delhi Set-3]

Ans. Because it combines the strength of metals such as iron with extreme lightness and also with good conductivity and great malleability. 1

Q. 4. Why is copper mainly used in electrical cables and electronic industries ? [Board SQP 2016]

Ans. Because of being malleable, ductile and a good conductor of heat and electricity. 1

Q. 5. What is Hematite ?

[Board Term-II, 2015, Set WIVSA5]

Ans. Hematite ore is the most important industrial iron ore in terms of the quantity used. 1

Q. 6. Name five largest iron-ore producing states of India.

Ans. The five largest iron producing states are Karnataka, Odisha, Chhattisgarh, Goa and Jharkhand. 1

Q. 7. Name any one use of Manganese.

Ans. It is used in manufacturing of steel and ferromanganese alloy. 1

Q. 8. Mention any one use of Copper.

Ans. Copper is mainly used in electrical cables, electronics and chemical industries. 1

Q. 9. What is the most important use of Mica ?

Ans. It has insulating property. 1

Q. 10. Koderma-Gaya-Hazaribagh belt of Bihar-Jharkhand is the leading producer of which mineral ?

Ans. Mica. 1

Q. 11. Which state is the largest producer of Manganese in India ?

Ans. Odisha is the largest producer of manganese in India. 1

Q. 12. Which mineral provides a strong base for the development of metallurgical industry ?

Ans. Ferrous. 1

Q. 13. Which mineral is used in the making of toothpastes ?

Ans. Limestone. 1

Q. 14. Which iron-ore mine is located in Karnataka ?

Ans. Kudremukh. 1

Q. 15. What are Neyvali mines famous for ?

Ans. Lignite. 1

Q. 16. Which is the best variety of iron-ore ?

Ans. Magnetite. 1

Short Answer Type Questions

(3 marks each)

Q. 1. "There is a pressing need to use renewable energy resources." Justify the statement with suitable arguments. [Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Need to use Renewable Energy Resources are :

- (a) The growing consumption of energy has resulted in the country becoming increasingly dependent on fossil fuels such as coal, oil and gas.
- (b) Rising prices of oil and gas and their potential shortages have raised uncertainties about the security of energy supply in future.
- (c) Has serious repercussions on the growth of the national economy.
- (d) Increasing use of fossil fuels also causes serious environmental problems.
- (e) Hence, there is a pressing need to use renewable energy sources like solar energy, wind, tide, biomass and energy from waste material.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. Give a short account of the major iron-ore belts in India. [Board SQP 2016]

OR

Mention any three iron-ore belts in India.

[Board Term-II, 2012, Set 2076]

Ans. Iron ore belts in India are :

- (a) Odisha – Jharkhand belt
- (b) Durg-Bastar – Chandrapur belt

(c) Bellary – Chitradurga – Chikmaglur – Tumkur Belt in Karnataka.

[CBSE Marking Scheme, 2012] $1 \times 3 = 3$

Q. 3. Why is mica considered the most important mineral in electric and electronic industries ? Give three reasons. [Board Term-II, 2016, Set KCG34U9]

OR

How is mica one of the most indispensable minerals ? Explain any three points.

[Board Term II, 2011, Set 23/B1]

Ans. Mica is :

- (a) Excellent di-electric in strength and has low powerless factor.
- (b) It has insulating properties and resistance to high voltage.
- (c) Most indispensable mineral used in electric and electronic industries.

[CBSE Marking Scheme, 2011] $1 \times 3 = 3$

Q. 4. Name the most important industrial iron-ore in terms of quantity. Write any two characteristics of it. [Board Term-II, 2015 Set RKZQI05]

Ans. (i) Iron content is 50-60 percent, slightly lower than magnetite.

(ii) State, Chhattisgarh. It is coloured black to steel or silver-gray, brown to reddish brown.

(iii) It is harder than pure iron but much more brittle.

(Any two) [CBSE Marking Scheme, 2015] 3

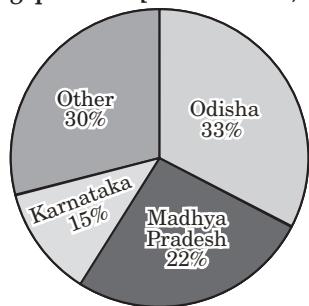
Q. 5. Name the most important industrial iron-ore in terms of quantity. Mention its iron ore content and a state where it is found. [Board Term-II, 2014]

Ans. Magnetite is the finest iron-ore with a very high content of iron of up to 70 percent. Karnataka has the highest reserves of Magnetite ore. $1 + 1 + 1 = 3$

Q. 6. Differentiate between ferrous and non-ferrous minerals with examples. [Board Term II, 2013]

Ans. Refer to Ans of Q.12 Short Answer type Questions of Topic-12.

Q. 7. Study the diagram given below and answer the following questions :[Board Term-II, 2012, Set 68009]



Production of Manganese showing statewise share in percent, 2003-2004

- Which state is the largest producer of Manganese in India ?
- Which state is the second largest producer of Manganese in India ?
- State one important use of Manganese.

Ans. (a) Odisha.

(b) Madhya Pradesh.

(c) Manganese is mainly used in the manufacturing of steel and ferro-manganese alloys, for bleaching powder, insecticides and paints. (Any one) $1 \times 3 = 3$

Q. 8. Name the mineral ore from which aluminium is extracted ? Why is it gaining importance ? Give its distribution in India. [Board Term-II, 2012, Set 68045]

Ans. (a) Bauxite.

(b) Aluminium is gaining importance because of its extreme lightness, good conductivity and great malleability. It combines the strength of metals such as Iron.

(c) It is mainly found in Amarkantak Plateau, Maikal Hills and the plateau region of Bilaspur-Katni. Koraput district in Odisha has large deposits. Odisha is the largest bauxite producing state. Others are Gujarat, Maharashtra and Jharkhand.

(Any three) [CBSE Marking Scheme, 2012] 3

Q. 9. Explain any three different forms in which minerals generally occur.

[Board Term-II, 2012, Set 68042]

Ans. (a) Minerals occur in the form of veins and lodes (In igneous and metamorphic rocks).

(b) In sedimentary rocks, a number of minerals occur in beds and layers.

(c) As residual mass of weathered material.

(d) As alluvial deposits in ocean waters. (Any three) [CBSE Marking Scheme, 2012] 3

Q. 10. What are the uses of copper ? Name the two leading copper producing states of India.

[Board Term II, 2011, Set 37/A1]

Ans. Uses of copper :

- In manufacturing electrical cables.
- In electronic industries.
- In chemical industries.

The two leading copper producing states of India are Madhya Pradesh and Rajasthan.

(Any two) [CBSE Marking Scheme, 2011] 3

Long Answer Type Questions

(5 marks each)

Q. 1. Explain the importance of conservation of minerals. Highlight any three measures to conserve them.

[Board Term-II, 2016, Outside Delhi Set-1]

OR

Why is conservation of mineral resources essential? Explain any three methods to conserve them. [Board Term II, 2015 Delhi Set-1 2014]

Ans. Reasons for Conservation :

- The strong dependence of industry and agriculture upon minerals.
- The process of mineral formation is slow.
- They are non-renewable. (Any two)

Methods to Conserve :

- Minerals should be used in a planned and sustainable manner.
- Improved technology needs to be constantly evolved to allow use of low grade ore at low cost.
- Recycling of metals using scrap metals.
- Wastage in the mining and processing should be minimised. (Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2015]

Q. 2. "Minerals are indispensable part of our lives". Support the statement with examples.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Minerals are an indispensable part of our lives :

- Almost everything we use, from a tiny pin to a towering building or a big ship, all are made from minerals.
- The railway lines and the tarmac (paving) of the roads, our implements and machinery too are made from minerals.
- Cars, buses, trains, aeroplanes are manufactured from minerals and run on power resources derived from the earth.
- Even the food that we eat contains minerals.

(v) In all stages of development, human beings have used minerals for their livelihood, decoration, festivities, religious and ceremonial rites. $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

**TOPIC-3****Power Resources– Types and Conventional Sources****QUICK REVIEW**

- **Energy Resources :** Energy is the capacity for doing work, also called Power. The modern unit of measurement of power is Watt. In ordinary language, $1\text{hp}=746\text{watts}$. A unit of electrical power equals to the product of voltage and current.
- **Energy : The Source of Power :** The chief sources of power are energy from fossil fuels, such as coal, petroleum, natural gas, nuclear materials, falling water, sun, wind, etc. Wind, sunrays and falling water are converted into electricity while others like coal, petroleum and natural gas- are applied directly in motor vehicles and machines. Fossil fuels require combustion, they produce many gases and wastes causing damage to the environment. 2/5th of the global energy consumption comes from burning oil and the rest from burning coal and natural gas.
- **Electricity :** Electricity is obtained in three ways which are termed as hydro-electricity, thermal electricity and nuclear electricity.
- **Coal :** Is the prime source of energy, often called the “Mother of Industries” or “Black Gold”. It was the basis of industrial revolution. It is used as a raw material in the iron and steel and chemical industries. It is the main fuel for producing thermal power. India ranks 7th in the world for coal reserves.
- **Four types of coal :**
 - (1) **Anthracite :** Contains 80% carbon, hard, black and compact, found only in Jammu and Kashmir.
 - (2) **Bituminous :** 60-80% carbon, widely used.
 - (3) **Lignite :** 60% of carbon, low grade. It is called “brown coal”.
 - (4) **Peat :** <50% carbon and burns like wood.
- **Petroleum :**
Liquid fossil fuel, wells are dug or drilled on land or offshore to bring oil to the surface. This crude oil is transported to refineries where it is changed into gasoline and petrochemicals. Petroleum refineries serve as ‘nodal industries’ for chemical, fertilizer and synthetic textile industries as various products are obtained during refining petroleum. It provides fuel for heating, lighting, running machineries and vehicles, lubricants and raw materials for some manufacturing plastics, chemicals etc.
- **Natural Gas :** A clean energy resource associated with petroleum. Can be extracted easily by drilling wells. Does not require processing, does not emit CO₂ and burns hotter and clearer, is cheaper and can be used to generate electricity, but it is limited. Used as a source of energy as well as an industrial raw material in the petrochemical industry.

**KNOW THE TERMS**

- **Renewable Sources of Energy :** These energy resources can be replenished. They may be renewed after use. *Example*-solar energy, wind energy, etc.
- **Non-Renewable Sources of Energy :** These sources of energy are exhaustible. The deposits can not be renewed or replenished after use. *Example*-Fossil fuels.

Very Short Answer Type Questions**(1 mark each)****Q. 1. How power resources are classified ?**

Ans. Power resources may be broadly categorised as conventional and non-conventional resources. 1

Q. 2. What are conventional sources of energy ?

Ans. Conventional sources of energy are those which have been in common use for a long time.

Example- Firewood.

Ans. Assam.

1

Q. 4. Which metal is obtained from bauxite ore ?

Ans. Aluminium.

1

Q. 5. What acts as a nodal industry for synthetic textile ?

Ans. Petroleum refineries.

1

Q. 6. Which state has the largest deposits of coal in India ?

Ans. West Bengal.

1

Q. 3. Which is the oldest oil producing state of India ?

Q. 7. Which mineral is formed as a result of compression of plant material over millions of years ?
Ans. Coal. 1

Q. 8. Which region is the largest producer of petroleum ?
Ans. Mumbai High. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Which are the two main minerals used to obtain nuclear energy. Name any two states where these minerals are found.

[Board Term-II, 2015, Set WVIVSA5]

Ans. Nuclear or Atomic Energy is obtained by altering the structure of atoms. When such an alteration is made, much energy is released in the form of heat and this is used to generate electric power. 2

- (a) Uranium and Thorium. ½
- (b) Jharkhand and Rajasthan. ½

[CBSE Marking Scheme, 2015]

Q. 2. What are the two main ways of generating electricity ? How are they different from each other ? Explain. [Board Term-II, 2014]

Ans.

S.No.	Thermal Electricity	Hydro Electricity
(a)	It is obtained by using coal, petroleum and natural gas.	It is produced from water.
(b)	It is a non-renewable resource.	It is a renewable.
(c)	It causes pollution.	It does not cause pollution.
(d)	It is expensive in the long run.	It is cheaper in the long run. 3

Q. 3. Explain any three values which inspire us to conserve our energy resources.

[Board Term-II, 2014]

Ans. Values : (a) Our responsible behaviour will lead us to conserve energy resources.

(b) Our sustainable thinking which inspires us to preserve and protect the resources for the future generation.

(c) Our consciousness towards our environment will inspire not to over-utilize the resources and exploit them. 1 × 3 = 3

[CBSE Marking Scheme, 2014]

Q. 4. Why is energy required for all activites ? How can energy be generated ? [Board Term-II, 2014]

Ans. (a) Energy is a basic requirement for economic development.

(b) Every sector of the national economy needs input of energy.

(c) Consumption of energy in all forms has been steadily rising all over the country.

(d) Rising prices of oil and gas and their potential shortage have raised uncertainties about the security of energy supply in future. (Any two)

Thermal energy can be obtained by using coal, petroleum and natural gas while hydro-electricity can be produced from water. 2 + 1 = 3

Q. 5. Describe any three importance of coal as a source of energy. [Board Term-II, 2012, Set 2080]

Ans. Importance of coal as a source of energy in India are :

- (a) Coal is the most abundantly available fossil fuel in India.
- (b) It provides a substantial part of the nation's energy needs.
- (c) It is used for power generation.
- (d) It supplies energy to industry as well as for domestic needs. (Any three) 1 × 3 = 3

[CBSE Marking Scheme, 2012]

Q. 6. Why is it essential to use renewable sources of energy ? [Board Term-II 2012, Set 2081]

Ans. (a) Non-renewable sources are going to exhaust such as coal, petrol, natural gas. They can cause environmental pollution, therefore, we have to use renewable resources.

(b) India has abundance of solar energy, wind, water, and biomass.

(c) Rising prices of oil and gas and their shortage have raised uncertainties about energy resources in the future. 1 × 3 = 3

[CBSE Marking Scheme, 2012] 3

Q. 7. What efforts are required to use mineral resources in a planned and sustainable manner ? Explain in three points. [Board Term-II, 2012, Set 68002]

Ans. Following efforts have to be made to use mineral in a planned and sustainable manner :

(a) Recycling of metals : We should recycle the metal or metal-made products to prevent its scarcity.

For example : Used steel blade should be sent for recycling, so that the steel can be used again for other purposes.

(b) Improved technologies need to be evolved : Traditional technologies should be replaced with new and improved technologies, so that the wastages can be minimised.

(c) Use of substitute or alternative resources : The resources which cannot be recycled or reused should be replaced with the recyclable resources.

e.g. Use of green gas instead of coal for cooking purpose. [CBSE Marking Scheme, 2012] 3

Q. 8. 'India is presently one of the least energy efficient countries in the world. We have to adopt cautious

approaches for the judicious use of our limited energy resources." Analyse this statement.

[Board Term-II, 2012, Set 68004]

OR

Explain any three steps to be taken to conserve the energy resources. [Board Term-II, 2012, Set 68005]

OR

How can we save our limited energy sources ? Suggest any three ways for its judicious use.

Ans. The statement is right to a great extent. Therefore, we need to adopt a cautious approach for the judicious use of energy resources.

(a) Use public transport system.

(b) Switch off electricity when not needed.

(c) Use power saving devices.

(d) Use non-conventional sources of energy.

[CBSE Marking Scheme, 2012] 3

Long Answer Type Questions

(5 marks each)

Q. 1. Highlight the importance of petroleum. Explain the occurrence of petroleum in India.

[Board Term-II, 2016, Delhi Set-1]

Ans. Importance of Petroleum :

- (a) Petroleum is the major energy source in India.
- (b) Provides fuel for heat and lighting.
- (c) Provides lubricant for machinery.
- (d) Provides raw material for a number of manufacturing industries.
- (e) Petroleum refineries act as nodal industry for synthetic, textile, fertilizer and chemical industries.

(Any Two)

Its occurrence :

- (a) Most of the petroleum occurrences in India are associated with anticlines and fault traps.
- (b) In regions of folding, anticline or domes, it occurs where oil is trapped in the crest of the upfold.
- (c) Petroleum is also found in fault traps between porous and non-porous rocks.

2 + 3 = 5

[CBSE Marking Scheme, 2016]

Q. 2. Which is the most abundantly available fossil fuel in India ? Assess the importance of its different forms.

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

Ans. Abundantly available fossil fuel in India is Coal :

- (a) Peat has low carbon and high moisture content and low heating capacity.
- (b) Lignite is a low grade brown coal which is soft with high moisture content. It is used for generating electricity.
- (c) Bituminous is the most popular coal of commercial use. It has a special value for smelting iron in blast furnaces.
- (d) Anthracite is the highest quality hard coal.

[CBSE Marking Scheme, 2015] 1 + 4 = 5

Q. 3. Why is there a pressing need for using renewable energy sources in India ? Explain any five reasons.

[Board Term II, 2014]

Ans. There is a pressing need to use non-conventional sources of energy in recent years because :

- (a) Rising prices of fossil fuels and their potential shortages have raised uncertainties about the security of energy supply in future.
- (b) Conventional sources of energy cause serious environmental problems.
- (c) India is blessed with an abundance of sunlight, water, wind and biomass.
- (d) Non-conventional sources of energy are less expensive.
- (e) It is renewable.

1 × 5 = 5



TOPIC-4

Non-Conventional Resources and the Conservation of Power Resources

QUICK REVIEW

➤ Non-Conventional Sources of Energy :

Following are the six main non-conventional sources of energy : namely, solar energy, wind energy, biomass energy, geothermal energy, tidal energy and hydro power.

➤ Conservation of Energy Resources :

- (a) Energy is basic requirement for economic development. Every sector of the economy need energy for its development.
- (b) Most of the energy resources are limited.
- (c) Due to industrialization, modernisation and urbanisation, the consumption of energy in all forms has been steadily rising all over the country.

➤ **How Can We Conserve Energy Resources?**

- (i) Need to develop a sustainable path of energy development, i.e., energy development but not at the cost of environment or needs of future generation.
- (ii) Judicious use of limited energy resources.
- (iii) Wastage of minerals should be minimised.
- (iv) Modern technology should be used for the exploitation of energy resources.
- (v) Export of energy resources should be minimised.
- (vi) Use of substitutes in order to save energy resources.
- (vii) Encourage recycling of energy resources.



KNOW THE TERMS

- **Solar Energy :** It is light and heat energy from the sun.
- **Wind Energy :** The energy which is produced by the moving air with the help of large windmills.
- **Biomass Energy :** It is produced from shrubs, farm waste, animal and human waste for domestic consumption in rural areas.
- **Geothermal Energy :** The heat energy from beneath the surface of the earth.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Why should the use of cattle cake as fuel be discouraged ?

[Board Term-II, 2015, Outside Delhi Set-1]

Ans. The use of cattle cake as fuel should be discouraged because :

- (a) It creates pollution.
- (b) It consumes most valuable manure which could be used in agriculture. (Any one) 1

Q. 2. How are 'Gobar Gas Plants' beneficial to the farmers ?

[Board Term-II, 2016 Outside Delhi, Set-2]

Ans. 'Gobar Gas Plants' are beneficial to the farmers in the form of energy and improved quality of manure. 1

Q. 3. What is biogas energy ?

Ans. Bio gas is produced from shrubs, farm waste, animal and human wastes. 1

Q. 4. Which countries lead in the production of nuclear power ?

Ans. The greatest producers of nuclear power are USA and Europe. 1

Q. 5. Name any one nuclear power station found in India ?

Ans. Kalpakkam in Tamil Nadu. 1

Q. 6. Name important hydel power station in India.

Ans. Bhakra Nangal. 1

Q. 7. At which place in India, experimental project for geothermal energy has been set up ?

Ans. Manikaran. 1

Short Answer Type Questions

(3 marks each)

Q. 1. There is an urgent need to develop a sustainable path of energy development. Give two broad measures for it. As concerned citizens, how can you help to conserve energy ? [Board SQP 2016]

Ans. Twin planks/measures :

- (a) Promotion of energy conservation.
 - (b) Increased use of renewable energy sources.
- As concerned citizens we can do our bit by :
- (a) Using public transport systems instead of individual vehicles.
 - (b) Switching off electricity when not in use.
 - (c) Using power-saving devices.

(d) Using non-conventional sources of energy.

(Any two) $2 + \frac{1}{2} \times 2 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. How is geo-thermal energy produced? Explain.

[Board Term-II, 2015 Set RKZQI05]

Ans. The earth grows progressively hotter with increasing depth. Where the geothermal gradient is high, high temperatures are found at shallow depths. Groundwater in such areas absorbs heat from the rocks and becomes hot.

It is so hot that when it rises to the earth's surface, it turns into steam. This steam is used to drive turbines and generate electricity.

[CBSE Marking Scheme, 2015] 3

Q. 3. How can solar energy solve the energy problem to some extent in India ? Give your opinion.

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

OR

Why is solar energy fastly becoming popular in rural and remote areas of India ? Explain.

[Board Term-II, 2014]

Ans. (a) India is a tropical country, therefore it receives sunlight in abundance throughout the year.

(b) Solar plant can be easily established in rural and remote areas.

(c) It will minimise the dependence of rural households, firewood and dung cakes which in turn will contribute to environmental conservation and adequate quantity of manure.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 4. "Natural gas is considered an environment-friendly fuel." Explain the statement in two points. [Board Term-II, 2014]

Ans. (a) Natural gas is used as a source of energy as well as an industrial raw material.

(b) It can be transported easily through pipelines.

(c) Pipelines have helped in setting up fertilizer plants and power plants on its way.

(d) Natural gas is a clean source of energy.

(e) It is an environment-friendly fuel because of the low carbon emission. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 5. Which are the potential sources of biogas ? State any four benefits of biogas.

[Board Term-II, 2012, Set 2022]

Ans. Potential sources of biogas are : Shrubs, farm wastes, animal and human waste, etc.

Four benefits of biogas are :

(a) Its calorific value is high.

(b) It burns without smoke, causing no pollution.

(c) It is the cheapest gaseous fuel.

(d) Its plants provide twin benefits to the farmer in the form of energy and improved quality of manure.

$1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Q. 6. Describe any three non-conventional sources of energy. [Board Term-II, 2012, Set 2078]

Ans. Non-conventional sources of energy are :

(a) **Solar Energy** : India is a tropical country. It has enormous possibilities of trapping solar energy. Photovoltaic technology converts sunlight directly into electricity. Solar energy is fastly becoming popular in rural and remote areas.

(b) **Wind Energy** : India now ranks as a 'wind super power' in the world. The largest wind farm cluster

is located in Tamil Nadu from Nagercoil to Madurai. Apart from these, Andhra Pradesh, Karnataka, Gujarat, Kerala, Maharashtra and Lakshadweep have important wind farms. Nagercoil and Jaisalmer are well-known for effective use of wind energy in the country.

(c) **Biogas** : Shrubs, farm waste, animal and human waste are used to produce biogas for domestic consumption in rural areas. Biogas plants using cattle dung are known as 'Gobar Gas Plants' in rural India. These provide twin benefits to the farmer in the form of energy and improved quality of manure.

$1 \times 3 = 3$

Q. 7. "India should harness the geothermal energy to meet the growing consumption of energy." Explain the statement in three points.

[Board Term-II, 2012, Set 2079]

Ans. Geothermal energy :

(a) Geothermal energy exists because the earth grows progressively hotter with the increasing depth.

(b) Where the geothermal gradient is high, high temperatures are found at shallow depths.

(c) Ground water absorbs heat and rises to the earth's surface into steam.

(d) This could be used to drive turbines and generate electricity.

(e) Potential to produce geothermal energy in India is in Manikaran and Puga Valley.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 8. 'Energy saved is energy produced'. Justify the statement by giving any six measures to conserve the energy resources. [Board Term II, 2011] [HOTS]

Ans. (a) Use public transport systems instead of individual vehicles.

(b) Switching off electricity when it is not in use.

(c) Using power saving devices.

(d) Using non-conventional sources of energy.

(e) Use of power saving electrical appliances.

(f) Minimum use of high power consuming electrical gadgets i.e., Air conditioner, room heaters etc.

$\frac{1}{2} \times 6 = 3$

Q. 9. Why do we need to conserve energy resources ? Write two ways to conserve energy resources ?

[Board Term II, 2011]

Ans. Energy needs of the country is tremendously increasing with the growth of economy. It is therefore needed to conserve energy resources. The two ways to conserve energy resources are as follows :

(a) Promotion of energy conservation.

(b) Increased use of renewable energy sources.

[CBSE Marking Scheme, 2011] 3

Q. 10. Explain three phases by which treatment of industrial effluents can be done?

[Board Term II, 2011]

Ans. (a) Primary treatment by mechanical means. This involves screening, grinding flocculation and sedimentation.

(b) Secondary treatment by biological process.
 (c) Tertiary treatment by biological chemical and physical processes. This involves recycling of waste water. [CBSE Marking Scheme, 2011] 3

Long Answer Type Questions

(5 marks each)

Q. 1. Which minerals are used to obtain nuclear energy ? Name all the six nuclear power stations of India.

[Board Term-II, 2016, Set TCJQ6VD]

Ans. The minerals which are used to obtain this energy are :

(a) Uranium and (b) Thorium.

The six nuclear power stations of India are —

(a) Narora nuclear power station

(b) Kakrapara nuclear power station

(c) Tarapur nuclear power station

(d) Kaiga nuclear power station

(e) Kalpakkam nuclear power station

(f) Rawat Bhata nuclear power station $2 + \frac{1}{2} \times 6 = 5$

Q. 2. "Conservation of minerals is the need of the hour" support the statement with five facts.

[Board Term-II 2016, Set KCG34U9; 2015 RKZQI05]

Ans. Conservation of minerals is the need of the hour :

(a) Minerals are considered to be the backbone of the economy.

(b) Industry and agriculture depend on mineral deposits.

(c) The substances manufactured from them also depend on mineral deposits.

(d) Total volume of workable mineral deposits is very less-only 1% of the earth's crust.

(e) Mineral resources are being consumed rapidly, and minerals require millions of years to be created and concentrated.

(f) The geological processes of mineral formation are so slow that the rates of replenishment are infinitely small in comparison to the present rates of consumption.

(g) Minerals resources are finite and non-renewable.

(h) The rich mineral deposits of our country are extremely valuable but short-lived possessions.

(Any five)

[CBSE Marking Scheme, 2015] 5

Q. 3. Why is energy needed ? How can we conserve energy resources ? Explain.

[Board Term II, 2015 Delhi set 2]

Ans. Energy is required for all activities. It is needed to cook, to provide light and heat, to propel vehicles and to drive machinery in industries.

To conserve energy resources :

Refer to Ans of Q.1. of S.A.T.Q.(Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2015]

Value Based Questions

Q. 1. 'Consumption of energy in all forms has been rising all over the country. There is an urgent need to develop a sustainable path of energy development and energy saving'. Suggest and explain any three measures to solve this burning problem.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

OR

In the present day energy crisis which step will you like to take for saving energy ?

[Board Term-II, 2015, Delhi Set-2]

Ans. The following steps can be taken for saving energy :

(a) Judicious use of energy resources.

(b) Use of public transport/ car pool.

(c) To use bicycle for short distances.

(d) Switching off electrical gadgets when not in use.

(e) Regular cleaning of gas burners and switching off the gas regulator when not in use.

(f) Avoid using refrigerator/ A.C. when not needed.

(g) Creating awareness in neighbourhood with catchy slogans.

(h) As India has been blessed with abundance of sunlight, water, wind and biomass, we must use these to overcome present day energy crisis.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 2. How can biogas solve the energy problem mainly in rural India ? Give your suggestions.

[Board Term-II, 2015 Foreign Set-1, 2, 3]

Ans. Biogas to solve energy problem :

(a) Availability of raw material.

(b) Awareness to be created about biogas.

(c) It will reduce the burden on conventional sources of energy.

- (d) Educate the rural people about the use of biogas.
(e) It is a renewable source of energy.
(f) Eco-friendly.

(g) Model structures to be introduced by the government agencies at a subsidised rate.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]



KNOW THE LINKS

- What are the various types of minerals found in India ?
[www.preservearticles.com/.../various-types-of-minerals-found-in-india.h](http://www.preservearticles.com/.../various-types-of-minerals-found-in-india.htm)
- Mining in India - Wikipedia, the free encyclopedia
https://en.wikipedia.org/wiki/Mining_in_India
- Difference between Conventional and Non-Conventional ...
www.preservearticles.com/.../difference-between-conventional-and-non
- Conventional and Non conventional Sources of Energy ...
www.importantindia.com/.../conventional-and-non-conventional-sources...



CHAPTER

6

MANU- FACTURING INDUSTRIES

SYLLABUS

- *Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced)*
- *Objectives : Discuss the importance of industries in the national economy as well as to understand the regional disparities which resulted due to concentration of industries in some areas.*
- *Discuss the need for a planned industrial development and debate over the role of government towards sustainable development.*

TOPIC - 1

Manufacturing Industries-
Introduction, Location and
Classification

.... P. 106

TOPIC - 2

Types of Industries P. 108

TOPIC - 3

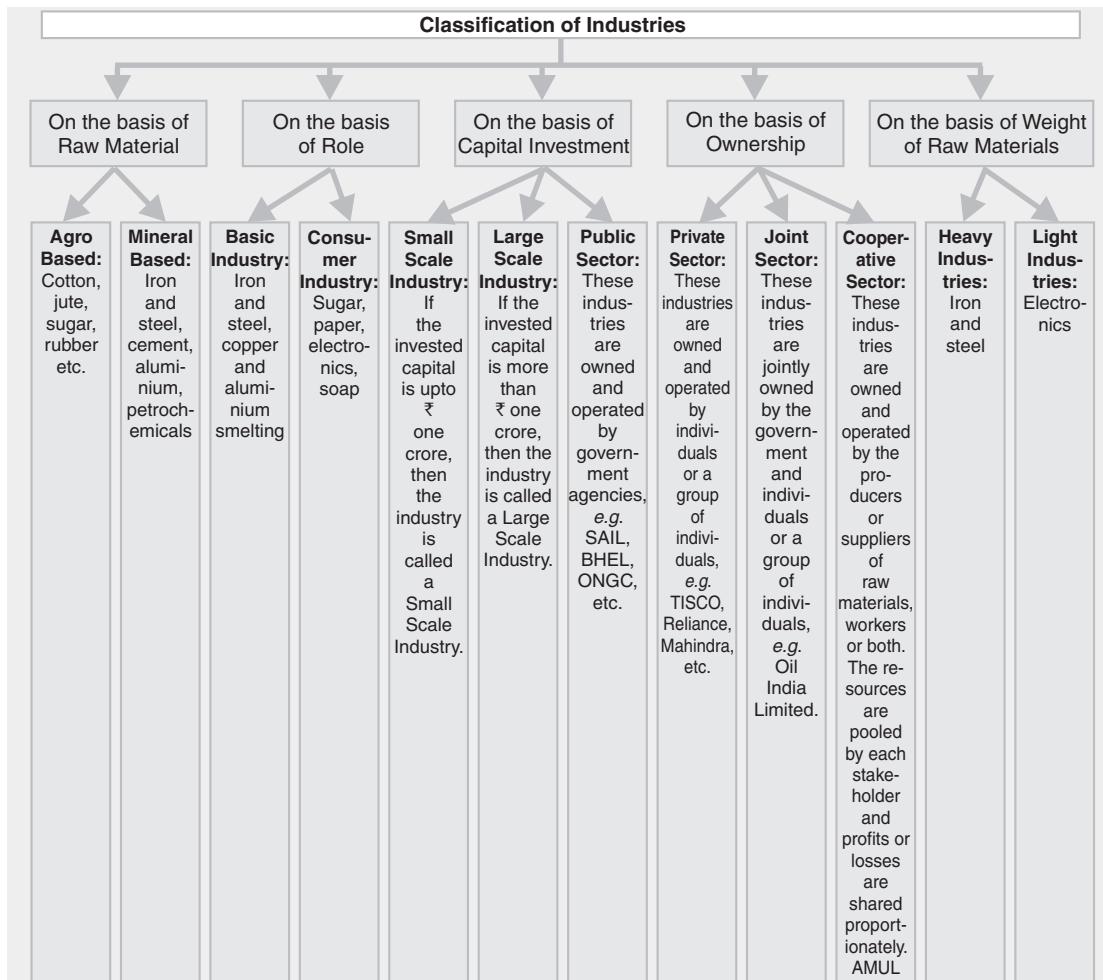
Major Mineral and Chemical
Industries P. 110

TOPIC - 4

Industrial Pollution and
Environmental Degradation

.... P. 115

FLOWCHARTS



**TOPIC-1**

Manufacturing Industries– Introduction, Location and Classification

QUICK REVIEW

- The process of using raw material to produce more valuable goods in large quantities is called Manufacturing. Industries that manufacture finished products from primary material are called manufacturing industries in the secondary sector.
- Manufacturing industries play a crucial role in the overall, and especially the economic development of a country. A country's economic strength is measured by the growth of its manufacturing industries.
- India is traditionally an agricultural country. The growth in manufacturing industries has modernised farming, has generated a large number of employment opportunities. This has reduced the dependence of people on agriculture, allowed us to export our goods to other countries and build up our reserves of foreign exchange and hence led to overall growth and prosperity. Agriculture and industry mutually benefit each other.

Location and Classification

- The key factor influencing all decisions about setting up a manufacturing industry, including its location, is the cost. The main costs in a manufacturing industry are for procuring raw material, producing goods and distributing finished goods in the market.
- The ideal location for a factory will be a place that has easy and low-cost availability of raw material, capital, land, labour, power, transport, and market.
- A manufacturing industry promotes the urbanisation of its neighbourhood. Already urbanised areas also attract industries, since they provide ready facilities for transport, banking, labour, consultancy, etc. If an urban centre offers sufficient facilities and advantages, several industries come up there together to form an industrial agglomeration. These industries together form an agglomeration economy.
- Before independence, most industries in India were located in port cities to enable easy overseas trade. Manufacturing industries are classified based on their source of raw material, role, capital investment, ownership pattern, and bulk of supplies like raw material and finished products.



KNOW THE TERMS

- **Manufacturing** : Production of goods in large quantities after processing from raw material to more valuable products.
- **NMCC** : The National Manufacturing Competitiveness Council.
- **Agglomeration Economies** : The industries tend to come together to make use of the advantages offered by the urban centres.
- **Entrepreneur** : An innovator of new ideas and business processes.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Why has the 'National Manufacturing Competitiveness Council' been set up ?
[Board Term II, 2015, Outside Delhi Set-2]

Ans. To improve the productivity, economist predict that manufacturing can achieve its target over the next decades. [CBSE Marking Scheme, 2015] 1

Q. 2. Why is the 'least cost' known as decision making factor for ideal location of an industry?

[Board Term II, 2015, Delhi Set 2]

Ans. Manufacturing activity tends to locate at the most appropriate place where all the factors of industrial

locations are either available or can be arranged at a lower cost. [CBSE Marking Scheme, 2015] 1

Q. 3. What is Manufacturing?

Ans. Production of goods in large quantities after processing from raw materials to more valuable products is called as Manufacturing. 1

Q. 4. Which factor has influenced Indian economy and standard of living of the people?

Ans. Industrial Revolution. 1

Q. 5. Name four main factors of production in modern industry.

Ans. Raw material, Trained/specialised labour, Capital, Sources of power. 1

Short Answer Type Questions

(3 marks each)

Q. 1. "Industrialisation and urbanisation go hand in hand". Validate the statement. [Board SQP-2016]

OR

"Industrialisation and urbanisation go hand in hand". Justify the statement by giving any three arguments. [Board Term-II, 2012, Set 68005]

Ans. (a) After an industrial activity starts, the urbanisation follows.

(b) Sometimes industries are located in or near the cities.

(c) Cities provide markets for manufactured goods.

(d) Cities provide various services like banking and insurance etc. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 2. Describe the importance of manufacturing.

[Board Term-II, 2016, Set TCJQ6VD]

OR

Describe the importance of manufacturing sector in countries like India.

[Board Term-II, Set 2012, 2081]

Ans. The economic strength of a country lies in the development of manufacturing industries because :

- (a) Manufacturing industries help in modernising agriculture which forms the backbone of our economy.
 - (b) It reduces the heavy dependence of people on agriculture sector and creates jobs in secondary and tertiary sectors.
 - (c) It is necessary for the removal of unemployment and poverty.
 - (d) It brings down regional disparities.
 - (e) Export of manufactured goods expands trade and commerce and enhances prosperity.
 - (f) It brings much needed foreign exchange.
- (Any three) $1 \times 3 = 3$

Q. 3. Classify industries on the basis of source of raw material. How are they different from each other ?

[Board Term-II, 2016, Outside Delhi Set-1, 2]

Ans. On the basis of sources of raw material industries are classified as :

(a) Agro Based Industries

(b) Mineral Based Industries.

These industries are different from each other on following basis :

(a) Agro Based industries :

- (i) Draws their raw materials from agricultural products.
- (ii) Eg : Textiles—Cotton, jute, silk and woolen. Rubber, sugar, coffee, tea and edible oil etc.

(b) Mineral Based Industries :

- (i) Draws their raw materials from Minerals.
- (ii) Eg: Iron and Steel, Cement, Machine tools, Petro-chemicals etc.

$1 + 2 = 3$

[CBSE Marking Scheme, 2016]

Q. 4. Define the term manufacturing. Classify industries on the basis of source of raw materials used.

[Board Term-II, 2013 Delhi (32/1/2) ; 2012, Set 68010]

Ans. Definition : "Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing".

Classification :

(a) Agro-based : Cotton, woollen, jute, silk textile.

(b) Mineral-based : Iron, steel, cement etc. $1 + 2 = 3$

Q. 5. What is the meaning of manufacturing industry? Why is it considered the backbone of economic development ? Give two reasons.

[Board Term II, 2011] Set (3)

Ans. Refer to Ans. of Q. 3. Long Answer Type Questions.

Long Answer Type Questions

(5 marks each)

Q. 1. "The economic strength of a country is measured by the development of manufacturing industries." Support the statement with arguments.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. Role of manufacturing industries in the economic development :

- (a) Manufacturing sector is considered as the backbone of development.
- (b) All round development depends on Industries.
- (c) Industries help in modernising agriculture.
- (d) Reduce the heavy dependence of people on agricultural income by providing them jobs.
- (e) Industrial development is a precondition for eradication of unemployment and poverty from the country.
- (f) It was aimed at bringing down regional disparities.
- (g) Expansion of manufactured goods.

(h) Trade and commerce brings in much needed foreign exchange.

(i) India's prosperity lies in increasing and diversity of its manufacturing industries as quickly as possible. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Explain any five factors affecting the location of a industry. [Board Term II, 2015 Set 3]

Ans. The factors affecting the location of an industry :

(a) Availability of raw material.

(b) Availability of cheap labour.

(c) Availability of capital and bank facilities.

(d) Availability of power and other infrastructure.

(e) Proximity to markets.

(f) Availability of adequate and swift means of transport. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme 2015]

Q. 3. What is the manufacturing sector ? Why is it considered the backbone of development ? Interpret the reason.

[Board Term II, 2015, Outside Delhi Set-1]

Ans. Definition of Manufacturing Sector :

Production of goods in large quantities after processing from raw materials to more valuable products is called manufacturing.

It is considered as backbone of development because :

- (a) It not only helps in modernising agriculture but also forms the backbone of our economy.
 - (b) Industrial development is a precondition for eradication of unemployment and poverty from our country.
 - (c) Export of manufactured goods expands trade and commerce.
 - (d) Countries that transform their raw materials into a wide variety of finished goods of higher value are prosperous.
- 1 + 4 = 5**

[CBSE Marking Scheme 2015]

Q. 4. What is manufacturing sector ? Describe four types of manufacturing sector on the basis of ownership.

[Board Term II, 2015, Foreign Set-I]

Ans. Manufacturing Sector :

Refer to Ans. of Q.3.

Four types of manufacturing sector on the basis of ownership are :

- (a) Public Sector owned by Govt. agencies. *For example.* BHEL, SAIL, etc.
- (b) Private Sector owned by individuals or a group of individuals. *For example.* TISCO, Bajaj Auto Ltd., Dabur Industries, etc.
- (c) Joint sector jointly owned by the state and individuals. *For example.* Oil India Ltd, etc.
- (d) Cooperative Sector is owned by and operated by the producers or suppliers of raw materials, workers or both. *For example.* Anand, Mother Dairy, OMFED, sugar industry and coir industry, etc.

[CBSE Marking Scheme 2015] **1 × 5 = 5**

Q. 5. Describe the various physical and human factors responsible for the location of Industries.

[Board Term-II, 2014]

Ans. Physical Factors :

- (a) Availability of Raw materials—Ideal location should be near the sources of raw materials.
- (b) Power resources—Power resources like coal and electricity must be available for the industry.
- (c) Water and Favourable Climate.

Human Factors :

- (d) (i) Cheap and efficient labour, (ii) Capital and bank facilities, (iii) Good Market, (iv) Transport facility

[CBSE Marking Scheme 2014] **3 + 2 = 5**



TOPIC-2 Types of Industries

QUICK REVIEW

➤ **Classification of Industries :**

Industries can be classified in to several groups. A brief account is given below:

On the basis of strength of Labour :

- (i) Large-scale Industries (ii) Medium (iii) Small.

On the basis of Raw – Material and Finished Goods :

- (i) Heavy Industries (ii) Light Industries.

On the basis of Ownership :

- (i) Private Sector Industries (ii) Public Sector Industries (iii) Joint Sector Industries (iv) Cooperative Sector Industries.

On the basis of source of Raw Material :

- (i) Agro Based Industries (ii) Mineral Based Industries (iii) Forest Based Industries.

Miscellaneous Industries :

The industries are also classified in to the following categories :

- | | | | |
|------------------------|-----------------------------------|------------------------------------|---------------------------|
| (i) Village Industries | (ii) Cottage Industries | (iii) Consumer Industries | (iv) Ancillary Industries |
| (v) Basic Industries | (vi) Capital Intensive Industries | (vii) Labour Intensive Industries. | |



KNOW THE TERMS

- **Large Scale Industries :** Industries which employ a large number of labour in each unit. *Example :* Cotton textile industry.

- **Public Sector Industries :** Industries owned and operated by government agencies. *Example : BHEL.*
- **Agro-Based Industries :** Industries which obtain raw materials from agricultural products. *Example : Sugar industry.*
- **Mineral-Based Industries :** Industries that use minerals and metals as raw materials. *Example : Iron and Steel industry.*
- **Basic Industries :** Industries on which depend many other industries for their manufacturing processes. *Example : Iron and Steel Industry.*

Very Short Answer Type Questions

(1 mark)

Q. 1. Which industries are defined as Small Scale Industries ? [Board Term-II, 2016, Set KCG34U9]

Ans. A small scale industry is defined with reference to the maximum investment allowed on assets of a unit. This limit has changed over a period of time. At present, the maximum investment allowed is one crore rupees. **1**

Q. 2. Classify industries on the basis of source of raw materials. [Board SQP-2016]

Ans. (a) Agro Based Industries, e.g. Cotton textile industry.
(b) Mineral Based Industries, e.g. Cement industry. **1**

Q. 3. Categorise the following industries into agro-based and mineral-based industries:

Sugar, Cotton Textile, Iron and Steel , Cement, Food industry

Ans. (a) Agro-based : Sugar, Cotton Textile , Food Industry. **1**

(b) Mineral-based : Iron and Steel, Cement.

Q. 4. Classify industries on the basis of raw material and finished products.

Ans. Heavy Industry and Light Industry. **1**

Q. 5. Name industries which are owned by the State Govt. or some agency of the Central Government.

Ans. Public Sector Enterprises. **1**

Q. 6. What is the industrial growth rate at present in India?

Ans. 7 to 10% **1**

Q. 7. Give an example of Private Sector Industry

Ans. Tata Iron and Steel Company, Jamshedpur. **1**

Q. 8. Name the industry which serve as basis to many industries.

Ans. Basic industry. **1**

Q. 9. On the basis of ownership, in which sector can the Bhilai steel plant be put?

Ans. Public Sector. **1**

Q. 10. Give an example of the Consumer Industry

Ans. Textile Industry. **1**

Short Answer Type Questions

(3 marks each)

Q. 1. Classify industries on the basis of capital investment. How are they different from one another ? Explain with examples.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. Classification of the industries on the basis of capital investment :

- (a) Small Scale Industry
- (b) Large Scale Industry

Difference :

If the investment is more than one crore on any industry, it is considered as a large scale industry. For example, Iron and Steel Industry/Cement Industry (any other relevant example). While the investment is less than one crore on an industry, it is considered as a small scale industry eg. Plastic industry, toy industry. **1 + 2 = 3**

[CBSE Marking Scheme, 2016]

Q. 2. "The textile industry is the only industry in the country which is self-reliant and complete in the value chain." Justify the statement.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

"Textile industry occupies a unique position in Indian economy" Support the statement with appropriate arguments.

[Board Term II, 2015, Delhi Set-3]

Ans. The textile industry occupies a unique position in Indian economy, because it contributes :

- (a) Significantly to industrial production (14 percent).
- (b) It generates employment (35 million persons directly).
- (c) Earns foreign exchange (about 24.6 percent).
- (d) It contributes to a larger amount towards GDP (4 percent).
- (e) Only industry in the country which is self-reliant and complete in the value chain i.e., from raw material to the highest value added products.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2015]

Q. 3. Classify industries on the basis of their main role. How are they different from each other ?

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. According to their main role :

- (a) **Basic or key industries** which supply their products or raw materials to manufacture other goods e.g. Iron and steel and coppers melting, aluminum smelting.
- (b) **Consumer industries** that produce goods for direct use by consumers—sugar, toothpaste, paper, sewing machines, fans etc. **$1\frac{1}{2} + 1\frac{1}{2} = 3$**

[CBSE Marking Scheme, 2016]

Q. 4. "Agriculture gives boost to the industrial sector."
Support the statement with arguments.

[Board Term II, 2015, Delhi Set 2]

Ans. Agriculture gives boost to the industrial sector :
 (a) Agriculture provides raw material to industries.
 (b) Agriculture provides market for industrial products.
 (c) Agriculture helps boost new industrial products.
 (d) The industries such as cotton, jute, silk, woollen textiles, sugar and edible oil, etc. are based on agricultural raw materials. (Any three) $1 \times 3 = 3$

Q. 5. Explain with examples, how do industries give boost to the agriculture sector ?

[Board Term II, 2015, Delhi, Set-1]
OR

"Agriculture and industry are not exclusive of each other. They move hand in hand." Support the statement with three arguments.

[Board Term-II, 2013, 2012, Set 68006]

OR

'Agriculture and industry are complimentary to each other.' Justify the statement.

[Board Term II, 2011][HOTS]

Ans. Refer to Ans. of Q. 1 Long Answer Type Questions.

Q. 6. Classify the industries on the basis of ownership and give one example of each category.

[Board Term-II, 2012, Set 68005]

Ans. Classification of Industries on the basis of ownership :

	Category	Examples
(a)	Public Sector Industries	BHEL, SAIL, etc
(b)	Private Sector Industries	Tisco, Bajaj Auto Ltd.
(c)	Joint Sector Industries	Oil India Ltd.
(d)	Cooperative Sector Industries	Sugar Industry in Maharashtra.

3

Long Answer Type Question

(5 marks)

Q. 1. "Agriculture and industry are complementary to each other." Explain with four examples.

[Board Term-II, 2014]

Ans. (a) Agro industries in India have given a major boost to agriculture by raising its productivity.

(b) Industries depend on agriculture for their raw materials.

(c) Industries sell their products such as irrigation pumps, fertilisers, etc., to the farmers.

(d) Industries have made the production processes of agriculture very efficient.

$1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2014]



TOPIC-3 Major Mineral and Chemical Industries

QUICK REVIEW

- Manufacturing industries that use minerals as raw material are called Mineral-Based Industries. The iron and steel industry is the basic industry on which all other industries depend. The producton and per capita consumption of steel is a measure of a country's economic development.

Q. 7. Distinguish between Large Scale and Small Scale Industries. Give two examples each.

[Board Term-II, 2012, Set 68026]

Ans. Large Scale Industries :

- (a) Manufacture large quantities of finished goods.
- (b) The quantity of raw material and capital investment is large.
- (c) Example : Iron and steel industry, Cotton textile industry.

Small Scale Industries :

- (a) Manufacture small goods.
- (b) No huge quantity of raw material as capital is required.
- (c) Example : Garment industry, Soap making industry.

[CBSE Marking Scheme 2012]

Q. 8. Explain any three factors which were responsible for the concentration of cotton textile industry in Maharashtra and Gujarat in early years.

[Board Term-II, 2012, Set 68063]

Ans. (a) Availability of raw cotton.

(b) Ready markets are available.

(c) Well-developed means of transportation.

(d) Abundant skilled and unskilled labour at cheap rate.

(e) Moist climate which is suitable for the cotton industry.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 9. Why is cotton textile industry the largest industry in India today ? Give any three reson.

[Board Term II, 2011]

Ans. (i) Cotton textile industry contributes 14 percent of the total industrial production.

(ii) It provides employment to 35 million persons directly – the second largest after agriculture.

(iii) It earns foreign exchange of about 24.6 percent (4 percent of GDP). [CBSE Marking Scheme, 2011] 3

- The main raw materials used in the iron and steel industry are iron ore, coal and limestone. The raw materials and finished products of iron and steel industries are quite bulky, these industries must be located near the mining areas of the required minerals and must be connected by a good transport network.
- India is the ninth largest producer of crude steel and the largest producer of sponge iron in the world. India is also a leading exporter of steel in the world.
- The per capita consumption of steel in India is only 32 kilograms. There are 10 primary integrated steel plants in India. These integrated plants handle all stages of steel production, from procurement of basic raw material to producing finished rolled and shaped steel. India has many mini steel plants that produce customised alloy steel using scrap iron or sponge iron as raw material.
- China has become the world's largest producer and consumer of steel, leaving India far behind. Most steel manufacturing industries are located in the Chota Nagpur Plateau region because of the availability of inexpensive, high-grade raw material and abundant cheap labour. The main challenges faced by the industry in realising its full potential are limited supply of expensive coking coal, erratic power supply, low output of labour and poor infrastructure. The future of India's iron and steel industry is bright due to India's liberalisation policy and foreign direct investment in the industry.
- Aluminium is a lightweight, corrosion-resistant metal with excellent malleability and ductility. Aluminium is a good conductor of heat and electricity, and can be alloyed with other metals to make it stronger. Aluminium is increasingly being used as a substitute for steel, copper, zinc and lead in several industries. The process of deriving metallic aluminium from its ore is called aluminium smelting. Aluminium smelting is the second most important metallurgical industry in India.
- Bauxite is the chief ore of aluminium. Bauxite is refined to produce alumina, which is smelted to derive metallic aluminium.
- India has 8 aluminium smelting plants located in Odisha, West Bengal, Uttar Pradesh, Tamil Nadu, Kerala, Chhattisgarh and Maharashtra. The production of aluminium requires the transport of bulky raw materials and large amounts of electricity, assured supply of power and good transport connectivity are the main criteria for the location of an aluminium smelting plant. The Indian chemical industry is the third largest in Asia and the 12th largest in the world. The Indian chemical industry contributes 3% to our national GDP.
- The main inorganic chemicals produced in India include sulphuric acid, nitric acid, alkalis, soda ash and caustic soda. Sulphuric acid is used in the production of fertilisers, plastics, synthetic fibres, adhesives, paints and dyes. Soda ash is used in manufacturing soap, glass, detergents and paper. Petrochemicals are materials derived as the by-products of petroleum refining. Petrochemicals are used to manufacture synthetic fibre, synthetic rubber, dyes and paints, fertilisers, adhesives and medicinal drugs.



KNOW THE TERMS

- **Organic Chemicals :** These include petrochemicals, which are used for manufacturing of synthetic fibre, plastics, drugs and pharmaceuticals.
- **Inorganic Chemicals :** These include sulphuric acid, nitric acid, alkalis, soda ash and caustic soda.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Which two prime factors are important for the location of Aluminium smelting industry ?

[Board Term II, 2015, Foreign Set-2]

Ans. (a) Regular and cheap supply of electricity.

(b) Assured source of raw material. $\frac{1}{2} \times 2 = 1$

Q. 2. When and where was the first successful Cotton Textile Industry set up in India?

Ans. In Mumbai in 1854. 1

Q. 3. In which two states in India has the Cotton Textile Industry developed the most?

Ans. Maharashtra and Gujarat.

1

Q. 4. Name the two main centres of Cotton Textile Industry.

Ans. Mumbai and Ahmedabad.

1

Q. 5. How many jute factories are there at present in India?

Ans. Over 70 factories.

1

Q. 6. Where is the majority of jute mills located in India?

Ans. On the banks of river Hugli.

1

Short Answer Type Questions

(3 marks each)

Q. 1. "India is an important iron and steel producing country in the world. Yet we are not able to perform to our full potential." Suggest and explain

any three measures to get full potential.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. India is an important iron and steel producing country in the world, yet we are not able to perform to our full potential largely due to :

- (a) High costs and limited availability of cooking coal.
- (b) Lower productivity of labour.
- (c) Irregular supply of energy and
- (d) Poor infrastructure. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. Why do we have maximum concentration of iron and steel industry in Chota Nagpur Plateau region ? Give any three regions.

[Board Term-II, 2016, Set KCG34U9]

OR

Why has the Chota Nagpur Region maximum concentration of iron and steel industries ? Explain any three. [Board Term-II 2015, Outside Delhi Set-1, 2, 3 ; 2014, 2011]

Ans. Refer to Ans. of Q.2 Long Answer Type Questions.

Q. 3. Explain the ways in which tourism promotes the related industries and services of the destination-country.

[Board Term-II 2015, Set RKZQI05]

Ans. The industries cheek in jowl with tourism is handicraft industry, sculpture, sea-shell, regional handloom among others. Indian handicraft and handloom in particular hold special attraction for the Western tourists. Hospitality in services sectors is benefitted immensely by tourism. Also, the transportation services reap the benefits of tourism. Over 2.6 million foreign tourists visit India every year. For example, tourism contributed 14,000 crore rupees to the Indian exchequer in year 2000 and generated employment for 15 million people directly engaged in the tourism industry. 3 [CBSE Marking Scheme 2015]

Q. 4. Describe any three major problems faced by the weaving and processing sectors in cotton textile industry. [Board Term II, 2015, Foreign Set-2]

OR

Describe any three major problems faced by cotton textile industry in India.

[Board Term-II, 2014, 2010]

Ans. Problems of cotton textile Industry are :

- (a) Although production has increased, it is still not enough and imports are needed.
- (b) Erratic power supply and outdated machinery.
- (c) Low output of labour.
- (d) Stiff competition from synthetic fabrics.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2014]

Q. 5. Describe any three major problems faced by iron and steel industry in India. [Board Term-II, 2014]

Ans. (a) High cost and limited availability of cooking coal.

- (b) Lower productivity of labour.

(c) Poor Infrastructure.

- (d) Irregular supply of energy/power.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 6. Analyse any three major challenges faced by the sugar industry in India. [Board Term-II, 2014]

Ans. Major challenges of sugar industry are :

- (a) Seasonal nature of the industry.
- (b) Old and inefficient methods of production.
- (c) Transport delay in reaching sugar factories and the need to maximise the use of bagasse. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 7. Why is there a tendency for the sugar mills to concentrate in Southern states of India in recent years ? Give three reasons.

[Board Term-II, 2014, Set 2022 2011]

Ans. Shifting of sugar industries to Southern states is because :

- (a) Sugarcane that grows there has a higher sucrose content.
- (b) Favourable climate provides longer crushing period and growing season.
- (c) Cooperatives are successful in these states.
- (d) Modern mills have more crushing capacity.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2014]

Q. 8. Mention the various measures taken by the government to boost the production of jute goods.

[Board Term-II, 2012, Set 2027]

Ans. Various steps taken by the government to boost the production of Jute are :

- (a) In 2005, National Jute Policy was formulated with the objective of increasing productivity.
- (b) Improvement of quality.
- (c) Ensuring good prices to the jute farmers and enhancing the yield per hectare. $1 \times 3 = 3$

Q. 9. Explain the factors responsible for localisation of jute textile mills mainly on the banks of the river Hugli. [Board Term-II, 2012, Set 2030]

Ans. Refer to Ans. of Q.1 Long Answer Type Questions.

Q. 10. What challenges are faced by the jute textile industries in India ? Mention the main objectives of National Jute Policy, 2005.

[Board Term-II, 2012, Set 68019]

Ans. Problems faced by jute mills :

- (a) Stiff competition in international market like Bangladesh, Brazil, Philippines, Egypt, etc.
- (b) Stiff competition from synthetic fibre.
- (c) Products need to be diversified.

In 2005, National Jute Policy was formulated with the objective of increasing productivity, improving quality, ensuring good prices and enhancing the yield per hectare. $2 + 1 = 3$

[CBSE Marking Scheme 2012]

Q. 11. "The iron and steel industry is the basic as well as heavy industry ." Support the statement with three points. [Board Term-II, 2012, Set 68008]

OR

Why is iron and steel industry called a basic industry ? Explain. [Board Term-II, 2012, Set 2076]

Ans. Iron and Steel Industry is the basic industry as :

- (a) All the other industries depend on it for their machinery.
- (b) Steel is needed to manufacture a variety of engineering goods.
- (c) It provides variety of consumer goods.
- (d) Construction material, defence, medical, telephonic, scientific equipments, are the gift of iron and steel industry. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 12. Give a brief description of the present scenario and necessity of cement industry in India.

[Board Term-II, 2012, Set Te2078]

- Ans. (a)** It is essential for construction activities like buildings, bridges, etc.
- (b) It requires heavy raw material like limestone, silica, alumina and gypsum.
 - (c) Coal and electric power are also required.
 - (d) At present 166 large plants and 350 mini plants are there in India as on 31.03.2011.
 - (e) This industry is doing well in terms of production as well as export. (Any three) $1 \times 3 = 3$

Q. 13. Examine the impact of liberalisation on automobile industry of India. [Board 2012, Term-II, Set 2079]

Ans. Impact of Liberalisation on automobile industry are:

- (a) Multi-utility vehicles have been introduced.
- (b) The coming of new and contemporary models.
- (c) Healthy growth of the market.
- (d) FDI in new technology.
- (e) Aligned the industry with global development.
- (f) Industry has experienced a quantum jump.

[CBSE Marking Scheme 2012] $\frac{1}{2} \times 6 = 3$

Q. 14. Mention any four qualities of Aluminium. Also write two uses of it.

[Board Term-II, 2012, Set 68001]

Ans. Qualities of Aluminium are :

- (a) It is light.
- (b) It is resistant to corrosion.
- (c) It is a good conductor of heat and electricity.
- (d) It is malleable.
- (e) It becomes strong when it is mixed with other metals. (Any four) $\frac{1}{2} \times 4 = 2$

Uses :

- (a) It is used to manufacture aircraft, utensils and wires.
- (b) It is used as a substitute of copper, steel, zinc, etc.

[CBSE Marking Scheme 2012] $\frac{1}{2} \times 2 = 1$

Q. 15. Explain any three factors for the rapid growth of chemical industry in India.

[Board Term-II, 2012, Set 68004]

Ans. The reasons for the rapid growth of chemical industry in India are the easy and ample availability of the following chemicals :

- (a) Heavy inorganic chemicals include sulphuric acid which is used for manufacturing of fertilizers, synthetic fibres, plastics, paints and dye stuffs.
- (b) Nitric acid, alkalis, soda ash are used in the manufacture of glass, paper, soap and detergents.

(c) The organic chemical industries are located near oil refineries and petrochemical plants. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 16. What is the importance of the Information Technology sector for the Indian economy ? Explain. [Board Term-II, 2012, Set 68016]

Ans. The importance of IT sector is as follows :

- (a) It has provided employment to over one million people.
- (b) This industry is said to be a major foreign exchange earner.
- (c) It has helped in the growth of the service sector.
- (d) It provides employment to innumerable men and women. (Any three) $1 \times 3 = 3$

Q. 17. Which two prime factors are responsible for location of an aluminium industry ? Mention any one use of aluminium.

[Board Term-II, 2012, Set 68022]

Ans. The two prime factors for location of an aluminium industry are :

- (a) Regular supply of electricity.
- (b) Assured source of raw material.

Uses :

It is used to manufacture aircraft, utensils and wires. It has gained popularity as a substitute of steel, copper, zinc and lead in a number of industries.

[CBSE Marking Scheme 2012] $2 + 1 = 3$

Q. 18. What are software technology parks ? State any two points of significance of information technology industry in India. [Board Term-II, 2011, Set A1]

Ans. Software Technology Park : Software technology parks provide single window service and high data communication facility to software experts.

Significance of IT industry :

- (a) A major impact of this industry has been on employment generation. Upto 31st March, 2005, the IT industry employed over one million persons.
- (b) It is encouraging to know that 30 percent of the people employed in this sector are women.
- (c) This industry has been a major foreign exchange earner in the last two or three years because of its fast growing Business Processes Outsourcing (BPO) sector.
- (d) The continuous growth in the hardware and software is the key to the success of IT industry in India. (Any two) $1 + 2 = 3$

[CBSE Marking Scheme 2011]

Q. 19. Describe any three main features of chemical industry ? [Board Term II, 2011]

Ans. (i) It is fast growing

(ii) Diversified

(iii) If comprises of both large and small scale manufacturing units. $1 \times 3 = 3$

[CBSE Marking Scheme 2011]

Q. 20. Mention any two factors that have contributed to a healthy growth of the automobile industry in India ? Name two centres where this industry is located. [Board Term II, 2011]

Ans. (a) The introduction of new and contemporary models stimulated the demand for vehicles in the market.

(b) Foreign Direct Investment (FDI) brought in new technology and aligned the industry with global developments. The two centres of automobile industry are Jamshedpur and Gurgaon. $1 + 2 = 3$

[CBSE Marking Scheme 2011]

Q. 21. What are the three main reasons for shifting of the sugar mills to Maharashtra in recent years.

[Board Term II, 2011]

Ans. There are three main reasons which are as follows :

- (a) The cane produced has a higher sucrose content.
- (b) The cooler climate which ensures a longer crushing season.
- (c) The cooperatives are more successful in this state.

[CBSE Marking Scheme 2011] $1 \times 3 = 3$

Q. 22. Distinguish between an integrated steel plant and a mini steel plants stating three points of distinction.

[Board Term II, 2011]

Ans. (a) An integrated steel plant is larger than a mini steel plant.

(b) Mini steel plant use steel scrap and sponge iron while Integrated steel plant use basic raw materials i.e. iron ore for making steel.

(c) Mini steel plant produces mild and alloy steel while integrated steel plant produces only steel.

[CBSE Marking Scheme 2011] $1 \times 3 = 3$

Q. 23. Why is fertilizer industry almost widespread through out the country ? Give three reasons.

[Board Term II, 2011]

Ans. (i) Spread of fertilizer industry rests on raw materials i.e., coal, petroleum and natural gas and hence it is located near to it.

(ii) After Green Revolution, it is expanded to many parts of the country where agricultural prosperity is achieved.

(iii) Fertilizer can be transported through pipelines to far off places which causes decentralization.

[CBSE Marking Scheme 2011] $1 \times 3 = 3$

Q. 24. Explain any three factors responsible for the location of cotton textile industry in Mumbai and Ahmedabad.

[Board Term II, 2011]

Ans. (a) Availability of raw cotton, market, transport including accessible port facilities.

(b) cheap labour and ;

(c) moist climate have caused the concentration of cotton textile industries in Mumbai and Ahmedabad region.

$1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. Evaluate the factors which are responsible for the location of jute industry in West Bengal.

[Board Term-II, 2016, Set TCJQ6VD; 2014]

OR

Describe any five factors responsible for the concentration of jute mills along the banks of the Hugli river. [Board Term II, 2015, Foreign Set-2]

Ans. Factors for the concentration of Jute Mills :

- (a) Proximity of the jute producing areas.
- (b) Inexpensive water transport.
- (c) Abundant water.
- (d) Cheap and skilled labour.
- (e) Port facilities
- (f) Kolkata as a large urban centre provides banking and insurance facilities. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 2. Why was the cotton textile industry concentrated in the cotton growing belt in the early years ? Explain. [Board Term II, 2015, Outside Delhi Set-2]

Ans. Cotton textile industry was concentrated in the cotton growing belt in the early years because :

- (a) Availability of raw cotton-e.g. belt of Maharashtra and Gujarat.
- (b) Nearness to market.
- (c) Transport
- (d) Port facilities

(e) Cheap labour

(f) Moist climate.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 3. "Many of our spinners export cotton yarn while apparel manufacturers have to import fabric." Explain this statement with appropriate reasons.

[Board Term II, 2014]

Ans. (a) The weaving, knitting and processing units cannot use much of the high quality yarn that is produced in the country.

Therefore, many of our spinners export cotton yarn while apparel/garment manufacturers have to import fabric.

(b) If weaving sector is improved then yarn can be used in the country and garments can be exported to earn foreign exchange for the country.

[CBSE Marking Scheme 2014] $2\frac{1}{2} \times 2\frac{1}{2} = 5$

Q. 4. "Production and consumption of steel is often regarded as the index of a country's development". Examine the statement. [Board Term-II, 2014]

Ans. (a) Steel production is the backbone of any country's economy since it is the basic unit for the development of the nation.

(b) Almost every industry depends on iron and steel for its manufacturing and production.

(c) In today's era of globalisation, consumption of goods is increasing. Thus, it can be concluded that growth in production of steel is regarded as the index of country's development. $2 + 1 + 2 = 5$

[CBSE Marking Scheme 2014]

Q. 5. Describe any five factors responsible for the concentration of iron and steel industry in and around Chota Nagpur Plateau region.

Ans. Factors responsible for concentration of Iron and Steel Industries in Chhotanagpur Plateau :

- Low cost of Iron-ore.
- High grade raw material in proximity.
- Cheap labour.
- Vast growth potential to the home market.
- Good transport connectivity.
- Availability of water resources.(Any five) $1 \times 5 = 5$



TOPIC-4

Industrial Pollution and Environmental Degradation

QUICK REVIEW

- Industries have caused severe pollution of our natural resources. Industries cause environmental degradation through four main types of pollution *i.e.* air pollution, water pollution, land pollution or soil degradation, and noise pollution.
- Smoke contains undesirable gases like carbon dioxide, sulphur dioxide and carbon monoxide, besides solid and liquid particulate matter, in the form of dust and spray mist, which cause air pollution. Air pollution affects the health of humans, animals and plants alike and also causes damage to buildings.
- Water pollution is caused by the discharge of untreated chemical waste like dyes, detergents, acids, heavy metals like lead and mercury, pesticides, fertilisers, and plastics from industries, into fresh water bodies like rivers and lakes. Solid wastes like fly ash, phospho-gypsum, and iron and steel slags also cause water pollution.
- The industries that cause major amount of water pollution are paper and pulp industries, oil refineries, tanneries and electroplating industries. The discharge of hot water from thermal power plants into rivers before cooling is called thermal pollution of water. Radioactive waste, hazardous chemicals, glass, plastic, industrial effluents and non-biodegradable garbage are the main agents of land pollution. Rain water falling on polluted land dissolves and carries many of the pollutants further into the ground and pollutes groundwater.
- Loud noise can lead to irritation, loss of hearing, and an increase in blood pressure and heart rate. Industrial machinery, construction activities, generators, and equipment like saws and pneumatic drills are mainly responsible for noise pollution. One of the most important steps for the control of environmental degradation is treating hot and polluted wastewater from industries before releasing it into our rivers and lakes.
- Wastewater treatment involves :
 - Primary treatment through screening, grinding, flocculation and sedimentation.
 - Secondary treatment through bacterial action to digest harmful chemicals.
 - Tertiary stage of stirring with chemicals to neutralise remaining harmful waste.
- Treated waste water can be recycled for reuse in industrial processes. Rainwater harvesting can be used to meet the requirements of water for industrial processes.
- Legal provisions must be made to regulate the use of groundwater for industrial use. Smoke stacks, filters, scrubbers, and electrostatic and inertial separators remove a large amount of harmful particles from industrial smoke. The emission of smoke itself from industries can be reduced by using more efficient fuels like oil and natural gas in place of coal.
- Industrial and generator silencers, and sound-absorbing material are available to reduce the noise level in industries. Industrial workers can use earphones and earplugs for individual protection of health and hearing.
- National Thermal Power Corporation or NTPC is a major electricity generation and distribution company in India. NTPC has demonstrated how conservation of environment and natural resources can happen simultaneously with industrial growth by :
 - Adopting latest technical knowhow
 - Minimising waste
 - Providing green cover
 - Reducing environmental pollution
 - Continuous monitoring



KNOW THE TERMS

- **Air Pollution :** It is caused by the presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide.

- **Water Pollution :** It is caused by organic and inorganic industrial wastes and affluents discharged into rivers.
- **Thermal Pollution :** The pollution caused by The discharge of hot water from factories and thermal plants into rivers and ponds before cooling.
- **Noise Pollution :** It is caused by industrial and construction activities, machinery, generators, electric drills and loug-speakers.

Short Answer Type Questions

(3 marks each)

Q. 1. Suggest any three steps to minimize the environmental degradation caused by the industrial development in India.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

OR

Explain any three steps to be taken to minimize environmental degradation by industries.

[Board Term-II; 2014, 2013, Delhi 32/1/2; 2012, Set 68010]

Ans. Three steps to minimize the environmental degradation caused by industrial development in India are :

Every liter of waste water discharged by our industry pollutes eight times the quantity of fresh water.

- (i) Minimizing use of water for processing by Reusing and Recycling it in two or more successive stages.
- (ii) Harvesting of rain water to meet water requirements.
- (iii) Treating hot water and effluents before releasing them in rivers and ponds.
- (iv) Particulate matter in the air can be reduced by fitting smoke stacks to factories with electrostatic precipitators, fabric filters, scrubbers and inertial separators.
- (v) Smoke can be reduced by using oil or gas instead of coal in factories.
- (vi) Machinery and equipments can be used and generators should be fitted with silencers.
- (vii) Almost all machineries can be redesigned to increase energy efficiency and reduce noise.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. "Environmental degradation has been seen everywhere." Explain any three values that can help to prevent environment degradation.

[Board Term-II, 2014]

Ans. Steps to minimise environmental degradation :

- (a) Optimum utilisation of equipments, adopting latest techniques.
- (b) Upgrading existing equipments.
- (c) Minimising waste generation by maximising ash utilization.
- (d) Providing green belts for nurturing ecological balance.
- (e) Reducing environmental pollution through ash pond management, water recycling system and liquid waste management. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2014]

Q. 3. How does industry pollute the environment ? Explain with three examples.

[Board 2012, Term-II, Set 2022]

Ans. Industries are responsible for four types of pollution i.e., :

- (a) Air, (b) Water, (c) Noise, (d) Land.

(a) Air pollution is caused by the presence of high proportion of undesirable gases, such as sulphur dioxide and carbon monoxide. Smoke is emitted by chemical and paper factories, brick kilns, refineries and smelting plants, and burning of fossil fuels in big and small factories.

(b) Water pollution is caused by organic and inorganic industrial wastes and affluents discharged into rivers. The main culprits in this regard are paper, pulp, chemical, textile and dyeing, petroleum refineries and electroplating industries that let out dyes, detergents, acids, salts and heavy metals like lead and mercury, pesticides, fertilisers, synthetic chemicals with carbon, plastics and rubber, etc., into the water bodies.

(c) Noise pollution is due to industrial and construction activities. Machinery, factory equipment, generators, saws and pneumatic and electric drills cause hearing problems and irritation.

$1 \times 3 = 3$

Q. 4. Examine what are the causes of industrial pollution of freshwater resources. [Board Term II, 2011]

Ans. Fresh water sources are polluted by organic and inorganic wastes and affluents discharged by industries into rivers. The main culprits are paper and pulp, chemical, textile petroleum, refineries, tanneries etc. industries. 3

[CBSE Marking Scheme 2011]

Q. 5. Suggest any three measures to reduce the industrial pollution of freshwater resources.

[Board Term II, 2011]

Ans. (a) Minimising use of water for processing by reusing and recycling it in two or more successive stages.

(b) Harvesting of rainwater to meet water requirements.

(c) Treatment of hotwater and affluents before releasing them in rivers and ponds. 3

[CBSE Marking Scheme 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. Explain the pro-active approach adopted by the National Thermal Power Corporation (NTPC) for preserving the natural environment and resources.

[Board Term II, 2015, Outside Delhi Set-3]

Ans. The pro-active approach adopted by the National Thermal Power Corporation(NTPC) for preserving the natural environment :

- Optimum utilisation of equipment adopting latest techniques and upgrading existing equipment.
- Minimising waste generation by maximising ash utilisation.
- Providing green belts for nurturing ecological balance and addressing the question of special purpose vehicles for afforestation.
- Reducing environmental pollution through ash pond management, ash water recycling system and liquid waste management.
- Ecological monitoring, reviews and online database management for all its power stations.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 2. Explain any five measures to control industrial pollution in India.

[Board Term II, 2013]

Ans. Five ways to reduce industrial pollution are listed below :

- Restructuring the manufacturing processes to reduce or eliminate pollutants, through a process called pollution prevention.
- Creating cooling ponds, which are man-made and are designed to cool the heated waters from industries by evaporation, condensation and radiation.
- Filtration of sewage in water treatment plants attached to industries.
- Instructing industries to be set up far from residential areas.
- Backing the constitutional provisions by a number of laws – acts, rules, and notifications.

[CBSE Marking Scheme, 2013]

Value Based Questions

Q. 1. How do industries pollute water ? Suggest any two measures to control water pollution.

[Board Term-II, 2013, Delhi Set-3]

Ans. Most important are the industrial effluents that are discharged into rivers. They are both organic and inorganic. Coal, dyes, pesticides, fertilisers, plastic are some common pollutants of water. Industrial wastes containing toxic metals pollute the water.

Suggestions to control water pollution :

- Water should be reused and recycled to maximise its usage.
- Rain water should be harvested to meet water requirements.
- Hot water and effluents should be treated before releasing in river and ponds.

(d) Overdrawing of ground water reserves by industry where there is a threat to ground water resources also need to be regulated legally.

(Any two) $1 + 2 = 3$

Q. 2. Why is India not able to perform to her full potential in iron and steel production ? Explain any three reasons.

Ans. India is an important producer of iron and steel but still it has failed to perform to its potential due to following reasons :

- Shortage of raw material
- Lower productivity of labour
- Shortage of power
- Poor infrastructure
- Lower investment in research and development.

(Any three) $1 \times 3 = 3$



KNOW THE LINKS

- Mineral-Based Industries: 5 Major Industries in India ...
www.yourarticlerepository.com/.../industries.../mineral...industries...major-in...
- Chemical industry - Wikipedia, the free encyclopedia
https://en.wikipedia.org/wiki/Chemical_industry
- Industries : Classification of Industries in India
www.yourarticlerepository.com/industries/industries...industries-in-india/197...
- Industrial pollution and environmental degradation
<https://exploringgeography.wikispaces.com/Industrial+pollution+and+en.>



CHAPTER

7

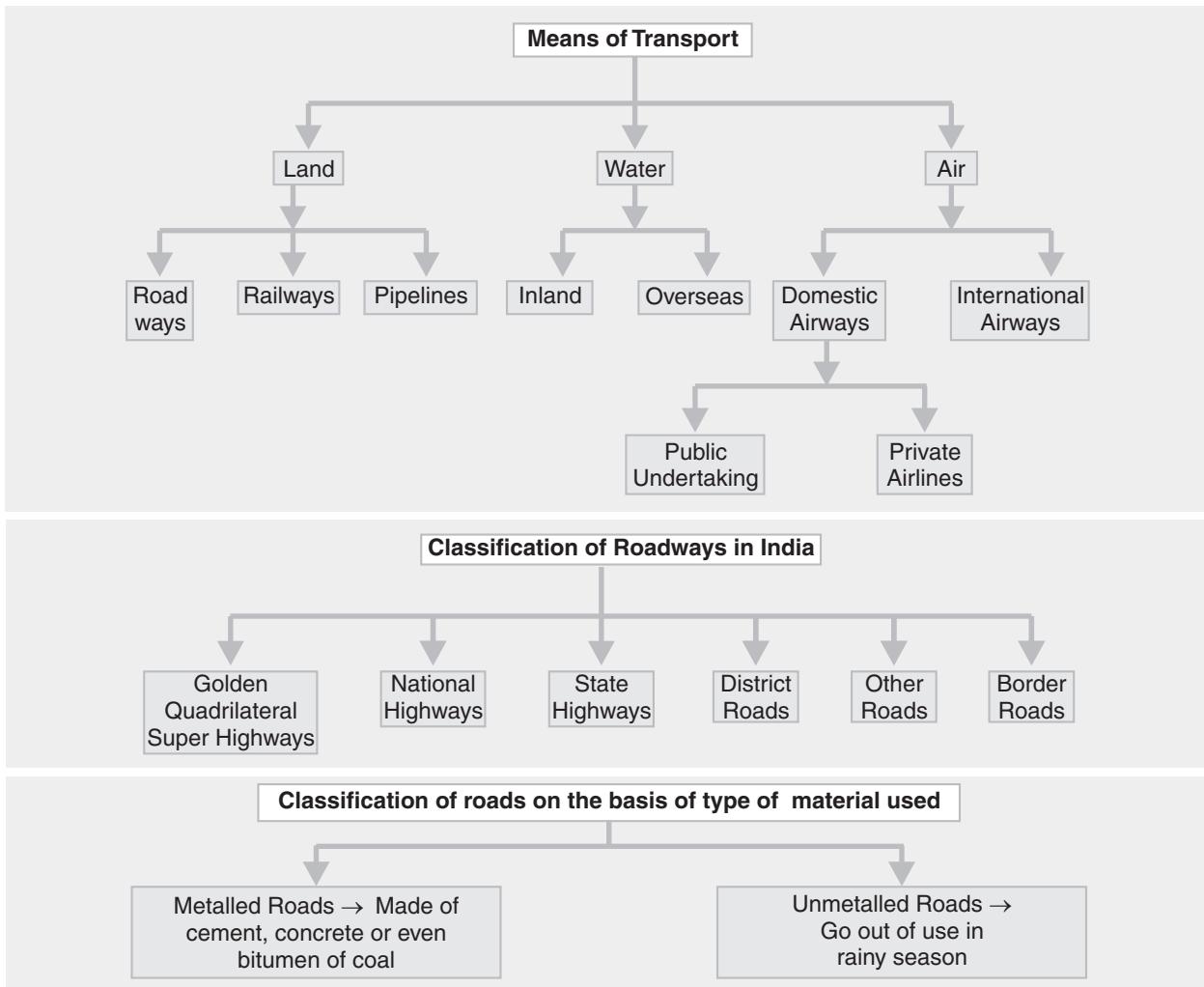
LIFELINES OF NATIONAL ECONOMY

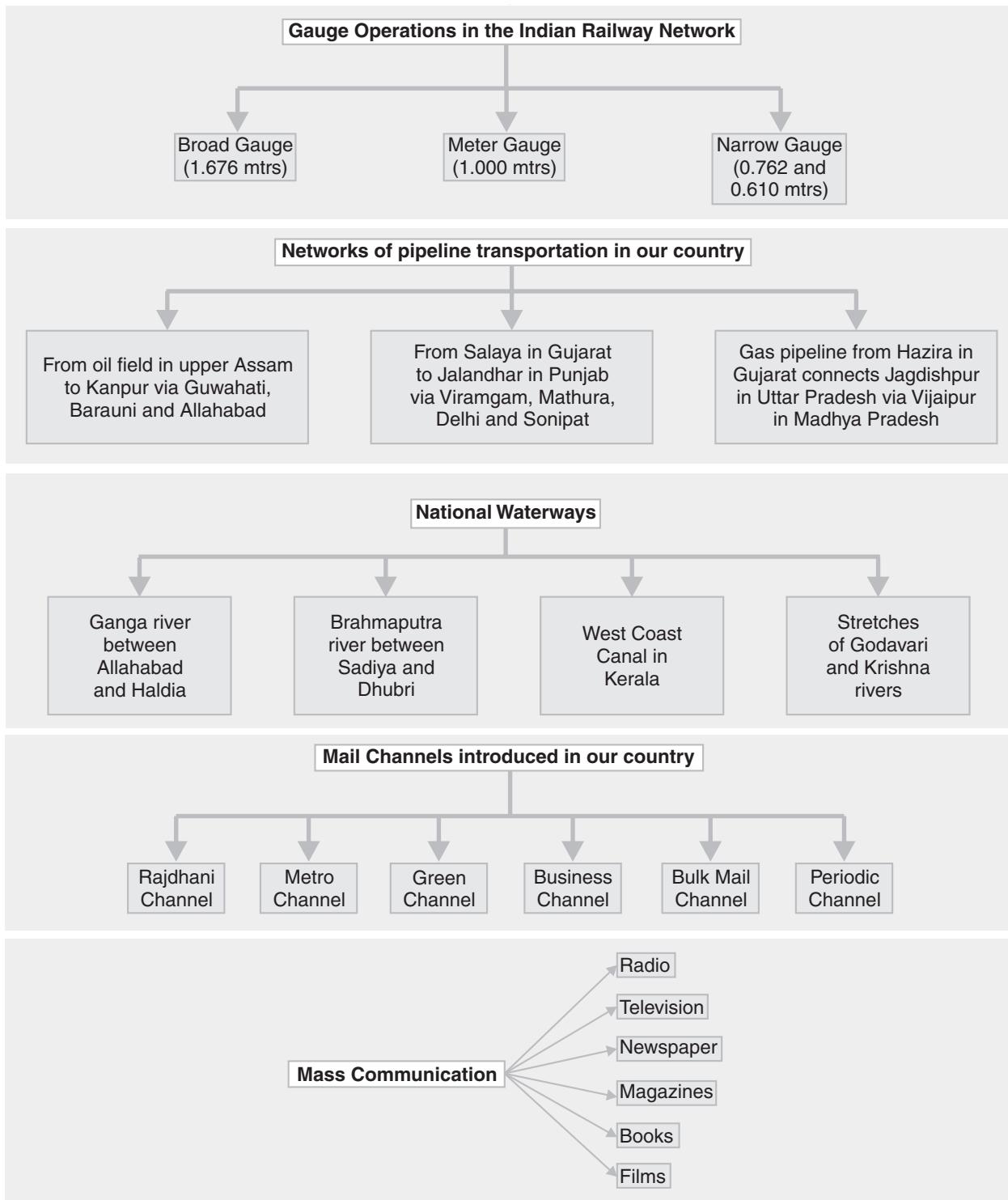
SYLLABUS

- *Means of Transport—Land Transport, Water Transport, and Air Transport.*
- *Means of Communication—Personal Communication and Mass Communication.*
- *International Trade—Imports and Exports.*
- *Tourism—Heritage tourism, Eco-Tourism, Adventure Tourism, Cultural Tourism, Medical Tourism and Business Tourism.*
- *Objectives :*
 - (a) *To explain the importance of transport and communication in today's world.*
 - (b) *To understand the role of trade in the economic development of a country.*

TOPIC - 1	
Means of Transport P. 119
TOPIC - 2	
Means of Communication P. 125
TOPIC - 3	
International Trade and Tourism P. 127

FLOWCHARTS





TOPIC-1 Means of Transport

QUICK REVIEW

- Goods are transported from supply to demand locations by people called Traders. Transport is a key factor that influences India's rapid economic development. Based on the medium it uses, the means of transport can be divided into land transport, water transport and air transport.

- Land transport includes roadways and railways and pipelines used to transport liquid and gaseous material over long distances.
- Water transport can be classified as inland transport and overseas transport. Inland transport happens along coastline between two domestic ports or through inland waterways. Overseas transport involves sending goods from one country to another. Air transport can be classified as domestic and international. Private and government-run domestic airways connect different cities of India. International airways connect India with destinations in all parts of the world.
- Modern advances in science and technology have not left any part of the world inaccessible. Thus, the world appears a much smaller place today.
- Trade requires some means of exchanging ideas and connecting with people. This is where communication comes in. While transport physically transfers people and goods from one place to another, means of communication allow people in different locations to connect with each other without actually travelling.
- Some common means of communication are radio, television, cinema, newspapers, Internet, fax and phone services. A dense, efficient network of transport, and extensive, reliable means of communication are the true lifelines of trade and economic development for India and the rest of the world.
- There are five types of **transport systems in India** — roadways, railways, pipelines, waterways and airways.
- **Roadways** : A number of roads were built during the Mughal rule. Sher Shah Suri built the Grand Trunk Road from Chittagong (now in Bangladesh) in the east to Peshawar (now in Pakistan) in the west.
- **Railways** : The railways are now 157 years old in India. The total length of railways is about 64,460 km. India has the second largest railway network in Asia and the sixth largest railway network after USA, Russia, Canada, Germany and China. The Indian Railways carry 40,000 lakh passengers and 4,000 lakh tonnes of goods a year. It had a fleet of 9,213 locomotives, 53,220 passenger service vehicles, 6,493 other coach vehicles and 2,29,381 wagons as on 31 st March 2011.
- **Pipelines** were earlier used for the transportation of water and now they are being used for the transportation of crude oil, petroleum products and natural gas.
- **Inland Waterways** have a length of 14,500 km. The Government has declared the following waterways as National Waterways i.e. :
 - (i) The Ganga river between Allahabad and Haldia (1,620 km). — National Waterway No. 1.
 - (ii) The Brahmaputra river between Sadiya and Dhubri (891 km). — National Waterway No. 2.
- **Airways** are the fastest mode of transport but they are the costliest ones. In 1953, air transport was nationalised.



KNOW THE TERMS

- **Types of Airways** : There are two types of airways in India— (i)International, and (ii) Domestic.
- **International Airports** : Delhi, Mumbai, Kolkata, Chennai, Thiruvananthapuram, Bengaluru, Amritsar, Hyderabad, Ahmedabad, Panaji, Guwahati and Cochin.
- **Domestic Airports** : There are 63 domestic airports in the country. Airports are managed by the Airport Authority of India.
- **Seaports** : India has 12 major, 181 medium and minor seaports.
- **Major Ports on the West Coast** : Kandla, Mumbai, Jawaharlal Nehru (Nhava Sheva), Marmagao, New Mangalore and Cochin.
- **Major Ports on the East Coast** : Kolkata, Haldia, Paradip, Vishakhapatnam, Chennai, Ennore and Tuticorin.
- **Biggest Port** : Mumbai.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What is a new arrival on the transportation map of India ? [Board SQP 2016]

Ans. Pipeline transport network is a new arrival on the transportation map of India to transport liquids as well as solids in slurry form. 1

Q. 2. Why was the Haldia seaport set up ? [Board Term-II, 2015, Outside Delhi Set-3]

Ans. Haldia seaport was set up as a subsidiary port to relieve growing pressure on Kolkata port. 1

Q. 3. What is the major objective to develop Super Highways? [Board Term-II, 2015 Set-3]

Ans. The major objective of developing Super Highways is to reduce the time and distance between the mega-cities of India.

Q. 4. Why was Jawaharlal Nehru port developed ? [Board Term-II, 2015, Foreign Set-3]

Ans. To decongest the Mumbai port and serve as a hub port for the region. 1

Q. 5. What are known as lifelines of the national economy?

Ans. Means of transport and communication. 1

Q. 6. What are the two major means of land transport?

Ans. (i) Roadways (ii) Railways.	1	Ans. Expressway National Highway.	1
Q. 7. Which is the major public sector enterprise of the Central Government?		Q. 16. Which groups of cities is connected by National Highway No. 2 ?	
Ans. Indian Railways.	1	Ans. Delhi – Amritsar.	1
Q. 8. What is the total length of roads in India? How much of this length is surfaced?		Q. 17. Which types of road received special impetus under the Pradhan Mantri Gramen Sadak Yojana ?	
Ans. The total length of roads in India is 25 lakh kilometre. 57% of this length is surfaced.	1	Ans. Rural Roads.	1
Q. 9. What is the policy of Indian Railways regarding electrification?		Q. 18. Which National Highway is the longest in India ?	
Ans. The rapid electrification of all the railway tracks.	1	Ans. NH – 7.	1
Q. 10. Name the two super-fast trains of India.		Q. 19. Who builds and maintains National Highways ?	
Ans. Rajdhani Express, Shatabdi Express.	1	Ans. Central Government.	1
Q. 11. What is the inland navigational potential in India?		Q. 20. Which one is the subsidiary port of Mumbai ?	
Ans. 5,200 kilometres.	1	Ans. Jawaharlal Nehru (Nhava Sheva).	1
Q. 12. Name the two navigational rivers of India?		Q. 21. Who is responsible to maintain the National Highways ?	
Ans. Ganga and Brahmaputra.	1	Ans. National Highway Authority of India.	1
Q. 13. Up to which city would Ganga be used in navigation in due course?		Q. 22. What is the principal mode of transportation in India ?	
Ans. Up to Patna and in due course up to Allahabad.	1	Ans. Railways.	1
Q. 14. Name the two main ports of the western coast of India.		Q. 23. Which is the deepest land locked and well protected port of India ?	
Ans. Mumbai and Nhava Sheva.	1	Ans. Vishakhapatnam.	1
Q. 15. Golden Quadrilateral refers to which type of roadways ?			

Short Answer Type Questions

(3 marks each)

Q. 1. What is pipeline transportation ? Write two merits and demerits of the same. [Board SQP 2016]

Ans. Pipeline transport network is the new mode of transport these days. In the past, pipelines were used to transport water to cities and industries. Now, these are used for transporting crude oil, petroleum products and natural gas from oil and natural gas fields to refineries, fertilizer factories and big thermal power plants. Solids can also be transported through a pipeline when converted into slurry.

Merits :

- (a) Useful in transporting liquids and solid slurry from far away locations.
- (b) Subsequent running costs after laying down the network are minimal.
- (c) It rules out trans-shipment losses or delays.

Demerits :

- (a) Initial cost of laying pipelines is high.
- (b) Pipelines can burst or can have leakage leading to wastage of valuable resource like water, mineral oil etc. [CBSE Marking Scheme, 2016] $1 + 1 + 1 = 3$

Q. 2. Elaborate any three advantages of railways in India. [Board Term-II, 2016, Set KCG34U9]

Ans. Advantages of railways in India are as follows :

- (a) It is both convenient and safer to travel long distances by railways.
- (b) They give employment to a large number of people.
- (c) Railways have got far greater capacity for hauling goods than any other means of transport. They carry $4/5^{\text{th}}$ of the entire goods traffic in the country.

[CBSE Marking Scheme, 2016] $1 \times 3 = 3$

Q. 3. Describe the rural roads in India?

[Board Term-II 2015 Set WVIVSA5]

Ans. (a) Rural roads link rural areas and villages with towns.

(b) These roads received special impetus under the Pradhan Mantri Gramen Sadak Yojna.

(c) Special provisions are made so that every village in the country is linked to a major town in the country by an all season motorable road. 3

[CBSE Marking Scheme, 2015]

Q. 4. Describe any three factors that accord prominence to airways as a mode of transportation.

[Board Term-II, 2015, Set RKZQI05]

Ans. Following are the factors that accord airways prominence as a mode of transportation : (i) They are the fastest mode of transportation, (ii) They are the best means of transport for remote, inaccessible and hostile areas, (iii) Airways play a vital role in the event of natural and human-made calamities like floods, famines, earthquake, epidemics and war by virtue of their swiftness. 3

[CBSE Marking Scheme, 2015]

Q. 5. Describe any three features of waterways in India. [Board Term-II, 2015, Outside Delhi Set-2]

Ans. Features of waterways in India are :

- (a) India has been one of the seafaring countries.
- (b) Sea men sailed far and near; carrying and spreading Indian commerce and culture.
- (c) Waterways are the cheapest means of transport.

- (d) They are most suitable for carrying heavy and bulky goods over long distance.
 - (e) It is fuel efficient, environment friendly mode of transport.
 - (f) 95% of the country's trade volume is moved by sea.
- (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 6. Explain the importance of railways as the principal mode of transportation for freight and passengers in India.[Board Term II, 2015, Outside Delhi Set-1]

Ans. The importance of railways as the principal mode of transportation for freight and passengers in India is :

- (a) Railways make it possible to conduct multifarious activities like business, sight seeing, pilgrimage along with transportation of goods.
 - (b) It is suitable for long distance travel.
 - (c) Plays an important role in national integration.
 - (d) Railways bind the economic life of the country
 - (e) It accelerates the development of the industry and agriculture.
 - (f) Today the railways have become more important than all other means of transport put together.
- (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 7. Describe three major problems faced by the road transport in India.

[Board Term-II, 2015, Foreign Set-3]

Ans. Refer to Ans. of Q. 10. Long Answer Type Questions.

Q. 8. Why is air travel preferred in the north-eastern states of India ? Explain. [Board Term-II, 2014]

Ans. Refer to Ans. of Q. 4. Long Answer Type Questions.

Q. 9. Why are metalled roads better than unmetalled roads ? What is the role of border roads and national highways in transportation ?

[Board Term-II, 2011]

Ans. Metalled roads are made of either cement, concrete or even bitumen or coal therefore, durable over unmetalled road. Unmetalled roads go out of use in rainy season. Border roads plays an important role in connecting strategically important difficult areas and helps in the economic development of the area. National Highways are the primary road system which links extreme parts of the country. $1 + 2 = 3$

Q. 10. Explain any four major problems faced by Indian Railways. [Board Term-II, 2011]

Ans. Refer to Ans of Q. 3. of Long Answer Type Question.

Q. 11. What are Golden Quadrilateral Super Highways ? Mention any two objectives of this project. The North-South and East-West Corridors join which terminal cities. [Board Term-II, 2011]

Ans. (a) The Golden Quadrilateral Super Highways is a major road development project linking Delhi – Kolkata – Chennai – Mumbai and Delhi by six lane super highways.

(b) The two major objectives of these Super Highways projects are to (a) reduce the time and (b) distance between the mega cities of India.

(c) The North-South Corridors linking Srinagar (Jammu and Kashmir) and Kanyakumari (Tamil Nadu) and East-West Corridor connecting Silchar (Assam) and Porbander (Gujarat). $1 + 2 = 3$

[CBSE Marking Scheme, 2011]

Q. 12. Explain four advantages of road transport in India. [Board Term-II, 2011]

Ans. Refer to Ans. of Q. 5. Long Answer Type Questions.

Q. 13. Explain any four advantages of pipeline transportation. [Board Term-II, 2011]

Ans. The four advantages of pipelines transportation are :

(a) Both solid (when converted into slurry) liquid and gases can be transported through pipelines

(b) Initial cost of laying pipelines is high but subsequent running costs are minimal.

(c) Trans-shipment of losses and delays are minimum.

(d) It is economical to transport petroleum, natural gas, fertilizers to interior places. 3

Q. 14. Explain any four qualitative improvements made in Indian Railways. [Board Term-II, 2011]

Ans. (a) Conversion of meter gauge to broad gauge.

(b) Steam engines have been replaced by diesel and electric engines. This has increased the speed and haulage capacity.

(c) The replacement of steam engine run by coal has improved the environment of stations and its surroundings.

(d) Railways routes have been extended to areas where there was no railway lines earlier 3

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. Compare and contrast the merits and demerits of Roadways with those of Railways.

[Board SQP 2016]

Ans. Roadways v/s Railways :

- (a) Construction cost of roads is much lower than that of railway lines and construction time is also comparatively less.
- (b) Roads can traverse comparatively more dissected and undulating topography which is a limitation in case of railways.

(c) Roads can negotiate higher gradients of slopes and as such can traverse mountains like the Himalayas, whereas the mountainous regions are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. Likewise, it is difficult to lay railway lines on the sandy plains in the deserts, swampy or forested tracks.

(d) Road transport is economical in transportation of few persons and relatively smaller amount

of goods over short distances, whereas railways are suitable for transportation of large number of people and goods in bulk, especially over long distances.

(e) Roadways provide door-to-door service, thus the cost of loading and unloading is much lower but railways have not reached everywhere, still there are places which are yet to be connected with the railways.

(f) Road transport is also used as a feeder to other modes of transport such as they provide a link between railway stations, air and seaports. On the other hand, railways work as a lifeline for the economic growth of a country as they carry raw materials and produced goods from one part of the nation to another on a large scale.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Highlight any five features of Hazira-Vijaipur-Jagdishpur gas pipeline.

[Board Term II, 2016, Set KCG34U9]

Ans. (a) This pipeline is about 1700 km. long.

(b) Hazira-Jaipur-Jagdishpur cross country gas pipeline links Mumbai High and Bassien with the fertilizer, power and industrial complexes in western and northern India.

(c) This artery has provided an impetus to India's gas production.

(d) The power and fertilizer industries are the key users of natural gas.

(e) Use of Compressed Natural Gas (CNG) for vehicles to replace liquid fuels is gaining wide popularity in the country.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 3. Explain with examples the conditions responsible for uneven distribution pattern of the railway network in India.

[Board Term-II, 2016, Foreign Set-I]

Ans. The distribution pattern of the Railway network :

(a) The northern plains with their vast level land, high population density and rich agricultural resources provided the most favourable condition for their growth.

(b) In the hilly terrains of the peninsular region, railway tracks are laid through low hills, gaps or tunnels.

(c) The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities.

(d) It was difficult to lay railway lines on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.

(e) The contiguous stretch of Sahyadri could be crossed only through gaps or passes (Ghats).

(f) The development of the Konkan railway along the west coast has facilitated the movement of passengers and goods.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 4. Why is air travel more popular in the North-Eastern states of India ? Explain.

[Board Term-II, 2016, Foreign Set-2]

Ans. Air Transport is considered as an important means of transport in the north-eastern part of our country because :

(i) **Big rivers** : Presence of big rivers like Brahmaputra difficult to construct roads and railways. Airways are suitable-Also rivers are often flooded.

(ii) **Dissected Relief** : Uneven surface-not suitable for the construction of roadways and railways-costly affair-can be easily travelled by airways.

(iii) **Dense forests** : Dense forests hamper the construction of roadways and railways.

(iv) **International Frontiers** : International borders of Bangladesh, Myanmar, China, etc. can be easily travelled by airways without much hustles.

[CBSE Marking Scheme, 2016] $1\frac{1}{4} \times 4 = 5$

Q. 5. "Roadways still have an edge over railways in India." Support the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

OR

How have roadways an edge over railways in India? Explain five facts.

[Board Term-II, 2012, Set 2022]

Ans. Refer to Ans. of Q. 1.

Q. 6. Analyse the physiographic and economic factors that have influenced the distribution pattern of the railway network in our country.

[Board Term-II, 2015]

Ans. Rail transport is the most convenient mode of transportation. Though the railway network is not evenly distributed across the country. The distribution pattern of the railway network in the country has been largely influenced by physiographic, economic and administrative factors.

Physiographic Factors : (1) The northern plains with their vast level land, high population density and rich agricultural resources provide the most favourable condition for their growth of railway networks. (2) The uneven terrain like hills, mountains, rivers with wide beds have posed severe obstacle in the infrastructural development of railways like laying tracks, construction of bridges and so on. (3) In the hilly terrain of the peninsular region, railway tracks are laid through low hills, gaps or tunnels. (4) The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. (5) It is equally difficult on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.

Economic Factors : (1) There are several economic factors that affect the distribution of railways e.g. state funding plays a vital role in the development of railways across the nations. (2) The state with flexible laws supports the growth of railways.

Along with this the places that are highly industrialised attract the development of railways. Since the growth of both is complimentary to each other e.g. recently railways network is enhancing along the industrial corridors. (5)

[CBSE Marking Scheme, 2015]

Q. 7. "Road transport and Rail transport in India are not competitive but complementary to each other."
Justify the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Road Transport and Rail Transport :

The statement 'Road Transport' and 'Rail Transport' in India are not competitive but complementary to each other are justified in the following ways :

- (a) Road transport is more suitable for short distances whereas rail transport is more suitable for long distances.
- (b) Road transport is economical in transportation of few persons and relatively smaller amount of goods over short distances, whereas rail transport is more suitable for large number of people and heavy goods.
- (c) It is beneficial for perishable goods to be carried by roads in short period of time, whereas non-perishable and bulky are transported by railways for a longer distances.
- (d) Road transport increases the efficiency of railways.
- (e) Road transport links the rural areas with railway stations.
- (f) The deficiency of railways is compensated by road transport. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 8. "Indian Railways binds the economic life of the country as well as accelerates the development of industry and agriculture." Justify the statement.

[Board Term-II, 2014, O.D. Set 1]

Ans. Railways are the most important mode of transport in India due to the following reasons :

- (a) Railways are the principal mode of transportation for freight and passengers in India, as they link different parts of the country.
- (b) They carry huge loads and bulky goods to long distances.
- (c) Railways make it possible to conduct multifarious activities like business, sightseeing, pilgrimage along with goods transportation over longer distances.
- (d) Railways have been a great integrating force for the nation, for more than 150 years now.
- (e) They have been helpful in binding the economic life of the country and cultural fusion.
- (f) They have accelerated the development of the industry and agriculture. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2014]

Q. 9. Elaborate any two important networks of pipeline transportation in India along with their branches.

[Board Term-II, 2014, 2011]

Ans. (a) Commodities transported by pipelines :
Crude oil, petroleum products, natural gas and even solids in the form of slurry.

(b) Network :

- (i) From upper Assam to Kanpur (Uttar Pradesh), via Guwahati, Barauni and Allahabad. It has branches from Barauni to Haldia via Rajbandh, Rajbandh to Maurigram and Guwahati to Siliguri.
- (ii) From Salaya in Gujarat to Jalandhar in Punjab via Viramgam, Mathura, Delhi and Sonipat. It has branches to connect Koyali (near Vadodara, Gujarat) Chakshu and other places.
- (c) From Hazira in Gujarat to Jagdishpur in Uttar Pradesh Gas pipeline via Vijaipur in Madhya Pradesh. It has branches to Kota in Rajasthan, Shahjahanpur, Babrala and other places in Uttar Pradesh. [CBSE Marking Scheme, 2014] 5

Q. 10. Describe any five major problems faced by road transport in India. [Board Term-II, 2013]

Ans. Five problems faced by road transport in India are given below :

- (a) Volume of traffic and passengers is very large.
- (b) Road network is inadequate.
- (c) Half the roads are unmetalled, which limits their usage in rainy seasons.
- (d) National highways too are inadequate.
- (f) Roadways are highly congested in cities and most bridges and culverts are old and narrow. 5

[CBSE Marking Scheme, 2013]

Q. 11. Classify roads into six classes according to their capacity. What is the role of National Highway Authority of India ?[Board Term-II, 2012, Set 2076]

Ans. Roads are classified as given below :

- (a) **Golden Quadrilateral Super Highways** reduced the time and distance between the mega cities of India.
- (b) **National Highways** connect the state capitals, big cities and important ports.
- (c) **State Highways** join the state capitals with district headquarters.
- (d) **District Roads** connect the district centres with the major roads.
- (e) **Other Rural Roads** which link rural areas and villages with towns.
- (f) **Border Roads** have increased accessibility in areas of difficult terrain.

Projects related to Super Highways are being implemented by the NHAI. (Any five) $1 \times 5 = 5$

Q. 12. Explain any five merits of Air transport. [Board Term-II, 2011, Set 68009]

Ans. Merits of Air Transport are :

- (a) It is the most comfortable mode of transport.
- (b) It is the fastest mode.
- (c) It is the prestigious mode of transport.
- (d) It can cover very difficult terrains like high mountain and dreary deserts.
- (e) Dense forests and oceans are not problems for air transport. It covers them with great ease.

[CBSE Marking Scheme, 2011] $1 \times 5 = 5$

Q. 13. What is the significance of 'Border Roads' ? Explain. [Board Term-II, 2011, Set 68016]

Ans. (a) Border road organization was established in 1960.

- (b) This organization develops the roads of strategic importance in the North and the East border areas.
- (c) These roads have improved accessibility in areas of difficult terrain.
- (d) These roads have enabled the economy to develop in the border areas.

 $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2011]

Q. 14. Explain any five characteristics of Kandla Sea port. [Board Term-II, 2011, Set 68026]

Ans. Characteristics of Kandla Sea port :

- (a) First port developed soon after India got independence.
- (b) Reduced the volume of traffic on Mumbai port.
- (c) Tidal port.
- (d) Caters exports and imports of highly productive granary and industrialised states.
- (e) Free trade zone.

 $1 \times 5 = 5$

[CBSE Marking Scheme, 2011]

Q. 15. What is the importance of Transport ? Mention the various means of Transport available in India. [Board Term-II, 2011, Set 68039]

Ans. Means of Transport :

- (a) Roadways
- (b) Railways
- (c) Pipelines
- (d) Waterways
- (e) Airways.

(Any three)

Importance of Transport :

- (a) Connects the people.
- (b) Sense of belonging in the people living at far places.
- (c) Helpful for business activities.
- (d) Helpful in the period of crisis.

(Any three) $2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 16. "Pipeline transport network is a new arrival on the transportation map of India." Explain.

[Board Term-II, 2011, Set 68040]

Ans. (a) Previously these were used to transport water to cities and industries.

- (b) Presently these are used to transport crude oil, petroleum products and natural gas.
- (c) Initial cost of laying pipelines is high but running costs are minimal.

(d) It rules out delay and losses. Some network are from oilfield in upper Assam to Kanpur. $1\frac{1}{4} \times 4 = 5$

Q. 17. Describe any two merits of railways and any two problems being faced by the railways.

[Board Term-II, 2011, Set 02/B1]

Ans. (a) The railways are the main artery of inland transport in India :

- (i) Railways are the principal mode of transportation for freight and passengers.
- (ii) Railways are useful in conducting business, sightseeing, pilgrimage along with transportation of goods over long distances.
- (iii) Railways in India bind the economic life of the country as well as accelerate the development of the industry and agriculture. (Any two)

(b) The following problems are being faced by the railways :

- (i) Travelling without ticket.
- (ii) Thefts and damaging railway property.
- (iii) Stopping of trains without any emergency or necessity. (Any two) $2\frac{1}{2} + 2\frac{1}{2} = 5$

[CBSE Marking Scheme, 2011]

Q. 18. Name the longest National Waterway of India. Write any three points of importance of waterways.

[Board Term-II, 2011 Set 37/B1]

Ans. The longest National Waterway of India is the Ganga river between Allahabad and Haldia.

Importance of waterways :

- (a) It is most suitable for carrying heavy and bulky goods.
- (b) It is a fuel efficient and environment friendly.
- (c) More than 95% of the country's trade volume is moved by the sea.
- (d) It is the cheapest means of transport.
- (e) They are the natural routes which do not involve cost of construction. (Any four) $1 + 4 = 5$

[CBSE Marking Scheme, 2011]



TOPIC-2 Means of Communication

QUICK REVIEW

- From the earliest times, human beings have felt the need to communicate with each other. The latest advances in communication are about enabling communication over long distances without the need for change in location of the sender or receiver.

- Communication is of two types personal communication and mass communication. Personal communication is where just two or a small group of people communicate with each other. Personal letters, e-mails and phone calls are examples of inter-personal communication.
 - Mass communication is communication referred to an indefinite number of people spread over a large geographical area. Radio, television, cinema, newspapers and magazines and Internet, are examples of mass communication.
 - India's postal service is the largest of its kind in the world where the services are provided by the Department of Posts of the Government of India. The Indian postal service handles both letters and parcels. Post cards and envelopes are classified as first-class mail and are delivered on priority using both air and land transport.
 - Packets of books, and registered newspapers and periodicals are classified as second-class mail, and are delivered using surface transport like roadways, railways and ships.
 - The Indian postal service has introduced six channels for quicker delivery of letters in large town and cities, called the Rajdhani Channel, Metro Channel, Green Channel, Business Channel, Bulk Mail Channel and Periodical Channel.
 - The telecom network in India is the largest in Asia, with about 37,565 telephone exchanges spread all over the country. All the urban centres and over two-thirds of Indian villages are now connected with subscriber trunk dialling, or STD facility.
 - The Government of India has made provisions for 24-hour STD facility in every village of India. A uniform rate of STD calls from anywhere in India is possible due to the integration of our space and communication technology development programmes.
 - Radio, television, cinema, books, newspapers, magazines and the Internet serve the dual purpose of providing entertainment and information to the masses. The national Indian radio broadcaster is Akashwani or All India Radio.
 - Akashwani broadcasts a variety of programmes in regional languages all over India. The national Indian television broadcaster 'Doordarshan' is one of the largest networks in the world. Doordarshan broadcasts a variety of entertainment, news and information, sports and educational programmes for all age groups.
 - Periodicals are publications like newspapers and magazines published at regular intervals, from daily to weekly to monthly to yearly. Daily newspapers in India are published in more than 100 languages and local dialects. Hindi has the largest share of newspaper publication, followed by English and Urdu.
- The Indian film industry is the largest producers of feature films in the world and also produces short films and video films.
- The Central Board of Film Certification, more commonly known as the Censor Board, certifies all Indian and foreign films before they can be released in India.



KNOW THE TERMS

- **Communication** : The imparting or exchanging of information by speaking, writing or using some other medium e.g. phones, letters, television etc.
- **Personal communication** includes postcards, letters, telegrams, telephones and internet.
- **Mass communication** includes handbooks, journals, magazines, newspapers, radio, television and films. They are of two types : (i) print media, (ii) electronic media.
- **Personal Written Communication** : Indian postal network — 1.5 lakh post offices in India.
- **First-Class Mail** : Mail that is air lifted between stations.
- **Second-Class Mail** : Mail that is carried by surface covering land and water transport.
- **Mass Communication** : Radio, television, newspapers including magazines, books and films.

Short Answer Type Question

(3 marks)

Q. 1. What is the difference between personal communication and mass communication ? State any two points of importance of mass communication. [Board Term-II, 2011]

Ans. Personal communication means a communication between two persons either through oral, letter or

through telephone etc, while mass communication includes the use of radio, television, press, films etc, for wider public audience. The two points of importance of mass communication are (i) provides entertainment and (ii) creates awareness among people about various national programmes and policies. [CBSE Marking Scheme, 2011] 3

Long Answer Type Questions

(5 marks each)

Q. 1. Classify communication services into two categories. Explain main features of each.

[Board Term-II, 2016, Outside Delhi Set-3]

Ans. Classification of communication services in two categories :

- (a) Personal Communication.
- (b) Mass Communication.

Features :

- (a) Personal communication

- (i) Communication between two or more persons at personal level.
- (ii) The Indian postal network handles parcels as well as personal written communication.
- (iii) Cards and envelopes posts and telegraph, email.
- (iv) Telephone services like STD, ISD provide easy and comfortable network to a large number of people.

- (b) Mass communication :

- (i) It is the communication through which one can communicate with several people at the same time.

(ii) It provides the entertainment and creates awareness among people about various National programmes and policies.

(iii) It includes print media like newspapers, magazines, book etc and electronic media like Radio, Television etc. $1 + 2 + 2 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. What is mass communication ? What are the different means of mass communication ? What is the significance of mass communication in a country like India ? [Board Term-II, 2012, 2027]

Ans. Mass Communication : Means (like electronic media) which covers large number of people at the same time.

Different means of communication are radio, television, films and internet, newspapers and magazines.

Significance of Mass Communication are :

- (a) Covers more than 95% of India's total population.
- (b) Source of education and entertainment.
- (c) Most instant means of mass information.
- (d) Brings all classes of people together.

(Any three) $1 + 1 + 3 = 5$



TOPIC-3 International Trade and Tourism

QUICK REVIEW

- The exchange of goods between people, companies, states or countries is called Trade. The trade within a locality or between towns or villages of a state is called Local Trade. The trade between two states is called State Level Trade. The trade between two countries is called International Trade.
- International trade is the measure of the health of a country's economy and has two components. The goods purchased from other countries are called Imports while the goods sold to other countries are called Exports. The difference between the exports and imports of a country is called its Balance of Trade.
- When the value of the exports of a country is more than the value of its imports, the country is said to have a favourable balance of trade. When the value of the imports of a country is more than the value of its exports, the country is said to have an unfavourable balance of trade.
- The major products showing a rising trend in exports from India are agriculture and allied products, ores and minerals, gems and jewellery, chemicals and allied products, engineering goods and petroleum products.
- The main categories of products imported into India are petroleum and petroleum products, pearls and gemstones, inorganic chemicals, coal, coke and briquettes and machinery. The bulk imports group accounts for around 39% of the total imports by India and includes fertilizers, cereals, edible oils and newsprint. India is a leading software producing country and generates large amounts of foreign exchange through the export of information technology.
- Tourism is an important form of international trade. The Indian tourism industry employs around 15 million people to take care of around 2.6 million foreign tourists who visit India every year. Foreign tourists visit India for heritage tourism, eco-tourism, adventure tourism, cultural tourism, medical tourism and business tourism.
- Tourism not only promotes national integration, it also gives tremendous boost to local handicraft industries and helps foreign tourists to understand and appreciate our cultural heritage.
- Foreign tourist's arrivals in the country witnessed an increase of 11.8% during the year 2010 as against the year 2009, thus contributing ₹ 64,889 crore of foreign exchange.



KNOW THE TERMS

- **International Trade** : Trade between two countries is called the international trade.
- **Trade** : Exchange of goods between two parties such as people, states and countries.
- **Economic Barometer** : International trade of a country.
- **Balance of Trade** : The difference between exports and imports.
 - (a) **Favourable Balance of Trade** : If the value of exports is more than the value of imports.
 - (b) **Unfavourable Balance of Trade** : If the value of imports is more than the value of exports.
- **Tourism as a Trade** : Tourism promotes national integration and develops an international understanding. It supports local handicrafts and cultural pursuits.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Which term is used to describe trade between two or more countries ?

Ans. International trade.

1

Q. 2. What does Favourable Balance of Trade refer to ?

Ans. When the value of exports exceeds the value of imports, we call it Favourable Balance of Trade. 1

Short Answer Type Questions

(3 marks each)

Q. 1 .Describe the significance of tourism as a trade in India. [Board Term II, 2015, Outside Delhi Set-3]

Ans. Significance of tourism as a trade in India :

- (a) Tourism in India has grown substantially over the last three decades.
- (b) Foreign tourist's arrival has witnessed an increase, thus contributing to foreign exchange.
- (c) More than 15 million people are directly engaged in the tourism industry.
- (d) It provides support to local handicrafts and cultural pursuits.
- (e) Tourism also promotes national integration.
- (f) It helps in development of international understanding about our culture and heritage.
- (g) Foreign tourists visit India for heritage tourism, eco-tourism, adventure tourism, cultural tourism, medical and business tourism.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 2. Why is a dense and efficient network of transport and communication a prerequisite for the development of local, national and global trade of today ? Give your opinion.

[Board Term-II, 2015, Foreign Set-1, 2, 3; 2012]

Ans. Dense and efficient network of transport and communication :

- (a) We use different material and services in our daily life. Some of these are available in our immediate surroundings while other requirements are met by bringing things from other places. Movement of these goods and services can be over three domains of earth.

(b) Today, the world has converted into a large village with the help of efficient and fast moving transport.

(c) Transport has been able to achieve this with the help of equally developed communication system.

(d) Therefore transport , communication and trade are complementary to each other.

(e) Today India is well linked with the rest of the world despite its vast size diversity , linguistic and socio-cultural plurality. 3

[CBSE Marking Scheme, 2015]

Q. 3. "Transport and trade are complementary to each other." Justify in three points.

[Board Term-II, 2013] [HOTS]

Ans. Transport and communication for local, national and global trade :

(a) Today, the world has been converted into a large village with the help of efficient and fast moving transport.

(b) Transport has been able to achieve this with the help of equally developed communication system.

(c) Therefore, transport, communication and trade are complementary to each other.

(d) Today, India is well-linked with the rest of the world despite its vast size, diversity and linguistic and socio-cultural plurality.

(e) Railways, airways, waterways, newspapers, radio, television, cinema and internet have been contributing to its socio-economic progress in many ways.

(f) The trades from local to international levels have added to the vitality of its economy.

- (g) It has enriched our life and added substantially to growing amenities and facilities for the comforts of life.
 (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2013]

Q. 4. What is meant by International trade. State any one feature of India's International trade.

[Board Term-II, 2011]

Ans. (a) Trade between two countries is called International trade.

- (b) One of the features of international trade of India is information technology $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 5. Define the following terms : [Board Term II, 2011]

- (a) Trade

- (b) International Trade

- (c) Favourable Balance of Trade

- (d) Unfavourable Balance of Trade

Ans. (a) The exchange of goods among people, states and countries is referred to as trade.

(b) Trade between two countries is called International Trade.

(c) When the value of export exceeds the value of imports, it is called a Favourable Balance of Trade.

(d) When the value of imports exceeds the value of exports, it is termed as Unfavourable Balance of Trade.

[CBSE Marking Scheme, 2011] 3

Long Answer Type Questions

(5 marks each)

Q. 1. What is Trade ? Explain the importance of International trade ?

[Board Term-II, 2016 Delhi Set-3]

Ans. Trade : Refer to ans of Q. 5. (a) Short Answer Type Questions.

Importance :

- (a) International trade of a country is an index to its economic prosperity.
 (b) It is considered the economic barometer for a country.
 (c) As the resources are space bound, no country can survive without International trade.
 (d) Countries have trade relations with the major trading blocks.
 (e) Exchange of commodities and goods have been superseded by the exchange of information and knowledge.

(Any four) $1 + 4 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Define the term 'Tourism'. Why is Tourism known as a Trade ? Explain.

[Board Term-II, 2016, Foreign Set-3]

Ans. The definition of tourism is "The cultural, recreational and commercial visit to internal places is known as Tourism."

- (a) Foreign tourist's arrival in the country contributing ₹ 21,828 crore of foreign exchange.
 (b) More than 15 million people are directly engaged in the tourism industry.
 (c) Tourism provides support to local handicrafts.
 (d) Foreign tourists visit India for medical tourism and business tourism.
 (e) Helps in the growth of national income and integrity.

(Any four) $1 + 4 = 5$

[CBSE. Marking Scheme, 2016]

Q. 3. "Advancement of International trade of a country is an index to its prosperity." Support the statement with suitable examples.

[Board Term-II, 2014, 2011]

OR

"No country can survive without International trade in the present global world." Explain the statement.

[Board Term-II, 2011]

Ans. (a) No country in the world is self-sufficient in all its needs. Goods produced by one country are required by the other country and *vice-versa*. Hence, differences in resources, needs and development among nations creates conditions for international trade between them.

(b) It helps in exchange of surplus goods with those of deficit countries through foreign trade.

(c) Foreign trade has helped India to improve its productivity of manufactured goods.

(d) International trade contributed to India's economic growth, raising income levels of people thus, increasing the foreign exchange reserves.

(e) International trade helps India to import advanced technology of other countries to improve its own production.

(f) Thus, prosperity of a country depends on the advancement of the International trade and hence, it is called the 'economic barometer' of a nation.

(Any five) $1 \times 5 = 5$

Q. 4. Explain with examples of the changing nature of International trade of India in the last fifteen years.

[Board Term-II, 2012, Set 68008]

OR

Write a note on the changing nature of International trade in India in the last fifteen years.

[Board Term-II, 2012, Set 2030]

Ans. There has been a change in the nature of our International trade :

(a) Since 2004-2005, the share of agriculture and allied products, ores and minerals, chemical engineering goods has been increasing.

(b) Exchange of commodities and goods have been superseded by the exchange of information and knowledge.

(c) India has emerged as a software giant at international level.

(d) India is earning large foreign exchange through the export of information technology.

(e) **Imports :** (i) Commodities imports include petroleum and petroleum products 41.87% and Coal, Coke – 94.17%

$1 \times 5 = 5$

Value Based Questions

Q. 1. How do modern means of transport serve as lifelines of our nation ? Explain.

[Board Term-II, 2016 Set TCJQ6VDI]

OR

"Efficient means of transport are pre-requisites for the fast development." Express your views in favour of this statement.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

Why are efficient means of transport pre-requisites for the fast development of the country ? Explain.

[Board Term-II 2014, 2011]

Ans. Transport and communication are the basic arteries of a nation's economy because :

- (a) Economic development of a region or a country very largely depends upon the dense network of transport and communication.
- (b) They link areas of production with consumption, agriculture with industry and village with towns and cities.
- (c) They help the industry by providing raw materials and distribution of finished goods.

(d) They help in the development of all the three sectors : Primary, Secondary and Tertiary.

(e) They help in the balanced regional development.

[CBSE Marking Scheme, 2014] $1 \times 5 = 5$

Q. 2. What is the importance of India as a peninsular country and land of rivers ?

Ans. (a) Waterways are the cheapest means of transport. They are more suitable for carrying heavy and bulky goods. They are a fuel-efficient and environment friendly mode of transport.

(b) Some waterways have been declared as the National Waterways by the Government :

- (i) The Ganga river between Allahabad and Haldia (1620 km) —N.W. No. 1
- (ii) The Brahmaputra river between Sadiya and Dhubri (891 km)—N.W. No. 2.
- (iii) The West-Coast Canal in Kerala (Kottapuram-Komman, Udyogamandal and Champakkara Canals 205 km—N. W. No. 3). $2 + 3 = 5$



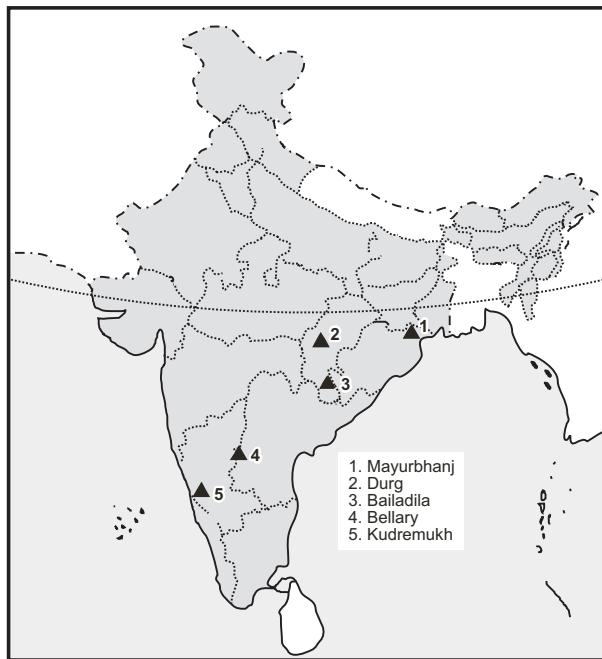
KNOW THE LINKS

- Indian Roadways Sector : The Lifeline of Economy ...
www.oifc.in/inian-roadways-sector-lifeline-economy-november-2011
- Tourism in the theory of International Trade and Payments ...
www.emeraldinsight.com/doi/pdf/10.1108/eb05795
- Relationship between Tourism and International Trade and ...
www.academia.edu/.../Relationship_between_Tourism_and_International

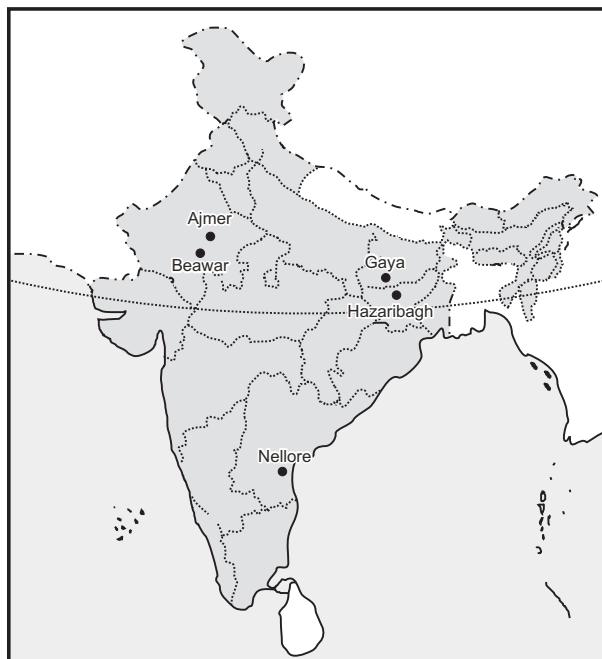


MAP WORK

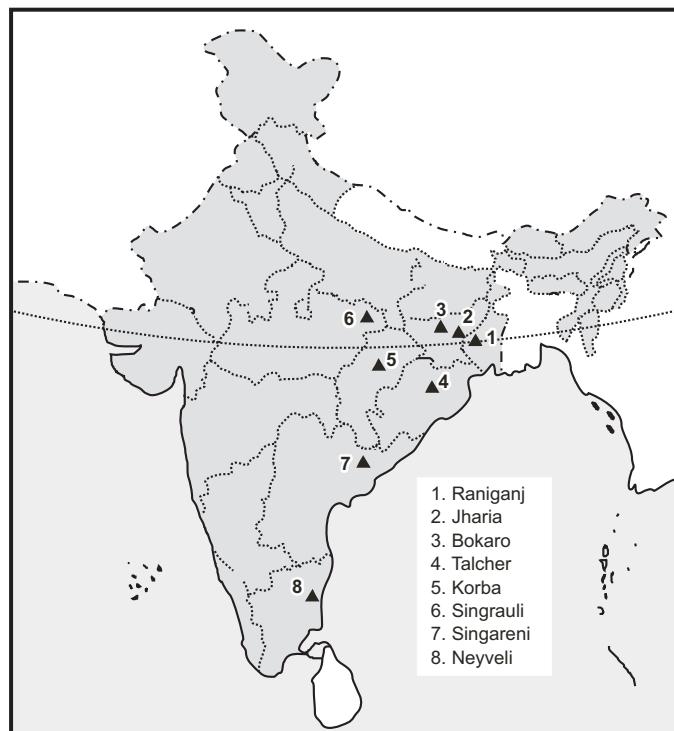
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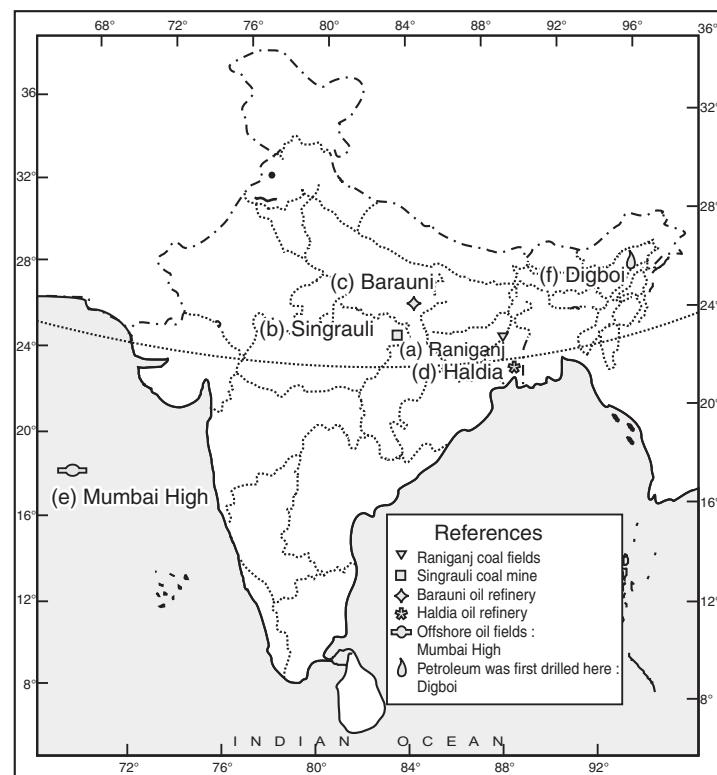
2. MICA MINES



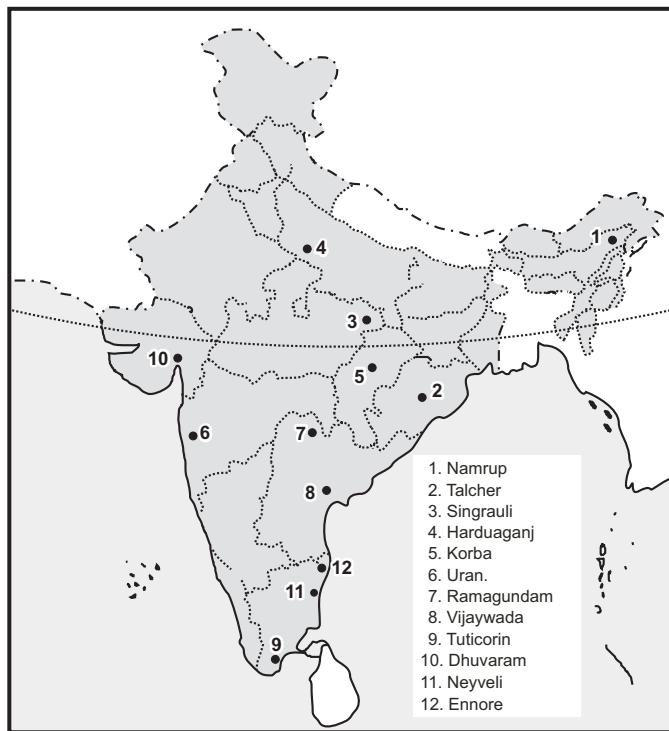
3. COALFIELDS OR MINES



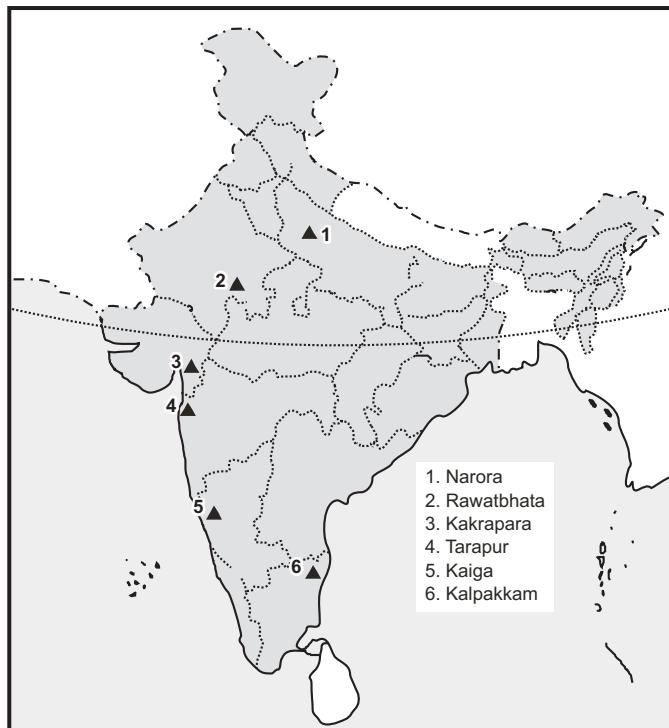
4. OIL FIELDS



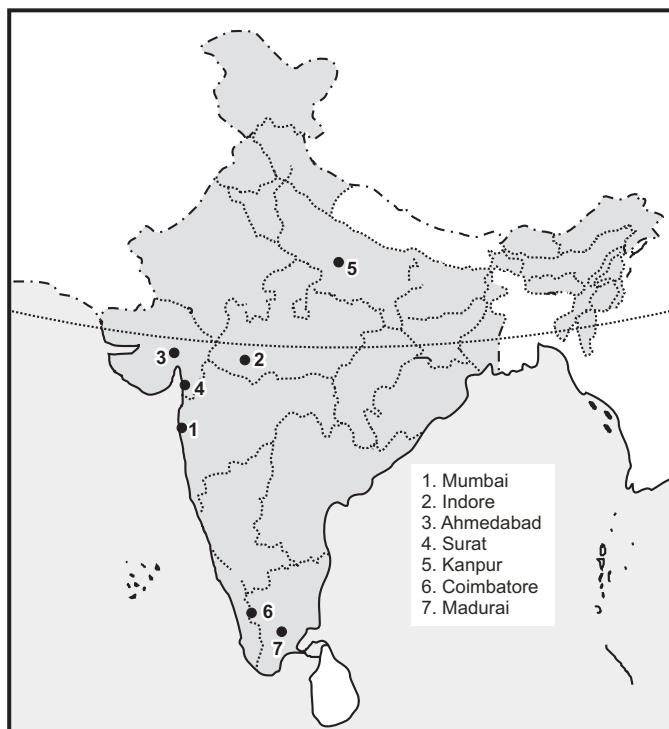
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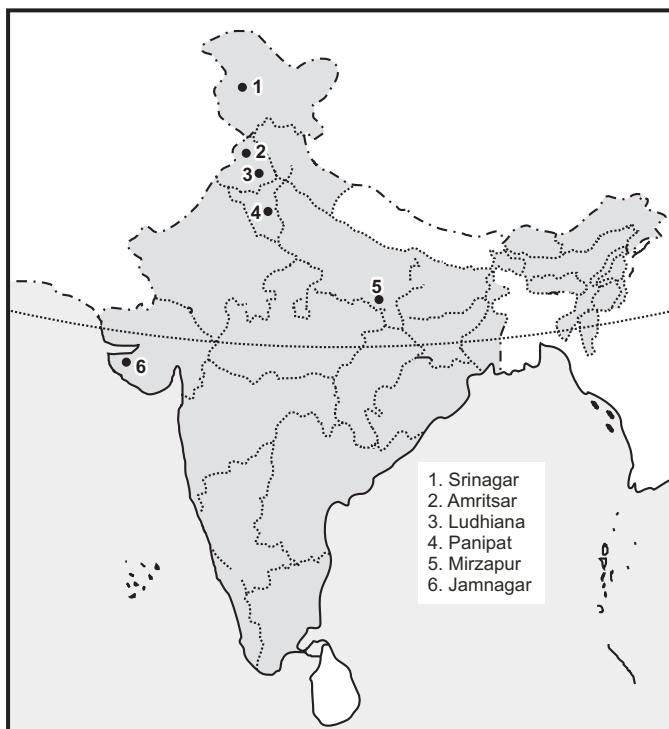
6. NUCLEAR POWER STATIONS



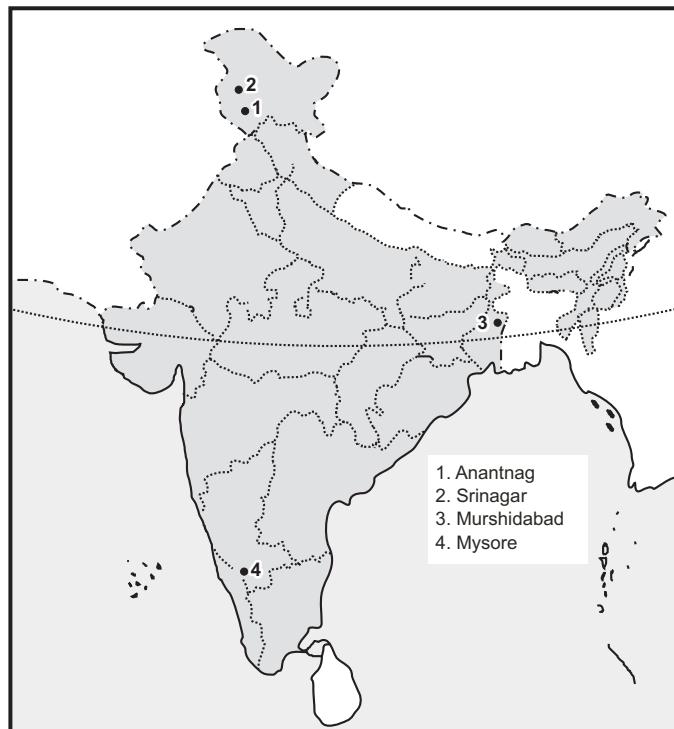
7. COTTON TEXTILE INDUSTRIES



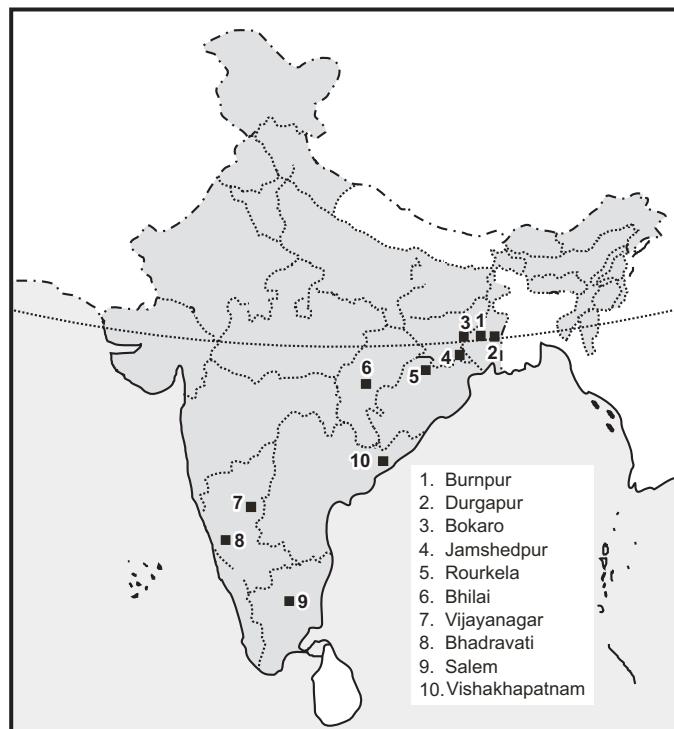
8. WOOLLEN INDUSTRIES



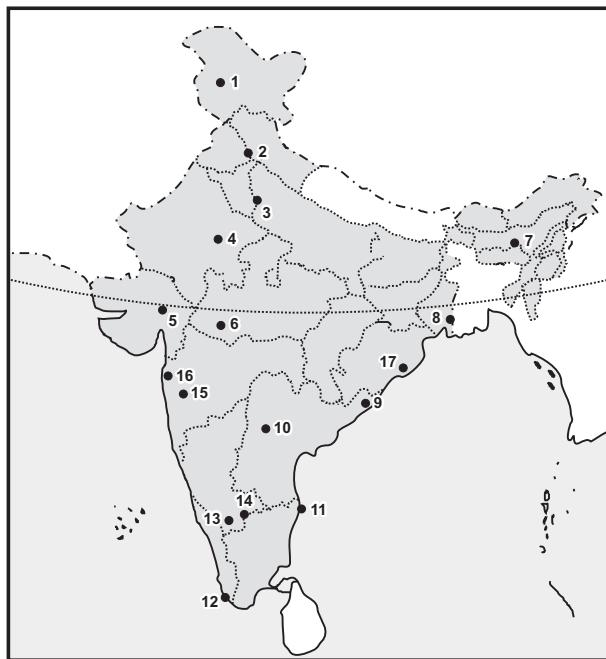
9. SILK INDUSTRIES



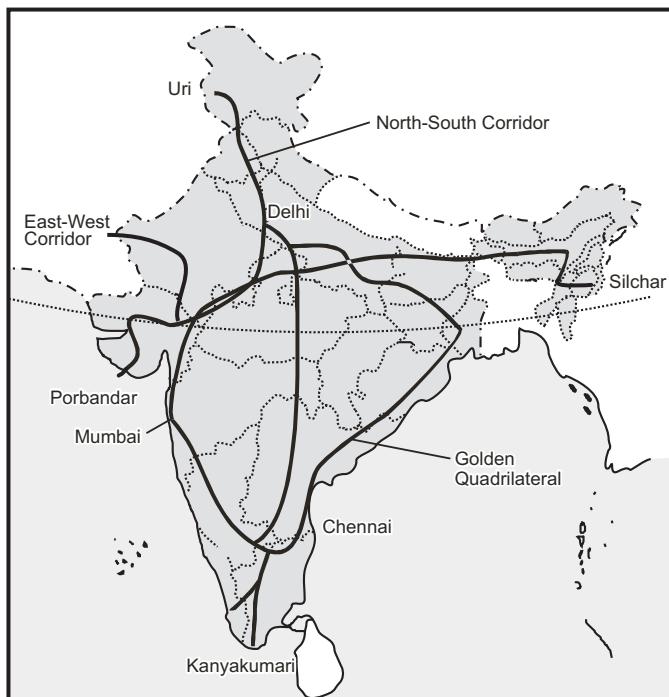
10. IRON AND STEEL INDUSTRIES



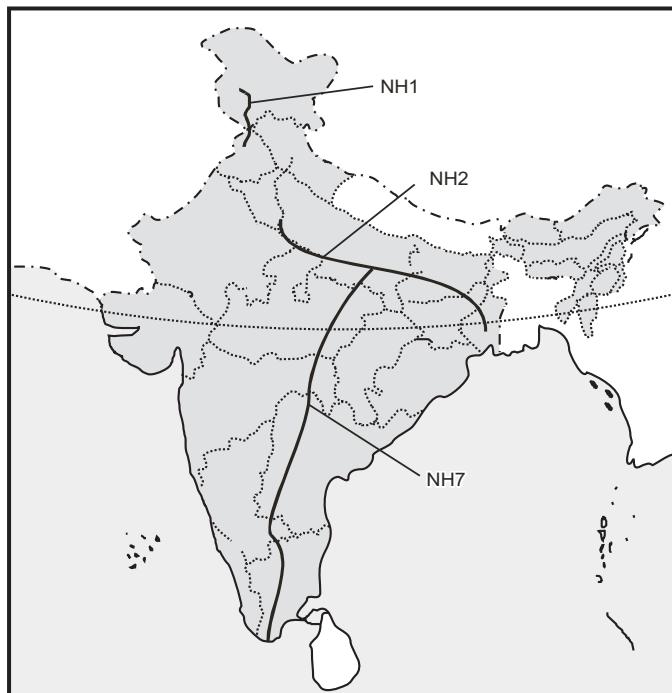
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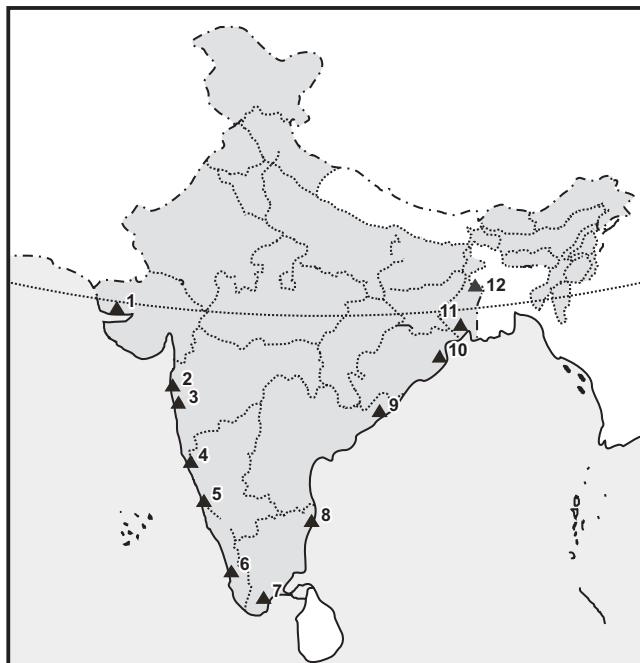
12. NATIONAL HIGHWAYS DEVELOPMENT PROJECTS



13. NATIONAL HIGHWAYS



14. MAJOR SEA PORTS



- 1. Kandla
- 4. Marmagao
- 7. Tuticorin
- 10. Paradip

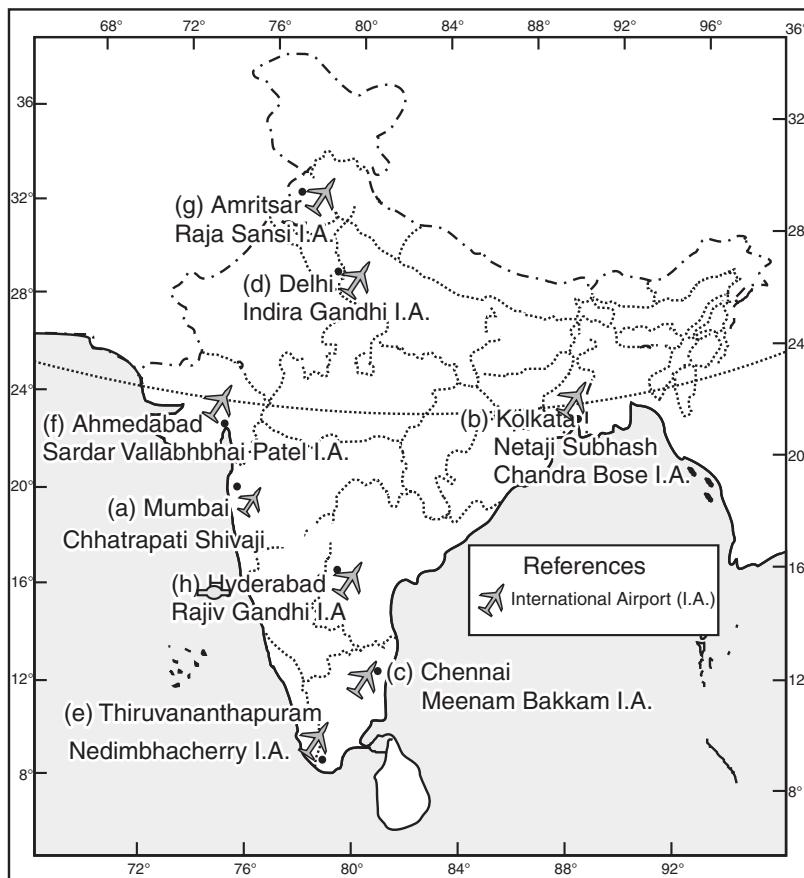
- 2. Mumbai
- 5. New Mangalore
- 8. Chennai
- 11. Haldia

- 3. Jawaharlal Nehru
- 6. Kochi
- 9. Vishakhapatnam
- 12. Kolkata

15. INTERNATIONAL AIRPORTS

On an outline map of India identify, mark and label the following Airports :

- (a) Chhatrapati Shivaji International Airport
- (b) Netaji Subhash Chandra Bose International Airport
- (c) Meenam Bakkam International Airport
- (d) Indira Gandhi International Airport
- (e) Nedimbaicherry International Airport
- (f) Sardar Vallabhbhai Patel International Airport
- (g) Raja Sansi International Airport
- (h) Hyderabad International Airport / Rajiv Gandhi International Airport.



Previous Year Questions

(3 marks each)

Q. 1. Two features A and B are shown in the given political outline map of India. Identify these features with the help of following information and write their correct names on the lines marked on the map :

[Board Term II, 2016, KCG3409]

- (A) A cotton textile centre
- (B) Nuclear power plant.

On the same political outline map of India, locate and label the following feature with appropriate symbol :

- (C) New Mangalore seaport.

Ans. As per the information provided, the features have been Labelled in the map.

- (A) A cotton textile centre—Surat
- (B) Nuclear power plant—Naraura
- (C) New Mangalore seaport.



Q. 2. On the given political outline map of India, two features A and B are marked. Identify these features with the help of the following information : [Board Term-II, 2015, Delhi Set-1, 2, 3]

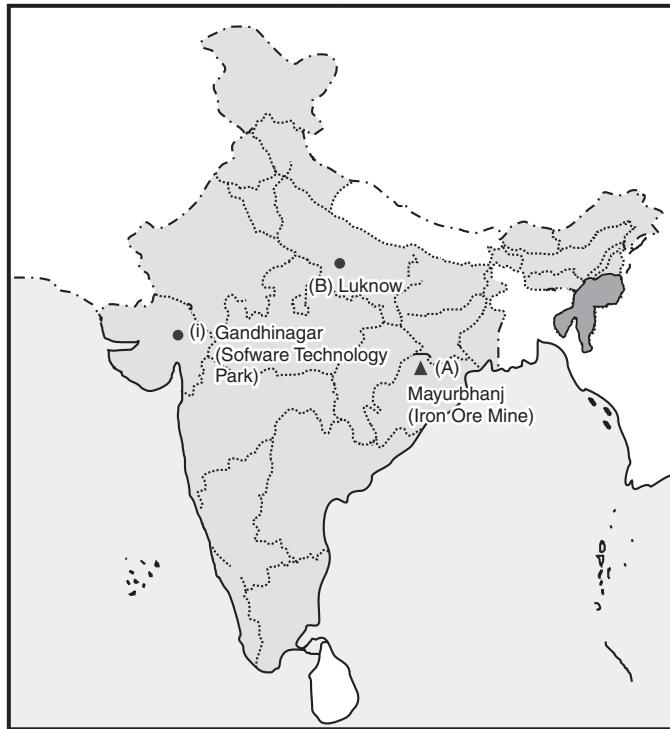
- (A) Iron-ore Mine.
- (B) Terminal station of North-South Corridor

On the same map, locate and label the following :

- (i) Gandhinagar Software Technology Park

Ans. As per the information provided, the features have been labelled in the map.

- A. Iron-ore mine-Mayurbhanj.
- B. Terminal station of North-South Corridor- Lucknow
- (i) Gandhinagar Software Technology Park



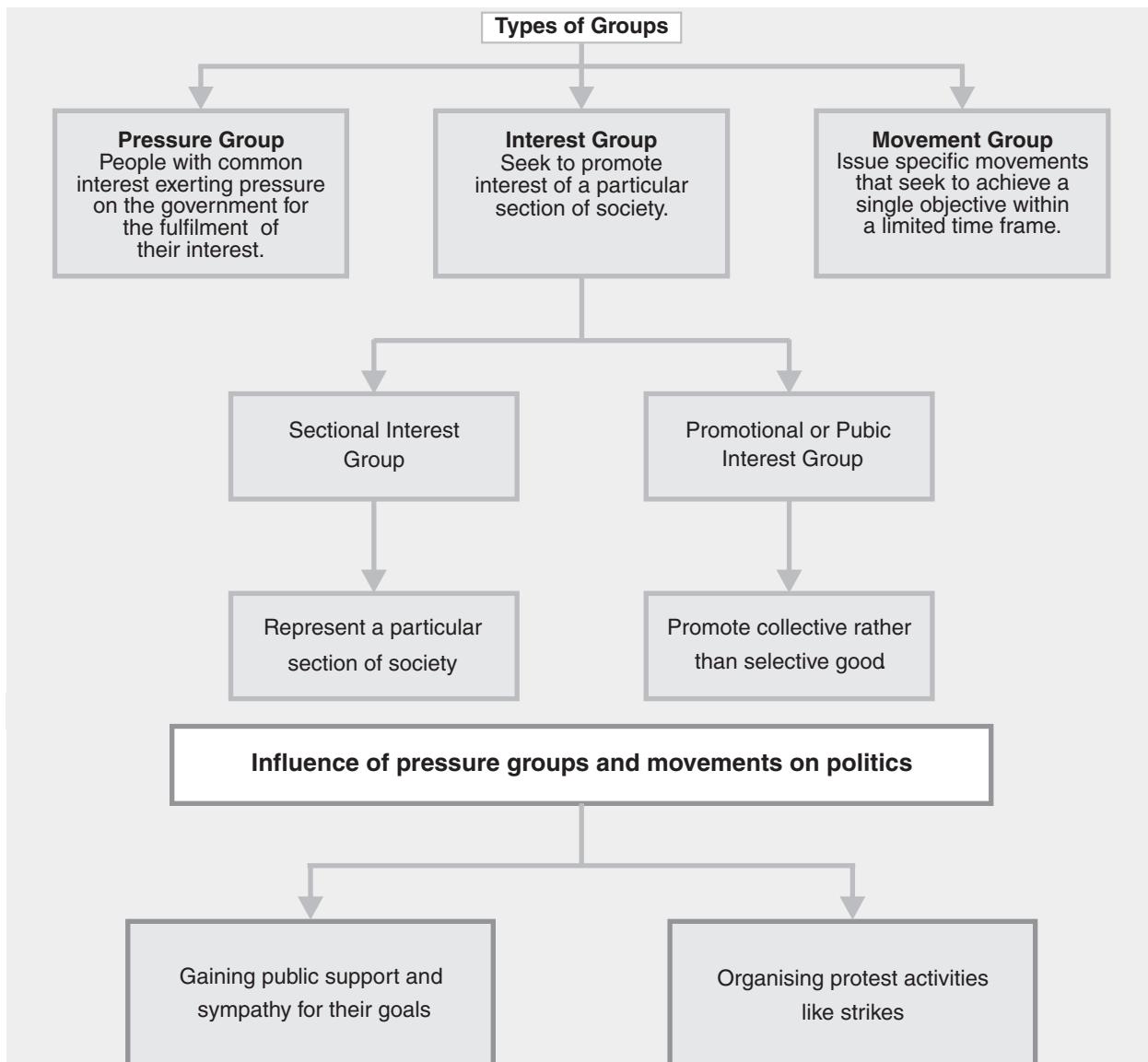
SYLLABUS

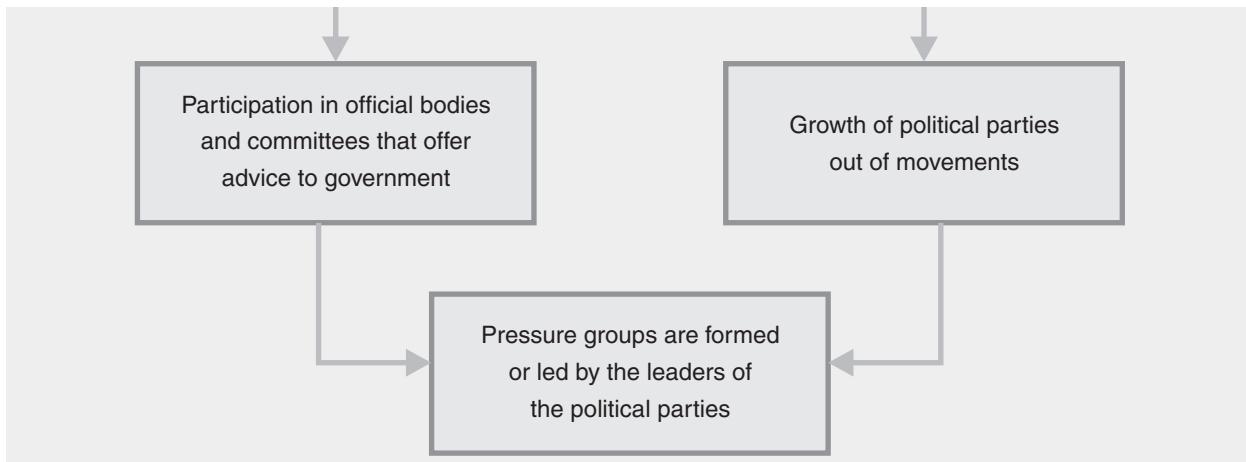
- *Competition and Contestation in Democracy :*
- *How do struggles shape democracy in favour of ordinary people ?*
- *Why have social movements come to occupy a large role in politics ?*
- *Objectives : (a) Understand the vital role of struggle in the expansion of democracy.
(b) Analyse the role of social movements and non-party political formations.*

TOPIC - 1
Popular Struggles and Movements– Case Study of Nepal and Bolivia P. 142

TOPIC - 2
Pressure Groups P. 145

FLOWCHARTS



**TOPIC-1****Popular Struggles and Movements- Case Study of Nepal and Bolivia****QUICK REVIEW**➤ **Movement for Democracy in Nepal**

- (i) The movement began in 2006. It was a movement to restore democracy which was established in 1990.
- (ii) The king had become the head of the state then—but the real power was in the hands of the elected representatives.
- (iii) King Birendra, who had accepted constitutional monarchy, was killed in a mysterious massacre of the royal family in 2001.
- (iv) The new king, Gyanendra, refused to accept democratic rule. He dismissed the democratically elected government, dissolved the Parliament and seized power in February 2005. A movement began in April 2006 to take away power from the king.

➤ **Movement**

- (i) All major political parties formed a Seven Party Alliance (SPA).
- (ii) They called for a 'four day strike' in Kathmandu, the capital of Nepal.
- (iii) Maoist insurgents joined the strike along with other groups and turned it into an indefinite strike. People defied the curfew and took to streets. The security forces could not cope with more than a lakh people demanding democracy every day. On 21 April, they served an ultimatum to the king. Their demands were : A new Constituent Assembly, restoration of Parliament and power to an All-Party Government.
- (iv) **Result :** The king had to bow down on 24 April, 2006. The king agreed to all the three demands and lost most of his powers. The Maoists and SPA agreed to have a new Constituent Assembly. Girija Prasad Koirala became the new Prime Minister of Nepal. From an absolute monarchy, Nepal became a democracy, after a second movement for democracy.

➤ **Bolivia's Water War**

- (i) Establishing democracy is not enough (as in Poland or Nepal). Popular struggles combine even after establishment of democracy, as in Bolivia. Bolivia, a poor country in Latin America, sold its municipal water supply rights to a multinational company (MNC). It was forced to do by the World Bank. The city chosen was Cochabamba. The company raised the price of water four times. People who earned only ₹ 5000 a month had to pay ₹ 1000 a month for water. People rose as one man joined by labour human rights and community leaders in January 2000. Strikes after strikes occurred which the government suppressed brutally. It even imposed martial law in April.
- (ii) **Result :** The officials of the MNC fled from the city. The government bowed to the people's power and the water supply was restored to the municipality. This event was known as Bolivia's Water War.

Very Short Answer Type Questions**(1 mark each)**

- Q. 1. Which organization led the protest against water privatisation in Bolivia ?**

[Board Term II, 2016, Delhi Set 1, 2,3]

Ans. FEDECOR.

1

- Q. 2. What was the main role of 'FEDECOR' organization in Bolivia?**

[Board Term II, 2015 Set 1, 2, 3, 4]

- Ans.** The protest against water privatisation in Bolivia was led by FEDECOR and it made the government concede to all the demands of the protesters. 1
- Q. 3. What was the main aim to start movement in April 2006, in Nepal ?**
- [Board Term II, 2015, Set 2, OD 2013]
- Ans.** To restore democracy in Nepal. 1
- Q. 4. The 'Third Wave' country that had won democracy in 1990? [Board Term II, 2012]**
- Ans.** Nepal. 1
- Q. 5. Who dissolved the popularly elected Parliament in February 2005, in Nepal ?**
- [Board Term II 2012, Delhi]
- Ans.** King Gyanendra dissolved the popularly elected Parliament in February 2005, in Nepal. 1
- Q. 6. Who was the ruler of Nepal when the movement for the restoration of democracy took place ?**
- Ans.** King Gyanendra. 1
- Q. 7. What does SPA stand for ?**
- Ans.** Seven Party Alliance. 1
- Q. 8. Which agency in Bolivia pressurised the government to give its control of municipal water supply?**
- Ans.** World Bank. 1
- Q. 9. To which continent Bolivia belongs ?**
- Ans.** South America. 1
- Q. 10. What was the result of Bolivia's Water War ?**
- Ans.** Cancellation of MNC contract and restoration of water supply to the municipality. 1
- Q. 11. Which political party is a result of social reform movements ?**
- Ans.** Asom Gana Parishad. 1
- Q. 12. Regarding the demands for democracy in Nepal, what was not demanded by the seven.... ? Seven Party Alliance demand ?**
- Ans.** Absolute monarchy.
- Q. 13. What action of MNC had agitated the people in Bolivia's Water War ?**
- Ans.** Enhancement of the price of water. 1
- Q. 14. Which agency is not helpful in making the effective participation of the people at the time of conflicts and mobilisation ?**
- Ans.** The Trade Unions. 1
- Q. 15. Who was not involved in the protest against water privatisation in Bolivia ?**
- Ans.** Political parties. 1

Short Answer Type Questions

(3 marks each)

- Q. 1. What was the Green Belt Movement ? What was the attitude of the government towards this movement ? [Board Term-II, 2016, Set TCJQ6VD]**

- Ans.(a)** The Green Belt Movement was the tree plantation movement in Kenya.
 (b) 30 million trees had been planted across Kenya.
 (c) The leader of this movement was Wangari Maathai.
 (d) The government officials and politicians did not show any response towards this movement. 3
- Q. 2. Who led the Protest against water privatisation in Bolivia ? Describe the ways of protest adopted by that organization.**

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Protest against water privatisation in Bolivia : FEDECOR (comprised local professionals, including engineers and environmentalists), human rights and community leaders.

Ways of their Protest :

- (a) Organized a successful four-day general strike in the city.
- (b) Influenced the decision through direct participation in competitive politics.
- (c) Created parties and formed governments.
- (d) Formed pressure groups for the protest.

(Any two) 1 + 2 = 3

[CBSE Marking Scheme, 2016]

- Q. 3. State the issue of struggle in Bolivia. Which groups participated in it?**

[Board Term-II, 2015, Set RKZQI05]

Ans. The World Bank pressurised Bolivian government to privatise municipal water supply (Privatisation of Water).

The government sold the rights to an MNC company which increased the price of water by four times. Groups- FEDECOR consisting of professionals like engineers and environmentalists, federation of farmers, confederation of factory worker's union, students of university of Cochabamba and city's homeless street children. [CBSE Marking Scheme, 2015] 3

- Q. 4. "The struggle of the Nepali people is a source of inspiration to democrats all over the world." Support the statement.**

[Board Term-II, 2015 Delhi Set-1]

Ans. The struggle of the Nepali people is a source of inspiration to democrats all over the world :

The autocratic decision of King Gyanendra in February 2015 resulted in protest by the political parties and people of Nepal. Political parties having diverse ideology joined together and defied the curfew. The leaders rejected the half hearted concessions by the king, ultimately the king was compelled to concede all the three demands made by the protesters. Hence, this struggle of Nepalis known as the Second Movement for Democracy became a source of inspiration to democrats all over the world.

[CBSE Marking Scheme, 2015] 3

- Q. 5. Describe the three major demands put forward by the Seven Party Alliance in Nepal.**

[Board Term-II, 2015 Foreign Set-1]

Ans. Demands put forward by the Seven Party Alliance in Nepal are :

- (a) Restoration of Parliament.
- (b) Power to an all-party government.
- (c) A new Constituent Assembly.

[CBSE Marking Scheme, 2015] $1 \times 3 = 3$

Q. 6. How are popular struggles integral to the working democracy ? Explain with an example of Bolivia's struggle against privatisation of water.

[Board Term-II, 2014]

Ans. Refer to Ans. of Q. 4 Long Answer Type Questions.

3

Q. 7. Explain any three common features of the popular mass struggle in Nepal and Bolivia.

[Board Term-II, 2014]

Ans. (a) Both these are instances of political conflict that led to popular struggles.

(b) In both cases, the struggle involves mass mobilisations and public demonstration of mass support clinched the dispute.

(c) Both instances involved the critical role of political organization.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 8. Mention any three indirect ways in which people can force the government to listen to their demands. [Board Term-II, 2011, Set 68008]

Ans. Indirect ways to force the government :

- (a) By forming organization.
- (b) By undertaking activities.
- (c) By deciding to act together without forming organization.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 9. What is the full form of SPA ? Explain any two demands of the SPA. [Board Term-II, 2011, 68009]

Ans. Seven Party Alliance (SPA) is the full form of SPA.

Their demands are :

- (a) Restoration of Parliament.
- (b) Power to all-party government.
- (c) A new Constituent Assembly.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 10. In what two ways do organizations influence the decisions in a democracy ?

[Board Term-II, 2011, Set 68010]

Ans. The different organizations influence the decisions in a democracy in two ways :

- (a) **Direct ways :** Participation in competitive politics. This is done by creating parties, contesting election and forming governments.
- (b) **Indirect ways :** They could do so by forming an organization and undertaking activities to promote citizens interest or view point through interest group or pressure groups.

$1\frac{1}{2} \times 2 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. What can we conclude about democracy with reference to popular struggles and movements like Bolivian Water War ? Explain in detail.

[Board SQP, 2016]

Ans. Democracy evolves through popular struggles. It is possible that some significant decisions may take place through consensus and may not involve any conflict at all. But that would be an exception.

Defining moments of democracy usually involve conflict between those groups who have exercised power and those who aspire for a share in power. These moments come when the country is going through transition to democracy, expansion of democracy or deepening of democracy.

Democratic conflict is resolved through mass mobilisation. Sometimes it is possible that the conflict is resolved by using the existing institutions like the Parliament or the judiciary.

These conflicts and mobilisations are based on new political organisations where there is an element of spontaneity in all such historic moments.

[CBSE Marking Scheme, 2016] 5

Q. 2. Describe the popular struggle of Bolivia.

[Board Term-II, 2016, Outside Delhi Set-1]

OR

Mention any three features of the Bolivia Water War.

[Board Term-II, 2011]

Ans. Popular Struggle of Bolivia :

- (a) People's struggle against privatisation of water in Bolivia proves that struggles are integral part of Democracy.
- (b) The World Bank pressurised the government to give up its control of municipal water supply. The government sold these rights to a multinational company which increased the price of water by four times. Many people received monthly water bill of ₹ 1000/- in a country where average income is around ₹ 5000/- a month.
- (c) In January 2000, a new alliance of labour human rights and community leaders organized a successful four day strike.
- (d) The government agreed to negotiate and the strike was called off.
- (e) The police resorted to brutal repression when the agitation started in February, followed in April and the government imposed martial law.
- (f) But the power of people forced the officials of the MNC to flee the city and made the government concede to all the demand of the protesters.
- (g) The contract with MNC was cancelled and the water supply was restored with the Municipality at old rates.

This popular struggle came to be known as "Bolivia's Water War."

[CBSE Marking Scheme, 2016] 5

Q. 3. "The democracy has been evolved through struggles and movement all over the world." Support the statement with examples.

[Board Term-II, 2015, OD Set-2]

Ans. "The democracy has been evolved through struggles and movements all over the world"

- (a) The movement in Nepal was to establish democracy while in Bolivia involved claims on an elected democratic government.
- (b) In both the cases, the struggles involved mass mobilisation.
- (c) Public demonstration of mass support clinched the dispute.
- (d) It is possible that some significant decisions may take place through consensus and may not involve any conflict.
- (e) Democratic conflict is resolved through mass mobilisation.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 4. "The popular struggles are integral to the development of democracy." Analyse the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. The popular struggles are integral to the development of democracy :

- (a) Popular struggles are a part of working democracy.
- (b) Struggles are essential to save democracy. For example, Nepal's struggle for restoration of democracy and Bolivia's Water War.
- (c) It is only in democracy that different individual groups can express their feelings.
- (d) The people do not agree with policies of the government, they can oppose it with all their might and constant popular struggle to achieve their goal.
- (e) Democracy evolves through popular struggle.

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 5. Compare the struggles of Nepal with that of Bolivia. [Board Term-II, 2013 Set -2]

Ans. A comparative study of the struggles in Bolivia and Nepal brings points of similarities and differences.

The similarities are as follows :

- (a) Both were public demonstrations.
- (b) They used the methods of strikes.
- (c) There were mass mobilisations.
- (d) The political organizations played an important role.
- (e) Both showed the exercise of political power in democracy.

The differences are as follows:

- (a) The movement in Nepal was to establish democracy, while the struggle in Bolivia involved claims on the elected democratic government.
- (b) The popular struggle in Bolivia was concerned about privatisation of water, while the struggle in Nepal was about the foundation of the country's politics.
- (c) The protest in Nepal was led by a political party (SPA), while in Bolivia, it was led by a pressure group (FEDECOR).

[CBSE Marking Scheme, 2013] $2\frac{1}{2} \times 2\frac{1}{2} = 5$

Q. 6. Describe the movement for democracy in Nepal, April 2006. [Board Term-II, 2012]

Ans. The movement in Nepal in April, 2006 was aimed at regaining control of the government from the king and restoring democracy in the country. It occurred in the following stages :

- (a) The major political parties in the country formed a Seven Party Alliance. Their protest turned into an indefinite strike in which maoists and other social organizations also participated.
- (b) People defied curfew and gathered everyday to demand the restoration of democracy. The number of protesters reached between three to five lakh on 21st April and they served as an ultimatum to the king.
- (c) The king was forced to concede their demands on the last day of the ultimatum. Girija Prasad Koirala was chosen as the new Prime Minister of the interim government. The SPA and maoists reached an agreement about the election of the new Constituent Assembly.

5

TOPIC-2 Pressure Groups

QUICK REVIEW

- Pressure groups are organizations that influence government policies by putting pressure on the ruling government. Unlike political parties, pressure groups do not aim directly to control or share political powers.
- Pressure groups are of two types : Sectional interest groups and Public interest groups. The sectional interest groups seek to promote the interests of a particular section or group of society.
- Their main concern is the betterment and well-being of their members and not the people in general. Public interest groups are organizations that represent common interests for the betterment of people in general or even a common cause that needs to be defended. A public interest group or a promotional group can also work in self-interest along with others.

- Movement groups can be broadly classified under two types. An issue specific movement which seeks to achieve a single purpose usually within a specified time like the Narmada Bachao Andolan.
- The other type of movement is more generic that seek to achieve a broad ranging goal in the long term like the women's movement. Sometimes there is an alliance between all these broad movements which can have an umbrella organization like the National Alliance for People's Movement.



KNOW THE TERMS

- **Interest Groups :** They seek to promote interest of a particular section or group of society. **Examples :** Trade unions, business associations, and professionals (lawyers, doctors, teachers, etc.). They represent a section of society.
- **Public Interest Groups :** They promote **collective good** as opposed to **selective good**. They support or help groups other than their own members. **Example :** A group fighting bonded labour fights for everyone who is suffering under such bondage. BAMCEF (Backward and Minorities Community Employees Federation) campaigns against caste distinctions or discrimination. Its principal concern is with social justice and social equality for the whole society.
- **Pressure Groups :** They attempt to influence government policies without seeking control or political power. Pressure groups are formed when people of the common occupation, interests, aspirations come together to achieve an objective. **Examples :** Narmada Bachao Andolan, Anti-Liquor Movement, Women's Movements.
- **Political Party :** They aim to control or share political power. Political parties mobilise voters to support the common sets of interests, concerns and goals, they fix political agenda and policies and conduct election campaigns. **Examples :** Congress Party, BJP, Janata Party, AIADMK etc.
- **Sectional Interest Groups :** The interest groups which seek to promote the interests of particular sections of the society are known as sectional interest groups.
- **Movement Groups :** Loose organizations which depend on spontaneous mass participation are known as movement groups.
- **Coalition Government :** When no single political party gets clear cut majority of seats then the type of government formed is called coalition government.
- **Election:** A contest organized between different political parties for getting people's support is known as an election.
- **Insurgents :** The persons who revolt against the established government and engage in insurgency is called insurgents.
- **Election Petition :** If a candidate is not satisfied by the way an election has been held , he can go to the court and appeal there. It is known as election petition.
- **Constitutional Monarchy :** It is a form of government under which the constitution of the country acknowledges an elected representative as the head of the state.
- **Universal Adult Franchise :** Any person who has attained the age of 18 years, has the right to vote. This is known as universal adult franchise.

Very Short Answer Type Questions

(1 mark each)

Q. 1. How are issue specific movements different from generic movements ?

[Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. Issue specific movements seek to achieve a single objective within a limited time frame, while generic movements seek to achieve a broad goal in the long term. 1

Q. 2. Distinguish between pressure groups and political parties by stating any one point of distinction.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. Pressure groups do not aim to directly control or share political power but political parties directly control and share political power. 1

Q. 3. Name any two sectional interest groups.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. The two sectional interest groups are :

- (a) Trade Union
 - (b) Business associations
 - (c) Professional bodies—lawyers, doctors, teachers etc.
- (Any two) 1

Q. 4. Differentiate between 'Sectional Interest Groups' and 'Public Interest Groups'.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Sectional interest groups seek to promote the interest of a particular section while public interest groups promotes collective rather than selective good. 1

Q. 5. State the main aim of Backward and Minority Communities Employees Federation.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Its main aim is with social justice and social equality for the entire society. 1

- | | | |
|--|--|---|
| Q. 6. Which feature distinguishes a pressure group from a political party ? | Ans. The pressure groups do not aim to directly control or share political power while political parties do. | 1 |
| Q. 7. What do you understand by "A group fighting against bonded labour" ? | Ans. It is an example of sectional interest group. | 1 |
| Q. 8. What is the main feature of public interest groups ? | Ans. They promote collective goods. | 1 |
| Q. 9. Write any one aim of the pressure groups. | Ans. To influence government policies. | 1 |
| Q. 10. Write any one characteristic of social interest group. | Ans. They seek to promote the interests of a particular section or a group of society. | 1 |
| Q. 11. What is the relationship between political parties and pressure groups ? | Ans. The pressure groups are either formed or led by the leaders of political parties. | 1 |
| Q. 12. What is common among FEDECOR, BAMCEF, and Human Rights Organizations ? | Ans. They are examples of public interest group. | 1 |
| Q. 13. What is FEDECOR ? | Ans. Organisation that led Bolivian mass protest. | 1 |
| Q. 14. Of whom the Human Rights Organizations is an example ? | Ans. Public interest group. | 1 |
| Q. 15. In which two ways, the public interest groups achieve their aims ? | Ans. They raise slogans against the government and disrupt public. | 1 |
| Q. 16. Give an example of a public interest group. | Ans. BAMCEF. | 1 |
| Q. 17. Which type of group are trade unions ? | Ans. Sectional group. | 1 |

Short Answer Type Questions

(3 marks each)

- | | |
|--|---|
| <p>Q. 1. What are sectional interest groups ? Describe their functioning.[Board Term-II, 2016, Delhi Set-1, 2, 3]</p> | <p>(b) Sectional-Vishwa Hindu Parishad.</p> |
| <p>Ans. Sectional interest groups :</p> | <p>The groups that seek to promote the interests of a particular section or a group of a society is called sectional interest groups.</p> |
| <p>Functioning :</p> | <p>(a) They perform a meaningful role in countering the undue influence of other groups.</p> |
| <p>(b) They create awareness about the needs and concerns of their own society.</p> | <p>(c) Their principal concern is the betterment and well-being of their members not society in general.</p> |
| <p style="text-align: right;">$1 + 2 = 3$</p> | <p>[CBSE Marking Scheme, 2016]</p> |
| <p>Q. 2. What are public interest pressure groups ? Describe their functioning.</p> | <p>[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]</p> |
| <p>Ans. Public interest groups are those that promote collective rather than selective interests.</p> | <p>Their functioning is as follows :</p> |
| <p>(a) It aims to help groups other than their own members.</p> | <p>(b) They represent some common interest that needs to be defended.</p> |
| <p>(c) The members of the organization may not benefit from the cause that the organization represents. For eg : a group fighting against bonded labour fights not for itself but for those who are suffering under such bondage.</p> | <p>(d) Their principal concern is the betterment and well-being of their members, not society in general.</p> |
| <p style="text-align: right;">$1 + 2 = 3$</p> | <p>(Any two) $1 + 2 = 3$</p> |
| <p>[CBSE Marking Scheme, 2016]</p> | <p>[Any three] $1 \times 3 = 3$</p> |
| <p>Q. 3. Explain any three types of pressure groups.</p> | <p>[Board Term-II 2015, Set WVIVSA5]</p> |
| <p>Ans. (1) Social/Identity Group-have a special identity.</p> | <p>(a) Community based-Ram Krishna Mission.</p> |
| <p>Q. 4. Describe any three features of sectional interest groups.</p> | <p>[Board Term-II, 2015, Foreign Set-2]</p> |
| <p>Ans. Features of sectional interest groups :</p> | <p>(a) Interest groups seek to promote the interests of a particular section or group of society.</p> |
| <p>(b) Trade unions, Business Associations, Professional etc are the examples.</p> | <p>(c) They are sectional because they represent a section of society.</p> |
| <p>(d) Their principal concern is the betterment and well-being of their members, not society in general.</p> | <p>(Any three) $1 \times 3 = 3$</p> |
| <p>[CBSE Marking Scheme, 2015]</p> | <p>[CBSE Marking Scheme, 2014]</p> |
| <p>Q. 5. What are pressure groups ? How are they formed? Explain.</p> | <p>[Board Term-II, 2014]</p> |
| <p>Ans. Pressure groups are organizations that attempt to influence government policies. These organizations are formed when people with common occupation, interest, aspirations or opinions come together in order to achieve a common objective.</p> | <p>3</p> |
| <p>Q. 6. Explain the relation between pressure groups and political parties.</p> | <p>[Board Term-II, 2014]</p> |

Ans.

	Pressure Groups	Political Parties
(a)	Membership of pressure groups is limited.	Membership of political parties is very wide.
(b)	Pressure groups use agitational means.	Political parties use only constitutional means.
(c)	Pressure groups have specific interests.	Political parties have a broad base.

$$1 \times 3 = 3$$

Q. 7. What are interest groups ? Give two features of promotional pressure groups in India.

[Board Term-II, 2011, Set 2080]

Ans. (a) Interest groups or pressure groups are organizations that attempt to influence government policies. They do not aim to directly share political power. These are formed when people with common occupation, interest, aspirations or opinions come together for common objective.

(b) Two features of promotional groups are :

- (i) They promote collective rather than selective good.
- (ii) They aim to help groups other than their own members.

$$1 + 2 = 3$$

[CBSE Marking Scheme, 2011]

Q. 8. What do you understand by sectional interest groups ? Explain with examples.

[Board Term- II, 2011, 2016]

Ans. (a) Usually interest groups seek to promote the interests of a particular section or group of society.

(b) They are sectional interest groups as they represent a section of society—workers, employees, business persons etc.

(c) BAMCEF—Backward and Minority Community Employees Federation—It is an organization largely made of government employees and it addresses the problems of its members who suffer discrimination in trade unions and business organizations.

$$1 + 2 = 3$$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. Examine the role of pressure groups and movements in deepening democracy.

[Board Term-II, 2016, Foreign Set-1]

Ans. Pressure groups and movements have deepened democracy :

- (a) It reminds the government of the needs and concerns of ordinary citizens.
- (b) Put pressure on the rulers for the unhealthy activities.
- (c) It performs a useful role of countering undue influence of the rich and powerful people.

Q. 9. How would you differentiate between sectional interest groups and public interest groups ?

[Board Term-II, 2011, Set 2027]

Ans.

	Sectional Interest Group	Public Interest Group
(a)	Promotes interest of a particular section or group of the society.	Promotes the general interest of the society as a whole.
(b)	Aim of section interest group is the selective good.	Aim of public interest group is collective good.
(c)	Example : FEDECOR, Business Associations, etc.	Represents the common people of the society. Example : women's group; group fighting against child labour.

$$1 \times 3 = 3$$

Q. 10. What is the objective of movement groups ? Give the name of one such movement group. Mention how do these movements exert influence on politics.

[Board Term- II 2011, Set 68001, 6]

Ans. (a) The main objective of movement groups is to influence politics without directly taking part in electoral competitions and achieving the desired goals.

- (b) Most of the movement groups are issue-specific movements that seek to achieve a single objective within a limited time frame. Others are more general or generic movements that seek to achieve a broad goal.
- (c) The struggle in Nepal was called a movement for democracy or the Narmada Bachao Andolan is an example of one such movement group.
- (d) These movements try to gain public support and sympathy for their goals and their activities by carrying out information campaigns, organizing meetings, filing petitions.

$$(Any three) 1 \times 3 = 3$$

[CBSE Marking Scheme, 2011]

Q. 1. Examine the role of pressure groups and movements in deepening democracy.

[Board Term-II, 2016, Foreign Set-1]

Ans. Pressure groups and movements have deepened democracy :

- (a) It reminds the government of the needs and concerns of ordinary citizens.
- (b) Put pressure on the rulers for the unhealthy activities.
- (c) It performs a useful role of countering undue influence of the rich and powerful people.

(d) One single group cannot achieve dominance over society.

(e) The government gets to hear about what different sections of the population want.

(f) This leads to a rough balance of power and accommodation of conflicting interests.

$$(Any five) 1 + 5 = 5$$

[CBSE Marking Scheme, 2016]

Q. 2. "Pressure groups and movements exert influence on politics in different ways". Support the statement with suitable examples.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

How do pressure groups and movements exert influence on politics? Explain with examples.

[Board Term-II, 2015, Set 1, 2, 3]

Ans. Influence of pressure groups and movements on politics :

- (a) Pressure groups and movements try to gain public support and sympathy for their goal.
- (b) They carry out information campaigns, organize meetings and file petitions.
- (c) They also try to influence media to give more attention to their issues.

(d) They often organize protest activity like strike etc.

(e) Worker's organization employees, association and most of the movement groups force the government to consider their demands.

(f) Business groups often employ professional lobbyists.

(g) Some pressure groups formed and led by the leaders of political parties.

(h) Some political parties grow out of movements.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Value Based Questions

Q. 1. 'The struggle of the Nepali people is a source of inspiration to democrats all over the world.' What values are brought out through their struggle ?

Ans. The struggle in Nepal was to establish democracy.

(a) Power of mass mobilisation through movements is shown.

(b) Resistance to oppression can lead to solutions.

(c) Leadership qualities are developed.

(d) Power of unity is shown. **(Any three) $1 \times 3 = 3$**



KNOW THE LINKS

- Interest and Pressure Groups in India
www.yourarticlerepository.com/.../interest-and-pressure-groups...india/3134...
- Pressure Group : role and function of pressure groups in India
www.indiastudychannel.com/.../152696-Pressure-Group-role-function.as
- Role of Pressure Groups in Indian Democracy - Important ...
www.importantindia.com/.../role-of-pressure-groups-in-indian-democracy



CHAPTER

6

POLITICAL PARTIES

SYLLABUS

- *What role do political parties play in competition and contestation ?
Which are the major national and regional parties in India ?*
- *Objectives :*
 - (a) *Analyse party systems in democracies.*
 - (b) *Introduction to major political parties in the country.*

TOPIC - 1
Political Parties - An Introduction P. 151

TOPIC - 2
Types of Party Systems P. 153

TOPIC - 3
National and Regional Parties P. 155

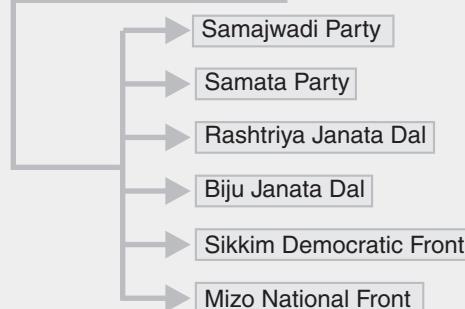
TOPIC - 4
Challenges Faced By Political Parties and its Reforms P. 158

FLOWCHARTS

Classification of National Political Parties (in 2006)



Regional Parties in India



Challenges to Political Parties

First challenge
Lack of internal democracy

Second challenge
Dynastic succession

Third challenge
Growing role of money and muscle power

Fourth challenge
Parties don't seem to offer a meaningful choice to the voters



TOPIC-1 Political Parties - An Introduction

QUICK REVIEW

(1) What is a Political Party?

- A political party is a group of people who come together to contest elections and hold power in the government.
- It mobilises voters to support common sets of interests, concerns and goals.
- A political party fixes the political agenda and policies and tries to persuade people by claiming their policies are better than those of other parties.
- A political party is the means through which people can speak to the government and have a say in the governance of any country.
- A political party has three components : (i) the leaders, (ii) the active members, and (iii) the followers.

(2) Functions

- Parties contest elections by putting up candidates.
- In some countries, candidates are selected by members and supporters of a party (eg., USA).
- In other countries, candidates are chosen by top party leaders — eg., India.
- Parties have different policies and programmes, voters choose from them. In a democracy, a large number of people with similar opinions group together and form a party and then give a direction to the policies followed by the government.
- The parties that lose elections form the opposition and voice different views and criticize government for their failures. They mobilise opposition to the government.
- They shape public opinion. Parties with the help of pressure groups launch movements for solving problems faced by the people.
- They provide people access to government machinery and welfare schemes. The local party leader acts as a link between the citizen and the government officer.

(3) Need for Political Parties

- The democracies cannot exist without political parties is clear from the functions they perform. If there were no political parties then :
 - (i) All candidates in an election would become independent candidates. They cannot promise any major policy change to the people. No one will be responsible for how the country runs.
 - (ii) In large societies, only representative democracy can work. Political parties become an agency to gather different views on various issues and present them to the government.



KNOW THE TERMS

- **Party :** Parties are necessary to represent the people of a country. They help to conduct elections in an organized functioning of the legislature.
- **Political Party :** A political party is a group of people with a definite agenda and who intend to acquire power in the government.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What is meant by 'political party'?

[Board Term-II, 2015]

Ans. A political party is a group of people come together to contest elections to hold power in the government. 1

Q. 2. What is an important function of a Political Party in India ?

Ans. To contest elections. 1

Q. 3. Who take direct part in the elections ?

Ans. Political parties. 1

Q. 4. Which is not a component of a political party ?

Ans. The critics. 1

Q. 5. What is a ruling party ?

Ans. Political party that runs the government. 1

Q. 6. Write down any one characteristic of political parties in India.

Ans. Parties play a decisive role in making laws for a country. 1

Q. 7. What do you understand by recognised political party ?

Ans. The parties which have been recognised by the Election Commission are known as recognised political parties. 1

Q. 8. Write any one character of recognized political party.

Ans. They must win at least two seats in the assembly election. 1

Short Answer Type Question

(3 marks)

Q. 1. Analyse the three components of a political party.
[Board Term-II, 2016, Outside Delhi Set -3]

Or

Describe the three components of a political party.
[Board Term-II, 2014]

Ans. Three components of a political party are :

- (a) Leaders
- (b) Active members
- (c) Followers

$1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. "Political parties are a necessary condition for a democracy". Analyse the statement with examples.

[Board Term-II, 2016, Outside Delhi Set - 1, 2, 3]

OR

Why can't modern democracies exist without the political parties? Explain any four reasons.

[Board Term-II, 2015, 2011, Foreign Set 14/B1]

Ans. "Political parties are necessary condition for a democracy" because :

- (a) Without political parties, democracies cannot exist.
- (b) If we do not have political parties-in such a situation every candidate in elections will be independent.
- (c) No one will be able to make any promises to the people about any major policy changes.
- (d) The government may be formed but its utility will remain uncertain.
- (e) Elected representatives will be accountable to their constituency for what they do in their locality.
- (f) But no one will be responsible for how the country will run.
- (g) The role of opposition party in a democracy necessitates the existence of political parties.
- (h) As societies become large and complex they also need some agencies to gather different views on various issues and to present these to the government, that's why political parties are needed.

(Any five)

[CBSE Marking Scheme, 2016] $1 \times 5 = 5$

Q. 2. Describe any five major functions of political parties.
[Board Term-II, 2015, Set 2, 3]

Ans. Functions of political parties :

- (a) Parties contest elections.
- (b) They put forward policies and programmes.
- (c) Parties play a decisive role in making laws.
- (d) Parties form and run government.
- (e) Defeated parties in the election play its role of opposition to the parties in power.
- (f) Parties shape public opinion.
- (g) Parties provide people access to government machinery and welfare schemes. (Any five)

[CBSE Marking Scheme, 2015] $1 \times 5 = 5$

Q. 2. What is meant by a political party ? Describe the three components of a political party.

[Board Term-II, 2015, Outside Delhi, Set-1, 2, 3]

Ans. Political Party is a group of people who come together to contest elections and hold power in the government.

Three components of a political parties are :

- (a) The leaders
- (b) The active members
- (c) The followers

[CBSE Marking Scheme, 2015] $2 + 3 = 5$

Q. 3. "Political parties play a major role in democracy." Explain any five points to justify this statement.

[Board Term-II, 2012, Set 2080]

OR

"Political parties are rightly called the government in disguise." Justify the statement in reference to democratic politics by giving five arguments.

[Board Term-II, 2012, Set 2022]

Ans. The political parties play an important role in democracy as :

- (a) **Parties contest elections :** In most democracies, elections are fought mainly among the candidates put up by political parties.
- (b) Parties put forward different policies and programmes and the voters choose from them.
- (c) Parties play a decisive role in making laws for a country.
- (d) Parties shape public opinions. They raise and highlight issues.
- (e) Form and run governments.
- (f) Role of opposition.
- (g) Provide access to government machinery and welfare schemes. (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 5. Explain two functions each of the ruling party as well of the opposition parties.

[Board Term-II, 2012, Set 68001]

Ans. Functions of the Ruling Parties :

- (a) They play a major role in making laws for the country.

- (b) They form the government and run the country.
- (c) They recruit leaders, train them and then make ministers to run the government.

Functions of the Opposition Parties :

- (a) They oppose the government by voicing different views.
- (b) They criticise government for its failure and wrong policies.
- (c) They mobilise opposition to the government.

$$2\frac{1}{2} + 2\frac{1}{2} = 5$$

[CBSE Marking Scheme, 2012]

Q. 6. How do political parties help in shaping public opinion ? Explain. [Board Term-II, 2012, Set 68001]

Ans. Role of political parties in shaping public opinion as :

- (a) They raise and highlight issues.
- (b) They form pressure groups as an extension.
- (c) They launch movement for the resolution of problems faced by the people.
- (d) They have lakhs of members and activists.

$$1\frac{1}{4} \times 4 = 5$$

[CBSE Marking Scheme, 2012]



TOPIC-2

Types of Party Systems

QUICK REVIEW

➤ **Party System**

There are three types of party systems :

(i) One-Party System (ii) Two-Party System and (iii) Multi-Party System.

(i) **One-Party System** : There is no competition in this system. The mono party nominates the candidates and the voters have only two choices — (i) Not to vote at all or (ii) write 'yes' or 'no' against the name of the candidates nominated by the party. This system has been popular in Communist countries and other authoritarian regimes e.g., China, North Korea and Cuba. This system was also prevalent in USSR till Communism collapsed.

(ii) **Two-Party System** : Power shifts between two major, dominant parties. In this system, to win elections, the winner has to get maximum number of votes, but not necessarily a majority of votes. The smaller parties usually merge with the bigger parties or they drop out of elections. This parliamentary system prevails in Great Britain and Canada, in which only two parties hold significant numbers of seats. Supporters of this system believe that this prevents dangers of fragmentation (too many parties winning seats from different constituencies) and the government can run smoothly.

(iii) **Multi-Party System** : It is the most common type of party system. In this system, three or more parties have the capacity to gain control of the government separately or in coalition. When no party gains a majority of the legislative seats in multi-party parliamentary system, then several parties join hands and form a coalition government. Supporters of this system point out that it allows more points of views to be represented in the government. Critics of this system point out that multi-party system sometimes leads to political instability.



KNOW THE TERMS

- **Mono-Party System** : Mono-Party System is a political system in which only one party controls and runs the government.
- **Bi-Party System** : Bi-Party System is a type of system in which power alternates between two parties only. The party that gets the majority forms the government and the other party forms opposition.
- **Multi-Party System** : It is a system in which several parties compete for power and more than two parties have a reasonable chance of coming into power either on their own or in alliance with others.
- **Coalition Government** : A coalition government is generally formed in a Multi-Party System, when no single party wins a majority of seats then many parties get together based on compromise and tolerance.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Why did India adopt Multi-Party system ?
 [Board Term-II, 2016]

Outside Delhi, Set- 1, 2, 3]

Ans. India adopted Multi-Party System because :

- (a) India is a large country and has social and geographical diversities.
- (b) It is easy to absorb different diversities in a multi-Party Systems. (Any one) $\frac{1}{2} \times 2 = 1$

Q. 2. Why is one party political system not considered a good democratic system ?
 [Board Term-II, 2016 Foreign Set- 1, 2, 3]

Ans. Because one party system has no democratic option. 1

Q. 3. United Kingdom is an example of which party system ?

Ans. Two-Party System. 1

Q. 4. Name a country that has One Party System.

Ans. China. 1

Short Answer Type Questions

(3 marks each)

Q. 1. What is a Multi-Party System ? Why has India adopted a Multi-Party System ? Explain.

[Board Term-II, 2015 Set 1, 3]

Ans. Multi-Party System :

If several parties compete for power and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a Multi-Party System.

India adopted a Multi Party System because :

- (a) There is social and geographical diversity in India.
- (b) India is such a large country which is not easily absorbed by two or three parties.
- (c) The system allows a variety of interests and opinions to enjoy political representation.

(Any two) $1 + 2 = 3$

[CBSE Marking Scheme, 2015]

Q. 2. Describe any three main features of Two-Party System. [Board Term-II, 2015 Foreign Set-3]

Ans. Main features of Two-Party System :

- (a) Power usually changes between two parties, several may exist.
- (b) In such system, people get clear choice.
- (c) The party that wins majority forms the government and the other sits in opposition.
- (d) Strong opposition is good for democracy.
- (e) Prompt decisions are taken and implemented.
- (f) More development and less corruption.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Long Answer Type Questions

(5 marks each)

Q. 1. What is a Multi-Party System ? Explain merits and demerits of Multi-Party System.

[Board Term-II, 2012, 68008]

Ans. Refer to Ans. of Q. 1 of Short Answer Type Question.

Merits :

- (a) This system allows a variety of interests and opinions.
- (b) People can make a choice between several candidates.

Demerits :

- (a) No one party is likely to gain power alone. Therefore, it is difficult in formation of government.
- (b) Leads to political instability. 1 + 2 + 2 = 5

[CBSE Marking Scheme, 2012]

Q. 2. What do you understand by the Bi-Party System ? Write its one merit and one demerit.

[Board Term-II, 2012, Set 68015]

Ans. Bi-Party System :

- (a) In some countries, power usually changes between two main parties.
 - (b) In this system, the government is formed by one party and the other plays the role of opposition.
- Merit—**This system allows stability of government as no coalition is there.
- Demerit—**In this system, only two main parties have a serious chance of winning majority seats to form the government. 5

[CBSE Marking Scheme, 2012]



TOPIC-3 National and Regional Parties

QUICK REVIEW

➤ An Alliance

When several parties in a Multi-Party System join hands for the purpose of contesting elections and winning power, it is called an Alliance or a Front. India, in 2004 and 2009, had three such alliances for parliamentary elections : (i) National Democratic Alliance (ii) The United Progressive Alliance and (iii) Left Front.

➤ Proportion of Participation

— Level of participation in the activities of the parties — Very high in India — Advanced countries like Canada, Japan, Spain and South Korea much less — People in India who feel close to a political party — Membership of political parties has also gone up.

➤ Election Commission

Every party in India has to register with the Election Commission. The Commission treats every party as equal to the others, but it offers special facilities to large and established parties.

They are given a unique symbol and are called, "Recognized Political Parties."

Introduction to Major Political Parties in India :

- (1) Indian National Congress (INC)
- (2) Bharatiya Janata Party (BJP)
- (3) Bahujan Samaj Party (BSP)
- (4) Communist Party of India - Marxist (CPI-M)
- (5) Communist Party of India (CPI)
- (6) Nationalist Congress Party (NCP)

➤ State or Regional Political Parties :

- (1) Regional parties need not be regional in their ideology or outlook. Some of these parties are all India parties that happen to have succeeded only in some states.
- (2) Parties like the Samajwadi Party, Samata Party and Rashtriya Janata Dal have national level political organization with units in several states.
- (3) Some of these parties like Biju Janata Dal, Sikkim Democratic Front and Mizo National Front are conscious about their State identity.



KNOW THE TERMS

- **National Party :** A party that secures at least 6% of the total votes in Lok Sabha elections or wins four seats in the Lok Sabha is recognized as a national party.
- **Regional Party :** All parties, other than the six national parties, are classified as state parties by the Election Commission of India. They are also called Regional Parties.
- **Alliance :** When several parties in a Multi-Party System join hands for the purpose of contesting elections and winning power, it is called an alliance or a front. India, in 2004 and 2009, had three such alliances for parliamentary elections : (i) National Democratic Alliance (ii) The United Progressive Alliance and (iii) Left Front.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Name the alliance formed by the Congress Party.

[Board Term-II, 2016, Set TCJQ6VD]

Ans. United Progressive Alliance (UPA). 1

Q. 2. Which party was the principal opposition party in Lok Sabha in 2004 ?

[Board Term-II, 2016, Set KCG34U9]

Ans. Bharatiya Janata Party (BJP). 1

Q. 3. Name any one political party that has national level political organization but not recognized as the national political party.

[Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. Samajwadi Party / Samata Party / Rashtriya Janata Dal (Any one) 1

Q. 4. Name any two regional parties of West Bengal.

[Board Term-II, 2015, Delhi Set 3]

Ans. Two regional parties of West Bengal are :	Ans. National Democratic Alliance. 1
(a) Marxist Forward Bloc (b) Trinamool Congress. $\frac{1}{2} \times 2 = 1$	Q. 11. When and under whose leadership was Bahujan Samaj Party (BSP) formed? 1
Q. 5. What is the guiding philosophy of Bharatiya Janata Party ? [Board Term-II, 2015 Outside Delhi Set-2]	Ans. 1984, Kanshi Ram. 1
Ans. (a) Cultural nationalism. (b) India's ancient culture and values. (Any one) $\frac{1}{2} \times 2 = 1$	Q. 12. What are the criteria to recognise as a National Political Party in India ?
Q. 6. What is the requirement laid down by the Election Commission for a political party to be recognized as a 'State Party' ? [Board Term-II, 2015, Foreign Set-1, 2, 3]	Ans. 6% votes in Lok Sabha or Assembly election in four states and 4 seats in Lok Sabha. 1
Ans. A party that secures at least six percent of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognized as a state party. [CBSE Marking Scheme, 2015]	Q. 13. What are those parties which are given the special privilege of 'Election Symbol' and other facilities called ?
Q. 7. The Bahujan Samaj Party stands for the cause of : [Board Term-II, 2011]	Ans. National parties. 1
Ans. Securing the interest of the oppressed people. 1	Q. 14. Which institution has passed an order making it necessary for political parties to hold their organizational elections and file their income tax returns ?
Q. 8. When was the Communist Party of India-Marxist (CPI-M) formed? Ans. 1964. 1	Ans. Supreme Court. 1
Q. 9. How many parties are registered with the Election Commission of India? Ans. More than 750. 1	Q. 15. Which party is a recognized National Party ?
Q. 10. The BJP formed the government in 1998 as the leader of an alliance. Name the alliance.	Ans. Parties recognized by Election Commission with conditions. 1
	Q. 16. When was the Nationalist Congress Party formed ?
	Ans. 1999. 1
	Q. 17. What is an 'Alliance' ?
	Ans. Several parties join hands to contest elections. 1
	Q. 18. Who allots symbols to Political Parties ?
	Ans. The Election Commission. 1
	Q. 19. Which party has the most impressive election record in the state of West Bengal ?
	Ans. Communist Party of India-Marxist (CPI-M). 1

Short Answer Type Questions

(3 marks each)

Q. 1. What is a political party ? State any two points of the ideology of Bharatiya Janta Party ? [Board Term-II, 2016, Foreign Set- 1, 2, 3]	national level coalition." Support the statement with arguments. [Board Term-II, 2016, Delhi Set - 3]
Ans. A political party is a group of people who come together to contest elections and hold power in the government. They agree on some policies and programmes for the society with a view to promote the collective good.	Ans. State parties seeking National level Coalition : Before general election of 2014, in three general elections no one national party was able to secure on its own a majority in Lok Sabha. With the result, the national parties were compelled to form alliances with state or regional parties. Since 1996, nearly every one of the state parties has got an opportunity to be a part of one or the other national level coalition government. This has contributed to the strengthening of federalism and democracy.[CBSE Marking Scheme, 2016] 3
Ideology of BJP : (a) Wants full territorial and political integration of Jammu and Kashmir with India. (b) A uniform civil code for all people living in the country irrespective of religion. (c) Cultural nationalism. (Any two) $1 + 2 = 3$ [CBSE Marking Scheme, 2016]	Q. 4. What is meant by a 'national political party' ? State the conditions required to be a national political party. [Board Term -II 2016, Delhi Set- 1, 2, 3]
Q. 2. Describe about the ideology and organization of Bahujan Samaj Party.[Board Term-II, 2016, KCG34U9]	Ans. National Political Party have units in the various states, they follow the same policies, programmes and strategy that is decided at the national level.
Ans. Bahujan Samaj Party (BSP) was formed in 1984 under the leadership of Kanshi Ram. Its main aim is that it seeks represent and secure power for the Bahujan Samaj which includes the dalits and adivasis, OBCs and religious minorities. [CBSE Marking Scheme, 2016] 3	Conditions required : (a) A party that secures at least 6% of the total votes in general elections of Lok Sabha or assembly elections in four states. (b) Wins at least 4 seats in Lok Sabha. [CBSE Marking Scheme, 2016] $1 + 2 = 3$
Q. 3. "Nearly every one of the state parties wants to get an opportunity to be a part of one or the other	

Q. 5. What is meant by 'regional political' party ? State the conditions required to be recognized as a 'regional political party'.

[Board Term-II 2016, Delhi Set- 1, 2, 3]

Ans. A Regional Party is a party that is present in only some States.

Conditions required for a party to be recognized as a regional political party are :

- (a) A party that secures atleast six percent of the total votes in an election to the Legislative Assembly of a state.
- (b) wins atleast two seats in the Legislative Assembly.

[CBSE Marking Scheme, 2016] $1 + 2 = 3$

Q. 6. Name any six 'Regional Political Parties' of the four Southern States of India.

[Board Term-II, 2014]

Ans. Tamil Nadu—AIADMK (All India Dravida Munnetra Kazagam), DMK

Andhra Pradesh—Telugu Desam, Lok Satta

Kerala—Kerala Congress (Joseph)

Puducherry—AINRC (All India N. R. Congress)

$\frac{1}{2} \times 6 = 3$

[CBSE Marking Scheme, 2014]

Q. 7. State the conditions as laid down by the Election Commission to recognize a 'State Party' and 'National Party'. [Board Term-II, 2014]

Ans. The difference between a state and a national party can be identified as follows :

- (a) In a state party, the party members aim to highlight the regional interests. On the other hand, a national party gives due importance to national interests.

(b) A state party can contest in elections only in a particular state, whereas a national party can contest in elections all across the country.

- (c) Example : BJP and Congress are national parties, whereas Akali Dal and Trinamool Congress are state level parties.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 8. Name the 'Regional Political Parties' that are predominant in Jharkhand, Maharashtra and Odisha respectively with their symbols.

[BoardTerm-II, 2014]

Ans. Jharkhand—JMM—Jharkhand Mukti Morcha

Maharashtra—INC—Indian National Congress

Odisha—BJD—Biju Janata Dal $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 9. Name the national political party which espouses secularism and welfare of weaker sections and minorities. Mention any four features of that party. [Board Term II, 2013]

Ans. The national political party which espouses secularism and welfare of weaker sections and minorities is the Indian National Congress. Four features of this party are listed below :

- (a) Founded in 1885.
- (b) Dominated Indian politics, both at the national and state levels, for several decades after India's independence.
- (c) Ruling party at the centre till 1977 and then from 1980 to 1989. After 1989, its support declined.
- (d) A centrist party (neither rightist nor leftist) in its ideological orientation.

$1 + \frac{1}{2} \times 4 = 3$

[CBSE Marking Scheme, 2013]

Long Answer Type Questions

(5 marks each)

Q. 1. Name the national political party which gets inspiration from India's ancient culture and values. Mention four features of that party.

[Board Term-II, 2013, Delhi Set 1]

Ans. 'Bharatiya Janata Party' gets inspiration from India's ancient culture and values.

Four important features :

- (a) Cultural nationalism or 'Hindutva' is an important element in its conception of Indian nationhood and politics.
- (b) The party wants full territorial and political intergration of Jammu and Kashmir.
- (c) A common Civil Code for all people living in the country irrespective of religion and ban on religious conversions.
- (d) Its support base increased substantially in the 1990s.

$1 + 4 = 5$

[CBSE Marking Scheme, 2013]

Q. 2. Differentiate between national and regional parties. Write any four points.

[Board Term-II, 2012, Set 68001]

Ans.

	National Parties	Regional Parties
(i)	A party that secures at least 6% of total in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognized as a National party.	A party that secures at least 6% of the total votes in Lok Sabha elections or Assembly of a state and wins at least two seats is recognized as a regional party.
(ii)	National parties will have influence in more than three states. <i>For example :</i> INC, BJP, BSP, CPI-M, CPI and NCP.	Regional parties will have influence in three states. <i>For example :</i> Samajwadi Party, Samata Party, Rashtriya Janata Dal, DMK, AIADMK.

$2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 3. What is meant by National Parties ? State the criteria for recognizing a party as National and State party. [Board Term-II 2012, Set 68008]

Ans. Democracies that follow a federal system all over the world tend to have two kinds of political parties—Parties that are present in only one of the federal units and parties that are present in several or all units of the federation.

Those parties which are countrywide parties are called National Parties.

National and State Parties : (a) A party that secures at least six percent of the total votes in an election to the Legislative Assembly of a state and wins at least two seats is recognized as a state party.' (b) A party that secures at least six percent of the total votes in Lok Sabha elections or Assembly elections in four states and wins at least four seats in the Lok Sabha is recognized as a national party.

[CBSE Marking Scheme, 2012] $1 + 2 + 2 = 5$



TOPIC-4 Challenges Faced By Political Parties and its Reforms

QUICK REVIEW

(1) Lack of internal democracy within parties

- Power concentrated in the hands of few.
- No organizational meetings. No keeping of membership register.
- No internal, regular elections.
- Ordinary members do not have access to information, cannot influence decisions.
- Disagreement with the leader leads to ouster from the party.

(2) Dynastic succession

- Leaders on top have unfair advantage to favour people close to them or family members.
- Top positions controlled by family members in most parties.
- Bad for democracy.
- Tendency seen all over the world, even in the older democracies.

(3) Money and muscle power

- During elections this power is very visible.
- Candidates who can raise money are nominated.
- Rich people and companies who give funds have influence on policies.

(4) Parties do not offer a meaningful choice to the voters.

There is not much difference in ideology among parties. *Example* : Labour Party and Conservative Party of Britain. They only differ on details of implementation rather than fundamental principles.

- In India also there is not much difference among parties on economic issues.

Reforms :

As political parties face these challenges, there is a growing need to reform the system. Some of the reform measures taken by the government are: Anti-defection law, affidavit requirement and organizational meetings for political parties.

Some suggestions made to reform political parties and its leaders :

- (1) A law should be made to regulate the internal affairs of political parties. It should be made compulsory for political parties to maintain a register of its members, follow its own constitution and hold open elections to the highest posts.
- (2) It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.
- (3) There should be state funding of elections. The government should give parties money, petrol, paper, telephone etc. to support their election expenses.



KNOW THE TERMS

- **Defection** : Changing party allegiance from the party on which a person got elected to a legislative body to a different party.
- **Affidavit** : A signed document submitted to an officer where a person makes a sworn statement regarding his/her personal information.
- **Election Commission** : An independent multi-member body which is constituted for the superintendence, direction and conduct of election.

Very Short Answer Type Questions

(1 marks each)

Q. 1. If all the decisions of a political party are made by a single family and all other members are neglected, then what challenge is being faced by that party ?

[Board Term-II, 2015]

Ans. Challenge of dynastic succession. 1

Q. 2. Why do political parties involve partisanship ?

[Board Term-II, 2015, OD Set-1]

Ans. Because the parties are a part of the society and thus they involve partisanship. 1

Q. 3. An _____ is a signed document submitted to an officer, where a person makes a sworn statement regarding her personal information.

Ans. Affidavit. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Which three challenges do you feel are being faced by political parties in India ? Give your opinion.

[Board Term-II, 2016, Outside Delhi Set - 1]

Ans. The three challenges faced by political parties in India are :

- (a) Lack of internal democracy.
- (b) Challenge of dynastic succession
- (c) Growing role of money and muscle power.
- (d) Often parties do not seem to offer a meaningful choice to the voters. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. "No party system is ideal for all countries and all situations." Justify the statement with arguments.

[Board Term-II, 2016, Foreign Set-3]

Ans. No Party system is ideal for all countries and all situations :

- (a) Party system is not something, any country can choose.
- (b) It evolves over a long time depending on the nature of the society.
- (c) Its social and regional division, its history of policies and its system of elections.
- (d) Each country develops a party system that is conditioned by its special circumstances.

(Any three) $1 \times 3 = 3$ [CBSE Marking Scheme, 2016]

Q. 3. "Lack of internal democracy within parties is the major challenge to political parties all over the world." Analyse the statement.

[Board SQP 2016 ; Board Term-II, 2015.]

Ans. Refer to Ans. of Q. 4 Long Answer Type Questions.

Q. 4. How do money and muscle power play an important role in elections ? Explain.

[Board Term-II, 2015, OD Set-2]

Ans. Money and muscle power play an important role in elections because :

- (a) Role of money and muscle power in parties especially during elections is growing.
- (b) Parties tend to nominate those candidates who have or can raise lots of money.
- (c) Rich people and companies who give funds to the parties tend to have influence on the policies and decisions of the party.
- (d) In some cases, parties support criminals who can win election.

(e) Democrats all over the world are worried over the increasing role of rich people and big companies in democratic politics. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 5. "Dynastic succession is one of the most serious challenges before the political parties". Analyse the statement. [Board Term-II, 2015 OD Set-1]

Ans. Dynastic succession is one of the most serious challenges before the political parties because :

- (a) Most political parties do not practice open and transparent procedures for their functioning.
- (b) There are few ways for an ordinary worker to rise to the top in a party.
- (c) In many parties, the top positions are always controlled by members of one family.
- (d) This practice is unfair to other members of that party and is also bad for a democracy.
- (e) People who do not have adequate experience or popular support come to occupy position of power. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 6. "Serious efforts were made by the legal organizations to reform political parties in India." Support the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Efforts made by the legal organizations to reform political parties in India :

- (a) To check defection, the Constitution was amended to prevent elected MLA's and MPS's from changing parties.
- (b) The Supreme Court passed an order to reduce the influence of money and criminal, by making it mandatory to produce an affidavit giving details of property and criminal cases pending.
- (c) The election commission passed an order making it necessary for political parties to hold their organizational election and file their income tax returns. [CBSE Marking Scheme, 2015] 3

Q. 7. What is meant by 'defection' in democracy ? Explain. [Board Term-II, 2014, Set 2027]

Ans. Defection in politics means moving of a person from one party to another party for some personal benefit. It means changing party allegiance from the party on which a person got elected to a different party. It happens when a legislature, after having been elected from a particular party leaves it and joins in other party.

The Constitution was amended to prevent elected MLA's and MP's from changing parties. Now the law says that if any MLA and MP changes parties, he or she will lose seat in the legislature. The new law has brought defection down and has made dissent even more difficult.

[CBSE Marking Scheme, 2014] 3

Q. 8. "The elimination of flows of political parties seem difficult but not impossible." Justify the statement with suggestions.

[Board Term-II, 2011]

Ans. Refer to Ans. of Q. 1 Long Answer Type Questions.

3

Long Answer Type Questions

(5 marks each)

Q. 1. Suggest and explain any five measures to reform political parties.

[Board Term-II, 2016, Outside Delhi Set-2]
OR

Suggest any five effective measures to reform political parties.

[Board Term-II, 2015, Outside Delhi Set-1 ; 2012]

Ans. Effective measures to reform political parties are :

- A law should be made to regulate the internal affairs of political parties.
 - It should be made compulsory for political parties to maintain a register of its members.
 - It should be made mandatory for political parties to give a minimum number of tickets; about 1/3rd to its women candidates.
 - There should be a quota for women in the decision making bodies of the party.
 - There should be state funding of elections.
 - The government should give parties money to support their election expenses in kind for example petrol, paper, telephone, etc., or in cash.
 - Vote casting should be made compulsory in each election.
 - Data regarding caste and religion, OBC, SC, ST should not be utilized during election period in any form.
- (Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Q. 2. "All over the world, people express their dissatisfaction with the failure of political parties to perform their functions well." Analyse the statement with arguments.

[Board Term-II, 2016, Delhi Set-2]

Ans. Popular dissatisfaction and criticism : It has focused on four areas in the working of political parties, need to face and overcome these challenges in order to remain effective instruments of democracy :

- Lack of internal democracy within parties.
- Dynastic succession. Growing role of money and muscle power in parties.
- There is not a meaningful choice to the voters.

[CBSE Marking Scheme, 2016] 5

Q. 3. Examine any two institutional amendments made by different institutions to reform political and their leaders. [Board Term-II, 2016, Foreign Set-2]

OR

Elucidate some of the recent efforts taken in our country to reform political parties and its leaders.

[Board SQP-2016]

Ans. The Constitution was amended to prevent elected MLA's and MP's from changing parties. This was done because many elected representatives were indulging in defection in order to become ministers or for cash rewards. Now, if any MLA or MP changes parties, he or she will lose the seat in the legislature.

The Supreme Court passed an order to reduce the influence of money and criminals. Now, it is mandatory for every candidate who contests elections to file an affidavit giving details of his property and criminal cases pending against him. The new system has made a lot of information available to the public. But there is no system of check if the information given by the candidates is true.

The Election Commission passed an order making it necessary for political parties to hold their organizational elections and file their income tax returns.

The parties have started doing so but sometimes it is mere formality. It is not clear if this step has led to greater internal democracy in political parties.

[CBSE Marking Scheme, 2016] 5

Q. 4. Why is there a lack of internal democracy within the political parties in India ? Explain with examples. [Board Term-II, 2012, Set 2027]

Ans. There are various reasons for lack of democracy like :

- Concentration of power in one or few leaders at the top.
 - Details of membership are not registered in the parties.
 - No organizational meetings.
 - No internal elections for membership within the party.
 - Top leaders have unanimous power of decision-making.
- $1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

Q. 5. Explain any four problem areas in the working of political parties. [Board Term-II, 2012, Set 2081]

Ans. (a) Lack of internal democracy : The first challenge is lack of internal democracy within parties. Concentration of power in one or few leaders at the top.

(b) Dynastic succession : Favour people close to them or even their family members. In many parties, the top positions are always controlled by members of one family.

(c) Money and muscle power : The third challenge is about growing role of money and muscle power in parties, especially during elections.

(d) Meaningful choice : The fourth challenge is that very often parties do not seem to offer a meaningful choice to the voters. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]

Value Based Question

Q. 1. Mention the necessary conditions required by party to be recognized as a national party ?

Ans. Necessary conditions for national parties :

- (a) Secure at least 6% of total votes in Lok Sabha or Assembly elections in four states.

(b) Should win at least four seats in the Lok Sabha.

(c) They should have influence in more than three seats.

Example : INC, BJP, CPI (M), CPI, NCP and BSP.

$$1 \times 3 = 3$$



KNOW THE LINKS

- Political Parties in India- National, State and Regional
www.elections.in/political-parties-in-india/
- Differences Between Regional and National Political Parties ...
www.elections.in/political.../differences-between-regional-and-national-p...
- India Political Parties and Leaders - Government - Index Mundi
www.indexmundi.com › Factbook › Countries › India › Government
- Classifications of Political Parties in India
www.yourarticlerepository.com/essay/...of-political-parties-in-india/24942/



CHAPTER

7

OUTCOMES OF DEMOCRACY

SYLLABUS

- *Can or should democracy be judged by its outcomes ?*
- *What outcomes can one reasonably expect of democracies ?*
- *Does democracy in India meet these expectations ?*
- *Has democracy led to development, security and dignity for the people ?*
- *What sustains democracy in India ?*
- Objectives :
 - (a) *Introduction to the difficult question of evaluating the functioning of democracies.*
 - (b) *Develop the skills of evaluating Indian democracy on some key dimensions : development, security and dignity for the people.*
 - (c) *Understand the causes for continuation of democracy in India.*

TOPIC - 1

How Do We Assess Democracy Outcomes ? P. 163

TOPIC - 2

Political Outcomes P. 166

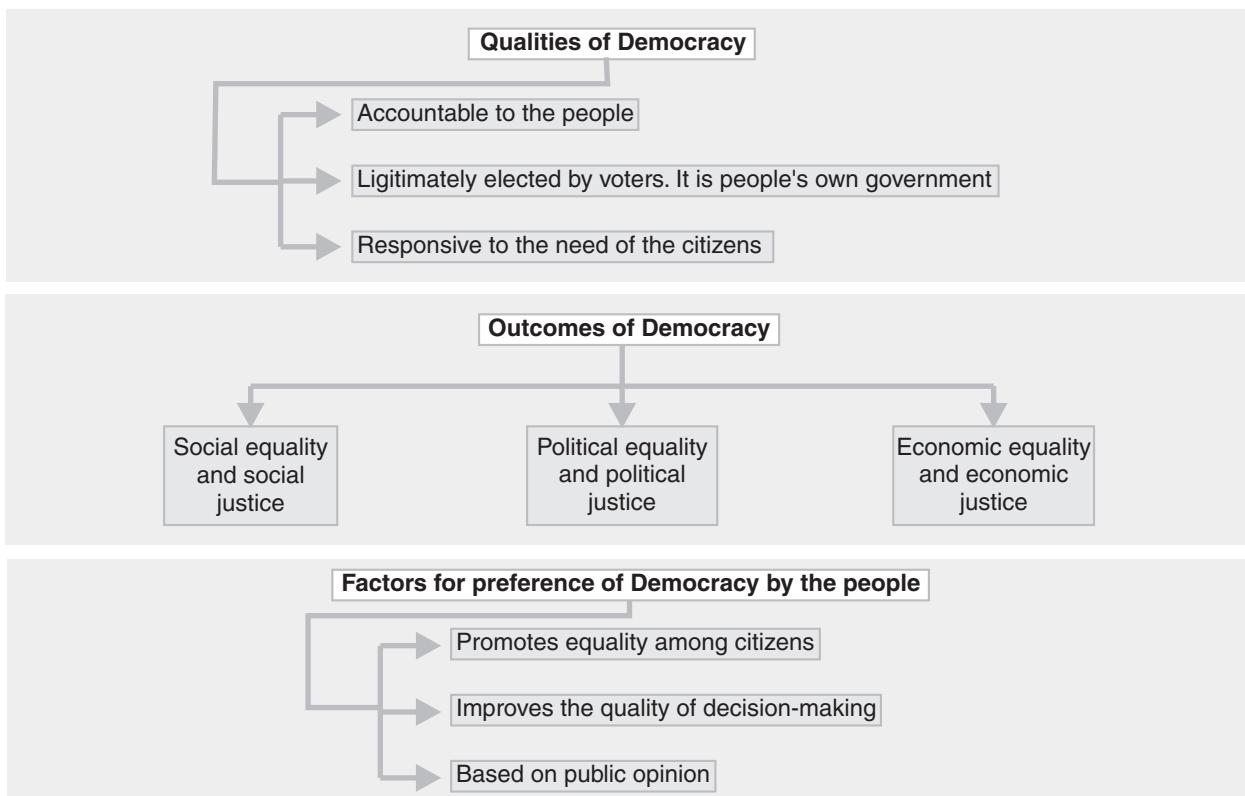
TOPIC - 3

Economic Outcomes P. 168

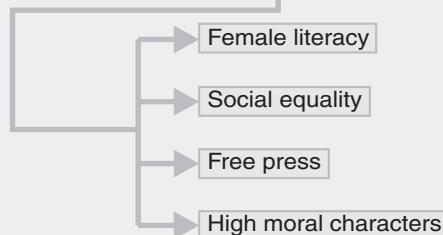
TOPIC - 4

Social Outcomes P. 170

FLOWCHARTS



Conditions for successful functioning of Indian Democracy

**TOPIC-1****How Do We Assess Democracy Outcomes ?****QUICK REVIEW**

- (1) Is democracy a better form of government when compared with dictatorship or any other alternative ?
 - Democracy is better because
 - (i) It promotes equality among citizens.
 - (ii) It enhances the dignity of the individual.
 - (iii) It improves the quality of decision-making.
 - (iv) It provides a method to resolve conflicts
 - (v) It allows room to correct mistakes.
- (2) Is the democratic government efficient? Is it effective ?
 - Imagine that other form of government may take decisions very fast. But it may take decisions which are not accepted by the people and may therefore face problems.
 - Democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place.
 - In contrast, the democratic government will take more time to follow procedures before arriving at a decision.
 - But because it has followed procedures, its decisions may be both more acceptable to the people and more effective.
 - So, the cost of time that democracy pays is perhaps worth it.
- (3) Outcomes out of every democracy :
 - As a political outcome of democracy, we expect an accountable, responsive and legitimate government.
 - As an economic outcome, we expect that democracies produce economic growth and development, and reduce poverty and inequality.
 - As a social outcome, we expect democracy to accommodate the social diversity in a society, and provide dignity and freedom to all citizens.

**KNOW THE TERMS**

- **Dictatorship :** Under dictatorship all the powers are vested in a single person or in a group of people.
- **Legitimate government :** Legally chosen government is called legitimate government.
- **Transparency :** To examine the process of decision making in a democracy.

Very Short Answer Type Questions**(1 marks each)**

Q. 1. Which form of government is better-democratic or non-democratic? [Board Term-II 2015 Set RKZQI05]

Ans. Democratic government is better.

1

Q. 2. What is meant by transparency ?

[Board Term-II 2015, OD Set-3]

Ans. To examine the process of decision-making in a democracy is known as Transparency.

1

Q. 3. Why is democratic government better than other alternatives ?

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. (a) It promotes equality among citizens.

(b) It enhances the dignity of the individual.

(Any one) 1

Q. 4. Which form of government is considered best ?

[Board Term-II, 2015, Foreign, Set-3]

Ans. Democratic form of Government.

Q. 5. Mention any two features that are common and different to most of the democracies in the world.

Ans. Common features are elections at regular intervals, Constitutions and existence of political parties while different features are their social and economic conditions. 1

Q. 6. Why decisions are delayed in democracy?

Ans. Decisions are delayed in democracy because decisions are taken after debate and deliberation. 1

Q. 7. Which form of Government is prevalent in Pakistan and Bangladesh at present?

Ans. Democratic form of government. 1

Q. 8. Name any two countries which have the most stable democracies.

Ans. USA and Switzerland. 1

Q. 9. Which Government is superior to any other form of Government in promoting dignity and freedom of the individual?

Ans. Democratic Government. 1

Q. 10. Name any one country which is suffering from great economic inequality.

Ans. Bangladesh. 1

Q. 11. Write down any one characteristic of democracy.

Ans. Democracies have greater success in setting up regular and free elections. 1

Q. 12. Write down any one outcome that one can expect of democracy.

Ans. Democracies need to assure free and fair elections. 1

Q. 13. When was democracy introduced in India ?

Ans. 1950. 1

Q. 14. In what terms is democracy different from one another ?

Ans. Culture, social situations and economic activities. 1

Q. 15. Which feature is common to most of the democracies ?

Ans. They have formal constitution, hold regular elections and have political parties. 1

Short Answer Type Questions

(3 marks each)

Q. 1. When is democracy considered successful? Explain. [Board Term-II, 2016, Set KCG34U9]

Ans. Democracy is considered to be successful because :

- (a) The rulers elected by the people must take all major decision and not the rich and powerful.
- (b) The election must offer a free choice and opportunity to the people.
- (c) The choice should be available to all the people based on political equality. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. Establish the relationship between democracy and development.[Board Term-II, 2016, Set TCJQ6VDI]

OR

Explain the relationship between democracy and development. [Board Term-II, 2012, 2076]

Ans. Relationship between democracy and development are :

- (a) Democracies are expected to produce development.
- (b) Development depends upon many factors, i.e., size of population, global situation, cooperation from other countries, etc. In democracies, time is taken on discussion and reaching at a decision. So, it is slow, but it is not unjust or inappropriate.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 3. "There is overwhelming support for the idea of democracy all over the world." Support the statement. [Board Term-II, 2015, OD Set-3 ; 2012]

Ans. There is an overwhelming support for the idea of democracy all over the world because :

- (a) A democratic government is people's own government.
- (b) The evidence from South Asia shows that the support exists in countries with democratic regimes.
- (c) People wished to be ruled by representatives elected by them.
- (d) People believe that democracy is suitable for their country.

(e) Democracy has the ability to generate its own support which in itself is an outcome that cannot be ignored. $(Any\ three)\ 1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 4. How is democracy accountable and responsible to the needs and expectations of the citizens ? Analyse. [Board Term-II, 2015, OD Set-1, 2, 3]

Ans. Democracy is accountable and responsive to the needs and expectations of the citizens because :

- (a) In a democracy, people have the right to choose their representatives and the people will have control over them.
- (b) Citizens have the right to participate in decision-making that affects them all. This ensures that the working of the government is transparent.
- (c) Everybody expects the government to be attentive to the needs and expectations of the people.
- (d) It is expected that the democratic government develops mechanisms for citizens to hold the government accountable.
- (e) The opposition parties can also question and criticize the government policies. They keep a check on the ruling party and make sure that it does not misuse the power. $(Any\ three)\ 1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 5. "Some people think that democracy produces a less effective government." Analyse the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. It is true some people think that democracy produces a less effective government because :

- (a) Non-democratic rulers do not have to bother about deliberation in assemblies or worry about majorities and public opinion.
- (b) They can be very quick and efficient in decision-making and implementation.

- (c) But democracy is based on the idea of deliberation and negotiation. So, some delay is bound to take place.
 - (d) Most democracies fall short of elections that provide a fair chance to everyone.
 - (e) Democratic governments do not have a very good record when it comes to sharing information with citizens.
 - (f) Democracies often frustrate the needs of the people and often ignore the demands of a majority of its population. (Any three) $1 \times 3 = 3$
- [CBSE Marking Scheme, 2015]

Q. 6. State any three merits of democracy.
[Board Term-II, 2015, WIVVSA5]

Ans. Merits of Democracy are :

- (a) Democracy assures equality in every sphere of life like political, social and economic.
- (b) It upholds basic individual liberties like freedom of speech etc.
- (c) Due obedience to laws. 3

[CBSE Marking Scheme 2015]

Q. 7. "Democracy is more effective than its other alternatives." Justify the statement.
[Board Term-II, 2015]

Ans. Democracy is more effective than its other alternatives :

- (a) Democracy promotes equality among citizens.
- (b) It enhances the dignity of the individual.
- (c) It also improves the quality of decision-making.
- (d) It provides a method to resolve conflicts.
- (e) It gives room to correct mistakes.
- (f) Democratic government is a legitimate government.
- (g) Democracy's ability to generate its own support is itself an outcome that cannot be ignored.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 8. "Democracies lead to peaceful and harmonious life among citizens." Support the statement with any three suitable arguments.
[Board Term-II, 2013, 12, Set 68014, OD Set-2]

Ans. The statement is correct that democracy leads to peaceful and harmonious life. Arguments for the statement :

- (a) Democracies accommodate various social divisions.
- (b) Democracies usually develop a procedure to conduct competitions. This reduces the possibility of these tensions becoming explosive or violent.
- (c) No doubt, no society can fully and permanently resolve conflicts among different groups. We can certainly learn to respect these differences.

$1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 9. What outcomes can one reasonably expect of democracies ? [Board Term-II, 2012, Set 2027]

Ans. The outcomes one can reasonably expect of the democracy are :

- (a) **In the Political sphere**—Right to vote, Right to contest.
- (b) **In the Economic sphere**—Minimised Economic inequalities.
- (c) **In the Social sphere**—Equal protection to women, SCs, STs, OBCs. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 10. Discuss any three factors that describe the successful working of democracy in India.
[Board Term-II, 2012, Set 2079]

Ans. Factors for the success of democracy :

- (a) Transparency of democracy.
- (b) It is accountable and responsible of ruling.
- (c) It provides legitimacy.
- (d) It accommodates government of social diversity.
- (e) It provides dignity and freedom to the citizens.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 11. What are the expected outcomes of democracy ? Explain.
[Board Term-II, 2012, Set 68019]

Ans. The expected outcomes of democracy are as follows :

- (a) A government that is chosen and accountable to the people is called democratic government.
- (b) A government that is responsive to the needs of the people.
- (c) Economic growth and development reducing all forms of inequality and end of poverty.
- (d) Accommodating all social diversities.
- (e) Ensuring the dignity and freedom of the individuals.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 12. "Transparency is the most important feature of democracy." Analyse.
[Board Term-II, 2012, Set 68022]

Ans. Transparency is the most important feature in a democracy :

- (a) Democracy ensures that decision-making will be based on norms and procedures.
- (b) So, a citizen who wants to know if a decision was taken through correct procedures can find this out.
- (c) The citizen has the right and the means to examine the process of decision-making. This is known as Transparency. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Long Answer Type Questions

(5 marks each)

Q. 1. "A public expression of dissatisfaction with democracy shows the success of democratic project." Justify the statement.

[Board Term-II, 2016, Foreign Set-3]

Ans. "A public expression of dissatisfaction with democracy shows the success of democratic project" as :

- (a) It shows that people have developed awareness and the ability to expect.
- (b) People look critically at power holders. They want to make democracy better.
- (c) They come up with expressions and complaints.
- (d) They value their democratic rights.

[CBSE Marking Scheme 2016]

Q. 2. How are the democratic governments better than the other forms of governments? Compare.

[Board Term-II, 2016, Delhi Set-1]

OR

"Democracy is a better form of government than any other form of government." Analyse the statement with arguments.

[Board Term-II, 2016, Delhi Set-3]

OR

Why do we feel that democracy is a better form of government than any other form ? Explain.

[Board Term-II, 2015, OD Set-3]

Ans. The democratic governments are better than other forms of governments because :

- (a) Democratic governments have formal Constitution, while it is not the case in other form of governments.
- (b) They hold regular elections, while it is not the case in other form of governments.
- (c) They have political parties, whereas there is no such thing in other form of governments.
- (d) They guarantee rights to citizens, while it is not the case in the other form of governments.

(e) Such governments allow room to correct mistakes, while it is not there in the other form of government.

(f) Such government accommodates social diversities, while no such thing in other form of government.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme 2016]

Q. 3. "A democratic government is efficient and effective." Analyse the statement.

[Board Term-II, 2014]

Or

"The cost of time that democracy pays is perhaps worth it." Justify.

Ans. (a) Imagine a government that may take decisions very fast. But it may take decisions that are not accepted by the people and may, therefore, face problems.

(b) In contrast, the democratic government will take more time to follow procedure before arriving at a decision.

(c) However, because it has followed procedure, its decisions may be more acceptable to the people and more effective. So, the cost of time that democracy pays is perhaps worth it. $2 + 2 + 1 = 5$

[CBSE Marking Scheme 2014]

Q. 4. "Democracy is seen to be good in principle but felt to be not so good in practice." Justify the statement.

[Board Term-II, 2013 Set 1]

Ans. Democracy is seen to be good in principles but not in practice because of the following reasons :

- (a)** The decision making process in democracy is time-taking, whereby justice delayed is justice denied.
- (b)** The tyranny of the majority overrides the will of the minority.
- (c)** Corruption and red-tapism dominates the functioning of democracies.
- (d)** An illiterate and uninformed electorate fails to give itself a legitimate and accountable government.
- (e)** The role of charismatic leaders and dynastic politics dominates political cultures.

5

[CBSE Marking Scheme 2013]



TOPIC-2 Political Outcomes

QUICK REVIEW

➤ Democracy is Accountable, responsive and legitimate government

- (1) Democracy ensures that decision making will be based on norms and procedures. So, a citizen has the right and the means to examine the process of decision making. This is known as Transparency. Democracy follows procedures and is accountable to the people.

- (2) Democratic governments have a very good record when it comes to sharing information with citizens and much better than any non-democratic regime in this respect. Democracy is attentive to the needs and demands of the people and is largely free of corruption.
- (3) There is one respect in which democratic government is certainly better than its alternatives: democratic government is legitimate government. It may be slow, less efficient, not always very responsive or clean. But a democratic government is people's own government.



KNOW THE TERMS

- **Accountable government :** The government elected by the people and therefore responsible to them.
- **Responsive government :** The government in which people have the right to know the process of decision-making.

Very Short Answer Type Questions

(1 mark each)

Q. 1. How does democracy produce an accountable government ?[Board Term-II, 2015, Set WVIVSA5]

Ans. In an accountable government, people have the right to elect the leaders to form government and if possible they participated in decision making process. 1

Q. 2. How can you say that democracies are based on political equality ?

[Board Term-II, 2015, OD Set-1, 2, 3]

Ans. All individuals have equal weight in electing representatives. (Right to Vote) 1

Q. 3. Name the law which empowers the people to find out what is happening in government.

Ans. Right to Information Act. 1

Q. 4. What does a political outcome signify ?

Ans. Restricted popular participation. 1

Q. 5. What is the basic element of democracy ?

Ans. Universal adult franchise. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Examine the political outcome of democracy.

[Board Term-II, 2016, Set KCG34U9]

Ans.(a) Right to the citizens to choose their leaders and put check on them.
(b) If required people can participate in decision making either directly or through indirectly or through representatives.
(c) It produces accountable, responsible and legitimate government.[CBSE Marking Scheme 2016] $1 \times 3 = 3$

Q. 2. "Democratic governments in practice are known as accountable." Support the statement with arguments. [Board Term-II, 2016, Foreign Set-2]

Ans. Democratic governments in practice are accountable because :

- (i)** It is right to expect democracy to form a government that follows procedures and is accountable to the people.
- (ii)** It is also expected that the democratic government develops mechanisms for citizens to take part in decision making whenever they think it as fit.
- (iii)** The democratic government is accountable to the people. If it ignores the will of the people they will not elect their ruler in the next general election.
- (iv)** The procedures and decision making process should be transparent for democratic government to be accountable to the people.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2016]

Q. 3. "Democratic government is legitimate government." Support the statement with arguments. [Board Term-II, 2016, Delhi Set-2]

OR

Why is democratic government known as legitimate government ? [Board Term-II, 2014]

Ans. (a) A democratic government is called legitimate government because it is people's own government.

(b) It may be slow, less efficient and not very responsive and clean, but it is people's government.

(c) There is an overwhelming support for the idea of democracy all over the world. People of South Asia, Bangladesh, Sri Lanka, India, Pakistan and Nepal have no doubt about the suitability of democracy for their own country.

(d) People wish to be ruled by representatives elected by them. Democracy's ability to generate its own support makes it more legitimate.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2014]

Q. 4. Why has political funding become a threat for democracy? (Board Term-II, 2015 Set WVIVSA5)

Ans. Most of political parties are dependent on money given by big business houses. That's why the poor and middle classes do not agree to participate in electoral process. Hence, a majority of people keep away from politics and have little voice in politics.3

Q. 5. How is democratic government known as responsive government ? Explain with an example. [Board Term-II, 2014]

Ans. A democratic government has to be responsive to the needs of its citizens.

- (a) Through pressure groups, and public protests, the democratic government can check the popularity of its decisions and mechanism of administering justice.
- (b) A government which is able to respond to grievances faster is able to avoid confrontation and provide good governance. 3

[CBSE Marking Scheme 2014]

Q. 6. "An ideal government would not only keep itself away from corruption but also make fighting corruption and black money a top priority." Justify the statement by highlighting the values attached to it. [Board Term II, 2013]

Ans. The three ideal values of a government are legitimacy, responsiveness and accountability. An ideal government would not only keep itself away from corruption but also make fighting corruption and black money a top priority. This can be justified as follows :

- (a) **Legitimacy** : A government elected by the people is expected to work for their welfare. Corruption and black money are sources of social evils like poverty, inflation and poor political ethics.
- (b) **Responsiveness** : A government is run by the representatives who have the mandates of the people of their constituencies. Such evil practices will demotivate the people to re-elect their representatives.
- (c) **Accountability** : A government is accountable for the management of the polity and its resources. Corruption and black money hinder the optimum allocation of resources. 3

[CBSE Marking Scheme 2013]

Q. 7. It may be reasonable to expect from a democracy a government that is attentive to the needs and demands of the people and is largely free

of corruption.' Explain this statement in three points. [Board Term-II, 2012, Set 2079]

Ans. Corruption of government :

- (a) Democracies often frustrate the needs of people and often ignore the demands of the majority.
- (b) The routine tales of corruption are enough to convince us that democracy is not free from this evil.
- (c) But a democratic government is people's own government and pays heed to their demands.
- (d) People have believed that democracy will be attentive and make policies that will free the country from corruption. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 8. How does a democracy produce an accountable, responsive and legitimate government ?

[Board Term-II, 2012, Set 2030]

Ans. A democracy produces an accountable, responsive and legitimate government as :

- (a) People have a right to choose their rulers and have control over the rulers.
- (b) Whenever possible and necessary, they should participate in decision-making on issues that affect them all.
- (c) Democracy produces a government which is accountable to the citizens.
- (d) Democracy is based on the idea of liberation and negotiation.
- (e) Decision-making is based on norms and procedures and its transparency.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 9. How can a democratic government be made accountable ? Explain. [Board Term-II, 2012, Set 68019]

Ans. A democratic government can be made accountable by :

- (a) Conducting discussions and negotiations.
- (b) Ensuring transparency.
- (c) Holding regular, free and fair elections.
- (d) Having open public debates. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]



TOPIC-3 Economic Outcomes

QUICK REVIEW

➤ Economic growth and development

- (1) Economic development depends on several factors: country's population size, global situation, cooperation from other countries, economic priorities adopted by the country, etc.
- (2) However, the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible.
- (3) Overall, we cannot say that democracy is a guarantee of economic development. But we can expect democracy not to lag behind dictatorships in economic development.

➤ Democracy reduces economic inequality and poverty

- (1) Democracies have growing economic inequalities. A small number of ultra-rich enjoy a lion share of wealth and those at the bottom of the society have very little to depend upon and find very difficult to meet their basic needs of life, such as food, clothing, house, education and health.

- (2) Democratically elected governments address the question of poverty by making various welfare schemes to remove poverty.
- (3) Democracies not only make welfare schemes but also give reservations for socially and economically backward people in jobs, elections and educational institutions.

Very Short Answer Type Questions

(1 mark each)

- Q. 1. What is meant by economic inequality ?**
[Board Term-II, 2016, Set TCJQ6VD]

Ans. It refers to disparities in the distribution of economic assets and income. 1

- Q. 2. In which area does democracy fail to achieve the same results as in dictatorship ?**

[Board Term-II, 2016, Set TCJQ6VD]

Ans. Economic development. 1

Short Answer Type Questions

(3 marks each)

- Q. 1. Are democracies based on political and economic equalities ? Explain.[Board Term-II, 2012, Set 2030]**

Ans. Democracy are based on political equality.

- (a) All citizens have equal role in electing representatives.
- (b) Parallel to the process of bringing individuals into the political arena, we find growing economic inequalities.
- (c) Democracy does not appear to be very successful in reducing economic inequalities.
- (d) The ultra-rich enjoy a highly disproportionate share of wealth and income.
- (e) At the bottom of the society, the people have very little to depend on.
- (f) It is difficult to meet their basic needs of life, such as food, clothing, house, education and health.

$$\frac{1}{2} \times 6 = 3$$

[CBSE Marking Scheme 2012]

- Q. 2. How democracies have been able to reduce poverty ?**
Elaborate. **[Board Term-II, 2012, Set 2078]**

Ans. (a) Democracies do not appear to be very successful in reducing economic inequalities. Although majority of voters constitute the poverty ridden group, yet democratically elected government do not appear to be as keen to address the question of poverty as you would expect them to.

- (b) Situation is much worse in some of the countries where people depend upon rich countries for food supplies.
- (c) But even then democracy is favoured because it provides the opportunity to change the rulers.

$$1 \times 3 = 3$$

[CBSE Marking Scheme 2012]

Long Answer Type Questions

(5 marks each)

- Q. 1. "Democracies are not appearing to be very successful in reducing economic inequalities." Analyse the statement.**

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Democracy and the economic outcomes :

- (a) Slow economic development and economic growth due to population.
- (b) Basic needs of life, such as food clothing, shelter are difficult to achieve.
- (c) Prevalence of economic inequalities.
- (d) Poverty is still a big issue.
- (e) Allocation of resources in few hands.
- (f) Unjust distribution of goods and opportunities.

$$(Any five) 1 \times 5 = 5$$

[CBSE Marking Scheme 2016]

- Q. 2. Evidence shows that in practice, many democracies did not fulfil the expectations of producing economic development in the country. Validate the statement with the help of relevant example.**

[Board SQP-2016]

Ans. (1) If we consider all democracies and all dictatorships for the fifty years between 1950 and 2000, dictatorships have slightly higher rate of economic growth.

- (2) Economic development depends on several factors : country's population size, global situation, cooperation from other countries, economic priorities adopted by the country, etc.

- (3) However, the difference in the rates of economic development between less developed countries with dictatorships and democracies is negligible.

- (4) Overall, it cannot be said that democracy is a guarantee of economic development. But we can expect democracy not to lag behind dictatorships in this respect.

- (5) When such a significant difference in the rates of economic growth between countries under dictatorship and democracy, it is better to prefer democracy as it has several other positive outcomes.

For example—North Korea has higher rate of economic growth than India. 5

[CBSE Marking Scheme 2016]

Q. 3. Democracy has failed to reduce economic inequality and poverty." Do you agree ? Give arguments in support of your answer.

[Board Term-II, 2014]

Ans. In actual life, democracies do not appear to be reducing inequalities.

(a) The poor constitute a large proportion of our voters and no party likes to lose their votes, yet democratically elected governments have not addressed the question of poverty as one would have expected them to.

(b) The people in several poor countries are now dependent on the rich countries even for food supplies.

Argument in support :

- (a) It enhances the dignity of the individuals.
- (b) It improves the quality of decision-making.
- (c) It provides a method to resolve conflicts. $2 + 3 = 5$

[CBSE Marking Scheme 2014]



TOPIC-4 Social Outcomes

QUICK REVIEW

➤ **Democracy Accommodates of Social Diversity**

- (1) Democracies usually develop a procedure to accommodate various social groups. This reduces the possibility of social tensions becoming explosive or violent.
- (2) No society can fully and permanently resolve conflicts among different groups. But democracy is best to handle social differences, divisions and conflicts.
- (3) But the example of Sri Lanka reminds us that a democracy must fulfil two conditions in order to achieve accommodation of social divisions,
 - (a) It is necessary to understand that democracy is not simply rule by majority opinion. The majority always needs to work with the minority so that governments function to represent the general view.
 - (b) It is also necessary that rule by majority does not become rule by majority community in terms of religion or race or linguistic group, etc. Rule by majority means rule by majority's choice.

➤ **Democracy promotes Dignity and Freedom of the Citizens**

- (1) Democracy stands much superior to any other form of government in promoting dignity and freedom of the individual by providing Fundamental Rights. Every individual wants to receive respect from fellow beings.
 - (2) The passion for respect and freedom are the basis of democracy. Democracies throughout the world have recognised this, at least in principle. This has been achieved in various degrees in various democracies.
 - (3) Take the case of dignity of women. Most societies across the world were historically male dominated societies.
 - (4) Long struggles by women have created some sensitivity today that respect to and equal treatment of women are necessary ingredients of a democratic society.
 - (5) Democracy in India has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity.
- **Conclusion :** (i) A democracy is always striving towards a better goal. People constantly demand more benefits in a democracy. There are always more expectations.
- (ii) People now look critically at the work of those who hold power, the rich, the powerful. They express their dissatisfaction loudly. It shows they are no longer **subjects** but **citizens** of a democratic country.

Very Short Answer Type Question

(1 mark)

Q. 1. Which system can reduce the possibility of tension and conflict groups of society ?

[Board Term-II, 2016, Set KCG34U9]

Ans. It is quite true that democracies have a plus point in resolving social differences, diversion and conflicts because they have evolved a mechanism to negotiate the differences.

1

Short Answer Type Questions

(3 marks each)

Q. 1. "Democracy accommodates social diversities". Support the statement with examples.

[Board Term-II, 2016, Outside Delhi Set-2]

Ans. "Democracy accommodates social diversities" :

- (a) Democracies develop a procedure to conduct their competition. This reduces the possibility of these tensions becoming explosive or violent.

- (b) No society can fully and permanently resolve conflicts among different groups. But we can certainly learn to respect these differences and can evolve a mechanism to negotiate these differences.
- (c) Ability to handle social differences, divisions and conflicts is thus a definite plus point of democratic regimes
- (d) **Example :** Belgium – has successfully negotiated differences among its ethnic population. This reduces the possibility of tensions.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2016]

Q. 2. What are the two conditions to accommodate social diversities in a democracy? Mention any one exception to this.

[Board Term-II, 2015, Set RKZQI05]

- Ans.** (a) It is necessary to understand that democracy is not simply rule by majority. The majority always needs to work with minority so that governments function to represent the general view.
- (b) It is also necessary that rule by majority does not become rule by majority community in terms of religion or race or linguistic group.
The exception is Srilanka where majoritarianism is followed. [CBSE Marking Scheme 2015] 3

Q. 3. Explain any three weaknesses of democracy.

[Board Term-II, 2012, Set 68005]

- Ans.** (a) Democracies take more time in decision-making.
- (b) Democracies fall short of elections that provide a fair chance to everyone and subjecting every decision to public debate.
- (c) The routine tales of corruption are enough to convince that democracies are not free of evil.

[CBSE Marking Scheme 2012] $1 \times 3 = 3$

Q. 4. Explain the condition under which dignity and freedom of the citizens can be promoted.

[Board Term-II, 2012, Set 68005]

Ans. The Conditions are as follows :

Long Answer Type Questions

Q. 1. "Democracy stands much superior in promoting dignity and freedom of the citizens". Justify the statement.

[Board Term-II, 2016, Outside Delhi Set-3]

Ans. "Democracy stands much superior in promoting dignity and freedom to the citizens":

- (a) Every individual wants to receive respect from fellow beings.
- (b) The passion for respect and freedom is the basis of any democracy.
- (c) Democracies throughout the world have recognized this. It has been achieved in various degrees in various democracies.
- (d) Long struggles by women have got them respect and equal treatment.

(a) To promote the dignity and freedom of the citizens, all individuals should be treated as equal. Once this principle is recognized, it becomes easier for individuals to wage a struggle against what is not acceptable legally and morally.

(b) Claims of the disadvantaged and discriminated for equal status and equal opportunity should be strengthened. Inequalities and atrocities lack moral and legal foundations. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Q. 5. Describe the favourable conditions generally provided to people under a democratic rule

[Board Term-II, 2012, Set 8018]

Ans. Favourable conditions generally provided to people under a democratic rule are :

- (a) It promotes dignity to everyone irrespective of caste, creed, religion.
- (b) It ensures freedom of the individual.
- (c) It provides equal status and opportunity.
- (d) It provides positive reservation for women and other advantages for discriminated groups.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 6. Explain the ways in which democracy can be redefined to make democracy more effective.

[Board Term-II, 2012, Set 68018]

Ans. Ways in which democracy can be redefined to make democracy more effective :

- (a) Ensures that views of minority are respected.
- (b) Eliminates caste, religion and gender based discrimination.
- (c) People enjoy extensive rights from right to vote to participate in elections.
- (d) People enjoy social and economic rights.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 7. How are complaints treated as a testimony to the success of democracy ? Explain.

[Board Term-II, 2011, Set 33/A1]

Ans. Refer to Ans. of Q. 3. Long Answer Type Questions.

(5 marks each)

(e) In many democracies, women were deprived of their right to vote for a long time which they have achieved now.

(f) In India $\frac{1}{3}$ rd of seats have been reserved for women in local bodies.

(g) Democracy has strengthened the claims of the disadvantaged and discriminated castes for equal status and equal opportunity. 5

[CBSE Marking Scheme 2016]

Q. 2. Describe the role of citizens in a democracy.

[Board Term-II, 2016, Set KCG34U9]

Ans. The sole of citizens in a democracy are as follows :

- (a) Citizens exercise their rights and freedoms and get benefited from democratic set up.
- (b) They must be aware of their rights and duties.

- (c) They should be aware of the issues and problems the country is facing.
- (d) They must cooperate in maintaining law and order.
- (e) People must consider other's needs and interest also. [CBSE Marking Scheme 2016] $1 \times 5 = 5$

Q. 3. How are complaints treated as testimony to the success of democracy ? Explain.

[Board Term-II, 2016, Set KCG34U9]

Ans. To some extent complaints are treated as testimony to the success of democracy. We can prove the statement by analysing certain facts like :

- (a) **Slow and inefficient government :** Some people complain that democracy is a less effective governments and it is slow in functioning. There is no doubt that non-democratic government can be more effective because they are fast in their decision making. But it is not certain that decisions are right or wrong.
- (b) **Unsuccessful in reducing economic exploitation:** There is no denying the fact that democracies do not appear to have been successful in reducing economic inequality. But, it is only possible in a democracy that people can raise their voice against not only economic inequalities, but also against all types of inequalities.

All these facts show that complaints treated as testimony to the success of democracy. 5

[CBSE Marking Scheme 2016]

Q. 4. Explain with examples, how the dignity and freedom of citizens are best guaranteed in a democracy. [Board Term-II, 2014]

Ans. (a) Democracies throughout the world have recognized the fact that people should be treated with due respect. The passion for respect and freedom is the basis of democracy.

(b) Democracies recognize all individuals equal. This equality is a big thing for the societies which have been built for long on the basis of subordination and domination.

(c) Most societies across the world are male-dominated but democracies have created sensitivity that equal treatment of women are necessary ingredients of a democratic society.

(d) Caste-based inequalities and atrocities are also not acceptable to democracies.

All these combined together enhance the dignity and freedom of the individual. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme 2014]



KNOW THE LINKS

- Assessing the Quality of Democracy - International IDEA
www.idea.int/publications/aqd/upload/AssessingOverviewWeb.pdf
- Democracy Assessment : The Basics of the ...
www.idea.int/publications/sod/upload/demo_ass_inlay_eng_L.pdf
- How to Assess Democratic Governance - Eldis
www.eldis.org/go/...assessments/how-to-assess-democratic-governance



CHAPTER

8

CHALLENGES TO DEMOCRACY

SYLLABUS

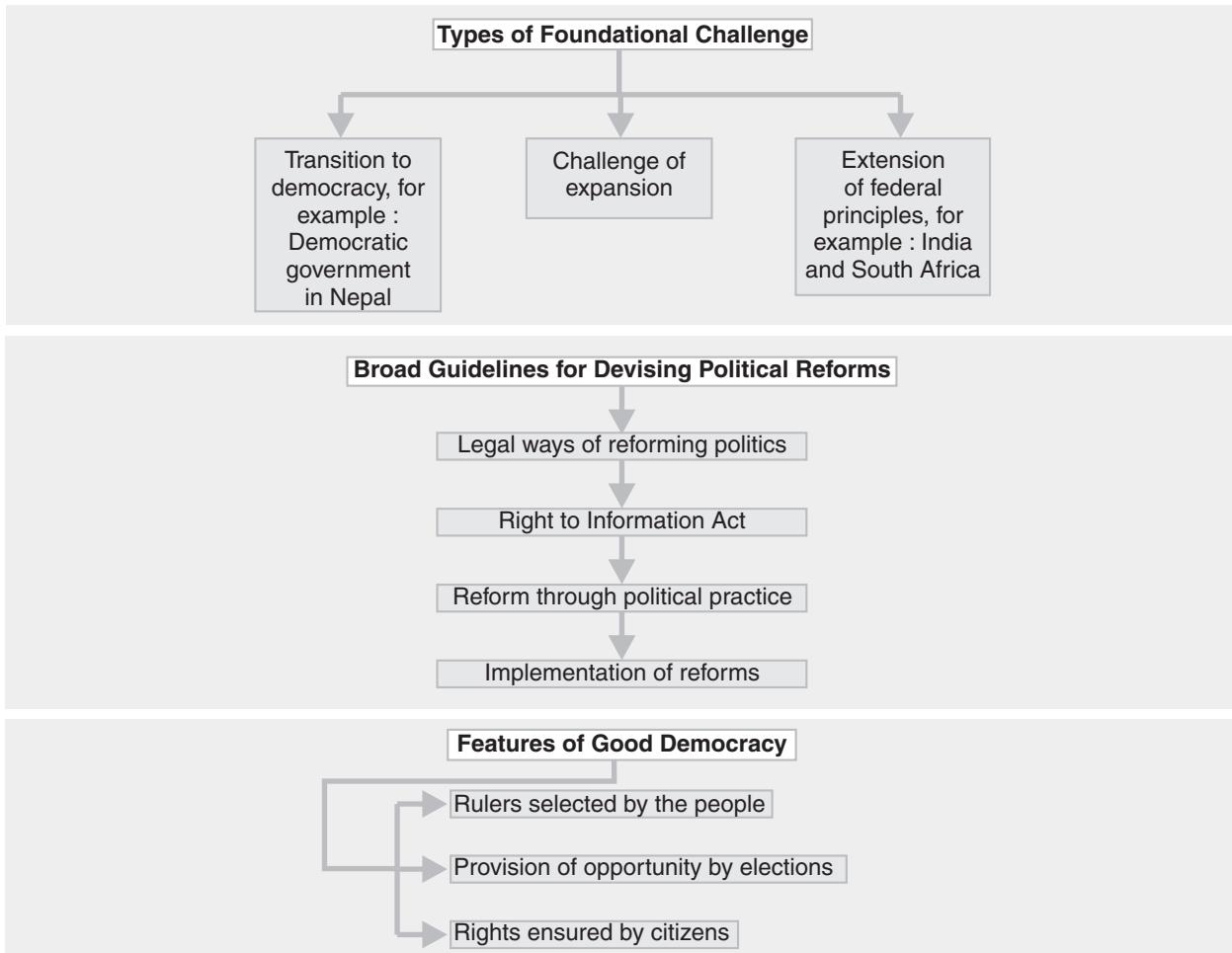
- *Is the idea of democracy shrinking ?*
- *What are the major challenges to democracy in India ?*
- *How can democracy be reformed and deepened ?*
- *What role can an ordinary citizen play in deepening democracy ?*
- *Objectives :*
 - (a) *Distinguish between sources of strength and weaknesses of Indian democracy*
 - (b) *Reflect on the different kinds of measures possible to deepen democracy.*
 - (c) *Promote an active and participatory citizenship.*

TOPIC - 1
Define Challenge and its Types P. 174

TOPIC - 2
Reforms and Redefining Democracy P. 177

FLOWCHARTS





TOPIC-1 Define Challenge and its Types

QUICK REVIEW

(1) What is a Challenge ?

- A challenge is not just any problem. We usually call only those difficulties a 'challenge' which are significant and which can be overcome.
- A challenge is a difficulty that carries within it an opportunity for progress. Once we overcome a challenge, we go up to a higher level than before.

(2) Different countries face different kinds of challenges.

- **Foundational challenge :** This involves bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.
- **Challenge of expansion :** This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions. Ensuring greater power to local governments, extension of federal principle to all the units of the federation, inclusion of women and minority groups, etc., falls under this challenge.

- (3) Deepening of democracy : This is faced by every democracy in one form or another. This involves strengthening of the institutions and practices of democracy by more people's participation and control.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What does the challenge of expansion faced by established democracies involve ?

[Board Term-II, 2016, Set KCG34U9]

Ans.(a) It involves applying basic principles of democratic governments across all regions.		Q. 5. What types of challenges are being faced by democracy ?
(b) Greater power to local governments. (Any one) 1		Ans. Three types of challenges i.e., foundational challenge, challenge of expansion and deepening of democracy. 1
Q. 2. A country holds election to elect peoples' representatives to form the government but the elections are not fair. Identify the kind of challenge faced by the people in such a country.	[Board SQP-2016]	Q. 6. Give examples of challenge of expansion to democracy.
Ans. People face the challenge of expansion of democracy. 1		Ans. To give more powers to local governments and expansion of federal principle to all the units of the federation. 1
Q. 3. Which challenge to established democracies ensures more participation of women and minority groups in a democratic country?	[Board Term-II 2015 Set WIVVSA5]	Q. 7. What does a country face when it makes transition to democracy ?
Ans. The challenge of expansion. 1		Ans. Foundational challenge. 1
Q. 4. Define the term 'Democratic Reforms'.		Q. 8. Which challenge is faced by every democracy in one form or the other ?
Ans. Any proposal or suggestion about overcoming various challenges of democracy are called Democratic Reforms. 1		Ans. Challenge of deepening of democracy. 1
		Q. 9. Which challenge does not come under 'foundational challenges' ?
		Ans. Ensuring greater power to local government. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Elaborate the challenge of expansion of democracy. Give an example.	[Board Term-II, 2016, Set TCJQ6VD] OR "Most of the established democracies are facing the challenge of expansion." Support the statement with examples. [Board Term-II, 2016, Delhi Set-1] OR Explain the 'Challenge of Expansion' to democracy. [Board Term-II, 2012, Set 68001, 2081]	Q. 3. Explain any five major challenges being faced by the Indian democracy. [Board Term-II, 2014]
Ans. Most of the established democracies face the Challenge of Expansion:	(a) Citizens have great expectations from the government. (b) Government tries its best for the upliftment of the society. (c) Ensuring greater power to the local government. (d) Extension of federal principles to all the units of the federation including women and minority groups. (Any three) $1 \times 3 = 3$	Ans. Major challenges are : (a) Foundational challenge (b) Challenge of expansion (c) Challenge of deepening of democracy. The main challenge to democracy in India is the challenge of expansion. Decentralisation of powers and applying the basic principle of democratic government across all the regions, different social groups and various institutions have been developed; but still more is to be done. Inclusion of women and minority groups is still a challenge. All the decisions should be in the arena of democratic control. To get this thing to be done and possess is a big challenge.
		Some other challenges to democracy include : (a) Constitutional design (b) Federalism and its functions (c) Elections (d) Democratic rights. 3
Q. 2. "The challenge of deepening of democracy is being faced by every democracy in one form or another." Support the statement with arguments.	[CBSE Marking Scheme, 2016]	[CBSE Marking Scheme, 2014]
Ans. Deepening of democracy :	(a) Deepening of democracy involves strengthening the institutions and the practices of democracy. (b) The ordinary people have different expectations from democracy in different societies. (c) It wants more of people's participation and control. (d) They want to bring down the control of rich and powerful people in the making of the governmental decision. (Any three) $1 \times 3 = 3$	Q. 4. Explain three foundational challenges faced by democracies. [Board Term-II, 2012, Set 2022] Or How do some countries face foundational challenge of democracy ? Explain with example. [Board Term-II, 2013, Delhi Set 2]
		Ans. Foundational challenge : (a) Transition to democracy : Establishment of democratic institution - Bringing down the existing democratic government, e.g., Democratic Government in Nepal. (b) Challenges of Expansion : Application of democratic principles in all regions and social groups and various institutions. Ensuring greater power to the local government.

(c) Extension of Federal Principles : India / South Africa honoured $1 \times 3 = 3$

Q. 5. Highlight any three challenges that democracy faces in Contemporary India.

[Board Term-II, 2012, Set 8006]

Ans. Refer to Ans. of Q. 3 Long Answer Type Questions.

Q. 6. What are the features of a good democracy ?

[Board Term-II, 2012, Set 2027]

Ans. Features of a good democracy are :

(a) Rulers are elected by the people to take all decisions.

(b) Elections give an opportunity and choice to the people.

(c) Democracy assures that rights are given to the citizens. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 7. How would you like to expand the definition of democracy ? Explain.

[Board Term-II, 2012, 2016, Set 68035]

Ans. Definition of democracy shall be expanded by adding following features :

(a) The rulers elected by the people must take all the decisions.

(b) Elections must offer a choice and fair opportunity to the people to change the current rulers.

(c) The choice and opportunity should be available to all the people on an equal basis.

(d) The exercise of this choice must lead to a government limited by the basic rules of the constitution and citizen's rights.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

(5 marks each)

Q. 1. Explain various type of challenges being faced by the modern democracies of the world?

[Board Term-II, 2011]

OR

Why do most of the established democracies face the challenge expansion? Give any three reasons.

[Board Term-II, 2011]

OR

Different countries face different kinds of challenges." Support the statement with suitable examples. [Board Term-II, 2009]

Ans. It is true that different countries face different kinds of challenges :

(a) Non-democratic countries face foundational challenges. This involves bringing down the existing non-democratic regime, keeping military away from controlling government and establishing a sovereign and functional state.

Example : In Myanmar, military rule should be challenged. Suu Kyi should be freed and should be elected as the representative of the popular government.

Q. 8. Explain the challenges faced by countries which do not have a democratic form of government.

[Board Term-II, 2012, Set 68014]

Ans. (a) These countries face the foundational challenge of making the transition to democracy and then instituting democratic government.

(b) They also face the challenge of bringing down the existing non-democratic regime and keeping the military away from controlling the government.

(c) Such countries have to make great efforts to establish a sovereign and functional state.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 9. How is Myanmar facing the foundational challenge of making a transition to democracy ? Explain. [Board Term-II, 2011, Set 04/C1]

Ans. There is absence of democracy in Myanmar as the legitimately elected leader Suu Kyi has been under house arrest for more than 15 years. She has been released recently :

(a) The army is in power in Myanmar and a democratically elected government is not allowed to function.

(b) The country faces the challenge of making a transition to democracy and then instituting a democratic government.

(c) The people of Myanmar need to bring down the military regime and keep it away while they set up a sovereign and democratic government.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

(b) Every democracy faces the challenge of deepening of democracy. This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions.

Example : In Saudi Arabia, women are not allowed to take part in public activities, and no freedom of religion is there for the minorities.

(c) Every democracy faces the challenge of expansion. This involves strengthening of the institutions and practices of democracy. It requires an attempt to bring down the control and influence of the rich and powerful people in making governmental decision.

Example : In USA, Black or African-American people have won equal rights, but are still poor, less educated and marginalised. 5

Q. 2. How can the countries facing the foundational challenge of making a transition to democracy set up a democratic government? Suggest any three measures. [Board Term-II, 2011]

OR

What is a 'challenge'? Explain the three major challenges before the countries of the world regarding democracy. [Board Term-II, 2010]

OR

The challenge of deepening of democracy is faced by every democracy in one form or another. Support the statement with three suitable arguments. How can democracy be reformed and deepend? Suggest any three guidelines.

Ans. A 'challenge' is a difficulty which carries within it an opportunity for progress. Three major challenge are :

(a) Foundational challenge is about making the transition to democracy and then instituting a democratic government. This involves bringing down the existing non-democratic regime, keeping military away from controlling the government and establishing a sovereign and functional state.

Example : Myanmar, Chile, Nepal.

(b) Challenge of Expansion is faced by most of the established democracies. This involves applying the basic principle of democratic government across all the regions, different social groups and various institutions.

Most countries including India and other democracies like the U.S. face this challenge.

(c) **Deepening of democracy** : This involves strengthening of the institutions and practices of democracy, specially those that help people's participation and control. This attempts to bring down the control and influence of the rich and powerful people in making governmental decision. [CBSE Marking Scheme, 2011] 5

Q. 3. Make a list of challenges that democracy faces in Contemporary India.

Ans. Challenges that democracy faces in contemporary India are as follows :

- (a) Challenge of corruption by Government ministers and bureaucracy.
- (b) Challenge of caste politics and division of votes on the basis of caste instead of policies.
- (c) Challenge of communal politics leading to voting on the basis of religion.
- (d) Challenge of regionalism leading to disunity of society and country.
- (e) Challenge of women empowerment in the society and country.
- (f) Challenge of economic inequality, leading to rich becoming richer and poor becoming poorer.

(Any five) $1 \times 5 = 5$



TOPIC-2 Reforms and Redefining Democracy

QUICK REVIEW

- Some broad guidelines that can be kept in mind while devising ways and means for political reforms in India :
- **It is legal ways of reforming politics :** Law has an important role to play in political reform. Carefully devised changes in law can help to discourage wrong political practices and encourage good ones. (But legal-constitutional changes by themselves cannot overcome challenges to democracy. Democratic reforms are to be carried out mainly by political activists, parties, movements and politically conscious citizens.)
- Any legal change must carefully look at what results it will have on politics. Laws that give political actors incentives to do good things have more chances of working. The best laws are those which empower people to carry out democratic reforms. (The Right to Information Act is a good example of a law that empowers the people to find out what is happening in government and act as watch-dogs of democracy).
- Democratic reforms are to be brought about principally through political practice. Therefore, the main focus of political reforms should be to increase and improve the quality of political participation by ordinary citizens.
- Any proposal for political reforms should think not only about what is a good solution but also about who will implement it and how. Measures that rely on democratic movements, citizens' organizations and the media are likely to succeed.
- **Reform proposals :**
 - (i) The financial accounts of every political party should be made public. These accounts should be examined by government auditors.
 - (ii) There should be state funding of elections. Parties should be given some money by the government to meet their election expenditure.
 - (iii) Citizens should be encouraged to give more donations to parties and to political workers. Such donations should be exempt from income tax.

Very Short Answer Type Questions

(1 mark each)

Q. 1. How can democratic reforms be carried out ?

Ans. Democratic reforms can be carried out by good quality of people's participation. 1

Q. 2. What is the most common form of democracy in today's world ?

Ans. Indirect or representative democracy. 1

Q. 3. Which situation represents the success of democracy ?

Ans. Integration of French speaking and Dutch speaking people in Belgium. 1

Q. 4. Which one is the best way to bring political reforms ?

Ans. Through democratic political practice. 1

Q. 5. Which reform proposal can reduce the rise of money power in politics ?

Ans. There should be state funding of elections. 1

Q. 6. What are the suggestions or proposals about overcoming various challenges to democracy called ?

Ans. Political reforms. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Suggest some broad guidelines that can be kept in mind while devising ways and means for political reforms in India. [Board Term II, SQP-2016]

Ans. Guidelines for political reform :

- (a) Any legal change must carefully look at what results it will have on politics. Sometimes the results may be counter-productive.
- (b) The main focus of political reforms should be on ways to strengthen democratic practice.
- (c) Any proposal for political reforms should think not only about what is a good solution but also about who will implement it and how ? $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. What type of financial reforms should be brought to strengthen democracy and why?

[Board Term-II, 2015, Set RKZQI05]

Ans. The financial accounts of every political party should be made public. These accounts should be made public. These accounts should be examined by government auditors.

There should be state funding of elections. Citizen should be encouraged to give more donations to parties and to political workers such donations should be exempt from income tax. 3

[CBSE Marking Scheme, 2015]

Q. 3. How are the challenges to democracy linked to the possibility of political reforms ? Explain.

[Board Term-II, 2015, Delhi, Set-3]

Ans. Each challenge in democracy is limited to the possibility of reforms. All the countries do not have same challenges.

- (a) Carefully devised changes in law can help to discourage wrong political practices.
- (b) Democratic reforms are to be carried out by political activists, parties, movement and political conscious citizens.
- (c) Political participation by ordinary citizen should be there.
- (d) Democratic movements, citizen's organization and media should play an important role.
- (e) Empowerment of people through laws, eg., RTI.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 4. "A challenge is an opportunity for progress."

Support the statement with your arguments.

[Board Term-II, 2015, OD, Set-1, 2, 3]

Ans. A challenge is an opportunity for progress because :

- (a) A challenge is not just a problem.
- (b) A challenge is a difficulty that carries within it an opportunity for progress.
- (c) Once we overcome a challenge we go up to a higher level than before.
- (d) Legal challenges alone cannot overcome challenges to democracy like inequality, poverty, unemployment illiteracy, regionalism, casteism, communalism etc.
- (e) Legal constitutional changes and the cooperation of the citizen is the need of the hour.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 5. Suggest any three political reforms to strengthen democracy.

[Board Term-II, 2012,]

Ans. Some of the reforms to strengthen the working of political parties are as follows :

- (a) Anti-defection law, under which a member would be disqualified if he/she goes against the directions of the party.
- (b) Reduction in the influence of money. Cash votes have been banned by the election commission and anybody involved in the process is likely to be punished.
- (c) It is important for a candidate to file an affidavit giving details of his property and eliminate cases pending against him/her.
- (d) The election commission has made it necessary for political parties to hold their organizational elections and file their income tax returns.
- (e) A law is strictly advisable to make or regulate the internal affairs of political parties. It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 6. What is a democratic reform ? Mention a few broad guidelines for devising political reforms in India.

[Board Term-II, 2012, Set 2030]

Ans. All suggestions or proposals about overcoming various challenges to democracy are called democratic reform or political reform.

Broad guidelines for devising political reforms in India are :

- (a) Legal ways of reforming politics.
 (b) The Right to Information Act.
 (c) Reforms through political practice

(d) Implementation of reforms.

(Any three) $1 + 2 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

(5 marks each)

Q. 1. When was the 'Right to Information Act' implemented ? How does it act as the watch-dog of democracy ? Explain.

[Board Term-II, 2016, Set TCJQ6VD]

Ans. 'The Right to Information Act' was implemented in 2005.

- (a) It empowers the people to find out what is happening in government.
- (b) It acts as the watchdogs of democracy.
- (c) It helps to control corruption and supplements the existing laws that banned corruption and imposed strict penalties.
- (d) It gives political actors incentives to do good things have more chances of working.

$1 + 4 = 5$

Q. 2. What are the guidelines to be kept in mind while adopting political reforms ?

[Board Term-II, 2012, Set 68024]

Ans. The guidelines to be kept in mind while adopting political reforms also include :

- (a) Involving political parties, political activists and people in bringing about reforms rather than impose reforms through laws.
- (b) Legal measures should be positive, more like incentives.
- (c) Improving the quality of political practices by increasing people's participation.
- (d) Laws being considered may meet with resistance in the legislatures and by political parties. So the best way to bring about the change is through democratic movements and media.

$1\frac{1}{4} \times 4 = 5$

Value Based Questions

Q. 1. 'Legal reforms may sometimes be counter productive'. Support the statement with suitable arguments. [Board Term-II, 2012, Set 68009]

Ans. (a) Any legal change must carefully look at the results it will have on politics. Sometimes, the results can be counter-productive. For example, many states have banned people who have more than two children from contesting panchayat elections.

(b) This has resulted in the denial of democratic opportunity to many poor men and women, which was not intended. Generally, laws that seek to ban something are not very successful in politics.

(c) The best laws are those which empower people to carry out democratic reforms. For example, Right to Information Act.

$1 \times 3 = 3$



KNOW THE LINKS

- Challenges to Indian Democracy
www.preservearticles.com/...../what-are-th....
www.m.learnext.com/..../wiki/..../challenges-To....



UNIT – 4

Understanding Economic Development

CHAPTER

3

MONEY AND CREDIT

SYLLABUS

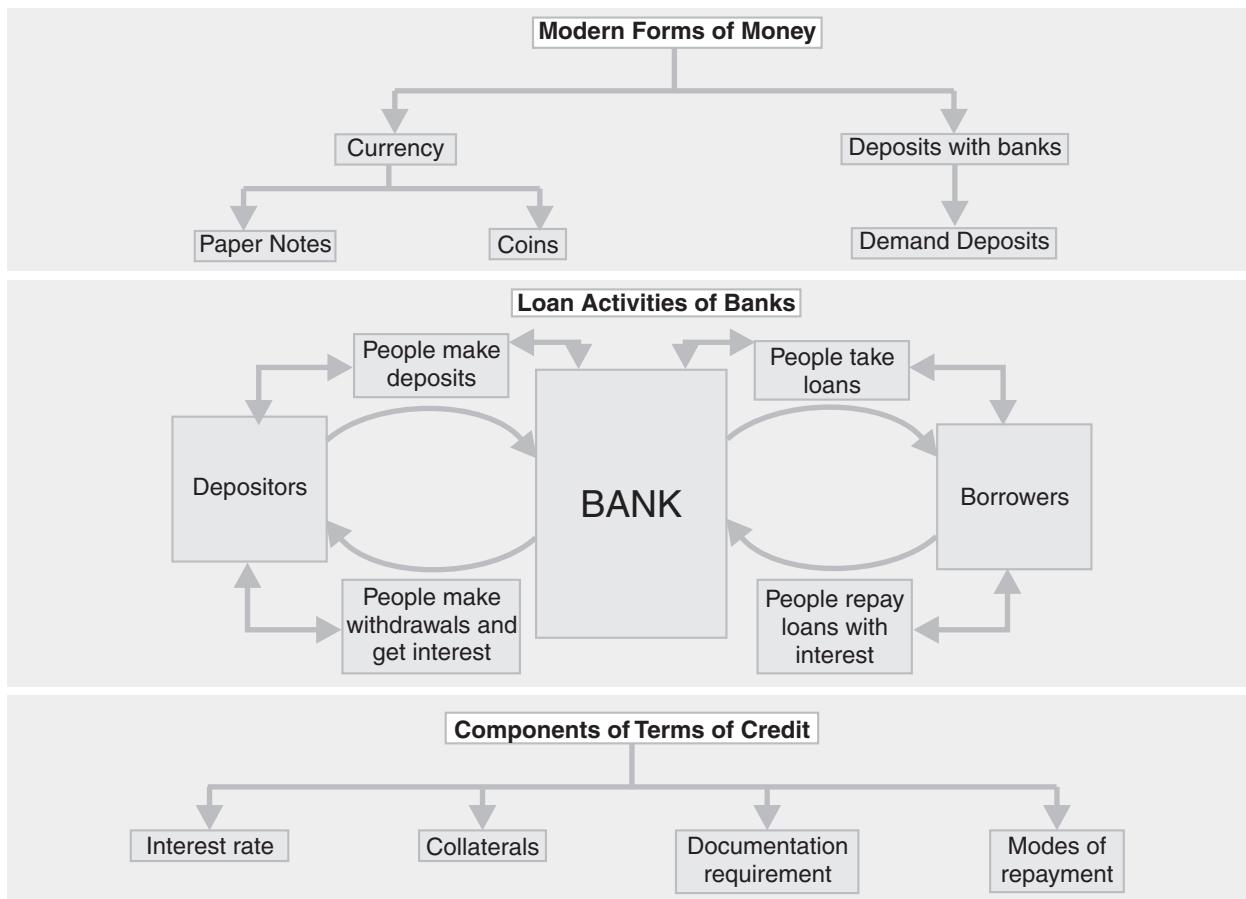
- *Money and Financial System : Role of money in an economy : Historical origin; Formal and Informal; financial institutions for Savings and Credit – General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local moneylenders, landlords, self help groups, chit funds and private finance companies.*
- *Objectives :*
 - Familiarize the concept of money as an economic concept.*
 - Create awareness of the role of financial institutions from the point of view of day-to-day life.*

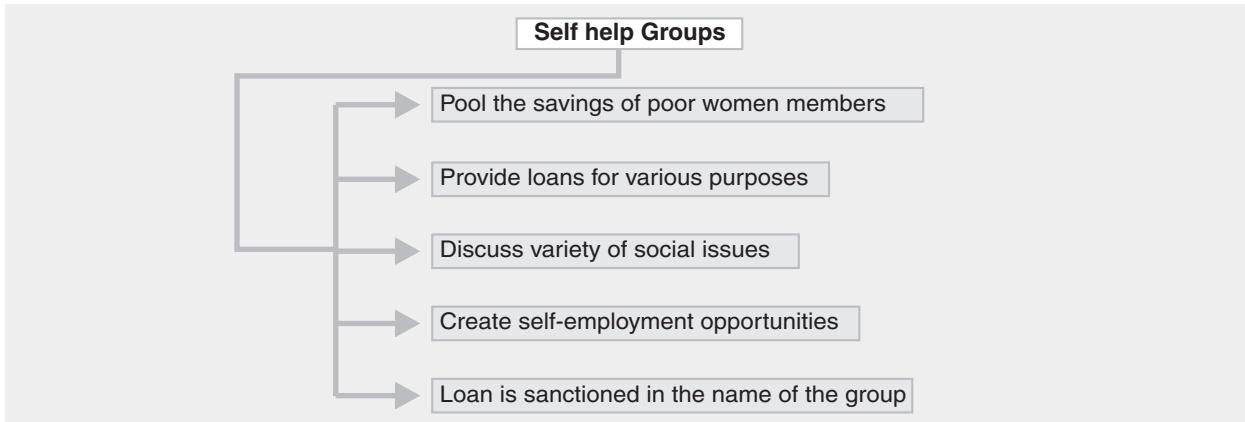
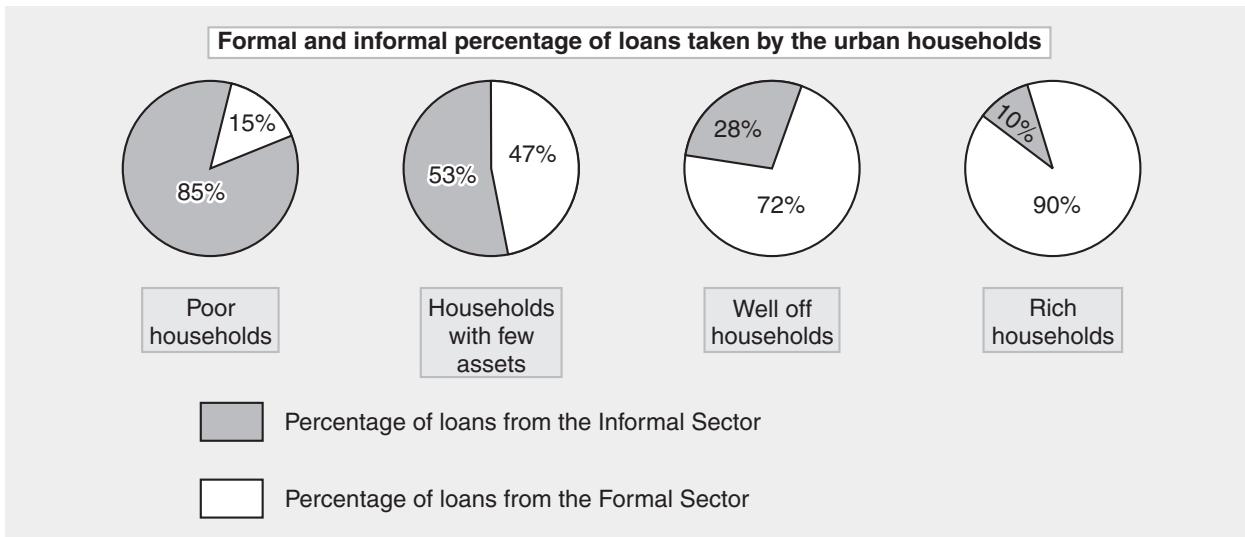
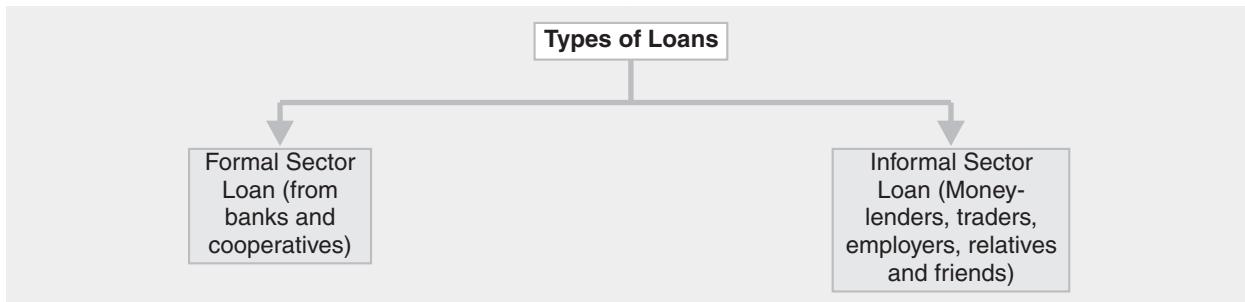
TOPIC - 1
Money and Credit P. 181

TOPIC - 2
Credit Terms and Types P. 184

TOPIC - 3
Self Help Groups (SHG) P. 189

FLOWCHARTS





TOPIC-1 Money and Credit

QUICK REVIEW

- In the early times, people used to exchange one commodity for another, depending on their requirement under the barter system. However, exchanging goods in the barter system required double coincidence of wants.
- However, money eliminates the need for double coincidence of wants. Since money enables the exchange process, it is also called a Medium of Exchange. Early forms of money were things of daily use.
- **Modern currency :**
 - Uses paper notes and coins made of relatively inexpensive metals.
 - Has no value of its own.
 - Has a value only because it is authorised by the government of a country.

- In India, the Reserve Bank of India is the only legal authority that can issue currency notes and coins on behalf of the central government. The Rupee is India's currency and nobody can refuse to accept a payment made in rupees in India.
- People deposit their extra cash in bank. A bank in addition to keeping the money also pays interest on the deposit to the depositor. Thus, bank deposits are also called Demand Deposits.
- A person simply needs to have an account with the bank to deposit money. A cheque can be used to make payment directly from a bank deposit without using cash.
- A cheque is a written instruction to a bank by an account holder to pay a specific sum to a specific person from his deposit. A cheque has all the information about the person to whom payment is to be made, the amount and date of payment and signature of account holder issuing the cheque.



KNOW THE TERMS

- **Barter System** : Barter refers to the direct exchange of goods and services. In this way, barter system refers to that system by which one commodity is exchanged for another without use of money.
- **Money** : Money may be anything chosen by common consent as a medium of exchange.
- **Cheque** : A cheque is a paper instructing the banks to pay a specific amount from the person's account to the person in whose name the cheque has been issued.
- **Reserve Bank of India** : The Reserve Bank of India is the only legal authority that can issue currency notes and coins on behalf of the central government.
- **Investment** : Investment is the amount of money spent with the intention of earning income at regular intervals (in the form of return from funds invested) or in the long run (in the form of capital appreciation).

Very Short Answer Type Questions

(1 mark each)

Q. 1. Why one cannot refuse a payment made in rupees in India ? [Board Term-II, 2016, Delhi Set-2]

Ans. Because it is accepted as a medium of exchange. The currency is authorized by the government of the country. 1

Q. 2. How does money eliminate the need for double coincidence of wants ?

[Board Term-II, 2016, Foreign Set-3]

Ans. If you have money in your pocket you can purchase any thing at any time as you wish. 1

Q. 3. Recognize the situation when both the parties in a barter economy have to agree to sell and buy each other's commodities ? What is it called ?

[Board SQP 2016]

Ans. This is known as double coincidence of wants. 1

Q. 4. What is the meaning of 'Investment' ?

[Board Term-II, 2015 Set 2]

Ans. The money that is spent to buy assets such as land, building, machines and other equipment is called investment. 1

Q. 5. Who issues currency notes in India ?

[Board Term-II, 2015, RKZQI05]

Ans. Reserve Bank of India.

Q. 6. What is Barter System ? [Board Term-II, 2015 Set 1]

Ans. Barter is a system of exchange in which goods are

directly exchanged without the use of money. 1

Q. 7. Who supervise the functioning of formal sources of loan ? [Board Term-II, 2015, Foreign Set-2]

Ans. Reserve Bank of India (RBI). 1

Q. 8. What are the two forms of modern currency ?

[Board Term-II, 2015, Foreign Set-3]

Ans. Two forms of modern currency are :

(a) Paper notes (b) Coins. 1

Q. 9. What is a Cheque ?

[Board Term-II, 2015, Foreign Set-1]

Ans. A Cheque is a paper instruction to the bank to pay a specific amount from the person's account to the person in whose name the cheque has been issued. 1

Q. 10. How does money act as Medium of Exchange ?

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

Ans. It acts as an intermediate in the exchange process and transactions. We can buy things if we have money in our pockets. 1

Q. 11. What is meant by double coincidence of wants ?

[Board Term-II, 2015, Outside Delhi Set-1]

Ans. Both parties, the seller and they buyers have to agree to sell and buy each other commodities. Goods are directly exchanged without the use of money. 1

Short Answer Type Questions

(3 marks each)

Q. 1. How can money be easily exchange it for goods or services? Give example to explain.

[Board Term-II, 2016, Delhi Set-1]

Ans. Money acts easier to exchange itself for goods and services : A person holding money can easily exchange it for any commodity or service that he or she might want.

Everyone prefers to receive payments in money and exchange the money for things they want.

For example : A shoemaker wants to sell shoes in the market and buy wheat. The shoe maker will first exchange shoes for money and then exchange the money for wheat. If the shoe maker had to directly exchange shoes for wheat without the use of money, he would have to look for a wheat growing farmer who not only wants to sell wheat but also wants to buy the shoe in exchange. Both the parties have to agree to sell and buy each others commodities. This process is very difficult, time consuming and unhealthy.

[CBSE Marking Scheme, 2016] 3

Q. 2. How is money transferred from one bank account to another bank account ? Explain with an example. [Board Term-II, 2016, Foreign Set-1]

Ans. Money Transfer from one bank account to another bank account :

If a person has to make a payment to his or her friend and writes a cheque for a specific amount, this means that the person instructs his bank to pay this amount to his friend. His friend takes this cheque and deposit it in his account in the bank. This said amount is transferred from one bank account to another bank account.

[CBSE Marking Scheme, 2016] 3

Q. 3. Why is modern currency accepted as a medium of exchange without any use of its own? Find out the reason.

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

Ans. Modern currency is accepted as a medium of exchange without any use of its own because :

- (a) Modern currency is authorized by the government of a country.
- (b) In India, the Reserve Bank of India issues all currency notes on behalf of Central Government.
- (c) No other individual or organization is allowed to issue currency.
- (d) The law legalises the use of rupee as a medium of payment that cannot be refused in settling transactions in India.
- (e) No individual in India can legally refuse a payment made in Rupees. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 4. Explain with examples, how people are involved with the banks. [Board Term-II, 2014]

Ans. We know that banks accept the deposits from the people who have surplus money and also pay an interest on the deposits.

But banks keep only a small portion (15 percent in India) of their deposits as cash with themselves. This is kept as a provision to pay the depositors who might come to withdraw money from their accounts in the bank on any day. They use the major portion of the deposits to extend loans to

those who need money. In this way banks mediate between those who have surplus money and those who need money. 3

Q. 5. How is money used in everyday life ? Explain with examples. [Board Term-II, 2014]

Ans. In modern times, money is used as a medium of exchange because it has been authorized by the government as a currency. In everyday lives we use money :

(a) To buy goods and services like in market money can be used to buy clothes, vegetables etc.

(b) To deposits in banks so that money can be saved and used for future use. *For example*—if a labourer deposits his monthly salary in his bank account, then, he can use it in instalments in the whole month.

(c) As a store value. *For instance*, we cannot store perishable goods like milk, grain, etc. To exchange goods in future. However, we can buy precious metals like gold and save it for future use. $1 \times 3 = 3$

Q. 6. How is money used as a medium of exchange? Explain with examples. [Board Term-II, 2013]

Ans. Money acts as a medium of exchange in the following ways :

(a) Overcomes the problem of double co-incidence of wants. For example, if a person needs wheat in exchange of tea, then he/she must search for a person who is ready to trade wheat for tea. Money made the need for such searches redundant.

(b) Acts as a medium of deferred payment.

(c) Has a store value. 3

[CBSE Marking Scheme, 2013]

Q. 7. What are the modern forms of money? Why is the 'rupee' widely accepted as a medium of exchange? Explain two reasons. [Board Term-II, 2013]

Ans. The modern forms of money are listed below :

- (a) Paper currency
- (b) Coins
- (c) Demand deposits
- (d) Cheques

The rupee is accepted as a medium of exchange in the following ways :

Refer to Ans of Q. 6.

[CBSE Marking Scheme, 2013]

Q. 8. How does the Reserve Bank of India supervise the functioning of banks? Why is this necessary?

[Board Term-II, 2011]

Ans. Reserve Bank of India (RBI) supervised the banks in the following ways :

(a) It monitors the balance kept by banks for day-to-day transactions.

(b) It checks that the banks give loans not just to profit-making businesses and traders but also to small borrowers.

(c) Periodically, banks have to give details about lending, borrowers and interest rate to RBI.

It is necessary for securing public welfare. It avoids the bank to run the business with profit motive only. It also keeps a check on interest rate

of credit facilities provided by bank. RBI makes sure that the loans from the banks are affordable and cheap. [CBSE Marking Scheme, 2011] $1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q. 1. What are Demand Deposits ? Explain any three features of it ? [Board Term-II, 2016, Set TCJQ6VD]
OR

Which type of deposits with the banks are called demand deposits ? State some important features of demand deposits. [Board Term-II, 2012]

Ans. People save their money in banks by opening an account. The deposits in the bank accounts can be withdrawn on demand, so these deposits are called Demand Deposits.

- (a) Demand deposits share is the essential feature of money.
- (b) The facility of cheques against demand deposits makes it possible to directly settle payments without the use of cash. Since demand deposits are accepted widely as a means of payment, along with currency, they constitute money in the modern economy.
- (c) It is authorised by the government of the country.
- (d) Its demand and supply can be controlled by the Central Bank (RBI) of the country.
- (e) In India, the law legalises the use of rupee as a medium of payment that cannot be refused in settling transaction in the country. No individual can legally refuse a payment made in rupees.

(Any three) $2 + 3 = 5$

[CBSE Marking Scheme, 2012]

Q. 2. Why is money transaction system better than Barter system ? Explain with examples.

[Board Term II, 2012, Set 2080]

Ans. (a) Transaction system is better than Barter system because double coincidence of wants creates problem.

- (b) For example, shoe manufacturer wants to sell shoes in the market and wants to buy wheat. For this, he would look for a wheat growing farmer who would exchange his wheat with the shoes.
- (c) In Barter system, goods are exchanged without the use of money.
- (d) In contrast, in an economy where money is in use, money by providing the crucial intermediate step eliminates the need for double coincidence of wants.

$1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]

Q. 3. "The rupee is widely accepted as a medium of exchange." Explain. [Board Term-II, 2012, Set 68002]

Ans. The rupee is widely accepted as a medium of exchange because :

- (a) The currency is authorised by the government of the country.
- (b) In India, the Reserve Bank of India issues currency notes on behalf of the Central Government.
- (c) The law legalises the use of rupee as a medium of payment that cannot be refused in setting transactions in India.
- (d) No individual in India can legally refuse a payment made in rupees. Hence, the rupee is widely accepted as a medium of exchange.

$1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]



TOPIC-2 Credit Terms and Types

QUICK REVIEW

- As per the Reserve Bank of India, banks hold about 15% of their deposits as cash to arrange for daily withdrawals by depositors.
- A major portion of the remaining deposits is used by banks to give loans to people. The depositors of a bank are allowed to withdraw their deposits on demand and are paid interest on their deposits. The borrowers taking loans repay it to the bank along with interest.
- The interest charged on loans is more than the interest paid by the banks on deposits. The difference between the interest charged on loans and the interest paid on deposits is the bank's income or profit.
- The loan given by a bank is also referred to as credit.
- A loan or credit is subject to certain conditions that the borrower must agree to. These conditions are called terms of credit and include :

- (a) A specified rate of interest.
- (b) Security against the loan to recover the money if the borrower fails to repay it. This security is called collateral.
- (c) The assets accepted as collateral are land or property, vehicles, livestock, standing crops and bank deposits.
- (d) A borrower needs to submit certain documents like proofs of identity, residence, employment and income to avail a loan.
- (e) The lender reserves the right to sell the collateral in case of non-repayment to recover the loan amount.

➤ **Formal and Informal Credit**

The different sources of credit are :

- (a) Banks
- (b) Traders
- (c) Cooperative societies
- (d) Landlords
- (e) Moneylenders
- (f) Relatives and friends



KNOW THE TERMS

- **Credit** : Credit means giving money on loan to needy persons.
- **Financial Formal Institutions** : Commercial banks, Cooperatives and the regional rural banks are the formal institutions of credit.
- **Financial Informal Institutions** : The informal framework for deployment of credit and savings in India comprises the local moneylenders, landlords, self-help groups, chit funds and private finance companies.
- **Commercial Bank** : A Commercial bank is an establishment for safe custody of money, which it pays out on customer's demand order or otherwise. In other words, institutions accepting deposits and issuing loans are called Commercial banks.
- **Loans** : A loan is usually given for a specific duration of time and needs to be completely repaid by a specified date.
- **Collateral** : Collateral is the security provided by a borrower against a loan, and it can be sold in case of non-payment.
- **APS** : APS stands for Average Propensity to Save.
- **Fiat Money** : State issued money which is neither legally convertible to any other thing nor fixed in value in terms of any objective standard.
- **Fiduciary Money** : Money which is accepted on the basis of the trust that the issuer commands is called Fiduciary Money.
- **Fixed Deposits** : These are deposits for a fixed term varying from a frequency of a few days to a few years.
- **Actual Investment** : The actual amount of investment is called an actual investment.
- **Deferred Payments** : Payments which are to be made in the future are known as deferred payments.
- **Token coins** : Token coins are the coins where value as money is far above the value of metal contained in.
- **Short-term loans** : Loans given for a short period of time are known as short-term loans.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Compare formal sector loans with informal sector of loans regarding interest only.

[Board Term-II, 2016, Delhi Set-3]

Ans. Most of the informal lenders charge a higher interest on loans than the formal sector loans. 1

Q. 2. Why do farmers require credit ?

[Board Term-II, 2016, Set KCG34U9]

Ans. Farmers require credit to purchase the raw material and inputs for agriculture. 1

Q. 3. Why do banks maintain cash reserve ?

[Board Term-II, 2016, Set TCJQ6VDI]

Ans. Banks maintain cash reserve to arrange for daily withdrawals by depositors. 1

Q. 4. How do the deposits with banks become their source of income ?

[Board Term-II, 2016, Delhi Set-1]

Ans. Banks charge higher interest rate on loans than what they offer on deposits. The difference of interest is the main source of income of banks. 1

Q. 5. Prove with an argument that there is a great need to expand formal sources of credit in rural India.

[Board Term-II, 2016, Outside Delhi Set-2]

Ans. To expand formal sources of credit in rural India, dependence on informal sources of credit has to be reduced. 1

Q. 6. Why are most of the poor households deprived from the formal sector of loans ?

[Board Term-II, 2016, Outside Delhi Set-3]

Ans. They are deprived from the formal sector of loans because of— (a) Lack of collateral. (b) They are illiterate. (c) They cannot fulfil the formalities of the formal sector of loans. (Any one) 1	Q. 12. Why cheap and affordable credit is crucial for the country's development ? Ans. For increasing agricultural production, setting up new industries are for trading in goods. 1
Q. 7. Why is the supervision of the functioning of formal sources of loans necessary ? [Board Term-II, 2016, Outside Delhi Set-1]	Q. 13. From where does the majority of the credit needs of the poor households are met ? Ans. Informal sources. 1
Ans. Because banks have to submit information to the RBI on how much they are lending, to whom they are lending and what interest rate etc. 1	Q. 14. How do banks use the major portion of the deposits ? Ans. Extend loans. 1
Q. 8. Who provide formal sector loan ? Ans. Banks and Cooperatives. 1	Q. 15. Name any one term which is not included against loans. Ans. Lender's land. 1
Q. 9. What is the major reason that prevents poor from getting loans from the banks ? Ans. Absence of collaterals. 1	Q. 16. What is the main source of income for banks ? Ans. Difference between the interest charged on borrowers and depositors. 1
Q. 10. What is the main source of credit for the rich household ? Ans. Formal Sector. 1	Q. 17. Under whom Banks and Cooperatives come ? Ans. Formal credit sector. 1
Q. 11. What does the borrower own and use as an asset and a guarantee to the lender until the loan is repaid ? Ans. Collateral. 1	Q. 18. What is an appropriate meaning of collateral ? Ans. Security. 1
	Q. 19. Which is the main informal source of credit for rural households in India ? Ans. Moneylenders. 1

Short Answer Type Questions

(3 marks each)

Q. 1. Dhananjay is a government employee and belongs to a rich household, whereas Raju is a construction worker and comes from a poor rural household. Both are in need and wish to take loan. Create a list of arguments explaining who between the two would successfully be able to arrange money from a formal source. Why ? [Board Term II, SQP 2016]	Ans. Dhananjay will be able to get loan from a formal source. Arguments : Banks are not present everywhere in rural India. Even when they are present, getting a loan from a bank is much more difficult than taking a loan from informal sources. Bank loans require proper documents and collateral. Absence of collateral is one of the major reasons which prevents the poor from getting bank loans. Informal lenders such as moneylenders, on the other hand, know the borrowers personally and hence, are often willing to give a loan without collateral. [CBSE Marking Scheme, 2016] 3	Q. 2. "The credit activities of the informal sector should be discouraged." Support the statement with arguments. [Board Term-II, 2016, Delhi Set-1, 2,3]	Ans. The credit activities of the informal sector should be discouraged because : (a) 85% of loans taken by the poor households in the urban areas are from informal sources. (b) Informal lenders charge very high interest on their loans. (c) There are no boundaries and restrictions.	Q. 3. Mention three points of difference between formal sector and informal sector loans. [Board Term-II, 2016, Set KCG34U9]	Ans. Formal sector loans : (a) Loans from banks and cooperatives. (b) Under supervision of the Reserve Bank of India. (c) Reasonable rates of interest. Informal sector loans : (a) Loans from moneylenders, relatives, friend, traders etc. (b) No supervision of any institution. (c) Very high rates of interest. $1\frac{1}{2} + 1\frac{1}{2} = 3$	[CBSE Marking Scheme, 2016]
		Q. 4. "Deposits with the banks are beneficial to the depositors as well as to the nation". Examine the statement.		[Board Term-II, 2016, Outside Delhi Set-1]	Ans. Refer to Ans. of Q. 3. Long Ans. Type Questions.	(Any three) $1 \times 3 = 3$

Q. 5. "Poor households still depend on informal sources of credit". Support the statement with examples.

[Board Term-II, 2016, Foreign Set-3]

Ans. Refer to Ans. of Q. 8 Long Ans. Type Question.

(Any three) $1 \times 3 = 3$

Q. 6. "Cheap and affordable credit is crucial for the country's development." Assess the statement.

[Board Term-II, 2016, Delhi Set-2]

OR

"To achieve the overall development of the country cheap and affordable credit is necessary for all." Explain the social and economic values attached to it. [Board Term-II, 2014]

Ans. Refer to Ans. of Q. 9. Long Answer Type Question.

(Any three) $1 \times 3 = 3$

Q. 7. 'Credit has its own unique role for development'. Justify the statement with arguments.

[Board Term-II, 2016 Outside Delhi Set-2]

Ans. "Credit has its own unique role for development" :

- (a) Credit helps to increase earning and therefore a person is better off than before. *For eg : as in (Salim's case)*
- (b) Credit helps to earn money as well as the capital for the future.
- (c) Credit helps in the development of infrastructure of the society that leads to the overall development.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 8. Why is it necessary for the banks and cooperative societies to increase their lending facilities in rural areas? Explain. [Board Term-II, 2015 Set 1,3]

Ans. Refer to Ans. of Q. 5 Long Answer Type Questions.

Q. 9. Formal credit meets only about half of the total credit needs of the rural people. Where does the other half come from ? [Board Term-II, 2014]

Ans. (a) Compared to formal lenders, most of the informal lenders charge much higher interest rates on loans like 3% to 5% per month, i.e., 36% a year.

(b) Besides the high interest rate, informal lenders impose various other tough conditions. **For example**, they make the farmers promise to sell the crop to him at a low price. There is no such condition in formal sector.

(c) Loans taken by poor people from informal lenders sometimes, lead them to debttrap because of high interest rate.

(d) The formal sources of credit in India still meets only about half of the total credit needs of the rural people. (any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 10. Why do lenders ask for collateral while lending ? Give any three reasons. [Board Term-II, 2014]

Ans. Lenders ask for collateral as security against loans. If the borrower fails to repay the loan, the lender has the right to sell the asset or collateral to recover the payment.

Collateral assets (such as land, vehicle, etc.) act as a security for the lenders in case the borrower defaults on repayment of loan. It is for this reason that lenders ask for collateral while lending. 3

[CBSE Marking Scheme, 2014]

Q. 11. Which are the two major sources of formal sector credit in India ? Why do we need to expand formal sources of credit ? [Board Term-II, 2011]

Ans. Refer to Ans. of Q. 7. Long Answer Type Questions. $2 + 1 = 3$

Q. 12. What is meant by term of credit ? What does it include ? [Board Term-II, 2011]

Ans. Terms of credit are the requirements need to be satisfied for any credit arrangements. It includes interest rate, collateral, documentation and mode of repayment. However, the terms of credit vary depending upon the nature of lender, borrower and loan.

[CBSE Marking Scheme, 2011] 3

Long Answer Type Questions

(5 marks each)

Q. 1. How can the formal sector loans be made beneficial for poor farmers and workers ? Suggest any five measures.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. Formal sector loans can be made beneficial for poor farmers and workers in the following ways :

- (a) Create awareness to farmers about formal sector loans.
- (b) Process of providing loans should be made easier.
- (c) It should be simple, fast and timely.
- (d) More number of Nationalized Banks/Cooperative banks should be opened in rural sector.
- (e) Banks and cooperatives should increase facility of providing loans so that dependence on informal sources of credit reduces.

(f) The benefits of loans should be extended to poor farmers and small scale industries.

(g) While formal sector loans need to expand, it is also necessary that everyone receives these loans.

[CBSE Marking Scheme, 2016] $1 + 4 = 5$

Q. 2. Describe the vital and positive role of credit with examples. [Board Term-II, 2016, Delhi Set-1, 2, 3]

OR

What is credit ? How does credit play a vital and positive role ? Explain with an example.

[Board Term-II, 2015, Foreign Set-1]

Ans. 'Credit' refers to an agreement in which the lender supplies the borrower with money, goods or services in return for the promise of future payment.

Credit plays a vital and positive role as :

- (a) Credit helps people from all walks of life in setting up their business, increase their income and support their families.
- (b) To some people loan helps a lot in constructing their houses and get relief from monthly rent.
- (c) To others it helps a lot in raising their standards.
- (d) Example of Salim : The credit helps him and able to increase his earnings.

$$1 + 4 = 5$$

[CBSE Marking Scheme, 2015]

Q. 3. How are deposits with the bank beneficial for individual as well as for the nation? Explain with examples. [Board Term-II, 2015]

Ans. The deposits with banks beneficial for individual as well as for nation :

- (a) Banks accept deposit and also pay an amount as interest and in this way people earn money.
- (b) People's money is safe with banks.
- (c) It is easy for individuals to get credit who have savings and current account in the banks.
- (d) Poor people who are engaged in production need credit.
- (e) Credit provided by the banks for government projects help in development of the nation.
- (f) Banks provide loans for the promotion of International trade.
- (g) Development of infrastructure is undertaken with the loans provided by the banks.

$$(Any \text{ five}) 1 \times 5 = 5$$

[CBSE Marking Scheme, 2015]

Q. 4. How do banks play an important role in the economy of India ? Explain.

[Board Term-II, 2015, Outside Delhi Set-1, 2, 3]

Ans. Banks play an important role in developing the economy of India :

- (a) They keep money of the people in its safe custody.
- (b) They give interest on the deposited money to the people.
- (c) They mediate between those who have surplus money and those who are in need of money.
- (d) They provide loan to large number of people at low interest rate.
- (e) They promote agricultural and industrial sector by providing loans.
- (f) They also provide funds to different organizations.

$$(Any \text{ five}) 1 \times 5 = 5$$

[CBSE Marking Scheme, 2015]

Q. 5. Why is it necessary for banks and cooperatives to increase their lending in rural areas ? Explain.

[Board Term-II, 2012]

Ans. Necessity for the banks and cooperative societies to increase their lending facilities in rural areas :

- (a) Dependence on informal sources of credit reduces.
- (b) To provide more loan facilities to rural households.
- (c) To save rural people from exploitation.

(d) It is important that the formal credit is distributed more equally so that the poor can benefit from the cheaper loans.

(e) The bank and the cooperative societies have to increase the lending facilities to improve the livelihood of the people in the rural areas.

$$1 \times 5 = 5$$

[CBSE Marking Scheme, 2012]

Q. 6. Explain the differences between Formal and Informal Sources of Credit.

[Board Term-II, 2012, Set 2030]

Ans.

	Formal Sector Credit	Informal Sector Credit
(a)	Includes banks and cooperatives.	Includes moneylenders, traders, employees, friends and relatives.
(b)	Banks require collateral and proper documentation for getting a loan.	No collateral is required.
(c)	A reasonable rate of interest is charged.	Repeated borrowing can lead to debt trap.
(d)	Apart from profit-making, they also have an objective of social welfare.	Their only motive is to extract profit as much as possible.
(e)	Terms of credit are fair and reasonable.	They impose very tough and sometimes even unreasonable terms of credit or borrowers.
(f)	The Reserve Bank of India supervises its functioning.	Banks do not supervise.

$$(Any \text{ five}) 1 \times 5 = 5$$

Q. 7. Which are the two major sources of formal sectors in India ? Why do we need to expand the formal sources of credit ? [Board Term-II, 2012, Set 2080]

Ans. The two major sources of formal sources of credit are :

- (a) Banks and (b) Cooperatives.

Need to expand formal sources of credit are :

- (a) To save the poor farmers and workers from the exploitation by the informal sector credit.
- (b) Informal sector charges a higher interest on loans which means that a large part of the earnings is used to repay the loan.
- (c) Formal credit can fulfil various needs of the people through providing cheap and affordable credit.

$$2 + 3 = 5$$

[CBSE Marking Scheme, 2012]

Q. 8. "Most of the poor households are still dependent on informal sources of credit." Explain the statement. [Board Term-II, 2012]

- Ans. (a)** Banks are not present everywhere in rural India, whereas informal sources are easily available in all villages.
- (b)** Getting a loan from a bank is much more difficult for poor people than taking a loan from the informal resources, because bank loans require proper documents and collaterals.
- (c)** Moneylenders provide loan to the poor people without any collateral.
- (d)** Formal sources provide loan only for productive purposes, whereas the informal sources provide credit for productive and non-productive purposes.
- (e)** Other informal sources of credit are friends and relatives, or traders and landlords, who know the borrowers personally and therefore do not demand collateral.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2012]

- Q. 9.** "Cheap and affordable credit is crucial for the country's development." Explain the statement with five points.

[Board Term-II, 2011 Set 05/A1]

Ans. Credit for country development :

- (a)** Higher cost of borrowing means a larger part of the earnings of the borrowers is used to repay the loan. Hence, borrowers have less income left for themselves.

- (b)** In certain cases, the high interest rate of borrowing can mean that the amount to be repaid is greater than the income of the borrower. This could lead to increasing debt and debt trap. For these reasons, banks and co-operative societies need to lend more.
- (c)** This would lead to higher incomes and many people could then borrow cheaply for a variety of needs.
- (d)** They could grow crops, do business, set up small-scale industries, etc.
- (e)** They could set up new industries or trade goods.

$1 \times 5 = 5$

[CBSE Marking Scheme, 2011]

- Q. 10. How do banks mediate between those who have surplus money and those who need money ?**

[Board Term-II, 2011, Set 29/A1]

Ans. (a) Banks keep small proportion of their deposit as cash with themselves.

- (b)** Major portion of deposit is used for extending loans.
- (c)** The banks mediate between depositors and borrowers in this way.
- (d)** They charge high rate of interest on loans than what they offer on deposits.

$1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2011]



TOPIC-3 Self Help Groups (SHG)

QUICK REVIEW

- Poor households in India largely depend on the informal sector for their credit requirements. Banks demand collateral against a loan that the poor people are unable to provide.
- To cater to this problem is organizing Self Help Groups. A group of 15-20 members save regularly to create a savings pool. Members of the group can take small loans from their combined savings. The loans bear interest at low rates.
- After saving regularly for a few years, a Self Help Group becomes eligible for a loan from a bank without providing any collateral. The bank loan is used to generate more income and employment opportunities for the members of the group.
- The members of a Self Help Group make all the decisions jointly and are jointly responsible for the repayment of loans.
- Banks also extend loans to poor women organized in Self Help Groups. Self Help Groups allow poor people access to affordable and easy credit. The Grameen Bank of Bangladesh is a brilliant example of meeting the credit needs of the poor at affordable rates.

Very Short Answer Type Questions

(1 mark each)

- Q. 1. What does SHGs refer to ?**

Ans. Groups of rural poor people who work together in the credit sector.

1

- Q. 2. Who takes the important decisions regarding the savings and loan activities in Self-Help Groups ?**

Ans. Group members.

1

- Q. 3. What is the motive of Self Help Groups ?**

Ans. The group provides a platform to discuss on variety of social issues such as health, nutrition, etc.

1

- Q. 4. Who is responsible for the repayment of loans in Self Help Groups ?**

Ans. The Group.

- Q. 5. How many members a typical Self Help Groups should have ?**

Ans. 15 – 20.

1

Short Answer Type Questions

(3 marks each)

Q. 1. How is concept of Self Help Groups important for poor people ? Give your view point.

[Board Term-II, 2016, Foreign Set-1, 2, 3]
OR

Self Help Groups can help in solving the problem of credit in rural areas. Explain.

[Board Term-II, 2015, Set WIVSA5]

Ans. (a) Small savings in the group help members to borrow money at low rate of interest.

(b) After few years will more saving group can apply for a bank loan.

(c) The SHGs help borrowers overcome the problem of lack of collateral.

(d) They can get timely loans for a variety of purposes and at a reasonable interest rate. 3

[CBSE Marking Scheme, 2015]

Q. 2. Describe four features of Self-Help Group (SHG).
[Board Term II, 2011]

Ans. The features of Self-Help Groups (SHG) are :

- (a) People form their personal groups for the purpose of savings and also lend money among themselves.
- (b) Rate of interest is lower than informal service providers.
- (c) They can also avail loans from banks if their savings are regular.
- (d) Decisions regarding the savings and loan activities are taken by group members. 3

[CBSE Marking Scheme, 2011]

Long Answer Type Question

(5 marks)

Q. 1. What are Self Help Groups? How do they work? Explain. [Board Term-II, 2015]

Ans. Self Help Groups are the organization of the rural poor, in particular women to pool their savings and provide loans to their members.

Work of self help groups :

(a) Generally self help groups consist of 15-20 members.

(b) Members belong to one neighbourhood.

(c) They meet regularly.

(d) Their savings varies from ₹ 25 to ₹ 100 or more.

(e) Only members can take loans from the group itself.

(f) The group charges interest less than the money lenders.

(g) All the important decisions regarding savings and loans are taken by the members of the group.

(h) The group is collectively responsible for the repayment of the loan.

(i) The regular meeting of the group provides a platform to discuss and act a variety of social issues such as health, nutrition and domestic violence, etc.

(Any four) 1 + 4 = 5

[CBSE Marking Scheme, 2015]

Value Based Questions

Q. 1. What are the essential values generated through SHGs for the promotion of the dignity of rural poor women ? [Board Term-II, 2016, Set TCJQ6VD]

OR

What is the basic idea behind the SHGs for the poor ? Explain. [Board Term-II, 2012, Set 2027]

Ans. (a) The main objective of SHGs are that it helps in pooling the savings of the women members who are poor.

(b) Timely loans are given for a variety of purposes. Reasonable rate of interest is charged.

(c) It provides a platform to discuss variety of social issues. The pooled savings can be used as a collateral to take a loan from a bank.

(d) The loan is sanctioned in the name of the group and is meant to create self-employment opportunities for the members.

(e) For instance, small loans are provided to the members for releasing mortgaged land, for meeting

working capital needs (e.g., buying seeds, fertilisers, raw materials like bamboo and cloth), for housing materials, for acquiring assets like sewing machine, handlooms, cattle, etc.

1 × 5 = 5

Q. 2. "Credit is useful as well as harmful, it depends on the risk involved." Support the statement with examples. [Board Term-II, 2012, Set 2078]

Ans. Credit helps to meet the working capital needs of production. Some conditions are attached with every credit such as :

(a) Rate of interest.

(b) Collateral (security) against loan.

(c) Lender takes the right to sell the asset or collateral to obtain his payment.

(d) Some documents are required to decide about the mode period of repayment.

The rate of interest, collateral, documents required and the mode of payment together comprise the terms of credit.

1 + 4 = 5



KNOW THE LINKS

- Self Help Groups (finance) - Wikipedia, the free encyclopedia
[https://en.wikipedia.org/wiki/Self-help_group_\(finance\)](https://en.wikipedia.org/wiki/Self-help_group_(finance))
- Glossary of Credit Related Terms: Common Credit ... - Banking
<banking.weekendrush.com/credit-information/credit-glossar>



CHAPTER

4

GLOBALISATION AND THE INDIAN ECONOMY

SYLLABUS

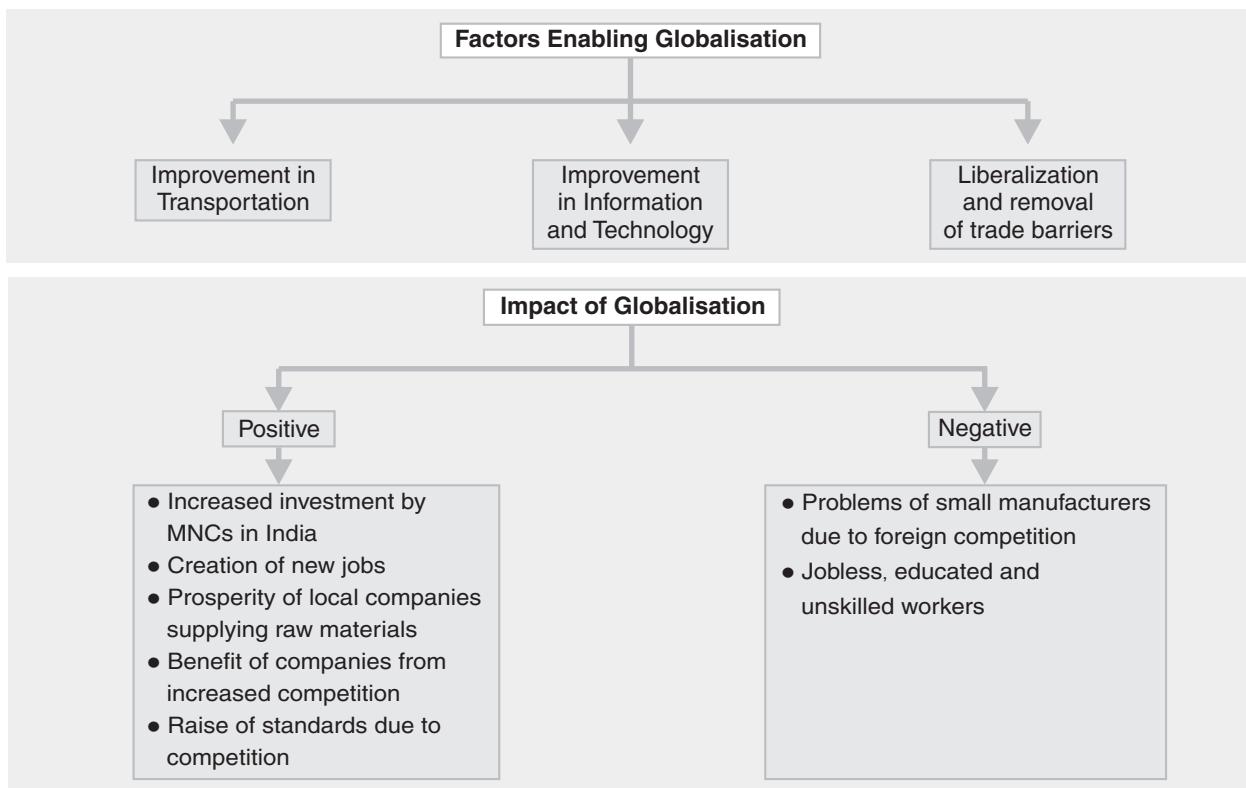
- *Globalisation : What is Globalisation (through some simple examples); How India is being globalised and why : Development Strategy prior to 1991; State Control of Industries; Textile goods as an example for elaboration; Economic reforms 1991; Strategies adopted in Reform measures (easing of capital flows, migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political impact of globalisation.*
- *Objectives :*
- (a) *To make aware of a major employment generating sector.*
 - (b) *Sensitise the learner of how and why governments invest in such an important sector.*
 - (c) *Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.*

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FLOWCHARTS





TOPIC-1 Globalisation

QUICK REVIEW

- Globalisation means integrating the economy of a country with the economies of other countries under conditions of free flow of trade and capital and movement of persons across borders.
- Integration of markets in different countries is known as Foreign trade.
- Planning Commission in India has laid emphasis on the development of foreign trade in the five year plans due to the following reasons.
 - (i) A country can make efficient use of its natural resources :
 - (ii) It can export its surplus production.
 - (iii) Further, through effective regularisation of foreign trade, employment, output, prices and industrialisation, economic development of a country can properly accelerate.
- Investment made by Multinational Corporations (MNCs) is called Foreign investment.
- MNCs are playing a major role in the process of rapid integration or interconnection between countries. Now more regions of the world are in closer contact with each other than a few decades back.
- MNCs play an important role in the Indian economy by setting up production jointly with some of the local companies. *Example* : MNCs can provide money for additional investments like buying new machines for faster production. Take another *example* - Cargil Foods, a very large American MNC, has bought smaller Indian companies such as Parakh Foods.
- Rapid improvement in information and communication technology has been one major factor that has stimulated the globalisation process. To access information instantly and to communicate from remote areas, devices such as telephones, mobiles and computers are very useful. Further, it has played a major role in spreading out production of services across countries.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What attracts the Foreign investment ?

[Board Term-II, 2016, Set TCJQ6VD]

Ans. Infrastructural facilities.**Q. 2. What is 'Foreign Investment'?**

[Board Term-II, 2016, Set KCG34U9]

Ans. Investment made by the MNCs from foreign countries is called foreign investment. 1**Q. 3. Differentiate between investment and foreign investment ?** [Board Term-II, 2016, Delhi Set-1,2,3]**Ans.** The money that is spent to buy assets (land, building, machines and other equipments) is called investment, while the investment made by the MNC's is called foreign investment. 1**Q. 4. Why do MNCs set up their offices and factories in those regions where they get cheap labour and other resources ?**

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. Because of :

- (a) Low cost of production.
- (b) They can earn greater profits. (Any one) 1

Q. 5. Amit is using his money to buy assets like house, commercial land and machines. Write what is he actually doing ? [Board SQP-2016]**Ans.** He is investing his money with a hope of earning profits from these assets. 1**Q. 6. Why had the Indian Government put barrier to foreign trade and foreign investment after independence ?**

[Board Term-II, 2015, Delhi Set-1, 2, 3]

Ans. To protect the producers within the country from foreign competition. 1**Q. 7. Why did the Indian government remove barriers to a large extent on foreign trade and foreign investment ?****Ans.** The Government felt competition would improve the performance of producers within the country. 1**Q. 8. What is meant by trade barrier ?****Ans.** Tax on imports is known as trade barrier. 1**Q. 9. Investment made by MNCs is called :****Ans.** Foreign investment.**Q. 10. What does the process of rapid integration of countries is called ?****Ans.** Globalisation. 1**Q. 11. Which sector provides largest number of workers in India ?****Ans.** Agriculture. 1**Q. 12. What is the full form of MNCs ?****Ans.** Multi-National Companies. 1**Q. 13. Define Multinational Corporation.****Ans.** A MultiNational Corporation is a company that owns or controls production in many nations. 1**Q. 14. What are the main features of Globalisation process ?****Ans.** Investment and technology are moving between countries. 1

Q. 15. Why do Multinational Corporations are spreading their production activities in developing countries now-a-days ?

Ans. Because of low cost of production. 1

Q. 16. What is the most common route of Multinational Corporations to investment ?

Short Answer Type Questions

Q. 1. How have our markets been transformed ? Explain with examples.[Board Term-II, 2016, Foreign Set-2]

OR

In recent years how our markets have been transformed ? Explain with examples.

[Board Term-II, 2015, Delhi Set-1, 2, 3]

Ans. Transformation of our markets :

(a) There is a wide choice of goods and services before us in the market.

The latest models of digital cameras, mobile phones and televisions made by the leading manufacturers of the world are within our reach.

(b) Every season new model of automobile can be seen on Indian roads and the Indians are buying vehicles produced by the top companies of the world.

(c) A similar explosion of brands can be seen for many other goods from shirts to televisions to processed fruit juices. 1×3=3

[CBSE Marking Scheme, 2015]

Q. 2. Globalisation and greater competition among producers has been of advantage to consumers.” Justify the statement with examples.

[Board Term-II, 2016, Delhi Set-3]

Ans. Refer to Ans. of Q. 5. Long Ans. Type Questions.

(Any three) 3 × 1 = 3

Q. 3. “A wide ranging choice of goods are available in the Indian markets.” Support the statement with examples in context of Globalisation.

[Board Term-II, 2016, Delhi Set-2]

Ans. A wide ranging choice of goods :

(a) We have a wide variety of goods and services before us in the market.

(b) The latest models of the digital cameras, mobile phones and televisions made by leading manufacturers of the world are available in the market.

(c) Every season, new models of automobiles can be seen on Indian roads.

(d) Today Indians are buying cars produced by nearly all the top companies in the world.

(e) A similar explosion of brands can be seen for many other goods.(Any three) 1×3=3

[CBSE Marking Scheme, 2016]

Q. 4. Explain by giving examples that Multinational Corporations (MNCs) are spreading their productions in different ways.

[Board Term-II, 2016, Outside Delhi Set-2]

OR

Explain any three ways in which Multinational Companies have spread their production and interaction with local producers in various countries across the globe. [Board Term-II, 2012, Set 2080]

Ans. The most common route for MNC investments is to buy up local companies and to expand production. 1

Q. 17. Give an example of a Multinational Company.

Ans. Tata Motors (automobiles).

1

(3 marks each)

Ans. Multinational Corporations are spreading their productions in different ways :

- (a) By setting up partnership with local companies.
- (b) By placing orders with local companies. eg: Garments, Footwear, Sports items etc.
- (c) By closely competing with the local companies.
- (d) By buying local companies- eg: Cargill buying Parakh foods in India. (Any three) 1×3=3

[CBSE Marking Scheme, 2016]

Q. 5.“Information and Communication technology has played a major role in spreading out production of services across countries.” Justify the statement with examples.[Board Term-II, 2016, Foreign Set-1]

Or

Technology has stimulated the Globalisation process.” Support the statement with examples.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Refer to Ans. of Q. 6. Long Ans. Type Questions.

(Any three) 1 × 3 = 3

Q. 6. Differentiate between Foreign Trade and Foreign Investment. [Board Term-II, 2016, Set TCJQ6VD]

Ans. Foreign Trade : The process of buying and selling goods and services between two or more than two countries is known as Foreign Trade.

Foreign Investment : The investment made by the MNCs from foreign countries is called Foreign Investment. 1½ + 1½ = 3

Q. 7. Explain any three ways in which MNCs control production in other countries.[Board Term-II, 2014]

Or

How do MNC manage to keep the cost of production of their goods low ? Explain with examples. [Board Term-II, 2013, Delhi Set-3]

Or

Explain the various ways in which Multinational Corporations set up or control production in other countries. [Board Term-II, 2012, 68006]

Ans. Refer to Ans. of Q. 4. Long Ans Type Questions.

(Any three) 1 × 3 = 3

Q. 8. How do the MNCs help in the growth of local companies ? [Board Term-II, 2013 OD Set-1]

Ans. MNCs help in the growth of local companies as :

- (a) MNCs are spreading their production and interacting with local producers in various countries across the globe.
- (b) By setting up partnerships with local companies.
- (c) By using the local companies for supply.
- (d) By closely competing with the local companies or buying them. (Any three) 1×3=3

[CBSE Marking Scheme 2013]

Q. 9. Where do MNCs set up their production units ? Explain. [Board Term-II, 2012, Set 2076]

Ans. (a) MNCs set up production units at such a place where they can produce their goods at a minimum cost.

(b) The place where markets are closer.

(c) The place where skilled and unskilled labour is available at low cost.

(d) Other factors of production are assured.

(e) Government policies are favourable.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 10. What is Globalisation ? Explain. [Board Term-II, 2012, Set 2076]

Ans. (a) Globalisation is a process of rapid integration or interconnection between countries.

(b) More and more goods and services, investments and technology are moving between countries.

(c) Globalisation is the integration between countries through foreign trade and foreign investments by Multinational Companies (MNCs). $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 11. Explain with three examples how top Indian companies have been benefited from Globalisation. [Board Term-II, 2012, Set 68001]

Ans. Several top Indian companies have been able to benefit from Globalisation :

(a) They have invested in newer technology and production methods and raised their production standards.

(b) Some have gained from successful collaborations with foreign companies.

(c) Globalisation has enabled some large Indian companies to emerge as multinational themselves.

For example : Tata motors, Infosys. $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 12. How has Globalisation created new opportunities for companies providing services in India ? Explain. [Board Term-II, 2012, Set 68004]

Ans. (a) Globalisation has created new opportunities for companies providing services particularly those involving IT.

(b) The Indian company producing a magazine for the London based company and call centres are some examples.

(c) Besides, a host of services such as data entry, accounting, administrative tasks and engineering are now being done cheaply in India and are exported to the developed countries. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 13. How can the benefits of globalisation be shared better ? Explain. [Board Term-II, 2012, Set 68008]

Ans. The benefits of Globalisation can be shared better in the following ways :

(a) The government policy must protect the interest not only of the rich and the powerful, but of all the people in the country.

(b) The government can ensure that labour laws are properly implemented and workers get their rights.

(c) It can support small producers to improve their performance till they become strong enough to compete.

(d) It can use trade and investment barriers.

(e) It can negotiate at the WTO for 'fairer rules'.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme 2012]

Q. 14. Enumerate any three features of Multinational Corporations. [Board Term-II, 2011]

Ans. Multinational corporation (MNCs) are the companies that owns or controls the production of their goods in more than one country. The main features of MNCs are :

(a) They set up their factories and offices in more than one country.

(b) The set up their units where the cost of production is low and higher profits can be earned.

(c) They produce and sell their finished products globally. [CBSE Marking Scheme, 2011] 3

Q. 15. What is Globalization? How can the government ensure fair Globalisation to its people? Give two points. [Board Term-II, 2011]

Ans. Globalisation means unification or intergration of the domestic economy with the world economy through trade, capital and technology flows. Government can ensure fair globalisation to its people in the following ways :

(a) Government needs to care about the labour laws so that workers get their rights and support small producers to improve their performance.

(b) Government can negotiate with world trade organization for fairer rules and can align with developing countries to stand against the domination of developed countries. $1 + 2 = 3$

[CBSE Marking Scheme, 2011]

Q. 16. Should more Indian companies emerge as MNCs? How would it benefit the people in the country ? [Board Term-II, 2011]

Ans. Yes, more Indian companies should emerge as MNCs. It would benefit the people in the country in the following ways :

(a) New job opportunities have been created by the emergence of Indian companies as MNCs.

(b) Local companies that provide raw material and other services to these companies have prospered.

(c) Rise in production standards, improved the standard of living of the people. $1 + 2 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. What steps should be taken to make trade more fair between the countries ?

[Board Term-II, 2016, Set KCG34U9, TCJQ6VD]

Ans. The following steps should be taken :

- (a) Before imposing trade barrier interest of the developing countries should be taken care.
- (b) Rules and regulations should be uniform.
- (c) Ensure that the developed countries do not retain trade barriers unfairly.
- (d) Labour laws should be implemented properly.
- (e) Small producers should be supported to improve their performance till they become strong enough to compete.

1×5=5

[CBSE Marking Scheme, 2016]

Q. 2. Describe any five factors that promote the Multinational Corporations (MNCs) to set up their production units in a particular place.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Factors that promotes MNCs :

- (i) Close proximity to the market.
- (ii) Availability of skilled and unskilled labour at low cost.
- (iii) Assured production.
- (iv) Governments liberalised policies.
- (v) Developed infrastructure.
- (vi) Safety measures.

(Any five) 1×5=5

[CBSE Marking Scheme, 2016]

Q. 3. The impact of globalisation has not been uniform." Demonstrate with the help of illustrations"

[Board SQP 2016]

Ans. (a) While globalisation has benefited well-off consumers and also producers with skill, education and wealth, many small producers and workers have suffered as a result of the rising competition.

(b) Removal of trade barriers and liberalisation policies of the governments to facilitate globalisation have hit the local producers and manufacturers hard.

(c) Globalisation and the pressure of competition have substantially changed the lives of workers. Faced with growing competition, most employers these days prefer to employ workers 'flexibly'. This means that workers' jobs are no longer secure.

Illustration : Any one case—either from the text book or beyond it e.g. MNCs and Workers, MNCs and Local Manufacturers/industries, Withdrawal of Subsidies etc.

3 +2 =5

[CBSE Marking Scheme, 2016]

Q. 4. How are Multinational Corporations (MNCs) controlling and spreading their productions across the world ? Explain.

[Board Term II, 2015, Delhi Set-1]

Ans. The Multinational Corporations (MNCs) controlling and spreading their production across the world :

- (a) MNCs set up their production units close to market.

(b) MNCs set up production units jointly with local companies.

(c) They set up units where there is skilled and unskilled labour available at low cost.

(d) Large MNCs in developed countries place orders for products with small producers.

(e) They have tremendous power to determine price quality delivery and labour conditions for distant producers.

(f) Buying local companies. (Any five) 1 × 5 = 5

[CBSE Marking Scheme 2015]

Q. 5. "Globalisation and greater competition among producers has been advantageous to consumers." Support the statement with examples.

[Board Term-II, 2015, OD Set-1, 2, 3]

Ans. Globalisation and greater competition among producers has been advantageous to consumers :

(a) Globalization and greater competition among producers both local and foreign has been of advantage to consumers, particularly the well off sections of urban areas.

(b) There is greater choice before these consumers who now enjoy improved quality and lower prices for several products.

(c) People enjoy higher standards of living.

(d) But the impact of globalisation has not been uniform among producers and workers.

(e) Services of the top Indian companies have been able to benefit from the increased competition.

(f) They have invested in newer technology and production methods and raised their production standards.

(g) Wide ranging choice of goods in our markets is a recent phenomenon and have brought changes in lives of people.

(Any five) 1 × 5 = 5

[CBSE Marking Scheme 2015]

Q. 6. How has information and communication technology stimulated globalisation process ? Explain with examples. [Board Term-II, 2014]

Ans. Rapid improvement in technology has stimulated the globalisation process :

(a) Transportation technology has made much faster delivery of goods across long distances possible at lower costs.

(b) There are even more remarkable developments in information and communication technology.

(c) Telecommunication facilities are used to contact one another around the world, to access information instantly, and to communicate from remote areas.

(d) Through internet, one can obtain and share information on almost anything. It also allows to send e-mail and talk across the world at negligible costs.

[CBSE Marking Scheme, 2014] 5

Q. 7. "Globalisation has been advantageous to consumers as well as to producers." Support the statement with suitable examples.

[Board Term-II, 2014]

Ans. Globalisation has been advantageous to producers in the following ways :

- The producers now have access to the international markets.
- Globalisation has also enabled free movement of capital, i.e., via electronic transfers, etc.
- Globalisation has enabled access to foreign investment in capital and technology via Foreign Direct Investment, etc.

Globalisation has been advantageous to consumers in the following ways :

- Globalisation has led to employment generation, as a result, beneficial to the consumers.
- Globalisation has also given rise to intense competition due to opening up of markets to foreign companies. As a result, this has led to the increase in product quality and decrease in the prices of the products.

(c) The consumers have benefited from the arrival of MNCs as they have now larger choice in the goods that are available to them in the market.

[CBSE Marking Scheme 2014] $2\frac{1}{2} + 2\frac{1}{2} = 5$

Q. 8. Explain the role of Multinational Corporations in the globalisation process.[Board Term-II, 2014, OD Set-1]

Ans. MNCs play an important role in the globalisation process.

- MNCs control production in more than one country.
- They compete with the local producers directly even after being miles apart, thus integrating the markets.
- Their working leads to exchange of investments and products which leads to interconnection between diverse countries.

Countries get linked when movement of goods, people, investment and services between different countries takes place. They can be linked as producers or consumers of same products or one can be a producer and the other consumer. The recent advancement in technology, transport and communication systems has enhanced globalisation. [CBSE Marking Scheme, 2014] 5



TOPIC-2 Globalisation and its Impact

QUICK REVIEW

- Impact of globalisation on the country is manifold. This can be understood by these examples.
- MNCs have increased their investment over the past 15 years, which is beneficial for them as well as for Indians also. This is because these MNCs provide employment opportunities to the masses and local companies supplying raw material to these industries have prospered. But globalisation has failed to solve the problem of poverty and it has widened the gap between the rich and the poor. Only skilled and educated class has benefited from globalisation.
- There is a greater choice for consumers, with a variety of goods and at cheap prices. Now they enjoy a much higher standard of living.
- Liberalisation of economy means to free it from direct or physical controls imposed by the government. In other words, it implies liberating the trade and industry from unwanted government control and restrictions.
- Let us see the effect of foreign trade through the example of Chinese toys in the Indian market. Chinese toys have become more popular in the Indian market because of their cheaper prices and new designs. Now Indian buyers have a greater choice of toys and at lower prices. Simultaneously, Chinese toy makers get the opportunity to expand business. On the other side, Indian toy makers face losses.
- World Trade Organization (WTO) was started at the initiative of developed countries. The main objective of the World Trade Organization is to liberalise international trade. At present, 164 countries are members of the WTO.
- At present, central and state governments in India are taking special steps to attract foreign companies to invest in India. For this, Special Economic Zones (SEZs) are being set up. Special Economic Zones have world class facilities – electricity, telecommunication, broadband internet, roads, transport, storage and recreational facilities – to attract investment from MNCs and other companies.



KNOW THE TERMS

- **MRTPA** : MRTPA stands for Monopolies and Restrictive Trade Practices Act. It was an act following the recommendations of Monopoly Inquiry Committee and was passed in 1970.
- **World Bank** : World bank is an international financial institution that extends financial assistance to their member countries for development purposes.

- **Export Quotas :** It means the fixing of the maximum quantity of commodity that can be exported during a year.
- **Import Quotas :** It means fixing of the maximum quantity of a commodity that can be imported during a year.

Very Short Answer Type Questions

(1 mark each)

Q.1. Due to which reason the latest models of different items are available within our reach ?

[Board Term-II, 2016 Foreign Set-1, 2, 3]

Ans. Due to globalisation, the latest models of digital camera, mobile phone, TV etc are available with us.

1

Q.2. Why are MNCs setting their customer care centers in India ? [Board Term-II, 2015 Set WVIVSA5]

Ans. MNCs are setting up their customer care centers in India due to availability of cheap skilled labour and good English speaking people.

1

Q. 3. How many countries are currently the members of the World Trade Organization (WTO) ?

Ans. It has 164 member countries as on 29 July, 2016.

1

Q. 4. In which year, the government started to remove barriers on foreign trade and foreign investment.

Ans. In 1991.

1

Q. 5. Why are the Chinese Toys popular in the world ?

Ans. Chinese Toys are comparatively cheaper and have new designs. That is why they are popular in the world.

1

Q. 6. Name the organization which lay emphasis on liberalisation of foreign trade and foreign investment in India.

Ans. World Trade Organization (WTO).

1

Q. 7. Where is the main Head Office of WTO ?

Ans. Geneva-Switzerland.

1

Q. 8. Cargill foods a very large American MNC, has bought over smaller Indian companies such as :

Ans. Parakh foods.

1

Q. 9. Removing barriers or restrictions set by the government is known as :

Ans. Liberalisation.

1

Q. 10. What is the aim of the Special Economic Zones (SEZ) developed by the government ?

Ans. To attract foreign companies to invest in India.

1

Q. 11. What is a basic function of foreign trade ?

Ans. It gives opportunity to reach beyond the domestic market.

1

Q. 12. What is tax barrier ?

Ans. Imposing import duty or any restriction on foreign goods.

1

Q. 13. Manufacturer of which item has been hit hard due to globalisation ?

Ans. Plastics.

1

Q. 14. Which changes have occurred in India due to the adaptation of the policy of liberalisation and globalisation ?

Ans. There is great choice before the consumers.

1

Q. 15. What is the main purpose of trade barrier ?

Ans. To safeguard the domestic producers.

1

Q. 16. What was the main aim to form 'World Trade Organization' ?

Ans. To liberalise international trade.

1

Short Answer Type Questions

(3 marks each)

Q.1. "Barriers on foreign trade and foreign investment were removed to a large extent in India since 1991." Justify the statement.

[Board Term-II, 2016, Delhi Set-1]

Ans. Removal of barriers on foreign trade and foreign investment :

- Barriers on foreign trade and foreign investment were partially removed.
- Goods could be improved and exported easily.
- Foreign companies could set up factories and offices here.
- Opportunities for Indian producers to compete with producers around the globe.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 2. How does foreign trade integrate the markets of different countries ? Explain with examples.

[Board Term-II, 2016, Foreign Set-2]

OR

"Foreign trade integrates the markets in different countries." Support the statement with arguments.

[Board Term-II, 2015, OD, Delhi Set 1, 2, 3]

OR

How does foreign trade connect the markets of different countries ? Explain with example.

[Board Term-II, 2014]

OR

Explain with an example how foreign trade leads to integration of markets across economies.

[Board Term-II 2012, 2016]

Ans. (a) Through trade, goods can travel from one market to another.

(b) Choice of goods in the markets rises and prices become equal.

(c) Producers compete closely with each other. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 3. Why had the Indian government put barriers to foreign trade and foreign investment after independence ? Analyse the reasons.

[Board Term-II, 2016, Outside Delhi Set-1]

OR

Why had Indian government put barriers to foreign trade and foreign investment after independence ? Explain.

[Board Term-II, 2014]

Ans. Reasons for putting trade barriers to foreign trade and investment by the Indian government after Independence are :

- (a) To protect local producers and goods from foreign competition.
- (b) Industries needed protection so that they could grow and develop in order to be ready to compete with developed countries later on.
- (c) It imposed restrictions on the import of certain goods.

Reasons to remove barriers were :

- (a) To face competition and improve quality of products.
- (b) To attract foreign investments.
- (c) To place orders for production. 3

[CBSE Marking Scheme, 2014]

Q. 4. Describe any three ways in which countries can be linked through globalisation.

[Board Term-II, 2015 Set RKZQI05]

Ans. (a) By movement of goods

- (b) By movement of services
- (c) By movement of investments
- (d) By movement of technology
- (e) By the movement of people between countries.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 5. "Foreign trade is an important component of globalization". Explain any three points in this regard. [Board Term-II, 2015 Set WVIVSA5]

Ans. (a) Foreign trade implies exchange of goods and services across the countries.

- (b) It helps to expand the size of market for producers.
- (c) Producers and consumers can get commodities produced in any part of the world.
- (d) It works to integrate markets in different countries.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 6. How did 'Cargill Foods' become the largest producer of edible oils in India ? Explain.

[Board Term-II, 2014]

Ans. (a) Cargill foods is a very large American MNC. It has bought over smaller Indian companies such as Parakh Foods and expanded the range of its production of edible oils in India.

- (b) It has become the largest producer of edible oils in India. It refines processes and markets various edible oils for the food industry.
- (c) Many popular brands like Sweekar, Nature Fresh, and Gemini are part of Cargill Foods. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 7. Why did 'Ford Motor Company' want to develop Ford India as a component supplying base for its other plants across the globe ? Explain.

[Board Term-II, 2014]

Ans. Ford Motors want to develop Ford India as a component supplying base for its other plants across the globe :

- (a) A number of local manufacturers are supplying components to their Chennai plant and the MNCs feel that they can supply components to other plants across the globe.
- (b) Cost of labour and material is very low in India.
- (c) The components can be easily supplied to other MNC car manufacturers in India and China.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 8. What are the Special Economic Zones (SEZs) ? Why is the government setting up SEZs ?

[Board Term-II, 2012, 2016]

Ans. SEZs or Special Economic Zones are industrial areas with world class facilities.

- (i) Companies who set up units in SEZs are exempted from tax for 5 years.
- (ii) They are set up to attract foreign investment.

$1\frac{1}{2} + 1\frac{1}{2} = 3$

[CBSE Marking Scheme, 2012]

Q. 9. Describe the impact of globalisation on small producers. [Board Term-II, 2012 Set 2078]

Ans. (a) Globalisation encourages competition. Big industries and companies have been able to compete, but the small producers were hit badly.

- (b) They could not stand the competition and had to shut down. Some industries like batteries, capacitors, plastics, toys, tyres, dairy products and vegetable oils are the industries which have suffered a lot.

- (c) Due to this, a lot of people lost their jobs and faced unemployment.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 10. How globalisation has affected the lives of the people ? Explain with any three examples.

[Board Term-II, 2012 Set 2079]

Ans. Effect of globalisation on the lives of people are :

- (a) Increased their investment in industries such as cell phones, automobiles, electronics, soft drinks, fast food or services such as banking in urban areas.
- (b) New jobs have been created.
- (c) Local companies supplying raw materials to these industries have prospered.
- (d) Increased competition.
- (e) Several top Indian companies have been able to benefit from the increased competition. They have invested in newer technology and production methods and raised their production standards. Some have gained from successful collaborations with foreign companies.
- (f) New opportunities for service such as data entry, accounting, administrative tasks, engineering are now being done cheaply in countries such as India and are exported to the developed countries.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 11. Analyse any three impacts of globalization in India. [Board Term-II, 2011]

Ans. Refer to Ans. of Q. 2. Long Answer Type Questions.
(Any three) $1 \times 3 = 3$

Long Answer Type Questions

(5 marks each)

Q.1. Describe the major problems created by the globalisation for a large number of small producers and workers.

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Globalisation for small producers and workers :

- (i) It may lead to widening of income inequalities among various countries.
- (ii) Workers jobs are no longer secure.
- (iii) Expansion of unorganized sector.
- (iv) Small manufacturers have been hit hard due to severe competition.
- (v) Several units have been shut down rendering many workers jobless.
- (vi) Lives of workers are on the whims of employers.
- (vii) Workers are denied their fair share of benefits.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]

Q. 2. Describe the impact of globalisation on Indian economy with examples.

[Board Term-II, Outside Delhi Set-1, 2, 3]

Ans. Impact of globalization on Indian economy :

- (a) Higher standard of living in urban areas.
 - (b) The impact has not been uniform among producers and workers.
 - (c) There is greater choice before the consumers who now enjoy improved quality and lower prices for several products.
 - (d) MNCs have increased their investments in India leading to more job opportunities.
 - (e) Globalization has enabled some large Indian companies to emerge as MNCs themselves like Tata Motors, Infosys, Ranbaxy, Asian Paints etc.
 - (f) Globalisation has also created new opportunities for companies providing services particularly those involving IT(Information Technology).
 - For example :** The Indian company producing a magazine for the London based company and call centers.
 - (g) Local companies supply raw materials to foreign industries and have prospered.
- However, for a large number of producers and workers, globalisation has posed major challenges.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2016]



TOPIC-3

Challenges and Factors that Enabled Globalisation

QUICK REVIEW

- Globalisation and liberalisation have posed major challenges for small producers and workers.
- Small manufacturers have been hit hard due to competition. Several of the units have shut down rendering many workers jobless.

Around 20 millions of workers are employed in small industries. Because of growing competition, most employers these days prefer to employ workers flexibly. This means that workers have no secure jobs. This can be explained with the help of an example : 35 year old Sushila got a job after searching for six months. She is a temporary worker. She did not get any benefit such as provident fund, medical allowance, bonus etc.

A day off from work means no wage.

- Competition among the garment exporters has allowed the MNCs to make large profits, but workers are denied their fair share of benefits brought about by globalisation.

The government can take steps to ensure that the benefits of globalisation reach everyone :

- Formulate labour laws that are effective and watertight to ensure rights of workers.
- Have policies to protect the interests of the small producers against the MNCs.
- Erect barriers to protect the domestic economy from foreign trade and unfair competition from developed countries.
- Align with other developing countries to negotiate with WTO to impose trade restrictions like imposition of tariff and quotas.
- **Factors that enabled globalisation :** Globalisation means unification or integration of the domestic economy with the world economy through trade, capital and technological flows. Factors that supported globalisation in India are as follows :

- (a) Reduction of trade barriers with a view to allowing free flow of goods to and from other countries.
- (b) Involvement of various local producers with MNCs in various ways.
- (c) Some of the large Indian companies like Tata Motors, Infosys (IT), Ranbaxy, Asian Paints etc. emerged as MNCs and start working globally.

Very Short Answer Type Question

(1 mark)

Q. 1. Give one of the major factors that stimulated globalisation.

Ans. Technology.

1

Short Answer Type Questions

(3 marks each)

Q. 1. Explain the meaning of fair globalisation.

[Board Term-II, 2012, Set 2078]

Ans. Fair globalisation would create opportunities for all and also ensure that the benefits of globalisation are shared better.

- (a) Government can play a major role in making this possible. Its policies must protect the interest of rich and poor both.
- (b) Labour laws are properly implemented and the workers get their rights.
- (c) It can support small producers by putting some restrictions or barriers.
- (d) It can negotiate at the WTO for fairer rules.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 2. Elaborate any three disadvantages of Multi-national Companies. [Board Term-II, 2012, Set 68012]

Ans. The disadvantages of MNCs are :

- (a) Small manufacturers like - Batteries, capacitors, plastic toys, tyres, dairy products were victims of competition.
- (b) Closing down of small units rendered many workers jobless.
- (c) Most employers prefer to employ workers 'flexibility', so jobs are no longer secure. Small Indian companies were hard hit because of Government's changed policies such as allowing import of the goods which were previously not allowed.

$1 \times 3 = 3$

Long Answer Type Question

(5 marks)

Q. 1. "Fair globalisation would create opportunities for all and also ensure that benefits of globalisation are shared better." Support the statement.

[Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. Fair globalisation create opportunities :

Globalisation is not proving to be a fair deal. Fair globalisation would create opportunities for all and also ensure that benefits of globalisation are shared better.

- (a) Government policies must protect the interests not only of the rich and powerful but of all the people in the country.

(b) Government can ensure that labour laws are properly implemented and the workers get their rights.

- (c) Government can support small producers to improve their performance till they become strong enough to compete.
- (d) If necessary the government can use trade and investment barriers.
- (e) It can negotiate at the WTO for fairer rules.
- (f) It can also align with other developing countries with similar interests to fight against the domination of developed countries in the WTO.

(Any five) $1 \times 5 = 5$

[CBSE Marking Scheme, 2015]

Value Based Questions

Q. 1. "World Trade Organization rules have forced the developing countries to remove trade barriers." Explain the values hampered due to this.

[Board Term-II, 2016, 2012, KCG34U9]

Ans. Values are :

- (a) Equal benefits and opportunities for all the people.
- (b) Equality
- (c) Fair trade rules and practices.

[CBSE Marking Scheme, 2016] $1 \times 3 = 3$

services across countries." Support the statement with suitable examples.

[Board Term-II, 2012, Set 2022]

Ans. (a) Telecommunication facilities are used to contact and communicate and to access information.

- (b) Internet includes transfer of technology, money and capital across countries.

- (c) Speedy transfer of information technology, money and capital integrate different countries of the world.

$1 \times 3 = 3$

Q. 2. "Information and communication technology has played a major role in spreading out production of



KNOW THE LINKS

- Globalisation and Business - Multinationals - Tutor2u
www.tutor2u.net/business/external/globalisation_multinationals.htm
- Role of MNC: MNCs And Globalisation
mnc-n-globalisation.blogspot.com/2009/12/mncts-and-globalisation.html
- Impact of globalisation on Indian economy- An overview
www.fibre2fashion.com/industry-article/8/.../impact-of-globalisation1.as



CHAPTER

5

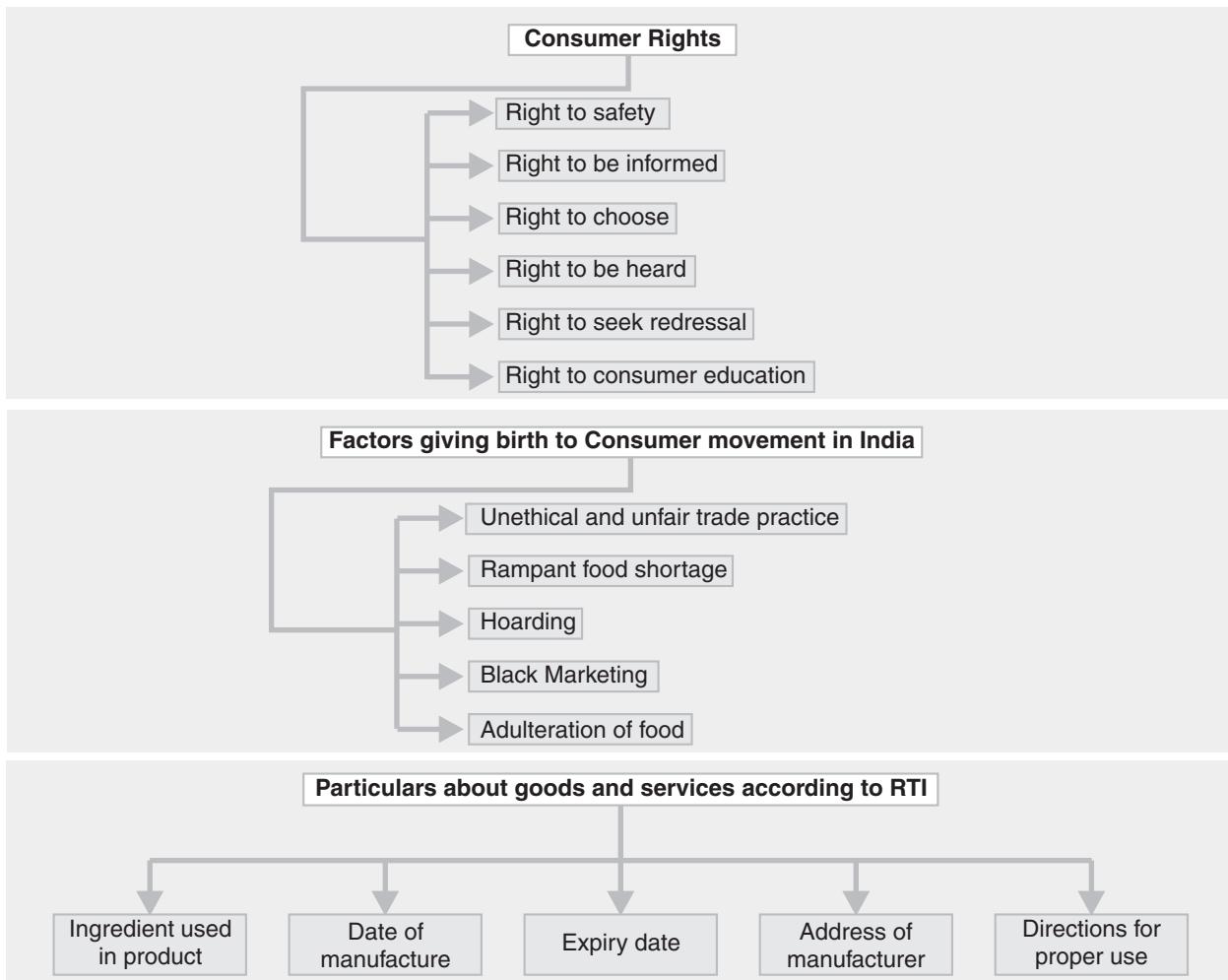
CONSUMER RIGHTS

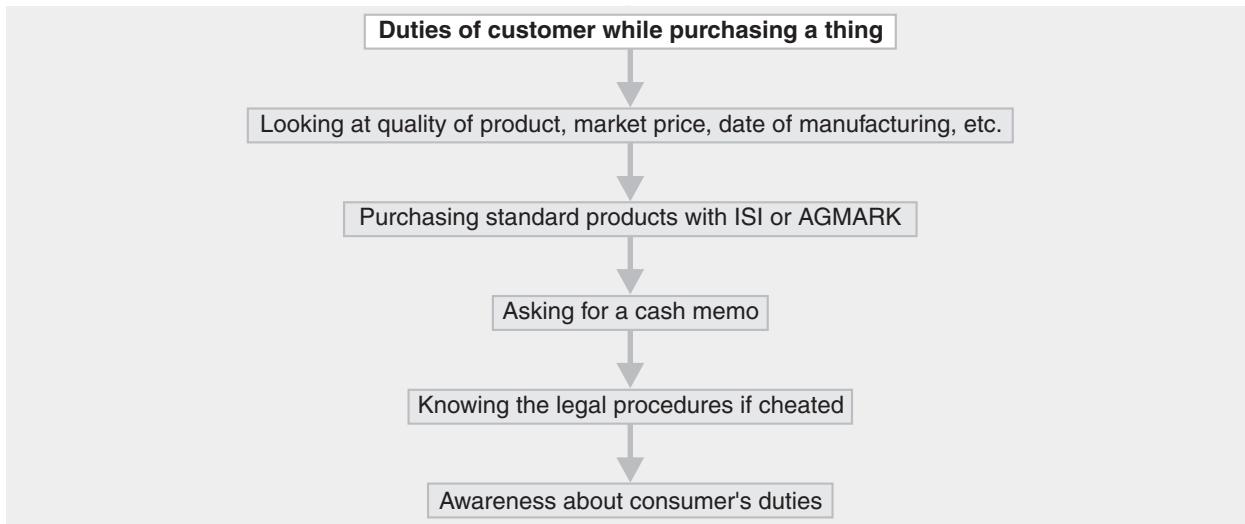
SYLLABUS

- *Consumer Awareness : How consumer is exploited ? (one or two simple case studies); Factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection.*
- *Objectives :*
 - (a) *Making the child aware of her rights and duties as a consumer.*
 - (b) *Familiarizing the legal measures available to protect from being exploited in markets.*

TOPIC - 1
Why Consumer Movements ?
..... P. 204
TOPIC - 2
Consumer Rights P. 206
TOPIC - 3
Strengthen Consumer Movements to Protect Consumer Rights P. 211

FLOWCHARTS





TOPIC-1 Why Consumer Movements ?

QUICK REVIEW

- Rules and regulations are required to protect people who are in a weak position. Consumers also need to be protected through legislation and action that ensure them their rights. Individual consumers are often scattered and not united. This makes them easy targets for unscrupulous elements to exploit.
- Sellers usually refuse to take any liability for goods once they are sold. Consumers also get cheated when shopkeepers use incorrect weights and measures, put extra charges in the bill, adulterate the foodstuff that they intend to sell, sell defective goods, or sell goods whose expiry dates have passed.
- Big companies can also manipulate consumers who are individual, scattered and make small purchases. Big companies spend a lot of money on advertising to give out misleading information about their products. The consumer movement was born out of consumer dissatisfaction. Initially, consumers had no means or rules and regulations to address the malpractices of manufacturers and sellers or if they were not pleased with a product.
- In the post-independence period in India, there were artificial food shortages and adulteration in India. The first consumer's forum was formed in the 1960's. Until the 1970's, the role of the consumer movement was limited to exhibiting and writing in magazines and papers. Later, consumer groups started looking into malpractices.
- The movement got a boost from the UN Guidelines for Consumer Protection formulated in 1985. In India, the enactment of the Consumer Protection Act of 1986 boosted the movement.
- Consumers themselves have to come forward and fight for their rights in consumer forums and courts.



KNOW THE TERMS

- **Consumer Movement :** Consumer movement is basically a social force which originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
- **Consumer Awareness :** Consumer's consciousness towards their rights and the social and legal obligations of the business and the government towards consumers is known as consumer awareness.
- **Adulteration :** Adulteration usually refers to mixing an inferior and sometimes harmful quality of a matter with food and drink intended to be sold. In other words, it is mixing something impure with something genuine.

Very Short Answer Type Questions**(1 mark each)**

Q. 1. What is the reason behind prosperity of the country? [Board Term-II 2015, Set RKZQI05]

Ans. Countries that transform their raw materials into a wide variety of furnished goods of higher value are prosperous. 1

Q. 2. Write any one objective of consumer awareness.

[Board Term-II, 2015, Set RKZQI05]

Ans. To save the consumers from the exploitation of the producers. 1

Q. 3. What is Adulteration?

[Board Term-II, 2015, Set WVIVSA5]

Ans. Adulteration is the process of mixing pure and impure products in order to unhire profits it causes financial and health loss to consumer.

Q. 4. Write down any one limitation of consumer movement.

Ans. It is cumbersome, expensive and time-consuming.

Q. 5. When do markets not work in a fair manner ?

Ans. When producers are few and powerful. 1

Q. 6. Name the agency that develops standards for goods and services.

Ans. Bureau of Indian Standards. 1

Q. 7. Who guides consumers how to file cases in the consumer court ?

Ans. Consumer Forums. 1

Q. 8. On which items ISI mark can be seen ?

Ans. Electrical appliances. 1

Short Answer Type Questions**(3 marks each)**

Q. 1. "Consumer awareness is essential to avoid exploitation in the market place." Support the statement. [Board Term-II, 2016, Delhi Set-3]

Ans. Consumer awareness to avoid exploitation: Consumer awareness is essential to avoid exploitation in the market place. Market do not work in a fair manner. Exploitation happen in various ways. Therefore, awareness is essential. Certain details are given on the packing. When we buy medicines, on the packets details are marked. Rules have been made so that the manufacturer displays the information. Consumers can complain and ask for compensation or replacement of the product, if it proves to be defective in any manner. 3

[CBSE Marking Scheme, 2016]

Q. 2. "The consumer movement arose out of dissatisfaction of the consumers". Justify the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-3]

Ans. "The Consumer movement arose out of dissatisfaction of the consumers":

- (a) As many unfair practices were being indulged in by the sellers.
- (b) There was no legal system available to the consumers to protect them from exploitation in the market place.
- (c) In India, the consumer movement such as 'Social Force' originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.
- (d) Rampant food shortage, hoardings black marketing, adulteration of food and edible oil gave birth to the consumer movement in an organized form in the 1960's. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. How can a consumers' movement be truly successful and effective ?

[Board Term-II, 2016, Set TCJQ6VD]

Ans. Consumers' movement can be truly successful and effective when consumers will realize their role and importance. It is often said that consumer movements can be effective only with the consumers' active involvement. It requires a voluntary effort and struggle involving the participation of one and all. 3

Q. 4. Describe the conditions in which markets do not work in a fair manner. [Board Term II, 2015,]

Ans. Conditions in which markets do not work in a fair manner :

- (a) When producers are few and powerful.
- (b) When consumers purchase in small amounts.
- (c) When consumers are scattered.
- (d) When large companies have monopoly in production of goods as they have huge wealth and can manipulate the market in various ways.
- (e) Passing on false information through media and other sources to attract the consumers.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 5. How did consumer movement originate as a 'social force' in India ? [Board Term-II, 2014]

OR

Explain any three factors which gave birth to the consumer movement in India.

[Board Term-II, 2011, Set 14/B1]

Ans. (a) In India, the consumer movement as a social force originated with the necessity of protecting and promoting the interest of consumers against unethical and unfair trade practices.

(b) Rampant food shortages, hoarding, black marketing, adulteration; the malpractices of food and edible oil gave birth to the consumer movement in an organized form in the 1960s.

(c) Till the 1970s, consumer organizations were largely engaged in writing articles and holding exhibitions.

They formed consumer groups to look into malpractices in ration shops. $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 6. The consumer movement in India has imparted which values to the consumers ? Explain.

[Board Term-II, 2014]

Ans. (a) Awareness of one's rights.

(b) Responsibility of the consumer.

(c) Social ethics of morality.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 7. There are many rules and regulations regarding consumer protection but they are often not followed. Why ? [Board Term-II 2012, 2016]

Ans. Causes :

(a) Consumers purchase in small quantities and are scattered.

(b) Producers are few and powerful.

(d) There is lack of adequate monitoring. Therefore rules and regulations are not followed. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 8. Mention any three limitations of Consumer Movement. [Board Term-II, 2012, Set 68039]

Ans. Limitation of Consumer Movement :

(a) It is cumbersome, expensive and time-consuming.

(b) Evidences are not easy to gather.

(c) Existing laws are not clear.

(d) Lack of consumer awareness.

(e) Rules and regulations are not clear.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Long Answer Type Questions

(5 mark each)

Q. 1. How does exploitation of consumers take place in the market ? Explain with any five facts.

[Board Term-II, 2014]

Ans. A consumer is said to be exploited when he/she is cheated by the producer or trader into buying lower quality or adulterated goods for more money. A consumer can be exploited in the following ways :

(a) Shopkeepers weigh certain products lesser than they should. They may weigh only 7 kg and charge money for 10 kg.

(b) Sometimes traders add hidden charges.

(c) The shopkeeper may sell defective and/or adulterated goods.

(d) False information is given to attract consumers. For example, a company claimed that its powder milk was scientifically proven to be beneficial for babies and sold it in the market for years. However, it was later discovered that those were false claims and that the powder milk had never been certified by experts.

(e) Traders and producers might sometimes hoard goods and create an artificial scarcity in the market and then sell those hoarded goods at higher prices. [CBSE Marking Scheme, 2014] 5

Q. 2. Explain the factors which gave birth to the consumer movement in India.

[Board Term II, 2012]

Ans. (a) Unfair trade practices : Some traders and shopkeepers indulge in unethical or unfair trade practices. They cheat the customers by giving them articles of substandard quality.

Duplicate items are also available in the market but they look so genuine that even wise and clever customers fail to differentiate them. Similarly, underweighing tactics are very common among shopkeepers. They give less quantity but charge more than the actual.

(b) Adulteration and impurity : It is also a common practice where manufacturers of ghee, oil, butter etc. resort to adulteration. These activities increase their profit margin causing loss to the customers. Sometimes it proves very injurious to the health of the customers.

(c) Artificial scarcity : Shortage of essential items in the market is the result of hoarding. In order to get more profit, certain unscrupulous traders resort to hoarding of these goods thereby creating artificial scarcity. After sometime they sell these products at higher prices.

(d) False or incomplete information : At times false information is passed on through the media and through other methods to attract consumers. This activity causes monetary loss as well as inconvenience to the consumers. $1\frac{1}{4} \times 4 = 5$

[CBSE Marking Scheme, 2012]



TOPIC-2 Consumer Rights

QUICK REVIEW

- Consumers' rights include the right to safety, the right to be informed, the right to choose, the right to seek redressal and the right to represent in consumer courts.
- When producers sell any goods or services, it is their responsibility to ensure their safety for the consumer.

It is the right of the consumer to be offered only products that are safe. In case of any damage, the producer should compensate the consumer.

- Consumers also have the right to be informed about the goods and services they buy including price, ingredients, batch number, expiry date and manufacturer's address.
- Certain medicinal drugs need to be handled with care. Their packing must have directions about usage printed on them. Any side effect or risk to potential users must also be mentioned.
- In case of any misleading or false information, consumers can take the producer to the consumer court. The Right to Information (RTI) Act, of 2005 gives citizens the right to know about the functioning of any government department. Consumers have the right to select or choose any product that they wish to buy.
- Consumers possess the right to seek, redress and to demand compensation. While seeking any redress, the consumers have the right to represent in consumer courts. In case of help required, consumers can seek help from consumer forums or councils and Resident Welfare Associations.
- In 1986, the government passed the Consumer Protection Act (COPRA), which ensures that consumers have the right to represent in consumer courts. COPRA establishes a three-tier structure. They are district level, state level and national level.



KNOW THE TERMS

- **COPRA** : Consumer Protection Act was introduced by the Indian Government in 1986. Popularly known as COPRA, it has led to the setting up of a separate department of consumer affairs in Central and State governments.
- **Consumer Protection** : Consumer protection means protection of consumers from the mishappening due to technical and manufacturing fault of commodities.
- **Consumer Rights** : The rights which help the consumers in protecting himself from being exploited are known as consumer rights.
- **ISI and AGMARK** : ISI and AGMARK logos represent quality standard for many products. However, for some products that affect the health and safety of consumers such as LPG cylinders, food colours and additives, cement or packed drinking water, it is mandatory on the part of the producers to get certified by these organisations.
- **Hallmark** : Hallmark is quality certification for jewellery. This mark is issued by Indian Standards Institution whose headquarter is in New Delhi.
- **ISO certification** : At international level, International Organization for Standardization (ISO) whose headquarter is in Geneva (established in 1947) issues ISO certification which indicates companies, goods or institutions having this certification meet the specific level of standards.

Very Short Answer Type Questions

(1 mark each)

Q. 1. Which logo will you like to see on the electric heater to be sure of its quality ?

[Board Term-II, 2016, Foreign Set-1]

Ans. ISI. 1

Q. 2. Which logo will you like to see on gold jewellery to be sure of its quality.

[Board Term-II, 2016, Foreign Set-2]

Ans. The logo of pure gold generally : Hallmark. 1

Q. 3. If any damage is done to a consumer by a trader, under which consumer right one can move to consumer court to get compensation.

[Board Term-II, 2016 Outside Delhi Set-1, 2, 3]

Ans. Right to Seek Redressal. 1

Q. 4. What is the duty of a consumer ?

[Board Term-II, 2016, Set KCG34U9]

Ans. He/She should look for the desired information on the product. 1

Q. 5. Name the levels of consumer courts that are available to appeal.

[Board Term-II, 2016, Set TCJQ6VD]

Ans. Consumer courts at district, state and national levels. 1

Q. 6. Suppose you have buy a packed bottle for drinking water in your journey. Which logo will you like to see be sure about its quality ?

[Board Term-II, 2016, Delhi Set-1, 2, 3]

Ans. ISI logo. 1

Q. 7. If you are interested to buy a brush with toothpaste but shopkeeper denied to sell toothpaste only. In this case, which consumer right is being violated by the seller ?

[Board Term-II, 2016, Foreign Set-1, 2, 3]

Ans. Right to Choose. 1

Q. 8. Which logo would you like to see while purchasing a tin of edible oil ?

[Board Term-II, Foreign Set-1, 2, 3]

Ans. AGMARK. 1

Q. 9. Which logo would you like to see for purchasing electrical goods? [Board Term-II, 2015]

Ans. ISI logo. 1

Q. 10. Suppose your parents want to purchase Gold jewellery along with you; then which logo will you look for on the jewellery ?

[Board Term-II, 2015 OD Set 1, 2, 3]

- Ans.** The logo for purchase of Gold jewellery is 'Hallmark'. 1
- Q. 11.** A chemist sold you a medicine of expiry date under which consumer right you can approach the consumer court ? [Board Term-II, 2011]
- Ans.** Right to Safety. 1
- Q. 12.** When was the Right to Information Act passed?
- Ans.** The Right to Information Act was passed in October, 2005. 1
- Q. 13.** Name any two ways by which the shopkeeper exploit the customers.
- Ans.** The ways are as follows :
- (a) By giving bad quality product
 - (b) By charging more price than maximum retail price for the product. $\frac{1}{2} \times 2 = 1$
- Q. 14.** When is 'World Consumers Rights Day' celebrated?
- Ans.** 'The World Consumers Rights Day' is celebrated on March 15, every year. 1
- Q. 15.** Mention a few organizations that provide certification of standardization for goods and services in India.
- Ans.** (i) ISI, (ii) AGMARK, (iii) HALLMARK. 1
- Q. 16.** For which product does it become mandatory for the producer to get certified ?
- Ans.** LPG cylinders. 1
- Q. 17.** Which right enables a customer to seek compensation for any damage done to him/her ?
- Ans.** Right to Seek Redressal. 1
- Q. 18.** Which right is ensured to the citizens under the RTI Act ?
- Ans.** Right to be Informed. 1
- Q. 19.** If you have to purchase an Iron Press from a shop, which logo will you look for ?
- Ans.** ISI. 1
- Q. 20.** What does the Act of 1986 for the Protection of Consumers is popularly known as ?
- Ans.** COPRA. 1
- Q. 21.** Which right is related to avail details of ingredients of a product ?
- Ans.** Right to be Informed. 1
- Q. 22.** What do you understand by the term Hallmark ?
- Ans.** Hallmark is the certification maintained for standardization for jewellery. 1

Short Answer Type Questions

(3 marks each)

- Q. 1.** Explain the need of standardization of products with the help of examples from day to day life. [Board Term-II, 2016, Set KCG34U9]
- Ans.** Standardization is very essential to save the consumers from malpractices and fraudulent means. For example :
- (a) For certain articles, ISI mark is a must to ensure high quality and avoid accidents.
 - (b) On the food products, it is essential to indicate the weight on every packet, expiry date and other related information.
 - (c) The producers of the medicine have to print the date of manufacture, date of expiry, salts used, precautions if any. $1 \times 3 = 3$
- [CBSE Marking Scheme, 2016]
- Q. 2.** How are consumers exploited in the market place ? Explain. [Board Term-II, 2016, Outside Delhi Set-3]
- Ans.** Consumers are exploited in the market place in the following ways :
- (a) Weigh less than what they should.
 - (b) Traders add charges that were not mentioned before.
 - (c) Traders sell adulterated or defective goods.
 - (d) False information is passed through the media and other sources to attract consumers.
- (Any three) $1 \times 3 = 3$
- [CBSE Marking Scheme, 2016]
- Q. 3.** "Consumer awareness is the best way for the protection of consumers." Justify with suitable examples. [Board Term-II, 2015, Set WVIVSA5]
- Ans.** (a) Consumer should be well informed about the rights and duties.
- Ans.** (b) Consumer should buy the commodities with ISI, AGMARK or Hallmark logo.
- Ans.** (c) Should not hesitate to use the legal rights against unfair trade practices.
- Example :** Case of Amritha, case of Abirami.
- [CBSE Marking Scheme, 2015] $1 \times 3 = 3$
- Q. 4.** Which values make consumers more conscious and vigilant? Explain. [Board Term-II, 2015, Set RKZQI05]
- Ans.** (a) Awareness of one's rights
- Ans.** (b) Must read the details given on the goods to be purchased.
- Ans.** (c) It is the duty of every consumer to complain against the malpractices in the market.
- Ans.** (d) Social responsibility on the part of the sellers and manufacturers also helps. (Any three) $1 \times 3 = 3$
- [CBSE Marking Scheme, 2015]
- Q. 5.** Explain with an example how you can use the right to seek redressal. [Board Term-II, 2015, OD Set-1, 2, 3]
- Ans.** Right to Seek Redressal :
- (a) Consumers have the right to seek redressal against unfair trade practices and exploitation.

- (b) If any damage is done to a consumer, he has the right to get compensation depending on the degree of damage.
- (c) There is a need to provide to an easy and effective public system by which this can be done.
- (d) Example of Prakash—The right to seek redressal helps him to get compensation.

(Any two) $2 + 1 = 3$

[CBSE Marking Scheme, 2015]

Q. 6. What precautions do you suggest for a consumer to take while purchasing medicines from the market ? [Board Term-II, 2015, Foreign Set-1, 2, 3]

Ans. While buying / purchasing medicine the following precautions should be taken :

- (a) Price , batch no. , date of manufacture.
- (b) Address of the manufacturing company.
- (c) Expiry date.
- (d) Directions of proper use.
- (e) Information relating to side effects and risk associated with usage of that medicine..

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2015]

Q. 7. Explain with an example how one can exercise the 'Right to Choose'. [Board Term-II, 2014]

OR

Analyse with a suitable example the meaning of 'The Right to Choose' provided under the Consumer Protection Act.

[Board Term-II, 2013, 2012, OD Set-3, Set 68034]

Ans. The consumer has the right to choose, so that he is assured of satisfactory quality and service at a fair price.

- (a) Consumers have the right to be protected against the marketing of goods and delivery of services.
- (b) Safety against hazardous and electrical goods. Many goods and services require special attention to safety such as pressure cooker, geysers, gas cylinders, etc.
- (c) Consumers can move to the Consumer Court for all the above according to COPRA passed in 1986.

(Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2014]

Q. 8. Why should a consumer be well-informed ? Explain. [Board Term-II, 2014]

Ans. When consumers become conscious of their rights while purchasing various goods and services, they will be able to discriminate and make informed choices.

There is lesser or no chance of getting exploited if the consumer is informed and aware. 3

[CBSE Marking Scheme, 2014]

Q. 9. How do we participate in the market as producers and consumers? Explain with three examples.

[Board Term-II, 2013]

Ans. We participate in the market as producers and consumers in the following ways :

- (a) As producers of goods and services, we could be working in any of the sectors, such as in agriculture, industry, or services.

- (b) Consumers participate in the market when they purchase goods and services that they need.
- (c) These are the final goods that people use as consumers.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2013]

Q. 10. List the information about goods and services which should be available under the Right to Information (RTI). [Board Term-II, 2012, Set 2076]

Ans. Particulars about the goods and services are available as given below :

- (a) Ingredients used in the product.
- (b) Date of manufacture.
- (c) Expiry date (upto which date can be use)
- (d) Address of the manufacturer.
- (e) Directions for proper use. (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 11. Where can a consumer go to get justice against unfair trade practices. ? Explain.

[Board Term-II, 2012, Set 2078]

Ans. Consumers have the right to seek redressal against unfair trade practices and exploitation.

- (a) One can go to district level consumer court which deals with claims upto ₹ 20 Lakhs.
- (b) Various consumer forums or consumer protection councils can be contacted for guidance and help.
- (c) Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was set up for redressal of consumer disputes.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 12. Explain any three functions of the Consumer Protection Council or Consumer Forum.

[Board Term-II, 2012, Set 2081]

Ans. Functions of the Consumer Protection Council or Consumer forums are :

- (a) To guide the consumer on how to file cases in the consumer court.
- (b) To represent the individual consumer in the consumer court.
- (c) These voluntary organizations also receive financial support from the government creating awareness among the people. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 13. What is the function of three-tier quasi-machinery under COPRA ? Describe.

[Board Term-II, 2012, Set 2080]

Ans. Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was setup for redressal of consumer disputes :

- (a) The district level court deals with the cases involving claims up to ₹ 20 lakhs.
- (b) The state level court deals with the cases involving claims between ₹ 20 lakhs and ₹ 1 crore.
- (c) The national level court deals with the cases involving claims exceeding ₹ 1 crore. $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 14. Explain in brief any three of the consumer rights.
[Board Term-II, 2012, Set 68005]

Ans. The consumer has following rights :

- (a) **Right to be informed** : A consumer has right to know the important informations about the goods and services they purchase.
 - (b) **Right to choose** : A consumer has right to buy goods and services of his choice.
 - (c) **Right to seek redressal** : A consumer has right to seek redressal against unfair trade practices and exploitation.
- $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 15. Explain any three features of the Consumer Protection Act of 1986. [Board Term-II, 2012, 68009]

Ans. Consumer Protection Act 1986, a major step taken in 1986 by the Indian government was the enactment of the Consumer Protection Act, popularly known as COPRA.

- (a) It applies to all goods and services.
- (b) It covers all sectors, i.e., private, public and cooperative.
- (c) It gives rights to consumers.
- (d) Established consumer protection councils at centre and state levels.

Under COPRA, a three-tier quasi-judicial machinery at district, state and national levels was set up for redressal of consumer disputes. The Act has enabled the consumers to have the right to represent in the consumer courts. The enactment of COPRA has led to the setting up of separate departments of consumer affairs in central and state governments.

3

[CBSE Marking Scheme, 2012]

Q. 16. What are the duties of consumers while purchasing a thing ? Write any three.

[Board Term-II, 2012, Set 68046]

Ans. The duties of the consumers while purchasing a thing are :

- (a) Consumer should look at the quality of the product, market price, guarantee period, date of manufacturing, expiry date etc.
 - (b) Consumers should purchase standard products with seal of ISI or the AGMARK.
 - (c) Consumer should ask for a cash memo and warrantee card.
 - (d) He/she should know the legal procedures if he/she is cheated.
 - (e) He/she should be aware of his/her duties.
- (Any three) $1 \times 3 = 3$

[CBSE Marking Scheme, 2012]

Q. 17. Explain any three ways by which people may be exploited in the market. [Board Term-II, 2011]

Ans. Consumer may be exploited in the market in the following ways :

- (a) **Substandard quality** : Selling of medicines beyond their expiry date, supply of defective home appliances etc. are the activities by traders in which they sell substandard quality of goods.
- (b) **Higher prices** : Traders sometimes charge a price higher than the retil price (MRP).
- (c) **Duplicate Articles** : Many false and duplicate products are being sold to the consumers.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Q. 18. What is the rationale behind the enactment of Consumer Protection Act, 1986 ?

[Board Term-II, 2011, Set 14/A1]

Ans. The rationale behind this Act is to protect and promote the rights of consumers :

- (a) To make consumers aware about their rights.
- (b) To punish those who indulge in malpractices and exploit the consumers.
- (c) To see that traders don't indulge in anti-social activities such as hoarding and black-marketing.

$1 \times 3 = 3$

[CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. COPRA has enabled the consumers to have the right to represent in the consumer courts. Explain with the help of an example how it benefits the consumers. [Board SQP 2016]

Ans. Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels was set up for redressal of consumer disputes.

The district level court deals with the cases involving claims upto ₹ 20 lakhs, the state level courts between ₹ 20 lakhs and ₹ 1 crore and the national level court deals with cases involving claims exceeding ₹ 1 crore.

If a case is dismissed in district level court, the consumer can also appeal in the state court and then in National level courts. Thus, the Act has enabled us as consumers to have the right to represent in the consumer courts.

It strengthened the Consumer Movement and provided the consumers with the right to seek redressal against unfair trade practices and exploitation. If any damage is done to a consumer, she has the right to get compensation depending on the degree of damage.

5

[CBSE Marking Scheme, 2016]

Q. 2. What type of duties should a consumer keep in mind under the consumer awareness ? Explain.

[Board Term-II, 2016, Set KCG34U9]

Ans. Duties of the consumers are :

- (a) While purchasing the goods, a consumer should look at the quality of the product, the marked price, guarantee or the warranty period.
- (b) A consumer should preferably purchase standardized products which contain the seal of ISI or the AGMARK.

- (c) A consumer should preferably purchase standardised products which contain the seal of ISI or the AGMARK.
- (d) A consumer must be aware of his rights and duties.
- (e) The consumer should form consumer awareness organisations, which can be given representation in various committees formed by the government and other bodies in the matters relating to the consumers.
- (f) He should know the method to get redressal if cheated. **(Any five) $1 \times 5 = 5$**

[CBSE Marking Scheme, 2016]

Q. 3. Explain with example the impact of the Right to Information Act (R.T.I.).

[Board Term-II, 2015, Foreign Set-3]

Ans. Impact of the Right to Information Act :

- (a) In October 2005, the Government of India enacted a law popularly known as R.T.I which ensures its citizens all the information about the functions of Government Departments.
- (b) Now it is possible for the affected citizens to pursue the progress of any scheme or policy.

(c) To build a pressure on Government officials to deliver the results in a time bound frame.

(d) It brings transparency in the system.

(e) It has checked corruption to an extent.

(f) Example of Amritra-The RTI helps her to know the result of a government job in a reasonable time. **(Any four) $4 + 1 = 5$**

[CBSE Marking Scheme, 2015]

Q. 4. How has a three-tier quasi-judicial machinery been set up for redressal of consumer disputes ? Explain. **[Board Term-II, 2014]**

Ans. (1) A major step was taken in 1986 by the Indian government when it enacted the Consumer Protection Act, 1986, popularly known as COPRA. (2) Under COPRA, a three-tier quasi-judicial machinery at the district, state and national levels has been set up for redressal of consumer disputes. (3) The consumer movement in India has led to the formation of various organizations locally known as Consumer Forums or Consumer Protection Councils. They guide consumers on how to file cases in the consumer court. (4) On many occasions, they also represent individual consumers in the consumer courts. (5) These voluntary organizations also receive financial support from the government for creating awareness among the people. Thus, the Act has enabled us as consumers to have the right to represent in the consumer courts. **5**



TOPIC-3

Strengthen Consumer Movements to Protect Consumer Rights

QUICK REVIEW

- Consumers need to be aware of the choices available to them.
- The Consumer Protection Act enacted in 1986, independent departments of consumer affairs were formed in the central and state governments. The departments regularly put out advertisements in newspapers and magazines, and on television to make consumers conscious of their rights. Several agencies like BIS, Hallmark and AGMARK test the quality of various products sold in the market.
- Only products that pass the test of quality are certified. For products that are crucial from a health or safety angle, certification is mandatory or compulsory. 24th December, 1986, is celebrated as the National Consumer Day.
- There are over 700 consumer groups in the country, but only about 30 of them work efficiently. The process of redress might be difficult as consumers do not often take cash memos, and hence it is very difficult to prove anything conclusively against the wrong doings of shopkeepers.
- The laws relating to compensation are often vague and their enforcement is weak. The progress in consumer awareness has been slow, but positive.

Very Short Answer Type Questions

(1 mark each)

Q. 1. What is COPRA ? When was it introduced ?

[Board SQP 2016]

Ans. Consumer Protection Act is popularly known as COPRA. It was introduced by the Government of India in 1986. **1**

Q. 2. On which day of the year is 'National Consumers Day' celebrated in India?

[Board Term-II, 2015]

Ans. In India, National Consumers Day is celebrated on 24th December every year. **1**

Q. 3. Why was the Consumer Protection Act enacted by the Indian Parliament ?

[Board Term-II, 2015, OD Set-3]

Ans. To protect the consumers from unfair trade practices and retains the interest of consumers at large. **1**

Q. 4. Which major step was taken by the Indian Government in 1986 for the protection of consumer ?

Ans. Consumer Protection Act.

1

Q. 5. Name the umbrella body of 240 organizations from over 100 countries for Consumer Movement.

Ans. UN Guidelines for Consumer Protection.

1

Short Answer Type Questions

(3 marks each)

Q. 1. How do large companies manipulate the market ? Explain with examples.

[Board Term-II, 2016, Foreign Set -3]

Ans. Refer to Ans. of Q. 1 Long Ans. Type Questions. 3

Q. 2. "Rules and regulations are required for the protection of the consumers in the market place." Justify the statement with arguments.

[Board Term-II, 2016, Outside Delhi Set-1, 2, 3]

Ans. "Rules and regulations are required for the protection of the consumers in the market place."

(a) Individual consumers often find themselves in a weak position , whenever there is a complaint regarding a good or service that had been bought, the seller tries to shift all the responsibility on to the buyer.

(b) Exploitation in the market place happens in various ways. *For eg:* sometimes the traders indulge in unfair trade practices such as : when shopkeepers weigh less than what they should or when traders add charges that were not mentioned before, or when adulterated or defective goods are sold.

(c) At times false information is passed on through the media to attract consumers. $1 \times 3 = 3$

[CBSE Marking Scheme, 2016]

Q. 3. When is the 'National Consumer Day' celebrated in India ? Describe the importance of this day.

[Board Term-II, 2012, 68037]

Ans. 24th December is observed as National Consumers' Day in India. The importance of this day are :

(i) Consumer Protection Act was enacted on this day.

(ii) India has exclusive courts for consumer redressal.

About 700 consumer groups are working in India. However, consumer redressal process is becoming cumbersome, expensive and time-consuming. After 20 years of enactment of this act, consumer awareness is not up to the mark.

Consumers will have to involve actively.

1 + 2 = 3

[CBSE Marking Scheme, 2012]

Q. 4. How do duplicate articles and adulteration cause heavy loss to the consumers? Give two example.

[Board Term-II, 2011]

Ans. Duplicate articles and adulteration cause heavy loss to the consumers in the following ways :

(a) Duplicate articles such as duplicate medicines may cause life risks for the consumers.

(b) Duplicate articles and adulterated goods cause financial loss to the consumers and leave them unsatisfied. [CBSE Marking Scheme, 2011]

Long Answer Type Questions

(5 marks each)

Q. 1. How do the large companies manipulate the market ? Explain with examples.

[Board Term-II, 2015, Delhi Set 2]

Ans. The large companies manipulate the market in various ways :

Large companies with huge amount of wealth, power and riches can manipulate the market in various ways. At times false information is passed on through the media and other sources to attract consumers. *For example,* a company for years sold powder milk for babies all over the world as the most scientific product claiming this to be better than mother's milk. It took years of struggle before the company was forced to accept that it had been making false claims. Similarly, a long battle had to be fought with court cases to make cigarette manufacturing companies accept that their product could cause cancer. 5

[CBSE Marking Scheme, 2015]

Q. 2. Why are rules and regulations required for the protection of the consumers, in the market place? Explain with examples.

[Board Term-II, 2015, Foreign Set-2; 2014; 2013]

Ans. Rules and regulations are required to protect the consumers in the market place because of the following factors :

(a) **Adulteration** : People tend to add adulterants (or chemicals) in food to make it look better.

(b) **False claims** : Producers make false claims about the durability and quality of their products through advertisements.

(c) **Under weighing** : Sellers generally under weigh products and charge their original prices.

(d) **Hoarding and black-marketing** : Sellers generally hold up stocks in the market to create artificial scarcity so as to sell them later at higher rates.

(e) **Selling at high price** : Sellers, who sell necessities, generally sell them at higher prices. 5

[CBSE Marking Scheme, 2013]

Q. 3. "Consumer Movement can be effective only with the consumer's active involvement." Analyse the statement. [Board Term-II 2014]

- Ans. (a)** After 20 years of the enactment of COPRA, consumer awareness in India is spreading but slowly.
(b) There is a scope for consumers to realise their role and importance.

(c) It required a voluntary effort and struggle involving the participation of one and all.

(d) Hence, Consumer Movement can be effective only with consumers active involvement.

$$1\frac{1}{4} \times 4 = 5$$

[CBSE Marking Scheme, 2014]

Value Based Questions

Q. 1. "After 20 years of the enactment of COPRA, consumer awareness in India is spreading but slowly." Give reasons.

[Board Term-II, 2013, 12, Set 2081, Delhi Set-2]

Ans. Consumer awareness in India is spreading slowly because :

- (a) Besides it, enforcement of laws that protected workers, especially in the unorganized sector is weak.
- (b) Rules and regulations are often not followed.
- (c) Lack of active involvement of the consumer.

$$1 \times 3 = 3$$

Q. 2. How has the RTI (Right to Information) Act passed in 2005 affected consumers in India ?

[Board Term-II, 2013, OD Set-2]

OR

What is the Right to Information Act, 2005 ? How does it help the consumers ?

[Board Term-II, 2011, Set 11/B1]

Ans. (a) The RTI Act ensures citizens all the information about the functions of government departments.

(b) By filing an application under RTI Act, a citizen can ask the government department to furnish information.

(c) For example, people make complaints about the lack of civic amenities such as bad roads or poor water and health facilities but no one listens. Now the RTI Act gives them the power to question the respective government department. $1 \times 3 = 3$



KNOW THE LINKS

- Consumer activism - Wikipedia, the free encyclopedia
https://en.wikipedia.org/wiki/Consumer_activism
- History of the Consumer Movement - Consumers International
[www.consumersinternational.org > Who we are > About us > CI at 50](http://www.consumersinternational.org/Who_we_are/About_us/CI_at_50)
- World Consumer Rights Day - Consumers International
[www.consumersinternational.org > Our work](http://www.consumersinternational.org/Our_work)
- Consumer Rights under the Consumer Protection Act, India
www.yourarticlerepository.com/consumers/consumer-rights...consumer-prot.



FORMATIVE ASSESSMENT

UNIT – 1

**India and the
Contemporary
World-II**

CHAPTER

1

**THE RISE OF
NATIONALISM
IN EUROPE**

ACTIVITY 1 : IDENTIFY THE NAMES OF RENOWNED PERSONS

Read the clue in column A and identify me. Write my name in Column B :

A (I am)	B (My name)
(i) The king of Piedmont and Sardinia. I helped in the unification of Italy.	King Victor Emmanuel II
(ii) A French Emperor : I introduced a Code in 1804.	Napoleon
(iii) The Austrian Chancellor : People consider me a 'dangerous enemy to society'.	Giuseppe Mazzini
(iv) The founder of a secret society, 'Young Italy' : I inspired the youth to work towards unification.	Giuseppe Mazzini
(v) The Chief Minister of Prussia and was the architect for the procedure of unification of Germany.	Otto von Bismarck

ACTIVITY 2 : PICTURE COMPREHENSION



Learning outcomes :

This activity is expected to enable the student to compare, analyse and to do reasoning and find out the importance of freedom of speech.

Study the cartoon 'The Club of Thinkers' and answer the following questions :

- (A) Why do you think 'muzzles' were being distributed to the members ?
- (B) In what kind of regime would such a practice be adopted ?
- (C) Based on your understanding of the present day world, identify some countries where this situation may still prevail.

ACTIVITY 3 : IDENTIFY THE ATTRIBUTES OF NATIONALISM

Study the picture given below and identify the different symbols depicted in this figure. List the symbols and explain the attributes of each.



ACTIVITY 4 : OPEN-ENDED WRITING

The student uses imagination, and critical thinking skills. (Most of the time, though students have a certain view of what they see around, they seek acceptance in classroom by writing/giving 'accepted' answers. But they continue to hold their own opinions in the world outside the classroom. They should know that it is 'accepted' to voice their opinions.)

Learning outcomes :

This activity enables the students to use their imagination and express individual opinion, learn to accept other point of views and develop the skills of creative writing.

- (A) What is a national costume ? Is there a national costume for women and men in India ? What according to you could be Indian national costume(s) ?
- (B) What is the significance of a flag ? If you were to explain about Indian flag to a tourist, how would you do it ?

Assessment criteria :

Students should be assessed on the following criteria :

- (A) Clarity of vision.
- (B) Logical presentation.



CHAPTER

2

THE NATIONALIST MOVEMENT IN INDO-CHINA

ACTIVITY 1 : CASE STUDY

Showing the emergence of Vietnamese women as a strong force in Vietnamese society. The activity enables students to :

1. Do research work in a systematic manner.
2. Develop analytical skills and learn about emergence of Vietnamese women over a period of time.
3. Develop the skill of logical presentation of facts.

Suggestions :

- (A) Develop a case study on Vietnamese women through the ages highlighting the contribution of Trung sisters, Trieu Au of ancient period and the revolt of girls in Saigon Native School in 1926.
(B) Role of women in peace time and role of women during Vietnamese War against America.

Additional base :

Dramatize the scene of the girls protesting against the humiliation caused by a teacher in the Saigon Native School in 1926.

Learning outcomes :

By doing this activity, the students are expected to develop creative skills, empathy and ability to write script.

Procedure :

The girls of the entire class may be involved as it is the scene of a classroom. Dialogue may be written on the basis of the text provided. The teacher may divide responsibilities and duties among students.

The students who are not acting may sit as audience. They can make notes and prepare questions to ask after the stage performance.

The teacher may also comment upon the positive and negative points for the performance of the group discussion.

ACTIVITY 2 : PROJECT

Make a comparative study of the Vietnamese struggle for freedom and Indian struggle against British Imperialism.

Learning outcomes :

This activity will enable the students to compare, analyse and reason.

Teacher's support :

Guiding students in identifying some areas with relevant data, photographs, incidents and illustrations.

This is an individual activity. The teacher may select a few interesting and innovative essays and allow students to read them out in the class.

ACTIVITY 3 : AUTOBIOGRAPHICAL ESSAY

Imagine yourself to be in the region of Mekong and write an autobiographical account of the exploitation of colonizers from the facts provided in the text.

ACTIVITY 4 : DISCUSSION SESSION

Group Discussion : Negative and unintentional positive advantages of colonialism.

"Colonies were considered essential to supply natural resources and other essential goods. Like other Western nations, France also thought it was the mission of the 'advanced' European countries to bring the benefits of civilization to backward people."



CHAPTER

3

NATIONALISM IN INDIA

ACTIVITY 1 : PICTURE INTERPRETATION

Bharat Mata

This figure of Bharat Mata is a contrast to the one painted by Abanindranath Tagore. Here, she is shown with a trishul, standing beside a lion and an elephant — both symbols of power and authority.

Notice that the mother figure here is shown dispensing learning, food and clothing. The trishul in one hand emphasizes her ascetic quality. Abanindranath Tagore, like Ravi Varma before him, tried to develop a style of painting that could be seen as truly Indian.

Study the figure of Bharat Mata given above. Read the symbolism of her various attributes. Now use your imagination to draw a picture representing the attributes of Bharat Mata relevant to contemporary India. The teacher can display the work of students on a wall / magazine / bulletin boards. (This activity need not be assessed.)

Learning outcomes :

This activity enables the students to :

1. Compare two different pictures;
2. Identify the attributes of each image;
3. Analyze the symbolism;
4. Develop creative expressions.



Bharat Mata, Abanindranath Tagore, 1905.

ACTIVITY 2 : ALBUM ON INDIAN NATIONAL MOVEMENT BETWEEN 1920 - 1935

Learning outcomes :

This activity is expected to enable the students to :

1. Comprehend the non-violent nature of Indian National Movement.
 2. Analyze the contribution of different sections of the society.
 3. Develop creativity in presentation of the project in a systematic manner.
- Procedure (guidelines) given for project work must be followed.

Assessment criteria :

Assessment should be based on :

1. Relevance of content
2. Presentation
3. Organization of facts
4. Bibliography



UNIT – 2

**Contemporary
India-II**

CHAPTER

5

**MINERALS AND
ENERGY
RESOURCES**

ACTIVITY 1 : REPORTING FROM A MINE—DIRECT TELECAST/A SKIT

Procedure :

1. The class is divided into small groups.
2. Each group is given a topic for skit. Teacher invites a group to perform. It is similar to a TV report (live telecast) which is directly done from the mining site.
3. Few students can enact as labourers working in the mine and discussing about their day-to-day affairs.
4. The reporter will interview each one of them and share their views with the class.
5. Through the 'skit cum reporting' they can convey the mining procedure, which is usually undertaken in a mine and also highlight problems related to it.

Assessment :

Students can be assessed by asking various questions related to it. The audience as well as the participants may be judged based on the understanding of the concepts behind the theme.

Approximate time : 30 minutes

ACTIVITY 2 : FIELD VISIT - A VISIT TO A POWER PLANT

Learning outcomes :

On conducting survey, students will be able to :

1. Know about the production and distribution of power.
2. Understand the techniques and infrastructure involved in it.
3. Recognize its impact on the environment.

Procedure :

Teacher can undertake a field visit to an energy producing unit. It can be a thermal power plant, biogas-based plant, wind energy generating unit, etc. Based on the following points students can prepare a report :

- a. Source of energy
- b. Location of the energy producing unit
- c. Amount of energy produced
- d. Areas/states benefited
- e. Description of the power plant, in terms of its structure, size, material used for its construction, engineering skills if some special mention is required, any other relevant feature depending upon the nature of the power plant.
- f. Environmental issues, if any.
- g. Measures taken for environmental protection.
- h. Any problem related to it.
- i. Suggestions for further improvement.

Assessment criteria :

Based on the information gathered, students' report may be assessed on following criteria :

1. Presentation
2. Content coverage.

ACTIVITY 3 : AN EXHIBITION ON MODELS RELATED TO POWER RESOURCES

Learning outcomes :

By doing this activity, the students will be able to :

1. Know about the different sources of energy produced.
2. Understand the comparative merit of one source with the other.
3. Bring out the disadvantages of the conventional sources of energy.

Procedure :

Class is divided into small groups and each group is assigned to prepare a model related to the production of energy using different sources, such as :

(i) Coal, (ii) Wind, (iii) Water, (iv) Solar energy, (v) Petroleum, (vi) Urban waste/Cowdung/Biomass, (vii) Tidal, (viii) Geo-thermal.

1. Students are given enough time to explore more about their production and distribution.
2. Students may be advised to highlight both the advantages and disadvantages of each source.
3. Some students of the group can prepare charts related to it.
4. Entire work of the class maybe presented in the form of an exhibition.

Assessment criteria :

Based on the information gathered, students' report may be assessed on following criteria :

1. Presentation
2. Materials used
3. Presenting additional information and ideas through the model.

ACTIVITY 4 : PRESENTATION OF MINERALS

Learning outcomes :

The students will get familiarized with certain aspects related to distribution, utility and significance of minerals.

Procedure :

The class is divided into small groups.

Each group is assigned a different mineral and is asked to prepare a presentation based on the following :

1. Distribution
2. Economic significance
3. Reserves in India
4. Agencies exploring it
5. Problems related to its exploitation
6. Marketing and production strategies
7. Export/Import.

Each group will be assigned one or two topics and they will collectively present it in the class.

Approximate time for presentation : 4-5 minutes per group.

Assessment :

Students' work may be assessed, based on the following criteria :

- | | |
|---------------------------------|-------------------------------|
| (1) Relevance | (3) Content accuracy |
| (2) Clarity of the presentation | (4) Use of maps and diagrams. |



CHAPTER

6

MANU- FACTURING INDUSTRIES

ACTIVITY 1 : A PRESENTATION ON INDIAN INDUSTRIES

Learning outcomes :

By involving themselves in this activity, the students will be able to do the following :

1. Know about an industry and its location on the map, and its distribution in the country.
2. Know about the factors affecting its location.
3. Appreciate its contribution to the nation.
4. Understand the problems related to it, if any.
5. Measures adopted to control environmental degradation.

Procedure :

Class may be divided into small groups. Each group may be given a different type of industry. Each member of the group should be encouraged to explore and find more information about an industry under the following heads :

1. Location/Distribution
2. Representation on the map
3. Reasons for its present location
4. Special features (if any)
5. Problems faced (if any)
6. Level of pollution caused
7. Measures to control environment degradation.

After the preparation of the report, students can present them in different groups. Each group may be given 7-10 minutes for their presentation. Teacher may ask questions in between the presentation of the group, as well as the remaining class to create effective learning.

Assessment criteria :

Assessment of the class may be done based on their performance.

While observing their performance the teacher can look into the following aspects :

1. Content accuracy
2. Originality of ideas
3. Use of maps, diagrams, graphs, etc.
4. Use of additional information
5. Overall presentation.

Approximate time : 1½ hours.

ACTIVITY 2 : CLASSIFICATION OF INDUSTRIES

Learning outcomes :

By doing this activity, the students will be able to do the following :

- (a) Classify industries on various criteria;
- (b) Know about the basis of classification;
- (c) Understand the different categories of industries.

Procedure :

Step 1 :

1. The class is divided into small groups. Each group is given the newspaper or a few magazines.
2. They are to find out the names of industries.
3. Collect as many as 10 industries.

Step 2 :**Do the classification of industries based on the following heads :**

1. Ownership
2. Raw materials
3. Main role
4. Capital investment

After the classification : Each group will present their report in the class.**Assessment :**

This is a fun-based activity. Therefore, it does not require any assessment. The group that completes this task first, may be rewarded by a loud applause.

Follow up : If any of the group is not able to do the given task correctly, it can be presented in the class and the students may be given some clues to solve it. In spite of giving the clues, if they fail to answer the teacher may revisit those portions which were taught earlier.



CHAPTER

7

LIFELINES OF NATIONAL ECONOMY

ACTIVITY 1 : VISIT TO A BUS TERMINAL/RAILWAY STATION

Procedure :

The students may be asked to visit the main bus terminal/railway station in their area and prepare a report based on the following lines :

1. What is the area of influence of the bus terminal/railway station ?
(places linked by this unit)
2. Average number of buses/trains operating from the place.
(note down both incoming as well as outgoing traffic)
3. On an average, how many passengers are benefited by this unit ?
4. How much goods are transported on a daily basis from here ?
5. How many employees are working in this unit ?
6. Are there any daily wage workers ? If yes, how many ?
7. How much is the annual/monthly/daily collection/income of the unit ?
8. Which is the longest route terminating here ?
9. Also mention the name of any special bus/train, if any, operating from here.
10. Which type of track is mostly used here? Which type of roads based on their layout / significance are found in the region ?
11. Which authority is responsible for its maintenance ?
12. What are the problems faced by the people ?
13. Is the service adequate to the population of the locality ?
14. How far the environment is maintained ?
15. How much is the pollution level of the area ?
16. Any other problems.

Assessment criteria :

1. Relevance of the content
2. Presentation of the report
3. Use of graphic/maps/photo
4. Genuineness.

ACTIVITY 2 : IMAGINATION : A WEEK WITHOUT ANY MEANS OF TRANSPORT AND COMMUNICATION

Learning outcomes :

By doing this activity, the students will be able to :

1. Realize the significance of means of transport and communication.
2. Recall the functional linkage of means of transport and communication with the other areas.

Guidelines to the Teacher :

This activity may be undertaken after the lesson is taught.

Procedure :

Students may be asked to imagine a week without any means of transport and communication. How would your life be influenced by it ? Give a detailed description of it.

After completion of this task, students may be asked to present their write up in the class.

Approximate time : 20 minutes

Assessment :

This is a fun-based activity, which need not be assessed. Students with imagination may be shared and at the end, the teacher may brief the real implications of the absence of means of transport and communications.



ACTIVITY 1 : REPORT MAKING

Study any of the public interest groups other than (BAMCEF) and write its activities which promotes collective good.

Learning outcomes :

- (a) To know the activities of public interest groups and their role in promoting collective good.

Procedure :

- (b) The teacher should guide the students to study any of the public interest groups in India.
- (c) Find out their activities in promoting collective goods in India.
- (d) Prepare a report.

Approximate time : 1 day (outside school)

Assessment criteria : This activity may not be graded.

Follow-up :

On the basis of the report and research work, the teacher should highlight the activities performed by each public interest group in India.

ACTIVITY 2 : DEBATE

Topic : Pressure groups and movements are healthy for democracy.

Learning outcomes :

- To develop an awareness about the role of pressure groups and their importance for the healthy working of democracy.

Procedure :

1. Class to be divided into two groups.
2. Each group will speak for the motion and against the motion.
3. Each group member must give their inputs and prepare significant points for the debate.
4. After summarizing all the points given by each member, group leaders will speak in front of the class.
5. Two students to be interjectors.

Approximate time : 2 periods.

Assessment criteria :

During the debate, the following parameters need to be assessed :

1. Understanding and knowledge of the concept.
2. Logical thinking.
3. Whether the student is ready to accept criticism by other students.

ACTIVITY 3 : PUZZLE

Learning outcomes :

Solving puzzles is a fun-learning activity. The activity would further enhance the understanding of the entire chapter.

Find out the correct one word answer from the box for the following statements and write them :

M	Z	O	W	Q	I	B	T	S
A	B	A	A	C	Z	C	O	P
O	A	T	T	E	G	L	N	A

I	M	N	E	P	A	L	O	L
S	C	O	R	A	D	C	R	F
T	E	F	A	I	D	M	K	T
G	F	E	D	E	C	O	R	F
M	L	K	O	P	T	N	T	Z
T	Z	L	M	F	W	X	I	Y

Statements :

1. A country that witnessed an extraordinary popular movement in April 2006.
2. The roots of a party can be traced back to a long drawn social reform.
3. Communists who believe in the ideology of Mao.
4. A political alliance formed by all the major political parties of Nepal, mainly responsible for the movement for democracy.
5. Crisis faced by Bolivia.
6. An organization that protested against water privatization in Bolivia.
7. A legislation passed by the Parliament to protect people from exploitation.
8. An organization largely made up of government employees to campaign against caste discrimination.



CHAPTER

6

POLITICAL PARTIES

ACTIVITY 1 : GROUP DISCUSSION

Learning outcomes :

1. To understand various party systems, their merits and demerits.
2. To find out which party system is suitable / not suitable for India.

Procedure :

1. Divide the class into three groups.
2. Let each group prepare a presentation in favour of any one of the party systems—one-party system, bi-party system, Multi-party system.
3. They will discuss the merits and demerits of each party system.
4. They will decide at the end for themselves, what seems to be the system with maximum number of speakers as supporters. Do record the voices of disagreements also.
5. They will find out which party system is not suitable for India.

Approximate time : 2 periods

Assessment criteria :

1. Presentation skill
2. Content knowledge
3. Relevance to present political scenario in the country
4. Points of agreement and disagreement (logical thinking).

ACTIVITY 2 : USE OF FLASH CARDS

Learning outcomes :

Familiarize the students with the working of regional parties in the state.

Procedure :

1. Each student will be asked to collect names of two regional parties in India.
2. They will find out the following information related to the regional parties selected by them :
 - (a) Number of seats that different regional parties have secured in the last Assembly and Lok Sabha elections.
 - (b) The symbols allotted to the regional parties.
 - (c) The working of political parties in their state.
3. Assuming themselves a member of the political party, the students will prepare an election manifesto for their party. They will explain how their manifesto is different from the one given by other political parties.

Approximate time : 1 day

Assessment criteria :

Need not be assessed.



CHAPTER

7

OUTCOMES OF DEMOCRACY

ACTIVITY 1 : DISCUSSION BASED ON RESEARCH

Learning outcomes :

By doing this activity, the students will be able to do the following :

1. Conceptualize the important features of democratic governments.
2. Emphasize the importance of citizen's participation in decision-making.
3. Comprehend that democracy should be accountable to the citizens.

Procedure :

1. Students will be divided into groups of 5 or more depending upon class strength and teachers' discretion.
2. Five countries will be allotted to each group.
3. Each group will find out following information with respect to each of the countries assigned :
 - Whether these countries have a formal Constitution ?
 - Whether elections are held at regular periodic intervals ?
 - Whether the countries have Multi-party, Bi-party or One-party system ?
 - Whether the citizens enjoy rights ?
 - Whether 'Right to Information' is available to the citizens ?The level of inequalities in democratic countries.
(or any other point which the teacher deems suitable).
A discussion will take place after students of all groups have made their presentation.
(All students are expected to speak)

Approximate time : 2 Periods

Assessment criteria :

The teacher will assess students based on the following parameters :

- | | |
|-----------------------|--|
| (i) Content knowledge | (ii) Exhaustive study |
| (iii) Reference | (iv) Presentation (by each member of the group). |

ACTIVITY 2 : DEBATE

Learning outcomes :

1. To facilitate the learner to understand and appreciate the complexities / difficulties faced by democratic governments.
2. To appreciate the importance of democratic governments.
3. To imbibe democratic values.

Topics :

- (i) Democratic government is accountable to the people.
- (ii) Democratic government is responsive and legitimate.
- (iii) Dictatorship is a far better government to bring economic growth.

Procedure :

1. Debate can be conducted on all or any one of the topics suggested.
2. Two students for and two students against the motion, two interjectors can be selected for each topic.

Approximate time : 1 Period for one topic.

Assessment criteria :

It should be based on :

- | | |
|----------------------------|--|
| (i) Relevance to the topic | (ii) Content / knowledge |
| (iii) Convincing arguments | (iv) Ability to handle questions of interjectors |
| (v) Overall presentation. | |



CHAPTER

8

**CHALLENGES
TO
DEMOCRACY**

ACTIVITY 1 : DEFINING DEMOCRACY IN THEIR OWN WORDS

Learning outcomes :

By doing this activity, the students will be able to :

1. Develop an understanding of the concept of democracy.
2. Acquire knowledge and skills to face the challenges that democracy faces today.

Procedure :

1. Students will be asked to define democracy in their own words.
2. They will discuss each other's views and points, and arrive at a consensus on the definition.

Approximate time : 1 period

Assessment criteria :

1. Accuracy of the definition
2. Clarity of the concept
3. Coverage of all aspects of democracy.

ACTIVITY 2 : CONDUCTING AN INTERVIEW

1. Invite any elected representative / government official / panch or sarpanch or any representative from any other local body to your school. Interview them to collect information regarding the following :

- (i) People's participation in the decision-making process.
- (ii) The reforms needed in the functioning of democracy in India.

2. **Work out a plan of action for the following tasks :**

- (A) List the challenges India faces today at :

- (i) the village level
- (ii) the city level
- (iii) the state level
- (iv) the national level
- (v) the international level.

- (B) Suggest ways and means to solve the identified challenges.

- (C) In your opinion, which three challenges should be given top priority and should be tackled on war footing and why ?



UNIT – 4**Understanding
Economic
DEvelopment****CHAPTER****3****MONEY
AND CREDIT****ACTIVITY 1 : WORKSHEET**

Topic : Modern Forms of Money

Introduction :

In this activity, students learn how to issue a cheque in order to buy a mobile telephone. It demonstrates to students that cheques are a modern way of money and how they act as a medium of exchange.

Learning outcomes :**After this task, students will be able to :**

1. Write a cheque.
2. Identify the different elements of a cheque.
3. Understand how a cheque impacts the finances of the person receiving a cheque and the person drawing a cheque.
4. Understand how a cheque is used as a medium of exchange.

Procedure :

1. Make copies of the worksheet given—one for each student.
2. Let the students complete the worksheet.
3. Teacher could ask students to exchange the worksheets so that peers assess the work.

Worksheet :

Aman buys a mobile telephone from Adeeb costing ₹ 4,500 and he wants to issue a cheque for the transaction. Fill in the details in the blank cheque given below and then answer the questions that follow :

Date :	
.....	
Pay :
..... or bearer Rupees :
A / c No : 305210	₹ :
ICICI Bank	
XYZ Branch	
Varanasi	
244971 11001034	

1. What is the name of the bank ?
2. Who is the drawer of the cheque ?
3. What is the cheque number ?
4. What is the account number ?
5. Does Adeeb's account reduce by ₹ 4,500 ? Justify your answer.
6. How does the cheque act as a medium of exchange ?

Estimated time :

Classroom work : 1 period (25 minutes to work + 15 minutes to assess)

Assessment criteria :

The following broad assessment criteria could be used to assess the individual work :

Number of correct answers.

Follow up :

A class discussion could be held to ensure that all concepts related to the topic have been understood.



CHAPTER 4

GLOBALISATION AND THE INDIAN ECONOMY

ACTIVITY 1 : PREPARING A BULLETIN BOARD

Topic : This Tracing the origin (Finding a logo, relating it to the company and finding its origin)

Introduction :

This activity could be used to introduce the concept of liberalisation, as in India we have access to both domestic and foreign products. Students will become interested in products that they consume and will appreciate liberalised policies of government that bring wide range of products.

Learning outcomes :

After the task, the students will be able to :

1. Identify the logos of many companies whose products are of everyday use.
2. Identify some logos of MNC's, Indian companies and institutions.
3. Relate the company to its product and logo.
4. Research about the company's / institutions' origin.
5. Appreciate the liberalisation policies of the government on the availability of wide ranging products in india.

Articulate their ideas interestingly and share it with peers.

Some logos are given below for examples :



Procedure :

1. Each student is given a weeks to bring a picture of the logo, name and information of the company / institution.
2. The given logos can be discussed in the class to initiate interest.
3. Some students at random can read out their research.
4. The information can be displayed on the Bulletin Board in 4 groups—MNC, Indian Company, Indian Institutions, Foreign Institutions.

Time Estimation :

A week can be given to the students to research. 40 minutes (1 period) time to present their findings to class. Each student can't get the opportunity to present, so groups of 4 as stated above can be made to display the information.

Assessment criteria :

The activity can be marked considering the research and the correlation between logos, company name and its origin, found by each student. This activity can also be taken up into groups.

Feedback :

A class discussion on the variety of logos displayed on the Bulletin Board, source of their research will spark interest among students. A universal participation in the discussions should be encouraged.

ACTIVITY 2 : CARTOON MAKING

Topic : Disparities of income and opportunity.

Introduction :

This activity should be undertaken after a discussion is held on the merits and demerits of globalisation. The activity will enable students to understand that disparities are universally prevalent in the world which lead to unequal opportunities.

Learning outcomes :

After this task, the students will be able to :

1. Identify the inequalities of income and wealth depicted.
2. Identify the difference in the opportunities available.
3. Relate these disparities to the demerits of globalisation.
4. Communicate effectively their ideas through cartoons or pictures along with a slogan.

Procedure :

1. The teacher shall make a copy of the representative cartoon pictures on a Power Point/ OHP/ Chart paper, which is displayed in the class for all students to observe.
2. Ask students to comprehend the pictures.
3. Class could be divided into pairs.
4. Students have to create a cartoon or picture on their own depicting problem of disparity, its causes and solutions offered.
5. Teacher has to assess each student's write-ups.

Time Estimation :

A week can be given to the students to do the research and make their creation. 40 minutes (1 period) time to present their picture/cartoon to the class. Students work can be displayed on the class notice board.

Assessment criteria :

This activity can be marked considering the ideas, correlation between the depiction and slogan. This activity can also be taken up into groups.

Feedback :

A class discussion on the variety of cartoons, idea depicted can reinforce the concept of disparities in income and opportunities.



The rich people are brushing the homes of the poor under their driveway. They want to maintain distance.



The middle class in India has to pay many taxes while the rich stay protected.



The difference in the standard of living is visible

Remedial Activity :

The demonstrations at the various WTO meetings by the members of developing countries (like on pg. 71 of text book) can be associated with the topic and discussed.



CHAPTER

5

CONSUMER RIGHTS

ACTIVITY 1 : ROLE PLAY

Topic : Consumer consciousness

Introduction :

This activity can be used as an introduction to the theme of consumer rights. Students are made aware of the exploitation cases from their everyday life and gather to encourage complain against these. They feel empowered with the knowledge of their rights and duties. In developing their skits, groups should be encouraged to use different mediums for skit like puppets, props, animation etc.

Learning outcomes :

At the end of the task, the students will be able to :

1. List the causes of consumer exploitation.
2. Suggest measures to reduce consumer exploitation.
3. Articulate coherently to the audience that proposed the case of exploitation.
4. Work effectively as a team member.

Procedure :

1. Divide the class into suitable groups.
2. Each group is given a situation regarding consumer exploitation to enact. These could include :
 - (a) Food adulteration
 - (b) Inappropriate weights and measures
 - (c) Informal sector charging high rates of interest
 - (d) Hoarding and black marketing
 - (e) Lack of safety measures
 - (f) No bill being issued for purchases
 - (g) Lack of warranty/guarantee
 - (h) Inadequate information regarding the product.
3. After each presentation, the audience is to guess the situation about the role demonstrated.
4. Audience will then suggest ways to reduce consumer exploitation in each case.

Time Estimation :

Classroom Time : 1 hour for presentation, with each group getting 3-4 minutes of presentation time.

Home task : 2 hours for preparation of role play.

Assessment criteria :

The activity can be marked considering the storyline and the clarity with which concepts like Profit Maximisation vs. Welfare are explained. The participation of all group members should be ensured.

Feedback :

Discussion after every skit can act as the feedback activity. A universal participation in the discussions should be encouraged.

ACTIVITY 2 : DEVELOPING AN ADVERTISEMENT

Topic : Consumer consciousness

Introduction :

This activity allows students to critically examine advertisements and determine whether advertisements can be misleading. Students can also suggest additions to the advertisement so that it is comprehensive and informative. The activity could be undertaken at any time during the chapter and allows students to demonstrate their creativity through different media.

Learning outcomes :**After the task, the student will be able to :**

1. Identify the necessary information on any product.
2. Differentiate between situations wherein consumer exploitation occurs.
3. Suggest measures that could have been taken to reduce the exploitation.
4. Articulate the feelings of an exploited consumer.

Procedure :

1. Some local products are displayed in the classroom like a namkeen packet, a match box, a biscuit packet, a packet of tea leaves, etc.
2. The students are asked to comment on the information that is missing from the packet.
3. The significance and consequences of the missing information is discussed.
4. The class is divided into groups and guided to devise an advertisement for their imaginary goods or services.
5. The groups can use any medium like charts, roles played, songs, animations, etc., to make the advertisements.

Time Estimation :

A week can be given to the students to research and make their advertisements. 40 minutes (1 period) time to present their advertisements to the class.

Assessment criteria :

The activity can be marked considering the effectiveness of the advertisement. Correlation between nature of product, MRP, date of manufacturing, ingredients and other information mentioned.

Feedback :

A class discussion on the variety of advertisements will help to judge the best advertisements.

Remedial Activity :

The components written on a carton of a juice or a toothpaste box can be read out. Some good advertisements can also be discussed in class.

